

Music for Early Years transition project 2020

Ideas and guidance for **East Hoathly EY Hub** including **Farmer Duck** songs

by **Mark Broad**

As we're presently under lockdown and unable to meet,

I have recorded demonstrations and commentary that will be in our workshop.

(Some of it had to be done under artificial light so I apologise for my rather yellowish appearance!)

Breath

Movement, control and sustain

[Bubbles](#) and [Candles](#)

[Posture and attention](#), sit to learn, stand to sing

Voice play - [Mmm, Zzz, Vvv](#) + [Fff, Shh](#)

exploring and finding our expressive voices

Mosquito

Our [Listening Space](#)

Pitch and dynamic, up, down, near, faraway

Call and response

Hello everyone

I, I, Me Oh My (pie song)

Listen, then [copy -or- reply](#)

reply 'Hello, <name of caller>'

copy pitch-match tempo and dynamic

Play ... a singing game that we know

[Bobbin](#)

Pace, precision and humour

– *playfulness is inventive*

Learning a song

[Simamaka](#)

Starting a song are we ready? [Off we go!](#)

Listening and copying – *my turn, your turn*

Repetition, repetition, and singing with

Moving in time

[Fox in a Box](#) - '[thinking voice](#)' develops the ability to 'hear' yourself think; audiation, along with 'working memory', is a major part of musicianship.

Pulse and tempo

Remembering a sequence

The Amazing Teddy Bear Show

Teaching phrase by phrase

[Words](#) and [actions](#)

Props and puppets

[Nah sings](#)

[Five Little Peas](#)

Scarves

Melody - recognizing a tune

controlling a pulse-based sequence

Moving in time and responding to sounds

Musical instruments

[What's in the bag](#)

The <[instruments](#)> in the band go x x x

Names, techniques

good order and musical arrangement

when to play and when not

Thank you

mark@voiceandword.com

Topic: [Lazy Old Farmer](#) (for Farmer Duck sessions)

[Meeting Under the Moon](#) (for Farmer Duck sessions)

PULSE – the ‘heartbeat’ of the music, fundamental and vital.

TEMPO – the pulse-rate. Changing the tempo makes the music faster or slower.

RHYTHM – travelling on the pulse, rhythm is the beat-pattern of a song or melody.

Experience this by singing and [tapping](#) the syllables.

PITCH – higher notes or lower notes (the musical term for sound frequency level).

PITCH MATCHING – recognising and responding with the same pitch.

MELODY – the shape of a tune, notes being sequentially higher and lower in pitch-level.

PHRASE – feels like a musical sentence and is most probably sung on one breath.

The breath-phrase is our basic working unit.

To start a song give the pitch, tempo and dynamic with ‘Off we go’, or ‘Off you go’.

ELEMENTS of music – the COMPARATIVES

- Higher and lower **pitch**
- Faster and slower **tempo**
- Louder and quieter [dynamic](#) (a bit like volume but *expressively variable*)

Always ensure good posture, breath and purpose

Expressive faces (eyes and smiles).

Alternate sitting and standing, e.g. sit to learn, stand to sing.

Plenty of actions, moving with the pulse.

Now and again, play! Learn together by experimenting and inventing.

Now and again, share! Invite the children to bring songs from home.

Talk a little less, [sing a little more](#)! Spend most time music-making. Think 80:20

Song lyrics

I, I, me oh my, how I like my <something> pie!

I, I, me oh my, how she likes her <something> pie!

Simama ka

Tanzania

Simama ka

Simama ka

Ruka, ruka, ruka

Simama ka

Tembeyeh, tembeyah

Tembeyeh, tembeyah

Ruka, ruka, ruka,

Tembeyeh yah

Actions:

Crouch down, stand up

Crouch down, stand up

Jump, jump, jump

Crouch down, stand up

Walk, walk, *(on the spot)* **stop!** *(like a statue)*

Walk, walk, *(on the spot)* **stop!** *(like a statue)*

Jump, jump, jump

Walk, walk, *(on the spot)* **stop!** *(like a statue)*

*

Tanzania is a country in Africa.
This song is in a language called Swahili.

*

The Amazing Teddy Bear Show

(with a swing: re re-re re fa, me re doh _)

**I'm a little teddy bear
You're a little teddy bear
We are teddy bears
Sitting in a row**

**One stands up
So we all stand up
Clap our hands and
Tap our toe**

**I'm a little teddy bear
You're a little teddy bear
We are teddy bears
Standing in a row**

**One turns round
So we all turn round,
Clap our hands and
Tap our toe**

**I'm a little teddy bear
You're a little teddy bear
We are teddy bears
Standing in a row**

**One sits down
So we all sit down and
That is the end of the
Teddy bear show.**

That is the end of the Teddy Bear Show

... 1,2,3,4 1,2,3,4

Fox in a Box

There's a fox in a box in my little bed
In my little bed, in my little bed.
There's a fox in a box in my little bed
And there isn't much room for me!

There's a sheep in a heap in my little bed ... etc.

*

Five Little Peas in a pea pod pressed,
One grew, two grew and so did all the rest.
They grew and they grew and they did not stop,
Until one day that pod went POP!

*

What's in the Bag?

What's in the Bag?
Can you listen carefully,
What's in the bag?

*

Lazy Old Farmer

Lazy old farmer
Staying in bed,
"How goes the work?"
Was all he said!

Duck did the work
And answered "Quack!"
Lazy old farmer
Had another snack.

"Moo" said the cow
And "Baa" said the sheep,
"Cluck" said the hens

When they saw Duck weep.

"Moo" said the cow
And "Baa" said the sheep,
All the farmer does is
Eat and sleep!

Seems to us that
it's not fair, if
Duck does the work
and farmer doesn't care.

So, push him out of bed
And chase him down the track,
'Please go away
And don't come back!'

Now, we're all helping, as
Best we can,
If there's a job then
please lend a hand.

Working together
singing this song, is
Such a good way for
Us to get along!

Moo, Baa, Cluck, Quack Quack!

*

Meeting Under the Moon

Meeting under the moon *Cluck!*

Meeting under the moon *Baa!*

Meeting under the moon *Moo!*

What shall we do?

Moo! *said the cow*

Baa! *said the sheep*

Cluck! *said the hens*

And **that** was the plan!

*

Music with Early Years - commentary

Find ways to vary and extend the use of a familiar song. Most people know *Wind the Bobbin* so it makes a good example, but do think of others. Work with material you know well.

Simamaka involves a series of moves that we control in time with the pulse of the music. Using repetition we can work at sensing and anticipating those beats.

Fox in a Box invites us to imagine incredible things and make-up words and actions to describe them, with plenty of scope for invention and humour. After each pause for discussion about what we find next and the actions we'll use, the first two words: "There's a ...", serve as the 'here we go again' signal, calling everyone back into song. Moving from side to side, the head-on-pillow action fits with the four-beat count.

The Amazing Teddy Bear Show

Everyone wants to be teddy-bear number one – they're not sure why, it just sounds special! Lots of coordinated actions in this sequence, teddy-bear number one leading key moves. Sense the pulse and praise timely and tidy actions – especially the 1,2,3 claps.

Incy Wincy

Another song most people know, used as a challenge in manual dexterity. Start slowly!
Spider actions: I have a favourite that I demonstrate and invite people to try, but we encourage individual interpretations and sometimes follow interesting ideas.

Come to the Farmyard (or jungle, or seaside ...) allows us to explore our voices and have ideas about sounds. Vocal experimentation helps develop control of the singing voice.

Not everything has a tune. *Five Little Peas* works with just a clear musical pulse. Building the suspense, tension and release, you can vary the pace (tempo) and level of drama (dynamic).

Any questions, please be in touch: mark@voiceandword.com

Things to remember:

Singing games – fundamentally it is **music** we're working with
musicality and musicianship we're developing,
strengthening our listening skills, working memory and physical coordination.

Always start from the song – ideas and teaching points emerge from knowing the song 'inside-out' and then adapting it to fresh situations - **show and do**, more than tell.

Help children find their **singing voice** through vocal play (sirens, glides, yoo-hoos).

Mark the **pulse** of a song – it's the heartbeat of the music. 'Knees, hands' works well.

Always ensure good alignment, airflow and a sense of purpose

Expressive faces (eyes and smiles)

Some physical mobility, allowing expansion of gesture, is helpful

Teaching a song – the basics: *know* the song; model it; if female, pitch-up into your higher register, where it's easier for them to copy; signal my-turn/your turn; coordinate the start of a song with 'off we go'. Sometimes, start with a slightly different pitch, tempo or dynamic.

Use **repetition**: little and often is the best way with songs and singing games.

Make expectations clear. Sit to learn, stand to perform.

Steps: learn **repertoire** - know age-appropriate songs

have the **basic skills** to teach those songs
develop routines for learning and **singing songs**
use gesture and '**off you go**' ('off we go' / 'off I go')

Know the meaning of musical terms: **pulse, tempo, pitch, rhythm, dynamic**

Recognise changes in: **pitch, tempo, dynamic**

Use the **Thinking Voice**

Later:

Pulse – simple time and compound time, feeling the difference.

Rhythm work – take a simple song, tap the rhythm.

[Audio](#)

[Book a visit](#)

Songs can be heard at: <http://www.thesongs.co.uk>

If you're interested in some background information

Rationale:

The Power of Music – Prof. Susan Hallam (Institute of Education)

A summary of research into the impact of music in education.

[Download](#) free from Music Education Council

Method and repertoire:

Inside Music – Early Years, [new edition](#) – very highly recommended!

Singing Games and Rhymes for Early Years – useful books/CDs from [NYCOS](#)

Extra resource for general use:

[ABRSM](#) Classical 100

Knowing some of what's going to be possible at KS1 and KS2:

BBC Ten Pieces – bbc.co.uk '[Ten Pieces](#)'

Props: National Centre for [Physical Play](#)

Giant Scrunchie also from various retailers, [e.g.](#)

N.B. The Songs is a resource made by me to support this work.

Otherwise I have no commercial interest in any of the organizations above.

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