

# Sing and Move

Year 1

Summer 1

## Unit Overview

### Lesson One – Flippy Floppy Island and Funky Rhythm

- In this scheme the children will learn a variety of songs with actions. The actions help us to tell the story of the song but also are a key ingredient in us keeping in time with the music and being able to internalize the pulse.
- First of all, show the children the first part of the 'Flippy Floppy Island' video, up to 1.00m. In this song we visit 3 Pirates, 2 Pilots and 1 lion. With each character the children must perform actions in time. Allow the children to have a go with the first section of the video up to the first minute. Make sure all of the children are doing the actions in time with the words.
- Now show the children the next part of the video. Ask them what is happening. What has changed? The children are now going to learn about 'Internalizing' some of the words and changing the words into appropriate sounds. This is a clever technique in music and teaches the children excellent focus and improvisation skills.
- Let's see which children can change the word 'Pirate' to 'Ah-Ha', the word 'Pilot' to 'Radar' and the word 'Lion' to 'Roar'.
- The next stage is even more of a challenge. The children need to change the majority of the words to sound and action, keeping in time with the music. Again, watch out for the children who have the skill to keep in time and maybe invite some to the front to show the class as an example of how it is done.
- The final part of the song is a good example of a change in Tempo. What happens to the speed of the music? Why?
- Have a go with the whole song and maybe ask different tables to play different characters.
- To finish the lesson allow the children the opportunity to sing and dance along to 'Funky Rhythm'. This song includes a hand-jive in the middle. A form of dance that involves hands clapping, crossing, tapping and twirling.

### Lesson Two – Tony Chestnut

- Recap the work from the previous lesson. What two songs did we sing? What did each song include other than words?
- Today we will learn a clever action song called 'Tony Chestnut'. It is important that the children learn this slowly at first, as the video is quite tricky to do without practice. This is how the song works:  
Toe – Point to your Toes  
Knee – Point to your Knees  
Chest – Point to your Chest  
Nut – Point to your Head  
Knows – Point to your nose  
I – Point to your eyes  
Love – Point to Your Heart  
You – Point out

This carries on throughout the song, so make sure the children understand the sequence of the lyrics and actions. There is a simple melody to teach the children as well.

When the children feel comfortable with the lyrics and actions show them the 'Tony Chestnut' video. Play up to 33 seconds. This allows the children to sing the main section of the song first. Let them have a few goes at doing this as it is quite fast.

In the next few rounds we leave out one of the words and parts of the body. Make sure the children don't sing that word but still do the action. Again, this is testing the child's ability to internalize sound. A very useful technique in music and a good test of their musical concentration.

At the end of the song the children can use percussion instruments to play along. There are three instruments projected onto the screen, however, the choice of percussion is up to the teacher. We then see the notes for the chime bars which are a little trickier. Hand out one note to each child and see if they can play the correct note as it hits the bottom. You may only have a few chime bars or boomwhackers so just work slowly to make sure each child has a go.

### **Lesson Three – The Poor King and Changing Channels**

- Firstly, we'll recap on the previous lessons. Play through the songs we have performed so far and see if the children can remember the lyrics and actions. Can they use their new-found skill of 'internalising' to keep in time with the music even without lyrics.
- Play the 'Poor King' video. In the video we once again use lyrics and actions combined and then internalize.
- Play the 'Changing Channels' video. For this video it is fun to invite volunteers to introduce each of the character, as I do on the video. This is an excellent song for exploring the range of the child's vocal textures. We visit various sounds like 'Ooh' 'Ah' 'Wah' etc. This song is all about character. Using acting skills and gaining confidence in singing with expression. How well can the children mimic the mood of each character with their voice.
- To finish the lesson, ask the children if they could think of a new character and an appropriate sound to go with it. For example, a Dog – 'Woof' or a car 'Broom' etc. Maybe ask the children to work in groups on a new version of the song, combining the different characters and sounds.

### **Lesson Four – Creating Actions - Sunny Song and Sitting on a Bus**

- In this lesson the children will learn two songs, 'Sunny Song' and 'Sitting on a Bus'. For Sunny Song, we are going to see if the children can create their own actions. Firstly, learn the song by singing along with the video, Ask the children to work in partners on creating fitting actions to go with the words. Allow pairs to come to the front of the class to show their completed work. The rest of the class can provide feedback.
- Finish the song by choosing the favourite actions and putting them all together.
- Sitting on a Bus is a fun action song based on changing Traffic Lights and has a similar structure to 'Heads, Shoulders, Knees and Toes'. Discuss the use of traffic lights and what the different colours mean. Why does the driver say 'Wait a minute, we can't go;? Why at the end do the children sing 'Are you ready, off we go'? As the children sing make sure they are clearly following the required actions and leaving the gaps where necessary. If you're feeling competitive you can make this into a game. Points awarded for the children who leave the gaps at just the right time and who sing the song with the best character and expression.

### **Lesson Five – Grand Old Duke and Here Comes Sally**

- In this take of the famous 'Grand Old Duke of York' we embellish the song with claps and stamps on the words 'up' and 'down'. Can the children complete the whole song without any mistakes? The last section is particularly difficult as the children have to once again internalize the words and do the actions without vocalizing.
- Here Comes Sally is a vibrant, energetic singalong action song. Again, this requires strong use a character to create the required feel.

- To finish the lesson see if the children can create their own version of the two songs. For the Grand Old Duke what different actions can they do on 'up' and 'down'. For Here Comes Sally what other names could they create a rhyme for. Give some rhyming examples like 'Betty and 'Jetty' - 'Bernie' and 'Journey' - 'Lucy' and 'Juicy' - 'Frankie' and 'Hanky'.

### **Lesson Six – Performance**

- To finish the scheme it would be advisable to set up a performance to the Key Stage, the rest of the school or for parents. This gives the children something to work toward and a reward for all of their effort in class. IT gives the opportunity for the parents to see the progress the children are making in music and also a chance for the teacher to help with their own assessment.