



15 mins

## Objective and Musical Focus

Listening carefully;  
Pulse; Pitch; Playing  
as an ensemble

## Instruments?

Optional untuned  
percussion

## Accessibility

Suitable for Vision,  
Motor, Hearing  
and Cognitive  
impairments with  
minor adaptation.

# 1. Warm up Activity

## Summery Feeling

Stand in a circle and make sure everyone has eye contact with the teacher. Listen to the song and respond as follows:

### Introduction

Encourage the children to join in with ‘free’ movements (on the spot!) encouraging them to feel the steady beat by moving (e.g. head, shoulders, arms etc.) NB Just movement – no sound.

### Section A (La, la, la vocal)

The teacher leads different actions, keeping to the steady beat and encouraging the children to copy. Repeat each action for 16 beats. For example:

- Pat knees
- Pat head

Vary the actions as you like – children need to watch and copy carefully but always feeling and keeping to the steady beat. Don’t change the action too frequently.

### Section B (Melody, no vocals)

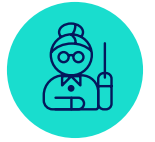
The melody starts at a lower pitch, then goes higher and then is ‘in between’.

Imagine or sing the words, ‘Lower, higher, middle... then turn right around’. Use arm movements to show the pitch:

- Wave arms low down to start (representing lower pitch)
- Wave hands above your head for the higher pitch
- Wave hands out in front for the ‘middle’

Encourage the children to copy the teacher with the actions for ‘lower, higher middle’ (to the melody) ‘then turn right around’ (physically do the action). This is repeated 4 times.





### Repeat of section A (La, la, la vocal)

Encourage the children to join in with the teacher who will lead the different actions, keeping to the steady beat. For example:

- Walking on the spot
- Tapping chest
- Walking on the spot
- Tapping chest
- Pat knees
- Tap fingers on your opposite palm, etc.

Again, vary the actions as you wish – children need to watch and copy carefully, keeping to the steady beat.



You might like to add some untuned percussion instruments to play along to the steady beat. (e.g. shakers, small drums and wood blocks).

Once the children are familiar with the song and the idea of adding actions, invite different children to lead this section with the rest of the group copying the actions.

### Repeat of section B (Melody, no vocals)

Copy teacher with the actions for 'lower, higher middle' (to the melody) 'then turn right around'. Repeat 4 times.

### Repeat of section A

As before, encourage the children to join in with the teacher who will lead different actions, keeping to the steady beat.

This time start quietly and gradually build up the volume of sound as the song repeats and adds more voices.

### Extension ideas:

- Let the children choose their own actions and allow them to move freely to the music but always encouraging careful listening and moving to the beat of the music.
- The children could join in with their actions a group at a time so by the end everyone is dancing together.



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Yes, chime bars

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## 2. Chime Bar Game

You will need three chime bars: Low C, high C and F (the F in between the high and low C)

Sit the children in a circle and ask them to imagine they are a baby squirrel.

**The squirrel loves being on the ground where he buries his acorns.**

Play the low C. Ask the children to crouch low down when they hear that sound and pretend to be the baby squirrel burying his nuts.

**The baby squirrel also loves being high up in the trees!**

Play the high C and ask the children to stand tall with their hands held up high above their head, imagining they are the baby squirrel high up in the tree.

Talk about the squirrel being higher up in the tree just like the pitch of the sound being higher.

Now play a game where you play the two different chime bar notes and the children have to listen carefully then respond through movement as the baby squirrel – either low on the ground or high up in the tree.

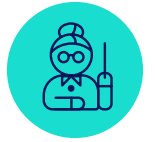
- Lower = squirrel low down on the ground
- Higher = squirrel higher up in the tree.
- Invite different children to play the chime bars.

Once the children are confident, introduce the middle sound F.

**Imagine the baby squirrel is part way up the tree, not at the top and not at the bottom!**

When they hear the F chime bar, the children need to respond by bending their knees as if half way up the tree - between lower and higher.

Play the game using the three different pitches.



15 mins

## 3. High Low Middle

Stand in a circle and sing the song Hot Cross Buns:  
Practice clapping the rhythm to the sentence you have just been singing:

**Hot cross buns**  
**Hot cross buns**  
**One a penny, Two a penny**  
**Hot cross buns**

Now change the words to:

**High low middle**  
**High low middle**  
**Going down and going up to**  
**High low middle**

Add actions:

- On the words 'high' hold hands in the air
- On the words 'low' touch the floor with your hands
- On the word 'middle' put hands on your stomach

On 'Going down and going up' bend knees in time to the song gradually moving lower towards crouching, then moving gradually higher so standing tall.

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### Curriculum Links

Literacy

PE

PSHE

Expressive Arts