



15 mins



1. Song: *Happy*

Moving to the pulse: group activity

Listen to the song *Happy* on the Bring the Noise page for the song.

Start by forming a circle. The song needs no introductory explanation, just click 'play' and start the actions! Be warned - this song goes at a bright pace, so you'll need to practise these actions yourself before trying to do them with the group!

Objective and Musical Focus

Moving to the pulse independently and as part of a group;
Recognising and responding to the structure of the song;
Exploring tonality, tempo and dynamics

Instruments?

No

Accessibility

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

Song structure	Lyrics	Moves
Chorus 1	I am	Use one finger to point to yourself
	happy happy happy happy happy	Place the palm of one hand on your chest (over your heart) and then cover the back of that hand with the palm of your other hand. Tap your chest in time with the pulse
	ooo-ooo-ooo	Point your index fingers up to the sky and move your hands 3 times in time with the lyrics
	You are	Use one finger to point to everyone else
	happy happy happy happy happy	Place the palm of one hand on your chest (over your heart) and then cover the back of that hand with the palm of your other hand. Tap your chest in time with the pulse
	ooo-ooo-ooo	Point your index fingers up to the sky and move your hands 3 times in time with the lyrics



	We are	Open both arms and point palms upwards, making an inclusive gesture to the whole group
	happy happy happy happy happy	Place the palm of one hand on your chest (over your heart) and then cover the back of that hand with the palm of your other hand. Tap your chest in time with the pulse
	ooo-ooo-ooo	Point your index fingers up to the sky and move your hands 3 times in time with the lyrics
	I love you	Point to yourself and then to the group
	You love me	Point to the group and then to yourself
	happy happy	Do the happy 'gesture' twice
	Wooo!	Throw your hand in the air, jump up, and sing "Wooo!" with conviction and abandon!!
Chorus 2	La la la, la la la la la,	Skip/move on the spot
	La la la, la la la la la,	Face outwards and skip on the spot
	La la la, la la la la la,	Face inwards again and skip on the spot
	We are good together	Stand still, nod, hands on hips as you sing this line
	La la la, la la la la la,	Skip/move on the spot
	La la la, la la la la la,	Face outwards and skip on the spot
	La la la, la la la la la,	Face inwards again and skip on the spot
	We are good together	Stand still, nod, hands on hips as you sing this line





Verse	It's a big old world Ri Rii Li Lii	Take a stride to the right with your right foot (Ri) and then bring the left foot over to join it (Rii). Then do the same to the left side; Left foot to the left (Li) Right foot to join it (Lii). Keep alternating these movement to reflect the pulse
	And we all need love Ri Rii Li Lii	
	Walking hand in hand Ri Rii Li Lii	
	Dancing in the sun Ri Rii Li Lii	
Chorus 1		Repeat the actions
Chorus 2		Repeat the actions

2. Breakout Activity

Moving to the Pulse



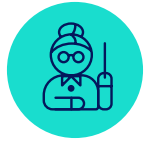
15 mins

Once the moves have been learnt as a group in the activity above, and the children are confident at using them, we can extend the dance. This activity encourages a more independent approach to reinforcing the pulse.

In this activity, the children need to stand facing a partner. The moves remain largely the same as above, but here the children will be reacting to the friend facing them. Tell the children they cannot partner with anyone more than once in the song. This helps to build social cohesion in the group.



Song structure	Lyrics	Moves
Chorus 1	I am happy happy happy happy happy ooo ooo ooo You are happy happy happy happy happy ooo ooo ooo We are happy happy happy happy happy ooo ooo ooo I love you, you love me, happy happy Woo!	Children stand facing each other and use the actions outlined in chorus 1 above
Chorus 2	La la la etc.	Children skip around the room
	We are good together	Stand still, nod, hands on hips as you sing this line
	La la la etc.	Continue skipping
	We are good together	Stand still, nod, hands on hips as you sing this line
Verse	It's a big old world... etc	Children walk or turn to somebody near them who will then become their partner for the next round of Chorus 1
Chorus 1	I am happy...	Children stand facing each other and use the above actions
Chorus 2	Etc....	As above



20 mins

3. ‘Opposites’: tempo, tonality and dynamics

This is a bright, happy song. It is in a major key, uses a fast tempo, and is sung reasonably loudly. What happens if we change those characteristics?

Using just Chorus 2 for this activity, sing it brightly in the way the children have learnt it. Ask them why it is a happy song? What is it in the music that makes it happy?

Now create a different version together. Start by slowing the tempo down; sing a little and see how the children feel about it. Is it still as happy? Why not?

Next, change the dynamic. At the moment, the song could be described as being sung at a reasonably loud dynamic. Dial it down now, and sing it in an almost-whisper. How does that change the feeling of the song?

Finally, if you are confident, change the tonality. Instead of singing a major 3rd interval (the 5th “La” each time - listen to the example titled ‘Happy’ version - major key’ on the webpage) or try singing a minor 3rd interval (this is a smaller pitch gap than the major interval - listen to the example on the web page titled ‘Sad’ version - minor key’). Don’t expect the children to pitch this precisely at this stage, but they can probably tell the difference in the sound of the music this change creates, especially when it is combined with a slower tempo and a quieter dynamic.

To complete the change, you could add some ‘sad’ lyrics to the song as you sing it in a slower, quieter and minor style. E.g. “La la la etc. We are sad together”

Now you can mix and match the happy and sad versions. Start the sad version really slowly, plodding around the room to reflect the pulse, using sad body language and singing slowly, quietly, and in the minor key if you are able.



This activity is based in the Expressive Arts and Design Early Learning Goal: “Children sing songs ... and experiment with ways of changing them”



As you approach the end of the chorus, you can increase the volume (in musical terms this is known as using a ‘crescendo’), pick up the speed (known as an ‘accelerando’), and return to the major key. This will incentivise the movement to become a happy, skipping/trotting movement around the room.

Once the children are confident in experimenting with ways in which to change the music, they could try this ‘opposites game’ on other songs and nursery rhymes that they know.



Key words

Rhythm: the words used to describe the volume level of music

Tempo: the speed of the music

Tonality: this is whether music sounds to be in a major key, or major tonality, (and will therefore sound quite bright and happy) or in a minor key, or minor tonality, (which often tends to sound sadder)