



5-10 mins

# 1. Warm up Activity

## Active listening

### Objective and Musical Focus

Listening carefully and responding with appropriate, individual actions

### Instruments?

Yes, untuned percussion

### Accessibility

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

Sometimes it is great to be musically spontaneous, and for early learners, this song is the ideal introduction to that concept. It is in the style of Dixieland Jazz so it has a strong beat and a fully inclusive approach - traditionally, the musicians would improvise ('do their own thing') together simultaneously. This concept, of 'anything goes at the same time', is ideal for early learners!

This is definitely a standing up song! Encourage the children to stand up and participate in as many actions as they can as they listen to the song for the first few times. They can express themselves however they want to. Lose your inhibitions and model a variety of moves and singing through the song!



Try singing the song slowly a few times while you are teaching the children the actions.



10-15 mins



## 2. Following the beat, using imagination and movement

You are going to introduce a very simple box step to shadow the 4-beats-in-a-bar pattern. As a visual prompt, you could talk about/show what a square looks like, or you could use masking tape to outline a square on the floor (approx .5m2). (This then allows you demonstrate the moves so that the children can visually follow them). Children love to use their imagination and this is a great way to encourage them to ‘imagine’ a square on the floor.

Teaching tip:

Before you try the following with the music, try to sing the song slowly a few times while you are teaching the children the actions. Then you could use the interactive tool Play It! to play the song without the vocals. Move solidly onto the four corners while counting aloud “1 - 2 - 3 - 4 -“. The children will soon join in counting with you. Once the children understand the actions, you can add the vocal track so that they can sing along with it.

**For the first part of the song:**

**Come on, join in, it’s music time let’s dance and sing, it’s music time for everyone! ...**

As you are standing with the square in front of you, on **beat 1** (‘Come on’) place your left foot on the top left corner. On **beat 2** (‘Join in’), place your right foot on the top right corner. With **beat 3** (‘It’s music time’), move your left foot nearer you to the bottom left corner and on **beat 4** (‘let’s dance and sing’) move your right foot down to the right hand corner. So that, in effect, you are ‘drawing’ a box outline on the floor with your feet.

Repeat the actions again; for **beat 1** (the move should come just before ‘It’s’) **beat 2** (‘music’), **beat 3** (‘time for’) **beat 4** (‘everyone!’)

You have time to repeat the actions once more over the ‘let’s do it!’ passage.



Play the song *Music Time* using the *Bring the Noise: Play It!* interactive tool on our website.





### For the middle part of the song:

**Let's dance, let's sing, let's groove, let's swing, ...**

At this point in the song, encourage the children to jump into their imaginary squares and carry out the actions inside their shapes.



### For the final part of the song:

**Come on, join in, it's music time let's dance and sing, it's music time for everyone! ...**

Jump back outside the square and return to the box step to finish the song.



20 mins



If you want some ideas on how to make some fun instruments why not watch the Found Sounds series on our website?  
[bbc.in/2HZKP6z](http://bbc.in/2HZKP6z)

### 3. Using instruments or sound makers

Gather a collection of instruments (tambourines, shakers and claves) or sound makers (something to ‘beat’, such as some pots or upturned buckets, something to ‘shake’, such as yogurt pots with rice in, and something to ‘tap’ together, sticks or small wooden bricks perhaps) so that each child has a sound-source of their own. Alternate the distribution of the instruments so that there is a consistent pattern of tambourine-shaker-clave around the circle. (This makes turn-taking much simpler to achieve. See Turn Taking below)

Use the interactive tool Play It! without the vocal track for this activity. Sit the children in a circle.

**Come on, join in, it’s music time let’s dance and sing, it’s music time for everyone! ...**



Encourage the children to join in: model playing gently on the beat (1 - 2 - 3 - 4 -). For continuity from the previous activity, you could imagine a square in front of you and move the instruments to each corner as you play on the beat.



**Let’s dance, let’s sing, let’s groove, let’s swing, ...**

Substitute these lyrics with the names of the instruments:

(‘We’ll dance’) “Tambourines” (tambourines improvise) ...”and stop!”  
 (‘We’ll sing’) “Now shakers” (‘shakers’ turn to play) ...”and stop!”  
 (We’ll groove’) “Now claves”: (clave players tap as they wish) ...”and stop!”  
 (‘We’ll swing’) “Everyone!” (Everyone plays together) ...”and stop!”  
 (‘We’ll dance’) “Tambourines” (tambourines improvise) ...”and stop!”  
 (‘We’ll sing’) “Now shakers” (it is the ‘shakers’ turn to play) ...”and stop!”  
 (We’ll groove’) “Now claves”: (clave players tap as they wish)...”and stop!”  
 (‘We’ll swing’) “Now freeze!” Everyone freezes for the last line

**Come on, join in, it’s music time let’s dance and sing, it’s music time for everyone! ...**

Return to gently playing just on the beat (1 - 2 - 3 - 4 -) quite quietly. See if the children can stop playing all together, in time to raise their hands up and whisper “Yeah!” at the end.



Use the interactive tool Play It! without the vocal track for this activity so that the children can fill in the vocals. Sit the children in a circle.

## Turn taking

Once the song has finished, suggest the children pass the instrument they have been playing to the neighbour on their left so that they can have a turn playing a different instrument. For the first few times you do this, to save confusion, you could make a rhythmical chant to accompany this activity. For example:

‘Sarah pass to John, and John pass to Alex, Alex pass to Hayley, and Hayley pass to Rajiv etc.’ As soon as the children understand the pattern of the movement, they will join in with the names as well. After some practise at doing this, you can use one instruction for the entire circle to pass their instruments, such as ‘We are going to pass our instruments along on number 6. Are you ready to count with me? “1 - 2 - 3 - 4 - 5 - Move!”’.



## 4. Adapt the words and actions to suit different situations



Children could suggest their own routines (eg 'time for bed') and list a few activities that are associated (eg 'get undressed', 'have a wash', 'brush my teeth', 'get into bed').

Teachers might like to adapt the words themselves to turn this into a 'routine' song. For example:

Come on, join in, it's assembly time, let's sit and begin!  
It's assembly time for everyone!  
Come on, join in, it's assembly time, let's sit and begin!  
It's assembly time for everyone!

We'll sit, (model 'good sitting')  
we'll wave (wave to our friends)  
we'll be quiet ('button' our lips)  
we'll behave! (sit up and fold arms)

Children could suggest their own routines (eg 'time for bed') and list a few activities that are associated (eg 'get undressed', 'have a wash', 'brush my teeth', 'get into bed'). For example:

Come on, join in, it's time for bed, that's what I said!  
It's time for bed for everyone!  
Come on, join in, it's time for bed, that's what I said!  
It's time for bed for everyone!

We'll get undressed (act out getting undressed)  
And have a wash (pretend to have a wash)  
And brush our teeth (act out brushing teeth)  
And go to bed (get into bed and pull the covers up)

### Curriculum Links

Drama, Dance and  
Literacy