



10 mins

Objective and Musical Focus

Listening carefully to lyrics; responding with rhythm and gesture.

Instruments?

No

1. Active Listening

Active Listening

Start by playing the song to the children while they are sitting down (preferably in a circle if you have enough space). Act out the emotions through facial expressions and small gestures, for example:

Song Lyrics	Actions
Some days are hard	Frown and look tired
And some days are easy, but	Smile and look happy
I'll always win if I just believe in Me, myself and I	Tap yourself on each of the 'me, myself and I' words – it needs to be a self-affirming gesture
My friends by my side	An open arm gesture including everyone in the room
I'll never have to hide Who I am truly	Again point to yourself and perhaps shake your head a little

Song Lyrics	Actions
La la la la la la la Feeling golden La la la la la la la We'll never be broken La la la la la la la No matter the weather La la la la la la la We'll be winning together together together	Sing along to the 'La la la's and encourage everyone else to do so too, add free movement to this section as you do so - be happy!!
Oooh Oooh Oooh, yeah yeah, together together Oooh Oooh Oooh, yeah yeah, together together Oooh Oooh Oooh, yeah yeah, together together Oooh Oooh Oooh, yeah yeah,	Oooh Oooh Oooh: Raise your arms up together in front of you a little higher on each 'ooh' (so 3 times in all) Yeah yeah: bring your arms down together in two downward movements Together together : each time this line happens, keep your arms spread outwards and 'pulse' a little along with the beat, with your palms open towards the class
No matter what they say Be who you want to be And we're gonna be free	Maintain eye contact with class, make a welcoming arm gesture and perhaps nod gently
So stand up and sing, yeah, stand up and sing with me	Encourage the class to stand up and join hands very quickly - within the timeframe of this line (Continued on following page)



<p>La la la la la la la la Feeling golden La la la la la la la la We'll never be broken La la la la la la la la No matter the weather La la la la la la la la We'll be winning together together together</p>	<p>Walk in your circle with your feet firmly reinforcing the pulse on each step, and sing along freely to the 'La la la's</p> <p>Stop on each alternating line and just sing the words to the class - some children will soon learn to join in here</p> <p>Once the children understand the pattern of movement and stillness, you could alternate the direction - clockwise then anticlockwise - on each 'La la la' line</p>
<p>Oooh Oooh Oooh, yeah yeah, Together together Oooh Oooh Oooh, yeah yeah, Together together Oooh Oooh Oooh, yeah yeah, Together together Oooh Oooh Oooh, yeah yeah,</p>	<p>Stand still and now copy the movement that you did individually earlier, but still holding hands in a circle. Raise your joined hands upwards for 3 steps on the ooohs and down for 2 steps on the yeah yeahs.</p> <p>Gently bounce your joined hands on the 'together' lines</p>



10–15 mins

Objective and Musical Focus

Styles and emotion;
Vocal control; Making relationships.

Instruments?

No.

2. Understanding the Song

Reinforcing the pulse through movement

Golden contrasts the feelings of being together with the fact that it's also ok to be separate, and enjoying being true to yourself. We have to believe in ourselves, but still be respectful and considerate to others.

Discuss with the children how they feel when they find something hard and how that might make them behave towards others. And how do they feel when they find something easy? How does that make them behave towards others?

Draw attention to the fact that feelings can be expressed as behaviours and the consequences of these behaviours can affect everyone. Use some examples, eg:

'When I am feeling happy, I smile a lot.'

'When I am feeling scared I make myself smaller and try to hide behind someone.'

Ask the children to make their own suggestions.





Turn this into a humorous vocalisation. Choose a bland statement, such as ‘bananas are yellow’.

Ask the children to say it using different voices to reflect different emotions, and to use their faces to express what they are feeling.

Now ask the children to think about their friends, and how their friends may feel when someone behaves unkindly or selfishly towards them. You could use toy props for this, eg:

‘Teddy has just said something unkind about Dinosaur’s green skin. How do you think that has made Dinosaur feel?’

‘What might help to make Dinosaur feel better?’

‘How can Teddy and Dinosaur both be happy when they are together?’

Sum up with the idea that we all need some guidelines to know how to behave when we are working as a team, and how we need to respect each others differences so that we can always be happy, (or ‘golden’) together. It is very important to remember these guidelines for the next two activities.

3. Pass the Beat

Reflecting the beat through teamwork

Remind the children about the important points relating to working as a happy team that were outlined in Activity 2. This activity will demand their cooperation and consideration in order for it to work successfully...

Using a beanbag

- Sit the children in a circle and position yourself in the centre of the circle, holding a beanbag.
- Play *Golden* using the *Bring the Noise: Play It!* interactive tool
- As soon as you hear the count-in (“1, 2, 3, 4!”) in the song, go around the circle patting the beanbag on each child’s lap in time with the first beat of each bar (so in fact each child will have the beanbag for four beats before it moves on again).



Pick a small selection (3 or 4) from the 8 most common emotions to say the phrase with (sad, silly, surprised, shy, cross, scared, sleepy and happy).



20 mins

Objective and Musical Focus

Listening carefully;
Moving with the pulse; Turn-taking.

Instruments?

No.



- Depending on the size of the class, you might need to play the song more than once. Remember not to start moving until after you have heard the counting in the song.

When you have completed a lap of the circle, you can give the beanbag to the children to pass around themselves. Hand the beanbag to the first child, and encourage them to pass it to their neighbour on the first beat of the bar.

You might need to stay in the centre of the circle for the first few passes, but eventually you can step out as the children will (mainly) know what to do. Once they're used to this action, move on to the next activity.

Passing a ball

This introduces a ball as a more difficult object to hold and pass. There are many kind of easy-to-hold balls available; try to choose one your class can handle confidently.

Clarify the definition of 'passing' very clearly and maybe even model passing the ball to a child or two first. Remind them it is about teamwork and that in order to 'win' at this game, everybody needs to work together to pass carefully, so that nobody drops the ball.

Repeat the last activity, but now using the ball.

Rolling a ball

Finally, you will need a medium-sized foam ball that is easy to roll.

Kneel in the middle of the circle and now gently roll the ball to a child on the first beat of the bar, and they then have to return it to you on the next first beat.

Move on to the next child on the following first beat, and so on around the circle.



30 mins

Objective and Musical Focus

Developing individual responses;
Maintaining consistent pulse.

Instruments?

Optional: Body percussion can be used over instruments.

4. Being Individual

Improvisation while being a team

The idea here is to allow the children space to improvise in their own ways, within a bounded timeframe. This gives every child the opportunity to take part for the same amount of time each - 8 beats. The teacher will need to demonstrate this initially to the children, to model the game.

Stand, or sit, in a circle. Establish a steady pulse, counting aloud up to 8. The pulse doesn't need to be quick; adjust the tempo so everyone can keep the pace. The aim is to give everybody a turn at clapping/moving/singing or eventually playing an instrument on their own.

Pick a confident child to start. Get ready to say the following verse or make up your own if you like. You might like to start by clapping the steady beat and counting aloud to make sure the children are following you:

“Are you ready? Let's clap: 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8”

Be who you want to be today and show us how it's done:	Encourage the children to join in with the clapping
1 - 2 - 3 - 4 - 5 - 6 - 7 - 8	Everyone counts aloud while the individual child creates their own musical improvisation
And then we're sure to copy you, together it's such fun!	Keep clapping and get ready to imitate what the child has just done
1 - 2 - 3 - 4 - 5 - 6 - 7 - 8	Everybody has a go at imitating the improvisation
It's time to pass it on right now, your neighbour needs a go,	This is the 'time out/pass it on' message to the soloist. They need to pass on the turn (and/or instrument) to their neighbour
Let's listen as they have their turn while keeping up the flow!	The new child prepares for their turn
“Are you ready Sasha/Hamid? It's your turn next”	
Be who you want to be today and show us how it's done...	Carry on around the circle