



6–8 mins

Objective and Musical Focus

Pitch; Dynamics;
Composing; Singing

Instruments?

Yes - Pitched instruments (e.g. xylophone, chime bars)

Accessibility

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



It is useful to show the difference in pitches through movement. For example:

'do' - pat thighs

're' - pat shoulder

'mi' - pat head.

1. Warm up Activity

'Do-Re-Mi'

Do-Re-Mi is a great game to develop children's understanding of pitch. You can watch this activity demonstrated in the Teacher Techniques video collection.

Do-Re-Mi are the sounds used for three different pitches in a major scale. Thinking about a piano or glockenspiel for example, Do-Re-Mi would be the notes C, D and E.



A keyboard with 'C' 'D' and 'E' highlighted.

Sing the individual pitches Do, Re and Mi to various rhythms with the children copying immediately. Start with just one pitch per rhythm, and add more as the children get more confident.

Each rhythm should last no more than 4 beats. This gives a clear structure so everybody knows when to start and stop.

Now ask the children to lead and everybody copies them.

Repeat the above exercise, except this time using pitches C, D and E on an instrument, and the children respond with their own instruments, singing or through movement.

Finally, play a version of the game where everybody is playing an instrument and there are no body movements. Can the children identify the different pitches you are playing?

Extension: Move onto doing longer rhythms over 8 beats or add more pitches.



10 mins

2. Song: *Hands in the Air*



Listen to the song *Hands in The Air* and explain to the children that we are going to learn the chorus.

In this song, the chorus is performed as a 'na' in between the lyrics.



**Na na-na na-na na na na-na
Na na-na na-na na na na-na**



Play the song *Hands in the Air* using the *Bring the Noise: Play It!* interactive tool on our website. It can turn off the song's vocals for a performance with the children leading.

Challenge the children to think about some different sounds to use when singing this chorus.

They ought to be short sounds as the music is quite quick! Perform these new sounds along with the track.

Extension: Challenge the children to sing the chorus using one sound (for example 'na') but using different emotions, for example as if they are very sad, happy, excited, nervous etc.





20 mins

3. Main Activity

Teaching a Melody

The aim of this activity is to get the children to play melody using pitched percussion instruments.

Have this image on display for everybody to see before you begin:



Using the call and response technique, practice saying the notes above with the children. The symbols next to each letter are rests (silences) and you should use 'sh' as the sound for these. For example, '**C sh C sh**'.



Once the children are comfortable saying the note letters and rests, it's now time to bring in the instruments. Use one instrument between two children and decide who is Player A and who is Player B.

If you are using instruments with multiple pitches such as a glockenspiel or xylophone, challenge the children to identify all the different notes they need to play this melody: C, B, A and G.



You can watch an example of this in the Teaching Rhythms video in the Teacher Techniques collection.

To begin, children who are Player A will say the first bar out loud ('C sh C sh'), immediately answered by Player B who will play that back using their instrument. Repeat for the second, third and fourth bars and then swap jobs so each player has a turn playing the instrument.

Repeat the previous exercise, however this time Player As will shout out the first 2 bars this time:

C sh C sh / C sh B sh

Player Bs copy this immediately after on the instrument. Repeat for the next two bars and then swap jobs. Repeat the exercise as many times as necessary, to give the children more time to practice.



When saying the 'sh' sound for a rest, you can also physicalise this by doing an open palm gesture.

This time, challenge Player As to play the first half of the phrase and Player Bs to play the second half. Swap jobs so both players have a turn at playing each half of the melody.

Finally, challenge each player to play the whole melody.

Perform the melody along to the chorus of the song *Hands In The Air*.

4. Troubleshooting

When teaching the melody using the class and response technique, try to keep a regular and steady pulse between your turn and the children's turn. Similarly, don't try to do the whole phrase in one go, break it up into four smaller chunks, and then start to build it up gradually.

5. SEND Advice

- Using instruments of different colours is of use to SEND learners

Listening to the song

- It may be suitable to put pupils together in mixed ability groups and give each group a set of rhyming word pairs to help them compose their own lyrics.

Curriculum Links:

PE
PHSE
Biology



Key words:

Lyrics: words to a song.

Melody: a tune.

Pitch: how high or low a sound is.

Pitched Percussion: Percussion instruments that can play different pitches, for example a xylophone or glockenspiel.

Pulse: a steady beat, like a ticking clock.

Rhythm: a pattern of long and short sounds.