



MUSIC: KEY STAGE 1

AGE: 5 - 7

MUSIC FOOD FEST



Music: Key Stage 1 Age 5 - 7

Downloading these
programmes








These programmes can be downloaded at any time from the website. Click on the download links that appear on the pages of these Notes; you can also download programmes from the individual programme pages of the website.

Credits

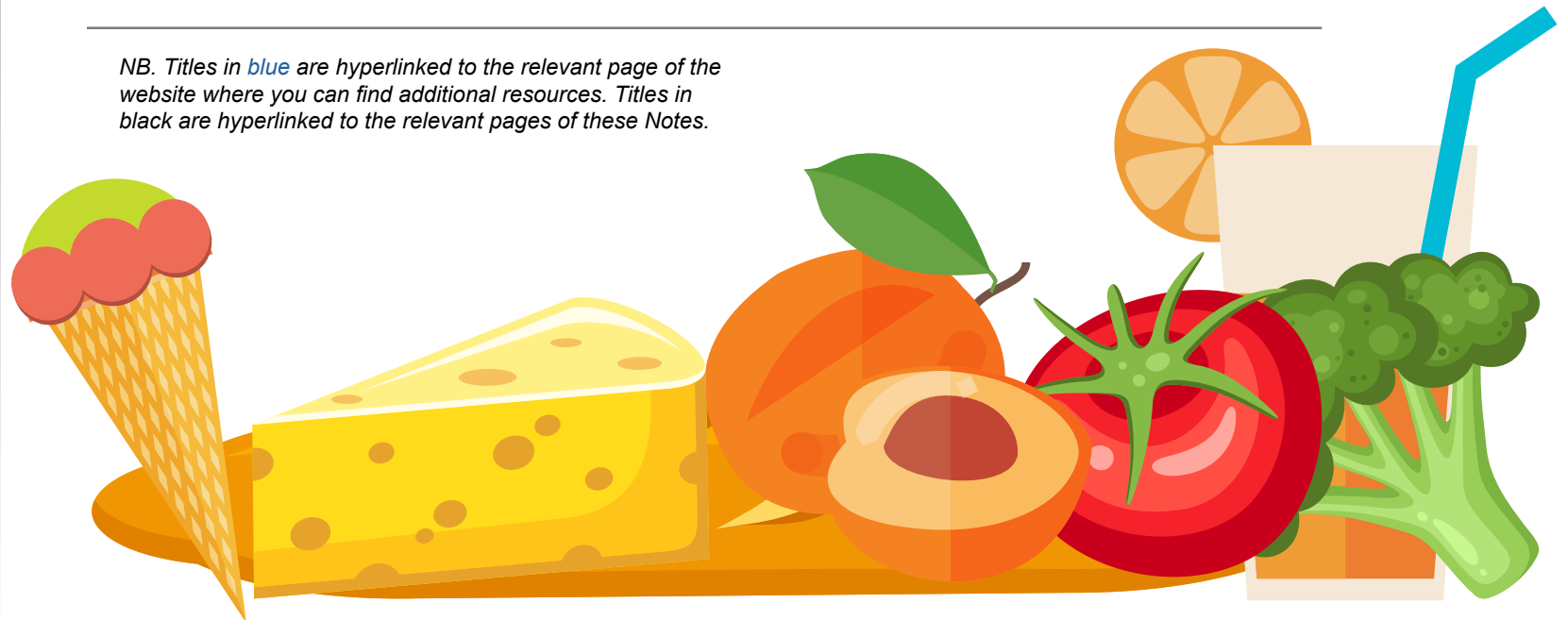
Songs written, composed and arranged: Barry Gibson
Presenters: Jenny Bryce and Wayne Forrester
Teacher's Notes: Barry Gibson
For the BBC: Andrew Barnes

MUSIC: KEY STAGE 1 - MUSIC FOOD FEST

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NB. Titles in blue are hyperlinked to the relevant page of the website where you can find additional resources. Titles in black are hyperlinked to the relevant pages of these Notes.



Music Food Fest - Introduction

This series of *Music: Key Stage 1* explores many aspects of food - where it comes from, what's good to eat, what we need for food and how we use food to celebrate.

In each programme the children will learn a song, and join in with chants and rhymes, gaining confidence in their use of voice and language. They will enjoy taking part in music in a variety of styles, genres and moods, through listening, responding, actions, body-percussion and song. There are opportunities to use classroom instruments (especially percussion and small wind and string instruments) and to create and compose short pieces of music together, to share with the class and the rest of the school.

The music includes some traditional material adapted in new, fun ways - eg the rhyme 'One Tomato, Two Tomatoes' - and a baking chant which develops new recipes week-by-week. There's a lively 'Kitchen Sink' song with 'kitchen percussion' activities, a gentle 'magical fruit tree' song, an 'energy' song in modern styles exploring food-science ideas about nutrition and a food 'celebration' song, with a catchy, syncopated rhythm, evoking different parts of the world.

The unit's music objectives include aspects of *pitch* (higher and lower, up and down, and tunes that leap and jump), *duration* (steady beat, keeping in time, long and short notes, changing tempo and syncopation) and recognising *timbre*.


Children are encouraged to adjust their vocal performance to suit particular songs - eg bright and clear, or smooth and gentle). As well as food-fun and enjoyment for all, the unit supports elements of the Science and Geography curriculum and encourages children to consider health aspects of their food-choices and approaches to sharing our food. Food for thought!

These Teacher's Notes

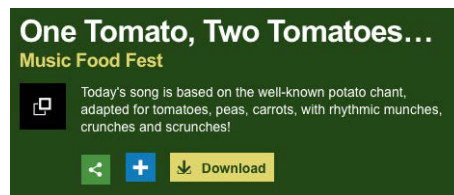
The Notes offer:

- a guide to using the programmes
- actions, performing suggestions, simple development activities and follow-up ideas
- the lyrics of the songs (from page 9 onwards) which you can use to display the words on your IWB
- simple vocal versions of the songs in notation, with melodies, chords and words (see page 13 onwards) which you can use for developing musical activities based on the songs

Acquiring the programmes as mp3 files

The programmes in this series are available to download as mp3 files at any time. You can use the quick links in these Notes - just click on the black download button: 

You can also download the programmes from the website:



Look for the yellow 'Download' buttons on the web pages. When you click on the link you will be offered the choice of downloading a higher or lower quality file.

These Notes also include links to additional files, including:

- the backing track of the song 'Bake a Cake', which is a feature throughout the series
- the full-vocal version of each song
- the backing track version of each song

Use these files to carry on practising each song after the programme audio has ended. You can play the files from your computer or download them to an mp3 player, such as a phone or an iPod.



Podcasts. If you subscribe to the series your computer will automatically search for any new downloads from *Music: Key Stage 1* - meaning that you'll never miss an episode!

Other music series:

[Time and Tune - for 7 to 9 years](#)

Similar in style to *Music: Key Stage 1* but with cross-curricular links to Key Stage 2 topics. Series include: [Romans!](#) - all aspects of the time of the Romans in Britain explored, with eight catchy, fun songs to learn and a final performance script called '[Rocking Romans!](#)' [Viking Saga Songs](#) - hear about the adventures of Thor, Odin, Loki and a host of other Viking gods - then sing about them too!

[Music Workshop - for 9 to 11 years](#)

More complex musical forms and subjects: [Macbeth](#) - Shakespeare's play explored through songs and music, leading to performance of a play [Treasure Island](#) - based on Robert Louis Stevenson's famous story of pirates, betrayal and treasure!

Feedback

We are always pleased to hear how you use our programmes and, in particular, how your own school performance has gone. Please send any feedback to:

BBC School Radio
3rd Floor Bridge House
MediacityUK
M50 2BH

Or email us at:

schoolradio@bbc.co.uk

1

One Tomato, Two Tomatoes



Click on the icon to download this programme immediately

Focus:

- Long and short notes
- Bright clear singing
- Higher and lower

You will need:

- A variety of simple percussion at hand (eg a drum, a scraper, a woodblock, a cabaça or shaker, and a cymbal).

Before the programme:

- Talk about the children's favourite foods and any rhymes they know about food (eg 'Pat-a-Cake', 'Peter Piper,' 'One Potato, Two Potatoes' etc).

1

One Tomato, Two Tomatoes

What we will be doing

Learning the song 'One Tomato, Two Tomatoes'

- Listen to the famous rhyme 'One Potato, Two Potatoes' and catch its rhythm.
- Face a partner, to say it with 'tomatoes' (instead of 'potatoes') while counting out the numbers on your fingers.
- Turn this into a song, adding rhythmic 'munches' afterwards, all making Verse 1.
- Go 'higher up' to sing Verse 2 about carrots, with 'crunch' instead of 'munch'.
- Verse 3 is higher still, with peas going 'pop'.
- Verse 4 (higher again) has a different rhythm for 'broccoli' and the extra sound is 'scrunch'.
- Verse 5 is about potatoes, with the sound 'yum'.

Learning the chant 'Bake a Cake'

- Making baking music by rubbing hands in time; then patting knees to a beat; then doing actions for sifting and shaking flour.
- Copying the chant words of Verse 1 a phrase at a time.
- Notice the long and short notes.
- Saying the whole rhyme of Verse 1 together, with sifting and shaking actions between each line.

Activities

- Listen to hear how each verse of 'One Tomato, Two Tomatoes' features a percussion sound - 1 = drum; 2 = guiro/scraper; 3 = woodblock; 4 = cabaça; 5 = cymbals.

- Explore the sounds of kitchen percussion: pots and pans; forks and spoons; roasting-tins; and baking sounds (shakers).

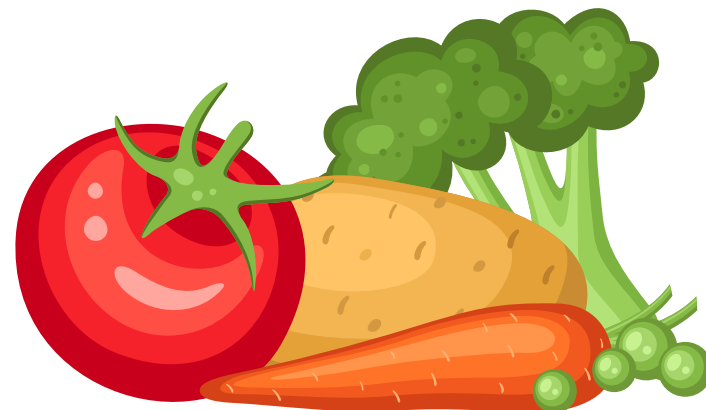
Follow-up ideas

- In small groups, experiment with 'real' kitchen sounds: pots and pans; forks and spoons; roasting-tins; shakers. Can the children use them to play rhythm-patterns, based on vegetable names, or their favourite foods?
- Use instruments to play the rhythm of 'Bake a Cake'.

Extra resources

After the presenters say 'goodbye' there are separate music tracks you can use to practise by clicking on the links below or by going to [the website](#):

- 'Bake a Cake' (complete) [DOWNLOAD](#)
- 'One Tomato, Two Tomatoes' (full vocal) [DOWNLOAD](#)
- 'One Tomato, Two Tomatoes' (backing) [DOWNLOAD](#)
- Song video: ['One Tomato, Two Tomatoes'](#)



What we will be doing

Learning the song 'The Kitchen Sink'

- Guessing a sound (a dripping tap) and where it's coming from (the kitchen).
- Clicking fingers in time with the drip-drops, then 'saying' the drip-drops at the same time.
- Copying the words of Verse 1 as a follow-my-leader, then doing drip-drop actions as above.
- Listening to high-to-low sounds on pots and pans, then copying Verse 2 as a follow-my-leader, and pretending to play pot-and-pan rhythms with imaginary wooden-spoons.
- Listening to fork-twangs and spoon-rhythms, then copying Verse 3 as a follow-my-leader, and adding finger-twiddles and spoon-on-knee actions.
- Listening to mug and plate sounds (higher and lower), then copying Verse 4 as a follow-my-leader, and pretending to play mug and plate rhythms with imaginary wooden-spoons.

Learning the chant 'Bake a Cake'

- Repeat the rhyme, but saying 'pie' instead of 'cake' and 'Fill it up and build it high' instead of 'Sift and shake and sift and shake'.
- For the 'Fill it up and build it high' phrase, make your voices start low, then go higher.
- Add actions for pie-making and baking.

Activities

- Finger-clicks need practice (usually snapping the second-finger against the thumb). Can the children do so in time together?
- Some forks - especially older ones - have prongs which 'ring'. Do any from the school kitchen do so?




- Allow individual children to try tapping two spoons together (back to back) and bouncing them between their knees (or upper legs) and their hands. Can they make rhythm-patterns?
- Listen to various mugs and plates: point low for low notes, high for high notes, and forward for notes-in-the-middle.
- After cutlery and kitchen implement experiments, make sure all utensils are returned for cleaning properly and for health and safety!

Follow-up ideas

- Experiment further with kitchen objects. As well as rhythm, discover the pitch (higher and lower) and the textures of sound that they can make together.
- Record kitchen sounds (eg tap-drips, pouring water, fork prongs, pots and pans, mugs and plates) using classroom sound recorders, computers, tablets or smartphones. Can the children use the recordings for guessing-games and as a stimulus for making poems?
- Play 'real' kitchen sounds, for the children to recognise high, low and in-the-middle, using the pointing-activity above.
- In groups, invent baking music with percussion instruments, composed like a 'recipe' (eg get together ingredients, cook from low-to-high, then serve with a fanfare).

Extra resources

After the presenters say 'goodbye' there are separate music tracks you can use to practise by clicking on the links below or by going to [the website](#):

- 'Bake a Cake' (complete)  **DOWNLOAD**
- 'The Kitchen Sink' (full vocal)  **DOWNLOAD**
- 'The Kitchen Sink' (backing)  **DOWNLOAD**

The Kitchen Sink



Click on the icon to download this programme immediately

Focus:

- Body percussion actions
- Keeping in time together
- Lower and higher
- Recognising timbre

You will need:

- Percussion instruments as in Programme 1
- Kitchen implements, such as forks, spoons, mugs, plates, a high-sounding pot or pan and a low-sounding one.

Before the programme:

- Practise clicking fingers together in time, with a 'snap' (this is usually done by snapping the second finger against the base of the thumb).

3

The Song Tree Grows Apples



Click on the icon to download this programme immediately

Focus:

- Singing smoothly and gently
- Higher and lower
- Going up and down (in pitch)

You will need:

- Words-on-card and pictures for some of the fruit-names in the song.

Before the programme:

- Talk about the children's favourite fruits together.

3 The Song Tree Grows Apples

What we will be doing

Learning the song 'The Song Tree Grows Apples'

- Listening to 'magical orchard' sounds and music, then reaching up and out with hands, to pick fruits from the imaginary trees.
- Joining in humming the tune, which goes smoothly up and down, while waving arms side to side - like a magic song tree which has many different fruits on its branches.
- Copying Verse 1, as a follow-my-leader.
- Copying the chorus, which is similar to the verse, noticing how the second half rises and then falls.
- Joining a verse to a chorus, following an 'introduction'.
- Listening to the word-sounds for Verse 2, then singing them.
- Verse 3 features some exotic fruits, while Verse 4 is a repeat of Verse 1.
- After Verse 4 comes a 'coda', for which children hum the tune of the chorus softly, gradually slowing down.

Learning the chant 'Bake a Cake'

- This week's verse has the phrases 'Bake some dough' and 'Bread and scones will go, go, go!'
- Keep the rhythm steady and together and add dough-making actions with your hands.

Activities




- Try to make the singing of phrases in 'The Song Tree Grows Apples' as natural as possible, breathing as you would when saying the words gently.
- Don't worry if the children can't remember all the fruit names. If you practise the song a few more times together, they'll gradually pick them up.

Follow-up ideas

- Listen to real tree sounds in your area or school grounds. If listening in the autumn, as well as branches rustling and leaves falling from above, notice the sounds of twigs and leaves underfoot.
- Make sets of small cards for children to add names and pictures of different fruits - at least two of each kind - and then to play 'snap' with them.
- Pairs can make up tunes using 'scales' (eg just white notes on keyboards or tuned-percussion - chime-bars, xylophones, glockenspiels etc).
- In groups, compose 'Magic Fruit Tree' music, with shakers and cymbals (for branches waving), wood-blocks (for apples and pears), drums (for apricots and peaches), tuned-percussion (scales and tunes going down and up), plus recorders and ukuleles.
- Organise a class fruit-fest, where children compare the flavours, colours, textures and juices of different kinds of fruit.
- Bake some scones!

Extra resources

After the presenters say 'goodbye' there are separate music tracks you can use to practise by clicking on the links below or by going to [the website](#):

- 'Bake a Cake' (complete)  [DOWNLOAD](#)
- 'The Song Tree grows apples' (full vocal)  [DOWNLOAD](#)
- 'The Song Tree grows apples' (backing)  [DOWNLOAD](#)
- Song video: [The Song Tree grows apples'](#)



Growth and Energy...Amazing Food!

What we will be doing

Learning the song 'Growth and Energy...Amazing Food!'

- Listening to the sounds of drums, marimba and rock-band.
- Practising clapping a steady beat together, then clicking fingers, then tapping feet in time.
- Learning the tune of the chorus, which 'leaps' down / up / down / up and so on.
- Fitting in the rhythm of the word 'energy' quickly each time, and singing the chorus loudly.
- The 'rap' verses have words about scientific concepts (protein, carbohydrates, etc) in short bursts. These are introduced by 'Professor Forrester', with offbeat finger-clicks.
- After Verse 2, sing the chorus twice, getting faster and faster. Try to keep together!

Learning the chant 'Bake a Cake'

- The baking extravaganza continues with making a 'pizza base' and the phrase 'Add a cheese-tomato face'.

Activities




- Try keeping a steady beat on different parts of your body - toes, knees, hips, chest, hands, fingers, nose, head, etc.
- In the 'Growth and Energy' song, the rap-verses are 'spoken in time', while the children need to pitch the ups-and-downs of the chorus-melody carefully.

Follow-up ideas

- Introduce just a few aspects of protein, carbohydrates, vitamins, minerals, nutrition etc, at a level appropriate to your class - more in-depth understanding of these may need to wait!
- Talk together about foods to avoid; healthy / unhealthy foods and ideas such as 'five-a-day' (or 'seven-a-day'). Make up your own rap verses together about some of these ideas.
- Make pizzas together, with faces and / or other fancy patterns.

Extra resources

After the presenters say 'goodbye' there are separate music tracks you can use to practise by clicking on the links below or by going to [the website](#):

- 'Bake a Cake' (complete) 
- 'Growth and energy...' (full vocal) 
- 'Growth and energy' (backing) 



Growth and Energy...Amazing Food!



Click on the icon to download this programme immediately

Focus:

- Keeping a steady beat
- Singing with energy in contemporary styles
- Tunes going low and high
- Changing tempo
- Making food choices

You will need

- Audio / visual stimuli regarding food science, at an appropriate level.

Before the programme

- Talk together about how different foods provide the different things we need for good health. Explore the idea of healthy foods and how much we should eat.

5

Food is for Celebration



Click on the icon to download this programme immediately

Focus:

- Simple, syncopated rhythms
- Exploring food for celebration and also nourishment and sharing - at different times during the year

You will need

- Some 'global' percussion instruments - eg African drums, South American percussion, Indian bells, plus shakers and scrapers from around the world.

Before the programme

- Talk about the children's favourite foods for different times of day (breakfast, lunch, supper etc), for different seasons and at parties.

5

Food is for Celebration

What we will be doing

Learning the song 'Food is for Celebration'

- Thinking about food for parties, celebrations and the food in our *Music Foodfest* songs - especially vegetables, fruits and 'bake-makes'.
- Clapping the rhythm-pattern 'Food is for Celebration', all keeping together, noting the 'catchiness' of the syncopated rhythm. This is the basis for each phrase of the whole song.
- Trying the words of Verse 1 as a follow-my-leader, considering ideas about how food is essential for life and 'something for everyone'.
- Trying the chorus, which begins in the same way, then the tune is different in its second half. Thinking about 'sharing' food.
- Verse 2 celebrates the seasons and foods associated with them. Concentrate on fitting in some tricky words, then follow with a chorus.
- Verse 3 focuses on special food-times in the day (breakfast, lunch and parties...)

Learning the chant 'Bake a Cake'

- Join up all the verses of the chant into one long baking extravaganza, with changing baking-actions.
- Actions can include rubbing hands in time, patting knees to a beat, sifting and shaking flour, rising high like a pie (your voice can do the same in Verse 2), dough-making, and smiling like a pizza-face!
- After Verse 4, repeat Verse 1 ('Bake a Cake'), to make Verse 5.

Activities




- Have some 'global' percussion at hand (see above) to add the 'Food is for Celebration' rhythm-pattern in different verses of the main song.
- Encourage the children to sing the main song with a 'dance-feel', perhaps swaying and rocking their bodies in time, to give extra 'bounce' to their singing.

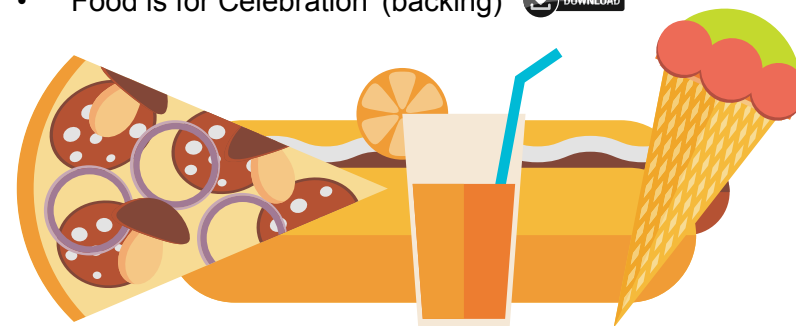
Follow-up ideas

- Develop and practise your 'Music Foodfest' group-compositions - eg featuring some baking sounds, kitchen-percussion, *Magic Fruit Tree* music and healthy-food raps. Can you link and combine some of these?
- Plan and prepare a vegetable garden in your school grounds this Autumn and Winter, to get growing in the Spring and Summer terms.
- Can you make up a celebration dance to perform with the main song, and to show its exciting rhythms?
- How about creating a 'Music Foodfest Show' for other classes (eg in an assembly) or as part of a school concert?

Extra Resources

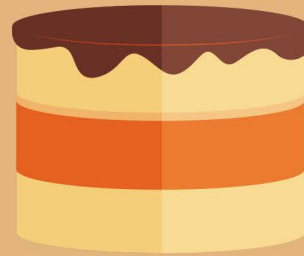
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- 'Food is for Celebration' (full vocal)  [DOWNLOAD](#)
- 'Food is for Celebration' (backing)  [DOWNLOAD](#)



Bake a Cake

- 1 Bake a cake, bake a cake...
Sift and shake and sift and shake...
Oven hot, oven hot...
Bake a cake...

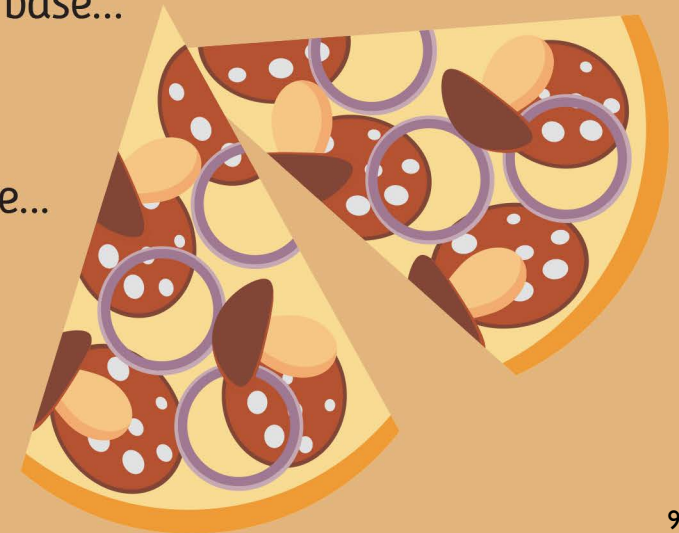


- 2 Bake a pie, bake a pie...
Fill it up and build it high...
Oven hot, oven hot...
Bake a pie...

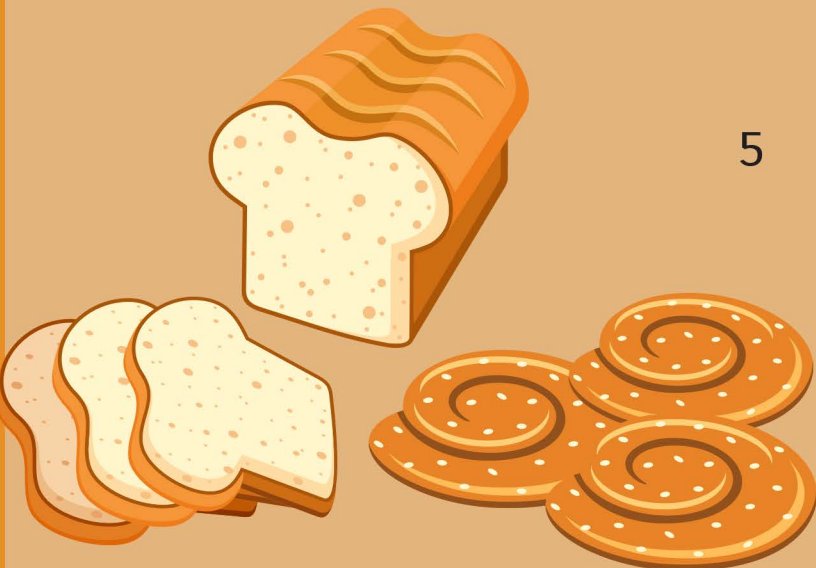
- 3 Bake some dough, bake some dough...
Bread and scones will go go go!
Oven hot, oven hot...
Bake some dough...



- 4 Pizza base, Pizza base...
Add a cheese-tomato face...
Oven hot, oven hot...
Pizza base...

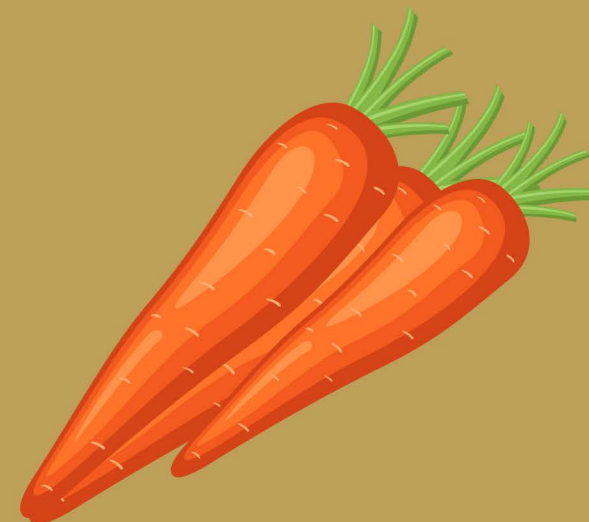
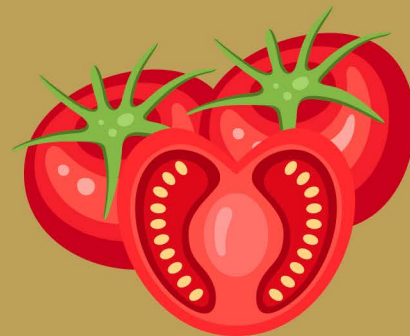


- 5 Bake a cake, bake a cake...
Sift and shake and sift and shake...
Oven hot, oven hot...
Bake a cake...

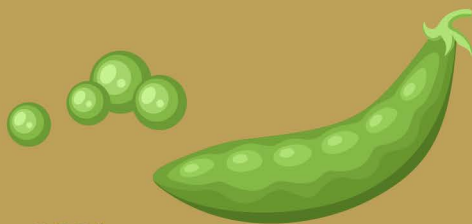


One Tomato, Two Tomatoes

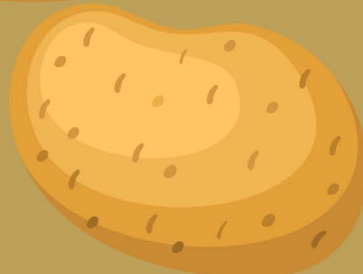
- 1 One tomato, two tomatoes,
Three tomatoes, four
Five tomatoes, six tomatoes,
Seven tomatoes, more!
Munch, munch, munch, munch, munch, munch, MUNCH!



- 3 One pea, two peas,
Three peas, four
Five peas, six peas,
Seven peas, more!
Pop, pop, pop, pop, pop, pop, POP!

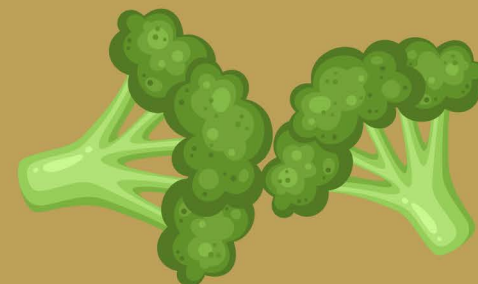


- 5 One potato, two potatoes,
Three potatoes, four
Five potatoes, six potatoes,
Seven potatoes, more!
Yum, yum, yum, yum, yum, yum, YUM!



- 2 One carrot, two carrots,
Three carrots, four
Five carrots, six carrots,
Seven carrots, more!
Crunch, crunch, crunch, crunch, crunch, crunch, CRUNCH!

- 4 One broccoli, two broccoli,
Three broccoli, four
Five broccoli, six broccoli,
Seven broccoli, more!
Scrunch, scrunch, scrunch, scrunch, scrunch, scrunch, SCRUNCH!



The Kitchen Sink

- 1 The kitchen sink, the kitchen sink
Listen to the sounds of the kitchen sink
The tap drip-drops as you pour a drink...
Drip, drop, drip, drop,
Listen to the kitchen sink!



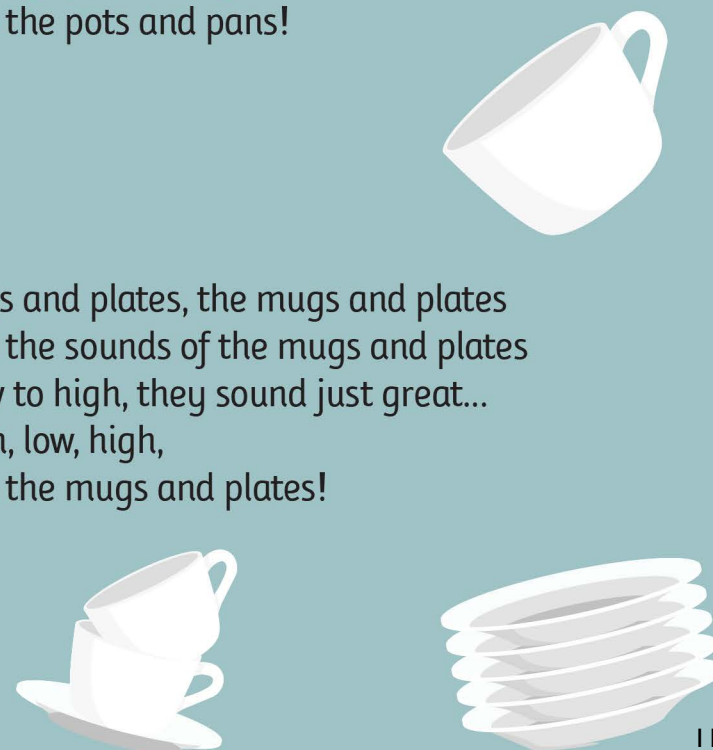
- 2 The pots and pans, the pots and pans
Listen to the sounds of the pots and pans
The small ones plink and the big ones clang...
Plink, clang, plink, clang,
Listen to the pots and pans!



- 3 The forks and spoons, the forks and spoons
Listen to the sounds of the forks and spoons
They play in rhythm and they play in tune
Fork, spoon, fork, spoon,
Listen to the forks and spoons!



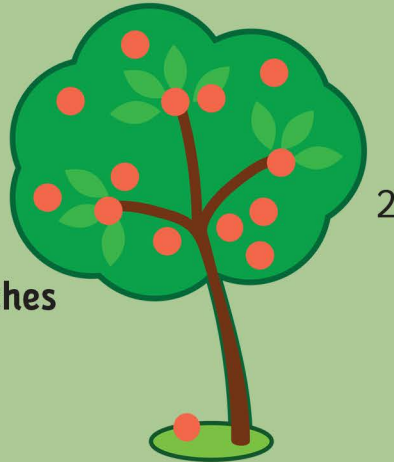
- 4 The mugs and plates, the mugs and plates
Listen to the sounds of the mugs and plates
From low to high, they sound just great...
Low, high, low, high,
Listen to the mugs and plates!



The Song Tree Grows Apples

- 1 The Song Tree grows apples
The Song Tree grows pears
The Song Tree grows apricots
And magic fruits so rare

**The tree waves its branches
And puts down its roots
And sings out a song
To share its fruits**



The taste of the strawberry
The texture of peach
The tang of the lemon
All there, if you can reach

**The tree waves its branches
And puts down its roots
And sings out a song
To share its fruits**



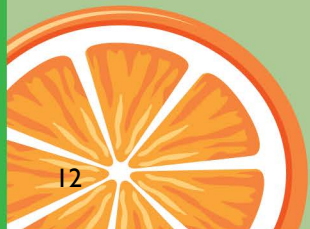
- 3 The soft, sweet banana
The cherry, the plum
The orange the blueberry
The pineapple, so yum!

**The tree waves its branches
And puts down its roots
And sings out a song
To share its fruits**



The Song Tree grows apples
The Song Tree grows pears
The Song Tree grows apricots
And magic-fruits so rare

**The tree waves its branches
And puts down its roots
And sings out a song
To share its fruits**



Growth and Energy...Amazing Food!



Growth and energy...amazing food
Growth and energy...amazing food
Growth and energy...amazing food
GROWTH AND ENERGY!



- 1 Protein...carbohydrates...
Fats...sugars...
Minerals...vitamins...
GROWTH AND ENERGY!



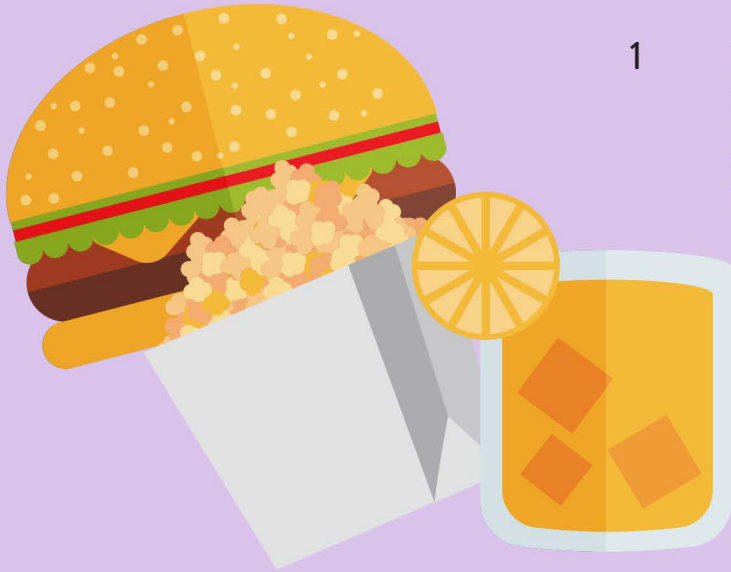
- 2 Nuts and seeds? Fish or meat?
Fruit and veg...something sweet?
Nutrition...what's best to eat?
GROWTH AND ENERGY!

Growth and energy...amazing food
Growth and energy...amazing food
Growth and energy...amazing food
GROWTH AND ENERGY!

Growth and energy...amazing food
Growth and energy...amazing food
Growth and energy...amazing food
GROWTH AND ENERGY!



Food is for Celebration



1 Food is for celebration
Food is for feasts of fun
And food is for survival
Something for everyone?

**Look at the world around us
Let's grow things here and there...
Food is for celebration
Can we make food to share?**



2 Fruit at the autumn-harvest
Puddings in winter-time
Veg growing green in spring, then
Summer-picnic sunshine

**Look at the world around us
Let's grow things here and there...
Food is for celebration
Can we make food to share?**



3 What do you like for breakfast?
What will you choose for lunch?
And for a special party
What is your favourite munch?

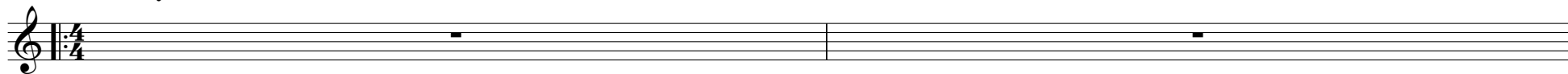
**Look at the world around us
Let's grow things here and there...
Food is for celebration
Can we make food to share?**



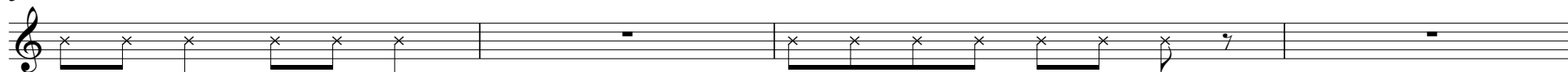
Bake a Cake

Words and music: Barry Gibson

Steadily



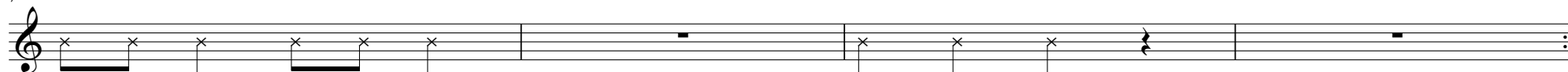
3



1.Bake	a	cake,	bake	a	cake....
2.Bake	a	pie,	bake	a	pie....
3.Bake	some	dough,	bake	some	dough....
4.Piz	- za	base,	piz	- za	base....
5.Bake	a	cake,	bake	a	cake....

Sift	and	shake	and	sift	and	shake....
Fill	it	up	and	build	it	high....
Bread	and	scones	will	go,	go	go!....
Add	a	cheese	- to -	ma	- to	face....
Sift	and	shake	and	sift	and	shake....

7



O	-	ven	hot,	o	-	ven	hot....
O	-	ven	hot,	o	-	ven	hot....
O	-	ven	hot,	o	-	ven	hot....
O	-	ven	hot,	o	-	ven	hot....
O	-	ven	hot,	o	-	ven	hot....

Bake	a	cake....
Bake	a	pie....
Bake	some	dough....
Piz	- za	base....
Bake	a	cake....

11

rit.



(end with a hot sizzle.....)

With relish!

One Tomato, Two Tomatoes

Words and music: Barry Gibson
(based on a traditional rhyme)

9

D A G A D A Bm E A

One to - ma - to, two to - ma - toes, three to - ma - toes, four,

5

D F#m Em A D A G A D

five to - ma - toes, six to - ma - toes, se - ven to - ma - toes, more! Munch, munch, munch, munch, munch, munch, MUNCH!

17

Eb Bb Ab Bb Eb Bb Cm F Bb

One car - rot, two car - rots, three car - rots, four,

25

Eb Gm Fm Bb Eb Bb Ab Bb Eb

Five car - rots, six car - rots, se - ven car - rots, more! Crunch, crunch, crunch, crunch, crunch, crunch, CRUNCH!

33

E B A B E B C#m F# B

One pea, two peas, three peas, four,

41

E G#m F#m B E B A B E

Five peas, six peas, se - ven peas, more! Pop, pop, pop, pop, pop, pop, POP!

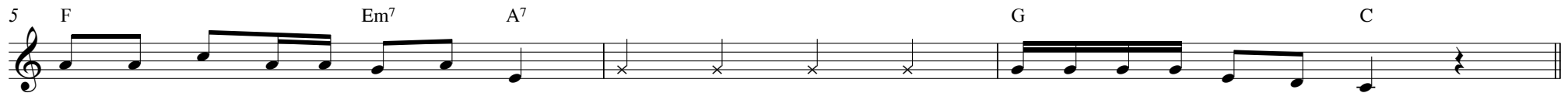
The Kitchen Sink

Words and music: Barry Gibson

Steadily

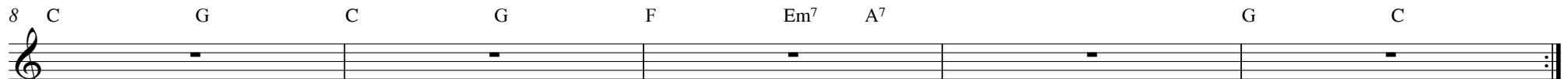


1. The kit - chen sink, the kit - chen sink, Lis - ten to the sounds of the kit - chen sink, The
 2. The pots and pans, the pots and pans, Lis - ten to the sounds of the pots and pans, The
 3. The forks and spoons, the forks and spoons, Lis - ten to the sounds of the forks and spoons, They
 4. The mugs and plates, the mugs and plates, Lis - ten to the sounds of the mugs and plates, From



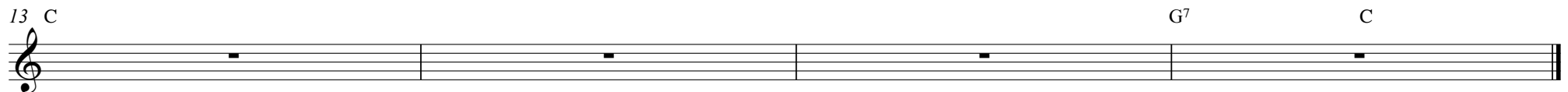
tap drip - drops as you pour a drink... *drip, drop, drip, drop,* Lis - ten to the kit - chen sink.
 small ones plink and the big ones clang... *plink, clang, plink, clang,* Lis - ten to the pots and pans.
 play in rhythm and they play in tune... *fork, spoon, fork, spoon,* Lis - ten to the forks and spoons.
 low to high, they— sound just great... *low, high, low, high,* Lis - ten to the mugs and plates.

INSTRUMENTAL VERSES



1. Finger-click actions...
2. Drumstick actions...
3. Finger-pings and knee-taps...
4. "Low to high" hand-actions...

CODA (last time only)



The Song Tree Grows Apples

Words and music: Barry Gibson

With a gentle lilt

Chords: D, A/C#, Bm, A, D, A7, D, A7

1. The Song Tree grows ap - ples, The Song Tree grows pears, The
 2. The taste of the straw-ber-ry, the tex - ture of peach, The
 3. The soft, sweet ba - na - na, the cher - ry, the plum, The
 4. The Song Tree grows ap - ples, The Song Tree grows pears, The

Chords: G, A, Bm, E7, A, CHORUS, D, A7/C#

Song Tree grows ap - ri - cots and ma - gic fruits, so rare,
 tang of the le - mon, all there if you can reach,
 o - range, the blue - ber - ry, the pine - ap - ple, so yum!
 Song Tree grows ap - ri - cots and ma - gic fruits, so rare,

The tree waves its bran - ches and

Chords: Bm, A, G, A7, Dsus4, D

puts down its roots And sings out a song to share its fruits.

1-3

CODA (last time only) (gradually slowing down)

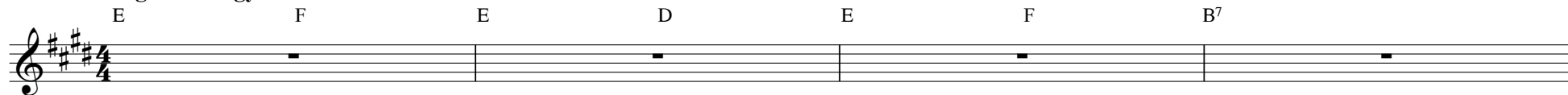
Chords: D, A7/C#, Bm, A, G, A7, Dsus4, D

Hm - mm - mm Hm - mm-mm Hm - mm - mm - mm - mm Hm - mm - mm - mm - mm-mm-mm-mm - mm mmm.

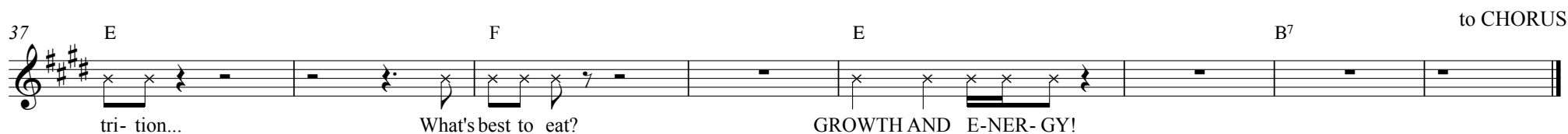
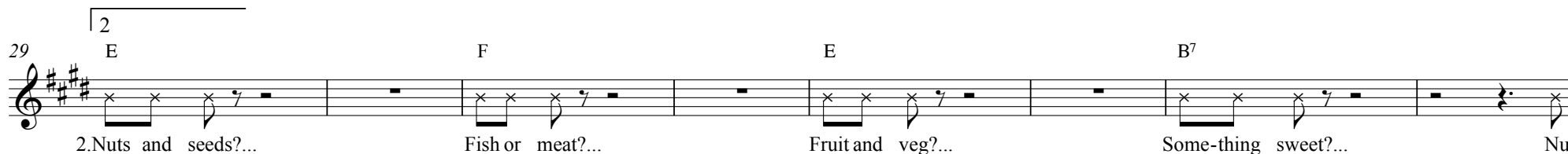
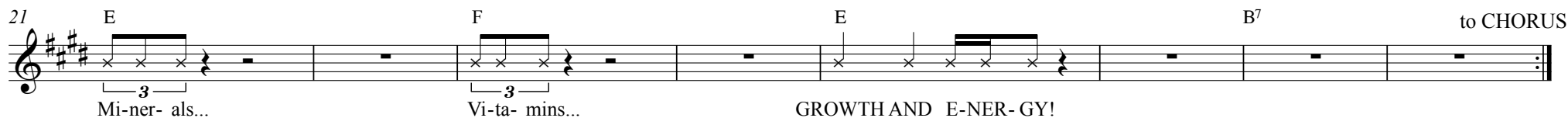
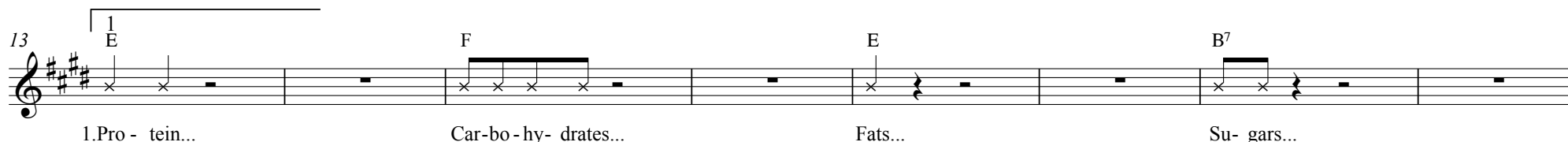
Growth and Energy... Amazing Food!

With bags of energy

Words and music: Barry Gibson



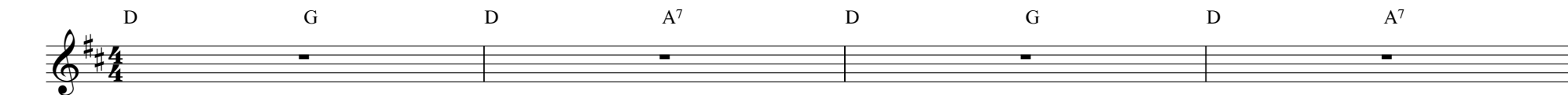
CHORUS (After verse 2, sing the Chorus twice, getting faster and faster, to end at "**Fine**").



With excitement and thoughtfulness

Food is for Celebration

Words and music: Barry Gibson



5

Chords: D, Em, A⁷, D, A⁷, D, B⁷, E, A

1. Food is for ce - le - bra - tion, Food is for feasts of fun, And food is for sur - vi - val, Some-thing for ev' - ry - one?
2. Fruit at the aut-umn - har - vest, Pud-dings in win - ter time, Veg grow-ing green in spring, then Sum - mer pic-nic sun - shine,
3. What do you like for break-fast? What will you choose for lunch? And for a spe-cial par - ty, What is your fa-vourite munch?

13

CHORUS

Chords: D, Em, A⁷, D, D⁷

Look at the world a - round us, Let's grow things here and there...

17

Chords: G, E/G[#], A⁷, D, G, D, A⁷, D, G, D, A⁷, D

Food is for ce - le - bra - tion, Can we make food to share?

49 F C B \flat C F C Dm G C

One broc-co - li, two broc-co - li, three broc-co - li, four,

57 F Am Gm C F C B \flat C F

Five broc-co - li, six broc-co - li, se - ven broc-co - li, more! Scrunch, scrunch, scrunch, scrunch, scrunch, scrunch, SCRUNCH!

65 F \sharp C \sharp B C \sharp F \sharp C \sharp D \sharp m G \sharp C \sharp

One po - ta - to, two po - ta - toes, three po - ta - toes, four,

73 F \sharp A \sharp m G \sharp m C \sharp F \sharp

Five po - ta - toes, six po - ta - toes, se - ven po - ta - toes, more!

77 C \sharp B C \sharp F \sharp A \sharp m G \sharp m C \sharp F \sharp

Yum, yum, yum, yum, yum, yum, YUM!