

# MUSIC, MIME and MOVEMENT

This series of lessons are designed as an introduction to the wide world of music for young children. Through these 16 lessons, children are introduced to:

moving to music with different **tempi** e.g. walking, running, skipping, galloping.

moving to music with different **tonal expression** e.g. heavy, light, staccato, legato

simple **dramatic skills**, by adapting their movements to different types of music e.g. being a balloon, an octopus, an elephant, a bird

**listening skills** e.g. hearing when the music changes

simple ideas of **musical structure** e.g. strong vs. weaker beats, number of beats in a bar.

It is emphasized that all these musical concepts are introduced without reference to formal notation of music.

It is primarily a program of **active participation** where children learn by doing.

# MUSIC, MIME and MOVEMENT

## INTRODUCTION FOR TEACHERS

### *FORMAT OF EACH LESSON*

freeing up activities e.g. walking, galloping, skipping; varying the activity and the music in each lesson

relaxation activities when a simple musical concept is introduced

a creative theme where children move to various musical styles, encouraging free expression e.g. the circus, the park, the zoo, winter time, building, visiting a fun park, in the bush, pet shop, life in the sea, going on holidays. Each theme is short and varied.

### *THE NARRATOR*

The narrator is a former radio announcer with the ABC, specializing in children's programs. She speaks very clearly and interestingly, in **Australian** English.

### *THE MUSIC*

The music is all played on the **piano** for clarity and simplicity. Many children's tunes are used as well as original music for the creative themes. The music could also be used for additional activities, apart from those suggested in these lessons. See the **Index**.

### *HOW LONG IS EACH LESSON?*

Each lesson is approx. 10 to 12 minutes but the actual classroom time will vary as the lessons are designed to be stopped for explanation, demonstration by a pupil or teacher, or repetition of a passage. **Pauses** are specially incorporated at times for children's responses - switch computer to pause at these times.

### *ORDER OF LESSONS*

It is highly recommended that lessons are taken chronologically, if possible, as concepts are introduced on a progressive basis e.g.

Lesson 1 teaches the basic musical call signs for standing up, sitting down, finding a space and simple movements such as walking, running and skipping.

Lesson 2 introduces a clear 4 beat tune

Lesson 4 introduces 3 beat music

Lesson 5 introduces 2 beat music

Lesson 9 introduces 6 beat music

Lesson 13 introduces polka rhythm

**All of these concepts are treated very simply**, usually whilst sitting down, so as to give the children a rest between more active parts of the lesson. It provides a good basis for later, more formal music lessons.

# MUSIC, MIME and MOVEMENT

## *USE OF THE LESSONS AIDING OTHER SCHOOL CURRICULA*

The lessons have many advantages in other areas of the curriculum besides music:

developing gross motor skills whilst moving to music

listening skills so essential for all subject areas

self-expression and creativity, leading to the development of vocabulary and creative writing skills

introduction to maths and concepts of groups, through counting beats in a bar

social skills in learning to work with others.

## *WHICH YEARS CAN USE THESE LESSONS?*

These lessons are suitable for pre-school as well as the first years at school. **They presume no knowledge of music by either the pupil or the teacher.** Suggestions are made in the notes for each lesson as to when to pause or repeat a section. With the computer format, teachers have complete control as to the pace and duration of any one lesson.

## *THE AUTHORS*

This series of lessons is based on a product of the same name first published by Peter Leyden in the 1970s. The original lessons were developed over many years by a group of Infants teachers in a Sydney school, led by Mrs M. Bamborough and Mrs W. Landy.

The original program had 28 lessons but in this completely new edition we have re-edited these to the best 16 as being quite sufficient for a year's program, especially as pupils love to repeat their favorite parts. The lessons are also shorter with less formal musical content in line with new ideas on musical education for the very young. We have retained however the highly imaginative and creative combination of music, mime and movement that is the special appeal of these lessons.

## *FOLLOW-UP*

These lessons make an ideal introduction to Peter Leyden's other music and movement titles - *Creative Fairy Tales* (8 lessons) and *European Folk Dances* (8 lessons). These lessons are longer and more advanced, ideal as a follow-up to the concepts introduced in these music, mime and movement lessons.

# MUSIC, MIME and MOVEMENT

## LESSON 1

### *SUMMARY*

Introduction to moving with music

Practicing special music for standing up, sitting down and finding a position

Walking, running, slow walk, skipping

Creative theme - *Leo the Lion*

### *MUSIC USED*

Original music for walking, running, skipping, slow music.

Creative music for lion movements.

### *LESSON CONTENT*

Starts by introducing children to the concept that music can tell you how to move. Using very brief musical examples, children listen to **slow, quick, walking, running and skipping** music.

Special music to **stand up, sit down** and **find a position** is then introduced and practised. These musical phrases are used throughout the program, so it is important that all children understand and can recognise these musical instructions before proceeding.

When finding a position, encourage children to spread out around the room so they are not touching another child. If necessary, repeat this segment.

Children practice walking and running to music, then they are asked how to move to a slow, heavy beat. Pause media player for answers. Children move to this slow walking music, then mix running and walking music without help. The narrator then introduces skipping music. Next a segment is introduced where walking and skipping music are played alternatively with children having to recognise when to change without help.

### *CREATIVE THEME*

The creative theme for today is a story about *Leo the Lion*. There are 3 parts to the musical story:

Leo striding around his cage with his tail swinging;

the keeper throwing him a bone;

Leo excitedly chewing it.

Children to act the story with music. (Some children may not hear these 3 parts the first time so a repeat of the story and second attempt might help pupils adapt their movements whilst listening skills are enhanced.)

Free expression is encouraged here so the children can use their imagination to act out the scene. Finish with girls and boys putting on their shoes and socks to walking music.

# MUSIC, MIME and MOVEMENT

## LESSON 2

### ***SUMMARY***

Skipping music

Fast and slow music

Introduction to counting beats in 4/4 music

Creative theme - *In the park*

### ***MUSIC USED***

*Pop goes the Weasel* (skipping); *Nuts in May*; *Waltzing Matilda* (4/4 music); *Six Little Ducks* (ducks waddling); climbing and sliding down slippery dip; see-saw music.

### ***LESSON CONTENT***

Starts by reviewing the section from Lesson 1 concerning the music for **standing up** and **positioning** themselves around the room.

Next practise skipping, repeated with loud chords at intervals where children join hands with someone close by, then at the next chord skip on their own. This sequence to be repeated each time there is a loud chord. (*This develops listening skills - hearing when the music changes. Probably need repeating to hear the chord each time.*)

Whilst sitting to rest, children listen to *Nuts in May* played at different rhythms. **There is a pause for you to switch off for children to answer how it sounds different.**

Using their arms, children move to this music like an aeroplane propellor, whilst still sitting. **Observe music slows down and then quickens pace second time through.** Children should keep in time with the music whilst moving.

*Waltzing Matilda* is then played whilst children listen. **(Used as a good example of 4/4 music but this is not mentioned at this stage.)** Narrator overcalls 1,2,3,4 1,2,3,4 ... making the point of 1 being a **strong** beat. Children then join in moving first their hands then their arms and shoulders and finally their whole body in time to the music, **(whilst still sitting)**. They then stand up and walk in a circle, changing direction after a loud chord **(will need practice to change direction together!)**

### ***CREATIVE THEME***

Then it's off to *the park* - skipping music. Children move to see-saw music; ducks waddling; climbing ladder of slippery dip then sliding down.

Finish by all putting on their shoes and socks to walking music.

# MUSIC, MIME and MOVEMENT

## LESSON 3

### *SUMMARY*

Walking, trotting and galloping music

High and low music; jerky and smooth music

Creative theme - *Cracker Night*

### *MUSIC USED*

trotting; walking; galloping; original music for picking up sticks and being a bonfire.

### *LESSON CONTENT*

Starts by being horses - walking, trotting and galloping. **(May need to practice difference between trotting and galloping movements - teacher demonstrate).**

Children sit and do relaxing exercises using parts of their body.

Then listen to high and jerky music followed by low and smooth music, asking for children's comments **(pause computer for answers.)**

Children then move to high music, then low music. Next they are played consecutively, so children learn to change their movements to suit the music - high or low.

### *CREATIVE THEME*

Today's theme is *Cracker Night*, especially preparing for the bonfire.

Starts with walking around looking for sticks, with a musical key to show when to bend and pick up a stick, then continue looking. **May need repeating to notice the change of music.** They place the sticks in a pile in the middle of the room; then drag logs; light the bonfire and finally become the flame - suggesting gradually coming from, maybe, a crouch position upwards, as the flames take hold and burn more fiercely as suggested in the music. **(Note - no crackers are mentioned as being used as these only available for public displays now. Emphasis on bonfire itself).**

Close by putting on shoes and socks.

# MUSIC, MIME and MOVEMENT

## LESSON 4

### *SUMMARY*

Moving in groups to running, galloping, skipping, slow music

Jumping music

Introduction to counting to 3/4 music

Creative theme - *A cat story*

### *MUSIC USED*

running; galloping; skipping; slow; jumping - fast and slow; 3/4 music; stretching and yawning music; stalking; pouncing; walking.

### *LESSON CONTENT*

Starts by standing up and positioning themselves in the room. The girls move freely at first while the boys kneel. When the music changes, the **girls** kneel and the boys move freely (**practice changing before playing the music**). Music used includes running, galloping, skipping music finishing with slow music.

Then everyone jumps with jumping type music, repeated higher and slower, then faster, then lower. Children adapt their jumping movements accordingly.

Whilst resting, children listen and count to music, with **strong** beats equal to 1. (**3/4 music is used in this example**). Asks how many are counted - answer 3.

They then pretend to be an octopus with their arms, moving to the 3 beat music. (**Mention is made of 3/4 music but no details of the formal notation is discussed - just for children to feel the beat**). Then bend and stretch the body to the music.

### *CREATIVE THEME*

*A cat story* is today's theme. Children pretend they are a cat, curled up on the mat fast asleep (**uses another example of 3/4 time -Pussy Cat, Pussy Cat tune**).

They slowly arch their back, stretch and yawn to the music . . . they see a mouse! Stalk towards it ... pounce! . . miss! ... so they lap up milk to feel better!

Finishes with walking to shoes and socks.

# MUSIC, MIME and MOVEMENT

## LESSON 5

### ***SUMMARY***

Different ways of running  
Introduction to counting 2/4 music  
High and low music  
Creative theme - *The Circus*

### ***MUSIC USED***

running - fast and slow; *See-saw* (2/4 music); high; low and quick; high and slow; hammering; heavy; trotting; walking.

### ***LESSON CONTENT***

Starts with different ways to run - on the spot (quick music), then knees raised high (slower music), then long springing steps (high, staccato music), then running on the spot again, getting faster at the end.

After resting, children sit and count quietly the number of beats in the music (2/4 **music used - pause for answers**), then rock a baby to sleep with the tune *See-saw*.

Stand up and hear high or low music - with the high music be a balloon floating in the sky; with the low be a puppy on all fours chasing its tail - (high music first, then low and quick, high and slow, then low, then finish on high).

### ***CREATIVE THEME***

The theme today is a visit to *The Circus*.

Firstly hammering in tent pegs, slowly at first then faster. Then raising an elephant's trunk - music tells children when to raise their trunk and when to swing it free (**encourages listening**). Note music slows at the end.

Children then become ponies, lifting their head and knees high, then tightrope walkers,

# MUSIC, MIME and MOVEMENT

## LESSON 6

### **SUMMARY**

Changing movements when music changes

Working in groups

Recognising beats in slow 2/4 music

High, middle and low music

Creative theme - *The Zoo*

### **MUSIC USED**

skipping; galloping; running; walking; *See-saw* (2/4 music); *Yankee Doodle* (high, middle and low); high, flying music; slow, heavy music; fast music; sleepy music.

### **LESSON CONTENT**

To start, boys become posts while girls move, then when the music changes, girls are posts and boys move (**may need to practise clapping this before music plays.**

**Encourage children to change when the music changes, repeat if necessary.**) Music changes between skipping, galloping, running and walking. Then all children move together any way they like to additional musical examples.

After lying down and resting to music, they sit up and put their legs out front and their hands on their shoulders. Then, to music, touch their shoulders, their toes, their shoulders etc. Slow 2/4 music is used - touch toes on **strong** beat, shoulders on 2nd beat. All done while children are still sitting.

Then stand up and slide to the same music, repeated. Changing to 'see-saw' music, the narrator encourages them not to race the music while sliding once more.

Sitting down, they listen to quick music played on 3 different places by the piano (high, middle, low). Asks children to describe what they hear (**turn off player for answers.**) For high music they tap their heads, for middle music their tummies and for low music the floor. Examples short and change often. Tune: *Yankee Doodle*.

### **CREATIVE THEME**

The theme today is *The Zoo* - especially animals that are heavy or light, slow or fast, high or low.

Firstly birds perched on a tree, then flying. Perching music is higher and slower, flying music is lower. (**Encourage children to hear and act differently to each type of music**). Then elephant music - slow and heavy; monkeys - scrambling and itchy. When music changes, children change from itchy movements to scrambling around a monkey's cage. The music helps children imagine this.

Next, cunning snakes curled up asleep - sleepy, sinister music for this.

Finally, music for putting on shoes and socks.

# MUSIC, MIME and MOVEMENT

## LESSON 7

### *SUMMARY*

Recognising walking and running music from other types of music

Counting to music, emphasizing strong beats Hearing difference between 4/4 and 6/8 music

Creative theme - *In the garden*

### *MUSIC USED*

skipping; walking; galloping; running; *Bye Baby Bunting* (6/8); swaying music; buzzing music; hovering music

### *LESSON CONTENT*

Children spread out and start by walking backwards **only** when they hear walking music. Otherwise they move forwards as the music suggests. Music used - skipping, walking, galloping, walking, running, walking, skipping. This is good practice in recognising walking music.

Next run with the running music and when it changes to something else, stand where they are and clap in time with the music. (**Children will need to listen carefully for when the music changes.**) Running music starts and then alternated with other music. **Note - sometimes the music changes tempo when running - children to keep up with the music.**

After a short rest (**pause the player for a moment for children to recover**), children stand up and listen to music - (*Bye Baby Bunting* in 6/8). Children tap with the music and count it, with the strong beat always counting as one.

Now children are corkscrews turning around in the neck of a bottle. **Feet must not move.** Body twists to the music - not too fast. Then again with hard twist on strong beat - music emphasises the strong beat. Finally their arms are corkscrews, starting high and working down as the music starts high and works down.

Boys then sit down while girls form groups of 4 horses galloping together - 2 in front, 2 behind. **Pause while groups are found.** Girls then gallop off, changing to the boys, while the girls sit and rest. **Pause for boys to find groups.**

Everyone sits down and taps some taa or crotchet music (**4/4 music used**). Then tap taa-tai or quaver music (**6/8 music**). Narrator asks which suits butterflies... or flowers? (**Pause for children's answers, maybe play each type of music again**).

### *CREATIVE THEME*

The theme today is *In the Garden*-the girls are swaying flowers while boys are bees buzzing around amongst the flowers - different music for each. Sometimes music stops to tell boys to stop near a flower with their wings fluttering, then, when the music changes, off again buzzing. Swaying music (3/4) starts first, then buzzing, hovering, swaying, hovering ... then bees fly to their hive and put on their shoes followed by flowers slowly stopping moving and putting on their shoes and socks.

# MUSIC, MIME and MOVEMENT

## LESSON 8

### ***SUMMARY***

Moving in circles

Heavy vs. light music; hopping

Creative theme – *Winter*

### ***MUSIC USED***

walking; running; galloping; skipping; sliding; chopping; quick; hopping; blowing up balloons; *Pop goes the Weasel*; Strauss waltz; throwing a snowball.

### ***LESSON CONTENT***

Starts by making 2 circles, one of girls and one of boys behind the girls. **Switch off audio whilst arranging** this. The boys start by moving around their circle while the girls clap. When the music changes, the boys clap and the girls move around their circle. Music starts with walking (girls clap), then running (boys clap), then galloping (girls clap), last skipping (boys clap). Then everyone moves, sliding around their own circle.

Everyone then sits down for a rest (**turn off the player if more rest is needed**). They then chop down a tree using chopping music - heavy at first, then lighter and quicker at the last strokes. Next be rabbits running through the woods - hopping music with occasional pauses for looking around. Then balloons being blown up with low music that gradually gets fuller and higher until it lets **g o ... !**

### ***CREATIVE THEME***

The theme today is *Winter* and how to keep warm. Skipping music using the tune '*Pop goes the Weasel*' - when the children hear the part of the music for the word **pop**, they pop down onto their hands and feet, being still as a statue for the phrase and then continuing. **This may take some practice.** They then skate on a frozen pond, listening first while putting on skates, then skating to a Strauss waltz. Finish with aiming and throwing a snow ball a couple of times - fun!

# MUSIC, MIME and MOVEMENT

## LESSON 9

### **SUMMARY**

Moving in 2s to suit the music

Introduction to 6/8 music - counting and moving to the beat

Creative theme - *Building a House*

### **MUSIC USED**

skipping; walking; galloping; running; *Cockles and Mussels* (6/8 music); *Pussy Cat*, *Pussy Cat* (6/8 music); hammering; see-saw; music for screwing screws; climbing up and down music

### **LESSON CONTENT**

Starts by moving in 2s with a friend nearby, moving how the music suggests (**first skipping, then walking**). Then moving around on their own and when the music stops, holding someone's hand and moving together. This is repeated with different types of music. (walking, running, walking, galloping, walking and skipping). Watch children understand to hold hands for one section, then move on their own for the next, then hold hands etc.

After resting briefly, the children spend the rest of the lesson being **introduced to 6/8 music**. First they listen to *Cockles and Mussels*, then listen again counting how many beats are in the bar, nodding on the heavy first beat. There are 6 beats to the bar in this music. (Some children may say 3 as there are 2 groups of 3 in each bar but the first beat of the bar has the heaviest emphasis by the pianist. Listen again to hear this. There is then a pause for discussion as to whether children counted 6).

Then a section on being a **screwdriver** - children demonstrate how it moves, then kneel and turn like screwdrivers on each **strong** beat to the same 6/8 music.

They then sit and listen to another 6 beat tune - *Pussy Cat, Pussy Cat* and count the beats - this is a quicker tune. With 2 fingers they tap their knee in time to the **tune-notice the phrasing of the music**. Girls then tap the first phrase, the boys the next, etc. (need to practice noticing the phrases in the music. There are 4 phrases corresponding to the 4 lines of the song. So the tapping sequence is girls, boys, girls, boys.) Then children stand up, join **left** hands and move around each other to the tune, on the spot. Then change hands at the end of each phrase and move the other way. Practice again to help children recognise when to change.

### **CREATIVE THEME**

The theme today is *Building a House* using various tools e.g. hammering with music that is slow and heavy, getting quicker and higher; sawing timber (see-saw music); running to shop for more screws, then screwing a door; climbing a ladder to the roof; hammering nails on the roof; then down the ladder, walking to shoes and socks.

# MUSIC, MIME and MOVEMENT

## LESSON 10

### **SUMMARY**

Boys and girls moving alternatively to music heavy, slow music

Counting to 4/4 music Introduction to rests in music

Creative theme - *Luna Park (a fun park)*

### **MUSIC USED:**

skipping; walking; running; galloping; *The Mulberry Bush* ; *Ding, Dong, Bell*; *Twinkle, Twinkle, Little Star* (4/4 music); *Three, Blind Mice* (4/4 with rests); swaying music (ferris wheels); big dipper music; mirror maze music.

### **LESSON CONTENT**

Starts with boys sitting while girls move to the music. When the music stops, the girls sit and the boys move. (May need to turn off or repeat tape to make these instructions clear to everyone). Each time the music changes, girls and boys change too. Keep feet tucked in! **Each piece of music played twice - skipping, walking, running, galloping.** Then everyone moves together - sideways, with springing steps.

After sitting and resting briefly, (turn player off for more rest) listen to *Ding, Dong Bell* music (heavy, slow music). Children then be the bell, in time with the music (note music gets softer and slower at the end). Mention is made that the music is taa or crotchet music, meaning walking music. As another example plays '*Twinkle, Twinkle Little Star*' fairly slowly and with distinct beats to help children recognise the beats. Then asks children to count the beats (4/4 music).

Narrator introduces the idea that music sometimes rests even though we continue to count. The children then move to the same song, resting when the music rests. (repeat and explain if necessary). Introduces another 4/4 tune *Three Blind Mice* asking children to move and rest with the music (Teacher demonstrate if necessary).

### **CREATIVE THEME**

The theme today is *Luna Park (a fun park)*. Introduced by happy, quick walking music, followed by hurrying music to join the fun. Then arms be a ferris wheel (swaying 3/4 music). Then to the mirror maze (stop tape to explain a mirror **maze**) - step carefully and feel the walls! A loud chord means they've run into a mirror and have to go another way! Then look into 3 mirrors - long and thin; round and fat; then one that changes between these two - children move appropriately. Then ride on the big dipper - arms and body movement on the spot.,

Finish with putting on shoes and socks to walking music

# MUSIC, MIME and MOVEMENT

## LESSON 11

### *SUMMARY*

Strong, punching music Swaying music, fast and slow

4/4 music using *Frere Jacques*

Creative theme -*A Rainy Day*

### *MUSIC USED*

punching; running; walking; skipping; galloping; swaying music (3/4); *Frere Jacques* (4/4); raindrops music; hurrying music in rain; waddling music (ducks); birds flying in rain music.

### *LESSON CONTENT*

Starts by finding a space and listening to strong music, then punch to that music (**in the air, NOT each other!**) Then move around the room to punching music, followed by different styles of music interspersed with punching music - running, punching, walking, punching, skipping, punching, galloping, punching.

Sit and rest (**turn player off for a rest**). Then listen to new tune (3/4 swaying music). Children be falling leaves to the music - starts gently and softly, getting faster and then back to gentle and slow. (**Narrator overcalls to help the children.**)

Then introduces *Frere Jacques* - children listen first, then tap the beats, emphasizing the first beat (4/4 music). Called taa or walking beats. Children be a conductor and beat time with their hand, emphasizing the first beat.

### *CREATIVE THEME*

The theme today is a *Rainy Day* with 'raining' music - pattering raindrops. Children **be** rain, pattering here and there. Then a pool of water on the ground; adults hurrying along in their raincoats; running through the rain jumping puddles; ducks waddling along in the rain; a bird huddling in its nest and then flying away with heavy, wet wings to find food.

To finish they are raindrops pattering away to find their shoes and socks.

# MUSIC, MIME and MOVEMENT

## LESSON 12

### *SUMMARY*

Moving in groups, alternating between on the spot and around the room

Introduction to polka step

Creative theme - *The Bus*

### *MUSIC USED*

running; galloping; stepping music (fast walk); skipping; slow, heavy music; walking or marching music; polka; rising up music; hopping (bunny); bird music; koala climbing tree music; kangaroo bounding along; soft music

### *LESSON CONTENT*

Starts by dividing into 2 groups - girls move around the room while boys move on the spot. Narrator claps to practice first without the music. When the music changes, the groups change and the girls move on the spot while the boys move around the room. Children freely interpret the music as long as it fits the style and rhythm. Music is in the following order - galloping; stepping music (a fast walk); skipping; slow, heavy music; walking or marching music; running; stepping; galloping.

After sitting and resting briefly (switch off player for a few moments), we introduce the **polka step** by first listening to some polka music, then explaining its rhythm is **1 2, 3 1 2, 3** with the strong beat telling you to lead with the other foot each time. The narrator then asks for a person to demonstrate (ask a child or YOU demonstrate). Then another person has a try, re-enforcing that the biggest step is taken on the heavy, first beat of the bar. Then everyone has a try with the narrator over-calling left, right, left and right, left, right - first **without** the music, then **with** the music. (Suggest repeat this section). Everyone have a rest. (switch off player for a few moments).

### *CREATIVE THEME*

The theme today is *The Bush*. First be a tall tree pointing towards the sky (**Gradually stand up with the music and grow tall**). Then be branches, spreading wide to give protection to the creatures below. Now a bush with an interesting shape (creative interpretation) and a bunny hopping through the bush. Next we meet some curled up snakes, gliding through the grass (**interesting gliding music here**). Then become birds, perching on a branch then flying to the music with wings outstretched and returning to their perch (listen for music to tell children when birds are returning to their perch). Next meet Mrs Koala, climbing up a tree away from danger. Then kangaroo music for bounding along, using their tail to balance themselves.

To finish there is softer music for the beginning of night time, leading to children collecting their shoes.

# MUSIC, MIME and MOVEMENT

## LESSON 13

### *SUMMARY*

- Revising polka step
- Recognising polka from other music
- Miming movements of a concertina
- Creative theme - *In a Toy Shop*

### *MUSIC USED*

polka; walking; galloping; skipping; *I saw three ships* (6/8 slow music); bouncing; dancing; train music; puppet music; fast, scurrying music (monkeys); tumbling music (clowns).

### *LESSON CONTENT*

Starts by practising the polka step, introduced in the previous lesson. First on its own, then mixed with walking, galloping and skipping music. Children move **on the spot** when the music is **not** a polka; then polka around the room when polka music is played. This gives good practice in recognising the polka rhythm.

Children then have a rest. (Turn off player for more rest). **Narrator then asks what a concertina** is (Switch off tape for answers. If children don't know, draw a rough sketch or demonstrate with your hands). To the music *I Saw Three Ships*, children mime the movements of a concertina in and out.

### *CREATIVE THEME*

The theme today is *The Toy Shop*. (Encourage children to mime each toy with the music) - bouncing balls around the shop; dolls getting out of their boxes and dancing; train running on its track (slowly at first then gathering speed and finally slowing down again); puppets with strings; monkeys climbing up and down their wire; funny old clowns tumbling around.

Suddenly the clock strikes 3 and all toys stop moving (children to stop still in their places for a few moments), then off to collect their shoes and socks.

# MUSIC, MIME and MOVEMENT

## LESSON 14

### *SUMMARY*

Introduces very slow, tired music

Tops spinning

Moving to 3/4 and 4/4 music

Creative theme -*A Pet Shop*

### *MUSIC USED*

very slow, walking music; running; skipping; galloping; polka; spinning top music (fast, then slow); *Oranges and Lemons* (3/4); 4/4 music; tip toe music; scampering music; snake charmer's music

### *LESSON CONTENT*

Starts with children moving to very slow, tired music. Then free expression to different types of music, interspersed with the very slow, tired music. (**encourage children to recognise this new type of music each time.**)

Children then become tops spinning - first with fingers only, then with hands and arms and finally their whole body. In the end the tops slow down and topple over. (**With the music, please!**)

Then they sit and listen to '*Oranges and Lemons*' (slow 3/4 music), counting the beats, then moving their arms to the music. Music changes to 4/4 beat and children move in an interesting way, stressing the strong beat. (**Free expression here**)

### *CREATIVE THEME*

The theme today is *A Pet Shop*. Firstly hurry to the shop and walk on tip toe around, in case the pets are asleep. But they are wide awake! They meet a white cockatoo and some mice turning on a wheel and scampering around their cage. Then a meeting with some snakes leads to an interesting segment where the children become snake charmers, with boys blowing their pipe and the girls uncurling and re-curling like a **snake**. (**This section could be repeated with the girls and boys in opposite roles**).

To finish boys first, then the girls, walk off to put on their shoes and socks.

# MUSIC, MIME and MOVEMENT

## LESSON 15

### ***SUMMARY***

Walking and skipping with middle and high music 6/8 music with various movements

Creative theme - *Life in the Sea*

### ***MUSIC USED***

walking - *Paw, paw, patch* tune; high and middle music; *Pop goes the Weasel* (skipping); polka; *Bye, Baby Bunting* (6/8); *The Mulberry Bush* (6/8); gliding; darting; twisting; deep, slow music; gentle, waving music

### ***LESSON CONTENT***

Starts with forming circles of 8 or 10 children (**Pause for teacher to organise this. Switch back on when ready.**)

Children clap to the music *Paw, Paw Patch*, a pleasant walking tune. Then join hands and walk to the **left** with the music. (**check children know their left hand!**) Then the same music is played in a high and middle pitch, with children alternating between standing and clapping, and walking. (**Children stand and clap on the middle, walk on the high - good for recognising high and middle music.**)

Same principle is then used with the tune '*Pop goes the Weasel*' - children alternate skipping this time with standing and clapping. Then join hands and polka around the circle. Finish this section with a rest (**Turn off player until ready to continue.**)

Next a revision of 6/8 music, first using the tune *Bye Baby Bunting* then *The Mulberry Bush*. They become a scarecrow blowing in the wind, then sing the words of *The Mulberry Bush*.

### ***CREATIVE THEME***

The theme today is *Life in the Sea*. Firstly a large shark gliding through the water (**encourage gliding movements of a big but graceful animal**); then a darting fish; floating and twisting seaweed; a shell gently moving in the bottom of the sea (deep, slow music); a jellyfish waving its arms gently waiting to catch food.

To finish, the boys be a fish swimming to their shoes and socks, then the girls follow.

# MUSIC, MIME and MOVEMENT

## LESSON 16

### *SUMMARY*

Crouching in between moving to different musical rhythms

Ascending and descending musical activities

Creative theme - *Going on Holidays*

### *MUSIC USED*

skipping (2 tunes); walking; running; slow, heavy music; polka; ascending and descending music (smoke); high, jerky music (flames); galloping; *Row, Row, Row your boat* ; riding a horse; high, stepping music; rolling wave music

### *LESSON CONTENT*

Starts by learning to crouch on the floor. When the music stops, the children crouch for a few seconds, then continue moving as the music suggests. Music used - skipping, walking, running, slow heavy music, polka. (As this is the last lesson, music continues a little longer than earlier lessons for more variety of movement and expression). Children then sit and have a rest. (Turn off player for more rest).

Children move as wisps of smoke, rising and curling in the air (ascending and descending music. Encourage children to rise and fall with the music.) Using the same idea of rising and descending music, children be flames - this time the music is high and jerky, getting slower and lower as the flames die. They are then deer sensing danger when they smell smoke and gallop to the nearby stream to escape.

### *CREATIVE THEME*

The theme today is *Going on Holidays*. (**So this lesson would be good near to a holiday period**). Firstly going rowing - using the tune *Row, Row, Row, your Boat*. (Children are still sitting when this begins so they row sitting down). Then arrange groups of 3 people (teacher organise this), who then all row together, **gradually getting quicker, then slower**.

Children then get up and go horseriding. Start by brushing the horse's coat, then riding him - first walking, then trotting and galloping, then slowing down to a halt (Encourage children to follow the musical pace). Then go paddling in the waves - music becomes higher as they step over the waves, then a wave comes crashing in and the children scatter back to safety, only to start stepping again. Finish with collecting shoes and socks.

### ***THE END!!***

Children will love to repeat many lessons throughout the year

# MUSIC, MIME and MOVEMENT

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