

# Module One

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# Week One

## Module One



### Hello

'So,'Mi' Echoes - Track 1



#### Curriculum Focus

##### Strand: Performing/song singing

- Develop a sense of pitch – recognise and imitate short melodies in echo
- Show, while singing, the movement of sounds from high to low or low to high
- Develop aural memory and internal hearing
- Introduce the notes 'So' and 'Mi'

##### Strand: Listening and responding

- Listen to and imitate patterns of long and short sounds – develop a sense of duration and rhythm

This programme is designed for all teachers but assumes no prior knowledge. It may be of particular assistance to the non-specialist music teacher. It is designed to allow you to learn and grow in confidence as the children learn. For the first 4 weeks we will begin with 2 notes only. All the songs, games and activities will use these notes. This is vital, as it allows pitch to become internal and easily acquired rather than bombarding you, or your students, with long and complicated melodies.

The first two notes we will use are 'So' and 'Mi'. We use these first because they are the most natural pitches for children to sing. What notes are 'So' and 'Mi'? Well, for children's voices the best note to use for 'So' is a G and 'Mi' is the E. Alternatively, listen to Track 1 on the teacher's CD. Practise singing 'Hel-lo every-one' using these notes so that you feel confident.



#### Hel-lo every-one, Hel-lo tea-cher

So	Mi	So So	Mi	So	Mi	So	Mi



## Ceol Lesson Plans

### How To

- 1 Tell the children that to begin your music time you would like to sing hello to them, and that they can then copy the notes to sing hello back to you.
  - 2 Say, "We are going to sing a 'high note.'" Lift your hand up to eye level and sing, "High note. Then we will sing a 'middle note.'" Lower your hand to your mid chest and sing, "Middle note."
- N.B. At the moment there is no need to explain 'So' and 'Mi' or to use them with the children as they need to experience and internalise the notes before you begin adding musical language. For now the children will know these notes as 'high' and 'middle', which is reinforced through their hand movements.**
- 3 Have the children sing these two notes with you a couple of times.
  - 4 Say, "Ok, listen carefully, I will sing, 'hel-lo every-one'. Then you can all sing 'hel-lo tea-cher.'" Sing and use your hand movements as you explain so the children can see and hear exactly what you are asking them to do.
  - 5 Ok, have a go... "Hel-lo every-one" (using your hand movements) then say "Your turn" and sing with the children as they sing "Hel-lo teacher." Repeat this a couple of times, so that they have enough time to really listen and respond as accurately as possible.



## Rhyme

### Open Them, Shut Them



### Curriculum Focus

#### Strand: Performing/song singing

- Perform rhymes with a sense of dynamic control. Introduce getting louder (crescendo)

#### Strand: Listening and responding

- Listen and respond to patterns of long and short sounds – echo rhythmic patterns in the spoken voice

#### Strand: Musical concepts

- Subconscious pulse and rhythm development – say words in a specific pattern so as to fit within the steady beat

#### Strand: Listening and responding/exploring sounds

- Recognise the difference between the speaking and singing voice and use these voices in different ways

Before you teach any rhyme to the children, make sure you have practised it several times yourself in order that you are comfortable with the words, and with saying those words in a rhythmical way. Remember that a rhyme is just like a story, so make your voice expressive and exciting. Use voices if appropriate, and most of all have fun.



## How To

- 1 Say, "We are going to say a rhyme using our fingers, I'll say a line, then you say it back to me. My turn first... 'Open them, shut them... etc.'" The children copy each line that you say and do the actions.
  - 2 When they have copied each line, say the whole rhyme together.
- N.B. In order to get everyone to start together and at the same tempo, use a 'rea-dy' ( J J ). Make sure that you say the 'rea-dy' at the same speed that you intend on saying the rhyme. Otherwise the hidden learning experience of rhythmical words over a steady beat becomes less effective.**
- 3 Repeat the rhyme a second time. This time explain to the children, "We are going to say the rhyme in our whispering voices, but when we get to the 'Creep them creep them' part, can you get louder and louder as we creep our fingers up our bodies?"
  - 4 End the activity with a big round of applause.



### (Rea-dy)

Open them, shut them, open them, shut them.  
 Give a little clap.  
 Open them, shut them, open them, shut them.  
 Tap them on your lap.  
 Creep them, creep them, creep them, creep them  
 Right up to your chin.  
 And open wide your little mouth... (pause)  
 But do not let them in.

(Open hands wide, close into tight fist)  
 (Clap hands with the words)  
 (Tap knees with the words)  
 (Spider fingers creep from toes to knees...)  
 (... Keep creeping all the way up to your chin)  
 (Draw a imaginary circle around your mouth)  
 (Take fingers away quickly, hide behind back)



## Sol Fa Focus

Tic Toc - Track 2<sup>1</sup>



Song taken from "Songs for singing and Musicianship Training," written by David and Yuko Vinden, The Kodály Centre of London.

### Curriculum Focus

#### Strand: Performing/song singing

- Show a sense of pulse (steady beat) through body movements
- Develop a sense of pitch – imitate short melodic phrases using 'So' and 'Mi'
- Develop aural memory and internal hearing

#### Strand: Listening and responding/exploring sounds

- Imitate familiar sounds in the environment and use words and phrases to imitate these selected sounds

#### Strand: Listening and responding

- Listen to and imitate patterns of long and short sounds – develop a sense of duration and rhythm



## How To

- 1 Explain, "Now I am going to teach you a song which uses the 'high note' and the 'middle note' that we use to sing hello."
- 2 Say, "The song goes like this... 'tic, toc, tic toc... etc.' " Sing the whole song and tell your class, "After singing 'now I'm striking 1 o'clock', we will jump in the air and say 'cuckoo.' "
- 3 Have the children stand up with their hands by their sides. Then have them copy you as you rock from side to side letting your foot hit the floor with the beat. Try saying "Left, right, left, right" as you tap your foot so the children can hear the beat. **(for further advice on keeping steady beat see F.A.Q. section overleaf)**
- 4 When the class settles into keeping the beat with you, sing the "rea-dy" (♩ ♩), on the 'So' note that the song starts on, and in time with the steady beat.
- 5 Next, ask the children what comes after 1 o'clock, then repeat the song with 2, 3 and 4 o'clock. Repeating the song allows the children to have a full experience of pitch, steady beat and the rhythm of the words.
- 6 At the end, have a round of applause and sit the children back on the floor, ready for the next part of the class.



### Rea-dy



### Tic-toc, Tic-toc, I'm a lit-tle Cuc-koo clock



### Tic-toc, Tic-toc, now I'm strik-ing one o'clock





### F.A.Q. How do I keep the beat?

This is a commonly asked question, and is easy to teach yourself to do. The only thing you need to remember is that steady beat is not the same as tapping out the words of a song. Listen to the 'Big Green Frog' song, found on Track 3 of the CD.

Now look at the chart below which shows the rhythm of the words and the steady beat marked as an X below. Practise tapping the beat on your knees each time you see the X while the song is playing. When you feel you are getting it, try singing along as you tap your knees in a steady beat. Try to keep your tapping even and steady, and most importantly, keep practising. Just as the children will learn through repetition and experience, your grasp of steady beat will improve through the same means.



		Rea-	-dy
		So	So
		X	X
		♪	♪
Big	green	frog	sshhh!
So	Mi	So	
X	X	X	X
♪	♪	♪	♪
Sit-ting	on a	log	sshhh!
So So	Mi Mi	So	
X	X	X	X
♪	♪	♪	♪
Leaps up	high to	touch the	sky
So So	Mi Mi	So So	So
X	X	X	X
♪	♪	♪	♪
Big	green	frog	sshhh!
So	Mi	So	
X	X	X	X
♪	♪	♪	♪



### F.A.Q. (Continued)

Perhaps the easiest way to teach steady beat is not to teach it. Within most activities outlined in this pack, there is included a natural way of experiencing steady beat. It is important to remember that learning music need not be complicated if we allow children to experience something before trying to explain it. Learning in this way ensures that children will experience music through fun. Music is, after all, a creative and expressive force, more felt in the body than it can ever be explained.



## Song Focus

Big Green Frog – ‘So,’ ‘Mi’ Echoes and Pulse on Laps -Track 3



### Curriculum Focus

#### Strand: Performing/song singing

- Recognise and show the difference between high and low sounds
- Recognise and imitate short melodies in echoes using ‘So’ and ‘Mi’ – develop a sense of pitch
- Show the steady beat in accompanying familiar songs
- Develop aural memory and internal hearing

#### Strand: Listening and responding/exploring sounds

- Discover ways of making sounds using body percussion

#### Strand: Listening and responding

- Listen to and imitate patterns of long and short sounds – develop a sense of duration and rhythm (subconscious introduction of ‘Ta,’ ‘Ti-ti,’ and ‘rest’)

#### Strand: Musical concepts

- Subconscious formal development – develop a sense of musical structure (start, stop and repeated phrases)





## How to (see chart on the previous page for words, rhythm and steady beat)

- 1 "Children, I have someone to introduce you to today and he's really looking forward to meeting you." Bring out the picture of the Big Green Frog (found in the resource pack) and ask them, "What animal is our new friend? And what colour is he? That's right he is a Big Green Frog." Then ask them, "What is he sitting on? A log. Well done! Maybe he'll leap off the log and jump high into the sky."

**N.B. We are asking these questions because the answers link directly to the words of the song and will make learning much faster.**

- 2 Tell the children "I'd like to teach you a song about the big green frog, so I'll say a line and you can say it back to me." Make sure you say the words rhythmically and at the same speed that you will sing them.

**N.B. At the end of the 1st, 2nd and 4th phrases of the song, a musical rest appears (rest symbol). It is important that you teach the children to say, "Shhh" for the rest in order to maintain the ow and structure of the music, e.g. "Big Green Frog Shhh."**

- 3 After the children have said each line, ask "Can you lift your hand up high and see if you can copy me as I sing each line of the song?" As you sing one line of the song at a time, use your hand to demonstrate the 'So' (head height) and 'Mi' (mid chest) notes.
- 4 Having practised each line, sing the whole song together. Just as with the rhyme, it is important that you give a 'rea-dy', so that you all start together. This time, however, make sure that as well as keeping the beat, you also sing the 'rea-dy' at the pitch of the 'So' note, as this is the note that the song begins on.
- 5 Sing the song together and when you have finished praise the children for singing so well and for learning all the words.
- 6 Repeat the song one last time, but now ask the children, "Can you tap your knees with me as we sing the song one more time?" Have them tap their knees with you in a slow and steady beat. Encourage them to watch and listen very carefully, keeping their hands tapping with you all the way through. Sing the 'rea-dy', and away you go for the last time.

**Helpful hints It is helpful to make sure that when asking children to keep the beat, you always tap your knees or stamp your feet. On the other hand, when asking the children to express rhythm you always use hand claps. This is in order to ensure that children subconsciously learn the difference between steady beat and rhythm, through the association of a specific action with a particular musical concept.**

- 7 Have the children say goodbye to the frog, and ask them to try and remember all about him and his special song for next week.



# Movement Activity

## Marching

Suggested piece – Colonel Bogey, or Rodetsky March, or British Grenadiers, taken from 'The Greatest Military Marches' Album, released by Emporio.



### Curriculum Focus

#### Strand: Listening and responding

- Show the steady beat in listening to recorded music
- Respond to fast or slow recorded music through body movements
- Respond imaginatively to short pieces of music through movement

#### Strand: Musical concepts

- Develop a sense of structure (start/stop)
- Listen and respond to music in different styles – develop an understanding of genre and musical purpose



### How to

- 1 Have the children stand up and explain to them that you are all going to be soldiers.
- 2 Ask the children, "Do you know what soldiers do? March. That's right. Can you all march like soldiers with me?" Keep the children in a steady beat as they march by saying "Left, right, left, right" as you move your bodies.
- 3 Say, "Sometimes soldiers have to stop marching, and so the general shouts, 'Atten- !' When he shouts, we have to stand tall, straight and very still. Can you all stand to attention?" Practise this and then teach the children to salute, and to begin marching again when you say "Quick march."
- 4 Having practised all the 'moves', play the marching music and have fun marching to the beat.
- 5 After about a minute or two of this, stop the music and give a big round of applause. If the children enjoyed it, you might like to repeat the activity. This time, have the children march around the classroom, rather than just on the spot.





## Listening

'The Aquarium', from 'The Carnival of the Animals', by Saint-Saëns



### Curriculum Focus

#### Strand: Listening and responding

- Listen to a range of short excerpts of music
- Respond imaginatively to short pieces of music
- Talk about pieces of music and illustrate responses in a variety of ways

This week we will focus on subjective listening. This essentially means that we are asking the children to respond imaginatively to music. There are no right or wrong answers when it comes to our own personal experience of music. In sharing time, at the end of each activity, it is important that you encourage the children to talk freely about what they saw and felt. Do not ask closed questions or try to get the children to see and hear the same things. Instead, be open, as the children may not see and hear what you did.



### How to

- 1 "Children, we are going to go on an adventure. I am going to play you a piece of music and you can lie down on the floor and hide your eyes while we listen."
- 2 Explain, "The piece of music will make you imagine something. It might put a picture in your head, or it may even remind you of something."
- 3 Tell the children to, "Take your cameras with you and take pictures of everything you see, feel and hear, while the music is playing."
- 4 Explain, "When the music stops, you will have some time to draw everything you took a picture of and then to tell everyone about it."
- 5 Begin by having the children lie on the floor, quietly. Play the piece of music for no longer than a minute. Let the children have a wiggle and then play it again.
- 6 As they listen, put out paper and crayons in front of the children. When the music finishes, they can 'wake up' and draw the images they saw.
- 7 After a few minutes, have your class sit around in a circle holding their pictures. Each child should have a chance to say what they drew and what the music made them think about.
- 8 Give a big round of applause at the end.

**Now sing goodbye to the children, in the same way as you sang hello at the beginning, in order to bring your time of music to a close. Well done! You've completed the first lesson. Hopefully you and your class had lots of fun.**

# Week Two

## Module One

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### Hello

'So', 'Mi' Echoes (for detailed explanation and curriculum focus, see Module 1, [Week 1](#))

You'll be pleased to know that there are no new notes to learn this week, and there is no need to explain the 'hello' in as much detail as you did last week. Simply explain that you are going to sing hello using the 'high note' and 'middle note' you sang last week. Ask the children to lift their hands up and listen carefully to you as you sing "Hello everyone" and then to copy and sing "Hello teacher." Repeat at least once in order to continue good pitch development.



### Rhyme

Open Them, Shut Them (for detailed explanation and curriculum focus see Module 1, [Week 1](#))

We always use a rhyme for at least a couple of weeks. As the children become more familiar with a rhyme or song, it opens the way to better understanding of steady beat and rhythm. Ask the children if they remember the rhyme used last week. Quickly run through the words and actions, if you feel it is necessary. Then ask the children to get their hands closed tightly in a ball and say the rhyme with you. Give the 'rea-dy', and away you go.



### Sol Fa Focus

Tic Toc (for detailed explanation and curriculum focus see Module 1, [Week 1](#))

As with the rhyme, begin by asking the children if they remember learning a song that went... (Sing the song to the children). Then have the children stand up and sing the song with you. The children will love the part of the song where they get to jump in the air. Why not start at 5 o'clock this week so they get to have even more fun.



## Song Focus

Big Green Frog – Pulse Using Instruments - Track 3



### Curriculum Focus

#### Strand: Performing/song singing

- Recognise and show the difference between high and low sounds
- Recognise and imitate short melodies in echo using 'So' and 'Mi' – develop a sense of pitch
- Show the steady beat in accompanying familiar songs
- Develop aural memory and internal hearing

#### Strand: Performing/playing instruments

- Play simple percussion instruments
- Show the steady beat in accompanying familiar songs using instruments

#### Strand: Listening and responding/exploring sounds

- Discover ways of making sounds using body percussion

#### Strand: Listening and responding

- Listen to and imitate patterns of long and short sounds ('Ta', 'Ti-ti', and 'rest') – develop a sense of duration and rhythm

#### Strand: Musical concepts

- Subconscious formal development – develop a sense of musical structure (start, stop and repeated phrases)



### How To

- 1 Ask the children if they remember who they met last week, and bring out the picture of the Big Green Frog. Ask similar questions to those asked last week about the frog, his colour etc., to remind the children of the words in the song.
- 2 At this early stage, repeat the section from last week where you sang each line of the song and had the children copy you, remembering to move your hand to help the children with pitch movement. Then sing the whole song through, just as you did last week, giving a 'rea-dy' on the 'So' note before you start.
- 3 Then, ask the children, "This time could you tap your knees with me as we sing the song together?" Have them tap their knees with you in a slow and steady beat. Encourage them to watch and listen very carefully, keeping their hands tapping with you all the way through. Once you have a slow steady beat going with the children, sing the 'rea-dy', and away you go.
- 4 Then explain, "We are going to sing the song again, but instead of tapping our knees, we are going to tap the instruments."

## How to (Continued)

- 5 Before giving out an instrument to each child, take an instrument yourself and show the children what you are going to do. Demonstrate how to keep a steady beat and then show them how **not** to play.
- N.B. Having the children listen, concentrate and play with you, rather than haphazardly bashing the instruments, is an important skill that they must learn right from the beginning.**
- 6 Give out the instruments and have the children put the instruments to sleep on their knees.
- 7 Say, "I will start tapping my instrument to the beat. I want you to listen carefully and then to join in when I say." Begin tapping in a slow, steady beat. After four taps encourage the children to join in and stay with you.
- 8 After a few steady beats, sing the 'rea-dy' followed by the song, while you tap the instruments.
- 9 Repeat this activity. It can be a good idea to split the class into two and have one half keep the beat, while the other side sings the song. This will help with managing your class and instruments.
- 10 Have a big round of applause and put the instruments away.



## Composition

### Big Green Frog's Train Journey



## Curriculum Focus

### Strand: Composing/improvising and creating

- Select sounds from a variety of sources to create simple sound ideas, individually and as a group
- Invent and perform short, simple musical pieces with some control of musical elements – tempo, dynamics, structure, texture and form
- Use sound effects to accompany stories



## Curriculum Focus (Continued)

### Strand: Listening and responding/exploring sounds

- Discover ways of making sounds using the body and the surrounding environment
- Explore ways of making sounds using manufactured or home-made instruments
- Experiment with a variety of techniques using manufactured or homemade instruments
- Use sound words and word phrases to describe and imitate selected sounds

### Strand: Performing/playing instruments

- Play simple percussion instruments

### Strand: Composing/talking about and recording compositions

- Talk about individual and group work
- Record compositions on electronic media



## How to

**1** Begin by explaining to your class, "The Big Green Frog had been living in the pond and sitting on his log for a very long time, and he wanted to go on an adventure. He woke up one morning and decided that hopping around all day was just far too slow. What he really wanted was to go on a train. So, today I thought it would be fun if we used our voices, then some instruments, to tell the story about the Big Green Frog's train adventure. Would that be fun?"

### **2 Discussion – selection, imitation and sequencing of sounds**

First, tell the children the story of Big Green Frog's adventure, found overleaf. Once you have quickly told the story, ask the children, "At the beginning of the story all the people got onto the train. What sound do you think we could use for the doors banging shut?" Once a sound has been suggested, it is important to involve the whole class in imitating that sound.

**N.B. During the discussion, it is very important that you take a step back from being the teacher and instead take on the role of facilitator. Your role is not to put ideas in the children's heads, but rather to listen to the children and allow them to express their own ideas. Always remember to be positive and excited by what they come up with, even if the sounds they choose are not the ones you would have chosen. In other words, be careful that you do not lead the discussion too much, and that you always ask open questions, which offer space for the children to create and express their ideas without hindrance.**

"Once everyone was on board, the train started to move. Who can tell me what sounds a train makes?" Most of your class will probably start saying "Chugga-chugga, chugga-chugga." Praise the children for their response saying, "That's right. The wheels of the train go round and around saying, 'chugga-chugga.' Lets all make the sound of the wheels together."

Continue this process until the children have created sounds for all the highlighted parts of the story.

## How to (Continued)

### The train journey

The Big Green Frog got up one morning, packed up his fly sandwiches and hopped down to the train station. A big, red train stood waiting in the station and he was really excited. The Big Green Frog got on the train with all the other passengers and the doors banged shut behind them. When all the passengers were on board, the train began to move forwards. The Big Green Frog began to smile a big, wide smile. The train moved slowly at first and as the driver built up steam, it moved faster and faster and faster. As the train sped out into the countryside, the driver blew the big, shiny whistle to tell everyone that the train was coming down the tracks. The Big Green Frog hopped over to the window because he wanted to see what the rest of the world was like. As he gazed out of the window, he saw some pigs rolling around in the sticky mud.

The pigs snorted and laughed as they played in the field. 'Wow', thought The Big Green Frog, 'I have never seen pigs before.' He looked out of the window again and what do you think he saw? Three horses galloping in the paddock. The horses were tall and graceful and the Big Green Frog wished he could run as fast as the horses. Suddenly, the driver blew the big, shiny whistle once again because the train would soon reach the station. The train began to move slower and slower and slower until it finally stopped. The Big Green Frog and all the people got off the train, banging the doors one by one behind them. Big Green Frog was tired after his long adventure, so he hopped home and went straight to bed.

### 3 Assign roles

Split your class into groups: 3 or 4 children for the train doors; 3 or 4 for the train wheels; 3 or 4 for the whistle, the pigs, the horses etc. Say, "I'm going to tell the train story and when you hear your part mentioned, I'd like you to make your sound. Be careful that you stay quiet until you hear your part mentioned, won't you? Let's have a practice..." Say each part from the story in turn to allow the children to practise starting and stopping their sounds.

**N.B.** With the group making the sound of the train, spend a few seconds practising starting slowly and getting faster. Tell the children, "I will roll my arms round really slowly. As my arms get faster, can you make your train sounds get faster and faster? Then at the end, can you watch carefully so we can all slow down together? Oh, and remember to keep the train going all the way through the story."

### 4 Vocal performance

Say, "Ok, we're ready to go. Be really quiet until you hear your part mentioned in the story. 'The Big Green Frog got up one morning, packed up his fly sandwiches and hopped down to the train station. A big, red train stood waiting in the station and he was really excited. The Big Green Frog got on the train with all the other passengers. The doors banged shut behind them.'" At this point you can 'halt' the story slightly to allow the 'doors group' to make their sound. Continue this process, narrating the story and having the children fill in the sound effects as you go. At the end, give a big round of applause and praise the children for the great adventure they just gave the Big Green Frog.

### 5 Now it's time for instruments

Get out a selection of instruments and place them in front of you. Ask the children to, "Listen carefully to each instrument as I play it to you. Can you tell me which of the sounds in the story this instrument sounds most like?" After the children select which instrument fits with a sound group, give that instrument to each member of the group. Let them have a few seconds to play, then ask them to rest their instruments on their knees. Continue until each group has an instrument.

## How to (Continued)

### Instrumental suggestions

**Train moving** – maracas or tambourines

**Doors** – wood blocks

**Train whistle** – whistles or bells or triangles

**Pigs** – guiros (if you scrape them they sound a little like a pig snorting.)

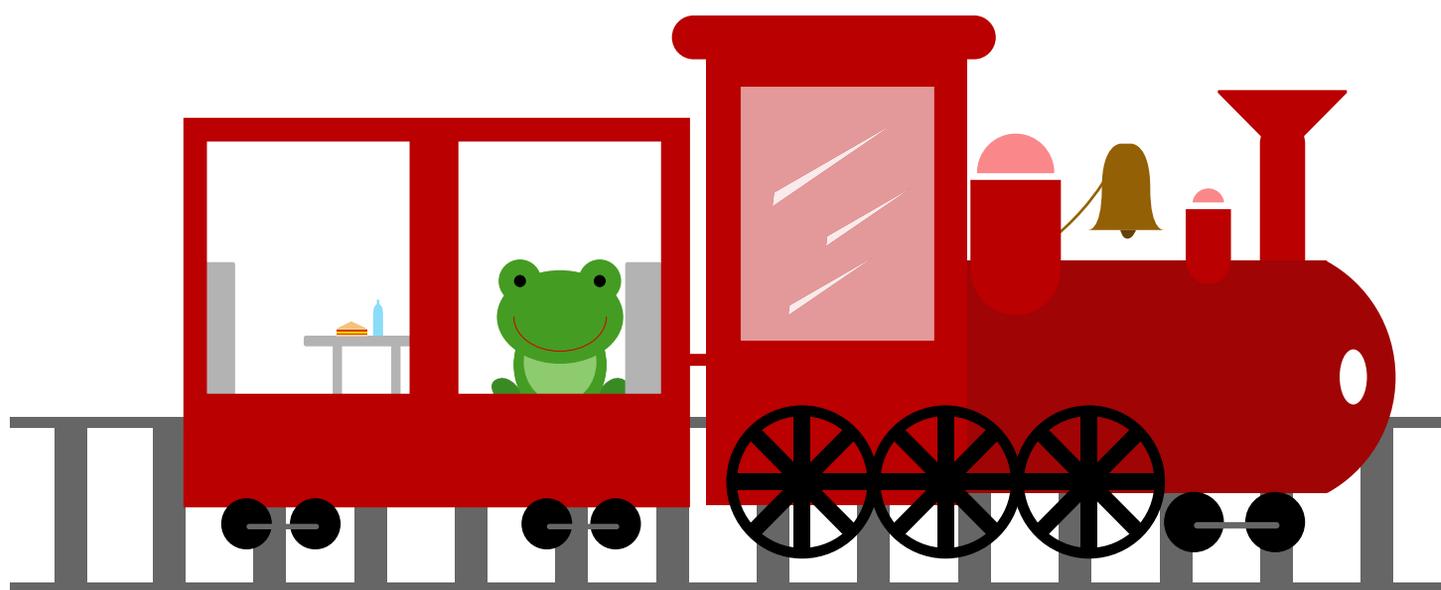
**Horses** – wood blocks for their clip-clop hooves

### 6 Instrumental performance

Perform the story using the instruments, with you narrating the story, and encourage the children to play, as appropriate.

### 7 Recording compositions

You can record the composition, then later in the week you can play the composition to the children. Ask them to talk about or evaluate how they selected the sounds. Which instruments they used for the different sounds. Also, which parts of composing they enjoyed best.



Now sing goodbye to the children, in the same way as you sang hello at the beginning, in order to bring your time of music to a close.