

Stage 2

Module One

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Stage 2

Week One

Module One



Hello

'Do', 'Re', 'Mi', 'Fa', 'So' Pitch 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 pitch from high to low, or low to high
- Develop aural memory and internal hearing
- Introduce the note 'Fa'
- Sing Hello using the notes 'Do', 'Re', 'Mi', 'Fa' and 'So'

Strand: Listening and responding

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

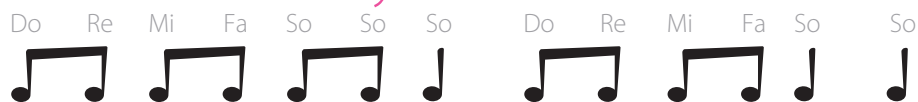
During the 'Stage One' programme the children will have become confident in singing songs using the notes 'Do', 'Re', 'Mi', 'So' and 'La'. In Stage Two we will continue to grow the children's memory bank of sounds and to challenge their ability to sing these notes through increasingly complex melodies.

We will begin Stage Two by introducing a new note: the note 'Fa'. This new note fills in a 'gap' in the pattern of notes with which the children will already be familiar. Listen to Track 1 on the teacher's CD and practise singing the new patterns of notes until you feel confident.

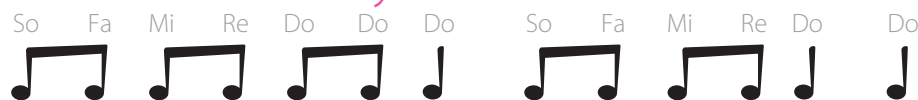
If you want to work it out for yourself, then go to the piano and start by playing 'middle C' for the 'Do' note. Then move up through 'D' ('Re'), 'E' ('Mi'), 'F' (for the new 'Fa' note) and then to 'G' for the 'So' note. Alternatively, listen to track 1.



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



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





How To

- 1 Tell the children, "I would like to sing Hello to you today. It's going to be a new Hello. So, you'll have to listen very carefully. I'm going to sing, 'Hel-lo, Hel-lo everyone,' and then you can copy and sing Hello back to me." Demonstrate and sing the first ascending part of the Hello, using your hand movements to show the rising movement of pitch. Then continue by demonstrating the second descending part of the Hello.
- 2 Ask the children to get their hands ready down at their toes. Away you go!
- 3 Repeat this a couple of times so that the children have enough time to really listen to the new patterns of notes, and respond as accurately as possible.



Rhyme

Five Little Monkeys



Curriculum Focus

Strand: Performing/song singing

- Perform rhymes with a sense of dynamic control

Strand: Listening and responding

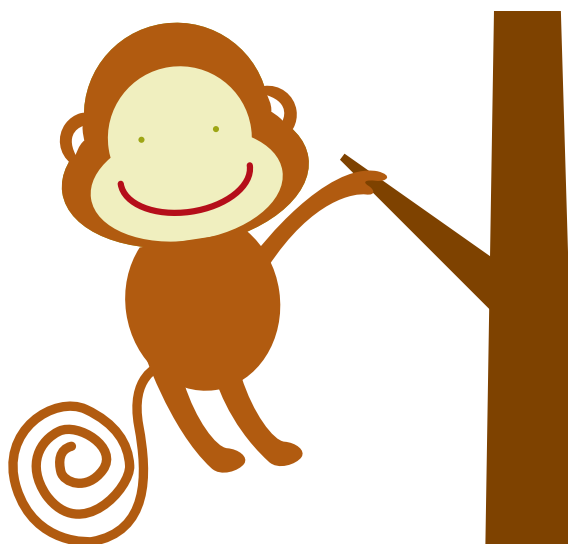
- Listen and respond to patterns of long and short sounds – echo rhythmic patterns in the spoken voice

Strand: Musical concepts

- Develop pulse and rhythm – 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





How To

- 1 Say, 'We are going to say a rhyme using our fingers. It's all about five little Monkeys who are being very naughty and jumping on the bed. So, I'll say a line and you say it back to me.' Have the children copy each line that you say and do the actions.
- 2 You can then say the whole rhyme together. Remember to give a 'Rea-dy' before you begin, in order that the children feel confident with the steady beat and the tempo.
- 3 Then ask the children, 'Now, one of the Five Little Monkeys has been sent to bed, hasn't he? So, how many monkeys are left jumping on the bed? 4. That's right! So show me four little fingers and we'll say the rhyme again. Here we go!...etc.'
- 4 Repeat the rhyme, until all the monkeys have been sent to bed and applaud the children.



(Rea-dy)

Five Little Monkeys

Jumping on the bed

One fell off and bumped his head

Mummy called the doctor and the doctor said

'No more monkeys, jumping on the bed'

(Show five fingers)

(Tap knees three times)

(Show one finger and then tap head gently)

('Hand phone' to ear)

(Wag finger at the monkeys)



Sol Fa Focus

Sid the Cat - Track 2



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 the notes 'Do', 'Re', 'Mi', 'Fa' and 'So'
- Develop aural memory and internal hearing

Strand: Listening and responding

- Listen to and imitate patterns of long and short sounds - develop a sense of duration and rhythm
- Recognise (and perform) the difference between fast and slow tempos – sing the song slowly and then quickly



		Rea-	-dy
		Do	Do
		X	X
		♪	♪
Sid the	cat has	seen a	mouse
Do Mi	Re Fa	So So	So
X	X	X	X
♪	♪	♪	♪
Run-ning	round his	big white	house
So Mi	Fa Re	Do Do	Do
X	X	X	X
♪	♪	♪	♪
Hur-ry	Sid and	set your	trap
Do Mi	Re Fa	So So	So
X	X	X	X
♪	♪	♪	♪
Catch this	mouse with	one big	clap
So Mi	Fa Re	Do Do	Do
X	X	X	X
♪	♪	♪	♪



How To

- 1 Explain, 'I am going to teach you a song and it's all about a cat named Sid. Now Sid the cat lives in a big, white house and when he woke up this morning and opened his bedroom door, a mouse ran past his feet and he screeched at the top of his voice. So Sid has decided that he needs to get rid of the mouse. So, he's going to set a trap for the mouse and see if he can catch him with one...big...CLAP.'



How To (Continued)

- 2 Continue, 'So, I'd like to teach you a song about Sid the cat. I'll sing a line and you can sing it back to me.' Sing each line, using your hand movements as you sing, and have the children copy you.
- 3 Then you can sing the song through together. Simply ask the children to get their hands ready by their toes, sing a 'Rea-dy' on the 'Do' note. Away you go!
- 4 Then have the children stand up and hold hands in a circle. Explain, 'We are going to march around in a circle just like Sid the cat and we'll see if we can catch the little mouse in our traps. So, let's march together...' Lead the children in marching around to the beat, saying, 'Left, Right, Left, Right', as you march. Then sing a 'Rea-dy' and sing the song together.
- 5 At the end of the song, pretend to 'miss' the mouse and say, 'Oh, I missed the mouse. I think we better march a bit faster this time and see if we can catch the mouse.' Lead the children in marching to a slightly faster tempo. Sing the 'Rea-dy'. Away you go, again!
- 6 Repeat the song one last time, going faster again, and on the third time make sure you catch the mouse and keep your hands cupped around it. Tell the children, 'On the count of three, we're all going to put the mouse in a box and close it up, so that the mouse can't escape. Are you Ready?'
- 7 Applaud the children.



Song Focus

The Sweet Shop – 'Do', 'Re', 'Mi', 'Fa' and 'So' Echoes, 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 echo using 'Do', 'Re', 'Mi', 'Fa' and 'So' – 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

Strand: Musical concepts

- Develop a sense of musical structure - start, stop and repeated phrases



How to

- 1 Bring out the picture of the sweet shop and talk to the children about the different cakes and sweets that they can see in the sweet shop.
- 2 Continue, 'I'd like to teach you a song about the sweet shop. 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 2nd and 4th phrases of the song, a musical rest appears. It is really important that you say, 'Shhh' for the rest in order to maintain the flow and structure of the music.

- 3 Then say, 'Get your hands ready, down by your toes, and you can copy me as I sing each line of the song.' Sing each line, remembering to use your hand movements to show the movement of pitch.
- 4 Having practised each line, sing the whole song together. Simply sing a 'Rea-dy' on the 'Do' note. Away you go!
- 5 Repeat the song one last time. Say, 'Let's tap our knees to the beat, 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'. Away you go, for the last time!





		Rea-	-dy
		Do	Do
		X	X
		♪	♪
Choc'late	cakes and	jel-ly	snakes
Do Re	Mi Mi	Re Mi	Fa
X	X	X	X
♪	♪	♪	♪
Pink	iced	buns	Sshhh
So	Fa	Mi	
X	X	X	X
♪	♪	♪	♪
Gum-my	bears and	che-wy	squares
Do Re	Mi Mi	Re Mi	Fa
X	X	X	X
♪	♪	♪	♪
Yum	yum	yum	Sshhh
Mi	Re	Do	
X	X	X	X
♪	♪	♪	♪



Subjective Listening

Also Sprach Zarathustra, Op 30, by Richard Strauss



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



How to

- 1 Say, '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, '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 So, have 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 and 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 in turn 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.

Stage 2

Week Two

Module One



Hello

'Do', 'Re', 'Mi', 'Fa', 'So' Pitch Echoes - Track 1

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



Rhyme

Five Little Monkeys

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



Sol Fa Focus

Sid the Cat - Track 2

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



Song Focus

The Sweet Shop – 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 'Do', 'Re', 'Mi', 'Fa' and 'So' – 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



Curriculum Focus (Continued)

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

Strand: Musical concepts

- Develop a sense of musical structure - start, stop and repeated phrases



How To

- 1 Say, 'Children, do you remember that we learned a new song last week all about the sweet shop?' Using the picture, run through the cakes and sweets that appear in the song and quickly sing each line of the song for the children to copy. Having reminded them of the tune and the words, ask them to get their hands ready, down by their toes. Then sing a 'Rea-dy' and sing the song through together.
 - 2 Then have the children 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'. Away you go!
 - 3 Then explain, 'We are going to sing the song again, but instead of tapping our knees, we are going to tap the instruments.'
 - 4 Before giving out an instrument to each child, take an instrument yourself and show the children what you are going to do. Demonstrate, keeping a steady beat and then show them how not to play.
 - 5 Give out the instruments and have the children put the instruments to sleep on their knees.
 - 6 Say, 'I will start tapping my instrument to the beat. I want you to listen carefully and then to join in when I tell you.' Begin tapping in a slow steady beat and after four taps encourage the children to join in and stay with you.
 - 7 After a few steady beats, sing the 'Rea-dy' followed by the song, while you tap the instruments.
- N.B. It can be a good idea to split the class into two groups and have one half keep the beat, while the other half sings the song. This will help with managing your class and instruments.**
- 8 Applaud the children.



Activity/Game

3 Bears rhythm game – Reading Rhythmic Notation - Track 4



Curriculum Focus

Strand: Performing/song singing

- Recognise and imitate short melodies in echo, using 'So', 'Mi' and 'Do' – develop a sense of pitch
- Develop aural memory and internal hearing
- Sing individually and as a group – develop a sense of pitch and build the confidence and self-esteem of the individual
- Show the steady beat in accompanying songs

Strand: Performing/early literacy

- Match selected sounds with their pictorial source
- Recognise and perform simple rhythmic patterns from pictorial symbols – read Ta, Ti-ti, Ta-ah and Rest

Strand: Listening and responding

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

Strand: Listening and responding/exploring sounds

- Discover ways of making sounds using body percussion

Strand: Musical concepts

- Develop a sense of musical structure – start, stop and repeated phrases



How To

- 1 Begin by asking your class, 'Boys and girls, do you remember the Three Bears? We met them last year. Didn't we?' Take out the picture of the Three Bears and ask the children, 'Who can remember how Mummy Bear walks? Ta, Ta, Ta, Ta. That's right! Well done!' Practise Mummy Bear's footsteps and then ask the children if they remember how Baby Bear (Ti-ti, Ti-ti, Ti-ti, Ti-ti) and Daddy Bear (Ta-ah, Ta-ah) walk.
- 2 Having recapped and practised each Bear's footsteps sing the Three Bears song through, with your class.
- 3 Continue, 'Now, last year the Three Bears showed us their real legs. Didn't they? We learned that Mummy Bear has little black shoes and long black legs. Just like this...' Turn the 3 Bears picture over (so that the musical notes are showing) and point to Mummy Bear's legs. Then continue this process, recapping Baby Bear, with his little legs that are joined together, and Daddy Bear, with his white shoes.

How To (Continued)

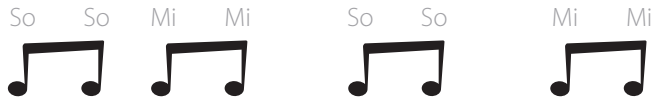
- 4 Having recapped the Bears and their legs, ask your class, 'Do you remember that the Bears needed our help last year? They had taken some photos of their legs hadn't they? But they couldn't remember whose legs were whose. I think the Bears need our help again. So, are you ready to help them?'
- 5 Bring out the first 'photo' (rhythm card). Point to the first 'Ta' note and ask the children, 'Whose leg is this, boys and girls? Mummy Bear's leg? Well done! What do we say when we see a Mummy Bear's leg? 'Ta'? That's absolutely right!' Move onto the next note (another 'Ta' or Mummy note). Then, the next ('Ti-ti' or two Baby notes) and so on, until the children have read each part of the rhythm card.
- 6 Once the children have identified each 'footstep' that appears on the rhythm card, lead them in reading the whole rhythm card through, giving a 'Rea-dy' so that you all start together.
- 7 Bring out four or so more 'photos', asking the children to quickly identify each note.
- 8 Then, have the children sit in a circle and explain, "Now everyone, I thought it would be fun if we played a little game today with our photos. I'm going to put all the photos in the middle of the circle, facing downwards. Then, we're going to pass the beanbag around the circle as we sing a very funny song. The song goes like this, 'Ibble, obble, chocolate bobble, ibble, obble, out.'" Sing the song through to the children, pretending to pass the beanbag from child to child as you sing. Then, have the children sing the song with you, singing a 'Rea-dy' on a 'So' note before you begin.
- 9 Continue by explaining, "If the beanbag lands on you when we sing the word 'out', then you have to come into the middle and pick a card. You can turn the card over and see if you can tell me what it says. So, if the beanbag landed on me, I might pick...this card. I'd turn it over and then I'd say, 'Ta, Ta, Ti-ti, Ta.'" Demonstrate as you explain, turning a card over and then following the notes with your finger as you say them.
- 10 Finally explain, 'I think when someone has had a turn to read the Bears' legs we should give them a big round of applause for being so clever, don't you?'
- 11 Now you're ready to play the game. Ask the children to get ready to pass the beanbag to the beat. Sing a 'Rea-dy' on the 'So' note. Away you go!
- 12 When the song comes to a stop, encourage the child holding the beanbag to come into the middle and to pick a card. Have them turn the card over and point to one note at a time, so that they can tell you what each note says. Help any child who is struggling by saying the rhythm with them.
- 13 Applaud the child who attempted the rhythm card. Then continue the game.
- 14 We will play this game again next week. So, try and allow about half of the children to have a go, reassuring the others that they will have a turn next week.
- 15 Applaud the children.



Rea-dy



ib-ble ob-ble choc'-late, bob-ble



ib-ble ob-ble out!



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.

