

Performing

Singing and Performing with
Simple Instruments

Activity Ideas at Foundation Stage

Key Stage 1

Performing: Singing and Performing with Simple Instruments

Performing

Suggested Learning Intentions

We are learning to make musical ideas real by experimenting with singing technique and instrumental performance (Being Creative).

Suggested Success Criteria

I will be successful if I can engage in performing music to a high quality by singing or playing an instrument.

Introduction

Lead the children in singing a variety of simple songs and rhymes, linking back to theory around listening to music and composing music. Include action songs, where possible, and opportunities for the children to provide simple accompaniments, for example:

- Hickory Dickory Dock: tap fingers or claves to make tick-tock noises in response to the beat;
- Jack and Jill: do actions and/or use maracas and drums to make sounds for tumbling down;
- Hush-a-Bye Baby: make quiet, gentle sounds with tinkling bells;
- The Grand Old Duke of York: play a loud march on the drum or tambour; or
- Incey Wincey Spider: shake tambourines or maracas to make water sounds.

Activities

Lead the children in singing a variety of songs related to topic work, for example:

- myself:
 - Head, shoulders, knees and toes;
 - Hand on your head;
 - Tap your name;
 - Clap your hands, wiggle your fingers; and
 - One finger, one thumb, keep moving;
- animals:
 - A hedgehog is very prickly;
 - Mrs Bear lives in a cave;
 - A dragon's very fierce;
 - There's a tiny caterpillar on a leaf; and
 - When we're on the farm;

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- weather and days:
 - What is the weather today?
 - Ho Jack Frost;
 - I hear thunder;
 - Summer's hot and summer's fun;
 - Hello Mr Sun; and
 - Monday's here;
- colours:
 - Do you know the colours? and
 - What is yellow?
- counting songs:
 - Five little ducks;
 - Five green speckled frogs; and
 - Five wonky bicycles.

Sing soh-me (chime bars G–E or equivalent) and ask the children to echo using words, for example:

- Today is Monday.
- It is sunny.
- I am happy.
- My shoes are red.
- I love reading.
- Mary has brown hair.

Sing (or use a puppet to 'sing') questions, and encourage the children to sing responses. Again, use G–E pitches, for example:

- Hello, what is your name?
- What's your favourite colour?
- What's the weather like today?
- Ask the children to sing back 'hello' in response when you call the roll, or in other everyday situations.

Ask the children to use simple musical instruments to accompany songs that illustrate simple musical concepts, for example:

- The drummer's in the ring (loud/quiet);
- Bang, bang, the sticks go bang (loud/quiet);
- Make your sound like mine (long/short, loud/quiet);
- Some sounds are short (long/short);

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- Jack in a box (high/low); or
- Sky-high, toe-low (high/low).

Introduce instrumental and sound-making opportunities into action songs or games, for example:

- Choose an instrument;
- Postman's knocking;
- Musical box goes round;
- Tap your name;
- My favourite instrument;
- Shake, tappety, scrape; or
- I have sounds one and two.

Plenary

Lead the children in a discussion about ...

What is most important when trying to perform in time with others?

What do you most enjoy about singing or playing an instrument?

How does performing music help you show how you feel?



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