# Live Music Now - Early Years project resources

**These resources were developed by Live Music Now musicians Joe Steele and Nicola Lyons as part of their year-long residencies in early years settings in 2022-23: Hallfield Primary School in Westminster; and Manor Early Years Centre in Brent. They can be used at home or in the classroom.**

## General points

Some of the activities are designed for use with instruments. If you don't have any instruments at home, don't worry - here's some ideas for some home-made instruments:

- Put rice in a tupperware to make a shaker (make sure the lid is on properly!)
- A cardboard box or two, hit with wooden spoons, makes a good drum kit.
- Adapt either of these ideas to whatever you have. Your child may enjoy creating instruments themselves - just give them a selection of things which you don't mind getting bashed about!

**Access all the video resources here**
**Access all the audio files is here**

## Activities for use at home and in the classroom:

### 1. Hello song/Goodbye song (Joe Steele activity)

**Access Hello Song video here or https://vimeo.com/841866057/f53c89552b?share=copy**
**Access Goodbye video here or https://vimeo.com/841866629/53a065efc2?share=copy**

Purpose of activity

- These are songs to say hello and goodbye with.
- To anticipate singing their own name.

How to use this activity

- You sing along **with** Joe (i.e. not a call and response song).
- After the piano introduction, the song is sung four times. On the second time through, where Joe leaves a gap and 'listens', you can sing your child's name. The third time can be for your name or the child's sibling.

### 2. Hello Hello (Nicola Lyons activity)

**Access Audio file: Here or https://tinyurl.com/4sepfm3n**

**Purpose of activity**

- Hello song which encourages call and response.
- Turn-taking using names

**How to use this activity**

- Children are encouraged to raise their arms in the air and sing "WOAH!" (or make a silly sound).
- Call and response - the adult sings "Hello, Hello..." and the child sings "WOAH!" and/or raises their arms in the air (or vice versa).
- Option to add names - "Hello [name], WOAH!". Family members could take turns singing "WOAH!" (or making a silly sound!) when their name is sung.

### 3. 1 2 3 4 song (Joe Steele activity)

**Access video here or https://vimeo.com/841867337/fa2e5da263?share=copy**

Purpose of activity

- To become more familiar with rhythm and counting
- To sing in a 'call and response'.

How to use this activity:

- Joe sings and claps - you and your child repeat it back. If singing and clapping at the same time is too difficult, just focus on one thing at a time.
- You may want to extend this activity with your child by thinking of other sounds you can make e.g. "stamp your feet", "pat your tummy" - just replace the words in the song with whatever you come up with.

### 4. Polka (Nicola Lyons activity)

*(John Ryan's Polka - Trad.)*

**Access video here or https://vimeo.com/841867717/936d94577d?share=copy**

**Purpose of activity**

- Listen to, anticipate and copy a repeated rhythm.
- Freestyle section' leaves space for musical expression.

**How to use this activity**

The melody can be split into two sections – section 1 (with tambourine) and section 2 (without tambourine).

- Clap or play along to the tambourine rhythm in section 1.
    - Option to use words to assist with the rhythm (e.g. "**1-2"** or **"Mu-sic"**). This could be any two-syllable word: "Mon-key", "Space-ship", "Dad-dy", child/family member/pet's name, animal noises ("Woof-woof")... The list is endless!
- Section 2 offers space for musical expression. Children can clap/play/move along to the music in any way they like! This could be clapping or tapping different parts of their body in time to the music, creating simple rhythms using a percussion instrument, or simply dancing along to the music.

### 5. Magic wand (Joe Steele activity)

**Access video here or https://vimeo.com/841868663/8a0c56ff5e?share=copy**

Purpose of activity:

- To respond to physical stimuli through music
- To be creative with music and movement

How to use this activity:

- This video shows Joe 'conducting' some music with the 'magic wand' - you can hear how the music responds to the actions. You/your child can join in by making sounds too, either through singing sounds which go up and down ("ooh, aaah!") or using an instrument going louder and quieter.
- You can also replicate this activity yourself by conducting your child in-person, or them conducting you. You could try using your own 'magic wand' of some kind (e.g. a wooden spoon) or be more creative - conduct with your whole body, a piece of material or whatever you can think of.

## 6. Stop & Go (Nicola Lyons activity)

*(The Old Morpeth Rant - Trad.)*

**Access video here or https://vimeo.com/841869126/ec5f4ff165?share=copy**

**Purpose of activity**

- Listening activity.
- Anticipate when the music is going to stop/go.
- Conducting – Use flashcards and/or join in with the vocal directions.

**How to use this activity**

- Children can hold up the flashcards included to correspond with the vocal directions ("STOP" and "GO") – SEE APPENDIX/END OF DOC FOR STOP & GO FLASHCARDS
- Children can join in with the vocal directions and/or counting.
- Children can clap/play/move along to the music and stop when directed (think *Musical Statues!*). This could be clapping or tapping different parts of their body in time to the music, creating simple rhythms using a percussion instrument, or simply dancing along to the music.

## 7. Listen! song (Joe Steele activity)

**Access video here or https://vimeo.com/841869986/07b4b15f24?share=copy**

Purpose of activity:
-to become familiar with a few different instruments

How to use this activity:

- Sing along to the song
- Join in with your own instruments too - particularly in the first and last verses where we sing "Listen to the sound of the instruments."

## 8. Music Time (Nicola Lyons activity)

*(Branle des Chevaux - Trad.)*

**Access video here or https://vimeo.com/841870860/4594b2fe19?share=copy**

**Purpose of activity**

- Listen to, anticipate and copy different rhythms and sounds.
- Recognise the different sections of the music

**How to use this activity**

You will need an instrument that you can shake for this activity. This could be a maraca, shaky egg or homemade percussion instrument.
The melody can be split into three sections:

- Section 1 – Join in with the '1, 2, 3' (or 'Mu-sic Time') rhythm by tapping your shaky instrument on your knees. You could choose a different part of the body each time se
- Section 2 – Shake/dance/move along to the music in any way you like – freestyle!
- Section 3 – Shake your instrument up high or down low as indicated on the video.

## 9. The Hungry Caterpillar (Nicola Lyons activity)

*(Hungry Caterpillar Rap - Sara Mullett (letsplaykidsmusic.com), adapted by Nicola Lyons)*

**Access video here or https://vimeo.com/841872199/0ea628a3b9?share=copy**

**Purpose of activity**

- Learn about caterpillars and butterflies
- Follow actions and option to create own actions
- Decision making - option to choose food items

**How to use this activity**

- Join in with the actions on each chorus. These can be done with or without scarves.
    - Option to make up your own actions for each of the choruses.
- The worksheet included allows children to choose which items of food the caterpillar eats in verse 1. SEE APPENDIX/END OF DOC FOR CATERPILLAR WORKSHEETS
    - Use the audio track to sing the song with your chosen menu!

**Access audio file here or https://tinyurl.com/msbnvjmm**

Please see flashcards and worksheets below (for activities 6 and 9).

We hope you find the resources useful. Please let us know your feedback/thoughts via email to: se.england@livemusicnow.org.uk

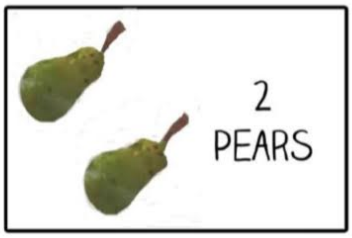


STOP



GO

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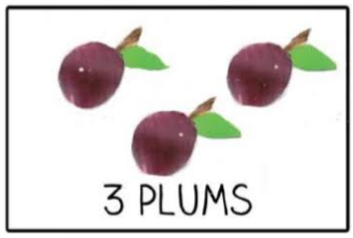
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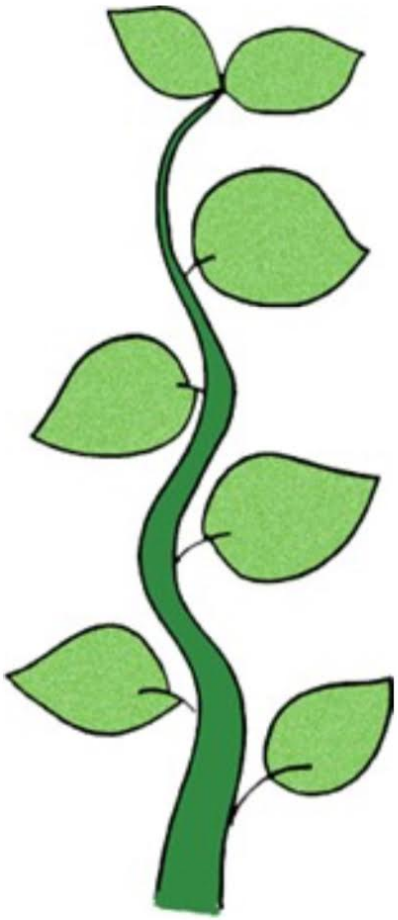





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