



**Music**



# Introduction

We encourage you to give your child a wide range of musical experiences – singing songs, listening to all kinds of music, dancing around at home, attending local musical performances.

One of the best and easiest activities is singing with your child. We suggest some favourite songs in this section (see pages 182–191). If you don't feel confident about your own singing voice, remember that in your own home, you're the star! It's fine to play recordings for your child (see the Suggested Resources, below), but the more you sing with your child, the more comfortable you'll feel, and the more you'll both enjoy music together.

Some families will choose to provide their children with lessons that will take the children to a level of musical competence beyond what we describe in the following pages. Of course, different children will develop musical appreciation and skills at different rates and to different degrees. What's important is for you and your child to enjoy music and have fun with it.

You can help develop your child's knowledge and appreciation of music through the activities suggested in this section. Some of the activities ask your child to play with the basic elements of music, such as rhythm, pitch and tempo. Others involve moving and listening to music. Repetition is fine: children love to hear, sing or dance to the same song over and over again.

Have fun and enjoy these activities and songs with your child.

## Suggested Resources:

*Singing Games and Rhymes for Tiny Tots, Early Years and Middle Year* by Lucinda Geoghegan (National Youth Choir of Scotland, 2000). These books are full of traditional songs and rhymes adapted into age-appropriate games. *Singing Games and Rhymes for Early Years* is a collection of tried and tested material for use in the nursery and infant classroom. Each singing game/rhyme has step-by-step instructions, and the accompanying CD provides everything you need to run a successful programme of music for your children. Ninety singing games and rhymes with CD, ideal for specialist and non-specialist teachers, support school curricula for Years 1 to 3 in England, Wales and Northern Ireland and suit the vocal range of young children perfectly.

*Seasonal books: It Must be Spring, Happy Sun High, It's Autumn Time and It's Winter Time*, Niki Davies (International Music Publications, 2005). These books are full of lovely songs, complete with a backing track.

*The Singing Storycloth* by Helen East *et al.* (A & C Black) is one of a series of excellent books for young children which offer activities as well as music.

[www.singup.org](http://www.singup.org) Sing Up! A national singing programme for primary school-aged children includes databases of songs arranged by Key Stage, year group and subject, helpful resources and suggested activities. Sing Up! also produce a termly magazine packed full of singing stories, advice and tips for parents, teachers and children.

## Do You Like Music?

Do you like music? Do you like to sing and dance? Do you have a favourite song or a favourite kind of music?

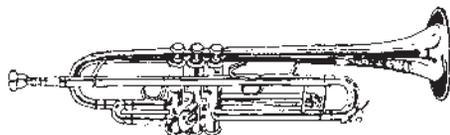
You can make music by drumming on a pot, or humming through a paper-towel tube, or shaking a plastic container half-full of dry beans, or plucking rubber bands stretched over a small open box. With a little imagination, you can be a one-man band, with all sorts of homemade instruments! Would you like to play an instrument someday? With practice, maybe you'll learn to play one of the instruments pictured here.



**PARENTS:** If you have recordings that feature the instruments pictured here, play them and point out the sound of the specific instruments to your child. If you and your child get a chance to see, hear, and touch the actual instruments, that's even better!



flute



trumpet



drum



guitar



piano

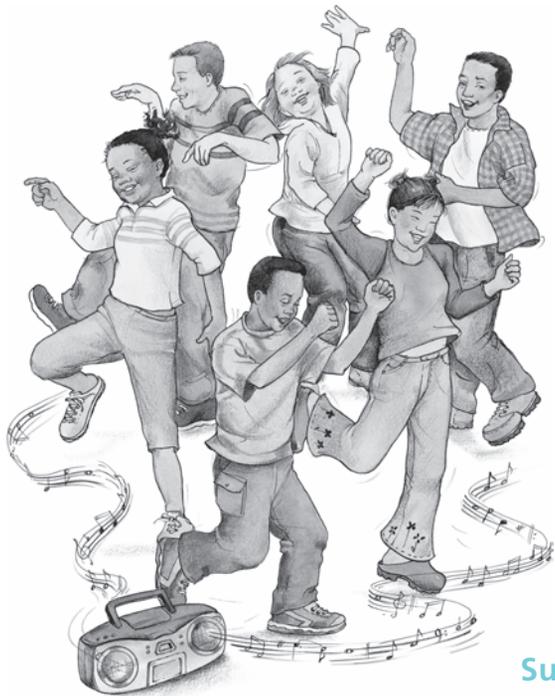


violin



*What instrument is this girl playing?*

# Musical Activities for Parents and Children



## Activity 1: Moving responsively to music

You and your child can have fun moving to music. When you play music, talk about how the music makes you feel, and encourage your child to be comfortable and creative: there is no right or wrong way to move to the music. At times, get up and move with your child; it's fun!

**Get Ready:** Go to a room in which you can move around comfortably. There, you'll need to have the equipment necessary to play a recording of one of the following selections or some other music that encourages steady, rhythmic movement.

**Suggested Music:** recordings of Tchaikovsky's *Nutcracker* ballet; or 'The March of the Siamese Children'

from the Rodgers and Hammerstein musical *The King and I*; or 'The March of the Toys' from Victor Herbert's *Babes in Toyland*.

**Go:** Play the music and talk with your child about the way the music makes him feel. Ask him, 'How does this part of the music make you feel like moving?'

For *The Nutcracker*, you can play music from different scenes, and move in different ways as suggested by the music. Some contrasting scenes you might want to try include: from Act I, 'March'; and, from Act II, 'Tea (Chinese Dance),' 'Trepak (Russian Dance),' and 'Dance of the Sugar Plum Fairy.'

**Go a Little Further:** Listen with your child to Camille Saint-Saëns's *Carnival of the Animals*, which uses different instruments of the orchestra to paint musical portraits of animals. (Many recordings of this work are available; some include a narrator reading amusing poems written by Ogden Nash to go along with the music.) You and your child can 'act out' the animals by using different movements while listening to the music, such as hopping, skipping, bucking, short steps or high steps.

## Activity 2: 'Beat it!'

**Get Ready:** Talk with your child about steady sounds, that is, sounds that you hear over and over again, such as the ticking of a clock, or the sound made by windscreen wipers or a washing machine.

Tell your child that a steady sound has a steady beat, like her own heartbeat. Have her place her hand over her heart and ask her, 'Do you feel the steady beat?' (If she can't feel it, have her run around or jump up and down, then try to feel it.)

Now tell your child that you're going to say a rhyme with a steady beat. Tell her to listen to the following rhyme:

March together keep a beat  
 Feel that movement in your feet.  
 Stand together in a row  
 Marching forward off we go!

Left, right, left, right...

After you repeat the rhyme a few times, begin stamping your feet to its steady beat, and ask your child to join you in 'marching to the beat,' as follows:

**March together keep a beat**  
**Feel that movement in your feet.**  
**Stand together in a row**  
**Marching forward off we go!**

Left, right, left, right...

**Go:** Tell your child that you're going to play a game called Beat It! You're going to use your hands and feet to make different steady beats. Ask her to watch and listen as you do the following:

*clap, clap, stomp*  
*clap, clap, stomp*  
*clap, clap, stomp*

Ask your child to join in with the beat. Then let her continue clapping and stomping the beat on her own a few more times.

Continue the game with other steady beats. Follow the pattern: you clap and stomp, she joins in, then she finishes on her own. You can make up your own steady beat, but keep it simple at first, such as:

● *clap, stomp, clap, stomp*

● *clap, clap, clap, stomp*

● *stomp, stomp, clap*

You can also ask your child to make up a steady beat for you to follow.

**Go a Little Further:** You and your child can clap to the beat in poems with strong cadences, including many Mother Goose rhymes (see pages 22–38), such as:

**Pat-a-cake, pat-a-cake, baker's man!**

**Bake me a cake as fast as you can.**

You can also clap to the beat in many children's songs. For example:

**Old MacDonald had a farm,**

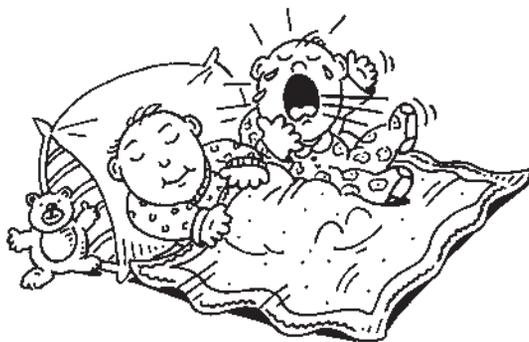
**E-I-E-I-O.**

### Activity 3: LOUD and quiet

This activity has several parts. It begins with everyday sounds, then uses a familiar song, then drumming, and finally recorded music.

**Get Ready:** Ask your child to talk with you about loud sounds and quiet sounds (you can raise your voice on 'LOUD' and whisper the word 'quiet'). A baby crying is LOUD; a baby sleeping is quiet. Ask your child to point to various objects in the room that make a sound: a telephone, a squeaky door, a fan, a smoke alarm, a fridge. Ask if the sound they make is loud or quiet. Then talk about sounds your child is familiar with (not necessarily in the room but anywhere) that are usually loud (for example, a siren or a bus engine) or usually quiet (for example, a whisper or a cat's purr).

Now ask your child to sing with you a song that has some LOUD parts and some *quiet* parts. One such song is an old favourite, 'The Wheels on the Bus.' Here are some of the words:



*Which baby is loud?  
Which baby is quiet?*

[*Loudly*]

The babies on the bus say, 'WAA, WAA, WAA'  
 'WAA, WAA, WAA, WAA, WAA, WAA'  
 The babies on the bus say 'WAA, WAA, WAA'  
 All day long.

[*Quietly*]

The mummies on the bus say, 'Shhh, shhh, shh'  
 'Shhh, shhh, shh, shhh, shhh, shh'  
 The mummies on the bus say 'Shhh, shhh, shh'  
 All day long.

Repeat it three times. Sing the first verse and make sure you cry really loudly, just as a baby would do, when you sing the words 'WAA, WAA, WAA'. Sing the second verse quietly, as if you were trying to calm a crying baby.

**Go:** Now you need a toy drum – or if you don't have a drum, you can use an upside-down kitchen pot, bucket or a recycled ice-cream tub. You also need something to use as a drumstick, such as a pencil or wooden spoon.

Say the following lines with your child several times, making your voice sound **LOUD** on the first two lines and quiet on the second two lines. Then ask him to say the lines with you and play the drums as the words direct. (You can show him how to use his fingertips to rub the drum for a quiet sound.)

MY DRUM CAN SOUND LOUD,  
 WITH A LOUD SOUND, A LOUD SOUND.

*My drum can sound quiet,  
 With a quiet sound, a quiet sound.*



Talk with your child about what he does differently to make the drum sound loud or quiet.

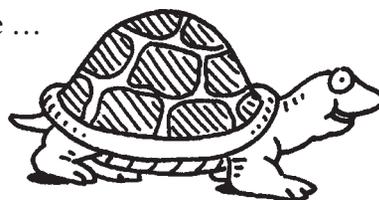
**Go a Little Further:** Listen to music with dramatic contrasts between loud and quiet passages. Talk with your child about how the loud and quiet sounds change the way the music feels, and what kind of different movements he could do to go along with the loud and quiet parts. For example, a favourite work that builds dramatically from quiet to loud is Grieg's 'In the Hall of the Mountain King' from *Peer Gynt*. Have your child tiptoe during the quiet parts, and jump up and down during the loud parts.

## Activity 4: Fast and slow

**Get Ready:** Talk with your child about animals that usually move slowly, such as turtles and cows. Then talk about animals that can move *very* quickly, such as birds and mice. Ask your child to think of other animals that we think of as usually moving slowly or quickly.

**Go:** Sing ‘Old MacDonald’ with your child, then choose one of the animals you discussed earlier that move slowly. Sing a verse of ‘Old MacDonald’ in which you name this slow animal, and sing at a slow tempo (you’ll have to use your imagination when you sing the sound the animal makes). Encourage your child to choose another slow moving animal and sing the next verse by herself, again singing at a slow tempo. For example:

Old ... Mac ... Don ... ald ... had ... a ... farm ...  
E ... I ... E ... I ... O.  
And ... on ... this ... farm ... he ... had ... a ... turtle ...  
E ... I ... E ... I ... O.  
With ... a ... ho ... hum ... here  
and ... a ... ho ... hum ... there, etc.

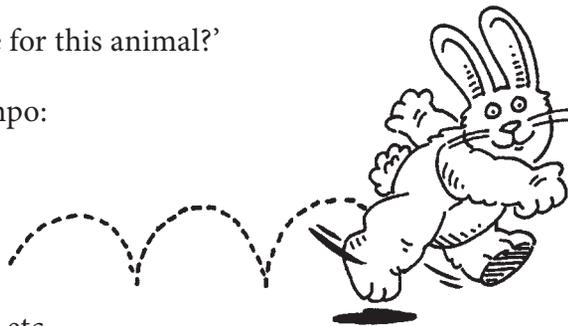


Then ask:

- ‘What animal can move fast?’
- ‘At what speed should we sing the verse for this animal?’

For example, you could sing at a brisk tempo:

Old MacDonald had a farm,  
E-I-E-I-O.  
And on this farm he had a rabbit,  
E-I-E-I-O.  
With a zip-zip here and a zip-zip there, etc.



**Go a Little Further:** Listen to music that is sometimes slow and sometimes fast. For example, ‘In the Hall of the Mountain King’ from Grieg’s *Peer Gynt* starts out moderately slow and turns furiously fast by the end. Then ask your child:

- ‘What movement would you like to do when the music is slow?’
- ‘What movement would you like to do when the music is fast?’

Play the music again and have your child move to the music. If you’re feeling up to it, join in!

## Activity 5: High and low

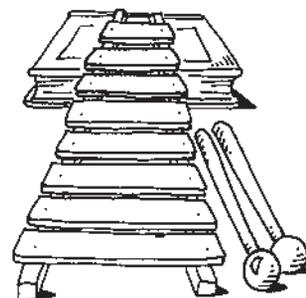
**Get Ready:** You'll need a simple xylophone for this activity. If your child has never played a xylophone before, begin by letting him play freely with the instrument. (Although this activity assumes the use of a xylophone, you can adapt the suggestions to a keyboard instrument, such as a piano, toy or real, or a small electronic keyboard.)

Tell your child that you're going to play a game with *high* and **low** sounds (change the pitch of your voice to illustrate high and low.) Help him think of high and low sounds in nature. For example, you could say:

- 'A bird high in the sky makes a high sound: *tweet, tweet.*'
- 'A toad down in a pond makes a low sound: **croak, croak.**'

**Go:** Use a book or similar object to prop up the end of the xylophone with the shortest key (this can help visually reinforce the concept of high and low). Tap the longest bar on the xylophone. Then tap the shortest bar. Repeat this a couple of times, then tell your child which sound is high and which is low (remember to change the pitch of your own voice to illustrate high and low):

- [as you tap the shortest bar] 'This is like the bird: *tweet, tweet.* This is a *high* sound.'
- [as you tap the longest bar] 'This is like the toad: **croak, croak.** This is a **low** sound.'



*Here's how to  
arrange the  
xylophone*

Now, tap the longest bar, then tap the shortest bar and ask your child:

- 'Which sound was *higher* – the first or the second?'

Again, tap the longest bar, then tap the shortest bar and ask your child:

- 'Which sound was **lower** – the first or the second?'

Continue by asking your child to identify which sound is higher or lower as you tap two more bars near the ends of the xylophone. Now switch roles: have your child tap two bars and ask you which sound is higher or lower.

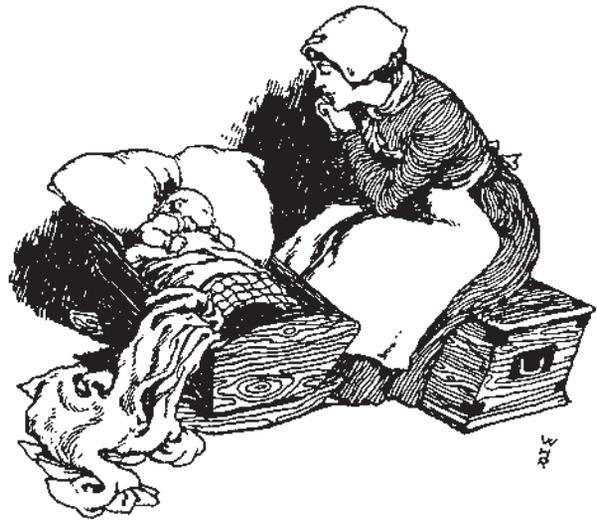
If they are available, bells of different sizes also provide a good way to illustrate high and low. With two bells, one big and one small, you can show that big things make low sounds, and little things make high sounds.

## Favourite Songs

**PARENTS:** At home, in the car, in the bathtub, walking along: there are many good times and places for singing, and many wonderful songs to sing. Here are some to share with your child. (See also page 173 for some suggested song recordings.)

### Hush, Little Baby

Hush, little baby, don't say a word,  
Papa's gonna buy you a mocking bird.  
And if that mocking bird won't sing,  
Papa's gonna buy you a diamond ring.  
And if that diamond ring turns brass,  
Papa's gonna buy you a looking glass.  
And if that looking glass gets broke,  
Papa's gonna buy you a billy goat.  
And if that billy goat won't pull,  
Papa's gonna buy you a cart and bull.  
And if that cart and bull turn over,  
Papa's gonna buy you a dog named Rover.  
And if that dog named Rover won't bark,  
Papa's gonna buy you a horse and cart.  
And if that horse and cart fall down,  
You'll still be the sweetest little baby in town.



### Bingo

There was a man who had a dog,  
And Bingo was his name-o.  
B-I-N-G-O, B-I-N-G-O, B-I-N-G-O  
And Bingo was his name-o.

## London Bridge Is Falling Down

London Bridge is falling down,  
Falling down, falling down,  
London Bridge is falling down,  
My fair lady.

How shall we build it up again,  
Up again, up again,  
How shall we build it up again,  
My fair lady?

Build it up with iron bars,  
Iron bars, iron bars,  
Build it up with iron bars,  
My fair lady.

Iron bars will bend and bow,  
Bend and bow, bend and bow,  
Iron bars will bend and bow,  
My fair lady.

Build it up with wood and clay...  
Wood and clay will wash away...

Build it up with silver and gold...  
Silver and gold will be stolen away...

*[Repeat first verse.]*



## Here We Go Round the Mulberry Bush

Here we go round the mulberry bush,  
The mulberry bush, the mulberry bush,  
Here we go round the mulberry bush,  
On a cold and frosty morning.

This is the way we wash our face...

This is the way we brush our teeth...

This is the way we put on our clothes...

This is the way we clap our hands...

*[Sing other verses about other things you do.]*

## My Bonnie Lies over the Ocean

My bonnie lies over the ocean,  
My bonnie lies over the sea,  
My bonnie lies over the ocean,  
Please bring back my bonnie to me.

Bring back, bring back,  
Oh bring back my bonnie to me, to me.  
Bring back, bring back,  
Oh bring back my bonnie to me.



## Twinkle, Twinkle

Twinkle, twinkle, little star,  
How I wonder what you are.  
Up above the world so high  
Like a diamond in the sky.  
Twinkle, twinkle, little star,  
How I wonder what you are!



## Old MacDonald

Old MacDonald had a farm, E-I-E-I-O.  
And on this farm he had some chicks,  
E-I-E-I-O.

With a chick-chick here and a chick-  
chick there,

Here a chick, there a chick, everywhere  
a chick-chick,

Old MacDonald had a farm, E-I-E-I-O.

Old MacDonald had a farm, E-I-E-I-O.

And on this farm he had some ducks,  
E-I-E-I-O.

With a quack-quack here and a quack-  
quack there,

Here a quack, there a quack, everywhere  
a quack quack....

[Continue in the same manner with:

*cow: moo-moo*

*sheep: baa-baa*

*pig: oink-oink, etc.]*



## Pop! Goes the Weasel

Half a pound of tuppenny rice,  
 Half a pound of treacle.  
 That's the way the money goes,  
 Pop! goes the weasel.



Up and down the City Road,  
 In and out the Eagle.  
 That's the way the money goes,  
 Pop! goes the weasel.

Every night when I get home  
 The monkey's on the table,  
 Take a stick and knock it off,  
 Pop! goes the weasel.

## Head, Shoulders, Knees and Toes

Head, shoulders, knees and toes,  
 Knees and toes.

Head, shoulders, knees and toes,  
 Knees and toes.

And eyes and ears and mouth and nose,  
 Head, shoulders, knees and toes,  
 Knees and toes.

*[Repeat, getting faster each time.]*

## One Man Went To Mow

One man went to mow,  
went to mow a meadow,  
One man and his dog [*woof, woof*]  
Went to mow a meadow.

Two men went to mow,  
went to mow a meadow,  
One man, two men and their dog  
[*woof, woof*]  
Went to mow a meadow.

Three men went to mow,  
went to mow a meadow,  
One man, two men, three men  
and their dog [*woof, woof*]  
Went to mow a meadow.

Four men went to mow,  
went to mow a meadow,  
One man, two men, three men, four  
men and their dog [*woof, woof*]  
Went to mow a meadow.

Five men went to mow,  
went to mow a meadow,  
One man, two men, three men,  
four men, five men and their dog  
[*woof, woof*]  
Went to mow a meadow.

Six men went to mow,  
went to mow a meadow,  
One man, two men, three men,  
four men, five men, six men  
and their dog [*woof, woof*]  
Went to mow a meadow.

Seven men went to mow,  
went to mow a meadow,  
One man, two men, three men,  
four men, five men, six men, seven men  
and their dog [*woof, woof*]  
Went to mow a meadow.

Eight men went to mow,  
went to mow a meadow,  
One man, two men, three men, four  
men, five men, six men, seven men,  
eight men and their dog [*woof, woof*]  
Went to mow a meadow.

Nine men went to mow,  
went to mow a meadow,  
One man, two men, three men,  
four men, five men, six men,  
seven men, eight men, nine men  
and their dog [*woof, woof*]  
Went to mow a meadow.

Ten men went to mow,  
went to mow a meadow,  
One man, two men, three men,  
four men, five men, six men,  
seven men, eight men, nine men,  
ten men and their dog [*woof, woof*]  
Went to mow a meadow.

## The Bear Went over the Mountain

The bear went over the mountain,  
 The bear went over the mountain,  
 The bear went over the mountain,  
 To see what he could see.  
 And all that he could see,  
 And all that he could see,  
 Was the other side of the mountain,  
 The other side of the mountain,  
 The other side of the mountain,  
 Was all that he could see!



## Jingle Bells

Dashing through the snow,  
 In a one-horse open sleigh,  
 O'er the fields we go,  
 Laughing all the way.  
 Bells on Bobtail ring,  
 Making spirits bright,  
 What fun it is to ride and sing  
 A sleighing song tonight!

Jingle bells, jingle bells, jingle all the way,  
 Oh, what fun it is to ride in a one-horse open sleigh!  
 Jingle bells, jingle bells, jingle all the way,  
 Oh, what fun it is to ride in a one-horse open sleigh!

## The Farmer in His Den

The Farmer's in his den,  
The Farmer's in his den,  
Heigh-ho, the derry-o,  
The Farmer's in his den.

The Farmer wants a wife,  
The Farmer wants a wife,  
Heigh-ho, the derry-o,  
The Farmer wants a wife.

The wife wants a child,  
The wife wants a child,  
Heigh-ho, the derry-o,  
The wife wants a child.

The child wants a nurse,  
The child wants a nurse,  
Heigh-ho, the derry-o,  
The child wants a nurse.

The nurse wants a dog,  
The nurse wants a dog,  
Heigh-ho, the derry-o,  
The nurse wants a dog.

Everyone pats the dog,  
Everyone pats the dog,  
Heigh-ho, the derry-o,  
Everyone pats the dog.

## Kum Ba Yah

Chorus:

Kum ba yah, my lord, kum ba yah,  
Kum ba yah, my lord, kum ba yah,  
Kum ba yah, my lord, kum ba yah,  
O, lord, kum ba yah

Verse:

Someone's sleeping, lord, kum ba yah,  
Someone's sleeping, lord, kum ba yah,  
Someone's sleeping, lord, kum ba yah,  
O lord, kum ba yah.

*[Sing other verses with 'laughing', 'dreaming',  
'crying', 'singing'; then repeat chorus.]*

## This Old Man

This old man, he played one,  
He played knick-knack on my thumb,  
With a knick-knack, paddy-wack, give a dog a bone,  
This old man came rolling home.

This old man, he played two,  
He played knick-knack on my shoe...

This old man, he played three,  
He played knick-knack on my knee...

This old man, he played four,  
He played knick-knack on my door...

This old man, he played five,  
He played knick-knack on my hive...

This old man, he played six,  
He played knick-knack on my sticks...

This old man, he played seven,  
He played knick-knack up in heaven...

This old man, he played eight,  
He played knick-knack on my gate...

This old man, he played nine,  
He played knick-knack on my spine...

This old man, he played ten,  
He played knick-knack over again ...



## Row, Row, Row Your Boat

Row, row, row your boat  
Gently down the stream,  
Merrily, merrily, merrily, merrily,  
Life is but a dream.



## The Wheels on the Bus

The wheels on the bus go round and round,  
Round and round, round and round,  
The wheels on the bus go round and round,  
All day long.

The wipers on the bus go swish, swish, swish...  
The doors on the bus go open and close...  
The driver on the bus says, 'Move on back!'  
The babies on the bus say, 'Waa, waa, waa' ...  
The mummies on the bus say, 'Shhh, shhh, shh' ...  
The kids on the bus go up and down ...

*[Repeat first verse]*

## The Muffin Man

Do you know the muffin man,  
The muffin man, the muffin man,  
Do you know the muffin man,  
Who lives in Drury Lane?

Yes, I know the muffin man,  
The muffin man, the muffin man,  
Yes, I know the muffin man,  
Who lives in Drury Lane.



## The Hokey Cokey

You put your right foot in,  
 You put your right foot out,  
 In, out, in, out,  
 Shake it all about,  
 You do the Hokey Cokey  
 And you turn around,  
 That's what it's all about.

You put your left foot in...

You put your right hand in...

You put your left hand in...

You put your whole self in...

## If You're Happy and You Know It

If you're happy and you know it, clap your hands. [*clap, clap*]

If you're happy and you know it, clap your hands. [*clap, clap*]

If you're happy and you know it,

And you really want to show it,

If you're happy and you know it, clap your hands. [*clap, clap*]

If you're happy and you know it, stamp your feet. [*stamp, stamp*]

If you're happy and you know it, shout hooray. [*hooray!*]

If you're happy and you know it, do all three. [*clap, clap; stamp, stamp; hooray!*]