

## Term 5: How Does Your Garden Grow?

### *Topic-based musical activities for a variety of abilities*

***This document offers an example of a half-term resource for a specific special education setting. It consists of a selection of differentiated activities supported by resources.***

It is based on learning statements from the 'Arts and Music' statements of an adapted 'Achievement for All' (AFA) progression map. It is necessarily pupil centred offers a variety of pathways to musical learning. This allows the class teacher to adapt activities to the needs of individuals and avoids imposing a timescale on their learning.

The grid gives a brief description of each activity. Detailed explanations and sources of materials are given in the teaching notes (below) and accompanying resources.

The school that this resource was created with uses a rainbow colouring system to denote ability level. The resource references songs from the Music Express EYFS (2<sup>nd</sup> edition) resource that was used by the school. The full songs are not supplied but ample alternative options can be found on the internet.

Please see also '*Case Study: Musical outcomes within an all-subject progression pathway*'

This resource was written by curriculum consultant Sue Nicholls on behalf of UpRising.

### ***Topic-based musical activities based on Blue 1 to Violet 2 Pathways***

Pathway	Statement from Class Learning Pathway ('Key Skills')	Themed activity	Existing props, PPTs etc
BLUE 1	Keeps a steady beat	'Garden friends' to the familiar tune 'Baa, baa, black sheep', syllables with strong beat, underlined	In notes also as PPT
	Produces a sequence of sounds from a range of sound-making objects	Match images to garden materials: e.g., pebbles, large stones, canes, seed packets, trowel, fork, hose, flowers, trees, hedges ... create sequences or 'sounds' ostinati	
	Makes up rhythms.	Cards with images of garden creatures; butterfly, ladybird, frog, bee, snail, cricket, beetle and caterpillar. Syllabic patterns used to create rhythm patterns	Images of garden creatures in notes also in PPTs
	Creates sounds, movements to accompany stories	'Sid the snail' & 'The wide-mouthed tree frog' stories	'Sid the Snail' in (see below)

			and separate file)
	Sings to self and makes up simple songs	Encourage own activity from musical experiences with 'Sid the snail' and 'In the garden' stimuli	
<b>BLUE 2</b>	Understands and responds to words, symbols and signs that relate timbre (descriptive vocabulary), texture (thick and thin), pitch (high and low)	<b>Pitch</b> - dot notation activity/game 'Play us a tune' <b>Timbre</b> - large signs/images with 'scraping' 'tapping' 'ringing' & 'shaking'. Children place instruments next to these timbre classifications and talk about where to place instruments that belong in two categories? <b>Texture</b> – 'One sound can be heard' (Bobby Shaftoe clap your hands')	In notes
	Creates own simple compositions, carefully selecting sounds. Creates simple graphic scores using pictures or symbols.	Create sequences with garden creature cards... make graphic scores and play on chosen instruments	Images of garden creatures
	Chooses particular movements, instruments/sounds ... for their own imaginative purposes. Uses combinations of art forms e.g., moving/ singing	Stimuli provided by musical activities in this unit  Move like garden creatures to listening piece 'In the garden'	mp3 provided
<b>INDIGO 1</b>	(ELG) when appropriate, move in time with music.	As above, use listening pieces	
	Sings songs, makes music and dance and experiments with changing them.	Change dance movements for listening piece by thinking of other creatures that live in a garden: worm, slug, spider, grass snake, moth, blackbird, crow etc.	
	(ELG) Sing a range of well-known nursery rhymes & songs; (ELG) Perform songs with others	Garden/outdoor themed Nursery Rhymes: Little Miss Muffet, Lavender's blue,' Rock-a-bye baby, Bluebells cockle shells etc	
<b>INDIGO 2</b>	Identifies the mood of a piece of music.	Listen to contrasting 'garden-themed' songs and pieces: 'Ugly bug ball' (song) 'English country garden' (piano piece); 'Octopus's Garden' (Beatles)etc.	Various YouTube sources
	Can clap or strike a percussion instrument mimicking a given rhythm	Echo- play rhythms from garden creature cards focusing on their syllabic patterns	Images of garden creatures, notes and PPT
	Repeats short melodic phrases using voice	Echo-sing a string of garden creatures' names (cards) to cuckoo notes	
	Recognises how sounds can be made and changed	Relates to Blue 1 <i>Understands &amp; responds to words, symbols &amp; signs that relate to timbre</i> A:) Explore percussion items that produce more than one sound i.e., tambourine (rattle, tap, scrape); guiro (tap, scrape) B: How to make sounds last longer (scrape a guiro more slowly) ... shorter (damping a Tibetan bell by holding) C: Experiment with ways of making sounds grow louder/quieter D: Use apps (Ben to recommend)	

	Identifies a beat and joins in.	Play 'In the garden' listening piece (and other music) that has a very clear pulse -try performing stepping patterns /body percussion patterns to that pulse	
	Uses their voice in different ways, such as speaking, singing and chanting	Teach a range of songs and chants Garden themed songs: 'Garden friends'; 'Playing in the garden' & 'Buzzy Bees' 'Cricket capers' and 'The mini-beast parade'; 'Dainty little butterfly'; 'There's tiny caterpillar on a leaf'	In notes
<b>VIOLET 1</b>	Uses their body to make sounds: Loud/quiet, fast/slow, Long/short, high/low.	Sing 'Stamp and clap' and change lyrics to other body sounds... 'Bling, blang!' (chant) Use listening music for improvised body sounds e.g., 'Dance of the Knights' (Prokofiev) for loud stamps. 'Dance of the sugar plum fairy' for small light, quiet sounds e.g. tapping fingers, tiptoe steps	In notes
	Uses: high voice, middle voice, low voice	Three bears' rap (internet)	
<b>VIOLET 2</b>	Makes patterns with sounds e.g., loud - quiet - loud - quiet long - short - long - short.	Chant: Pass the tambour round today	<b>In notes</b>
	Makes sounds that reflect a topic	See BLUE 1	
	Uses their voice to do: humming, whispers, whistles.	'Sound parade' (chant) Play 'Chinese whispers'- whisper a given word/phrase to a neighbour to pass on.... Song: Give a little whistle' (Disney's Pinocchio) YouTube	In notes

# How Does Your Garden Grow?

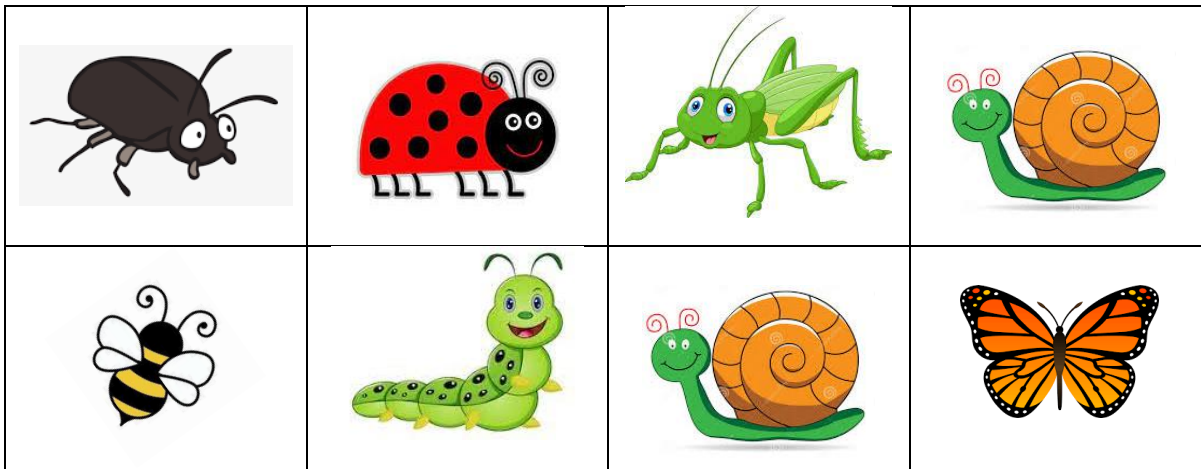
## Supporting Resources

### FRIENDS IN THE GARDEN

(sing to 'Baa, baa black sheep')

Here comes ladybird on a sunny day  
Caterpillar sees her on his way  
Sweet little butterfly waves to the bee  
As they fly around the apple tree.

Here's a cricket dancing on a log  
He's performing for a frog  
Black shiny beetle follows the snail  
Knows he'll find him by his silver trail.



The following 3 insect songs are from Music Express EYFS (2<sup>nd</sup> edition)

## PLAYING IN THE GARDEN

(Tune: Frère Jacques)

Model hand actions to endorse the song words: two fingers 'running' [ant], two fingers running toward each other [ant meets beetle], a finger hopping on the palm of the other hand for flea; fingers on one hand opening and closing [spider], flapping hands joined with linked thumbs [bee].

## CRICKET CAPERS

### FIVE BUZZY BEES [from 'Tom Thumb's Musical Maths']

Tune: Once I caught a fish alive

- Encourage the children to sing the numbers as they occur in the song
- Have a range of shakers to accompany the second half of the song. Make some with the children using small screw-top containers and experimenting with different contents: pasta, paper-clips, beads etc. to find the best 'buzzy' sound.
- When developmentally appropriate, invite children to hold up fingers or numbers cards to show the numbers as they occur in the lyrics.

**THE MINIBEAST PARADE** (from 'Tom Thumb's Musical Maths) Tune: The animals came in 2 by 2

- Try adding 'flapping wings' [waved arms] and stamping feet actions as directed by the song words
- Encourage the children to choose different percussion sounds to accompany each minibeast' verse to reflect 'marching, creeping, scuttling, hopping and buzzing'

**DAINTY LITTLE BUTTERFLY** Tune: The farmer's in his den

**THERE'S A TINY CATERPILLAR ON A LEAF** (Bobby Shaftoe clap your hands)

Tune: She'll be coming round the mountain

**ONE SOUND CAN BE HEARD** (Bobby Shaftoe clap your hands) Tune: One man went to mow

- Have a range of sound-makers and instruments available, including whistles.
- Sing or play the song as you play one instrument on the pulse [strong beat].
- Invite one child to choose a different sound-maker and join in with the second verse, then another for the third verse and so on.
- Encourage children who can mark the pulse [strong beat] to play rhythmically.
- Continue the song to a number that is appropriate to the children's developmental stage.

**PLAY US A TUNE** - improvising, listening and responding

Place a pitched instrument and two beaters/mallets in the centre of the circle; remove note F and G to provide a visual barrier dividing the three lowest notes C D E from the rest. Pass the **TUNE-MAKER** card around the circle, sing the words below, to the tune of: '*Pease Pudding Hot*' (beginning on C)

**Play us a tune, play us a tune! Play us a tune and we'll hear it soon**

The child holding the card at the end of the song goes to the xylophone and improvises a 3-note tune on the limited palette. The rest echo the tune by singing: *Thank you, 'Sam.'* Repeat the activity.

# Tune-maker

**BLING BLANG** A chant Music Express (2<sup>nd</sup> edition)

**PASS THE TAMBOUR A chant (making contrasting sounds)**

Pass the tambour round today

Which two sounds are you going to play?

Here's a long one: **s...c...r...a...p...e** (finger nails)

Here are some short ones: **knock, knock, knock**

Those were great! Hip, hooray!

Those were the sounds that you played today!

**Substitute for lines 3 & 4 for a focus on dynamics**

Here's a loud one: **BANG! BANG! BANG!**

These are quiet ones: **tap, tap, tap**

**SOUND PARADE** (Music Express EYFS edition 2)

**SID THE SNAIL AND HIS BIG ADVENTURE IN THE GARDEN**

**A story to which children can add sound effects**

Sid is a small snail with a grey shell who wants a big adventure, so he's going to explore the garden. He leaves his home in the rockery to cross the lawn just as the sun comes up. The grass blades are like tall green spears, brushing past him: **swish, swish, swish swish**. Sid moves through the green grass... but he doesn't hurry!

It's mid-morning and Sid reaches the path. The sun goes in and dark clouds appear in the sky. Oh dear, here comes the rain: **pitter-patter, pitter-patter**. The drops plop on Sid's shell, so he pulls in his horns and tucks himself into his cosy house to keep dry. The shower doesn't last long and so the little snail is soon moving again, crawling through the gleaming puddles left on the path: **splish splosh, splish splosh...** but he doesn't hurry!

He finds the wall at lunchtime. Sid's neck aches as he looks up... up... up! It's so tall that Sid thinks it touches the sky. He starts to crawl, higher and higher and the ground seems far way. The rough orange bricks tickle him: **scritch-scratch, scritch-scratch**, as he climbs up to the top and down the other side ...but he doesn't hurry!

Here's the pond. Sid thinks it's enormous like a great big ocean. He can't swim across it so he'll have to go round, crawling over the pebbles that lie round the edge. They're lumpy and loose and as he travels over them, they knock together: **bump, bump, bump, bump...** but he doesn't hurry!

Sid's journey is nearly over - only the greenhouse left to explore. The walls feel smooth and cool as he makes his way smoothly across the glass panes: **slippy-slide, slippy-slide** leaving a silver trail behind him.... But he doesn't hurry.

'Hello!' Sid turns round. It's Sindy, a pretty snail who lives near Sid. 'I've been for a big adventure today!'

'So have I' said Sid, 'but I think we should go home, it's a long way back and we can't hurry!' So, home they go... down the greenhouse, **slippy-slide** ... round the pond, **bump, bump** ... up and down the wall, **scritch-scratch** ....., across the path, **splish-splosh** and over the lawn, **swish, swish**. It takes them such a long time that they don't reach the rockery until the moon comes up...and they didn't hurry!