

Activity Ideas for Early Childhood to Year 3.

Modify and adapt to suit.

My Family

Mother, father, sister, brother,
Grandpa, grandma, aunty, uncle;
All these people make a fam'ly.
Lots of them belong to me.



This song develops a sense of key based on the major scale.

Preamble Activity: Build up to the full octave gradually, starting with just the first three notes. Write the solfa *doh ray me* words in a vertical line so that they are at eye level and seen easily without causing neck strain. Sing (in scale order) up and down as well as in random order. (Teacher points to the solfa words.) Change the starting pitch every now and again.

me
ray
doh

1. Explore as many pitched instruments as possible to demonstrate pitch 'sameness'. Listen to and discuss octave similarities and differences.
2. Sing the song several times with instrumental chordal accompaniment.
3. Add an ostinato pattern of four distinct movements while singing. Each movement needs to be a beat long, so that the entire song has four renditions of the same pattern, e.g. *i) arms high ii) touch toes iii) touch knees iv) touch shoulders* repeated three times. (Teach how to draft and design a movement sequence before handing over this creative task to students.)

Partners facing each other (like mirrors) can add precision.

Build on this idea by experimenting with a variety of actions. Use language to describe these movements. (Children will enjoy expanding on this idea over several lessons to eventually be able to choreograph intricate performance-quality patterns as solos, duets, trios and quartets.)

4. Perform free-flowing unstructured movements to recorded music works well as a calming 'device' after a noisy energetic lesson. On a wet day, *The Raindrop Prelude* by Chopin would be magical. On a hot day, the *Aquarium* from *Carnival of the Animals* would be cool and refreshing.

My Family

Words and Music by Ellie Hallett

C G C F C F

Moth - er, fath - er, sis - ter, broth - er, Grand - pa, grand - ma,

The first system of music is in 2/4 time. The treble clef staff contains the melody with lyrics underneath. The bass clef staff contains a simple accompaniment of chords. The notes in the treble clef are: C4 (quarter), G4 (quarter), C4 (quarter), F4 (quarter), C4 (quarter), F4 (quarter). The bass clef chords are: C (C2, E2, G2), G (B1, D2, F2), C (C2, E2, G2), F (A1, C2, D2), C (C2, E2, G2), F (A1, C2, D2).

G C C G F C

aun - ty, un - cle; All these peo - ple make a fam' - ly.

The second system of music continues the melody and accompaniment. The treble clef notes are: G4 (quarter), C4 (quarter), C4 (quarter), G4 (quarter), F4 (quarter), C4 (quarter). The bass clef chords are: G (B1, D2, F2), C (C2, E2, G2), C (C2, E2, G2), G (B1, D2, F2), F (A1, C2, D2), C (C2, E2, G2).

F C G C

Lots of them be - long to me!

The third system of music concludes the piece. The treble clef notes are: F4 (quarter), C4 (quarter), G4 (quarter), C4 (quarter). The bass clef chords are: F (A1, C2, D2), C (C2, E2, G2), G (B1, D2, F2), C (C2, E2, G2). The system ends with a double bar line.