

Getting to Know Your Class

Key Stage 1



A-STAR MUSIC

The aim of this lesson is to build relationships with your class(es), provide lots of opportunity for musical and social interaction, and allow children to engage with music in a positive way.

Activity Guide

Starter

Begin by listening to/performing the song 'Dipidu' to the children. Ask children to mimic your actions as you sing/listen to the track.

Repeat this several times until the children are able to join in with the words. Discuss the origin and purpose of the song (Uganda, greeting), and then practise with children standing and moving around the room, using the actions below in red.

[greet a partner by waving, shaking hands, high-fiving etc.]

Good day, good day to you
Good day, oh dipidu
Good day, good day to you
Good day, oh dipidu

[walking to the beat around the room, eventually to stop and find a new partner]

Dip dip dip dip dipidu
Dipidu, oh, dipidu
Dip dip dip dip dipidu
Dipidu, oh, dipidu

(Repeat several times)

Teacher Notes

Dipidu is a Ugandan folk song. As far as we know, 'Dipidu' is a nonsense word.

This song is good for encouraging social interaction between children. Musically, it prepares children for changing metre (between 2 and 3 time) the pentachord (using notes from a five-note, stepwise scale), and binary form (a clear difference between the first section and the second section, reflected by the distinctly different actions).

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Activity Guide

Main



'Hello – Where are you?'

Demonstrate the song 'Hello, Where are you?' using two puppets/props to show the 'call and response' nature of the song.

[All] Hello. Where are you?

[Puppet/Chosen Child] Here I am, I see you!

[Guesser in the middle] Are you [insert name]?

[Puppet/Chosen Child] No, I'm not [insert guessed name] / Yes, it's [insert name]

Then, play the game as a class. Ask the chosen person in the middle to close their eyes while you silently select a child in the circle and hand them the puppet/prop. Ask all children to sing line 1, the child with the puppet to sing line 2, the child in the middle to sing line 3, and the child with the puppet to sing line 4.

To make the game more engaging, children can choose to manipulate their voice to make it sound unlike them.

To develop the game, explain that the puppet will no longer be answering the first question with their voice, but with an instrument. Any classroom percussion instrument will work well here.

Teacher Notes

This game is a great way to learn children's names and engage the class in fun music-making. Musically, it prepares children for solo singing, the so-mi falling third interval, understanding call and response structure and phrasing, and timbre (vocal) as well as listening with intent.

This is also an opportunity to use a range of percussion instruments and learn their names to develop musical vocabulary.

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Activity Guide

Main



Apples Peaches Pears and Plums

Sing the song 'Apples Peaches Pears and Plums' to the children, asking them to jump up when they hear their birth month. Try this several times, encouraging children to join in with the singing. Try this at different speeds, challenging the children to jump in the right place. You could also try the same activity singing the months backwards from December to January as a challenge. Ask questions following this, such as: 'Who shares a birth month with you?' 'Who did you see was born in January?' etc.

You can then try this with instruments, asking children to choose a classroom percussion instrument from the centre, and to play on their month of birth. As an additional challenge, you could also ask children to sing the months in their 'thinking voice' (in their head) and still play their instrument on the correct month. This is a challenge suitable for older or more advanced children.

Plenary



All Around the Classroom

Sing/listen to 'All Around the Classroom' [adapted from the folk song 'All Around the Kitchen'], and every time you hear 'and you do like this' – find a body percussion action or movement to do in its place. This is a cumulative song, so each time you must remember the series of actions you've chosen in the right order! Encourage the children to lead the actions. This could also be adapted onto instruments making different sounds in the 'do like this' spaces, if you wish.

Teacher Notes

This is another 'getting to know you' game which encourages children to know their birthday and learn other's birthdays too. It also provides a movement opportunity for children when jumping up on their birth month. Although this song and concept is simple, there are plenty of opportunities to stretch and challenge higher ability students. Musically, it encourages inner hearing, anticipation, singing with expression and crotchet and quaver rhythms.

This is an opportunity for the class to musically co-operate as a team. Often, children most enjoy the memory challenge. Musically, this prepares children for irregular phrases and structure, ensemble skills and singing with expression. As children are creating their sounds in each verse, this is also an early stage of composition. Children could also change

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Activity Guide

Plenary ▶

All around the classroom, cockadoodle doodle doo
All around the classroom, cockadoodle doodle doo
Then you do like this, cockadoodle doodle doo

All around the classroom, cockadoodle doodle doo
All around the classroom, cockadoodle doodle doo
Then you do like this, cockadoodle doodle doo
Then you do like this, cockadoodle doodle doo

All around the classroom, cockadoodle doodle doo
All around the classroom, cockadoodle doodle doo
Then you do like this, cockadoodle doodle doo
Then you do like this, cockadoodle doodle doo
Then you do like this, cockadoodle doodle doo

(and so on)

Teacher Notes

the word 'cockadoodle doodle doo' to reflect the sound of the body percussion/ instrument chosen, e.g. 'rattle rattle rattle rat' or 'shakey shakey shakey shake'.