

Elland Cluster Music Network Meeting

Some ideas for using music to support the recovery curriculum and as warm-ups for poetry writing.

Resource 1 - Dum Dum Song

I think I found this on Ashley Danew's website originally. She is a music teacher and choral composer in America. She writes a blog and there are some blog entries that have lists of really good action songs. This is the first video performance I came across of the Dum Dum song. It's still my favourite. There are more on YouTube that are worth a watch. These are with older teenagers but I'm sure you can use it for inspiration and adapt it to your class's needs.

<https://www.youtube.com/watch?v=R12wIYc00UI>

I suggest you could incorporate this as a daily activity and bring in more and more action sequences to aid memory. You could give each sequence a name, e.g. "strong man" and eventually just call out which sequence they do so they have to think on their feet. I think one of the most powerful, interesting things to observe is when a child is performing a song, or a dance or something, and then they make a mistake but correct themselves and work out where to join back in with everyone else! I always think those are magical moments in a lesson! I'm sure you'll get lots of moments like that with this song.

This action song is good for memory. Increase the number of sequences a class knows and performs. You could also task your class with creating their own action sequences. Asking children to "create" something is no small task. Some are naturals, but for others it takes time to unlock their creativity and feel happy to share ideas with teachers and peers. See the act of coming up with silly actions as a stepping-stone to further creativity.

Resource 2 - Bungalow Song

I first came across this song on the Sing Up! Website. I found quite a sweet version performed by this mum and children:

<https://www.youtube.com/watch?v=5NPP2VhOTg4>

When I do this in class I change the lyrics to "my hands are high, my hands are low and this is how I bungalow, this is how I bungalow" (I do the last line twice more and I do a four beat body percussion pattern at the start to support the development of pulse and rhythm: 1. Tap head, 2. Tap shoulders. 3. Tap knees, 4. Tap knees.

Variation 1:

I often use this as a name game when I'm meeting a class. I ask everyone to come up with an 8 beat rap that uses their name: "My **name** is _____, and I like _____"
This is something that, for poetry, could quickly get them thinking about syllabic rhythm. The emphasis of the words should be on **name**, "their name", I and whatever it is that they like. E.g. My **name** is **Kenzie**, and I like **Pizza**. This is something that could run over a few warm-up sessions (not everyone will want to share a rap at first – you've got to start with the bolder children). Choose 4 volunteers and the structure goes: Bungalow, rap 1, Rap 2, Rap 3, Rap 4, Then the leader (could be teacher or child) invites each rapper in turn to bungalow with the class joining in to copy.

Variation 2 – thesaurus game:

A song like this has lots of potential for changes. You might find the children start to come up with their own adaptations. I thought this could be turned into a rhyming game.

Instead of singing bungalow, sing something to show the game has changed. At first I thought "po-e-try" or "rhym-ing time" but they don't quite have the right mix of consonant sounds needed and I can already hear the audible groans of a class of children so maybe "Find the words" might be less cheesy and a bit more acceptable. Feel free to come up with your own or stick to bungalow.

Next, instead of the "my hands are high..." chant, change it to something like "My **hands** are **high** I **make** a **bird**, now **can** you **find** another **word** for..." The actions could be tap head twice, interlock thumbs and fan fingers out like a bird in flight, extend arms out either side with palms facing upwards, then tap forehead twice with pointed index finger of dominant hand. The pupil chooses a word, e.g. blue, rain, happy and uses the hand that was just tapping their head to point at another child in the room who then has to come up with a synonym. It's then their turn to do the chant and choose a new word.

Resource 3 – Puncinella – action song. Good for social connection.

Here is the link to the Youtube video of Puncinella. I think there's probably loads of versions of this and I reckon it's more commonly called Pulcinella like the piece of music by Stravinsky but I love how songs in education take on a sort of folk vibe by changing all the time. Everytime I sing this, it comes out a little differently. Never stress about singing a song slightly differently to a class than what it was on a recording. Just be aware that the next time you sing it, if you try to sing it the way it was supposed to be, the children will know you've changed something!

<https://www.youtube.com/watch?v=yFYE7G51Mgg&list=PLEC531643A4FE480D&index=7>

Puncinella

Look who's here, Puncinella Puncinella
Look who's here, Puncinella from the zoo
What can you do? Puncinella, Puncinella
What can you do? Puncinella from the zoo
We can do it too, Puncinella, Puncinella
We can do it too, Puncinella from the zoo
Who do you choose? Puncinella, Puncinella
Who do you choose? Puncinella from the zoo

Each person who is chosen chooses an action to do on the 3rd and 4th lines, which the class copy on the 5th and 6th lines.

Once the class are familiar with this version, you could change and adapt it in any number of ways. Here's one of my versions which gives scope for children to express their emotions and how they might be feeling. Research has been shown that music can improve levels of empathy in children.

Puncinella – my adaptation to the lyrics.

Look who's here, Puncinella Puncinella
Look who's here, Puncinella from the zoo
How do you feel? Puncinella, Puncinella
How do you feel? Puncinella from the zoo
(gap for a brief verbal description. E.g. "I feel happy because I had my favourite breakfast this morning" or "I feel sad because I haven't been able to see my auntie since Christmas")
We feel it too, Puncinella, Puncinella
We feel it too, Puncinella from the zoo
Who do you choose? Puncinella, Puncinella
Who do you choose? Puncinella from the zoo

The child chosen can mime or act their emotion, give a brief description of what they're feeling, then everybody mimes the action too. This sharing of emotions could also be used as a prompt for writing.