



# Music Recovery Curriculum Ideas

**Autumn Term 2020**

Music in schools is having a tough time at the moment: confusing guidance about how to make singing safe, the cleaning and sharing of equipment, the worries around how much children might have regressed in the core subjects, etc. However, research has proven that music helps develop children's special reasoning (crucial for numeracy) and auditory systems (essential for speech and language and literacy). It's also a great way for children to engage socially with their teachers and peers.

I've compiled some activities here for you that require no equipment. The KS1 and KS2 activities can all be done while the children are seated at desks or stood behind their chairs. These can be built into a designated music lesson or they can be used as "bridge activities" to re-energise your class as you move from one lesson to another.

If you have any questions or would like more support in developing your curriculum, or if you would like specific training on a certain aspect of music teaching, please email [helen.baker@calderdalemusictrust.org.uk](mailto:helen.baker@calderdalemusictrust.org.uk)

## Aims:

- Give children the opportunity to move and use bodies while in the classroom
- Activities support the development of a musical foundation: knowledge *of* music, engaging the brain with the concept of pulse/rhythm in particular
- Easy for any classroom teacher to deliver. They require no equipment or specialist knowledge
- Multipurpose. On some of the activities there are ideas for how they can be developed to support further music learning or how they can support numeracy and literacy

## Activities:

### EYFS

- Cuckoo Cherry Tree
- Radetsky March

### KS1

- Apples, Peaches, Pears and Plums
- Ghanaian Clapping Game

### KS2

- I Left My Luggage
- Connect It by Anna Meredith

## EYFS

### Cuckoo Cherry Tree

Here is a link to a video of a song – this is an extended version. It follows the same pitch pattern as the simple version of “Rain, rain, go away”

<https://www.youtube.com/watch?v=R73y-PSH4vQ>

Karen Clark from NYCOS has created a much simpler version which just uses the first two lines to these words:

*Cuckoo cherry tree  
Can you change place with me?*

Karen suggests children stand or sit in a circle and each time it is sung, suggest who should change places, e.g. “Change places if you have brown hair”, “Change places if you are wearing something red”.

This is a very useful song for helping children to understand pitch. The song only contains two pitches. In Kodaly Sol-fa these notes are “me” and “soh”. Get the children alternating a tap on the head with a tap on their shoulders to indicate the pitch.

### Radetsky March

This is a “movement to music” activity which would require some space. You could do it in the hall or outside or in a classroom with sufficient space for all the children to have a little area to themselves. You could incorporate this into a PE lesson.

Radetsky March is a fast paced and exciting piece of music by Johann Strauss. It is nice and short; only lasts 3 minutes. [https://www.youtube.com/watch?v=eab\\_eFtTKFs](https://www.youtube.com/watch?v=eab_eFtTKFs)

Here is a typed-up plan of the actions with beat counts but I will try and supply a video at some point soon:

SECTION 1 Pause for intro	SECTION 2 Pause for intro	SECTION 3 Pause for intro
Tap legs for 16 beats	Walk in a circle for 16 beats	Tap legs for 16 beats
Clap for 16 beats	Change direction and circle for 16 beats	Clap for 16 beats
Tap shoulders twice, tap head twice. Repeat this, but change to single taps at end of the section.	Walk forward 4 beats and back 4 beats - repeat	Tap shoulders twice, tap head twice. Repeat this, but change to single taps at end of the section
Tap legs for 16 beats (the music should sound familiar)	Walk in a circle for 16 beats	Tap legs for 16 beats (the music should sound familiar)
Clap hands for 16 beats	Walk forward 4 beats and back 4 beats - repeat	Clap hands for 16 beats
	Walk in a circle for 16 beats	

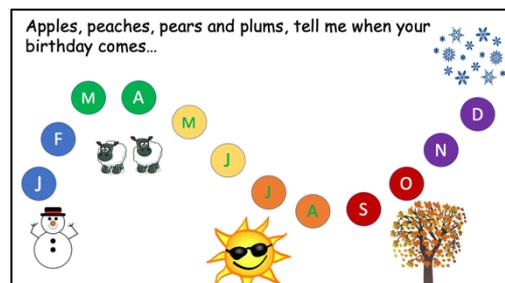
KS1

## Apples, Peaches, Pears and Plums

This is traditionally a skipping rope game, but here we have transferred it to the classroom. Here is a link to a YouTube video of it: <https://www.youtube.com/watch?v=0mDJ7dmgNUk> In this video, the two teachers clap to keep the beat but I am going to suggest you alternate hands on head and hands on shoulder to bring in an understanding of duple time.

You could say the months aloud as you tap the beat as a way of getting children familiar with the months of the year. You might want to create a PowerPoint slide with a visual diagram for them to follow. Eventually, children can work it out like a puzzle in their heads without saying the months aloud or having the diagram.

Apples, peaches, pears and plums  
Tell me when your birthday comes



## Ghanaian Clapping Game

I've pulled these two body percussion patterns from a Youtube Video by *African Beats* <https://www.youtube.com/watch?v=Bj9JINeD9qw> from about 3'45"

	1	&	2	&	3	&	4	&
<b>Pattern 1</b>	Tap legs		Tap legs		Tap chest	Tap Chest	Clap	
<b>Pattern 2</b>	LH tap chest RH tap chest	LH tap chest RH tap chest	LH tap chest		Tap Legs		Clap	
<b>Marching Feet</b>	L		R		L		R	

You can teach the patterns separately first and then try and get them going at the same time.

You can also develop this into a game where the clap on beat 4 is replaced with a word. For example, if you're working on a particular times table, you could use this as a way of practising the times table – get the children to take it in turns to say the next number. The time and rhythm element puts an extra stress on their memory recall.

KS2

## I Left My Luggage

This is a great pulse and rhythm activity. The words “left” and “right” in the verse should coincide with a pat on the corresponding leg when done correctly. When I’ve taught this, I’ve projected the words up and I’ve taught it in 3 sections. Below is a link to the NYCOS activity sheet and words and a link to a video demonstration:

<https://www.nycos.co.uk/wp-content/uploads/2020/03/I-Left-My-Luggage.pdf>

<https://www.youtube.com/watch?v=Szuv8SWZR1I>



## Connect It



*Connect It* was a piece commissioned and written for the BBC Ten Pieces project. The composer is Anna Meredith and she composed this for young people using *only* body percussion. There are lots of ways to develop the ideas in the piece and bring them into your own classroom. For Upper KS2, I would give them some space to develop these ideas too rather than all music work being entirely teacher led. Start off by watching the performance:

<https://www.bbc.co.uk/programmes/articles/1KCK7p6HMd3wyX6LqndjZbj/connect-it-by-anna-meredith>

There are lots of resources on the website with ideas for lesson activities:

Here is Anna Meredith’s which has some ideas for creating a body percussion canon (the children copy you but *after* you’ve finished the action and while you’re performing the next action). [http://downloads.bbc.co.uk/tv/tenpieces/anna\\_meredith\\_lesson\\_plan.pdf](http://downloads.bbc.co.uk/tv/tenpieces/anna_meredith_lesson_plan.pdf)

Here is one by Andrew Smith that is great for an extended composing project. It has some fantastic technical vocabulary in it!

[http://downloads.bbc.co.uk/tv/tenpieces/lessonplans/creative\\_response\\_meredith\\_connect\\_it.pdf](http://downloads.bbc.co.uk/tv/tenpieces/lessonplans/creative_response_meredith_connect_it.pdf)