

ABC CREATIVE MUSIC SEN 3 PACK v1.0



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WHAT ARE
INTRO JOURNEYS?
SEE OVER THE
PAGE FOR DETAILS

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Contents Page + RANGEFINDER showing all the activities in the pack, with CD Track numbers and Pg numbers	INFO CONT Pg 1-4

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EXPLORE MATERIALS- PLASTIC #1

You need:

- Plenty of space
- Lots of different everyday plastic objects. including bits of polystyrene, crisp packets, plastic drinks bottles Eg. Plastic cups or tumblers, Plastic Bags with holes, Plastic containers of different sizes, cutlery, utensils, Plastic pipes from different sources, Plastic Chairs, Toys, Cling Film Plastic table covers Etc.
- Some beaters
- A Board/Flip Chart, & Chalk/Pens.

Theory Box:
Explore sounds you can make with plastic.

NB: Ensure all the pieces of plastic have safe edges & surfaces, and any plastic bags are appropriate for your class to work with safely.

1

SIT CLASS IN A SEMI-CIRCLE. ASK "WE ARE GOING TO MAKE SOUNDS WITH PLASTIC."

ASK "Where does plastic come from." **DISCUSS** with your class.

ANS: "It is man-made in factories from refined Oil and Chemicals."

ASK "How many different sounds can we make with plastic."

ASK everyone to choose two pieces of plastic each.

GIVE everyone 5-10 minutes to explore what sounds they can make.

SAY: "Try and find at least three sounds you can make with your pieces of plastic."

Every now & again **LISTEN** to the sound that is being made by the whole class, as if they were a weird orchestra.

Ask for each child?

Can this child make sounds better with their hands or feet?

Are there particular pieces of plastics that suit this child better?

Can a Helper: i) Hold the plastic for a child to play?

Or can a helper play under the command of a child? "How can I make a sound with this?"

USE a vocal or physical cue.

eg "Rub when I sway my body, Crush when I blink, Crinkle continuously when I shut my eyes, Pop when I look up..."

HELP Children can play a part by suggesting different ways for the helper to use the plastic, and finding words to describe the sounds



2

ASK EACH CHILD TO SHOW ANY NEW SOUNDS THEY HAVE FOUND.

Go round the circle and ASK children:

"Show us a new sound with your plastic. How do you make that sound?"

What would you call the sound? What sort of sound is it?

(Can the children give a description of the sound)

Does it remind you of anything?"

BUILD UP A WORD BANK OF WORDS ABOUT SOUNDS MADE WITH PLASTIC. WRITE THEM ON THE BOARD.

Go through this Word Bank:

Crinkle, Crush, Rub, Squeak (Polystyrene) Tap, Clink, Pop (Bubblewrap), Beat (hit the piece of plastic with a beater or drumstick), Boom (Hit two plastic drinks bottles together).

ADD any other words you come up with.

3

ASK: "WHAT KIND OF SOUNDS ARE MADE WITH PLASTIC OF DIFFERENT TYPES/SHAPES?"

DISCUSS the difference in sounds, & why they are different.

SAY "Play your plastic in different ways. Can you make **LONG & SHORT** sounds.

If you can only make short sounds, how might you play something longer?"

ANS: "Play lots of short sounds close together."

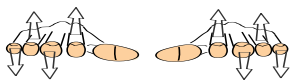
GIVE the children the opportunity to practice this before going on to the conducting activity.

OPTIONAL:ASK individual children to demonstrate playing long & short sounds on their pieces of plastic. **ASK:** "How are you making the loud & soft sounds?"

4

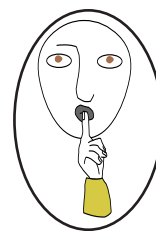
SAY: "LET'S PLAY OUR WITH SOUNDS WITH A CONDUCTOR."

EXPLAIN: "When I waggle my fingers, play long sounds with your pieces of plastic. When I do this (**Finger over mouth-Shhh**), be quiet."



Practice this a few times. Make sure the children are completely silent when you go **SHHHH**.

Have Fun & **PRACTICE** this a few times. Try to catch the children out, to make sure they are watching closely. **ENSURE** the children keep playing while you waggle your fingers. **SAY:** "You have to watch really carefully."



Shhh

5

SAY "NOW, WHEN I RAISE MY HANDS UP, PLAY LOUDER, WHEN I LOWER THEM, PLAY SOFTER."



While wagging fingers

RAISE HANDS = GET LOUDER



LOWER HANDS = GET SOFTER

PRACTICE getting louder and softer a few times, with Shhhh.

6

EXPLAIN "WHEN I POINT WITH BOTH HANDS, PLAY ONE SHORT SOUND."

PRACTICE this a few times. Then **CONDUCT** some short pieces- using:

Silence

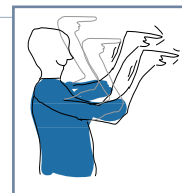
Finger over mouth

Long Sounds

wagging fingers- getting louder and softer,

& Short Sounds-

two hand point.



TRY making short sequences of sounds, and repeating them: eg (Long- Loud, Short, Short, Long-Loud) x 3.

Have Fun. When children are responding well, **ASK** a child to conduct.

CONDUCTING

ASK: Can this child conduct better with their hands or feet?

Can this child conduct using their eyes?

Close eyes = stop playing,

Look Up = Get Louder,

Open eyes = play,

Look down = Get Quieter

Blink + Short Sound

Can this child lead the class using vocalisation, instead?



SHAPES & RHYTHM #1

You need:
 ¥ CD Player and CD#1
 ¥ The A/B 1234 Grid Teaching Aid.
 ¥ The Square and Shhh Icons

THEORY BOX:
 Learn to use shapes to notate rhythms.
 Learn to Say & Clap the rhythms.

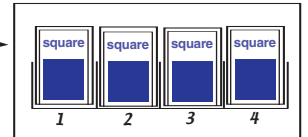
1 ARRANGE CHILDREN IN A SEMI-CIRCLE. HAVE CD PLAYER NEAR AT HAND.

2 DISPLAY THE SQUARE ICON. ASK "WHAT SHAPE IS THIS?"



▶ **PLAY Track 8 CD#1 SAY** "Listen carefully to the beat, and sway your body."

Place 4 Square Icons on the 1234 Grid as shown.
 SAY: "Now let's say square over and over with the beat."



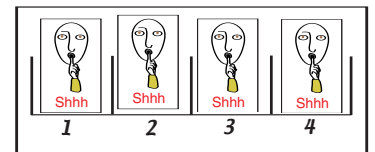
▶ **PLAY Track 8 CD#1 Count in 1, 2, 3, 4 Square, Square, Square, Square. Square, Square.....** Point along with the icons for visual reinforcement.

ENSURE all the children say the word Square together, in time with the beat.
 When confident PROCEED.

3 DISPLAY THE SHHH ICON. ASK "WHAT DOES THIS ICON MEAN?"



Place 4 Shhh Icons on the 1234 Grid as shown.
 SAY: "Let's say 'Shhhh' together, over and over with the beat."



▶ **PLAY Track 8 CD#1 Count in 1, 2, 3, 4.....**
 Shhh, Shhh, Shhh, Shhh. Shhh, Shhh.....

Point along with the icons for visual reinforcement.
 ENSURE all the children say Shhh together, in time with the beat.
 When confident PROCEED.

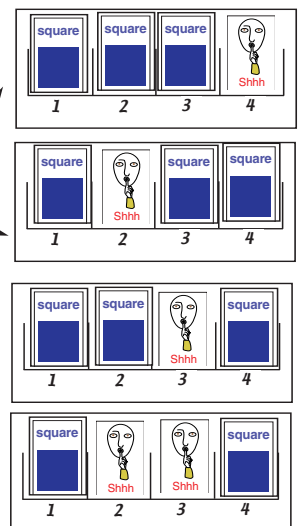
4 SAY "PRACTICE SAYING THESE SHAPE SEQUENCES TO A BEAT"

Place Square & Shhh Icons on the Grid, for each Rhythm as shown.

For Each Rhythm
 SAY: "Let's say this pattern of Squares and Shhhs along with the beat.."

▶ **PLAY Track 8 CD#1. Count in 1, 2, 3, 4....."**

Point along with the icons for visual reinforcement.
 ENSURE all the children say Square & Shhh together, in time with the beat.
 When confident PROCEED to the next rhythm.

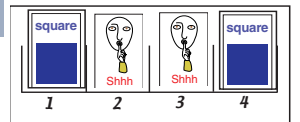
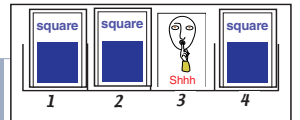
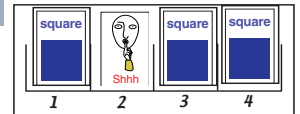
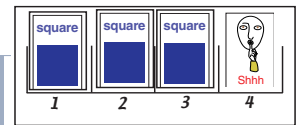


SHAPES & RHYTHM #1 cont.....

5 SAY "NOW, LET'S SAY THE WORD SHHH SILENTLY INSIDE OUR HEADS."

REPEAT the previous sequence of rhythms, with the Shhh silent.

▶ **PLAY Track 8 CD#1** each time.



6 SAY "NOW LET'S CLAP ONCE, EACH TIME WE SAY THE WORD SQUARE."

REPEAT the previous sequence of rhythms.

CLAP once with each Square, with the Shhh silent.

▶ **PLAY Track 8 CD#1** each time.



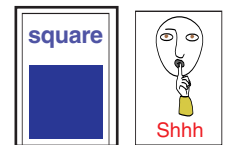
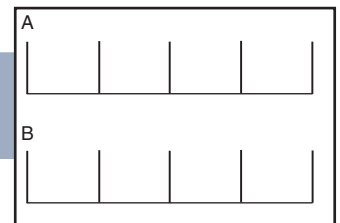
ALTERNATIVE ACTION SUGGESTIONS:
CLAP: Blink eyes / Vocalise the word 'Clap' / Move arms in a particular way

7 SAY "NOW I WANT YOU TO COMPOSE SOME SHAPE RHYTHMS."

DISPLAY the Square and Shh Icons/AB Grid.

ASK a child to fill in the top line (A). PRACTICE till confident.

▶ **PLAY Track 8 CD#1** each time.
START By using the Voice and SAY the names of the Icons.
THEN SAY and CLAP the Rhythm of the Icons.
FINALLY CLAP ONLY the Rhythm of the Icons.



Then ASK a child to fill in the bottom line (B) & PRACTICE

SAY: "Lets Clap A (the top line) four times, then B four times, then A four times then B four times."

▶ **PLAY Track 8 CD#1** each time.

PRACTICE the whole AAAA BBBB Phrase. Learn to repeat it a few times.
 ASK a child to conduct for visual reinforcement.

Try at different speeds (Tempos)

- ▶ **PLAY Track 9 CD#1**- Slow
- ▶ **PLAY Track 7 CD#1**-Medium
- ▶ **PLAY Track 6 CD#1**- Fast

Allow different children to fill in the lines on the Grid, and decide as a class which one you like the best. Perform with the Backing Groove and record if possible.

PERFORM for the Head Teacher, Secretary, Assembly, or another Class.