



# GROUP PRESCHOOL MUSIC PROGRAM

Exploring music and piano with 3-5 year olds in their first year of study

## Introduction

## Preschool Group Plan: Mini Musicians One

Welcome to *Mini Musicians*! This 40 week curriculum for music teachers is designed to be a positive, creative and exploratory first introduction to music for 3-5 year olds in a group setting. The program incorporates piano playing and will provide great preparation for more traditional piano lessons, but it is also beneficial for children who will go on to study other instruments too as they will be exploring pitch, patterns and rhythm.

## PRACTICE EXPECTATIONS

*Mini Musicians* is designed to be a *no- to low-practice* curriculum. It's up to each teacher to decide whether they want to encourage parents to do some practice at home, or none at all. If you want to make some practice suggestions for parents I recommend the fingerplays and warmup songs. Another good option is to have the *Listening in Colour* portion completed at home.

Whether your students practise a little or not at all, the pacing is designed to make them (and you) feel successful and have a great first experience with music.

## PLAN STRUCTURE

Each lesson plan in *Mini Musicians* is made up of 7 components:

1. Aural
2. Technique
3. Rhythm
4. Theory
5. Improvisation Explorations
6. Star Songs
7. Listening in Colour

The first 4 of these are core components; the last 3 are options that you can use some or all of, depending on the time available.

### CORE COMPONENT 1: AURAL

Every lesson starts with some form of vocal exploration followed by a song. The vocal explorations are sometimes animal noises or other silly sounds which help students explore pitch, and sometimes simple solfa exercises. By the end of the 40 weeks, students will be singing the full pentatonic scale in solfa with the jumps do-mi and mi-so.

The songs included in this portion of the lesson are folk songs from all over the world. These simple traditional songs allow students to practise using their singing voices, finding the beat and coordinating the various actions.

### CORE COMPONENT 2: TECHNIQUE

You won't find any traditional scales or five finger patterns in this technique portion! In this section of the lesson, we start to build finger dexterity through fingerplays. These rhymes also help students to feel the beat as they are recited or chanted rhythmically.

The other repeated technique element you'll find throughout the curriculum are "keyflops". What I mean by this is simply falling into the keys, first with an open palm, and later with one finger. I believe it is more beneficial for students at this age and stage to use just finger 2 or 3 (whichever they choose instinctively) rather than rushing to use all the fingers and creating tension and bad hand shape in the process. We do practise good piano hand shape and posture in *Mini Musicians*, but when it comes to playing specific notes we stick with just one finger from each hand so that students can use their whole arm in a more natural way.

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### CORE COMPONENT 3: RHYTHM

I use these modified Kodály syllables throughout *Mini Musicians*.

♪	ti	♪	ta	◦	ta-2-3-4
♪♪	titi	♪	ta-2	♪	tas
♪.	tum	♪.	ta-2-3	-	tas-2

If you have a different rhythm syllable system that you prefer (Gordon, traditional Kodály, Takadimi, etc.) then feel free to substitute. If you haven't used these types of syllables before then stick with me and you'll see the magic they can do! It's a much more instinctive way for young children to work with rhythm patterns.

In this first level of *Mini Musicians* students will meet these note values: ♪ ♪ ♪ ♪ ◦ ♪ We work with these mostly through chanting, moving and improvising, but they will also work with the rhythm notation in the second half of the curriculum.

Alongside this, we will also be working on feeling the beat every week. We do this through marching, patsching (tapping knees), passing beanbags and moving with scarves in time to the music.

### CORE COMPONENT 4: THEORY

The primary concept covered in the theory component in this first year is keyboard geography. Since students are not practising at home, and perhaps don't even have access to a piano outside of class, this is taught slowly and incrementally through lots of games.

We also cover the concepts of high vs low, loud vs soft and same vs different in this section of the program.

### OPTIONAL COMPONENT 1: IMPROVISATION EXPLORATIONS

If you choose this segment you will be exploring 4 different environments through music during the 40 weeks: forest, ocean, desert and sky. The improvisation patterns allow students to explore the full range of sounds at the piano and to engage their creativity and imagination.

Each set consists of 8 improvisation patterns and we move through a full set every 10 weeks. These are then combined together to form a class composition at the end. The final compositions are a great option if you want to include your *Mini Musicians* students in a recital or do a mini-concert in class for the parents.

### OPTIONAL COMPONENT 2: STAR SONGS

This portion of the program is a great way to build towards music reading skills. By working with colours and letters you will be giving all your students the best chance of success. The notation is similar enough to real notation that the students can absorb important skills like reading from left to right line-by-line and the directionality of notes, but not so similar that it will become a crutch that they miss when they move to a more traditional book.

### OPTIONAL COMPONENT 3: LISTENING IN COLOUR

In *Mini Musicians One*, this component explores *The Carnival of the Animals* and *Peter and the Wolf*. The workbooks provided give you a clear and easy structure to follow so that you can get the most out of these wonderful pieces of music. Not only will students learn how to listen for pitch, tempo and timbre, but they will also be colouring, which is wonderful for developing dexterity.

## Introduction

## Preschool Group Plan: Mini Musicians One

### WIND-DOWN ROUTINE

The same wind-down routine is included at the end of each lesson plan. I recommend maintaining this each and every week as it allows the children to rely on the predictability of the end of your class and it allows you to return them to their parents in calm spirits!

### YOUR LESSON STRUCTURE

#### LESSON LENGTH

The reason I have built *Mini Musicians* in this way, with core components and optional modules, is so that you can adapt it to your studio more easily. If you want to do a 30 minute class you could just choose one of the optional components to add to the basic core, or you might find that the core components on their own are enough to fill this time for you. If you'd prefer to do a 60 minute class you might use all the components.

Not sure what would be best? Go with 45 minutes and choose 2 of the optional components. This will suit most teachers and students.

#### NUMBER OF STUDENTS

The number of students per group will depend on the space and on what you're comfortable with as a teacher. As a general guideline I recommend 4-8 students at a time. If you have more than 8 students you will probably need to have a teaching assistant or involve the students' parents to be successful.

### WHAT YOU NEED

All of the elements are included in one single package which you can download below the course videos on the Vibrant Music Teaching site. You will also find individual elements are linked to directly in this PDF if you prefer to work week-to-week.

Apart from the printables in the pack, you will also need the following:

- One piano/keyboard – you do not need an instrument for each student in this program.
- Scarves – you can simply cut up a lightweight fabric if you don't have any.
- Rhythm instruments – I recommend buying one of the educational percussion packs if you don't have any rhythm instruments already so that you have a good variety.
- [Deskbells](#)/xylophones/[Boomwhackers](#) – you only need these if you are doing the Star Songs component, and you don't need all three; any of these options will work fine.
- Beanbags – just a simple beanbag or beanie toy to pass around the circle.
- Puppets/toys – these are needed for some of the songs to act as characters. I use finger puppets but you could also use hand puppets or hold up cuddly toys.

That's it! Absolutely everything else is included in this pack and simply needs to be printed out and assembled.

### PLAYLISTS

If you have access to Spotify, you may find these playlists useful. If not, you can easily find music in your own collection or on YouTube.

- [Movement](#)
- [Marches](#)
- [Waltzes](#)
- [Carnival of the Animals](#) (*Listening in Colour*)

## Preschool Group Plan: Mini Musicians One

## Quick Look Lesson Plan

WEEK	AURAL	TECHNIQUE	RHYTHM	THEORY	IMPROV	STAR SONGS	LISTENING
1	Sirens & Clap Your Hands	Meet Steve	Switch-Switch & Marching	Keyboard Builder	Rain Showers	Recreate a Song	Lion
2	Sirens & Clap Your Hands	Warmup & Steve	Switch-Switch & Marching	Keyboard Builder w/ Dogs/Frogs	Deep Lake	Go Get	Lion
3	So-mi & Clap Your Hands	Dancing Fingers & Steve w/ hands	Black keys & Patsch	Dogs/Frogs on piano	Forest Floor	Pattern pro	Hens & roosters
4	So-mi & Cobbler Cobbler	Dancing Fingers & Steve w/ hands	White keys & Marching	Dogs/Frogs on piano + play	Whistling Wind	BELLS Rain is Falling Down	Hens & roosters
5	So-mi & Cobbler Cobbler	Dancing Fingers & Keyflops	Switch-Switch & Scarf dance	Actions to answer	Waterfall	BELLS Mary Had a Little Lamb	Wild donkeys
6	do-la & Cobbler Cobbler	Here is the Beehive & Keyflops	Switch-Switch & Scarf dance	Imaginary dogs/frogs	Little Puddles	BELLS Hot Cross Buns	Wild donkeys
7	do-la & Teddy Bear	Here is the Beehive & Keyflops	Echoes & Patsching	Dogs + D on builder & piano	Rays of Sun	BELLS Engine, Engine	Tortoises
8	So-mi & Teddy Bear	Review & Keyflops	Rhythm instruments & Beanbag pass	Dogs + D on builder & piano	Gentle Stream	BELLS Peter Taps	Tortoises
9	do-la & Teddy Bear	Flat Hands, Round Hands & D keyflops	White keys & Patsching	Actions to answer	Review	BELLS Go Round the Mountain	Elephant
10	Sirens & Five Little Monkeys	Review & D keyflops	Black keys & Marching	Dogs + CDE on builder & piano	Compose	Rain is Falling Down	Elephant
11	do-la & Five Little Monkeys	Ten Flamingos & D keyflops	Echoes & Scarf dance	Dogs + CDE on builder & piano	Spiky Shells	Rain is Falling Down	Kangaroo
12	Moo & Five Little Monkeys	Ten Flamingos & C keyflops	Switch-Switch & Beanbag pass	Dogs + CDE on piano	Steam-boat	Hot Cross Buns	Kangaroo
13	so-mi & Five Little Monkeys	Review & C keyflops	Switch-Switch & Metronome marching	Musical Alphabet Memory	Rolling Waves	Hot Cross Buns	Aquarium
14	Meeow & Clap Your Hands	Five Fat Peas & E keyflops	Black keys & Marching	Actions to answer	Scuba Diver	Peter Taps	Aquarium



## Quick Look Lesson Plan

## Preschool Group Plan: Mini Musicians One

WEEK	AURAL	TECHNIQUE	RHYTHM	THEORY	IMPROV	STAR SONGS	LISTENING
15	do-la & On a Log	Five Fat Peas & E keyflops	White keys & Patsching	Musical Alphabet Memory	Coral Reef	Peter Taps	Mules
16	Squiggles & On a Log	Review & F keyflops	Echoes & Scarf dance	Frogs + FGAB on builder & piano	Whirlpool	Mary Had a Little Lamb	Mules
17	do-re-mi & On a Log	Here is Finger 5 & F keyflops	Echoes DIY & Beanbag pass	Frogs + FGAB on builder & piano	Rowboat	Mary Had a Little Lamb	The cuckoo
18	Cake + oo & Cobbler Cobbler	Here is Finger 5 & B keyflops	Echoes with sway & Scarf dance	Frogs + FGAB on piano	Slimy Seaweed	Go Round the Mountain	The cuckoo
19	do-re-mi & Touch Your Shoulders	Fingerplay requests & B keyflops	Rhythm Vocab 1-14 & Swaying	Decorate full piano & piano alphabet song	Review	Go Round the Mountain	Aviary
20	Squiggles & Touch Your Shoulders	Fingerplay requests & G keyflops	Rhythm Vocab 1-14 & Beanbag pass	Musical Alphabet Memory	Compose	Engine, Engine, Number Nine	Aviary
21	do-mi-so & Touch Your Shoulders	Fingerplay requests & G keyflops	Help me draw... & Metronome marching	Actions to answer	Sand Dunes	Engine, Engine, Number Nine	Pianists
22	Moo & Teddy Bear	Wiggles & Waggles & A keyflops	Switch-Switch & Marching	Musical Alphabet Memory	Sweet Agave	Clap Your Hands	Pianists
23	do-re-mi & Five Little Monkeys	Five Little Bunnies & A keyflops	White keys & Patsching	Musical Alphabet Memory	Prickly Cacti	Clap Your Hands	Fossils
24	Meeow & My Name is...	Five Little Bunnies & Alphabet keyflops	Echoes DIY & Scarf dance	Musical Meander	Calm Oasis	Hickety Tickety	Fossils
25	do-mi-so & My Name is...	Tippy Tappy & Alphabet keyflops	Rhythm Vocab 1-14 & Beanbag pass	Betty Blanks	Magic Mirage	Hickety Tickety	The swan
26	Squiggles & My Name is...	Tippy Tappy & Alphabet keyflops	Help me draw... & Scarf dance	Betty Blanks	Tumbleweed	Here Sits a Mousie	The swan
27	do-re-mi & On a Log	Fingerplay requests & Chromatic keyflops	Rhythm Vocab 1-24 & Swaying	Actions to answer	Acacia Tree	Here Sits a Mousie	Finale
28	Cake + oo & Seesaw	Wiggles & Waggles & Chromatic keyflops	Rhythm Vocab 1-24 & Beanbag pass	Musical Alphabet Memory	Dust Devil	Bells in the Steeple	Intro

# Preschool Group Plan: Mini Musicians One

# Quick Look Lesson Plan

WEEK	AURAL	TECHNIQUE	RHYTHM	THEORY	IMPROV	STAR SONGS	LISTENING
29	drum s & Seesaw	Five Fat Frogs & C scale keyflops	Switch-Switch & Metronome marching	Steppity Skippity	Review	Bells in the Steeple	The story begins
30	Sirens & Touch Your Shoulders	Five Fat Frogs & C scale keyflops	Black keys & Marching	Steppity Skippity	Compose	Bells in the Steeple	The bird
31	drum s & My Name is...	Right Hand, Left Hand & Alphabet keyflops	Help me draw... & Patsching	Note Value Memory	Sunrise	Fuzzy Wuzzy	The duck
32	Hoot & Tick Tock	Right Hand, Left Hand & Chromatic keyflops	Rhythm Vocab 1-30 & Scarf dance	Note Value Memory	Cloud Fluff	Fuzzy Wuzzy	Grandfather
33	drum sl & Tick Tock	Ten Tall Kangaroos & C scale keyflops	Rhythm Vocab 1-30 & Beanbag pass	Gator Gaps	Airplane	Fuzzy Wuzzy	The wolf
34	Squiggles & Tick Tock	Ten Tall Kangaroos & Alphabet keyflops	Help me draw... & Scarf dance	Key Clamber	Eclipse	Pease Pudding Hot	The duck is caught
35	drum sl & Seesaw	Wiggles & Waggles & Chromatic keyflops	Echoes DIY & Swaying	Musical Meander (keys)	Hot Air Balloon	Pease Pudding Hot	The wolf stalks
36	Whale & Cobbler Cobbler	Fingerplay requests & C scale keyflops	Rhythm Vocab 1-30 & Beanbag pass	Musical Meander (notes)	Rainbow	Pease Pudding Hot	Peter prepares to catch the wolf
37	drum sl & Five Little Monkeys	Friends Meet & Alphabet keyflops	Rhythm Vocab 1-30 & Metronome marching	Gator Gaps	Sunset	Sheep in the Meadow	The bird diverts the wolf
38	Pigeon & On a Log	Friends Meet & Chromatic keyflops	Echoes with sway & Marching	Note Value Memory	Sparkling Stars	Sheep in the Meadow	Peter catches the wolf
39	drum sl & Tick Tock	Fingerplay requests & C scale keyflops	Switch-Switch & Patsching	Gator Gaps	Review	Sheep in the Meadow	The hunters arrive
40	Whale & Favourites	Fingerplay requests & Alphabet keyflops	Echoes DIY & Scarf dance	Key Clamber	Compose	Star Song requests	Procession to the zoo

### AURAL

- 2 min Sirens
- Crouch down on the ground and make a low "ooo" sound.
  - Stand up and raise your hands in the air while raising the pitch of the "ooo" sound.
  - Take it back down the way you came and then repeat.
- 
- 3 min Clap Your Hands
- Sit in a circle and sing this song together a few times, changing the actions each time.
  - As your students get used to the song you can ask them for suggestions of what you should do together.



### TECHNIQUE

- 5 min Meet Steve
- Introduce your students to your technique assistant. Mine is a lobster called Steve the Stickler but you can use any cuddly toy.
  - Sit at the piano and have your technique assistant check your posture and explain to your students what he is looking for.
    - Sits on your head to make sure you're sitting up tall.
    - Sits on shoulders to make sure they're relaxed.
    - Goes down to the foot stool to check the feet are firmly planted.
  - Now have your students sit up at the piano (1/2 at a time if you have one instrument or all if you have space) and raise their hands on to the keys without playing.
  - Get your technique assistant to check over their posture one-by-one. Be playful and make it fun by giving him/her a personality and perhaps a funny voice.

### RHYTHM

- 5 min Switch-Switch
- Sit in a circle and start by clapping and saying "ta, ta, ta, ta..."
  - After a few bars/measures say "1, 2, ready, switch" and change to "titi, titi, titi, titi" using patsch (lap tap).
  - Switch back and forth a few times.
  - Stand up and do the same activity, this time marching on the spot instead of clapping.
  - Go at a slow tempo so that the ♩ is not too fast and can be done accurately on tiptoes.
  - Sit back down in a circle and hand an untuned percussion instrument (egg shaker, hand drum, clave, etc.) to each child.
  - Try the Switch-Switch activity one more time with the instruments, switching between ♩ and ♪



## Week 1

## Preschool Group Plan: Mini Musicians One

### THEORY

- 5 min Keyboard Builder
- Take out the [Keyboard Builder](#) cards and spread them out on the floor.
  - Explain that the piano is made up of big and small groups of black keys.
  - Pick up one of the 2 black key cards and place it a little distance away from the pile of cards or on a table. Make sure to pick a spot where all the students can see it.
  - Ask one student to find a group of 3 black keys and give it to you. Place this beside your 2 black key card to start to create your keyboard.
  - Continue in this way, asking a different student to pick up the card for you each time.

### OPTION 1: IMPROVISATION EXPLORATIONS

- 10-15 min Rain Showers
- Discuss the forest scenes that you're going to be exploring together through music. Have your students been to a forest? What did they see there?
  - Show your students the Rain Showers card from the Improvisation Explorations 1 set and tell your students that the first forest sound you're going to create is a rain shower. Demonstrate touching the floor or table with finger 2 of each hand, alternating between left and right while saying "pit-ter, pat-ter" and ask them to practise it with you.
  - Have each student try improvising raindrops on the black keys with you, one at a time.
  - Ask all the other students to help you keep in time by saying "pit-ter, pat-ter". You can also give them rhythm instruments to play in time that will add to the rain shower effect such as egg shakers or rain sticks.

### OPTION 2: STAR SONGS

- 10-15 min Recreate a Song
- Put the *Star Songs Cards* in a pile.
  - Look at *Rain is Falling Down* and recreate it as a team by placing cards in a straight line on the floor.
  - Sing the song together when it's done while walking along the line of cards.
  - Repeat this process for *Mary Had a Little Lamb* if you have time.

### OPTION 3: LISTENING IN COLOUR

- 10-15 min The Lion
- Listen to *The Lion* together. Ask your students what animal they think this piece is about. Once they guess, talk about what makes it sound like a lion.
  - Listen to the track again and ask your students to move around the room like lions as they listen.
  - Take out the books and have your students colour in the lion picture. Leave the music on as they colour. (Let it roll on to the next animals if you get sick of *The Lion*!)

### WIND DOWN

- 2 min Wind-down routine
- Put on *Waltz of the Flowers* from Tchaikovsky's *Nutcracker*.
  - Hold hands and walk around in a circle, getting slower and slower until about the first minute (the harp section before the waltz pattern begins) and then gently come to a stop and sit down.
  - Leave the track on in the background as everyone gets organised with coats back on and parents arrive for pick-up.

Notes to self:

## Week 2

## Preschool Group Plan: Mini Musicians One

### AURAL

- |                       |  |
|-----------------------|--|
| 2 min Sirens          | <ul style="list-style-type: none"> <li>• Crouch down on the ground and make a low "ooo" sound.</li> <li>• Stand up and raise your hands in the air while raising the pitch of the "ooo" sound.</li> <li>• Take it back down the way you came and then repeat.</li> </ul> |
| 3 min Clap Your Hands | <ul style="list-style-type: none"> <li>• Sit in a circle and sing this song together a few times, changing the actions each time.</li> <li>• As your students get used to the song you can ask them for suggestions of what you should do together.</li> </ul>           |

### TECHNIQUE

- |                      |  |
|----------------------|--|
| 5 min Warmup & Steve | <ul style="list-style-type: none"> <li>• Do this posture warmup routine together: <ul style="list-style-type: none"> <li>◦ Stand up facing each other in a circle.</li> <li>◦ Swing your arms around, flopping them at your sides.</li> <li>◦ Lift up your arms and let them fall loosely down three times.</li> </ul> </li> <li>• Then remind your students about your technique assistant and what he's looking for when they sit at the piano.</li> <li>• Have your students sit up at the piano (1/2 at a time if you have one instrument or all if you have space) and raise their hands on to the keys without playing.</li> <li>• Get your technique assistant to check over their posture one-by-one.</li> </ul> |
|----------------------|--|

### RHYTHM

- |                     |  |
|---------------------|--|
| 3 min Switch-Switch | <ul style="list-style-type: none"> <li>• Sit in a circle and start by clapping and saying "ta, ta, ta, ta..."</li> <li>• After a few bars/measures say "1, 2, ready, switch" and change to "titi, titi, titi, titi" using patsch (lap tap).</li> <li>• Switch back and forth a few times.</li> </ul> |
| 2 min Marching      | <ul style="list-style-type: none"> <li>• Put on one of the tracks from the marching playlist (or any music with a strong marching beat).</li> <li>• Stand in a circle and march on the spot together. Encourage your students to try to match their steps with yours.</li> </ul>                     |

### THEORY

- |   |  |
|---|--|
| 5 min Keyboard Builder & Dogs and Frogs | <ul style="list-style-type: none"> <li>• Take out the <a href="#">Keyboard Builder</a> cards and spread them out on the floor.</li> <li>• Explain that the piano is made up of big and small groups of black keys.</li> <li>• Pick up one of the 2 black key cards and place it a little distance away from the pile of cards or on a table. Make sure to pick a spot where all the students can see it.</li> <li>• Ask one student to find a group of 3 black keys and give it to you. Place this beside your 2 black key card to start to create your keyboard.</li> <li>• Continue in this way, asking a different student to pick up the card for you each time until you have all the cards laid out in a row.</li> <li>• Then, take out the <a href="#">Dogs and Frogs</a> and show your students how the dog sits nicely in his home on the 2 black keys.</li> <li>• Ask one student at a time to place a dog on a 2 black key card.</li> <li>• Repeat this process for the frogs.</li> </ul> |
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### OPTION 1: IMPROVISATION EXPLORATIONS

- 10-15 min Deep Lake
- Hold up the Rain Showers card and ask your students if they remember how the rain sounds on the piano. Demonstrate touching the floor or table with finger 2 of each hand, alternating between left and right while saying "pit-ter, pat-ter" and ask them to practise it with you.
  - Hold up the Deep Lake card and ask your students what they see.
  - Explain that this is a very deep lake so you need to make low sounds on the piano and show them which side of the piano has the low sounds.
  - Before you go to the piano practise together by touching the floor/table with your left finger 2 and holding while saying "long and low and slow" in a dramatic slow motion voice.
  - Have each student try improvising the Deep Lake and then the Rain Showers on the black keys with you, one at a time.
  - Ask all the other students to help you keep in time by saying "long and low and slow" or "pit-ter, pat-ter". You can also give them rhythm instruments to play in time that will add to the rain shower effect such as egg shakers or rain sticks.

### OPTION 2: STAR SONGS

- 10-15 min Go Get
- Get a set of *Star Songs Key Sticks* and explain that the D lives in the middle of the 2 black keys. Get one student at a time to help you place the other tokens: first C and E and then F G A B. (Point to the key for each token rather than having them guess – there will be time to practise key names later!)
  - Put the *Star Songs Cards* in a pile on the opposite side of the room to the piano.
  - Ask one student to pick up a specific card, bring it to the piano and play that key before putting the card back in the storage folder/box.
  - Stick to 1s, 2s or 3s of the one colour (e.g. "3 red cards") the first time you play this game to make sure every student can be successful.

### OPTION 3: LISTENING IN COLOUR

- 10-15 min The Lion
- Listen to *The Lion* together. Ask your students if they remember or can guess what animal this piece is about.
  - Once they get it, talk about what makes it sound like a lion. Use the listening reflection questions from their workbooks to help you.
  - Listen to the track again and ask your students to move around the room like lions as they listen.
  - Complete the lion worksheets (pages 2-4 in the workbook) together. Leave the music on as they colour.

### WIND DOWN

- 2 min Wind-down routine
- Put on *Waltz of the Flowers* from Tchaikovsky's *Nutcracker*.
  - Hold hands and walk around in a circle, getting slower and slower until about the first minute (the harp section before the waltz pattern begins) and then gently come to a stop and sit down.
  - Leave the track on in the background as everyone gets organised with coats back on and parents arrive for pick-up.

## Week 3

## Preschool Group Plan: Mini Musicians One

### AURAL

2 min *so-mi*  
warmup

- Sit in a circle. Ask your students to sing with you and then sing a pattern of *so* and *mi* using Kirwin handsigns or your own improvised gestures to show when you're changing notes. (The following is just an example.)



3 min Clap Your  
Hands

- Sit in a circle and sing this song together a few times, changing the actions each time.
- Ask your students for ideas for actions you should do together.

### TECHNIQUE

3 min Warmup &  
Steve

- Do this posture warmup routine together:
  - Stand up facing each other in a circle.
  - Swing your arms around, flopping them at your sides.
  - Lift up your arms and let them fall loosely down three times.
  - Lift your shoulders up to your ears and make a tense scrunched-up face and say "shoulders tense", roll them back and down and say "shoulders relaxed" with a little sigh. Repeat this three times.
- Then remind your students about your technique assistant and what he's looking for when they sit at the piano.
- Have your students sit up at the piano (2 at a time if you have one instrument or all if you have space) and raise their hands on to the keys without playing.
- This week, add an extra step to work on round hand shape. Have your technique assistant put their claw/paw under the student's hand on the piano to check.

2 min Dancing  
Fingers

- Sit in a circle and show your students the [Dancing Fingers fingerplay](#).
- Repeat a few times and encourage them to join in.

### RHYTHM

3 min ta-titi  
improv

- Quickly review ta and titi using the Switch-Switch exercise.
- Have the students sit at the piano and tell them when you say "1 2 ready play" to play ta on the black keys.
- If you cannot sit all your students at the piano at the same time give each of the other students a rhythm instrument to tap ta.
- Improvise together with ta on the black keys and if this goes well change to titi. (And swap the students around as well if only some are at the piano.)

2 min Patsch the  
beat

- Put on one of the tracks from the marching playlist (or any music with a strong marching beat).
- Sit in a circle and patsch (lap tap) together to the beat.
- Encourage your students to try to patsch in time with you.



### THEORY

- 5 min Dogs and Frogs
- Hold up a dog from the [Dogs and Frogs](#) and show your students how the dog sits nicely in his home on the 2 black keys on the piano.
  - Ask one student at a time to place a dog on a 2 black key group on the piano.
  - Repeat this process for the frogs.

### OPTION 1: IMPROVISATION EXPLORATIONS

- 10-15 min Forest Floor
- Review the Rain Showers and Deep Lake actions sitting in a circle and practising on the table/floor together as you go.
  - Introduce the Forest Floor card. Ask your students what they would find on the forest floor. What sound do the twigs and branches make when we step on them?
  - Show them how to make this "crunch crunch" sound with finger 2 of both hands together.
  - Tell them that since most of the twigs have been stepped on already, we leave a break between these sounds. Practise saying and air-playing "crunch crunch" and then pausing before doing the next one.
  - Have each student try improvising the Deep Lake, Rain Showers and Forest Floor on the black keys with you, one at a time.
  - Ask all the other students to help you keep in time by saying "long and low and slow" or "pit-ter, pat-ter" or "crunch crunch". You can also give them rhythm instruments to play in time that will add to the forest floor effect such as sticks or claves.

### OPTION 2: STAR SONGS

- 10-15 min Pattern Pro
- Create a simple pattern with the *Star Songs Cards* on the floor or a table.



- Ask your students which card comes next and once they guess correctly ask one student to find that card for you and add it to the pattern.
- Continue this for a few rounds (repeating the pattern further) before starting a new pattern.
- Once your students get really comfortable with this process and what patterns look like you can ask one of them to create the initial pattern for the others to continue.

### OPTION 3: LISTENING IN COLOUR

- 10-15 min Hens and Roosters
- Listen to *Hens and Roosters* together. Ask your students to guess what animal they think this piece is about.
  - Once they get it, talk about what makes it sound like hens and roosters.
  - Listen to the track again and ask your students to move around the room like hens and roosters as they listen.
  - Take out the books and have your students colour in the hens and roosters picture. Leave the music on as they colour.

### WIND DOWN

- 2 min Wind-down routine
- Put on *Waltz of the Flowers* from Tchaikovsky's *Nutcracker*.
  - Hold hands and walk around in a circle, getting slower and slower until about the first minute (the harp section before the waltz pattern begins) and then gently come to a stop and sit down.
  - Leave the track on in the background as everyone gets organised with coats back on and parents arrive for pick-up.

Notes to self:

## AURAL

- 2 min *so-mi* warmup
- Sit in a circle. Ask your students to sing with you and then sing a pattern of *so* and *mi* using Kirwin handsigns or your own improvised gestures to show when you're changing notes.

- 3 min *Cobbler Cobbler*
- Show your students this song with 2 puppets or toys to act as the characters
  - Sing the song together continuing to act it out with your characters.

*Character 1*



Cob - bler, cob - bler, mend my shoe. Have it done by half past two.

5 *Character 2*



Half past two is much too late. Have it done by half past eight.

## TECHNIQUE

- 3 min Warmup & Steve
- Do this posture warmup routine together:
    - Stand up facing each other in a circle.
    - Swing your arms around, flopping them at your sides.
    - Lift up your arms and let them fall loosely down three times.
    - Do wrist circles saying "wrist circles round and round".
    - Lift your shoulders up to your ears and make a tense scrunched-up face and say "shoulders tense", roll them back and down and say "shoulders relaxed" with a little sigh. Repeat this three times.
  - Then remind your students about your technique assistant and what he's looking for when they sit at the piano.
  - Have your students sit up at the piano (2 at a time if you have one instrument or all if you have space) and raise their hands on to the keys without playing.
  - Get your technique assistant to check each student's posture and hand shape.

- 2 min *Dancing Fingers*
- Sit in a circle and show your students the [Dancing Fingers fingerplay](#).
  - Repeat a few times and encourage them to join in.

## RHYTHM

- 3 min *ta-titi* improv
- Quickly review ta and titi using the Switch-Switch exercise.
  - Have the students sit at the piano and tell them when you say "1 2 ready play" to play ta on the white keys.
  - If you cannot sit all your students at the piano at the same time give each of the other students a rhythm instrument to tap ta.
  - Improvise together with ta on the white keys and if this goes well change to titi. (And swap the students around as well if only some are at the piano.)

## Week 4

## Preschool Group Plan: Mini Musicians One

- |                   |  |
|-------------------|--|
| 2 min    Marching | <ul style="list-style-type: none"> <li>• Put on one of the tracks from the marching playlist (or any music with a strong marching beat).</li> <li>• Stand in a circle and march on the spot together. Encourage your students to try to match their steps with yours.</li> </ul> |
|-------------------|--|

### THEORY

- |                         |  |
|-------------------------|--|
| 5 min    Dogs and Frogs | <ul style="list-style-type: none"> <li>• Hold up a dog from the <a href="#">Dogs and Frogs</a> and show your students how the dog sits nicely in his home on the 2 black keys on the piano.</li> <li>• Ask one student at a time to place a dog on a 2 black key group on the piano.</li> <li>• Repeat this process for the frogs.</li> <li>• Once the cards are in place ask each student in turn to play all the groups of 2 black keys.               <ul style="list-style-type: none"> <li>◦ They can do this with fingers 2 and 3, finger 2 of both hands or just a flat palm. Don't worry about correcting their technique at this stage.</li> <li>◦ It may be easier to have the students do this standing rather than getting properly seated at the piano. This will save time and the point of the exercise is pattern identification not technique.</li> </ul> </li> </ul> |
|-------------------------|--|

### OPTION 1: IMPROVISATION EXPLORATIONS

- |                             |   |
|-----------------------------|---|
| 10-15 min    Whistling Wind | <ul style="list-style-type: none"> <li>• Review the Deep Lake and Forest Floor actions sitting in a circle and practising on the table/floor together as you go.</li> <li>• Introduce the Whistling Wind card. Ask your students what the wind sounds like through the trees.</li> <li>• Show them the "whistling wind" pattern alternating between left and right finger 2. Practise this pattern on an air-piano.</li> <li>• Have each student try improvising the Deep Lake, Forest Floor and Whistling Wind patterns on the black keys with you, one at a time.</li> <li>• Ask all the other students to help you keep in time by saying "long and low and slow" or "whistling wind" or "crunch crunch".</li> </ul> |
|-----------------------------|---|

### OPTION 2: STAR SONGS

- |                                   |  |
|-----------------------------------|--|
| 10-15 min    Rain is Falling Down | <ul style="list-style-type: none"> <li>• Sing <i>Rain is Falling Down</i> together with actions to emphasise the pitches:               <ul style="list-style-type: none"> <li>◦ Tap head for <i>mi</i></li> <li>◦ Tap shoulders for <i>re</i></li> <li>◦ Tap knees for <i>do</i></li> </ul> </li> <li>• Show your students <i>Rain is Falling Down</i> in their Star Songs book and explain how we follow the music from left to right and that each star equals one note/sound.</li> <li>• Ask your students which colours you need for this song and find those bells/boomwhackers/bars on the xylophone together.</li> <li>• Give each child one note to play. If you only have one set of bells the rest of the students will be the singers.</li> <li>• Point and follow the music together (make sure everyone can see). If your students are having trouble following sing the colours together instead of the lyrics.</li> <li>• Swap roles/notes and try the song a few more times.</li> </ul> |
|-----------------------------------|--|

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## Week 5

## Preschool Group Plan: Mini Musicians One

### AURAL

- |       |                        |   |
|-------|------------------------|---|
| 2 min | <i>so-mi</i><br>warmup | <ul style="list-style-type: none"> <li>• Sit in a circle. Ask your students to sing with you and then sing a pattern of <i>so</i> and <i>mi</i> using Kirwin handsigns or your own improvised gestures to show when you're changing notes.</li> </ul>   |
| 3 min | Cobbler<br>Cobbler     | <ul style="list-style-type: none"> <li>• Show your students this song with 2 puppets or toys to act as the characters.</li> <li>• Sing the song together continuing to act it out with your characters.</li> <li>• Select half of your students to be the first character and half to be the second.</li> <li>• Sing the song again with you doing both parts and show with the toys or puppets which character is singing. Your students should only sing when it's their character's turn.</li> </ul> |

### TECHNIQUE

- |       |                    |  |
|-------|--------------------|--|
| 3 min | Keyflops           | <ul style="list-style-type: none"> <li>• Remind your students about the floppy arms that you've been practising together.</li> <li>• Sit at the piano and demonstrate flopping with open palm onto the keys.</li> <li>• Get your students to each try this with as relaxed an arm as they can – no pushing!</li> </ul> |
| 2 min | Dancing<br>Fingers | <ul style="list-style-type: none"> <li>• Do the <a href="#">Dancing Fingers fingerplay</a> together.</li> </ul>  |

### RHYTHM

- |       |               |  |
|-------|---------------|--|
| 3 min | Switch-Switch | <ul style="list-style-type: none"> <li>• Introduce the new note: "ta-2-3-4" with the action <i>clap-shake-shake-shake</i>.</li> <li>• Sit in a circle and start by clapping and saying "ta, ta, ta, ta..."</li> <li>• After a few bars/measures say "1, 2, ready, switch" and change to "ta-2-3-4".</li> <li>• After a few more bars/measures say "1, 2, ready, switch" and change to "titi, titi, titi, titi" using patsch (lap tap).</li> <li>• Switch back and forth a few times.</li> </ul>                            |
| 2 min | Scarves       | <ul style="list-style-type: none"> <li>• Put on one of the tracks from the movement playlist.</li> <li>• Stand in a circle and practise moving the scarves to the music. Get your students to follow you with different movements:               <ul style="list-style-type: none"> <li>◦ Up and down</li> <li>◦ Side-to-side</li> <li>◦ Circles</li> <li>◦ Towards each other and then dragging away along the floor</li> </ul> </li> <li>• Have fun with this and improvise any movements that fit the music.</li> </ul> |

### THEORY

- |       |                       |   |
|-------|-----------------------|---|
| 5 min | Same and<br>different | <ul style="list-style-type: none"> <li>• Tell your students that you're going to play two sounds. If the sounds are the same they should hold up both hands at shoulder height (think of getting ready for a high ten). If the sounds are different they should put one hand up and one down.</li> <li>• Play a few examples and mix it up with single notes and chords.</li> </ul> |
|-------|-----------------------|---|

### OPTION 1: IMPROVISATION EXPLORATIONS

- 10-15 min Waterfall
- Review the Rain Showers and Whistling Wind actions sitting in a circle and practising on the table/floor together as you go.
  - Introduce the Waterfall card. Ask your students to describe a waterfall.
  - Show them how the waterfall slides down (right to left). Practise this pattern on an air-piano.
  - Have each student try improvising the Rain Showers, Whistling Wind and Waterfall patterns on the black keys with you, one at a time.
  - Ask all the other students to help you keep in time by saying "pitter patter" or "whistling wind" or "falling down".

### OPTION 2: STAR SONGS

- 10-15 min Mary Had a Little Lamb
- Sing *Mary Had a Little Lamb* together with actions to emphasise the pitches:
    - Tap head for *mi*
    - Tap shoulders for *re*
    - Tap knees for *do*
  - Show your students *Mary Had a Little Lamb* in their Star Songs book and explain how we follow the music from left to right and that each star equals one note/sound.
  - Ask your students which colours you need for this song and find those bells/boomwhackers/bars on the xylophone together.
  - Give each child one note to play. If you only have one set of bells the rest of the students will be the singers.
  - Point and follow the music together (make sure everyone can see). If your students are having trouble following sing the colours together instead of the lyrics.
  - Swap roles/notes and try the song a few more times.

### OPTION 3: LISTENING IN COLOUR

- 10-15 min Wild Donkeys
- Listen to *Wild Donkeys* together. Ask your students to guess what animal they think this piece is about.
  - Once they get it, talk about what makes it sound like donkeys.
  - Listen to the track again and ask your students to move around the room like donkeys as they listen.
  - Take out the books and have your students colour in the donkeys picture. Leave the music on as they colour.

### WIND DOWN

- 2 min Wind-down routine
- Put on *Waltz of the Flowers* from Tchaikovsky's *Nutcracker*.
  - Hold hands and walk around in a circle, getting slower and slower until about the first minute (the harp section before the waltz pattern begins) and then gently come to a stop and sit down.
  - Leave the track on in the background as everyone gets organised with coats back on and parents arrive for pick-up.

## Week 6

## Preschool Group Plan: Mini Musicians One

### AURAL

2 min *do-la*  
warmup

- Sit in a circle. Ask your students to sing with you and then sing a pattern of *do* and *la* using Kirwin handsigns or your own improvised gestures to show when you're changing notes. (The following is just an example.)



3 min *Cobbler*  
*Cobbler*

- Sing the song together while you act it out with your characters.
- Select half of your students to be the first character and half to be the second.
- Sing the song again with you doing both parts and show with the toys or puppets which character is singing. Your students should only sing when it's their character's turn.

### TECHNIQUE

3 min *Keyflops*

- Remind your students about the floppy arms that you've been practising together.
- Sit at the piano and demonstrate flopping with open palm onto the keys.
- Get your students to each try this with as relaxed an arm as they can – no pushing!

2 min *Here is the*  
*Beehive*

- Sit in a circle and show your students the [Here is the Beehive fingerplay](#).
- Repeat a few times and encourage them to join in.

### RHYTHM

3 min *ta-titi*  
*improv*

- Remind them about the new note: "ta-2-3-4" with the action *clap-shake-shake-shake*.
- Sit in a circle and start by clapping and saying "ta, ta, ta, ta..."
- After a few bars/measures say "1, 2, ready, switch" and change to "ta-2-3-4".
- After a few more bars/measures say "1, 2, ready, switch" and change to "titi, titi, titi, titi" using patsch (lap tap).
- Switch back and forth a few times.

2 min *Scarves*

- Put on one of the tracks from the movement playlist.
- Stand in a circle and practise moving the scarves to the music. Get your students to follow you with different movements:
  - Up and down
  - Side-to-side
  - Circles
  - Towards each other and then dragging away along the floor
- Have fun with this and improvise any movements that fit the music.

### THEORY

- 5 min Imaginary Dogs and Frogs
- Talk about the [Dogs and Frogs](#) and where each sits on the piano. Tell your students that this week you're not actually going to put them on the piano; you're just going to imagine that they're there.
  - Ask each student in turn to play all the groups of 2 black keys and then all the groups of 3 black keys while the other students say "dog, dog, dog..." or "frog, frog, frog..."

### OPTION 1: IMPROVISATION EXPLORATIONS

- 10-15 min Little Puddles
- Review the Waterfall and Forest Floor actions sitting in a circle and practising on the table/floor together as you go.
  - Introduce the Little Puddles card. Ask your students if they like splashing in puddles. What sound does it make when they do?
  - Explain that to play the Little Puddles they're going to jump and then splash into different groups of black keys. Practise doing this on air-piano together.
  - Have each student try improvising the Waterfall, Forest Floor and Little Puddles patterns on the black keys with you, one at a time.
  - Ask all the other students to help you keep in time by saying "falling down" or "crunch crunch" or "splash...splash..."

### OPTION 2: STAR SONGS

- 10-15 min Hot Cross Buns
- Sing *Hot Cross Buns* together with actions to emphasise the pitches:
    - Tap head for *mi*
    - Tap shoulders for *re*
    - Tap knees for *do*
  - Show your students *Hot Cross Buns* in their Star Songs book and explain how we follow the music from left to right and that each star equals one note/sound.
  - Ask your students which colours you need for this song and find those bells/boomwhackers/bars on the xylophone together.
  - Give each child one note to play. If you only have one set of bells the rest of the students will be the singers.
  - Point and follow the music together (make sure everyone can see). If your students are having trouble following sing the colours together instead of the lyrics.
  - Swap roles/notes and try the song a few more times.

### OPTION 3: LISTENING IN COLOUR

- 10-15 min Wild Donkeys
- Listen to *Wild Donkeys* together. Ask your students if they remember or can guess what animal this piece is about.
  - Once they get it, talk about what makes it sound like donkeys. Use the listening reflection questions from their workbooks to help you.
  - Listen to the track again and ask your students to move around the room like donkeys as they listen.
  - Complete the donkey worksheets (pages 11-13 in the workbook) together. Leave the music on as they colour.

## Week 6

## Preschool Group Plan: Mini Musicians One

### WIND DOWN

- 2 min Wind-down routine
- Put on *Waltz of the Flowers* from Tchaikovsky's *Nutcracker*.
  - Hold hands and walk around in a circle, getting slower and slower until about the first minute (the harp section before the waltz pattern begins) and then gently come to a stop and sit down.
  - Leave the track on in the background as everyone gets organised with coats back on and parents arrive for pick-up.

Notes to self:



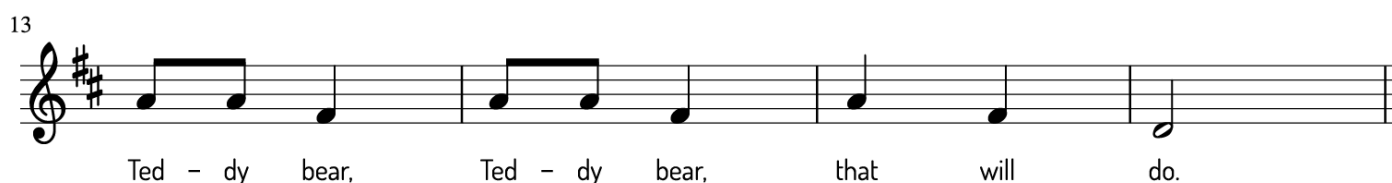
# Preschool Group Plan: Mini Musicians One

Week 7

## AURAL

2 min *do-la* warmup • Sit in a circle. Ask your students to sing with you and then sing a pattern of *do* and *la* using Kirwin handsigns or your own improvised gestures to show when you're changing notes.

3 min Teddy Bear • Sing the song for your students. Repeat a few times and ask them to join in.  
• Ask your students what the actions in the song were and then try them together while singing.



## TECHNIQUE

3 min Keyflops • Remind your students about the floppy arms that you've been practising together.  
• Sit at the piano and demonstrate flopping with open palm onto the keys.  
• Get your students to each try this with as relaxed an arm as they can – no pushing!

2 min Here is the Beehive • Sit in a circle and show your students the [Here is the Beehive fingerplay](#).  
• Repeat a few times and encourage them to join in.

## RHYTHM

3 min Echoes • Say a rhythm pattern and gesture for your students to join in on the echo. For example, you say “ta titi ta titi” pointing first to yourself and then to your student.  
• Start with one bar/measure rhythms in 2/4 using only ♩ and ♪ and extend to one bar/measure in 4/4 when your students are ready.

## Week 7

## Preschool Group Plan: Mini Musicians One

- 
- |       |                 |   |
|-------|-----------------|---|
| 2 min | Patsch the beat | <ul style="list-style-type: none"> <li>• Put on one of the tracks from the waltz playlist (or any music with a strong 3/4 beat that is slow enough).</li> <li>• Sit in a circle and patsch (lap tap) together to the beat.</li> <li>• Encourage your students to try to patsch in time with you.</li> </ul> |
|-------|-----------------|---|
- 

### THEORY

- 
- |       |          |  |
|-------|----------|--|
| 5 min | Dogs + D | <ul style="list-style-type: none"> <li>• Spread out the <a href="#">Keyboard Builder</a> cards, the <a href="#">Dogs and Frogs</a> and the <i>Star Songs Key Sticks</i> on the floor/table.</li> <li>• Ask your students to each find a small or 2 black key group.</li> <li>• Ask them who sits on top of these black keys. Once they've confirmed that it's the dog get your students to each find a dog and place it on top.</li> <li>• Tell them that the D key is the white key in the middle of the 2 black keys and ask them to find a D and place it in the middle. (If your students know some letters let them find this themselves; if they don't, tell them the colour of this note.)</li> <li>• Now ask them to take their dog and their D to the piano and find the same spot for them. You should have enough room for all students to do this together even if you only have one piano.</li> </ul> |
|-------|----------|--|
- 

### OPTION 1: IMPROVISATION EXPLORATIONS

- 
- |           |             |  |
|-----------|-------------|--|
| 10-15 min | Rays of Sun | <ul style="list-style-type: none"> <li>• Review the Little Puddles and Deep Lake actions sitting in a circle and practising on the table/floor together as you go.</li> <li>• Introduce the Rays of Sun card. Ask your students what they see on the card. How does sunshine look when it's coming down through trees?</li> <li>• Explain that to play the Rays of Sun they're going to jump between the gaps in the trees, going down the piano. Practise doing this on the floor/table together.</li> <li>• Have each student try improvising the Little Puddles, Deep Lake and Rays of Sun patterns on the black keys with you, one at a time.</li> <li>• Ask all the other students to help you keep in time by saying "sunshine falling" or "falling down" or "splash...splash..."</li> </ul> |
|-----------|-------------|--|
- 

### OPTION 2: STAR SONGS

- 
- |           |                             |   |
|-----------|-----------------------------|---|
| 10-15 min | Engine, Engine, Number Nine | <ul style="list-style-type: none"> <li>• Sing this song together with actions to emphasise the pitches:               <ul style="list-style-type: none"> <li>◦ Tap head for <i>mi</i></li> <li>◦ Tap shoulders for <i>re</i></li> <li>◦ Tap knees for <i>do</i></li> </ul> </li> <li>• Show your students <i>Engine, Engine, Number Nine</i> in their Star Songs book and remind them that we follow the music from left to right and that each star equals one note/sound.</li> <li>• Ask your students which colours you need for this song and find those bells/boomwhackers/bars on the xylophone together.</li> <li>• Give each child one note to play. If you only have one set of bells the rest of the students will be the singers.</li> <li>• Point and follow the music together. If your students are having trouble following sing the colours together instead of the lyrics.</li> <li>• Swap roles/notes and try the song a few more times.</li> </ul> |
|-----------|-----------------------------|---|
-

### OPTION 3: LISTENING IN COLOUR

- 10-15 min Tortoises
- Listen to *Tortoises* together. Ask your students to guess what animal they think this piece is about.
  - Once they get it, talk about what makes it sound like tortoises.
  - Listen to the track again and ask your students to move around the room like tortoises as they listen.
  - Take out the books and have your students colour in the tortoises picture. Leave the music on as they colour.

### WIND DOWN

- 2 min Wind-down routine
- Put on *Waltz of the Flowers* from Tchaikovsky's *Nutcracker*.
  - Hold hands and walk around in a circle, getting slower and slower until about the first minute (the harp section before the waltz pattern begins) and then gently come to a stop and sit down.
  - Leave the track on in the background as everyone gets organised with coats back on and parents arrive for pick-up.

Notes to self:

## Week 8

## Preschool Group Plan: Mini Musicians One

### AURAL

- |       |              |   |
|-------|--------------|---|
| 2 min | so-mi warmup | <ul style="list-style-type: none"> <li>• Sit in a circle. Ask your students to sing with you and then sing a pattern of so and mi using Kirwin handsigns or your own improvised gestures to show when you're changing notes.</li> </ul>   |
| 3 min | Teddy Bear   | <ul style="list-style-type: none"> <li>• Sing the song for your students. Repeat a few times and ask them to join in.</li> <li>• Ask your students what the actions in the song were and then try them together while singing.</li> </ul> |

### TECHNIQUE

- |       |                    |  |
|-------|--------------------|--|
| 3 min | Keyflops           | <ul style="list-style-type: none"> <li>• Remind your students about the floppy arms that you've been practising together.</li> <li>• Sit at the piano and demonstrate flopping with open palm onto the keys.</li> <li>• Get your students to each try this with as relaxed an arm as they can – no pushing!</li> </ul> |
| 2 min | Review fingerplays | <ul style="list-style-type: none"> <li>• Sit in a circle and practise the <i>Here is the Beehive</i> and <i>Dancing Fingers</i> <a href="#">fin-gerplays</a> together.</li> </ul>  |

### RHYTHM

- |       |               |   |
|-------|---------------|---|
| 3 min | Switch-Switch | <ul style="list-style-type: none"> <li>• This time for Switch-Switch give each student a rhythm instrument to use. (If the instrument is a shaker make sure they know to hold it in one hand and tap off the other to make the sound.)</li> <li>• Sit in a circle and start by clapping and saying "ta, ta, ta, ta..."</li> <li>• Say "1, 2, ready, switch" and change to "ta-2-3-4".</li> <li>• Then change to "titi, titi, titi, titi" using patsch (lap tap).</li> <li>• Switch back and forth a few times.</li> </ul> |
| 2 min | Beanbag pass  | <ul style="list-style-type: none"> <li>• Put on one of the tracks from the marching playlist (or any music with a strong marching beat that is slow enough).</li> <li>• Sit in a circle and pass a beanbag around to the beat.</li> <li>• Say "pass, pass, pass" to help them stay in time.</li> </ul>  |

### THEORY

- |       |          |  |
|-------|----------|--|
| 5 min | Dogs + D | <ul style="list-style-type: none"> <li>• Spread out the <a href="#">Keyboard Builder</a> cards, the <a href="#">Dogs and Frogs</a> and the <i>Star Songs Key Sticks</i> on the floor/table.</li> <li>• Ask your students to each find a small or 2 black key group.</li> <li>• Ask them who sits on top of these black keys. Once they've confirmed that it's the dog get your students to each find a dog and place it on top.</li> <li>• Tell them that the D key is the white key in the middle of the 2 black keys and ask them to find a D and place it in the middle. (If your students know some letters let them find this themselves; if they don't, tell them the colour of this note.)</li> <li>• Now ask them to take their dog and their D to the piano and find the same spot for them. You should have enough room for all students to do this together even if you only have one piano.</li> </ul> |
|-------|----------|--|

### OPTION 1: IMPROVISATION EXPLORATIONS

- 10-15 min Gentle Stream
- Review the Rays of Sun and Whistling Wind actions sitting in a circle and practising on the table/floor together as you go.
  - Introduce the Gentle Stream card. Ask your students what they see on the card. What sound does a little stream like this make?
  - Explain that to play the Gentle Stream they're going to do an extra special trick of hopping one hand over the other. Practise doing this on the floor/table together.
  - Have each student try improvising the Rays of Sun, Whistling Wind and Gentle Stream patterns on the black keys with you, one at a time.
  - Ask all the other students to help you keep in time by saying "sunshine falling" or "whistling wind" or "and over and back".

### OPTION 2: STAR SONGS

- 10-15 min Peter Taps
- Sing *Peter Taps* together with actions to emphasise the pitches:
    - Tap head for *mi*
    - Tap shoulders for *re*
    - Tap knees for *do*
  - Show your students *Peter Taps* in their Star Songs book and remind them that we follow the music from left to right and that each star equals one note/sound.
  - Ask your students which colours you need for this song and find those bells/boomwhackers/bars on the xylophone together.
  - Give each child one note to play. If you only have one set of bells the rest of the students will be the singers.
  - Point and follow the music together. If your students are having trouble following sing the colours together instead of the lyrics.
  - Swap roles/notes and try the song a few more times.

### OPTION 3: LISTENING IN COLOUR

- 10-15 min Tortoises
- Listen to *Tortoises* together. Ask your students if they remember or can guess what animal this piece is about.
  - Once they get it, talk about what makes it sound like tortoises. Use the listening reflection questions from their workbooks to help you.
  - Listen to the track again and ask your students to move around the room like tortoises as they listen.
  - Complete the tortoise worksheets (pages 15-17 in the workbook) together. Leave the music on as they colour.

### WIND DOWN

- 2 min Wind-down routine
- Put on *Waltz of the Flowers* from Tchaikovsky's *Nutcracker*.
  - Hold hands and walk around in a circle, getting slower and slower until about the first minute (the harp section before the waltz pattern begins) and then gently come to a stop and sit down.
  - Leave the track on in the background as everyone gets organised with coats back on and parents arrive for pick-up.



## Week 9

## Preschool Group Plan: Mini Musicians One

### AURAL

- |       |              |   |
|-------|--------------|---|
| 2 min | do-la warmup | <ul style="list-style-type: none"> <li>• Sit in a circle. Ask your students to sing with you and then sing a pattern of <i>do</i> and <i>la</i> using Kirwin handsigns or gestures.</li> </ul>  |
| 3 min | Teddy Bear   | <ul style="list-style-type: none"> <li>• Sing the song together while doing the actions. Repeat a few times.</li> <li>• Ask your students to suggest new actions you could do and sing the song again with some of their ideas. (Silliness encouraged, within reason!)</li> </ul> |

### TECHNIQUE

- |       |                         |   |
|-------|-------------------------|---|
| 3 min | D keyflops              | <ul style="list-style-type: none"> <li>• Tell your students that today you're going to practise flopping into just one key, but that they need to keep the same relaxed arm.</li> <li>• Sit at the piano and demonstrate flopping with finger 2 into the D key.</li> <li>• Get your students to each try this while the other students say "D-2-3-4" to help them hold the note.</li> </ul> |
| 2 min | Flat Hands, Round Hands | <ul style="list-style-type: none"> <li>• Sit in a circle and show your students the <a href="#">Flat Hands, Round Hands fingerplay</a>.</li> <li>• Repeat a few times and encourage them to join in.</li> </ul>   |

### RHYTHM

- |       |                         |  |
|-------|-------------------------|--|
| 3 min | ta-2-3-4 ta titi improv | <ul style="list-style-type: none"> <li>• Quickly review ta-2-3-4, ta and titi using the Switch-Switch exercise.</li> <li>• Have the students sit at the piano and tell them when you say "1 2 ready play" to play ta on the white keys.</li> <li>• If you cannot sit all your students at the piano at the same time give each of the other students a rhythm instrument to tap ta.</li> <li>• Improvise together with ta on the white keys and if this goes well change to ta-2-3-4 and then titi. (And swap the students around as well if only some are at the piano.)</li> </ul> |
| 2 min | Patsch the beat         | <ul style="list-style-type: none"> <li>• Put on one of the tracks from the waltz playlist (or any music with a strong 3/4 beat that is slow enough).</li> <li>• Sit in a circle and patsch (lap tap) together to the beat.</li> <li>• Encourage your students to try to patsch in time with you.</li> </ul>  |

### THEORY

- |       |              |  |
|-------|--------------|--|
| 5 min | High and low | <ul style="list-style-type: none"> <li>• Tell your students that you're going to play a sound on the piano. If the sound is high they should stretch up tall towards the sky. If the sound is low they should crouch down on the ground.</li> <li>• Play a few examples and mix it up with single notes and chords.</li> </ul> |
|-------|--------------|--|

### OPTION 1: IMPROVISATION EXPLORATIONS

- |           |        |  |
|-----------|--------|--|
| 10-15 min | Review | <ul style="list-style-type: none"> <li>• Take out the full set of <i>Improvisation Exploration Forest Creations</i> cards and go over each pattern on air-piano.</li> <li>• Have 2 students at a time sit at the piano and another student draw a card at random for them to play.</li> <li>• Continue this process (with different students each time) until all the cards are gone.</li> </ul> |
|-----------|--------|--|

### OPTION 2: STAR SONGS

- |           |                       |  |
|-----------|-----------------------|--|
| 10-15 min | Go Round the Mountain | <ul style="list-style-type: none"> <li>• Sing <i>Go Round the Mountain</i> together with actions to emphasise the pitches:               <ul style="list-style-type: none"> <li>◦ Tap head for <i>mi</i></li> <li>◦ Tap shoulders for <i>re</i></li> <li>◦ Tap knees for <i>do</i></li> </ul> </li> <li>• Show your students <i>Go Round the Mountain</i> in their Star Songs book and remind them that we follow the music from left to right and that each star equals one note/sound.</li> <li>• Ask your students which colours you need for this song and find those bells/boomwhackers/bars on the xylophone together.</li> <li>• Give each child one note to play. If you only have one set of bells the rest of the students will be the singers.</li> <li>• Point and follow the music together. If your students are having trouble following sing the colours together instead of the lyrics.</li> <li>• Swap roles/notes and try the song a few more times.</li> </ul> |
|-----------|-----------------------|--|

### OPTION 3: LISTENING IN COLOUR

- |           |              |   |
|-----------|--------------|---|
| 10-15 min | The Elephant | <ul style="list-style-type: none"> <li>• Listen to <i>The Elephant</i> together. Ask your students to guess what animal they think this piece is about.</li> <li>• Once they get it, talk about what makes it sound like an elephant.</li> <li>• Listen to the track again and ask your students to move around the room like elephants as they listen.</li> <li>• Take out the books and have your students colour in the elephants picture. Leave the music on as they colour.</li> </ul> |
|-----------|--------------|---|

### WIND DOWN

- |       |                   |  |
|-------|-------------------|--|
| 2 min | Wind-down routine | <ul style="list-style-type: none"> <li>• Put on <i>Waltz of the Flowers</i> from Tchaikovsky's <i>Nutcracker</i>.</li> <li>• Hold hands and walk around in a circle, getting slower and slower until about the first minute (the harp section before the waltz pattern begins) and then gently come to a stop and sit down.</li> <li>• Leave the track on in the background as everyone gets organised with coats back on and parents arrive for pick-up.</li> </ul> |
|-------|-------------------|--|

Notes to self:

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## Week 10

## Preschool Group Plan: Mini Musicians One

### AURAL

- 2 min Sirens
- Crouch down on the ground and make a low "ooo" sound.
  - Stand up and raise your hands in the air while raising the pitch of the "ooo" sound.
  - Take it back down the way you came and then repeat.

- 3 min Five Little Monkeys
- Sing the song for your students with the actions and ask them to join in as you repeat.

*Hold up one hand and wave lightly to the beat...*

Five lit - tle mon - keys sit - ting in a tree.

Hey Mist - er Croc - o - dile you can't catch me! SNAP!

*"bite" one finger off with the other hand*

### TECHNIQUE

- 3 min D keyflops
- Tell your students that today you're going to practise flopping into just one key, but that they need to keep the same relaxed arm.
  - Sit at the piano and demonstrate flopping with finger 2 into the D key.
  - Get your students to each try this while the other students say "D-2-3-4" to help them hold the note.

- 2 min Review
- Sit in a circle and practise the *Flat Hands Round Hands, Here is the Beehive* and *Dancing Fingers* [fingerplays](#) together.

### RHYTHM

- 3 min ta-2-3-4 ta titi improv
- Quickly review ta-2-3-4, ta and titi using the Switch-Switch exercise.
  - Have the students sit at the piano and tell them when you say "1 2 ready play" to play ta on the black keys.
  - If you cannot sit all your students at the piano at the same time give each of the other students a rhythm instrument to tap ta.
  - Improvise together with ta on the black keys and if this goes well change to ta-2-3-4 and then titi. (And swap the students around as well if only some are at the piano.)

- 2 min Marching
- Put on one of the tracks from the marching playlist (or any music with a strong marching beat).
  - Stand in a circle and march on the spot together. Encourage your students to try to match their steps with yours.

### THEORY

- 5 min Dogs + CDE
- Spread out the [Keyboard Builder](#) cards, the [Dogs and Frogs](#) and the *Star Songs Key Sticks* on the floor/table.
  - Ask your students to each find a small or 2 black key group.
  - Ask them who sits on top of these black keys. Once they've confirmed that it's the dog get your students to each find a dog and place it on top.
  - Remind them that the D key is the white key in the middle of the 2 black keys and ask them to find a D and place it in the middle.
  - Then tell them that C and E live on either side and help them to find those tokens and add them.
  - Now ask them to take their dog and their C D E tokens to the piano and find the same spot for them. You should have enough room for all students to do this together even if you only have one piano.

### OPTION 1: IMPROVISATION EXPLORATIONS

- 10-15 min Composing
- Take out the full set of Improvisation Exploration Forest Creations cards and go over each pattern on air-piano.
  - Tell your students that you're going to create your own piece using these cards. Which one should go first? What next? Take suggestions from all your students and lay them out in this order on the music stand.
  - Have 2 students sit at the piano and play the complete composition.
  - Give the students who are not playing specific jobs to do with rhythm instruments, e.g. "When we get to the Rain Showers gently shake this egg shaker."
  - Swap roles until everyone has had a chance to play at the piano.

### OPTION 2: STAR SONGS

- 10-15 min Rain is Falling Down
- Sing *Rain is Falling Down* together with actions to emphasise the pitches.
  - Show your students the song and remind them that we follow the music from left to right and that each star equals one note/sound.
  - Ask your students which colours you need for this song and find those *Star Songs Key Sticks* together.
  - Get each student to place the C D E tokens on the keys (just like they did earlier in the lesson).
  - Ask one student at a time to play the song on the piano while the other students point to the stars in time and sing along.

### OPTION 3: LISTENING IN COLOUR

- 10-15 min The Elephant
- Listen to *The Elephant* together. Ask your students if they remember or can guess what animal this piece is about.
  - Once they get it, talk about what makes it sound like an elephant. Use the listening reflection questions from their workbooks to help you.
  - Listen to the track again and ask your students to move around the room like elephants as they listen.
  - Complete the elephants worksheets (pages 19-21 in the workbook) together. Leave the music on as they colour.

### WIND DOWN

- 2 min Wind-down routine
- Put on *Waltz of the Flowers* from Tchaikovsky's *Nutcracker*.
  - Hold hands and walk around in a circle, getting slower and slower until about the first minute (the harp section before the waltz pattern begins) and then gently come to a stop and sit down.
  - Leave the track on in the background as everyone gets organised with coats back on and parents arrive for pick-up.

Notes to self:

## AURAL

- |       |                     |  |
|-------|---------------------|--|
| 2 min | do-la warmup        | <ul style="list-style-type: none"> <li>• Sit in a circle. Ask your students to sing with you and then sing a pattern of <i>do</i> and <i>la</i> using Kirwin handsigns or gestures.</li> </ul> |
| 3 min | Five Little Monkeys | <ul style="list-style-type: none"> <li>• Sing the song for your students with the actions and ask them to join in as you repeat.</li> </ul>  |

## TECHNIQUE

- |       |               |   |
|-------|---------------|---|
| 3 min | D keyflops    | <ul style="list-style-type: none"> <li>• Tell your students that today you're going to practise flopping into just one key, but that they need to keep the same relaxed arm.</li> <li>• Sit at the piano and demonstrate flopping with finger 2 into the D key.</li> <li>• Get your students to each try this while the other students say "D-2-3-4" to help them hold the note.</li> </ul> |
| 2 min | Ten Flamingos | <ul style="list-style-type: none"> <li>• Sit in a circle and show your students the <a href="#">Ten Flamingos fingerplay</a>.</li> <li>• Repeat a few times and encourage them to join in.</li> </ul>   |

## RHYTHM

- |       |         |  |
|-------|---------|--|
| 3 min | Echoes  | <ul style="list-style-type: none"> <li>• Say a rhythm pattern and gesture for your students to join in on the echo. For example, you say "ta titi ta titi" pointing first to yourself and then to your students.</li> <li>• Start with one bar/measure rhythms in <math>\frac{2}{4}</math> using only <math>\downarrow</math> and <math>\uparrow</math> and extend to one bar/measure in <math>\frac{4}{4}</math> when your students are ready.</li> </ul>   |
| 2 min | Scarves | <ul style="list-style-type: none"> <li>• Put on one of the tracks from the movement playlist.</li> <li>• Stand in a circle and practise moving the scarves to the music. Get your students to follow you with different movements: <ul style="list-style-type: none"> <li>◦ Up and down</li> <li>◦ Side-to-side</li> <li>◦ Circles</li> <li>◦ Towards each other and then dragging away along the floor</li> </ul> </li> <li>• Have fun with this and improvise any movements that fit the music.</li> </ul> |

## THEORY

- |       |            |   |
|-------|------------|---|
| 5 min | Dogs + CDE | <ul style="list-style-type: none"> <li>• Spread out the <a href="#">Keyboard Builder</a> cards, the <a href="#">Dogs and Frogs</a> and the <i>Star Songs Key Sticks</i> on the floor/table.</li> <li>• Ask your students to each find a small or 2 black key group.</li> <li>• Ask them who sits on top of these black keys. Once they've confirmed that it's the dog get your students to each find a dog and place it on top.</li> <li>• Remind them that the D key is the white key in the middle of the 2 black keys and ask them to find a D and place it in the middle.</li> <li>• Then tell them that C and E live on either side and help them to find those tokens and add them.</li> <li>• Now ask them to take their dog and their C D E tokens to the piano and find the same spot for them. You should have enough room for all students to do this together even if you only have one piano.</li> </ul> |
|-------|------------|---|



### OPTION 1: IMPROVISATION EXPLORATIONS

- 10-15 min Spiky Shells
- Discuss the ocean scenes that you're going to be exploring together through music. Have your students been to the ocean or the beach? What did they see there?
  - Show your students the Spiky Shells card from the Improvisation Explorations 2 set and tell your students that the first ocean sound you're going to create is Spiky Shells.
  - Demonstrate touching the floor or table with finger 2 jumping straight up (staccato) and saying "ouch!" and ask them to practise it with you.
  - Have each student try improvising spiky shells on the white keys with you, one at a time.
  - Ask all the other students to join in with the "ouch".

### OPTION 2: STAR SONGS

- 10-15 min Rain is Falling Down
- Sing *Rain is Falling Down* together with actions to emphasise the pitches.
  - Show your students the song and remind them that we follow the music from left to right and that each star equals one note/sound.
  - Ask your students which colours you need for this song and find those *Star Songs Key Sticks* together.
  - Get each student to place the C D E tokens on the keys (just like they did earlier in the lesson).
  - Ask one student at a time to play the song on the piano while the other students point to the stars in time and sing along.

### OPTION 3: LISTENING IN COLOUR

- 10-15 min Kangaroos
- Listen to Kangaroos together. Ask your students to guess what animal they think this piece is about.
  - Once they get it, talk about what makes it sound like kangaroos.
  - Listen to the track again and ask your students to move around the room like kangaroos as they listen.
  - Take out the books and have your students colour in the kangaroos picture. Leave the music on as they colour.

### WIND DOWN

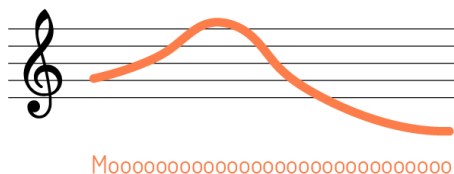
- 2 min Wind-down routine
- Put on *Waltz of the Flowers* from Tchaikovsky's *Nutcracker*.
  - Hold hands and walk around in a circle, getting slower and slower until about the first minute (the harp section before the waltz pattern begins) and then gently come to a stop and sit down.
  - Leave the track on in the background as everyone gets organised with coats back on and parents arrive for pick-up.

Notes to self:

**AURAL**

3 min Moos

- Demonstrate the moo sound starting in the midrange of your voice, going higher, and falling down.
- Draw this line (you don't need the staff) on a whiteboard or piece of paper to emphasise the shape.



- Try some moos together. (If you're feeling silly get down on all-fours and practise them as cows!)

2 min Five Little Monkeys

- Sing the song together with the actions.

## TECHNIQUE

3 min C keyflops

- Tell your students you're going to practise flopping into the C key.
- Sit at the piano and demonstrate flopping with finger 2 into the C key.
- Get your students to each try this while the other students say "C-2-3-4" to help them hold the note.

2 min Ten  
Flamingos

- Sit in a circle and show your students the [Ten Flamingos fingerplay](#).
- Repeat a few times and encourage them to join in.

## RHYTHM

3 min Switch-Switch

- Introduce the new note: "ta-2-3" with the action *clap-shake-shake*.
- Sit in a circle and start by clapping and saying "ta, ta, ta, ta..."
- Say "ready, set, switch" and change to "ta-2-3".
- Switch back and forth a few times.

2 min Beanbag pass

- Put on one of the tracks from the marching playlist.
- Sit in a circle and pass a beanbag around to the beat.
- Say "pass, pass, pass" to help them stay in time.

## THEORY

5 min Dogs + CDE

- Spread out the [Dogs and Frogs](#) and the *Star Songs Key Sticks* on the floor/table.
- Ask your students to each find a small or 2 black key group on the piano.
- Ask them who sits on top of these black keys. Once they've confirmed that it's the dog get your students to each find a dog and place it on top.
- Ask them who the white key in the middle of the 2 black keys is and then ask them to find a D and place it in the middle.
- Then remind them that C and E live on either side and help them to find those tokens and add them.

### OPTION 1: IMPROVISATION EXPLORATIONS

- 10-15 min Steamboat
- Hold up the Spiky Shells card and ask your students if they remember the pattern on the piano. Practise playing on the floor and jumping away quickly saying "ouch!"
  - Hold up the Steamboat card and ask your students what they see. Do they know what sound these types of boats make?
  - Give each student a [Keyboard Builder](#) card and practise playing notes that are one key apart saying "honk, honk!"
  - If any students have trouble finding this show them how to find side-by-side keys and then slide one over before playing.
  - Have each student try improvising the Spiky Shells and then the Steamboat on the white keys with you, one at a time.
  - Ask all the other students to join in with the "ouch!" and the "honk, honk!"

### OPTION 2: STAR SONGS

- 10-15 min Hot Cross Buns
- Sing *Hot Cross Buns* together with actions to emphasise the pitches.
  - Show your students the song and remind them that we follow the music from left to right and that each star equals one note/sound.
  - Ask your students which colours you need for this song and find those *Star Songs Key Sticks* together.
  - Get each student to place the C D E tokens on the keys (just like they did earlier in the lesson).
  - Ask one student at a time to play the song on the piano while the other students point to the stars in time and sing along.

### OPTION 3: LISTENING IN COLOUR

- 10-15 min Kangaroos
- Listen to *Kangaroos* together. Ask your students if they remember or can guess what animal this piece is about.
  - Once they get it, talk about what makes it sound like kangaroos. Use the listening reflection questions from their workbooks to help you.
  - Listen to the track again and ask your students to move around the room like kangaroos as they listen.
  - Complete the kangaroos worksheets (pages 22-25 in the workbook) together. Leave the music on as they colour.

### WIND DOWN

- 2 min Wind-down routine
- Put on *Waltz of the Flowers* from Tchaikovsky's *Nutcracker*.
  - Hold hands and walk around in a circle, getting slower and slower until about the first minute (the harp section before the waltz pattern begins) and then gently come to a stop and sit down.
  - Leave the track on in the background as everyone gets organised with coats back on and parents arrive for pick-up.

Notes to self:

## AURAL

- |       |                     |  |
|-------|---------------------|--|
| 3 min | so-mi warmup        | <ul style="list-style-type: none"> <li>• Sit in a circle. Ask your students to sing with you and then sing a pattern of so and mi using Kirwin handsigns or gestures.</li> </ul> |
| 2 min | Five Little Monkeys | <ul style="list-style-type: none"> <li>• Sing the song together with the actions.</li> </ul>   |

## TECHNIQUE

- |       |            |  |
|-------|------------|--|
| 3 min | C keyflops | <ul style="list-style-type: none"> <li>• Tell your students you're going to practise flopping into the C key.</li> <li>• Sit at the piano and demonstrate flopping with finger 2 into the C key.</li> <li>• Get your students to each try this while the other students say "C-2-3-4" to help them hold the note.</li> </ul> |
| 2 min | Review     | <ul style="list-style-type: none"> <li>• Sit in a circle and practise the <i>Ten Flamingos</i>, <i>Flat Hands Round Hands</i>, <i>Here is the Beehive</i> and <i>Dancing Fingers</i> <a href="#">fingerplays</a> together.</li> </ul>  |

## RHYTHM

- |       |                    |  |
|-------|--------------------|--|
| 3 min | Switch-Switch      | <ul style="list-style-type: none"> <li>• Remind them about the new note: "ta-2-3".</li> <li>• Sit in a circle and start by clapping and saying "ta, ta, ta..."</li> <li>• Say "ready, set, switch" and change to "ta-2-3..."</li> <li>• Say again "ready, set, switch" and change to "titi, titi, titi..."</li> <li>• Switch back and forth a few times.</li> </ul>  |
| 2 min | Metronome marching | <ul style="list-style-type: none"> <li>• Show your students a metronome or metronome app.</li> <li>• Set it to 60 bpm and ask your students to try to march around the room exactly in time with the ticks.</li> <li>• Then ask your students what number they think you should try next. Take the first possible answer and try it out together. What animal do they think would go at that speed?</li> <li>• Try other numbers they suggest if you have time.</li> </ul> |

## THEORY

- |       |                         |   |
|-------|-------------------------|---|
| 5 min | Musical Alphabet Memory | <ul style="list-style-type: none"> <li>• Play the CDE version of <a href="#">Musical Alphabet Memory</a> together.</li> </ul> |
|-------|-------------------------|---|

## OPTION 1: IMPROVISATION EXPLORATIONS

- |           |               |   |
|-----------|---------------|---|
| 10-15 min | Rolling Waves | <ul style="list-style-type: none"> <li>• Review the Steamboat and Spiky Shells actions sitting in a circle and practising on the table/floor together as you go.</li> <li>• Introduce the Rolling Waves card. Ask your students about their experiences with waves. Can they describe the way they move?</li> <li>• Show them how to roll like a wave with a closed fist.</li> <li>• Tell them that we only do one wave at a time. Practise taking turns around the circle doing the fist roll in the air.</li> <li>• Have two students at a time sit at the piano and try improvising the Steamboat, Spiky Shells and Rolling Waves on the white keys in pairs.</li> <li>• Ask all the other students to join in with the "ouch!" and the "honk, honk!"</li> </ul> |
|-----------|---------------|---|

- Sing *Hot Cross Buns* together with actions to emphasise the pitches.
- Show your students the song and remind them that we follow the music from left to right and that each star equals one note/sound.
- Ask your students which colours you need for this song and find those *Star Songs Key Sticks* together.
- Get each student to place the C D E tokens on the keys (just like they did earlier in the lesson).
- Ask one student at a time to play the song on the piano while the other students point to the stars in time and sing along.

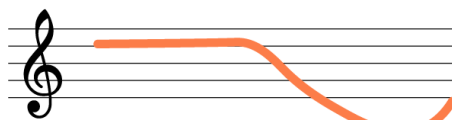
- Listen to *Aquarium* together. Ask your students to guess what they think this piece is about.
- Once they get it, talk about what makes it sound like fish.
- Listen to the track again and ask your students to move around the room like fish as they listen.
- Take out the books and have your students colour in the aquarium picture. Leave the music on as they colour.

- Put on *Waltz of the Flowers* from Tchaikovsky's Nutcracker.
- Hold hands and walk around in a circle, getting slower and slower until about the first minute (the harp section before the waltz pattern begins) and then gently come to a stop and sit down.
- Leave the track on in the background as everyone gets organised with coats back on and parents arrive for pick-up.

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## AURAL

- 3 min Meeows
- Demonstrate the meow sound starting in the high range of your voice, falling down, and rising a little at the end.
  - Draw this line (you don't need the staff) on a whiteboard or piece of paper to emphasise the shape.



Meeeeeeeeeeeeeeooooooow

- Try some meows together. (If you're feeling silly get down on all-fours and practise them as cats!)

- 2 min Clap Your Hands
- Sit in a circle and sing this song together a few times, changing the actions each time.
  - As your students get used to the song you can ask them for suggestions of what you should do together.

## TECHNIQUE

- 3 min E keyflops
- Tell your students you're going to practise flopping into the E key.
  - Sit at the piano and demonstrate flopping with finger 2 into the E key.
  - Get your students to each try this while the other students say "E-2-3-4" to help them hold the note.
- 2 min Five Fat Peas
- Sit in a circle and show your students the [Five Fat Peas fingerplay](#).
  - Repeat a few times and encourage them to join in.

## RHYTHM

- 3 min ta-2-3 ta titi improv
- Quickly review ta-2-3, ta and titi using the Switch-Switch exercise.
  - Have the students sit at the piano and tell them when you say "ready, set, play" to play ta on the black keys.
  - If you cannot sit all your students at the piano at the same time give each of the other students a rhythm instrument to tap ta.
  - Improvise together with ta on the black keys and if this goes well change to ta-2-3 and then titi. (And swap the students around as well if only some are at the piano.)
- 2 min Marching
- Put on one of the tracks from the marching playlist (or any music with a strong marching beat).
  - March around the room together.

## THEORY

- 5 min Loud and soft
- Tell your students that you're going to play a sound on the piano. If the sound is loud they should pretend to be a lion. If the sound is soft they should pretend to be a mouse.
  - Play a few examples and mix it up with single notes and chords.



### OPTION 1: IMPROVISATION EXPLORATIONS

- 10-15 min Scuba Diver
- Review the Steamboat and Rolling Waves actions sitting in a circle and practising on the table/floor together as you go.
  - Introduce the Scuba Diver card. Ask your students if they've ever seen a scuba diver. How do they breathe under water?
  - Show them how you're going to make bubble sounds by switching between two side-by-side white keys as quickly as possible.
  - Have two students at a time sit at the piano and try improvising the Steamboat, Rolling Waves and Scuba Diver on the white keys in pairs.
  - Ask all the other students to join in with the "ouch!" and the "honk, honk!"

### OPTION 2: STAR SONGS

- 10-15 min Peter Taps
- Sing *Peter Taps* together with actions to emphasise the pitches.
  - Show your students the song and remind them that we follow the music from left to right and that each star equals one note/sound.
  - Ask your students which colours you need for this song and find those *Star Songs Key Sticks* together.
  - Get each student to place the C D E tokens on the keys (just like they did earlier in the lesson).
  - Ask one student at a time to play the song on the piano while the other students point to the stars in time and sing along.

### OPTION 3: LISTENING IN COLOUR

- 10-15 min Aquarium
- Listen to *Aquarium* together. Ask your students if they remember or can guess what this piece is about.
  - Once they get it, talk about what makes it sound like fish. Use the listening reflection questions from their workbooks to help you.
  - Listen to the track again and ask your students to move around the room like fish as they listen.
  - Complete the aquarium worksheets (pages 27-29 in the workbook) together. Leave the music on as they colour.

### WIND DOWN

- 2 min Wind-down routine
- Put on *Waltz of the Flowers* from Tchaikovsky's *Nutcracker*.
  - Hold hands and walk around in a circle, getting slower and slower until about the first minute (the harp section before the waltz pattern begins) and then gently come to a stop and sit down.
  - Leave the track on in the background as everyone gets organised with coats back on and parents arrive for pick-up.

Notes to self:

## AURAL

2 min *do-la* warmup • Sit in a circle. Ask your students to sing with you and then sing a pattern of *do* and *la* using Kirwin handsigns or gestures.

3 min On a Log • Sing the song for your students with the actions and ask them to join in as you repeat.

*hold hands and sway to the beat...*

On a log Mis - ter Frog sang his song the whole day long.

5 *clap* *clap* *clap* *clap*

Glumf. Glumf. Glumf. Glumf.

## TECHNIQUE

3 min E keyflops • Tell your students you're going to practise flopping into the E key.  
• Sit at the piano and demonstrate flopping with finger 2 into the E key.  
• Get your students to each try this while the other students say "E-2-3-4" to help them hold the note.

2 min Five Fat Peas • Sit in a circle and do the [Five Fat Peas fingerplay](#) together a few times.

## RHYTHM

3 min ta-2-3 ta titi improv • Quickly review ta-2-3, ta and titi using the Switch-Switch exercise.  
• Have the students sit at the piano and tell them when you say "ready, set, play" to play ta on the white keys.  
• If you cannot sit all your students at the piano at the same time give each of the other students a rhythm instrument to tap ta.  
• Improvise together with ta on the white keys and if this goes well change to ta-2-3 and then titi. (And swap the students around as well if only some are at the piano.)

2 min Patsch the beat • Put on one of the tracks from the waltz playlist (or any music with a strong 3/4 beat that is slow enough).  
• Sit in a circle and patsch (lap tap) together to the beat.  
• Encourage your students to try to patsch in time with you.

## THEORY

5 min Musical Alphabet Memory • Play the CDE version of [Musical Alphabet Memory](#) together.

### OPTION 1: IMPROVISATION EXPLORATIONS

- 10-15 min Coral Reef
- Review the Scuba Diver and Spiky Shells actions sitting in a circle and practising on the table/floor together as you go.
  - Introduce the Coral Reef card. Ask your students if they know what coral is and show them photos or videos of a coral reef.
  - Tell them that this pattern starts with side-by-side keys played at the same time, and then one hand steps away from the other twice before coming back. Show this pattern on two [Keyboard Builder](#) cards while saying "stepping up and down".
  - Give each student two [Keyboard Builder](#) cards and practise this pattern together.
  - Have two students at a time sit at the piano and try improvising the Scuba Diver, Spiky Shells and Coral Reef on the white keys in pairs.
  - Ask all the other students play the patterns on air-piano while they watch.

### OPTION 2: STAR SONGS

- 10-15 min Peter Taps
- Sing *Peter Taps* together with actions to emphasise the pitches.
  - Show your students the song and remind them that we follow the music from left to right and that each star equals one note/sound.
  - Ask your students which colours you need for this song and find those *Star Songs Key Sticks* together.
  - Get each student to place the C D E tokens on the keys (just like they did earlier in the lesson).
  - Ask one student at a time to play the song on the piano while the other students point to the stars in time and sing along.

### OPTION 3: LISTENING IN COLOUR

- 10-15 min Mules
- Listen to *People with Long Ears* together. Ask your students to guess what they think this piece is about.
  - Once they know what it is, talk about what makes it sound like mules.
  - Listen to the track again and ask your students to move around the room like mules as they listen.
  - Take out the books and have your students colour in the mules picture. Leave the music on as they colour.

### WIND DOWN

- 2 min Wind-down routine
- Put on *Waltz of the Flowers* from Tchaikovsky's *Nutcracker*.
  - Hold hands and walk around in a circle, getting slower and slower until about the first minute (the harp section before the waltz pattern begins) and then gently come to a stop and sit down.
  - Leave the track on in the background as everyone gets organised with coats back on and parents arrive for pick-up.

Notes to self:

## AURAL

- 2 min Squiggles
- Draw a line on a whiteboard or piece of paper.
  - Ask your students to sing this shape with you to the sound "oo".
  - Repeat with different squiggles each time.

- 3 min On a Log
- Sing this song together a few times with the actions.

## TECHNIQUE

- 3 min F keyflops
- Tell your students you're going to practise flopping into the F key and show them where the F lives beside the frogs (3 black keys).
  - Sit at the piano and demonstrate flopping with finger 2 into the F key.
  - Get your students to each try this while the other students say "F-2-3-4" to help them hold the note.

- 2 min Review
- Sit in a circle and practise a few of the [fingerplays](#) your students know so far together.

## RHYTHM

- 3 min Echoes
- Say a rhythm pattern and gesture for your students to join in on the echo. For example, you say "ta titi ta titi" pointing first to yourself and then to your students.
  - Start with one bar/measure rhythms in  $\frac{2}{4}$  using only  $\text{♪}$  and  $\text{♪♪}$  and extend to one bar/measure in  $\frac{4}{4}$  when your students are ready.

- 2 min Scarves
- Put on one of the tracks from the movement playlist.
  - Stand in a circle and practise moving the scarves to the music. Get your students to follow you with different movements:
    - Up and down
    - Side-to-side
    - Circles
    - Towards each other and then dragging away along the floor
  - Have fun with this and improvise any movements that fit the music.

## THEORY

- 5 min Frogs + FGAB
- Spread out the [Keyboard Builder](#) cards, the [Dogs and Frogs](#) and the *Star Songs Key Sticks* on the floor/table.
  - Ask your students to each find a big or 3 black key group.
  - Ask them who sits on top of these black keys. Once they've confirmed that it's the frog get your students to each find a frog and place it on top.
  - Tell them that the F key is the white key at the start of the group and ask them to find an F and place it on the F.
  - Then tell them that G A B come after the F and help them to find those tokens and add them.
  - Now ask them to take their frog and their F G A B tokens to the piano and find the same spot for them. You should have enough room for all students to do this together even if you only have one piano.

### OPTION 1: IMPROVISATION EXPLORATIONS

- 10-15 min Whirlpool
- Review the Coral Reef and Rolling Waves actions sitting in a circle and practising on the table/floor together as you go.
  - Introduce the Whirlpool card. Ask your students if they know what a whirlpool is and discuss how the water moves in a whirlpool.
  - Demonstrate this pattern and talk about how the right hand crosses over the left hand and comes back again.
  - Give each student two [Keyboard Builder](#) cards and practise this pattern together saying "whirl-pool, whirl-pool, o-ver, o-ver, back back".
  - Have two students at a time sit at the piano and try improvising the Coral Reef, Rolling Waves and Whirlpool on the white keys in pairs.
  - Ask all the other students play the patterns on air-piano while they watch.

### OPTION 2: STAR SONGS

- 10-15 min Mary Had a Little Lamb
- Sing *Mary Had a Little Lamb* together with actions to emphasise the pitches.
  - Show your students the song and remind them that we follow the music from left to right and that each star equals one note/sound.
  - Ask your students which colours you need for this song and find those *Star Songs Key Sticks* together.
  - Get each student to place the F G A tokens on the keys (just like they did earlier in the lesson).
  - Ask one student at a time to play the song on the piano while the other students point to the stars in time and sing along.

### OPTION 3: LISTENING IN COLOUR

- 10-15 min Mules
- Listen to *People with Long Ears* together. Ask your students if they remember or can guess what animal this piece is about.
  - Once they get it, talk about what makes it sound like mules. Use the listening reflection questions from their workbooks to help you.
  - Listen to the track again and ask your students to move around the room like mules as they listen.
  - Complete the mules worksheets (pages 31-33 in the workbook) together. Leave the music on as they colour.

### WIND DOWN

- 2 min Wind-down routine
- Put on *Waltz of the Flowers* from Tchaikovsky's *Nutcracker*.
  - Hold hands and walk around in a circle, getting slower and slower until about the first minute (the harp section before the waltz pattern begins) and then gently come to a stop and sit down.
  - Leave the track on in the background as everyone gets organised with coats back on and parents arrive for pick-up.

Notes to self:

### AURAL

2 min *do-re-mi* warmup • Sit in a circle. Ask your students to sing with you and then sing a pattern of *do*, *re* and *mi* using Kirwin handsigns or gestures.

3 min On a Log • Sing this song together a few times with the actions.

### TECHNIQUE

3 min F keyflops • Tell your students you're going to practise flopping into the F key and remind them where the F lives beside the frogs (3 black keys).  
• Sit at the piano and demonstrate flopping with finger 2 into the F key.  
• Get your students to each try this while the other students say "F-2-3-4" to help them hold the note.

2 min Here is Finger 5 • Sit in a circle and do the [Here is Finger 5 fingerplay](#) together a few times.

### RHYTHM

3 min Echoes • Lead a few rhythm echoes.  
• Then ask each student in turn to come up with a pattern for everyone else to echo.

2 min Beanbag pass • Put on one of the tracks from the waltz playlist.  
• Sit in a circle and pass a beanbag around to the beat.  
• Say "pass, pass, pass" to help them stay in time.

### THEORY

5 min Frogs + FGAB • Spread out the [Keyboard Builder](#) cards, the [Dogs and Frogs](#) and the *Star Songs Key Sticks* on the floor/table.  
• Ask your students to each find a big or 3 black key group.  
• Ask them who sits on top of these black keys. Once they've confirmed that it's the frog get your students to each find a frog and place it on top.  
• Tell them that the F key is the white key at the start of the group and ask them to find an F and place it on the F.  
• Then tell them that G A B come after the F and help them to find those tokens and add them.  
• Now ask them to take their frog and their F G A B tokens to the piano and find the same spot for them. You should have enough room for all students to do this together even if you only have one piano.

### OPTION 1: IMPROVISATION EXPLORATIONS

10-15 min Rowboat • Review the Whirlpool and Steamboat actions sitting in a circle and practising on the table/floor together as you go.  
• Introduce the Rowboat card. Ask your students if they've ever been in or seen a rowboat. Try rowing imaginary boats together.  
• Tap/patsch and say "rowboat" together with the rhythm ♩. ♪  
• Then try this pattern going up an imaginary piano, step-by-step.



- Have two students at a time sit at the piano and try improvising the Whirlpool, Steamboat and Rowboat on the white keys in pairs.
- Ask all the other students to help them by saying "whirl-pool, whirl-pool, o-ver, o-ver, back back" or "honk, honk!" or "rowboat".

### OPTION 2: STAR SONGS

- 10-15 min Mary Had a Little Lamb
- Sing *Mary Had a Little Lamb* together with actions to emphasise the pitches.
  - Show your students the song and remind them that we follow the music from left to right and that each star equals one note/sound.
  - Ask your students which colours you need for this song and find those *Star Songs Key Sticks* together.
  - Get each student to place the F G A tokens on the keys (just like they did earlier in the lesson).
  - Ask one student at a time to play the song on the piano while the other students point to the stars in time and sing along.

### OPTION 3: LISTENING IN COLOUR

- 10-15 min Cuckoos
- Listen to *The Cuckoo* together. Ask your students to guess what they think this piece is about.
  - Once they know what it is, talk about what makes it sound like a cuckoo.
  - Listen to the track again and ask your students to move around the room like cuckoos as they listen.
  - Take out the books and have your students colour in the cuckoos picture. Leave the music on as they colour.

### WIND DOWN

- 2 min Wind-down routine
- Put on *Waltz of the Flowers* from Tchaikovsky's *Nutcracker*.
  - Hold hands and walk around in a circle, getting slower and slower until about the first minute (the harp section before the waltz pattern begins) and then gently come to a stop and sit down.
  - Leave the track on in the background as everyone gets organised with coats back on and parents arrive for pick-up.

Notes to self:

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## AURAL

- |       |                 |  |
|-------|-----------------|--|
| 3 min | Cake candles    | <ul style="list-style-type: none"> <li>Stand in a circle and demonstrate how you blow out birthday candles by taking a huge breath and spreading your arms wide and then slowly blowing out the air as you bring your arms inwards.</li> <li>Get your students to try this with you a couple of times.</li> <li>The next time, tell them to make an "oo" sound as they blow out the candles on the cake. Try this a few times together.</li> </ul> |
| 2 min | Cobbler Cobbler | <ul style="list-style-type: none"> <li>Sing this song together twice: the first time with everyone singing, the second time divided into two groups with the two characters.</li> </ul>  |

## TECHNIQUE

- |       |                  |  |
|-------|------------------|--|
| 3 min | B keyflops       | <ul style="list-style-type: none"> <li>Tell your students you're going to practise flopping into the B key and remind them where the B lives on the other side of the frogs (3 black keys).</li> <li>Sit at the piano and demonstrate flopping with finger 2 into the B key.</li> <li>Get your students to each try this while the other students say "B-2-3-4" to help them hold the note.</li> </ul> |
| 2 min | Here is Finger 5 | <ul style="list-style-type: none"> <li>Sit in a circle and do the <a href="#">Here is Finger 5 fingerplay</a> together a few times.</li> </ul>   |

## RHYTHM

- |       |                  |   |
|-------|------------------|---|
| 3 min | Echoes with sway | <ul style="list-style-type: none"> <li>Sit in a circle holding hands and sway steadily side-to-side.</li> <li>Say a rhythm pattern in time with the swaying beat and ask your students to echo it.</li> <li>Then ask each student in turn to come up with a pattern for everyone else to echo.</li> </ul>             |
| 2 min | Scarves          | <ul style="list-style-type: none"> <li>Put on one of the tracks from the marching playlist.</li> <li>Stand in a circle and practise moving the scarves to the music. Get your students to follow you with different movements.</li> <li>Have fun with this and improvise any movements that fit the music.</li> </ul> |

## THEORY

- |       |              |  |
|-------|--------------|--|
| 5 min | Frogs + FGAB | <ul style="list-style-type: none"> <li>Spread out the <a href="#">Dogs and Frogs</a> and the <i>Star Songs Key Sticks</i> on the floor/table.</li> <li>Ask your students who sits on top of the black keys. Once they've confirmed that it's the frog get your students to each find a frog and place it on the piano.</li> <li>Remind them that the F key is the white key at the start of the group and ask them to find an F and place it on the F.</li> <li>Then tell them that G A B come after the F and help them to find those tokens and add them.</li> </ul> |
|-------|--------------|--|

## OPTION 1: IMPROVISATION EXPLORATIONS

- |           |               |  |
|-----------|---------------|--|
| 10-15 min | Slimy Seaweed | <ul style="list-style-type: none"> <li>Review the Rowboat and Coral Reef actions sitting in a circle and practising on the table/floor together as you go.</li> <li>Introduce the Slimy Seaweed card. Ask your students if they've ever touched seaweed. What did it feel like?</li> </ul> |
|-----------|---------------|--|

- Tell them that you're going to show this sliminess on the piano by slipping from one hand to the other.
- Practise this on the floor/table together. Have two students at a time sit at the piano and try improvising the Rowboat, Coral Reef and Slimy Seaweed on the white keys in pairs.
- Ask all the other students to play the patterns on air-piano while they watch.

### OPTION 2: STAR SONGS

- |           |                       |   |
|-----------|-----------------------|---|
| 10-15 min | Go Round the Mountain | <ul style="list-style-type: none"> <li>• Sing <i>Go Round the Mountain</i> together with actions to emphasise the pitches.</li> <li>• Show your students the song and remind them that we follow the music from left to right and that each star equals one note/sound.</li> <li>• Ask your students which colours you need for this song and find those <i>Star Songs Key Sticks</i> together.</li> <li>• Get each student to place the F G A tokens on the keys (just like they did earlier in the lesson).</li> <li>• Ask one student at a time to play the song on the piano while the other students point to the stars in time and sing along.</li> </ul> |
|-----------|-----------------------|---|

### OPTION 3: LISTENING IN COLOUR

- |           |         |  |
|-----------|---------|--|
| 10-15 min | Cuckoos | <ul style="list-style-type: none"> <li>• Listen to <i>The Cuckoo</i> together. Ask your students if they remember or can guess what animal this piece is about.</li> <li>• Once they get it, talk about what makes it sound like a cuckoo. Use the listening reflection questions from their workbooks to help you.</li> <li>• Listen to the track again and ask your students to move around the room like cuckoos as they listen.</li> <li>• Complete the cuckoos worksheets (pages 35-37 in the workbook) together. Leave the music on as they colour.</li> </ul> |
|-----------|---------|--|

### WIND DOWN

- |       |                   |  |
|-------|-------------------|--|
| 2 min | Wind-down routine | <ul style="list-style-type: none"> <li>• Put on <i>Waltz of the Flowers</i> from Tchaikovsky's <i>Nutcracker</i>.</li> <li>• Hold hands and walk around in a circle, getting slower and slower until about the first minute (the harp section before the waltz pattern begins) and then gently come to a stop and sit down.</li> <li>• Leave the track on in the background as everyone gets organised with coats back on and parents arrive for pick-up.</li> </ul> |
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Notes to self:

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## AURAL

2 min *do-re-mi* warmup • Sit in a circle. Ask your students to sing with you and then sing a pattern of *do*, *re* and *mi* using Kirwin handsigns or gestures.

3 min Touch Your Shoulders • Sing this song while doing the actions described.  
• Repeat a few times and ask your students to join in.



Touch your shoul-ders, touch your knees. Raise your arms and drop them please.



Touch your ank-les, touch your toes. Pull your ears and touch your nose.

## TECHNIQUE

3 min B keyflops • Tell your students you're going to practise flopping into the B key and remind them where the B lives on the other side of the frogs (3 black keys).  
• Sit at the piano and demonstrate flopping with finger 2 into the B key.  
• Get your students to each try this while the other students say "B-2-3-4" to help them hold the note.

2 min Fingerplay requests • Ask your students which fingerplay they would like to do. Show them the sheet so that they can point to the pictures or use them as a reminder.

## RHYTHM

3 min Rhythm Vocab • Show your students the first [Rhythm Vocab](#) card. Point and explain that it says "ta ta ta ta". Then read it together.  
• Repeat this for a few more cards.

2 min Sway • Put on one of the tracks from the movement playlist.  
• Stand in a circle holding hands and sway side-to-side with the beat.

## THEORY

5 min Frogs + FGAB • Spread out the *Star Songs Key Sticks* on the floor/table.  
• Tell your students that the very first key on the piano is A. Can anyone find an A? Ask the student who finds it to place it on the key.  
• Continue asking different students to find and place the next token until you have decorated the whole piano together.

### OPTION 1: IMPROVISATION EXPLORATIONS

- 10-15 min Review
- Take out the full set of *Improvisation Exploration Ocean Creations* cards and go over each pattern on air-piano.
  - Have 2 students at a time sit at the piano and another student draw a card at random for them to play.
  - Continue this process (with different students each time) until all the cards are gone.

### OPTION 2: STAR SONGS

- 10-15 min Go Round the Mountain
- Sing *Go Round the Mountain* together with actions to emphasise the pitches.
  - Show your students the song and remind them that we follow the music from left to right and that each star equals one note/sound.
  - Ask your students which colours you need for this song and find those *Star Songs Key Sticks* together.
  - Get each student to place the F G A tokens on the keys (just like they did earlier in the lesson).
  - Ask one student at a time to play the song on the piano while the other students point to the stars in time and sing along.

### OPTION 3: LISTENING IN COLOUR

- 10-15 min Aviary
- Listen to *Aviary* together. Ask your students to guess what they think this piece is about.
  - Once they know what it is, talk about what makes it sound like birds.
  - Listen to the track again and ask your students to move around the room like birds as they listen.
  - Take out the books and have your students colour in the aviary picture. Leave the music on as they colour.

### WIND DOWN

- 2 min Wind-down routine
- Put on *Waltz of the Flowers* from Tchaikovsky's *Nutcracker*.
  - Hold hands and walk around in a circle, getting slower and slower until about the first minute (the harp section before the waltz pattern begins) and then gently come to a stop and sit down.
  - Leave the track on in the background as everyone gets organised with coats back on and parents arrive for pick-up.

Notes to self:

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### AURAL

- |       |                      |  |
|-------|----------------------|--|
| 2 min | Squiggles            | <ul style="list-style-type: none"> <li>• Draw a line on a whiteboard or piece of paper.</li> <li>• Ask your students to sing this shape with you to the sound "oo".</li> <li>• Repeat with different squiggles each time.</li> </ul> |
| 3 min | Touch Your Shoulders | <ul style="list-style-type: none"> <li>• Sing this song together a few times while doing the actions described.</li> </ul>   |

### TECHNIQUE

- |       |                     |  |
|-------|---------------------|--|
| 3 min | G keyflops          | <ul style="list-style-type: none"> <li>• Tell your students you're going to practise flopping into the G key and remind them where the G lives after the F.</li> <li>• Sit at the piano and demonstrate flopping with finger 2 into the G key.</li> <li>• Get your students to each try this while the other students say "G-2-3-4" to help them hold the note.</li> </ul> |
| 2 min | Fingerplay requests | <ul style="list-style-type: none"> <li>• Ask your students which fingerplay they would like to do. Show them the sheet so that they can point to the pictures or use them as a reminder.</li> </ul>  |

### RHYTHM

- |       |              |   |
|-------|--------------|---|
| 3 min | Rhythm Vocab | <ul style="list-style-type: none"> <li>• Show your students one of the first 14 <a href="#">Rhythm Vocab</a> cards. Point and read it aloud. Then read it together.</li> <li>• Repeat this for a few more cards.</li> </ul>             |
| 2 min | Beanbag pass | <ul style="list-style-type: none"> <li>• Put on one of the tracks from the marching playlist.</li> <li>• Sit in a circle and pass a beanbag around to the beat.</li> <li>• Say "pass, pass, pass" to help them stay in time.</li> </ul> |

### THEORY

- |       |                         |  |
|-------|-------------------------|--|
| 5 min | Musical Alphabet Memory | <ul style="list-style-type: none"> <li>• Play the FGAB version of <a href="#">Musical Alphabet Memory</a> together.</li> </ul> |
|-------|-------------------------|--|

### OPTION 1: IMPROVISATION EXPLORATIONS

- |           |           |  |
|-----------|-----------|--|
| 10-15 min | Composing | <ul style="list-style-type: none"> <li>• Take out the full set of Improvisation Exploration Ocean Creations cards and go over each pattern on air-piano.</li> <li>• Tell your students that you're going to create your own piece using these cards. Which one should go first? What next? Take suggestions from all your students and lay them out in this order on the music stand.</li> <li>• Have 2 students sit at the piano and play the complete composition.</li> <li>• Give the students who are not playing specific jobs to do with rhythm instruments, e.g. "When we get to the Whirlpool rub your hand in circles on this drum."</li> <li>• Swap roles until everyone has had a chance to play at the piano.</li> </ul> |
|-----------|-----------|--|



- Sing *Engine, Engine, Number Nine* together with actions to emphasise the pitches.
- Show your students the song and remind them that we follow the music from left to right and that each star equals one note/sound.
- Ask your students which colours you need for this song and find those *Star Songs Key Sticks* together.
- Get each student to place the G A B tokens on the keys.
- Ask one student at a time to play the song on the piano while the other students point to the stars in time and sing along.

- Listen to *Aviary* together. Ask your students if they remember or can guess what animal this piece is about.
- Once they get it, talk about what makes it sound like birds. Use the listening reflection questions from their workbooks to help you.
- Listen to the track again and ask your students to move around the room like birds as they listen.
- Complete the aviary worksheets (pages 39–41 in the workbook) together. Leave the music on as they colour.

- Put on *Waltz of the Flowers* from Tchaikovsky's Nutcracker.
- Hold hands and walk around in a circle, getting slower and slower until about the first minute (the harp section before the waltz pattern begins) and then gently come to a stop and sit down.
- Leave the track on in the background as everyone gets organised with coats back on and parents arrive for pick-up.

*Notes to self:*

### AURAL

- |       |                        |  |
|-------|------------------------|--|
| 2 min | <i>do-re-mi</i> warmup | • Sit in a circle. Ask your students to sing with you and then sing a pattern of <i>do</i> , <i>re</i> and <i>mi</i> using Kirwin handsigns or gestures. |
| 3 min | Touch Your Shoulders   | • Sing this song together a few times while doing the actions described.   |

### TECHNIQUE

- |       |                     |  |
|-------|---------------------|--|
| 3 min | G keyflops          | <ul style="list-style-type: none"> <li>• Tell your students you're going to practise flopping into the G key and remind them where the G lives after the F.</li> <li>• Sit at the piano and demonstrate flopping with finger 2 into the G key.</li> <li>• Get your students to each try this while the other students say "G-2-3-4" to help them hold the note.</li> </ul> |
| 2 min | Fingerplay requests | • Ask your students which fingerplay they would like to do. Show them the sheet so that they can point to the pictures or use them as a reminder.  |

### RHYTHM

- |       |                    |  |
|-------|--------------------|--|
| 3 min | Help me draw...    | <ul style="list-style-type: none"> <li>• Ask your students if they can help you draw a ta. What does it look like? What should you draw first?</li> <li>• Have them direct you as you draw ♩ and then ♪ on a whiteboard or piece of paper. Ask questions to help them think, such as: should my circle be black or white? What makes the titi look different to ta?</li> </ul>   |
| 2 min | Metronome marching | <ul style="list-style-type: none"> <li>• Show your students a metronome or metronome app.</li> <li>• Set it to 60 bpm and ask your students to try to march around the room exactly in time with the ticks.</li> <li>• Then ask your students what number they think you should try next. Take the first possible answer and try it out together. What animal do they think would go at that speed?</li> <li>• Try other numbers they suggest if you have time.</li> </ul> |

### THEORY

- |       |              |  |
|-------|--------------|--|
| 5 min | High and low | <ul style="list-style-type: none"> <li>• Tell your students that you're going to play a sound on the piano. If the sound is high they should stretch up tall towards the sky. If the sound is low they should crouch down on the ground.</li> <li>• Play a few examples and mix it up with single notes and chords.</li> </ul> |
|-------|--------------|--|

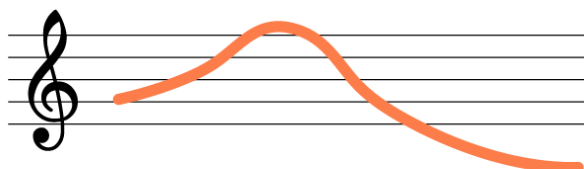
### OPTION 1: IMPROVISATION EXPLORATIONS

- |           |            |  |
|-----------|------------|--|
| 10-15 min | Sand Dunes | <ul style="list-style-type: none"> <li>• Discuss the desert scenes that you're going to be exploring together through music. Have your students been to the desert? Have they seen a film set in the desert or seen photos?</li> <li>• Show your students the Sand Dunes card from the Improvisation Explorations 3 set and tell your students that the first desert sound you're going to create is Sand Dunes.</li> <li>• Explain that to play this pattern you need to step on the black keys saying "climb up and climb down" as we climb up and down the dunes.</li> <li>• Give each student two <a href="#">Keyboard Builder</a> cards and practise this stepping pattern together.</li> </ul> |
|-----------|------------|--|



### AURAL

- 2 min Moos
- Demonstrate the moo sound starting in the midrange of your voice, going higher, and falling down.
  - Draw this line (you don't need the staff) on a whiteboard or piece of paper to emphasise the shape.



Moooooooooooooooooooooooooooooooooooo

- Try some moos together. (If you're feeling silly get down on all-fours and practise them as cows!)

- 3 min Teddy Bear
- Sing this song together a few times while doing the actions described.

### TECHNIQUE

- 2 min A keyflops
- Tell your students you're going to practise flopping into the A key and remind them where the A lives after the G. Sit at the piano and demonstrate flopping with finger 2 into the A key.
  - Get your students to each try this while the other students say "A-2-3-4" to help them hold the note.

- 3 min Wiggles and Waggles
- Play a round of the game [Wiggles and Waggles](#).

### RHYTHM

- 3 min Switch-Switch
- Introduce the new note: "ta-2" with the action *clap-shake*.
  - Sit in a circle and start by clapping and saying "ta, ta, ta, ta..."
  - After a few bars/measures say "1, 2, ready, switch" and change to "ta-2".
  - After a few more bars/measures say "1, 2, ready, switch" and change to "titi, titi, titi, titi" or "ta-2-3-4".
  - Switch back and forth a few times.

- 2 min Marching
- Put on one of the tracks from the marching playlist (or any music with a strong marching beat).
  - Stand in a circle and march on the spot together. Encourage your students to try to match their steps with yours.

### THEORY

- 5 min Musical Alphabet Memory
- Play the FGAB version of [Musical Alphabet Memory](#) together.

### OPTION 1: IMPROVISATION EXPLORATIONS

- 10-15 min Sweet Agave
- Hold up the Sand Dunes card and ask your students if they remember the pattern on the piano. Practise playing on the floor saying "climb up and climb down".
  - Hold up the Sweet Agave card and ask your students what they see. Explain that this plant is even sweeter than sugar. Do they like sweet things?
  - Explain that to make this sweet sound they'll need to play a B in one hand with any black key in the other hand.
  - Give each student two [Keyboard Builder](#) cards and practise playing B and a black key together.
  - Have pairs of students try improvising the Sand Dunes and then the Sweet Agave on the piano.
  - Ask all the other students to play on air-piano as they watch/listen.

### OPTION 2: STAR SONGS

- 10-15 min Clap Your Hands
- Sing *Clap Your Hands* together with actions to emphasise the pitches.
  - Ask your students which colours you need for this song and find those *Star Songs Key Sticks* together.
  - Get each student to place the E G A tokens on the keys.
  - Ask one student at a time to play the song on the piano while the other students point to the stars in time and sing along.

### OPTION 3: LISTENING IN COLOUR

- 10-15 min Pianists
- Listen to *Pianists* together. Ask your students if they remember or can guess what this piece is about.
  - Once they get it, talk about what makes it sound like pianists. Use the listening reflection questions from their workbooks to help you.
  - Listen to the track again and ask your students to play dramatic air-piano as they listen.
  - Complete the pianists worksheets (pages 43-45 in the workbook) together. Leave the music on as they colour.

### WIND DOWN

- 2 min Wind-down routine
- Put on *Waltz of the Flowers* from Tchaikovsky's *Nutcracker*.
  - Hold hands and walk around in a circle, getting slower and slower until about the first minute (the harp section before the waltz pattern begins) and then gently come to a stop and sit down.
  - Leave the track on in the background as everyone gets organised with coats back on and parents arrive for pick-up.

Notes to self:

## AURAL

- |       |                           |  |
|-------|---------------------------|--|
| 2 min | <i>do-re-mi</i><br>warmup | • Sit in a circle. Ask your students to sing with you and then sing a pattern of <i>do</i> , <i>re</i> and <i>mi</i> using Kirwin handsigns or gestures. |
| 3 min | Five Little Monkeys       | • Sing this song together with the actions.  |

## TECHNIQUE

- |       |                     |  |
|-------|---------------------|--|
| 2 min | A keyflops          | <ul style="list-style-type: none"> <li>• Tell your students you're going to practise flopping into the A key and remind them where the A lives after the G.</li> <li>• Sit at the piano and demonstrate flopping with finger 2 into the A key.</li> <li>• Get your students to each try this while the other students say "A-2-3-4" to help them hold the note.</li> </ul> |
| 3 min | Five Little Bunnies | <ul style="list-style-type: none"> <li>• Sit in a circle and show your students the <a href="#">Five Little Bunnies fingerplay</a>.</li> <li>• Repeat a few times and encourage them to join in.</li> </ul>  |

## RHYTHM

- |       |                 |   |
|-------|-----------------|---|
| 3 min | Switch-Switch   | <ul style="list-style-type: none"> <li>• Remind your students about the the new note: "ta-2".</li> <li>• Sit in a circle and start by clapping and saying "ta, ta, ta, ta..."</li> <li>• After a few bars/measures say "1, 2, ready, switch" and change to "ta-2".</li> <li>• After a few more bars/measures say "1, 2, ready, switch" and change to "titi, titi, titi, titi" or "ta-2-3-4".</li> <li>• Switch back and forth a few times.</li> </ul> |
| 2 min | Patsch the beat | <ul style="list-style-type: none"> <li>• Put on one of the tracks from the marching playlist (or any music with a strong marching beat).</li> <li>• Sit in a circle and patsch (lap tap) together to the beat.</li> <li>• Encourage your students to try to patsch in time with you.</li> </ul>   |

## THEORY

- |       |                         |  |
|-------|-------------------------|--|
| 5 min | Musical Alphabet Memory | • Play the full version of <a href="#">Musical Alphabet Memory</a> together. |
|-------|-------------------------|--|

## OPTION 1: IMPROVISATION EXPLORATIONS

- |           |               |   |
|-----------|---------------|---|
| 10-15 min | Prickly Cacti | <ul style="list-style-type: none"> <li>• Review the Sand Dunes and Sweet Agave actions sitting in a circle and practising on the table/floor together as you go.</li> <li>• Hold up the Prickly Cacti card and ask your students what they see. Have they ever seen a cactus? Ever touched one?</li> <li>• Talk about how sharp cacti are and how if you touched one you would jump straight away and say "ow!". Show them this pattern by tapping a finger on the floor and then landing with your palm, saying "jump...ow!"</li> <li>• Practise this together on the floor/table.</li> <li>• Have pairs of students try improvising the Sand Dunes and then the Sweet Agave on the piano.</li> <li>• Ask all the other students to play on air-piano as they watch/listen.</li> </ul> |
|-----------|---------------|---|



- Sing *Clap Your Hands* together with actions to emphasise the pitches.
- Ask your students which colours you need for this song and find those *Star Songs Key Sticks* together.
- Get each student to place the E G A tokens on the keys.
- Ask one student at a time to play the song on the piano while the other students point to the stars in time and sing along.

- Listen to *Fossils* together. Ask your students to guess what they think this piece is about.
- Once they know what it is, talk about what makes it sound like fossils.
- Listen to the track again and ask your students to move around the room like dinosaurs as they listen.
- Take out the books and have your students colour in the fossils picture. Leave the music on as they colour.

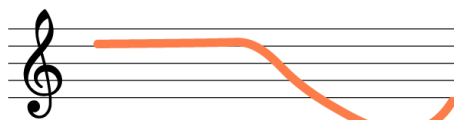
- Put on *Waltz of the Flowers* from Tchaikovsky's Nutcracker.
- Hold hands and walk around in a circle, getting slower and slower until about the first minute (the harp section before the waltz pattern begins) and then gently come to a stop and sit down.
- Leave the track on in the background as everyone gets organised with coats back on and parents arrive for pick-up.

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### AURAL

2 min Meeows

- Demonstrate the meow sound starting in the high range of your voice, falling down, and rising a little at the end.
- Draw this line (you don't need the staff) on a whiteboard or piece of paper to emphasise the shape.

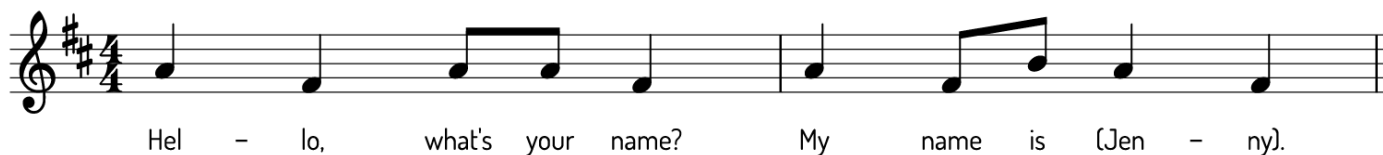


Meeeeeeeeeeeeeeooooooow

- Try some meows together. (If you're feeling silly get down on all-fours and practise them as cats!)

3 min My name is...

- Introduce your students to this song. Explain that in this song everyone gets a chance to sing on their own.
- Sing the song with your own name.
- Get everyone to sing the song and tell them whomever you're pointing to should answer the question just like you did. Point to yourself the first time.
- If you point to a student and they seem confused, sing their answer for them to demonstrate and then give them another chance to try themselves.



### TECHNIQUE

3 min Alphabet keyflops

- Tell your students you're going to practise flopping the full music alphabet today! Practise saying the music alphabet together.
- Sit at the piano and demonstrate starting at A and stepping up while saying the music alphabet. (It's useful to stay on G for 2 beats to provide thinking time.)
- Get two of your students at a time (or all if you have multiple instruments) to try this on the piano while everyone chants the alphabet.

2 min Five Little Bunnies

- Do the [Five Little Bunnies fingerplay](#) together.

### RHYTHM

3 min Echoes

- Lead a few rhythm echoes.
- Then ask each student in turn to come up with a pattern for everyone else to echo.

2 min Scarves

- Put on one of the tracks from the movement playlist.
- Stand in a circle and practise moving the scarves to the music. Get your students to follow you with different movements.
- Have fun with this and improvise any movements that fit the music.

### THEORY

- 5 min Musical Meander
- Play the key version of [Musical Meander](#) together.

### OPTION 1: IMPROVISATION EXPLORATIONS

- 10-15 min Calm Oasis
- Review the Pickly Cacti and Sweet Agave actions sitting in a circle and practising on the table/floor together as you go.
  - Hold up the Calm Oasis card and ask your students what they see. Can they imagine coming across water in the desert? Wouldn't it feel magical?
  - Explain that to show the relaxing calm of the oasis they need to play long gentle notes using B and any black keys, one key at a time.
  - Give each student two [Keyboard Builder](#) cards and practise playing Bs and black keys slowly and gently.
  - Have pairs of students try improvising the Prickly Cacti, Sweet Agave and then the Calm Oasis on the piano.
  - Ask all the other students to play on air-piano or say the words as they watch/listen.

### OPTION 2: STAR SONGS

- 10-15 min Hicketty Ticketty
- Sing *Hicketty Ticketty* together with actions to emphasise the pitches.
  - Ask your students which colours you need for this song and find those *Star Songs Key Sticks* together.
  - Get each student to place the E G A tokens on the keys.
  - Ask one student at a time to play the song on the piano while the other students point to the stars in time and sing along.

### OPTION 3: LISTENING IN COLOUR

- 10-15 min Fossils
- Listen to *Fossils* together. Ask your students if they remember or can guess what this piece is about.
  - Once they get it, talk about what makes it sound like fossils. Use the listening reflection questions from their workbooks to help you.
  - Listen to the track again and ask your students to move around like dinosaurs as they listen.
  - Complete the fossils worksheets (pages 47-49 in the workbook) together. Leave the music on as they colour.

### WIND DOWN

- 2 min Wind-down routine
- Put on *Waltz of the Flowers* from Tchaikovsky's *Nutcracker*.
  - Hold hands and walk around in a circle, getting slower and slower until about the first minute (the harp section before the waltz pattern begins) and then gently come to a stop and sit down.
  - Leave the track on in the background as everyone gets organised with coats back on and parents arrive for pick-up.

Notes to self:

## AURAL

- |       |                           |   |
|-------|---------------------------|---|
| 2 min | <i>do-mi-so</i><br>warmup | <ul style="list-style-type: none"> <li>• Sit in a circle. Ask your students to sing with you and then sing a pattern of <i>do</i>, <i>mi</i> and <i>so</i> using Kirwin handsigns or gestures.</li> </ul>   |
| 3 min | My name is...             | <ul style="list-style-type: none"> <li>• Remind your students how this song works.</li> <li>• Sing the song with your own name.</li> <li>• Get everyone to sing the song and tell them whomever you're pointing to should answer the question just like you did. Point to yourself the first time.</li> <li>• If you point to a student and they seem confused, sing their answer for them to demonstrate and then give them another chance to try themselves.</li> </ul> |

## TECHNIQUE

- |       |                   |   |
|-------|-------------------|---|
| 3 min | Alphabet keyflops | <ul style="list-style-type: none"> <li>• Ask your students if they remember the music alphabet and practise saying it together.</li> <li>• Get two of your students at a time (or all if you have multiple instruments) to try this on the piano while everyone chants the alphabet.</li> </ul> |
| 2 min | Tippy Tappy       | <ul style="list-style-type: none"> <li>• Demonstrate the <a href="#">Tippy Tappy fingerplay</a> and then do it a few times together.</li> </ul>   |

## RHYTHM

- |       |              |   |
|-------|--------------|---|
| 3 min | Rhythm Vocab | <ul style="list-style-type: none"> <li>• Show your students one of the first 14 <a href="#">Rhythm Vocab</a> cards. Point and read it aloud. Then read it together. Repeat this for a few more cards.</li> </ul>  |
| 2 min | Beanbag pass | <ul style="list-style-type: none"> <li>• Put on one of the tracks from the waltz playlist (or any music with a strong marching beat that is slow enough).</li> <li>• Sit in a circle and pass a beanbag around to the beat.</li> <li>• Say "pass, pass, pass" to help them stay in time.</li> </ul> |

## THEORY

- |       |              |   |
|-------|--------------|---|
| 5 min | Betty Blanks | <ul style="list-style-type: none"> <li>• Play <a href="#">Betty Blanks</a> together.</li> </ul> |
|-------|--------------|---|

## OPTION 1: IMPROVISATION EXPLORATIONS

- |           |              |   |
|-----------|--------------|---|
| 10-15 min | Magic Mirage | <ul style="list-style-type: none"> <li>• Review the Sand Dunes and Calm Oasis actions sitting in a circle and practising on the table/floor together as you go.</li> <li>• Hold up the Magic Mirage card and ask your students what they see. How would they feel if they thought there was an oasis but when they got there it was nothing?</li> <li>• Explain that to show the mirage they need to play softly on F and any black keys, one key at a time.</li> <li>• Give each student two <a href="#">Keyboard Builder</a> cards and practise playing Fs and black keys gently.</li> <li>• Have pairs of students try improvising the Sand Dunes, Calm Oasis and then the Magic Mirage on the piano.</li> <li>• Ask all the other students to play on air-piano or say the words as they watch/listen.</li> </ul> |
|-----------|--------------|---|

- Sing *Hickety Ticketty* together with actions to emphasise the pitches.
- Ask your students which colours you need for this song and find those *Star Songs Key Sticks* together.
- Get each student to place the E G A tokens on the keys.
- Ask one student at a time to play the song on the piano while the other students point to the stars in time and sing along.

- Listen to *The Swan* together. Ask your students to guess what they think this piece is about.
- Once they know what it is, talk about what makes it sound like swans.
- Listen to the track again and ask your students to move around the room like swans as they listen.
- Take out the books and have your students colour in the swans picture. Leave the music on as they colour.

- Put on *Waltz of the Flowers* from Tchaikovsky's Nutcracker.
- Hold hands and walk around in a circle, getting slower and slower until about the first minute (the harp section before the waltz pattern begins) and then gently come to a stop and sit down.
- Leave the track on in the background as everyone gets organised with coats back on and parents arrive for pick-up.

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### AURAL

- |                     |   |
|---------------------|---|
| 2 min Squiggles     | <ul style="list-style-type: none"> <li>• Draw a line on a whiteboard or piece of paper.</li> <li>• Ask your students to sing this shape with you to the sound "oo".</li> <li>• Repeat with different squiggles each time.</li> </ul>  |
| 3 min My name is... | <ul style="list-style-type: none"> <li>• Remind your students how this song works.</li> <li>• Sing the song with your own name.</li> <li>• Get everyone to sing the song and tell them whomever you're pointing to should answer the question just like you did. Point to yourself the first time.</li> <li>• If you point to a student and they seem confused, sing their answer for them to demonstrate and then give them another chance to try themselves.</li> </ul> |

### TECHNIQUE

- |                         |   |
|-------------------------|---|
| 3 min Alphabet keyflops | <ul style="list-style-type: none"> <li>• Ask your students if they remember the music alphabet and practise saying it together.</li> <li>• Get two of your students at a time (or all if you have multiple instruments) to try this on the piano while everyone chants the alphabet.</li> </ul> |
| 2 min Tippy Tappy       | <ul style="list-style-type: none"> <li>• Do the <a href="#">Tippy Tappy fingerplay</a> a few times together.</li> </ul>   |

### RHYTHM

- |                       |  |
|-----------------------|--|
| 3 min Help me draw... | <ul style="list-style-type: none"> <li>• Ask your students if they can help you draw a ta. What does it look like? What should you draw first?</li> <li>• Have them direct you as you draw ♩ and then ♪ on a whiteboard or piece of paper. Ask questions to help them think, such as: should my circle be black or white? What makes the titi look different to ta?</li> </ul> |
| 2 min Scarves         | <ul style="list-style-type: none"> <li>• Put on one of the tracks from the marching playlist.</li> <li>• Stand in a circle and practise moving the scarves to the music. Get your students to follow you with different movements.</li> <li>• Have fun with this and improvise any movements that fit the music.</li> </ul>  |

### THEORY

- |                    |   |
|--------------------|---|
| 5 min Betty Blanks | <ul style="list-style-type: none"> <li>• Play <a href="#">Betty Blanks</a> together.</li> </ul> |
|--------------------|---|

### OPTION 1: IMPROVISATION EXPLORATIONS

- |                      |   |
|----------------------|---|
| 10-15 min Tumbleweed | <ul style="list-style-type: none"> <li>• Review the Magic Mirage and Prickly Cacti actions sitting in a circle and practising on the table/floor together as you go.</li> <li>• Hold up the Tumbleweed card and ask your students what they see. Have they ever seen this in a cartoon?</li> <li>• Explain how to show the rolling tumbleweed by rolling up and down with your fist. Practise this together on air-piano saying "roll up, roll down".</li> <li>• Have pairs of students try improvising the Magic Mirage, Prickly Cacti and Tumbleweed on the piano.</li> <li>• Ask all the other students to play on air-piano or say the words as they watch/listen.</li> </ul> |
|----------------------|---|



- Sing *Here Sits a Mousie* together with actions to emphasise the pitches.
- Ask your students which colours you need for this song and find those *Star Songs Key Sticks* together.
- Get each student to place the E G A tokens on the keys.
- Ask one student at a time to play the song on the piano while the other students point to the stars in time and sing along.

- Listen to *The Swan* together. Ask your students if they remember or can guess what this piece is about.
- Once they get it, talk about what makes it sound like swans. Use the listening reflection questions from their workbooks to help you.
- Listen to the track again and ask your students to move around like swans as they listen.
- Complete the swans worksheets (pages 51-53 in the workbook) together. Leave the music on as they colour.

- Put on *Waltz of the Flowers* from Tchaikovsky's Nutcracker.
- Hold hands and walk around in a circle, getting slower and slower until about the first minute (the harp section before the waltz pattern begins) and then gently come to a stop and sit down.
- Leave the track on in the background as everyone gets organised with coats back on and parents arrive for pick-up.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

### AURAL

- |       |                    |  |
|-------|--------------------|--|
| 2 min | do-re-mi-so warmup | <ul style="list-style-type: none"> <li>• Sit in a circle. Ask your students to sing with you and then sing a pattern of <i>do, re, mi</i> and <i>so</i> using Kirwin handsigns or gestures.</li> </ul> |
| 3 min | On a Log           | <ul style="list-style-type: none"> <li>• Sing this song together while doing the actions.</li> </ul>   |

### TECHNIQUE

- |       |                     |   |
|-------|---------------------|---|
| 3 min | Chromatic keyflops  | <ul style="list-style-type: none"> <li>• Tell your students that they're ready to practise playing all the keys (black and white) and demonstrate a chromatic scale with finger 2 (maintaining the same relaxed whole arm technique as before).</li> <li>• Get two of your students at a time (or all if you have multiple instruments) to try this on the piano. Have everyone chant the letters, simply saying "sharp" for every black key: "A, sharp, B, C, sharp..."</li> </ul> |
| 2 min | Fingerplay requests | <ul style="list-style-type: none"> <li>• Ask your students which fingerplay they would like to do. Show them the sheet so that they can point to the pictures or use them as a reminder.</li> </ul>   |

### RHYTHM

- |       |              |   |
|-------|--------------|---|
| 3 min | Rhythm Vocab | <ul style="list-style-type: none"> <li>• Show your students one of the first 24 <a href="#">Rhythm Vocab</a> cards. Point and read it aloud. Then read it together.</li> <li>• Repeat this for a few more cards.</li> </ul> |
| 2 min | Sway         | <ul style="list-style-type: none"> <li>• Put on one of the tracks from the movement playlist.</li> <li>• Stand in a circle holding hands and sway side-to-side with the beat.</li> </ul>                                    |

### THEORY

- |       |               |  |
|-------|---------------|--|
| 5 min | Loud and soft | <ul style="list-style-type: none"> <li>• Tell your students that you're going to play a sound on the piano. If the sound is loud they should pretend to be a lion. If the sound is soft they should pretend to be a mouse.</li> <li>• Play a few examples and mix it up with single notes and chords.</li> </ul> |
|-------|---------------|--|

### OPTION 1: IMPROVISATION EXPLORATIONS

- |           |             |  |
|-----------|-------------|--|
| 10-15 min | Acacia Tree | <ul style="list-style-type: none"> <li>• Review the Tumbleweed and Sweet Agave actions sitting in a circle and practising on the table/floor together as you go.</li> <li>• Hold up the Acacia Tree card and ask your students what they see. Have they ever seen one of these trees?</li> <li>• Talk about how the leaves and branches form in clumps that look like clouds. Tell them you'll show this by playing clumps of 3-4 black keys, some long, some short.</li> <li>• Have pairs of students try improvising the Magic Mirage, Prickly Cacti and Tumbleweed on the piano.</li> <li>• Ask all the other students to play on air-piano or say the words as they watch/listen.</li> </ul> |
|-----------|-------------|--|

- Sing *Here Sits a Mousie* together with actions to emphasise the pitches.
- Ask your students which colours you need for this song and find those *Star Songs Key Sticks* together.
- Get each student to place the E G A tokens on the keys.
- Ask one student at a time to play the song on the piano while the other students point to the stars in time and sing along.

- Listen to *Finale* a few times together. Try to point out the different animals as you listen and use the listening reflection questions from their workbooks to discuss.
- Listen to the track again and ask your students to move around like each animal they hear as they listen.
- Have your students complete the final colouring sheets (pages 54-55). Leave the music on as they colour.

- Put on *Waltz of the Flowers* from Tchaikovsky's Nutcracker.
- Hold hands and walk around in a circle, getting slower and slower until about the first minute (the harp section before the waltz pattern begins) and then gently come to a stop and sit down.
- Leave the track on in the background as everyone gets organised with coats back on and parents arrive for pick-up.

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## AURAL

- 2 min Cake candles
- Stand in a circle and demonstrate how you blow out birthday candles by taking a huge breath and spreading your arms wide and then slowly blowing out the air as you bring your arms inwards.
  - Get your students to try this with you a couple of times.
  - The next time, tell them to make an "oo" sound as they blow out the candles on the cake. Try this a few times together.

- 3 min Seesaw
- Sit in a circle holding hands.
  - Sing this song and raise your arms on the higher notes, so, and put your arms down on the lower notes, *mi*.
  - Repeat a few times and ask your students to sing with you.



## TECHNIQUE

- 3 min Chromatic keyflops
- Tell your students that they're ready to practise playing all the keys (black and white) and demonstrate a chromatic scale with finger 2 (maintaining the same relaxed whole arm technique as before).
  - Get two of your students at a time (or all if you have multiple instruments) to try this on the piano. Have everyone chant the letters, simply saying "sharp" for every black key: "A, sharp, B, C, sharp..."

- 2 min Wiggles and Waggles
- Play a round of the game [Wiggles and Waggles](#).

## RHYTHM

- 3 min Rhythm Vocab
- Show your students one of the first 24 [Rhythm Vocab](#) cards. Point and read it aloud. Then read it together.
  - Repeat this for a few more cards.

- 2 min Beanbag pass
- Put on one of the tracks from the marching playlist (or any music with a strong marching beat that is slow enough).
  - Sit in a circle and pass a beanbag around to the beat.
  - Say "pass, pass, pass" to help them stay in time.

## THEORY

- 5 min Musical Alphabet Memory
- Play the full version of [Musical Alphabet Memory](#) together.

### OPTION 1: IMPROVISATION EXPLORATIONS

- 10-15 min Dust Devil
- Review the Acacia Tree and Calm Oasis actions sitting in a circle and practising on the table/floor together as you go.
  - Hold up the Dust Devil card and ask your students what they see. What way is the wind moving?
  - Explain that you're going to show this on the piano by playing the groups of 2 then 3 black keys going all the way up into the sky before starting at the bottom again.
  - Demonstrate this on the piano while your students play air-piano.
  - Have pairs of students try improvising the Acacia Tree, Calm Oasis and Tumbleweed on the piano.
  - Ask all the other students to play on air-piano as they watch/listen.

### OPTION 2: STAR SONGS

- 10-15 min Bells in the Steeple
- Sing *Bells in the Steeple* together with actions to emphasise the pitches.
  - Ask your students which colours you need for this song and find those *Star Songs Key Sticks* together.
  - Get each student to place the C E G tokens on the keys.
  - Ask one student at a time to play the song on the piano while the other students point to the stars in time and sing along.

### OPTION 3: LISTENING IN COLOUR

- 10-15 min Introduction
- Listen to the introduction to *Peter and the Wolf* a few times together.
  - Listen to the track again and ask your students to move around to the music like they're playing in a meadow.
  - Take out the books and have your students colour in the first picture. Leave the music (without narration) on as they colour.

### WIND DOWN

- 2 min Wind-down routine
- Put on *Waltz of the Flowers* from Tchaikovsky's *Nutcracker*.
  - Hold hands and walk around in a circle, getting slower and slower until about the first minute (the harp section before the waltz pattern begins) and then gently come to a stop and sit down.
  - Leave the track on in the background as everyone gets organised with coats back on and parents arrive for pick-up.

Notes to self:

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## AURAL

- |       |                           |  |
|-------|---------------------------|--|
| 2 min | <i>do-re-mi-so</i> warmup | • Sit in a circle. Ask your students to sing with you and then sing a pattern of <i>do, re, mi</i> and <i>so</i> using Kirwin handsigns or gestures. |
| 3 min | Seesaw                    | • Sit in a circle holding hands and sing this song together raising and lowering your arms to follow the melody.                                     |

## TECHNIQUE

- |       |                  |  |
|-------|------------------|--|
| 3 min | C scale keyflops | <ul style="list-style-type: none"> <li>• Tell your students that today you're going to learn the C scale and demonstrate a one octave C major scale with finger 2 (maintaining the same relaxed whole arm technique as before) ascending and descending.</li> <li>• Get two of your students at a time (or all if you have multiple instruments) to try this on the piano. Have everyone chant the letters.</li> </ul> |
| 2 min | Five Fat Frogs   | • Do the <a href="#">Five Fat Frogs fingerplay</a> a few times together.   |

## RHYTHM

- |       |                    |  |
|-------|--------------------|--|
| 3 min | Switch-Switch      | <ul style="list-style-type: none"> <li>• Sit in a circle and start by clapping and saying "ta, ta, ta..."</li> <li>• Say "ready, set, switch" and change to "ta-2-3..."</li> <li>• Say again "ready, set, switch" and change to "titi, titi, titi..."</li> <li>• Switch back and forth a few times.</li> </ul>   |
| 2 min | Metronome marching | <ul style="list-style-type: none"> <li>• Show your students a metronome or metronome app.</li> <li>• Set it to 60 bpm and ask your students to try to march around the room exactly in time with the ticks.</li> <li>• Then ask your students what number they think you should try next. Take the first possible answer and try it out together. What animal do they think would go at that speed?</li> <li>• Try other numbers they suggest if you have time.</li> </ul> |

## THEORY

- |       |                   |  |
|-------|-------------------|--|
| 5 min | Steppity Skippity | • Play <a href="#">Steppity Skippity</a> together. |
|-------|-------------------|--|

## OPTION 1: IMPROVISATION EXPLORATIONS

- |           |        |  |
|-----------|--------|--|
| 10-15 min | Review | <ul style="list-style-type: none"> <li>• Take out the full set of <i>Improvisation Exploration Desert Creations</i> cards and go over each pattern on air-piano.</li> <li>• Have 2 students at a time sit at the piano and another student draw a card at random for them to play.</li> <li>• Continue this process (with different students each time) until all the cards are gone.</li> </ul> |
|-----------|--------|--|

## OPTION 2: STAR SONGS

- |           |                      |   |
|-----------|----------------------|---|
| 10-15 min | Bells in the Steeple | <ul style="list-style-type: none"> <li>• Sing <i>Bells in the Steeple</i> together with actions to emphasise the pitches.</li> <li>• Ask your students which colours you need for this song and find those <i>Star Songs Key Sticks</i> together.</li> <li>• Get each student to place the C E G tokens on the keys.</li> </ul> |
|-----------|----------------------|---|





### AURAL

- |       |                      |  |
|-------|----------------------|--|
| 2 min | Sirens               | <ul style="list-style-type: none"> <li>• Crouch down on the ground and make a low "ooo" sound.</li> <li>• Stand up and raise your hands in the air while raising the pitch of the "ooo" sound.</li> <li>• Take it back down the way you came and then repeat.</li> </ul> |
| 3 min | Touch Your Shoulders | <ul style="list-style-type: none"> <li>• Sing this song together a few times while doing the actions described.</li> </ul>   |

### TECHNIQUE

- |       |                  |  |
|-------|------------------|--|
| 3 min | C scale keyflops | <ul style="list-style-type: none"> <li>• Tell your students that today you're going to learn the C scale and demonstrate a one octave C major scale with finger 2 (maintaining the same relaxed whole arm technique as before) ascending and descending.</li> <li>• Get two of your students at a time (or all if you have multiple instruments) to try this on the piano. Have everyone chant the letters.</li> </ul> |
| 2 min | Five Fat Frogs   | <ul style="list-style-type: none"> <li>• Do the <a href="#">Five Fat Frogs fingerplay</a> a few times together.</li> </ul>   |

### RHYTHM

- |       |                       |  |
|-------|-----------------------|--|
| 3 min | ta-2-3 ta titi improv | <ul style="list-style-type: none"> <li>• Quickly review ta-2-3, ta and titi using the Switch-Switch exercise.</li> <li>• Have the students sit at the piano and tell them when you say "ready, set, play" to play ta on the black keys.</li> <li>• If you cannot sit all your students at the piano at the same time give each of the other students a rhythm instrument to tap ta.</li> <li>• Improvise together with ta on the black keys and if this goes well change to ta-2-3 and then titi. (And swap the students around as well if only some are at the piano.)</li> </ul> |
| 2 min | Marching              | <ul style="list-style-type: none"> <li>• Put on one of the tracks from the marching playlist (or any music with a strong marching beat).</li> <li>• Stand in a circle and march on the spot together. Encourage your students to try to match their steps with yours.</li> </ul>   |

### THEORY

- |       |                   |  |
|-------|-------------------|--|
| 5 min | Steppity Skippity | <ul style="list-style-type: none"> <li>• Play <a href="#">Steppity Skippity</a> together.</li> </ul> |
|-------|-------------------|--|

### OPTION 1: IMPROVISATION EXPLORATIONS

- |           |           |   |
|-----------|-----------|---|
| 10-15 min | Composing | <ul style="list-style-type: none"> <li>• Take out the full set of Improvisation Exploration Desert Creations cards and go over each pattern on air-piano.</li> <li>• Tell your students that you're going to create your own piece using these cards. Which one should go first? What next? Take suggestions from all your students and lay them out in this order on the music stand.</li> <li>• Have 2 students sit at the piano and play the complete composition.</li> <li>• Give the students who are not playing specific jobs to do with rhythm instruments, e.g. "When we get to the Whirlpool rub your hand in circles on this drum."</li> <li>• Swap roles until everyone has had a chance to play at the piano.</li> </ul> |
|-----------|-----------|---|

- Sing *Bells in the Steeple* together with actions to emphasise the pitches.
- Ask your students which colours you need for this song and find those *Star Songs Key Sticks* together.
- Get each student to place the C E G tokens on the keys.
- Ask one student at a time to play the song on the piano while the other students point to the stars in time and sing along.

- Listen to *The Bird* from *Peter and the Wolf* a few times together and discuss using the listening reflection questions.
- Listen to the track again and ask your students to move around to the music like little birds.
- Complete pages 6–9 in their workbooks together. Leave the music (without narration) on as they colour.

- Put on *Waltz of the Flowers* from Tchaikovsky's Nutcracker.
- Hold hands and walk around in a circle, getting slower and slower until about the first minute (the harp section before the waltz pattern begins) and then gently come to a stop and sit down.
- Leave the track on in the background as everyone gets organised with coats back on and parents arrive for pick-up.

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## AURAL

- |       |                    |   |
|-------|--------------------|---|
| 2 min | do-re-mi-so warmup | <ul style="list-style-type: none"> <li>• Sit in a circle. Ask your students to sing with you and then sing a pattern of <i>do, re, mi</i> and <i>so</i> using Kirwin handsigns or gestures.</li> </ul>  |
| 3 min | My name is...      | <ul style="list-style-type: none"> <li>• Remind your students how this song works.</li> <li>• Sing the song with your own name.</li> <li>• Get everyone to sing the song and tell them whomever you're pointing to should answer the question just like you did. Point to yourself the first time.</li> <li>• If you point to a student and they seem confused, sing their answer for them to demonstrate and then give them another chance to try themselves.</li> </ul> |

## TECHNIQUE

- |       |                       |   |
|-------|-----------------------|---|
| 3 min | Alphabet keyflops     | <ul style="list-style-type: none"> <li>• Practise saying the music alphabet together.</li> <li>• Sit at the piano and demonstrate starting at A and stepping up while saying the music alphabet. (It's useful to stay on G for 2 beats to provide thinking time.)</li> <li>• Get two of your students at a time (or all if you have multiple instruments) to try this on the piano while everyone chants the alphabet.</li> </ul> |
| 2 min | Right Hand, Left Hand | <ul style="list-style-type: none"> <li>• Demonstrate the <a href="#">Right Hand, Left Hand fingerplay</a> and then do it a few times together.</li> </ul>   |

## RHYTHM

- |       |                 |  |
|-------|-----------------|--|
| 3 min | Help me draw... | <ul style="list-style-type: none"> <li>• Ask your students if they can help you draw a ta. What does it look like? What should you draw first?</li> <li>• Have them direct you as you draw ♩ and then ♪ and then ♫ on a white-board or piece of paper. Ask questions to help them think, such as: should my circle be black or white? What makes the titi look different to ta?</li> </ul> |
| 2 min | Patsch the beat | <ul style="list-style-type: none"> <li>• Put on one of the tracks from the waltz playlist.</li> <li>• Sit in a circle and patsch (lap tap) together to the beat.</li> <li>• Encourage your students to try to patsch in time with you.</li> </ul>  |

## THEORY

- |       |                   |  |
|-------|-------------------|--|
| 5 min | Note Value Memory | <ul style="list-style-type: none"> <li>• Play <a href="#">Note Value Memory</a> together.</li> </ul> |
|-------|-------------------|--|

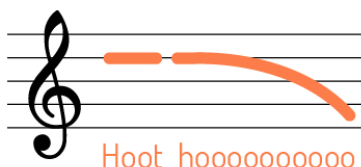
## OPTION 1: IMPROVISATION EXPLORATIONS

- |           |         |  |
|-----------|---------|--|
| 10-15 min | Sunrise | <ul style="list-style-type: none"> <li>• Discuss the sky scenes that you're going to be exploring together through music. Have your students been on a plane? What did they see outside the window?</li> <li>• Show your students the Sunrise card from the Improvisation Explorations 4 set and tell them that the first sky sound you're going to create is the Sunrise.</li> <li>• Demonstrate the pattern on <a href="#">Keyboard Builder</a> cards, playing D flat with your left hand and then other black keys going up with your right hand.</li> <li>• Give each student two <a href="#">Keyboard Builder</a> cards and practise playing this pattern saying: "sun is rising".</li> </ul> |
|-----------|---------|--|



## AURAL

- 2 min Hoots
- Demonstrate the hoot (owl) sound starting high with a short "hoot" then falling from the high note with a long "hooooo".
  - Draw this line (you don't need the staff) on a whiteboard or piece of paper to emphasise the shape.



- Try some hoots together.

- 3 min Tick Tock
- Sit in a circle and sing this song while swaying side-to-side.
  - Repeat and ask your students to join in.
  - Try different actions such as: patsch, nodding, clapping, etc.



## TECHNIQUE

- 3 min Chromatic keyflops
- Demonstrate a chromatic scale with finger 2 (maintaining the same relaxed whole arm technique as before).
  - Get two of your students at a time (or all if you have multiple instruments) to try this on the piano. Have everyone chant the letters, simply saying "sharp" for every black key: "A, sharp, B, C, sharp..."

- 2 min Right Hand, Left Hand
- Do the [Right Hand, Left Hand fingerplay](#) a few times together.

## RHYTHM

- 3 min Rhythm Vocab
- Show your students one of the first 30 [Rhythm Vocab](#) cards. Point and read it aloud. Then read it together.
  - Repeat this for a few more cards.
- 2 min Scarves
- Put on one of the tracks from the movement playlist.
  - Stand in a circle and practise moving the scarves to the music. Get your students to follow you with different movements.
  - Have fun with this and improvise any movements that fit the music.

## THEORY

- 5 min Note Value Memory
- Play [Note Value Memory](#) together.



### OPTION 1: IMPROVISATION EXPLORATIONS

- 10-15 min Cloud Fluff
- Hold up the Sunrise card and ask your students if they remember the pattern on the piano. Practise this pattern on the [Keyboard Builder](#) cards.
  - Hold up the Cloud Fluff card and ask your students what they see. What do clouds remind them of? What are they made of?
  - Explain that the Cloud Fluff will be like a slow version of the Rain Showers pattern they learned in the forest. Practise this slow staccato alternating between the hands on the floor/table and saying "fluf-fy".
  - Have pairs of students try improvising the Sunrise and then the Cloud Fluff on the piano.
  - Ask all the other students to play on air-piano or say the words as they watch/listen.

### OPTION 2: STAR SONGS

- 10-15 min Fuzzy Wuzzy
- Sing Fuzzy Wuzzy together with actions to emphasise the pitches.
  - Ask your students which colours you need for this song and find those *Star Songs Key Sticks* together.
  - Get each student to place the C E G tokens on the keys.
  - Ask one student at a time to play the song on the piano while the other students point to the stars in time and sing along.

### OPTION 3: LISTENING IN COLOUR

- 10-15 min Grandfather
- Listen to *Grandfather* from *Peter and the Wolf* a few times together and discuss using the listening reflection questions.
  - Listen to the track again and ask your students to move around to the music like Grandfather.
  - Complete pages 16-19 in their workbooks together. Leave the music (without narration) on as they colour.

### WIND DOWN

- 2 min Wind-down routine
- Put on *Waltz of the Flowers* from Tchaikovsky's *Nutcracker*.
  - Hold hands and walk around in a circle, getting slower and slower until about the first minute (the harp section before the waltz pattern begins) and then gently come to a stop and sit down.
  - Leave the track on in the background as everyone gets organised with coats back on and parents arrive for pick-up.

Notes to self:

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## AURAL

- |       |                       |   |
|-------|-----------------------|---|
| 2 min | do-re-mi-so-la warmup | • Sit in a circle. Ask your students to sing with you and then sing a pattern of <i>do, re, mi, so</i> and <i>la</i> (pentatonic scale) using Kirwin handsigns or gestures. |
| 3 min | Tick Tock             | • Sing this song together a few times with different actions each time such as: nodding, clapping, patsching, swaying, etc.   |

## TECHNIQUE

- |       |                    |   |
|-------|--------------------|---|
| 3 min | C scale keyflops   | <ul style="list-style-type: none"> <li>• Demonstrate a one octave C major scale with finger 2 ascending and descending.</li> <li>• Get two of your students at a time (or all if you have multiple instruments) to try this on the piano. Have everyone chant the letters.</li> </ul> |
| 2 min | Ten Tall Kangaroos | • Demonstrate the <a href="#">Ten Tall Kangaroos fingerplay</a> and then do it a few times together.  |

## RHYTHM

- |       |              |   |
|-------|--------------|---|
| 3 min | Rhythm Vocab | <ul style="list-style-type: none"> <li>• Show your students one of the first 30 <a href="#">Rhythm Vocab</a> cards. Point and read it aloud. Then read it together.</li> <li>• Repeat this for a few more cards.</li> </ul>   |
| 2 min | Beanbag pass | <ul style="list-style-type: none"> <li>• Put on one of the tracks from the waltz playlist (or any music with a strong marching beat that is slow enough).</li> <li>• Sit in a circle and pass a beanbag around to the beat.</li> <li>• Say "pass, pass, pass" to help them stay in time.</li> </ul> |

## THEORY

- |       |            |   |
|-------|------------|---|
| 5 min | Gator Gaps | • Play <a href="#">Gator Gaps</a> together. |
|-------|------------|---|

## OPTION 1: IMPROVISATION EXPLORATIONS

- |           |          |  |
|-----------|----------|--|
| 10-15 min | Airplane | <ul style="list-style-type: none"> <li>• Review the Sunrise and Cloud Fluff actions sitting in a circle and practising on the table/floor together as you go.</li> <li>• Hold up the Airplane card and ask your students what they see. What sound do airplanes make?</li> <li>• Explain how you're going to show the roar of the airplane going past by playing clusters of black keys going down the piano, starting soft and getting louder and then softer again.</li> <li>• Demonstrate this on the piano while your students play air-piano and say "neeeeeeeowwwm" to show the zooming noise of the airplane.</li> <li>• Have pairs of students try improvising the Sunrise, Cloud Fluff and Airplane on the piano.</li> <li>• Ask all the other students to play on air-piano as they watch/listen.</li> </ul> |
|-----------|----------|--|

## OPTION 2: STAR SONGS

- |           |             |   |
|-----------|-------------|---|
| 10-15 min | Fuzzy Wuzzy | <ul style="list-style-type: none"> <li>• Sing <i>Fuzzy Wuzzy</i> together with actions to emphasise the pitches.</li> <li>• Ask your students which colours you need for this song and find those <i>Star Songs Key Sticks</i> together.</li> </ul> |
|-----------|-------------|---|



### AURAL

- |                 |  |
|-----------------|--|
| 2 min Squiggles | <ul style="list-style-type: none"> <li>• Draw a line on a whiteboard or piece of paper.</li> <li>• Ask your students to sing this shape with you to the sound "oo".</li> <li>• Repeat with different squiggles each time.</li> </ul> |
| 3 min Tick Tock | <ul style="list-style-type: none"> <li>• Sing this song together a few times with different actions each time such as: nodding, clapping, patsching, swaying, etc.</li> </ul>  |

### TECHNIQUE

- |                          |   |
|--------------------------|---|
| 3 min Alphabet keyflops  | <ul style="list-style-type: none"> <li>• Practise saying the music alphabet together.</li> <li>• Sit at the piano and demonstrate starting at A and stepping up while saying the music alphabet. (It's useful to stay on G for 2 beats to provide thinking time.)</li> <li>• Get two of your students at a time (or all if you have multiple instruments) to try this on the piano while everyone chants the alphabet.</li> </ul> |
| 2 min Ten Tall Kangaroos | <ul style="list-style-type: none"> <li>• Do the <a href="#">Ten Tall Kangaroos fingerplay</a> a few times together.</li> </ul>  |

### RHYTHM

- |                       |  |
|-----------------------|--|
| 3 min Help me draw... | <ul style="list-style-type: none"> <li>• Ask your students if they can help you draw a ta. What does it look like? What should you draw first?</li> <li>• Have them direct you as you draw ♩ and then ♪ and then ♩ and then ♪ on a whiteboard or piece of paper. Ask questions to help them think, such as: should my circle be black or white? What makes the titi look different to ta?</li> </ul> |
| 2 min Scarves         | <ul style="list-style-type: none"> <li>• Put on one of the tracks from the marching playlist.</li> <li>• Stand in a circle and practise moving the scarves to the music. Get your students to follow you with different movements.</li> <li>• Have fun with this and improvise any movements that fit the music.</li> </ul>  |

### THEORY

- |                   |  |
|-------------------|--|
| 5 min Key Clamber | <ul style="list-style-type: none"> <li>• Play <a href="#">Key Clamber</a> together.</li> </ul> |
|-------------------|--|

### OPTION 1: IMPROVISATION EXPLORATIONS

- |                   |  |
|-------------------|--|
| 10-15 min Eclipse | <ul style="list-style-type: none"> <li>• Review the Airplane and Cloud Fluff actions sitting in a circle and practising on the table/floor together as you go.</li> <li>• Hold up the Eclipse card and ask your students if they know what an eclipse is. What would happen if the sun was blocked during the day?</li> <li>• Explain how to create these dark sounds by playing two black keys together and then two white keys together.</li> <li>• Practise this pattern on the <a href="#">Keyboard Builder</a> cards.</li> <li>• Have pairs of students try improvising the Airplane, Cloud Fluff and Eclipse on the piano.</li> <li>• Ask all the other students to play on air-piano as they watch/listen.</li> </ul> |
|-------------------|--|

- Sing *Pease Pudding Hot* together with actions to emphasise the pitches.
- Ask your students which colours you need for this song and find those *Star Songs Key Sticks* together.
- Get each student to place the G B D tokens on the keys.
- Ask one student at a time to play the song on the piano while the other students point to the stars in time and sing along.

- Listen to *The Duck is Caught* from *Peter and the Wolf* a few times together and discuss using the listening reflection questions.
- Listen to the track again and ask your students to move around to the music like the duck running from the wolf.
- Complete pages 24-25 in their workbooks together. Leave the music (without narration) on as they colour.

- Put on *Waltz of the Flowers* from Tchaikovsky's Nutcracker.
- Hold hands and walk around in a circle, getting slower and slower until about the first minute (the harp section before the waltz pattern begins) and then gently come to a stop and sit down.
- Leave the track on in the background as everyone gets organised with coats back on and parents arrive for pick-up.

*Notes to self:*

## AURAL

- |       |                       |   |
|-------|-----------------------|---|
| 2 min | do-re-mi-so-la warmup | <ul style="list-style-type: none"> <li>• Sit in a circle. Ask your students to sing with you and then sing a pattern of <i>do, re, mi, so</i> and <i>la</i> (pentatonic scale) using Kirwin handsigns or gestures.</li> </ul> |
| 3 min | Seesaw                | <ul style="list-style-type: none"> <li>• Sing this together in a circle or pairs with the seesaw action.</li> </ul>   |

## TECHNIQUE

- |       |                     |   |
|-------|---------------------|---|
| 2 min | Chromatic keyflops  | <ul style="list-style-type: none"> <li>• Demonstrate a chromatic scale with finger 2 (maintaining the same relaxed whole arm technique as before) .</li> <li>• Get two of your students at a time (or all if you have multiple instruments) to try this on the piano. Have everyone chant the letters, simply saying "sharp" for every black key: "A, sharp, B, C, sharp..."</li> </ul> |
| 3 min | Wiggles and Waggles | <ul style="list-style-type: none"> <li>• Play a round of the game <a href="#">Wiggles and Waggles</a>.</li> </ul>   |

## RHYTHM

- |       |        |  |
|-------|--------|--|
| 3 min | Echoes | <ul style="list-style-type: none"> <li>• Lead a few rhythm echoes.</li> <li>• Ask each student in turn to come up with a pattern for everyone to echo.</li> </ul>                      |
| 2 min | Sway   | <ul style="list-style-type: none"> <li>• Put on one of the tracks from the movement playlist.</li> <li>• Sit in a circle holding hands and sway side-to-side with the beat.</li> </ul> |

## THEORY

- |       |                 |   |
|-------|-----------------|---|
| 5 min | Musical Meander | <ul style="list-style-type: none"> <li>• Play the key version of <a href="#">Musical Meander</a> together.</li> </ul> |
|-------|-----------------|---|

## OPTION 1: IMPROVISATION EXPLORATIONS

- |           |                 |   |
|-----------|-----------------|---|
| 10-15 min | Hot Air Balloon | <ul style="list-style-type: none"> <li>• Review the Sunrise and Eclipse actions sitting in a circle and practising on the table/floor together as you go.</li> <li>• Hold up the Hot Air Balloon card and ask your students if they know what it is. Have they ever seen a hot air balloon in real life or a cartoon?</li> <li>• Explain how you're going to create the Hot Air Balloon sound using a special pattern going up the piano: the bottom of the two black keys, F and then the middle of the three black keys.</li> <li>• Practise this pattern on the <a href="#">Keyboard Builder</a> cards.</li> <li>• Have pairs of students try improvising the Sunrise, Eclipse and Hot Air Balloon on the piano.</li> <li>• Ask all the other students to play on air-piano as they watch/listen.</li> </ul> |
|-----------|-----------------|---|

## OPTION 2: STAR SONGS

- |           |                   |   |
|-----------|-------------------|---|
| 10-15 min | Pease Pudding Hot | <ul style="list-style-type: none"> <li>• Sing <i>Pease Pudding Hot</i> together with actions to emphasise the pitches.</li> <li>• Ask your students which colours you need for this song and find those <i>Star Songs Key Sticks</i> together.</li> <li>• Get each student to place the G B D tokens on the keys.</li> <li>• Ask one student at a time to play the song on the piano while the other students point to the stars in time and sing along.</li> </ul> |
|-----------|-------------------|---|

10–15 min	<p>The Wolf Stalks the Bird and the Cat</p> <ul style="list-style-type: none"> <li>• Listen to <i>The Wolf Stalks the Bird and the Cat</i> from <i>Peter and the Wolf</i> a few times together and discuss using the listening reflection questions.</li> <li>• Listen to the track again and ask your students to move around to the music like the wolf at the bottom of the tree.</li> <li>• Complete pages 26–27 in their workbooks together. Leave the music (without narration) on as they colour.</li> </ul>
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2 min Wind-down routine

- Put on *Waltz of the Flowers* from Tchaikovsky's Nutcracker.
- Hold hands and walk around in a circle, getting slower and slower until about the first minute (the harp section before the waltz pattern begins) and then gently come to a stop and sit down.
- Leave the track on in the background as everyone gets organised with coats back on and parents arrive for pick-up.

*Notes to self:*



## AURAL

- |       |            |  |
|-------|------------|--|
| 2 min | Whale hums | <ul style="list-style-type: none"> <li>• Demonstrate the whale sound humming in falling glissandi.</li> <li>• Draw this line (you don't need the staff) on a whiteboard or piece of paper to emphasise the shape.</li> </ul> |
|-------|------------|--|



- Try some whale sounds together.

- |       |                 |   |
|-------|-----------------|---|
| 3 min | Cobbler Cobbler | <ul style="list-style-type: none"> <li>• Sing this song together twice: the first time with everyone singing, the second time divided into two groups with the two characters.</li> </ul> |
|-------|-----------------|---|

## TECHNIQUE

- |       |                     |  |
|-------|---------------------|--|
| 2 min | C scale keyflops    | <ul style="list-style-type: none"> <li>• Demonstrate a one octave C major scale with finger 2 up and down.</li> <li>• Get two of your students at a time (or all if you have multiple instruments) to try this on the piano. Have everyone chant the letters.</li> </ul> |
| 3 min | Fingerplay requests | <ul style="list-style-type: none"> <li>• Ask your students which fingerplay they would like to do. Show them the sheet so that they can point to the pictures or use them as a reminder.</li> </ul>  |

## RHYTHM

- |       |              |   |
|-------|--------------|---|
| 3 min | Rhythm Vocab | <ul style="list-style-type: none"> <li>• Show your students one of the first 30 <a href="#">Rhythm Vocab</a> cards. Point and read it aloud. Then read it together.</li> <li>• Repeat this for a few more cards.</li> </ul>             |
| 2 min | Beanbag pass | <ul style="list-style-type: none"> <li>• Put on one of the tracks from the marching playlist.</li> <li>• Sit in a circle and pass a beanbag around to the beat.</li> <li>• Say "pass, pass, pass" to help them stay in time.</li> </ul> |

## THEORY

- |       |                 |  |
|-------|-----------------|--|
| 5 min | Musical Meander | <ul style="list-style-type: none"> <li>• Play the note value version of <a href="#">Musical Meander</a> together.</li> </ul> |
|-------|-----------------|--|

## OPTION 1: IMPROVISATION EXPLORATIONS

- |           |         |   |
|-----------|---------|---|
| 10-15 min | Rainbow | <ul style="list-style-type: none"> <li>• Review the Hot Air Balloon and Airplane actions sitting in a circle and practising on the table/floor together as you go.</li> <li>• Hold up the Rainbow card and ask your students if they know what it is. Have they ever seen a rainbow?</li> <li>• Explain how you're going to create the Rainbow by sliding up and down the black keys.</li> <li>• Practise this on air-piano together doing some big rainbows and some small ones.</li> <li>• Have pairs of students try improvising the Hot Air Balloon, Airplane and Rainbow on the piano.</li> <li>• Ask all the other students to play on air-piano as they watch/listen.</li> </ul> |
|-----------|---------|---|

- Sing *Pease Pudding Hot* together with actions to emphasise the pitches.
- Ask your students which colours you need for this song and find those *Star Songs Key Sticks* together.
- Get each student to place the G B D tokens on the keys.
- Ask one student at a time to play the song on the piano while the other students point to the stars in time and sing along.

- Listen to *Peter Prepares to Catch the Wolf* from *Peter and the Wolf* a few times together and discuss using the listening reflection questions.
- Listen to the track again and ask your students to move around to the music like they're balancing on tree branches.
- Complete pages 28–31 in their workbooks together. Leave the music (without narration) on as they colour.

- Put on *Waltz of the Flowers* from Tchaikovsky's Nutcracker.
- Hold hands and walk around in a circle, getting slower and slower until about the first minute (the harp section before the waltz pattern begins) and then gently come to a stop and sit down.
- Leave the track on in the background as everyone gets organised with coats back on and parents arrive for pick-up.

*Notes to self:*

## AURAL

- |       |                              |   |
|-------|------------------------------|---|
| 2 min | <i>do-re-mi-so-la</i> warmup | <ul style="list-style-type: none"> <li>• Sit in a circle. Ask your students to sing with you and then sing a pattern of <i>do, re, mi, so</i> and <i>la</i> (pentatonic scale) using Kirwin handsigns or gestures.</li> </ul> |
| 3 min | Five Little Monkeys          | <ul style="list-style-type: none"> <li>• Sing this song together while doing the actions.</li> </ul>  |

## TECHNIQUE

- |       |                   |   |
|-------|-------------------|---|
| 2 min | Alphabet keyflops | <ul style="list-style-type: none"> <li>• Practise saying the music alphabet together.</li> <li>• Sit at the piano and demonstrate starting at A and stepping up while saying the music alphabet. (It's useful to stay on G for 2 beats to provide thinking time.)</li> <li>• Get two of your students at a time (or all if you have multiple instruments) to try this on the piano while everyone chants the alphabet.</li> </ul> |
| 3 min | Friends Meet      | <ul style="list-style-type: none"> <li>• Demonstrate the <a href="#">Friends Meet fingerplay</a> and then do it a few times together.</li> </ul>  |

## RHYTHM

- |       |                    |  |
|-------|--------------------|--|
| 3 min | Rhythm Vocab       | <ul style="list-style-type: none"> <li>• Show your students one of the first 30 <a href="#">Rhythm Vocab</a> cards. Point and read it aloud. Then read it together.</li> <li>• Repeat this for a few more cards.</li> </ul>  |
| 2 min | Metronome marching | <ul style="list-style-type: none"> <li>• Show your students a metronome or metronome app.</li> <li>• Set it to 60 bpm and ask your students to try to march around the room exactly in time with the ticks.</li> <li>• Then ask your students what number they think you should try next. Take the first possible answer and try it out together. What animal do they think would go at that speed?</li> <li>• Try other numbers they suggest if you have time.</li> </ul> |

## THEORY

- |       |            |   |
|-------|------------|---|
| 5 min | Gator Gaps | <ul style="list-style-type: none"> <li>• Play <a href="#">Gator Gaps</a> together.</li> </ul> |
|-------|------------|---|

## OPTION 1: IMPROVISATION EXPLORATIONS

- |           |        |   |
|-----------|--------|---|
| 10-15 min | Sunset | <ul style="list-style-type: none"> <li>• Review the Rainbow and Cloud Fluff actions sitting in a circle and practising on the table/floor together as you go.</li> <li>• Hold up the Sunset card and ask your students to explain what's happening. What colours do we see in a sunset?</li> <li>• Explain how you're going to create the Sunset by playing C or F with the right hand and then black keys going down the piano.</li> <li>• Demonstrate this on the piano while your students play air-piano and say "sun is setting" to stay in time.</li> <li>• Have pairs of students try improvising the Rainbow, Cloud Fluff and Sunset on the piano.</li> <li>• Ask all the other students to play on air-piano and/or say the words as they watch/listen.</li> </ul> |
|-----------|--------|---|

10-15 min	<p>Sheep in the Meadow</p> <ul style="list-style-type: none"> <li>• Sing <i>Sheep in the Meadow</i> together with actions to emphasise the pitches.</li> <li>• Ask your students which colours you need for this song and find those <i>Star Songs Key Sticks</i> together.</li> <li>• Get each student to place the G B D tokens on the keys.</li> <li>• Ask one student at a time to play the song on the piano while the other students point to the stars in time and sing along.</li> </ul>
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10–15 min	<p>The Bird Diverts the Wolf</p> <ul style="list-style-type: none"> <li>• Listen to <i>The Bird Diverts the Wolf</i> from <i>Peter and the Wolf</i> a few times together and discuss using the listening reflection questions.</li> <li>• Listen to the track again and ask your students to move around to the music like the bird circling the wolf.</li> <li>• Complete pages 32–33 in their workbooks together. Leave the music (without narration) on as they colour.</li> </ul>
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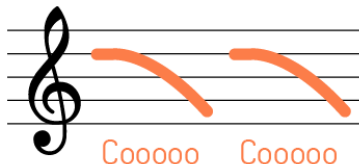
2 min Wind-down routine

- Put on *Waltz of the Flowers* from Tchaikovsky's Nutcracker.
- Hold hands and walk around in a circle, getting slower and slower until about the first minute (the harp section before the waltz pattern begins) and then gently come to a stop and sit down.
- Leave the track on in the background as everyone gets organised with coats back on and parents arrive for pick-up.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## AURAL

- 2 min Coos
- Demonstrate the pigeon sound of "coo" falling from high to mid range.
  - Draw this line (you don't need the staff) on a whiteboard or piece of paper to emphasise the shape.



- Try some pigeon sounds together.

- 3 min On a Log
- Sing this song together while doing the actions.

## TECHNIQUE

- 2 min Chromatic keyflops
- Demonstrate a chromatic scale with finger 2 (maintaining the same relaxed whole arm technique as before) .
  - Get two of your students at a time (or all if you have multiple instruments) to try this on the piano. Have everyone chant the letters, simply saying "sharp" for every black key: "A, sharp, B, C, sharp..."

- 3 min Friends Meet
- Do the [Friends Meet fingerplay](#) a few times together.

## RHYTHM

- 3 min Echoes with sway
- Sit in a circle holding hands and sway steadily side-to-side.
  - Say a rhythm pattern in time with the swaying beat and ask your students to echo it.
  - Then ask each student in turn to come up with a pattern for everyone else to echo.

- 2 min Marching
- Put on one of the tracks from the marching playlist (or any music with a strong marching beat).
  - Stand in a circle and march on the spot together.
  - If the students are staying in time pretty well, lead them on a march around the room.

## THEORY

- 5 min Note Value Memory
- Play [Note Value Memory](#) together.

## OPTION 1: IMPROVISATION EXPLORATIONS

- 10-15 min Sparkling Stars
- Review the Sunset and Sunrise actions sitting in a circle and practising on the table/floor together as you go.
  - Hold up the Sparkling Stars card and ask your students to describe what they see. Have they ever seen a really starry sky?
  - Explain how you're going to create the Sparkling Stars by playing a few black keys with right then left hand, and then pausing before doing the next sparkle.
  - Practise this on the floor/table together saying "twinkle sparkle".



## AURAL

- |       |                       |   |
|-------|-----------------------|---|
| 2 min | do-re-mi-so-la warmup | <ul style="list-style-type: none"> <li>• Sit in a circle. Ask your students to sing with you and then sing a pattern of <i>do, re, mi, so</i> and <i>la</i> (pentatonic scale) using Kirwin handsigns or gestures.</li> </ul> |
| 3 min | Tick Tock             | <ul style="list-style-type: none"> <li>• Sing this song together a few times with different actions each time such as: nodding, clapping, patsching, swaying, etc.</li> </ul>   |

## TECHNIQUE

- |       |                     |  |
|-------|---------------------|--|
| 2 min | C scale keyflops    | <ul style="list-style-type: none"> <li>• Demonstrate a one octave C major scale with finger 2 up and down.</li> <li>• Get two of your students at a time (or all if you have multiple instruments) to try this on the piano. Have everyone chant the letters.</li> </ul> |
| 3 min | Fingerplay requests | <ul style="list-style-type: none"> <li>• Ask your students which fingerplay they would like to do. Show them the sheet so that they can point to the pictures or use them as a reminder.</li> </ul>  |

## RHYTHM

- |       |                 |  |
|-------|-----------------|--|
| 3 min | Switch-Switch   | <ul style="list-style-type: none"> <li>• Sit in a circle and start by clapping and saying "ta, ta, ta, ta..."</li> <li>• Every few bars/measures say "1, 2, ready, switch" and change to "ta-2, ta-2" or "titi, titi, titi, titi" or "ta-2-3-4"</li> </ul> |
| 2 min | Patsch the beat | <ul style="list-style-type: none"> <li>• Put on one of the tracks from the waltz playlist.</li> <li>• Sit in a circle and patsch (lap tap) together to the beat.</li> <li>• Encourage your students to try to patsch in time with you.</li> </ul>          |

## THEORY

- |       |            |   |
|-------|------------|---|
| 5 min | Gator Gaps | <ul style="list-style-type: none"> <li>• Play <a href="#">Gator Gaps</a> together.</li> </ul> |
|-------|------------|---|

## OPTION 1: IMPROVISATION EXPLORATIONS

- |           |        |   |
|-----------|--------|---|
| 10-15 min | Review | <ul style="list-style-type: none"> <li>• Take out the full set of <i>Improvisation Exploration Sky Creations</i> cards and go over each pattern on air-piano.</li> <li>• Have 2 students at a time sit at the piano and another student draw a card at random for them to play.</li> <li>• Continue this process (with different students each time) until all the cards are gone.</li> </ul> |
|-----------|--------|---|

## OPTION 2: STAR SONGS

- |           |                     |   |
|-----------|---------------------|---|
| 10-15 min | Sheep in the Meadow | <ul style="list-style-type: none"> <li>• Sing <i>Sheep in the Meadow</i> together with actions to emphasise the pitches.</li> <li>• Ask your students which colours you need for this song and find those <i>Star Songs Key Sticks</i> together.</li> <li>• Get each student to place the G B D tokens on the keys.</li> <li>• Ask one student at a time to play the song on the piano while the other students point to the stars in time and sing along.</li> </ul> |
|-----------|---------------------|---|



- Listen to *The Hunters Arrive* from *Peter and the Wolf* a few times together and discuss using the listening reflection questions.
- Listen to the track again and ask your students to move around to the music like hunters.
- Complete pages 36–39 in their workbooks together. Leave the music (without narration) on as they colour.

- Put on *Waltz of the Flowers* from Tchaikovsky's Nutcracker.
- Hold hands and walk around in a circle, getting slower and slower until about the first minute (the harp section before the waltz pattern begins) and then gently come to a stop and sit down.
- Leave the track on in the background as everyone gets organised with coats back on and parents arrive for pick-up.

*Notes to self:*

### AURAL

- |       |            |  |
|-------|------------|--|
| 2 min | Whale hums | <ul style="list-style-type: none"> <li>• Demonstrate the whale sound humming in falling glissandi.</li> <li>• Draw this line (you don't need the staff) on a whiteboard or piece of paper to emphasise the shape.</li> </ul> |
|-------|------------|--|



- Try some whale sounds together.

- |       |               |  |
|-------|---------------|--|
| 3 min | Song requests | <ul style="list-style-type: none"> <li>• Ask your students which of the songs they've learned so far is their favourite. Give suggestions if they can't think of the names.</li> </ul> |
|-------|---------------|--|

### TECHNIQUE

- |       |                   |   |
|-------|-------------------|---|
| 2 min | Alphabet keyflops | <ul style="list-style-type: none"> <li>• Practise saying the music alphabet together.</li> <li>• Sit at the piano and demonstrate starting at A and stepping up while saying the music alphabet. (It's useful to stay on G for 2 beats to provide thinking time.)</li> <li>• Get two of your students at a time (or all if you have multiple instruments) to try this on the piano while everyone chants the alphabet.</li> </ul> |
|-------|-------------------|---|

- |       |                     |   |
|-------|---------------------|---|
| 3 min | Fingerplay requests | <ul style="list-style-type: none"> <li>• Ask your students which fingerplay they would like to do. Show them the sheet so that they can point to the pictures or use them as a reminder.</li> </ul> |
|-------|---------------------|---|

### RHYTHM

- |       |         |   |
|-------|---------|---|
| 3 min | Echoes  | <ul style="list-style-type: none"> <li>• Lead a few rhythm echoes.</li> <li>• Ask each student in turn to come up with a pattern for everyone to echo.</li> </ul>   |
| 2 min | Scarves | <ul style="list-style-type: none"> <li>• Put on one of the tracks from the movement playlist.</li> <li>• Stand in a circle and practise moving the scarves to the music. Get your students to follow you with different movements.</li> <li>• Have fun with this and improvise any movements that fit the music.</li> </ul> |

### THEORY

- |       |             |  |
|-------|-------------|--|
| 5 min | Key Clamber | <ul style="list-style-type: none"> <li>• Play <a href="#">Key Clamber</a> together.</li> </ul> |
|-------|-------------|--|

### OPTION 1: IMPROVISATION EXPLORATIONS

- |           |           |   |
|-----------|-----------|---|
| 10-15 min | Composing | <ul style="list-style-type: none"> <li>• Take out the full set of Improvisation Exploration Sky Creations cards and go over each pattern on air-piano.</li> <li>• Tell your students that you're going to create your own piece using these cards. Which one should go first? What next? Take suggestions from all your students and lay them out in this order on the music stand.</li> <li>• Have 2 students sit at the piano and play the complete composition.</li> <li>• Give the students who are not playing specific jobs to do with rhythm instruments, e.g. "When we get to the Eclipse gently shake this tambourine."</li> <li>• Swap roles until everyone has had a chance to play at the piano.</li> </ul> |
|-----------|-----------|---|

10-15 min	Star Song requests	<ul style="list-style-type: none"> <li>Find the full set of <i>Star Songs Key Sticks</i> together and put them in place on the keys.</li> <li>Ask each student in turn to choose their favourite song from the Star Songs book to play while the other students should point to the stars in time and sing along.</li> </ul>
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10-15 min	<p>Procession to the Zoo</p> <ul style="list-style-type: none"> <li>• Listen to <i>Procession to the Zoo</i> from <i>Peter and the Wolf</i> a few times together and discuss using the listening reflection questions.</li> <li>• Listen to the track again and ask your students to choose any character and move around to the music as that character.</li> <li>• Complete pages 40-43 in their workbooks together. Leave the music (without narration) on as they colour.</li> </ul>
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2 min Wind-down routine

- Put on *Waltz of the Flowers* from Tchaikovsky's Nutcracker.
- Hold hands and walk around in a circle, getting slower and slower until about the first minute (the harp section before the waltz pattern begins) and then gently come to a stop and sit down.
- Leave the track on in the background as everyone gets organised with coats back on and parents arrive for pick-up.

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