



Mini Musicians Two

40 WEEK GROUP PRESCHOOL PROGRAM

Exploring music and piano with 4–6 year olds in their second year of study

Introduction

Preschool Group Plan: Mini Musicians Two

Welcome to *Mini Musicians Two!* This 40 week curriculum for music teachers is designed to be a positive, creative and exploratory second year curriculum to allow you to explore music with 4–6 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 *Star Songs* or the *Listening in Colour* components.

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 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. Ostinato 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 solfa exercise followed by a song. By the end of the 40 weeks, students will be singing the hexatonic solfa scale: *do re mi fa so la*.

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

Even though we're starting to dive into five-finger patterns (pentascale) in this section, we are still not using legato technique and the fingering is always optional. Feel free to go back to having your students hop with one finger at any time if you see them playing with tension. There is *no rush* to using all their fingers at the piano.

To work on posture and playing techniques, we also explore an extended metaphor of their body as a tree, building up from the roots to the trunk to the leaves, bit-by-bit. The last motion introduced, "Leaf in the Wind", is a two note slur which might be considered quite advanced for a preschool class. However, you might be surprised how well your students can start to build this wrist motion into their playing.

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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	 tikaå

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 level of *Mini Musicians* we continue to reinforce these note values:     as well as briefly introducing 

We work with these through chanting, moving, games and improvising, and using rhythm pattern cards.

In *Mini Musicians One*, we used tracks for the movement section so that you could participate alongside your students, lead by example and help them follow directions. In *Mini Musicians Two*, we will be playing the music ourselves so that students can experience live music. They should be able to follow the directions well enough as a group at this stage with you sitting at the piano.

CORE COMPONENT 4: THEORY

In the theory component, we will be reviewing the piano keys that they learnt last year and exploring some elements of the staff to prepare them for music reading. We focus mostly on steps/skips and up/down, and we will also introduce a few landmark notes at this stage. By the end of the year students will be very comfortable with these basic intervals and directional movement, and will also be familiar with the grand staff and its structure.

OPTIONAL COMPONENT 1: OSTINATO EXPLORATIONS

If you choose this segment you will be exploring animals 4 different environments through music during the 40 weeks: forest, ocean, desert and sky. The ostinato patterns allow students to explore the full range of sounds at the piano and work on playing as an ensemble.

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. *Star Songs Book 2* introduces the playing of long and short notes using shooting stars. Do not concern yourself or your students too much with the exact length of these notes but rather focus on playing them as you would sing the words.

OPTIONAL COMPONENT 3: LISTENING IN COLOUR

In *Mini Musicians Two*, this component explores *The Nutcracker* and *The Young Person's Guide to the Orchestra*. 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.

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!

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 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.

(This list is the same as *Mini Musicians One* so you should still have everything you need from last year.)

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.

- [The Nutcracker](#) – This playlist includes all the tracks you will need for the *Listening in Colour* component, split up in the correct way for our purposes.
- [The Young Person's Guide to the Orchestra](#) – This playlist includes my favourite narrated version, split up in the correct way for our purposes, and the full version at the end so you can listen to the complete piece together on the final week.

Vibrant Music Teaching

Preschool Group Plan: Mini Musicians Two

Quick Look Lesson Plan

WEEK	AURAL	TECHNIQUE	RHYTHM	THEORY	IMPROV	STAR SONGS	LISTENING
1	dr stepping & Ev'rybody sit down	Tree roots & C major	Glissando home & Switch-Switch	Musical Alphabet Memory (CDE)	Grizzly Bear	Five Little Monkeys	Decoration of the Christmas Tree
2	drm stepping & Ev'rybody sit down	Tree roots & C major	Fortissimo and pianissimo steps & claps & Switch-Switch	Key Clamber (FGAB)	Field Mouse	Five Little Monkeys	The Children's March
3	drm toy reading & Mouse, Mousie	Tree trunk & G major	Scarf dance & Echoes	Actions to answer	White-Tailed Deer	Apple Tree	The Parents' Gallop
4	drm hand-signs & Mouse, Mousie	Tree trunk & C & G major	You do what I do & Echoes	Key Clamber (CDE)	Porcupine	Apple Tree	Drosselmeyer
5	drms stepping & Down Came Johnny	Branches & D major	Pianist metronome & Rhythm Vocab 1-30	Actions to answer	Grey Squirrel	Jack-in-a-Box	The Nutcracker
6	drms toy reading & Down Came Johnny	Branches & D major	Count the drumbeats & Black keys	Musical Alphabet Memory (FGAB)	Carpenter Ants	Jack-in-a-Box	The Guests Depart
7	drms hand-signs & Mouse, Mousie	Leaves & C, G & D major	Beanbag pass & White keys	Musical Meander (rhythm)	Red Fox	All Around the Buttercup	The Battle
8	drms toy reading & Ickle Ockle Blue Bottle	Leaves & A major	2/4 and 3/4 & Rhythm Vocab 1-30	Musical Meander (keys)	Monarch Butterfly	All Around the Buttercup	The Forrest
9	drmsl stepping & Ickle Ockle Blue Bottle	Full tree at piano & A major	Frozen cadence & tum-ti vs beat	Note Value Memory	Review	Fox is Running	Snowflakes Falling
10	drmsl handsigns & Down Came Johnny	Full tree at piano & C, G, D & A major	Footstep metronome & tum-ti vs beat	Betty Blanks	Compose	Fox is Running	Kingdom of Sweets
11	drmsl toy reading & Sleep Baby Sleep	Sprout growing & E major	Clap high and low & Rhythm Vocab 31-36	Stepping Stones	Orca	Tommy Thumb	Hot Chocolate
12	drmsl handsigns & Sleep Baby Sleep	Sprout growing & E major	Glissando home & Rhythm Vocab 1-36 4 bars	Gator Gaps	Clownfish	Tommy Thumb	Coffee
13	drmsl stepping & Ickle Ockle Blue Bottle	Heavy chestnuts & C, G, D & A major	Fortissimo and pianissimo march/tiptoe & Echoes	Treble & bass cards/on floor	Shame-faced Crab	Bye, Bye, Baby	Tea
14	drmsl toy reading & Naughty Pussie Cat	Heavy chestnuts & C, G, D, & E major	Scarf Dance & Swap-Swap	Wiggles and Waggles	Seahorse	Bye, Bye, Baby	Candy Canes

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15	drmfsl hand-signs & Naughty Pussie Cat	Little acorns & B major	You do what I do & Echoes	Line, Space, Leapfrog (name treble/bass?)	Sea Lion	Mata Rile	Marzipan
16	drmfsl hand-signs & Double This	Little acorns & G, A & B major	Pianist metro-nome & Rhythm Vocab 31–36	Finger Twister	Hammer-head Shark	Mata Rile	Ginger
17	drmfsl toy reading & Double This	Leaf in the breeze & C, D, E & B major	Count the drumbeats & Rhythm Vocab 1–42 4 bars	Strolls and Skitters	Starfish	Let Us Chase the Squirrel	Waltz of the Flowers
18	Hexatonic Pattern Cards & Sleep Baby Sleep	Leaf in the breeze & G flat major	Beanbag pass & Help me draw...	Tippy Taps	Box Jellyfish	Let Us Chase the Squirrel	Sugarplum Prince
19	Hexatonic Pattern Cards & Early in the Morning	Leaf in the wind & G flat major	2/4 and 3/4 & tum-ti vs beat	Gator Gaps	Review	Love Somebody	Sugarplum Fairy
20	drmfsl stepping & Early in the Morning	Leaf in the wind & D, E & G flat major	Frozen cadence & Rhythm Vocab 1–42 vs beat	Twirl-a-Whirl	Compose	Love Somebody	Farewells
21	drmfsl toy reading & Frosty Weather	Heavy chestnuts & G, A, B & G flat major	Footstep metro-nome & Help me draw...	Stepping Stones	Sulcata Tortoise	Frosty Weather	Tutti
22	drmfsl drawing & Frosty Weather	Little acorns & D flat major	Clap high and low & Rhythm Vocab 2 1–16	Strolls and Skitters	Side-winder Snake	Frosty Weather	Wood-winds
23	Hexatonic Pattern Cards & Naughty Pussie Cat/Early in the Morning	Leaf in the breeze & D flat major	Scarf Dance & Rhythm Vocab 2 1–16 race	Line, Space, Leapfrog (name treble/bass?)	Dromedary Camel	Dipidu	Brass
24	drmfsl stepping & Penguins	Leaf in the wind & B, G flat & D flat major	Marching Orders	Betty Blanks	Sand Cat	Dipidu	Strings
25	drmfsl hand-signs & Penguins	Heavy chestnuts & C, D, E & D flat major	Fortissimo and pianissimo steps & claps & Snake	Hill Hike	Desert Crocodile	Starlight, Starbright	Percussion
26	Hexatonic Pattern Cards & Jim Along Josie	Little acorns & A flat major	You do what I do & Rhythm Vocab 2, nos. 17–24	Tippy Taps	Ostrich	Starlight, Starbright	Flute & piccolo
27	drmfsl toy reading & Jim Along Josie	Leaf in the breeze & A flat major	Marching Orders	Star Seekers	Monitor Lizard	Oats, Peas, Beans	Oboe
28	drmfsl hand-signs & Double This/Frosty Weather	Leaf in the wind & G flat, D flat & A flat major	Pianist metro-nome & Snake	Strolls and Skitters	Emperor Scorpion	Oats, Peas, Beans	Clarinet

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29	Hexatonic pattern drawing & On the Farmer's Apple Tree	Heavy chestnuts & G, A, B & A flat major	Count the drumbeats & Rhythm Vocab 2, nos. 1-24 race	Hill Hike	Review	Sally Go Round the Sun	Bassoon
30	drmfsl step-ping & On the Farmer's Apple Tree	Little acorns & E flat major	Beanbag pass & Help me draw...	Treacherous Treasure	Compose	Sally Go Round the Sun	Violin
31	Hexatonic Pattern Cards & Penguins/Jim Along Josie	Leaf in the breeze & E flat major	Marching Orders	Intro to landmark notes	Magnificent Frigatebird	If the Rain Comes Down	Viola
32	drmfsl hand-signs & Who's That Tapping	Leaf in the wind & D flat, A flat & E flat major	2/4 and 3/4 & Rhythm Vocab 2, nos. 1-24 Beat my Rhythm	Landmark note runs	Fruit Bat	If the rain comes down	Cello
33	drmfsl toy reading & Who's That Tapping	Heavy chestnuts & D, E, G flat & E flat major	Frozen cadence & Snake	Musical Alphabet Memory	Bald Eagle	Over in the Meadow	Double bass
34	drmfsl hand-signs & On the Farmer's Apple Tree/Mouse Mousie	Little acorns & B flat major	Footstep metronome & Help me draw...	Landmark Landmines	Kingfisher	Over in the Meadow	Harp
35	Hexatonic pattern drawing & Alice the Camel	Leaf in the breeze & F major	Marching Orders	Treacherous Treasure	Peacock	Put the Kettle On	French horn
36	drmfsl step-ping & Alice the Camel	Leaf in the wind & A flat, F & B flat major	Clap high and low & Rhythm Vocab 2 1-24 race	Landmark Xs and Os	Caspian Gull	Put the Kettle On	Trumpet
37	Hexatonic Pattern Cards & Who's That Tapping/Down Came Johnny	Heavy chestnuts & F, A, B, D flat & B flat major	Scarf Dance & Snake	Aural training paddles	Screech Owl	Itsy Bitsy Spider	Trombone & tuba
38	drmfsl toy reading & A Sailor Went to Sea, Sea, Sea	All majors	Footstep metronome & Rhythm Vocab 2, nos. 1-24 Beat My Rhythm	Line, Space, Leapfrog (name landmarks)	Horned Puffin	Itsy Bitsy Spider	Percussion
39	Hexatonic pattern drawing & A Sailor Went to Sea, Sea, Sea	Introduce minors	Marching Orders	Hill Hike	Review	Baa, Baa, Black Sheep	Fugue
40	Hexatonic Pattern Cards & Song request	Introduce minors	Glissando home & Rhythm Vocab 2 1-24 race	Finger Foot-steps	Compose	Baa, Baa, Black Sheep	Fugue

Preschool Group Plan: Mini Musicians Two

Week 1

AURAL

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| 2 min | <i>do re</i>
stepping | <ul style="list-style-type: none"> Get your students to sit on the floor in a line. Stand in front of them, gesture towards your feet and sing <i>do</i>. Step forward and sing <i>re</i>. Sing a pattern of <i>do</i> and <i>re</i> together with you stepping forward and back to show the pitch. |
| 3 min | <i>Ev'rybody Sit Down</i> | <ul style="list-style-type: none"> Sing the complete song for your students. Ask them about the words to the song – what was it about? Speak each line and have them repeat after you. Sing each line and have them sing after you. Sing the complete song together several times. |

Ev' - ry - bo - dy sit down, sit down, sit down.
 Ev' - ry - bo - dy lis - ten, lis - ten, lis - ten.

3
 Ev' - ry - bo - dy sit down on the floor.
 Ev' - ry - bo - dy lis - ten, ears switched on!

5
 Not on the cei - ling, not on the door!
 No - bo - dy talk - ing, not ev - en me!

7
 Not on each oth - er but on the floor.
 No - bo - dy whis - per - ing, ears switched on.

TECHNIQUE

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|-------|-------------------|---|
| 2 min | <i>Tree roots</i> | <ul style="list-style-type: none"> Have everyone stand up and find a bit of space where they won't bump into each other. Talk about how trees stay standing, what keeps them in the ground? Show your students how to firmly plant their roots (feet) in the ground. Explain that if a breeze comes along the top of the tree will sway but the roots will stay firmly planted in the earth. Practice swaying gently back and forth together while keeping all corners of your feet on the ground. |
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Week 1

Preschool Group Plan: Mini Musicians Two

3 min	C major pentascale	<ul style="list-style-type: none"> Demonstrate the C major pentascale with finger 2 only and singing "do re mi fa so fa mi re do". Have as many students sit up at a piano/keyboard as you can and play the C pentascale together. (If you don't have enough space for everyone the students who are waiting for their turn should sing along in solfa.) Make sure they wait until you say "1 2 ready play" to start and sing the solfa to help them stay together.
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RHYTHM

2 min	Glissando home	<ul style="list-style-type: none"> Tell your students to march around the room in their own space and, when they hear this sound (demonstrate a glissando) come quickly back to the piano. Improvise a march or use one of the samples included at the back of this book. Do a glissando every so often and see how quickly your students can come back to the piano.
3 min	Switch-Switch	<ul style="list-style-type: none"> Sit in a circle and start by clapping and saying "ta, ta, ta, ta..." Say "1, 2, ready, switch" and change to "ta-2-3-4". Then change to "titi, titi, titi, titi" using patsch (lap tap). Switch back and forth a few times.

THEORY

5 min	Musical Alphabet Memory	<ul style="list-style-type: none"> Play the CDE version of Musical Alphabet Memory together.
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OPTION 1: OSTINATO EXPLORATIONS

10-15 min	Grizzly Bear	<ul style="list-style-type: none"> Discuss the forest animals that you're going to be exploring together through music. Have your students been to a forest? Did they see any animals there? Show your students the Grizzly Bear card from the <i>Ostinato Explorations Set 1</i> and tell your students that this is the first pattern they're going to learn. Demonstrate touching the floor or table with finger 2 of each hand, alternating between left and right with a steady beat and ask them to practise it with you. Demonstrate the Grizzly Bear pattern on the piano while all the students practise on air piano. Get each student to try the Grizzly Bear pattern on the piano while the other students play air piano with the same steady beat.
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OPTION 2: STAR SONGS

10-15 min	Five Little Monkeys	<ul style="list-style-type: none"> Sing <i>Five Little Monkeys</i> together with actions to emphasise the pitches. Introduce the shooting stars and how when we see these we should play/sing longer notes. (You don't need to get into counting and specifics but you can demonstrate the correct rhythm with your voice.) Ask your students which colours you need for this song and find those <i>Star Songs Key Sticks</i> together. Get each student to place the correct 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.
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OPTION 3: LISTENING IN COLOUR

10-15 min Decoration of the Christmas Tree

- Introduce *The Nutcracker* story, read the first poem and listen to the 'Act I: Marie and Fritz Awake/Guests Arrive/Unveiling of the Christmas Tree' together.
- Use the *Decoration of the Christmas Tree* page as a starting point for discussion about the music.
- Leave the piece on in the background as the students colour the *Decoration of the Christmas Tree* picture.

WIND DOWN

2 min Wind-down routine • Put on *Waltz of the Flowers* from Tchaikovsky's 'The 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* stepping
- Get your students to sit on the floor in a line.
 - Stand in front of them, gesture towards your feet and sing *do*.
 - Step forward, one step at a time and sing *re mi*.
 - Sing a pattern in solfa together with you stepping forward and back to show the pitch.

- 3 min Ev'rybody Sit Down
- Sit in a circle and sing this song together a few times.
 - Now that your students are familiar with this song you can use it any time you need them to sit down when switching activities.

TECHNIQUE

- 2 min Tree roots
- Have everyone stand up and find a bit of space where they won't bump into each other.
 - Talk about how trees stay standing, what keeps them in the ground?
 - Show your students how to firmly plant their roots (feet) in the ground.
 - Explain that if a breeze comes along the top of the tree will sway but the roots will stay firmly planted in the earth.
 - Practice swaying gently back and forth together while keeping all corners of your feet on the ground.

- 3 min C major pentascale
- Demonstrate the C major pentascale with finger 2 only and singing "*do re mi fa so fa mi re do*".
 - Have as many students sit up at a piano/keyboard as you can and play the C pentascale together. (If you don't have enough space for everyone the students who are waiting for their turn should sing along in solfa.)
 - Make sure they wait until you say "1 2 ready play" to start and sing the solfa to help them stay together.

RHYTHM

- 2 min Fortissimo and pianissimo steps & claps
- Tell your students to march around the room in their own space taking big steps when the music is loud and stand still and clap when the music is soft.
 - Improvise a march or use one of the samples included at the back of this book, changing dynamics suddenly from *ff* to *pp* and back again.

- 3 min Switch-Switch
- Sit in a circle and start by clapping and saying "ta, ta, ta, ta..."
 - Say "ready, set, switch" and change to "ta-2-3".
 - Then change to "titi, titi, titi, titi" using patsch (lap tap).
 - Switch back and forth a few times.

THEORY

- 5 min Key Clamber
- Play [Key Clamber](#) together with FGAB die going from the top of the piano to the bottom.

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Week 2

OPTION 1: OSTINATO EXPLORATIONS

- 10-15 Field Mouse min • Hold up the Grizzly Bear card and ask your students if they remember how her pattern sounds on the piano.
• Hold up the Field Mouse card and ask your students what they see.
• Explain that this is a very little mouse and he makes a little high squeaks on the piano.
• Demonstrate the Field Mouse pattern on the piano while all the students practise on air piano.
• Get each student to try the Field Mouse pattern on the piano while you play the Grizzly Bear pattern and the other students play air piano.

OPTION 2: STAR SONGS

- 10-15 Five Little min Monkeys • Sing *Five Little Monkeys* together with actions to emphasise the pitches.
• Remind your students about the shooting stars and how when we see these we should play/sing longer notes.
• Ask your students which colours you need for this song and find those *Star Songs Key Sticks* together.
• Get each student to place the correct 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 The min Children's March • Read the poem and listen to 'Act I: March' together.
• Use the *The Children's March* page as a starting point for discussion about the music.
• Leave the piece on in the background as the students colour the *The Children's March* picture.

WIND DOWN

- 2 min Wind-down routine • Put on *Waltz of the Flowers* from Tchaikovsky's 'The 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 toy reading*

- Get your students to sit on the floor in a line.
- Take out some toys and make a *do re mi* pattern with them on an imaginary staff on the floor.



- Point to the toys in order and sing the pattern in solfa then ask your students to join in and repeat several times, pointing to the toys as you go.

3 min Mouse, Mousie

- Sing the complete song for your students.
- Ask them about the words to the song – what was it about?
- Speak each phrase and have them repeat after you.
- Sing each phrase and have them sing after you.
- Sing the complete song together several times.

2

Mouse. mou - sie. lit - tle mou - sie. hur - ry hur - ry do!

5

Or the kit - ten in the hou - sie will be af - ter you.

TECHNIQUE

2 min Tree trunk

- Have everyone stand up and find a bit of space where they won't bump into each other.
- Talk about your tree roots and make sure everyone's feet are firmly planted.
- Explain that trees are always trying to grow taller so they can reach the sunshine. It's important that we stand as tall as we can, with the crown of our head reaching up to make a strong tree trunk.
- Practice slumping into bad posture and then making a tall strong tree trunk by standing up tall.

3 min G major pentascale

- Review the C major pentascale and then demonstrate the G major pentascale with finger 2 only.
- Have as many students sit up at a piano/keyboard as you can and play the C pentascale and then the G pentascale together while singing in solfa.

Preschool Group Plan: Mini Musicians Two

Week 3

RHYTHM

2 min	Scarf dance	<ul style="list-style-type: none"> Give each student a scarf. Play some music for them to dance to. This can be a piece you know well (so that you can watch them) or an improvisation. Encourage them to move freely to the music.
3 min	Echoes	<ul style="list-style-type: none"> Chant and clap a one bar/measure rhythm pattern in $\frac{4}{4}$ 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.) Use the following note values to make your rhythm patterns:  Repeat this several times then ask each student in turn to come up with a pattern for everyone to echo.

THEORY

5 min	Forte and piano	<ul style="list-style-type: none"> Tell your students that you're going to play a sound on the piano. If the sound is forte (loud) they should pretend to be a lion. If the sound is piano (soft) they should pretend to be a mouse. Play a few examples and mix it up with single notes and chords.
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OPTION 1: OSTINATO EXPLORATIONS

10-15 min	White-Tailed Deer	<ul style="list-style-type: none"> Review the Grizzly Bear and Field Mouse patterns. Hold up the White-Tailed Deer card and ask your students what they see. Explain that the deer has a bouncy step and demonstrate the pattern on the floor/table while saying "white tail deer" in the correct rhythm. Have all your students practise this with you. Demonstrate the White-Tailed Deer pattern on the piano while all the students practise on air piano. Get each student to try the White-Tailed Deer pattern on the piano while another student plays the Grizzly Bear pattern and the other students play air piano.
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OPTION 2: STAR SONGS

10-15 min	Apple Tree	<ul style="list-style-type: none"> Sing <i>Apple Tree</i> together with actions to emphasise the pitches. Remind your students about the shooting stars and how when we see these we should play/sing longer notes. Ask your students which colours you need for this song and find those <i>Star Songs Key Sticks</i> together. Get each student to place the correct 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.
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OPTION 3: LISTENING IN COLOUR

10-15 min	The Parents' Gallop	<ul style="list-style-type: none"> Read the poem and listen to 'Act I: Father-Daughter Dance/Grandparent's Arrival' together. Use the <i>The Parents' Gallop</i> page as a starting point for discussion about the music. Leave the piece on in the background as the students colour the <i>The Parents' Gallop</i> picture.
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WIND DOWN

2 min Wind-down routine

- Put on *Waltz of the Flowers* from Tchaikovsky's 'The 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 Two

Week 4

AURAL

2 min	do re mi handsigns	<ul style="list-style-type: none">Sit in a circle. Ask your students to sing with you and then sing a pattern of <i>do, re</i> and <i>mi</i> using Curwen handsigns or gestures.
3 min	Mouse, Mousie	<ul style="list-style-type: none">Sing the complete song for your students and then sing it several times together while patsching the beat.

TECHNIQUE

2 min	Tree trunk	<ul style="list-style-type: none">Have everyone stand up and find a bit of space where they won't bump into each other.Talk about your tree roots and make sure everyone's feet are firmly planted.Explain that trees are always trying to grow taller so they can reach the sunshine. It's important that we stand as tall as we can, with the crown of our head reaching up to make a strong tree trunk.Practice slumping into bad posture and then making a tall strong tree trunk by standing up tall.
3 min	G major pentascale	<ul style="list-style-type: none">Review the C major pentascale and the G major pentascale with finger 2 only. Demonstrate the pentascales, non-legato, with a five-finger position and talk about your round hand shape and bouncy arm.Have as many students sit up at a piano/keyboard as you can and play each pentascale first with one finger and then in a five-finger position. Pay attention to whether the five-finger version causes any students to play with tension.

RHYTHM

2 min	You do what I do	<ul style="list-style-type: none">Stand or sit in a circle with your students and say: "You do what I do"Perform various actions with a steady beat such as tapping your head, clapping, patsching, marching, turning around, etc. Make eye contact with each student as you do this to make sure they are engaged and following your lead.Then sit at the piano (with your students still sitting/standing in a circle) and say: "We all do what *Sarah* does"Improvise music to match what Sarah and the others are doing. Give each child a chance to be the leader.
3 min	Echoes	<ul style="list-style-type: none">Chant and clap a one bar/measure rhythm pattern in $\frac{3}{4}$ and gesture for your students to join in on the echo. (For example, you say "ta tas titi" pointing first to yourself and then to your students.)Use the following note values to make your rhythm patterns: ta ta ta tit tit tit.Repeat this several times then ask each student in turn to come up with a pattern for everyone to echo.

THEORY

5 min	Key Clamber	<ul style="list-style-type: none">Play Key Clamber together with CDE die.
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OPTION 1: OSTINATO EXPLORATIONS

10-15 Porcupine
min

- Hold up each card and briefly discuss the animal patterns they know so far.
- Hold up the Porcupine card and ask your students what they see.
- Explain that the porcupine has a prickly needles and demonstrate the pattern on the floor/table while saying "ow, ow, ow, wait, wait" in the correct rhythm. Have all your students practise this with you.
- Demonstrate the Porcupine pattern on the piano while all the students practise on air piano.
- Get each student to try the Porcupine pattern on the piano while another student plays the Grizzly Bear pattern, you play the White-Tailed Deer pattern and the other students play air piano.

OPTION 2: STAR SONGS

10-15 Apple Tree
min

- Sing *Apple Tree* together with actions to emphasise the pitches.
- Remind your students about the shooting stars and how when we see these we should play/sing longer notes.
- Ask your students which colours you need for this song and find those *Star Songs Key Sticks* together.
- Get each student to place the correct 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 Dros-
min selmeyer

- Read the poem and listen to 'Act I: Herr Drosselmeier's Arrival with his Nephew/Toy Soldier' together.
- Use the *Drosselmeyer* page as a starting point for discussion about the music.
- Leave the piece on in the background as the students colour the *Drosselmeyer* picture.

WIND DOWN

2 min Wind-down
routine

- Put on *Waltz of the Flowers* from Tchaikovsky's 'The 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 Two

Week 5

AURAL

- 2 min *do re mi so stepping*
- Get your students to sit on the floor in a line.
 - Stand in front of them, gesture towards your feet and sing *do*.
 - Step forward, one step at a time and sing *re mi fa so*.
 - Sing a pattern in solfa together with you stepping forward and back to show the pitch.
 - Make sure to spend extra time practising *mi so* since *so* is new.

- 3 min Down Came Johnny
- Sing the complete song for your students.
 - Ask them about the words to the song – what was it about?
 - Speak each phrase and have them repeat after you.
 - Sing each phrase and have them sing after you.
 - Sing the complete song together several times.

Pick one student to close their eyes

Down came John - ny, down came he.

5 *Give one student the button and another the key*

He is hid - ing the but - ton and the key.

9 *Student with eyes closed sings*

Student with button sings

Who has the but - ton? I have the but - ton!

13 *Student with eyes closed sings*

Student with key sings

Who has the key? I have the key.

TECHNIQUE

- 2 min Branches
- Have everyone stand up and find a bit of space where they won't bump into each other.
 - Talk about your tree roots and trunks and make sure everyone's feet are firmly planted and they're standing up tall.
 - Explain that tree branches are still strong but they have a little bit more freedom to move around in the breeze.
 - Practice holding your arms in front of you (playing an imaginary piano) and moving them side-to-side without tension.

- 3 min D major pentascale
- Demonstrate the D major pentascale first with finger 2 only and then in a five-finger position and talk about your round hand shape and bouncy arm. Always play non-legato.
 - Have as many students sit up at a piano/keyboard as you can and play the D major pentascale first with one finger and then in a five-finger position. Pay attention to whether the five-finger version causes any students to play with tension.
-

RHYTHM

- 3 min Pianist metronome
- Ask one student to sit at the piano and play one note (their choice) over and over with a steady pulse.
 - The group should march along with their playing.
 - Swap until every child has had a chance to be the pianist.
-

- 2 min Rhythm Vocab
- Show your students one of the first 30 [Rhythm Vocab level 1](#) cards. Point and read it aloud. Then read it together.
 - Repeat this for a few more cards.
-

THEORY

- 5 min Treble and bass
- Tell your students that you're going to play a sound on the piano. If it's a treble (high) sound they should stretch up tall towards the sky. If it's a bass (low) sound they should crouch down on the ground.
 - Play a few examples and mix it up with single notes and chords.
-

OPTION 1: OSTINATO EXPLORATIONS

- 10-15 min Grey Squirrel
- Hold up each card and briefly discuss the animal patterns they know so far.
 - Hold up the Grey Squirrel card and ask your students what they see.
 - Explain that the squirrel is calmly exploring the forest floor and demonstrate the pattern on the floor/table while saying "squirrel walking" in the correct rhythm. Have all your students practise this with you.
 - Demonstrate the Grey Squirrel pattern on the piano while all the students practise on air piano.
 - Get each student to try the Grey Squirrel pattern on the piano while another student plays the Grizzly Bear pattern, a third student plays the Field Mouse pattern and the other students play air piano.
-

OPTION 2: STAR SONGS

- 10-15 min Jack-in-a-Box
- Sing *Jack-in-a-Box* 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 correct 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.
-

Preschool Group Plan: Mini Musicians Two

Week 5

OPTION 3: LISTENING IN COLOUR

- 10-15 The min Nutcracker • Read the poem and listen to 'Act I: Gifts/Herr Drosselmeier's GiftS: Hobby Horse, The Nutcracker' together. (For those familiar with the ballet, you may notice that we have skipped the Grandfather's Waltz.)
• Use the *The Nutcracker* page as a starting point for discussion about the music.
• Leave the piece on in the background as the students colour the *The Nutcracker* picture.

WIND DOWN

- 2 min Wind-down routine • Put on *Waltz of the Flowers* from Tchaikovsky's 'The 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</i> toy reading	<ul style="list-style-type: none"> Get your students to sit on the floor in a line. Take out some toys and make a <i>do re mi so</i> pattern with them on an imaginary staff on the floor. You don't need to explain the skip between <i>mi</i> and <i>so</i> but you can leave extra space there if you like. Point to the toys in order and sing the pattern in solfa then ask your students to join in and repeat several times, pointing to the toys as you go.
3 min	Down Came Johnny	<ul style="list-style-type: none"> Sing the complete song for your students and then sing it several times together. Pick a student to be "it" and tell them to close their eyes while you all sing. Give a key to one student and a button to another. These students should sing the solo replies of "I have the button" or "I have the key". The student who was "it" can open their eyes when the song is finished and try to guess who has the button and who has the key.

TECHNIQUE

2 min	Branches	<ul style="list-style-type: none"> Have everyone stand up and find a bit of space where they won't bump into each other. Talk about your tree roots and trunks and make sure everyone's feet are firmly planted and they're standing up tall. Explain that tree branches are still strong but they have a little bit more freedom to move around in the breeze. Practice holding your arms in front of you (playing an imaginary piano) and moving them side-to-side without tension.
3 min	D major pentascale	<ul style="list-style-type: none"> Demonstrate the D major pentascale first with finger 2 only and then in a five-finger position and talk about your round hand shape and bouncy arm. Always play non-legato. Have as many students sit up at a piano/keyboard as you can and play the D major pentascale first with one finger and then in a five-finger position. Pay attention to whether the five-finger version causes any students to play with tension.

RHYTHM

3 min	Count the drumbeats	<ul style="list-style-type: none"> Tell your students to march around the room and freeze when they hear the drumbeats, count carefully and then clap back that many times. Improvise a march or play one of the samples in the back of this book. Stop at some point and play 2–5 drumbeats for your students to clap back, then start the march again and repeat the process. If they're having trouble ask them to count out loud during the drumbeats and again during the clapping.
2 min	Ta, titi, ta- 2, ta-2-3-4 improv	<ul style="list-style-type: none"> 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, then ta-2, then ta-2-3-4. (And swap the students around as well if only some are at the piano.)

Preschool Group Plan: Mini Musicians Two

Week 6

THEORY

5 min Musical Alphabet Memory

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

OPTION 1: OSTINATO EXPLORATIONS

10-15 Carpenter min Ants

- Hold up each card and briefly discuss the animal patterns they know so far.
- Hold up the Carpenter Ants card and ask your students what they see.
- Explain that the ants scurry quickly in a line and demonstrate the pattern on the floor/table, either hopping with one finger or using fingers 2 3 4, depending on what you think would be more comfortable for the majority of your students. Have all your students practise this with you.
- Demonstrate the Carpenter Ants pattern on the piano while all the students practise on air piano.
- Get each student to try the Carpenter Ants pattern on the piano while another student plays the Grizzly Bear pattern, a third student plays the White-Tailed Deer pattern and the other students play air piano.

OPTION 2: STAR SONGS

10-15 Jack-in-a-min Box

- Sing *Jack-in-a-Box* 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 correct 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 The Guests min Depart

- Read the poem and listen to 'Act I: Guests Depart' together.
- Use the *The Guests Depart* page as a starting point for discussion about the music.
- Leave the piece on in the background as the students colour the *The Guests Depart* picture.

WIND DOWN

2 min Wind-down routine

- Put on *Waltz of the Flowers* from Tchaikovsky's 'The 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 handsigns	• 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 Curwen handsigns or gestures.
3 min	Mouse, Mousie	• Sing the complete song for your students and then sing it several times together while patsching the beat.

TECHNIQUE

2 min	Leaves	• Have everyone stand up and find a bit of space where they won't bump into each other. • Talk about your tree roots, trunks and branches. • Explain that your hands are your tree's leaves. They have a round shape (show good piano hand shape) but they are not stiff. • Practice floating your arms (branches) around with a relaxed round hand shape.
3 min	C, G & D major pentascales	• Demonstrate each of the pentascales they know so far with one finger and five fingers, non-legato, while singing in solfa. • Have as many students sit up at a piano/keyboard as you can and play the each of the pentascales, first with one finger and then in a five-finger position. • Emphasise the relaxed round hand shape (their leaves) and go around and adjust students' hands as necessary.

RHYTHM

3 min	Beanbag pass	• Improvise a march or use one of the samples in the back of this book. • Have the students sit in a circle and pass a beanbag around to the beat. • Say "pass, pass, pass" to help them stay in time.
2 min	Ta, titi, ta- 2-3 improv	• 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, then ta-2, then ta-2-3-4. (And swap the students around as well if only some are at the piano.)

THEORY

5 min	Musical Meander	• Play the rhythm version of Musical Meander together.
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OPTION 1: OSTINATO EXPLORATIONS

10-15 min	Red Fox	• Hold up each card and briefly discuss the animal patterns they know so far. • Hold up the Red Fox card and ask your students what they see. • Explain that the fox sneaks stealthily around the forest and demonstrate the pattern on the floor/table, saying "sneaky foxy" in the correct rhythm. Have all your students practise this with you. • Demonstrate the Red Fox pattern on the piano while all the students practise on air piano.
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Preschool Group Plan: Mini Musicians Two

Week 7

- Get each student to try the Red Fox pattern on the piano while another student plays the Grizzly Bear pattern, a third student plays the Carpenter Ants pattern and the other students play air piano.

OPTION 2: STAR SONGS

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|-----------|--------------------------|---|
| 10-15 min | All Around the Buttercup | <ul style="list-style-type: none">• Sing <i>All Around the Buttercup</i> together with actions to emphasise the pitches.• Ask your students which colours you need for this song and find those <i>Star Songs Key Sticks</i> together.• Get each student to place the correct 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. |
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OPTION 3: LISTENING IN COLOUR

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| 10-15 min | The Battle | <ul style="list-style-type: none">• Read the poem and listen to 'Act I: The Battle' together. (We have skipped <i>Marie's Dream</i>.)• Use the <i>The Battle</i> page as a starting point for discussion about the music.• Leave the piece on in the background as the students colour the <i>The Battle</i> picture. |
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WIND DOWN

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| 2 min | Wind-down routine | <ul style="list-style-type: none">• Put on <i>Waltz of the Flowers</i> from Tchaikovsky's 'The 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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Notes to self:

AURAL

- 2 min *do re mi so toy reading*
- Get your students to sit on the floor in a line.
 - Take out some toys and make a *do re mi so* pattern with them on an imaginary staff on the floor.
 - Point to the toys in order and sing the pattern in solfa then ask your students to join in and repeat several times, pointing to the toys as you go.

- 3 min Ickle Ockle Blue Bottle
- Sing the complete song for your students.
 - Ask them about the words to the song – what was it about?
 - Speak each phrase and have them repeat after you.
 - Sing each phrase and have them sing after you.
 - Sing the complete song together several times.

The image contains two musical staves. The top staff is for 'Ickle Ockle Blue Bottle' in G major (two sharps) and common time (4/4). It has lyrics: 'Ic - kle, Oc - kle, Blue Bot - tle fish - es in the sea.' Below the notes are actions: clap, patsch, clap, patsch, clap, patsch, clap, high five. The bottom staff is for 'If you want a partner' in G major (two sharps) and common time (4/4). It has lyrics: 'If you want a part - ner just choose me!' Below the notes are actions: clap, patsch, clap, patsch, clap, patsch, clap, high five.

TECHNIQUE

- 2 min Leaves
- Have everyone stand up and find a bit of space where they won't bump into each other.
 - Talk about your tree roots, trunks and branches.
 - Explain that your hands are your tree's leaves. They have a round shape (show good piano hand shape) but they are not stiff.
 - Practice floating your arms (branches) around with a relaxed round hand shape.

- 3 min A major pentascale
- Demonstrate the A major pentascale first with finger 2 only and then in a five-finger position and talk about your round hand shape and bouncy arm. Always play non-legato.
 - Have as many students sit up at a piano/keyboard as you can and play the A major pentascale first with one finger and then in a five-finger position.
 - Emphasise the relaxed round hand shape (their leaves) and go around and adjust students' hands as necessary.

RHYTHM

- 3 min $\frac{2}{4}$ and $\frac{3}{4}$
- Tell your students that when you're playing the two pattern (demonstrate a little, counting aloud) they should walk on the spot. When you're playing a three pattern (demonstrate a little, counting aloud) they should walk around the room in their own space.
 - Improvise music, switching between $\frac{2}{4}$ and $\frac{3}{4}$ or use the samples at the back of this book.

Preschool Group Plan: Mini Musicians Two

Week 8

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| 2 min Rhythm
Vocab | <ul style="list-style-type: none"> • Show your students one of the first 30 Rhythm Vocab level 1 cards. Point and read it aloud. Then read it together. • Repeat this for a few more cards. |
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THEORY

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| 5 min Musical
Meander | <ul style="list-style-type: none"> • Play the key version of Musical Meander together. |
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OPTION 1: OSTINATO EXPLORATIONS

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| 10-15 Monarch
min Butterfly | <ul style="list-style-type: none"> • Hold up each card and briefly discuss the animal patterns they know so far. • Hold up the Monarch Butterfly card and ask your students what they see. • Explain that the butterfly flits her wings very quickly and demonstrate the pattern on the floor/table, saying "butter flying flying" in the correct rhythm. Have all your students practise this with you. • Demonstrate the Monarch Butterfly pattern on the piano while all the students practise on air piano. • Get each student to try the Monarch Butterfly pattern on the piano while another student plays the Grizzly Bear pattern, a third student plays the Red Fox pattern and the other students play air piano. |
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OPTION 2: STAR SONGS

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| 10-15 All Around
min the
Buttercup | <ul style="list-style-type: none"> • Sing <i>All Around the Buttercup</i> together with actions to emphasise the pitches. • Ask your students which colours you need for this song and find those <i>Star Songs Key Sticks</i> together. • Get each student to place the correct 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. |
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OPTION 3: LISTENING IN COLOUR

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| 10-15 The Forest
min | <ul style="list-style-type: none"> • Read the poem and listen to 'Act I: Nutcracker and Marie Depart for the Pine Forest' together. • Use the <i>The Forest</i> page as a starting point for discussion about the music. • Leave the piece on in the background as the students colour the <i>The Forest</i> picture. |
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WIND DOWN

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- | | |
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| 2 min Wind-down
routine | <ul style="list-style-type: none"> • Put on <i>Waltz of the Flowers</i> from Tchaikovsky's 'The 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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Notes to self:

AURAL

- 2 min *do re mi so la* stepping
- Get your students to sit on the floor in a line.
 - Stand in front of them, gesture towards your feet and sing *do*.
 - Step forward, one step at a time and sing *re mi fa so la*.
 - Sing a pattern in solfa together with you stepping forward and back to show the pitch.
 - Make sure to spend extra time practising *so la* since *la* is new.
- 3 min Ickle Ockle Blue Bottle
- Sing the complete song for your students and then sing it several times together while doing the actions.

TECHNIQUE

- 2 min Full tree
- Review all the parts of the tree: roots, trunk, branches and leaves.
 - Have each student, one at a time, sit at the piano and show you their strong tree on the bench.
 - The other students should check their roots by trying to give their feet a little nudge and their branches and trunk by gently pulling their arms side-to-side in the breeze.
- 3 min A major pentascale
- Demonstrate the A major pentascale first with finger 2 only and then in a five-finger position and talk about your round hand shape and bouncy arm. Always play non-legato.
 - Have as many students sit up at a piano/keyboard as you can and play the A major pentascale first with one finger and then in a five-finger position.
 - Emphasise the relaxed round hand shape (their leaves) and go around and adjust students' hands as necessary.

RHYTHM

- 3 min Frozen cadence
- Tell your students to move around the room freely to your music and then freeze when they hear this sound (play a I-V cadence).
 - Improvise music of your choice and interrupt every so often with the imperfect cadence, pausing on the V chord. (You can use the samples in the back of this book if you're not comfortable improvising.)
- 2 min tum-ti and ta
- Demonstrate the tum-ti ($\text{. } \text{♪}$) rhythm pattern and then practise it together with patsch.
 - Choose 2–3 students to be ta. Tell them they must clap ta and keep it the same speed the whole time.
 - You and the rest of the students join in, patsching tum-ti against their steady pulse.
 - Swap roles so that all students have tried each role. (You should always stay with the tum-ti group.)

THEORY

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

Preschool Group Plan: Mini Musicians Two

Week 9

OPTION 1: OSTINATO EXPLORATIONS

- 10-15 Review min
- Take out the full set of *Ostinato Exploration Forest Creations* cards and go over each pattern on air-piano.
 - Have 3 of your students draw a card at random and practice playing those 3 patterns together.
 - Continue this process with different students each time.

OPTION 2: STAR SONGS

- 10-15 Fox is min Running
- Sing *Fox is Running* 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 correct 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 Snowflakes min Falling
- Read the poem and listen to 'Act I: Waltz of the Snowflakes' together.
 - Use the *Snowflakes Falling* page as a starting point for discussion about the music.
 - Leave the piece on in the background as the students colour the *Snowflakes Falling* picture.

WIND DOWN

- 2 min Wind-down routine
- Put on *Waltz of the Flowers* from Tchaikovsky's 'The 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 handsigns	<ul style="list-style-type: none"> 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> using Curwen handsigns or gestures.
3 min	Down Came Johnny	<ul style="list-style-type: none"> Sing the complete song for your students and then sing it several times together. Pick a student to be "it" and tell them to close their eyes while you all sing. Give a key to one student and a button to another. These students should sing the solo replies of "I have the button" or "I have the key". The student who was "it" can open their eyes when the song is finished and try to guess who has the button and who has the key.

TECHNIQUE

2 min	Full tree	<ul style="list-style-type: none"> Review all the parts of the tree: roots, trunk, branches and leaves. Have each student, one at a time, sit at the piano and show you their strong tree on the bench. The other students should check their roots by trying to give their feet a little nudge and their branches and trunk by gently pulling their arms side-to-side in the breeze.
3 min	C, G, D & A major pentascales	<ul style="list-style-type: none"> Demonstrate each of the pentascales they know so far with one finger and five fingers, non-legato, while singing in solfa. Have as many students sit up at a piano/keyboard as you can and play the each of the pentascales, first with one finger and then in a five-finger position. Emphasise the relaxed round hand shape (their leaves) and go around and adjust students' hands as necessary.

RHYTHM

3 min	Footstep metronome	<ul style="list-style-type: none"> Get everyone to sit in a circle and then ask one student to stand up. Give everyone who is sitting down a rhythm instrument. Ask the standing student to start marching on the spot. The other students should join in with the rhythm instruments, matching their beats to his feet. Swap roles so all students get a chance to march.
2 min	tum-ti and ta	<ul style="list-style-type: none"> Demonstrate the tum-ti ($\text{. } \text{.}$) rhythm pattern and then practise it together with patsch. Choose 2–3 students to be ta. Tell them they must clap ta and keep it the same speed the whole time. You and the rest of the students join in, patsching tum-ti against their steady pulse. Swap roles so that all students have tried each role. (You should always stay with the tum-ti group.)

THEORY

5 min	Betty Blanks	<ul style="list-style-type: none"> Play Betty Blanks together.
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OPTION 1: OSTINATO EXPLORATIONS

10-15 Composing min

- Tell your students that you're going to create your own piece using these cards. Which animal should start? Who should join in next? Take suggestions from all your students and assign one student to each animal.
- If you have space to fit all your students at the piano(s) then you can give one animal to each, if not you will need to swap until everyone has a chance to play.
- Practice your composed piece together a few times with each animal starting at the right time.

OPTION 2: STAR SONGS

10-15 Fox is min Running

- Sing *Fox is Running* 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 correct 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 Kingdom of min Sweets

- Read the poem and listen to 'Act II: No. 10 – The Kingdom of Sweets' together.
- Use the *Kingdom of Sweets* page as a starting point for discussion about the music.
- Leave the piece on in the background as the students colour the *Kingdom of Sweets* picture.

WIND DOWN

2 min Wind-down routine

- Put on *Waltz of the Flowers* from Tchaikovsky's 'The 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 toy reading*
- Get your students to sit on the floor in a line.
 - Take out some toys and make a *do re mi so la* pattern with them on an imaginary staff on the floor.
 - Point to the toys in order and sing the pattern in solfa then ask your students to join in and repeat several times, pointing to the toys as you go.
- 3 min *Sleep Baby Sleep*
- Sing the complete song for your students.
 - Ask them about the words to the song – what was it about?
 - Speak each phrase and have them repeat after you.
 - Sing each phrase and have them sing after you.
 - Sing the complete song together several times.

Rock doll/teddy in arms as you sing softly

6

Sleep ba - by sleep. Fa - ther tends the sheep.

Mo - ther rocks the dream - land tree and

7

down come all the dreams for thee.

9

Sleep ba - by sleep.

TECHNIQUE

- 2 min *Sprout growing*
- Have each student find a spot where they won't bump into anyone and then forward fold (reach hands towards toes and relax everything).
 - Slowly roll up together as your sprout grows into a tall tree.
 - Review all the parts of the tree: roots, trunk, branches and leaves.
- 3 min *E major pentascale*
- Demonstrate the E major pentascale first with finger 2 only and then in a five-finger position and talk about your round hand shape and bouncy arm. Always play non-legato.
 - Have as many students sit up at a piano/keyboard as you can and play the E major pentascale first with one finger and then in a five-finger position.
 - Emphasise the relaxed round hand shape (their leaves) and go around and adjust students' hands as necessary.

RHYTHM

3 min	Clap high and low	<ul style="list-style-type: none"> Tell your students that they should clap the pulse with the music. If they hear treble sounds they should clap up high above their heads and if they hear bass sounds they should clap down low. Improvise some music moving up and down the piano, or simply play scales ascending and descending.
2 min	Rhythm Vocab	<ul style="list-style-type: none"> Show your students each of the Rhythm Vocab level 1 cards nos. 31–36. Point and read each aloud. Then read it together.

THEORY

5 min	Stepping Stones	<ul style="list-style-type: none"> Play Stepping Stones together.
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OPTION 1: OSTINATO EXPLORATIONS

10–15 min	Orca	<ul style="list-style-type: none"> Discuss the ocean animals that you're going to be exploring together through music. Have your students been to the ocean? Did they see any animals there? Show your students the Orca card from the <i>Ostinato Explorations Set 2</i> and tell your students that this is the first pattern they're going to learn. Demonstrate touching the floor or table with finger 2 of each hand, in the right-left-left pattern while saying "1 2 3" or "Orca call" and ask them to practise it with you. Demonstrate the Orca pattern on the piano while all the students practise on air piano. Get each student to try the Orca pattern on the piano while the other students play air piano with the same steady beat.
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OPTION 2: STAR SONGS

10–15 min	Tommy Thumb	<ul style="list-style-type: none"> Sing <i>Tommy Thumb</i> together with actions to emphasise the pitches. Ask your students which colours you need for this song and find those <i>Star Songs Key Sticks</i> together. Get each student to place the correct 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.
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OPTION 3: LISTENING IN COLOUR

10–15 min	Hot Chocolate	<ul style="list-style-type: none"> Read the poem and listen to 'Act II: Hot Chocolate' together. Use the <i>Hot Chocolate</i> page as a starting point for discussion about the music. Leave the piece on in the background as the students colour the <i>Hot Chocolate</i> picture.
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WIND DOWN

2 min	Wind-down routine	<ul style="list-style-type: none"> Put on <i>Waltz of the Flowers</i> from Tchaikovsky's 'The 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 | <i>do re mi so la</i>
handsigns | <ul style="list-style-type: none">• 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> using Curwen handsigns or gestures. |
| 3 min | Sleep Baby Sleep | <ul style="list-style-type: none">• Sing the complete song for your students and then sing it several times together while rocking toys/teddies/dolls to sleep. |

TECHNIQUE

- | | | |
|-------|--------------------|--|
| 2 min | Sprout growing | <ul style="list-style-type: none">• Have each student find a spot where they won't bump into anyone and then forward fold (reach hands towards toes and relax everything).• Slowly roll up together as your sprout grows into a tall tree.• Review all the parts of the tree: roots, trunk, branches and leaves. |
| 3 min | E major pentascale | <ul style="list-style-type: none">• Demonstrate the E major pentascale first with finger 2 only and then in a five-finger position and talk about your round hand shape and bouncy arm. Always play non-legato.• Have as many students sit up at a piano/keyboard as you can and play the E major pentascale first with one finger and then in a five-finger position.• Emphasise the relaxed round hand shape (their leaves) and go around and adjust students' hands as necessary. |

RHYTHM

- | | | |
|-------|----------------|--|
| 3 min | Glissando home | <ul style="list-style-type: none">• Tell your students to march around the room in their own space and, when they hear this sound (demonstrate a glissando) come quickly back to the piano.• Improvise a march or use one of the samples included at the back of this book. Do a glissando every so often and see how quickly your students can come back to the piano. |
| 2 min | Rhythm Vocab | <ul style="list-style-type: none">• Pick 4 cards at random from Rhythm Vocab level 1 cards numbers 1–36.• Lay them out in a row where everyone can see them.• Patsch and chant the 4 bar/measure rhythm together a couple of times. |

THEORY

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

OPTION 1: OSTINATO EXPLORATIONS

- | | | |
|-----------|-----------|---|
| 10–15 min | Clownfish | <ul style="list-style-type: none">• Hold up the Orca card and ask your students if they remember how her pattern sounds on the piano.• Hold up the Clownfish card and ask your students what they see.• Explain that this is a little fish and he swims quickly through the water.• Demonstrate the Clownfish pattern on the piano while all the students practise on air piano.• Get each student to try the Clownfish pattern on the piano while you play the Orca pattern and the other students play air piano. |
|-----------|-----------|---|

OPTION 2: STAR SONGS

10-15 Tommy
min Thumb

- Sing *Tommy Thumb* 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 correct 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 Coffee
min

- Read the poem and listen to 'Act II: Coffee' together.
- Use the *Coffee* page as a starting point for discussion about the music.
- Leave the piece on in the background as the students colour the *Coffee* picture.

WIND DOWN

2 min Wind-down
routine

- Put on *Waltz of the Flowers* from Tchaikovsky's 'The 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> stepping	<ul style="list-style-type: none"> Get your students to sit on the floor in a line. Stand in front of them, gesture towards your feet and sing <i>do</i>. Step forward, one step at a time and sing <i>re mi so la</i>. Sing a pattern in solfa together with you stepping forward and back to show the pitch.
3 min	Ickle Ockle Blue Bottle	<ul style="list-style-type: none"> Sing the complete song for your students and then sing it several times together while doing the actions.

TECHNIQUE

2 min	Heavy chestnuts	<ul style="list-style-type: none"> Review all the parts of the tree: roots, trunk, branches and leaves. Explain that one of your fingers is going to become a heavy chestnut and fall down. Demonstrate lifting your arms up and letting them fall heavily and then practice this together. Emphasise the difference between the chestnut falling from the tree and being thrown.
3 min	C, G, D & A major pentascales	<ul style="list-style-type: none"> Demonstrate each of the pentascales they know so far with one finger and five fingers, non-legato with heavy chestnut technique (falling into the key heavily), while singing in solfa. Have as many students sit up at a piano/keyboard as you can and play the each of the pentascales, first with one finger and then in a five-finger position. Emphasise the relaxed round hand shape (their leaves) and go around and adjust students' hands as necessary.

RHYTHM

3 min	Fortissimo and pianissimo march & tiptoe	<ul style="list-style-type: none"> Tell your students to march on the spot when the music is loud and tip toe around the room when the music is soft. Improvise a march or use one of the samples included at the back of this book, changing dynamics suddenly from <i>ff</i> to <i>pp</i> and back again.
2 min	Echoes	<ul style="list-style-type: none"> Chant and clap a one bar/measure rhythm pattern in $\frac{3}{4}$ and gesture for your students to join in on the echo. (For example, you say "ta tas titi" pointing first to yourself and then to your students.) Use the following note values to make your rhythm patterns: eighth note sixteenth note quarter note eighth note quarter note. Repeat this several times then ask each student in turn to come up with a pattern for everyone to echo.

THEORY

5 min	Treble and bass runs	<ul style="list-style-type: none"> Place the treble and bass clef cards from the Aural Training Paddles on the floor on opposite sides of the room. Tell your students you're going to play a high sound or a low sound on the piano. If it is high they should go to the treble card, if it is low they should go to the bass card. Do a few rounds yourself and then give each student a chance to be the pianist while the others run to the correct cards.
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OPTION 1: OSTINATO EXPLORATIONS

- 10-15 Shame-Faced Crab min
- Review the Orca and Clownfish patterns.
 - Hold up the Shame-Faced Crab card and ask your students what they see.
 - Explain that the crab walks sideways and demonstrate the pattern (either with one finger or fingers 1 2 3 4) on the floor/table while saying "scuttle scuttle wait" in the correct rhythm. Have all your students practise this with you.
 - Demonstrate the Shame-Faced Crab pattern on the piano while all the students practise on air piano.
 - Get each student to try the Shame-Faced Crab pattern on the piano while another student plays the Orca pattern and the other students play air piano.

OPTION 2: STAR SONGS

- 10-15 Bye, Bye, Baby min
- Sing *Bye, Bye, Baby* 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 correct 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 Tea min
- Read the poem and listen to 'Act II: Tea' together.
 - Use the *Tea* page as a starting point for discussion about the music.
 - Leave the piece on in the background as the students colour the *Tea* picture.

WIND DOWN

- 2 min Wind-down routine
- Put on *Waltz of the Flowers* from Tchaikovsky's 'The 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 *do re mi so la toy reading*
- Get your students to sit on the floor in a line.
 - Take out some toys and make a *do re mi so la* pattern with them on an imaginary staff on the floor.
 - Point to the toys in order and sing the pattern in solfa then ask your students to join in and repeat several times, pointing to the toys as you go.
- 3 min *Naughty Pussie Cat*
- Sing the complete song for your students.
 - Ask them about the words to the song – what was it about?
 - Speak each phrase and have them repeat after you.
 - Sing each phrase and have them sing after you.
 - Sing the complete song together several times.

Hold hands and sway to the beat

Lift hands in air

Naugh - ty pus - sie cat. You are ve - ry fat.

You've got but - ter on your whis - kers naugh-ty pus - sie cat.

TECHNIQUE

- 2 min *Heavy chestnuts*
- Review all the parts of the tree: roots, trunk, branches and leaves.
 - Explain that one of your fingers is going to become a heavy chestnut and fall down.
 - Demonstrate lifting your arms up and letting them fall heavily and then practice this together. Emphasise the difference between the chestnut falling from the tree and being thrown.

- 3 min *C, G, D & A major pentascales*
- Demonstrate each of the pentascales they know so far with one finger and five fingers, non-legato with heavy chestnut technique (falling into the key heavily), while singing in solfa.
 - Have as many students sit up at a piano/keyboard as you can and play the each of the pentascales, first with one finger and then in a five-finger position.
 - Emphasise the relaxed round hand shape (their leaves) and go around and adjust students' hands as necessary.

RHYTHM

- 3 min *Scarf dance*
- Give each student a scarf.
 - Play some music for them to dance to. This can be a piece you know well (so that you can watch them) or an improvisation.
 - Encourage them to move freely to the music.

Preschool Group Plan: Mini Musicians Two

Week 14

- 2 min Swap-Swap
- Sit in a circle and divide the group in half.
 - Tell one group to start clapping and saying "ta, ta, ta, ta..."
 - Help the other group to join in and patsch "titi titi..." against the first group's beat.
 - Once both groups are steady say: "1, 2, ready, swap". The first group will now patsch ti while the second group claps ta.
 - Swap back and forth a few times and help each group out by joining in with their part if they're not in time.

THEORY

- 5 min Wiggles and Waggles
- Play [Wiggles and Waggles](#) together.

OPTION 1: OSTINATO EXPLORATIONS

- 10-15 Seahorse min
- Hold up each card and briefly discuss the animal patterns they know so far.
 - Hold up the Seahorse card and ask your students what they see.
 - Explain that the seahorse simply floats gently through the water most of the time and demonstrate the pattern on the floor/table while counting "1 2 3" in the correct rhythm. Have all your students practise this with you.
 - Demonstrate the Seahorse pattern on the piano while all the students practise on air piano.
 - Get each student to try the Seahorse pattern on the piano while another student plays the Orca pattern, you play the Clownfish pattern and the other students play air piano.

OPTION 2: STAR SONGS

- 10-15 Bye, Bye, min Baby
- Sing *Bye, Bye, Baby* 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 correct 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 Candy min Canes
- Read the poem and listen to 'Act II: Candy Cane' together.
 - Use the *Candy Canes* page as a starting point for discussion about the music.
 - Leave the piece on in the background as the students colour the *Candy Canes* picture.

WIND DOWN

- 2 min Wind-down routine
- Put on *Waltz of the Flowers* from Tchaikovsky's 'The 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.

AURAL

- | | | |
|-------|---------------------------------------|--|
| 2 min | <i>do re mi fa so la</i>
handsigns | <ul style="list-style-type: none">• Sit in a circle. Ask your students to sing with you and then sing a pattern of <i>do, re, mi, fa, so</i> and <i>la</i> using Curwen handsigns or gestures. |
| 3 min | Naughty Pussie Cat | <ul style="list-style-type: none">• Sing the complete song for your students and then sing it several times together while doing the actions. |

TECHNIQUE

- | | | |
|-------|--------------------|--|
| 2 min | Little acorns | <ul style="list-style-type: none">• Review all the parts of the tree: roots, trunk, branches and leaves.• Explain that one of your fingers is going to become a little acorn and fall down gently.• Demonstrate lifting your arms up and letting them fall more slowly and gently and then practice this together. |
| 3 min | B major pentascale | <ul style="list-style-type: none">• Demonstrate the B major pentascale with one finger and five fingers, non-legato with little acorn technique (falling into the key lightly), while singing in solfa.• Have as many students sit up at a piano/keyboard as you can and play the each of the pentascales, first with one finger and then in a five-finger position.• Emphasise the relaxed round hand shape (their leaves) and go around and adjust students' hands as necessary. |

RHYTHM

- | | | |
|-------|------------------|--|
| 3 min | You do what I do | <ul style="list-style-type: none">• Stand or sit in a circle with your students and say: "You do what I do"• Perform various actions with a steady beat such as tapping your head, clapping, patsching, marching, turning around, etc. Make eye contact with each student as you do this to make sure they are engaged and following your lead.• Then sit at the piano (with your students still sitting/standing in a circle) and say: "We all do what *Sarah* does"• Improvise music to match what Sarah and the others are doing. Give each child a chance to be the leader. |
| 2 min | Echoes | <ul style="list-style-type: none">• Chant and clap a one bar/measure rhythm pattern in $\frac{4}{4}$ and gesture for your students to join in on the echo. (For example, you say "ta tas titi" pointing first to yourself and then to your students.)• Use the following note values to make your rhythm patterns: • Repeat this several times then ask each student in turn to come up with a pattern for everyone to echo. |

THEORY

- | | | |
|-------|-----------------------|--|
| 5 min | Line, Space, Leapfrog | <ul style="list-style-type: none">• Play Line, Space, Leapfrog together.• Your students won't know any note names yet so the "leapfrog" option can be naming the clef the note is in. |
|-------|-----------------------|--|

OPTION 1: OSTINATO EXPLORATIONS

- 10-15 Sea Lion min
- Hold up each card and briefly discuss the animal patterns they know so far.
 - Hold up the Sea Lion card and ask your students what they see.
 - Explain that the sea lion makes a sound kind of like a big dog and demonstrate the pattern on the floor/table while saying "aarph bark" or "long short" in the correct rhythm. Have all your students practise this with you.
 - Demonstrate the Sea Lion pattern on the piano while all the students practise on air piano.
 - Get each student to try the Sea Lion pattern on the piano while another student plays the Orca pattern, a third student plays the Seahorse pattern and the other students play air piano.

OPTION 2: STAR SONGS

- 10-15 Mata Rile min
- Sing *Mata Rile* 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 correct 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 Marzipan min
- Read the poem and listen to 'Act II: Marzipan' together.
 - Use the *Marzipan* page as a starting point for discussion about the music.
 - Leave the piece on in the background as the students colour the *Marzipan* picture.

WIND DOWN

- 2 min Wind-down routine
- Put on *Waltz of the Flowers* from Tchaikovsky's 'The 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 fa so la*
handsigns • Sit in a circle. Ask your students to sing with you and then sing a pattern of *do, re, mi, fa, so* and *la* using Curwen handsigns or gestures.

- 3 min Double This • Sing the complete song for your students.
• Ask them about the words to the song – what was it about?
• Speak each phrase and have them repeat after you.
• Sing each phrase and have them sing after you.
• Sing the complete song together several times.

Tap shoulders clap Tap shoulders patsch patsch

Dou - ble dou - ble this this. Dou - ble, dou - ble that that.

3 Tap shoulders clap Tap shoulders patsch Tap shoulders clap patsch

Dou - ble this, dou - ble that, dou - ble, dou - ble this that.

TECHNIQUE

- 2 min Little acorns • Review all the parts of the tree: roots, trunk, branches and leaves.
• Explain that one of your fingers is going to become a little acorn and fall down gently.
• Demonstrate lifting your arms up and letting them fall more slowly and gently and then practice this together.

- 3 min G, A & B major pentascales • Demonstrate the G, A and B major pentascales with one finger and five fingers, non-legato with little acorn technique (falling into the key lightly), while singing in solfa.
• Have as many students sit up at a piano/keyboard as you can and play the each of the pentascales, first with one finger and then in a five-finger position.
• Emphasise the relaxed round hand shape (their leaves) and go around and adjust students' hands as necessary.

RHYTHM

- 3 min Pianist metronome • Ask one student to sit at the piano and play one note (their choice) over and over with a steady pulse.
• The group should march along with their playing.
• Swap until every child has had a chance to be the pianist.

- 2 min Rhythm Vocab • Show your students each of the [Rhythm Vocab level 1](#) cards nos. 31–36
• Point and read each aloud. Then read it together.

THEORY

- 5 min Finger Twister • Play [Finger Twister](#) together.

Preschool Group Plan: Mini Musicians Two

Week 16

OPTION 1: OSTINATO EXPLORATIONS

- 10-15 Hammer-head Shark min
- Hold up each card and briefly discuss the animal patterns they know so far.
 - Hold up the Hammerhead Shark card and ask your students what they see.
 - Explain that the shark waits carefully for his moment before biting sharply and demonstrate the pattern on the floor/table while saying "wait wait snap snap!" in the correct rhythm. Have all your students practise this with you.
 - Demonstrate the Hammerhead Shark pattern on the piano while all the students practise on air piano.
 - Get each student to try the Hammerhead Shark pattern on the piano while another student plays the Orca pattern, a third student plays the Shame-Faced Crab pattern and the other students play air piano.

OPTION 2: STAR SONGS

- 10-15 Mata Rile min
- Sing *Mata Rile* 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 correct 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 Ginger min
- Read the poem and listen to 'Act II: Mother Ginger and Her Polichinelles' together.
 - Use the *Ginger* page as a starting point for discussion about the music.
 - Leave the piece on in the background as the students colour the *Ginger* picture.

WIND DOWN

- 2 min Wind-down routine
- Put on *Waltz of the Flowers* from Tchaikovsky's 'The 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 fa so la</i> toy reading	<ul style="list-style-type: none"> Get your students to sit on the floor in a line. Take out some toys and make a <i>do re mi fa so la</i> pattern with them on an imaginary staff on the floor. Point to the toys in order and sing the pattern in solfa then ask your students to join in and repeat several times, pointing to the toys as you go.
3 min	Double This	<ul style="list-style-type: none"> Sing the complete song for your students and then sing it several times together while doing the actions.

TECHNIQUE

2 min	Leaf in the breeze	<ul style="list-style-type: none"> Review all the parts of the tree: roots, trunk, branches and leaves. Explain that one of your leaves is going to float up in the breeze. Demonstrate the leaf in the breeze (wrist lift-off) and then practice this together.
3 min	C, D, E & B major pentascales	<ul style="list-style-type: none"> Demonstrate the C, D, E and B major pentascales with one finger and five fingers, non-legato with leaf in the breeze technique, while singing in solfa. Have as many students sit up at a piano/keyboard as you can and play each of the pentascales, first with one finger and then in a five-finger position. Emphasise the relaxed round hand shape and wrist movement and go around and adjust students' hands as necessary.

RHYTHM

3 min	Count the drumbeats	<ul style="list-style-type: none"> Tell your students to march around the room and freeze when they hear the drumbeats, count carefully and then clap back that many times. Improvise a march or play one of the samples in the back of this book. Stop at some point and play 2–5 drumbeats for your students to clap back, then start the march again and repeat the process. If they're having trouble ask them to count out loud during the drumbeats and again during the clapping.
2 min	Rhythm Vocab	<ul style="list-style-type: none"> Pick 4 cards at random from the full Rhythm Vocab level 1 set. Lay them out in a row where everyone can see them. Patsch and chant the 4 bar/measure rhythm together a couple of times.

THEORY

5 min	Strolls and Skitters	<ul style="list-style-type: none"> Play Strolls and Skitters together.
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OPTION 1: OSTINATO EXPLORATIONS

10–15 min	Starfish	<ul style="list-style-type: none"> Hold up each card and briefly discuss the animal patterns they know so far. Hold up the Starfish card and ask your students what they see. Explain that the starfish moves steadily on the ocean floor and demonstrate the pattern on the floor/table while saying "star steps down" in the correct rhythm. Have all your students practise this with you. Demonstrate the Starfish pattern on the piano while all the students practise on air piano.
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- Get each student to try the Starfish pattern on the piano while another student plays the Orca pattern, a third student plays the Hammerhead Shark pattern and the other students play air piano.

OPTION 2: STAR SONGS

10-15 min Let Us Chase the Squirrel

- Sing *Let Us Chase the Squirrel* 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 correct 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 Waltz of the Flowers • Read the poem and listen to 'Act II: Waltz of the Flowers' together.
• Use the *Waltz of the Flowers* page as a starting point for discussion about the music.
• Leave the piece on in the background as the students colour the *Waltz of the Flowers* picture.

WIND DOWN

2 min Wind-down routine • Put on *Waltz of the Flowers* from Tchaikovsky's 'The 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	Hexatonic Pattern Cards	<ul style="list-style-type: none">Hold up one Hextonic Pattern Card at a time.Sing the pattern together, starting on do and pointing to the animals as you go.
3 min	Sleep Baby Sleep	<ul style="list-style-type: none">Sing this song several times together while rocking toys/dolls/teddies to sleep.

TECHNIQUE

2 min	Leaf in the breeze	<ul style="list-style-type: none">Review all the parts of the tree: roots, trunk, branches and leaves.Explain that your one of your leaves is going to float up in the breeze.Demonstrate the leaf in the breeze (wrist lift-off) and then practice this together.
3 min	G flat major pentascale	<ul style="list-style-type: none">Demonstrate the G flat major pentascale with one finger and five fingers, non-legato with leaf in the breeze technique, while singing in solfa.Have as many students sit up at a piano/keyboard as you can and play the G flat major pentascale, first with one finger and then in a five-finger position.Emphasise the relaxed round hand shape and wrist movement and go around and adjust students' hands as necessary.

RHYTHM

3 min	Beanbag pass	<ul style="list-style-type: none">Improvise a march or use one of the samples in the back of this book.Have the students sit in a circle and pass a beanbag around to the beat.Say "pass, pass, pass" to help them stay in time.
2 min	Help me draw...	<ul style="list-style-type: none">Ask your students if they can help you draw a ta. What does it look like? What should you draw first?Have them direct you as you draw     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?

THEORY

5 min	Tippy Taps	<ul style="list-style-type: none">Play Tippy Taps together.
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OPTION 1: OSTINATO EXPLORATIONS

10-15 min	Box Jellyfish	<ul style="list-style-type: none">Hold up each card and briefly discuss the animal patterns they know so far.Hold up the Box Jellyfish card and ask your students what they see.Explain that the jellyfish swims around with his tentacles and demonstrate the pattern on the floor/table while saying "jelly up and up fish" in the correct rhythm. Have all your students practise this with you.Demonstrate the Box Jellyfish pattern on the piano while all the students practise on air piano.Get each student to try the Box Jellyfish pattern on the piano while another student plays the Orca pattern, a third student plays the Sea Lion pattern and the other students play air piano.
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Preschool Group Plan: Mini Musicians Two

Week 18

OPTION 2: STAR SONGS

- 10-15 Let Us
min Chase the
Squirrel
- Sing *Let Us Chase the Squirrel* 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 correct 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 Sugarplum
min Prince
- Read the poem and listen to 'Act II: Sugarplum Fairy and Cavalier Pas de Deux' together.
 - Use the *Sugarplum Prince* page as a starting point for discussion about the music.
 - Leave the piece on in the background as the students colour the *Sugarplum Prince* picture.

WIND DOWN

- 2 min Wind-down
routine
- Put on *Waltz of the Flowers* from Tchaikovsky's 'The 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 Hexatonic Pattern Cards | <ul style="list-style-type: none"> • Hold up one Hexatonic Pattern Card at a time. • Sing the pattern together, starting on do and pointing to the animals as you go. |
| 3 min Early in the Morning | <ul style="list-style-type: none"> • Sing the complete song for your students. • Ask them about the words to the song – what was it about? • Speak each phrase and have them repeat after you. • Sing each phrase and have them sing after you. • Sing the complete song together several times. |

March to the beat

Ear - ly in the mor - ning at eight o' - clock.

3

you can hear the post - man knock.

5

Jump up *Mime opening door*

Up jumps John to open the door.

7

Mime giving four letters to neighbour

One let - ter, two let - ters, three let - ters, four.

TECHNIQUE

- | | |
|-------------------------------|---|
| 2 min Leaf in the wind | <ul style="list-style-type: none"> • Review all the parts of the tree: roots, trunk, branches and leaves. • Explain that one of your leaves is going to float up in a bigger wind so the movement will stretch over two notes. • Demonstrate the leaf in the wind (two note slur) and then practice this together. |
| 3 min G flat major pentascale | <ul style="list-style-type: none"> • Demonstrate the G flat major pentascale with fingers 2 and 3 playing a series of two note slurs, while singing in solfa. |

- Have as many students sit up at a piano/keyboard as you can and play the G flat major pentascale with leaf in the wind technique.
- Emphasise the relaxed round hand shape and wrist movement and go around and adjust students' hands as necessary.

RHYTHM

3 min	$\frac{2}{4}$ and $\frac{3}{4}$	<ul style="list-style-type: none"> Tell your students that when you're playing the two pattern (demonstrate a little, counting aloud) they should walk on the spot. When you're playing a three pattern (demonstrate a little, counting aloud) they should walk around the room in their own space. Improvise music, switching between $\frac{2}{4}$ and $\frac{3}{4}$ or use the samples at the back of this book.
2 min	tum-ti and ta	<ul style="list-style-type: none"> Demonstrate the tum-ti (\downarrow, \uparrow) rhythm pattern and then practise it together with patsch. Choose 2–3 students to be ta. Tell them they must clap ta and keep it the same speed the whole time. You and the rest of the students join in, patsching tum-ti against their steady pulse. Swap roles so that all students have tried each role. (You should always stay with the tum-ti group.)

THEORY

5 min	Gator Gaps	<ul style="list-style-type: none"> Play Gator Gaps together.
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OPTION 1: OSTINATO EXPLORATIONS

10–15 min	Review	<ul style="list-style-type: none"> Take out the full set of <i>Ostinato Exploration Ocean Creations</i> 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.
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OPTION 2: STAR SONGS

10–15 min	Love Somebody	<ul style="list-style-type: none"> Sing <i>Love Somebody</i> together with actions to emphasise the pitches. Ask your students which colours you need for this song and find those <i>Star Songs Key Sticks</i> together. Get each student to place the correct 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.
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OPTION 3: LISTENING IN COLOUR

10–15 min	Sugarplum Fairy	<ul style="list-style-type: none"> Read the poem and listen to 'Act II: Sugarplum Fairy' together. Use the <i>Sugarplum Fairy</i> page as a starting point for discussion about the music. Leave the piece on in the background as the students colour the <i>Sugarplum Fairy</i> picture.
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WIND DOWN

2 min	Wind-down routine	<ul style="list-style-type: none"> Put on <i>Waltz of the Flowers</i> from Tchaikovsky's 'The 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	<i>do re mi fa so la</i> stepping	<ul style="list-style-type: none"> Get your students to sit on the floor in a line. Stand in front of them, gesture towards your feet and sing <i>do</i>. Step forward, one step at a time and sing <i>re mi fa so la</i>. Sing a pattern in solfa together with you stepping forward and back to show the pitch.
3 min	Early in the Morning	<ul style="list-style-type: none"> Sing the complete song for your students and then sing it several times together while doing the actions.

TECHNIQUE

2 min	Leaf in the wind	<ul style="list-style-type: none"> Review all the parts of the tree: roots, trunk, branches and leaves. Explain that your one of your leaves is going to float up in a bigger wind so the movement will stretch over two notes. Demonstrate the leaf in the wind (two note slur) and then practice this together.
3 min	D, E & G flat major pentascales	<ul style="list-style-type: none"> Demonstrate the D, E and G flat major pentascales with fingers 2 and 3 playing a series of two note slurs, while singing in solfa. Have as many students sit up at a piano/keyboard as you can and play the D, E and G flat major pentascales with leaf in the wind technique. Emphasise the relaxed round hand shape and wrist movement and go around and adjust students' hands as necessary.

RHYTHM

3 min	Frozen cadence	<ul style="list-style-type: none"> Tell your students to move around the room freely to your music and then freeze when they hear this sound (play a I-V cadence) and fall down to the ground when they hear this sound (play V-I cadence). Improvise music of your choice and interrupt every so often with the imperfect cadence, pausing on the V chord. End the piece by playing a V-I cadence and them all falling down.
2 min	Beat My Rhythm	<ul style="list-style-type: none"> Pick 4 cards at random from the full Rhythm Vocab level 1 set. Lay them out in a row where everyone can see them. Split your group in half and have one half patsch and say the rhythm while the others clap the pulse. (You should do the rhythm to help that group stay in time.) Swap roles and repeat.

THEORY

5 min	Twirl-a-Whirl	<ul style="list-style-type: none"> Play Twirl-a-Whirl together.
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OPTION 1: OSTINATO EXPLORATIONS

10-15 min	Composing	<ul style="list-style-type: none"> Tell your students that you're going to create your own piece using these cards. Which animal should start? Who should join in next? Take suggestions from all your students and assign one student to each animal. If you have space to fit all your students at the piano(s) then you can give one animal to each, if not you will need to swap until everyone has a chance to play. Practice your composed piece together a few times with each animal starting at the right time.
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OPTION 2: STAR SONGS

- 10-15 Love Somebody min
- Sing *Love Somebody* 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 correct 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 Farewells min
- Read the poem and listen to 'Act II: Sugarplum Fairy and Cavalier Coda' and 'Act II: Finale' together.
 - Use the *Farewells* page as a starting point for discussion about the music.
 - Leave the piece on in the background as the students colour the *Farewells* picture.

WIND DOWN

- 2 min Wind-down routine
- Put on *Waltz of the Flowers* from Tchaikovsky's 'The 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 fa so la toy reading*
- Get your students to sit on the floor in a line.
 - Take out some toys and make a *do re mi fa so la* pattern with them on an imaginary staff on the floor.
 - Point to the toys in order and sing the pattern in solfa then ask your students to join in and repeat several times, pointing to the toys as you go.
- 3 min *Frosty Weather*
- Sing the complete song for your students.
 - Ask them about the words to the song – what was it about?
 - Speak each phrase and have them repeat after you.
 - Sing each phrase and have them sing after you.
 - Sing the complete song together several times.

Stand and sway to the beat

Fro - sty wea - ther, bree - zy wea - ther.

Fall down and curl up in a ball

When the leaves fall we all fall to - ge - ther.

Stay on the floor and rock gently

Fro - sty wea - ther, bree - zy wea - ther.

Stand and stretch up tall

When the leaves fall we all stand to - ge - ther.

TECHNIQUE

- 2 min *Heavy chestnuts*
- Review all the parts of the tree: roots, trunk, branches and leaves.
 - Explain that one of your fingers is going to become a heavy chestnut and fall down.
 - Demonstrate lifting your arms up and letting them fall heavily and then practice this together. Emphasise the difference between the chestnut falling from the tree and being thrown.

Preschool Group Plan: Mini Musicians Two

Week 21

-
- 3 min G, A, B & G flat major pentascales
- At this stage you can transition to using only five-finger positions. However, if you have a student who is struggling with this let them use one finger throughout – there's no rush.
 - Demonstrate the G, A, B & G flat major pentascales, non-legato with heavy chestnut technique, while singing in solfa.
 - Have as many students sit up at a piano/keyboard as you can and play the each of the pentascales.
 - Emphasise the relaxed round hand shape (their leaves) and go around and adjust students' hands as necessary.
-

RHYTHM

- 3 min Footstep metronome
- Get everyone to sit in a circle and then ask one student to stand up.
 - Give everyone who is sitting down a rhythm instrument.
 - Ask the standing student to start marching on the spot.
 - The other students should join in with the rhythm instruments, matching their beats to his feet.
 - Swap roles so all students get a chance to march.
-
- 2 min Help me draw...
- Ask your students if they can help you draw a ta. What does it look like? What should you draw first?
 - Have them direct you as you draw     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?
-

THEORY

-
- 5 min Stepping Stones
- Play [Stepping Stones](#) together.
-

OPTION 1: OSTINATO EXPLORATIONS

- 10-15 min Sulcata Tortoise
- Discuss the desert animals that you're going to be exploring together through music. Have your students been to a desert or seen one on TV? Did they see any animals there?
 - Show your students the Sulcata Tortoise card from the *Ostinato Explorations Set 3* and tell your students that this is the first pattern they're going to learn.
 - Demonstrate touching the floor or table with finger 2 of each hand, in the left-right pattern with a steady beat and ask them to practise it with you.
 - Demonstrate the Sulcata Tortoise pattern on the piano while all the students practise on air piano.
 - Get each student to try the Sulcata Tortoise pattern on the piano while the other students play air piano with the same steady beat.
-

OPTION 2: STAR SONGS

- 10-15 min Frosty Weather
- Sing *Frosty Weather* 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 correct 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 Tutti
min

- Discuss how Benjamin Britten made this piece from the music by Henry Purcell to introduce the instruments of the orchestra.
 - Listen to 'Theme A' and complete the worksheet on page 1 together.
 - Leave the music on while the students colour the pile of instruments on page 2. Ask them if there are any they already recognise as they colour.

WIND DOWN

2 min Wind-down
routine

- Put on *Waltz of the Flowers* from Tchaikovsky's 'The 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	Hexatonic pattern drawing	<ul style="list-style-type: none">Give each student a blank 3-line stave from the Hextonic Pattern Cards and some crayons.Ask them to draw their own pattern of circles using only steps.Sing each pattern together.
3 min	Frosty Weather	<ul style="list-style-type: none">Sing the complete song for your students and then sing it several times together while doing the actions.

TECHNIQUE

2 min	Little acorns	<ul style="list-style-type: none">Review all the parts of the tree: roots, trunk, branches and leaves.Explain that one of your fingers is going to become a little acorn and fall down gently.Demonstrate lifting your arms up and letting them fall more slowly and gently and then practice this together.
3 min	D flat major pentascale	<ul style="list-style-type: none">Demonstrate the D flat major pentascale, non-legato with little acorn technique, while singing in solfa.Have as many students sit up at a piano/keyboard as you can and play the D flat major pentascale with little acorn technique.Emphasise the relaxed round hand shape (their leaves) and go around and adjust students' hands as necessary.

RHYTHM

3 min	Clap high and low	<ul style="list-style-type: none">Tell your students that they should clap the pulse with the music. If they hear treble sounds they should clap up high above their heads and if they hear bass sounds they should clap down low.Improvise some music moving up and down the piano, or simply play scales ascending and descending.
2 min	Rhythm Vocab	<ul style="list-style-type: none">Show your students Rhythm Vocab level 2 cards numbers 1–16, one at a time.Point and read each aloud. Then read it together.

THEORY

5 min	Strolls and Skitters	<ul style="list-style-type: none">Play Strolls and Skitters together.
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OPTION 1: OSTINATO EXPLORATIONS

10–15 min	Sidewinder Snake	<ul style="list-style-type: none">Hold up the Sulcata Tortoise card and ask your students if they remember how her pattern sounds on the piano.Hold up the Sidewinder Snake card and ask your students what they see.Explain the way that this snake moves so quickly through the desert.Demonstrate the Sidewinder Snake pattern on the piano with fingers 2 3 4 of each hand while all the students practise on air piano and say "wait wait wait" with you during the rest.Get each student to try the Sidewinder Snake pattern on the piano while you play the Sulcata Tortoise pattern and the other students play air piano.
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OPTION 2: STAR SONGS

- 10-15 Frosty Weather min
- Sing *Frosty Weather* 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 correct 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 Woodwinds min
- Listen to 'Theme A' again and briefly discuss the music.
 - Listen to 'Theme B (Woodwinds)' and complete the worksheet on page 3 together.
 - Leave the music on and discuss further while the students colour the woodwinds on page 4.

WIND DOWN

- 2 min Wind-down routine
- Put on *Waltz of the Flowers* from Tchaikovsky's 'The 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	Hexatonic Pattern Cards	<ul style="list-style-type: none">• Hold up one Hextonic Pattern Card at a time.• Sing the pattern together, starting on do and pointing to the animals as you go.
3 min	Review	<ul style="list-style-type: none">• Sing through Naughty Pussie Cat and Early in the Morning a couple of times to review.

TECHNIQUE

2 min	Leaf in the breeze	<ul style="list-style-type: none">• Review all the parts of the tree: roots, trunk, branches and leaves.• Explain that one of your leaves is going to float up in the breeze.• Demonstrate the leaf in the breeze (wrist lift-off) and then practice this together.
3 min	D flat major pentascale	<ul style="list-style-type: none">• Demonstrate the D flat major pentascale, non-legato with leaf in the breeze technique, while singing in solfa.• Have as many students sit up at a piano/keyboard as you can and play the D flat major pentascale with leaf in the breeze technique.• Emphasise the relaxed round hand shape (their leaves) and go around and adjust students' hands as necessary.

RHYTHM

3 min	Scarf dance	<ul style="list-style-type: none">• Give each student a scarf.• Play some music for them to dance to. This can be a piece you know well (so that you can watch them) or an improvisation.• Encourage them to move freely to the music.
2 min	Rhythm Vocab Race	<ul style="list-style-type: none">• Pick 4 cards at random from Rhythm Vocab level 2 numbers 1–16, show each to your students and place them in different spots on the floor around the room.• Clap one of the patterns. Your students should run to the one they think it you clapped.

THEORY

5 min	Line, Space, Leapfrog	<ul style="list-style-type: none">• Play Line, Space, Leapfrog together.• Your students won't know any note names yet so the "leapfrog" option can be naming the clef the note is in.
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OPTION 1: OSTINATO EXPLORATIONS

10–15 min	Dromedary Camel	<ul style="list-style-type: none">• Review the Sulcata Tortoise and Sidewinder Snake patterns.• Hold up the Dromedary Camel card and ask your students what they see.• Explain that the camel walks slightly unsteadily on the uneven sand dunes and demonstrate the pattern on the floor/table while saying "camel camel" in the correct rhythm. Have all your students practise this with you.• Demonstrate the Dromedary Camel pattern on the piano while all the students practise on air piano.• Get each student to try the Dromedary Camel pattern on the piano while another student plays the Sulcata Tortoise pattern and the other students play air piano.
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OPTION 2: STAR SONGS

10-15 Dipidu
min

- Sing *Dipidu* 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 correct 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 Brass
min

- Listen to 'Theme A' again and briefly discuss the music.
 - Listen to 'Theme C (Brass)' and complete the worksheet on page 5 together.
 - Leave the music on and discuss further while the students colour the brass instruments on page 6.

WIND DOWN

2 min Wind-d
routine

- Put on *Waltz of the Flowers* from Tchaikovsky's 'The 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 Two

Week 24

AURAL

- 2 min *do re mi fa so la*
stepping
- Get your students to sit on the floor in a line.
 - Stand in front of them, gesture towards your feet and sing *do*.
 - Step forward, one step at a time and sing *re mi fa so la*.
 - Sing a pattern in solfa together with you stepping forward and back to show the pitch.

- 3 min Penguins
- Sing the complete song for your students.
 - Ask them about the words to the song – what was it about?
 - Speak each phrase and have them repeat after you.
 - Sing each phrase and have them sing after you.
 - Sing the complete song together several times.

Flap arms by side (like penguin wings)

Lift hands palm face up

Have you e - ver had _____ a pen - guin home for tea?

5

Flap arms by side (like penguin wings)

Lift hands palm face up

If you e - ver had was it a pen - guin just like me?

TECHNIQUE

- 2 min Leaf in the wind
- Review the tree and the leaf in the wind.
 - Demonstrate the leaf in the wind (two note slur) in the air and then practice this together.

- 3 min B, G flat & D flat major pentascales
- Demonstrate the B, G flat & D flat major pentascales with fingers 2 and 3 playing a series of two note slurs, while singing in solfa.
 - Have as many students sit up at a piano/keyboard as you can and play the B, G flat & D flat major pentascales with leaf in the wind technique.
 - Emphasise the relaxed round hand shape and wrist movement and go around and adjust students' hands as necessary.

RHYTHM

- 5 min Marching Orders
- Practise each of these note value actions with your students:
 - = run on tip-toe
 - = march
 - = high-knee march
 - = jump
 - Put on some music in $\frac{4}{4}$ and hold up one [Jumbo Note Values](#) card at a time.
 - Change note values every few bars/measures and do the actions together for whichever note value you're holding up.
 - Now, improvise some music on the piano (such as a simple chord progression) and change between the different note values while keeping the same tempo. Your students should try to match their actions to what they hear.

THEORY

- 5 min Betty Blanks
- Play [Betty Blanks](#) together.

OPTION 1: OSTINATO EXPLORATIONS

- 10-15 Sand Cat min
- Hold up each card and briefly discuss the animal patterns they know so far.
 - Hold up the Sand Cat card and ask your students what they see.
 - Explain that the sand cat doesn't make a meow sound like a house cat. His sound is much higher.
 - Demonstrate the pattern on the floor/table while saying "wait wait wait yow yow yow" in the correct rhythm. Have all your students practise this with you.
 - Demonstrate the Sand Cat pattern on the piano while all the students practise on air piano.
 - Get each student to try the Sand Cat pattern on the piano while another student plays the Sulcata Tortoise pattern, you play the Dromedary Camel pattern and the other students play air piano.

OPTION 2: STAR SONGS

- 10-15 Dipidu min
- Sing *Dipidu* 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 correct 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 Strings min
- Listen to 'Theme A' again and briefly discuss the music.
 - Listen to 'Theme D (Strings)' and complete the worksheet on page 7 together.
 - Leave the music on and discuss further while the students colour the string instruments on page 8.

WIND DOWN

- 2 min Wind-down routine
- Put on *Waltz of the Flowers* from Tchaikovsky's 'The 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 Two

Week 25

AURAL

2 min	<i>do re mi fa so la handsigns</i>	<ul style="list-style-type: none"> • Sit in a circle. Ask your students to sing with you and then sing a pattern of <i>do, re, mi, fa, so</i> and <i>la</i> using Curwen handsigns or gestures.
3 min	Penguins	<ul style="list-style-type: none"> • Sing the complete song for your students and then sing it several times together while doing the actions.

TECHNIQUE

2 min	Heavy chestnuts	<ul style="list-style-type: none"> • Review the tree and the heavy chestnuts. • Demonstrate lifting your arms up and letting them fall heavily and then practice this together. Emphasise the difference between the chestnut falling from the tree and being thrown.
3 min	C, D, E & D flat major pentascales	<ul style="list-style-type: none"> • Demonstrate the C, D, E & D flat major pentascales, non-legato with heavy chestnut technique, while singing in solfa. • Have as many students sit up at a piano/keyboard as you can and play the each of the pentascales.

RHYTHM

3 min	Fortissimo and pianissimo steps & claps	<ul style="list-style-type: none"> • Tell your students to march around the room in their own space, taking big steps when the music is loud and standing still and clap when the music is soft. • Improvise a march or use one of the samples included at the back of this book, changing dynamics suddenly from <i>ff</i> to <i>pp</i> and back again.
2 min	Snake	<ul style="list-style-type: none"> • Use Relative Rhythms cards with popsicle sticks or pencils as barlines to create a giant rhythm snake on the floor together in $\frac{3}{4}$. Don't go in a straight line; twist, turn and spiral around the room. • Stand at one side of the room and say the rhythm the whole way through together. • Count in before you start and keep going even if your students falter. If they get completely lost you can go and point to where you are so that they can join back in.

THEORY

5 min	Hill Hike	<ul style="list-style-type: none"> • Play Hill Hike together.
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OPTION 1: OSTINATO EXPLORATIONS

10-15 min	Desert Crocodile	<ul style="list-style-type: none"> • Hold up each card and briefly discuss the animal patterns they know so far. • Hold up the Desert Crocodile card and ask your students what they see. • Explain that the desert crocodile waits patiently in his cave to save his energy, only coming out occasionally to snap. • Demonstrate the pattern on the floor/table while saying "wait snap! wait wait wait" in the correct rhythm. Have all your students practise this with you. • Demonstrate the Desert Crocodile pattern on the piano (using two hands for the chord) while all the students practise on air piano. • Get each student to try the Desert Crocodile pattern on the piano while another student plays the Sulcata Tortoise pattern, a third student plays the Sand Cat pattern and the other students play air piano.
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OPTION 2: STAR SONGS

- 10-15 min Starlight, Starbright
- Sing *Starlight, Starbright* 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 correct 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 Percussion
- Listen to 'Theme A' again and briefly discuss the music.
 - Listen to 'Theme E (Percussion)' and complete the worksheet on page 9 together.
 - Leave the music on and discuss further while the students colour the percussion instruments on page 10.

WIND DOWN

- 2 min Wind-down routine
- Put on *Waltz of the Flowers* from Tchaikovsky's 'The 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 Two

Week 26

AURAL

- | | |
|-------------------------------|---|
| 2 min Hexatonic Pattern Cards | <ul style="list-style-type: none"> • Hold up one Hextonic Pattern Card at a time. • Sing the pattern together, starting on do and pointing to the animals as you go. |
| 3 min Jim Along Josie | <ul style="list-style-type: none"> • Sing the complete song for your students. • Ask them about the words to the song – what was it about? • Speak each phrase and have them repeat after you. • Sing each phrase and have them sing after you. • Sing the complete song together several times. |

Stand holding hands and sway to the beat

Hey Jim a - long Jim a - long Jo - sie,

3

Hey Jim a - long Jim a - long Jo.

TECHNIQUE

- | | |
|-------------------------------|---|
| 2 min Little acorns | <ul style="list-style-type: none"> • Review the tree and little acorns. • Demonstrate lifting your arms up and letting them fall more slowly and gently and then practice this together. |
| 3 min A flat major pentascale | <ul style="list-style-type: none"> • Demonstrate the A flat major pentascale, non-legato with little acorn technique, while singing in solfa. • Have as many students sit up at a piano/keyboard as you can and play the A flat major pentascale with little acorn technique. • Emphasise the relaxed round hand shape (their leaves) and go around and adjust students' hands as necessary. |

RHYTHM

- | | |
|------------------------|---|
| 3 min You do what I do | <ul style="list-style-type: none"> • Stand or sit in a circle with your students and say: "You do what I do" • Perform various actions with a steady beat such as tapping your head, clapping, patsching, marching, turning around, etc. Make eye contact with each student as you do this to make sure they are engaged and following your lead. • Then sit at the piano (with your students still sitting/standing in a circle) and say: "We all do what *Sarah* does" • Improvise music to match what Sarah and the others are doing. Give each child a chance to be the leader. |
| 2 min Rhythm Vocab | <ul style="list-style-type: none"> • Show your students Rhythm Vocab level 2 cards 17–24, one at a time. • Point and read each aloud. Then read it together. |

THEORY

5 min Tippy Taps • Play [Tippy Taps](#) together.

OPTION 1: OSTINATO EXPLORATIONS

- 10-15 Ostrich min
- Hold up each card and briefly discuss the animal patterns they know so far.
 - Hold up the Ostrich card and ask your students what they see.
 - Explain that the ostrich takes big strides with her long legs and that's how she runs so quickly.
 - Demonstrate the pattern on the floor/table while saying "stride quick pause" in the correct rhythm. Have all your students practise this with you.
 - Demonstrate the Ostrich pattern on the piano while all the students practise on air piano.
 - Get each student to try the Ostrich pattern on the piano while another student plays the Sulcata Tortoise pattern, a third student plays the Side-winder Snake pattern and the other students play air piano.

OPTION 2: STAR SONGS

- 10-15 Starlight, min Starbright
- Sing *Starlight, Starbright* 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 correct 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 Flute and min Piccolo
- Listen to 'Variation A (Piccolo and Flutes)', discuss using the listening reflection questions and complete the worksheet on page 11 together.
 - Leave the music on and discuss further while the students colour the flute and piccolo on page 12.

WIND DOWN

- 2 min Wind-down routine • Put on *Waltz of the Flowers* from Tchaikovsky's 'The 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 Two

Week 27

AURAL

2 min	do re mi fa so la toy reading	<ul style="list-style-type: none"> Get your students to sit on the floor in a line. Take out some toys and make a <i>do re mi fa so la</i> pattern with them on an imaginary staff on the floor. Point to the toys in order and sing the pattern in solfa then ask your students to join in and repeat several times, pointing to the toys as you go.
3 min	Jim Along Josie	<ul style="list-style-type: none"> Sing the complete song for your students and then sing it several times together while doing the actions.

TECHNIQUE

2 min	Leaf in the breeze	<ul style="list-style-type: none"> Review the tree and leaf in the breeze. Demonstrate the leaf in the breeze (wrist lift-off) and then practice this together.
3 min	A flat major pentascale	<ul style="list-style-type: none"> Demonstrate the A flat major pentascale, non-legato with leaf in the breeze technique, while singing in solfa. Have as many students sit up at a piano/keyboard as you can and play the A flat major pentascale with leaf in the breeze technique. Emphasise the relaxed round hand shape (their leaves) and go around and adjust students' hands as necessary.

RHYTHM

5 min	Marching Orders	<ul style="list-style-type: none"> Practise each of these note value actions with your student: <ul style="list-style-type: none"> = tap your hands gently on your head = run on tip-toe = march = high-knee march = jump Put on some music in $\frac{4}{4}$ and hold up one Jumbo Note Values card at a time. Change note values every few bars/measures and do the actions together for whichever note value you're holding up. Now, improvise some music on the piano (such as a simple chord progression) and change between the different note values while keeping the same tempo. Your students should try to match their actions to what they hear.
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THEORY

5 min	Star Seekers	<ul style="list-style-type: none"> Play Star Seekers together.
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OPTION 1: OSTINATO EXPLORATIONS

10-15 min	Monitor Lizard	<ul style="list-style-type: none"> Hold up each card and briefly discuss the animal patterns they know so far. Hold up the Monitor Lizard card and ask your students what they see. Explain that the lizard moves smoothly and steadily across the desert. Demonstrate the pattern on the floor/table while saying "big lizard big lizard" in the correct rhythm. Have all your students practise this with you.
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- Demonstrate the Monitor Lizard pattern on the piano (swapping hands in the middle) while all the students practise on air piano.
- Get each student to try the Monitor Lizard pattern on the piano while another student plays the Sulcata Tortoise pattern, a third student plays the Dromedary Camel pattern and the other students play air piano.

OPTION 2: STAR SONGS

- 10-15 Oats, Peas,
min Beans
- Sing *Oats, Peas, Beans* 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 correct 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 Oboe
min
- Listen to 'Variation B (Oboes)', discuss using the listening reflection questions and complete the worksheet on page 13 together.
 - Leave the music on and discuss further while the students colour the oboe on page 14.

WIND DOWN

- 2 min Wind-down routine
- Put on *Waltz of the Flowers* from Tchaikovsky's 'The 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 Two

Week 28

AURAL

2 min	do re mi fa so la handsigns	<ul style="list-style-type: none">Sit in a circle. Ask your students to sing with you and then sing a pattern of do, re, mi, fa, so and la using Curwen handsigns or gestures.
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3 min	Review	<ul style="list-style-type: none">Sing through Frosty Weather and Double This a couple of times to review.
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TECHNIQUE

2 min	Leaf in the wind	<ul style="list-style-type: none">Review the tree and the leaf in the wind.Demonstrate the leaf in the wind (two note slur) in the air and then practice this together.
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3 min	G flat, D flat & A flat major pentascales	<ul style="list-style-type: none">Demonstrate the G flat, D flat & A flat major pentascales with fingers 2 and 3 playing a series of two note slurs, while singing in solfa.Have as many students sit up at a piano/keyboard as you can and play the G flat, D flat & A flat major pentascales with leaf in the wind technique.Emphasise the relaxed round hand shape and wrist movement and go around and adjust students' hands as necessary.
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RHYTHM

3 min	Pianist metronome	<ul style="list-style-type: none">Ask one student to sit at the piano and play one note (their choice) over and over with a steady pulse.The group should march along with their playing.Swap until every child has had a chance to be the pianist.
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2 min	Snake	<ul style="list-style-type: none">Use Relative Rhythms cards with popsicle sticks or pencils as barlines to create a giant rhythm snake on the floor together in $\frac{1}{4}$. Don't go in a straight line; twist, turn and spiral around the room.Stand at one side of the room and say the rhythm the whole way through together.Count in before you start and keep going even if your students falter. If they get completely lost you can go and point to where you are so that they can join back in.
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THEORY

5 min	Strolls and Skitters	<ul style="list-style-type: none">Play Strolls and Skitters together.
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OPTION 1: OSTINATO EXPLORATIONS

10-15 min	Emperor Scorpion	<ul style="list-style-type: none">Hold up each card and briefly discuss the animal patterns they know so far.Hold up the Emperor Scorpion card and ask your students what they see.Explain that the scorpion has little claws which he can use to snap but his real power is in his stinging tail.Demonstrate the pattern on the floor/table while saying "clack clack sting" in the correct rhythm. Have all your students practise this with you.Demonstrate the Emperor Scorpion pattern on the piano (with two hands) while all the students practise on air piano.Get each student to try the Emperor Scorpion pattern on the piano while another student plays the Sulcata Tortoise pattern, a third student plays the Ostrich pattern and the other students play air piano.
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OPTION 2: STAR SONGS

- 10-15 Oats, Peas,
min Beans

 - Sing *Oats, Peas, Beans* 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 correct 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 Clarinet min

 - Listen to 'Variation C (Clarinets)', discuss using the listening reflection questions and complete the worksheet on page 15 together.
 - Leave the music on and discuss further while the students colour the clarinet on page 16.

WIND DOWN

- 2 min Wind-down routine • Put on *Waltz of the Flowers* from Tchaikovsky's 'The 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 Two

Week 29

AURAL

2 min	Hexatonic pattern drawing	<ul style="list-style-type: none"> Give each student a blank 3-line stave from the Hextonic Pattern Cards and some crayons. Ask them to draw their own pattern of circles using only steps. Sing each pattern together.
3 min	On the Farmer's Apple Tree	<ul style="list-style-type: none"> Sing the complete song for your students. Ask them about the words to the song – what was it about? Speak each phrase and have them repeat after you. Sing each phrase and have them sing after you. Sing the complete song together several times. When doing the actions the student who is chosen stands up and walks around the circle on the next go and the first student sits down again.

Patsch to the beat while one student walks around the circle

Walking student chooses someone

TECHNIQUE

2 min	Heavy chestnuts	<ul style="list-style-type: none"> Review the tree and the heavy chestnuts. Demonstrate lifting your arms up and letting them fall heavily and then practice this together. Emphasise the difference between the chestnut falling from the tree and being thrown.
3 min	G, A, B & A flat major pentascales	<ul style="list-style-type: none"> Demonstrate the G, A, B & A flat major pentascales, non-legato with heavy chestnut technique, while singing in solfa. Have as many students sit up at a piano/keyboard as you can and play the each of the pentascales.

RHYTHM

3 min	Count the drumbeats	<ul style="list-style-type: none"> Tell your students to march around the room and freeze when they hear the drumbeats, count carefully and then clap back that many times. Improvise a march or play one of the samples in the back of this book. Stop at some point and play 2–5 drumbeats for your students to clap back, then start the march again and repeat the process. If they're having trouble ask them to count out loud during the drumbeats and again during the clapping.
2 min	Rhythm Vocab Race	<ul style="list-style-type: none"> Pick 4 cards at random from Rhythm Vocab level 2 cards 1–24, show each to your students and place them in different spots on the floor around the room. Play one of the patterns on one repeated note on the piano or with a rhythm instrument. Your students should run to the one they think it you performed.

THEORY

5 min Hill Hike • Play [Hill Hike](#) together.

OPTION 1: OSTINATO EXPLORATIONS

10-15 Review min

- Take out the full set of *Ostinato Exploration Desert 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 Sally Go Round the Sun min

- Sing *Sally Go Round the Sun* 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 correct 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 Bassoon min

- Listen to 'Variation D (Bassoons)', discuss using the listening reflection questions and complete the worksheet on page 17 together.
- Leave the music on and discuss further while the students colour the bassoon on page 18.

WIND DOWN

2 min Wind-down routine

- Put on *Waltz of the Flowers* from Tchaikovsky's 'The 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 fa so la stepping	<ul style="list-style-type: none">Get your students to sit on the floor in a line.Stand in front of them, gesture towards your feet and sing <i>do</i>.Step forward, one step at a time and sing <i>re mi fa so la</i>.Sing a pattern in solfa together with you stepping forward and back to show the pitch.
3 min	On the Farmer's Apple Tree	<ul style="list-style-type: none">Sing the complete song for your students and then sing it several times together while doing the actions.

TECHNIQUE

2 min	Little acorns	<ul style="list-style-type: none">Review the tree and little acorns.Demonstrate lifting your arms up and letting them fall more slowly and gently and then practice this together.
3 min	E flat major pentascale	<ul style="list-style-type: none">Demonstrate the E flat major pentascale, non-legato with little acorn technique, while singing in solfa.Have as many students sit up at a piano/keyboard as you can and play the E flat major pentascale with little acorn technique.Emphasise the relaxed round hand shape (their leaves) and go around and adjust students' hands as necessary.

RHYTHM

3 min	Beanbag pass	<ul style="list-style-type: none">Improvise a march or use one of the samples in the back of this book.Have the students sit in a circle and pass a beanbag around to the beat.Say "pass, pass, pass" to help them stay in time.
2 min	Help me draw...	<ul style="list-style-type: none">Ask your students if they can help you draw a <i>ta</i>. What does it look like? What should you draw first?Have them direct you as you draw  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 <i>titi</i> look different to <i>ta</i>?

THEORY

5 min	Treacher- ous Treas- ure	<ul style="list-style-type: none">Play Treacherous Treasure together.
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OPTION 1: OSTINATO EXPLORATIONS

10-15 min	Composing	<ul style="list-style-type: none">Tell your students that you're going to create your own piece using these cards. Which animal should start? Who should join in next? Take suggestions from all your students and assign one student to each animal.If you have space to fit all your students at the piano(s) then you can give one animal to each, if not you will need to swap until everyone has a chance to play.Practice your composed piece together a few times with each animal starting at the right time.
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OPTION 2: STAR SONGS

- 10-15 Sally Go Round the Sun min • Sing *Sally Go Round the Sun* 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 correct 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 Violin min • Listen to 'Variation E (Violins)', discuss using the listening reflection questions and complete the worksheet on page 19 together.
• Leave the music on and discuss further while the students colour the violin on page 20.

WIND DOWN

- 2 min Wind-down routine • Put on *Waltz of the Flowers* from Tchaikovsky's 'The 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 Hexatonic Pattern Cards • Hold up one [Hexatonic Pattern Card](#) at a time.
• Sing the pattern together, starting on do and pointing to the animals as you go.

- 3 min Review • Sing through Penguins and Jim Along Josie a couple of times to review.

TECHNIQUE

- 2 min Leaf in the breeze • Review the tree and leaf in the breeze.
• Demonstrate the leaf in the breeze (wrist lift-off) and then practice this together.

- 3 min E flat major pentascale • Demonstrate the E flat major pentascale, non-legato with leaf in the breeze technique, while singing in solfa.
• Have as many students sit up at a piano/keyboard as you can and play the E flat major pentascale with leaf in the breeze technique.
• Emphasise the relaxed round hand shape (their leaves) and go around and adjust students' hands as necessary.

RHYTHM

- 5 min Marching Orders • Practise each of these note value actions with your student:
 ○ = tap your hands gently on your head
 ○ = run on tip-toe
 ○ = march
 ○ = high-knee march
 ○ = jump
 • Put on some music in $\frac{4}{4}$ and hold up one [Jumbo Note Values](#) card at a time.
 • Change note values every few bars/measures and do the actions together for whichever note value you're holding up.
 • Now, improvise some music on the piano (such as a simple chord progression) and change between the different note values while keeping the same tempo. Your students should try to match their actions to what they hear.

THEORY

- 5 min Landmark notes • If you have a floor staff take it out and introduce the landmark notes: bass C, bass F, middle C, treble G and treble C.
• If you do not have a floor staff you can use the blank staff from [Top to Tail](#) and introduce the notes by drawing the clefs and adding the notes one by one together.

OPTION 1: OSTINATO EXPLORATIONS

- 10-15 min Magnificent Frigatebird • Discuss the birds that you're going to be exploring together through music. Have your students flown in a plane? Can they imagine what it would be like to fly in the sky with their own wings?
• Show your students the Magnificent Frigatebird card from the *Ostinato Explorations Set 4* and tell your students that this is the first pattern they're going to learn. Explain how he can inflate his chest to make a red balloon.

Week 31

Preschool Group Plan: Mini Musicians Two

- Demonstrate playing the pattern on the floor while saying "magnificent bird" and have your students practice this with you.
 - Demonstrate the Magnificent Frigatebird pattern on the piano while all the students practise on air piano.
 - Get each student to try the Magnificent Frigatebird pattern on the piano while the other students play air piano with the same steady beat.

OPTION 2: STAR SONGS

10-15 min If the Rain Comes Down

- Sing *If the Rain Comes Down* 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 correct 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 Viola min

- Listen to 'Variation F (Violas)', discuss using the listening reflection questions and complete the worksheet on page 21 together.
- Leave the music on and discuss further while the students colour the viola on page 22.

WIND DOWN

2 min Wind-down routine • Put on *Waltz of the Flowers* from Tchaikovsky's 'The 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 fa so la*
handsigns • Sit in a circle. Ask your students to sing with you and then sing a pattern of *do, re, mi, fa, so* and *la* using Curwen handsigns or gestures.
- 3 min Who's That Tapping? • Sing the complete song for your students.
• Ask them about the words to the song – what was it about?
• Speak each phrase and have them repeat after you.
• Sing each phrase and have them sing after you.
• Sing the complete song together several times.

One student closes eyes and everyone sings

Who's I that am tap - ping at the win - dow?
tap - ping at the win - dow.

Teacher points to one student to sing solo verse

Who's I that am knock - ing at the door?
knock - ing at the door.

TECHNIQUE

- 2 min Leaf in the wind • Review the tree and the leaf in the wind.
• Demonstrate the leaf in the wind (two note slur) in the air and then practice this together.
- 3 min D flat, A flat & E flat major pentascales • Demonstrate the D flat, A flat & E flat major pentascales with fingers 2 and 3 playing a series of two note slurs, while singing in solfa.
• Have as many students sit up at a piano/keyboard as you can and play the D flat, A flat & E flat major pentascales with leaf in the wind technique.
• Emphasise the relaxed round hand shape and wrist movement and go around and adjust students' hands as necessary.

RHYTHM

- 3 min $\frac{2}{4}$ and $\frac{3}{4}$ • Tell your students that when you're playing the two pattern (demonstrate a little, counting aloud) they should walk on the spot. When you're playing a three pattern (demonstrate a little, counting aloud) they should walk around the room in their own space.
• Improvise music, switching between $\frac{2}{4}$ and $\frac{3}{4}$ or use the samples at the back of this book.
- 2 min Beat My Rhythm • Pick 4 cards at random from [Rhythm Vocab level 2](#) cards 1–24.
• Lay them out in a row where everyone can see them.
• Split your group in half and have one half patsch and say the rhythm while the others clap the pulse. (You should do the rhythm to help that group stay in time.)
• Swap roles and repeat.

THEORY

- 5 min Landmark note runs
- Place landmark note flashcards on one side of the room (if you don't have a set of landmark note flashcards already you can print and cut out the cards on page 9 of [Guiderama](#)).
 - Tell each child to pick up one card they think they know, run to the piano and tell you what it is.
 - Get them to then play the matching key on the piano before giving you the card.
 - Continue until all the cards are gone.

OPTION 1: OSTINATO EXPLORATIONS

- 10-15 min Fruit Bat
- Hold up the Magnificent Frigatebird card and ask your students if they remember how her pattern sounds on the piano.
 - Hold up the Fruit Bat card and ask your students what they see.
 - Explain how bats move in the dark using sonar.
 - Demonstrate the Fruit Bat pattern on the piano with a light touch and steady beat.
 - Get each student to try the Fruit Bat pattern on the piano while you play the Magnificent Frigatebird pattern and the other students play air piano.

OPTION 2: STAR SONGS

- 10-15 min If the Rain Comes Down
- Sing *If the Rain Comes Down* 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 correct 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 Cello
- Listen to 'Variation G (Cellos)', discuss using the listening reflection questions and complete the worksheet on page 23 together.
 - Leave the music on and discuss further while the students colour the cello on page 24.

WIND DOWN

- 2 min Wind-down routine
- Put on *Waltz of the Flowers* from Tchaikovsky's 'The 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 fa so la</i> toy reading	<ul style="list-style-type: none"> Get your students to sit on the floor in a line. Take out some toys and make a <i>do re mi fa so la</i> pattern with them on an imaginary staff on the floor. Point to the toys in order and sing the pattern in solfa then ask your students to join in and repeat several times, pointing to the toys as you go.
3 min	Who's That Tapping?	<ul style="list-style-type: none"> Sing the complete song for your students and then sing it several times together while doing the actions.

TECHNIQUE

2 min	Heavy chestnuts	<ul style="list-style-type: none"> Review the tree and the heavy chestnuts. Demonstrate lifting your arms up and letting them fall heavily and then practice this together. Emphasise the difference between the chestnut falling from the tree and being thrown.
3 min	D, E, G flat & E flat major pentascales	<ul style="list-style-type: none"> Demonstrate the D, E, G flat & E flat major pentascales, non-legato with heavy chestnut technique, while singing in solfa. Have as many students sit up at a piano/keyboard as you can and play the each of the pentascales.

RHYTHM

3 min	Frozen cadence	<ul style="list-style-type: none"> Tell your students to move around the room freely to your music and then freeze when they hear this sound (play a I-V cadence) and fall down to the ground when they hear this sound (play V-I cadence). Improvise music of your choice and interrupt every so often with the imperfect cadence, pausing on the V chord. End the piece by playing a V-I cadence and them all falling down.
2 min	Snake	<ul style="list-style-type: none"> Use Relative Rhythms cards with popsicle sticks or pencils as barlines to create a giant rhythm snake on the floor together in $\frac{4}{4}$. Don't go in a straight line; twist, turn and spiral around the room. Stand at one side of the room and say the rhythm the whole way through together. Count in before you start and keep going even if your students falter. If they get completely lost you can go and point to where you are so that they can join back in.

THEORY

5 min	Musical Alphabet Memory	<ul style="list-style-type: none"> Play the full version of Musical Alphabet Memory together.
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OPTION 1: OSTINATO EXPLORATIONS

10-15 min	Bald Eagle	<ul style="list-style-type: none"> Review the Magnificent Frigatebird and Fruit Bat patterns. Hold up the Bald Eagle card and ask your students what they see. Explain that the eagle glides up high in the sky and then swoops down to her prey. Demonstrate the pattern on the floor/table while saying "swoop down" in the correct rhythm. Have all your students practise this with you. Demonstrate the Bald Eagle pattern on the piano while all the students practise on air piano.
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Week 33

Preschool Group Plan: Mini Musicians Two

- Get each student to try the Bald Eagle pattern on the piano while another student plays the Magnificent Frigatebird pattern and the other students play air piano.

OPTION 2: STAR SONGS

- 10-15 min Over in the Meadow

 - Sing *Over in the Meadow* 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 correct 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 Double bass min

 - Listen to 'Variation H (Double basses)', discuss using the listening reflection questions and complete the worksheet on page 25 together.
 - Leave the music on and discuss further while the students colour the double bass on page 26.

WIND DOWN

- 2 min Wind-down routine • Put on *Waltz of the Flowers* from Tchaikovsky's 'The 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 Two

Week 34

AURAL

2 min	do re mi fa so la handsigns	<ul style="list-style-type: none">• Sit in a circle. Ask your students to sing with you and then sing a pattern of do, re, mi, fa, so and la using Curwen handsigns or gestures.
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3 min	Review	<ul style="list-style-type: none">• Sing through On the Farmer's Apple Tree and Mouse, Mousie a couple of times to review.
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TECHNIQUE

2 min	Little acorns	<ul style="list-style-type: none">• Review the tree and little acorns.• Demonstrate lifting your arms up and letting them fall more slowly and gently and then practice this together.
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3 min	B flat major pentascale	<ul style="list-style-type: none">• Demonstrate the B flat major pentascale, non-legato with little acorn technique, while singing in solfa.• Have as many students sit up at a piano/keyboard as you can and play the B flat major pentascale with little acorn technique.• Emphasise the relaxed round hand shape (their leaves) and go around and adjust students' hands as necessary.
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RHYTHM

3 min	Footstep metronome	<ul style="list-style-type: none">• Get everyone to sit in a circle and then ask one student to stand up.• Give everyone who is sitting down a rhythm instrument.• Ask the standing student to start marching on the spot.• The other students should join in with the rhythm instruments, matching their beats to his feet.• Swap roles so all students get a chance to march.
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2 min	Help me draw...	<ul style="list-style-type: none">• Ask your students if they can help you draw a ta. What does it look like? What should you draw first?• Have them direct you as you draw o ∙ ∙ ∙ ∙ 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?
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THEORY

5 min	Landmark Landmines	<ul style="list-style-type: none">• Play the full version of Landmark Landmines together.
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OPTION 1: OSTINATO EXPLORATIONS

10-15 min	Kingfisher	<ul style="list-style-type: none">• Hold up each card and briefly discuss the patterns they know so far.• Hold up the Kingfisher card and ask your students what they see.• Explain that the kingfisher is a very little and very shy bird. He only peeks out occasionally from behind bushes and shrubs to peck at things.• Demonstrate the pattern on the floor/table while saying "wait peck wait peck" in the correct rhythm. Have all your students practise this with you.• Demonstrate the Kingfisher pattern on the piano while all the students practise on air piano.• Get each student to try the Kingfisher pattern on the piano while another student plays the Magnificent Frigatebird pattern, you play the Bald Eagle pattern and the other students play air piano.
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OPTION 2: STAR SONGS

- 10-15 Over in the Meadow • Sing *Over in the Meadow* together with actions to emphasise the pitches.
min Meadow • Ask your students which colours you need for this song and find those *Star Songs Key Sticks* together.
• Get each student to place the correct 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 Harp • Listen to 'Variation I (Harp)', discuss using the listening reflection questions and complete the worksheet on page 27 together.
min • Leave the music on and discuss further while the students colour the harp on page 28.

WIND DOWN

- 2 min Wind-down routine • Put on *Waltz of the Flowers* from Tchaikovsky's 'The 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 Hexatonic pattern drawing
- Give each student a blank 3-line stave from the [Hexatonic Pattern Cards](#) and some crayons.
 - Ask them to draw their own pattern of circles using only steps.
 - Sing each pattern together.

- 3 min Alice the Camel
- Sing the complete song for your students.
 - Ask them about the words to the song – what was it about?
 - Speak each phrase and have them repeat after you.
 - Sing each phrase and have them sing after you.
 - Sing the complete song together several times.

Stand in a circle hands on neighbour's shoulders

Bend forward with arched back

A - lice the ca - mel has
A - lice the ca - mel has
A - lice the ca - mel has
A - lice the ca - mel has

three humps.
two humps.
one hump.
no humps.

Bend forward with arched back

A - lice the ca - mel has
A - lice the ca - mel has
A - lice the ca - mel has
A - lice the ca - mel has

three humps.
two humps.
one hump.
no humps.

Bend forward with arched back

A - lice the ca - mel has
A - lice the ca - mel has
A - lice the ca - mel has
A - lice the ca - mel has

three humps, so
two humps, so
one hump, so
no humps, so

jump jump jump

go A - lice go. BOOM, BOOM, BOOM!
go A - lice go. BOOM, BOOM, BOOM!
go A - lice go. BOOM, BOOM, BOOM!

Alice is a horse!

TECHNIQUE

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| 2 min | Leaf in the breeze | <ul style="list-style-type: none">• Review the tree and leaf in the breeze.• Demonstrate the leaf in the breeze (wrist lift-off) and then practice this together. |
| 3 min | F major pentascale | <ul style="list-style-type: none">• Demonstrate the F major pentascale, non-legato with leaf in the breeze technique, while singing in solfa.• Have as many students sit up at a piano/keyboard as you can and play the F major pentascale with leaf in the breeze technique.• Emphasise the relaxed round hand shape (their leaves) and go around and adjust students' hands as necessary. |
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RHYTHM

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| 5 min | Marching Orders | <ul style="list-style-type: none">• Practise each of these note value actions with your student:<ul style="list-style-type: none">◦ = tap your hands gently on your head◦ = run on tip-toe◦ = march◦ = high-knee march◦ = jump• Put on some music in $\frac{4}{4}$ and hold up one Jumbo Note Values card at a time.• Change note values every few bars/measures and do the actions together for whichever note value you're holding up.• Now, improvise some music on the piano (such as a simple chord progression) and change between the different note values while keeping the same tempo. Your students should try to match their actions to what they hear. |
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THEORY

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| 5 min | Treacherous Treasure | <ul style="list-style-type: none">• Play Treacherous Treasure together. |
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OPTION 1: OSTINATO EXPLORATIONS

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|-----------|---------|---|
| 10-15 min | Peacock | <ul style="list-style-type: none">• Hold up each card and briefly discuss the sky patterns they know so far.• Hold up the Peacock card and ask your students what they see.• Explain how the peacock opens out his fan of beautiful feathers.• Demonstrate the pattern on the floor/table while saying "open feathers" in the correct rhythm. Have all your students practise this with you.• Demonstrate the Peacock pattern on the piano while all the students practise on air piano.• Get each student to try the Peacock pattern on the piano while another student plays the Magnificent Frigatebird pattern, a third student plays the Fruit Bat pattern and the other students play air piano. |
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OPTION 2: STAR SONGS

- 10-15 min Put the Kettle On
- Sing *Put the Kettle On* 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 correct 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 French horn
- Listen to 'Variation J (French Horns)', discuss using the listening reflection questions and complete the worksheet on page 29 together.
 - Leave the music on and discuss further while the students colour the French horn on page 30.

WIND DOWN

- 2 min Wind-down routine
- Put on *Waltz of the Flowers* from Tchaikovsky's 'The 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 fa so la</i> stepping	<ul style="list-style-type: none"> Get your students to sit on the floor in a line. Stand in front of them, gesture towards your feet and sing <i>do</i>. Step forward, one step at a time and sing <i>re mi fa so la</i>. Sing a pattern in solfa together with you stepping forward and back to show the pitch.
3 min	Alice the Camel	<ul style="list-style-type: none"> Sing the complete song for your students and then sing it several times together while doing the actions.

TECHNIQUE

2 min	Leaf in the wind	<ul style="list-style-type: none"> Review the tree and the leaf in the wind. Demonstrate the leaf in the wind (two note slur) in the air and then practice this together.
3 min	A flat, F & B flat major pentascales	<ul style="list-style-type: none"> Demonstrate the A flat, F & B flat major pentascales with fingers 2 and 3 playing a series of two note slurs, while singing in solfa. Have as many students sit up at a piano/keyboard as you can and play the A flat, E flat & B flat major pentascales with leaf in the wind technique. Emphasise the relaxed round hand shape and wrist movement and go around and adjust students' hands as necessary.

RHYTHM

3 min	Clap high and low	<ul style="list-style-type: none"> Tell your students that they should clap the pulse with the music. If they hear treble sounds they should clap up high above their heads and if they hear bass sounds they should clap down low. Improvise some music moving up and down the piano, or simply play scales ascending and descending.
2 min	Rhythm Vocab Race	<ul style="list-style-type: none"> Pick 4 cards at random from Rhythm Vocab level 2 cards 1–24, show each to your students and place them in different spots on the floor around the room. Play one of the patterns on one repeated note on the piano or with a rhythm instrument. Your students should run to the one they think you performed.

THEORY

5 min	Landmark Xs and Os	<ul style="list-style-type: none"> Play Landmark Xs and Os together.
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OPTION 1: OSTINATO EXPLORATIONS

10-15 min	Caspian Gull	<ul style="list-style-type: none"> Hold up each card and briefly discuss the sky patterns they know so far. Hold up the Caspian Gull card and ask your students what they see. Explain that the gull flies smoothly and steadily while making a loud cawing sound. Demonstrate the pattern on the floor/table while saying "caw seagull" in the correct rhythm. Have all your students practise this with you. Demonstrate the Caspian Gull pattern on the piano while all the students practise on air piano. Get each student to try the Caspian Gull pattern on the piano while another student plays the Magnificent Frigatebird pattern, a third student plays the Peacock pattern and the other students play air piano.
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OPTION 2: STAR SONGS

- 10-15 min Put the Kettle On
- Sing *Put the Kettle On* 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 correct 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 Trumpet
- Listen to 'Variation K (Trumpets)', discuss using the listening reflection questions and complete the worksheet on page 31 together.
 - Leave the music on and discuss further while the students colour the trumpet on page 32.

WIND DOWN

- 2 min Wind-down routine
- Put on *Waltz of the Flowers* from Tchaikovsky's 'The 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	Hexatonic Pattern Cards	<ul style="list-style-type: none"> Hold up one Hextonic Pattern Card at a time. Sing the pattern together, starting on do and pointing to the animals as you go.
3 min	Review	<ul style="list-style-type: none"> Sing through Who's That Tapping? and Down Came Johnny a couple of times to review.

TECHNIQUE

2 min	Heavy chestnuts	<ul style="list-style-type: none"> Review the tree and the heavy chestnuts. Demonstrate lifting your arms up and letting them fall heavily and then practice this together. Emphasise the difference between the chestnut falling from the tree and being thrown.
3 min	F, A, B, D flat & B flat major pentascales	<ul style="list-style-type: none"> Demonstrate the F, A, B, D flat & B flat major pentascales, non-legato with heavy chestnut technique, while singing in solfa. Have as many students sit up at a piano/keyboard as you can and play the each of the pentascales.

RHYTHM

3 min	Scarf dance	<ul style="list-style-type: none"> Give each student a scarf. Play some music for them to dance to. This can be a piece you know well (so that you can watch them) or an improvisation. Encourage them to move freely to the music.
2 min	Snake	<ul style="list-style-type: none"> Use Relative Rhythms cards with popsicle sticks or pencils as barlines to create a giant rhythm snake on the floor together in $\frac{4}{4}$. Don't go in a straight line; twist, turn and spiral around the room. Stand at one side of the room and say the rhythm the whole way through together. Count in before you start and keep going even if your students falter. If they get completely lost you can go and point to where you are so that they can join back in.

THEORY

5 min	Aural Training Paddles	<ul style="list-style-type: none"> Use the notation version of the Aural Training Paddles to practice treble and bass, high and low. Play the samples on the piano at first yourself then choose one student at a time to be the pianist while the others hold up the correct paddle.
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OPTION 1: OSTINATO EXPLORATIONS

10-15 min	Screech Owl	<ul style="list-style-type: none"> Hold up each card and briefly discuss the sky patterns they know so far. Hold up the Screech Owl card and ask your students what they see. Explain that the owl makes a high screeching sound and then listens carefully for a reply. Demonstrate the pattern on the floor/table while saying "screech sh listen" in the correct rhythm. Have all your students practise this with you. Demonstrate the Screech Owl pattern on the piano while all the students practise on air piano. Get each student to try the Screech Owl pattern on the piano while another student plays the Magnificent Frigatebird pattern, a third student plays the Kingfisher pattern and the other students play air piano.
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OPTION 2: STAR SONGS

- 10-15 Itsy Bitsy min Spider
- Sing *Itsy Bitsy Spider* 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 correct 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 Trombone min and Tuba
- Listen to 'Variation L (Trombones and Tuba)', discuss using the listening reflection questions and complete the worksheet on page 33 together.
 - Leave the music on and discuss further while the students colour the trombone and tuba on page 34.

WIND DOWN

- 2 min Wind-down routine
- Put on *Waltz of the Flowers* from Tchaikovsky's 'The 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 fa so la toy reading*
- Get your students to sit on the floor in a line.
 - Take out some toys and make a *do re mi fa so la* pattern with them on an imaginary staff on the floor.
 - Point to the toys in order and sing the pattern in solfa then ask your students to join in and repeat several times, pointing to the toys as you go.

- 3 min *A Sailor Went to Sea, Sea, Sea*
- Sing the complete song for your students.
 - Ask them about the words to the song – what was it about?
 - Speak each phrase and have them repeat after you.
 - Sing each phrase and have them sing after you.
 - Sing the complete song together several times.

Clap high five clap high five Salute salute salute

A sai - lor went to sea, sea, sea, to

Clap high five clap high five Salute salute salute Clap high five clap high five
see what he could see, see, see, and all that he could

7 Salute salute salute Clap high five clap high five Salute salute salute
see, see, see, was the bot - tom of the deep blue sea, sea, sea.

TECHNIQUE

- 5 min Major pentascales
- Choose one student at a time to play a pentascale.
 - You can also specify the technique they should use each time: little acorn, heavy chestnut, leaf in the breeze or leaf in the wind.

RHYTHM

- 3 min Footstep metronome
- Get everyone to sit in a circle and then ask one student to stand up.
 - Give everyone who is sitting down a rhythm instrument.
 - Ask the standing student to start marching on the spot.
 - The other students should join in with the rhythm instruments, matching their beats to his feet.
 - Swap roles so all students get a chance to march.

- 2 min Beat My Rhythm
- Pick 2 cards at random from [Rhythm Vocab level 2](#) cards 1–24.
 - Lay them out in a row where everyone can see them.
 - Split your group in half and have one half patsch and say one of the patterns over and over.
 - Help the others to join in with the other pattern so that they're in time with the first group.
 - Swap patterns and repeat.

Preschool Group Plan: Mini Musicians Two

Week 38

THEORY

- 5 min Line, Space, Leapfrog • Play [Line, Space, Leapfrog](#) together.
Leapfrog • Your students may now be able to recognise the landmark notes and use these to "leapfrog".

OPTION 1: OSTINATO EXPLORATIONS

- 10-15 Horned Puffin • Hold up each card and briefly discuss the sky patterns they know so far.
min Puffin • Hold up the Horned Puffin card and ask your students what they see.
• Explain that the puffin waddles across the rocks when he's on land.
• Demonstrate the pattern on the floor/table while saying "puffin puffin" in the correct rhythm. Have all your students practise this with you.
• Demonstrate the Horned Puffin pattern on the piano while all the students practise on air piano.
• Get each student to try the Horned Puffin pattern on the piano while another student plays the Magnificent Frigatebird pattern, a third student plays the Screech Owl pattern and the other students play air piano.

OPTION 2: STAR SONGS

- 10-15 Itsy Bitsy Spider • Sing *Itsy Bitsy Spider* together with actions to emphasise the pitches.
min Spider • Ask your students which colours you need for this song and find those *Star Songs Key Sticks* together.
• Get each student to place the correct 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 Percussion • Listen to 'Variation M (Percussion)', discuss using the listening reflection questions and complete the worksheet on page 35 together.
min • Leave the music on and discuss further while the students colour the percussion instruments on page 36.

WIND DOWN

- 2 min Wind-down routine • Put on *Waltz of the Flowers* from Tchaikovsky's 'The 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 | Hexatonic pattern drawing | <ul style="list-style-type: none"> Give each student a blank 3-line stave from the Hextonic Pattern Cards and some crayons. Ask them to draw their own pattern of circles using only steps. Sing each pattern together. |
| 3 min | A Sailor Went to Sea, Sea, Sea | <ul style="list-style-type: none"> Sing the complete song for your students and then sing it several times together while doing the actions. If you like, you can change the actions each time, e.g. "A sailor went to knee/toe/head/etc." |

TECHNIQUE

- | | | |
|-------|-------------------|---|
| 5 min | Minor pentascales | <ul style="list-style-type: none"> Demonstrate how a major pentascale can be changed into a minor one by dropping the middle note. Choose one student at a time to play the major and then minor version of a pentascale. You can also specify the technique they should use each time: little acorn, heavy chestnut, leaf in the breeze or leaf in the wind. |
|-------|-------------------|---|

RHYTHM

- | | | |
|-------|-----------------|---|
| 5 min | Marching Orders | <ul style="list-style-type: none"> Practise each of these note value actions with your student: <ul style="list-style-type: none"> = tap your hands gently on your head = run on tip-toe = march = high-knee march = jump Put on some music in $\frac{4}{4}$ and hold up one Jumbo Note Values card at a time. Change note valued every few bars/measures and do the actions together for whichever note value you're holding up. Now, improvise some music on the piano (such as a simple chord progression) and change between the different note values while keeping the same tempo. Your students should try to match their actions to what they hear. |
|-------|-----------------|---|

THEORY

- | | | |
|-------|-----------|--|
| 5 min | Hill Hike | <ul style="list-style-type: none"> Play Hill Hike together. |
|-------|-----------|--|

OPTION 1: OSTINATO EXPLORATIONS

- | | | |
|-----------|--------|--|
| 10-15 min | Review | <ul style="list-style-type: none"> Take out the full set of <i>Ostinato Exploration Sky Creations</i> 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. |
|-----------|--------|--|

Preschool Group Plan: Mini Musicians Two

Week 39

OPTION 2: STAR SONGS

- 10-15 Baa, Baa, Black Sheep • Sing *Baa, Baa, Black Sheep* together with actions to emphasise the pitches.
min • Ask your students which colours you need for this song and find those *Star Songs Key Sticks* together.
• Get each student to place the correct 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 Fugue • Listen to 'Fugue, Allegro molto (Full Orchestra)' and discuss all the instruments you hear.
min • Pretend to be the conductors and move to the music as it plays.
• Review all the instruments they have learned about and talk about their favourites.
• Have each student choose one favourite instrument to draw a picture of on page 37.

WIND DOWN

- 2 min Wind-down routine • Put on *Waltz of the Flowers* from Tchaikovsky's 'The 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	Hexatonic Pattern Cards	<ul style="list-style-type: none"> Hold up one Hextonic Pattern Card at a time. Sing the pattern together, starting on do and pointing to the animals as you go.
3 min	Song requests	<ul style="list-style-type: none"> 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.

TECHNIQUE

5 min	Minor pentascales	<ul style="list-style-type: none"> Demonstrate how a major pentascale can be changed into a minor one by dropping the middle note. Choose one student at a time to play the major and then minor version of a pentascale. You can also specify the technique they should use each time: little acorn, heavy chestnut, leaf in the breeze or leaf in the wind.
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RHYTHM

3 min	Glissando home	<ul style="list-style-type: none"> Tell your students to march around the room in their own space and, when they hear this sound (demonstrate a glissando) come quickly back to the piano. Improvise a march or use one of the samples included at the back of this book. Do a glissando every so often and see how quickly your students can come back to the piano.
2 min	Rhythm Vocab Race	<ul style="list-style-type: none"> Pick 4 cards at random from Rhythm Vocab level 2 cards 1–24, show each to your students and place them in different spots on the floor around the room. Play one of the patterns on one repeated note on the piano or with a rhythm instrument. Your students should run to the one they think it you performed.

THEORY

5 min	Finger Footsteps	<ul style="list-style-type: none"> Play Finger Footsteps together.
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OPTION 1: OSTINATO EXPLORATIONS

10–15 min	Composing	<ul style="list-style-type: none"> Tell your students that you're going to create your own piece using the sky cards. Which animal should start? Who should join in next? Take suggestions from all your students and assign one student to each animal. If you have space to fit all your students at the piano(s) then you can give one animal to each, if not you will need to swap until everyone has a chance to play. Practice your composed piece together a few times with each animal starting at the right time.
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OPTION 2: STAR SONGS

10–15 min	Baa, Baa, Black Sheep	<ul style="list-style-type: none"> Sing <i>Baa, Baa, Black Sheep</i> together with actions to emphasise the pitches. Ask your students which colours you need for this song and find those <i>Star Songs Key Sticks</i> together. Get each student to place the correct 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.
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OPTION 3: LISTENING IN COLOUR

10-15 Fugue min

- Listen to 'Fugue, Allegro molto (Full Orchestra)' and discuss all the instruments you hear.
 - Discuss the layout of the orchestra and show your students some videos of orchestras playing.
 - Put on the complete version of the piece (without narration) while your students colour the orchestra on page 38.

WIND DOWN

2 min Wind-down routine

- Put on *Waltz of the Flowers* from Tchaikovsky's 'The 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:

March patterns

Preschool Group Plan: Mini Musicians Two

March 1

A musical score for two staves. The top staff is in treble clef and B-flat major (indicated by a B-flat key signature). The bottom staff is in bass clef and B-flat major (indicated by a B-flat key signature). Both staves are in 2/4 time. The notation consists of quarter notes and half notes.

March 2

A musical score for two staves. The top staff is in treble clef and C major (indicated by a no key signature). The bottom staff is in bass clef and C major (indicated by a no key signature). Both staves are in 4/4 time. The notation consists of eighth notes and quarter notes.

March 3

A musical score for two staves. The top staff is in treble clef and A major (indicated by a one-sharp key signature). The bottom staff is in bass clef and A major (indicated by a one-sharp key signature). Both staves are in 2/4 time. The notation consists of eighth notes and sixteenth notes.

March 4

A musical score for two staves. The top staff is in treble clef and E-flat major (indicated by a four-flat key signature). The bottom staff is in bass clef and E-flat major (indicated by a four-flat key signature). Both staves are in 4/4 time. The notation consists of eighth notes and sixteenth notes.

March 5

A musical score for two staves. The top staff is in treble clef and G major (indicated by a no key signature). The bottom staff is in bass clef and G major (indicated by a no key signature). Both staves are in 4/4 time. The notation consists of eighth notes and sixteenth notes.

March 6

A musical score for two staves. The top staff is in treble clef and B-flat major (indicated by a B-flat key signature). The bottom staff is in bass clef and B-flat major (indicated by a B-flat key signature). Both staves are in 2/4 time. The notation consists of eighth notes and sixteenth notes.

Preschool Group Plan: Mini Musicians Two

Folk Songs

Ev'rybody Sit Down



Ev' - ry - bo - dy sit down, sit down, sit down.
 Ev' - ry - bo - dy lis - ten, lis - ten, lis - ten.

3
 Ev' - ry - bo - dy sit down on the floor.
 Ev' - ry - bo - dy lis - ten, ears switched on!

5
 Not on the ceiling, not on the door!
 No - bo - dy talk - ing, not even me!

7
 Not on each other but on the floor.
 No - bo - dy whis - per - ing, ears switched on.

Mouse, Mousie



Mouse, mou - sie, lit - tle mou - sie, hur - ry hur - ry do!

5
 Or the kit - ten in the hou - sie will be af - ter you.

Down Came Johnny

Pick one student to close their eyes



Down came John - ny, down came he.

5
 He is hid - ing the but - ton and the key.

9
Student with eyes closed sings
 Who has the but - ton?
Student with button sings
 I have the but - ton!

13
Student with eyes closed sings
 Who has the key?
Student with key sings
 I have the key.

Ickle Ockle Blue Bottle

clap patsch clap patsch clap patsch clap high five

lc - kle, Oc - kle, Blue Bot - tle fish - es in the sea.

If you want a part - ner just choose me!

Sleep Baby Sleep

Rock doll/teddy in arms as you sing softly

Sleep ba - by sleep. Fa - ther tends the sheep.

Mo - ther rocks the dream - land tree and

down come all the dreams for thee.

Sleep ba - by sleep.

Naughty Pussie Cat

Hold hands and sway to the beat

Lift hands in air

Naugh - ty pus - sie cat. You are ve - ry fat.

You've got but - ter on your whis - kers naugh - ty pus - sie cat.

Double This

Tap shoulders clap Tap shoulders patsch patsch

Dou - double dou - ble this this. Dou - double, dou - ble that that.

Dou - double this, dou - double that, dou - double, dou - double this that.

Preschool Group Plan: Mini Musicians Two

Folk Songs

Early in the Morning

Musical notation for "Early in the Morning" with lyrics and performance instructions.

1 *March to the beat*
Ear - ly in the mor - ning at eight o' - clock,

3
you can hear the post - man knock.

5 *Jump up* *Mime opening door*
Up jumps John to o - pen the door.

7 *Mime giving four letters to neighbour*
One let - ter, two let - ters, three let - ters, four.

Frosty Weather

Stand and sway to the beat
Fro - sty wea - ther, bree - zy wea - ther.

3
Fall down and curl up in a ball
When the leaves fall we all fall to - ge - ther.

5 *Stay on the floor and rock gently*
Fro - sty wea - ther, bree - zy wea - ther.

7
Stand and stretch up tall
When the leaves fall we all stand to - ge - ther.

Penguins

Flap arms by side (like penguin wings)

Have you e - ver had _____ a pen - guin home for tea?

Lift hands palm face up

Flap arms by side (like penguin wings)

If you e - ver had was it a pen - guin just like me?

Lift hands palm face up

Jim Along Josie

Stand holding hands and sway to the beat

Hey Jim a - long Jim a - long Jo - sie.

Stand holding hands and sway to the beat

Hey Jim a - long Jim a - long Jo.

On the Farmer's Apple Tree

Patsch to the beat while one student walks around the circle

On the far - mer's ap - ple tree. lots of ap - ples you can see.

Walking student chooses someone

One for you and one for me. Pick a lit - tle ap - ple from that tree.

Who's That Tapping?

One student closes eyes and everyone sings

Who's that tapping at the window? Who's that tapping at the window?

Teacher points to one student to sing solo verse

Who's that knocking at the door? Who's that knocking at the door?

Preschool Group Plan: Mini Musicians Two

Folk Songs

Alice the Camel

Stand in a circle hands on neighbour's shoulders

Bend forward with arched back

A - lice the ca - mel has three humps.
A - lice the ca - mel has two humps.
A - lice the ca - mel has one hump.
A - lice the ca - mel has no humps.

Bend forward with arched back

Bend forward with arched back

A - lice the ca - mel has three humps.
A - lice the ca - mel has two humps.
A - lice the ca - mel has one hump.
A - lice the ca - mel has no humps.

Bend forward with arched back

A - lice the ca - mel has three humps, so
A - lice the ca - mel has two humps, so
A - lice the ca - mel has one hump, so
A - lice the ca - mel has no humps, so

jump jump jump

go A - lice go. BOOM, BOOM, BOOM!
go A - lice go. BOOM, BOOM, BOOM!
go A - lice go. BOOM, BOOM, BOOM!

Alice is a horse! BOOM!, BOOM!, BOOM!

A Sailor Went to Sea

Clap high five clap high five Salute salute salute

A sai - lor went to sea, sea, sea, to

Clap high five clap high five Salute salute salute Clap high five clap high five

see what he could see, see, see, and all that he could

Salute salute salute Clap high five clap high five Salute salute salute

see, see, see, was the bot - tom of the deep blue sea, sea, sea.