

Four Musical Must-Haves for EYFS & KS1



Doremi Teach: Music
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Using our Voices

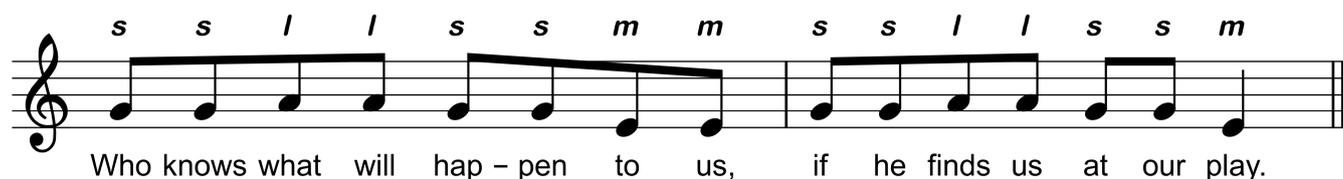
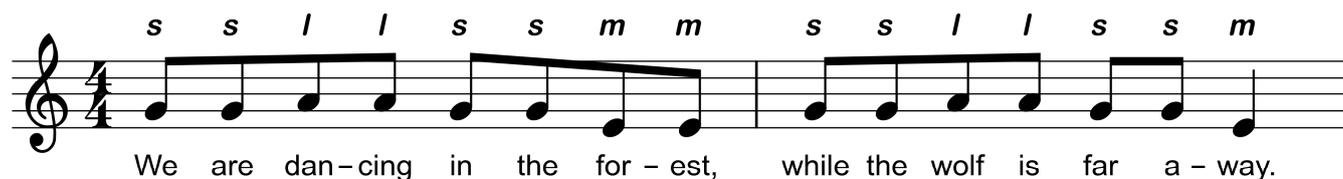


Our voices are amazing, unique and versatile. Using our voices we can directly access music from a very early age without the expense or physical challenges of an instrument. In fact it's the most enjoyable and effective way to teach and learn music.

To help our students experience the difference between their speaking and singing voices we use a mixture of rhymes (spoken) and songs (sung).

One of my favourite games for this is We Are Dancing, since it uses both the singing voice AND the speaking voice.

We Are Dancing



Game

Everyone sings and dances except the "wolf"

Everyone asks in a speaking voice, "Wolf are you there?"

The wolf answers e.g. "No, I'm brushing my hair."

Eventually the wolf says "Yes, I'm coming to get you."

Original Tag Game: The child that gets tagged becomes the new wolf

My Freeze Game: The children have to freeze like a tree and the wolf has to choose the child who is the most still to be the next wolf

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Steady Beat



Steady beat, or pulse, is essential to successful music performance and appreciation. It underpins everything in music and without it we cannot develop our musical skills.

However that's not all. Researchers have found a link between the ability to feel a steady beat and success in reading and speech development.

In a Kodály-inspired classroom we are developing and practising steady beat from the very start using songs, rhymes and most importantly movement.

One of my favourites is *Cobbler Cobbler*. A simple and fun song with a solid game to help all children develop this essential skill.

Cobbler Cobbler



s s m m s s m s s m m s s m

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

s s m m s s m s s m m s s m

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

Game

The children are going to mend their shoes with a hammer. It's up to you whether you imagine a shoe or get them to take off their own, dirty, shoes. You can guess what I prefer! Plus of course some of them take forever to take them on and off!

So hold your hand flat as if you're holding a shoe, then with the fist of your other hand hammer to the beat. To practise with both sides of the body, swap hands.

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Dynamics

Loud and Soft



Now our students can distinguish between their singing and speaking voices it's time to fine tune that in preparation for work on pitch.

Initially we will use soft singing as our focus. If we ask them to sing loudly they will probably start shouting. So working on lullabies and soft singing will provide the necessary contrast.

Soft singing is vital for children to develop pitch control and to beautifully when singing together whilst still hearing themselves and not drowning or being drowned out by others.

The most versatile lullaby I use in my classrooms that provides unlimited potential for other activities as they move through the school is Starlight Star Bright.

Starlight Star Bright



s m s m s m m s s m

Star - light, star bright. First star I see to - night.

s s m s s m s s m m s s m

Wish I may, wish I might, have the wish I wish to - night.

Games

Rock an imaginary baby to experience the beat kinaesthetically

Action Game (see lesson linked below for video of actions)

Four twinkle actions by pinching and flicking hands open

Four taps just below the eye

Right hand palm up and to the side, bounces twice

Left hand palm up and to the side, bounces twice

Cross fingers and bounce four times or make excited fists

Watch [this lesson](#) from the [Doremi Membership](#)

Pitch Awareness



Now our students are singing softly and sweetly we are able to tune into their pitch awareness.

We tackle this in two ways.

Firstly using higher and lower speaking voices. Linking them to two contrasting character soft toys is very effective.

Secondly singing just a couple of high and low pitches within a single song or game to develop their awareness of melodic contour, or the shape of the melody.

In Kodály-inspired classrooms we use what are called ***so-mi*** songs. These songs have two pitches that use a child's playground call. Universally sung because that particular pairing is innately easier to pitch accurately. So why not start there? Black Crow is my own song, written to introduce the terms high and low and link to these pitches.

Black Crow



Music and Lyrics by Helen Russell

s *m* *s* *m* *s* *m* *s* *m*

High, low, high, low. Flies the black crow.

Game

Encourage the students to create their own actions.

In order to prepare pitch, the final actions selected should show the melodic shape. Perhaps a toy bird flying high and low, and the children can make a beak shape with their fingers and move their hand up and down.

Finally place a bird puppet onto a lycra sheet and move it up and down together, matching the shape of the melody

For more details on these songs and more, why not become a [Doremi Member](#).

More Resources?



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<https://doremiconnect.co.uk/>

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