

**Culture Bridge North East's Let's Play with Musical Instruments with Fiona Glover 22nd
November 2022**

Songs and Rhymes: Notation, words, method

Cobbler Cobbler



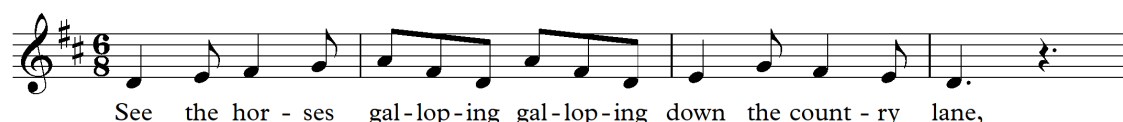
Cob-bler cob-bler mend my shoe, get it done by half past two. Half past two is



much too late. Get it done by half past eight!

1. Say the rhyme/sing the song whilst tapping the beat or the words of the song (the rhythm) on child's shoes (older children do this themselves).
2. Pretend to fix shoes when saying the rhyme/singing the song by tapping fists together/pretending to hammer to the beat or to the words of the song (the rhythm).
3. Use big actions/louder/faster voice for a big shoe, small actions/quieter/slower voice for a small shoe.
4. Use wooden blocks to tap beat or rhythm once using body percussion is confident.
6. Perform the song/rhyme in the 'thinking' voice (in your head) whilst tapping the beat/rhythm on blocks.

See the horses galloping



See the hor - ses gal-lop-ing gal-lop-ing down the count - ry lane,

5



See the hor - ses gal-lop-ing gal-lop-ing down the count-ry lane, See the hor - ses

10



gal-lop-ing gal-lop-ing down the count - ry lane, See the hor - ses

14



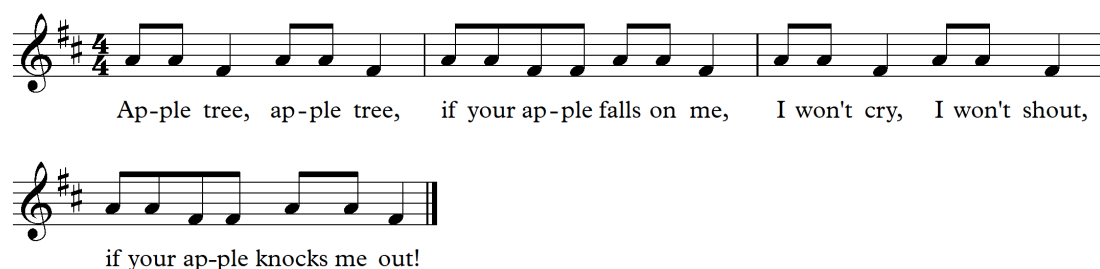
com - ing home all tired out, all tired

1. Begin with the children learning the song using their hands to keep the beat on their knees. Start with a slow beat for the horses walking, a bit quicker for trotting then faster again for the galloping.
2. Stand up to sing the song, moving around whilst singing changing speeds between walking, trotting and galloping
3. Once the children are confident with the song, use plastic cups/blocks to keep the beat to create a 'clopping' sound of the horses' hooves. Practise using these and singing the song sitting down, then standing up and moving around.

What's going to come out of the bag?

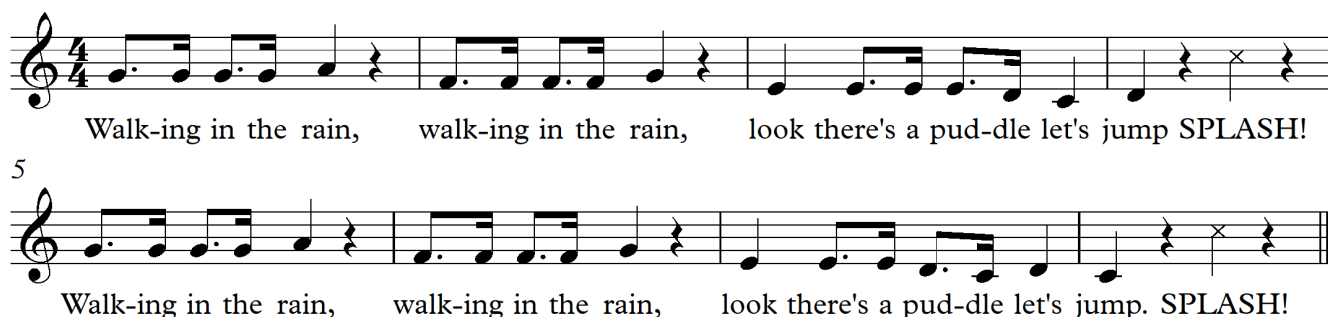


Apple Tree



Sit in a circle passing a ball (the apple) round to the beat. Whoever gets the 'apple' on the word 'out' is then out but goes to the middle of the circle to keep the beat on an instrument or on their knees. Although they are 'out' I say they are actually IN the band and have the important role of keeping everyone in time and also keeping an eye on the game etc.

Walking in the rain



1. Children walk the pulse as they sing the song (in a circle or round the room). Jump on the word 'splash'.
2. The song can be performed at different volumes depending on how big the puddles are!

3. When the children know the song well, walk around to the beat and sing the song in their heads, only saying the word 'splash!' (showing they have internalised the song).
4. Add one or two instruments to play on the word 'splash'; I find a small drum and/or bells work well.
5. Floor spots can be a nice addition to act as the puddles.

Candlelight Words and melody © Sue Nicholls

One tall cand-le (one tall cand- le), one small light, (one small light) One flame danc-ing,

(one flame danc- ing), burn ing bright, (burn-ing bright).

1. Sing each line, inviting children to copy (this is an echo song).
2. Appoint 5 candle holder children.
3. Remove bars F and B from tuned percussion to leave notes C, D, E, G and A (a pentatonic scale).
4. Invite a child to improvise using these notes as the song is sung (I model this to children first).
5. If you like, have up to 5 children improvising (each improvising with a candle holder).

Story song about our community Words and melody © Sue Nicholls

STORY SONG ABOUT OUR COMMUNITY A pentatonic story about people in your community



Build - er, build - er, what do you do? I build hous - es, just for you.

5
Build - er, build - er, what do you need? Bricks and tim - ber, yes in - deed.

Farmer, farmer

What do you do?

I grow vegetables

Just for you.

Farmer, farmer

What do you need?

Rain and sunshine

Yes, indeed!

Baker, baker

What do you do?

I bake brown bread

Just for you.

Baker, baker

What do you need?

Flour and water

Yes, indeed!

Hairdresser, hairdresser

What do you do?

I do hair-styles

Just for you.

Hairdresser, hairdresser

What do you need?

Gel and scissors

Yes, indeed

This pentatonic (5 note) song invites children to suggest ideas for other people who serve the community. The changing lines need no rhymes. Encourage improvisation on a pentatonic scale (remove F and B notes on chime bars). This pentatonic scale uses the notes C, D, E, G, A.

Oh when the band (Tune: Oh when the saints)

Oh when the band, oh when the band, oh when the band begins to play,

Can you hear the lovely music?

When the band begins to play.

Oh when the shakers/scrapers/tappers....

1. Start by singing the song with everyone keeping the beat on their knees. When you sing about the shakers/scrapers and tappers, perform actions for these instruments (eg pretending to shake a maraca).
2. Invite a few children to be the band at the front and give each child a different instrument each. Sing the song with each child playing their instrument at the right time (all together during the 'band' playing).
3. Build up the number of children playing until you have groups of each instrument.
4. Explore dynamics (how loudly or quietly they play) and tempo (speed)