

A stylized illustration of a red lion's head and upper body. The lion has a white mane and is wearing a gold crown. It is holding a large, curved sword (a scimitar) with both hands, pointing it downwards. The background behind the lion is a light blue color.

Musical Wonderland ACTIVITY BOOK

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Intro To MUSICAL WONDERLAND

Musical Wonderland was a music and literacy project aimed at children under the age of 5 and their families, developed and delivered by Quench Arts. Funded by Youth Music, sessions were delivered on a monthly basis at Chelmsley Wood Library between October 2015 and November 2016 with the aim of increasing the number of early years opportunities in the area and of using music as a way to build a love of books and the local library. In addition, three excursions were offered, taking children and their families to see performances related to texts in professional venues: The Gruffalo's Child; Stick Man (Warwick Arts Centre) and Monstersaurus (The Old Rep).

Through the project parents/ carers have gained confidence in using music activities to enhance their story-time and play sessions and in supporting their children's development. The project also provided training for Early Years Workers, introducing new ways of increasing the literacy, speech and language skills of children in the local area which has high numbers of children with developmental delays. Two emerging musicians also benefitted from 2 shadow artist roles on the project.

Musical Wonderland has been possible due to strong partnership support from Solihull Music Service and Chelmsley Wood Library, and we are extremely grateful for the use of their fantastic venue spaces and assistance with promotion/ recruitment. Over the course of the project, 24 sessions were delivered at Chelmsley Wood Library benefitting 125 children and 103 parents/carers. 63 Early Years workers attended at least one training session. All parents involved have signed up to become members of Chelmsley Wood Library.

Each session focussed on a different children's book, recommended by The Book Trust, and parents were given activity sheets after each session to support follow-up musical activities and reading at home. This resource collates all of the activity sheets produced through the project.



The Gruffalo

MUSIC ACTIVITIES:
This Is How We Gruffalo
Adapted by Sue Buntin

LISTEN HERE TO THE TUNE:

<https://vimeo.com/143114718>

LYRICS:

Gruff - a - l - o, Gruff - a - l - o
Gruff - a - l - o, Gruff - a - l - o

(Spoken – do hands high, hands low - actions to fit the words)



Our hands are high, high, high
Our hands are low, low, low
And this is how we Gruffalo!
Stamp your feet!
Off we go!

INSTRUCTIONS:

Encourage your child/children think of and show you any actions to do when singing the 'This Is How We Gruffalo' song (instead of where it says "Stamp your feet")

They might need a bit of help to begin with. Here are a few ideas:

- ~ crawling
- ~ rolling
- ~ walking backwards
- ~ waving hands in the air

There are lots of other actions!

Anything is okay as long as it is safe!!!

Have FUN!!



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The Gruffalo

MUSIC ACTIVITY: Who's Under The Blanket? Adapted by Sue Buntin

LISTEN HERE TO THE TUNE: <https://vimeo.com/143114718>

The underlined word or part of a word tells you where the beat is. Hide a person or named toy under a blanket whilst you sing the song.

LYRICS:

Who's un - der the blan - ket with the Gruff - a - lo?

Who's un - der the blan - ket with the Gruff - a - lo?

Shall we take a look now, shall we take a look?

Who's un - der the blan - ket with the Gruff - a - lo?



Homemade Music Making!

You don't necessarily need a huge amount of musical instruments to make music when you do these Gruffalo activities!



A great and inexpensive way of doing this is by using items that you might usually put in the recycling or throw away! Cereal boxes, cleaned out milk containers, plastic jars, yoghurt pots, rolls from kitchen paper are all examples of things you and your child/ children can use to make sounds with.

Tips:

- ~ Try putting some uncooked rice into a pot with a lid or tape two yoghurt pots together after putting the rice in – a simple but good sounding shaker!
- ~ Give your child/children a couple of wooden spoons or chopsticks. They can tap away to their favourite song, either singing it themselves (or with you) or to some music you have on the radio/CD.
- ~ Encourage your child/ children to play loud and then to play quiet
- ~ Encourage your child/ children to play fast and then to play slow

Children really enjoy making sounds! Join in and have FUN!!

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The Gruffalo

MUSIC ACTIVITY: The Gruffalo Song (Adapted by Sue Buntin)

LISTEN HERE TO THE TUNE: <https://vimeo.com/143114718>

The underlined word or part of a word tells you where the beat is.

LYRICS:

He has ter - ri - ble tusks and ter - ri - ble claws
 And ter - ri - ble teeth in his ter - ri - ble jaws
 He's the Gruff - a - lo, Gruff - a - lo, Gruff - a - lo
 He's the Gruff - a - lo

He has kno - bb - ly knees and turn - ed out toes
 And a pois - on - ous wart at the end of his nose
 He's the Gruff - a - lo, Gruff - a - lo, Gruff - a - lo
 He's the Gruff - a - lo

Hi - s ey - es are or - ange his ton - gue is black
 He has pu - r - ple prick - les all ov - er his back
 He's the Gruff - a - lo, Gruff - a - lo, Gruff - a - lo
 He's the Gruff - a - lo



Extended Reading

Visit the library! There are lots of books that link in some way to The Gruffalo. Here are some suggestions:

- ~ The Gruffalo's Child by Julia Donaldson & Axel Scheffler
- ~ The Gingerbread Man by Alan MacDonald (it has a fox as one of the main characters)
- ~ Maisy Mouse books by Lucy Cousins
- ~ The Snake Who Said Shhh by Jodie Parachini
- ~ Owl Babies by Martin Waddell
- ~ The Busy Little Squirrel by Nancy Tafuri

These are just a few ideas.

Happy reading!



The Gruffalo

ACTIVITY: Make A Mini Gruffalo Wood

You will need: a selection of natural items; a small plastic tray or similar; play dough.

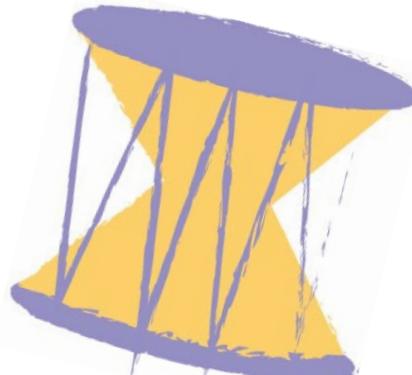


Take a trip out to the park with your child/ children or maybe find a wood to go to! Look out for natural items to collect e.g. acorns/conkers/leaves/twigs/pine cones/grass/stones etc. You might even find some of these things when just out walking to the shops or to Nursery. See what your child/children can find. Talk to them about what the items are called and where they have come from. (e.g. acorns come from Oak trees). Please don't pull items off trees or bushes. There will be lots of things to collect that have naturally fallen onto the ground.

When you arrive back home, let your child/children sort out the items and talk to them about the things that have been collected.

Use a small plastic tray, or something similar, to make a base for the mini Gruffalo wood. Use some of the play dough to stick twigs into so they look like small trees! Other items then can be added to make the mini wood. You can use the play dough to secure other items too.

Your child/children might want to make a Gruffalo out of the play dough to put in their wood!



Play Dough recipe:

Ingredients

2 cups of plain flour

1 cup of salt

1 tablespoon of oil

½ to 1 cup of cold water

2 drops of food colouring – add more for a darker colour (add to water first)

Method

1. Combine the plain flour and salt
2. Add the water, food colouring and oil - mix until the ingredients are combined
3. Knead well
4. If consistency is too wet, add a little more plain flour

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The Snowman

MUSIC ACTIVITY: Band of Snowmen **Adapted by Sue Buntin**

LISTEN HERE TO THE TUNE:

https://soundcloud.com/quench_arts/band-of-snowmen

LYRICS:

There was 1, there were 2, there were 3 little snowmen
There were 4, there were 5, there were 6 little snowmen
There 7, there were 8, there were 9 little snowmen
10 little snowmen in the band!

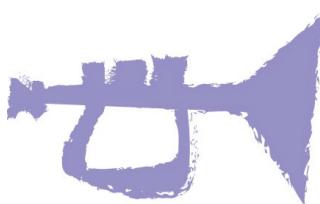
O - oh, what a band of little snowmen
O - oh, what a band of little snowmen
O - oh, what a band of little snowmen
Playing lots of sounds!



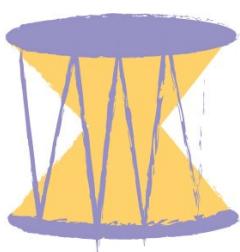
INSTRUCTIONS:

- ~ Encourage your child to count using their fingers when singing this song.
- ~ Wave both hands in front of you when you sing, '10 little snowmen in the band.'
- ~ Clap your hands, keeping in time to your singing, for the rest of the song.

Of course, if you have any instruments or homemade sound makers, you can march around singing the song!



Oh! What a band!



Have FUN!

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The Snowman

MUSIC ACTIVITY: Smiley Snowman Adapted by Sue Buntin

LISTEN HERE TO THE TUNE: https://soundcloud.com/quench_arts/smiley-snowmen

LYRICS:

There were 5 smiley snowmen standing in a row,
The sun started shinning and what do you suppose?
1 smiley snowman said, 'Phew, it's hot!'
And then disappeared completely as he melted on the spot!
Blub, blub, blub, blub, blub, blub!!

There were 4 smiley snowmen.... etc
There were 3 smiley snowmen.... etc
There were 2 smiley snowmen.... etc
There was 1 smiley snowman.... etc



ACTIONS:

- ~ 1st line: encourage your child to use their fingers to show the number of snowmen.
- ~ 2nd line: making a circle (for the sun) with both hands starting at the top above your head.
- ~ 3rd line: look like you are wiping your forehead with your hand (because you are too hot!).
- ~ 4th line: waving action with both hands moving from your head down to your waist.
- ~ Last line: hands up in the air, making the 'blub, blub' sound, and move them all the way down until you are in a squatting position (you are melting!).

The Snowman

ACTIVITY: Making Snow Dough

This is a very simple recipe – just mix all of the ingredients together in a bowl.

Tip:

The mixture is quite messy so it would be a good idea to have a large plastic table cloth (or something similar) on the floor, to make clearing up easier!

You will need:

2 cups of corn flour

One third to one half a cup of vegetable oil

3 to 4 tablespoons of silver glitter

Peppermint essence (this is optional but smells nice!!)

A bowl to mix it all in

- ~ The snow dough has a crumbly texture when warm but also can be moulded more easily when cold and it will feel quite silky.
- ~ Put it in the freezer for a few hours or overnight and talk to your child about it feeling as cold as snow.
- ~ It is great for making snowmen.
- ~ Try decorating your snowman. You could use raisins for the eyes and buttons and tissue paper for the scarf, or any other items you can think of!

Your child (and you) can have lots of fun with Snow Dough!!

Extended Reading

Visit the library! Look out for snow themed books. Here are a few suggestions:

- ~ The Biggest Snowman Ever by Steven Kroll
- ~ Winter by Gerda Muller
- ~ Snow Bears by Martin Waddell and Sarah Fox-Davies (pop up book)
- ~ Where Snowflakes Fall by Lisa Westberg Peters and Sam Williams

Happy reading!



The Snowman

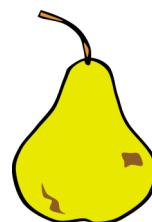
ACTIVITY: Making Ice Cube Treats

What you need:

- ~ Ice cube tray
- ~ Water
- ~ Fruit or vegetables
- ~ Plate
- ~ Freezer

Instructions

- With your child, add something edible to the water in your ice cube tray before freezing – this could be different fruit or vegetable cut up into small pieces (such as strawberries, apples, oranges, carrots, celery, in fact, whatever your child enjoys!). You may even get them to try tasting something different during this activity!



- Put the ice cube tray in the freezer for a few hours/over night.
- After the cubes have frozen, turn them out onto a plate and let your child see them.
- Talk to them about why the water has changed into ice. Explain that the cubes will thaw but this will take a while. Also, talk about the melting process and why this is happening.
- When the cubes are fully thawed, you and your child can then eat the treats!! Note: we don't suggest eating the treats when they are still frozen, in case of choking.



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The Very Hungry Caterpillar

MUSIC ACTIVITY: The Very Hungry Caterpillar
Adapted by Liz Hopkins, sung by Sue Buntin

LISTEN HERE TO THE TUNE:

https://soundcloud.com/quench_arts/the-very-hungry-caterpillar

LYRICS:

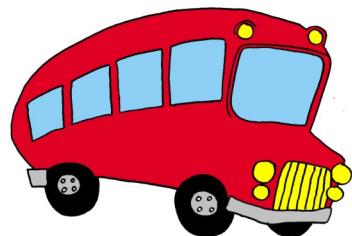
The very hungry caterpillar looked for food, looked for food, looked for food
The very hungry caterpillar looked for food, all day long

The very hungry caterpillar ate the fruit, ate the fruit, ate the fruit
The very hungry caterpillar ate the fruit, all day long

The very hungry caterpillar was big and fat, big and fat, big and fat
The very hungry caterpillar was big and fat, all day long

The very hungry caterpillar built a house, built a house, built a house
The very hungry caterpillar built a house, all day long

When he came out he was a butterfly, a butterfly, a butterfly
When he came out he was a butterfly and flew away.



INSTRUCTIONS:

~ This is sung to the melody of The Wheels On The Bus

~ You can do actions for each verse, such as: looking, miming eating, rubbing your tummy, hammering and flying.



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The Very Hungry Caterpillar

MUSIC ACTIVITY: Chop Chop! Adapted by Sue Buntin

LISTEN HERE TO THE TRACK: https://soundcloud.com/quench_arts/chop-chop

- ~ When out shopping, stop at the fruit and vegetable displays and talk to your children about what they can see. Can they name any of the fruit and vegetables? Make sure you increase their knowledge by telling them about one or two they don't know so next time you go shopping, you can see if your child can remember the names. Make sure not to overload them with new names of fruit and vegetables all at once!
- ~ Can they count? How many they can see? (For younger children, count up to 3, 5 or 10 depending on their age)
- ~ Can they tell you the colours of the fruit and vegetables?
- ~ Do they know if the fruit or vegetables you are looking at grow on trees; in the ground; on bushes etc.? (This is for around 3 years of age or above)
- ~ If you are able to, let your child choose 2 or 3 fruits or vegetables for you to buy.
- ~ When you arrive home, help your child to say the Chop Chop rhyme as you chop the fruit or vegetables up (if your child is able to do so safely, let them chop up the items).
- ~ With older children, play the food tasting game! Cover your child's eyes with a blindfold of some kind (e.g. tea towel) or have them cover their eyes with their hands (not always successful as they like to peep!). Ask your child to firstly smell the item and then taste it. Can they tell you what fruit or vegetable it is? You can then have a turn at guessing!! (If your child is a bit reluctant to play to begin with, you have the first go at having the blindfold on!!)



NB: Please make sure that the items are chopped small enough so there is no risk of your child choking (grapes should be sliced and not just chopped in half).

- ~ Make a fruit salad with your child.... a lovely healthy pudding! Here is the rhyme to say as you chop up the fruit:

LYRICS:

Chop, chop, choppity chop
 Chop off the bottom and chop of the top
 What there is left we will put in the pot
 Chop, chop, choppity chop.



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The Very Hungry Caterpillar

ACTIVITY: Making A Very Hungry Caterpillar

You will need:

- ~Paper to print on
- ~Green paint
- ~Red paint
- ~Paint brush or sponge to apply the paint to the hand and paper
- ~Black paint or felt pen



Instructions:

- ~ Let your child cover one of their hands with green paint. Make sure the hand and all five fingers are well covered! (They may need help depending on their age)
- ~ They then place their hand down firmly onto the paper to make a print of their hand and fingers. (Start on the left side)
- ~ Repeat the covering of the hand with paint and printing 2 more times so there are 3 hand prints altogether. The hand prints should be next to each other in a row.
- ~ Leave to dry for a while and wash the paint off your child's hand.
- ~ Now turn the paper upside down. You will see the finger marks are the caterpillar's legs and the palm prints are the caterpillar's body.
- ~ Now, have your child use the red paint to either paint using a brush, or print using a sponge, the caterpillars head (a red circle, or near enough will do!).
- ~ When this has dried, your child can then add the eyes and the antennae using black paint. They could either use their finger to print the eyes on or apply the paint with a brush or use a felt pen. (Maybe you could think of something else to use!)

Extended Reading

Visit the library! Look out for bug themed books. Here are a few suggestions:

The Crunching Munching Caterpillar by Sheridan Cain & Jack Tickle
Little Butterfly (Colours and Counting) by Jerry Pallotta
Meet Katie Bug and her Friends by Corey & Katie Parsons

Happy reading!



We're Going On A Bear Hunt

MUSIC ACTIVITY: The Bear Went Over The Mountain
To the tune of 'For He's a Jolly Good Fellow'
Adapted by Nicola Burke

LISTEN HERE TO THE TUNE:

https://soundcloud.com/quench_arts/the-bear-went-over-the-mountain



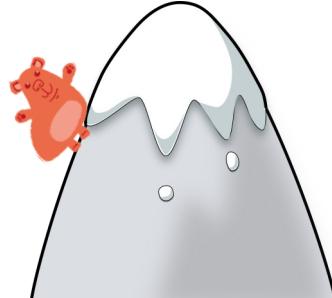
INSTRUCTIONS:

We're Going on a Bear Hunt uses the positional words 'over,' 'under' and 'through' repetitively throughout the story. This song here uses these words and, whilst singing it, you can make actions with your hands and arms to demonstrate. Making actions to fit with the songs can help young children understand the words more easily.

LYRICS:

The bear went over the mountain
The bear went over the mountain
The bear went over the mountain
To see what he could see
And what do you think he saw?
And what do you think he saw?
He saw some monkeys and lions
He saw some monkeys and lions
He saw some monkeys and lions
Oh that is what he saw

(arch your arm up and over your head to demonstrate 'over')



~Ask children for their ideas about what the bear may have seen - you can create the sound effects together to match their suggestions.

The bear looked under the tree
The bear looked under the tree
The bear looked under the tree
To see what he could find
And what do you think he found?
And what do you think he found?
He found some mangoes and berries
He found some mangoes and berries
He found some mangoes and berries
Oh that is what he found

(push your hands down and up away from your chest to demonstrate 'under')



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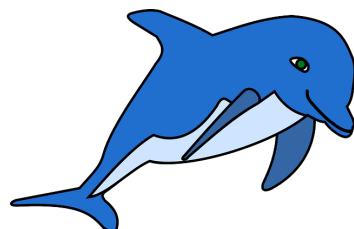
We're Going On A Bear Hunt

MUSIC ACTIVITY: The Bear Went Over The Mountain
To the tune of For He's a Jolly Good Fellow
Adapted by Nicola Burke

~Ask children for their ideas about what the bear may have found - you can talk about the kinds of things that grow on trees.

The bear went through the water
The bear went through the water
The bear went through the water
To see what he could find
And what do you think he found?
And what do you think he found?
He found some dolphins and whales
He found some dolphins and whales
He found some dolphins and whales
Oh that is what he found

(move your hand in a zig-zag motion from your chest outwards in front of you to demonstrate 'through').



~Ask children for their ideas about what the bear may have found - you can talk about the kinds of creatures you may find in the sea!

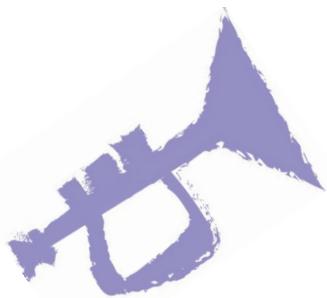
~You can change the words in the song to use other words which encourage children to move such as:

- ◆ The bear rolled/crawled/ jumped over the mountain

Or you could use other positional language in the song such as:

- ◆ The bear was between/above/inside the trees
- ◆ The bear was on top of/ beside/ next to a lion

~Invite children to suggest their own ideas and change the song to use their ideas.



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We're Going On A Bear Hunt

MUSIC ACTIVITY: Teddy Bear, Teddy Bear Adapted by Nicola Burke

LISTEN HERE TO THE TUNE:

https://soundcloud.com/quench_arts/teddy-bear

LYRICS:

Teddy Bear, Teddy Bear, turn around,
Teddy Bear, Teddy Bear, touch the ground,
Teddy Bear, Teddy Bear, twitch your nose,
Teddy Bear, Teddy Bear, wiggle your toes,
Teddy Bear, Teddy Bear, walk down the street,
Teddy Bear, Teddy Bear, stamp your feet,
Teddy Bear, Teddy Bear, switch off the light,
Teddy Bear, Teddy Bear, say goodnight.



~You can perform the actions in time with the words.

~Substitute the words 'Teddy Bear' for 2 claps and then perform the actions whilst singing the remaining words.

Musical Activity: Five Teddies Sleeping In A Bed Adapted by Nicola Burke

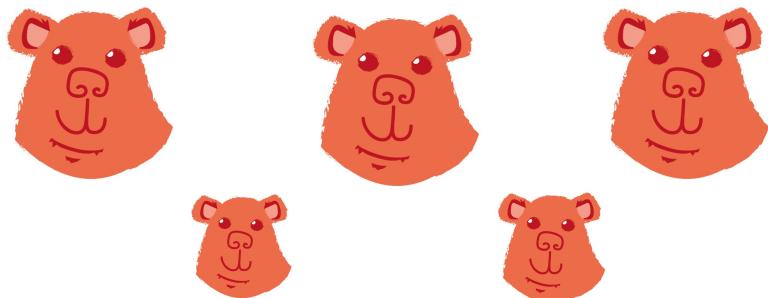
To the tune of Here We Go Round The Mulberry Bush

LISTEN HERE TO THE TUNE:

https://soundcloud.com/quench_arts/five-teddies-were-sleeping-in-bed

LYRICS:

Five teddies were sleeping in bed
One teddy bear fell out of bed
How many teddies were left in bed?
1, 2, 3 and 4.



~4 teddies, 3 teddies and so on.

~This is a great song to sing whilst using teddies at home. You can rock teddies gently on a small blanket together with your child(ren) and gradually take teddies off 1 at a time to match the words of the song.

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We're Going On A Bear Hunt

ACTIVITY: Bear Craft

You will need:

- ~Paper plate
- ~Coloured pencils or pens
- ~Elastic
- ~Scissors (make sure these are child friendly safety scissors and please supervise!)
- ~Optional extra card and sellotape to add some ears!



INSTRUCTIONS:

~Using a paper plate as the face, children can make a simple bear mask using the text from the story as inspiration:

"One shiny wet nose"

"Two big furry ears"

"Two big goggly eyes!"



~Cut holes in the plate to create eyes (adults - please do this bit!).

~Add elastic to make a bear mask, children can use this during the story.

Extended Reading

Visit the library! Look out for bear themed books. Here are a few suggestions:

Bear and Friends by Karma Wilson and Jane Chapman

Bear and Hare series by Emily Gravett

The Bear's Winter House by John Yeoman and Quentin Blake

A Bear Called Paddington by Michael Bond



Happy reading!

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The Tiger Who Came To Tea



MUSIC ACTIVITY: The Tiger Who Came to Tea
Sung to the tune “B-I-N-G-O”
Adapted by Nicola Burke



LISTEN HERE TO THE TUNE:

https://soundcloud.com/quench_arts/the-tiger-who-came-to-tea

LYRICS:

There was a cat who came to tea
he had black stripy lines

T-I-G-E-R

T-I-G-E-R

T-I-G-E-R

The cat is called a tiger.

There was a cat who came to tea
he had black stripy lines

(clap)-I-G-E-R

(clap)- I-G-E-R

(clap)- I-G-E-R

The cat is called a tiger.

There was a cat who came to tea
he had black stripy lines

(clap)-(clap)-G-E-R

(clap)-(clap)-G-E-R

(clap)-(clap)-G-E-R

The cat is called a tiger.

There was a cat who came to tea
he had black stripy lines

(clap)-(clap)-(clap)-E-R

(clap)-(clap)-(clap)-E-R

(clap)-(clap)-(clap)-E-R

The cat is called a tiger.

There was a cat who came to tea
he had black stripy lines

(clap)-(clap)-(clap)-(clap) -R

(clap)-(clap)-(clap)-(clap) - R

(clap)-(clap)-(clap)-(clap)- R

The cat is called a tiger.



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The Tiger Who Came To Tea

The Tiger Who Came to Tea Continued from Page 1:

There was a cat who came to tea
he had black stripy lines
(clap)-(clap)-(clap)-(clap)-(clap)
(clap)-(clap)-(clap)-(clap)-(clap)
(clap)-(clap)-(clap)-(clap)-(clap)
The cat is called a tiger.



INSTRUCTIONS:

- ~ This is sung to the melody of 'B-I-N-G-O'
- ~ As it suggests above, instead of singing the letters, you can replace them with a clap. As the song progresses you can take out 1 more letter in each verse so the last verse will involve 5 claps instead of 5 letters.
- ~ You could use different sounds instead of claps – ask your child(ren) for their ideas, you could tap, stamp, click or you could use instruments.



MUSIC ACTIVITY: I Saw An Orange Tiger Sung to the tune "For He's a Jolly Good Fellow" Adapted by Nicola Burke

LISTEN HERE TO THE TUNE:

https://soundcloud.com/quench_arts/i-saw-an-orange-tiger

I saw an orange tiger
I saw an orange tiger
I saw an orange tiger
With lots of black stripes

With stripes all in black
On the front and on the back
Oh, I saw an orange tiger
I saw an orange tiger
I saw an orange tiger
With lots of black stripes.



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The Tiger Who Came To Tea

MUSIC ACTIVITY: We're Going to the Shops
Sung to the tune "The Farmers in the Den"
Adapted by Nicola Burke

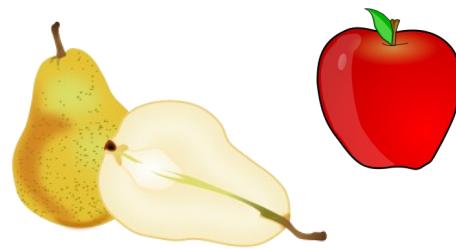
LISTEN HERE TO THE TUNE:

https://soundcloud.com/quench_arts/we're-going-to-the-shops

We're going to the shops,
We're going to the shops,
E-I-E-I-O
We're going to the shops,

What food shall we buy?
What food shall we buy?
E-I-E-I-O
What food shall we buy?

We'll buy some apples and pears
We'll buy some apples and pears
E-I-E-I-O
We'll buy some apples and pears



INSTRUCTIONS:

- ~ This is sung to the melody of 'The Farmers in the Den'
- ~ You can change the word 'food' to types of food, e.g. 'What fruit shall we buy?' so that you can sing about types of fruit and ask the children to suggest their ideas.

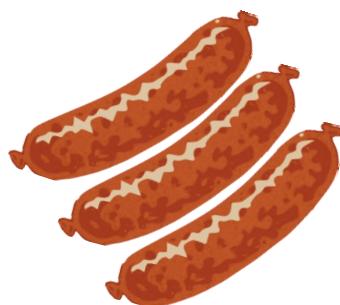
MUSIC ACTIVITY: Five Fat Sausages Sizzling in a Pan

This song is a spoken rhyme:

Five fat sausages sizzling in a pan
one went pop, the other went bang.

Four fat sausages sizzling in a pan
one went pop, the other went bang.

Three fat sausages sizzling in a pan
one went pop, the other went bang.



The Tiger Who Came To Tea

Five Fat Sausages Sizzling in a Pan Continued from Page 3

Two fat sausages sizzling in a pan
one went pop, the other went bang.

One fat sausage sizzling in a pan
one went pop, the other went bang.

No fat sausages sizzling in a pan.



INSTRUCTIONS:

~ Encourage your child(ren) to use their fingers whilst saying this rhyme.

ACTIVITY: Create a Three Dimensional Tiger

Use the templates on the back page. As well as these templates you will need:

- Kitchen paper cardboard tube
- Scissors
- Glue



- ~ Cut out the templates
- ~ Glue the large rectangular piece on first to cover the tube. Kitchen paper rolls come in different sizes, so if you find the rectangle is a bit too big, just trim it down.
- ~ Glue on the head and arms.
- ~ Fold the feet tabs and glue to the inside, bottom of the kitchen paper roll.
- ~ Fold the tail in half and glue so it looks coloured on each side then fold tab and glue to the kitchen paper roll.
- ~ Glue the ham into one of the hands



Extended Reading

Visit the library! Here are a few suggestions for further themed reading:

- * Tiger by Nick Butterworth
- * Tiger Has a Tantrum - A book about feeling angry by Sue Graves & Trevor Dunton
- * Dear Zoo by Rod Campbell
- * The Crocodile Under The Bed by Judith Kerr

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Happy reading!
www.quench-arts.co.uk

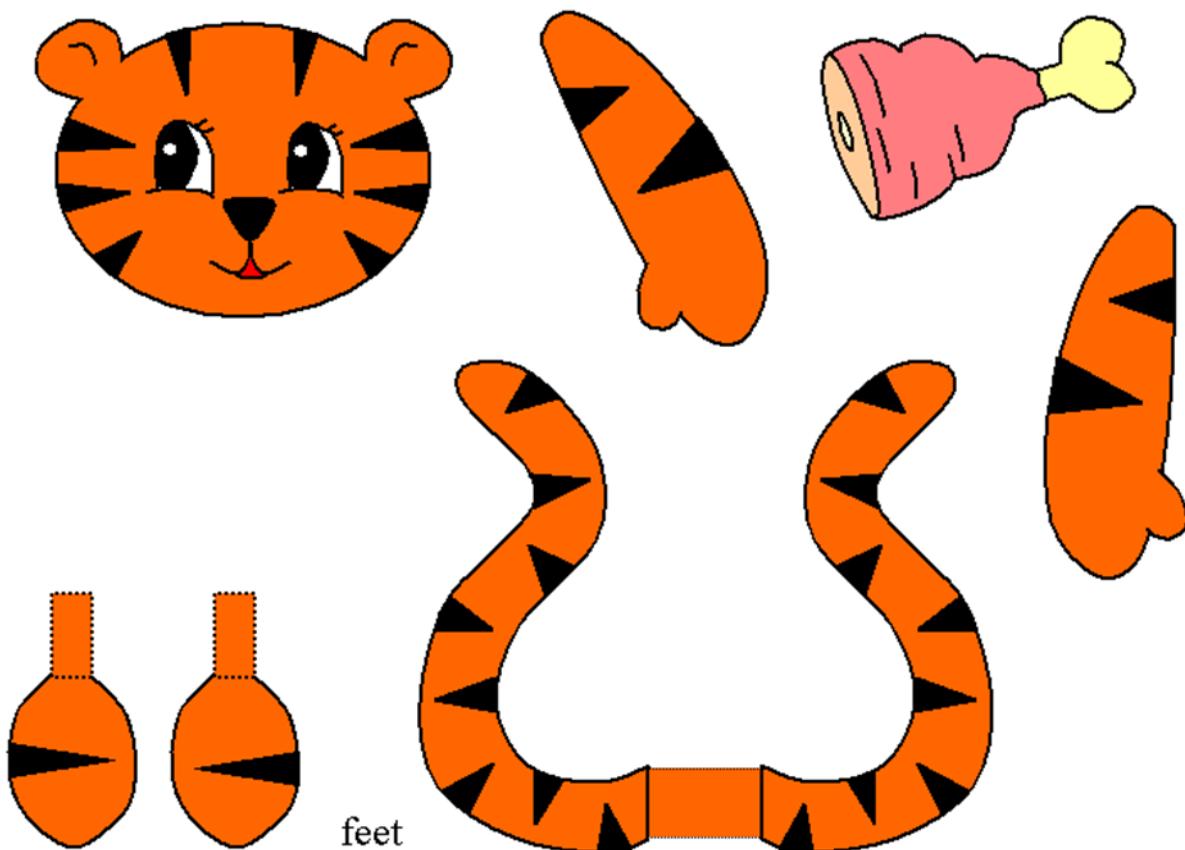
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Musical Wonderland



The Tiger Who Came To Tea



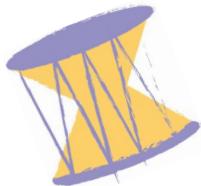
With thanks to <http://www.dltk-kids.com/animals/mtiger2.htm> for the tiger template!

www.quench-arts.co.uk



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Where the Wild Things Are



MUSIC ACTIVITY: We're Walking Through the Forest

Adapted by Nicola Burke
Sung to the tune – Alouette

LISTEN HERE TO THE TUNE:

https://soundcloud.com/quench_arts/were-walking-through-the-forest

LYRICS:

We're walking through the forest, the forest, the forest,
We're walking through the forest
What can we see?
We can see some trees and leaves, trees and leaves, trees and leaves,
We can see some trees and leaves
That's what we can see.

INSTRUCTIONS:

~Ask children for their ideas about what you can see in a forest. You can create the sound effects together to match their suggestions, for example scrunchy leaves, swishing/swaying trees.

LYRICS:

We're creeping through the forest, the forest, the forest,
We're creeping through the forest
What animals can we hear?
We can hear the owls and birds
Owls and birds, owls and birds
We can hear the owls and birds
That's what we can hear



INSTRUCTIONS:

~Ask children for their ideas about what we may hear in a forest. You can talk about the kinds of animals and creatures that are found in a forest.

~You can change the words in the song to use other words which encourage children to move such as, 'We're rolling/crawling/jumping/twirling through the forest.' Invite children to suggest their own ideas and change the song to use their ideas.



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Where the Wild Things Are



MUSIC ACTIVITY: The Wild Things in the Forest
Sung to the tune The Dingle Dangle Scarecrow
Adapted by Nicola Burke

LISTEN HERE TO THE TUNE:

https://soundcloud.com/quench_arts/the-wild-things-in-the-forest

LYRICS:

When Max was in his bedroom
A forest grew and grew
He sailed on a boat that night
And met the wild things too



The wild things in the forest had terrible, terrible roars (*invite children to roar*)
They could gnash their teeth like this (*invite children to gnash their teeth*)
And could show their terrible claws (*invite children to make claw-like actions with their hands*)



MUSIC ACTIVITY: The Trees in the Forest
Sung to the tune The Wheels on the Bus
Adapted by Nicola Burke

LISTEN HERE TO THE TUNE:

https://soundcloud.com/quench_arts/the-trees-in-the-forest

LYRICS:

The trees in the forest go sway, sway, sway
Sway, sway, sway
Sway, sway, sway
The trees in the forest go sway, sway, sway
Swaying in the wind

The squirrels in the forest go looking for nuts
Looking for nuts
Looking for nuts
The squirrels in the forest go looking for nuts
And hide them well away

The leaves on the ground go crunch, crunch, crunch
Crunch, crunch, crunch
Crunch, crunch, crunch
The leaves on the ground go crunch, crunch, crunch
Landing on the ground



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Where the Wild Things Are



MUSIC ACTIVITY: The Playful Little Squirrel Sung to the tune The Grand Old Duke of York

LISTEN HERE TO THE TUNE:

https://soundcloud.com/quench_arts/the-playful-little-squirrel

Oh, the playful little squirrel
He gathers nuts and seeds
He hides them for the winter months
So he'll have all he needs
Oh, up-up-up he goes
And down-down-down he comes.
He runs around - goes up and down
His work is never done



ACTIVITY: Music Making and Music Listening at Home

In the **Where the Wild Things Are** story there is a wild rumpus. Invite your child(ren) to create pieces of music for the wild rumpus. Would this be fast or slow music? Happy or sad music? Sleepy music? You can use anything to make music:

- Good old fashioned pots and pans with spoons
- Chopsticks
- Jars with pasta or rice
- Paint brushes swished around on paper creates an effective sound
- Body sounds using voices, clapping, stamping

Ask the children for their ideas!

Actively listening to music can be a wonderful activity to share with children. Music is often used in the background but we can use many activities to encourage children to listen carefully. Moving and dancing to music is, of course, great fun.

You could try drawing to music – you ask children to get their hands to dance to music whilst they have paper and crayons, felts etc. See what marks or pictures they create. With older children you can ask them what they think about the music or how the music makes them feel. For further ideas about listening to music with children you can visit:

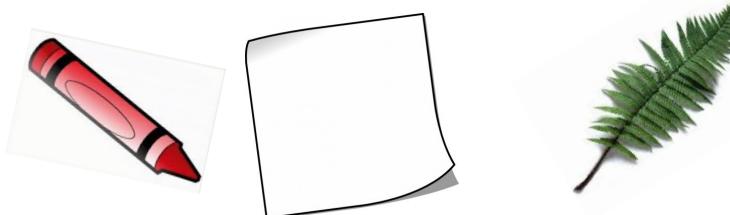
<https://macbirmingham.co.uk/project/tune-into-listening-project>



Where the Wild Things Are

ACTIVITY: Creative Forest Activities

Forest rubbings: Place a thin piece of paper over a tree trunk, leaf or fern and rub the side of a paperless crayon over the paper.



Hand print trees: Invite your child(ren) to make hand print trees using their arms and their hand prints.



Leaf sorting: Go for a nature walk and find leaves from different kinds of trees. Take the leaves home and place them in a pile and invite your child(ren) to sort the leaves into piles. You could have piles of leaves based on the same colour, similar size or even from the type of tree they have come from.



Extended Reading

Visit the library! Here are a few suggestions for further themed reading:

- * Superworm by Julia Donaldson & Axel Scheffler
- * Not Now, Bernard/ Two Monsters by David McKee
- * Alligators All Around by Maurice Sendak
- * Wild by Emily Huges

Happy reading!
www.quench-arts.co.uk

The Cat in the Hat

INTRODUCTION By Nathan Portlock

I've based the following on imaginative play and rhythm. There's no need to learn new words or tunes as you already know enough of these to get started.

The things that follow (Not Things One and Two)
 Are made to be useful and musically new
 You'll need just your hands, a tune and your voice
 (The book would be helpful, but that's your choice)

So, if the sun doesn't shine and it's too wet to play
 You'll be sat in the house on a cold wet day
 Don't be upset! That's no way to be!
 Dig out a book, turn off the TV!

If you're stuck for ideas with nothing to do
 Ask the Cat in the Hat, he'll have a few!



Extended Reading

*A little more reading,
 Is there ever too much?
 The Book House (the library)
 Has words you can touch!
 Feeling the weight of the print in your hand
 Is a brand new journey to a magical land...*



Send me a postcard! ;-)

The books below are for you to enjoy. They are short, easy to read but are beautifully written. If you enjoy reading then your child will too.

- The Little Prince by Antoine de Saint-Exupéry
- The Jungle Book by Rudyard Kipling
- The Prophet by Khalil Gibran

Linked to the Cat In The Hat:

- Dr Seuss has lots of books for you and your child to enjoy
- The Little Red Hen by Paul Galdone
- The Big Honey Hunt by Stan Berenstain and Jan Berenstain

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The Cat in the Hat

Singing Activity: Bump and Chant Adapted by Nathan Portlock

LISTEN HERE TO THE TUNE:

https://soundcloud.com/quench_arts/bump-and-chant

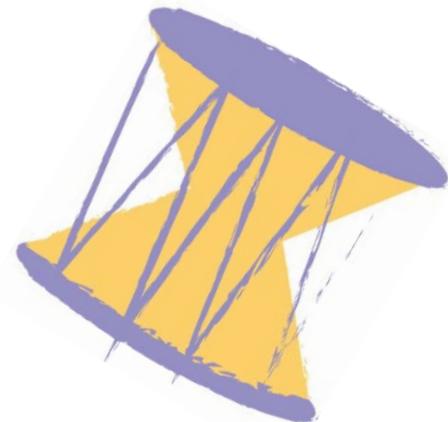
INSTRUCTIONS:

A steady beat (pulse) has been shown to play an important part in language development. Nobody knows quite what came first; music or talking.

You can do this activity with any word or sound or recipe and it can be chanted, spoken or sung to a tune of your choosing. I've picked the following example from The Cat in the Hat and it works best if you sit in a circle. All you need are your voice and hands. You don't even need any words if you're happy to use the ancient language of Gobbledygook!

LYRICS:

So, all we could do was **sit, sit, sit**
And we did not like it one little **bit**
Then something went **bump!**
How that bump made us **jump!**
We looked! Then we saw him step on the **mat!**
We looked and we saw him! The Cat in the **Hat!**



INSTRUCTIONS:

*These words could be chanted or sung with a beat.
A steady old clap or a tap would be sweet!
Start with the bold and make up an action,
The learning of words will bring satisfaction.
You can play with the tempo (the speed) and the sound,
It can also be spoken, or sung on the ground.
Try it loud, try it whispered, fast and slow
A little praise often and off you go...*



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The Cat in the Hat

Composing Activity - See Something New by Nathan Portlock

INSTRUCTIONS:

We're all creative. We're human.

- You can try this activity anywhere but using a picture book as a starting point is a good idea. This composing activity is all about writing lyrics to make your own songs related to a book.
- By using open questioning techniques you can allow both yourself and your child to explore a new imaginary land where anything goes.
- Asking questions that allow long answers are best (how, why, where) and closed questions (do you, have you, will you? etc.) are best avoided. Talk shows are a great way to see this technique in action as the interviewers are often very skilled and sensitive questioners.
- Give your child time to think and answer and encourage other to listen.
- You could ask where the cat came from and where he might go? What does his house look like and what does he like to eat for breakfast? This can feed into so many activities but cooking the cat's favourite cake, painting his house or singing his favourite tune are all possibilities.
- Don't worry if your child is quite literal and uses the book for their answers. Everybody is different and if they're engaging with their story, their minds are being stimulated.

*Pick up the book
You will see something new
Make your own Thing
And you'll have fun too
Thing One is your left hand
Thing Two is your right
Where are they going?
Wherever they might!*

Ask open questions
*Like how, where and why?
 "What do they want for supper?" you cry.
 "Three more Things, the greediest kind!"
 "What's in the cupboard, oh what can I find?"
 "What's that you say? Thing One is cross!?"
 "I'm sorry to hear that, perhaps she got lost"
 "Where is she flying? I've heard that you know..."
 Let your little Things tell you where to go*



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The Cat in the Hat

Composing Activity continued - See Something New by Nathan Portlock

*There's no right or wrong in answers like these
Only imagination please!*

*"Perhaps you could draw it or sing it or dance?"
"There's a pen over there, and here is some paper"
"Where will Thing go when he gets tired later?"
I've heard that Things dream? Dreaming is bliss..."
They like sleepy music? Oh, what about this..?"*

*Is there a tune you can play without words?
Sometimes and often (for me) it's preferred
It gives the brain space to explore and create
Put a on soundtrack and draw on a plate
Tape a young pencil right onto the back
And you've got a new Thing to keep in the sack
The sack of ideas that we'll never quite fill
We're making new stories, composing's a skill.*



INSTRUCTIONS:

- You can see by the way I have written the instructions that lyrics can be written quite easily when you have a stimulus such as a picture book. There are so many ideas you can get from just describing the pictures.
- Remember - lyrics do not have to rhyme. I have used rhyming couplets as this matches the style written in The Cat In The Hat. The main thing is using your child's imagination to come up with new sentences and words related to the book you are using.
- Once you have your lyrics, you can make up any tune you like and sing your lyrics along to it or even just chant it like we did in the Bump and Chant song. Whatever you and your child like to do with it will work well. It's all about creativity and having fun (and extending vocabulary in the long run!).



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The Cat in the Hat

Fun in a Box - Tidy Up Time
Adapted by Nathan Portlock

LISTEN HERE TO THE TUNE:

https://soundcloud.com/quench_arts/tidy-up

INSTRUCTIONS:

This is a good way to build numeracy and to tidy up your lounge. It can also be done to music.

- Choose some tidy up music (I've written an annoyingly catchy and repetitive little song that you can find on the link, but use any you like) and only use this music when it's time to tidy up.
- Encourage your child to count as they put their toys back in the box. If you have a tidy up hat then that's great.

*If your house has visit from the Cat without socks,
There's a time for those toys to go back in their box.
Find a receptacle (preferably red)
And count back the Things as you put them to bed.*

*Thing One and Thing Two are great to begin
But Things Three and Four will make mummy grin.
Count Things as you go and see where you get.
So many Things to tidy I'll bet.*

*Find an old hat (any one will do).
Doesn't have to be red, it could even be blue).
Put on a song, (but never the news),
Or ask little Cat in the Hat to choose.
Clear up the mess, count up as you go
Tidying up; a good trick to know!*



LYRICS:

Tidy up, it's time to
Tidy up, it's time to
Tidy up and put your toys away

Ba ba ba ba ba ba....
Ah.....



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Giraffes Can't Dance

MUSIC & MOVEMENT ACTIVITY by Nathan Portlock

When we think of dance music in the UK we often think of something modern, electronic and radio friendly but people have probably been dancing for as long as they've been making music (at least 40,000 years!) and dance music can really be anything that makes you want to move. If you're tapping your foot then it's probably working...

Jungle Boogie

This activity will build musical and linguistic skills as well as fine, gross motor and spatial awareness.

Have a listen to Kool & The Gang - Jungle Boogie

<https://youtu.be/QHGOO73Gxg4>



- Put on some music and take turns to pick an animal from the book.
- How does it move? Is it fast? Is it slow?
- Does it have wings? A trunk? Or claws? How does it move then?
- Make different parts of the body dance. You could gradually build a dance over time by adding one movement to another.
- If space is tight, you could start with face and eye dancing then hand dancing and full power dancing using the three dimensional space (height included).

Jungle DJ

This is an activity that puts your child in control!



What you need:

- ⇒ CD player/ MP3 player/ Laptop
- ⇒ Microphone (optional)
- ⇒ A CD of music (any will be fine)

Instructions:

- Allow your child to choose a song if they can and then give them control of the start and stop button on a CD player/ MP3 player (on a laptop this could be the keyboard). Explain that they can stop and start the music whenever they like.
- Turn down the lights and the dancers must stop when the music stops. The dancers can just be a parent or other children. You can always swap roles.
- A microphone (one of those plastic echo mics could work well and they cost about £1) could be added where the MC (MC means either microphone controller or master of ceremonies!) shouts out a pre-prepared animal from Jungle Boogie for the dancers to imitate.

GirAFFeS Can't Dance

Dancing to a Different Tune

This could be done in the car quite easily but anywhere with an internet connection will work. Car stereos generally have more bass response and are a great place to explore music that you wouldn't normally listen to. In Birmingham, Raj FM (91.3) plays fast, generally upbeat, Asian music that's awash with a whole new palette of sounds and language to stimulate young synapses.

Playing by the Book

When reading the story together, why not have some musical examples to play in the dance sequences? These could be danced together, but listening at bath-time with finger or toy dancing could work well too. Feel free to set the animal dancing with your own choices.

Here are my suggestions: Waltz, Rock n Roll, Cha Cha, Tango, Scotch Reel. Check these out!

Waltz

Johann Strauss - Blue Danube <http://bit.ly/W6kgIz>

Rock n Roll

Eddie Cochran - C'mon Everybody <http://bit.ly/1TpQjVk>

Scottish Reel - Jim MacLeod Band – Eightsome Reel <http://bit.ly/28WtMhz>



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GirAFFeS Can't Dance

One Track Mind?

- Find a big map of the world (globe lights are good but there's always Google Maps). Point or roll a ball/ walk an animal over to select a country.
- Access YouTube/ Spotify to find some music from this country.
- Listen and dance. The words, instruments and rhythms will often sound strange but strange sounds are actually good for our brains. This is a good opportunity to learn about different animals and their countries. For example, Africa is a continent rather than a country but is made up of 54 nations that each have many languages. In Zimbabwe there's a saying; "If you can walk, you can dance. If you can talk, you can sing." Perhaps there's a lesson for all of us there?



Headphone Zone



For less than £1 you can buy a two way headphone adapter so that you can listen to music together in much better quality than you can on a laptop, etc. (such as https://www.amazon.co.uk/3-5mm-Speaker-and-headphone-Splitter/dp/B0007OC96W/ref=sr_1_9?ie=UTF8&qid=1467116277&sr=8-9&keywords=headphone+adapter). This is a very immersive way to listen to music and is much more



intense as it focuses the senses. Listen together and be very aware of keeping the volume low or enabling the volume protection. iPads are very loud and can very easily damage your child's sensitive hearing.

Extended Reading

Visit the library! Here are a few suggestions for further themed reading:

- Rumble In The Jungle by Giles Andreae & David Wojtowycz
- Bumpus Jumpus Dinosaurumpus by Tony Mitton & Guy Parker-Rees
- Commotion In The Ocean by Giles Andreae & David Wojtowycz
- Big Red Bath by Julia Jarman & Adrian Reynolds

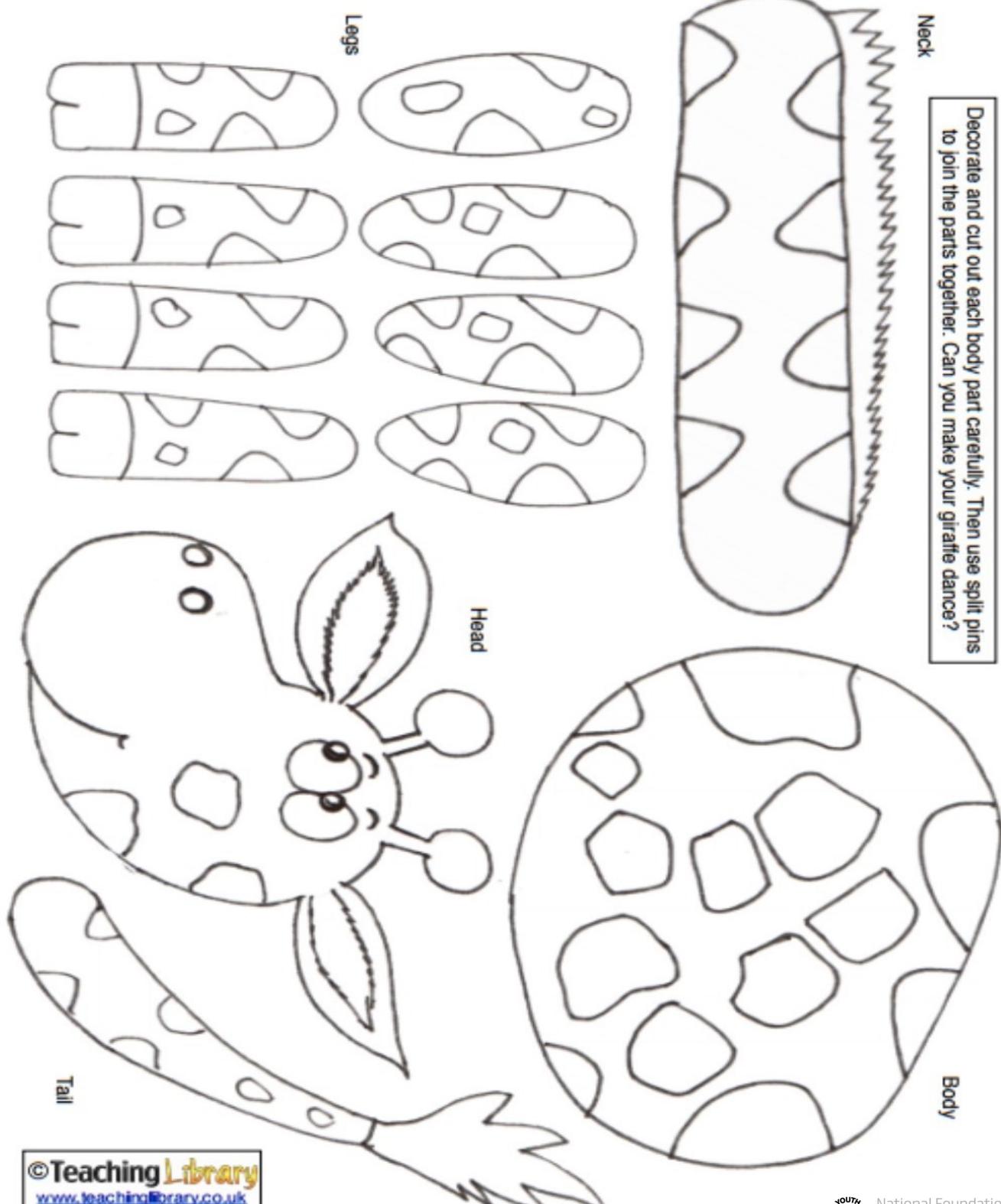


Happy reading!

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Giraffes Can't Dance



Each Peach Pear PLUM

RHYMING ACTIVITIES by Nathan Portlock

Each Peach Pear Plum is a great starting point for building an awareness of rhyme. It's been shown that the ability to recognise and link rhyming words together plays an important role in linguistic development and reading. The simple rhyming nature of the story is useful for all ages, especially when the text is extended with some of the following activities.

Echoes of Nonsense

Before words come sounds and rhythms, the building blocks of our spoken language and also of our musical language. Using gibberish or nonsense words we can build the same linguistic skills without the need to worry about words or pronunciation. An awareness of rhyme is something that needs to be developed so it's good to model this and demonstrate the idea to your child.

Call and response over a groove of some kind is really useful as it provides your child with a sound palette to copy and improvise from as they wish. It can sound a bit silly but that's the point. Besides, who cares if nobody is watching?!

Singing or speaking nonsense words may eventually create a melody or tune. This is how many vocalists come up with ideas (Sting from The Police being the first who springs to mind). Here's an example of the exercise:

<https://soundcloud.com/nathanportlockworkshops/nonsense-with-examples>

I've put together the following backing track without me singing and speaking on it. You and your child can now explore and repeat some similar vocal patterns. Ask them to copy your vocal patterns and then swap roles. You'll then have the beginnings of a new song...

<https://soundcloud.com/nathanportlockworkshops/nonsense-groove-only>



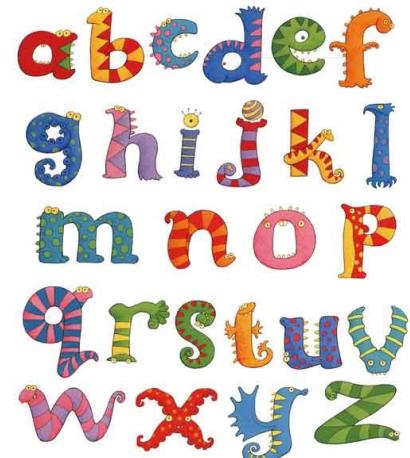
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Each Peach Pear PLUM

Alphabet Rhyming

This is an extension for the nonsense rhyming activity.

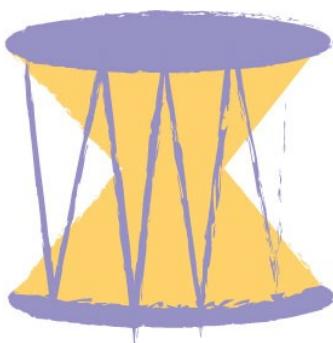
- To try this, ask your child to choose an animal or object from the book or elsewhere (TV, supermarket etc.) and make up a rhyme.
- You rhyme an existing word with itself by changing the first letter. So **cat** becomes **bat, wat, zat**, etc.
- Once your child has named the object, animal or toy they have chosen, recite the alphabet in a sing song way, asking them to say stop at some point.
- Whatever letter you stop at, model the rhyme of their chosen word, starting with that letter of the alphabet! (e.g., if they chose **plum** and stopped the alphabet on letter **g**, you'd say **glum**)
- You can then reverse roles when they understand the game, with your child making the rhyme for your chosen word (you may need to recite the alphabet for your child if they don't know it yet).



Rap Reading

An awareness of steady beat and the ability to vocalise over a musical pulse are important skills in language development. Listen to the following recordings to hear how you might read the Each Peach Pear Plum story over a drum beat:

<https://soundcloud.com/nathanportlockworkshops/drum-loop-with-examples>



I've recorded the words of Each Peach Pear Plum with increasing levels of complexity to enable you to build rhythmic and vocal awareness slowly. Initially, the call and response technique could prove quite effective as it's essentially like a 'copy me' game in time with the drums. If you don't have access to the drum recording you can just tap out a steady pulse.

You can use this second link below (without my voice) for you and your child to read and rap together:

<https://soundcloud.com/nathanportlockworkshops/drum-loop-no-voice>

Perhaps try using a simple sound recording app on your phone to play back the raps to listen to together. iPhones have a voice recorder built into them and Sony's Audio Recorder is free on Android phones.

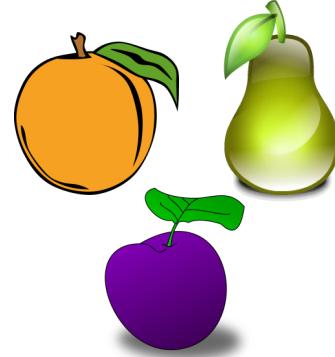
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Youth Music

Each Peach Pear PLUM

Make an Each Peach Pear Plum Paper Plate Pie

What you need

2 Paper plates (ideally white)
 Brown, green, orange and purple paint or crayons
 Child friendly scissors
 Sellotape
 A peach, pear and plum



Instructions

- Go to the supermarket and buy a peach, pear and plum.
- Cut out the peach, pear and plums on the back page.
- Discuss the colours and shapes of each fruit. Show your child the real fruit.
- Let your child colour in each fruit.
- Colour in the paper plates with a brown colour as these will form the pie. This needs to be both sides.
- Put a plate at the bottom and put the paper fruit inside. Put an upside down plate on top to form the pie.
- Put a bit of sellotape or glue around the edges.
- Pretend to cook the pie.
- When the pie is ready, you can supervise your child to cut a piece open to see what fruit is inside.
- When you have finished your paper pie, cut up the actual fruit and eat it.
- Discuss the different flavours with your child.

Further Reading for Adults

The benefits of singing rhymes with children:

www.theguardian.com/lifeandstyle/2011/may/08/singing-children-development-language-skills



Extended Reading for Children

Visit the library! Here are a few suggestions for further themed reading:

- Tom Thumb (Flip Up Fairy Tales) by Brothers Grimm & Claudia Venturini
- A First Book of Fairy Tales by Mary Hoffman & Julia Downing
- The Orchard Book of Nursery Rhymes for your Baby by Penny Dann

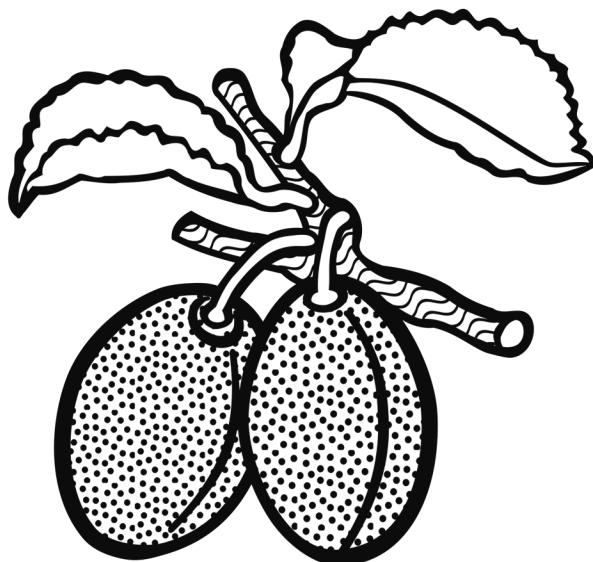
Happy reading!

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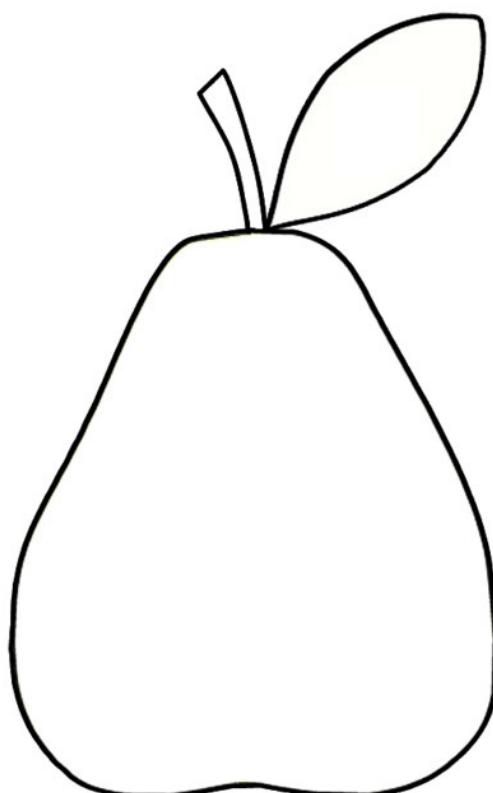
Musical Wonderland



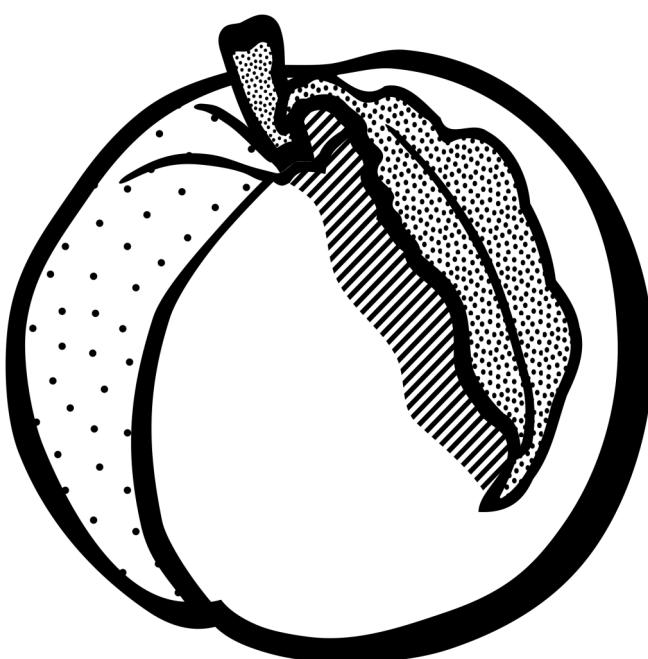
Each Peach Pear PLUM



Plums



Pear



Peach

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Guess How Much I Love You



MUSIC ACTIVITY: Guess How Much I Love You Adapted by Trish Power



Lullabies have been sung to young children around the world for generations with each culture having its own lullaby tradition. Lullabies rock children to sleep; they soothe them when they are upset; they are a gentle form of movement and communication between parent/carer and child. A study from Nakata and Trehub states that, "babies at 6 months old preferred when the mothers sang to them than when they spoke to them." So, babies and young children respond more when their parents/carers sing to them.

I know that many of us think that we are dreadful singers because usually at some time in our lives someone has told us, "YOU CAN'T SING!!" This is NOT TRUE. We can all sing.

I have arranged this Disney song, "Guess How Much I Love You," so that you can sing along in either voice (there are different harmony versions or sing the tune) Children love to see and hear their parents/carers singing as well as themselves.

During the song:

- You can gently use simple finger gestures on the baby/child for, 'Dancing through spring time.'
- Tap their nose gently for, 'snowflakes on your nose.'
- Waft floaty scarves over the baby/child for, 'That float from trees on high.'

LISTEN HERE TO THE TUNE:

https://soundcloud.com/quench_arts/guess-how-much-i-love-you

Here are some versions of the harmonies if you wanted to add them!

https://soundcloud.com/quench_arts/harmony-for-the-upper-part-of-guess-how-much-i-love-you

https://soundcloud.com/quench_arts/guess-how-much-i-love-lower-part-harmony

LYRICS:

Dancing through spring time flowers,
Rays of summer sun.
Catching white snowflakes on your nose.
Running through autumn leaves
That float from trees on high
With our love that's bigger than the sky.



Guess how much I love you,
Guess how much I love you,
Guess how much I love you!



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Guess How Much I Love You

MUSIC ACTIVITY: Nutbrown Hare Dances Adapted by Trish Power

This song accumulates extra lyrics as it goes along and is good for developing a child's memory. They can choose parts of the body where Nutbrown Hare can dance. See if they can remember in which order Nutbrown Hare dances!

As the song progresses, parents (Big Nutbrown Hare) can gently dance their fingers on different parts of their child's body (Little Nutbrown Hare) and vice versa. You can decide before you do the song whether you are Little Nutbrown Hare or Big Nutbrown Hare. As you get to know the tune you can sing it faster and faster towards the end!

LISTEN HERE TO THE TUNE:

https://soundcloud.com/quench_arts/guess-how-much-i-love-you

LYRICS:

Nutbrown Hare dances, on my thumb he dances,
Nutbrown Hare dances, on my thumb he dances,
On my thumb, thumb, thumb
Nutbrown Hare dances.

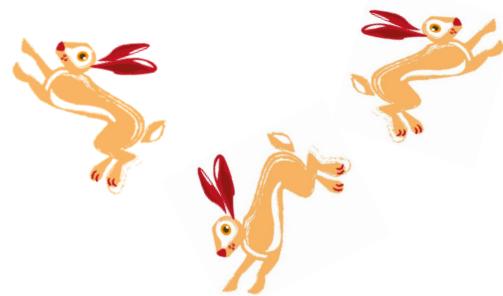
Nutbrown Hare dances, on my knee he dances,
Nutbrown Hare dances, on my knee he dances,
On my knee, knee, knee
On my thumb, thumb, thumb
Nutbrown Hare dances.

Nutbrown Hare dances, on my arm he dances...etc.

Nutbrown Hare dances, on my head he dances...etc.

Nutbrown Hare dances, on my foot he dances...etc.

Nutbrown Hare dances, on my nose he dances,
Nutbrown Hare dances, on my nose he dances,
On my nose, nose, nose
On my foot, foot, foot
On my head, head, head
On my arm, arm, arm
On my knee, knee, knee
On my thumb, thumb, thumb
Nutbrown Hare dances.



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Guess How Much I Love You

MUSIC & MOVEMENT ACTIVITY: That's How Much I Love You **(To the tune of Skip to My Lou) Adapted by Trish Power**

LISTEN HERE TO THE TUNE:

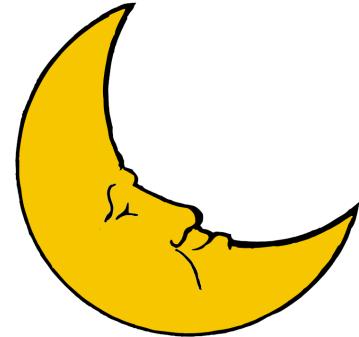
https://soundcloud.com/quench_arts/thats-how-much-i-love-you

LYRICS:

I can stretch my arms out wide, arms out wide, arms out wide.
I can stretch my arms out wide, that's how much I love you.
I can touch my toes so far, toes so far, toes so far,
I can touch my toes so far, that's how much I love you.

I can hop so very high, very high, very high.
I can hop so very high, that's how much I love you.
I can see right over the hill, over the hill, over the hill,
I can see right over the hill, that's how much I love you.

I love you to the moon so bright, moon so bright, moon so bright,
I love you to the moon ...and back... (*in a whisper*)
That's how much I love you.



Music and movement - why it is important!

Most children respond intuitively to music through movement which is very important to their general development and growth. Children regard singing, playing and dancing to music all as one linked activity. Movement and dancing help develop children's spatial awareness and how they interact with each other. We can sing and do the actions to this simple song, 'That's How Much I Love You,' and encourage the children to exaggerate their movements. Who can stretch the widest? Who can hop the highest? We can encourage the children to share any ideas they may have such as, who can twirl the fastest? (obviously within reason!) Who can wriggle the most? etc.

We could extend this activity by introducing perspective which is perhaps a complex idea for young children to grasp which is suitable for the song on the next page, 'Open Shut Them' When an adult and a child stand next to each other with outstretched arms, in comparison, obviously, the adults' arms will extend wider. The perspective alters however if the adult moves to the other end of the room and stretches out their arms and the child remains in the same place. Do they look as though they extend wider now? What happens if we create shadows? A sheet and a lamp is all you need. How big am I when I'm behind the sheet and lamp? What if I stand further back -am I bigger or smaller?

You could make a simple headband with big ears and put it around the child's head for more fun! Whose ears are the tallest? These are just some simple ideas to introduce relatively complex concepts to young children. Learn about perspective, distance, ratio - and you can sing the song whilst you do it!

Guess How Much I Love You

MUSIC & MOVEMENT ACTIVITY: Open Shut Them Adapted by Trish Power

LISTEN HERE TO THE TUNE:

https://soundcloud.com/quench_arts/open-shut-them



LYRICS (with instructions in italics):

Open shut them, open shut them, give a little clap, clap, clap.

Open shut them, open shut them, lay them on your lap, lap, lap.

(*Hold your hands in front, fingers stretched out then close to a fist*)

Big and small, big and small, big, big, big, small, small, small (repeat)
(*Stretch your arms out wide and then bring your hands close together*)

Loud and quiet, loud and quiet, loud, loud, loud, loud, ssshhh (repeat)
(*Sing loudly for loud, quietly for quiet, then put your finger to your lips and vocalise ssshhh*)

Fast and slow, fast and slow, fast, fast, fast, slow, slow, slow (repeat)
(*Roll your arms in front of you in a fast action fast - then slowly for slow*)

Please, no thank you, please, no thank you, please, please, please, please, no thank you (repeat)

(*Place your hands together against your chest and bow your head - then hold your hand with the index finger pointed in front and gesture, no thank you*)

Peek-a-boo, peek-a-boo, peek-a, peek-a, peek-a-BOO! (repeat)

(*Hold your hands in front of your eyes with the fingers closed - open them out on the BOO*)

Extended Reading

Visit the library! Look out for hare and love themed books. Here are a few suggestions:

I Love You to the Moon and Back by Tim Warnes

You're All My Favourites by Sam McBratney and Anita Jerum

It's Lovely When You Smile by Sam McBratney and Charles Fuge

The Hare and the Tortoise by Brian Wildsmith



Happy reading!

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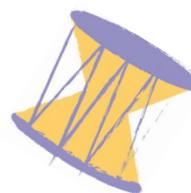
Ten Little Fingers and Ten Little Toes

MUSIC ACTIVITY: Kelele Worksheet by Trish Power

As this lovely book by Mem Fox has a multicultural theme, I thought it would be nice and also appropriate to start our session with an African greeting song called Kelele. This was shared with me by my colleague Alison Blunt. For the last year Alison and I have been working with the Roma community in Luton. This greeting, a “Hello” song, was a firm favourite with all of the children.

LYRICS

Ke - le - le,
Ke - le - le,
Whoa, whoa, ke - le - le.



INSTRUCTIONS

As you gradually feel the pulse of this song, tap your thighs and then your hands on the beat. Personally, I think that pulse is caught and not taught - rhythm and music are innate instincts, which children have in abundance!

As the song progresses, substitute ‘WHOA, WHOA’ with each child’s name. Maybe a child would like to sing the whole melody when it comes to their turn?

To extend the chant further, tap different parts of the body and maybe end up wiggling your ten fingers and ten toes! The children can decide!

LYRICS

Ke - le - le,
Ke - le - le,
WIGGLE YOUR FINGERS,
Ke - le - le, etc.



LISTEN HERE:

https://soundcloud.com/quench_arts/kelele
https://soundcloud.com/quench_arts/kelele-melody

I have added a simple harmony in the recording if you would like to try that too.
https://soundcloud.com/quench_arts/kelele-harmony



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Ten Little Fingers and Ten Little Toes

MUSIC ACTIVITY: Ten Little Fingers and Ten Little Toes

**Music adapted and arranged by Trish Power based on the book
by Mem Fox**

Here is a song which uses the words from the book.

LISTEN HERE TO THE TUNE:

https://soundcloud.com/quench_arts/ten-little-finger-and-ten-little-toes-sung-version-of-the-book

Lyrics:

There was one little baby who was born far away
And another who was born on the very next day
And both of these babies, as everyone knows,
Had ten little fingers and ten little toes.

There was one little baby who was born in a town
And another who was wrapped in an eiderdown
And both of these babies, as everyone knows,
Had ten little fingers and ten little toes.

There was one little baby who was born in the hills
And another who suffered from sneezes and chills
And both of these babies, as everyone knows,
Had ten little fingers and ten little toes.

There was one little baby who was born on the ice
And another in a tent, who was just as nice
And both of these babies, as everyone knows,
Had ten little fingers and ten little toes.

But the next baby born was truly divine
As sweet little child who was mine, all mine
And this little baby, as everyone knows,
Has ten little fingers, ten little toes
And three little kisses on the tip of its nose.



INSTRUCTIONS

This can be sung in a lively manner (such as in Calypso style) or as a lullaby, perhaps when you put baby to bed. You can use hand gestures and actions to emphasise the words, such as:

- Hold your hand to your forehead and look into the distance when singing 'born far away'
- Pretend to shiver and sneeze in 'sneezes and chills'

The children can help to select actions too!

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Ten Little Fingers and Ten Little Toes

MUSIC ACTIVITY: Ten Little Fingers (based on Ten Green Bottles) Adapted by Trish Power

Here's a song to keep you on your toes!!!

LISTEN HERE TO THE TUNE:

https://soundcloud.com/quench_arts/10-little-fingers-wiggling-in-the-air

Lyrics:

Ten little fingers, wiggling way up there,
Ten little fingers, wiggling way up there,
If one little finger, should vanish in thin air,
There'll be nine little fingers wiggling in the air

Nine little fingers, wiggling way up there (x2)
If TWO little fingers, should vanish in thin air,
There'll be seven little fingers, wiggling in the air.

Seven little fingers, wiggling way up there (x2)
If three little fingers, should vanish in thin air,
There'll be (?) little fingers, wiggling in the air.

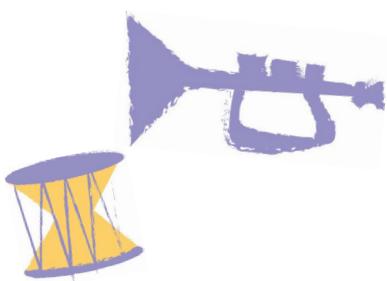


INSTRUCTIONS

You can hide however many fingers you like so insert a number where this is a ? in the lyrics above. If your child is old enough, encourage them to hide the correct number of fingers.

I'm sure that we can all of think many children's songs that include the adding and subtraction of numbers – indeed, music and mathematics are very intertwined. We sing songs that are based on a repeated number of beats in a measure; we alter the length of sounds to fit into the beats; the heart beats in equal measures...well, hopefully!

Music can make learning simple arithmetic fun but we don't do music to learn maths! Music isn't the add-on here, just as music isn't added on just to improve children's literacy. Music is an important force for good in its own right and vital for the wellbeing and development of babies, children, teenagers and adults!



Ten Little Fingers and Ten Little Toes

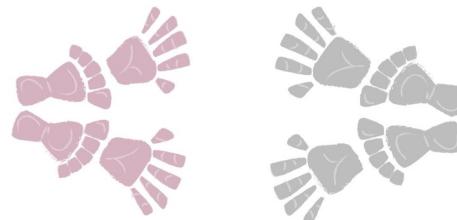
MUSIC ACTIVITY: Ten Little Fingers and Ten Little Toes Calypso Style Adapted by Trish Power

LISTEN HERE TO THE TUNE:

https://soundcloud.com/quench_arts/ten-little-fingers-calypso-style

Lyrics:

Ten little fingers, ten little toes,
Two little ears and one little nose,
Two little eyes that shine so bright,
One little mouth to kiss mother goodnight.



INSTRUCTIONS

I have recorded this tune in a 'Calypso' style. Calypso is a style of Afro Caribbean music that originated in Trinidad and Tobago. Its strong dance-like rhythms can be traced back to West Africa.

Children and babies enjoy varying styles and genres of music. Their movement, vocalising and playing of instruments is expressed through the different sounds and rhythms that they hear, whether it be jazz, classical, pop, folk – Afro Caribbean, Irish folk, bhangra, hip-hop, to name but a few. It is important that they are exposed to all sorts of music to encourage movement and general creativity in all areas of life, especially in music!

I have recorded a few versions of this song.

You can try singing in harmony – children love to hear their parents sing! Here are two versions; a lower melody and an upper harmony.

https://soundcloud.com/quench_arts/ten-little-fingers-lower-melody

https://soundcloud.com/quench_arts/ten-little-fingers-upper-harmony

Try and play along to the instrumental version. You can play the drum, tap the table, shake the shaker – whatever comes naturally!

https://soundcloud.com/quench_arts/ten-little-fingers-accordion-calypso

Extended Reading

Visit the library! Here are a few suggestions of other books to look at:



Tales from Acorn Wood: Counting - Julia Donaldson

Hello Baby! - Mem Fox & Steve Jenkins

Clap Hands - Helen Oxenbury

Happy reading!

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General MUSIC Making

SINGING ACTIVITY: Yelle Mama Adapted by Trish Power

'As ballet is an athletic event for the body, singing is an athletic event for the vocal mechanism.'

We all possess a musical instrument - our voice. It's important to look after it and use it correctly and even more important for children as their voice develops. Babies and children communicate through their singing voice. In fact, when you observe them play, they invariably add sounds to nearly everything they do, e.g., pushing a toy car along the ground = whoosh!! The car getting faster is often accompanied by a higher pitch sound.

Children's vocal chords are obviously not as developed as ours. If you can, it's much better to sing at a higher 'pitch' with young children – maybe outside of your comfort zone! We are role models to the children and children copy us. If we sing at too low a pitch, they will too. It's not great for us but for a child it's even worse.

If you were to run 5 kilometres, you would almost certainly do some physical warm-ups beforehand, wouldn't you? Well, this is exactly the same for the voice. So before we sing, we will do some simple vocal warm ups!

INSTRUCTIONS

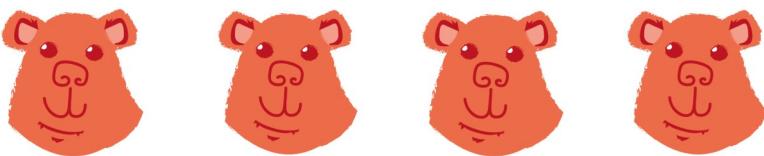
- **LETS DO A BIG YAWN** - this loosens up everything at the back of the throat.
- **BIG FACE/ SMALL FACE** – this stretches the muscles in your face.
- **BANANA FACE** - imagine that you have a banana in your mouth horizontally and then vertically.
- **RUBBER CHICKEN** – This a good exercise before you start to sing to get the blood circulating around your body and especially to the vocal chords. Stand in a relaxed position - knees slightly bent. Wave your right arm for 8 beats then wave your left arm, right leg and left leg. Repeat this, but this time for 4 beats. Next, repeat the waving pattern with your arms and legs for 2 beats and then one beat - and then shout RUBBER CHICKEN! Speed this up as the exercise progresses.

YELLE MAMA

This is a traditional South African greeting song. There are 4 parts. Let's see how many we can do!

LYRICS

Y'Lelle Mama Yello (*repeat*)



LISTEN HERE:

- https://soundcloud.com/quench_arts/yelle-main-tune
- https://soundcloud.com/quench_arts/yelle-soprano-part
- https://soundcloud.com/quench_arts/yelle-alto-part
- https://soundcloud.com/quench_arts/yelle-lower-part
- https://soundcloud.com/quench_arts/yelle-in-unison



General MUSIC Making

WE'RE GOING ON A BEAR HUNT Adapted by Trish Power

This worksheet will look at doing a ‘singing’ version of We’re Going On A Bear Hunt. We will use instruments to represent the varying landscapes depicted in the book.

LISTEN HERE:

https://soundcloud.com/quench_arts/the-bear-hunt-melody

Here are some questions you can ask your child/children:

- What instrument could represent grass? Would it be a metal sound? A wooden sound? Could we use shakers? Or triangles? Or maybe drums?
- If we used a drum, how would we play it? Bang it? Scrape the drum skin with our nails? Use soft beaters to tap out sounds? Is there a right way or a wrong way to play the instrument?
- Will the sounds be loud or quiet? Will the sounds gradually become louder or gradually become softer? Will there be a sudden change in dynamic from loud to quiet?

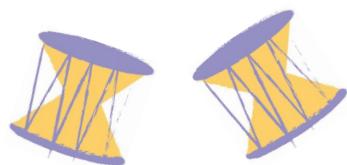
Explore these ideas together!

Tuning into Children

“Imitation is the beginning of dialogue”- Colwyn Trevarthen

So often, adults demonstrate how to play an instrument and then hand it out to the children. Where is the exploration/ curiosity/ learning for the child? We can tune into children’s music making by observing and then copying the exact way they play something. This shows that we are valuing what they are doing by listening carefully and then presenting their ideas back to them.

- How many beats did they play on the drum?
- Was it loud or quiet? Fast or slow?
- Did they use big gestures using their upper body?
- What was their facial expression?



By copying back exactly what the child has played, including body gestures, we are engaging in musical communication. The child will take on board that you have copied them (and valued them) and next time they will change the pattern of music that they play, extending their thinking. We are musical partners with the children. We are engaging the children. We are having a musical dialogue with them.

You do not need a drum to tune in musically with your child, the kitchen table will do just fine! The next time your child taps the table, tap exactly what they have played back to them and see what they do!



General Music Making

THE CHRISTMAS TREE SONG

Adapted by Trish Power



A seasonal cumulative sound and action song. In the song, the children's names, and the gifts that they would like, are just suggestions. We can substitute the names and the presents for the children you are playing/working with. If you don't celebrate Christmas, you can substitute the words, e.g. instead of, "On Christmas Day," you can sing, "On special days."

In my experience of singing The Christmas Tree tune over many seasons, I'm always surprised at the sort of things children would like for Christmas – and also how humble the presents often are! A mango? A bag? What sounds do these make? Encourage the children to emulate the sounds.

Bag – rubbing against your coat as you walk along.

Mango – juicy, squelchy sounds.

Listen to the repeated sounds of the children's vocalising (beats, rhythm); the range of the sounds (pitch); the intensity of the sounds (dynamics). These are all components of music making. As adult observers/ role models/ educators, it is for us to recognise this vital form of communication that children engage in naturally.

LISTEN HERE:

https://soundcloud.com/quench_arts/the-christmas-tree-song



LYRICS:

CHORUS:

On Christmas Day,
Hey, hey, hey, hey.
We'll have a tree,
Hee, hee, hee, hee
And it will snow,
Ho, ho, ho ho
For you and me,
Hee, hee, hee, hee.

(Move your shoulders up and down to the music)

(Draw the shape of a tree in the air)

(Wiggle your fingers from up on high - gradually descending as snowflakes falling from the sky)

(Move shoulders up and down)

[REPEAT]

VERSE:

Fred wants a trumpet, he wants a trumpet *(pretend to blow a trumpet)*
And it'll go toot, toot, toot, toot, toot, toot, toot, toot, toot,
Fred wants a trumpet, he wants a trumpet,
And it'll go toot, toot, toot, toot, toot, toot, toot, toot.

CHORUS (AS BEFORE)

[PLEASE TURN OVER THE PAGE]

General MUSIC Making

VERSE

Chloe wants a car, she wants a car,
And it'll go vroom, vroom, vroom etc.
Fred wants a trumpet, he wants a trumpet,
And it'll go toot, toot etc.

(Hands on the steering wheel)

CHORUS (AS BEFORE)

VERSE

Hayley wants a rabbit, she wants a rabbit,
And it'll go hop, hop, hop etc.
Chloe wants a car, she wants a car,
And it'll go vroom, vroom, vroom etc.
Fred wants a trumpet, he wants a trumpet,
And it'll go toot, toot, toot etc.



The Gruffalo

This is my take on extending the activities that Sue Buntin did in a previous worksheet on The Gruffalo. My version can be sung with the harmony. To do this activity, you can stomp around the room, keeping a steady beat, emphasising where the beat lies.

LISTEN HERE:

https://soundcloud.com/quench_arts/the-gruffalo



Extended Reading

Visit the library! Here are a few suggestions of other books to look at:

Spinderella - Julia Donaldson & Sebastien Braun

The Dinosaur That Pooped Christmas - Tom Fletcher & Dougie Poynter



Chickens Can't See In The Dark - Kristyna Litten
The Very Busy Spider - Eric Carle

Happy reading!

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Signposting Info

We hope that you have enjoyed the Musical Wonderland project worksheets as much as we have enjoyed putting them together! Just because this project has finished, that doesn't mean we want you to stop making music inspired by the stories you and your children love. Below is some information to help you!

Useful websites

Here are a list of useful websites with suggested activities to do with your children:

<https://www.facebook.com/groups/QuenchArtsResources/files/>

Quench Arts' resource page. All of these worksheets and more included, such as The Triangle Project Resource Pack!

<http://www.booktrust.org.uk/m/books/children/booklists/241/>

The Book Trust's best book suggestions for children under 5.

<https://macbirmingham.co.uk/project/tune-into-listening-project>

Tune Into Listening - research by Nicola Burke.

<http://network.youthmusic.org.uk/resources/visualisations/tuning-children-approach-child-led-adult-responsive-music-making>

Tuning in to Children - lots of interesting ideas and information.

<http://www.primarygamesarena.com/Play/Place-value-games-1091>

Part of the CBeebies website.

<http://katemb.com/>

Tuneful Tots and Bouncin' Bairns - lots of fun activities.

What's happening in and around Chelmsley Wood?

Solihull Music Service - <https://solihullmusicservice.wordpress.com/>

Keep your eyes peeled as they hope to develop more Early Years work.

Chelmsley Wood Library - <http://www.solihull.gov.uk/Resident/Libraries/Find-a-library/chelmsleywoodlibrary>

Always lots of activities happening. Please use your library or you will lose it!

Warwick Arts Centre - <http://www.warwickartscentre.co.uk/>

Always programme lots of family friendly shows.

The Core Theatre, Solihull - <http://thecoretheatresolihull.co.uk/>

Lots of family shows and events on offer.

We hope that you find these useful and hopefully we will be able to deliver more Musical Wonderland sessions in the future!

Credits and Thanks

Quench Arts:	Liz Viggers & Nicola Briggs
Music Leaders/Contributors:	Sue Buntin, Nicola Burke, Nathan Portlock & Trish Power
Shadow Music Leaders:	Liz Hopkins & Sara Jones
Solihull Music Service:	Claire Batty, Richard Jones & Tim Low
Chelmsley Wood Library:	Lesley Cummings & library staff
Original Artwork:	Ian Briggs
Photography:	Liam White

A huge thank you to the music leaders for their contributions to this resource pack.

Thanks also to Warwick Arts Centre and The Old Rep Theatre for accommodating our excursions to see The Gruffalo's Child, Monstersaurus & Stick Man.



Musical Wonderland would not have been possible without the funding received from Youth Music and the in kind support from Chelmsley Wood Library and Solihull Music Service.

For more information about the work of Quench Arts, please email
info@quench-arts.co.uk

or visit our website/ social media accounts:

www.quench-arts.co.uk

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