



Lockdown Schooling Activities January 2021

The audio material for these activities is either found on Harmony's Music Club's YouTube Channel [HMC Lockdown 2021 Playlist](#) or by following a specific link provided.

www.harmonymusicclub.com

Contents Page

Preface	3
At Home Activity – Music of the Stars	4
At Home Activity – Big Ben Chimes	5
Online Activity – Big Ben Chimes	6
Online Activity – How Are You Feeling?	7
At Home Activity – How Are you Feeling?	9
Online Activity – 5 Little Tube Trains	11
Appendix A – Cello Music	12
Appendix B – Face Templates	13
Appendix C – Cello Picture	14
Appendix D – I Can Sing My Feelings	15
Appendix E – 5 Little Tube Trains	16

Preface

Harmony's Music Club, established in 2018, is rapidly gaining recognition as an exciting, inspiring and different way of bringing music to young children within the nursery, pre-school and school setting.

Harmony's Music Club was born out of a combination of my dissatisfaction as to how little importance and time music is often given on the timetable and my belief that all children should have access to high-quality, inspirational and diverse music exposure at the very beginning of their education, ideally in a cross-curricular fashion. In short I wanted, and still want, to get fabulous music to as many children as possible.

Harmony's Music Club is all about inspiring children with music quite literally through play. The material includes my own compositions and adaptations and an incredibly diverse range of music from around the world and across the ages. I believe that provided music is presented in an interesting and accessible way, children will engage with the broadest range of music and the material provides the in-roads for both the specialist and non-specialist to deliver engaging and educational lessons. The material is also overflowing with musicianship skills and music theory, but without the children being aware of their learning.

I have written, delivered and re-written(!) all of the material which is available on Harmony's Music Club platform so I have hands-on experience and indeed first started delivering music to primary schools when I was still in High School, before reading Music at Christ's College, Cambridge and University College, Durham.

The material included in this resource has been written/adapted/compiled from a small selection of Harmony's Music Club's Lesson Adventures and is a thank you to teachers for continuing to deliver music to children at this difficult time and to try and help and support. Music is so important and as I have been heard saying more than once on BBC Radio during the pandemic, music is key in joining people together when we are socially separated and is an essential part of the wellbeing toolbox.

This material is designed to work outside of the typical classroom and across year groups so it is diverse and adaptable across age groups and digital mediums. I hope it helps you, that you enjoy it and that you get a little taste of the fun of Harmony's Music Club! Don't forget we've also got a video channel with a wonderful range of educational music videos. Please visit www.harmonysmusicclub.com to find out more and browse! Our next set of materials will be uploaded soon.

Caroline Page (Founder)



AT HOME ACTIVITY: MUSIC OF THE STARS

What sort of sound do you think the stars make? Do you think they make any sound? Do you think they're loud or quiet? Or do they make a growly sound? Or a loud bang? Or a twinkly sound? Why do you think this?

Once you've decided, can you go on a sound hunt around the house to find things that might sound like the stars? The kitchen is a really good place for a sound hunt. Check that it's ok to gently tap what you've found. Did the items sound how you thought they would sound? Did any sound like twinkling stars or the star sounds which you wanted to find?

If you haven't already, gather any of some different-sized spoons, cups, mugs, pans, trays and even egg cups. Tap the pairs of spoons together. How do they sound? Are they high or low? How would you describe the sound? Now tap the cup/mug handles. Do they all sound the same? Are they higher or lower? Do they ring? Do any of these sounds sound like the stars? Which are the loudest?!

Now listen to Tchaikovsky's Dance of the Sugar Plum Fairy: [Tchaikovsky](#)

How does it sound? Do you know which instrument is playing the tune? It's a celeste which means heavenly – can you think why? Can you play along to it using the rhythm: "I am twink-ling"?

There is another very famous piece of film music which also uses the celeste which you might know. Can you listen and guess what it is?: [John Williams](#)

Finally, if you would like to know more about the magical celeste and how it makes its sound, here is a video all about it: [Celeste Video](#)



AT HOME ACTIVITY: BIG BEN CHIMES

Ask a grown-up if you can use some strong empty glass bottles or glasses. Ideally you will have 4. You can use bottles/glasses of different sizes if needs be.

Line up your bottles/glasses and tap them with a teaspoon or chopstick or something similar. Do they all sound the same? What do they sound like? If they sound different, how do they sound different? Do some sound higher and some sound lower in pitch? Listen really carefully.

Next add different amounts of water to them and tap them again. Do they sound the same? Experiment with different amounts of water and tapping them. What happens? Also listen to the sound of the water as it is poured – does its pitch change as the container fills up?

Can you fill one, leave one empty and put different amounts of water in the other two? Do you get four different sounds/pitches?

Can you organise them from low-pitch to high-pitch? If they are all the same size, try ordering them by amount of water inside from empty - full. When you think you've got them ordered from low-to-high label them 1,2,3,4 with 1 being the lowest. If you haven't, don't worry!

Listen to this recording of [Big Ben's 12 Chime](#). There are 4 bells, which we've numbered 1-4. They are played in the following order: 2-4-3-1, 2-3-4-2, 4-2-3-1, 1-3-4-2. Can you listen again and say the numbers as the music plays?

Can you play along tapping your bottles/glasses in that order to recreate Big Ben's chimes? Don't forget to dong 12 at the end!

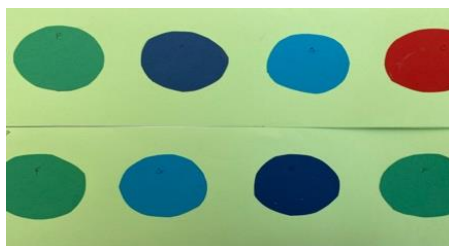
EXTRA: Why not watch Harmony's Music Club's video – Kitchen Challenge #2 – Play a Tune on a Bottle for our version of Big Ben's 12 Chime: [Play A Tune](#).



ONLINE ACTIVITY: BIG BEN CHIMES – Adaptation of Home Activity

Instead of asking the children to set-up the bottles, glasses at home, set up your own musical experiment in the classroom for the children. Obviously it is up to you how much you play with pitch and water, but you can have a good discussion about whether they think pitch is going to get higher or lower as you have more or less water respectively and also have fun with them voting about this and in deciding which order the glasses/bottles should go in to go from low to high.

When you have got the bottles/glasses in order from low-high I would recommend allocating each a colour and using that as the basis of notation of the Big Ben Chime rather than numbers 1-2-3-4 as in the home version. This works easier over screen. Our first two lines of notation looked like this:



In our notation 1 = red, 2 = green, 3 = light blue, 4 = dark blue.

The pattern of the bells is: 2-4-3-1, 2-3-4-2, 4-2-3-1, 1-3-4-2.

Play the bottles/glasses then play the Big Ben 12 Chime – did it sound the same?! [Big Ben's 12 Chime](#).

Next, allocate a part of the body to each number/colour. 1 should be low, 4 should be high. We use 1 = toes, 2 = knees, 3=tummy, 4 = head. Play the Big Ben's 12 Chimes again this time tapping the corresponding part of the body for the chime.



ONLINE ACTIVITY: HOW ARE YOU FEELING?

Part I: Game

In advance, ask the children to make 4 faces with expressions – happy, angry, sad, silly. A template is included. Ask them to colour in each face how they want to express that feeling and cut it out. Ours look like this:



Try playing a listening game with the cello music in Appendix A and on the playlist [here](#). Explain that all of the pieces are going to be played on a cello. Have a discussion about the cello if time. Does anyone know what it is? How it sounds? How big it is relative to other instruments. How it is played? A picture of a cello is included at Appendix B.

Tell them you're going to have a quiz. Play a snippet of the first piece of music (around 10 seconds). Ask them to listen and when the music stops to race to show which face they think matches the music. It will be surprising if they all choose the same. Chat around why different faces have been picked. You can lead this by asking why they thought that. Was it because the music was slow / fast / bouncy / sad / cheeky / gentle / loud / passionate / quiet etc? The point of this is to explore the subjectivity of music and how different things can make us feel differently and can be interpreted differently. There is no need for a right answer for any piece. Also ask what they think of the music if time.

Part II: Listening

Play Harmony's Music Club's animated version of the [Emotional Teapot](#). How are the feelings of verse 2 reflected in the music? What else reflects the mood? It goes slower and into the minor key for verse two.

Part III: Singing and Drawing

Teach and sing Harmony's Music Club's song adaptation of Sing A Rainbow called I Can Sing My Feelings. As this is hot off the press the piano part is not yet recorded – this will follow soon. For now, here is an instrumental version on YouTube: [I Can Sing A Rainbow](#). It is possible to share computer sound and still sing over the top. The lyrics are included at Appendix D – enjoy teaching and singing it to the children. We find that huge enjoyment is gained from singing along with others, even if you can't hear everyone or anyone other than the music. We will let you know once the full recording is ready.

Can the children make suggestions for other emotions to include? How could they sing the different emotions differently? Can they make facial expressions to go with the emotions? As an additional task ask the children to draw and colour in a rainbow to match the colours which they would give to the feelings they choose.



AT HOME ACTIVITY: HOW ARE YOU FEELING? - Adaptation of Online Activity

Part I: Game



Can you make 4 faces with expressions – happy, angry, sad, silly? A template is included. Colour in each face how you want to express that feeling and cut it out. Ours look like this:

This listening activity works best with someone discuss the material with, so if you can, find a grown-up to play the listening game with the cello music in Appendix A and on the playlist [here](#).

Before you start though, all of the pieces are going to be played on a cello. Do you know what a cello is? What can you find out about the cello? Which family of instruments does it belong in and how do you play it? How big is it and is it a high or low instrument? A picture of a cello is included at Appendix B.

When you have found out about the cello, listen to a little bit of the first piece (c. 10 seconds). When the music stops pick which face you think matches the music. Why have you chosen that one? When thinking about which face to pick think about how the music made you feel, what it made you think of, if anything, and whether this might be because music was slow / fast / bouncy / sad / cheeky / gentle / loud / passionate / quiet etc?

There is no right or wrong answer. Music can make us all feel very differently. Do you agree with who you are listening with about which face matches the music?

Part II: Singing and Drawing

This song, called I Can Sing My Feelings, is an adaptation of I Can Sing A Rainbow. As this is hot off the press the piano part is not yet recorded – this will follow soon. For now, here is an instrumental version on YouTube: [I Can Sing A Rainbow](#).

The lyrics are included at Appendix D – can you join in and sing along with the song? What other emotions could you include? How could you sing the different emotions differently? Can you make facial expressions to go with the emotions?

Can you draw and colour in a rainbow using the colours which you would give to the feelings in the song.



ONLINE ACTIVITY: 5 LITTLE TUBE TRAINS

Part I – Improvisation

Warm everyone-up with some improvisation. You can lead this and ask for volunteers or lead by example asking them to join in with you. If using volunteers, ask some train questions, for example: How fast do trains go? Do they always go at that speed? What noises do they make? – doors opening, brakes, whistle, wheels on track, hissing noise etc.

Encourage onomatopoeia around train track noises – such as a clickety-clack. Use something like this to set-up a train rhythm and ask them to join in – get them to start moving their arms like a train to the rhythm. Ask if they can find the noises of the train on the track just using body percussion not the voice? Perhaps through rubbing hands together, rubbing hands on trouser legs, shuffling feet. Ask them to throw in a whistle sound when you do the action to blow the whistle. You could develop this into a train journey story with sound effects, or you could move onto singing our song...

Part II – Singing

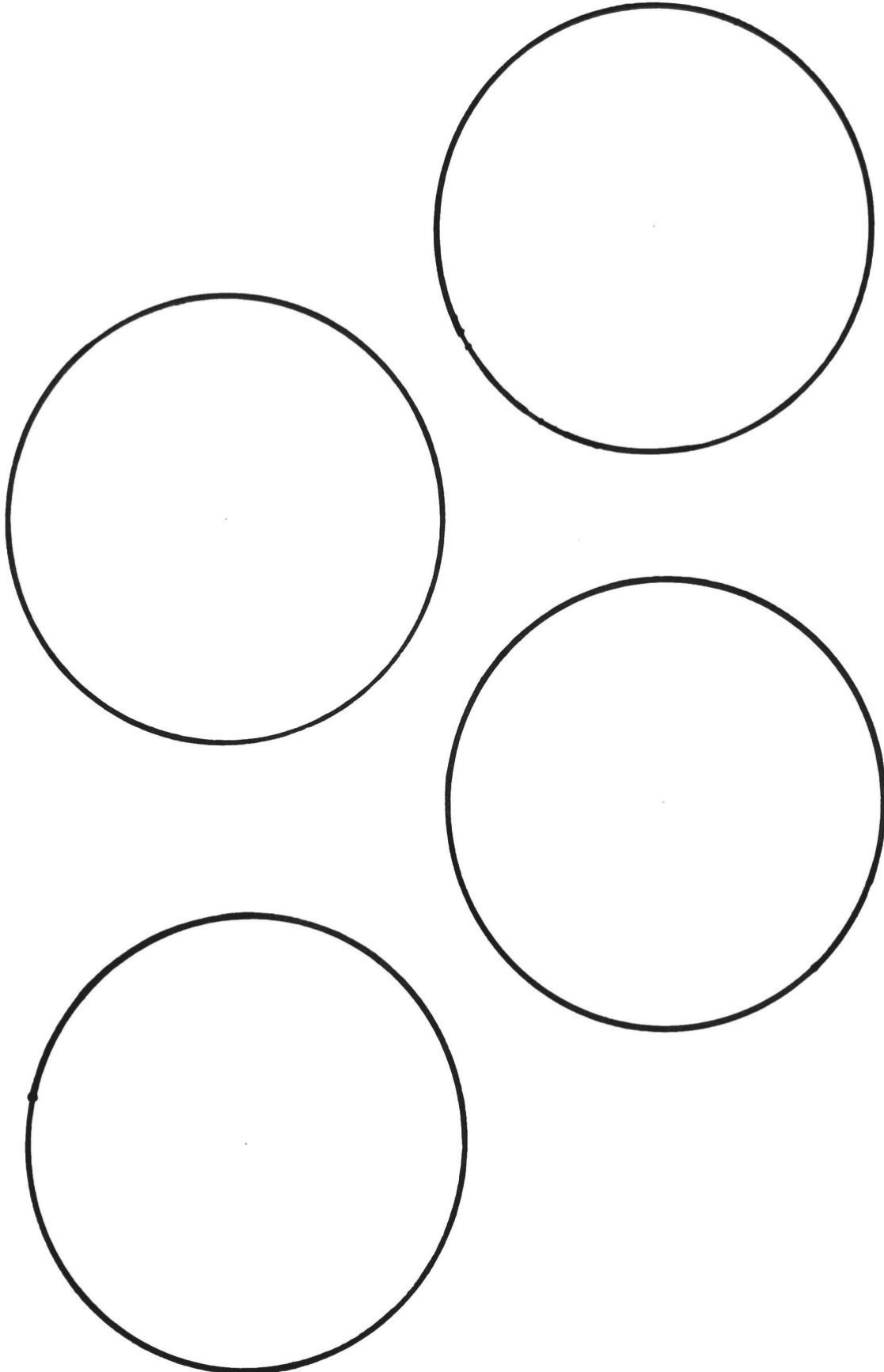
Teach the children Harmony's Music Club's song 5 Little Tube Trains – the lyrics are in Appendix E. They particularly enjoy loudly singing 'Mind The Gap'. Encourage movement in time with the train rhythm or rubbing hands together along with the percussion.

Music: [5 Little Tube Trains](#)

APPENDIX A - LIST OF CELLO MUSIC

- Saint-Saëns: Concerto No. 1 in A Minor for Cello and Orchestra – 1st Movement
- J.S. Bach: Unaccompanied Cello Suite No.1 in G Major BWV 1007: I. Prélude
- B. Britten: Cello Sonata in C Major, Op. 65 – 2nd Movement
- G. Fauré: Elégie in C Minor, Op. 24
- F. Kreisler: Liebeslied – Arr. Mischa Maisky
- S. Rachmaninoff: Vocalise in C-Sharp Minor, Op. 34 No. 14 (arranged for Cello and Piano)
- E. Elgar: Cello Concerto, Op. 85 – 1st Movement
- F. Bridge: Spring Song

APPENDIX B - FACE TEMPLATES



APPENDIX C - THE CELLO



APPENDIX D

I CAN SING MY FEELINGS

Lyrics © 7 January 2021 Harmony's Music Club

Happy, angry and feeling sad,
Excited and feeling loved too.
I can have these feelings, have these feelings,
Have these feelings so true.

Feel it deep inside,
Feel it all so strong,
And sing everything you feel.
I can have these feelings,
Have these feelings,
Sing along with me ...

APPENDIX E

5 LITTLE TUBE TRAINS

Lyrics © Harmony's Music Club May 2020

1 little tube train going round the track
Collecting all the passengers. Mind the Gap!
Collecting the grannies and the office workers too
'Til it's all full up and now we need ...

2 little tube trains going round the track
Collecting all the passengers. Mind the Gap!
Collecting all the dads who put their children on their knees
'Til it's all full up and now we need ...

3 little tube trains going round the track
Collecting all the passengers. Mind the Gap!
Collecting all the tourists as they rush through the door
'Til it's all full up and now we need ...

4 little tube trains going round the track
Collecting all the passengers. Mind the Gap!
Collecting all the husbands and don't forget their wives
'Til it's all full up and now we need ...

5 little tube trains going round the track
Collecting all the passengers. Mind the Gap!
Stopping at the red lights. And going at the green

Now how many tube trains have we seen?