

Author's Notes

I hope you will enjoy playing 'Frantic Music Games' with your children as much as I did writing them and trying them out!

These books are not written as a complete music curriculum, but as a set of useful ideas that you can dip into from time to time, to use as 'fillers' at the end of a lesson (although many can also be developed into full class music lessons, or adapted for use in a cross-curricular manner). It is intended that they should be used flexibly alongside any existing scheme of work.

Activities include vocal and singing games, action, movement and dance activities, and games with instruments (including 'home made' instruments and 'found' sounds). Many of these activities include an improvisational element, and will also help to develop young children's musical listening and memory skills.

Children can learn a lot about music through clearly defined steps and progression. However, they will not 'become musical' unless they experience music in a practical, enjoyable and engaging way, and feel able to share their own musical ideas with others. Through Frantic Music Games, it is my hope that children will gain the confidence to experiment with and develop creative musical ideas of their own, within the safety of their social group.

Occasionally, children may become a little over enthusiastic and things may even get quite *Frantic* (although these games are not all lively and noisy by any means!). But, occasionally, let it happen and have fun! That's what children's musical experiences should be all about.

Although the activities have been split into three books for specific age ranges, with their own particular needs, activities can be found in the adjacent books that are suitable for older or younger children, perhaps needing just a little adaptation.

Frantic Music Games are dedicated to...

...my husband, who knows every song and game
that I ever wrote, off by heart (and he's not even a teacher)...

...all the children and staff of Longfield First School, Rayners Lane, and
Stag Lane Middle School, Edgware, on whom I tried out these games...

...everyone at the Orff Society UK (for providing inspiration)...

Fran Carpenter

Acknowledgement: Art work © clipart.com 2003



Frantic Music Games!

For Key Stage 1

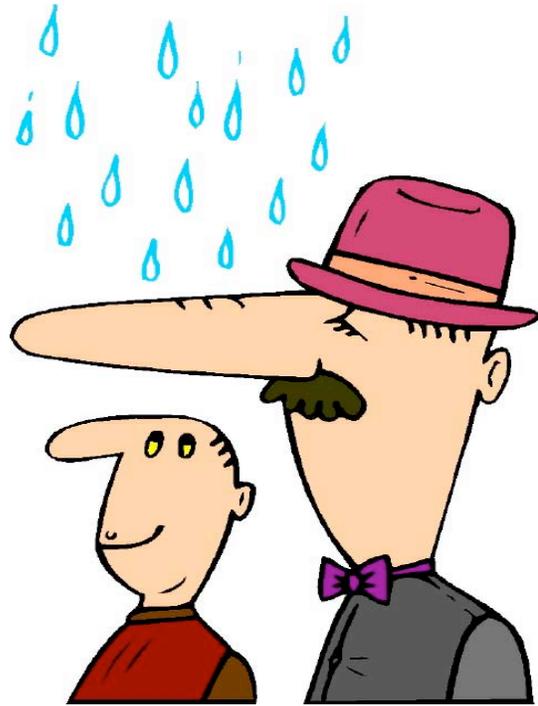
SAMPLE PAGES

1. MY NOSE IS MY NOSE

My nose is my nose,
Your nose is your nose.
No two noses are the same -
That's how it should be!

My chin is my chin,
Your chin is your chin.
No two chins are the same -
That's how it should be!

My knees are my knees,
Your knees are your knees.
No two knees are the same -
That's how it should be!



GROUP: Whole class divided into pairs

AIM: An action song in pairs

PROPS: None

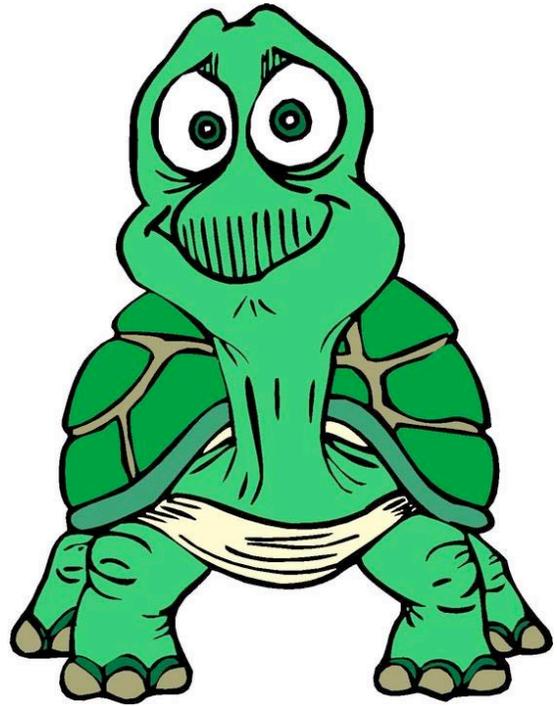
GAME/RULES: The children learn the song. The children face their partner, and on the appropriate line of the song, gently touch their partner's nose and then their own nose. On the line "No two noses are the same" the children wiggle their noses, and then they both clap the rhythm of the words "That's how it should be!" together. The game continues in the same way. The children can suggest other parts of their bodies that they can compare.

3. TORTOISE, TORTOISE

Tortoise, tortoise,
Crawling around,
What have you found?
What have you found?

Tortoise, tortoise,
Down near the ground,
What have you found?
What have you found?

Tortoise: I've found a bu..... tton.
All: He's found a bu..... tton.



GROUP: Whole class or large group

AIM: An add-on game that tests memory, as well as requiring children to sing long, sustained notes.

PROPS: None

GAME/RULES: All children learn the tortoise's song.

Children sit in a circle. One child is the 'tortoise', who slowly crawls around the circle, imitating the actions of a tortoise as everyone else sings the song. The tortoise sings what he or she has found in long, drawn-out 'tortoise' voice (encourage the children to think of interesting items that one might find on the floor!). The rest of the class echo him or her. The first tortoise then chooses a second tortoise, who crawls around as the song is repeated. The second tortoise sings what they have found. Everyone echoes them and then adds on the item that the first tortoise found. The game goes on, adding items to the list, until everyone has had enough!

14. THE MONSTER IN MY WARDROBE

1. There's a monster in my wardrobe

Eating choc' late!

Eating choc' late!

Eating choc' late!

There's a monster in my wardrobe

Eating choc' late!

Eating choc' late all day long!

But, no one believes me!

No one believes me!

'Cos when my mum comes up the stairs,

He disappears!

No, no one believes me!

No one believes me!

'Cos when my mum comes up the stairs...

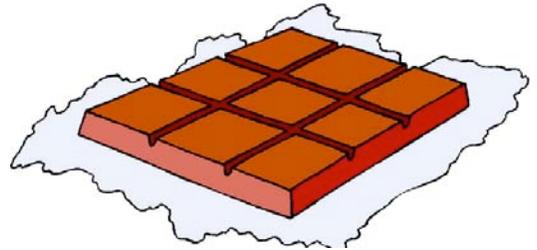
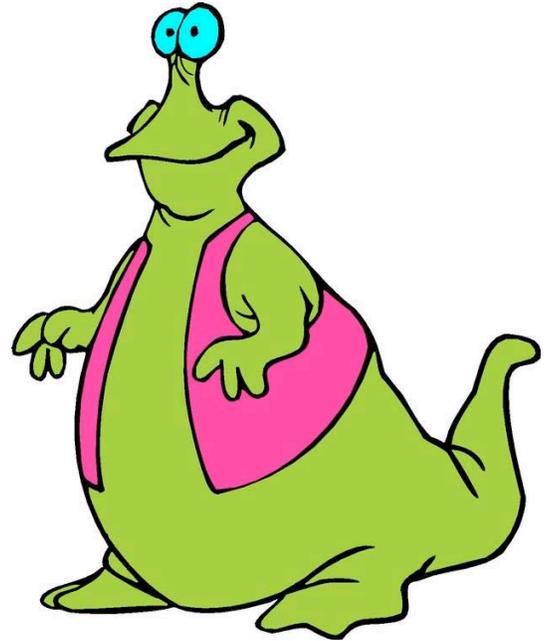
He disappears!

2. There's a hamster in my wardrobe

Blowing bubbles!

3. There's a snowman in my wardrobe

Making ice cream!



GROUP: Whole class or smaller group

AIM: A singing and action game

PROPS: None

GAME/RULES: All children learn the basic song. They stand in a circle. One child is the 'monster' and stands in the middle of the circle. Another is nominated as 'mum', and will remain as mum for several turns. The monster dances around in the circle, pretending to eat chocolate, as everyone else claps and sings the song. Mum stands watching him, grumpily, from her place in the circle. When it comes to the line "But, on-one believes me!"

the children in the circle clap to the beat, as 'mum' chases the monster round the circle back to his place by the time the second "disappears" is sung. The children can put forward ideas for the next character to appear in the wardrobe, and the song goes on.

28. BIG DRUMS ARE CALLING

Big drums are calling,
They talk to each other,
So, what is their message?
Oh, can... you... hear?



Message 1: Boom boom ba-ba-ba boom!

All repeat: Boom boom ba-ba-ba boom!

- GROUP:** Whole class or smaller group
- AIM:** To practise playing instruments together as a group, and creating and copying short rhythms (4 beats in length)
- PROPS:** A classroom percussion instrument for each child, including some larger drums such as conga drums, if available.
- GAME/RULES:** All children learn the song. They form a circle with instruments ready to play, standing, sitting or kneeling, as their particular instrument requires.
- They all play the repeated ostinato pattern ('crotchet quaver-quaver' - hear CD Track 26) throughout the song, until 'can... you... hear?' when they can play three beats to fit those words. (Children with two-tone instruments such as congas, bongos or agogos ie. with both low and high sounds, can play the 'crotchet quaver-quaver' rhythm to the pattern 'low high-high, low high-high' for added effect.)

A solo child takes the lead and plays a 4-beat rhythm pattern on their instrument, which is immediately echoed by everyone else on their own instruments. The song is repeated and the person to the right of the first leader becomes the new leader to play a rhythm for everyone to copy, and so on. The game continues until everyone has had a turn at creating a rhythm.

The game also works well if the children take it in turns to play as pairs around the circle, one leading ('asking a question') on their instrument, and their partner 'answering' with their own rhythm in between the song verses eg. first player plays the rhythm:

How are you?

Their partner replies with the rhythm:

Very well, thank you.

The children might work out their own conversations before playing the game as a whole class. Some more examples might be:

Did you have your breakfast?

Yes, I did!

Can I come to play?

No, I'm going out tonight.