

Under 2's Music Activity

Here is a Box!



Description: This activity is a sound anticipation game. The lyrics shown below will be delivered in a melodic phrase or spoken rhyme by the parents. In brackets next to the lyrics are the movements for each phrase.

All ages will be developing their listening, anticipation and response skills accordingly to each activity. Please remember to play and have fun.

Resources needed:

- Small / large cardboard box both with a lid
- The child's favourite objects and/or musical instruments
- Animal toys or puppets (optional)
- A big cardboard box or blanket for the child to hid in
- The lyrics with actions prompts

Duration: Open ended, as long as children can keep their interest.

Intent:

- Hearing and listening
 - To turn our heads towards sounds
 - To listen attentively when sung to and can anticipate phrases and actions of familiar rhymes/songs
 - To enjoy play-songs e.g. peekaboo
- Vocalising and singing
 - To imitate the melodic shape of caregiver's voice
 - To anticipate and sing certain words in songs
 - To join in with action songs by singing some words and creating some or all actions



- Moving and dancing
 - To move his or her head towards sounds
 - To enjoy finger rhymes and songs that involve touch
 - To move toys/objects/materials with the sound effects they create to accompany the movement
- Exploring and playing
 - To shake instruments with one hand and in both hands simultaneously
 - To respond to “my turn, your turn” games during one-to-one moments with instruments

Implementation:

Improvised melody or spoken word – using different tempos and dynamics and lots of characterisation

***Here is a box,** (show the box)

And here is a lid, (open and close the lid)

I wonder whatever inside it is hid, (shake the box and put your ear towards the box to display listening)

Open the lid and see what’s inside..... (open the lid really slowly)

****Out jumps a _____ trying to hide!** (open the box and quickly lift out whatever is inside – using surprised facial expressions and gestures)

‘noise, noise, noise, noise’ – repeat twice (make the noise associated to what ever is inside the box e.g. tambourine = shake / drum = bang / crocodile = snap / spider = tickle)

1.) Find a box and one at a time; hide some of your child’s favourite toys, objects or musical instruments inside, ideally those that can make a noise.

Sing or use spoken rhyme for the first section following the directions of actions and observe how the child responds physically and vocally.

For the second section of the song, bring out the instrument or object and make sounds with it as you sing / speak in rhyme – feel free to give it to your child for them to play.

2.) Cut a hole in the bottom of the box and place your hand inside with the lid closed.

Pretend that there are animals inside of the box. Make the sound of one of them as you sing the first part and again observe both physically and vocally as they respond in anticipation.

Then jump up and pretend to be the animal yourselves in the second part.

3.) Use your hands to form a box shape with the upper hand as the lid. The hand

underneath jumps out to be an animal that moves quickly e.g. spider or mouse and runs all over the child tickling them. Use a blanket or large cardboard box for the child to hide in / and or jump out as a bigger animal to scare you.



Feel free to take turns with your child should they be ready to lead any of the activities

Performing Arts Fundamental Elements:

- Characterisation
- Lyrics and Dialogue
- Sound and Silence
- Tempo, Dynamics and Articulation

Performing Arts and Music Glossary:

- Characterisation – the role-playing and vocalising of animals, objects and characters in a story or song
- Dynamics – the volume level of a sound(s)
- Improvise – to create and or perform something spontaneously and freely without preparation
- Melody – a sequence of single notes that create a musical tune, line or phrase
- Rhyme - a repetition of similar sounding words, with attention towards the final syllables of the word or vocal line
- Tempo – the speed of a motion or sound(s)

EYFS Learning outcomes:

- Personal Social and Emotional
 - Making relationships (Birth -11 months), (8 – 20 months), (16 – 26 months)
 - Self-confidence and self-awareness (Birth -11 months), (8 – 20 months), (16 – 26 months)
 - Managing feelings and behaviour (Birth -11 months), (8 – 20 months), (16 – 26 months)
- Communication and language
 - Listening and Attention (Birth -11 months), (8 – 20 months), (16 – 26 months)
 - Understanding (Birth -11 months), (8 – 20 months), (16 – 26 months)
 - Speaking (Birth -11 months), (8 – 20 months), (16 – 26 months)
- Physical development
 - Moving and Handling (Birth -11 months), (8 – 20 months), (16 – 26 months)
- Literacy
 - Reading (Birth -11 months), (8 – 20 months), (16 – 26 months)
- Mathematics
 - Shape, space and measure (8 – 20 months), (16 – 26 months)
- Understanding the world
 - The world (Birth -11 months), (8 – 20 months), (16 – 26 months)
- Expressive arts and design
 - Exploring and using media and materials (8 – 20 months), (16 – 26 months)
 - Being imaginative (16 -26 months)

