

# Introduction

*Music Playtime* is a collection of songs which has its origins in the natural movements of children, for example, walking, running, jumping, striding and skipping. They came from my desire to help children discover and develop a strong sense of rhythm from within themselves. They are themed to fit in with National Curriculum guidelines and include development of rhythm, pitch, ensemble playing, experimentation with sounds, use of ostinato, dynamics and mood. Suggestions for adding percussion instruments, ways to move around the room and develop more advanced accompaniments are all included.

There are lots of songs in this collection which combine movement with playing an instrument (usually either a drum or a shaker). In these songs, work on the movement first, then sit down and practise with the instrument before combining both elements. In some of the songs more than one instrument is used, and you will need to divide your pupils into groups, each with its own instrument and rhythm. Feel free to try out your own ideas, change the instrumentation, use different rhythmic patterns and encourage the children to come up with their own ideas.

You will need a good space for movement. It is essential that the children have the opportunity to move around the room. Encourage them to use the whole space. Help them to develop a sense of themselves, and an awareness of each other within the space. (Run into all the corners, change direction, use the space near the floor and high above it, move fast without bumping into anyone else).

Rolling balls, throwing and catching beanbags, jumping along a line of mats or hoops, are excellent ways of reinforcing the beat of a song whilst having great fun! Floaty scarves and ribbons are good for filling space both in the air and filling out a long note of music.

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# In My Box!

Who is hid - ing in my box? Lets have a look, Lets have a look!

Take one out put him on the top! Thank you

Here's a mon - key from my box, Lets have a look! Lets have a look!

Stand him gent - ly on the top! Thank you



The musical score is written on four staves in the key of D major (one sharp) and 4/4 time. The lyrics are placed below the notes. Above the notes are guitar chord diagrams for D, G, A, and D. The first staff has chords D, G, D, A (with a '2' below it), and D. The second staff has G, D, A (with a '4' below it), and D. The third staff has G, D, A (with a '6' below it), and D. The fourth staff has G, D, A (with an '8' below it), and D. The lyrics are: 'Who is hid - ing in my box? Lets have a look, Lets have a look!' on the first staff; 'Take one out put him on the top! Thank you' on the second staff; 'Here's a mon - key from my box, Lets have a look! Lets have a look!' on the third staff; and 'Stand him gent - ly on the top! Thank you' on the fourth staff. There are horizontal lines under 'Thank you' in the second and fourth staves.



A decorative border of musical notes surrounds the page. The notes are of various sizes and are arranged in a way that suggests a melody. The border is composed of several vertical lines of notes, with some notes extending horizontally across the top and bottom.

## **IN MY BOX!**

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Who is hiding in my box?

Let's have a look, let's have a look!

Take one out put him on top!

Thank you \_\_\_\_\_

Here's a monkey from my box,

Let's have a look, let's have a look!

Stand him gently on the top!

Thank you \_\_\_\_\_



# In My Box!

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Waiting your turn.

You will need a box of animals /  
shapes / insects / numbers etc.

## Teaching Points

1. Waiting for your turn.
2. Four crotchet beats in a bar.
3. Introducing topics, for example: Animals.

## Activities

1. Everyone sits in a circle on the floor.
2. Place a box of farm animals/zoo animals etc. in the centre of the circle.
3. Sing the song, introducing each animal as each child has a turn taking one out of the box.