

# Over 2's Music Fun

## Percussion Kitchen Utensils



### Description:

This activity explores different ways of creating sounds using two similar implements. We will begin by learning how to comfortably hold and handle the tools, and then develop our control by exploring different ways in which we can produce and identify different sounds and timbres, with specific attention towards dynamic variations (loud or soft) These activities help to develop listening and attention skills and fine / gross motor. Please remember to play and have fun.

### Resources needed:

- Kitchen Utensils, Pencils or Claves (Musical Rhythm Sticks)
- Activity 3 Only: Audio Player and the following recordings –
  - *Vaughan Williams – March Past of the Kitchen Utensils*
  - *William Tell Overture – Finale*
  - *Rimsky-Korsakov – Flight of the Bumblebee*
  - *Bizet's Carmen – Toreador's Song*
  - *Edvard Grieg – Hall of the Mountain King*

**Duration:** Open-ended depending on the child's interest, how many implements you explore and songs you would like to play along to

### Intent:

- Hearing and listening
  - To describe the sound of an instrument
  - To accurately anticipate changes in music
- Vocalising and singing
  - To repeat phrases of songs
  - To merge elements of familiar songs with improvised singing



- To change some or all words of a song
- To have preferences for songs he or she likes to sing and/or listen to
- Moving and dancing
  - To clap or tap to the pulse of the music he or she is listening to
  - To clap or tap to the pulse of the song he or she is singing
  - To physically interpret the sound of instruments
  - To combine moving, singing and playing instruments
  - To move in time to the pulse of the music being listened to and physically respond to changes in the music
- Exploring and playing
  - To create own patterns in music making
  - To experiment with ways of playing instruments e.g. dynamics, tempo and timbre
  - To show control in holding and playing instruments
  - To play instruments (including imaginary ones) to match / follow the structure of the music
  - To keep a steady beat whilst playing instruments including his/her creative music making
  - To play along to the beat of the song they are singing or music being listened to

### Implementation:

1.) Have the child sit facing towards you so that they are able to imitate and copy your movements. Take the time to explore the list below and play around with both the tempo (speed) and the dynamics (loud / soft sounds) you can create with them.

For the purpose of this activity, I have left the resources blank in the list below...

- Tap the \_\_\_\_\_ together sideways
- Tap the \_\_\_\_\_ together one on top on the other
- Rub (Scrape) the \_\_\_\_\_ together
- Tap the \_\_\_\_\_ on the floor
- Roll the \_\_\_\_\_ on the floor
- Tap the \_\_\_\_\_ on different parts of your own body
- Tap the \_\_\_\_\_ on different parts of each others body (with care)
- Tap the \_\_\_\_\_ on different surfaces

2.) Using the tune of ‘Here we go round the Mulberry Bush’ sing what it is you are doing with the \_\_\_\_\_ and also the different tempo (speeds) and dynamics (loud/softs) as you play e.g.

*“This is the way we play them soft, play them soft, play them soft  
This is the way we play them soft, we can play them softly”*



Additional ways of playing: Fast, Slow, Loud, Quiet, Big, Small, Together, Tapping, Rolling, Rubbing / Scraping.

For a further extension of this activity you could create a pattern or sequence of movements as you sing e.g.

*“This is the way we play them fast, play them slow, then we roll  
This is the way we play together, we can play them softly”*

3.) Play a variety of different instrumental music (please see resources section for guidance) and encourage the children to improvise how they could play their new instrumental tools to different styles of music.

Play alongside your child to help maintain and steady beat and create rhythms (use spoken syllables of what you are doing or hitting to help with accuracy – “say whilst you play”)

Feel free to use different implements and discuss the differences in the ways material effects sound e.g. Metal vs Wood

#### Performing Arts Fundamental Elements:

- Beat and Rhythm
- Form and Structure
- Sound and Silence
- Tempo and Dynamics
- Timbre

#### Performing Arts and Music Glossary:

- Beat – a steady pulse of music that forms a sense of musical time, usually by counting
- Dynamics – the volume level of a sound(s)
- Rhythm – a pattern of sounds, usually taught using syllables
- Improvise – to create and or perform something spontaneously and freely without preparation
- Movement – the act or process of moving positions – small and large Musically and lyrically placed actions that create dance moves
- Tempo - the speed of a motion or sound(s)
- Timbre – the quality of a sound or voice and how it is distinct from one another - usually identified by the material it is made from or how the sound is produced

#### EYFS Learning outcomes:

- Personal Social and Emotional
  - Making relationships (22 – 30 months), (30 – 50 months), (40 – 60+)
  - Self-confidence and self-awareness (22 – 30 months), (30 – 50 months), (40 – 60+)



- Managing feelings and behaviour (22 – 30 months), (30 – 50 months), (40 – 60+)
- Communication and language
  - Listening and Attention (22 – 30 months), (30 – 50 months), (40 – 60+)
  - Understanding (22 – 30 months), (30 – 50 months), (40 – 60+)
  - Speaking (22 – 30 months), (30 – 50 months), (40 – 60+)
- Physical development
  - Moving and Handling (22 – 30 months), (30 – 50 months), (40 – 60+)
  - Health and self-care (22 – 30 months), (30 – 50 months), (40 – 60+)
- Literacy
  - Reading (22 – 30 months), (30 – 50 months), (40 – 60+)
  - Writing (22 – 30 months), (30 – 50 months), (40 – 60+)
- Mathematics
  - Numbers (22 – 30 months), (30 – 50 months), (40 – 60+)
  - Shape, space and measure (22 – 30 months), (30 – 50 months), (40 – 60+)
- Understanding the world
  - People and communities (22 – 30 months), (30 – 50 months), (40 – 60+)
  - The world (22 – 30 months), (30 – 50 months), (40 – 60+)
  - Technology (22 – 30 months), (30 – 50 months), (40 – 60+)
- Expressive arts and design
  - Exploring and using media and materials (22 – 30 months), (30 – 50 months), (40 – 60+)
  - Being imaginative (22 – 30 months), (30 – 50 months), (40 – 60+)

