

Soundpots

Soundpottery at the Gladstone Pottery Museum

**Creative
Music for
Early Years**

Contents

- 3 Foreword
- 4 Hello Everybody
- 6 Climbing
- 8 Make a Circle
- 10 Silly Sally Saucer
- 12 Wiggle, Wiggle, Wiggle
- 16 Sway, Sway the Water
- 17 Clay Today
- 18 Bounce Bounce
- 19 See the Little Teddies
- 20 Here Sits a Mousie
- 22 I'm a Little Teapot
- 23 Wriggle, Wriggle, Wriggle
- 24 Goodbye Song
- 26 Acknowledgements & Thanks



Foreword

Soundpots is a programme of creative music-making for young children aged 0-5. Through a mix of adult and child-led activities, our skilled Early Years Music Practitioners nurture the children's musical skills and understanding of rhythm, pulse, pitch, listening and playing together. These musical sessions provide many opportunities for interaction, creative play, listening and focussing attention, awareness of rhythm and rhyme and developing self-confidence – all vital in supporting communication and language development.

This resource was created to support and compliment creative visits to the Gladstone Pottery Museum, Stoke-on-Trent. Follow our footsteps as we take pupils on a musical journey, exploring the treasures of Gladstone Pottery Museum, learning more about local history and culture, all through the magic of song. We hope it is useful in supporting you to unlock the extraordinary potential of the children and young people you work with. Please visit www.stokemuseums.org.uk/gpm/ to plan your visit to Gladstone Pottery Museum. Why not go and sing inside Big Bertha?

Hints & tips for singing with young children

- **Start a song** with 'Off we go' at the starting pitch to give children the speed and starting note.
- **Sing a little bit higher with young children.** Children's voices are higher than adults, so you are helping them to find their singing voice if you keep the pitch up.
- **Repetition** – sing a song several times to allow children to hear it, catch the words and tune and get ready to join in.
- **Mind the gap!** Leave a gap for children to fill in words eg. 'how I wonder what you . . .'
- **Slow down** – singing slowly with children helps them to learn the words and gives them a better chance of being able to join in.



Hello Everybody

Starting notes: DD F#F# AA

Hello everybody, how are you today?

Hello everybody, how are you today?

Let's clap our hands, and tap our knees,

And stamp our feet, and stretch up high,

Let's clap our hands, and tap our knees,

And stamp our feet,

It's Soundpots time!

HOW TO

Sing standing in a circle. Do the actions (clap hands, tap knees, stamp feet) 4 times to a steady beat.

DEVELOPMENT

Try moving around, greeting everyone with a smile and moving to a steady beat.

Try shaking hands.

Try tapping and clapping hands with a partner. Think of a new action eg. clap our hands, tap our knees, roll our hands

LEARNING OUTCOMES

Communication and Language

Practise the 'h' sound in 'hello', 'how' and 'high'. Use of verbs. Thinking of new action words eg. swing arms/roll hands.

Personal Social and Emotional Development

Greeting each other.

Maths

Patterns, counting in 4's.

Physical Development

Actions, stretching arms up, moving and stopping.

Musical Skills

Keeping a steady beat.

Awareness of pitch through actions.

Voice

He - llo ev' - ry bo - dy, how are you to - day? (Let's) clap our hands, and

4

V.

tap our knees, and stamp our feet, and stretch up high. Let's

7

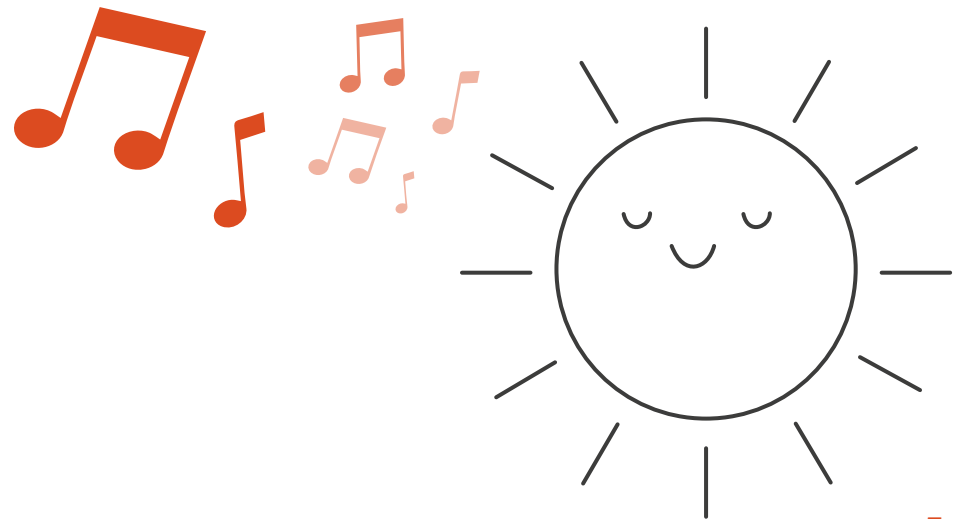
V.

clap our hands, and tap our knees, and stamp our feet. It's

10

V.

Sound - pots time.



Climbing

Starting Note: C

Climbing, climbing, climbing, climbing,
Up to the top of the hill and then...
Rolling, rolling, rolling, rolling,
Now get ready to start again.



Voice

Climb - ing, climb - ing, climb - ing, climb - ing,

5

V.

up to the top of the hill and then... Roll - ing, roll - ing,

11

V.

roll - ing, roll - ing. Now get rea - dy to start a - gain.



HOW TO

Sing the first part of the song whilst 'Climbing' up the scale of C using hands to indicate each step.

Hands roll down slowly whilst singing the second half of the song back down the scale.

DEVELOPMENT

Change words: What else could you climb up - Ladder, stairs, mountain?

Experiment with tempo: Creeping up slowly, sliding down quickly.

Add tuned percussion: To show climbing up a scale, hold glockenspiel on its side so the highest note is at the top.

LEARNING OUTCOMES

Communication and Language

Clear diction and development of vocabulary.

Physical Development

Co-ordination of movement and music.

Musical Skills

Embodiment of pitch.
Singing up and down a major scale.
Tempo.

Make a Circle

Starting Note F; To the tune of Frère Jacques.



Make a circle, make a circle,
Big and round, big and round,
Make it all together, make it all together,
Standing proud, Standing proud.

Voice

Make a cir - cle, make a cir - cle, big and round, big and round.

5

V.

Make it all to - ge - ther, make it all to - ge - ther. Stan - ding proud,

8

V.

Stan - ding proud.



Make a Circle



**Add actions
for each line
of the song.**

HOW TO

Gathering Song. Children join hands in a circle whilst singing the song to the tune Frère Jacques. Release hands and place them by their sides for “Standing Proud”.

DEVELOPMENT

Children take turns to lead a line of the song, while the others do the echo response.

Add actions for each line of the song e.g.
Clap your hands, echo;
Tap your knees, echo;
Children to suggest their own actions for the rest to follow.
Sing in a Round.

LEARNING OUTCOMES

Communication and Language

Developing vocabulary
Listening to others
Rhyme

Personal, Social and Emotional Development

Working together in a circle

Physical Development

Movement and actions

Musical Skills

Singing, call and response, moving to music and pulse.

Silly Sally Saucer

Starting Note: GG AE GE: To the tune of King of the Castle

Silly Sally Saucer, sitting in the water, (sung)

Rise Sally rise, wipe out your eyes. (sung)

Point to the east, (spoken)

Point to the west, (spoken)

Point to the one you like the best! (spoken)



Voice

Si - lly Sa - lly sau - cer, si - tting in the wa - ter. Rise, Sa - lly, rise.

The voice part is written on a single staff in 4/4 time. It begins with a treble clef and a 4/4 time signature. The melody consists of quarter notes and eighth notes. The lyrics are: "Si - lly Sa - lly sau - cer, si - tting in the wa - ter. Rise, Sa - lly, rise."

Chant: 'Point to the East. Point to the West. Point to the one you like the best!'

V.

Wipe out your eyes.

The violin part is written on a single staff in 4/4 time. It begins with a treble clef and a 4/4 time signature. The melody consists of quarter notes and eighth notes. The lyrics are: "Wipe out your eyes."



HOW TO

All sit in a circle, with 'Sally' (or 'Sammy') in the middle, sitting down. 'Sally' does the actions as song, standing up, pointing one way and then another, then pointing round the circle and choosing another child to come into the middle.

Children round the outside can sit or walk round in a circle together.

DEVELOPMENT

Try with partners standing opposite each other round the circle.

Tap and clap to steady beat (Silly Sally Saucer).

Stretch arms up high, wipe eyes.

Point east and west.

Walk on to find a new partner and begin again.

LEARNING OUTCOMES

Communication and Language

Alliteration, clear diction, rhyme, matching words to actions

Personal, Social and Emotional Development

Doing actions, taking turns, choosing/being chosen

Physical Development

Co-ordination, moving to actions

Musical Skills

Using singing and speaking voices.

Singing a simple tune together.

Wiggle, Wiggle, Wiggle

Starting Note: E


Wiggle, wiggle, wiggle, wiggle,
wiggle, wiggle STOP!

Repeat 3 times

Wiggle up high,
Wiggle down low,
Round and round and round we go.

Repeat once




Voice 
Wi - ggle, wi - ggle, wi - ggle, wi - ggle, wi - ggle, wi - ggle, stop.

3
V. 
Wi - ggle, wi - ggle, wi - ggle, wi - ggle, wi - ggle, wi - ggle, stop.

5
V. 
Wi - ggle, wi - ggle, wi - ggle, wi - ggle, wi - ggle, wi - ggle, stop.

7
V. 
Wi - ggle, wi - ggle, wi - ggle, wi - ggle, wi - ggle, wi - ggle, stop. Wi - ggle up high,

10
V. 
wi - ggle down low. Round and round and round we go. Wi - ggle up high,

14
V. 
wi - ggle down low. Round and round and round we go.



Wiggle, Wiggle, Wiggle



HOW TO

Sit in a circle with a giant scrunchie. Children wiggle the scrunchie as they sing, and stop together on the word STOP! Lift the scrunchie and wiggle it up high, then down low. Move the scrunchie round in a rowing action to the words 'round and round'.

DEVELOPMENT

Sing quietly as they move the scrunchie round in little circles, then loudly as they do big circles.

Move the whole scrunchie round in a giant circle, so the children end up with a different colour. (Sing - who's got the red bit?).

Can be done with a parachute, lycra, or just bodies.

Vary the pace of the activity fast/slow.

LEARNING OUTCOMES

Communication and Language

Developing clear pronunciation with repetitive words - 'wiggle, wiggle, wiggle'

Personal, Social and Emotional Development

Working together, watching and listening to each other.

Mathematics

Positional language.

Physical Development

Wiggling, stretching, developing co-ordination.

Musical Skills

Singing high and low pitch with a physical representation, tempo – fast/slow, dynamics – quiet/loud, moving to music.

Sway, Sway the Water

Starting Note: G-E-A-G-E; To the tune of 'King of the Castle'

Sway, sway the water, (sung)

Like a cup in a saucer. (sung)

One in a bush, two in a bush, (chant)

Three in a bush (chant)

And OVER!!



HOW TO

Sit in a circle, all holding a scrunchie with 2 hands. Sway the scrunchie, then wiggle it low for 'one in a bush etc. then up high for 'over'.

Try a lycra sheet with a toy in the middle.

DEVELOPMENT

Give each child a scarf or sari and encourage big movements.

Try with partners, using actions, or have a small toy on a scarf, like a boat.

LEARNING OUTCOMES

Communication and Language

Developing vocabulary.

Personal, Social and Emotional Development

Working together in a circle or with partners.

Physical Development

Controlling movement and actions.

Musical Skills

Use singing and speaking voices.

Matching actions to words.

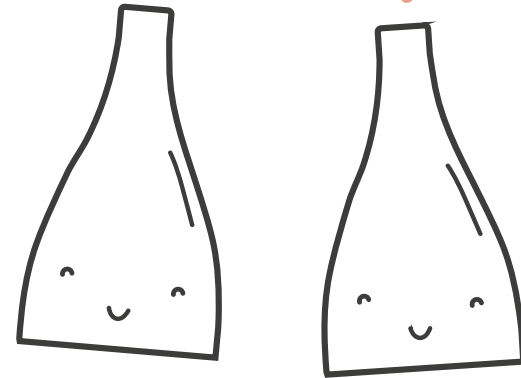
Using voices expressively.

Clay Today



Starting note: F#; To the tune: Skip to My Lou

What shall we do with our clay today?
What shall we do with our clay today?
What shall we do with our clay today?
Hey, hey, hey, hey hey!



Voice

What shall we do with our clay to - day?

5

V.

What shall we do with our clay to - day? What shall we

10

V.

do with our clay to - day? Hey, hey, hey, hey, hey.



HOW TO

This song lends itself to improvising words according to the situation. A child could show or say what they would like to do with the clay (or sticks, or drum) and that is then built into the song eg. pinch, pinch pinch the clay, pinch the clay like Archie.

The 'hey hey' encourages children to vocalise.

DEVELOPMENT

A confident child might sing the first line of the response on their own

Make a verse with 3 actions previously done eg. Pinch, pinch, pinch the clay, Roll, roll, roll the clay, Pull, pull, pull the clay etc.

Try with animal puppets eg. Hello cow, what do you say? Moo, moo, moo, moo, moo etc.

LEARNING OUTCOMES

Communication and Language

Lots of scope for language development; naming verbs and actions; repeating sounds and rhymes

Personal Social and Emotional Development

Encouraging children to make choices

Musical Skills

Awareness of rhythm and pulse, structure and pitch.

Bounce Bounce

Bounce, bounce and pass to Oscar!
Bounce, bounce and pass to Maisie!



HOW TO

Pass a teddy bear round the circle in a 4-beat pattern: 2 bounces on knees then pass to the next person, taking 2 beats. Everyone can help by tapping knees and pretending to pass a bear.

Encourage all children to say the words.

DEVELOPMENT

Have more than one bear going round (in the same direction!)

Try passing more quickly or slowly (teddy is tired or in a hurry) and use a drum to indicate the speed.

LEARNING OUTCOMES

Communication and language

Encouraging speech through repeated words and patterns.

Personal, Social and Emotional Development

Awareness of others and saying names.

Physical Development

Movement and actions.

Musical Skills

Awareness of beat and tempo (speed).

See the Little Teddies

Starting Note: CBAG; To the tune of Sing a Song Sixpence

See the little teddies,
Bouncing up and down.
See the little teddies,
They don't make a sound.
One and two and three and four,
How many bounces till they end
up on the floor?



HOW TO

Form a circle, everyone holds the lycra. Place a teddies in the middle, gentle bouncing.

DEVELOPMENT

Vary tone and volume: bounce gently, sing quietly/bounce vigorously, sing more loudly. Ask a child to place teddies in the middle (ask 'where's the middle?')

Add another/more teddies. Count the teddies – add to them, subtract them. Lay them in a row. Vary size of teddies – big, medium, small. How might the big teddy talk? How might the little one talk? And what about the one in the middle?

Exchange 'little' for another word – fluffy, furry etc. Is the teddy a boy or a girl teddy?

LEARNING OUTCOMES

Communication and Language

Developing vocabulary, listening to others comparing voices, singing quietly.

Personal, Social and Emotional Development

Teamwork – timing when to start the bounces all together.

Mathematical Development

Counting, comparing sizes, positional language (in the middle).

Physical Development

Swaying, lifting, bouncing.

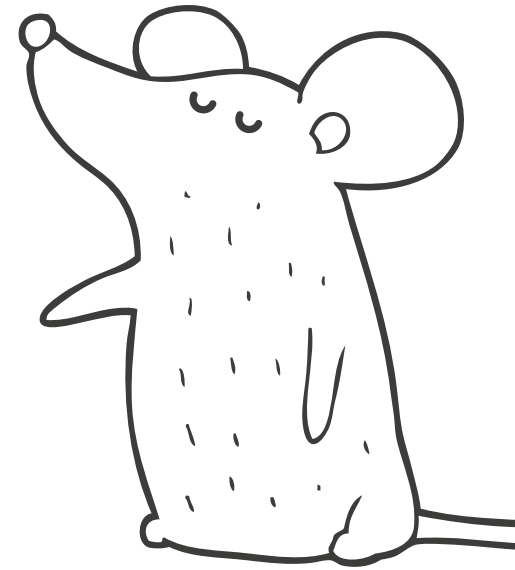
Musical Skills

Singing, feeling the pulse, dynamics, tempo.

Here Sits a Mousie

Starting note G

Here sits a mousie,
In her little housie,
No-one comes to see her,
Poor little mousie!




(Change to 'his' and 'him' as appropriate)

Voice



Here sits a mou - sie, in her li - ttle hou - sie. No - one comes to see her,

V.



poor li - ttle mou - sie.





HOW TO

A listening game. All sit in a circle. One child crouches on the floor in the middle with bells on their back. At the end of the song a child comes and takes the bells back to their place. The 'mousie' has to guess who took them.

DEVELOPMENT

Young children will need support in not giving the game away and keeping eyes closed (Mousie).

Older children might be able to sing their guess eg. 'I think it's Archie' as well as pointing.

LEARNING OUTCOMES

Communication and Language

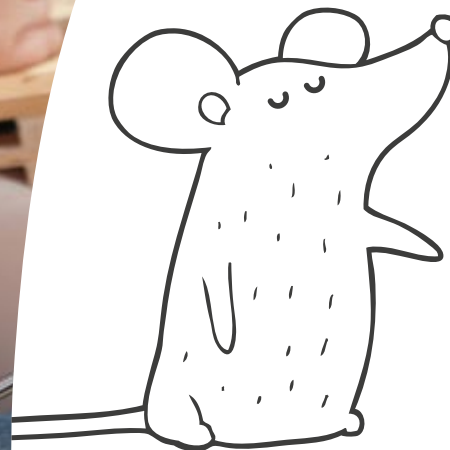
Rhyme, clear diction (singing the first sound 'h').

Personal, Social and Emotional Development

Understanding and enjoying the game, taking turns to be in the middle, empathy ('poor little mousie').

Musical Skills

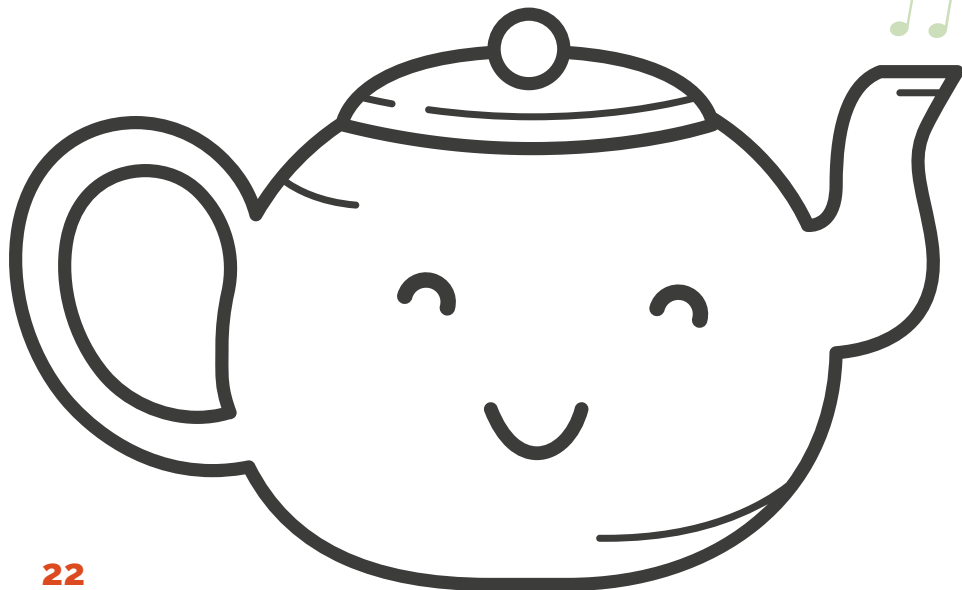
Singing a simple tune together; listening.



I'm a Little Teapot

Starting note D

I'm a little teapot, short and stout.
Here's my handle, here's my spout.
When the tea is ready, hear me shout...
Tip me up and pour me out.



HOW TO

Traditional Nursery rhyme. Sing the song using arm actions to depict the handle and spout. Tip the body sideways at the end.

DEVELOPMENT

Select a simple rhythm from the song e.g. 'Short and stout'. Crouch down for 'short', then arms wide for 'stout'. One group could repeat this over and over, while the others sing the song.

The same could be done tapping the repeated rhythm on instruments.

Extend for more able – use 'tip me up' rhythm.

LEARNING OUTCOMES

Communication and Language

Developing vocabulary, rhyme, clear diction

Physical Development

Actions to song, developing co-ordination and moving to music.

Understanding the World

Looking at different teapots; Making tea.

Musical Skills

Singing

Tapping a repeated rhythm

Keeping the pulse

Using instruments

Developing an ostinato (playing or chanting a repeated pattern while others sing the song)

Wriggle, Wriggle, Wriggle

Chant (all chant together)

Wriggle wriggle wriggle (Wriggle wriggle wriggle)

Clap clap clap (Clap clap clap)

Roll roll roll (Roll roll roll)

Flap flap flap (Flap flap flap)

Fly up high! (Fly up high!)

Down you drop! (Down you drop!)

(Pitter patter, pitter patter a-a-a-nd - STOP!)



HOW TO

A warm-up song with lovely language and actions. Leader starts each line and children echo. Encourage use of high and low voices.

DEVELOPMENT

Extend the 'pitter patter' section. Try pitter patter on different surfaces – knees, chest, hands, floor.

Try varying the pitter patter: Whisper, use high/low voice. Try in 2 groups.

LEARNING OUTCOMES

Communication and Language

Developing vocabulary listening to others.

Awareness of rhyme.

Physical Development

Movement and actions

Musical Skills

Using speaking voices expressively. Watching, listening and copying a leader.

Starting and stopping together.

Goodbye Song

Starting note C; To the tune of Bobby Shaftoe

Now it's time for us to finish,
Now it's time for us to finish,
Now it's time for us to finish,
Soundpots time is over.





**Wave to
each child
as they sing
the song.**

How to

Wave to each child as they sing the song.

Gently place hands back on knees for 'Soundpots time is over'.

Acknowledgements & Thanks

Soundpots is an award-winning Early Years music-making programme developed and delivered in partnership with the Stoke-on-Trent City Music Service and Make Some Noise since 2013 to enhance the development of 0-5 year olds' language and communication skills. It has now grown to become a programme under the Music Education Hub - The Music Partnership, and is now delivering in Telford & Wrekin (in partnership with the Telford & Wrekin Music Service) and in Staffordshire (in partnership with Entrust Music Service Staffordshire). Soundpots encourages language development and social skills through carefully chosen musical activities and engaging resources. To date, Soundpots has delivered over 1200 sessions with over 7000 children in Early Years and community settings. Soundpots has also provided training and mentoring for Early Years practitioners across the West Midlands and in some instances beyond.

All of this has been made possible with support and funding from the National Foundation for Youth Music, Arts Council England and the organisations displayed below. To find out more about Soundpots, please e-mail citymusicservice@stoke.gov.uk

Bibliography



Wiggle, Wiggle, Wiggle
Tuning in to Children.
Music and lyrics: Rebecca Gross

**YOUTH
MUSIC**



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**MAKE SOME
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