



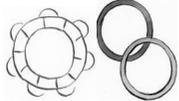
Knock Knock

**Lesson Plans
Tots & Friends**

Knock Knock - Lesson 1

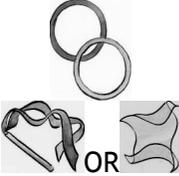
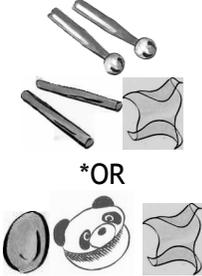
Song		Jungle Tots	Jungle Friends	Management
Welcome	<p>Knock, Knock</p>  <p>* Children sitting in a circle on parents laps facing centre</p> <p>1</p>	<p>prep Give each child a Beanie Toy (or a pair of rhythm sticks if not using drum. Children place Beanie Toy in their lap.</p> <p>Intro Show children how to form fists ready to “knock, knock”. (pick up rhythm sticks ready to begin)</p> <p>A <i>Knock, knock..</i> Children to use alternating hands to play “knock, knock” on the drum. (Tap “knock, knock” with sticks) On “Together just you and me” replace teddies in their laps.</p> <p>B <i>We’ll..</i> Children can jump their Beanie Toys on the drum and/wave to their friends as the teacher welcomes each child. (Children can tap Beanie Toys from one knee to the other and/or wave to their friends)</p>	<p>* If gathering drum is not available rhythm sticks can be used as an alternative.</p> <p>Use section B to welcome each child personally and for the children to wave “hello” to Bruno.</p>	Welcome
	<p>My Teddy Bear</p>  <p>Children sitting or standing* in a circle facing centre</p> <p>2</p>	<p>A Children to gently rock Beanie Toy in their arms from side to side.</p> <p>B Parents to child to gently touch Beanie Toy on each part of the child's body as you sing the solfege</p>	<p>* Older tots and friends will be able to stand without running around the room. If some children tend to wander sit the whole group down.</p> <p>When parents and children become familiar with this song encourage them to sing solfege.</p>	

Sensory	<p>One, Two, Buckle My Shoe</p> <p> 4</p> <p>Parents sitting with child in front with back to them</p>	<p>One & two</p> <p>Parent to use left, then right hand to tap on child's back,</p>	<p>Response</p> <p>Reach around and tap on child's foot</p>	<p>This activity will be easier for parents to complete if you explain the pattern: left and right tap on the child's back, followed by the response that the lyrics suggest.</p> <p>Alert parents that by using the sense of touch to communicate musically with their children they are reinforcing the nurturing bond between parent and child.</p>	Sensory
		<p>Three & four</p> <p>Parent to use left, then right hand to tap on child's back,</p>	<p>Response</p> <p>tap gently to rhythm on centre of child's back</p>		
		<p>Five & Six</p> <p>Parent to use left, then right hand to tap on child's back,</p>	<p>Response</p> <p>Draw fingers up child's back</p>		
		<p>Seven, Eight</p> <p>Parent to use left, then right hand to tap on child's back,</p>	<p>Response</p> <p>draw horizontal lines across child's back</p>		
		<p>Nine & ten</p> <p>Parent to use left, then right hand to tap on child's back, "Begin again..." parent to reach around child and give them a cuddle</p>	<p>Response</p> <p>Continue cuddle</p>		
Lapride	<p>Old Steam Train</p> <p> 14</p> <p>Parents sitting with child in front with back to them</p>	<p>Verse</p> <p>Parent supporting child's arms, move arms as if chugging along.</p>	<p>Chugga,</p> <p>Jig jog alternate knees</p>	<p>Highlight for parents the differences between the rhythms in this piece; "chugga" which is a titi rhythm, and "toot, toot," which is a tun, tun rhythm.</p>	Lapride
		<p>Toot, toot</p> <p>Bounce knees together</p>			
		<p>"shsh.."</p> <p>Lean forward</p>			

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Circletime</p>	<p>Drivin' In My Car</p>  <p>Children sitting on floor with parents</p> 	<p>Prep Give each child a hoop and a tambourine. Children to sit in hoop (car) holding tambourine for a steering wheel.</p> <p>A Pretend to drive by holding steering wheel. On "stop" scoop tambourine up high above head. On "red light" do a high shake.</p> <p>B On "beep, beep, beep" tap tambourine three times on floor. On "vroom ..." turn steering wheel from side to side.</p>	<p>Parents may need to "sit in the car" to assist child with the movements.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Circletime</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Notation</p>	<p>Never Stop Notation 1</p>  <p>Parents and children sitting in circle facing centre</p>	<p>prep Give each child a ball</p> <p>play Parent to assist child to manipulate ball as you say the rhyme: <i>Here's my ball with stripes on top Rolling, rolling never stop</i></p> <p><i>Roll to the left roll to the right, Rolling, rolling out of sight.</i></p>	<p>As the rhyme becomes familiar encourage parents and children to say the rhyme with you.</p> <p>This activity helps the child develop an awareness of movements to the left and right. Awareness that the ball still exists even when out of sight is also important for toddlers to understand.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Notation</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Instruments</p>	<p>Housework Blues</p>  <p>Parents and children sitting in circle facing centre</p> 	<p>V1 Mopping Parent to assist child to sweep "mop" side to side with bells across the floor</p> <p>Chorus ("I'm mopping up here....") Pretend mop/shake/polish to one side and the other side following the lyrics.</p> <p>V2 Shaking Parent to assist child to shake bells in the air in front of them.</p> <p>V3 Polishing Parent to assist child to move bells in small circular movements as if polishing the floor.</p>		<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Instruments</p>

Instruments	<p>Shoo Fly</p>  <p>*OR</p> 	<p>A</p> <p>Make a long scaping sound with guiro (count 1,2) If using rainshakers tip over to two counts.</p>	<p>*Alternative instruments: rainshakers & scarves.</p> <p>Change instruments during transition. Parents may need to assist with guiro action. Ensure children are sitting with adequate space around them whilst using ribbon sticks.</p>	Instruments
	<p>10</p> <p>Parents and children sitting in circle facing centre</p>	<p>B</p> <p>Float ribbons (scarves) into the centre and back.</p>		
Alternative Activity for Gathering Drum				
Instruments	<p>Shoo Fly</p>  <p>Tippy fingerpuppet</p>	<p>A</p> <p>Jump Tippy to the beat on the drum</p>	<p>This activity encourages the children to notice changes in tempo.</p>	Instruments
	<p>10</p> <p>Children sitting around drum with parents behind</p>	<p>B</p> <p>Fly Tippy around in the air.</p>		

Friends Notation	<p>Playing On Our Notes 1</p> 	<p>prep</p> <p>Give each child a set of chimebars and a set of fingerpuppets. Ask parents to assist children to remove black (la), white (ti) and purple (high do) chime bars and place vertically from left to right in front of each child. Lie Bella on the black chimebar, Meilo on the white chimebar, and Rikki on the purple chimebar, place beater on carpet in front of chimebars.</p>	<p>This activity builds the children’s awareness of individual pitches.</p> <p>Encourage the children to say rhyme and sing as they become familiar with this activity.</p>	Friends Notation
	<p>Parents and children sitting in circle facing centre</p>	<p>Play</p> <p>Children to keep beat on their knees as you say the rhyme: <i>Tap, tap, tap, tap,</i> <i>Three Jungle friends,</i> <i>Sitting on our notes,</i> <i>Take Bella away,</i> <i>Ready let’s play:</i> <i>La, la, la,</i> <i>La, la, la,</i> <i>Playing Bella’s note today.</i> Repeat with other notes.</p>		
Locomotor	<p>My Pets</p> 	<p>Bunny</p> <p>Bounce frogs on Lycra in time to the beat</p>		Locomotor
	<p>17</p> <p>Children sitting in a circle facing centre</p>	<p>Dog</p> <p>Jiggle the Lycra in small fast movements</p> <p>Kitten</p> <p>Working together as a group rock the Lycra side to side.</p>		
Fingerplay	<p>Dance Little Fingers</p> 	<p>chorus</p> <p>Parents to assist child to bounce fingers on floor</p> <p>hide</p> <p>Clap hands and then hide hands behind back</p> <p>Wake up</p> <p>Squeeze hands into tight fists and stretch fingers out</p> <p>Dance</p> <p>Dance fingers in the air</p>	<p>Highlight for parents the importance of learning to control finger muscles as preparation for both keyboard playing and using pens.</p>	Fingerplay

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Locomotor</p>	<p>Old King Cole</p>  <p>12</p> <p>Children standing in a circle facing centre</p>	<p>Prep</p> <p>Give each child a hoop and a ribbon stick Ask parents to assist children to place hoops in a space on the floor. Parents and children to stand in a large circle outside the hoops</p> <p>Place hoops in a circle. Parents and children to stand in a large circle outside the hoops</p> <p>A</p> <p>Parent to assist child to march around hoop waving stick from side to side</p> <p>Parents and children to move in a circle in an anti clockwise direction. Children to wave ribbon from side to side as they march</p> <p>B</p> <p>Parent to assist child to stand in hoop and to “beat” ribbon stick up and down (as if beating drum)</p> <p>Parents to assist child to stand in their own hoop. Rock side to side waving the ribbons in front.</p>	<p>Highlight for parents the changes in tempo and associated movements.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Locomotor</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Instruments</p>	<p>Washing Machine</p>  <p>15</p> <p>Parents and children sitting in a circle facing centre</p>	<p>A</p> <p>Parents to assist child to shake bells in an upward motion. Pull bells back down after “washing machine”. On “clean those clothes” place bells on floor and pick up sticks</p> <p>B</p> <p>Parents to assist child tap sticks for “pop, pop, pop”. On “clean those clothes” place sticks on floor and pick up scarves</p> <p>C</p> <p>Parents to assist child to swish scarf by placing on floor rubbing hands in forward and back circular motion. If this is too difficult they can pick up scarf and “zoom” from side to side.</p>	<p>Alternative instrumentation for bells and sticks is eggs and castanets.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Instruments</p>

Alternative Activity for Gathering Drum					
Instruments	Washing Machine		A	Parents to assist child to lift their hands upwards to be water filling up the washing machine	Instruments
	 15	Children sit around drum with parents	B	Parents to assist child to tap lightly on the skin of the drum	
			C	Using flat palms “swish” hands side to side	
Reserve					
Reserve	Bella the Elephant	Mixed Percussion	Prep	Pull each instrument out of the bag one at a time. Name the instrument and play it so that the children hear the sound. Invite children to choose an instrument.	Instruments
 7	Children sitting in the circle facing centre	Play	Encourage parents to assist children to hold their instrument up in the air until the music begins. Encourage free play and discovery of sounds. Assist children to try different instruments. If parents are not assisting their child they may like to play an instrument to the beat.	Alert parents to the importance of discovery play for introducing children to a variety of sound textures (timbre).	
Farewell	You Just Need To Know		Verse one	Children and parents hold hands facing each other and place one foot forward. Rock gently to and fro.	Farewell
 22	Parents and children stand facing centre	Verse two	Parents sit on the floor and cuddle child in their lap Take Bruno around to each child to say goodbye.	Thank parents for their participation and invite them to join you for more fun next week.	
			Hand out stickers and invite children and parents to return next week.		

Knock Knock - Lesson 2

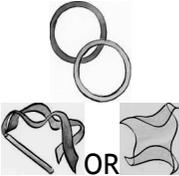
		Song	Jungle Tots	Jungle Friends	Management	
Welcome	1	Knock, Knock  * Children sitting in a circle on parents laps facing centre	prep Give each child a Beanie Toy (or a pair of rhythm sticks if not using drum. Children place Beanie Toy in their lap. Intro Show children how to form fists ready to “knock, knock”. (pick up rhythm sticks ready to begin)	A Children to use alternating hands to play “knock, knock” on the drum. (Tap “knock, knock” with sticks) On “Together just you and me” replace teddies in their laps. B Children can jump their Beanie Toys on the drum and/wave to their friends as the teacher welcomes each child. (Children can tap Beanie Toys from one knee to the other and/or wave to their friends)	* If gathering drum is not available rhythm sticks can be used as an alternative. Use section B to welcome each child personally and for the children to wave “hello” to Bruno.	Welcome
	2	My Teddy Bear  Children sitting or standing* in a circle facing centre	A Children to gently rock Beanie Toy in their arms from side to side. B Parents to child to gently touch Beanie Toy on each part of the child's body as you sing the solfege			

Sensory	<p>One, Two, Buckle My Shoe</p> <p> 4</p> <p>Parents sitting with child in front with back to them</p>	<p>One & two Parent to use left, then right hand to tap on child's back,</p> <p>Response Reach around and tap on child's foot</p> <p>Three & four Parent to use left, then right hand to tap on child's back,</p> <p>Response tap gently to rhythm on centre of child's back</p> <p>Five & Six Parent to use left, then right hand to tap on child's back,</p> <p>Response Draw fingers up child's back</p> <p>Seven, Eight Parent to use left, then right hand to tap on child's back,</p> <p>Response draw horizontal lines across child's back</p> <p>Nine & ten Parent to use left, then right hand to tap on child's back, "Begin again..." parent to reach around child and give them a cuddle</p> <p>Response Continue cuddle</p>	<p>This activity will be easier for parents to complete if you explain the pattern: left and right tap on the child's back, followed by the response that the lyrics suggest.</p> <p>Alert parents that by using the sense of touch to communicate musically with their children they are reinforcing the nurturing bond between parent and child.</p>	Sensory
	<p>Old Steam Train</p> <p> 14</p> <p>Parents sitting with child in front with back to them</p>	<p>Verse Parent supporting child's arms, move arms as if chugging along.</p> <p>Chugga, Jig jog alternate knees</p> <p>Toot, toot Bounce knees together</p> <p>"shsh.." Lean forward</p>		<p>Highlight for parents the differences between the rhythms in this piece; "chugga" which is a titi rhythm, and "toot, toot," which is a tun, tun rhythm.</p>

Circletime	<p>Shoo Fly</p>  <p>Children sitting on floor with parents</p>	<p>Prep</p> <p>A</p> <p>B</p>	<p>Parents and children stand around parachute. Instruct parents which direction you are moving first.</p> <p>Stomp around circle firmly shaking parachute in time to the beat (punching action)</p> <p>Hold parachute at waist. Wave up for count of four, then down to count of four Continue through this section.</p>	<p>Change directions on each new A section. Encourage parents to keep child next to them and remain at the edge of the parachute</p>	Circletime
	<p>Shoo Fly</p>  <p>*OR</p> 	<p>A</p> <p>B</p>	<p>Make a long scaping sound with güiro (count 1,2) If using rainshakers tip over to two counts.</p> <p>Float ribbons (scarves) into the centre and back.</p>	<p>Alternative instruments: rainshakers & scarves.</p> <p>Change instruments during transition. Parents may need to assist with güiro action. Ensure children are sitting with adequate space around them whilst using ribbon sticks.</p>	
Alternative Activity for Gathering Drum					
Instruments	<p>Shoo Fly</p>  <p>Tippy fingerpuppet</p>	<p>A</p> <p>B</p>	<p>Jump Tippy to the beat on the drum</p> <p>Friends can say “tun, tun, tun” to the beat.</p> <p>Fly Tippy around in the air.</p> <p>Friends can say “great big whole note”</p>	<p>This activity encourages the children to notice changes in tempo.</p>	Instruments

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Notation</p>	<p>Never Stop Notation 1</p>  <p>Parents and children sitting in circle facing centre</p>	<p>prep Give each child a ball</p> <p>play Parent to assist child to manipulate ball as you say the rhyme: <i>Here's my ball with stripes on top Rolling, rolling never stop</i></p> <p><i>Roll to the left roll to the right, Rolling, rolling out of sight.</i></p>	<p>As the rhyme becomes familiar encourage parents and children to say the rhyme with you. This activity helps the child develop an awareness of movements to the left and right. Awareness that the ball still exists even when out of sight is also important for toddlers to understand.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Notation</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Instruments</p>	<p>Housework Blues</p>  <p>Parents and children sitting in circle facing centre</p> <p> 3</p>	<p>V1 Mopping Parent to assist child to sweep “mop” side to side with bells across the floor</p> <p>Chorus (“I’m mopping up here....”) Pretend mop/shake/polish to one side and the other side following the lyrics.</p> <p>V2 Shaking Parent to assist child to shake bells in the air in front of them.</p> <p>V3 Polishing Parent to assist child to move bells in small circular movements as if polishing the floor.</p>		<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Instruments</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Friends Notation</p>	<p>Playing On Our Notes 1</p>  <p>Parents and children sitting in circle facing centre</p>	<p>prep Give each child a set of chimebars and a set of fingerpuppets. Ask parents to assist children to remove black (la), white (ti) and purple (high do) chime bars and place vertically from left to right in front of each child. Lie Bella on the black chimebar, Meilo on the white chimebar, and Rikki on the purple chimebar, place beater on carpet in front of chimebars.</p> <p>Play Children to keep beat on their knees as you say the rhyme:</p> <p><i>Tap, tap, tap, tap, Ready let's play: Three Jungle friends, La, la, la, Sitting on our notes, La, la, la, Take Bella away, Playing Bella's note today.</i></p> <p>Repeat with other notes.</p>	<p>This activity builds the children’s awareness of individual pitches. Encourage the children to say rhyme and sing as they become familiar with this activity.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Friends Notation</p>

Locomotor	<p>My Pets</p>  <p>Children sitting in a circle facing centre</p>	<p>Bunny Bounce frogs on Lycra in time to the beat</p> <p>Dog Jiggle the Lycra in small fast movements</p> <p>Kitten Working together as a group rock the Lycra side to side.</p>		Locomotor
	<p>🎧 17</p>			
Fingerplay	<p>Arabella Miller</p> <p>Children sitting facing their parent</p>	<p><i>Little Arabella Miller,</i> Parent to hold child's hands and rock gently from side to side.</p> <p><i>Found a fuzzy caterpillar</i> Parent to pretend to pick up a caterpillar and place on child's open hand.</p> <p><i>First it crawled upon her mother,</i> Parent to “creep” fingers up one of child's arms.</p> <p><i>Then upon her baby brother,</i> Parent to “creep” fingers up child’s other arm arms.</p> <p><i>“Oh!” said Arabella Miller,</i> Parent and child stretch hands open and hold up in exclamation</p> <p><i>“Take away that caterpillar!”</i> Parent and child to flap hands as if shooing caterpillar away.</p>	<p>Friends may be able to complete these actions independently.</p>	Fingerplay

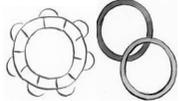
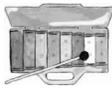
Locomotor	<p>Old King Cole</p>  <p>12</p> <p>Children standing in a circle facing centre</p>	<p>Prep Give each child a hoop and a ribbon stick Ask parents to assist children to place hoops in a space on the floor. Parents and children to stand in a large circle outside the hoops</p> <p>Place hoops in a circle. Parents and children to stand in a large circle outside the hoops</p> <p>A Parent to assist child to march around hoop waving stick from side to side</p> <p>Parents and children to move in a circle in an anti clockwise direction. Children to wave ribbon from side to side as they march</p> <p>B Parent to assist child to stand in hoop and to “beat” ribbon stick up and down (as if beating drum)</p> <p>Parents to assist child to stand in their own hoop. Rock side to side waving the ribbons in front.</p>	<p>Highlight for parents the changes in tempo and associated movements.</p>	Locomotor
Instruments	<p>Washing Machine</p>  <p>15</p> <p>Parents and children sitting in a circle facing centre</p>	<p>A Parents to assist child to shake bells in an upward motion. Pull bells back down after “washing machine”. On “clean those clothes” place bells on floor and pick up sticks</p> <p>B Parents to assist child tap sticks for “pop, pop, pop”. On “clean those clothes” place sticks on floor and pick up scarves</p> <p>C Parents to assist child to swish scarf by placing on floor rubbing hands in forward and back circular motion. If this is too difficult they can pick up scarf and “zoom” from side to side.</p>	<p>Alternative instrumentation for bells and sticks is eggs and castanets.</p>	Instruments

Alternative Activity for Gathering Drum						
Instruments	Washing Machine   15	Children sit around drum with parents	A Parents to assist child to lift their hands upwards to be water filling up the washing machine B Parents to assist child to tap lightly on the skin of the drum C Using flat palms “swish” hands side to side		Instruments	
	Reserve					
	Reserve	Bella the Elephant  7	Mixed Percussion Children sitting in the circle facing centre	Prep Pull each instrument out of the bag one at a time. Name the instrument and play it so that the children hear the sound. Invite children to choose an instrument. Play Encourage parents to assist children to hold their instrument up in the air until the music begins. Encourage free play and discovery of sounds. Assist children to try different instruments. If parents are not assisting their child they may like to play an instrument to the beat.		Alert parents to the importance of discovery play for introducing children to a variety of sound textures (timbre).
Farewell	You Just Need To Know   22	Parents and children stand facing centre	Verse one Children and parents hold hands facing each other and place one foot forward. Rock gently to and fro. Verse two Parents sit on the floor and cuddle child in their lap Take Bruno around to each child to say goodbye. Hand out stickers and invite children and parents to return next week.	Thank parents for their participation and invite them to join you for more fun next week.	Farewell	

Knock Knock - Lesson 3

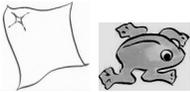
Song		Jungle Tots	Jungle Friends	Management
Welcome	<p>Knock, Knock</p>  <p>* Children sitting in a circle on parents laps facing centre</p> <p>1</p>	<p>prep Give each child a Beanie Toy (or a pair of rhythm sticks if not using drum. Children place Beanie Toy in their lap.</p> <p>Intro Show children how to form fists ready to “knock, knock”. (pick up rhythm sticks ready to begin)</p> <p>A <i>Knock, knock..</i> Children to use alternating hands to play “knock, knock” on the drum. (Tap “knock, knock” with sticks) On “Together just you and me” replace teddies in their laps.</p> <p>B <i>We’ll..</i> Children can jump their Beanie Toys on the drum and/wave to their friends as the teacher welcomes each child. (Children can tap Beanie Toys from one knee to the other and/or wave to their friends)</p>	<p>* If gathering drum is not available rhythm sticks can be used as an alternative.</p> <p>Use section B to welcome each child personally and for the children to wave “hello” to Bruno.</p>	Welcome
	<p>My Teddy Bear</p>  <p>Children sitting or standing* in a circle facing centre</p> <p>2</p>	<p>A Children to gently rock Beanie Toy in their arms from side to side.</p> <p>B Parents to child to gently touch Beanie Toy on each part of the child's body as you sing the solfege</p>	<p>* Older tots and friends will be able to stand without running around the room. If some children tend to wander sit the whole group down.</p> <p>When parents and children become familiar with this song encourage them to sing solfege.</p>	

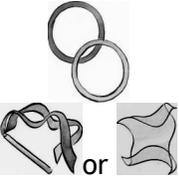
Sensory	<p>One, Two, Buckle My Shoe</p> <p> 4</p> <p>Parents sitting with child in front with back to them</p>	<p>One & two Parent to use left, then right hand to tap on child's back,</p> <p>Response Reach around and tap on child's foot</p> <p>Three & four Parent to use left, then right hand to tap on child's back,</p> <p>Response tap gently to rhythm on centre of child's back</p> <p>Five & Six Parent to use left, then right hand to tap on child's back,</p> <p>Response Draw fingers up child's back</p> <p>Seven, Eight Parent to use left, then right hand to tap on child's back,</p> <p>Response draw horizontal lines across child's back</p> <p>Nine & ten Parent to use left, then right hand to tap on child's back, "Begin again..." parent to reach around child and give them a cuddle</p> <p>Response Continue cuddle</p>	<p>This activity will be easier for parents to complete if you explain the pattern: left and right tap on the child's back, followed by the response that the lyrics suggest.</p> <p>Alert parents that by using the sense of touch to communicate musically with their children they are reinforcing the nurturing bond between parent and child.</p>	Sensory
Lapride	<p>Old Steam Train</p> <p> 14</p> <p>Parents sitting with child in front with back to them</p>	<p>Verse Parent supporting child's arms, move arms as if chugging along.</p> <p>Chugga, Jig jog alternate knees</p> <p>Toot, toot Bounce knees together</p> <p>"shsh.." Lean forward</p>	<p>Highlight for parents the differences between the rhythms in this piece; "chugga" which is a titi rhythm, and "toot, toot," which is a tun, tun rhythm.</p>	Lapride

Circletime	<p>Drivin' In My Car</p> 	<p>Prep</p> <p>Give each child a hoop and a tambourine. Children to sit in hoop (car) holding tambourine for a steering wheel.</p>	<p>Parents may need to “sit in the car” to assist child with the movements.</p>	Circletime
	<p>6</p> <p>Children sitting on floor with parents</p>	<p>A</p> <p>Pretend to drive by holding steering wheel. On “stop” scoop tambourine up high above head. On “red light” do a high shake.</p>		
		<p>B</p> <p>On “beep, beep, beep” tap tambourine three times on floor. On “vroom ...” turn steering wheel from side to side.</p>		
Notation	<p>Never Stop Notation 1</p>  <p>Parents and children sitting in circle facing centre</p>	<p>prep</p> <p>Give each child a ball</p>	<p>As the rhyme becomes familiar encourage parents and children to say the rhyme with you.</p> <p>This activity helps the child develop an awareness of movements to the left and right. Awareness that the ball still exists even when out of sight is also important for toddlers to understand.</p>	Notation
		<p>play</p> <p>Parent to assist child to manipulate ball as you say the rhyme: <i>Here's my ball with stripes on top</i> <i>Rolling, rolling never stop</i></p> <p><i>Roll to the left roll to the right,</i> <i>Rolling, rolling out of sight.</i></p>		
Instruments	<p>I'm A Little Teapot</p> 	<p>prep</p> <p>Parent to assist the child to remove beaters and high (purple) and low (chocolate) chimebars from the case. These can be placed in front of the child.</p>		Instruments
	<p>19</p> <p>Parents and children sitting in circle facing centre</p>	<p>Play</p> <p>Encourage the children to bounce their beaters on the chimebars to the beat of the music.</p>		

Instruments	<p>I'm A Little Teapot</p> 	<p>prep Parent to assist the child to remove beaters and high (purple) and low (chocolate) chimebars from the case. Place the beaters horizontally on either side of drum to make a pretend teapot.</p>	Instruments
	<p>19 Parents and children sitting in circle facing centre</p>	<p>Play</p> <p><i>I'm a little teapot</i> Hold beaters in the air and rock side to side</p> <p><i>Short and stout</i></p> <p><i>Here is my handle</i> Point to the low do chimebar (chocolate)</p> <p><i>Here is my spout</i> Point to the high do chimebar (purple)</p> <p><i>When I get all steamed up</i> Use beaters to drum roll on the drum</p> <p><i>Hear me shout</i> Place beaters on the floor and hold drum</p> <p><i>Tip me over</i> Tip drum over</p> <p><i>Pour me out</i></p> <p><i>Transition</i> Place chimebars on top of drum to make a toaster</p> <p><i>I'm a great big toaster</i> Using hands together keep the beat on the chimebars</p> <p><i>Shiny and new</i></p> <p><i>I'll cook the bread</i></p> <p><i>Right here for you.</i></p> <p><i>Wait a little while,</i> Hold beaters still on chime bars</p> <p><i>Til it's hot.</i></p> <p><i>Toast is ready</i></p> <p><i>Up it pops!</i> Jump beaters up into the air.</p>	

Instruments	<p>Shoo Fly</p>  <p>*OR</p>  <p>Parents and children sitting in circle facing centre</p> <p> 10</p>	<p>A Make a long scaping sound with guiro (count 1,2) If using rainshakers tip over to two counts.</p> <p>B Float ribbons (scarves) into the centre and back.</p>	<p>Alternative instruments: rainshakers & scarves.</p> <p>Change instruments during transition. Parents may need to assist with guiro action. Ensure children are sitting with adequate space around them whilst using ribbon sticks.</p>	Instruments
Alternative Activity for Gathering Drum				
Instruments	<p>Shoo Fly</p>  <p>(Tippy)</p> <p>Children sitting around drum with parents behind</p> <p> 10</p>	<p>A Jump Tippy to the beat on the drum</p> <p style="background-color: #cccccc;">Friends can say “tun, tun, tun” to the beat.</p> <p>B Fly Tippy around in the air.</p> <p style="background-color: #cccccc;">Friends can say “great big whole note”</p>	<p>This activity encourages the children to notice changes in tempo.</p>	Instruments

Friends Notation	Playing On Our Notes 1 	<p>prep Give each child a set of chimebars and a set of fingerpuppets. Ask parents to assist children to remove black (la), white (ti) and purple (high do) chime bars and place vertically from left to right in front of each child. Lie Bella on the black chimebar, Meilo on the white chimebar, and Rikki on the purple chimebar, place beater on carpet in front of chimebars.</p>	<p>This activity builds the children's awareness of individual pitches.</p> <p>Encourage the children to say rhyme and sing as they become familiar with this activity.</p>	Friends Notation
	<p>Parents and children sitting in circle facing centre</p>	<p>Play Children to keep beat on their knees as you say the rhyme:</p> <p><i>Tap, tap, tap, tap, Ready let's play:</i> <i>Three Jungle friends, La, la, la,</i> <i>Sitting on our notes, La, la, la,</i> <i>Take Bella away, Playing Bella's note today.</i></p> <p>Repeat with other notes.</p>		
Locomotor	My Pets 	<p>Bunny Bounce frogs on Lycra in time to the beat</p> <p>Dog Jiggle the Lycra in small fast movements</p> <p>Kitten Working together as a group rock the Lycra side to side.</p>		Locomotor
Fingerplay	Dance Little Fingers 	<p>chorus Parents to assist child to bounce fingers on floor</p> <p>hide Clap hands and then hide hands behind back</p> <p>Wake up Squeeze hands into tight fists and stretch fingers out</p> <p>Dance Dance fingers in the air</p>	<p>Highlight for parents the importance of learning to control finger muscles as preparation for both keyboard playing and using pens.</p>	Fingerplay

Locomotor	<p>Old King Cole</p> 	<p>Prep Give each child a hoop and a ribbon stick Ask parents to assist children to place hoops in a space on the floor. Parents and children to stand in a large circle outside the hoops</p> <p>Place hoops in a circle. Parents and children to stand in a large circle outside the hoops</p> <p>A Parent to assist child to march around hoop waving stick from side to side</p> <p>Parents and children to move in a circle in an anti clockwise direction. Children to wave ribbon from side to side as they march</p> <p>B Parent to assist child to stand in hoop and to “beat” ribbon stick up and down (as if beating drum)</p> <p>Parents to assist child to stand in their own hoop. Rock side to side waving the ribbons in front.</p>	<p>Highlight for parents the changes in tempo and associated movements.</p>	Locomotor
	<p>12</p> <p>Children standing in a circle facing centre</p>	<td></td>		
Instruments	<p>Rattle 'n' Roll</p> 	<p>A <i>shake</i> Shake bells in the air</p> <p>Chorus For “We’re going out..” assist child to shake bells over their shoulder For “We’re going in..” assist child to shake bells in towards the centre “We’re going up..” shake bells up high “We’re going down..” shake bells down near the ground “Are your ready” hold bells still ready to begin again</p> <p>B <i>Stretch it</i> Scoop bells from one side to the other side</p> <p>C <i>Tap it</i> Tap bells on the floor</p>	<p>*If bells are not available, eggs can be substituted for this activity.</p>	Instruments
	<p>11</p> <p>Children sitting in a circle facing centre</p>			

Alternative Activity for Gathering Drum					
Instruments	Rattle 'n Roll  11  Children sit around drum with parents	A (shake) Tiny taps using alternate hands on the skin Chorus Start with hands a little bit in from the edge to allow space to move back For "We're going out.." assist child to do a slow slide back to the edge of the drum For "We're going in.." assist child to do a slow slide into to the middle of the drum "We're going up.." lift hands above the drum "We're going down.." move hands back down to skin of the drum "Are your ready" hold hands still ready to begin again B Slow slide with both hands to the left and hold (count left 2,3,4, hold 2,3,4)and back to the right (right 2,3,4 hold 2,3,4) Repeat Stretch it C (Tap it) Tap with both hands to the beat		Instruments	
	Reserve				
	Reserve	Bella the Elephant  7 Children sitting in the circle facing centre Mixed Percussion	Prep Pull each instrument out of the bag one at a time. Name the instrument and play it so that the children hear the sound. Invite children to choose an instrument. Play Encourage parents to assist children to hold their instrument up in the air until the music begins. Encourage free play and discovery of sounds. Assist children to try different instruments. If parents are not assisting their child they may like to play an instrument to the beat.	Alert parents to the importance of discovery play for introducing children to a variety of sound textures (timbre).	Instruments
Farewell	You Just Need To Know  22 Parents and children stand facing centre 	Verse one Children and parents hold hands facing each other and place one foot forward. Rock gently to and fro. Verse two Parents sit on the floor and cuddle child in their lap Take Bruno around to each child to say goodbye. Hand out stickers and invite children and parents to return next week.	Thank parents for their participation and invite them to join you for more fun next week.	Farewell	

Knock Knock - Lesson 4

Song		Jungle Tots	Jungle Friends	Management
Welcome	<p>Knock, Knock</p>  <p>* Children sitting in a circle on parents laps facing centre</p> <p>1</p>	<p>prep Give each child a Beanie Toy (or a pair of rhythm sticks if not using drum. Children place Beanie Toy in their lap.</p> <p>Intro Show children how to form fists ready to “knock, knock”. (pick up rhythm sticks ready to begin)</p> <p>A <i>Knock, knock..</i> Children to use alternating hands to play “knock, knock” on the drum. (Tap “knock, knock” with sticks) On “Together just you and me” replace teddies in their laps.</p> <p>B <i>We’ll..</i> Children can jump their Beanie Toys on the drum and/wave to their friends as the teacher welcomes each child. (Children can tap Beanie Toys from one knee to the other and/or wave to their friends)</p>	<p>* If gathering drum is not available rhythm sticks can be used as an alternative.</p> <p>Use section B to welcome each child personally and for the children to wave “hello” to Bruno.</p>	Welcome
	<p>My Teddy Bear</p>  <p>Children sitting or standing* in a circle facing centre</p> <p>2</p>	<p>A Children to gently rock Beanie Toy in their arms from side to side.</p> <p>B Parents to child to gently touch Beanie Toy on each part of the child's body as you sing the solfege</p>	<p>* Older tots and friends will be able to stand without running around the room. If some children tend to wander sit the whole group down.</p> <p>When parents and children become familiar with this song encourage them to sing solfege.</p>	

Sensory	The Caterpillar		<p>prep Parent to use index finger as a “caterpillar”</p> <p>A Parent to jump “caterpillar” gently across child’s back.</p> <p>B Follow directions as indicated by lyrics as parent gently rocks child from side to side.</p>	<p>This sensory activity develops the child’s awareness of body parts and build body awareness important for later motor development.</p> <p>Alert parents that by using the sense of touch to communicate musically with their children they are reinforcing the nurturing bond between parent and child.</p>	Sensory
	 4	Children sitting in circle with parents behind, facing centre			
Lapride	Old Steam Train		<p>Verse Parent supporting child's arms, move arms as if chugging along.</p> <p>Chugga, Jig jog alternate knees</p> <p>Toot, toot Bounce knees together</p> <p>“shsh..” Lean forward</p>	<p>Highlight for parents the differences between the rhythms in this piece; “chugga” which is a titi rhythm, and “toot, toot,” which is a tun, tun rhythm.</p>	Lapride
	 14	Parents sitting with child in front with back to them			
Circletime	Drivin’ In My Car		<p>Prep Give each child a hoop and a tambourine. Children to sit in hoop (car) holding tambourine for a steering wheel.</p> <p>A Pretend to drive by holding steering wheel. On “stop” scoop tambourine up high above head. On “red light” do a high shake.</p> <p>B On “beep, beep, beep” tap tambourine three times on floor. On “vroom ...” turn steering wheel from side to side.</p>	<p>Parents may need to “sit in the car” to assist child with the movements.</p>	Circletime
	 6	Children sitting on floor with parents			

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Notation</p>	<p>Never Stop Notation 2</p>	 <p>Parents and children sitting in circle facing centre</p>	<p>prep Give each child a bell and a drum</p> <p>play Parent to assist child to tap bell as you say the rhyme: <i>Here's my bell lets tap on top, Tapping, tapping never stop, Tap to the left tap to the right, Tapping, tapping out of sight.</i></p>	<p>As the rhyme becomes familiar encourage parents and children to say the rhyme with you.</p> <p>This activity helps the child develop an awareness of movements to the left and right. Awareness that the ball still exists even when out of sight is also important for toddlers to understand.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Notation</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Instruments</p>	<p>I'm A Little Teapot</p>	 <p>Parents and children sitting in circle facing centre</p>	<p>prep Parent to assist the child to remove beaters and high (purple) and low (chocolate) chimebars from the case. These can be placed in front of the child.</p> <p>Play Encourage the children to bounce their beaters on the chimebars to the beat of the music.</p>		<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Instruments</p>



19

Instruments	<p>I'm A Little Teapot</p> 	<p>prep Parent to assist the child to remove beaters and high (purple) and low (chocolate) chimebars from the case. Place the beaters horizontally on either side of drum to make a pretend teapot.</p>	Instruments
	<p>19 Parents and children sitting in circle facing centre</p>	<p>Play</p> <p><i>I'm a little teapot</i> Hold beaters in the air and rock side to side</p> <p><i>Short and stout</i></p> <p><i>Here is my handle</i> Point to the low do chimebar (chocolate)</p> <p><i>Here is my spout</i> Point to the high do chimebar (purple)</p> <p><i>When I get all steamed up</i> Use beaters to drum roll on the drum</p> <p><i>Hear me shout</i> Place beaters on the floor and hold drum</p> <p><i>Tip me over</i> Tip drum over</p> <p><i>Pour me out</i></p> <p><i>Transition</i> Place chimebars on top of drum to make a toaster</p> <p><i>I'm a great big toaster</i> Using hands together keep the beat on the chimebars</p> <p><i>Shiny and new</i></p> <p><i>I'll cook the bread</i></p> <p><i>Right here for you.</i></p> <p><i>Wait a little while,</i> Hold beaters still on chime bars</p> <p><i>Til it's hot.</i></p> <p><i>Toast is ready</i></p> <p><i>Up it pops!</i> Jump beaters up into the air.</p>	

Instruments	<p>My Pets</p>  <p>*OR</p>  <p>Children sitting in a circle facing centre</p> <p>17</p>	<p>Bunny</p> <p>Jump hands simultaneously on drum (rhythm sticks)</p>	<p>* If these instruments are not available rhythm sticks, tap blocks and bells can be substituted.</p> <p>By using a variety of instruments we are encouraging the children to notice differences in sound texture (timbre)</p>	Instruments
	<p>Dog</p> <p>Tap castanets (tap blocks) on the floor in time to the music</p>	<p>Kitten</p> <p>Hold shakers horizontally and move side to side. Encourage parents to rock child side to side to assist child to feel the slow beat.</p>		
Alternative Activity for Gathering Drum				
Instruments	<p>My Pets</p>  <p>Children sitting around gathering drum with parents sitting behind</p> <p>17</p>	<p>Bunny</p> <p>Bounce hands to the beat</p>	<p>This activity encourages the children to notice changes in tempo.</p>	Instruments
	<p>Dog</p> <p>Using spider fingers, run over the skin of the drum</p>			
	<p>Kitten</p> <p>Place flat palms and slide them in circles.</p>			
Friends Notation	<p>Playing On Our Notes 1</p>  <p>Parents and children sitting in circle facing centre</p>	<p>prep</p> <p>Give each child a set of chimebars and a set of fingerpuppets. Ask parents to assist children to remove black (la), white (ti) and purple (high do) chime bars and place vertically from left to right in front of each child. Lie Bella on the black chimebar, Meilo on the white chimebar, and Rikki on the purple chimebar, place beater on carpet in front of chimebars.</p>	<p>This activity builds the children's awareness of individual pitches.</p> <p>Encourage the children to say rhyme and sing as they become familiar with this activity.</p>	Friends Notation
	<p>Play</p> <p>Children to keep beat on their knees as you say the rhyme:</p> <p style="text-align: center;"> <i>Tap, tap, tap, tap,</i> <i>Three Jungle friends,</i> <i>Sitting on our notes,</i> <i>Take Bella away,</i> </p> <p style="text-align: center;"> <i>Ready let's play:</i> <i>La, la, la,</i> <i>La, la, la,</i> <i>Playing Bella's note today.</i> </p> <p>Repeat with other notes.</p>			

Locomotor	<p>Housework Blues</p> 	<p>prep</p> <p>Ask parents to tie the scarf onto a rhythm stick</p>	<p>At the end of the first chorus instruct parents to remove the stick so that the child can use the scarf to shake like a mat.</p>	Locomotor	
	<p>3</p> <p>Children sitting in a circle facing centre</p>	<p>V1 Mopping</p> <p>Parent to assist child to sweep “mop” backwards and forwards across the floor.</p> <p>Chorus</p> <p>Pretend mop/shake/polish to one side and then the other following the lyrics</p> <p>V2 Shaking</p> <p>Parent to assist child to hold scarf by two corners and shake in time to the music.</p> <p>V3 Polishing</p> <p>Parent to assist child to use small circular movements as if polishing.</p>			
Fingerplay	<p>Dance Little Fingers</p>  <p>8</p> <p>Children sitting in a circle facing centre</p>	<p>chorus</p> <p>Parents to assist child to bounce fingers on floor</p> <p>hide</p> <p>Clap hands and then hide hands behind back</p> <p>Wake up</p> <p>Squeeze hands into tight fists and stretch fingers out</p> <p>Dance</p> <p>Dance fingers in the air</p>		<p>Highlight for parents the importance of learning to control finger muscles as preparation for both keyboard playing and using pens.</p>	Fingerplay
Locomotor	<p>Fly</p>  <p>OR</p> <p>21</p> <p>Children standing in a circle facing centre</p>	<p>A</p> <p>Parent to assist the child to gently rock side to side as they walk around the circle</p> <p>B</p> <p>Stand and face the centre Follow actions in the lyrics.</p>		<p>Ensure parent stays close to child</p>	Locomotor

Instruments	<p>Rattle 'n Roll</p>  <p>*OR</p>  <p>11</p> <p>Children sitting in a circle facing centre</p>	<p>A (<i>shake</i>) Shake bells in the air</p> <p>Chorus For “We’re going out..” assist child to shake bells over their shoulder For “We’re going in..” assist child to shake bells in towards the centre “We’re going up..” shake bells up high “We’re going down..” shake bells down near the ground “Are your ready” hold bells still ready to begin again</p> <p>B Scoop bells from one side to the other side</p> <p>C (<i>Tap it</i>) Tap bells on the floor</p>	<p>*If bells are not available, eggs can be substituted for this activity.</p>	Instruments
Alternative Activity for Gathering Drum				
Instruments	<p>Rattle 'n Roll</p>  <p>11</p> <p>Children sit around drum with parents</p>	<p>A (<i>shake</i>) Tiny taps using alternate hands on the skin</p> <p>Chorus Start with hands a little bit in from the edge to allow space to move back For “We’re going out..” assist child to do a slow slide back to the edge of the drum For “We’re going in..” assist child to do a slow slide into the middle of the drum “We’re going up..” lift hands above the drum “We’re going down..” move hands back down to skin of the drum “Are your ready” hold hands still ready to begin again</p> <p>B Slow slide with both hands to the left and hold (count left 2,3,4, hold 2,3,4)and back to the right (right 2,3,4 hold 2,3,4) Repeat</p> <p>C (<i>Tap it</i>) Tap with both hands to the beat</p>		Instruments

Reserve						
Reserve	Skinnamarink	Mixed Percussion	Prep	Pull each instrument out of the bag one at a time. Name the instrument and play it so that the children hear the sound. Invite children to choose an instrument.	Alert parents to the importance of discovery play for introducing children to a variety of sound textures (timbre).	Instruments
	 20	Children sitting in the circle facing centre	Play	Encourage parents to assist children to hold their instrument up in the air until the music begins. Encourage free play and discovery of sounds. Assist children to try different instruments. If parents are not assisting their child they may like to play an instrument to the beat.		
Farewell	You Just Need To Know		Verse one	Children and parents hold hands facing each other and place one foot forward. Rock gently to and fro.	Thank parents for their participation and invite them to join you for more fun next week.	Farewell
	 22	Parents and children stand facing centre	Verse two	Parents sit on the floor and cuddle child in their lap Take Bruno around to each child to say goodbye.		
				Hand out stickers and invite children and parents to return next week.		

Knock Knock - Lesson 5

Song		Jungle Tots	Jungle Friends	Management
Welcome	<p>Knock, Knock</p>  <p>* Children sitting in a circle on parents laps facing centre</p> <p>1</p>	<p>prep Give each child a Beanie Toy (or a pair of rhythm sticks if not using drum. Children place Beanie Toy in their lap.</p> <p>Intro Show children how to form fists ready to “knock, knock”. (pick up rhythm sticks ready to begin)</p> <p>A <i>Knock, knock..</i> Children to use alternating hands to play “knock, knock” on the drum. (Tap “knock, knock” with sticks) On “Together just you and me” replace teddies in their laps.</p> <p>B <i>We’ll..</i> Children can jump their Beanie Toys on the drum and/wave to their friends as the teacher welcomes each child. (Children can tap Beanie Toys from one knee to the other and/or wave to their friends)</p>	<p>* If gathering drum is not available rhythm sticks can be used as an alternative.</p> <p>Use section B to welcome each child personally and for the children to wave “hello” to Bruno.</p>	Welcome
Welcome	<p>My Teddy Bear</p>  <p>Children sitting or standing* in a circle facing centre</p> <p>2</p>	<p>A Children to gently rock Beanie Toy in their arms from side to side.</p> <p>B Parents to child to gently touch Beanie Toy on each part of the child's body as you sing the solfege</p>	<p>* Older tots and friends will be able to stand without running around the room. If some children tend to wander sit the whole group down.</p> <p>When parents and children become familiar with this song encourage them to sing solfege.</p>	Welcome

Sensory	<p>The Caterpillar</p> <p> 4</p> <p>Children sitting in circle with parents behind, facing centre</p>	<p>prep Parent to use index finger as a “caterpillar”</p> <p>A Parent to jump “caterpillar” gently across child’s back.</p> <p>B Follow directions as indicated by lyrics as parent gently rocks child from side to side.</p>	<p>This sensory activity develops the child’s awareness of body parts and build body awareness important for later motor development.</p> <p>Alert parents that by using the sense of touch to communicate musically with their children they are reinforcing the nurturing bond between parent and child.</p>	Sensory
Lapride	<p>Wishy Washy</p> <p> 13</p> <p>Parents sitting on chairs. Children sitting on parents laps facing centre</p>	<p>intro Gently rock side to side.</p> <p>A Children to sit on parent’s lap with their arms stretched to the side. Parents to hold children’s hands On “wishy washy” jiggle child side to side On “rub a dub dub/ scrubba dub, dub” parents to reach forward with child’s hands and tap three times on child’s knees.</p> <p>B For “Bella, Bella/ Meilo, Meilo ”rock side to side “Where oh where” assist child to use one hand to shade eyes as if looking around “Oh My Goodness” child to stretch hands out (palms up) as parents prepare to let child slide down outstretched legs as if sliding down a slippery slide. On “There goes” parent slides child down.</p> <p>C Child climbs back up into parent’s lap.</p>		Lapride

Circletime	<p>Shoo Fly</p>  10	 <p>Children sitting on floor with parents</p>	<p>Prep Parents and children stand around parachute. Instruct parents which direction you are moving first.</p> <p>A Stomp around circle firmly shaking parachute in time to the beat (punching action)</p> <p>B Hold parachute at waist. Wave up for count of four, then down to count of four Continue through this section.</p>	<p>Change directions on each new A section. Encourage parents to keep child next to them and remain at the edge of the parachute</p>	Circletime
	Notation	<p>Never Stop Notation 2</p>	 <p>Parents and children sitting in circle facing centre</p>	<p>prep Give each child a bell and a drum</p> <p>play Parent to assist child to tap bell as you say the rhyme: <i>Here's my bell lets tap on top, Tapping, tapping never stop, Tap to the left tap to the right, Tapping, tapping out of sight.</i></p>	<p>As the rhyme becomes familiar encourage parents and children to say the rhyme with you.</p> <p>This activity helps the child develop an awareness of movements to the left and right. Awareness that the ball still exists even when out of sight is also important for toddlers to understand.</p>
Instruments		<p>I'm A Little Teapot</p>  19	 <p>Parents and children sitting in circle facing centre</p>	<p>prep Parent to assist the child to remove beaters and high (purple) and low (chocolate) chimebars from the case. These can be placed in front of the child.</p> <p>Play Encourage the children to bounce their beaters on the chimebars to the beat of the music.</p>	

Instruments	<p>I'm A Little Teapot</p> 	<p>prep Parent to assist the child to remove beaters and high (purple) and low (chocolate) chimebars from the case. Place the beaters horizontally on either side of the drum to make a pretend teapot.</p>	
	<p>19 Parents and children sitting in circle facing centre</p>	<p>Play <i>I'm a little teapot</i> Hold beaters in the air and rock side to side</p> <p><i>Short and stout</i></p> <p><i>Here is my handle</i> Point to the low do chimebar (chocolate)</p> <p><i>Here is my spout</i> Point to the high do chimebar (purple)</p> <p><i>When I get all steamed up</i> Use beaters to drum roll on the drum</p> <p><i>Hear me shout</i> Place beaters on the floor and hold drum</p> <p><i>Tip me over</i> Tip drum over</p> <p><i>Pour me out</i></p> <p><i>Transition</i> Place chimebars on top of drum to make a toaster</p> <p><i>I'm a great big toaster</i> Using hands together keep the beat on the chimebars</p> <p><i>Shiny and new</i></p> <p><i>I'll cook the bread</i></p> <p><i>Right here for you.</i></p> <p><i>Wait a little while,</i> Hold beaters still on chime bars</p> <p><i>Til it's hot.</i></p> <p><i>Toast is ready</i></p> <p><i>Up it pops!</i> Jump beaters up into the air.</p>	

Instruments

Instruments	<p>My Pets</p>  <p>*OR</p>  <p>Children sitting in a circle facing centre</p> <p> 17</p>	<p>Bunny</p> <p>Jump hands simultaneously on drum (rhythm sticks)</p>	<p>* If these instruments are not available rhythm sticks, tap blocks and bells can be substituted.</p> <p>By using a variety of instruments we are encouraging the children to notice differences in sound texture (timbre)</p>	Instruments
	<p>Dog</p> <p>Tap castanets (tap blocks) on the floor in time to the music</p>	<p>Kitten</p> <p>Hold shakers horizontally and move side to side. Encourage parents to rock child side to side to assist child to feel the slow beat.</p>		
	<p>Alternative Activity for Gathering Drum</p>			
Instruments	<p>My Pets</p>  <p>Children sitting around gathering drum with parents sitting behind</p> <p> 17</p>	<p>Bunny</p> <p>Bounce hands to the beat</p>	<p>This activity encourages the children to notice changes in tempo.</p>	Instruments
	<p>Dog</p> <p>Using spider fingers, run over the skin of the drum</p>	<p>Kitten</p> <p>Place flat palms and slide them in circles.</p>		

Friends Notation	<p>Playing On Our Notes 1</p> 	<p>prep Give each child a set of chimebars and a set of fingerpuppets. Ask parents to assist children to remove black (la), white (ti) and purple (high do) chime bars and place vertically from left to right in front of each child. Lie Bella on the black chimebar, Meilo on the white chimebar, and Rikki on the purple chimebar, place beater on carpet in front of chimebars.</p>	<p>This activity builds the children’s awareness of individual pitches.</p> <p>Encourage the children to say rhyme and sing as they become familiar with this activity.</p>	Friends Notation
	<p>Parents and children sitting in circle facing centre</p>	<p>Play Children to keep beat on their knees as you say the rhyme:</p> <p style="text-align: center;"><i>Tap, tap, tap, tap, Three Jungle friends, Sitting on our notes, Take Bella away, Ready let’s play: La, la, la, La, la, la, Playing Bella’s note today.</i></p> <p>Repeat with other notes.</p>		
Locomotor	<p>Housework Blues</p> 	<p>prep Ask parents to tie the scarf onto a rhythm stick</p>	<p>At the end of the first chorus instruct parents to remove the stick so that the child can use the scarf to shake like a mat.</p>	Locomotor
<p> 3</p> <p>Children sitting in a circle facing centre</p>	<p>V1 Mopping Parent to assist child to sweep “mop” backwards and forwards across the floor.</p>			
	<p>Chorus Pretend mop/shake/polish to one side and then the other following the lyrics</p>			
	<p>V2 Shaking Parent to assist child to hold scarf by two corners and shake in time to the music.</p> <p>V3 Polishing Parent to assist child to use small circular movements as if polishing.</p>			

Fingerplay	<p>Arabella Miller</p> <p>Children sitting facing their parent</p>	<p><i>Little Arabella Miller,</i> Parent to hold child's hands and rock gently from side to side.</p> <p><i>Found a fuzzy caterpillar</i> Parent to pretend to pick up a caterpillar and place on child's open hand.</p> <p><i>First it crawled upon her mother,</i> Parent to "creep" fingers up one of child's arms.</p> <p><i>Then upon her baby brother,</i> Parent to "creep" fingers up child's other arm arms.</p> <p><i>"Oh!" said Arabella Miller,</i> Parent and child stretch hands open and hold up in exclamation</p> <p><i>"Take away that caterpillar!"</i> Parent and child to flap hands as if shooing caterpillar away.</p>	<p>Friends may be able to complete these actions independently.</p>
	Locomotor	<p>Fly</p>  <p>Children standing in a circle facing centre</p>	<p>A Parent to assist the child to gently rock side to side as they walk around the circle</p> <p>B Stand and face the centre Follow actions in the lyrics.</p>
Instruments	<p>Rattle 'n' Roll</p>  <p>Children sitting in a circle facing centre</p>	<p>A (<i>shake</i>) Shake bells in the air</p> <p>Chorus For "We're going out.." assist child to shake bells over their shoulder For "We're going in.." assist child to shake bells in towards the centre "We're going up.." shake bells up high "We're going down.." shake bells down near the ground "Are your ready" hold bells still ready to begin again</p> <p>B <i>Stretch it</i> Scoop bells from one side to the other side</p> <p>C (<i>Tap it</i>) Tap bells on the floor</p>	<p>*If bells are not available, eggs can be substituted for this activity.</p>

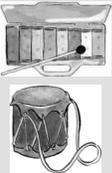
Alternative Activity for Gathering Drum						
Instruments	Rattle 'n Roll  11 	Children sit around drum with parents	<p>A (shake) Tiny taps using alternate hands on the skin</p> <p>Chorus Start with hands a little bit in from the edge to allow space to move back For “We’re going out..” assist child to do a slow slide back to the edge of the drum For “We’re going in..” assist child to do a slow slide into the middle of the drum “We’re going up..” lift hands above the drum “We’re going down..” move hands back down to skin of the drum “Are your ready” hold hands still ready to begin again</p> <p>B Stretch it Slow slide with both hands to the left and hold (count left 2,3,4, hold 2,3,4)and back to the right (right 2,3,4 hold 2,3,4) Repeat</p> <p>C (Tap it) Tap with both hands to the beat</p>	Instruments		
	Reserve					
	Reserve	Skinnamarink  20 Mixed Percussion Children sitting in the circle facing centre	<p>Prep Pull each instrument out of the bag one at a time. Name the instrument and play it so that the children hear the sound. Invite children to choose an instrument.</p> <p>Play Encourage parents to assist children to hold their instrument up in the air until the music begins. Encourage free play and discovery of sounds. Assist children to try different instruments. If parents are not assisting their child they may like to play an instrument to the beat.</p>		Alert parents to the importance of discovery play for introducing children to a variety of sound textures (timbre).	Instruments
Farewell	You Just Need To Know  22 	Parents and children stand facing centre	<p>Verse one Children and parents hold hands facing each other and place one foot forward. Rock gently to and fro.</p> <p>Verse two Parents sit on the floor and cuddle child in their lap Take Bruno around to each child to say goodbye.</p> <p>Hand out stickers and invite children and parents to return next week.</p>	Thank parents for their participation and invite them to join you for more fun next week.	Farewell	

Knock Knock - Lesson 5A

Song		Jungle Tots	Jungle Friends	Management
Welcome	<p>Knock, Knock</p>  <p>* Children sitting in a circle on parents laps facing centre</p> <p>1</p>	<p>prep Give each child a Beanie Toy (or a pair of rhythm sticks if not using drum. Children place Beanie Toy in their lap.</p> <p>Intro Show children how to form fists ready to “knock, knock”. (pick up rhythm sticks ready to begin)</p> <p>A <i>Knock, knock..</i> Children to use alternating hands to play “knock, knock” on the drum. (Tap “knock, knock” with sticks) On “Together just you and me” replace teddies in their laps.</p> <p>B <i>We’ll..</i> Children can jump their Beanie Toys on the drum and/wave to their friends as the teacher welcomes each child. (Children can tap Beanie Toys from one knee to the other and/or wave to their friends)</p>	<p>* If gathering drum is not available rhythm sticks can be used as an alternative.</p> <p>Use section B to welcome each child personally and for the children to wave “hello” to Bruno.</p>	Welcome
	<p>My Teddy Bear</p>  <p>Children sitting or standing* in a circle facing centre</p> <p>2</p>	<p>A Children to gently rock Beanie Toy in their arms from side to side.</p> <p>B Parents to child to gently touch Beanie Toy on each part of the child's body as you sing the solfege</p>	<p>* Older tots and friends will be able to stand without running around the room. If some children tend to wander sit the whole group down.</p> <p>When parents and children become familiar with this song encourage them to sing solfege.</p>	

Sensory	<p>Rub The Soap</p> <p>Children sitting in circle with parents behind, facing centre</p>	<p>Teacher to say the rhyme as parent touches each part of the body as named in the rhyme. On “squeak goes ducky” give the child a little tickle on their tummy.</p> <p><i>Wash my back then my knee, Rub the soap all over me. Put some bubbles on my cheek, Wash my legs, and wash my feet.</i></p> <p><i>Scrub my ankles and my toes, Pat my cheeks and then my nose. Wash my back and now my tum, Squeak goes ducky, now I’m done.</i></p>	<p>This sensory activity develops the child’s awareness of body parts and build body awareness important for later motor development.</p> <p>Alert parents that by using the sense of touch to communicate musically with their children they are reinforcing the nurturing bond between parent and child.</p>	Sensory
Lapride	<p>Wishy Washy</p> <p> 13</p> <p>Parents sitting on chairs. Children sitting on parents laps facing centre</p>	<p>Intro Gently rock side to side.</p> <p>A Children to sit on parent’s lap with their arms stretched to the side. Parents to hold children’s hands On “wishy washy” jiggle child side to side On “rub a dub dub/ scrubba dub, dub” parents to reach forward with child's hands and tap three times on child's knees.</p> <p>B For “Bella, Bella/ Meilo, Meilo ”rock side to side “Where oh where” assist child to use one hand to shade eyes as if looking around “Oh My Goodness” child to stretch hands out (palms up) as parents prepare to let child slide down outstretched legs as if sliding down a slippery slide. On “There goes” parent slides child down.</p> <p>C Child climbs back up into parent’s lap.</p>		Lapride

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Circletime</p>	<p>Shoo Fly</p>  <p>Children sitting on floor with parents</p> <p> 10</p>	<p>Prep Parents and children stand around parachute. Instruct parents which direction you are moving first.</p> <p>A Stomp around circle firmly shaking parachute in time to the beat (punching action)</p> <p>B Hold parachute at waist. Wave up for count of four, then down to count of four Continue through this section.</p>	<p>Change directions on each new A section. Encourage parents to keep child next to them and remain at the edge of the parachute</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Circletime</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Notation</p>	<p>Never Stop Notation 2</p>  <p>Parents and children sitting in circle facing centre</p>	<p>prep Give each child a bell and a drum</p> <p>play Parent to assist child to tap bell as you say the rhyme: <i>Here's my bell lets tap on top, Tapping, tapping never stop, Tap to the left tap to the right, Tapping, tapping out of sight.</i></p>	<p>As the rhyme becomes familiar encourage parents and children to say the rhyme with you.</p> <p>This activity helps the child develop an awareness of movements to the left and right. Awareness that the ball still exists even when out of sight is also important for toddlers to understand.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Notation</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Instruments</p>	<p>I'm A Little Teapot</p>  <p>Parents and children sitting in circle facing centre</p> <p> 19</p>	<p>prep Parent to assist the child to remove beaters and high (purple) and low (chocolate) chimebars from the case. These can be placed in front of the child.</p> <p>Play Encourage the children to bounce their beaters on the chimebars to the beat of the music.</p>		<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Instruments</p>

Instruments	<p>I'm A Little Teapot</p> 	<p>prep Parent to assist the child to remove beaters and high (purple) and low (chocolate) chimebars from the case. Place the beaters horizontally on either side of the drum to make a pretend teapot.</p>		Instruments
	<p>19 Parents and children sitting in circle facing centre</p>	<p>Play <i>I'm a little teapot</i> Hold beaters in the air and rock side to side</p> <p><i>Short and stout</i></p> <p><i>Here is my handle</i> Point to the low do chimebar (chocolate)</p> <p><i>Here is my spout</i> Point to the high do chimebar (purple)</p> <p><i>When I get all steamed up</i> Use beaters to drum roll on the drum</p> <p><i>Hear me shout</i> Place beaters on the floor and hold drum</p> <p><i>Tip me over</i> Tip drum over</p> <p><i>Pour me out</i></p> <p><i>Transition</i> Place chimebars on top of drum to make a toaster</p> <p><i>I'm a great big toaster</i> Using hands together keep the beat on the chimebars</p> <p><i>Shiny and new</i></p> <p><i>I'll cook the bread</i></p> <p><i>Right here for you.</i></p> <p><i>Wait a little while,</i> Hold beaters still on chime bars</p> <p><i>Til it's hot.</i></p> <p><i>Toast is ready</i></p> <p><i>Up it pops!</i> Jump beaters up into the air.</p>		

Instruments	<p>My Pets</p>  <p>17</p>	<p>Bunny</p> <p>Jump hands simultaneously on drum (rhythm sticks)</p> <p>Dog</p> <p>Tap castanets (tap blocks) on the floor in time to the music</p> <p>Kitten</p> <p>Hold shakers horizontally and move side to side. Encourage parents to rock child side to side to assist child to feel the slow beat.</p>	<p><i>* If these instruments are not available rhythm sticks, tap blocks and bells can be substituted.</i></p> <p>By using a variety of instruments we are encouraging the children to notice differences in sound texture (timbre)</p>	Instruments	
Alternative Activity for Gathering Drum					
Instruments	<p>My Pets</p>  <p>17</p> <p>Children sitting around gathering drum with parents sitting behind</p>	<p>Bunny</p> <p>Bounce hands to the beat</p> <p>Dog</p> <p>Using spider fingers, run over the skin of the drum</p> <p>Kitten</p> <p>Place flat palms and slide them in circles.</p>		<p>This activity encourages the children to notice changes in tempo.</p>	Instruments
Friends Notation	<p>Playing On Our Notes 1</p>  <p>Parents and children sitting in circle facing centre</p>	<p>prep</p> <p>Give each child a set of chimebars and a set of fingerpuppets. Ask parents to assist children to remove black (la), white (ti) and purple (high do) chime bars and place vertically from left to right in front of each child. Lie Bella on the black chimebar, Meilo on the white chimebar, and Rikki on the purple chimebar, place beater on carpet in front of chimebars.</p> <p>Play</p> <p>Children to keep beat on their knees as you say the rhyme:</p>	<p><i>Tap, tap, tap, tap, Three Jungle friends, Sitting on our notes, Take Bella away,</i></p> <p><i>Ready let's play: La, la, la, La, la, la, Playing Bella's note today.</i></p> <p>Repeat with other notes.</p>	<p>This activity builds the children's awareness of individual pitches.</p> <p>Encourage the children to say rhyme and sing as they become familiar with this activity.</p>	Friends Notation

Locomotor	<p>Drivin' In My Car</p>  <p>6</p> <p>Children and parents to sit in a circle with children on parent's laps facing centre.</p>	<p>A Keep beat on knees On "stop" scoop Rainbow Ring up to chest height On "red light" do a high shake</p> <p>B Start with arms stretched forwards towards floor/centre On "beep, beep, beep" tap ring three times up towards chest. On "vroom," scoop ring back to starting position.</p>	Remind parents to continue to hold Rainbow Ring so that it does not "snap back" on anyone.	Locomotor
Fingerplay	<p>Arabella Miller</p> <p>Children sitting facing their parent</p>	<p><i>Little Arabella Miller,</i> Parent to hold child's hands and rock gently from side to side.</p> <p><i>Found a fuzzy caterpillar</i> Parent to pretend to pick up a caterpillar and place on child's open hand.</p> <p><i>First it crawled upon her mother,</i> Parent to "creep" fingers up one of child's arms.</p> <p><i>Then upon her baby brother,</i> Parent to "creep" fingers up child's other arm arms.</p> <p><i>"Oh!" said Arabella Miller,</i> Parent and child stretch hands open and hold up in exclamation</p> <p><i>"Take away that caterpillar!"</i> Parent and child to flap hands as if shooing caterpillar away.</p>	Friends may be able to complete these actions independently.	Fingerplay
Locomotor	<p>Wiggle, Bounce, Stomp</p> <p>16</p> <p>Children & parents standing in a circle facing centre</p>	Follow actions as indicated by lyrics.	Children may take longer to respond. For "Tap, tap, tap" children can tap on their knees.	Locomotor

Instruments	<p>Rattle 'n' Roll</p>  <p>*OR</p>  <p>11</p> <p>Children sitting in a circle facing centre</p>	<p>A (<i>shake</i>) Shake bells in the air</p> <p>Chorus For "We're going out.." assist child to shake bells over their shoulder For "We're going in.." assist child to shake bells in towards the centre "We're going up.." shake bells up high "We're going down.." shake bells down near the ground "Are your ready" hold bells still ready to begin again</p> <p>B (<i>Stretch it</i>) Scoop bells from one side to the other side</p> <p>C (<i>Tap it</i>) Tap bells on the floor</p>	<p>*If bells are not available, eggs can be substituted for this activity.</p>	Instruments
Alternative Activity for Gathering Drum				
Instruments	<p>Rattle 'n Roll</p>  <p>11</p> <p>Children sit around drum with parents</p>	<p>A (<i>shake</i>) Tiny taps using alternate hands on the skin</p> <p>Chorus Start with hands a little bit in from the edge to allow space to move back For "We're going out.." assist child to do a slow slide back to the edge of the drum For "We're going in.." assist child to do a slow slide into to the middle of the drum "We're going up.." lift hands above the drum "We're going down.." move hands back down to skin of the drum "Are your ready" hold hands still ready to begin again</p> <p>B (<i>Stretch it</i>) Slow slide with both hands to the left and hold (count left 2,3,4, hold 2,3,4)and back to the right (right 2,3,4 hold 2,3,4) Repeat</p> <p>C (<i>Tap it</i>) Tap with both hands to the beat</p>		Instruments

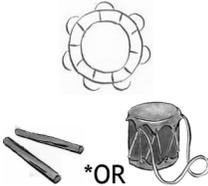
Reserve						
Reserve	Bella the Elephant	Mixed Percussion	Prep	Pull each instrument out of the bag one at a time. Name the instrument and play it so that the children hear the sound. Invite children to choose an instrument.	Alert parents to the importance of discovery play for introducing children to a variety of sound textures (timbre).	Instruments
	 7	Children sitting in the circle facing centre	Play	Encourage parents to assist children to hold their instrument up in the air until the music begins. Encourage free play and discovery of sounds. Assist children to try different instruments. If parents are not assisting their child they may like to play an instrument to the beat.		
Farewell	You Just Need To Know		Verse one	Children and parents hold hands facing each other and place one foot forward. Rock gently to and fro.	Thank parents for their participation and invite them to join you for more fun next week.	Farewell
	 22	Parents and children stand facing centre	Verse two	Parents sit on the floor and cuddle child in their lap. Take Bruno around to each child to say goodbye.		
				Hand out stickers and invite children and parents to return next week.		

Home Lesson 6

Song		Jungle Tots	Jungle Friends	Management
Welcome	<p>Knock, Knock</p>  <p>* Children sitting in a circle on parents laps facing centre</p> <p>🎧 1</p>	<p>prep Give each child a Beanie Toy (or a pair of rhythm sticks if not using drum. Children place Beanie Toy in their lap.</p> <p>Intro Show children how to form fists ready to “knock, knock”. (pick up rhythm sticks ready to begin)</p> <p>A <i>Knock, knock..</i> Children to use alternating hands to play “knock, knock” on the drum. (Tap “knock, knock” with sticks) On “Together just you and me” replace teddies in their laps.</p> <p>B <i>We’ll..</i> Children can jump their Beanie Toys on the drum and/wave to their friends as the teacher welcomes each child. (Children can tap Beanie Toys from one knee to the other and/or wave to their friends)</p>	<p>• If gathering drum is not available rhythm sticks can be used as an alternative.</p> <p>Use section B to welcome each child personally and for the children to wave “hello” to Bruno.</p>	Welcome
	<p>My Teddy Bear</p>  <p>Children sitting or standing* in a circle facing centre</p> <p>🎧 2</p>	<p>A Children to gently rock Beanie Toy in their arms from side to side.</p> <p>B Parents to child to gently touch Beanie Toy on each part of the child’s body as you sing the solfege</p>		

Sensory	<p>The Caterpillar</p> <p>👁️ 4</p> <p>Children sitting in circle with parents behind, facing centre</p>	<p>prep Parent to use index finger as a “caterpillar”</p> <p>A Parent to jump “caterpillar” gently across child’s back.</p> <p>B Follow directions as indicated by lyrics as parent gently rocks child from side to side.</p>	<p>This sensory activity develops the child’s awareness of body parts and build body awareness important for later motor development.</p> <p>Alert parents that by using the sense of touch to communicate musically with their children they are reinforcing the nurturing bond between parent and child.</p>	Sensory
Lapride	<p>Wishy Washy</p> <p>👁️ 13</p> <p>Parents sitting on chairs. Children sitting on parents laps facing centre</p>	<p>intro Gently rock side to side.</p> <p>A Children to sit on parent’s lap with their arms stretched to the side. Parents to hold children’s hands On “wishy washy” jiggle child side to side On “rub a dub dub/ scrubba dub, dub” parents to reach forward with child’s hands and tap three times on child’s knees.</p> <p>B For “Bella, Bella/ Meilo, Meilo ”rock side to side “Where oh where” assist child to use one hand to shade eyes as if looking around “Oh My Goodness” child to stretch hands out (palms up) as parents prepare to let child slide down outstretched legs as if sliding down a slippery slide. On “There goes” parent slides child down.</p> <p>C Child climbs back up into parent’s lap.</p>		Lapride
Circletime	<p>My Pets</p> <p>👁️ 17</p> 	<p>Bunny Parents hold child’s hand as child jumps like a rabbit in the hoop</p> <p>Dog Child runs around hoop</p> <p>Kitten Children curl up inside hoop</p>	<p>Ensure that the hoops are spaced apart so that children do not bump each other as they run around their hoops</p>	Circletime

<p>Notation</p>	<p>Never Stop Notation 2</p>  <p>Parents and children sitting in circle facing centre</p>	<p>prep Give each child a bell and a drum</p> <p>play Parent to assist child to tap bell as you say the rhyme:</p> <p><i>Here's my bell lets tap on top, Tapping, tapping never stop, Tap to the left tap to the right, Tapping, tapping out of sight.</i></p>	<p>As the rhyme becomes familiar encourage parents and children to say the rhyme with you.</p> <p>This activity helps the child develop an awareness of movements to the left and right. Awareness that the ball still exists even when out of sight is also important for toddlers to understand.</p>	<p>Notation</p>
<p>Instruments</p>	<p>Wiggle Bounce Stomp</p>  <p>16</p> <p>Parents and children sitting in circle facing centre</p>	<p>Wiggle -sticks On "wiggle" give tiny shakes and move sticks up and down For "round & round" use a rolling action For "tap" tap on knees For "clap" touch sticks together.</p> <p>Bounce -sticks & drums On "bounce" tap sticks on drum and move up and down For "round & round" use a rolling action above the drum For "tap" tap on knees For "clap" tap sticks together.</p> <p>Stomp- drums Hold sticks vertically with hands covering the top of the sticks. On "stomp" tap vertical sticks together on drum and move hands up and down For "round & round" use a rolling action above the drum For "tap" tap on knees For "clap" clap hands together.</p>	<p>Ensure this activity is well prepped.</p>	<p>Instruments</p>

Instruments	<p>Wiggle Bounce Stomp</p> 	<p>Wiggle -bells</p> <p>On “wiggle” give tiny shakes and move bells up and down For “round & round” use a rolling action For “tap” tap on knees For “clap” touch bells together.</p>	<p>Ensure this activity is well prepped.</p>	Instruments
	<p>16</p> <p>Parents and children sitting in circle facing centre</p>	<p>transition</p> <p>Hide bells away</p>		
	<p>Bounce - castanets</p> <p>On “bounce” tap on castanet and move hands up and down For “round & round” use a rolling action above the castanet For “tap” tap on knees For “clap” clap hands together.</p>	<p>Stomp- drums</p> <p>On “stomp” tap on drum and move hands up and down For “round & round” use a rolling action above the drum For “tap” tap on knees For “clap” clap hands together.</p>		
Instruments	<p>Old Steam Train</p> 	<p>prep</p> <p>Give each child a tambourine (or drum) and a set of rhythm sticks.</p>	<p>*Jungle drums can be used if tambourines are not available</p> <p>This activity is particularly good for helping the children experience “titi” and “tun” rhythms together.</p>	Instruments
<p>14</p> <p>Children sitting in a circle facing centre</p>	<p>Verse</p> <p>Hold sticks in the air and move as if chugging along.</p>			
<p>Chugga,</p> <p>Alternate hand movements tapping on the tambourine/drum to “chugga”</p> <p>Toot, toot</p> <p>Sticks together beat on tambourine/drum</p> <p>“shsh..”</p> <p>Lean forward and hold sticks still</p>				

Alternative Activity for Gathering Drum					
Instruments	<p>Old Steam Train</p>  14	 <p>Children sitting around gathering drum with parents sitting behind</p>	<p>Verse Hold hands in the air and move as if chugging along.</p> <p>Chugga, Alternate hand movements backwards and forwards on the drum to “chugga”</p> <p>Toot, toot hands together beat on drum</p> <p>“shsh..” Lean forward and slide hands towards the middle of the drum.</p>	Instruments	
Friends Notation	<p>Playing On Our Notes 2</p>  <p>Children sitting in a circle facing centre</p>	<p>prep Give each child a chime bar set and ask them to remove la, ti and high do chimebars (black, white and purple) and one beater.</p> <p>Give each child a set of fingerpuppets</p> <p>Ask the children to match Bella (la), Meilo (ti) and Rikki (do) to their notes.</p> <p>Say rhyme:</p> <p style="padding-left: 20px;"><i>Tap, tap, tap, tap, Three Jungle Friends, Sitting on our notes, Take Bella away, Ready let’s play.</i></p> <p>Sing:</p> <p style="padding-left: 20px;"><i>“La, la, la, la, la, la. Playing Bella’s note today.”</i></p> <p>If time allows sing for each of the notes</p>	<p>The children should be ver familiar at this stage with the notes that the animal match to.</p>	Friends Notation	
Locomotor	<p>Drivin’ In My Car</p>  6	 <p>Children and parents to sit in a circle with children on parent’s laps facing centre.</p>	<p>A Keep beat on knees On “stop” scoop Rainbow Ring up to chest height On “red light” do a high shake</p> <p>B Start with arms stretched forwards towards floor/centre On “beep, beep, beep” tap ring three times up towards chest. On “vroom,” scoop ring back to starting position.</p>	<p>Remind parents to continue to hold Rainbow Ring so that it does not “snap back” on anyone.</p>	Locomotor

Fingerplay	<p>Arabella Miller</p>		<p><i>Little Arabella Miller,</i></p>	<p>Parent to hold child's hands and rock gently from side to side.</p>	<p>Friends may be able to complete these actions independently.</p>
	<p>Children sitting facing their parent</p>		<p><i>Found a fuzzy caterpillar</i></p>	<p>Parent to pretend to pick up a caterpillar and place on child's open hand.</p>	
Locomotor	<p>Fly</p>		<p>A</p>	<p>Parent to assist the child to gently rock side to side as they walk around the circle</p>	<p>Ensure parent stays close to child</p>
	<p>21</p>	<p>Children standing in a circle facing centre</p>	<p>B</p>	<p>Stand and face the centre Follow actions in the lyrics.</p>	

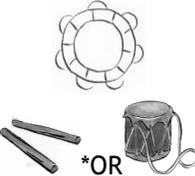
Instruments	<p>Washing Machine</p>  <p>15</p> <p>*OR</p>  <p>Parents and children sitting in a circle facing centre</p>	<p>A Parents to assist child to shake bells in an upward motion. Pull bells back down after “washing machine”. On “clean those clothes” place bells on floor and pick up sticks</p> <p>B Parents to assist child tap sticks for “pop, pop, pop”. On “clean those clothes” place sticks on floor and pick up scarves</p> <p>C Parents to assist child to swish scarf by placing on floor rubbing hands in forward and back circular motion. If this is too difficult they can pick up scarf and “zoom” from side to side.</p>	<p>Alternative instrumentation for bells and sticks is eggs and castanets.</p>	Instruments
Alternative Activity for Gathering Drum				
Instruments	<p>Washing Machine</p>  <p>15</p> <p>Children sitting around drum with parents behind</p>	<p>A Parents to assist child to lift their hands upwards to be water filling up the washing machine</p> <p>B Parents to assist child to tap lightly on the skin of the drum</p> <p>C Using flat palms “swish” hands side to side</p>		Instruments

Reserve						
Reserve	Skinnamarink  20	Mixed Percussion Children sitting in the circle facing centre	Prep Play	Pull each instrument out of the bag one at a time. Name the instrument and play it so that the children hear the sound. Invite children to choose an instrument. Encourage parents to assist children to hold their instrument up in the air until the music begins. Encourage free play and discovery of sounds. Assist children to try different instruments. If parents are not assisting their child they may like to play an instrument to the beat.	Alert parents to the importance of discovery play for introducing children to a variety of sound textures (timbre).	Instruments
	You Just Need To Know  22	 Parents and children stand facing centre	Verse one Verse two Hand out stickers and invite children and parents to return next week.	Children and parents hold hands facing each other and place one foot forward. Rock gently to and fro. Parents sit on the floor and cuddle child in their lap. Take Bruno around to each child to say goodbye.	Thank parents for their participation and invite them to join you for more fun next week.	

Song		Jungle Tots	Jungle Friends	Management	
Welcome	<p>Knock, Knock</p>  <p>* Children sitting in a circle on parents laps facing centre</p> <p>1</p>	<p>prep Give each child a Beanie Toy (or a pair of rhythm sticks if not using drum. Children place Beanie Toy in their lap.</p> <p>Intro Show children how to form fists ready to “knock, knock”. (pick up rhythm sticks ready to begin)</p> <p>A <i>Knock, knock..</i> Children to use alternating hands to play “knock, knock” on the drum. (Tap “knock, knock” with sticks) On “Together just you and me” replace teddies in their laps.</p> <p>B <i>We’ll..</i> Children can jump their Beanie Toys on the drum and/wave to their friends as the teacher welcomes each child. (Children can tap Beanie Toys from one knee to the other and/or wave to their friends)</p>		<p>* If gathering drum is not available rhythm sticks can be used as an alternative.</p> <p>Use section B to welcome each child personally and for the children to wave “hello” to Bruno.</p>	Welcome
	<p>My Teddy Bear</p>  <p>Children sitting or standing* in a circle facing centre</p> <p>2</p>	<p>A Children to gently rock Beanie Toy in their arms from side to side.</p> <p>B Parents to child to gently touch Beanie Toy on each part of the child's body as you sing the solfege</p>		<p>* Older tots and friends will be able to stand without running around the room. If some children tend to wander sit the whole group down.</p> <p>When parents and children become familiar with this song encourage them to sing solfege.</p>	
Welcome					

Sensory	<p>Rub The Soap</p> <p>Children sitting in circle with parents behind, facing centre</p>	<p>Teacher to say the rhyme as parent touches each part of the body as named in the rhyme. On “squeak goes ducky” give the child a little tickle on their tummy.</p> <p><i>Wash my back then my knee, Rub the soap all over me. Put some bubbles on my cheek, Wash my legs, and wash my feet.</i></p> <p><i>Scrub my ankles and my toes, Pat my cheeks and then my nose. Wash my back and now my tum, Squeak goes ducky, now I’m done.</i></p>	<p>This sensory activity develops the child’s awareness of body parts and build body awareness important for later motor development.</p> <p>Alert parents that by using the sense of touch to communicate musically with their children they are reinforcing the nurturing bond between parent and child.</p>	Sensory
Lapride	<p>Wishy Washy</p> <p>13</p> <p>Parents sitting on chairs. Children sitting on parents laps facing centre</p>	<p>intro Gently rock side to side.</p> <p>A Children to sit on parent’s lap with their arms stretched to the side. Parents to hold children’s hands On “wishy washy” jiggle child side to side On “rub a dub dub/ scrubba dub, dub” parents to reach forward with child’s hands and tap three times on child’s knees.</p> <p>B For “Bella, Bella/ Meilo, Meilo ”rock side to side “Where oh where” assist child to use one hand to shade eyes as if looking around “Oh My Goodness” child to stretch hands out (palms up) as parents prepare to let child slide down outstretched legs as if sliding down a slippery slide. On “There goes” parent slides child down.</p> <p>C Child climbs back up into parent’s lap.</p>		Lapride

Circletime	<p>My Pets</p>  <p>17</p>	<p>Bunny Parents hold child's hand as child jumps like a rabbit in the hoop</p> <p>Dog Child runs around hoop</p> <p>Kitten Children curl up inside hoop</p>	<p>Ensure that the hoops are spaced apart so that children do not bump each other as they run around their hoops</p>	Circletime
	<p>Never Stop Notation 3</p>  <p>Parents and children sitting in circle facing centre</p>	<p>prep Give each child a frog and a tap block.</p> <p>play Parent to assist child to jump frog as you say the rhyme:</p> <p><i>Here's my frog, it jumps on top, Jumping, jumping, never stop, Jump to the left, jump to the right, Jumping, jumping out of sight.</i></p>	<p>As the rhyme becomes familiar encourage parents and children to say the rhyme with you.</p> <p>* Beanbag frogs can be substituted if plastic frogs are not available</p>	
Instruments	<p>Wiggle Bounce Stomp</p>  <p>16</p> <p>Parents and children sitting in circle facing centre</p>	<p>Wiggle - sticks On "wiggle" give tiny shakes and move sticks up and down For "round & round" use a rolling action For "tap" tap on knees For "clap" touch sticks together.</p> <p>Bounce -sticks & drums On "bounce" tap sticks on drum and move up and down For "round & round" use a rolling action above the drum For "tap" tap on knees For "clap" tap sticks together.</p> <p>Stomp- drums Hold sticks vertically with hands covering the top of the sticks. On "stomp" tap vertical sticks together on drum and move hands up and down For "round & round" use a rolling action above the drum For "tap" tap on knees For "clap" clap hands together.</p>	<p>Ensure this activity is well prepped.</p>	Instruments

Instruments	<p>Wiggle Bounce Stomp</p> 	<p>Wiggle -bells</p> <p>On “wiggle” give tiny shakes and move bells up and down For “round & round” use a rolling action For “tap” tap on knees For “clap” touch bells together.</p>	<p>Ensure this activity is well prepped.</p>	Instruments
	<p>16</p> <p>Parents and children sitting in circle facing centre</p>	<p>transition</p> <p>Hide bells away</p>		
	<p>Bounce - castanets</p> <p>On “bounce” tap on castanet and move hands up and down For “round & round” use a rolling action above the castanet For “tap” tap on knees For “clap” clap hands together.</p>			
Instruments	<p>Old Steam Train</p> 	<p>prep</p> <p>Give each child a tambourine (or drum) and a set of rhythm sticks.</p>	<p>* Jungle drums can be used if tambourines are not available</p> <p>This activity is particularly good for helping the children experience “titi” and “tun” rhythms together.</p>	Instruments
	<p>14</p> <p>Children sitting in a circle facing centre</p>	<p>Verse</p> <p>Hold sticks in the air and move as if chugging along.</p> <p>Chugga,</p> <p>Alternate hand movements tapping on the tambourine/drum to “chugga”</p> <p>Toot, toot</p> <p>Sticks together beat on tambourine/drum</p> <p>“shsh..”</p> <p>Lean forward and hold sticks still</p>		

Alternative Activity for Gathering Drum				
Instruments	<p>Old Steam Train</p>  <p>Children sitting around gathering drum with parents sitting behind</p>	<p>Verse</p> <p>Chugga,</p> <p>Toot, toot</p> <p>“shsh..”</p>	<p>Hold hands in the air and move as if chugging along.</p> <p>Alternate hand movements backwards and forwards on the drum to “chugga”</p> <p>hands together beat on drum</p> <p>Lean forward and slide hands towards the middle of the drum.</p>	Instruments
Friends Notation	<p>Playing On Our Notes 2</p>  <p>Children sitting in a circle facing centre</p>	<p>prep</p> <p>Give each child a chime bar set and ask them to remove la, ti and high do chimebars (black, white and purple) and one beater.</p> <p>Give each child a set of fingerpuppets</p> <p>Ask the children to match Bella (la), Meilo (ti) and Rikki (do) to their notes.</p> <p>Say rhyme:</p> <p><i>Tap, tap, tap, tap, Three Jungle Friends, Sitting on our notes, Take Bella away, Ready let’s play.</i></p> <p>Sing: “La, la, la, la, la, la. Playing Bella’s note today.”</p> <p>If time allows sing for each of the notes</p>	<p>The children should be very familiar at this stage with the notes that the animal match to.</p>	Friends Notation

Locomotor	<p>Drivin' In My Car</p>  <p> 6</p> <p>Children and parents to sit in a circle with children on parent's laps facing centre.</p>	<p>A Keep beat on knees On "stop" scoop Rainbow Ring up to chest height On "red light" do a high shake</p> <p>B Start with arms stretched forwards towards floor/centre On "beep, beep, beep" tap ring three times up towards chest. On "vroom," scoop ring back to starting position.</p>	Remind parents to continue to hold Rainbow Ring so that it does not "snap back" on anyone.	Locomotor
Fingerplay	<p>Arabella Miller</p> <p>Children sitting facing their parent</p>	<p><i>Little Arabella Miller,</i> Parent to hold child's hands and rock gently from side to side.</p> <p><i>Found a fuzzy caterpillar</i> Parent to pretend to pick up a caterpillar and place on child's open hand.</p> <p><i>First it crawled upon her mother,</i> Parent to "creep" fingers up one of child's arms.</p> <p><i>Then upon her baby brother,</i> Parent to "creep" fingers up child's other arm arms.</p> <p><i>"Oh!" said Arabella Miller,</i> Parent and child stretch hands open and hold up in exclamation</p> <p><i>"Take away that caterpillar!"</i> Parent and child to flap hands as if shooing caterpillar away.</p>	Friends may be able to complete these actions independently.	Fingerplay
Locomotor	<p>Fly</p>  <p> 21</p> <p>Children standing in a circle facing centre</p>	<p>A Parent to assist the child to gently rock side to side as they walk around the circle</p> <p>B Stand and face the centre Follow actions in the lyrics.</p>	Ensure parent stays close to child	Locomotor

Instruments	<p>Washing Machine</p>  <p>15</p> <p>*OR</p>  <p>Parents and children sitting in a circle facing centre</p>	<p>A Parents to assist child to shake bells in an upward motion. Pull bells back down after “washing machine”. On “clean those clothes” place bells on floor and pick up sticks</p> <p>B Parents to assist child tap sticks for “pop, pop, pop”. On “clean those clothes” place sticks on floor and pick up scarves</p> <p>C Parents to assist child to swish scarf by placing on floor rubbing hands in forward and back circular motion. If this is too difficult they can pick up scarf and “zoom” from side to side.</p>	<p>Alternative instrumentation for bells and sticks is eggs and castanets.</p>	Instruments
Alternative Activity for Gathering Drum				
Instruments	<p>Washing Machine</p>  <p>15</p> <p>Children sitting around drum with parents behind</p>	<p>A Parents to assist child to lift their hands upwards to be water filling up the washing machine</p> <p>B Parents to assist child to tap lightly on the skin of the drum</p> <p>C Using flat palms “swish” hands side to side</p>		Instruments

Reserve						
Reserve	Dance Little Fingers	Mixed Percussion	Prep	Pull each instrument out of the bag one at a time. Name the instrument and play it so that the children hear the sound. Invite children to choose an instrument.	Alert parents to the importance of discovery play for introducing children to a variety of sound textures (timbre).	Instruments
	 8	Children sitting in the circle facing centre	Play	Encourage parents to assist children to hold their instrument up in the air until the music begins. Encourage free play and discovery of sounds. Assist children to try different instruments. If parents are not assisting their child they may like to play an instrument to the beat.		
Farewell	You Just Need To Know		Verse one	Children and parents hold hands facing each other and place one foot forward. Rock gently to and fro.	Thank parents for their participation and invite them to join you for more fun next week.	Farewell
	 22	Parents and children stand facing centre	Verse two	Parents sit on the floor and cuddle child in their lap. Take Bruno around to each child to say goodbye.		
				Hand out stickers and invite children and parents to return next week.		

Home Lesson 8

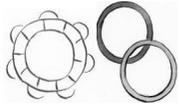
		Jungle Tots		Jungle Friends	Management	
Welcome	<p>Knock, Knock</p>  <p>* 1</p> <p>Children sitting in a circle on parents laps facing centre</p>	<p>prep</p> <p>Intro</p> <p>A <i>Knock, knock..</i></p> <p>B <i>We'll..</i></p>	<p>Give each child a Beanie Toy (or a pair of rhythm sticks if not using drum. Children place Beanie Toy in their lap.</p> <p>Show children how to form fists ready to “knock, knock”. (pick up rhythm sticks ready to begin)</p> <p>Children to use alternating hands to play “knock, knock” on the drum. (Tap “knock, knock” with sticks) On “Together just you and me” replace teddies in their laps.</p> <p>Children can jump their Beanie Toys on the drum and/wave to their friends as the teacher welcomes each child. (Children can tap Beanie Toys from one knee to the other and/or wave to their friends)</p>		<p>* If gathering drum is not available rhythm sticks can be used as an alternative.</p> <p>Use section B to welcome each child personally and for the children to wave “hello” to Bruno.</p>	Welcome
	<p>My Teddy Bear</p>  <p>2</p> <p>Children sitting or standing* in a circle facing centre</p>	<p>A</p> <p>B</p>	<p>Children to gently rock Beanie Toy in their arms from side to side.</p> <p>Parents to child to gently touch Beanie Toy on each part of the child's body as you sing the solfege</p>		<p>* Older tots and friends will be able to stand without running around the room. If some children tend to wander sit the whole group down.</p> <p>When parents and children become familiar with this song encourage them to sing solfege.</p>	Welcome
Welcome						

Sensory	<p>Shoo Fly</p> <p> 10</p> <p>Children sitting in circle with parents behind, facing centre</p>	<p>A Parents tap on child’s back and arms in time to the music</p> <p>B Using flat palms gently stroke over the child's body</p>	<p>Alert parents that by using the sense of touch to communicate musically with their children they are reinforcing the nurturing bond between parent and child.</p> <p>The alternate use of gentle tapping and stroking helps the child feel the contrast in mood and tempo between the two parts of this piece.</p>	Sensory
Lapride	<p>Drivin’ In My Car</p> <p> 6</p> <p>Parents sitting on chairs. Children sitting on parents laps facing centre</p>	<p>A Parents to bounce children on laps On “beep, beep” parent to lift one knee to rock child to one side, then the other side. For “stop”, reach around to hold child’s wrists. Scoop child's hands up (as in high 5) and tap twice on “red light”</p> <p>B On “beep, beep, beep” bounce, bounce, bounce. On “vroom...” scoop child to the side as if cornering in a car.</p>		Lapride
Circletime	<p>Washing Machine</p> <p></p> <p></p> <p> 15</p>	<p>prep Put scarves on top of parachute to be clothes in the washing machine.</p> <p>A Parents and children to lift parachute and pull back down on “washing machine” Repeat twice On “Clean those..” give little shakes of the parachute</p> <p>B Use alternating hands shake parachute for “pop, pop, pop”. On “Clean those..” give little shakes of the parachute</p> <p>C Holding the parachute tight (parents may need to gather edge of parachute up in their hands) parents and children work together to move the parachute to the left and back to the right in an agitation motion of a washing machine. On “Clean those..” give little shakes of the parachute</p>		Circletime

<p>Notation</p>	<p>Never Stop Notation 3</p>  <p>* Parents and children sitting in circle facing centre</p>	<p>prep Give each child a frog and a tap block.</p> <p>play Parent to assist child to jump frog as you say the rhyme: <i>Here's my frog, it jumps on top, Jumping, jumping, never stop, Jump to the left, jump to the right, Jumping, jumping out of sight.</i></p>	<p>As the rhyme becomes familiar encourage parents and children to say the rhyme with you.</p> <p>* Beanbag frogs can be substituted if plastic frogs are not available</p>	<p>Notation</p>
<p>Instruments</p>	<p>Wiggle Bounce Stomp</p>  <p>16 Parents and children sitting in circle facing centre</p>	<p>Wiggle -sticks On "wiggle" give tiny shakes and move sticks up and down For "round & round" use a rolling action For "tap" tap on knees For "clap" touch sticks together.</p> <p>Bounce -sticks & drums On "bounce" tap sticks on drum and move up and down For "round & round" use a rolling action above the drum For "tap" tap on knees For "clap" tap sticks together.</p> <p>Stomp- drums Hold sticks vertically with hands covering the top of the sticks. On "stomp" tap vertical sticks together on drum and move hands up and down For "round & round" use a rolling action above the drum For "tap" tap on knees For "clap" clap hands together.</p>	<p>Ensure this activity is well prepped.</p>	<p>Instruments</p>

Instruments	Wiggle Bounce Stomp 	Wiggle -bells On “wiggle” give tiny shakes and move bells up and down For “round & round” use a rolling action For “tap” tap on knees For “clap” touch bells together.	Ensure this activity is well prepped.	Instruments
	16 Parents and children sitting in circle facing centre	transition Hide bells away		
	Bounce - castanets On “bounce” tap on castanet and move hands up and down For “round & round” use a rolling action above the castanet For “tap” tap on knees For “clap” clap hands together.			
Stomp- drums On “stomp” tap on drum and move hands up and down For “round & round” use a rolling action above the drum For “tap” tap on knees For “clap” clap hands together.				
Instruments	Old Steam Train  *OR Children sitting in a circle facing centre	prep Give each child a tambourine (or drum) and a set of rhythm sticks.	* Jungle drums can be used if tambourines are not available This activity is particularly good for helping the children experience “titi” and “tun” rhythms together.	Instruments
14	Verse Hold sticks in the air and move as if chugging along.			
Chugga, Alternate hand movements tapping on the tambourine/drum to “chugga”	Toot, toot Sticks together beat on tambourine/drum			
“shsh..” Lean forward and hold sticks still				

Alternative Activity for Gathering Drum					
Instruments	<p>Old Steam Train</p>  <p>Children sitting around gathering drum with parents sitting behind</p>	<p>Verse</p> <p>Hold hands in the air and move as if chugging along.</p> <p>Chugga,</p> <p>Alternate hand movements backwards and forwards on the drum to “chugga”</p> <p>Toot, toot</p> <p>hands together beat on drum</p> <p>“shsh..”</p> <p>Lean forward and slide hands towards the middle of the drum.</p>			Instruments
Friends Notation	<p>Playing On Our Notes 3</p>  <p>Children sitting in a circle facing centre</p>	<p>Prep</p> <p>Give each child a chime bar set and ask them to remove la, ti and high do chimebars (black, white and purple) and one beater.</p> <p>Give each child a set of fingerpuppets and ask them to place Bella, Meilo and Rikki nearby to watch.</p> <p>Play</p> <p>Teacher asks the children to find Bella’s note.</p> <p>Children sing and play on la: <i>“La, la, la, la, la, la.</i> <i>Playing Bella’s note today.”</i></p> <p>Teacher asks children to find Rikki/Meilo’s notes.</p> <p>Children sing response.</p>		<p>If there are less than six children in the group the teacher can ask individual children to respond. If more than six children can respond as a group.</p>	Friends Notation
Locomotor	<p>Old King Cole</p>  <p>Children and parents to sit in a circle with children on parent’s laps facing centre.</p> <p>12</p>	<p>A</p> <p>Parents and children to bounce Lycra</p> <p>Old King....</p> <p>Play your..</p> <p>Say “hold it still, hold it still”</p> <p>Play it one two three</p> <p>Sing “ready let’s toss”</p> <p>B</p> <p>Parents to move Lycra in small sharp movements left and right, starting on left in time to the music</p>		<p>* Turtle beanbags can be substituted if frogs not available.</p> <p>This activity really encourages the children to work together to get the frogs to “jump”. By singing “Hold it still, over the lyrics” you will help the parents and children anticipate the “toss”.</p>	Locomotor

Fingerplay	<p>Three Little Mice</p> <p>Children sitting on the floor facing parent</p>	<p><i>Three little mice went out to play</i></p> <p>Parent to hide one hand behind their back and creep the other hand towards the child (like a creeping mouse)</p> <p><i>Gathering crumbs along the way.</i></p> <p>Parent to “nibble” at the child's leg with their fingers.</p> <p><i>Out jumped a pussycat sleek and black,</i></p> <p>Parent to “jump” other hand out from behind their back and land on the child's legs.</p> <p><i>He chased the little mice and they scampered back!</i></p> <p>Parent to “tickle” fingers all over child's body as if chasing the mouse.</p>	<p>When children are familiar with this rhyme they can do it on the parent's body.</p> <p>If the child finds this activity too overwhelming parents can do the actions gently and slowly on the child's hands until the child is able to anticipate the movements.</p>	Fingerplay
Circletime	<p>Drivin' In My Car</p>  <p>Children sitting on floor with parents</p> <p>6</p>	<p>Prep Give each child a hoop and a tambourine. Children to sit in hoop (car) holding tambourine for a steering wheel.</p> <p>A Pretend to drive by holding steering wheel. On “stop” scoop tambourine up high above head. On “red light” do a high shake.</p> <p>B On “beep, beep, beep” tap tambourine three times on floor. On “vroom ...” turn steering wheel from side to side.</p>	<p>Parents may need to “sit in the car” to assist child with the movements.</p>	Circletime
Instruments	<p>Washing Machine</p>  <p>*OR</p>  <p>Parents and children sitting in a circle facing centre</p> <p>15</p>	<p>A Parents to assist child to shake bells in an upward motion. Pull bells back down after “washing machine”. On “clean those clothes” place bells on floor and pick up sticks</p> <p>B Parents to assist child tap sticks for “pop, pop, pop”. On “clean those clothes” place sticks on floor and pick up scarves</p> <p>C Parents to assist child to swish scarf by placing on floor rubbing hands in forward and back circular motion. If this is too difficult they can pick up scarf and “zoom” from side to side.</p>	<p>Alternative instrumentation for bells and sticks is eggs and castanets.</p>	Instruments

Alternative Activity for Gathering Drum						
Instruments	Washing Machine		A	Parents to assist child to lift their hands upwards to be water filling up the washing machine		Instruments
	🕒 15	Children sitting around drum with parents behind	B	Parents to assist child to tap lightly on the skin of the drum		
			C	Using flat palms “swish” hands side to side		
Reserve						
Reserve	Skinnamarink	Mixed Percussion	Prep	Pull each instrument out of the bag one at a time. Name the instrument and play it so that the children hear the sound. Invite children to choose an instrument.	Alert parents to the importance of discovery play for introducing children to a variety of sound textures (timbre).	Instruments
	🕒 20	Children sitting in the circle facing centre	Play	Encourage parents to assist children to hold their instrument up in the air until the music begins. Encourage free play and discovery of sounds. Assist children to try different instruments. If parents are not assisting their child they may like to play an instrument to the beat.		
Farewell	You Just Need To Know		Verse one	Children and parents hold hands facing each other and place one foot forward. Rock gently to and fro.	Thank parents for their participation and invite them to join you for more fun next week.	Farewell
	🕒 22	Parents and children stand facing centre	Verse two	Parents sit on the floor and cuddle child in their lap. Take Bruno around to each child to say goodbye.		
				Hand out stickers and invite children and parents to return next week.		

Home Lesson 9

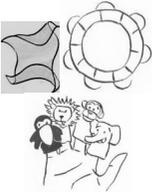
		Song	Jungle Tots	Jungle Friends	Management	
Welcome	1	Knock, Knock  * Children sitting in a circle on parents laps facing centre	prep Give each child a Beanie Toy (or a pair of rhythm sticks if not using drum. Children place Beanie Toy in their lap. Intro Show children how to form fists ready to “knock, knock”. (pick up rhythm sticks ready to begin)		* If gathering drum is not available rhythm sticks can be used as an alternative. Use section B to welcome each child personally and for the children to wave “hello” to Bruno.	Welcome
		A <i>Knock, knock..</i> Children to use alternating hands to play “knock, knock” on the drum. (Tap “knock, knock” with sticks) On “Together just you and me” replace teddies in their laps. B <i>We’ll..</i> Children can jump their Beanie Toys on the drum and/wave to their friends as the teacher welcomes each child. (Children can tap Beanie Toys from one knee to the other and/or wave to their friends)				
Welcome	2	My Teddy Bear  Children sitting or standing* in a circle facing centre	A Children to gently rock Beanie Toy in their arms from side to side.		* Older tots and friends will be able to stand without running around the room. If some children tend to wander sit the whole group down.	Welcome
		B Parents to child to gently touch Beanie Toy on each part of the child's body as you sing the solfege		When parents and children become familiar with this song encourage them to sing solfege.		

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sensory</p>	<p>Shoo Fly</p> <p>👁️ 10</p> <p>Children sitting in circle with parents behind, facing centre</p>	<p>A Parents tap on child’s back and arms in time to the music</p> <p>B Using flat palms gently stroke over the child's body</p>	<p>Alert parents that by using the sense of touch to communicate musically with their children they are reinforcing the nurturing bond between parent and child.</p> <p>The alternate use of gentle tapping and stroking helps the child feel the contrast in mood and tempo between the two parts of this piece.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sensory</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lapride</p>	<p>Drivin’ In My Car</p> <p>👁️ 6</p> <p>Parents sitting on chairs. Children sitting on parents laps facing centre</p>	<p>A Parents to bounce children on laps On “beep, beep” parent to lift one knee to rock child to one side, then the other side. For “stop”, reach around to hold child’s wrists. Scoop child’s hands up (as in high 5) and tap twice on “red light”</p> <p>B On “beep, beep, beep” bounce, bounce, bounce. On “vroom...” scoop child to the side as if cornering in a car.</p>		<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lapride</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Circletime</p>	<p>My Pets</p>  <p>👁️ 17</p>	<p>Bunny Parents hold child’s hand as child jumps like a rabbit in the hoop</p> <p>Dog Child runs around hoop</p> <p>Kitten Children curl up inside hoop</p>	<p>Ensure that the hoops are spaced apart so that children do not bump each other as they run around their hoops</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Circletime</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Notation</p>	<p>Never Stop Notation 3</p>  <p>Parents and children sitting in circle facing centre</p>	<p>prep Give each child a frog and a tap block.</p> <p>play Parent to assist child to jump frog as you say the rhyme: <i>Here's my frog, it jumps on top, Jumping, jumping, never stop, Jump to the left, jump to the right, Jumping, jumping out of sight.</i></p>	<p>As the rhyme becomes familiar encourage parents and children to say the rhyme with you.</p> <p>* Beanbag frogs can be substituted if plastic frogs are not available</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Notation</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Notation</p>	<p>Fly</p>  <p>Parents and children sitting in circle facing centre</p>	<p>prep Place Tippy upon stick and assist child to hold stick</p> <p>A "Fly" Tippy around in the air.</p> <p style="background-color: #e0e0e0;">Friends may be able to fly in a "lazy 8" pattern</p> <p>B Fly Tippy as prompted by the lyrics.</p>	<p>Ensure children are sitting to complete this activity.</p> <p>If younger children find it too challenging to keep fingerpuppet on the rhythm stick they can just hold Tippy in their hand.</p> <p>This activity encourages the children to listen carefully to the lyrics and to follow the instructions.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Notation</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Instruments</p>	<p>Fly</p>  <p>Parents and children sitting in circle facing centre</p>	<p>prep Parent to assist child to remove high (purple) and low (chocolate) do chimebars from the case, and two beaters. Sit chimebars on top of closed close with high do on the right, and low do on the left.</p> <p>A Children to "fly" beaters in the air. On last phrase child can play on "do" as you sing "Playing on Do"</p> <p>B Play high and lo do with alternating beaters</p>	<p>Ensure this activity is well prepped.</p> <p>Remind parents that by placing the chimebars with high do on the right the children become familiar with the relative positions of high and low notes on the keyboard.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Instruments</p>

Instruments	<p>Shoo Fly</p>  <p>*OR</p>  <p>10</p> <p>Children sitting in a circle facing centre</p>	<p>A Make a long scaping sound with guiro (count 1,2) If using rainshakers tip over to two counts.</p> <p>B Float ribbons (scarves) into the centre and back.</p>	<p>Alternative instruments: rainshakers & scarves.</p> <p>Change instruments during transition. Parents may need to assist with guiro action. Ensure children are sitting with adequate space around them whilst using ribbon sticks.</p>	Instruments
Alternative Activity for Gathering Drum				
Instruments	<p>Shoo Fly</p>  <p>10</p> <p>Tippy fingerpuppet</p>	<p>A Jump Tippy to the beat on the drum</p> <p>Friends can say “tun, tun, tun” to the beat.</p> <p>B Fly Tippy around in the air.</p> <p>Friends can say “great big whole note”</p>	<p>This activity encourages the children to notice changes in tempo.</p>	Instruments
Friends Notation	<p>Playing On Our Notes 3</p>  <p>Children sitting in a circle facing centre</p>	<p>Prep Give each child a chime bar set and ask them to remove la, ti and high do chimebars (black, white and purple) and one beater. Give each child a set of fingerpuppets and ask them to place Bella, Meilo and Rikki nearby to watch.</p> <p>Play Teacher asks the children to find Bella’s note. Children sing and play on la: “La, la, la, la, la, la. <i>Playing Bella’s note today.</i>” Teacher asks children to find Rikki/Meilo’s notes. Children sing response.</p>	<p>If there are less than six children in the group the teacher can ask individual children to respond. If more than six children can respond as a group.</p>	Friends Notation

Locomotor	<p>Old King Cole</p>  <p>12</p> <p>Children and parents to sit in a circle with children on parent's laps facing centre.</p>	<p><i>A</i> <i>Old King....</i> <i>Play your..</i> <i>Play it one two three</i></p> <p>Parents and children to bounce Lycra</p> <p>Say "hold it still, hold it still"</p> <p>Sing "ready let's toss"</p> <p><i>B</i> Parents to move Lycra in small sharp movements left and right, starting on left in time to the music</p>	<p>* Turtle beanbags can be substituted if frogs not available.</p> <p>This activity really encourages the children to work together to get the frogs to "jump". By singing "Hold it still, over the lyrics" you will help the parents and children anticipate the "toss".</p>	Locomotor
Fingerplay	<p>Three Little Mice</p> <p>Children sitting on the floor facing parent</p>	<p><i>Three little mice went out to play</i> <i>Gathering crumbs along the way.</i> <i>Out jumped a pussycat sleek and black,</i> <i>He chased the little mice and they scampered back!</i></p> <p>Parent to hide one hand behind their back and creep the other hand towards the child (like a creeping mouse)</p> <p>Parent to "nibble" at the child's leg with their fingers.</p> <p>Parent to "jump" other hand out from behind their back and land on the child's legs.</p> <p>Parent to "tickle" fingers all over child's body as if chasing the mouse.</p>	<p>When children are familiar with this rhyme they can do it on the parent's body.</p> <p>If the child finds this activity too overwhelming parents can do the actions gently and slowly on the child's hands until the child is able to anticipate the movements.</p>	Fingerplay
Locomotor	<p>Wiggle, Bounce, Stomp</p> <p>16</p> <p>Children & parents standing in a circle facing centre</p>	<p>Follow actions as indicated by lyrics.</p>	<p>Children may take longer to respond. For "Tap, tap, tap" children can tap on their knees.</p>	Locomotor

Instruments	<p>Wishy Washy</p>  <p>Bella & Meilo Fingerpuppets</p> <p>Parents and children sitting in a circle facing centre</p> <p>🎧 13</p>	<p>prep</p> <p>Parent to fold scarf and place on the floor to be water in the bath. Child to place Bella & Rikki in their lap ready. Practise actions before you play music.</p> <p>A</p> <p>Children hold tambourine on each side and rock side to side so that their hands bump on the carpet to beat</p> <p>B Bella/Meilo</p> <p>Jump Bella/Meilo in the tambourine on the water. Parent to assist child to lift one side of tambourine and slide Bella out, and hide her in their lap.</p> <p>Transition</p> <p>Pick up tambourine ready to begin</p>		Instruments
	Alternative Activity for Gathering Drum			
Instruments	<p>Wishy Washy</p>  <p>Bella & Meilo Fingerpuppets</p> <p>Children sitting around drum with parents behind</p> <p>🎧 13</p>	<p>prep</p> <p>Hide puppets in children's laps ready to begin</p> <p>A</p> <p>On "wishy washy" parents assist children to swish hands side to side on the skin of the drum. On "rub a dub dub/ scrubba dub, dub" give three taps on the drum (for friends allow them to use alternating hands to tap)</p> <p>B</p> <p>For "Bella/Meilo" bounce puppet on skin. On "There goes" lift puppet off the drum and hide under the drum</p> <p>Transition</p> <p>Replace puppets ready to begin again.</p>		Instruments

Reserve						
Reserve	Dance Little Fingers	Mixed Percussion	Prep	Pull each instrument out of the bag one at a time. Name the instrument and play it so that the children hear the sound. Invite children to choose an instrument.	Alert parents to the importance of discovery play for introducing children to a variety of sound textures (timbre).	Instruments
	 8	Children sitting in the circle facing centre	Play	Encourage parents to assist children to hold their instrument up in the air until the music begins. Encourage free play and discovery of sounds. Assist children to try different instruments. If parents are not assisting their child they may like to play an instrument to the beat.		
Farewell	You Just Need To Know		Verse one	Children and parents hold hands facing each other and place one foot forward. Rock gently to and fro.	Thank parents for their participation and invite them to join you for more fun next week.	Farewell
	 22	Parents and children stand facing centre	Verse two	Parents sit on the floor and cuddle child in their lap. Take Bruno around to each child to say goodbye.		
				Hand out stickers and invite children and parents to return next week.		

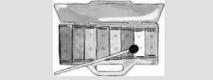
Home Lesson 10

		Song	Jungle Tots	Jungle Friends	Management
Welcome	1	Knock, Knock  * Children sitting in a circle on parents laps facing centre	prep Give each child a Beanie Toy (or a pair of rhythm sticks if not using drum. Children place Beanie Toy in their lap. Intro Show children how to form fists ready to “knock, knock”. (pick up rhythm sticks ready to begin)	Children to use alternating hands to play “knock, knock” on the drum. (Tap “knock, knock” with sticks) On “Together just you and me” replace teddies in their laps. Children can jump their Beanie Toys on the drum and/wave to their friends as the teacher welcomes each child. (Children can tap Beanie Toys from one knee to the other and/or wave to their friends)	* If gathering drum is not available rhythm sticks can be used as an alternative. Use section B to welcome each child personally and for the children to wave “hello” to Bruno.
		A <i>Knock, knock..</i> B <i>We’ll..</i>			
Welcome	2	My Teddy Bear  Children sitting or standing* in a circle facing centre	A Children to gently rock Beanie Toy in their arms from side to side.	Parents to child to gently touch Beanie Toy on each part of the child's body as you sing the solfege	* Older tots and friends will be able to stand without running around the room. If some children tend to wander sit the whole group down. When parents and children become familiar with this song encourage them to sing solfege.
		B			

Welcome

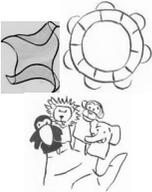
Welcome

Sensory	<p>The Caterpillar</p> <p>4  Children sitting in circle with parents behind, facing centre</p>	<p>prep Parent to use index finger as a “caterpillar”</p> <p>A Parent to jump “caterpillar” gently across child’s back.</p> <p>B Follow directions as indicated by lyrics as parent gently rocks child from side to side.</p>	<p>This sensory activity develops the child’s awareness of body parts and build body awareness important for later motor development.</p> <p>Alert parents that by using the sense of touch to communicate musically with their children they are reinforcing the nurturing bond between parent and child.</p>	Sensory
Lapride	<p>Drivin’ In My Car</p> <p>6  Parents sitting on chairs. Children sitting on parents laps facing centre</p>	<p>A Parents to bounce children on laps On “beep, beep” parent to lift one knee to rock child to one side, then the other side. For “stop”, reach around to hold child’s wrists. Scoop child’s hands up (as in high 5) and tap twice on “red light”</p> <p>B On “beep, beep, beep” bounce, bounce, bounce. On “vroom...” sccop child to the side as if cornering in a car.</p>		Lapride
Circletime	<p>Rattle’n’Roll</p> <p></p> <p>11  Parents and children sitting in circle facing centre</p>	<p>Prep Children & parents to hold Rainbow Ring</p> <p>A “Wibble wobble” Rainbow Ring</p> <p>Chorus For “We’re going out..” hold Rainbow Ring and stretch back For “We’re going in..” lean into centre “We’re going up..” lift Rainbow Ring up “We’re going down..” bring Rainbow Ring down “Are your ready” hold ring still ready to begin again</p> <p>B Slow stretch Ring back</p> <p>C Tap Rainbow Ring on knees</p>	<p>Remind parents to continue to hold Rainbow Ring so that it does not “snap back” .</p>	Circletime

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Notation</p>	<p>Never Stop Notation 4</p>  <p>(Rikki)</p> <p>*OR</p>  <p>Parents and children sitting in circle facing centre</p>	<p>prep Give each child a Rikki fingerpuppet and a drum</p> <p>play Parent to assist child to jump Rikki on the drum as you say the rhyme:</p> <p><i>Here is Rikki, jump on top, Ti, ti, ti, ti never stop, Ti, ti left, Ti, ti right, Ti, ti, Ti, ti out of sight.</i></p>	<p>As the rhyme becomes familiar encourage parents and children to say the rhyme with you.</p> <p>* tapblocks can be substituted if drums are not available</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Notation</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Notation</p>	<p>Fly</p>   <p>(Tippy)</p> <p>Parents and children sitting in circle facing centre</p>	<p>prep Place Tippy upon stick and assist child to hold stick</p> <p>A “Fly” Tippy around in the air.</p> <p>B Friends may be able to fly in a “lazy 8” pattern</p> <p>B Fly Tippy as prompted by the lyrics.</p>	<p>Ensure children are sitting to complete this activity.</p> <p>If younger children find it too challenging to keep fingerpuppet on the rhythm stick they can just hold Tippy in their hand.</p> <p>This activity encourages the children to listen carefully to the lyrics and to follow the instructions.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Notation</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Instruments</p>	<p>Fly</p>   <p>Parents and children sitting in circle facing centre</p>	<p>prep Parent to assist child to remove high (purple) and low (chocolate) do chimebars from the case, and two beaters. Sit chimebars on top of closed case with high do on the right, and low do on the left.</p> <p>A Children to “fly” beaters in the air. On last phrase child can play on “do” as you sing “Playing on Do”</p> <p>B Play high and low do with alternating beaters</p>	<p>Ensure this activity is well prepped.</p> <p>Remind parents that by placing the chimebars with high do on the right the children become familiar with the relative positions of high and low notes on the keyboard.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Instruments</p>

Instruments	Dance Little Fingers	 *OR 	chorus	Tap egg shakers on floor	*Alternative instruments: rainshakers Friends and older tots will be able to put “stop” in after “wiggle, wiggle, wiggle”	Instruments
			hide	Tap eggs shakers and then hide them behind back		
	 8	Parents and children sitting in circle facing centre	Wake up	Hug shakers to child's chest and stretch out		
			Dance	Dance shakers the air		
Alternative Activity for Gathering Drum						
Instruments	Dance Little Fingers		chorus	Bounce fingertips on drum	Friends and older tots will be able to put “stop” in after “wiggle, wiggle, wiggle”	Instruments
			hide	clap hands and then hide hands behind back		
	 8	Children sitting or kneeling around drum, parents sitting behind	Wake up	Hold tight fist on rim of drum and lean forward as you spread fingers across the skin.		
			Dance	Dance fingers on drum		
Friends Notation	Playing On Our Notes 3		Prep	Give each child a chime bar set and ask them to remove la, ti and high do chimebars (black, white and purple) and one beater. Give each child a set of fingerpuppets and ask them to place Bella, Meilo and Rikki nearby to watch.	If there are less than six children in the group the teacher can ask individual children to respond. If more than six children can respond as a group.	Friends Notation
		Children sitting in a circle facing centre	Play	Teacher asks the children to find Bella’s note. Children sing and play on la: “La, la, la, la, la, la. <i>Playing Bella’s note today.</i> ” Teacher asks children to find Rikki/Meilo’s notes. Children sing response.		

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Locomotor</p>	<p>Old King Cole</p>  <p>12</p> <p>Children and parents to sit in a circle with children on parent's laps facing centre.</p>	<p>A <i>Old King....</i></p> <p>Parents and children to bounce Lycra</p> <p><i>Play your..</i> Say "hold it still, hold it still"</p> <p><i>Play it one two three</i> Sing "ready let's toss"</p> <p>B</p> <p>Parents to move Lycra in small sharp movements left and right, starting on left in time to the music</p>	<p>* Turtle beanbags can be substituted if frogs not available.</p> <p>This activity really encourages the children to work together to get the frogs to "jump". By singing "Hold it still, over the lyrics" you will help the parents and children anticipate the "toss".</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Locomotor</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Fingerplay</p>	<p>Three Little Mice</p> <p>Children sitting on the floor facing parent</p>	<p><i>Three little mice went out to play</i> Parent to hide one hand behind their back and creep the other hand towards the child (like a creeping mouse)</p> <p><i>Gathering crumbs along the way.</i> Parent to "nibble" at the child's leg with their fingers.</p> <p><i>Out jumped a pussycat sleek and black,</i> Parent to "jump" other hand out from behind their back and land on the child's legs.</p> <p><i>He chased the little mice and they scampered back!</i> Parent to "tickle" fingers all over child's body as if chasing the mouse.</p>	<p>When children are familiar with this rhyme they can do it on the parent's body.</p> <p>If the child finds this activity too overwhelming parents can do the actions gently and slowly on the child's hands until the child is able to anticipate the movements.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Fingerplay</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Locomotor</p>	<p>Wiggle, Bounce, Stomp</p> <p>16</p> <p>Children & parents standing in a circle facing centre</p>	<p>Follow actions as indicated by lyrics.</p>	<p>Children may take longer to respond. For "Tap, tap, tap" children can tap on their knees.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Locomotor</p>

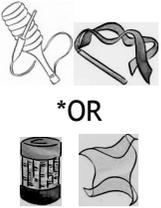
Instruments	<p>Wishy Washy</p>  <p>Bella & Meilo Fingerpuppets</p> <p>Parents and children sitting in a circle facing centre</p> <p>🎧 13</p>	<p>prep</p> <p>Parent to fold scarf and place on the floor to be water in the bath. Child to place Bella & Rikki in their lap ready. Practise actions before you play music.</p> <p>A</p> <p>Children hold tambourine on each side and rock side to side so that their hands bump on the carpet to beat</p> <p>B Bella/Meilo</p> <p>Jump Bella/Meilo in the tambourine on the water. Parent to assist child to lift one side of tambourine and slide Bella out, and hide her in their lap.</p> <p>Transition</p> <p>Pick up tambourine ready to begin</p>	Instruments
	Alternative Activity for Gathering Drum		
Instruments	<p>Wishy Washy</p>  <p>Bella & Meilo Fingerpuppets</p> <p>Children sitting around drum with parents behind</p> <p>🎧 13</p>	<p>prep</p> <p>Hide puppets in children's laps ready to begin</p> <p>A</p> <p>On “wishy washy” parents assist children to swish hands side to side on the skin of the drum. On “rub a dub dub/ scrubba dub, dub” give three taps on the drum (for friends allow them to use alternating hands to tap)</p> <p>B</p> <p>For “Bella/Meilo” bounce puppet on skin. On “There goes” lift puppet off the drum and hide under the drum</p> <p>Transition</p> <p>Replace puppets ready to begin again.</p>	Instruments

Reserve

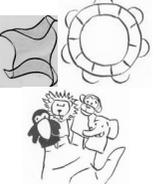
Reserve	<p>Bella The Elephant</p>  <p>*OR</p>  <p>*OR</p> 	<p>prep Stand still holding shakers (8 counts)</p> <p>A1: Bella the elephant.. Parent and child rock shakers side to side (like windscreen wipers) for 16 counts</p> <p>A2: Bella the elephant.. Child to use a forward alternative punching movement with the shakers for 16 counts</p> <p>B: Tippy, & Meilo samba Stretch up tall with shakers, and lean down low (up 2,3,4, down 2,3,4) X4</p>	<p>* bells or egg shakers can be substituted if rainshakers are not available</p>	Instruments
	<p>7 Children sitting in the circle facing centre</p> <p>Transition Child to walk around parent shaking rainshakers and stand ready to begin</p>			
Farewell	<p>You Just Need To Know</p>  <p>Parents and children stand facing centre</p> <p>22</p>	<p>Verse one Children and parents hold hands facing each other and place one foot forward. Rock gently to and fro.</p> <p>Verse two Parents sit on the floor and cuddle child in their lap Take Bruno around to each child to say goodbye.</p> <p>Hand out stickers and invite children and parents to return next week.</p>	<p>Thank parents for their participation and invite them to join you for more fun next week.</p>	Farewell

Song		Jungle Tots	Jungle Friends	Management	
Welcome	<p>Knock, Knock</p>  <p>* Children sitting in a circle on parents laps facing centre</p> <p>1</p>	<p>prep Give each child a Beanie Toy (or a pair of rhythm sticks if not using drum. Children place Beanie Toy in their lap.</p> <p>Intro Show children how to form fists ready to “knock, knock”. (pick up rhythm sticks ready to begin)</p> <p>A <i>Knock, knock..</i> Children to use alternating hands to play “knock, knock” on the drum. (Tap “knock, knock” with sticks) On “Together just you and me” replace teddies in their laps.</p> <p>B <i>We’ll..</i> Children can jump their Beanie Toys on the drum and/wave to their friends as the teacher welcomes each child. (Children can tap Beanie Toys from one knee to the other and/or wave to their friends)</p>		<p>* If gathering drum is not available rhythm sticks can be used as an alternative.</p> <p>Use section B to welcome each child personally and for the children to wave “hello” to Bruno.</p>	Welcome
	<p>My Teddy Bear</p>  <p>Children sitting or standing* in a circle facing centre</p> <p>2</p>	<p>A Children to gently rock Beanie Toy in their arms from side to side.</p> <p>B Parents to child to gently touch Beanie Toy on each part of the child's body as you sing the solfege</p>		<p>* Older tots and friends will be able to stand without running around the room. If some children tend to wander sit the whole group down.</p> <p>When parents and children become familiar with this song encourage them to sing solfege.</p>	

Sensory	<p>Rub The Soap</p> <p>Children sitting in circle with parents behind, facing centre</p>	<p>Teacher to say the rhyme as parent touches each part of the body as named in the rhyme. On “squeak goes ducky” give the child a little tickle on their tummy.</p> <p><i>Wash my back then my knee, Rub the soap all over me. Put some bubbles on my cheek, Wash my legs, and wash my feet.</i></p> <p><i>Scrub my ankles and my toes, Pat my cheeks and then my nose. Wash my back and now my tum, Squeak goes ducky, now I’m done.</i></p>	<p>This sensory activity develops the child’s awareness of body parts and build body awareness important for later motor development.</p> <p>Alert parents that by using the sense of touch to communicate musically with their children they are reinforcing the nurturing bond between parent and child.</p>	Sensory
Lapride	<p>Drivin’ In My Car</p> <p>6</p> <p>Parents sitting on chairs. Children sitting on parents laps facing centre</p>	<p>A Parents to bounce children on laps On “beep, beep” parent to lift one knee to rock child to one side, then the other side. For “stop”, reach around to hold child’s wrists. Scoop child’s hands up (as in high 5) and tap twice on “red light”</p> <p>B On “beep, beep, beep” bounce, bounce, bounce. On “vroom...” scoop child to the side as if cornering in a car.</p>		Lapride

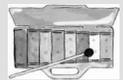
Instruments	<p>Fly</p> 	<p>prep</p> <p>Parent to assist child to remove high (purple) and low (chocolate) do chimebars from the case, and two beaters. Sit chimebars on top of closed close with high do on the right, and low do on the left.</p>	<p>Ensure this activity is well prepped.</p> <p>Remind parents that by placing the chimebars with high do on the right the children become familiar with the relative positions of high and low notes on the keyboard.</p>	Instruments
	<p>21</p> <p>Parents and children sitting in circle facing centre</p>	<p>A</p> <p>Children to “fly” beaters in the air. On last phrase child can play on “do” as you sing “Playing on Do”</p> <p>B</p> <p>Play high and lo do with alternating beaters</p>		
Instruments	<p>Shoo Fly</p>  <p>*OR</p> 	<p>A</p> <p>Make a long scaping sound with guiro (count 1,2) If using rainshakers tip over to two counts.</p>	<p>Alternative instruments: rainshakers & scarves.</p> <p>Change instruments during transition. Parents may need to assist with guiro action. Ensure children are sitting with adequate space around them whilst using ribbon sticks.</p>	Instruments
	<p>10</p> <p>Parents and children sitting in circle facing centre</p>	<p>B</p> <p>Float ribbons (scarves) into the centre and back.</p>		
Alternative Activity for Gathering Drum				
Instruments	<p>Shoo Fly</p>  <p>(Tippy)</p>	<p>A</p> <p>Jump Tippy to the beat on the drum</p> <p>Friends can say “tun, tun, tun” to the beat.</p>	<p>This activity encourages the children to notice changes in tempo.</p>	Instruments
	<p>10</p> <p>Children sitting around drum with parents behind</p>	<p>B</p> <p>Fly Tippy around in the air.</p> <p>Friends can say “great big whole note”</p>		

Friends Notation	<p>Playing On Our Notes 3</p>  <p>Children sitting in a circle facing centre</p>	<p>Prep</p> <p>Give each child a chime bar set and ask them to remove la, ti and high do chimebars (black, white and purple) and one beater.</p> <p>Give each child a set of fingerpuppets and ask them to place Bella, Meilo and Rikki nearby to watch.</p>	<p>If there are less than six children in the group the teacher can ask individual children to respond. If more than six children can respond as a group.</p>	Friends Notation
	<p>Play</p> <p>Teacher asks the children to find Bella’s note.</p> <p>Children sing and play on la:</p> <p><i>“La, la, la, la, la, la. Playing Bella’s note today.”</i></p> <p>Teacher asks children to find Rikki/Meilo’s notes.</p> <p>Children sing response.</p>			
Locomotor	<p>Housework Blues</p>  <p>Children sitting in a circle facing centre</p> <p>3</p>	<p>prep</p> <p>Ask parents to tie the scarf onto a rhythm stick</p>	<p>At the end of the first chorus instruct parents to remove the stick so that the child can use the scarf to shake like a mat.</p>	Locomotor
<p>V1 Mopping</p>	<p>Parent to assist child to sweep “mop” backwards and forwards across the floor</p>			
<p>Chorus</p>	<p>Pretend mop/shake/polish to one side and then the other following the lyrics</p>			
<p>V2 Shaking</p>	<p>Parent to assist child to hold scarf by two corners and shake in time to the music.</p>	<p>V3 Polishing</p> <p>Parent to assist child to use small circular movements as if polishing.</p>		

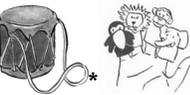
Fingerplay	<p>Three Little Mice</p> <p>Children sitting on the floor facing parent</p>	<p><i>Three little mice went out to play</i></p> <p><i>Gathering crumbs along the way.</i></p> <p><i>Out jumped a pussycat sleek and black,</i></p> <p><i>He chased the little mice and they scampered back!</i></p>	<p>Parent to hide one hand behind their back and creep the other hand towards the child (like a creeping mouse)</p> <p>Parent to “nibble” at the child's leg with their fingers.</p> <p>Parent to “jump” other hand out from behind their back and land on the child's legs.</p> <p>Parent to “tickle” fingers all over child's body as if chasing the mouse.</p>	<p>When children are familiar with this rhyme they can do it on the parent's body.</p> <p>If the child finds this activity too overwhelming parents can do the actions gently and slowly on the child's hands until the child is able to anticipate the movements.</p>	Fingerplay
	Locomotor	<p>Wiggle, Bounce, Stomp</p> <p> 16</p> <p>Children & parents standing in a circle facing centre</p>	<p>Follow actions as indicated by lyrics.</p>	<p>Children may take longer to respond.</p> <p>For “Tap, tap, tap” children can tap on their knees.</p>	
Instruments	<p>Wishy Washy</p> <p></p> <p>Bella & Meilo Fingerpuppets</p> <p> 13</p> <p>Parents and children sitting in a circle facing centre</p>	<p>prep</p> <p>A</p> <p>B Bella/Meilo</p> <p>Transition</p>	<p>Parent to fold scarf and place on the floor to be water in the bath.</p> <p>Child to place Bella & Rikki in their lap ready. Practise actions before you play music.</p> <p>Children hold tambourine on each side and rock side to side so that their hands bump on the carpet to beat</p> <p>Jump Bella/Meilo in the tambourine on the water. Parent to assist child to lift one side of tambourine and slide Bella out, and hide her in their lap.</p> <p>Pick up tambourine ready to begin</p>		Instruments

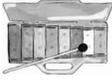
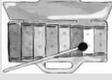
Alternative Activity for Gathering Drum						
Instruments	Wishy Washy	 	prep	Hide puppets in children's laps ready to begin		Instruments
	13	Bella & Meilo Fingerpuppets	A	On "wishy washy" parents assist children to swish hands side to side on the skin of the drum. On "rub a dub dub/ scrubba dub, dub" give three taps on the drum (for friends allow them to use alternating hands to tap)		
		Children sitting around drum with parents behind	B	For "Bella/Meilo" bounce puppet on skin. On "There goes" lift puppet off the drum and hide under the drum		
			Transition	Replace puppets ready to begin again.		
Reserve						
Reserve	Dance Little Fingers	Mixed Percussion	Prep	Pull each instrument out of the bag one at a time. Name the instrument and play it so that the children hear the sound. Invite children to choose an instrument.	Alert parents to the importance of discovery play for introducing children to a variety of sound textures (timbre).	Instruments
	8	Children sitting in the circle facing centre	Play	Encourage parents to assist children to hold their instrument up in the air until the music begins. Encourage free play and discovery of sounds. Assist children to try different instruments. If parents are not assisting their child they may like to play an instrument to the beat.		
Farewell	You Just Need To Know		Verse one	Children and parents hold hands facing each other and place one foot forward. Rock gently to and fro.	Thank parents for their participation and invite them to join you for more fun next week.	Farewell
	22	Parents and children stand facing centre	Verse two	Parents sit on the floor and cuddle child in their lap Take Bruno around to each child to say goodbye.		
				Hand out stickers and invite children and parents to return next week.		

Knock Knock - Lesson 11

		Song	Jungle Tots	Jungle Friends	Management	
Welcome	1	Knock, Knock  * Children sitting in a circle on parents laps facing centre	prep Give each child a Beanie Toy (or a pair of rhythm sticks if not using drum. Children place Beanie Toy in their lap.		* If gathering drum is not available rhythm sticks can be used as an alternative. Use section B to welcome each child personally and for the children to wave "hello" to Bruno.	Welcome
		Intro Show children how to form fists ready to "knock, knock". (pick up rhythm sticks ready to begin)	A Children to use alternating hands to play "knock, knock" on the drum. (Tap "knock, knock" with sticks) On "Together just you and me" replace teddies in their laps.	B Children can jump their Beanie Toys on the drum and/wave to their friends as the teacher welcomes each child. (Children can tap Beanie Toys from one knee to the other and/or wave to their friends)		
Welcome	2	My Teddy Bear 	prep Parents to assist Friends to remove do, re, mi, fa and so chimebars and one beater from case and place in correct sequence in front of child. Teacher to assist child to practise playing descending notes from so to do before song begins by slowly singing so to do.		Chimebars required are chocolate (do), orange (re), yellow (mi), green (fa) and blue (so). This activity prepares the child for later keyboard playing.	Welcome
		A Children to gently rock Beanie Toy in their arms from side to side.				
		 A Child to lift beater in the air and rock gently side to side				
		B Parents to child to gently touch Beanie Toy on each part of the child's body as you sing the solfege				
		B Parent to assist child to play so- do sequence. Parents and children to sing solfege.				

Sensory	<p>Pets</p> <p> 17</p> <p>Children sitting in circle with parents behind, facing centre</p>	<p>Bunny Parent to cup their fingers and gently tap child's back</p> <p>Dog Using "spider fingers" run fingers around child's back</p> <p>Kitten Using flat hands gently stroke child's back.</p>	<p>This sensory activity develops the child's awareness of body parts and build body awareness important for later motor development.</p> <p>Alert parents that by using the sense of touch to communicate musically with their children they are reinforcing the nurturing bond between parent and child.</p>	Sensory
Lapride	<p>Washing Machine</p> <p> 15</p> <p>Parents sitting on chairs. Children sitting on parents laps facing centre</p>	<p>prep Parents sitting on chair with legs slightly apart. Child squatting down facing parent ready to pop up.</p> <p>A Parent lifts child to a standing position as water fills up and pops then down after "washing machine" On "Clean those clothes" rock child from side to side whilst holding child's hands.</p> <p>B Assist children to make little jumps On "Clean those clothes" rock child from side to side whilst holding child's hands</p> <p>C Parents to use lower legs to support child (facing centre) and rock child gently side to side.</p>		Lapride

<p>Circletime</p>	<p>Wishy Washy</p>  <p>Bella fingerpuppets</p> <p>13</p> <p>Parents and children sitting in circle facing centre</p>	<p>prep Give each child a puppet and ask them to place on the Lyra</p> <p>intro Hold Lycra ready to begin</p> <p>A On “wishy washy” swish parachute side to side On “rub a dub dub/ scrubba dub, dub” give three bumps on the floor</p> <p>B For “Bella, Bella .. ” bounce Bella up and down “Oh My Goodness” hold Lycra down ready to toss On “There goes” toss Bella puppets into the air</p> <p>C Replace puppets ready to begin again.</p>	<p>Circletime</p>
<p>Notation</p>	<p>Never Stop Notation 4</p>  <p>Rikki fingerpuppet</p> <p>Parents and children sitting in circle facing centre</p>	<p>prep Give each child a Rikki fingerpuppet and a drum</p> <p>play Parent to assist child to jump Rikki on the drum as you say the rhyme: <i>Here is Rikki, jump on top, Ti, ti, ti, ti never stop, Ti, ti left, Ti, ti right, Ti, ti, Ti, ti out of sight.</i></p>	<p>Notation</p> <p>As the rhyme becomes familiar encourage parents and children to say the rhyme with you.</p> <p>* tapblocks can be substituted if drums are not available</p>

Instruments	<p>Fly</p>  <p>21</p>	<p>Parents and children sitting in circle facing centre</p>	<p>prep Parent to assist child to remove high (purple) and low (chocolate) do chimebars from the case, and two beaters. Sit chimebars on top of closed close with high do on the right, and low do on the left.</p> <p>A Children to “fly” beaters in the air.</p> <p>B Play high and lo do bars simultaneously.</p>	<p>Ensure this activity is well prepped.</p> <p>Remind parents that by placing the chimebars with high do on the right the children become familiar with the relative positions of high and low notes on the keyboard.</p>	Instruments
Instruments	<p>Fly</p>  <p>21</p>	<p>Parents and children sitting in circle facing centre</p>	<p>prep Parent to assist child to remove high (purple) and low (chocolate) do chimebars from the case, and two beaters. Sit chimebars on top of closed close with high do on the right, and low do on the left.</p> <p>A Children to “fly” beaters in the air. On last phrase child can play on “do” as you sing “Playing on Do”</p> <p>B Play high and lo do with alternating beaters</p>	<p>Ensure this activity is well prepped.</p> <p>Remind parents that by placing the chimebars with high do on the right the children become familiar with the relative positions of high and low notes on the keyboard.</p>	Instruments
Instruments	<p>Dance Little fingers</p>  <p>8</p>	<p>Parents and children sitting in circle facing centre</p>	<p>chorus Tap egg shakers on floor</p> <p>Hide... Tap eggs shakers and then hide them behind back.</p> <p>Wake up... Hug shakers to child's chest and stretch arms out.</p> <p>Dance... Dance shakers the air</p>	<p>Friends and older tots will be able to put “stop” in after “wiggle, wiggle, wiggle”</p>	Instruments

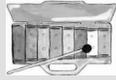
Alternative Activity for Gathering Drum				
Instruments	<p>Dance Little fingers</p> 	<p>chorus Bounce fingertips on drum</p> <p><i>Hide...</i> Clap hands and then hide hands behind back.</p> <p><i>Wake up...</i> Hold tight fist on rim of drum and lean forward as you spread fingers across the skin.</p> <p><i>Dance...</i> Dance fingers on drum.</p>	<p>Friends and older tots will be able to put “stop” in after “wiggle, wiggle, wiggle”</p>	Instruments
Instruments	 <p>8</p> <p>Children sitting around drum with parents behind</p>			
Friends Notation	<p>Playing On Our Notes 4</p>    <p>Tun Cards</p> <p>Children sitting in a circle facing centre</p>	<p>Prep Give each child a chime bar set and ask them to remove la, ti and high do chimebars (black, white and purple) and one beater.</p> <p> Give each child a set of fingerpuppets and ask them to place Bella, Meilo and Rikki near to each of their notes.</p> <p> Give each child a “tun card”.</p> <p>Play Teacher asks the children to find Bella’s note.</p> <p> Teacher to demonstrate:</p> <p> <i>“Tun, tun, tun, tun,</i> <i>Tun, tun, tun, tun,</i> <i>Playing Bella’s note today.”</i></p> <p> Children sing and play on la:</p> <p> <i>“Tun, tun, tun, tun,</i> <i>Tun, tun, tun, tun,</i> <i>Playing Bella’s note today.”</i></p> <p> Teacher asks children to find Rikki/Meilo’s notes and repeat activity.</p>	<p>This activity introduces the children to notation for “tun”.</p> <p>Encourage children and parents to sing as they play.</p>	Friends Notation

Locomotor	<p>Old Steam Train</p>  <p>14</p> <p>Children and parents to sit in a circle with children on parent's laps facing centre.</p>	<p>Prep Sit child facing parent with legs inside parents legs also holding Rainbow Ring</p> <p>Verse Parents and children to hold onto Rainbow Ring and make forward circles in the air (like train wheels moving on the track), whilst saying "ch, ch, ch..."</p> <p>Chugga, Children and parents to move Rainbow Ring backwards and forwards in tiny horizontal movements.</p> <p>Toot, toot Tap Rainbow Ring on knees</p> <p>"shsh.." Hold Rainbow Ring still and parents to pull children forward (parents lean back).</p>	<p>To get parents and children in correct position ask parents to hold child's hands and stand in a circle and sit down. Stretch Rainbow Ring so that children and parents can hold it.</p> <p>Remind parents to continue to hold Rainbow Ring so that it does not "snap back" on anyone.</p> <p>The variation in movements allows the children to "feel" the rhythms.</p>	Locomotor
Fingerplay	<p>Jelly On A Plate</p>  <p>Children sitting on the floor facing parent</p>	<p>prep Give each child two rainshakers</p> <p>Jelly on the plate, Parents to assist child to hold rainshakers vertically and tap on the floor. Jelly on the plate, Wibble wobble, For "wibble, wobble" shake rainshakers sideways. Jelly on the plate,</p> <p>Sausage in a pan, Lie rainshakers horizontally on floor and roll backwards and forwards. Sausage in a pan, Sizzle spit, Sizzle spit, On "spit" tap ends of rainshakers together. Sausage in a pan</p> <p>Ice-cream in a cone, Hold rainshakers vertically as if icecream cones and pretend to lick. Ice-cream in a cone, Dibble drip, dribble drip. On "dribble drip" turn rainshaker over. Ice-cream in a cone.</p> <p>Spaghetti in a bowl, Hold rainshakers horizontally in the air and shake. Spaghetti in a bowl. Slip slurp slip slurp ON "slip, slurp" tap on chest and tummy as if "spilling" spaghetti whilst eating! Spaghetti in a bowl</p>	<p>This rhyme builds a repertoire of movements and sounds for rainshakers.</p>	Fingerplay

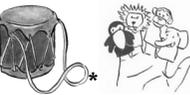
Locomotor	<p>Let's Cook Pizza</p>  <p>9  Children & parents sitting in a circle facing centre</p>	<p>prep Ask parents to help children hold parachute shoulder width apart.</p> <p>introduction Sit around the parachute</p> <p>Chorus Hold parachute still. Do two little shakes after “pizza” teacher can cue this by saying “tap,tap”.</p> <p>Verse roll Moving the parachute as one flat disc, parents and children move hands to left (<i>roll, roll, roll</i>) and then back to right (<i>roll out the dough</i>).</p> <p>Create a large Mexican wave using the parachute. Encourage one side of circle to lift parachute as other side holds chute down. As first side drops parachute to floor other side lifts parachute up.</p> <p>spread Rock parachute side to side in large movements (left 2,3,4, right 2,3,4).</p> <p>Chop Using alternate hands to make up and down chopping movement.</p> <p>Sizzle Using little movements do similar movement for “chopping”.</p>	Locomotor
Instruments	<p>Old King Cole</p>  <p>12  Parents and children sitting in a circle facing centre</p>	<p>Prep Give each child two bells and a drum</p> <p>A Children to play “ti ti,” with bells on the drum using alternate hands (ensure very small movements so children's hands do not tire).</p> <p>B Children to play “tun, tun tun, tun” using hands together</p>	<p>Instruments</p> <p>* Rhythm sticks can be used as an alternative to bells to play on the drums. This can provide an alternative experience for the children.</p> <p>Highlight the structure of this piece to enable children to predict changes in movement and playing patterns.</p>

Alternative Activity for Gathering Drum						
Instruments	Old King Cole		A	Children to play “ti ti,” using alternate hands (ensure very small movements so children’s hands do not tire).	Parents will need to assist children with these movements	Instruments
	 12	Children sitting around drum with parents behind	B	Children to play “tun, tun tun, tun” using hands together		
Reserve						
Reserve	Housework Blues	Mixed Percussion	Prep	Pull each instrument out of the bag one at a time. Name the instrument and play it so that the children hear the sound. Invite children to choose an instrument.	Alert parents to the importance of discovery play for introducing children to a variety of sound textures (timbre).	Instruments
	 3	Children sitting in the circle facing centre	Play	Encourage parents to assist children to hold their instrument up in the air until the music begins. Encourage free play and discovery of sounds. Assist children to try different instruments. If parents are not assisting their child they may like to play an instrument to the beat.		
Farewell	You Just Need To Know		Verse one	Children and parents hold hands facing each other and place one foot forward. Rock gently to and fro.	Thank parents for their participation and invite them to join you for more fun next week.	Farewell
	 22	Parents and children stand facing centre	Verse two	Parents sit on the floor and cuddle child in their lap Take Bruno around to each child to say goodbye. Hand out stickers and invite children and parents to return next week.		

Knock Knock - Lesson 12

		Song	Jungle Tots	Jungle Friends	Management	
Welcome	1	Knock, Knock  * Children sitting in a circle on parents laps facing centre	prep Give each child a Beanie Toy (or a pair of rhythm sticks if not using drum. Children place Beanie Toy in their lap. Intro Show children how to form fists ready to “knock, knock”. (pick up rhythm sticks ready to begin) A Children to use alternating hands to play “knock, knock” on the drum. (Tap “knock, knock” with sticks) On “Together just you and me” replace teddies in their laps. B Children can jump their Beanie Toys on the drum and/wave to their friends as the teacher welcomes each child. (Children can tap Beanie Toys from one knee to the other and/or wave to their friends)		* If gathering drum is not available rhythm sticks can be used as an alternative. Use section B to welcome each child personally and for the children to wave “hello” to Bruno.	Welcome
		My Teddy Bear  Children sitting or standing* in a circle facing centre	prep Parents to assist Friends to remove do, re, mi, fa and so chimebars and one beater from case and place in correct sequence in front of child. Teacher to assist child to practise playing descending notes from so to do before song begins by slowly singing so to do. A Children to gently rock Beanie Toy in their arms from side to side. A Child to lift beater in the air and rock gently side to side B Parents to child to gently touch Beanie Toy on each part of the child's body as you sing the solfege B Parent to assist child to play so- do sequence. Parents and children to sing solfege.	 Children sitting or standing* in a circle facing centre	Chimebars required are chocolate (do), orange (re), yellow (mi), green (fa) and blue (so). This activity prepares the child for later keyboard playing.	Welcome
Welcome	2					

Sensory	<p>Wiggle Bounce Stomp</p> <p> 16</p> <p>Parents sitting with children in front of them, facing the centre</p>	<p>Prep Prep movements for this song well</p> <p>Wiggle On “wiggle” tickle fingers on child’s back For “round & round” rub fingers in a circular motion on the child’s For “tap” tap on back For “clap” bounce flat hand on back</p> <p>Bounce On “bounce” spring fingers on child’s back For “round & round” rub fingers in a circular motion on the child’s For “tap” tap on back For “clap” bounce flat hand on back</p> <p>Stomp On “stomp” tap gently on child’s shoulder. For “round & round” rub fingers in a circular motion on the child’s. For “tap” tap on back. For “clap” bounce flat hand on back.</p>	Alert parents that by using the sense of touch to communicate musically with their children they are reinforcing the nurturing bond between parent and child.	Sensory
	Lapride	<p>Washing Machine</p> <p> 15</p> <p>Parents sitting on chairs. Children sitting on parents laps facing centre</p>	<p>prep Parents sitting on chair with legs slightly apart. Child squatting down facing parent ready to pop up.</p> <p>A Parent lifts child to a standing position as water fills up and pops then down after “washing machine” On “Clean those clothes” rock child from side to side whilst holding child’s hands.</p> <p>B Assist children to make little jumps On “Clean those clothes” rock child from side to side whilst holding child’s hands</p> <p>C Parents to use lower legs to support child (facing centre) and rock child gently side to side.</p>	

<p>Circletime</p>	<p>Wishy Washy</p>  <p>Bella fingerpuppets</p> <p>13</p> <p>Parents and children sitting in circle facing centre</p>	<p>prep Give each child a puppet and ask them to place on the Lyra</p> <p>intro Hold Lycra ready to begin</p> <p>A On “wishy washy” swish parachute side to side On “rub a dub dub/ scrubba dub, dub” give three bumps on the floor</p> <p>B For “Bella, Bella .. ” bounce Bella up and down “Oh My Goodness” hold Lycra down ready to toss On “There goes” toss Bella puppets into the air</p> <p>C Replace puppets ready to begin again.</p>	<p>Circletime</p>
<p>Notation</p>	<p>Never Stop Notation 4</p>  <p>Rikki fingerpuppet</p> <p>Parents and children sitting in circle facing centre</p>	<p>prep Give each child a Rikki fingerpuppet and a drum</p> <p>play Parent to assist child to jump Rikki on the drum as you say the rhyme: <i>Here is Rikki, jump on top, Ti, ti, ti, ti never stop, Ti, ti left, Ti, ti right, Ti, ti, Ti, ti out of sight.</i></p>	<p>Notation</p> <p>As the rhyme becomes familiar encourage parents and children to say the rhyme with you.</p> <p>* tapblocks can be substituted if drums are not available</p>

Instruments	<p>One, Two, Buckle My Shoe</p>  <p>4</p> <p>Parents and children sitting in circle facing centre</p>	<p>Prep</p> <p>Play</p> <p>One & two</p> <p>Three & four</p> <p>Five & Six</p> <p>Seven, Eight</p> <p>Nine & ten</p> <p>Transition</p>	<p>Give each child a tambourine and two rhythm sticks.</p> <p>Parent to assist child to tap on tambourine as the lyrics are sung.</p> <p>In the instrumental response do following actions:</p> <p>Child to tap shoes with sticks as if doing up buckles</p> <p>Pretend to knock at the door by tapping air with sicks using alternate hands</p> <p>Lift sticks into the air.</p> <p>Lie sticks down in the tambourine to have a little rest.</p> <p>Pick up sticks and tap on the tambourine</p> <p>Lift sticks up high ready to begin again</p>	<p>Prep this well before playing.</p>	Instruments
Instruments	<p>One, Two, Buckle My Shoe</p>  <p>4</p> <p>Parents and children sitting in circle facing centre</p>	<p>Prep</p> <p>Play</p> <p><i>One & two</i></p> <p><i>Three & four</i></p> <p><i>Five & Six</i></p> <p><i>Seven, Eight</i></p> <p><i>Nine & ten</i></p> <p>Transition</p>	<p>Give each child a tambourine and two rhythm sticks.</p> <p>Parent and child walk around their tambourine as the lyrics are sung.</p> <p>In the instrumental response do following actions:</p> <p>Child to tap shoes with sticks as if doing up buckles</p> <p>Pretend to knock at the door by tapping sicks on tambourine.</p> <p>Kneel down, pick up sticks and tap tambourine. Stay kneeling to play on the beat as “seven, eight, lay them straight” is sung</p> <p>Replace in the tambourine, stand up</p> <p>Turn in your own circle</p> <p>Lift sticks up high ready to begin again</p>	<p>Prep this well before playing.</p>	Instruments

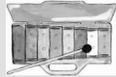
Instruments	<p>Dance Little fingers</p>  <p>Parents and children sitting in circle facing centre</p>	<p>chorus Tap egg shakers on floor</p> <p><i>Hide...</i> Tap eggs shakers and then hide them behind back.</p> <p><i>Wake up...</i> Hug shakers to child's chest and stretch arms out.</p> <p><i>Dance...</i> Dance shakers the air</p>	<p>Friends and older tots will be able to put "stop" in after "wiggle, wiggle, wiggle"</p>	Instruments
Alternative Activity for Gathering Drum				
Instruments	<p>Dance Little fingers</p>  <p>Children sitting around drum with parents behind</p>	<p>chorus Bounce fingertips on drum</p> <p><i>Hide...</i> Clap hands and then hide hands behind back.</p> <p><i>Wake up...</i> Hold tight fist on rim of drum and lean forward as you spread fingers across the skin.</p> <p><i>Dance...</i> Dance fingers on drum.</p>	<p>Friends and older tots will be able to put "stop" in after "wiggle, wiggle, wiggle"</p>	Instruments
Friends Notation	<p>Playing On Our Notes 4</p>   <p>Tun cards</p> <p>Children sitting in a circle facing centre</p>	<p>Prep Give each child a chime bar set and ask them to remove la, ti and high do chimebars (black, white and purple) and one beater.</p> <p>Give each child a set of fingerpuppets and ask them to place Bella, Meilo and Rikki near to each of their notes.</p> <p>Give each child a "tun card".</p> <p>Play Teacher asks the children to find Bella's note.</p> <p>Teacher to demonstrate: <i>"Tun, tun, tun, tun,</i> <i>Tun, tun, tun, tun,</i> <i>Playing Bella's note today."</i></p> <p>Children sing and play on la: <i>"Tun, tun, tun, tun,</i> <i>Tun, tun, tun, tun,</i> <i>Playing Bella's note today."</i></p> <p>Teacher asks children to find Rikki/Meilo's notes and repeat activity.</p>	<p>This activity introduces the children to notation for "tun".</p> <p>Encourage children and parents to sing as they play.</p>	Friends Notation

Locomotor	<p>Old Steam Train</p>  <p>14</p> <p>Children and parents to sit in a circle with children on parent's laps facing centre.</p>	<p>Prep Sit child facing parent with legs inside parents legs also holding Rainbow Ring</p> <p>Verse Parents and children to hold onto Rainbow Ring and make forward circles in the air (like train wheels moving on the track), whilst saying "ch, ch, ch...."</p> <p><i>Chugga,</i> Children and parents to move Rainbow Ring backwards and forwards in tiny horizontal movements.</p> <p><i>Toot, toot</i> Tap Rainbow Ring on knees</p> <p><i>"shsh.."</i> Hold Rainbow Ring still and parents to pull children forward (parents lean back).</p>	<p>To get parents and children in correct position ask parents to hold child's hands and stand in a circle and sit down. Stretch Rainbow Ring so that children and parents can hold it.</p> <p>Remind parents to continue to hold Rainbow Ring so that it does not "snap back" on anyone.</p> <p>The variation in movements allows the children to "feel" the rhythms.</p>	Locomotor
Fingerplay	<p>Jelly On A Plate</p>  <p>Children sitting on the floor facing parent</p>	<p><i>prep</i> Give each child two rainshakers</p> <p><i>Jelly on the plate, Jelly on the plate, Wibble wobble, Jelly on the plate,</i> Parents to assist child to hold rainshakers vertically and tap on the floor. For "wibble, wobble" shake rainshakers sideways.</p> <p><i>Sausage in a pan, Sausage in a pan, Sizzle spit, Sizzle spit, Sausage in a pan</i> Lie rainshakers horizontally on floor and roll backwards and forwards. On "spit" tap ends of rainshakers together.</p> <p><i>Ice-cream in a cone, Ice-cream in a cone, Dibble drip, dribble drip. Ice-cream in a cone.</i> Hold rainshakers vertically as if icecream cones and pretend to lick. On "dribble drip" turn rainshaker over.</p> <p><i>Spaghetti in a bowl, Spaghetti in a bowl. Slip slurp slip slurp Spaghetti in a bowl</i> Hold rainshakers horizontally in the air and shake. ON "slip, slurp" tap on chest and tummy as if "spilling" spaghetti whilst eating!</p>	<p>This rhyme builds a repertoire of movements and sounds for rainshakers.</p>	Fingerplay

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Locomotor</p>	<p>Let's Cook Pizza</p>  <p>9</p> <p>Children & parents sitting in a circle facing centre</p>	<p>prep Ask parents to help children hold parachute shoulder width apart.</p> <p>introduction Sit around the parachute</p> <p>Chorus Hold parachute still. Do two little shakes after "pizza" teacher can cue this by saying "tap,tap".</p> <p>Verse roll Moving the parachute as one flat disc, parents and children move hands to left (<i>roll, roll, roll</i>) and then back to right (<i>roll out the dough</i>).</p> <p>Create a large Mexican wave using the parachute. Encourage one side of circle to lift parachute as other side holds chute down. As first side drops parachute to floor other side lifts parachute up.</p> <p>spread Rock parachute side to side in large movements (left 2,3,4, right 2,3,4).</p> <p>Chop Using alternate hands to make up and down chopping movement.</p> <p>Sizzle Using little movements do similar movement for "chopping".</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Locomotor</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Instruments</p>	<p>Old King Cole</p>  <p>*OR</p> <p>12</p> <p>Parents and children sitting in a circle facing centre</p>	<p>Prep Give each child two bells and a drum</p> <p>A Children to play "ti ti," with bells on the drum using alternate hands (ensure very small movements so children's hands do not tire).</p> <p>B Children to play "tun, tun tun, tun" using hands together</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Instruments</p> <p>* Rhythm sticks can be used as an alternative to bells to play on the drums. This can provide an alternative experience for the children.</p> <p>Highlight the structure of this piece to enable children to predict changes in movement and playing patterns.</p>

Alternative Activity for Gathering Drum						
Instruments	Old King Cole		A	Children to play “ti ti,” using alternate hands (ensure very small movements so children’s hands do not tire).	Parents will need to assist children with these movements	Instruments
	 12	Children sitting around drum with parents behind	B	Children to play “tun, tun tun, tun” using hands together		
Reserve						
Reserve	Housework Blues	Mixed Percussion	Prep	Pull each instrument out of the bag one at a time. Name the instrument and play it so that the children hear the sound. Invite children to choose an instrument.	Alert parents to the importance of discovery play for introducing children to a variety of sound textures (timbre).	Instruments
	 3	Children sitting in the circle facing centre	Play	Encourage parents to assist children to hold their instrument up in the air until the music begins. Encourage free play and discovery of sounds. Assist children to try different instruments. If parents are not assisting their child they may like to play an instrument to the beat.		
Farewell	You Just Need To Know		Verse one	Children and parents hold hands facing each other and place one foot forward. Rock gently to and fro.	Thank parents for their participation and invite them to join you for more fun next week.	Farewell
	 22	Parents and children stand facing centre	Verse two	Parents sit on the floor and cuddle child in their lap Take Bruno around to each child to say goodbye.		
				Hand out stickers and invite children and parents to return next week.		

Knock Knock - Lesson 13

		Song	Jungle Tots	Jungle Friends	Management	
Welcome	1	Knock, Knock  * Children sitting in a circle on parents laps facing centre	prep Give each child a Beanie Toy (or a pair of rhythm sticks if not using drum. Children place Beanie Toy in their lap. Intro Show children how to form fists ready to “knock, knock”. (pick up rhythm sticks ready to begin) A Children to use alternating hands to play “knock, knock” on the drum. (Tap “knock, knock” with sticks) On “Together just you and me” replace teddies in their laps. B Children can jump their Beanie Toys on the drum and/wave to their friends as the teacher welcomes each child. (Children can tap Beanie Toys from one knee to the other and/or wave to their friends)		* If gathering drum is not available rhythm sticks can be used as an alternative. Use section B to welcome each child personally and for the children to wave “hello” to Bruno.	Welcome
		My Teddy Bear  Children sitting or standing* in a circle facing centre	prep Parents to assist Friends to remove do, re, mi, fa and so chimebars and one beater from case and place in correct sequence in front of child. Teacher to assist child to practise playing descending notes from so to do before song begins by slowly singing so to do. A Children to gently rock Beanie Toy in their arms from side to side. A Child to lift beater in the air and rock gently side to side B Parents to child to gently touch Beanie Toy on each part of the child's body as you sing the solfege B Parent to assist child to play so- do sequence. Parents and children to sing solfege.	 Children sitting or standing* in a circle facing centre	Chimebars required are chocolate (do), orange (re), yellow (mi), green (fa) and blue (so). This activity prepares the child for later keyboard playing.	Welcome
Welcome	2					

Sensory	<p>Wiggle Bounce Stomp</p> <p> 16</p> <p>Parents sitting with children in front of them, facing the centre</p>	<p>Prep Prep movements for this song well</p> <p>Wiggle On “wiggle” tickle fingers on child's back For “round & round” rub fingers in a circular motion on the child's For “tap” tap on back For “clap” bounce flat hand on back</p> <p>Bounce On “bounce” spring fingers on child's back For “round & round” rub fingers in a circular motion on the child's For “tap” tap on back For “clap” bounce flat hand on back</p> <p>Stomp On “stomp” tap gently on child's shoulder. For “round & round” rub fingers in a circular motion on the child's. For “tap” tap on back. For “clap” bounce flat hand on back.</p>	Alert parents that by using the sense of touch to communicate musically with their children they are reinforcing the nurturing bond between parent and child.	Sensory
	Lapride	<p>Washing Machine</p> <p> 15</p> <p>Parents sitting on chairs. Children sitting on parents laps facing centre</p>	<p>prep Parents sitting on chair with legs slightly apart. Child squatting down facing parent ready to pop up.</p> <p>A Parent lifts child to a standing position as water fills up and pops then down after “washing machine” On “Clean those clothes” rock child from side to side whilst holding child's hands.</p> <p>B Assist children to make little jumps On “Clean those clothes” rock child from side to side whilst holding child's hands</p> <p>C Parents to use lower legs to support child (facing centre) and rock child gently side to side.</p>	

Instruments	<p>Housework Blues</p>  <p>*OR</p>  <p>3</p> <p>Parents and children sitting in circle facing centre</p>	<p>V1 Mopping</p> <p>Chorus ("I'm mopping up here....")</p> <p>V2 Shaking</p> <p>V3 Polishing</p>	<p>Parent to assist child to sweep "mop" side to side with bells across the floor</p> <p>Pretend mop/shake/polish to one side and the other side following the lyrics.</p> <p>Parent to assist child to shake bells in the air in front of them.</p> <p>Parent to assist child to move bells in small circular movements as if polishing the floor.</p>	<p>* Egg shakers can be substituted if bells are unavailable.</p>	Instruments
Instruments	<p>Clocks</p>  <p>5</p> <p>Parents and children sitting in circle facing centre</p>	<p>Prep</p> <p>verse</p> <p>Chorus</p>	<p>Give each child a triangle and ask parents to assist child by holding triangle</p> <p>Parent to assist child to rock side to side</p> <p>Parent to assist child to tap on "tick tock, tick tock" Parent to assist child to move beater up and down to "tick tock...." (up and down four times) Parent to assist child to move beater in circles inside the triangle.</p>	<p>Instruct children to put "beater" in the "window" to play, this enables them to respond to the changes in the rhythms appropriately.</p>	Instruments

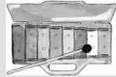
Alternative Activity for Gathering Drum				
Instruments	<p>Clocks</p>  <p>5</p> <p>Children sitting around drum with parents behind</p>	<p>verse</p> <p>Parent to assist child to keep the beat with both hands together on the skin of the drum</p> <p>Friends can move from left to right as they tap (like the movement of the pendulum)</p> <p>Chorus</p> <p>Parent to assist child to tap alternate hands on “tick tock, tick tock”</p> <p>Parent to assist child to “tick tock...” Faster (up and down four times)</p> <p>Parent to assist child to wriggle fingers for fast movement.</p> <p>Friends may be able to do tiny taps for “ticka, ticka..” movement.</p>	<p>Parents will need to assist tots with these movements.</p>	Instruments
Friends Notation	<p>Playing On Our Notes 5</p>  <p>Ta-un cards</p> <p>Children sitting in a circle facing centre</p>	<p>Prep</p> <p>Give each child a chime bar set and ask them to remove la, ti and high do chimebars (black, white and purple) and one beater.</p> <p>Give each child a set of fingerpuppets and ask them to place Bella, Meilo and Rikki near to each of their notes.</p> <p>Give each child a “ta-un card”.</p> <p>Play</p> <p>Teacher asks the children to find Bella’s note.</p> <p>Teacher to demonstrate:</p> <p><i>“Ta-un, ta-un, Playing Bella’s note today.”</i></p> <p>Children sing and play on la:</p> <p><i>“Ta-un, ta-un, Playing Bella’s note today.”</i></p> <p>Teacher asks children to find Rikki/Meilo’s notes and repeat activity.</p>	<p>This activity introduces the children to notation for “ta-un”.</p> <p>Encourage children and parents to sing as they play.</p> <p>Ensure children hold beater down on chimebar to replicate holding down a key on a piano for two beats.</p>	Friends Notation

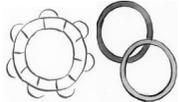
Locomotor	<p>Old Steam Train</p>  <p>14</p> <p>Children and parents to sit in a circle with children on parent's laps facing centre.</p>	<p>Prep Sit child facing parent with legs inside parents legs also holding Rainbow Ring</p> <p>Verse Parents and children to hold onto Rainbow Ring and make forward circles in the air (like train wheels moving on the track), whilst saying "ch, ch, ch...."</p> <p><i>Chugga,</i> Children and parents to move Rainbow Ring backwards and forwards in tiny horizontal movements.</p> <p><i>Toot, toot</i> Tap Rainbow Ring on knees</p> <p><i>"shsh.."</i> Hold Rainbow Ring still and parents to pull children forward (parents lean back).</p>	<p>To get parents and children in correct position ask parents to hold child's hands and stand in a circle and sit down. Stretch Rainbow Ring so that children and parents can hold it.</p> <p>Remind parents to continue to hold Rainbow Ring so that it does not "snap back" on anyone.</p> <p>The variation in movements allows the children to "feel" the rhythms.</p>	Locomotor
Fingerplay	<p>Jelly On A Plate</p>  <p>Children sitting on the floor facing parent</p>	<p><i>prep</i> Give each child two rainshakers</p> <p><i>Jelly on the plate, Jelly on the plate, Wibble wobble, Jelly on the plate,</i> Parents to assist child to hold rainshakers vertically and tap on the floor. For "wibble, wobble" shake rainshakers sideways.</p> <p><i>Sausage in a pan, Sausage in a pan, Sizzle spit, Sizzle spit, Sausage in a pan</i> Lie rainshakers horizontally on floor and roll backwards and forwards. On "spit" tap ends of rainshakers together.</p> <p><i>Ice-cream in a cone, Ice-cream in a cone, Dibble drip, dribble drip. Ice-cream in a cone.</i> Hold rainshakers vertically as if icecream cones and pretend to lick. On "dribble drip" turn rainshaker over.</p> <p><i>Spaghetti in a bowl, Spaghetti in a bowl. Slip slurp slip slurp Spaghetti in a bowl</i> Hold rainshakers horizontally in the air and shake. ON "slip, slurp" tap on chest and tummy as if "spilling" spaghetti whilst eating!</p>	<p>This rhyme builds a repertoire of movements and sounds for rainshakers.</p>	Fingerplay

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Locomotor</p>	<p>Let's Cook Pizza</p>  <p>9</p> <p>Children & parents sitting in a circle facing centre</p>	<p>prep Ask parents to help children hold parachute shoulder width apart.</p> <p>introduction Sit around the parachute</p> <p>Chorus Hold parachute still. Do two little shakes after “pizza” teacher can cue this by saying “tap,tap”.</p> <p>Verse roll Moving the parachute as one flat disc, parents and children move hands to left (<i>roll, roll, roll</i>) and then back to right (<i>roll out the dough</i>).</p> <p>Create a large Mexican wave using the parachute. Encourage one side of circle to lift parachute as other side holds chute down. As first side drops parachute to floor other side lifts parachute up.</p> <p>spread Rock parachute side to side in large movements (left 2,3,4, right 2,3,4).</p> <p>Chop Using alternate hands to make up and down chopping movement.</p> <p>Sizzle Using little movements do similar movement for “chopping”.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Locomotor</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Instruments</p>	<p>Old King Cole</p>  <p>*OR</p> <p>12</p> <p>Parents and children sitting in a circle facing centre</p>	<p>Prep Give each child two bells and a drum</p> <p>A Children to play “ti ti,” with bells on the drum using alternate hands (ensure very small movements so children's hands do not tire).</p> <p>B Children to play “tun, tun tun, tun” using hands together</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Instruments</p> <p>* Rhythm sticks can be used as an alternative to bells to play on the drums. This can provide an alternative experience for the children.</p> <p>Highlight the structure of this piece to enable children to predict changes in movement and playing patterns.</p>

Alternative Activity for Gathering Drum						
Instruments	Old King Cole		A	Children to play “ti ti,” using alternate hands (ensure very small movements so children's hands do not tire).	Parents will need to assist children with these movements	Instruments
	 12	Children sitting around drum with parents behind	B	Children to play “tun, tun tun, tun” using hands together		
Reserve						
Reserve	Dance Little Fingers	Mixed Percussion	Prep	Pull each instrument out of the bag one at a time. Name the instrument and play it so that the children hear the sound. Invite children to choose an instrument.	Alert parents to the importance of discovery play for introducing children to a variety of sound textures (timbre).	Instruments
	 8	Children sitting in the circle facing centre	Play	Encourage parents to assist children to hold their instrument up in the air until the music begins. Encourage free play and discovery of sounds. Assist children to try different instruments. If parents are not assisting their child they may like to play an instrument to the beat.		
Farewell	You Just Need To Know		Verse one	Children and parents hold hands facing each other and place one foot forward. Rock gently to and fro.	Thank parents for their participation and invite them to join you for more fun next week.	Farewell
	 22	Parents and children stand facing centre	Verse two	Parents sit on the floor and cuddle child in their lap Take Bruno around to each child to say goodbye. Hand out stickers and invite children and parents to return next week.		

Knock Knock - Lesson 14

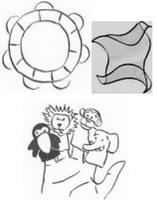
		Song	Jungle Tots	Jungle Friends	Management
Welcome	1	Knock, Knock  * Children sitting in a circle on parents laps facing centre	prep Give each child a Beanie Toy (or a pair of rhythm sticks if not using drum. Children place Beanie Toy in their lap. Intro Show children how to form fists ready to “knock, knock”. (pick up rhythm sticks ready to begin) A Children to use alternating hands to play “knock, knock” on the drum. (Tap “knock, knock” with sticks) On “Together just you and me” replace teddies in their laps. B Children can jump their Beanie Toys on the drum and/wave to their friends as the teacher welcomes each child. (Children can tap Beanie Toys from one knee to the other and/or wave to their friends)		* If gathering drum is not available rhythm sticks can be used as an alternative. Use section B to welcome each child personally and for the children to wave “hello” to Bruno.
		My Teddy Bear  Children sitting or standing* in a circle facing centre	prep Parents to assist Friends to remove do, re, mi, fa and so chimebars and one beater from case and place in correct sequence in front of child. Teacher to assist child to practise playing descending notes from so to do before song begins by slowly singing so to do. A Children to gently rock Beanie Toy in their arms from side to side. A Child to lift beater in the air and rock gently side to side B Parents to child to gently touch Beanie Toy on each part of the child's body as you sing the solfege B Parent to assist child to play so- do sequence. Parents and children to sing solfege.	 Children sitting or standing* in a circle facing centre	Chimebars required are chocolate (do), orange (re), yellow (mi), green (fa) and blue (so). This activity prepares the child for later keyboard playing.
Welcome	2				Welcome

Sensory	<p>Pets</p> <p> 17</p> <p>Children sitting in circle with parents behind, facing centre</p>	<p>Bunny Parent to cup their fingers and gently tap child's back</p> <p>Dog Using "spider fingers" run fingers around child's back</p> <p>Kitten Using flat hands gently stroke child's back.</p>	<p>This sensory activity develops the child's awareness of body parts and build body awareness important for later motor development.</p> <p>Alert parents that by using the sense of touch to communicate musically with their children they are reinforcing the nurturing bond between parent and child.</p>	Sensory
Lapride	<p>Washing Machine</p> <p> 15</p> <p>Parents sitting on chairs. Children sitting on parents laps facing centre</p>	<p>prep Parents sitting on chair with legs slightly apart. Child squatting down facing parent ready to pop up.</p> <p>A Parent lifts child to a standing position as water fills up and pops then down after "washing machine" On "Clean those clothes" rock child from side to side whilst holding child's hands.</p> <p>B Assist children to make little jumps On "Clean those clothes" rock child from side to side whilst holding child's hands</p> <p>C Parents to use lower legs to support child (facing centre) and rock child gently side to side.</p>		Lapride
Circletime	<p>Drivin' In My Car</p> <p></p> <p> 6</p> <p>Children sitting on floor with parents</p>	<p>Prep Give each child a hoop and a tambourine. Children to sit in hoop (car) holding tambourine for a steering wheel.</p> <p>A Pretend to drive by holding steering wheel. On "stop" scoop tambourine up high above head. On "red light" do a high shake.</p> <p>B On "beep, beep, beep" tap tambourine three times on floor. On "vroom ..." turn steering wheel from side to side.</p>	<p>Parents may need to "sit in the car" to assist child with the movements.</p>	Circletime

Notation	<p>Never Stop Notation 5</p>  <p>Tippy fingerpuppet</p> <p>Parents and children sitting in circle facing centre</p>	<p>prep Give each child a Tippy fingerpuppet and a drum</p> <p>play Parent to assist child to jump Tippy on the drum as you say the rhyme:</p> <p><i>Here is Tippy, jump on top, Tun, tun never stop, Tun to the left, tun to the right, Tun, tun out of sight.</i></p>	<p>As the rhyme becomes familiar encourage parents and children to say the rhyme with you.</p> <p>* tapblocks can be substituted if drums are not available</p>	Notation
Instruments	<p>One, Two, Buckle My Shoe</p>  <p>Parents and children sitting in circle facing centre</p> <p> 4</p>	<p>Prep Give each child a tambourine and two rhythm sticks.</p> <p>Play Parent to assist child to tap on tambourine as the lyrics are sung. In the instrumental response do following actions:</p> <p>One & two Child to tap shoes with sticks as if doing up buckles</p> <p>Three & four Pretend to knock at the door by tapping air with sticks using alternate hands</p> <p>Five & Six Lift sticks into the air.</p> <p>Seven, Eight Lie sticks down in the tambourine to have a little rest.</p> <p>Nine & ten Pick up sticks and tap on the tambourine</p> <p>Transition Lift sticks up high ready to begin again</p>	<p>Prep this well before playing.</p>	Instruments
Instruments	<p>Clocks</p>  <p>Parents and children sitting in circle facing centre</p> <p> 5</p>	<p>Prep Give each child a triangle and ask parents to assist child by holding triangle</p> <p>verse Parent to assist child to rock side to side</p> <p>Chorus Parent to assist child to tap on “tick tock, tick tock” Parent to assist child to move beater up and down to “tick tock....” (up and down four times) Parent to assist child to move beater in circles inside the triangle</p>	<p>Instruct children to put “beater” in the “window” to play, this enables them to respond to the changes in the rhythms appropriately.</p>	Instruments

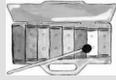
Alternative Activity for Gathering Drum				
Instruments	<p>Clocks</p>  <p>5</p> <p>Children sitting around drum with parents behind</p>	<p>verse</p> <p>Parent to assist child to keep the beat with both hands together on the skin of the drum</p> <p>Friends can move from left to right as they tap (like the movement of the pendulum)</p> <p>Chorus</p> <p>Parent to assist child to tap alternate hands on “tick tock, tick tock”</p> <p>Parent to assist child to “tick tock....” Faster (up and down four times)</p> <p>Parent to assist child to wriggle fingers for fast movement.</p> <p>Friends may be able to do tiny taps for “ticka, ticka..” movement.</p>	<p>Parents will need to assist tots with these movements.</p>	Instruments
	<p>Playing On Our Notes 5</p>   <p>Ta-un cards</p> <p>Children sitting in a circle facing centre</p>	<p>Prep</p> <p>Give each child a chime bar set and ask them to remove la, ti and high do chimebars (black, white and purple) and one beater.</p> <p>Give each child a set of fingerpuppets and ask them to place Bella, Meilo and Rikki near to each of their notes.</p> <p>Give each child a “ta-un card”.</p> <p>Play</p> <p>Teacher asks the children to find Bella’s note.</p> <p>Teacher to demonstrate:</p> <p><i>“Ta-un, ta-un, Playing Bella’s note today.”</i></p> <p>Children sing and play on la:</p> <p><i>“Ta-un, ta-un, Playing Bella’s note today.”</i></p> <p>Teacher asks children to find Rikki/Meilo’s notes and repeat activity.</p>	<p>This activity introduces the children to notation for “ta-un”.</p> <p>Encourage children and parents to sing as they play.</p> <p>Ensure children hold beater down on chimebar to replicate holding down a key on a piano for two beats.</p>	

Fingerplay	<p>Jelly On A Plate</p> 	<p>Children sitting on the floor facing parent</p>	<p><i>prep</i> Give each child two rainshakers</p> <p><i>Jelly on the plate, Jelly on the plate, Wobble wobble, Jelly on the plate,</i></p> <p><i>Sausage in a pan, Sausage in a pan, Sizzle spit, Sizzle spit, Sausage in a pan</i></p> <p><i>Ice-cream in a cone, Ice-cream in a cone, Dibble drip, dribble drip. Ice-cream in a cone.</i></p> <p><i>Spaghetti in a bowl, Spaghetti in a bowl. Slip slurp slip slurp Spaghetti in a bowl</i></p>	<p>Parents to assist child to hold rainshakers vertically and tap on the floor. For “wobble, wobble” shake rainshakers sideways.</p> <p>Lie rainshakers horizontally on floor and roll backwards and forwards. On “spit” tap ends of rainshakers together.</p> <p>Hold rainshakers vertically as if icecream cones and pretend to lick. On “dribble drip” turn rainshaker over.</p> <p>Hold rainshakers horizontally in the air and shake. ON “slip, slurp” tap on chest and tummy as if “spilling” spaghetti whilst eating!</p>	<p>This rhyme builds a repertoire of movements and sounds for rainshakers.</p>	Fingerplay
	<p>Fly</p> 	<p>Children & parents sitting in a circle facing centre</p>	<p>A</p> <p>Parent to assist the child to gently rock side to side as they walk around the circle</p> <p>B</p> <p>Stand and face the centre Follow actions in the lyrics.</p>	<p>Encourage the parents and children to listen to the lyrics. This song encourages body awareness.</p>	Locomotor	

Instruments	<p>Wishy Washy</p>  <p>Bella & Meilo Fingerpuppets</p> <p>Parents and children sitting in a circle facing centre</p>  13	<p>prep Parent to fold scarf and place on the floor to be water in the bath. Child to place Bella & Rikki in their lap ready. Practise actions before you play music.</p> <p>A Children hold tambourine on each side and rock side to side so that their hands bump on the carpet to beat</p> <p>B Bella/Meilo Jump Bella/Meilo in the tambourine on the water. Parent to assist child to lift one side of tambourine and slide Bella out, and hide her in their lap.</p> <p>Transition Pick up tambourine ready to begin</p>		Instruments
Alternative Activity for Gathering Drum				
Instruments	<p>Wishy Washy</p>  <p>Bella & Meilo Fingerpuppets</p> <p>Children sitting around drum with parents behind</p>  13	<p>prep Hide puppets in children's laps ready to begin</p> <p>A On "wishy washy" parents assist children to swish hands side to side on the skin of the drum. On "rub a dub dub/ scrubba dub, dub" give three taps on the drum (for friends allow them to use alternating hands to tap)</p> <p>B For "Bella/Meilo" bounce puppet on skin. On "There goes" lift puppet off the drum and hide under the drum</p> <p>Transition Replace puppets ready to begin again.</p>		Instruments

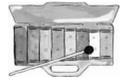
Reserve						
Reserve	Dance Little Fingers	Mixed Percussion	Prep	Pull each instrument out of the bag one at a time. Name the instrument and play it so that the children hear the sound. Invite children to choose an instrument.	Alert parents to the importance of discovery play for introducing children to a variety of sound textures (timbre).	Instruments
	 8	Children sitting in the circle facing centre	Play	Encourage parents to assist children to hold their instrument up in the air until the music begins. Encourage free play and discovery of sounds. Assist children to try different instruments. If parents are not assisting their child they may like to play an instrument to the beat.		
Farewell	You Just Need To Know		Verse one	Children and parents hold hands facing each other and place one foot forward. Rock gently to and fro.	Thank parents for their participation and invite them to join you for more fun next week.	Farewell
	 22	Parents and children stand facing centre	Verse two	Parents sit on the floor and cuddle child in their lap. Take Bruno around to each child to say goodbye.		
				Hand out stickers and invite children and parents to return next week.		

Knock Knock - Lesson 15

		Song	Jungle Tots	Jungle Friends	Management
Welcome	1	Knock, Knock  * Children sitting in a circle on parents laps facing centre	prep Give each child a Beanie Toy (or a pair of rhythm sticks if not using drum. Children place Beanie Toy in their lap. Intro Show children how to form fists ready to “knock, knock”. (pick up rhythm sticks ready to begin) A Children to use alternating hands to play “knock, knock” on the drum. (Tap “knock, knock” with sticks) On “Together just you and me” replace teddies in their laps. B Children can jump their Beanie Toys on the drum and/wave to their friends as the teacher welcomes each child. (Children can tap Beanie Toys from one knee to the other and/or wave to their friends)		* If gathering drum is not available rhythm sticks can be used as an alternative. Use section B to welcome each child personally and for the children to wave “hello” to Bruno.
		My Teddy Bear  Children sitting or standing* in a circle facing centre	prep Parents to assist Friends to remove do, re, mi, fa and so chimebars and one beater from case and place in correct sequence in front of child. Teacher to assist child to practise playing descending notes from so to do before song begins by slowly singing so to do. A Children to gently rock Beanie Toy in their arms from side to side. A Child to lift beater in the air and rock gently side to side B Parents to child to gently touch Beanie Toy on each part of the child's body as you sing the solfege B Parent to assist child to play so- do sequence. Parents and children to sing solfege.	 Children sitting or standing* in a circle facing centre	Chimebars required are chocolate (do), orange (re), yellow (mi), green (fa) and blue (so). This activity prepares the child for later keyboard playing.
Welcome	2				Welcome

Sensory	<p>Wiggle Bounce Stomp</p> <p> 16</p> <p>Parents sitting with children in front of them, facing the centre</p>	<p>Prep Prep movements for this song well</p> <p>Wiggle On “wiggle” tickle fingers on child’s back For “round & round” rub fingers in a circular motion on the child’s For “tap” tap on back For “clap” bounce flat hand on back</p> <p>Bounce On “bounce” spring fingers on child’s back For “round & round” rub fingers in a circular motion on the child’s For “tap” tap on back For “clap” bounce flat hand on back</p> <p>Stomp On “stomp” tap gently on child’s shoulder. For “round & round” rub fingers in a circular motion on the child’s. For “tap” tap on back. For “clap” bounce flat hand on back.</p>	<p>Alert parents that by using the sense of touch to communicate musically with their children they are reinforcing the nurturing bond between parent and child.</p>	Sensory
Lapride	<p>One, Two Buckle My Shoe</p> <p> 4</p> <p>Parents sitting on floor with children on laps facing centre</p>	<p>Prep Prep movements well before playing CD Parent to drop forward and lean back as numbers are sung Parents to hold child still to listen to the action described. In the instrumental response do following actions:</p> <p>One & two Parent to make three tiny taps on each foot</p> <p>Three & four Gently lift child’s hands and tap three little taps in the air, as if knocking on the door.</p> <p>Five & Six Gently lift one of the child’s legs up and then the other leg. Keep holding them up until the following action.</p> <p>Seven, Eight Gently bounce each leg back down.</p> <p>Nine & ten Cuddle rock side to side.</p>		Lapride

Circletime	Rattle'n'Roll   11	 Children and parents to stand around parachute	<p>Prep Children & parents to hold parachute and stand in a close circle</p> <p>A "Wibble wobble" parachute by using alternate hands to shake the parachute</p> <p>Chorus For "We're going out.." hold parachute and step back For "We're going in.." return to close circle "We're going up.." lift parachute up "We're going down.." bring parachute down "Are your ready" hold parachute still ready to begin again</p> <p>B Pull parachute back until it is taut</p> <p>C Shake parachute to the beat (for tapping)</p>	The small parachute works well for this activity.	Circletime
Notation	Never Stop Notation 5  Tippy fingerpuppet  5	Parents and children sitting in circle facing centre	<p>prep Give each child a Tippy fingerpuppet and a drum</p> <p>play Parent to assist child to jump Tippy on the drum as you say the rhyme:</p> <p><i>Here is Tippy, jump on top, Tun, tun never stop, Tun to the left, tun to the right, Tun, tun out of sight.</i></p>	As the rhyme becomes familiar encourage parents and children to say the rhyme with you. * tapblocks can be substituted if drums are not available	Notation
Instruments	Drivin' In My Car   6	Parents and children sitting in circle facing centre	<p>A Using both sticks tap the beat on the drum On "stop" hold sticks high On "red light" do two tiny taps</p> <p>B On "beep, beep, beep" tap three times On "vroom ..." hold sticks up as if a steering wheel and turn side to side.</p>	Prep this well before playing.	Instruments

Instruments	<p>Drivin' In My Car</p>  <p>6</p> <p>Parents and children sitting in circle facing centre</p>	<p>prep Give each child two rainshakers and a tapblock and beater</p> <p>A tap block Tap the beat on tapblock. On "stop" hold beater high On "red light" do a high shake</p> <p>B rainshaker On "beep, beep, beep" shake three times On "vrooom ..." hold shakers vertically as if a steering wheel and turn side to side.</p>	<p>Prep this well before playing. Encourage the children to notice the differences in sound textures between tapblocks and rainshakers.</p>	Instruments
Instruments	<p>Clocks</p>  <p>5</p> <p>Parents and children sitting in circle facing centre</p>	<p>Prep Ask parents to assist children to select low do (chocolate), high do (purple), so (blue) and two beaters. Place horizontally in front of child (low do on left, so in the middle and high do on the right)</p> <p>verse Child to rock beaters side to side in the air to the beat</p> <p>Chorus Hold beaters above low do ready to play on "Grandfather's clock goes..." Children tap hands together on low do for "tick tock, tick tock" Hold beaters above "so" ready to play on "Nana's cuckoo clock.." Children to use alternate hands to play on "so" for "tick tock, tick tock" Hold beaters above "high do " ready to play on "my little bedside..." Children to use alternate hands with tiny movements to play on "high do " for "ticka ticka...."</p>	<p>If chimebars are not available or if this activity is too challenging for a young group of Tots, the clocks activity using triangles (see lesson 14) can be substituted.</p>	Instruments

Alternative Activity for Gathering Drum				
Instruments	<p>Clocks</p>  <p>5</p> <p>Children sitting around drum with parents behind</p>	<p>verse</p> <p>Parent to assist child to keep the beat with both hands together on the skin of the drum</p> <p>Friends can move from left to right as they tap (like the movement of the pendulum)</p> <p>Chorus</p> <p>Parent to assist child to tap alternate hands on “tick tock, tick tock”</p> <p>Parent to assist child to “tick tock....” Faster (up and down four times)</p> <p>Parent to assist child to wriggle fingers for fast movement.</p> <p>Friends may be able to do tiny taps for “ticka, ticka..” movement.</p>	<p>Parents will need to assist tots with these movements.</p>	Instruments
Friends Notation	<p>Playing On Our Notes 6</p>   <p>Great big whole note cards</p> <p>Children sitting in a circle facing centre</p>	<p>Prep</p> <p>Give each child a chime bar set and ask them to remove la, ti and high do chimebars (black, white and purple) and one beater.</p> <p>Give each child a set of fingerpuppets and ask them to place Bella, Meilo and Rikki near to each of their notes.</p> <p>Give each child a “great big whole note” card.</p> <p>Play</p> <p>Teacher asks the children to find Bella’s note.</p> <p>Teacher to demonstrate:</p> <p><i>“Great big whole note, Playing Bella’s note today.”</i></p> <p>Children sing and play on la:</p> <p><i>“Great big whole note, Playing Bella’s note today.”</i></p> <p>Teacher asks children to find Rikki/Meilo’s notes and repeat activity.</p>	<p>This activity introduces the children to notation for “great big whole note”.</p> <p>Encourage children and parents to sing as they play.</p> <p>Ensure children hold beater down on chimebar to replicate holding down a key on a piano for four beats.</p>	Friends Notation

Fingerplay	<p>Jack, Jack Down You Go</p>  <p>Children sitting on the floor facing centre</p>	<p><i>prep</i></p> <p>Teacher to show children the puppet with Jack hidden. Say the rhyme: <i>Jack, Jack down you go, In your box down so low, Jack, Jack climb to the top, Quickly now up you pop.</i></p> <p>On “pop”, jump Jack up. Give each parent a hoop and ask them to hold it horizontally at their chest height. Ask children to crouch down inside hoop as if hiding.</p> <p><i>Play</i></p> <p>Say the rhyme. Children to pop up on “pop!”</p>		Fingerplay
Locomotor	<p>Fly</p>  <p>21 Children & parents sitting in a circle facing centre</p>	<p><i>A</i></p> <p>Parent to assist the child to gently rock side to side as they walk around the circle</p> <p><i>B</i></p> <p>Stand and face the centre Follow actions in the lyrics.</p>	Encourage the parents and children to listen to the lyrics. This song encourages body awareness.	Locomotor
Instruments	<p>Old King Cole</p>  <p>*OR</p> <p>12 Parents and children sitting in a circle facing centre</p>	<p><i>Prep</i></p> <p>Give each child two bells and a drum</p> <p><i>A</i></p> <p>Children to play “ti ti,” with bells on the drum using alternate hands (ensure very small movements so children’s hands do not tire).</p> <p><i>B</i></p> <p>Children to play “tun, tun tun, tun” using hands together</p>	<p>* Rhythm sticks can be used as an alternative to bells to play on the drums. This can provide an alternative experience for the children.</p> <p>Highlight the structure of this piece to enable children to predict changes in movement and playing patterns.</p>	Instruments

Alternative Activity for Gathering Drum						
Instruments	Old King Cole		A	Children to play “ti ti,” using alternate hands (ensure very small movements so children’s hands do not tire).	Parents will need to assist children with these movements	Instruments
	 12	Children sitting around drum with parents behind	B	Children to play “tun, tun tun, tun” using hands together		
Reserve						
Reserve	Dance Little Fingers	Mixed Percussion	Prep	Pull each instrument out of the bag one at a time. Name the instrument and play it so that the children hear the sound. Invite children to choose an instrument.	Alert parents to the importance of discovery play for introducing children to a variety of sound textures (timbre).	Instruments
	 8	Children sitting in the circle facing centre	Play	Encourage parents to assist children to hold their instrument up in the air until the music begins. Encourage free play and discovery of sounds. Assist children to try different instruments. If parents are not assisting their child they may like to play an instrument to the beat.		
Farewell	You Just Need To Know		Verse one	Children and parents hold hands facing each other and place one foot forward. Rock gently to and fro.	Thank parents for their participation and invite them to join you for more fun next week.	Farewell
	 22	Parents and children stand facing centre	Verse two	Parents sit on the floor and cuddle child in their lap. Take Bruno around to each child to say goodbye.		
				Hand out stickers and invite children and parents to return next week.		

Knock Knock - Lesson 15A

		Song	Jungle Tots	Jungle Friends	Management
Welcome	1	Knock, Knock  * Children sitting in a circle on parents laps facing centre	prep Give each child a Beanie Toy (or a pair of rhythm sticks if not using drum. Children place Beanie Toy in their lap. Intro Show children how to form fists ready to “knock, knock”. (pick up rhythm sticks ready to begin) A Children to use alternating hands to play “knock, knock” on the drum. (Tap “knock, knock” with sticks) On “Together just you and me” replace teddies in their laps. B Children can jump their Beanie Toys on the drum and/wave to their friends as the teacher welcomes each child. (Children can tap Beanie Toys from one knee to the other and/or wave to their friends)		* If gathering drum is not available rhythm sticks can be used as an alternative. Use section B to welcome each child personally and for the children to wave “hello” to Bruno.
		My Teddy Bear   Children sitting or standing* in a circle facing centre	prep Parents to assist Friends to remove do, re, mi, fa and so chimebars and one beater from case and place in correct sequence in front of child. Teacher to assist child to practise playing descending notes from so to do before song begins by slowly singing so to do. A Children to gently rock Beanie Toy in their arms from side to side. A Child to lift beater in the air and rock gently side to side B Parents to child to gently touch Beanie Toy on each part of the child's body as you sing the solfege B Parent to assist child to play so- do sequence. Parents and children to sing solfege.		Chimebars required are chocolate (do), orange (re), yellow (mi), green (fa) and blue (so). This activity prepares the child for later keyboard playing.
Welcome	2				Welcome

Sensory	<p>Wiggle Bounce Stomp</p> <p> 16</p> <p>Parents sitting with children in front of them, facing the centre</p>	<p>Prep Prep movements for this song well</p> <p>Wiggle On “wiggle” tickle fingers on child's back For “round & round” rub fingers in a circular motion on the child's For “tap” tap on back For “clap” bounce flat hand on back</p> <p>Bounce On “bounce” spring fingers on child's back For “round & round” rub fingers in a circular motion on the child's For “tap” tap on back For “clap” bounce flat hand on back</p> <p>Stomp On “stomp” tap gently on child's shoulder. For “round & round” rub fingers in a circular motion on the child's. For “tap” tap on back. For “clap” bounce flat hand on back.</p>	Alert parents that by using the sense of touch to communicate musically with their children they are reinforcing the nurturing bond between parent and child.	Sensory
	<p>One, Two Buckle My Shoe</p> <p> 4</p> <p>Parents sitting on floor with children on laps facing centre</p>	<p>Prep Prep movements well before playing CD Parent to drop forward and lean back as numbers are sung Parents to hold child still to listen to the action described. In the instrumental response do following actions:</p> <p>One & two Parent to make three tiny taps on each foot</p> <p>Three & four Gently lift child's hands and tap three little taps in the air, as if knocking on the door.</p> <p>Five & Six Gently lift one of the child's legs up and then the other leg. Keep holding them up until the following action.</p> <p>Seven, Eight Gently bounce each leg back down.</p> <p>Nine & ten Cuddle rock side to side.</p>		Lapride
Lapride				

Instruments	Drivin' In My Car  6	 Parents and children sitting in circle facing centre	<p>A Using both sticks tap the beat on the drum On "stop" hold sticks high On "red light" do two tiny taps</p> <p>B On "beep, beep, beep" tap three times On "vroom ..." hold sticks up as if a steering wheel and turn side to side.</p>	Prep this well before playing.	Instruments
Instruments	Drivin' In My Car  6	 Parents and children sitting in circle facing centre	<p>prep Give each child two rainshakers and a tapblock and beater</p> <p>A tap block Tap the beat on tapblock. On "stop" hold beater high On "red light" do a high shake</p> <p>B rainshaker On "beep, beep, beep" shake three times On "vroom ..." hold shakers vertically as if a steering wheel and turn side to side.</p>	Prep this well before playing. Encourage the children to notice the differences in sound textures between tapblocks and rainshakers.	Instruments
Instruments	Clocks  5	 Parents and children sitting in circle facing centre	<p>Prep Ask parents to assist children to select low do (chocolate), high do (purple), so (blue) and two beaters. Place horizontally in front of child (low do on left, so in the middle and high do on the right)</p> <p>verse Child to rock beaters side to side in the air to the beat</p> <p>Chorus Hold beaters above low do ready to play on "Grandfather's clock goes..." Children tap hands together on low do for "tick tock, tick tock" Hold beaters above "so" ready to play on "Nana's cuckoo clock.." Children to use alternate hands to play on "so" for "tick tock, tick tock" Hold beaters above "high do " ready to play on "my little bedside..." Children to use alternate hands with tiny movements to play on "high do " for "ticka ticka...."</p>	If chimebars are not available or if this activity it too challenging for a young group of Tots, the clocks activity using triangles (see lesson 14) can be substituted.	Instruments

Alternative Activity for Gathering Drum				
Instruments	<p>Clocks</p>  <p>5</p> <p>Children sitting around drum with parents behind</p>	<p>verse</p> <p>Parent to assist child to keep the beat with both hands together on the skin of the drum</p> <p>Friends can move from left to right as they tap (like the movement of the pendulum)</p> <p>Chorus</p> <p>Parent to assist child to tap alternate hands on “tick tock, tick tock”</p> <p>Parent to assist child to “tick tock....” Faster (up and down four times)</p> <p>Parent to assist child to wriggle fingers for fast movement.</p> <p>Friends may be able to do tiny taps for “ticka, ticka..” movement.</p>	<p>Parents will need to assist tots with these movements.</p>	Instruments
Friends Notation	<p>Playing On Our Notes 6</p>  <p>Great big whole note cards</p> <p>Children sitting in a circle facing centre</p>	<p>Prep</p> <p>Give each child a chime bar set and ask them to remove la, ti and high do chimebars (black, white and purple) and one beater.</p> <p>Give each child a set of fingerpuppets and ask them to place Bella, Meilo and Rikki near to each of their notes.</p> <p>Give each child a “great big whole note” card.</p> <p>Play</p> <p>Teacher asks the children to find Bella’s note.</p> <p>Teacher to demonstrate:</p> <p><i>“Great big whole note, Playing Bella’s note today.”</i></p> <p>Children sing and play on la:</p> <p><i>“Great big whole note, Playing Bella’s note today.”</i></p> <p>Teacher asks children to find Rikki/Meilo’s notes and repeat activity.</p>	<p>This activity introduces the children to notation for “great big whole note”.</p> <p>Encourage children and parents to sing as they play.</p> <p>Ensure children hold beater down on chimebar to replicate holding down a key on a piano for four beats.</p>	Friends Notation

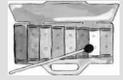
Locomotor	<p>I'm A Little Teapot</p> <p> 19</p> <p>Children standing in a circle with parents behind.</p>	<p><i>I'm a little teapot</i></p> <p><i>Short and stout</i></p> <p><i>Here is my handle</i></p> <p><i>Here is my spout</i></p> <p><i>When I get all steamed up</i></p> <p><i>Then I shout</i></p> <p><i>Tip me over</i></p> <p><i>Pour me out</i></p> <p><i>Transition</i></p> <p><i>I'm a great big toaster</i></p> <p><i>Shiny and new</i></p> <p><i>I'll cook the bread</i></p> <p><i>Right here for you</i></p> <p><i>Wait a little while</i></p> <p><i>Until it's hot</i></p> <p><i>Toast is ready</i></p> <p><i>Out it pops</i></p>	<p>Child to rock gently side to side</p> <p>Place on hand on waist</p> <p>Put out the other arm to be the spout</p> <p>Children to give a tiny bounce, and jump on "shout"</p> <p>Child to bend over as if pouring out tea</p> <p>Children to stand tall with arms straight by their sides</p> <p>Rock in little movements side to side</p> <p>Stretch one arm up</p> <p>Stretch the other arm up</p> <p>Bend knees, and stay down low</p> <p>Jump up on "pops!"</p>	Locomotor
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Prep this activity well to help the children remember the movements for each verse.

Fingerplay	<p>Jack, Jack Down You Go</p>  <p>Children sitting on the floor facing centre</p>	<p><i>prep</i> Teacher to show children the puppet with Jack hidden. Say the rhyme:</p> <p style="text-align: center;"><i>Jack, Jack down you go, In your box down so low, Jack, Jack climb to the top, Quickly now up you pop.</i></p> <p>On “pop”, jump Jack up. Give each parent a hoop and ask them to hold it horizontally at their chest height. Ask children to crouch down inside hoop as if hiding.</p> <p><i>Play</i> Say the rhyme. Children to pop up on “pop!”</p>		Fingerplay
Locomotor	<p>Fly</p>  <p>21 Children & parents sitting in a circle facing centre</p>	<p>A Parent to assist the child to gently rock side to side as they walk around the circle</p> <p>B Stand and face the centre Follow actions in the lyrics.</p>	Encourage the parents and children to listen to the lyrics. This song encourages body awareness.	Locomotor
Instruments	<p>Old King Cole</p>  <p>*OR</p> <p>12 Parents and children sitting in a circle facing centre</p>	<p>Prep Give each child two bells and a drum</p> <p>A Children to play “ti ti,” with bells on the drum using alternate hands (ensure very small movements so children’s hands do not tire).</p> <p>B Children to play “tun, tun tun, tun” using hands together</p>	<p>* Rhythm sticks can be used as an alternative to bells to play on the drums. This can provide an alternative experience for the children.</p> <p>Highlight the structure of this piece to enable children to predict changes in movement and playing patterns.</p>	Instruments

Alternative Activity for Gathering Drum						
Instruments	Old King Cole		A	Children to play “ti ti,” using alternate hands (ensure very small movements so children's hands do not tire).	Parents will need to assist children with these movements	Instruments
	 12	Children sitting around drum with parents behind	B	Children to play “tun, tun tun, tun” using hands together		
Reserve						
Reserve	Let's Cook Pizza	Mixed Percussion	Prep	Pull each instrument out of the bag one at a time. Name the instrument and play it so that the children hear the sound. Invite children to choose an instrument.	Alert parents to the importance of discovery play for introducing children to a variety of sound textures (timbre).	Instruments
	 9	Children sitting in the circle facing centre	Play	Encourage parents to assist children to hold their instrument up in the air until the music begins. Encourage free play and discovery of sounds. Assist children to try different instruments. If parents are not assisting their child they may like to play an instrument to the beat.		
Farewell	You Just Need To Know		Verse one	Children and parents hold hands facing each other and place one foot forward. Rock gently to and fro.	Thank parents for their participation and invite them to join you for more fun next week.	Farewell
	 22	Parents and children stand facing centre	Verse two	Parents sit on the floor and cuddle child in their lap. Take Bruno around to each child to say goodbye.		
				Hand out stickers and invite children and parents to return next week.		

Knock Knock - Lesson 16

		Song	Jungle Tots	Jungle Friends	Management		
Welcome	1	Knock, Knock  * Children sitting in a circle on parents laps facing centre	prep Give each child a Beanie Toy (or a pair of rhythm sticks if not using drum. Children place Beanie Toy in their lap. Intro Show children how to form fists ready to “knock, knock”. (pick up rhythm sticks ready to begin) A Children to use alternating hands to play “knock, knock” on the drum. (Tap “knock, knock” with sticks) On “Together just you and me” replace teddies in their laps. B We’ll.. Children can jump their Beanie Toys on the drum and/wave to their friends as the teacher welcomes each child. (Children can tap Beanie Toys from one knee to the other and/or wave to their friends)		* If gathering drum is not available rhythm sticks can be used as an alternative. Use section B to welcome each child personally and for the children to wave “hello” to Bruno.	Welcome	
	Welcome	2	My Teddy Bear   Children sitting or standing* in a circle facing centre	prep Parents to assist Friends to remove do, re, mi, fa and so chimebars and one beater from case and place in correct sequence in front of child. Teacher to assist child to practise playing descending notes from so to do before song begins by slowly singing so to do.	A Children to gently rock Beanie Toy in their arms from side to side. A Child to lift beater in the air and rock gently side to side	B Parents to child to gently touch Beanie Toy on each part of the child's body as you sing the solfege B Parent to assist child to play so- do sequence. Parents and children to sing solfege.	Chimebars required are chocolate (do), orange (re), yellow (mi), green (fa) and blue (so). This activity prepares the child for later keyboard playing.

Sensory	<p>Pets</p> <p> 17</p> <p>Children sitting in circle with parents behind, facing centre</p>	<p>Bunny Parent to cup their fingers and gently tap child's back</p> <p>Dog Using "spider fingers" run fingers around child's back</p> <p>Kitten Using flat hands gently stroke child's back.</p>	<p>This sensory activity develops the child's awareness of body parts and build body awareness important for later motor development.</p> <p>Alert parents that by using the sense of touch to communicate musically with their children they are reinforcing the nurturing bond between parent and child.</p>	Sensory
Lapride	<p>One, Two Buckle My Shoe</p> <p> 4</p> <p>Parents sitting on floor with children on laps facing centre</p>	<p>Prep Prep movements well before playing CD</p> <p> Parent to drop forward and lean back as numbers are sung Parents to hold child still to listen to the action described. In the instrumental response do following actions:</p> <p><i>One & two</i> Parent to make three tiny taps on each foot</p> <p><i>Three & four</i> Gently lift child's hands and tap three little taps in the air, as if knocking on the door.</p> <p><i>Five & Six</i> Gently lift one of the child's legs up and then the other leg. Keep holding them up until the following action.</p> <p><i>Seven, Eight</i> Gently bounce each leg back down.</p> <p><i>Nine & ten</i> Cuddle rock side to side.</p>		Lapride

Circletime	<p>Rattle'n'Roll</p>  <p>11</p> <p>Children and parents to stand around parachute</p>	<p>Prep Children & parents to hold parachute and stand in a close circle</p> <p>A "Wibble wobble" parachute by using alternate hands to shake the parachute</p> <p>Chorus For "We're going out.." hold parachute and step back For "We're going in.." return to close circle "We're going up.." lift parachute up "We're going down.." bring parachute down "Are your ready" hold parachute still ready to begin again</p> <p>B Pull parachute back until it is taut</p> <p>C Shake parachute to the beat (for tapping)</p>	<p>The small parachute works well for this activity.</p>	Circletime
Notation	<p>Never Stop Notation 6</p>  <p>Meilo fingerpuppet</p> <p>Parents and children sitting in circle facing centre</p>	<p>prep Give each child a Meilo fingerpuppet and a drum</p> <p>play Parent to assist child to jump Meilo on the drum as you say the rhyme:</p> <p><i>Here is Meilo , jump on top, , Ta-un, ta-un never stop, Ta-un, left, Ta-un, right, Ta-un, Ta-un out of sight.</i></p>	<p>As the rhyme becomes familiar encourage parents and children to say the rhyme with you.</p> <p>* tapblocks can be substituted if drums are not available</p>	Notation
Instruments	<p>Bella the Elephant</p> <p>Mixed Percussion</p> <p>7</p> <p>Parents and children sitting on the floor facing the centre</p>	<p>Prep Pull a couple of instruments out of the bag one at a time. Name the instruments and play them so that the children hear the sound. Give each child an instrument.</p> <p>Play Encourage free play and discovery of sounds. Encourage parents to assist the children to try different instruments throughout the song. If parents are not assisting their child they may like to play an instrument to the beat.</p>	<p>Alert parents to the importance of discovery play for introducing children to a variety of sound textures (timbre). To encourage the children to try different instruments you can pause at appropriate places in the track and ask children and parents to pass instruments to the child on their left.</p>	Instruments

Instruments	<p>Dance Little Fingers</p> 	<p>Parents and children sitting in circle facing centre</p>	<p>chorus Tap egg shakers on floor</p>	<p>Friends and older tots will be able to put “stop” in after “wiggle, wiggle, wiggle”</p>	Instruments	
	<p> 8</p>		<p><i>Hide...</i> Tap eggs shakers and then hide them behind back.</p> <p><i>Wake up...</i> Hug shakers to child’s chest and stretch arms out.</p> <p><i>Dance...</i> Dance shakers the air</p>			
Alternative Activity for Gathering Drum						
Instruments	<p>Dance Little Fingers</p> 	<p>Children sitting around drum with parents behind</p>	<p>chorus Bounce fingertips on drum</p>		<p>Friends and older tots will be able to put “stop” in after “wiggle, wiggle, wiggle”</p>	Instruments
<p> 8</p>	<p><i>Hide...</i> Clap hands and then hide hands behind back.</p> <p><i>Wake up...</i> Hold tight fist on rim of drum and lean forward as you spread fingers across the skin.</p> <p><i>Dance...</i> Dance fingers on drum.</p>					

Friends Notation	<p>Playing On Our Notes 6</p>   <p>Great big whole note cards</p> <p>Children sitting in a circle facing centre</p>	<p>Prep Give each child a chime bar set and ask them to remove la, ti and high do chimebars (black, white and purple) and one beater. Give each child a set of fingerpuppets and ask them to place Bella, Meilo and Rikki near to each of their notes. Give each child a “great big whole note” card.</p>	<p>This activity introduces the children to notation for “great big whole note”.</p> <p>Encourage children and parents to sing as they play.</p> <p>Ensure children hold beater down on chimebar to replicate holding down a key on a piano for four beats.</p>	Friends Notation
	<p>Play Teacher asks the children to find Bella’s note. Teacher to demonstrate: <i>“Great big whole note, Playing Bella’s note today.”</i> Children sing and play on la: <i>“Great big whole note, Playing Bella’s note today.”</i> Teacher asks children to find Rikki/Meilo’s notes and repeat activity.</p>			
Locomotor	<p>Clocks</p>   <p>Children & parents sitting in a circle facing centre</p>	<p>Prep Children to sit in a circle on parent’s laps facing centre</p> <p>verse Keep the beat on knees with Rainbow Ring</p> <p>Chorus Parents and children to rock slowly forwards and backwards “tick tock, (forward) tick tock (back)” Parents and children to move Rainbow Ring in small alternate up and down movements “tick, tock (one side), tick, tock (other side)”</p>	<p>Remind parents to continue to hold Rainbow Ring so that it does not accidentally “snap back”.</p> <p>Encourage parents and children to notice how the rhythms double (get faster) in each line of the chorus.</p>	Locomotor

Fingerplay	<p>Jack, Jack Down You Go</p>  <p>Children sitting on the floor facing centre</p>	<p><i>prep</i> Teacher to show children the puppet with Jack hidden. Say the rhyme:</p> <p style="text-align: center;"><i>Jack, Jack down you go, In your box down so low, Jack, Jack climb to the top, Quickly now up you pop.</i></p> <p>On “pop”, jump Jack up. Give each parent a hoop and ask them to hold it horizontally at their chest height. Ask children to crouch down inside hoop as if hiding.</p> <p><i>Play</i> Say the rhyme. Children to pop up on “pop!”</p>	Fingerplay	
Locomotor	<p>Skinnamarink</p>  <p>Children & parents standing in a circle facing centre</p>	<p><i>Intro</i> Rock on the spot</p> <p><i>Skinnamarink</i> Moving in a clockwise direction (step out on right foot) walk around circle, step together (4 counts) On “I love..” get ready to swing child. On “...you” parent to swing child into the centre (or swing child’s arms if heavier) (8 counts) Repeat actions</p> <p><i>I love you in the morning</i> Parent and children hold hands and turn in a small circle (8 counts) or carry child as parent turns in a circle</p> <p><i>I love you in the evening</i> Change direction as you turn in a small circle</p> <p><i>Transition</i> Stand and rock</p>	<p>If children are too heavy to swing, hold their hands and swing into the middle.</p> <p>Highlight the importance of circle dances in establishing patterns in the music. By repeating a predictable pattern young children are able to remember and anticipate actions and movements.</p>	Locomotor

Instruments	<p>Let's Cook Pizza</p>  <p>Parents and children sitting in a circle facing centre</p>	<p>Prep Give each child a drum, a ball and two rhythm sticks.</p> <p>Introduction Dance sticks in the air ready to tap</p> <p>Chorus Tap, tap on drum after "Pizza" Half way through repeat chorus instruct the children to get ball ready.</p> <p>Verse roll Roll the ball on the carpet with hand on top.</p> <p>spread Pick up ball with one hand, drag ball along carpet and lift into the air. Move back in opposite direction.</p> <p>Chop Pick up sticks and use alternate hand movement to play on the drum.</p> <p>Sizzle Using both sticks draw little circles and swirls on the drum.</p>	<p>Try various ways of rolling the ball, friends may be able to do circular movements, tots may need to roll back and forth.</p>	Instruments
	Alternative Activity for Gathering Drum			
Instruments	<p>Let's Cook Pizza</p>  <p>Children sitting around drum with parents behind</p>	<p>introduction Dance fingers in the air ready to tap</p> <p>Chorus Tap, tap on drum after "Pizza" At the end of the repeated chorus prepare the children to slide hands.</p> <p>Verse roll Place hands flat and slide forwards and back.</p> <p>spread Smooth hands sideways and lift into the air. Move back in opposite direction.</p> <p>Chop Hold hands sideways with thumbs up. Tap on drum using alternate hands.</p> <p>Sizzle Dance little fingers over the drum</p>	<p>Parents will need to assist children with these movements</p>	Instruments

Reserve				
Instruments	<p>Wiggle Bounce Stomp</p> 	<p>Wiggle -sticks</p> <p>On “wiggle” give tiny shakes and move sticks up and down For “round & round” use a rolling action For “tap” tap on knees For “clap” touch sticks together.</p>	<p>Ensure this activity is well prepped.</p>	Instruments
	<p>16</p> <p>Parents and children sitting in circle facing centre</p>	<p>Bounce -sticks & drums</p> <p>On “bounce” tap sticks on drum and move up and down For “round & round” use a rolling action above the drum For “tap” tap on knees For “clap” tap sticks together.</p>		
		<p>Stomp- drums</p> <p>Hold sticks vertically with hands covering the top of the sticks. On “stomp” tap vertical sticks together on drum and move hands up and down For “round & round” use a rolling action above the drum For “tap” tap on knees For “clap” clap hands together.</p>		

Instruments	<p>Wiggle Bounce Stomp</p> 	<p>Wiggle -bells</p> <p>On “wiggle” give tiny shakes and move bells up and down For “round & round” use a rolling action For “tap” tap on knees For “clap” touch bells together.</p>	<p>Ensure this activity is well prepped.</p>	Instruments
	<p>16</p> <p>Parents and children sitting in circle facing centre</p>	<p>transition</p> <p>Hide bells away</p>		
	<p>Bounce - castanets</p> <p>On “bounce” tap on castanet and move hands up and down For “round & round” use a rolling action above the castanet For “tap” tap on knees For “clap” clap hands together.</p> <p>Stomp- drums</p> <p>On “stomp” tap on drum and move hands up and down For “round & round” use a rolling action above the drum For “tap” tap on knees For “clap” clap hands together.</p>			
Farewell	<p>You Just Need To Know</p> 	<p>Verse one</p> <p>Children and parents hold hands facing each other and place one foot forward. Rock gently to and fro.</p> <p>Verse two</p> <p>Parents sit on the floor and cuddle child in their lap Take Bruno around to each child to say goodbye.</p> <p>Hand out stickers and invite children and parents to return next week.</p>	<p>Thank parents for their participation and invite them to join you for more fun next week.</p>	Farewell

Home Lesson 17

		Song	Jungle Tots	Jungle Friends	Management
Welcome	1	Knock, Knock  * Children sitting in a circle on parents laps facing centre	prep Give each child a Beanie Toy (or a pair of rhythm sticks if not using drum. Children place Beanie Toy in their lap. Intro Show children how to form fists ready to “knock, knock”. (pick up rhythm sticks ready to begin) A Children to use alternating hands to play “knock, knock” on the drum. (Tap “knock, knock” with sticks) On “Together just you and me” replace teddies in their laps. B Children can jump their Beanie Toys on the drum and/wave to their friends as the teacher welcomes each child. (Children can tap Beanie Toys from one knee to the other and/or wave to their friends)		* If gathering drum is not available rhythm sticks can be used as an alternative. Use section B to welcome each child personally and for the children to wave “hello” to Bruno.
		My Teddy Bear   Children sitting or standing* in a circle facing centre	prep Parents to assist Friends to remove do, re, mi, fa and so chimebars and one beater from case and place in correct sequence in front of child. Teacher to assist child to practise playing descending notes from so to do before song begins by slowly singing so to do. A Children to gently rock Beanie Toy in their arms from side to side. A Child to lift beater in the air and rock gently side to side B Parents to child to gently touch Beanie Toy on each part of the child's body as you sing the solfege B Parent to assist child to play so- do sequence. Parents and children to sing solfege.		Chimebars required are chocolate (do), orange (re), yellow (mi), green (fa) and blue (so). This activity prepares the child for later keyboard playing.
Welcome	2				Welcome

Sensory	<p>Pets</p> <p> 17</p> <p>Children sitting in circle with parents behind, facing centre</p>	<p>Bunny Parent to cup their fingers and gently tap child's back</p> <p>Dog Using "spider fingers" run fingers around child's back</p> <p>Kitten Using flat hands gently stroke child's back.</p>	<p>This sensory activity develops the child's awareness of body parts and build body awareness important for later motor development.</p> <p>Alert parents that by using the sense of touch to communicate musically with their children they are reinforcing the nurturing bond between parent and child.</p>	Sensory
Lapride	<p>One, Two Buckle My Shoe</p> <p> 4</p> <p>Parents sitting on floor with children on laps facing centre</p>	<p>Prep Prep movements well before playing CD</p> <p> Parent to drop forward and lean back as numbers are sung Parents to hold child still to listen to the action described. In the instrumental response do following actions:</p> <p>One & two Parent to make three tiny taps on each foot</p> <p>Three & four Gently lift child's hands and tap three little taps in the air, as if knocking on the door.</p> <p>Five & Six Gently lift one of the child's legs up and then the other leg. Keep holding them up until the following action.</p> <p>Seven, Eight Gently bounce each leg back down.</p> <p>Nine & ten Cuddle rock side to side.</p>		Lapride

Circletime	<p>Washing Machine</p>  <p>15</p> <p>Parents and children sitting on the floor facing the centre</p>	<p>prep Give each child a hoop to sit in. This is their washing machine.</p> <p>A Parents and child to hold hoop and twist as they lift it up to the child's chest level. Pull hoop back down after "washing machine". On "clean those clothes" place hoops flat on the floor.</p> <p>B Parents to hold child's hands and assist them to do little jumps for "pop, pop, pop". On "clean those clothes" pick up hoop ready to begin again</p> <p>C Parents to assist child to stand inside hoop with legs apart. Parents to help child to hold hoop and twist from side to side (like the agitation movement of a washing machine.)</p>	Circletime	
	<p>Never Stop Notation 6</p>  <p>Meilo fingerpuppet</p> <p>Parents and children sitting in circle facing centre</p>	<p>prep Give each child a Meilo fingerpuppet and a drum</p> <p>play Parent to assist child to jump Meilo on the drum as you say the rhyme:</p> <p><i>Here is Meilo , jump on top, , Ta-un, ta-un never stop, Ta-un, left, Ta-un, right, Ta-un, Ta-un out of sight.</i></p>		<p>As the rhyme becomes familiar encourage parents and children to say the rhyme with you.</p> <p>* tapblocks can be substituted if drums are not available</p>
Instruments	<p>Bella The Elephant</p>  <p>*OR</p> <p>7</p> <p>Children sitting in the circle facing centre</p>	<p>prep Stand still holding shakers(8 counts)</p> <p>A1: Bella the elephant.. Parent and child rock shakers side to side (like windscreen wipers) for 16 counts</p> <p>A2: Bella the elephant.. Child to use a forward alternative punching movement with the shakers for 16 counts</p> <p>B: Tippy, & Meilo samba Stretch up tall with shakers, and lean down low (up 2,3,4, down 2,3,4) X4</p> <p>Transition Child to walk around parent shaking rainshakers and stand ready to begin</p>	<p>* bells or egg shakers can be substituted if rainshakers are not available</p>	Instruments

Instruments	<p>Clocks</p> 	<p>Prep Ask parents to assist children to select low do (chocolate), high do (purple), so (blue) and two beaters. Place horizontally in front of child (low do on left, so in the middle and high do on the right)</p> <p>verse Child to rock beaters side to side in the air to the beat</p> <p>Chorus Hold beaters above low do ready to play on “Grandfather’s clock goes...” Children tap hands together on low do for “tick tock, tick tock” Hold beaters above “so” ready to play on “Nana’s cuckoo clock..” Children to use alternate hands to play on “so” for “tick tock, tick tock” Hold beaters above “high do ” ready to play on “my little bedside...” Children to use alternate hands with tiny movements to play on “high do ” for “ticka ticka....”</p>	<p>If chimebars are not available or if this activity it too challenging for a young group of Tots, the clocks activity using triangles (see lesson 14) can be substituted.</p>	Instruments
	<p>5</p> <p>Parents and children sitting in circle facing centre</p>	Alternative Activity for Gathering Drum		
Instruments	<p>Clocks</p> 	<p>verse Parent to assist child to keep the beat with both hands together on the skin of the drum</p> <p style="background-color: #cccccc;">Friends can move from left to right as they tap (like the movement of the pendulum)</p> <p>Chorus Parent to assist child to tap alternate hands on “tick tock, tick tock” Parent top assist child to “tick tock...” Faster (up and down four times) Parent to assist child to wriggle fingers for fast movement.</p> <p style="background-color: #cccccc;">Friends may be able to do tiny taps for “ticka, ticka..” movement.</p>	<p>Parents will need to assist tots with these movements.</p>	Instruments
	<p>5</p> <p>Children sitting around drum with parents behind</p>			

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Friends Notation</p>	<p>Playing On Our Notes 7</p>    <p>Tun, Ta-un & Great big whole note cards</p> <p>Children sitting in a circle facing centre</p>	<p>Prep Give each child a chime bar set and ask them to remove la, ti and high do chimebars (black, white and purple) and one beater. Give each child a set of fingerpuppets and ask them to place Bella, Meilo and Rikki near to each of their notes. Give each child a “tun” card, a “ta-un” card and “great big whole note” card.</p> <p>Play Teacher asks the children to find Bella’s note and to choose a rhythm card Teacher to demonstrate correct response:</p> <p><i>“Great big whole note, Playing Bella’s note today.”</i></p> <p>Children sing and play on la:</p> <p><i>“Great big whole note, Playing Bella’s note today.”</i></p> <p>Teacher asks children to find a variety of notes and rhythms to respond to.</p>	<p>This activity introduces the children to notation for “great big whole note”.</p> <p>Encourage children and parents to sing as they play.</p> <p>Ensure children hold beater down on chimebar to replicate holding down a key on a piano for four beats.</p> <p>Large groups will need to respond as a group. Groups with smaller numbers of children can be asked to respond individually.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Friends Notation</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Locomotor</p>	<p>Old Steam Train</p>  <p>Parents to sit in a circle facing centre with children on their laps</p> <p> 14</p>	<p>Prep Place Jungle Puppets on Lycra</p> <p>Verse Gently rock Lycra side to side as if swaying in a train.</p> <p>Chugga, Hold Lycra and jiggle with alternate hands.</p> <p>Toot, toot Bounce Lycra to the beat</p> <p>“shsh..” Hold hands still and lean forward</p>		<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Locomotor</p>

Fingerplay	<p>Jack, Jack Down You Go</p>  <p>Children sitting on the floor facing centre</p>	<p><i>prep</i> Teacher to show children the puppet with Jack hidden. Say the rhyme:</p> <p style="text-align: center;"><i>Jack, Jack down you go, In your box down so low, Jack, Jack climb to the top, Quickly now up you pop.</i></p> <p>On “pop”, jump Jack up. Give each parent a hoop and ask them to hold it horizontally at their chest height. Ask children to crouch down inside hoop as if hiding.</p> <p><i>Play</i> Say the rhyme. Children to pop up on “pop!”</p>		Fingerplay
Locomotor	<p>Skinnamarink</p>  20 <p>Children & parents standing in a circle facing centre</p>	<p><i>Intro</i> Rock on the spot</p> <p><i>Skinnamarink</i> Moving in a clockwise direction (step out on right foot) walk around circle, step together (4 counts) On “I love..” get ready to swing child. On “...you” parent to swing child into the centre (or swing child’s arms if heavier) (8 counts) Repeat actions</p> <p><i>I love you in the morning</i> Parent and children hold hands and turn in a small circle (8 counts) or carry child as parent turns in a circle</p> <p><i>I love you in the evening</i> Change direction as you turn in a small circle</p> <p><i>Transition</i> Stand and rock</p>	<p>If children are too heavy to swing, hold their hands and swing into the middle.</p> <p>Highlight the importance of circle dances in establishing patterns in the music. By repeating a predictable pattern young children are able to remember and anticipate actions and movements.</p>	Locomotor

Instruments	<p>Let's Cook Pizza</p> 	<p>Prep Give each child a drum, a ball and two rhythm sticks.</p> <p>Introduction Dance sticks in the air ready to tap</p> <p>Chorus Tap, tap on drum after "Pizza" Half way through repeat chorus instruct the children to get ball ready.</p> <p>Verse roll Roll the ball on the carpet with hand on top.</p> <p>spread Pick up ball with one hand, drag ball along carpet and lift into the air. Move back in opposite direction.</p> <p>Chop Pick up sticks and use alternate hand movement to play on the drum.</p> <p>Sizzle Using both sticks draw little circles and swirls on the drum.</p>	<p>Try various ways of rolling the ball, friends may be able to do circular movements, tots may need to roll back and forth.</p>	Instruments
	<p>9</p> <p>Parents and children sitting in a circle facing centre</p>	Alternative Activity for Gathering Drum		
Instruments	<p>Let's Cook Pizza</p> 	<p>introduction Dance fingers in the air ready to tap</p> <p>Chorus Tap, tap on drum after "Pizza" At the end of the repeated chorus prepare the children to slide hands.</p> <p>Verse roll Place hands flat and slide forwards and back.</p> <p>spread Smooth hands sideways and lift into the air. Move back in opposite direction.</p> <p>Chop Hold hands sideways with thumbs up. Tap on drum using alternate hands.</p> <p>Sizzle Dance little fingers over the drum</p>	<p>Parents will need to assist children with these movements</p>	Instruments
	<p>9</p> <p>Children sitting around drum with parents behind</p>			

Reserve						
Reserve	Housework Blues	Mixed Percussion	Prep	Pull each instrument out of the bag one at a time. Name the instrument and play it so that the children hear the sound. Invite children to choose an instrument.	Alert parents to the importance of discovery play for introducing children to a variety of sound textures (timbre).	Reserve
	 3	Children sitting in the circle facing centre	Play	Encourage parents to assist children to hold their instrument up in the air until the music begins. Encourage free play and discovery of sounds. Assist children to try different instruments. If parents are not assisting their child they may like to play an instrument to the beat.		
Farewell	You Just Need To Know	 Parents and children stand facing centre	Verse one	Children and parents hold hands facing each other and place one foot forward. Rock gently to and fro.	Thank parents for their participation and invite them to join you for more fun next week.	Farewell
	 22		Verse two	Parents sit on the floor and cuddle child in their lap Take Bruno around to each child to say goodbye. Hand out stickers and invite children and parents to return next week.		

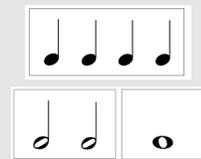
Knock Knock - Lesson 18

		Song	Jungle Tots	Jungle Friends	Management
Welcome	1	Knock, Knock  * Children sitting in a circle on parents laps facing centre	<p>prep Give each child a Beanie Toy (or a pair of rhythm sticks if not using drum. Children place Beanie Toy in their lap.</p> <p>Intro Show children how to form fists ready to “knock, knock”. (pick up rhythm sticks ready to begin)</p> <p>A Children to use alternating hands to play “knock, knock” on the drum. (Tap “knock, knock” with sticks) On “Together just you and me” replace teddies in their laps.</p> <p>B We’ll.. Children can jump their Beanie Toys on the drum and/wave to their friends as the teacher welcomes each child. (Children can tap Beanie Toys from one knee to the other and/or wave to their friends)</p>		Welcome
Welcome	2	My Teddy Bear   Children sitting or standing* in a circle facing centre	<p>prep Parents to assist Friends to remove do, re, mi, fa and so chimebars and one beater from case and place in correct sequence in front of child. Teacher to assist child to practise playing descending notes from so to do before song begins by slowly singing so to do.</p> <p>A Children to gently rock Beanie Toy in their arms from side to side.</p> <p>A Child to lift beater in the air and rock gently side to side</p> <p>B Parents to child to gently touch Beanie Toy on each part of the child's body as you sing the solfege</p> <p>B Parent to assist child to play so- do sequence. Parents and children to sing solfege.</p>		Welcome

Sensory	<p>Rattle'n'Roll</p> <p> 11</p> <p>Children sitting in front of the parents facing the centre</p>	<p>A Hold child around ribs and gently wriggle side to side</p> <p>Chorus Help child to stretch arms out wide: For "We're going out.." start at child's shoulder blades and stroke with fingers out to hands of child's extended arm For "We're going in.." rub arms back to shoulders "We're going up.." tickle fingers up onto child's head "We're going down.." move hands back down back "Are your ready" place hands on ribs ready to begin again</p> <p>B Hold child around ribs and gently wriggle side to side</p> <p>C Hold child around ribs and gently wriggle side to side</p>	<p>Alert parents that by using the sense of touch to communicate musically with their children they are reinforcing the nurturing bond between parent and child.</p> <p>Parents can use one hand to do the actions on the child's back whilst using the other hand to support the baby.</p>	Sensory
Lapride	<p>Clocks</p> <p> 5</p> <p>Parents to sit on chairs, children on laps facing centre</p>	<p>verse Parent to rock child forward and back to the beat</p> <p>Chorus Parent to lift alternate knees to rock child slowly on "tick tock, tick tock" Parent to lift alternate knees more quickly to rock child on "tick tock, tick tock" Parent to jiggle knees for fast movement for "tikka, tikka...."</p>	<p>If chairs are not available this lapride can be completed on the floor.</p>	Lapride

Circletime	<p>Washing Machine</p> 	<p>prep Give each child a hoop to sit in. This is their washing machine.</p> <p>A Parents and child to hold hoop and twist as they lift it up to the child’s chest level. Pull hoop back down after “washing machine”. On “clean those clothes” place hoops flat on the floor.</p> <p>B Parents to hold child’s hands and assist them to do little jumps for “pop, pop, pop”. On “clean those clothes” pick up hoop ready to begin again</p> <p>C Parents to assist child to stand inside hoop with legs apart. Parents to help child to hold hoop and twist from side to side (like the agitation movement of a washing machine.</p>	Circletime	
	<p> 15</p> <p>Parents and children sitting on the floor facing the centre</p>			
Notation	<p>Never Stop Notation 6</p>  <p>Meilo fingerpuppet</p> <p>Parents and children sitting in circle facing centre</p>	<p>prep Give each child a Meilo fingerpuppet and a drum</p> <p>play Parent to assist child to jump Meilo on the drum as you say the rhyme:</p> <p><i>Here is Meilo , jump on top, , Ta-un, ta-un never stop, Ta-un, left, Ta-un, right, Ta-un, Ta-un out of sight.</i></p>	<p>As the rhyme becomes familiar encourage parents and children to say the rhyme with you.</p> <p>* tapblocks can be substituted if drums are not available</p>	Notation
Instruments	<p>Drivin’ In My Car</p>  <p>Parents and children sitting in circle facing centre</p>	<p>A Using both sticks tap the beat on the drum On “stop” hold sticks high On “red light” do two tiny taps</p> <p>B On “beep, beep, beep” tap three times On “vroom ...” hold sticks up as if a steering wheel and turn side to side.</p>	<p>Prep this well before playing</p>	Instruments
	<p> 6</p>			

Instruments	<p>My Pets</p>  <p>* Children sitting in a circle facing centre</p>	<p>Bunny</p> <p>Dog</p> <p>Kitten</p>	<p>Jump hands simultaneously on drum (rhythm sticks)</p> <p>Tap castanets (tap blocks) on the floor in time to the music</p> <p>Hold shakers horizontally and move side to side. Encourage parents to rock child side to side to assist child to feel the slow beat.</p>	<p>* If these instruments are not available rhythm sticks, tap blocks and bells can be substituted.</p> <p>By using a variety of instruments we are encouraging the children to notice differences in sound texture (timbre)</p>	Instruments	
	Alternative Activity for Gathering Drum					
	<p>My Pets</p>  <p>Children sitting around gathering drum with parents sitting behind</p>	<p>Bunny</p> <p>Dog</p> <p>Kitten</p>	<p>Bounce hands to the beat</p> <p>Using spider fingers, run over the skin of the drum</p> <p>Place flat palms and slide them in circles.</p>	<p>This activity encourages the children to notice changes in tempo.</p>		Instruments
Instruments	<p>17</p>					

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Friends Notation</p>	<p>Playing On Our Notes 7</p>   <p>Tun, Ta-un & Great big whole note cards</p> <p>Children sitting in a circle facing centre</p>	<p>Prep Give each child a chime bar set and ask them to remove la, ti and high do chimebars (black, white and purple) and one beater. Give each child a set of fingerpuppets and ask them to place Bella, Meilo and Rikki near to each of their notes. Give each child a “tun” card, a “ta-un” card and “great big whole note” card.</p> <p>Play Teacher asks the children to find Bella’s note and to choose a rhythm card Teacher to demonstrate correct response:</p> <p><i>“Great big whole note, Playing Bella’s note today.”</i></p> <p>Children sing and play on la:</p> <p><i>“Great big whole note, Playing Bella’s note today.”</i></p> <p>Teacher asks children to find a variety of notes and rhythms to respond to.</p>	<p>This activity introduces the children to notation for “great big whole note”.</p> <p>Encourage children and parents to sing as they play.</p> <p>Ensure children hold beater down on chimebar to replicate holding down a key on a piano for four beats.</p> <p>Large groups will need to respond as a group. Groups with smaller numbers of children can be asked to respond individually.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Friends Notation</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Locomotor</p>	<p>Old Steam Train</p>  <p>Parents to sit in a circle facing centre with children on their laps</p> <p> 14</p>	<p>Prep Place Jungle Puppets on Lycra</p> <p>Verse Gently rock Lycra side to side as if swaying in a train.</p> <p>Chugga, Hold Lycra and jiggle with alternate hands.</p> <p>Toot, toot Bounce Lycra to the beat</p> <p>“shsh..” Hold hands still and lean forward</p>		<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Locomotor</p>

Sensory	<p>Garden Snail</p> <p>Children sitting on the floor facing centre</p>	<p><i>prep</i> Ask children to hold arms out as if they were a garden fence (rail).</p> <p><i>Play</i> Parent to creep their fingers slowly along the child's outstretched arms as you say the rhyme: <i>Slowly, slowly, very slowly, Creeps the garden snail. Slowly, slowly very slowly, Up the garden rail.</i></p> <p>Parent to tickle their fingers quickly all over the child's body as you say the second verse: <i>Quickly, quickly very quickly Creeps the little mouse. Quickly, quickly very quickly, All around the house.</i></p>	<p>Highlight the contrast between the slow and fast verses in this rhyme.</p> <p>Show parents the relevant page in the picture book. Encourage the parents to share this rhyme in the books at home with their child.</p>	Sensory
Locomotor	<p>Skinnamarink</p> <p> 20</p> <p>Children & parents standing in a circle facing centre</p>	<p><i>Intro</i> Rock on the spot</p> <p><i>Skinnamarink</i> Moving in a clockwise direction (step out on right foot) walk around circle, step together (4 counts) On "I love.." get ready to swing child. On "...you" parent to swing child into the centre (or swing child's arms if heavier) (8 counts) Repeat actions</p> <p><i>I love you in the morning</i> Parent and children hold hands and turn in a small circle (8 counts) or carry child as parent turns in a circle</p> <p><i>I love you in the evening</i> Change direction as you turn in a small circle</p> <p><i>Transition</i> Stand and rock</p>	<p>If children are too heavy to swing, hold their hands and swing into the middle.</p> <p>Highlight the importance of circle dances in establishing patterns in the music. By repeating a predictable pattern young children are able to remember and anticipate actions and movements.</p>	Locomotor

Instruments	<p>Let's Cook Pizza</p>  <p>9</p> <p>Parents and children sitting in a circle facing centre</p>	<p>Prep Give each child a drum, a ball and two rhythm sticks.</p> <p>Introduction Dance sticks in the air ready to tap</p> <p>Chorus Tap, tap on drum after "Pizza" Half way through repeat chorus instruct the children to get ball ready.</p> <p>Verse roll Roll the ball on the carpet with hand on top.</p> <p>spread Pick up ball with one hand, drag ball along carpet and lift into the air. Move back in opposite direction.</p> <p>Chop Pick up sticks and use alternate hand movement to play on the drum.</p> <p>Sizzle Using both sticks draw little circles and swirls on the drum.</p>	<p>Try various ways of rolling the ball, friends may be able to do circular movements, tots may need to roll back and forth.</p>	Instruments
	Alternative Activity for Gathering Drum			
Instruments	<p>Let's Cook Pizza</p>  <p>9</p> <p>Children sitting around drum with parents behind</p>	<p>introduction Dance fingers in the air ready to tap</p> <p>Chorus Tap, tap on drum after "Pizza" At the end of the repeated chorus prepare the children to slide hands.</p> <p>Verse roll Place hands flat and slide forwards and back.</p> <p>spread Smooth hands sideways and lift into the air. Move back in opposite direction.</p> <p>Chop Hold hands sideways with thumbs up. Tap on drum using alternate hands.</p> <p>Sizzle Dance little fingers over the drum</p>	<p>Parents will need to assist children with these movements</p>	Instruments

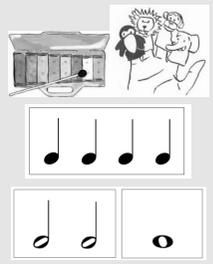
Reserve						
Reserve	Housework Blues	Mixed Percussion	Prep	Pull each instrument out of the bag one at a time. Name the instrument and play it so that the children hear the sound. Invite children to choose an instrument.	Alert parents to the importance of discovery play for introducing children to a variety of sound textures (timbre).	Instruments
	 3	Children sitting in the circle facing centre	Play	Encourage parents to assist children to hold their instrument up in the air until the music begins. Encourage free play and discovery of sounds. Assist children to try different instruments. If parents are not assisting their child they may like to play an instrument to the beat.		
Farewell	You Just Need To Know		Verse one	Children and parents hold hands facing each other and place one foot forward. Rock gently to and fro.	Thank parents for their participation and invite them to join you for more fun next week.	Farewell
	 22	Parents and children stand facing centre	Verse two	Parents sit on the floor and cuddle child in their lap Take Bruno around to each child to say goodbye.		
				Hand out stickers and invite children and parents to return next week.		

Knock Knock - Lesson 19

		Song	Jungle Tots	Jungle Friends	Management
Welcome	1	Knock, Knock  * Children sitting in a circle on parents laps facing centre	prep Give each child a Beanie Toy (or a pair of rhythm sticks if not using drum. Children place Beanie Toy in their lap. Intro Show children how to form fists ready to “knock, knock”. (pick up rhythm sticks ready to begin) A Children to use alternating hands to play “knock, knock” on the drum. (Tap “knock, knock” with sticks) On “Together just you and me” replace teddies in their laps. B We’ll.. Children can jump their Beanie Toys on the drum and/wave to their friends as the teacher welcomes each child. (Children can tap Beanie Toys from one knee to the other and/or wave to their friends)		* If gathering drum is not available rhythm sticks can be used as an alternative. Use section B to welcome each child personally and for the children to wave “hello” to Bruno.
		My Teddy Bear   Children sitting or standing* in a circle facing centre	prep Parents to assist Friends to remove do, re, mi, fa and so chimebars and one beater from case and place in correct sequence in front of child. Teacher to assist child to practise playing descending notes from so to do before song begins by slowly singing so to do. A Children to gently rock Beanie Toy in their arms from side to side. A Child to lift beater in the air and rock gently side to side B Parents to child to gently touch Beanie Toy on each part of the child's body as you sing the solfege B Parent to assist child to play so- do sequence. Parents and children to sing solfege.		Chimebars required are chocolate (do), orange (re), yellow (mi), green (fa) and blue (so). This activity prepares the child for later keyboard playing.

Sensory	<p>Rattle'n'Roll</p> <p> 11</p> <p>Children sitting in front of the parents facing the centre</p>	<p>A Hold child around ribs and gently wriggle side to side</p> <p>Chorus Help child to stretch arms out wide: For "We're going out.." start at child's shoulder blades and stroke with fingers out to hands of child's extended arm For "We're going in.." rub arms back to shoulders "We're going up.." tickle fingers up onto child's head "We're going down.." move hands back down back "Are your ready" place hands on ribs ready to begin again</p> <p>B Hold child around ribs and gently wriggle side to side</p> <p>C Hold child around ribs and gently wriggle side to side</p>	<p>Alert parents that by using the sense of touch to communicate musically with their children they are reinforcing the nurturing bond between parent and child.</p> <p>Parents can use one hand to do the actions on the child's back whilst using the other hand to support the baby.</p>	Sensory
Lapride	<p>Clocks</p> <p> 5</p> <p>Parents to sit on chairs, children on laps facing centre</p>	<p>verse Parent to rock child forward and back to the beat</p> <p>Chorus Parent to lift alternate knees to rock child slowly on "tick tock, tick tock" Parent to lift alternate knees more quickly to rock child on "tick tock, tick tock" Parent to jiggle knees for fast movement for "tikka, tikka...."</p>	<p>If chairs are not available this lapride can be completed on the floor.</p>	Lapride

Circletime	<p>Washing Machine</p>  <p>15</p> <p>Parents and children sitting on the floor facing the centre</p>	<p>prep Give each child a hoop to sit in. This is their washing machine.</p> <p>A Parents and child to hold hoop and twist as they lift it up to the child's chest level. Pull hoop back down after "washing machine". On "clean those clothes" place hoops flat on the floor.</p> <p>B Parents to hold child's hands and assist them to do little jumps for "pop, pop, pop". On "clean those clothes" pick up hoop ready to begin again</p> <p>C Parents to assist child to stand inside hoop with legs apart. Parents to help child to hold hoop and twist from side to side (like the agitation movement of a washing machine.)</p>		Circletime
Notation	<p>Never Stop Notation 7</p>  <p>Bella fingerpuppet</p> <p>Parents and children sitting in circle facing centre</p>	<p>prep Give each child a Bella fingerpuppet and a drum</p> <p>play Parent to assist child to sway Bella across the drum as you say the rhyme:</p> <p style="text-align: center;"><i>Here is Bella, jump on top, Great big whole note never stop, Swaying left, swaying right, Great big whole note, out of sight.</i></p>	<p>As the rhyme becomes familiar encourage parents and children to say the rhyme with you.</p> <p>* Tapblocks can be substituted if drums are not available</p>	Notation
Instruments	<p>Drivin' In My Car</p>  <p>6</p> <p>Parents and children sitting in circle facing centre</p>	<p>A Using both sticks tap the beat on the drum On "stop" hold sticks high On "red light" do two tiny taps</p> <p>B On "beep, beep, beep" tap three times On "vroom ..." hold sticks up as if a steering wheel and turn side to side.</p>	<p>Prep this well before playing.</p>	Instruments

Instruments	<p>My Pets</p>  <p>17</p> <p>Children sitting in a circle facing centre</p>	<p>Bunny Jump hands simultaneously on drum (rhythm sticks)</p> <p>Dog Tap castanets (tap blocks) on the floor in time to the music</p> <p>Kitten Hold shakers horizontally and move side to side. Encourage parents to rock child side to side to assist child to feel the slow beat.</p>	<p>* If these instruments are not available rhythm sticks, tap blocks and bells can be substituted.</p> <p>By using a variety of instruments we are encouraging the children to notice differences in sound texture (timbre)</p>	Instruments
Alternative Activity for Gathering Drum				
Instruments	<p>My Pets</p>  <p>17</p> <p>Children sitting around gathering drum with parents sitting behind</p>	<p>Bunny Bounce hands to the beat</p> <p>Dog Using spider fingers, run over the skin of the drum</p> <p>Kitten Place flat palms and slide them in circles.</p>	<p>This activity encourages the children to notice changes in tempo.</p>	Instruments
Friends Notation	<p>Playing On Our Notes 7</p>  <p>Tun, Ta-un & Great big whole note cards Children sitting in a circle facing centre</p>	<p>Prep Give each child a chime bar set and ask them to remove la, ti and high do chimebars (black, white and purple) and one beater. Give each child a set of fingerpuppets and ask them to place Bella, Meilo and Rikki near to each of their notes. Give each child a “tun” card, a “ta-un” card and “great big whole note” card.</p> <p>Play Teacher asks the children to find Bella’s note and to choose a rhythm card Teacher to demonstrate correct response: <i>“Great big whole note, Playing Bella’s note today.”</i> Children sing and play on la: <i>“Great big whole note, Playing Bella’s note today.”</i> Teacher asks children to find a variety of notes and rhythms to respond to.</p>	<p>This activity introduces the children to notation for “great big whole note”.</p> <p>Encourage children and parents to sing as they play.</p> <p>Ensure children hold beater down on chimebar to replicate holding down a key on a piano for four beats.</p> <p>Large groups will need to respond as a group. Groups with smaller numbers of children can be asked to respond individually.</p>	Friends Notation

Locomotor	<p>Old Steam Train</p>  <p>14</p> <p>Parents to sit in a circle facing centre with children on their laps</p>	<p>Prep Place Jungle Puppets on Lycra</p> <p>Verse Gently rock Lycra side to side as if swaying in a train.</p> <p><i>Chugga,</i> Hold Lycra and jiggle with alternate hands.</p> <p><i>Toot, toot</i> Bounce Lycra to the beat</p> <p><i>“shsh..”</i> Hold hands still and lean forward</p>		Locomotor
Sensory	<p>Garden Snail</p> <p>Children sitting on the floor facing centre</p>	<p><i>prep</i> Ask children to hold arms out as if they were a garden fence (rail).</p> <p><i>Play</i> Parent to creep their fingers slowly along the child's outstretched arms as you say the rhyme: <i>Slowly, slowly, very slowly,</i> <i>Creeps the garden snail.</i> <i>Slowly, slowly very slowly,</i> <i>Up the garden rail.</i></p> <p>Parent to tickle their fingers quickly all over the child's body as you say the second verse: <i>Quickly, quickly very quickly</i> <i>Creeps the little mouse.</i> <i>Quickly, quickly very quickly,</i> <i>All around the house.</i></p>	<p>Highlight the contrast between the slow and fast verses in this rhyme.</p> <p>Show parents the relevant page in the picture book.</p> <p>Encourage the parents to share this rhyme in the books at home with their child.</p>	Sensory
Locomotor	<p>Shoo Fly</p>  <p>OR</p> <p>Children & parents standing in a circle facing centre</p> <p>10</p>	<p>Prep Give each child a ribbon/scarf and stand in a circle ready to begin.</p> <p>A March around the circle shaking ribbons/scarf to the beat.</p> <p>B Float ribbons (scarves) into the centre and back.</p>	<p>By using scarves/ribbon sticks the children's visual senses are being stimulated. As they watch the scarves/ribbons move they will be using their eye tracking skills.</p>	Locomotor

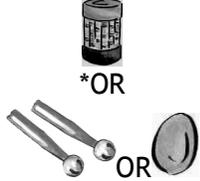
Instruments	<p>Let's Cook Pizza</p> 	<p>Prep Give each child a drum, a ball and two rhythm sticks.</p> <p>Introduction Dance sticks in the air ready to tap</p> <p>Chorus Tap, tap on drum after "Pizza" Half way through repeat chorus instruct the children to get ball ready.</p> <p>Verse roll Roll the ball on the carpet with hand on top.</p> <p>spread Pick up ball with one hand, drag ball along carpet and lift into the air. Move back in opposite direction.</p> <p>Chop Pick up sticks and use alternate hand movement to play on the drum.</p> <p>Sizzle Using both sticks draw little circles and swirls on the drum.</p>	<p>Try various ways of rolling the ball, friends may be able to do circular movements, tots may need to roll back and forth.</p>	Instruments
	<p> 9</p> <p>Parents and children sitting in a circle facing centre</p>	Alternative Activity for Gathering Drum		
Instruments	<p>Let's Cook Pizza</p> 	<p>introduction Dance fingers in the air ready to tap</p> <p>Chorus Tap, tap on drum after "Pizza" At the end of the repeated chorus prepare the children to slide hands.</p> <p>Verse roll Place hands flat and slide forwards and back.</p> <p>spread Smooth hands sideways and lift into the air. Move back in opposite direction.</p> <p>Chop Hold hands sideways with thumbs up. Tap on drum using alternate hands.</p> <p>Sizzle Dance little fingers over the drum</p>	<p>Parents will need to assist children with these movements</p>	Instruments
	<p> 9</p> <p>Children sitting around drum with parents behind</p>			

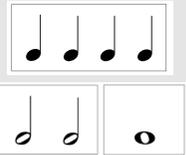
Reserve						
Reserve	Housework Blues	Mixed Percussion	Prep	Pull each instrument out of the bag one at a time. Name the instrument and play it so that the children hear the sound. Invite children to choose an instrument.	Alert parents to the importance of discovery play for introducing children to a variety of sound textures (timbre).	Instruments
	 3	Children sitting in the circle facing centre	Play	Encourage parents to assist children to hold their instrument up in the air until the music begins. Encourage free play and discovery of sounds. Assist children to try different instruments. If parents are not assisting their child they may like to play an instrument to the beat.		
Farewell	You Just Need To Know		Verse one	Children and parents hold hands facing each other and place one foot forward. Rock gently to and fro.	Thank parents for their participation and invite them to join you for more fun next week.	Farewell
	 22	Parents and children stand facing centre	Verse two	Parents sit on the floor and cuddle child in their lap. Take Bruno around to each child to say goodbye.		
				Hand out stickers and invite children and parents to return next week.		

Knock Knock - Lesson 20

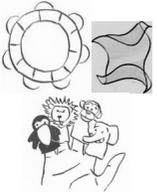
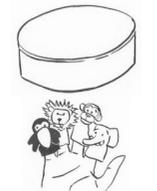
		Song	Jungle Tots	Jungle Friends	Management	
Welcome	1	<p>Knock, Knock</p>  <p style="text-align: center;">*</p> <p>Children sitting in a circle on parents laps facing centre</p>	<p>prep Give each child a Beanie Toy (or a pair of rhythm sticks if not using drum. Children place Beanie Toy in their lap.</p> <p>Intro Show children how to form fists ready to “knock, knock”. (pick up rhythm sticks ready to begin)</p> <p>A Children to use alternating hands to play “knock, knock” on the drum. (Tap “knock, knock” with sticks) On “Together just you and me” replace teddies in their laps.</p> <p>B <i>We’ll..</i> Children can jump their Beanie Toys on the drum and/wave to their friends as the teacher welcomes each child. (Children can tap Beanie Toys from one knee to the other and/or wave to their friends)</p>		<p>* If gathering drum is not available rhythm sticks can be used as an alternative.</p> <p>Use section B to welcome each child personally and for the children to wave “hello” to Bruno.</p>	Welcome
Welcome	2	<p>My Teddy Bear</p>  <p>Children sitting or standing* in a circle facing centre</p>	<p>prep Parents to assist Friends to remove do, re, mi, fa and so chimebars and one beater from case and place in correct sequence in front of child. Teacher to assist child to practise playing descending notes from so to do before song begins by slowly singing so to do.</p> <p>A Children to gently rock Beanie Toy in their arms from side to side.</p> <p>A Child to lift beater in the air and rock gently side to side</p> <p>B Parents to child to gently touch Beanie Toy on each part of the child's body as you sing the solfege</p> <p>B Parent to assist child to play so- do sequence. Parents and children to sing solfege.</p>		<p>Chimebars required are chocolate (do), orange (re), yellow (mi), green (fa) and blue (so).</p> <p>This activity prepares the child for later keyboard playing.</p>	Welcome

Sensory	<p>Rub The Soap</p> <p>Children sitting in circle with parents behind, facing centre</p>	<p>Teacher to say the rhyme as parent touches each part of the body as named in the rhyme. On “squeak goes ducky” give the child a little tickle on their tummy.</p> <p><i>Wash my back then my knee, Rub the soap all over me. Put some bubbles on my cheek, Wash my legs, and wash my feet.</i></p> <p><i>Scrub my ankles and my toes, Pat my cheeks and then my nose. Wash my back and now my tum, Squeak goes ducky, now I’m done.</i></p>	<p>This sensory activity develops the child’s awareness of body parts and build body awareness important for later motor development.</p> <p>Alert parents that by using the sense of touch to communicate musically with their children they are reinforcing the nurturing bond between parent and child.</p>	Sensory
Lapride	<p>Clocks</p> <p> 5</p> <p>Parents to sit on chairs, children on laps facing centre</p>	<p>verse Parent to rock child forward and back to the beat</p> <p>Chorus Parent to lift alternate knees to rock child slowly on “tick tock, tick tock” Parent to lift alternate knees more quickly to rock child on “tick tock, tick tock” Parent to jiggle knees for fast movement for “tikka, tikka.....”</p>	<p>If chairs are not available this lapride can be completed on the floor.</p>	Lapride
Locomotor	<p>Drivin’ In My Car</p> <p></p> <p> 6</p> <p>Parents & children to stand in a circle</p>	<p>Prep Parents & children to stand in a circle, holding the parachute.</p> <p>A Walk clockwise feeling the beat in feet. On “stop” stand still, scoop parachute up. On “red light” do a high shake</p> <p>B Stand still and face the centre On “beep, beep, beep” lift parachute in three little upward steps On “vroom,” pull parachute back down to starting position.</p>		Locomotor

Notation	<p>Never Stop Notation 7</p>  <p>Bella fingerpuppet</p> <p>Parents and children sitting in circle facing centre</p>	<p>prep Give each child a Bella fingerpuppet and a drum</p> <p>play Parent to assist child to sway Bella across the drum as you say the rhyme:</p> <p><i>Here is Bella, jump on top, Great big whole note never stop, Swaying left, swaying right, Great big whole note, out of sight.</i></p>	<p>As the rhyme becomes familiar encourage parents and children to say the rhyme with you.</p> <p>* tapblocks can be substituted if drums are not available</p>	Notation
Instruments	<p>Bella The Elephant</p>  <p>*OR</p> <p>Children sitting in the circle facing centre</p> <p>7</p>	<p>prep Stand still holding shakers (8 counts)</p> <p>A1: Bella the elephant.. Parent and child rock shakers side to side (like windscreen wipers) for 16 counts</p> <p>A2: Bella the elephant.. Child to use a forward alternative punching movement with the shakers for 16 counts</p> <p>B: Tippy, & Meilo samba Stretch up tall with shakers, and lean down low (up 2,3,4, down 2,3,4) X4</p> <p>Transition Child to walk around parent shaking rainshakers and stand ready to begin</p>	<p>* bells or egg shakers can be substituted if rainshakers are not available</p>	Instruments
Instruments	<p>Old Steam Train</p>  <p>Children sitting in a circle facing centre</p> <p>14</p>	<p>prep Give each child a tambourine (or drum) and a set of rhythm sticks.</p> <p>Verse Hold sticks in the air and move as if chugging along.</p> <p>Chugga, Alternate hand movements tapping on the tambourine/drum to “chugga”</p> <p>Toot, toot Sticks together beat on tambourine/drum</p> <p>“shsh..” Lean forward and hold sticks still</p>	<p>* Jungle drums can be used if tambourines are not available</p> <p>This activity is particularly good for helping the children experience “titi” and “tun” rhythms together.</p>	Instruments

Alternative Activity for Gathering Drum				
Instruments	<p>Old Steam Train</p>  <p>14</p> <p>Children sitting around gathering drum with parents sitting behind</p>	<p>Verse Hold hands in the air and move as if chugging along.</p> <p>Chugga, Alternate hand movements backwards and forwards on the drum to “chugga”</p> <p>Toot, toot hands together beat on drum</p> <p>“shsh..” Lean forward and slide hands towards the middle of the drum.</p>		Instruments
Friends Notation	<p>Playing On Our Notes 7</p>    <p>Tun, Ta-un & Great big whole note cards</p> <p>Children sitting in a circle facing centre</p>	<p>Prep Give each child a chime bar set and ask them to remove la, ti and high do chimebars (black, white and purple) and one beater. Give each child a set of fingerpuppets and ask them to place Bella, Meilo and Rikki near to each of their notes. Give each child a “tun” card, a “ta-un” card and “great big whole note” card.</p> <p>Play Teacher asks the children to find Bella’s note and to choose a rhythm card Teacher to demonstrate correct response: <i>“Great big whole note, Playing Bella’s note today.”</i></p> <p>Children sing and play on la: <i>“Great big whole note, Playing Bella’s note today.”</i></p> <p>Teacher asks children to find a variety of notes and rhythms to respond to.</p>	<p>This activity introduces the children to notation for “great big whole note”.</p> <p>Encourage children and parents to sing as they play.</p> <p>Ensure children hold beater down on chimebar to replicate holding down a key on a piano for four beats.</p> <p>Large groups will need to respond as a group. Groups with smaller numbers of children can be asked to respond individually.</p>	Friends Notation

Locomotor	Clocks  5  Children & parents sitting in a circle facing centre	Prep Children to sit in a circle on parent's laps facing centre verse Keep the beat on knees with Rainbow Ring Chorus Parents and children to rock slowly forwards and backwards "tick tock, (forward) tick tock (back)" Parents and children to move Rainbow Ring in small alternate up and down movements "tick, tock (one side), tick, tock (other side)"	Remind parents to continue to hold Rainbow Ring so that it does not accidentally "snap back". Encourage parents and children to notice how the rhythms double (get faster) in each line of the chorus.	Locomotor
	Garden Snail Children sitting on the floor facing centre	<i>prep</i> Ask children to hold arms out as if they were a garden fence (rail). <i>Play</i> Parent to creep their fingers slowly along the child's outstretched arms as you say the rhyme: <i>Slowly, slowly, very slowly,</i> <i>Creeps the garden snail.</i> <i>Slowly, slowly very slowly,</i> <i>Up the garden rail.</i> Parent to tickle their fingers quickly all over the child's body as you say the second verse: <i>Quickly, quickly very quickly</i> <i>Creeps the little mouse.</i> <i>Quickly, quickly very quickly,</i> <i>All around the house.</i>	Highlight the contrast between the slow and fast verses in this rhyme. Show parents the relevant page in the picture book. Encourage the parents to share this rhyme in the books at home with their child.	Sensory
Locomotor	Shoo Fly  10  OR Children & parents standing in a circle facing centre	Prep Give each child a ribbon/scarf and stand in a circle ready to begin. A March around the circle shaking ribbons/scarf to the beat. B Float ribbons (scarves) into the centre and back.	By using scarves/ribbon sticks the children's visual senses are being stimulated. As they watch the scarves/ribbons move they will be using their eye tracking skills.	Locomotor

Instruments	Wishy Washy  Bella & Meilo Fingerpuppets  13 Parents and children sitting in a circle facing centre	prep A B Bella/Meilo Transition	Parent to fold scarf and place on the floor to be water in the bath. Child to place Bella & Rikki in their lap ready. Practise actions before you play music. Children hold tambourine on each side and rock side to side so that their hands bump on the carpet to beat Jump Bella/Meilo in the tambourine on the water. Parent to assist child to lift one side of tambourine and slide Bella out, and hide her in their lap. Pick up tambourine ready to begin		Instruments
	Alternative Activity for Gathering Drum				
Instruments	Wishy Washy  Bella & Meilo Fingerpuppets  13 Children sitting around drum with parents behind	prep A B Transition	Hide puppets in children's laps ready to begin On "wishy washy" parents assist children to swish hands side to side on the skin of the drum. On "rub a dub dub/ scrubba dub, dub" give three taps on the drum (for friends allow them to use alternating hands to tap) For "Bella/Meilo" bounce puppet on skin. On "There goes" lift puppet off the drum and hide under the drum Replace puppets ready to begin again.		Instruments

Reserve						
Reserve	Skinnamarink	Mixed Percussion	Prep	Pull each instrument out of the bag one at a time. Name the instrument and play it so that the children hear the sound. Invite children to choose an instrument.	Alert parents to the importance of discovery play for introducing children to a variety of sound textures (timbre).	Instruments
	 20	Children sitting in the circle facing centre	Play	Encourage parents to assist children to hold their instrument up in the air until the music begins. Encourage free play and discovery of sounds. Assist children to try different instruments. If parents are not assisting their child they may like to play an instrument to the beat.		
Farewell	You Just Need To Know		Verse one	Children and parents hold hands facing each other and place one foot forward. Rock gently to and fro.	Thank parents for their participation and invite them to join you for more fun next week.	Farewell
	 22	Parents and children stand facing centre	Verse two	Parents sit on the floor and cuddle child in their lap. Take Bruno around to each child to say goodbye.		
				Hand out stickers and invite children and parents to return next week.		

Knock Knock - Lesson 20A

		Jungle Tots	Jungle Friends	Management	
Welcome	<p>Knock, Knock</p>  <p>1</p> <p>Children sitting in a circle on parents laps facing centre</p>	<p>prep Give each child a Beanie Toy (or a pair of rhythm sticks if not using drum. Children place Beanie Toy in their lap.</p> <p>Intro Show children how to form fists ready to “knock, knock”. (pick up rhythm sticks ready to begin)</p> <p>A Children to use alternating hands to play “knock, knock” on the drum. (Tap “knock, knock” with sticks) On “Together just you and me” replace teddies in their laps.</p> <p>B Children can jump their Beanie Toys on the drum and/wave to their friends as the teacher welcomes each child. (Children can tap Beanie Toys from one knee to the other and/or wave to their friends)</p>		<p>* If gathering drum is not available rhythm sticks can be used as an alternative.</p> <p>Use section B to welcome each child personally and for the children to wave “hello” to Bruno.</p>	Welcome
Welcome	<p>My Teddy Bear</p>  <p>2</p> <p>Children sitting or standing* in a circle facing centre</p>	<p>prep Parents to assist Friends to remove do, re, mi, fa and so chimebars and one beater from case and place in correct sequence in front of child. Teacher to assist child to practise playing descending notes from so to do before song begins by slowly singing so to do.</p> <p>A Children to gently rock Beanie Toy in their arms from side to side.</p> <p>A Child to lift beater in the air and rock gently side to side</p> <p>B Parents to child to gently touch Beanie Toy on each part of the child's body as you sing the solfege</p> <p>B Parent to assist child to play so- do sequence. Parents and children to sing solfege.</p>		<p>Chimebars required are chocolate (do), orange (re), yellow (mi), green (fa) and blue (so).</p> <p>This activity prepares the child for later keyboard playing.</p>	Welcome

Sensory	<p>Rub The Soap</p> <p>Children sitting in circle with parents behind, facing centre</p>	<p>Teacher to say the rhyme as parent touches each part of the body as named in the rhyme. On “squeak goes ducky” give the child a little tickle on their tummy.</p> <p><i>Wash my back then my knee, Rub the soap all over me. Put some bubbles on my cheek, Wash my legs, and wash my feet.</i></p> <p><i>Scrub my ankles and my toes, Pat my cheeks and then my nose. Wash my back and now my tum, Squeak goes ducky, now I’m done.</i></p>	<p>This sensory activity develops the child’s awareness of body parts and build body awareness important for later motor development.</p> <p>Alert parents that by using the sense of touch to communicate musically with their children they are reinforcing the nurturing bond between parent and child.</p>	Sensory
Lapride	<p>Clocks</p> <p> 5</p> <p>Parents to sit on chairs, children on laps facing centre</p>	<p>verse Parent to rock child forward and back to the beat</p> <p>Chorus Parent to lift alternate knees to rock child slowly on “tick tock, tick tock” Parent to lift alternate knees more quickly to rock child on “tick tock, tick tock” Parent to jiggle knees for fast movement for “tikka, tikka....”</p>	<p>If chairs are not available this lapride can be completed on the floor.</p>	Lapride

Locomotor	<p>Drivin' In My Car</p>  <p>Parents & children to stand in a circle</p> <p>6</p>	<p>Prep Parents & children to stand in a circle, holding the parachute.</p> <p>A Walk clockwise feeling the beat in feet. On "stop" stand still, scoop parachute up. On "red light" do a high shake</p> <p>B Stand still and face the centre On "beep, beep, beep" lift parachute in three little upward steps On "vroom," pull parachute back down to starting position.</p>		Locomotor
Notation	<p>Never Stop Notation 7</p>  <p>Bella fingerpuppet</p> <p>Parents and children sitting in circle facing centre</p>	<p>prep Give each child a Bella fingerpuppet and a drum</p> <p>play Parent to assist child to sway Bella across the drum as you say the rhyme: <i>Here is Bella, jump on top, Great big whole note never stop, Swaying left, swaying right, Great big whole note, out of sight.</i></p>	<p>As the rhyme becomes familiar encourage parents and children to say the rhyme with you.</p> <p>* tapblocks can be substituted if drums are not available</p>	Notation
Instruments	<p>Bella The Elephant</p>  <p>*OR</p> <p>Children sitting in the circle facing centre</p> <p>7</p>	<p>prep Stand still holding shakers (8 counts)</p> <p>A1: Bella the elephant.. Parent and child rock shakers side to side (like windscreen wipers) for 16 counts</p> <p>A2: Bella the elephant.. Child to use a forward alternative punching movement with the shakers for 16 counts</p> <p>B: Tippy, & Meilo samba Stretch up tall with shakers, and lean down low (up 2,3,4, down 2,3,4) X4</p> <p>Transition Child to walk around parent shaking rainshakers and stand ready to begin</p>	<p>* bells or egg shakers can be substituted if rainshakers are not available</p>	Instruments

Instruments	<p>Old Steam Train</p>  <p>14</p>	<p>Children sitting in a circle facing centre</p>	<p>prep Give each child a tambourine (or drum) and a set of rhythm sticks.</p> <p>Verse Hold sticks in the air and move as if chugging along.</p> <p>Chugga, Alternate hand movements tapping on the tambourine/drum to “chugga”</p> <p>Toot, toot Sticks together beat on tambourine/drum</p> <p>“shsh..” Lean forward and hold sticks still</p>	<p>* Jungle drums can be used if tambourines are not available</p> <p>This activity is particularly good for helping the children experience “titi” and “tun” rhythms together.</p>	Instruments
	Alternative Activity for Gathering Drum				
Instruments	<p>Old Steam Train</p> 	<p>Children sitting around gathering drum with parents sitting behind</p>	<p>Verse Hold hands in the air and move as if chugging along.</p> <p>Chugga, Alternate hand movements backwards and forwards on the drum to “chugga”</p> <p>Toot, toot hands together beat on drum</p> <p>“shsh..” Lean forward and slide hands towards the middle of the drum.</p>		Instruments
	Friends Notation	<p>Playing On Our Notes 7</p>    <p>Tun, Ta-un & Great big whole note cards</p> <p>Children sitting in a circle facing centre</p>		<p>Prep Give each child a chime bar set and ask them to remove la, ti and high do chimebars (black, white and purple) and one beater.</p> <p>Give each child a set of fingerpuppets and ask them to place Bella, Meilo and Rikki near to each of their notes.</p> <p>Give each child a “tun” card, a “ta-un” card and “great big whole note” card.</p> <p>Play Teacher asks the children to find Bella’s note and to choose a rhythm card</p> <p>Teacher to demonstrate correct response: <i>“Great big whole note, Playing Bella’s note today.”</i></p> <p>Children sing and play on la: <i>“Great big whole note, Playing Bella’s note today.”</i></p> <p>Teacher asks children to find a variety of notes and rhythms to respond to.</p>	

Locomotor	Clocks  5  Children & parents sitting in a circle facing centre	Prep Children to sit in a circle on parent's laps facing centre verse Keep the beat on knees with Rainbow Ring Chorus Parents and children to rock slowly forwards and backwards "tick tock, (forward) tick tock (back)" Parents and children to move Rainbow Ring in small alternate up and down movements "tick, tock (one side), tick, tock (other side)"	Remind parents to continue to hold Rainbow Ring so that it does not accidentally "snap back". Encourage parents and children to notice how the rhythms double (get faster) in each line of the chorus.	Locomotor
	Garden Snail Children sitting on the floor facing centre	prep Ask children to hold arms out as if they were a garden fence (rail). Play Parent to creep their fingers slowly along the child's outstretched arms as you say the rhyme: <i>Slowly, slowly, very slowly, Creeps the garden snail. Slowly, slowly very slowly, Up the garden rail.</i> Parent to tickle their fingers quickly all over the child's body as you say the second verse: <i>Quickly, quickly very quickly Creeps the little mouse. Quickly, quickly very quickly, All around the house.</i>	Highlight the contrast between the slow and fast verses in this rhyme. Show parents the relevant page in the picture book. Encourage the parents to share this rhyme in the books at home with their child.	Sensory
Locomotor	Shoo Fly  OR Children & parents standing in a circle facing centre  10	Prep Give each child a ribbon/scarf and stand in a circle ready to begin. A March around the circle shaking ribbons/scarf to the beat. B Float ribbons (scarves) into the centre and back.	By using scarves/ribbon sticks the children's visual senses are being stimulated. As they watch the scarves/ribbons move they will be using their eye tracking skills.	Locomotor

Instruments	<p>Let's Cook Pizza</p> 	<p>Prep Give each child a drum, a ball and two rhythm sticks.</p> <p>Introduction Dance sticks in the air ready to tap</p> <p>Chorus Tap, tap on drum after "Pizza" Half way through repeat chorus instruct the children to get ball ready.</p> <p>Verse roll Roll the ball on the carpet with hand on top.</p> <p>spread Pick up ball with one hand, drag ball along carpet and lift into the air. Move back in opposite direction.</p> <p>Chop Pick up sticks and use alternate hand movement to play on the drum.</p> <p>Sizzle Using both sticks draw little circles and swirls on the drum.</p>	<p>Try various ways of rolling the ball, friends may be able to do circular movements, tots may need to roll back and forth.</p>	Instruments
	<p> 9</p> <p>Parents and children sitting in a circle facing centre</p>	Alternative Activity for Gathering Drum		
Instruments	<p>Let's Cook Pizza</p> 	<p>Introduction Dance fingers in the air ready to tap</p> <p>Chorus Tap, tap on drum after "Pizza" At the end of the repeated chorus prepare the children to slide hands.</p> <p>Verse roll Place hands flat and slide forwards and back.</p> <p>spread Smooth hands sideways and lift into the air. Move back in opposite direction.</p> <p>Chop Hold hands sideways with thumbs up. Tap on drum using alternate hands.</p> <p>Sizzle Dance little fingers over the drum</p>	<p>Parents will need to assist children with these movements</p>	Instruments
	<p> 9</p> <p>Children sitting around drum with parents behind</p>			

Reserve						
Reserve	Skinnamarink	Mixed Percussion	Prep	Pull each instrument out of the bag one at a time. Name the instrument and play it so that the children hear the sound. Invite children to choose an instrument.	Alert parents to the importance of discovery play for introducing children to a variety of sound textures (timbre).	Instruments
	 20	Children sitting in the circle facing centre	Play	Encourage parents to assist children to hold their instrument up in the air until the music begins. Encourage free play and discovery of sounds. Assist children to try different instruments. If parents are not assisting their child they may like to play an instrument to the beat.		
Farewell	You Just Need To Know		Verse one	Children and parents hold hands facing each other and place one foot forward. Rock gently to and fro.	Thank parents for their participation and invite them to join you for more fun next week.	Farewell
	 22	Parents and children stand facing centre	Verse two	Parents sit on the floor and cuddle child in their lap. Take Bruno around to each child to say goodbye.		
				Hand out stickers and invite children and parents to return next week.		