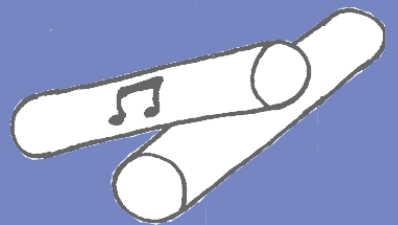
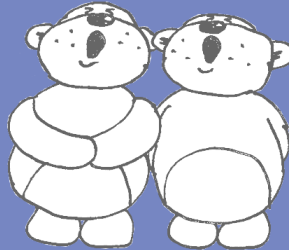


Singing

from the

Beginning

Songs and rhymes for the early years...



Hampshire
County Council

Action songs

Description:

- ♪ Children will need to follow the actions of a leader.
- ♪ Actions could include clapping, slapping knees, nodding heads, tapping parts of the body, rolling hands etc.
- ♪ They are fun to be sung at different speeds e.g. three times through, getting faster each time.

Important because:

- ♪ They can help a child's co-ordination.
- ♪ They require a child to use their concentration skills.
- ♪ They give children opportunities to explore sounds made using the body.
- ♪ They can help a child to feel the steady beat of a song or rhyme.
- ♪ They give opportunities to develop fine and gross motor control.

Red, red

Getting ready:

A very simple song that helps develop colour recognition in a physical and fun way. Everyone taking part needs an item that has one colour – e.g. everyone has a coloured scarf, piece of Duplo etc. Sit in a circle, but with room in the circle to move around.



Learning the song (same tune as *Tap, tap and jump* p.15; and *One Ted* on p.45):

Try this...

Try reading and sharing *My Many Coloured Days* by Dr Seuss. Discuss how the colours match feelings. How do the colours make your child feel? Pull faces, paint pictures or use your bodies to show the different feelings.

*Red, red
is walking round the room*

*Red, red
is walking round the room*

*Red, red
is walking round the room
Red is walking round the room.*

Any child or adult who has a red object walks around in the middle of the circle as everyone sings the song.

The colour, and the way of travelling can then be changed – for example: Blue, blue is jumping round the room; Green, green is skipping round the room; Yellow, yellow is marching round the room...The options are endless!

Take it further:

Let the children decide how the colours are travelling, promoting more enhanced language e.g. tip-toeing; twirling; floating – ask them to demonstrate what this may look like so they can match their movements with their language.

Where, oh where are all the children?

Getting ready:

All the children need to get ready by hiding under their scarves. If you don't have scarves you could all hide together under a parachute or a large piece of material. Before you sing the song practise a few 'boos' first. After counting 1,2,3,.....all the children can uncover the faces and say 'boo'.

Learning the song:

Where, oh where are all the children?

Where, oh where are all the children?

Where, oh where are all the children?

Where have the children gone?

BOO!

There are lots of variations to this song. You can use children's names;

Where oh where is our little Mina? (Or our big Mina?)

Where oh where is our little Mina?

Where oh where is our little Mina?

Where has our Mina gone?

BOO!

Or you could all be animals hiding under the scarves;

Where, oh where are all the dinosaurs?

Where, oh where are all the dinosaurs?

Where, oh where are all the dinosaurs?

Where have the dinosaurs gone?

ROAR!

Take it further:

Involve the children in deciding what animal you could all be next. Use it as a starting point for discussing different types of animals.

Let's be quiet animals now. What could we be?

Let's be a farm animal now. What could we be?

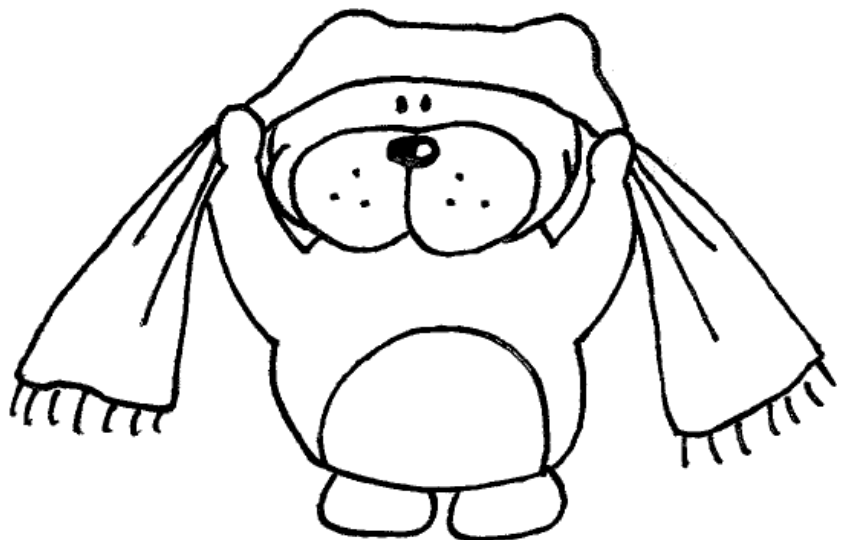
Let's be a slow-moving animal now. What could we be?

Perhaps you could change your voices to fit a character that you are pretending to be such as Daddy Bear with a low, gruff voice sings;

Where oh where is our big Daddy Bear?

And baby bear with high-pitched squeaky voice sings;

Where oh where is our little Baby Bear?



Red, red

Red Red is walk - ing round the room

5 Red, red, is walk - ing round the room

9 Red, red is walk - ing round the room red is

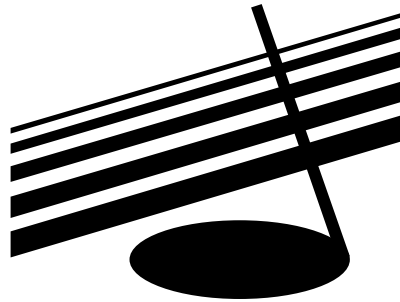
13 walk - ing round the room

Where, oh where are all the children?

Where, oh where are all the chil - dren? Where, oh where are all the chil - dren?

5
Where, oh where are all the chil - Where have the chil - dren gone? BOO!

The image shows a musical score for the song "Where, oh where are all the children?". It consists of two staves of music in 4/4 time, written in a key with one flat (B-flat). The first staff contains the first two lines of the melody, with lyrics "Where, oh where are all the chil - dren? Where, oh where are all the chil - dren?". The second staff starts with a measure rest labeled "5", followed by the melody for the second line of lyrics: "Where, oh where are all the chil - Where have the chil - dren gone? BOO!". The piece ends with a double bar line.



Hampshire
Music
service

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