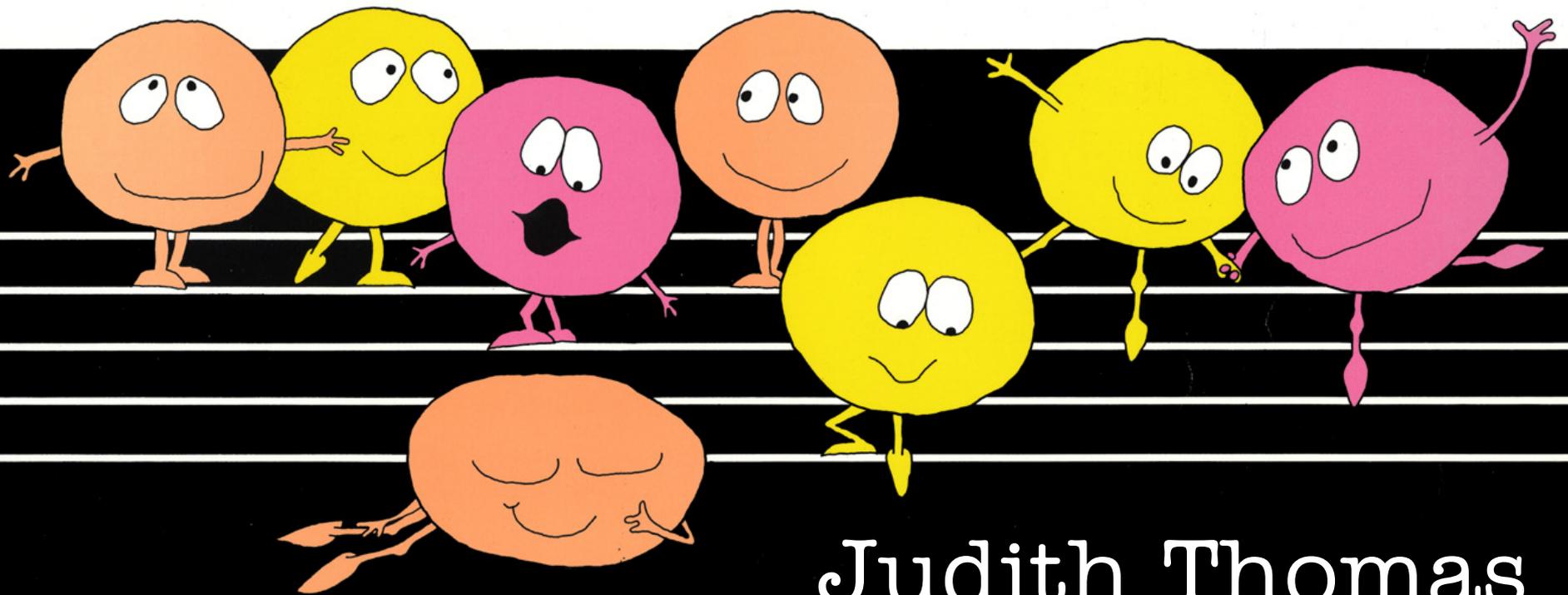


# It's Music

active listening for children



Judith Thomas

# It's Music

## Track

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- 2 It's Music!
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- 4 Bendy Toy
- 5 Ticking Clocks
- 6 Little Red Caboose
- 7 Magnificent Men
- 8 Twinkle Twinkle
- 9 We Can Play
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- 13 The Clown
- 14 Why are you Crying?
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Recorded with 100% acoustic musical instruments!

Music Credits: back cover

Concept by Judith Thomas

Illustrations by Judith Thomas and Michael Jeffreson

## Introduction

This booklet and the accompanying music are designed to introduce children to basic concepts in music.

Refer to the booklet and listen to the music simultaneously. Draw your child's attention to the connection between the visual image and the song they are listening to. The characters in each picture draw attention to a fundamental principal of music.

The suggestions for use outlined under each picture help the untrained parent or instructor come to an understanding of the concept being presented and suggest ideas for involving the child in the music.

There are 23 songs which have been imaginatively arranged and we have used a large range of "real" instruments including strings, woodwind, brass and percussion and they have recorded in a way that preserves their distinctive tonal qualities.

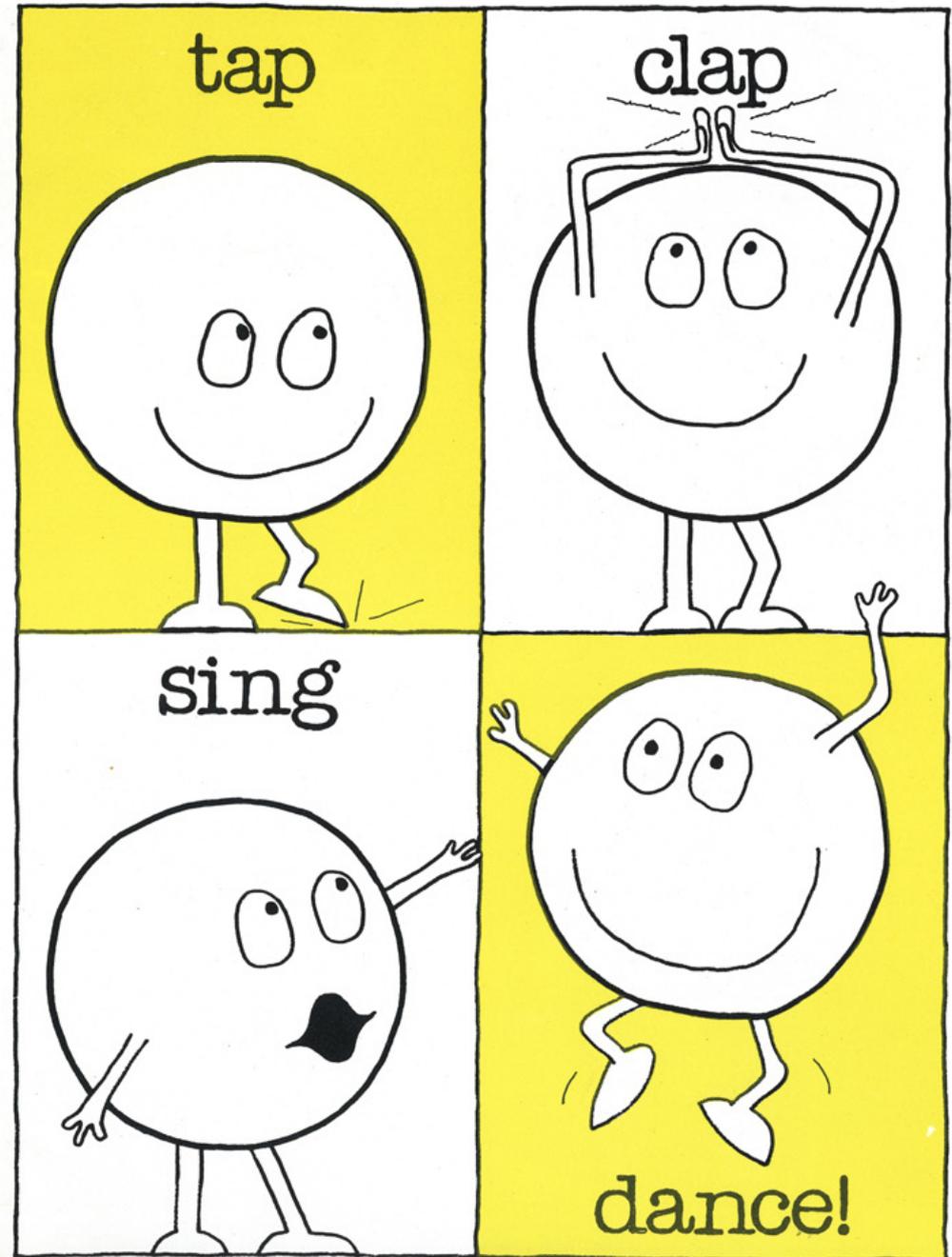
There is an opportunity to move, dance, sing and listen carefully. You can do a lot for your child's musical understanding outside the realm of structured music education.



what is it...?

What is it?

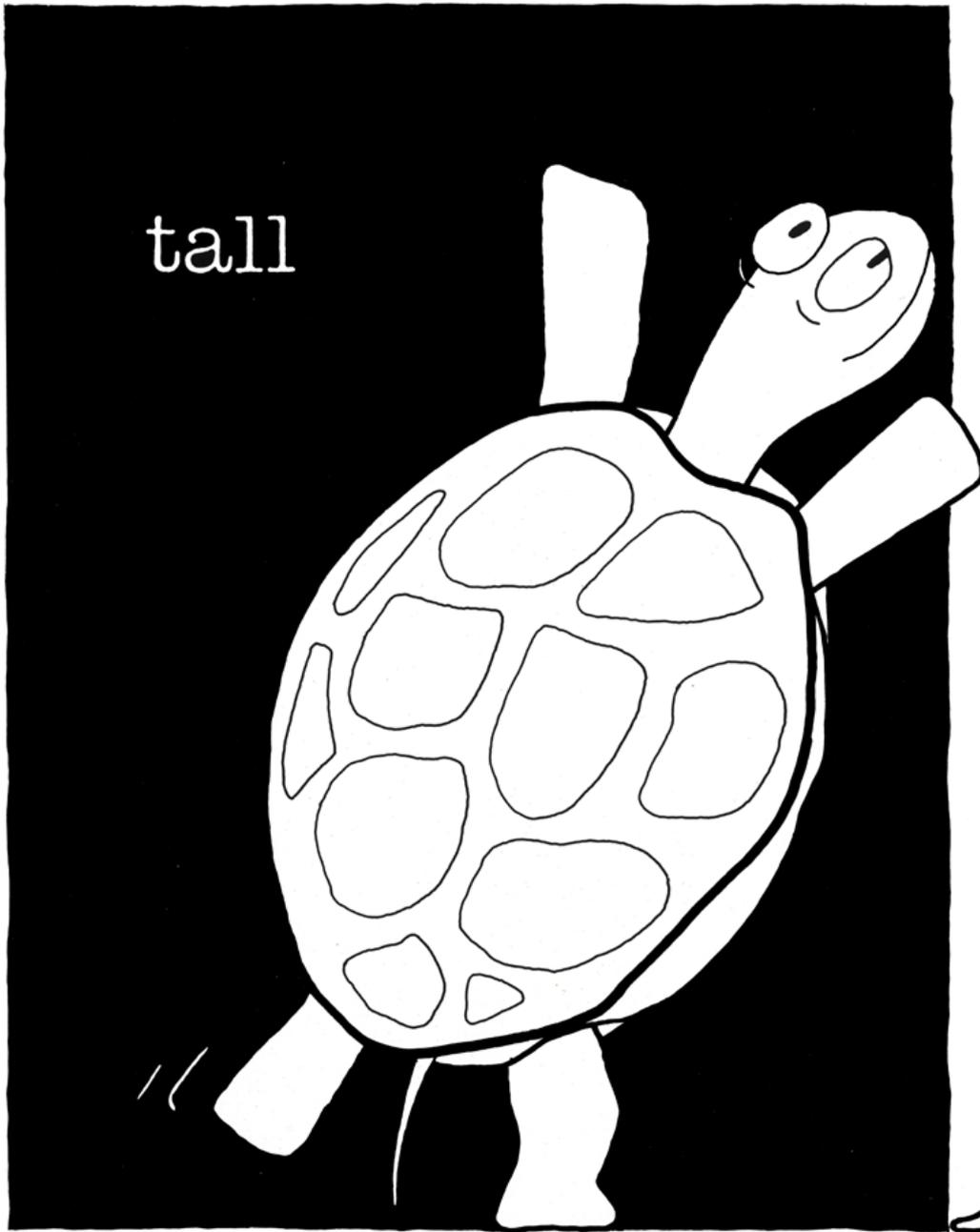
# It's Music!



It's Music!

Concept: Introductory song alerting the listener to the diversity of instruments and activities which follow.

Activities: Move with the beat. Tap, clap, sing and dance along with the music.



tall



small

## Tall and Small

Concept: Pitch – The difference between high notes and low notes.

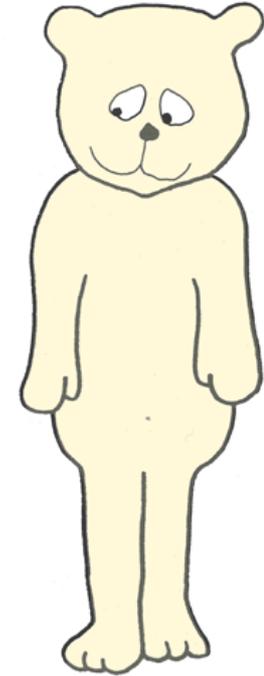
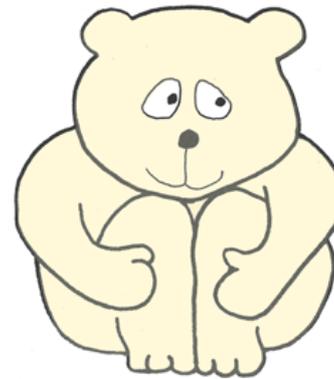
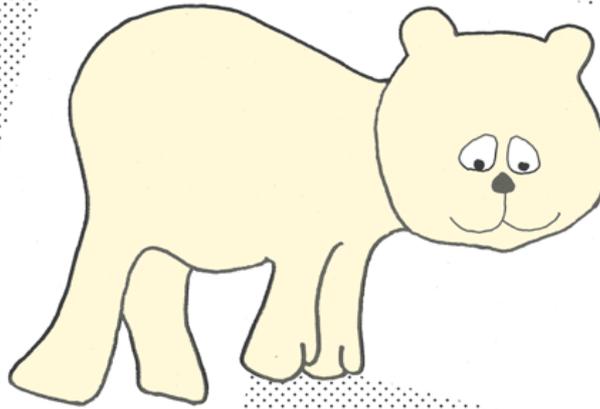
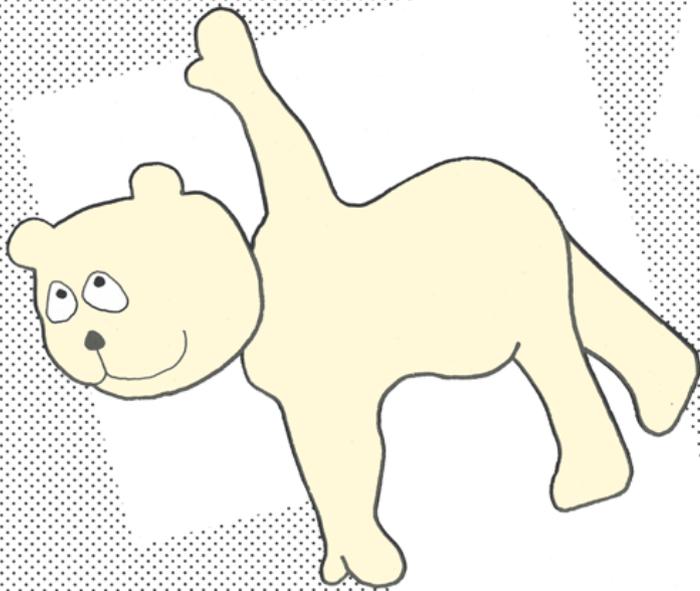
Activities: Stretch up on the high notes, crouch down on the low notes. Point to the high picture and low picture connecting the

visual image with the sound to create a simple form of notation.

If a xylophone is available, play a high 'C' on the word 'tall' and a low 'C' on the word 'small'.

Guess whether the sounds are high or low at the end of each verse.

# bendy toy



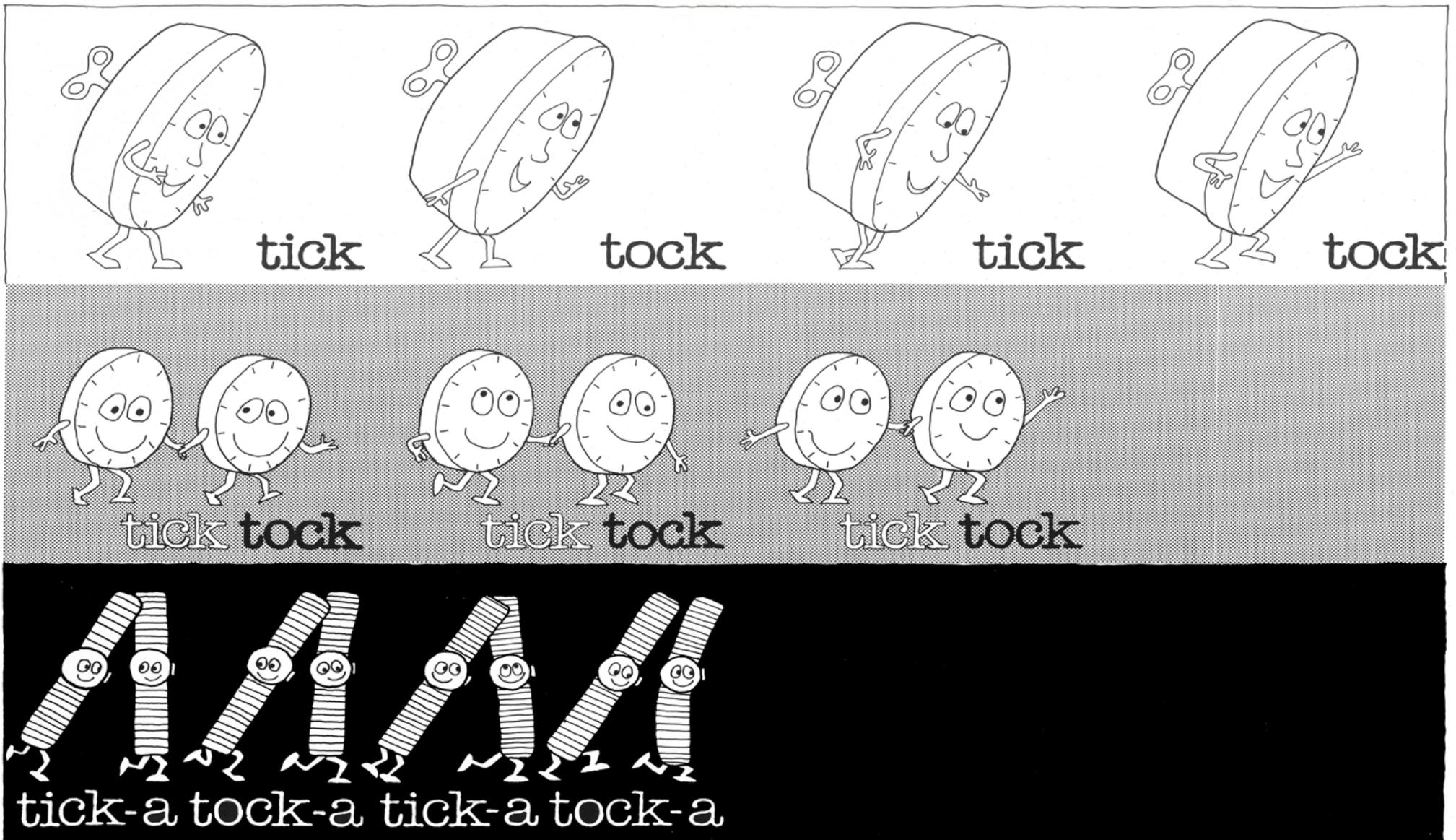
## Bendy Toy

Concept: Movement - Moving sensitively to music.

Activities: Perform the actions suggested by the song and the teddy

bears in the picture.

Make up original relaxed movements pretending to be a pliable 'bendy toy'.



## Ticking Clocks

Concept: Rhythm and Texture – Introducing rhythm by having three different rates of beat. As the layers of different beats overlap, new and thicker textures result.

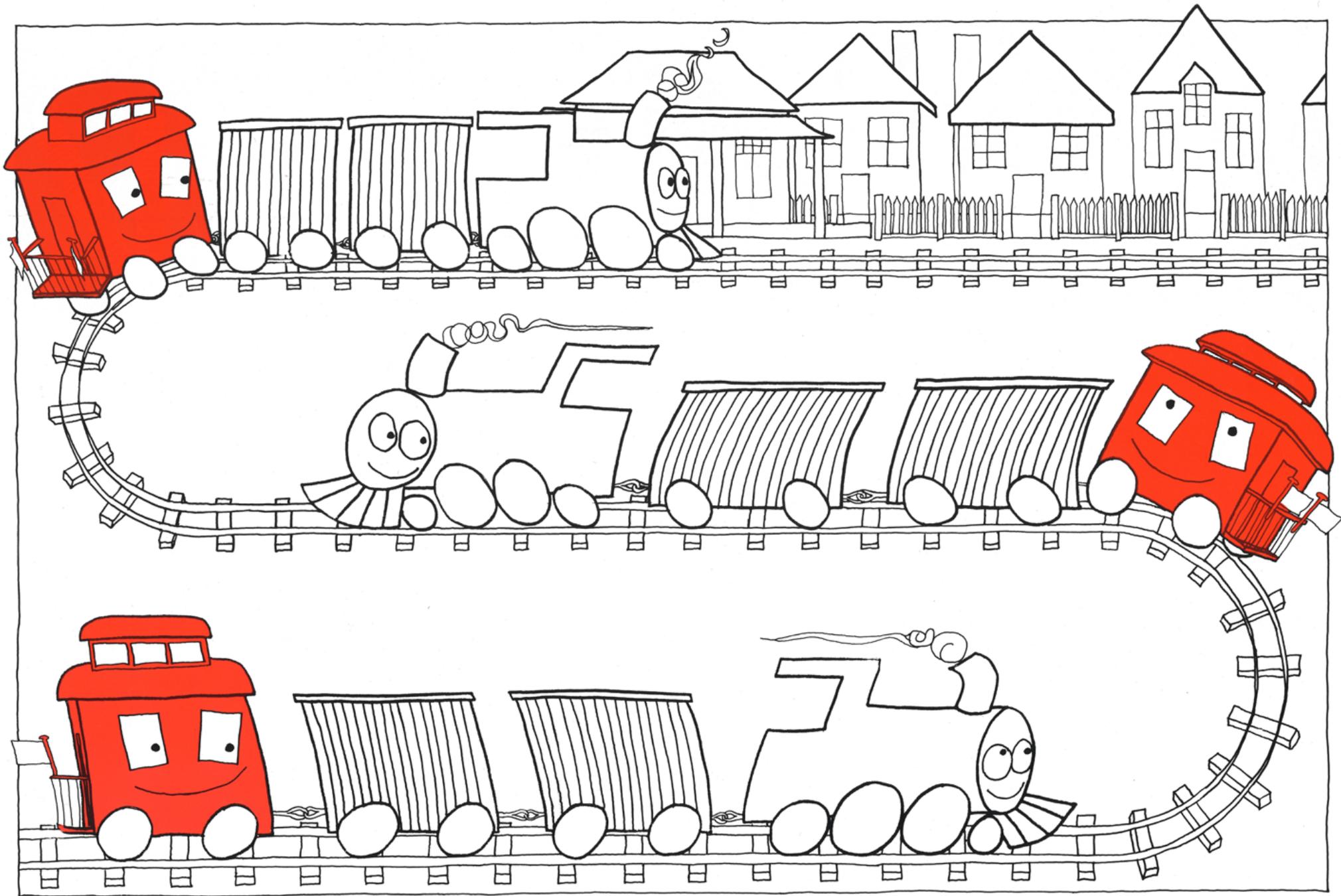
Activities: Perform actions which suggest the different time pieces. Join hands and swing arms for the big clocks, move the forearm like a windscreen wiper for the small clocks and tap an imaginary wrist watch for the watch.

Move around the room to match each of the clocks taking giant steps, walking steps and running steps.

Make note of the different texture when all the clocks begin to overlap.

Use the song to reinforce different note values: 

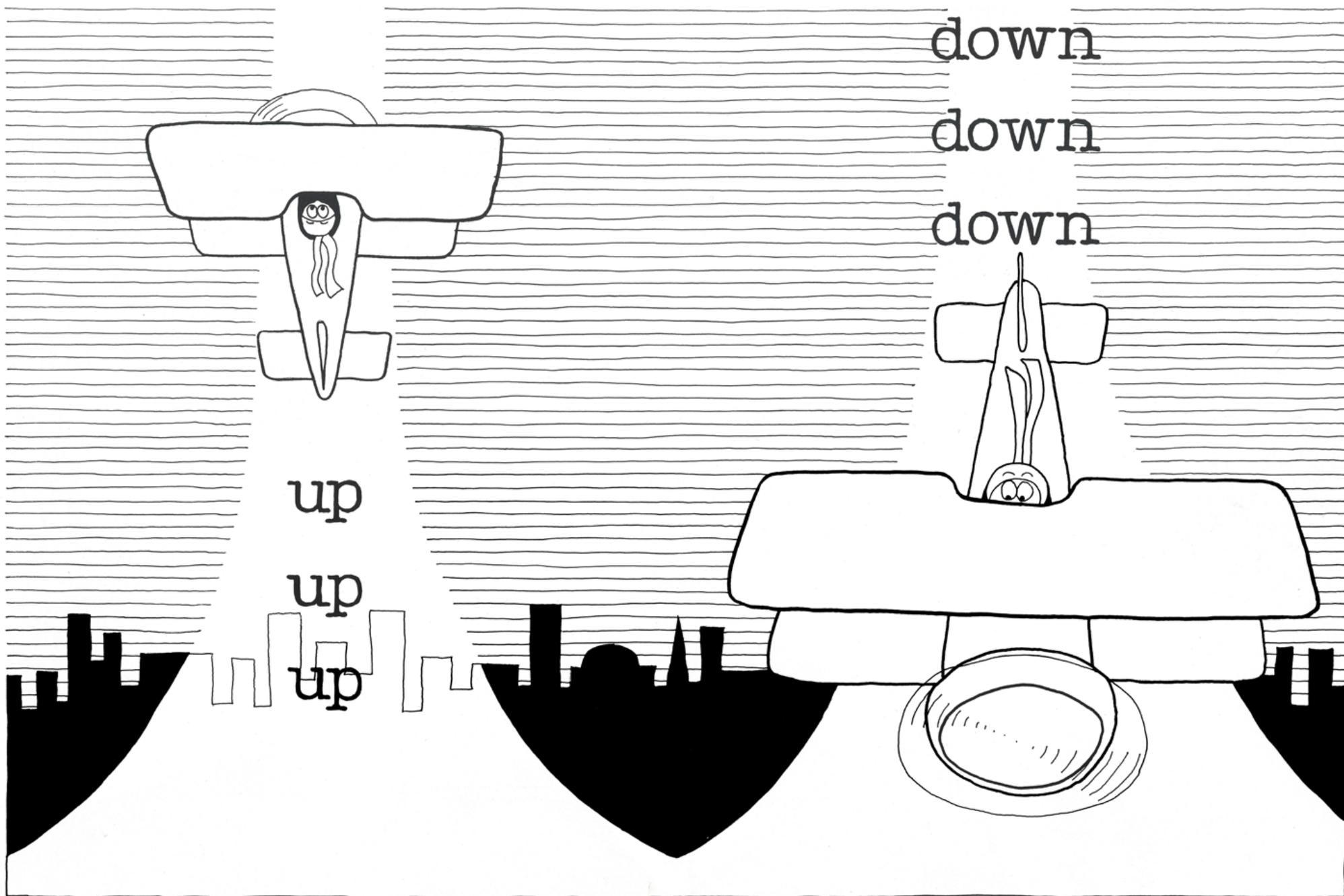
Assign different percussion instruments to the different clocks and play along. For instance, a triangle for the long, slow sounds and wooden instruments for the shorter sounds.



## Little Red Caboose

Concept: Tempo – The difference between a fast and slow beat.  
Activities: Tap along with the music and slow down when the train slows down.

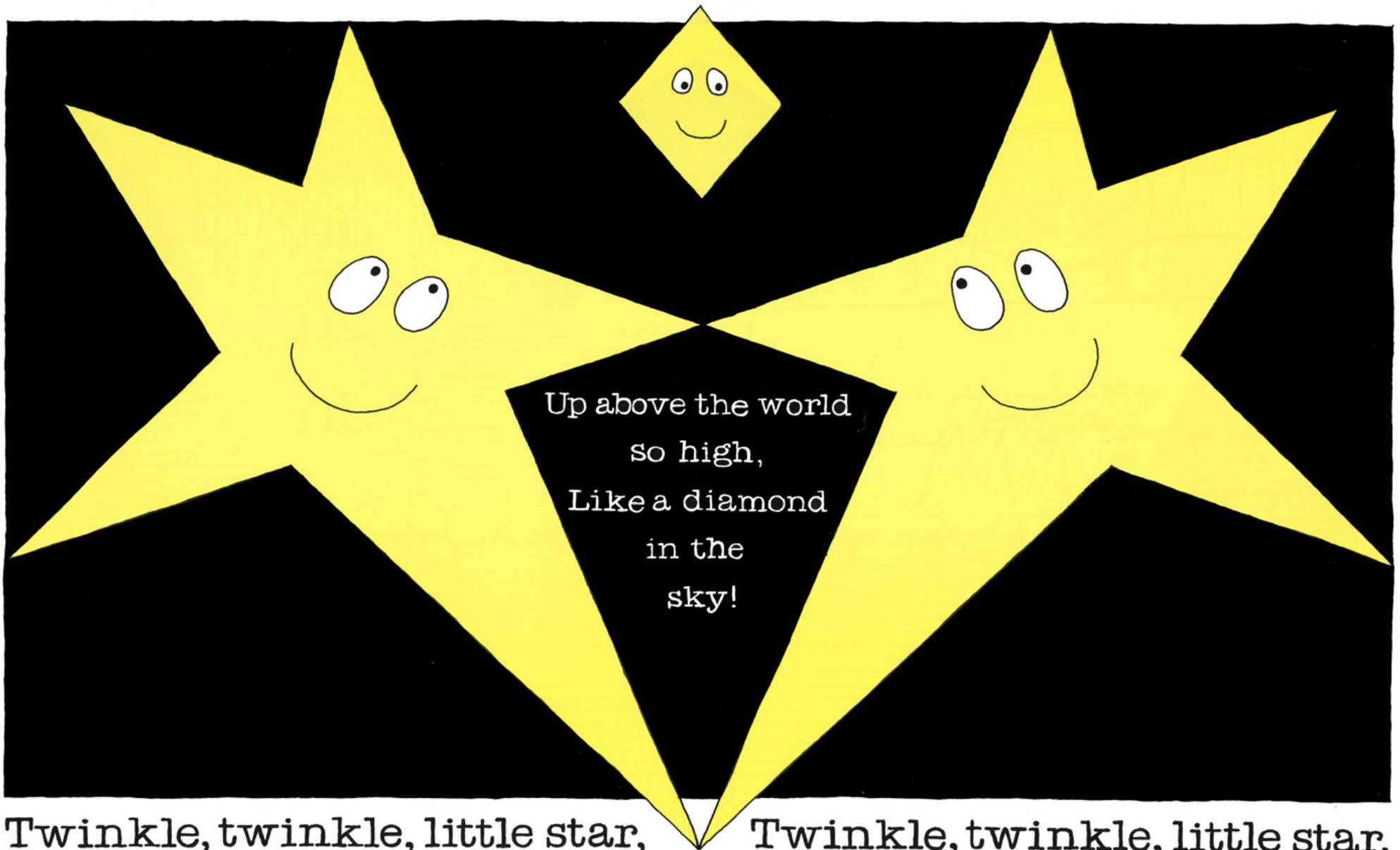
Play along with percussion instruments.



## Magnificent Men

Concept: Pitch – The difference between ascending and descending notes.

Activities: Pretend to be an aeroplane and zoom up and down with the music.  
Point to the correct picture at the right time in the music.



Up above the world  
so high,  
Like a diamond  
in the  
sky!

Twinkle, twinkle, little star,  
How I wonder what you are!

Twinkle, twinkle, little star,  
How I wonder what you are!

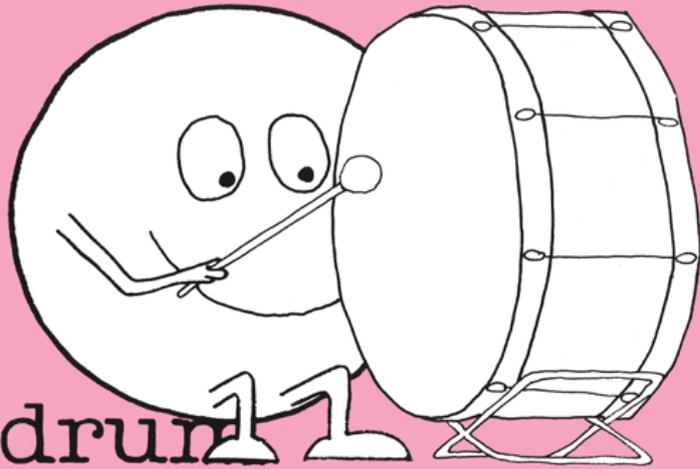
Twinkle Twinkle

Concept: Form – The structure of the music.

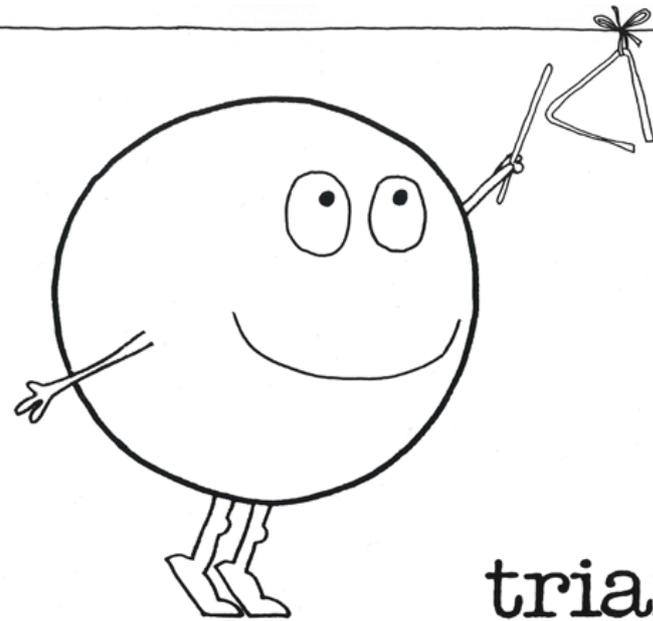
Activities: Point to the stars which relate to particular sections of the song and note the similarity between the first and last sections.

Devise actions to go with the pictures and further reinforce the awareness of identical first and last sections.

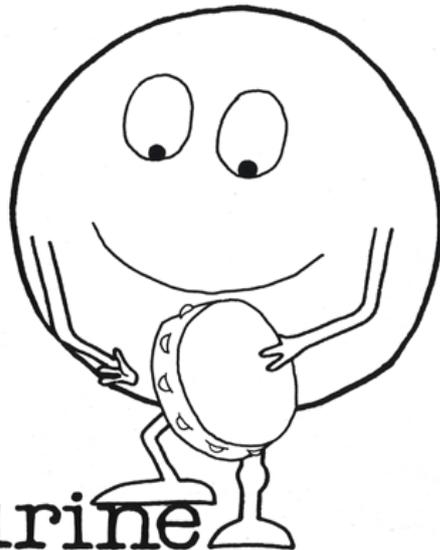
Assign one percussion instrument to the big stars, a contrasting sound to the diamond and play along.



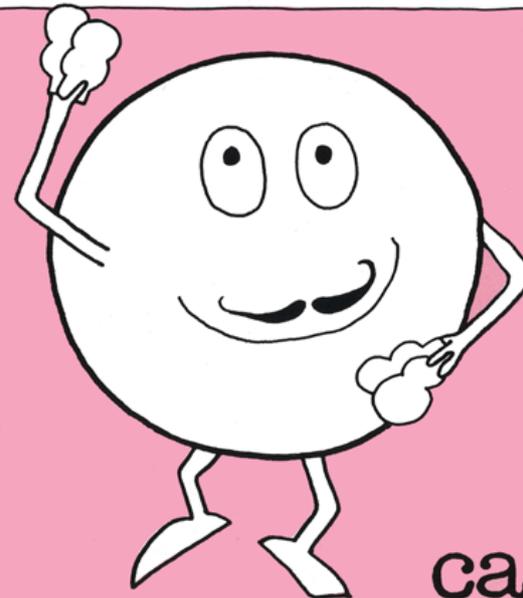
bass drum



triangle



tambourine



castanets

## We Can Play

Concept: Timbre – the tone colour and sound quality of different instruments.

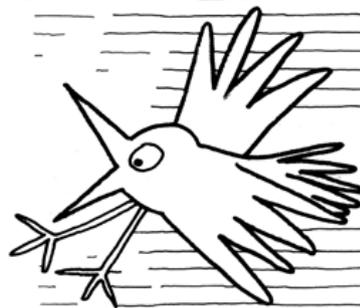
Activities:

Match the pictures and the sounds.

Learn the names of the instruments, see how they are played and listen to their different tone colours.

If any of the instruments are available play along.

Turn the tape off and have a guessing game closing your eyes and trying to identify the sound that you hear. Use other instruments, the voices of friends, or household sounds.



## Miss Miss

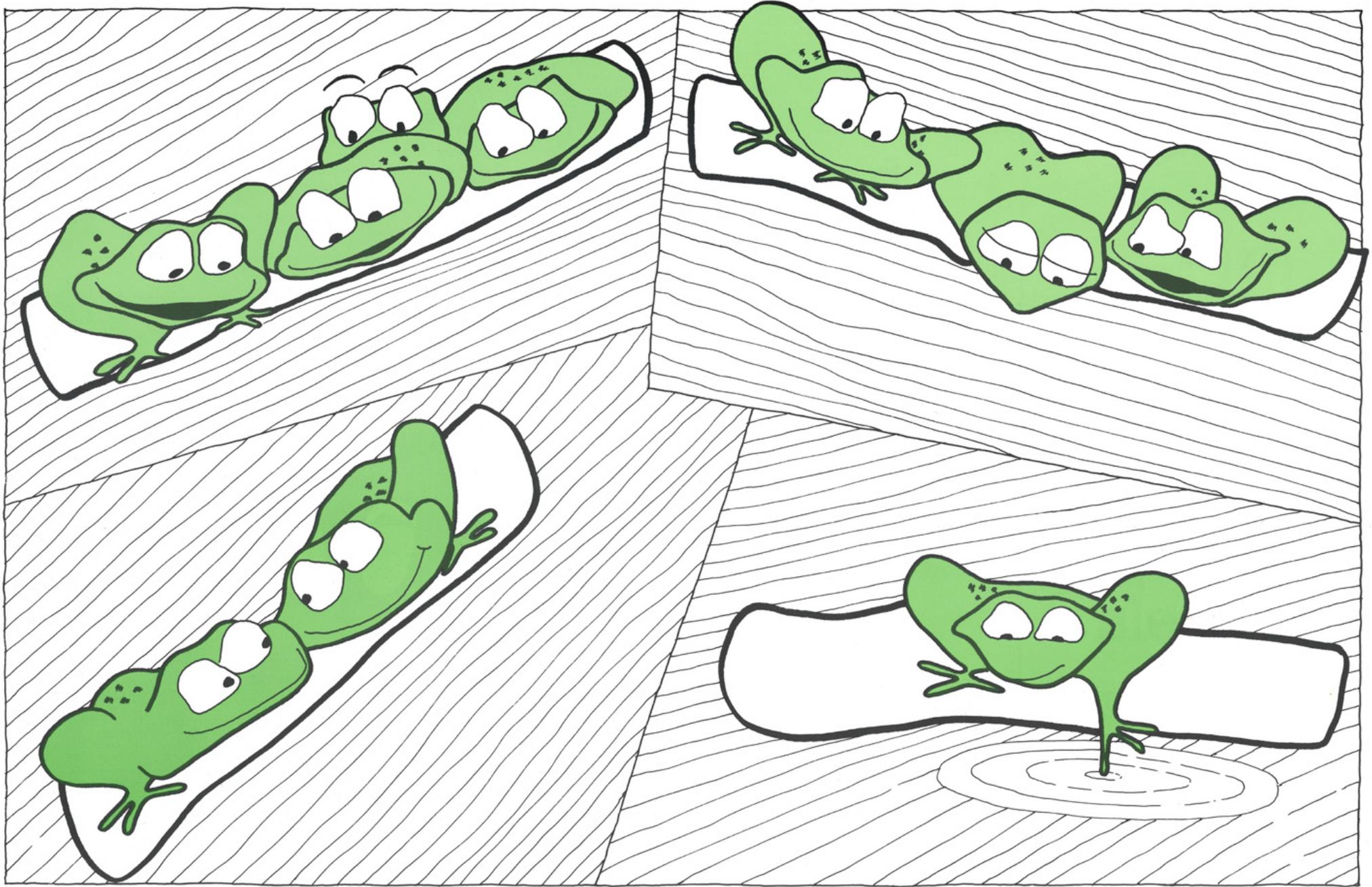
Concept: Sound and Silence.

Activities: A percussive sound occurs when there is a 'rest' or a gap in the music. Pretend to clap but miss like the birds in these

spaces. At the end of the song a loud sound take the place of the rest. The birds collide and a loud clap can be performed.

Introduce the concept of a rest: }

Clap some rhythms with the rests in them and miss when you come to the rest: | | } |



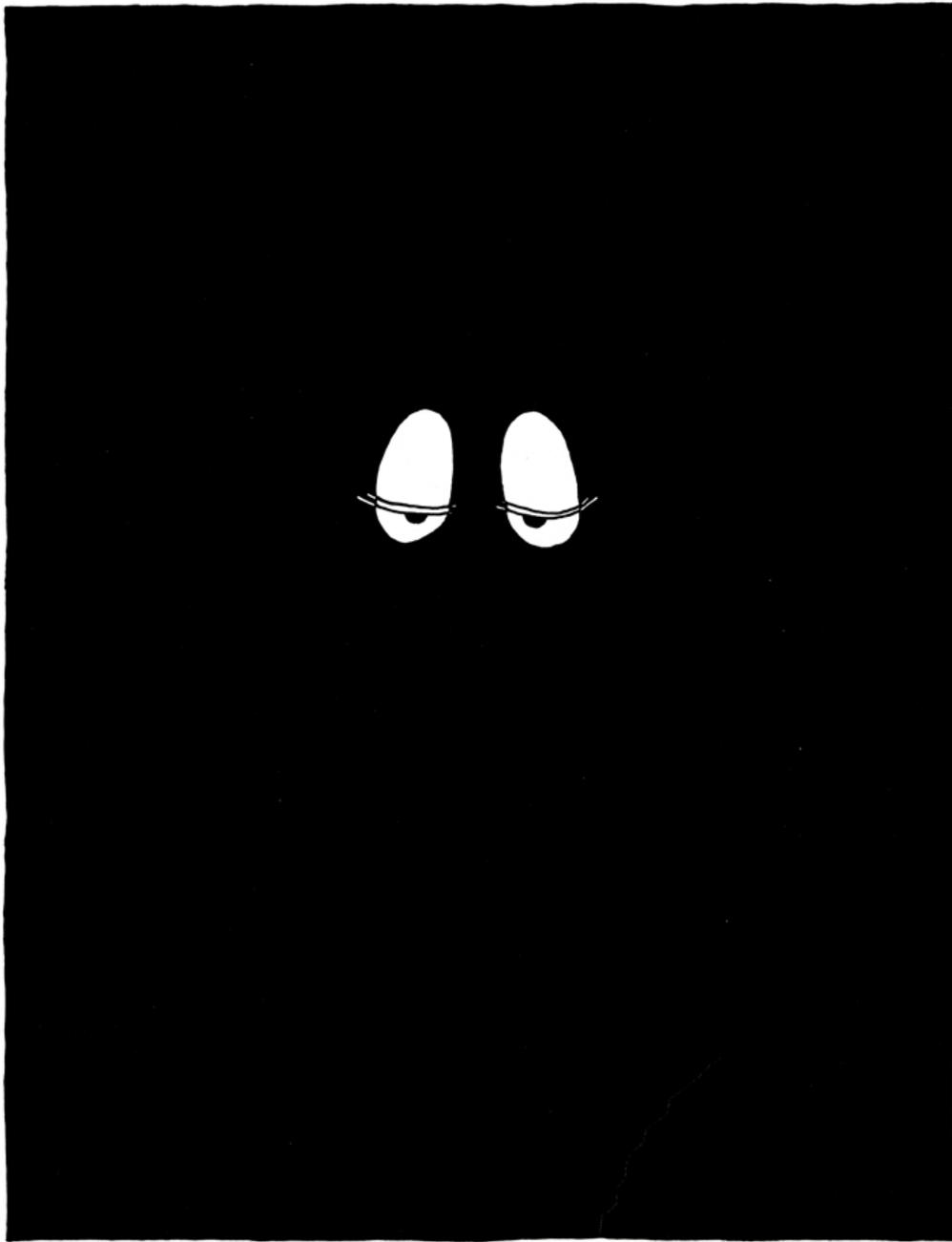
## Five Little Frogs

Concept: Dynamics – The difference between loud and soft.

Activities: Hold up one hand and fold down a finger each time a

frog disappears.

Clap with the entire hand for the first verse, four fingers for the second verse and so on, ending with soft little claps with just one finger from each hand.



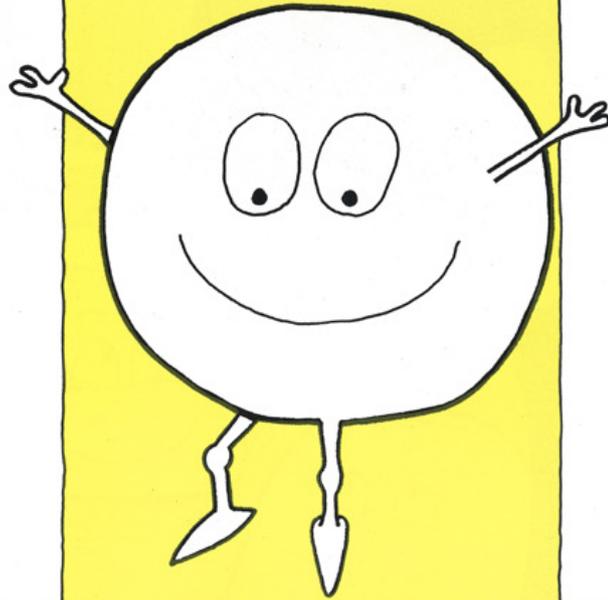
**ZZZZ**

## Cradle Song

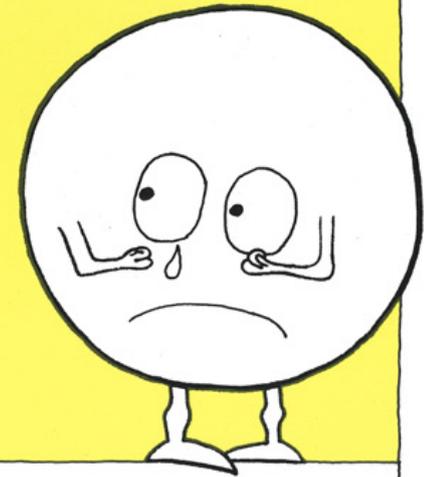
Concept: quiet listening.

Activities: Sit quietly, rock to the music and listen.

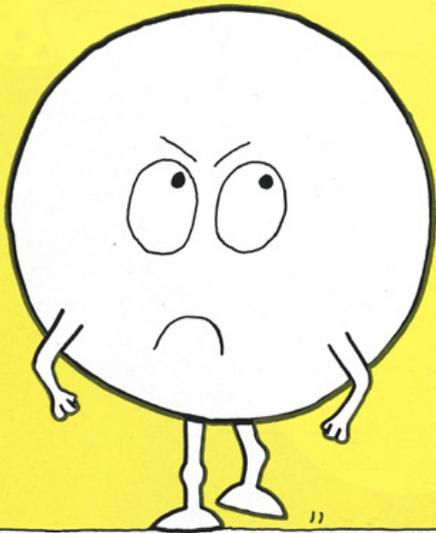
happy  
song



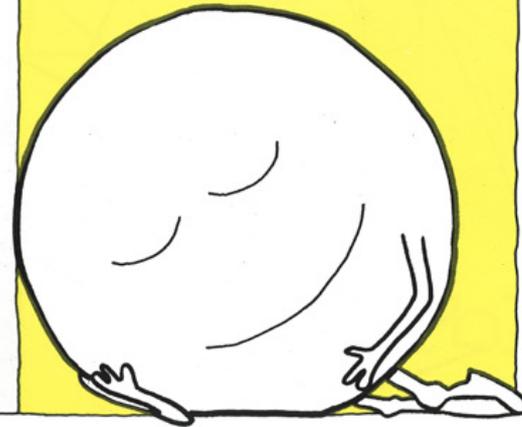
sad  
song



cross  
song

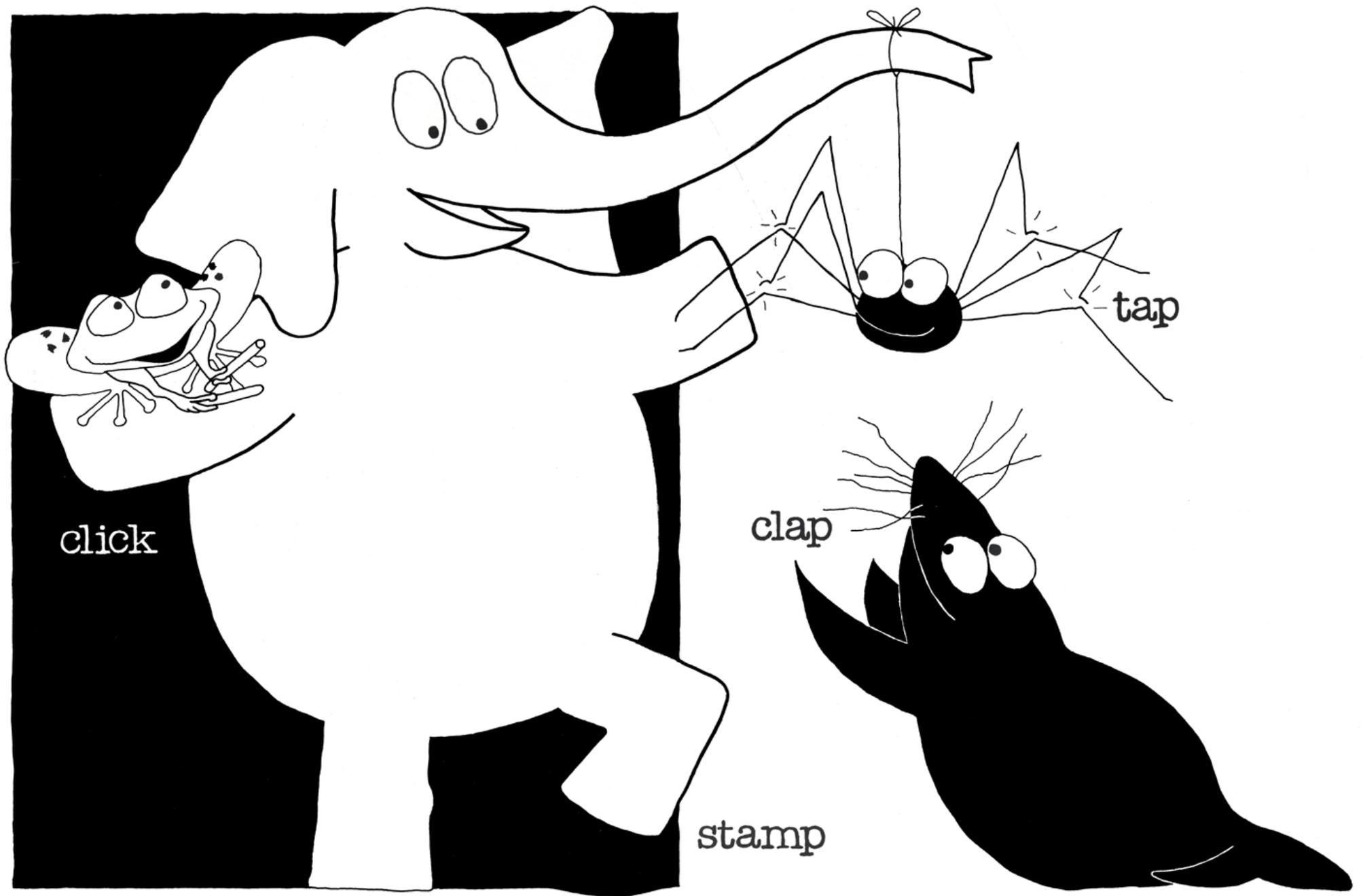


sleepy  
song



The Clown  
Why are you crying?  
I'm Cross!  
Little Child

Concept: Mood  
Activities: Match the pictures and the songs



### The Bangalorey Man

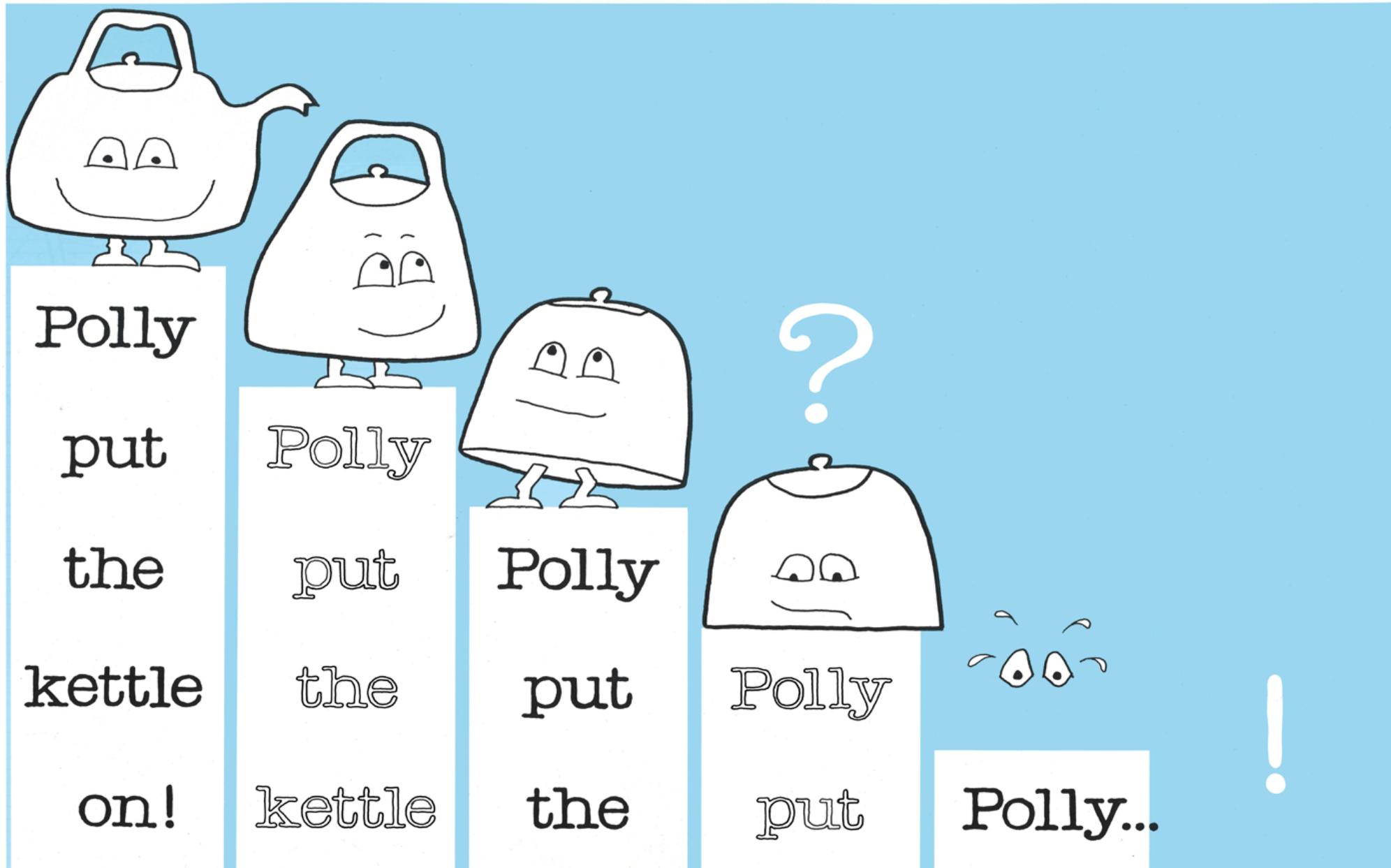
Concept: Beat.

Activities: Follow the lead of the music and perform on the beat in the ways suggested in the picture.

### Click your Sticks

Concept: Beat

Activities: Listen to the different layers and percussive sounds as they begin to overlap.



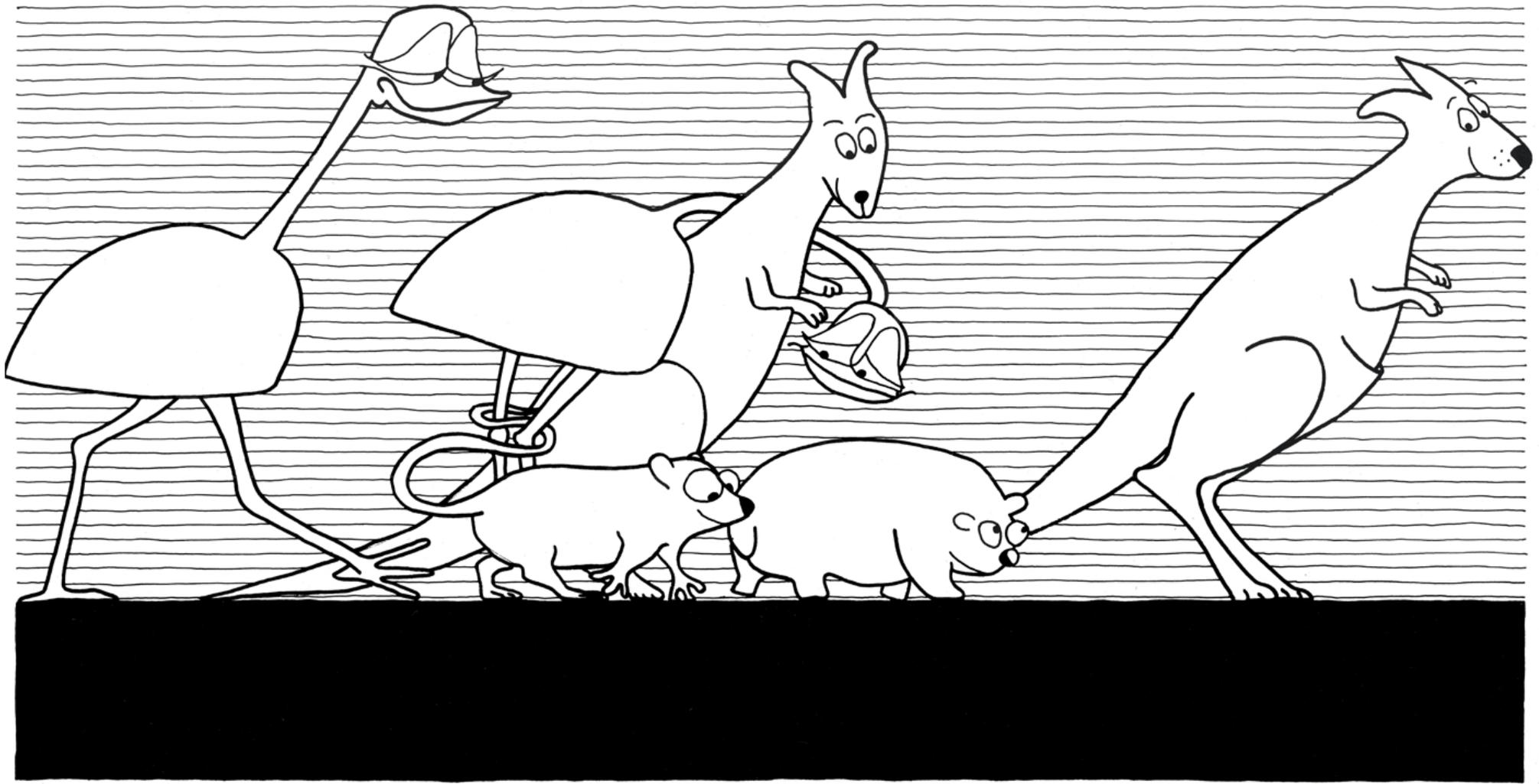
Polly...

Concept: Inner Hearing – Hearing music in the mind. The ability to hear notes internally is important for singing in tune and accurately performing music.

Activities: Watch the kettle in the picture gradually disappear as the notes are replaced by percussive sounds.

Watch the words disappear.

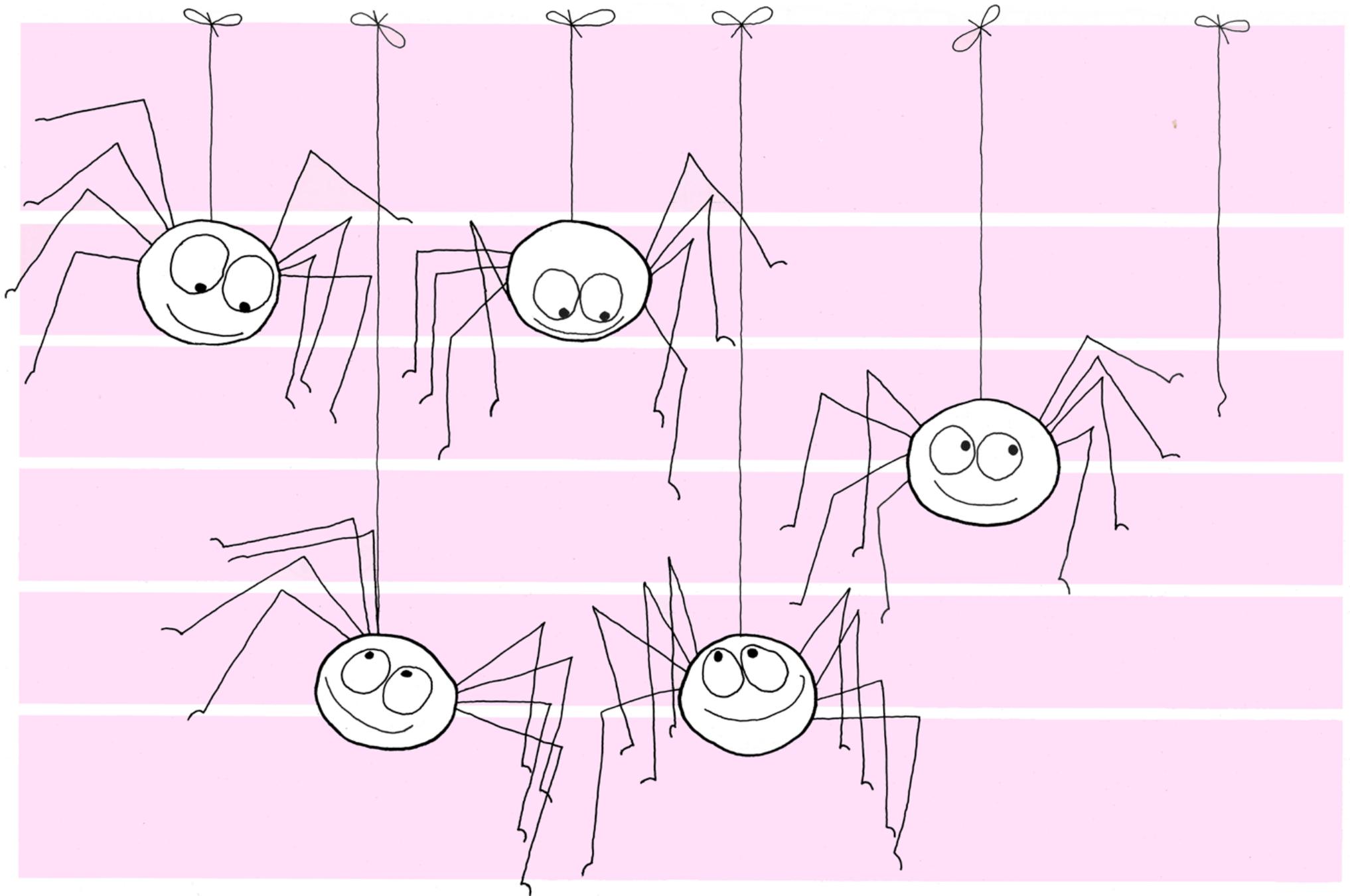
Turn the music off and perform the song yourself replacing the words with percussive sounds. Use movements in the same way until the whole song is mimed in silence.



## Emus Walking

Concept: Texture – A round created by different voices entering at different times.

Activities: Listen for the entry of different voices.



## Up High, Down Low

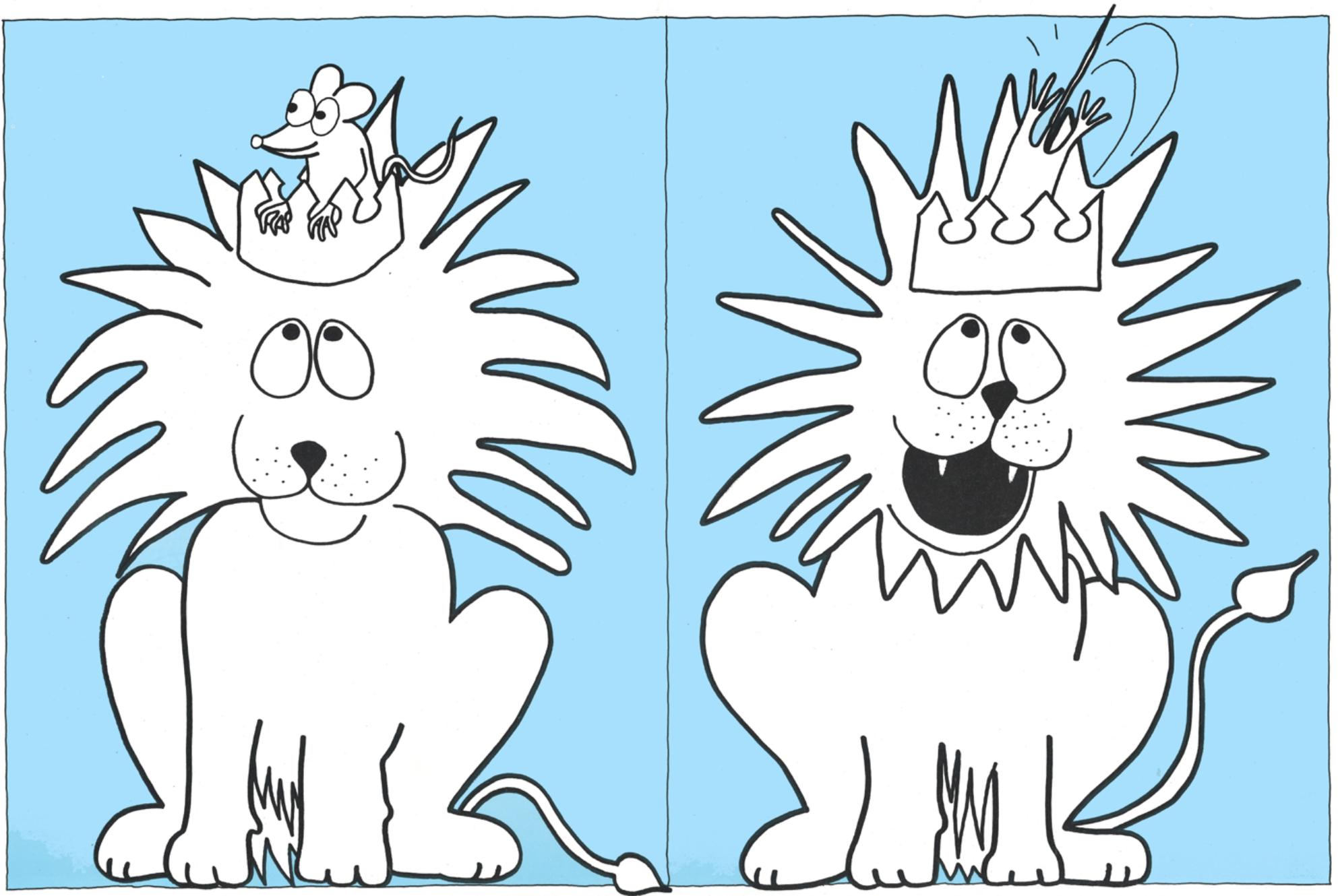
Concept: Pitch – The difference between high notes and low notes. This time a middle note has been introduced as well.

Activities: Choose three body positions and move up and down to

match the notes.

Move hands or a puppet to match the three notes.

Point to the spiders as the song progresses and try to determine where the final spider should be each time the song is sung.

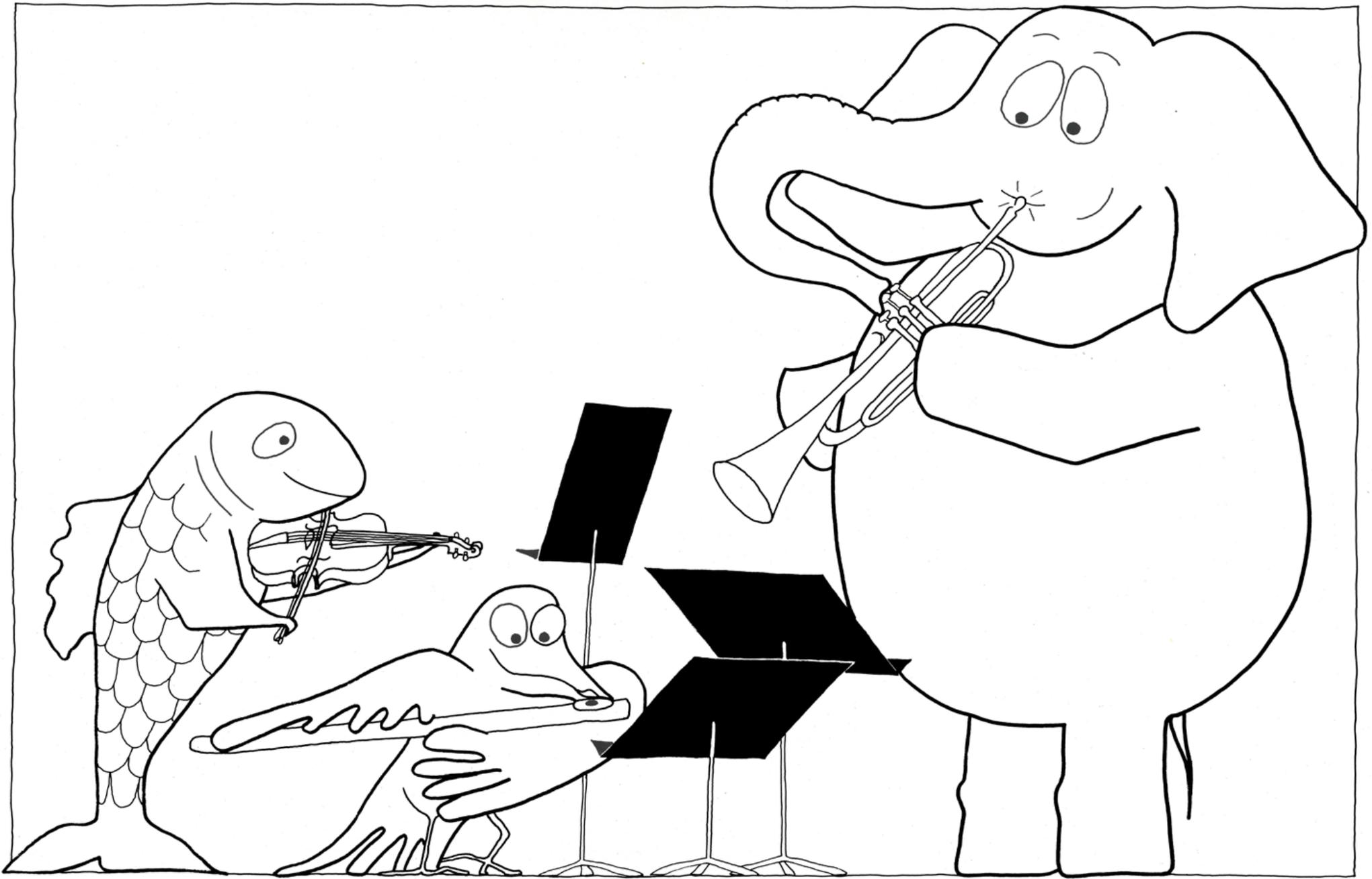


## Leo the Lion

Concept: Form and Phrasing – A simple two part structure.

Activities: Roar at the end of each phrase.

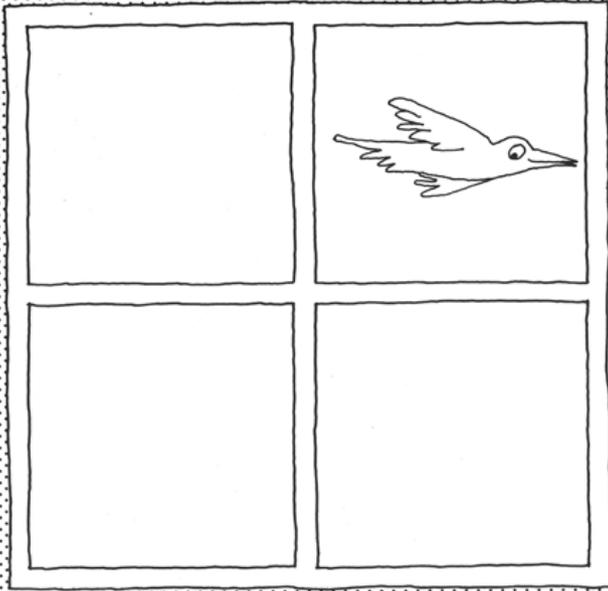
Be aware of the similarity of the two sections by looking at the picture.



## William's Friends

Concept: Timbre – the tone colour of three orchestral instruments.

Activities: Match the pictures with the instrumental sounds. Find other examples of music played by these instruments.



listen.

## Sound Song

Concept: Heightened Aural Awareness.

Activities: Listen quietly.

At the end of the song sit very still and see if you can hear any sound through the window.

# Musicians

Solo Singer	Judith Thomas
Other Singers	Caroline Kennett Jeremy Vinogradov
Violins	Lorraine Hook Bobbie MacIndoe
Viola	Cindy Watkin
Cello	Siobhan O'Shaughnessy
Bass	Loch Easton
Percussion	Graham Morgan John Seal John Wise
Trumpet	Mary Robbie
Trombone	Don Lock
Flute and Piccolo	Jean Penny
Clarinet	Julienne Seal
Saxophone	David Laity

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Arrangements and Musical Direction by John Seal  
It's Music composed by Noel Thomas  
Engineered and Mixed by Martin Wright

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