

Pied Piper

*Lesson Plan for nursery school,
30 - 50 month old, by Rania*

Duration: approx 20 minutes

Aim of Session: exercise the imagination of the children

Skill: following, leading, responding to stimulus, imitating from memory and imitating someone directly, motor skills, listening, coordination, musical skills (pulse, rhythm, melody, form)

Knowledge: body parts, keeping a pulse, using a musical instrument, difference between sound and silence / movement and stopping

Description of Session

A form of Pied the Piper session, where through musical activities the children will follow your lead. It is a theatrical session where you become a different character and take the children on a magical musical journey.

1. Warm up (wiggle arms, shake head, twist hips, tiptoe toes, jump...)

Combine activities: stomp and clap at the same time, spin around while jumping, touch your toes and wiggle your nose, etc...

2. Calming music and sway

Imitate the swaying of the trees in the wind. Start with a gentle wind and increase the intensity of the wind. Start by swaying only one body part pretending it is a leaf, i.e. a finger and ask children to contribute ideas of one body part moving. As the wind is getting stronger add body parts until you add your entire body - keep feet rooted on the ground (ask the children to contribute). The wind gets even stronger the whole tree is swaying. The wind calms down at the end.

3. Marching

a. Give each child a shaker or drum instrument. March around the room and shake or tap the instrument when you make a step.

b. Pretend to be ants marching in the forest [create movement sequences where you move and stop. Movements can involve: marching, jumping, tiptoeing, hopping on one leg, etc...]

4. Leaders take turns

Children take turns in being leaders. Whoever is wearing a hat/ holds a wand is the leader and all children should follow the leader's way of moving. Continue with the music or drum beat (Ideally what you want is the child to start moving and you get the tempo or style of moving from them and imitate it on your instrument. An alternative could be to give them a shaker instrument and shake it only when they move)

5. Nursery rhyme (*Walking through the Jungle*)

6. Goodbye song

Link to the Curriculum - *What do you want the children to achieve by the end of the lesson?*

“Enjoys joining in with dancing and ring games”(EYFS, Development Matters, 2013, Expressive arts and design: Exploring and using media and materials, 30-50)

Link to overarching learning objective - *What do you want the children to achieve by the end of this term?*

“Taps out simple repeated rhythms” (EYFS, Development Matters, 2013, Expressive arts and design: Exploring and using media and materials, 30-50)

Role of the Adult

To give clear instructions, be theatrical and engaging, make the children feel included in the decisions and process of the session.

Other adults should take active part in the session, assist the musician or the children when needed.

Role of the Child

Take part in the session, observe, imitate and develop something personal

Resources

Music source (tablet, iPad), a drum, 1 shaker or drum for each child and adult in the session, hat or wand (Pied Piper distinction) plus extra for the children

Music Suggestions

1. MARCHING ANTS: Kevin Alexander Wilson; [Lick Twenty - 7 Blue](#)
2. SWAYING MUSIC: Lucy Hollingworth; [I Lay Down By The Riverside And Dreamed](#)

Classical music suggestions

For swaying or relaxing at the end of the session:

[Mademoiselle Bocquet](#); [Allemande](#)

Key Vocabulary

Different body parts, sway, march, tiptoe, jump, stomp, clap, forest, trees, ants, leaves

Next Steps

Advance on rhythms, add loudness as an integral part of movement and sound, children work in pairs

Tips and Explanations - and Covid-19 safety

1. I have an article where I discuss my thoughts on the music practitioner inventing a caricature. This may be similar but not the same. Of course, it is always up to you!
2. Consider being very theatrical as a Pied Piper. Having something simple to distinguish you from your usual outfit like a hat or a wand and an introduction at the beginning will be sufficient.
3. Pied Piper is another way of saying “following the leader”. You can use either title
4. Depending on how used the children are with music and movement sessions you will have different outcomes and different expectations. I tried to add some preparatory exercises like 3a. Adapt your activities accordingly.
5. I think this session will work best if you are playing live music (on a flute, recorder or drum). If you do the session post Covid vaccine then that is a solid option.
6. If you are taking in instruments, make sure you disinfect them properly and then wipe them before each session in each room. This age group of children is unlikely to put the instruments in their mouths but clean instruments is a basic need regardless of deadly disease.
7. Usually nurseries have their own supply of instruments so you can ask each room to supply for their children. Alternatively you can use other wooden or plastic toys or clapping, stomping other body percussion sounds (and singing - check with nursery)
8. Nursery rhymes can also be recorded to avoid having to sing. If you are not singing then consider buying a volume or asking your employer to do so. Consider buying any other classical music you are playing regardless if it is contemporary or not.

