

Collins

International Music Catalogue



collins.co.uk/music



The home of
MUSIC
EXPRESS

Welcome to the Collins International Music Catalogue

I am delighted to introduce the new **Collins International Primary Music** course, which provides everything teachers need to deliver an engaging and effective primary music curriculum. It has been specially designed to be teachable internationally and to support the Cambridge Primary Music curriculum framework (0068) from 2024.

It supports a range of abilities and does not require previous experience in teaching music. It uses audio, video, visual displays and Student's Books to develop well-rounded musicians, with a curriculum that teaches learners to sing, to perform on classroom instruments, to improvise and to read notation, in addition to a thorough programme of general musicianship.

Music Express has been updated with new content for every year group and is fully supported with schemes of work, planning documents, assessment sheets and skills progression charts. Our recommended route through the UK primary curriculum fully aligns with the Model Music Curriculum and brings ever greater breadth and choice to the music that students encounter on their learning journey.

Don't forget to check out our materials for the revised EYFS, available in the Music Express digital subscription and in print as **Collins Primary Music: Early Years Foundation Stage** (see pages 9 & 12). And if you take whole-class instrumental lessons, remember that you can teach the **Ukulele Magic** and **Recorder Magic** courses through your Music Express subscription, with all materials and backing tracks fully integrated into the display.

The award-winning **Listen & Celebrate** series now features a book for Key Stage 3, offering outstanding active listening and composing activities that bring a diverse and authentic range of works to your classroom (see pages 14 & 15).

As always, please get in touch with your regional representative if you would like any more information or advice on how we can support your music department with the resources that it deserves.

Best wishes,

Tom Lydon
Collins Music Publisher



Sign up for Collins Music email newsletter:
collins.co.uk/MusicNewsletter



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Symbols used in this catalogue

EY Early Years	LKS2 Lower Key Stage 2
KS1 Key Stage 1	UKS2 Upper Key Stage 2
KS2 Key Stage 2	KS3 Key Stage 3

Tune into Collins Music

-  Collins International
-  @CollinsMusicEd
-  Collins International
-  Find helpful teaching advice and ideas at freedomtoteach.collins.co.uk
-  Stay up to date with Collins Music email newsletters collins.co.uk/MusicNewsletter

Collins International Primary Music NEW

(0068)

A six-level course that provides a holistic, enjoyable and easy-to-deliver approach to teach music with confidence. Widen learners' experiences while they explore a diverse range of musical styles and themes from around the world.

The course consists of 6 Student's Books, 6 Teacher's Guides and a digital subscription on the Collins Hub per level and together provide full coverage of Cambridge Primary Music curriculum framework (0068) from 2024.

Student's Books

- Develop well-rounded musicians with a curriculum that teaches learners to sing, perform on classroom instruments, improvise and read notation
- Provide practical and creative activities that increase confidence, develop singing voices and deepen understanding of music in all its forms
- Regular opportunities for reflection and self-assessment allow learners to record their learning, listen and analyse musical pieces and log their planning and ideas


Deepen learning with write-in activities for each lesson




Lesson 1 Ame no Ki (Rain Tree)

Listen


Listen to the extract from Ame no Ki.



Marimba



Vibraphone




Crotales

Which instrument has wooden bars? Tick.
Which instrument plays the bell sounds? Circle.

Explore

→ G G E E C

Red, orange, yellow, green.



Which is the highest pitch? Circle.

red orange yellow green

Which is the lowest pitch? Circle.

red orange yellow green

UNIT 2 WATER, WATER, EVERYWHERE

9

We are working with Cambridge International Education towards endorsement of this series to support the Cambridge Primary Music curriculum framework (0068) from 2024.

Opportunities to reflect on learning by logging responses in textbook

Sample pages from Student's Book 2, not final

Teacher's Guides

- Detailed lesson plans support specialist and non-specialist teachers from a range of backgrounds
- Unit overviews, learning objectives and background information for all listening pieces, songs, chants and warm-ups are provided at the start of the unit
- A full glossary of musical terms, as well as melody lines are included for reference at the back of the book

UNIT 2 WATER, WATER, EVERYWHERE

LESSON 1 Ame no Ki (Rain Tree)

Learners will hear an atmospheric instrumental piece to introduce the watery theme. They will learn a rap with an energetic rhythm and explore reading simple pitch notation for a simple song.

Resources - Audio 01-08 • Display pages 01-08 • Student's Book page 9 • Tuned percussion (optional)

Vocabulary Pulse, Pitch (high/low), Lyrics, Pitch-mark

ACTIVITY 1 Listen to Ame no Ki

- Listen to *Ame no Ki* and discuss the sounds.
- Learn the names of some tuned percussion instruments.

→ Show Display 01 and listen to *Ame no Ki (Rain Tree)* by Toru Takemitsu (see Background Information). Show the picture of the rain tree on Display 01. Explain that it has many leaves, which continue to drip and drop water after the rain has stopped. Listen to the audio extract (01:01). What sounds did learners hear? (E.g. they may have heard a bell sound or recognised the sounds were played by tuned percussion. They may describe the sounds as being like raindrops.)

→ Show Display 02 and listen to the instruments on Display 02. These are the instruments played in the piece. (Two marimbas, a vibraphone and crotales.)

→ Show Display 03 and listen to *Raining Down Rap* (02:02). Discuss the lyrics. What does 'have some fun with colours in the sky' mean? (A colourful rainbow forms when there is rain and sun together.)

**There's rain about, get up, get out!
Don't hide away, enjoy the day!
The sun will come and have some fun,
With colours in the sky.**
(repeat)

→ Show Display 04 and listen to the chant again. Model tapping the pulse and ask the learners to join in.

→ Read the lyrics together, then practise saying each line rhythmically with the teaching audio (03:03). Repeat until secure.

ACTIVITY 3 Add Actions to Raining Down Rap

- Create actions for *Raining Down Rap*.
- Perform the rap rhythmically with actions.

→ Show the lyrics on Display 05. Discuss some simple actions to perform with the rap, e.g.

- Pulse – sway or step from side to side.
- 'There's rain about' – look up.
- 'Get up, get out!' – gesture up then out.
- 'Don't hide away!' – cover your eyes
- 'Enjoy the day!' – uncover your eyes and smile.

ACTIVITY 4 Explore Pitch in It's Raining Rainbows

- Listen to a song and follow the pitch using pitch-marking.
- Explore high, middle and low pitches in a song following notation.

→ Listen to *It's Raining Rainbows* (05:05), following the lyrics on Display 06. Discuss the order of colours in a rainbow. (Red, orange, yellow, green, blue, indigo, violet.)

Verses

Verses 1 & 2
The rain is pouring,
A rainbow is forming.
Red, orange, yellow, green,
What other colours can be seen?

Verses 3 & 4
The rain is pouring,
A rainbow is forming.
Red, orange, yellow, green,
Then blue, indigo, violet.

→ Show Display 07. Support learners to follow the pitch notation for the first two lines of the song as you sing them again.

→ Show Display 08 and listen to Line 3 teaching audio (06:03). Notice that this line has four pitches. (The new pitch, D, comes between the low and middle pitch.) Which rainbow colour has the highest pitch? Which colour has the lowest pitch? (Orange is highest; green is lowest.) Learners write the answers in their student's book.

TEACHING TIPS

- When pitch-marking, practise until secure and confident. Use the teaching audios for accuracy and support.
- Support learners who have difficulty recognising different colours.
- Model playing the lines of the song on tuned percussion to support learners' understanding of higher and lower pitch.

EXTENSION IDEAS AND FURTHER LISTENING

- Search online for the performance of *Ame no Ki* performed by Yale Percussion Group to show the instruments being played, e.g. crotales are played at the beginning, the vibraphone is heard at 01:11 and the marimbas at 03:18. The extract from Activity 1 starts at 03:42.
- Explore playing lines from the song on tuned percussion.
- Search online and listen to *I Can Sing a Rainbow* by Arthur Hamilton.
- Explore traditional songs and stories connected to rain from your country.

References throughout point to use of online display, audio files and Student's Book page

Answers to questions are integrated for quick reference in brackets

Teaching tips, extension activities and further listening ideas provide extra information and support

Sample pages from Teacher's Guide 2, not final

Digital Subscription



- Present front-of-class colourful display pages and add visual support to the activities in the lesson plans
- Play professionally recorded audio of listening pieces and songs, embedded on the display pages for easy access
- Song lyrics, teacher planning and resource sheets are available to download and print for every unit



Student's Book 1	978-0-00-865407-8
Student's Book 2	978-0-00-865408-5
Student's Book 3	978-0-00-865409-2
Student's Book 4	978-0-00-865410-8
Student's Book 5	978-0-00-865411-5
Student's Book 6	978-0-00-865412-2
Teacher's Guide 1	978-0-00-865401-6
Teacher's Guide 2	978-0-00-865402-3
Teacher's Guide 3	978-0-00-865403-0

Teacher's Guide 4	978-0-00-865404-7
Teacher's Guide 5	978-0-00-865405-4
Teacher's Guide 6	978-0-00-865406-1
Digital Subscription 1	978-0-00-869949-9
Digital Subscription 2	978-0-00-869950-5
Digital Subscription 3	978-0-00-869951-2
Digital Subscription 4	978-0-00-869952-9
Digital Subscription 5	978-0-00-869953-6
Digital Subscription 6	978-0-00-869955-0

MUSIC EXPRESS



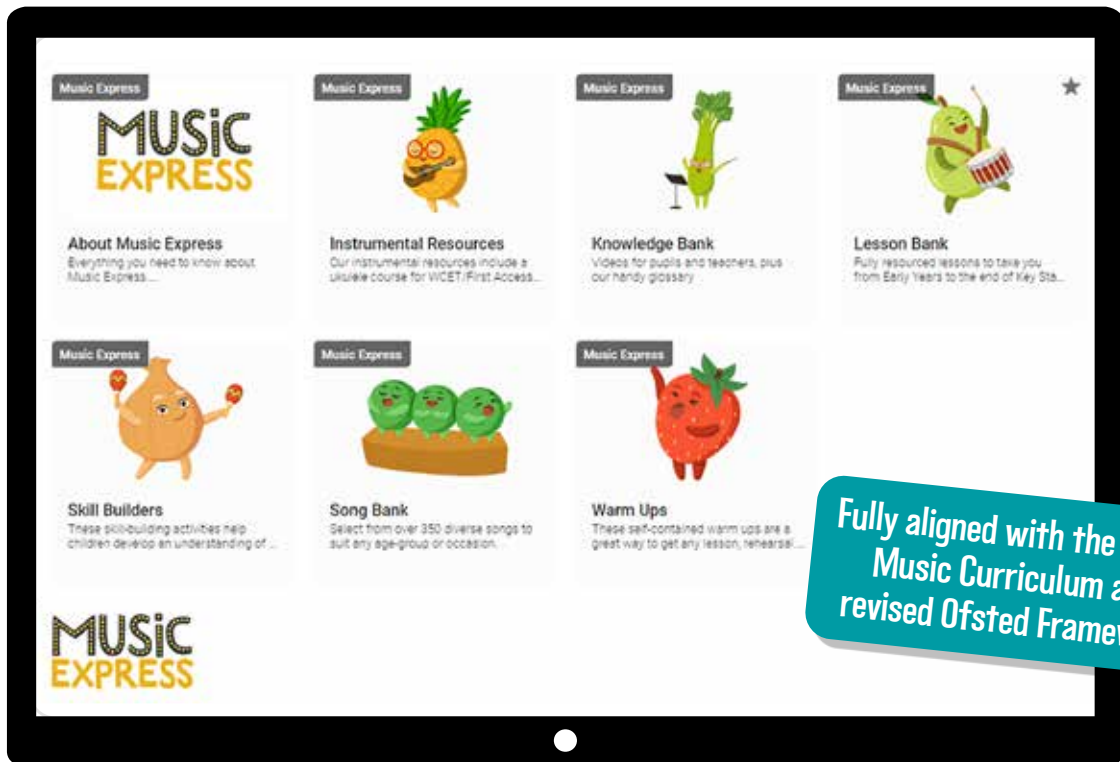
EY KS1 KS2

The go-to digital, award-winning, cross-curricular scheme for primary music

Fully updated with new content for every year group, *Music Express* provides everything you need to teach curriculum music from Early Years to age 11 – and is easy to use for both non-specialist and specialist music teachers!

No music reading required

Supports the UK National Curriculum

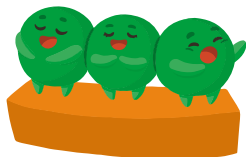


Fully aligned with the Model Music Curriculum and revised Ofsted Framework

“This resource has been inspirational and the kids just love it. It has given our locally hired staff such confidence.”

Head of Performing Arts, British International School of Tbilisi, Georgia

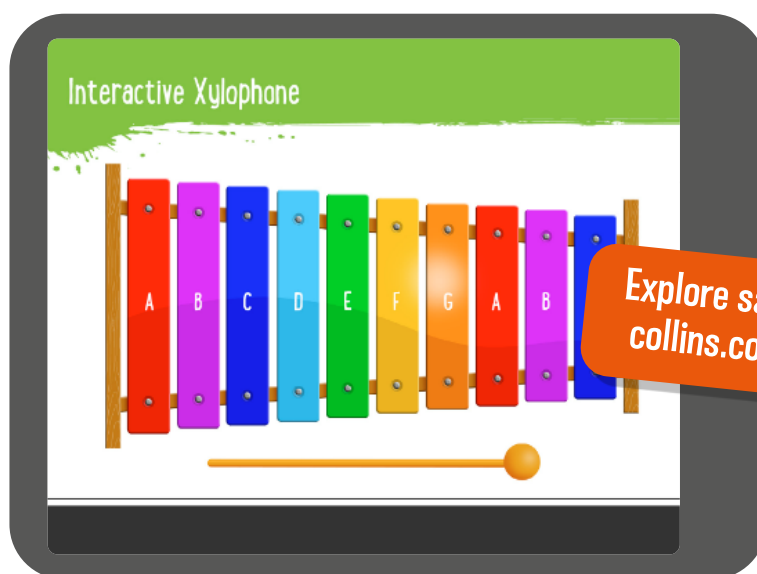




Regular walkthrough
and CPD webinars included

With a host of new resources, now available through The Collins Hub, the online package includes:

- Fully resourced lessons, schemes of work and assessment sheets for teaching curriculum music from Early Years to age 11, with accompanying curriculum maps and skills progression charts
- Hundreds of songs suitable for all ages and abilities, plus backing tracks and performance tracks with synchronised lyric display
- Easy-to-use materials, guidance and advice to support teachers with little or no music teaching experience
- Popular whole-class instrumental schemes, *Ukulele Magic* and *Recorder Magic*
- Dip-in activities to develop foundational music knowledge and skills



Explore sample materials on
collins.co.uk/MusicExpress



1-year School Subscription 978-0-00-867503-5



Subscribe or sign up for
a free 30-day trial at
collinshub.co.uk

Collins
hub

Music Express is a digital
programme accessed on
The Collins Hub.

Lesson Bank

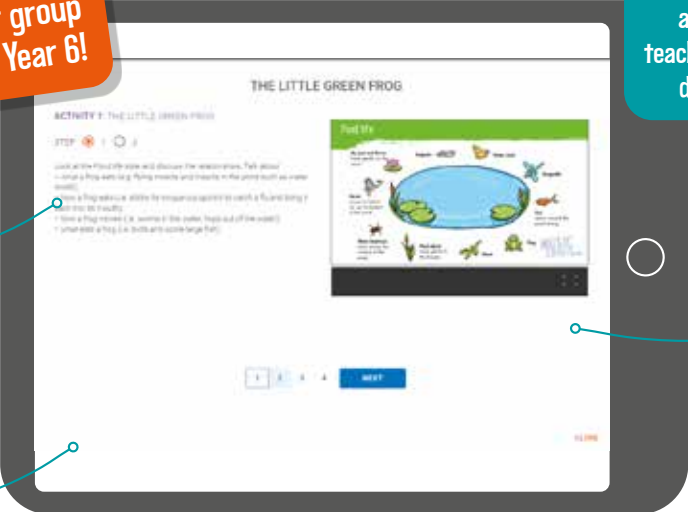
Discover hundreds of complete, ready-to-use lessons organised by year group

New units added for every year group from EYFS to Year 6!

Unit overviews, lesson plans, assessment sheets and teaching notes are available to download for each unit

Summaries of every activity, musical focuses and cross-curricular links are included in every unit plan

Activities include engaging video and audio support with demonstration and backing tracks, and synchronised on-screen lyrics



Step-by-step teaching notes for each activity make it easy to deliver lessons

SEND units

Six topic-based units of work for use in special school classroom environments or for intervention work in both special and mainstream schools



Topics were chosen by teachers from a range of special schools, and carefully reworked and differentiated from the mainstream scheme

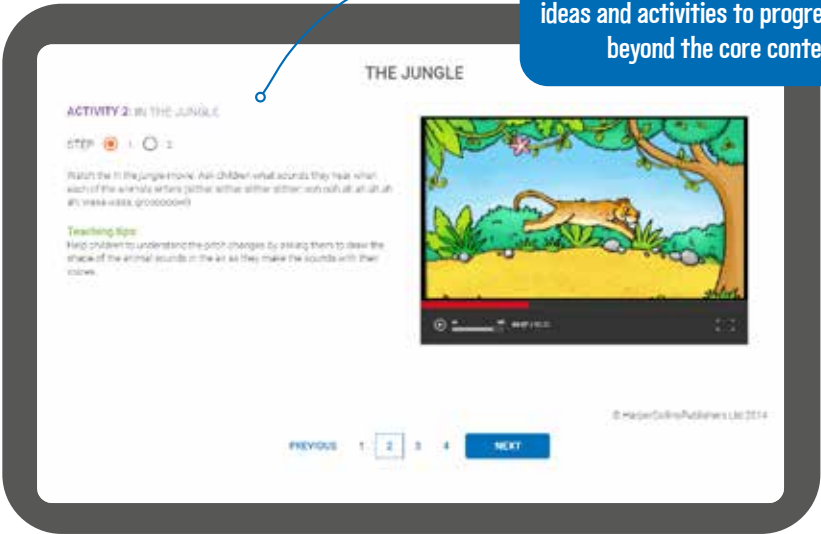
Each unit includes alternative teaching instructions, including streamlined approaches, practical multi-sensory ideas and activities to progress pupils beyond the core content

Music Express SEND scheme – Assessment framework skills ladders

PLAYING INSTRUMENTS/ PERFORMING (P)

- P1 Responds briefly to a classroom percussion instrument/other soundmaker (e.g. smiles, blinks, reaches towards).
- P2 Explores sound-making objects coactively with another person.
- P3 Demonstrates an awareness of change as a result of an action.
- P4 Creates a sound by reaching (e.g. touching wind chimes or instruments suspended on strings).
- P5 Taps or bangs on a surface to make a sound.
- P6 Recalls/recognises an instrument as a sound-making object (e.g. shaking wrist bells rather than just holding or turning them over or using a sound-making toy effectively).
- P7 Uses technology consistently to produce a sound (e.g. purposefully using a switch to trigger a drumbeat on several occasions).
- P8 Coordinates clapping hands or brings hands together.
- P9 Responds to prompts to play and stop.
- P10 Remembers learned responses to specific instruments (e.g. repeating an action to make a sound on a drum over time).
- P11 Holds a beat/drumstick to play an instrument.
- P12 Copies simple body percussion/actions in a song or musical performance.
- P13 Uses two hands to make sounds on a percussion instrument (e.g. when shaking, tapping, banging or scraping).
- P14 Plays* loud/quiet or fast/slow in imitation.
- P15 Recalls a sequence of actions for a song.
- P16 Plays* classroom percussion instruments with control (e.g. selects which note to play when using tuned percussion).
- P17 Responds to simple directions (verbal or symbolic) to play loud/quiet or fast/slow.
- P18 Plays* to a steady beat either on body percussion or an instrument.
- P19 Copies a short pattern on an instrument (e.g. a simple rhythm on untuned percussion or a short sequence of notes on tuned percussion).
- P20 Plays* a short instrumental part during a simple performance.

*Playing may be using adult support.



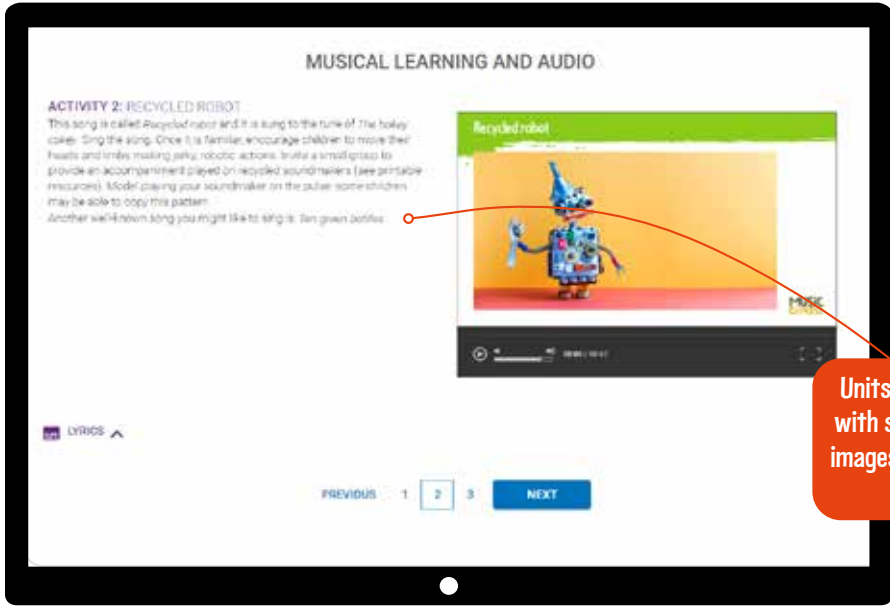
Four skills ladders comprise the assessment framework for each unit, offering 20 progressive steps of musical achievement across the key skill areas

Early Years Foundation Stage

Support teachers to deliver the Early Years lessons with 12 'starting points' stemming from children's interests



Also available in print – see page 12



Units can be delivered in any order, with songs, chants, listening music, images, videos and stories to engage and inspire exploration

Let's go green!

SONG

Recycled robot

Melody: The hokey cokey

Melody traditional; words Sue Nicholls

(Count-in: one, two, three, four, off we go...)

My head's a cardboard box,
A cardboard box,
Sticks for legs and
Paper bags for socks,
My eyes are made from bottle tops,
My tummy is a bin,
My mouth's an empty tin!
I'm your recycled robot,
I'm your recycled robot,
I'm your recycled robot,
I am your recycled friend!

MUSIC EXPRESS

Notation is provided for music specialists

Let's go green!

HOME LEARNING

Look at the empty packages in your recycling bin.
Can you find a cube, cylinder or cuboid shape? You may be able to see circles, squares, rectangles and triangles too!
Can you create your own recycled robot?

MUSIC EXPRESS

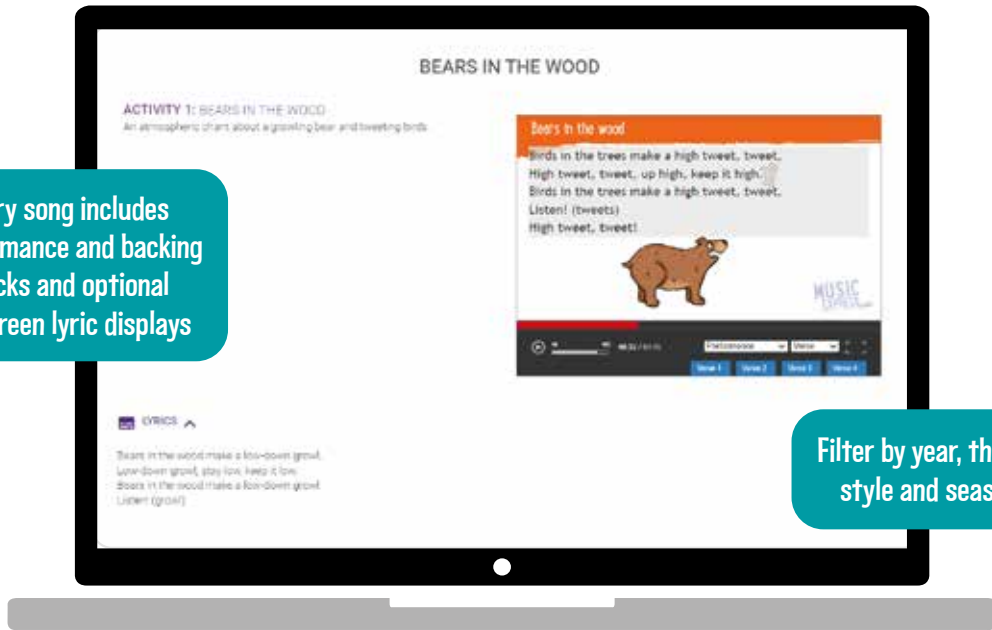
Each starting point comprises ideas and activities for Enhancing Continuous Provision, Musical Learning, Home Learning and all Areas of Learning and Development, engaging and inspiring children with a wealth of music from around the world and across a range of traditions

Additional printable resources include planning and assessment guidance, templates, imagery, vocabulary, background information, and related reading and songs

Subscribe or sign up for a free 30-day trial at collinshub.co.uk

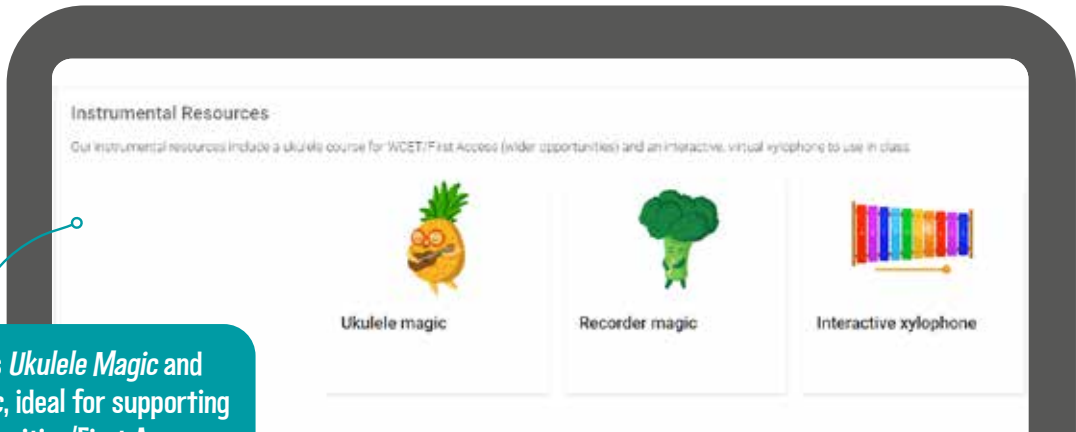
Song Bank

Over 400 songs in a variety of styles to learn and perform!



Instrumental Resources

Fully resourced for group and whole-class teaching



Now includes *Ukulele Magic* and *Recorder Magic*, ideal for supporting Wider Opportunities/First Access

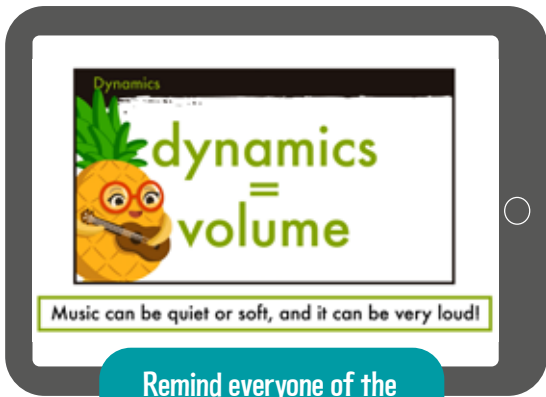


See pages 28–30 to explore the books

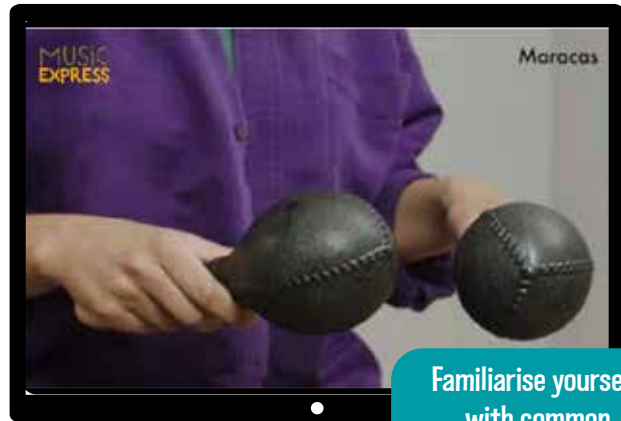
Every song includes performance and backing tracks and optional on-screen lyric displays

Knowledge Bank

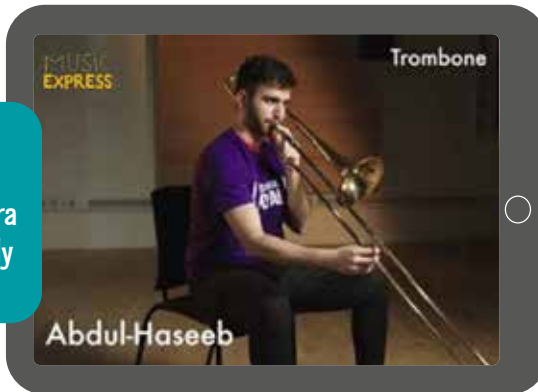
Resources to develop every teacher's confidence and skills, including a handy glossary and over 60 informational training videos.



Remind everyone of the elements of music with fun dip-in animations



Familiarise yourself with common percussion instruments through 28 brief video introductions



Introduce children to a range of instruments with videos made in partnership with the National Orchestra for All (NOFA), the UK's only completely inclusive national youth orchestra

Teacher support

New downloadable resources include medium term plans and progression maps showing how Music Express aligns with the MMC and new Ofsted Framework

Medium term plan YEAR 1 AGE 5-6 HELLO, HI!

MUSIC EXPRESS

Musical focus	Singing, playing, exploring Exploring pitch and contrast with voices and instruments	Cross-curricular link	DT
Elements focus	Pitch, timbre, duration, dynamics		

LEARNING OBJECTIVES

Children will:

Lesson 1 – Ups and downs

- Sing a song with high, middle and low pitches
- Make high and low sounds
- Explore and develop understanding of pitch using the voice and body movement

– Pitch in

- changes in music
- pitch recognition game
- develop understanding of the voice and body
- identify different pitches with high and low sounds

– Building it up

- with contrasts in high
- nds for improvisation
- with voices, movement and
- ts

KEY ASSESSMENT OPPORTUNITIES Children will have:

- Sung songs with contrasts in pitch
- Demonstrated pitch and changes in pitch with movement
- Explored, sorted and selected sounds for improvisation
- Performed with voices, movement and instruments

TEACHER'S NOTES AND COMMENTS

Add notes and/or comments

Possible resources from Music Express © 2023 HarperCollinsPublishers Ltd.

Assessment record YEAR 1 AGE 5-6 HELLO, HI!

MUSIC EXPRESS

Secure (working above expectation) Children can:	Term	Add term
<ol style="list-style-type: none"> Sing songs and manage contrasts in pitch with confidence Demonstrate pitch and changes in pitch with well-matched movement Explore, sort and select sounds for improvisation with a growing understanding of pitch Perform with voices, movement and instruments, with assurance 		Add names/initials
Add observed outcomes, e.g. interactions, children's use of musical vocabulary...		
Expected (working at expectation) Children can:		Add names/initials
<ol style="list-style-type: none"> Sing songs with contrasts in pitch Demonstrate pitch and changes in pitch with movement Explore, sort and select sounds for improvisation Perform with voices, movement and instruments 		Add names/initials
Add observed outcomes, e.g. interactions, children's use of musical vocabulary...		
Working towards Children can (sometimes requiring support from teacher, TA or peer):		Add names/initials
<ol style="list-style-type: none"> Sing songs with contrasts in pitch with growing accuracy Demonstrate pitch and changes in pitch with movement, following a leader Explore, sort and select sounds for improvisation with peer support Perform with voices, movement and instruments with increasing success 		Add names/initials
Add observed outcomes, e.g. interactions, children's use of musical vocabulary...		
LOCATION OF ASSESSMENT EVIDENCE		
Add location of assessment evidence, e.g. written assessment records, video/audio recordings...		

Possible resources from Music Express © 2023 HarperCollinsPublishers Ltd.

MUSIC EXPRESS

EY KS1 KS2

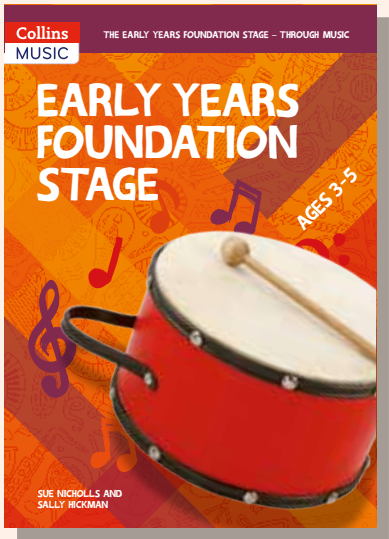
Supports the National Curriculum of England, Wales, Scotland and Northern Ireland

No music reading required

Our printed books are the ideal solution for peripatetic and primary teachers who aren't looking for a whole-school scheme.

Collins Music Early Years Foundation Stage

- 12 'starting points' stemming from children's interests with songs, chants, listening music, images, videos and stories to engage and inspire exploration
- Ideas and activities for Enhancing Continuous Provision, Musical Learning, Home Learning and all Areas of Learning and Development (for ages 3–4 and 4–5)
- Planning and assessment guidance, templates, imagery, vocabulary, background information, and related reading and songs
- Book, audio and digital files



Collins Music Early Years Foundation Stage
978-0-00-844765-6



ENHANCING CONTINUOUS PROVISION

Play dough
Make black play dough and add eco-glitter. Provide star-, circle- and other space-shaped cutters for children to create their own 'universes'. A piece of dark, silky fabric could be supplied for children to display their universe.

Water
Add colour, eco-glitter and plastic star shapes to the water and introduce balls of varying sizes to represent 'moons' and 'planets'. Encourage the children to use 'space language' as they name the 'stars' and 'planets' around the water 'galaxy'.

Sand
Bury moon rocks in the sand for children to find; these could be painted or gold-sprayed pebbles or items covered in foil.

Small world and construction
Encourage children to build a space station for their favourite small world toy to live in. They could also make space suits out of silver foil for the astronauts.

Painting
Place a photo of a space rocket (see online resources) in the painting area and ask children to look carefully at all the different parts. Encourage children to use these observations to inspire their own paintings.

Role play
Provide a large cardboard box, a pair of red trousers, a red T-shirt and a space hopper or box rocket for the role play area and invite children to recreate their own version of Ziggy's journey to Mars. (See story page 52.)

Creative design
Collect cardboard boxes and rolls and provide glue, paint, tissue, silver foil and crêpe paper for children to make their own rockets. Provide a bigger box so that children have the opportunity to make a larger rocket for use in the role play area.

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For additional resources, visit collins.co.uk/CMEYFSdownload
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SONG
Beyond the stars

Space hopper take me to Mars

Melody: Hickory dickory dock

Melody traditional; words Sue Nicholls

[Count-in: one and two and off we go...]

Space hopper take me to Mars. [clap clap]
Yes, bounce me and fly me to Mars. [clap clap]
I've heard it said
The planet's red.
Space hopper take me to Mars. [clap clap]

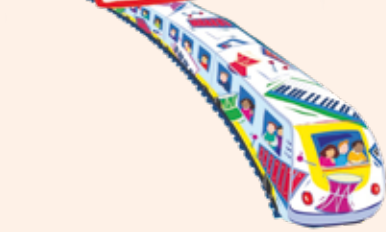
Space hopper take me back home. [clap clap]
Yes, bounce me and fly me back home. [clap clap]
New Mars is fire
But it's breakfast time!
Space hopper take me back home. [clap clap]

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5

Music Express

EXTRA



No music reading required

Includes interactive whiteboard activities

Music Express Extra

Teach a broad and balanced curriculum with *Music Express Extra*, covering a wide range of topics designed to further enhance pupils' musical skills and understanding.



Tempo Raghupati Raghava Rajaram
 ••• fast ••• slow ••• getting faster ••• getting slower •••

Raghupati Raghava Rajaram song

1. Teach the children the song by singing it to them one line at a time, and pausing for them to copy (track 17). When the children are familiar with each line, sing the whole song through (track 18).

What you will need
 (17-18)

Teaching tip
 The song is set in the Rag Raghupati Raghava Rajam (names of Rama, Sita and Hanuman). Report in your hearts the names of Sita and Rama. Your names are Chitra and Hanu. They you endow all (of us) with good intellect.

Add drums and cymbals to the song

1. Revise the song, ensuring that the children can sing it confidently. Now try singing it twice, altering the tempo each time.

First time **Second time**
 slow fast

2. Give two children the drums and some other children sets of cymbals. Ask them to play along with you as you sing the song twice again—once slow once fast. Encourage the players to respond to the change in tempo.

3. Give other children turns at playing along and responding to changes of tempo until all are confident and can perform the song in the same structure as the instrumental version:

First time **Second time** **Third time** **Fourth time**
 slow medium fast slow

What you will need
 (17-18)

- A pair of drums: one small, one large.
- Sets of finger cymbals with elastic finger loops.

What you will need
 (17-18)

- Three or four tuned instruments with notes G and C (see below).

Add a drone to the song

1. Listen to track 18. The singer is accompanying herself by playing a drone on the tamboura.

Questions you might ask

- How many instruments can you hear? (Two – finger cymbals and tamboura.)
- Do the sounds of the tamboura change or do they keep repeating? (They keep repeating.)

2. Choose a small group of children to play a G and C drone on the tuned instruments. They should try to make a gentle, continuous sound between them. Encourage them to find their own ways of doing this, eg – use two beaters to alternate slowly and continuously between the G and C tuned percussion bars; – some children tap the C bar continuously, while others tap the C bars of the tuned percussion; – choose a setting on the keyboard which makes long sounds, and keep repeating G and C together.

3. As this group plays ask the rest of the children to sing the song together.

Teaching tip
 Use the ideas you have developed in the previous activities to make a complete performance of the music with groups of singers, instrumentalists and dancers.

What you will need
 (17-18)

28 Listening to Music Elements Age 5+ © 2017 HarperCollinsPublishers Ltd

29 Listening to Music Elements Age 5+ © 2017 HarperCollinsPublishers Ltd

Sample from *Listening to Music Elements* Age 5+

Developing Music Skills	Paperback 64pp, audio/digital files x2	978-0-7136-8574-9
World Beats	Paperback 64pp, digital files	978-0-7136-8890-0
Listening to Music Elements Age 5+	Paperback 64pp, audio, digital files	978-0-7136-8295-3
Listening to Music Elements Age 7+	Paperback 64pp, audio, digital files	978-0-7136-8296-0
Listening to Music History	Paperback 64pp, audio, digital files	978-0-7136-8399-8

LISTEN & CELEBRATE

Activities to diversify and enrich music

Listen & Celebrate introduces children to a selection of pieces from a range of time periods, countries and styles, celebrating the people who wrote the music and offering an immersive experience through active listening and composing activities.

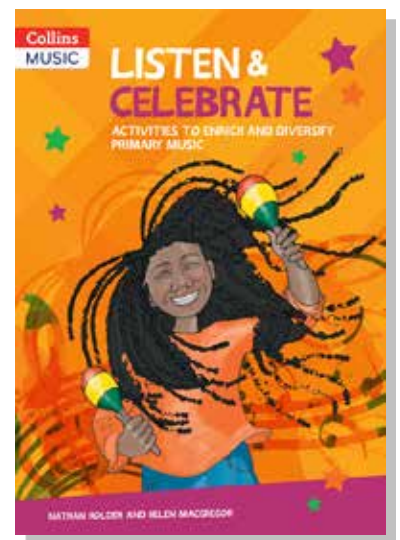
As well as supporting UK National Curriculum objectives this book will help bring breadth and depth to children's musical experience and understanding, offering a glimpse of the huge variety of music in the world and featuring composers from a range of backgrounds and experiences.

Please note audio is not supplied as part of this resource, but guidance is given on how to find recordings online.



“Designed to be inclusive, respectful and to celebrate the enormous achievements of individual composers, the contemporary selection of pieces, as well as the relevance of 21st-century concerns such as deforestation and refugee crises, will surely inform and inspire children of a primary school age.”

Julie Digby, music educator, researcher and consultant



RESOURCES
1 Fam display

FARMER NAPPY ET AL.

FARMER NAPPY ET AL.
1 FAM

Composed by a collaboration of various Caribbean musicians

Genre: Soca.
Piece: 1 Fam celebrates the cultural diversity in the Caribbean in 2020.

BACKGROUND INFORMATION

All of these musicians make their own music, but they collaborated (like a family) to write this piece together.

Farmer Nappy (real name Daryl Henry)

- A Trinidadian soca artist who has been making music and performing for over 30 years.
- He has worked with many big soca stars, encouraging people to dance and have a good time!

Nichel Montano

- Also from Trinidad and, like Farmer Nappy, has performed around the world, bringing the culture of Trinidad to many people.

Don Be (real name Erikson George)

- Don 'n' George is a producer, DJ and songwriter, also from Trinidad.

James Morgan (known as Jimmy P)

- Comes from St Vincent and the Grenadines. He has been making music around the Caribbean for over 15 years.

Soca developed from calypso music in the 1970s in Trinidad and Tobago.

- Lord Shorty is acknowledged as the developer of the style, fusing the words 'soul' and 'calypso' to get 'sokul', but which is now spelled 'soca'.
- Soca is generally faster than most calypso, and is written for parties and carnival, with lots of catchy and repetitive melodies and lyrics.
- The lyrics of 1 Fam describe how the different Caribbean islands are culturally different yet all part of the same family.
- The song has a repetitive and driving syncopated bassline underpinning most of it, and the bass drum provides a steady pulse for people to dance to.
- There is a catchy chorus that repeats many times throughout.
- Instrumental heard in this song are: steel pan, drums, synthesised brass sounds and brass guitar.

FURTHER LISTENING

- Backyard jam by Farmer Nappy – a participatory song celebrating having a party with friends in the backyard.
- Soanash grass by Kei – Kei are a popular band from Trinidad and this song was written for Carnival 2020.
- Vibrations groove by Lord Shorty and Vibrations International – one of the first soca songs Lord Shorty produced.

RESOURCES
Human family chant

We're all part of the hu - man

Same or dif - ferent, that's just y

Does - n't mat - ter, that's the way to be!

18

© Collins resources, visit collins.co.uk/resources/details/aboutus/default

KEY STAGE 1

FARMER NAPPY ET AL.

1 FAM

ACTIVE LISTENING

- Listen to 1 Fam. As you listen, demonstrate some simple, repetitive dance steps on the spot for the children to copy, e.g. moving arms, hips or feet to the beat.
- Where do they think this music is from and where would it be played? (E.g. a party, carnival, celebration.)
- Listen again, and think of activities that might need doing to prepare for a party or carnival and use these to invent titles for some dance moves, e.g. 'swipe the floor', 'be up the bunting!', 'mix up a cake', 'roll the dough!', 'play the piano', 'dance to soca music!'

Once the children are familiar with the moves, play the audio again, calling out the moves in a new order. Ask the children to invent their own dance moves and all join in to learn them.

- In a large space, indoors or out, choose a leader to lead the dancers in a line along with the audio. The children copy the leader's dance moves around the space. The leader can call out the titles of the dance moves as they change.
- Give other children turns at leading the dance.

COMPOSING

Sit in a circle and teach this chant to the children (see page 52 and online resources), adding body percussion on the pulse throughout (e.g. tap alternate hand, or knee, clap, knee, clap.).

We're all part of the human family.
Same or different, that's just you and me.
Doesn't matter, that's the way to be!

Discuss what the words mean to the children. In what ways are we 'the same or different'?

All say the chant then call out a subject, such as 'fruit'. Children take turns going round the circle chanting their favourite fruit, e.g. 'I like bananas', 'I like orange'...

When everyone has had a turn, all say the chant again and choose a different subject (e.g. sports, colours, food) then go round again.

Listen again to 1 Fam. Can the children say what is similar about the lyrics and the game they have played? Can the children say the chant along with the first three lines of the song's chorus each time it comes in the song?

Encourage the children to dance to the music on the spot.

ASSESSMENT

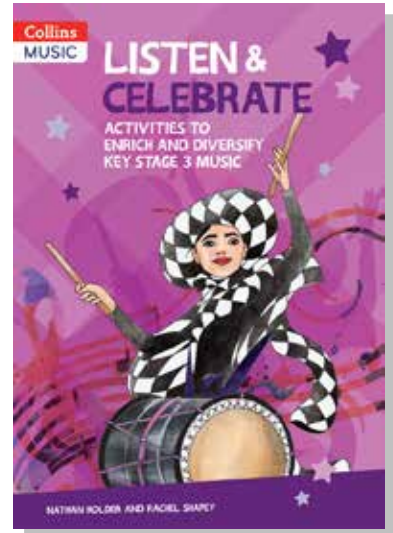
- Can the children move with awareness of the beat of the music?
- Do the children chant in rhythm with awareness of the steady beat?
- Can they combine a body percussion beat with chanted rhythms?

PROGRESSION

- In small groups or pairs, children invent four new dance moves with titles, then perform them in a sequence.
- Two groups join together. Each group takes it in turn to accompany the other dancing group with percussion rhythms, e.g. using maracas, drums or claps. They may like to repeat some of the word rhythms they have chosen in the chant circle game, e.g. 'I like bananas', 'I like mango', or just bananas' mango'.

“There could not have been a more appropriate title for this book. It reminds us of the importance of keeping our eyes and ears open to composers of all backgrounds. In this, we find variety and richness that encourages us to listen further, so that we too can celebrate.”

Eleanor Rashid for Music Teacher Magazine



Provides background information to give context and inspire

KOFFEE TOAST

KOFFEE (birth name Mikayla Simpson); born in Spanish Town, Jamaica, 2000

Genre/style: Reggae.
Place: Toast is a reggae track produced with zyBeats and Walshy Fire and released in 2019, from Koffee's album Rapture.

BACKGROUND INFORMATION

Koffee is a Jamaican musician and composer who became an international superstar at 18 with the release of her single *Toast* in 2018. Her success has seen her music appear on former President Barack Obama's playlists, and her music has featured in movies.

- She was brought up in a musical household, started playing the guitar when she was 12 years old and performed regularly in church and at school.
- Thanks in part to social media and her 2017 song *Legend* about the sprinter Usain Bolt, she began to gain international recognition – a year later, she was performing her song *Toast* around the world.
- Her album *Rapture* won a Grammy award for Best Reggae Album in 2020, which made her the only woman, and the youngest person ever to have won that award.
- Her influences include the Jamaican reggae artist Chronixx (who she has performed with) and the British rapper Giggs. Chronixx is mentioned by name in the first verse of *Toast*.
- Toast* has had over 155 million plays on Spotify to date.
- The track was produced by the Grammy-winning producers Walshy Fire and zyBeats.

Toast is a catchy and positive song that many people on social media have said they have found to be comforting and a source of inspiration. The lyrics come from a moment in Koffee's life when she felt very grateful and are spokenkang in Jamaican patois. The tempo and feel of the song have led many people around the world to choreograph dances to it. Although this song is referred to as reggae, it has been influenced by reggae, dancehall and pop. Koffee sings and raps on the track which has a steady tempo designed to be easy to listen to but also danceable.

- There are many small elements which change the texture throughout, including pizzicato strings, percussion, 808s and other synthesised sounds.
- The syncopation in the bassline and counter melody makes the song easy to dance to.
- The bassline is made up of two arpeggiated chords: F# major and F minor.
- The counter melody is first heard at 0:33 and outlines the F# major chord while adding a D#(Fadd2), and the F minor chord while adding a Bb(F#minadd2).
- At 2:26, there is a **breakdown** and various elements of the song are re-introduced one after the other in every bar.
- At 2:48, the tempo halves and fades out to the end.

Points for discussion

- How might it feel to be the first woman to win a Grammy in any award category?
- How is *Toast* different from other reggae you may have heard by artists such as Bob Marley?
- Why do you think reggae music has resonated with so many people around the world?

FURTHER LISTENING

- Rapture* by Koffee – the title track of her award-winning album; this track fuses pop, reggae and hip-hop styles underpinned by a heavy synth bass.
- I'm still in love* by Horrendous Ellis – this classic reggae track which she released in 1977, was later covered by Jamaican rapper Sadeq Paul in 2003.
- Cut after cut by Dennis Bovell – this dub reggae track released in 1987 features a deep and laid-back bassline, with many **cross-rhythms** played on the **snare drum**. Dub is an instrumental style of reggae music.

KOFFEE TOAST

COMPOSING

Compose a short piece combining a riff and vocals.

To include:

- Syncopated riff built from alternating major/minor chords.
- Explanation of positive words/phrases through spoken/sung lyrics.

Pupils work in pairs to develop their composition, keeping a note of their ideas on the Composition planning sheet.

1. Choose two chords

Give pupils the chords E and F (or two other chords of your choice a **tone** or **semitone** apart). They can choose one to be major and one to be minor. Encourage them to start by alternating two bars of each chord (1 2) and then experiment with off-beats.

2. Compose the riff

Remind pupils of the syncopated rhythms played in the Explore activity. Using the notes of the two chosen chords (and any ideas created previously), pupils compose their two-bar riff. Encourage simplicity and the use of repetition.

3. Compose the lyrics

Building on the Explore lyrics activity, pairs can write a short chorus using these steps:

- Write down up to four things that they are thankful for, with a sentence for each one to explain why (e.g. "My sister – she makes me laugh and always listens.")
- Practise saying the sentences out loud over a steady beat and explore putting emphasis in different places, using pauses and repeating particular words to develop their flow.
- If pupils would prefer to sing, show how to introduce pitch to the vocal phrases through using the trial notes as a starting point and filling in the gaps with stepwise movement. Invite pupils to try this themselves.



Contains guidance on differentiation and assessment and 'taking it further' ideas

ASSESSMENT

- Can pupils identify the difference between major and minor chords and move from one to another on the keyboard?
- Are they able to clap or play simple off-beat and syncopated rhythms?
- Can they compose a riff using major and minor triad notes?

TAKING IT FURTHER

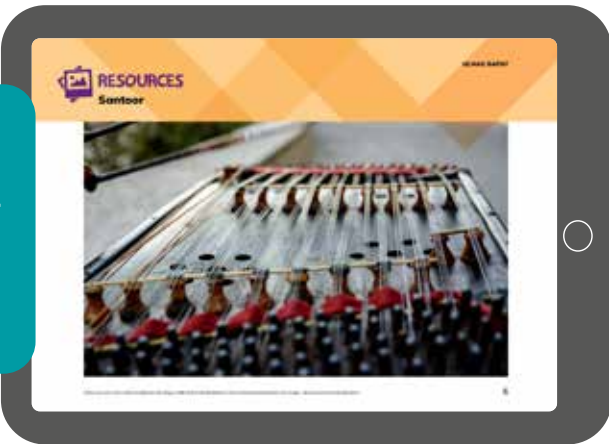
- If **DAWs** are available, pupils can play their riffs into a bass guitar track and record their vocal parts over them.
- Pupils could watch some dance videos created for *Toast* (see online resources) and then choreograph their own routines.

ONLINE RESOURCES

- Major/minor triads
- Toast dance videos
- Composition planning sheet
- Composing brief and differentiation strategies

Online resources included:

- Display sheets
- Information sheets to provide further context
- Composition planning sheets
- Supporting visual sheets
- Links to video clips



Listen & Celebrate Primary Paperback 56pp 978-0-00-853156-0

Listen & Celebrate KS3 Paperback 56pp 978-0-00-862093-6

How to teach Music

Handbooks of practical ideas to aid, inspire and invigorate practitioners. These books are invaluable dip-in resources for both specialist and non-specialist music teachers.

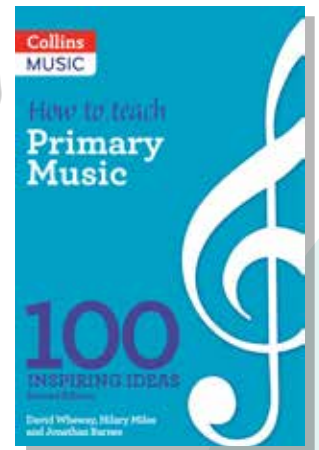
100

INSPIRING IDEAS

Now includes tips on using music technology

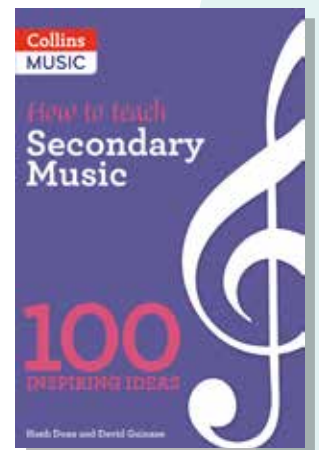
How to Teach Primary Music (Second edition)

Creative ideas that tackle everything from singing, creating tunes and using music technology through to classroom management, working with music hubs and putting on a performance.



How to Teach Secondary Music

Fresh ideas to support every aspect of music teaching in secondary schools – from lesson planning, behaviour management, and recordings through to ensembles, music tours and examinations.



How to Teach Instrumental & Singing Lessons

Ideas you can apply to any instrument, on how to tackle everything from scales, sight-reading and performance anxiety to group teaching, special needs and business practicalities.

“What these ideas communicate is the living dynamic of a music department buzzing with ideas, action and, above all else, music making that has meaning and purpose.”

John Finney, former Senior Lecturer in Music Education at the University of Cambridge



50

INSPIRING IDEAS

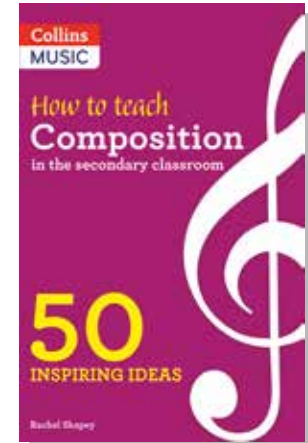
How to Teach Whole-Class Instrumental Lessons

Concise ideas tackling everything from repertoire, pedagogy and assessment to instrument maintenance, safeguarding and classroom management.



How to Teach Composition in the Secondary Classroom

Fresh and inspiring ways to invigorate composition in the classroom and beyond, from starters and plenaries, inspiration and project ideas to composition techniques, technology and assessment.



How to Teach Primary Music (2nd edition)	Paperback 112pp	978-0-00-856119-2
How to Teach Secondary Music	Paperback 128pp	978-1-4729-2737-8
How to Teach Instrumental & Singing Lessons	Paperback 128pp	978-1-4729-2739-2
How to Teach Whole-Class Instrumental Lessons	Paperback 64pp	978-0-00-841291-3
How to Teach Composition in the Secondary Classroom	Paperback 64pp	978-0-00-841290-6

Inspire Your Choir

Mark De-Lisser (vocal coach on BBC's *The Voice* and mentor on *The Naked Choir*) and Dominic Peckham (leading choral director & ambassador and mentor on *The Naked Choir*) provide 100 ideas on how to take choirs to the next level.

Sharing their wealth of knowledge and experience, Dominic and Mark's advice will get great groups started, keep choirs moving forward and encourage the best from individual singers, keeping it fun along the way.

Whether you want to start a choir from scratch, rehearse more effectively, or improve your performances, this pocket-sized guide is an essential resource.



Inspire Your Choir Paperback 160pp 978-1-4729-2740-8

PRIMARY MUSIC LEADER'S HANDBOOK

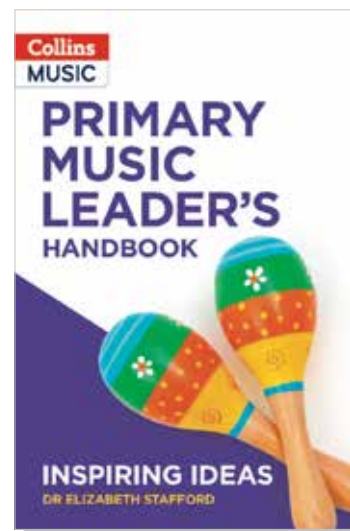
An essential resource for any music subject leader working in a primary setting.

This practical handbook explains and supports every aspect of the role – defining your vision, curriculum design, assessment, extracurricular activities, performances, supporting colleagues and much more.

Teachers new to the role or with little musical experience will find an accessible starting point and straightforward explanations of the basics. Music leaders who are more established will benefit from Dr Elizabeth Stafford's useful insights into research and thought provoking points. Regardless of your journey so far, this book will be your guide, supporting and encouraging you to deliver the best music provision that you can offer.

“This is a real treasure-trove for primary teachers seeking to develop and lead music in their school. It is packed with grounded practical advice and guidance to support music to thrive in every school. ... I am sure that teachers at all stages of their career will find sources of inspiration in this brilliant and yet concise guide.”

Dr Ally Daubney, Honorary Senior Lecturer (Education) at the University of Sussex



Curriculum music – what do you need to know?

The expectation is that all primary teachers have excellent pedagogical understanding of all the subjects that they teach. But in reality we know that this is not always the case, and particularly so in the case of music! The 'foundation subjects' are traditionally not given a great deal of attention in ITE (Initial Teacher Education) where the focus tends to be firmly on the 'core' subjects of English and maths. This means that many primary teachers rely on their own education for their understanding of the 'foundation' subjects. Given that currently only around five thousand students take A-level music each year, and around 35 thousand take GCSE (Cultural Learning Alliance), this means that in all likelihood the majority of your school's teachers will have 'dropped' music at the end of KS2.

What all this means is that to be an effective music subject leader, you need to develop a strong musical understanding so that you can support your colleagues who may be less confident or expert in music. This doesn't mean that you have to be a music 'specialist' with a degree or Grade 8 qualification. All the knowledge and skills you need can be learnt on the job!

Skill areas

Most schools are required to follow some form of prescribed national curriculum. Although the specifics of each devolved nation's national curriculum differ, they all cover the same broad skill areas:

- listening to music
- performing (singing and with instruments)
- improvising and composing music.

And, they aim to build

- theoretical understanding – gaining some theoretical knowledge around the way music functions, its place in history, and its communication systems (for example, musical notations, including staff notation).

Top tip

Although you might not think it, being a 'non-specialist' may give you an advantage over a music specialist in that you will know first-hand how a less confident musician can develop their knowledge to become more confident in teaching music, which will help you design more effective support systems for your colleagues.

Elements of music

Music is made up of key elements or building blocks, which are combined together to create an artistic effect. In England these are referred to as the 'inter-related dimensions of music' to encourage teachers and children to consider how they work together rather than in isolation.

The elements of music

Element	Definition
Pitch	The sound frequency of a note (high/low)
Duration	The length of a note (long/short)
Dynamics	The volume of the music (loud/quiet)
Tempo	The speed of the music (fast/slow)
Timbre	The quality or 'colour' of sound (what makes different instruments and voices sound unique), e.g. 'bright', 'dark', 'warm'
Texture	The number of layers within the music (thick/thin)
Structure	How the music is organised (sections)

This table is available online alongside some common associated vocabulary and their definitions (see online resources).

Notation

While your first thought when you read the word 'notation' may be staff notation – the lines and dots that make up the communication system developed for Western classical music – 'notation' can actually encompass any method of writing music down.

For example, in a primary school you are likely to use:

- 'letter notation' – where instead of using staff notation you write down the letter names of the notes to be played
- 'graphic notation' – where you draw images to represent the different sounds in the music.

There are no hard and fast rules when using these types of notation, whereas 'official' systems like staff notation do require you to work within prescribed parameters. Below we have provided some brief guidance for how staff notation works.

SING! PLAY! LEARN!

KS1 KS2

with



No music reading required

Topic-based approach



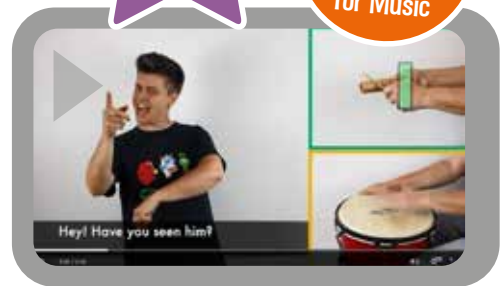
Ridiculously fun!

Supports the UK National Curriculum for Music

Based on popular topics, these catchy tunes enable primary class teachers to teach music while supporting learning across the whole curriculum.

Each song comes with an easy-to-follow teaching video with on-screen lyrics and actions, performance and backing audio, PDF lyrics for whiteboard display and teaching notes!

Optional percussion parts are also demonstrated on the videos, and there's a selection of warm-ups and focus-builders to get everyone ready for singing!



Ideas for First Access (Wider Opportunities)

Supports SEND

Promotes physical activity

“What a lovely voice Al Start has, and I love the way she uses real instruments to accompany her songs.”

JULIA DONALDSON

SEPTEMBER 1666

(Introduction)

VERSE 1
Early in the morning at 1am
As London Town was sleeping,
A tiny spark lit the dark,
And the fire it came a-creeping.

Thomas woke to thick black smoke,
He'd never seen such a thing!
They lay the blame on Pudding Lane
And the baker to the King.

CHORUS
He set it on fire – bum'd it all down,
Is that the end of London Town?
It's gone up in flames like kindling sticks,
September 1666.

VERSE 2
At the Star Inn on Fish Street Hill,
The landlord stood a-weeping,
As the wind it blew, the sparks they flew
And the flames they started leaping.

The streets were so thin, they couldn't do a thing
To stop that fire from spreading.
For three more days it blazed and blazed,
It was a nightmare they'd been dreading.

SEPTEMBER 1666

GRAPHIC SCORE

C	D	E	F	G	A	B	C	D	E	F	G	A
o	o	o	o	o	o	o	o	o	o	o	o	o
o	o	o	o	o	o	o	o	o	o	o	o	o

COUNT	1 &	2 &	3 &	4 &	1 &	2 &	3 &	4 &				
NOTES	G	F	E	F	G	F	E	F	G	F	E	E

Sample pages taken from Sing! Play! Learn! KS1

Sing! Play! Learn! KS1 Paperback 56pp, video 978-0-00-831822-2
 Sing! Play! Learn! KS2 Paperback 56pp, video 978-0-00-831823-9



Singing Subjects

No music reading required

Sing to learn while you learn to sing!

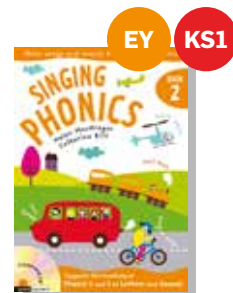
Our wide range of cross-curricular singing resources will help your pupils consolidate key subject concepts and core skills through music. These engaging resources will bring a fun new dimension to teaching English, maths, science, history and modern languages.

Singing Phonics

These lively songs use familiar tunes set to carefully constructed words that guide teachers and practitioners through phonics development. Packed with cross-curricular links, each book offers child-initiated activities and games along with audio of performance and backing tracks.



EY



EY

KS1



KS1

LKS2

SOUNDS AROUND

Using the song

Listen to the song Sounds Around (Track 31)

Discuss each of the sounds the children noticed in the song and experiment making vocal sounds for each verse to represent rain, wind and sea - e.g. rain - ssssss; wind - hoooo; sea - whoosh.

Play the song again, encouraging the children to join in with the chosen vocal sounds in the appropriate places.

Child-initiated play

Place pictures of environmental sound sources where the children can use them to explore making the sounds with their voices, e.g. dropping top, traffic.

Prompt them to explore sounds with other themes using toys, pictures of percussion instruments as a stimulus, e.g. mackinac, animals, transport, musical instruments.

Extend the activities

Go on a listening walk to notice the sounds around.

Sing the chorus of the song together. Ask the children for a sound they can hear in a card and then sing the verse with new words of your own, e.g.

Listen to the cars,
Oh, listen to the cars,
All around us everywhere
Let's listen to the cars.

If possible, record the sounds you hear to take back and listen to later, or alternatively, take a photo or draw a picture of the sound source.

Recall the sounds you heard by singing the song with the children. Change the words as appropriate and play back the recording during line 3 of the verse, or sing matching vocal sounds suggested by the children, e.g.

pebbles underneath - crunch crunch
water splashing 'round - splash splash
bubbles in the air - bbbbbb

Use the photos or pictures to remind the children of the list of sounds they collected.

SOUNDS AROUND

Tune: farmer's in the den

Listen to the sounds,
Oh, listen to the sounds.
All around us everywhere
Let's listen to the sounds.

Listen to the rain,
Oh, listen to the rain.
(rain sounds)
Let's listen to the rain.

Listen to the sounds,
Oh, listen to the sounds.
All around us everywhere
Let's listen to the sounds.

Listen to the wind,
Oh, listen to the wind.
(wind sounds)
Let's listen to the wind.

Listen to the sounds,
Oh, listen to the sounds.
All around us everywhere
Let's listen to the sounds.

Listen to the sea,
Oh, listen to the sea.
(sea sounds)

Listen to the sounds,
Oh, listen to the sounds.
All around us everywhere
Let's listen to the sounds.

Singing Science LKS2

Introduces key concepts, vocabulary and facts about science. Topics include plants, moving and growing, teeth and eating, habitats, solids and liquids.



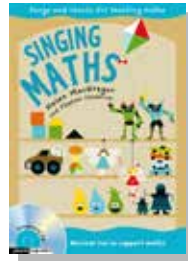
Singing Spelling LKS2

Play-based activities to enrich language experience. Includes key spelling and grammar rules.



Singing Maths LKS2

Introduces key numeracy concepts such as counting, sequences, shape, space and measure, handling data and algebra.



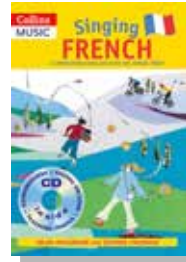
Singing Times Tables KS1

Rhythmic rapping and vibrant vocals transform learning the times tables – whether it's rote learning, applying calculations or testing them. For times tables with a special x factor, these cool, contemporary songs are the place for kids to start.



Singing Languages KS2

Contemporary songs carefully devised to teach basic words and phrases. Each pack contains 22 photocopiable songs and audio of performance and backing tracks.



Bonjour

saying hello and goodbye/asking how someone is

Using the song

All listen to the song (Track 1). Ask the children to identify any words they recognise, such as **Bonjour**.

Teach the vocabulary either by listening to the song or by using the words provided for the children to copy. Ensure that everyone knows the meaning of the words in each line.

Learn to sing one line of the song at a time. Listen to the mp3 sections without playing in. When the class is familiar with the whole song, sing it with the backing track (Track 2).

Developing the vocabulary

With your class, listen to the spoken greetings and farewells in the mp3 version (Track 1). Ask the children to count how many times each word or phrase is repeated. Together, identify the occasion in which they appear.

To introduce the class to the written words, write each of the phrases on the board or display an enlarged copy of the photocopiable song sheet. Invite an individual to come on and point to each phrase as if to speak during the mp3 section.

Introduce other vocabulary that may be used in greetings or farewells, eg **Bonjour Madame/Monsieur!** (used when greeting an adult), **Bonsoir!** (farewell), **Ça va très bien, merci. Et toi?** (I'm very well, thank you. And you?)

vocabulary

Bonjour = hello/good morning/hi
Ça va?/Comment ça va? = how are you?
Bonsoir = hi
Au revoir! = goodbye
Bonsoir! = hello/good evening

Bonjour

Bonjour! Bonjour! Bonjour! Ça va? Comment ça va? Salut! Salut! Salut! Au revoir! Bonsoir! Bonsoir!

mp3 Bonjour! Bonjour! Ça va? Ça va? Comment ça va?
 Bonjour! Bonjour! Ça va? Ça va? Comment ça va?
 Bonjour! Bonjour! Ça va? Ça va? Comment ça va?
 Bonjour! Bonjour! Ça va? Ça va? Comment ça va?

Bonjour! Bonjour! Bonjour! Ça va? Comment ça va? Salut! Salut! Salut! Au revoir! Bonsoir! Bonsoir!

mp3 Salut! Salut! Salut! Salut! Salut! Salut!
 Au revoir! Au revoir! Bonsoir! Bonsoir!
 Salut! Salut! Salut! Salut! Salut!
 Au revoir! Au revoir! Bonsoir! Bonsoir!

Bonjour! Bonjour! Bonjour! Ça va? Comment ça va? Salut! Salut! Salut! Au revoir! Bonsoir! Bonsoir!

Follow-up work

Use small groups for children to create a poster or to identify the occasion in which each phrase is repeated. Use the mp3 version of the song to check the meaning of the words and the use of each phrase in context.

The song sheet is to help to perform the song. Use with the backing track. Use with the mp3 version of the song.

Singing Phonics Book 1	Paperback 80pp, audio	978-1-4081-0472-9
Singing Phonics Book 2	Paperback 80pp, audio	978-1-4081-1451-3
Singing Phonics Book 3	Paperback 80pp, audio	978-1-4081-2374-4
Singing Science	Paperback 64pp, audio	978-1-4081-6559-1
Singing Spelling	Paperback 64pp, audio	978-1-4081-4087-1
Singing Maths	Paperback 64pp, audio	978-1-4081-4086-4
Singing Times Tables Book 1	Paperback 64pp, audio	978-1-4081-9475-1
Singing French	Paperback 64pp, audio	978-0-7136-6898-8
Singing English	Paperback 64pp, audio	978-0-7136-7361-6
Singing Spanish	Paperback 64pp, audio	978-0-7136-8880-1

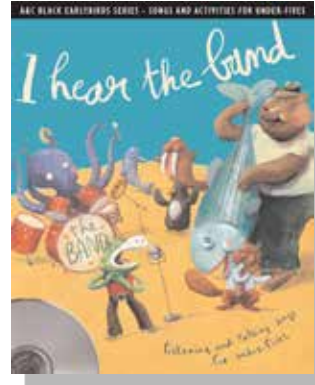
Suitable for generalist teachers

Early Years Songbooks

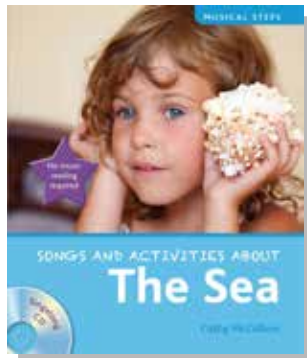
No music
reading required

Early Birds EY

The *Earlybirds* series showcases some of the liveliest, most engaging songs for young children. Each pack contains an audio link, full lyrics and teaching activity notes.



I Hear the Band	Folded card 6pp, audio	978-1-4081-1455-1
Clap Your Hands	Folded card 6pp, audio	978-1-4081-1454-4



Musical Steps EY

A specially designed series for early years practitioners with no musical experience to help introduce music through popular topics.

These friendly, full-colour guides are packed with photos and step-by-step instructions on how to teach songs and actions, with related activities linked to key areas. There are also plenty of child-initiated activity ideas and clear guidance for observation. The audio includes backing tracks and sample performances.

The Sea	Paperback 48pp, audio	978-1-4081-6563-8
Animals	Paperback 48pp, audio	978-1-4081-6564-5
Homes	Paperback 48pp, audio	978-1-4081-6562-1
Ourselves	Paperback 48pp, audio	978-1-4081-6561-4

Noisy Picture Books EY

Take a great story and lots of silly sounds, mix with a happy helping of children, and you have a Kaye Umansky *Noisy Picture Book*. Riotously funny re-tellings of favourite tales with full-colour illustrations.



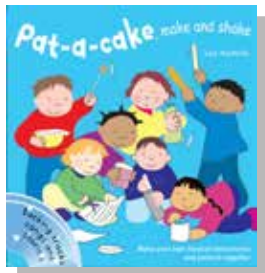
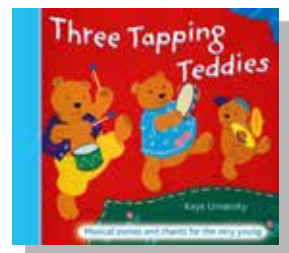
Billy Goats Gruff	Paperback 24pp, audio	978-1-4081-9237-5
Three Little Pigs	Paperback 24pp, audio	978-1-4081-9241-2
Little Red Hen	Paperback 24pp, audio	978-1-4081-9240-5

Early Years/KS1 Songbooks

No music reading required

Three Tapping Teddies EY

15 stories retold by Kaye Umansky. Includes: *Goldilocks*, *Little Red Riding Hood*, *Pinocchio*, *Chicken Licken* and *Cinderella*. See page 25 for other songbooks for older children.



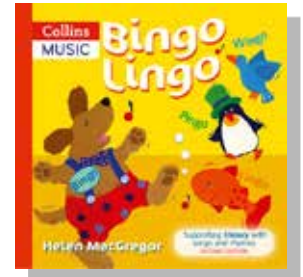
Pat-a-cake, make and shake EY KS1

Quickly make and instantly play your own musical instruments from everyday materials. Shake, scrape and tap along with the audio or create your own music. Includes traditional tunes and cross-curricular links.

Three Tapping Teddies	Spiral bound paperback 64pp	978-0-7136-7473-6
Pat-a-cake, make and shake	Spiral bound paperback 64pp, audio	978-1-4081-1524-4

Bingo Lingo EY KS1

Aid the development of literacy, listening, and spoken language skills with these engaging songs, rhymes and chants.

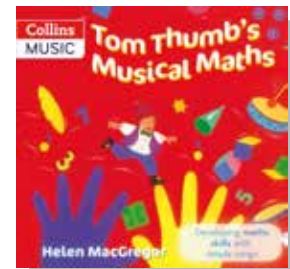


The Handy Band EY KS1

Songs to support personal, social and emotional development. Topics include: taking turns, washing and dressing, respecting ourselves and others.

Tom Thumb's Musical Maths EY KS1

Develop maths skills imaginatively through songs, rhymes and chants. Based on known tunes with catchy new words, these songs are instantly accessible to all.



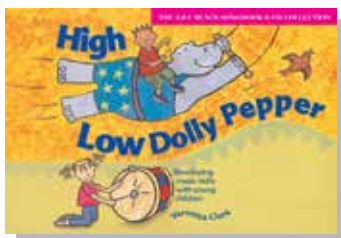
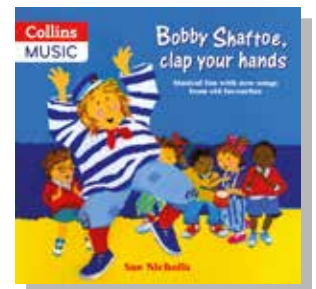
Bingo Lingo	Spiral bound paperback 64pp	978-0-7136-7324-1
The Handy Band	Spiral bound paperback 64pp	978-0-7136-6897-1
Tom Thumb's Musical Maths	Spiral bound paperback 64pp	978-0-7136-7295-4

KS1 Songbooks

No music
reading required

Bobby Shaftoe, Clap Your Hands KS1

Cross-curricular songs to inspire creative, musical play and fun with improvisation – make up sound effects for a spooky dinner guest, a fiery dragon or a prickly hedgehog. Actions, movement and acting all add to the fun.



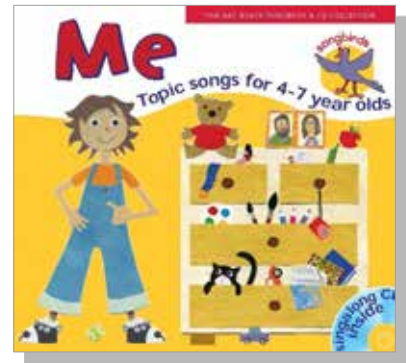
High Low Dolly Pepper KS1

This varied collection includes games, poems, songs and stories, and offers children the chance to understand the dimensions of music through varied and humorous material. Including audio with all the songs and stories, this book can be worked through progressively or used as a dip-in resource.

Bobby Shaftoe, Clap Your Hands	Spiral bound paperback 64pp	978-0-7136-3556-0
High Low Dolly Pepper	Spiral bound paperback 96pp, audio	978-0-7136-6345-7

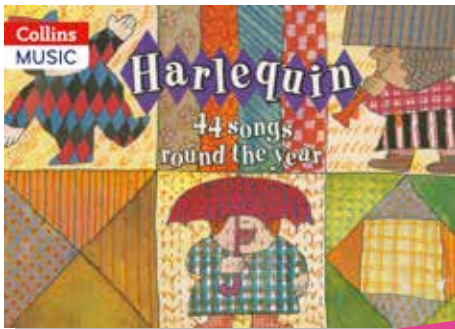
Songbirds: Me KS1

This book contains songs about the body, the five senses, growth, change, and 'food and drink' and is perfect for topic work in PHSE. The songs appeal especially to young children and are short enough to teach by rote. No music reading is required and the audio includes both sample performances and backing tracks.



Songbirds: Me *Spiral bound paperback 48pp, audio* 978-0-7136-4800-3

KS1/KS2 Songbooks



Great for assemblies

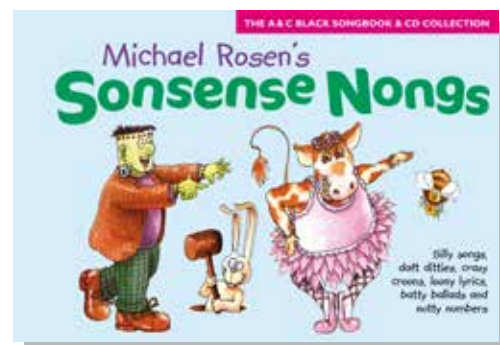
Harlequin KS1 KS2

Mark the passing seasons and celebrate festivals with this timeless cross-curricular resource of 44 songs for both classroom and assembly. Includes backing tracks, piano accompaniments and percussion parts.

Sonsense Nongs KS1 KS2

Michael Rosen's favourite silly songs – with acrobatic actions, rappy rhymes and an orchestra of annoying noises. Includes a singalong audio of all piano accompaniments.

No music reading required



Harlequin *Spiral bound paperback 80pp, audio* 978-0-7136-6240-5
 Sonsense Nongs *Paperback 80pp, audio* 978-0-7136-5935-1

KS2 Songbooks

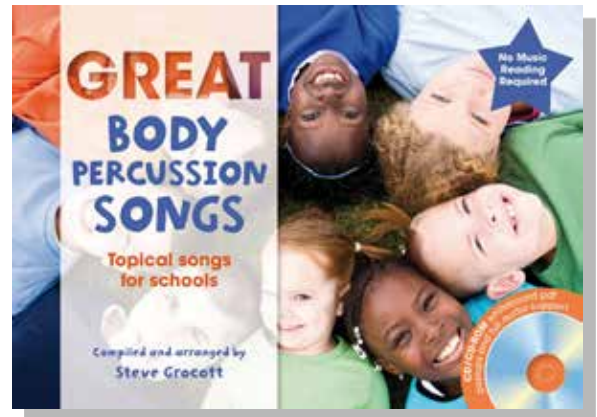
No music
reading required

Great Body Percussion Songs KS2

Great Body Percussion Songs give you fast and friendly ways into great classroom singing – just pop them up on your whiteboard and all join in.

The pack contains:

- Six great songs with body percussion for KS2. Includes beat boxing, vocal tricks, clapping, stamping, clicking and tapping
- Whiteboard lyrics
- Lesson Plans
- PowerPoint slide shows and movies
- Full audio support
- Printable piano accompaniments and guitar chords



Great Body Percussion Songs

Paperback 16pp, audio

978-1-4081-4710-8



The Singing Sack KS2

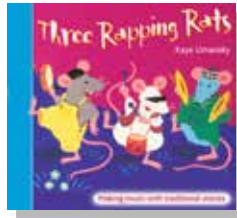
28 song-stories from around the world. An excellent resource for teaching and learning about different cultures as well as promoting literacy and singing skills. Includes performance audio.

The Singing Sack

Paperback 80pp, audio

978-0-7136-5805-7

Three Rapping Rats KS2



Three Singing Pigs KS2



An award-winning series of traditional and original stories told by Kaye Umansky. Each story contains a song, rap or chant followed by accessible musical activities in performance, listening and composition. An ideal creative linking of literacy and music. See page 23 for our Early Years songbook *Three Tapping Teddies*.

Three Rapping Rats	Paperback 64pp	978-0-7136-7315-9
Three Singing Pigs	Paperback 64pp	978-0-7136-7325-8

Songsheets KS2

These fantastic cross-curricular songsheets are perfect for assemblies and concerts as well as for enlivening topic work at Key Stage 2. With catchy tunes and memorable lyrics, these fun songs are easy to pick up using the audio and make learning and digesting new ideas easy.

Each songsheet contains:

- Teaching and performance guidance
- Audio containing song demos, backing and teaching tracks
- A piano and vocal score



CITIZENSHIP		
Needs, Wants and Rights	Folded card 6pp, audio	978-1-4081-0440-8
Choices	Folded card 6pp, audio	978-1-4081-0441-5
Moving On	Folded card 6pp, audio	978-1-4081-0442-2
Respect	Folded card 6pp, audio	978-1-4081-0443-9
GEOGRAPHY		
Wonderful Waterworks	Folded card 6pp, audio	978-0-7136-7844-4
Hot Off the Press	Folded card 6pp, audio	978-0-7136-8223-6
HISTORY		
Viking Rock	Folded card 6pp, audio	978-0-7136-8311-0
Evacuate, Evacuate!	Folded card 6pp, audio	978-0-7136-8312-7
Just Like a Roman	Folded card 6pp, audio	978-0-7136-7182-7
SCIENCE		
It's a Gas!	Folded card 6pp, audio	978-0-7136-7448-4

Whole-class ensemble teaching

Magic

Transform your group instrumental lessons

Perfect for whole-class teaching

Performance and backing audio also available



KS1 KS2

Ukulele Magic and Recorder Magic are included in Music Express! Try for free – see page 7

Ukulele Magic offers everything you and your pupils need to get started on the ukulele – whether solo, with friends or in a whole-class setting. Specially devised for primary aged children, this method is available in pupil and teacher editions to suit your needs.

Pupil's Book 1

- 25 fun pieces progressing from open strings to songs with three chords
- Step-by-step instructions for playing six chords
- Audio containing performance and backing tracks

Tutor Book 1

Includes a whiteboard e-book with embedded audio and video tutorials to make teaching seamless: ideal for First Access.

Pupil's Book 2

- Fully supported with audio performances and backings
- Builds on the learning in Book 1 with new chords, scales, finger-picking and strumming patterns
- Opportunities for composing, improvising and ensemble playing

Tutor Book 2

Includes a downloadable whiteboard e-book with embedded audio and video demos.

Ukulele Magic Songbook

Provides additional repertoire to consolidate learning and challenge able students!



Sample from Ukulele Magic Teacher's Edition whiteboard e-book

Ukulele Magic: Pupil's Book 1	Paperback 32pp, audio	978-1-4081-8698-5
Ukulele Magic: Tutor Book 1	Paperback 32pp, audio, digital files	978-1-4081-5729-9
Ukulele Magic: Pupil's Book 2	Paperback 32pp, audio	978-0-00-839472-1
Ukulele Magic: Tutor Book 2	Paperback 32pp, audio, digital files	978-0-00-839471-4
Ukulele Magic Songbook	Paperback 32pp, audio, digital files	978-1-4729-2919-8

KEYBOARD MAGIC

KS1

Part of the acclaimed *Magic* series, this fun and approachable method introduces young people to the keyboard through 10 units of enjoyable activities and pieces.

Pupil's Edition

- Aimed at the complete beginner
- Easy to follow, specially designed notation
- Downloadable audio demonstrations

Teacher's Edition

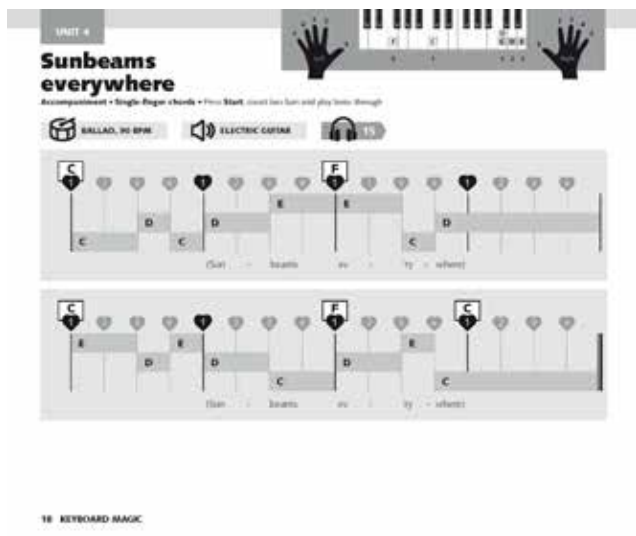
- Downloadable video and audio demonstrations
- Teaching tips
- Standard music notation
- E-book included for whiteboard display



Sample from Keyboard Magic (Teacher's edition) whiteboard e-book



Video demos included with Teacher's edition



Sample from Keyboard Magic (Pupil's edition)

Keyboard Magic Tutor Book 1 (Pupil's edition)

Paperback 48pp, audio

978-0-00-852522-4

Keyboard Magic Tutor Book 1 (Teacher's edition)

Paperback 48pp, audio, digital files

978-0-00-852521-7

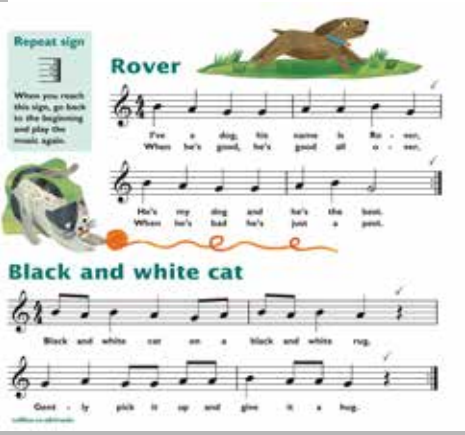
RECORDER MAGIC

KS1 KS2

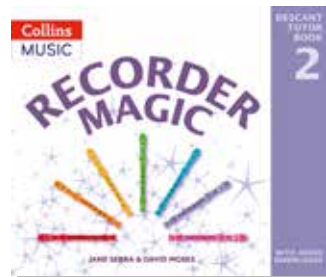
Recorder Magic is an acclaimed recorder method for beginners, with fresh new tunes and performance opportunities right from the start. Perfect for specialist and generalist teachers alike.



Included in Music Express Online! Try for free – see page 7



Samples from Tutor Book 1



Recorder Magic Piano Accompaniments includes 138 pieces from tutor books 1-4

Recorder Magic Tutor Book 1 (2nd ed.)	Paperback 32pp, audio	978-0-00-853658-9
Recorder Magic Tutor Book 2 (2nd ed.)	Paperback 32pp, audio	978-0-00-862094-3
Recorder Magic Tutor Book 3	Paperback 32pp	978-0-7136-5144-7
Recorder Magic Tutor Book 4	Paperback 32pp	978-0-7136-5145-4
Recorder Magic Audio (Books 1-4)	Audio download	978-0-00-840074-3

Abracadabra String Beginners

Introduce the very basics of string playing in whole-class, group or individual settings with our four *Abracadabra String Beginners* pupil books for violin, viola, cello and double bass.

Each book includes backing tracks



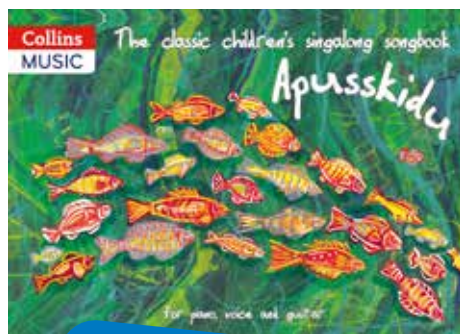
Abracadabra Violin Beginner	Paperback 32pp, audio	978-0-7136-9365-2
Abracadabra Viola Beginner	Paperback 32pp, audio	978-0-7136-7839-0
Abracadabra Cello Beginner	Paperback 32pp, audio	978-0-7136-9366-9
Abracadabra Double Bass Beginner	Paperback 32pp, audio	978-0-7136-8163-5

Songbooks

The classic children's singalong songbook: Apusskidu

KS1 KS2

The most popular children's songbook ever! This much-loved collection contains 52 favourite childhood songs: nursery rhymes, song-stories, folk tunes, pop hits, musicals and music hall classics. The companion CD pack features brand new recordings of all the songs from the book, and contains instrument-only versions, ideal for accompanying your own performances.



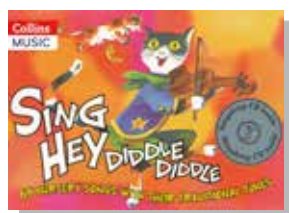
Triple CD available separately

Apusskidu Songbook	Paperback, 96pp	978-0-00-835322-3
Apusskidu CD pack	Triple CD	978-0-00-836356-7

Okki-Tokki-Unga

EY KS1

The greatest ever collection of action songs for little children! Try *Ten Fat Sausages* or the *No Laugh Race* with lots of toe tapping, wriggling and giggling in between.



Sing Hey Diddle Diddle

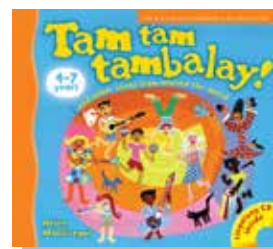
EY KS1

66 classic nursery songs in a beautifully illustrated music edition – a must-have resource for all early years settings. Includes easy piano accompaniments and guitar chords.

Tam Tam Tambalay!

KS1

Includes over 30 songs from around the world plus a wealth of imaginative ideas for musical development and performance. Singalong CD included.



Everyone's Singing, Lord

KS1 KS2

45 carefully chosen songs to enrich collective worship. Includes guidance notes, lyric sheets, and a CD/CD-ROM containing singalong performances and on-screen lyrics.

Okki-Tokki-Unga	Spiral bound paperback 96pp	978-0-7136-4078-6
Sing Hey Diddle Diddle	Spiral bound paperback 96pp, CD	978-0-7136-5934-4
Tam Tam Tambalay!	Paperback, 64pp, CD	978-0-7136-7920-5
Everyone's Singing, Lord	Spiral bound paperback 80pp, CD/CD-ROM	978-1-4081-9696-0



Banana Splits KS2

77 songs and chants to ease children effortlessly into singing in parts. There are echo songs, conversation songs, call and response, rounds, chants and much, much more! Including helpful tips, supporting games, activities, and piano accompaniments, this collection provides everything you need to start singing in parts.

Ta-ra-ra boom-de-ay KS2

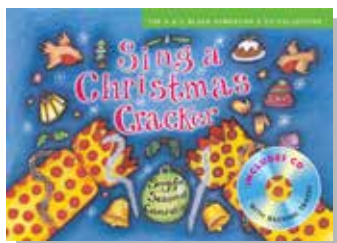
55 songs spanning every style, including folk, pop, music hall and spirituals. Includes piano accompaniments, second parts for voice, recorder and percussion parts.



Songs for Christmas

Merrily to Bethlehem KS1 KS2

44 Christmas songs and carols from around the world grouped to tell the nativity story. Includes *Caribbean Carol*, *Huron Indian Carol*, *Gabriel's Message*, *Sans Day Carol* and *Patapan*. Comes with a sing-along CD of piano accompaniments.



Sing a Christmas Cracker KS1 KS2

20 non-religious songs to celebrate and reflect on festivities around Christmas. Includes: *The Silver Sleigh Ride*, *Tree of Light*, *I'm a Little Christmas Cracker*, *The Himalayan Abominable Snowman Blues*, *Jingle-bell Rock*. Each song comes with piano accompaniments and CD backing tracks.

Sing Nowell KS2

34 of your favourite Christmas carols specially arranged in singable keys for young voices. Includes piano accompaniments and CD with performance and backing tracks.



Banana Splits	Spiral bound paperback 80pp	978-0-7136-4196-7
Ta-ra-ra boom-de-ay	Spiral bound paperback 112pp	978-0-7136-1789-4
Merrily to Bethlehem	Spiral bound paperback 80pp, CD	978-0-7136-6751-6
Sing a Christmas Cracker	Spiral bound paperback 64pp, CD	978-0-7136-8671-5
Sing Nowell	Spiral bound paperback 64pp, CD	978-1-4081-0424-8

Looking for inspiration for your next school performance? Teachers love our ready-to-use packs, which have been specially adapted to take all the hassle out of directing a musical.

Roald Dahl musicals KS2

No music
reading required

Glorious musicals based on Roald Dahl's *Revolting Rhymes*.

Each musical runs for approximately 40 minutes and offers:

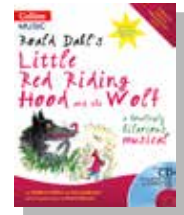
- 7–10 speaking parts
- Any number of non-speaking parts
- Singing chorus
- Piano/vocal score
- Pull-out script
- Backing tracks and extra activities

Roald Dahl's *Goldilocks and the Three Bears*



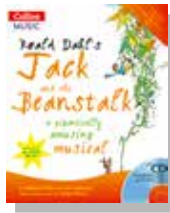
On trial for her crimes, Goldilocks looks like the little innocent who'd give us her last sweetie. Could she really be the brazen crook who stole the porridge from under the snouts of the harmless Bears? The jury will decide, but who will have the last laugh? Let the trial commence!

Roald Dahl's *Little Red Riding Hood and the Wolf*



Mr Wolf thinks he's a match for Little Red Riding Hood and her three little piggy pals. He snatches a lead on her and gobbles up Grandma – but his hair-raising antics will cost him his skin. And it's sweet Little Red Riding Hood herself who has the ace up her sleeve.

Roald Dahl's *Jack and the Beanstalk*



Jack and the friendly farm animals defy the Giant's phenomenal sniffing powers and Jack's mother's murderous way with a vacuum cleaner to come out triumphantly rich – and squeaky clean.

Roald Dahl's *Snow-White and the Seven Dwarfs*



Snow White cleverly schemes to scoop up the magic mirror in a dash for freedom and fortune, aided by seven ex-jockeys and the turncoat huntsman, leaving the meanest Queen – as ever – heartless.

Roald Dahl's *The Three Little Pigs*



Piggy No. 3 is in a tight corner: Wolf has gobbled up his neighbours and now he's hammering at the door with sticks of dynamite in his hand. Who can Piggy call on for help? Sweet Miss Riding Hood, of course – the fearless wolf-slayer.

Roald Dahl's *Cinderella*



The story is going magically to plan for Cinderella – the Magic Fairy does her job, her dress is divine, the ball is everything she could wish for ... and the Prince! What a catch! But when the royal temper frays and the heads begin to roll, shocked Cinders finds that her wishes are all washed up. Who will save her now?

Roald Dahl's <i>Goldilocks and the Three Bears</i>	Paperback 56pp	978-0-7136-7085-1
Roald Dahl's <i>Jack and the Beanstalk</i>	Paperback 56pp	978-0-7136-7260-2
Roald Dahl's <i>The Three Little Pigs</i>	Paperback 64pp	978-0-7136-8202-1
Roald Dahl's <i>Little Red Riding Hood and the Wolf</i>	Paperback 56pp	978-0-7136-6958-9
Roald Dahl's <i>Snow-White and the Seven Dwarfs</i>	Paperback 64pp	978-0-7136-7261-9
Roald Dahl's <i>Cinderella</i>	Paperback 64pp	978-0-7136-8195-6

All packs also include: Piano/vocal score, pull-out script, audio, digital files

PERFORMANCE LICENCES

Schools can buy a performance licence by contacting us at collins.international@harpercollins.co.uk

Terry Pratchett musicals

No music
reading required

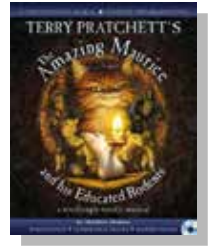
Johnny and the Bomb

An enquiring adventure into time travel with its young teen hero, Johnny Maxwell, and his friends confronted with their own bomb-stricken street in WWII. Can they change history and avert the catastrophe?



The Amazing Maurice and his Educated Rodents

An ingeniously upended tale of the Pied Piper, with a roving band of highly intelligent rats as its heroic protagonists. Matthew Holmes' script and songs capture the plot in a captivating musical for children to perform and everyone to enjoy.



Terry Pratchett's Johnny and the Bomb

Paperback 56pp, piano/vocal score, pull-out photocopiable script, CD 978-1-4081-6560-7

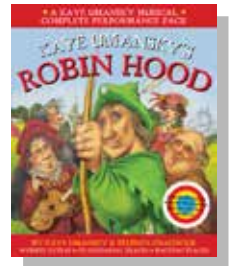
Terry Pratchett's The Amazing Maurice

Paperback 56pp, piano/vocal score, pull-out photocopiable script, CD 978-1-4081-4563-0

Robin Hood

KS2

A witty tale of Lincoln green tights, girl power and boy-band hero, Robin. The evil Prince John has set a trap for Robin – an archery contest. Can he win the prize, avoid the dungeon and keep his fame intact?

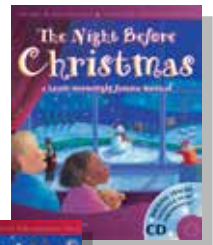


Christmas musicals

The Night Before Christmas

KS1 LKS2

The Night Before Christmas is a magical, musical adaptation of the well-known nineteenth-century rhyme of the same name. This heart-warming tale brings the magic of Christmas to life in a fantastically festive setting.



The Twelve Days of Christmas

KS2

Father Christmas invites Mr Partridge's Amazing Performing Troupe to sing, but will Nasty Grimgrump spoil the treat? A great show for younger children which cleverly weaves the famous title song into the action.



Hans Christian Andersen's Snow Queen

KS2

Great songs, dramatic music and an expandable cast list gives everyone a chance to shine in this adaptation of Hans Christian Andersen's beloved fairytale.



Kaye Umansky's Robin Hood

Paperback 80pp, piano/vocal score, pull-out photocopiable script, audio

978-1-4081-9039-5

The Night Before Christmas

Paperback 64pp, piano/vocal score, script, audio

978-0-7136-7259-6

The Twelve Days of Christmas

Paperback 64pp, piano/vocal score, script, audio

978-0-7136-7256-5

Hans Christian Andersen's Snow Queen

Paperback 56pp, audio

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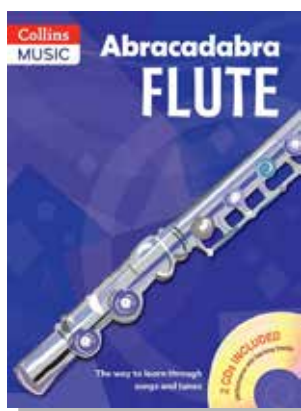
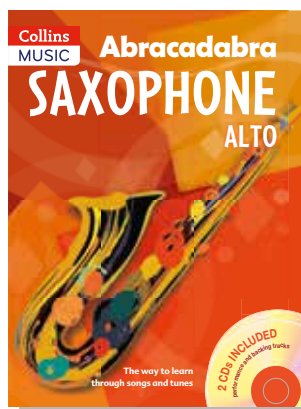
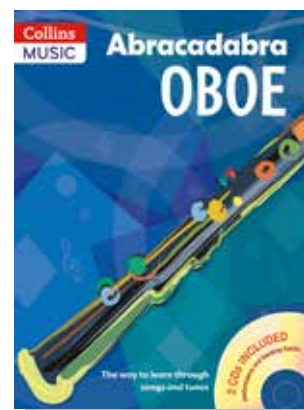
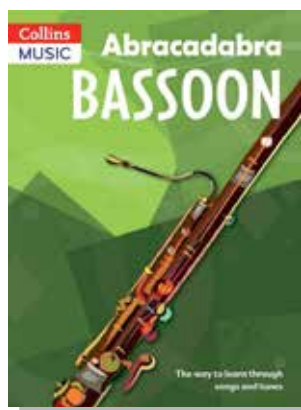
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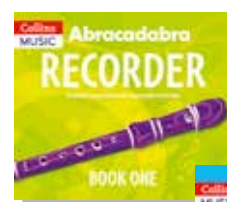


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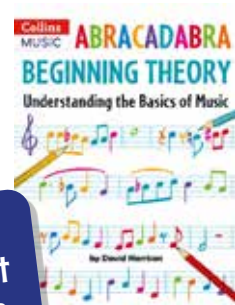
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Sing the song and practise playing the glumps, going up the piano first. Then play the whole song. Use the notes and fingers shown.

Challenge
Reading the notes - learning to play from stave notation

Down in the garden
Can you invent music for telling mum and dad in the song?

Challenge
Can you work out how to play this tune starting on these notes in the LH? We have started it for you. It starts on C now, not F. This is called *travelling*!

Show and tell
Reading the notes - learning to play from stave notation

Can you match the characters with their symbol?

Can you write in the finger numbers?

Can you match the animals with their speed?

Can you fill in the missing letters?

Can you write the note names on the keyboard?

Draw these notes. How many beads do they last for?

Can you draw and name these notes?

Can you circle one note in the LH which is on a line?

Can you circle one note in the RH which is in a space?

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Get Set! Piano Christmas Crackers

Packed with fantastic, tried-and-tested arrangements and a variety of fun activities to reinforce learning, this is the ultimate beginner piano Christmas book!



Sample from Get Set! Piano Christmas Crackers

MUSICAL CRACKERS 1: Sharps and flats

Can you remember what sharps and flats are? Fill in the sentences below.

A sharp (#) means you play the note a semitone .

A flat (b) means you play the note a semitone .

Colour in the cracker ends when you've completed each exercise.

• Try playing this Christmas cracker joke. Notice all the sharp signs!

What's the name of Ben - the dog? Ben - the dog!

• Now here's a joke for left hand. Look out for the flats in this one.

Who likes to be late - the cat or the dog? The cat - the dog!

How many B flats are there?

• A sharp or flat sign affects all the other notes on the same line or space for the rest of the bar. Play this cracker joke for both hands:

What do you say to a cat who can't see? No eye-dee-dee!

Did you play all the F sharps? How many are there?

• The **key signature** appears at the beginning of a piece of music and shows you which sharps or flats you need to play.

• All the Bs in this cracker joke will be B flat. Can you play it correctly?

Key signature

What do you call a cow who can't see? No eye-dee-dee!

Look out for key signatures in the next cracker.

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