

**“THE CHILDREN SONGS: ACTIVE MOTOR IN EARLY STAGES OF LEARNING”**

Alicia Espejo Aubero  
alespejo@cesdonbosco.com  
Amparo Espejo Aubero  
m\_desamparados@madrid.org

**ABSTRACT**

These materials are for English and Music teachers of Infant school and Primary education. It is presented how to learn English and Music thorough popular traditional English songs. There is a thematically classification of the most adequate songs to work in these educational levels through a wide methodological model. This covers not only the curricular didactic aspects but also others, as for example: linguistic and music aims, linguistic and music contents, the adequate age to work with this song, level, difficulty, basic vocabulary, subjects relationships, number of students, grouping, suggestions, classroom management, resources, musical and linguistic activities, evaluation and complementary activities.

I would like to begin with a beautiful sentence of Bernard Shaw: “To learn a language is to learn a way of life” in his book “Pygmalion”. Knowing different languages implies to know different experiences and forms of approximation to the reality, that is to say, in a socio-cultural aspect, to improve the cognitive flexibility. To work with songs in teaching and learning English means work with many musical and linguistic skills as a whole. This type of learning gives the possibility of a type of thought less strict and more flexible, a type of thought with more capacity to recognize the other speaker as himself. This experience is given in the event of singing and singing with others these traditional children’s songs that we are going to see in these following materials.

The key question in learning a second language, in our case English, is when to teach it? We can opt for a simultaneous or a consecutive learning. The first one implies learning L1 and L2 at the same time. A consecutive learning means to learn L2 when the mother tongue structures are consolidated. As far as we know the previous one is more fructiferous. The songs are going to provide the children correct, defined and unforgettable models which held all the process of acquisition of a new language and introduce musical concepts, procedures and attitudes also.

**EDUCACIÓN INFANTIL  
INFANT EDUCATION (NURSERY)**

**THE WHEELS ON THE BUS**

The wheels on the bus go round and round  
Round and round, round and round  
The wheels on the bus go round, round, round  
All day long

The bell on the bus goes ling-a-ling-a-ling  
ling-a-ling-a-ling, ling-a-ling-a-ling  
The bell on the bus goes ling-ling-a-ling  
All day long

The doors on the bus go open and shut  
Open and shut, open and shut

The doors on the bus go open and shut  
All day long

The wipers on the bus go swish swish swish  
Swish swish swish, swish swish swish  
The wipers on the bus go swish swish swish  
All day long

The driver on the bus shouts 'Move along, please,  
Move along, please, move along, please,  
The driver on the bus shouts 'Move along, please,  
All day long.

The horn on the bus goes beep beep beep  
Beep beep beep, beep beep beep  
The horn on the bus goes beep beep beep  
All day long

**AIMS:**

**Linguistic aim:**

To enrich the use of some verbs to improve the level of English language.

The use of simple present with movement verbs.

**Musical objective:**

To be able to express onomatopoeias to simulate the sounds of the bus.

**CONTENTS**

**-language focus.**

**Linguistic:** grammatical: intonation of the repetitive melody in different tones.

semantically: words related with a bus: wheels, doors, wipers, driver, etc.

open and shout.

syntactical: simple present tense of transport verbs and instructions

phonetic: differences in pronunciation between /b/ and /d/, Pronunciation of the long vowels sounds.

**Musical:** musical language: different pitches of bus transports. Identification and recognition of environment.

rhythm expression and dance: to be able to follow the rhythm with the movements of the hands.

instrumental expression: voice instrument and onomatopoeias

vocal expression: vowelization, pronunciation of rhymes, pronunciation of long vowel sound

cultural musical knowledge: traditional English children song. English rhymes done with similar transport sound

**AGE RANGE:**

From 3 to 6 years old

**LEVEL:**

Infant education (reception and nursery)

**DIFICULT LEVEL:**

Easy

**BASIC VOCABULARY:**

*Bus field: bus, wheels, bell, door, driver, horn.*

**RELATIONSHIP WITH OTHER SUBJECTS:**

Environmental knowledge  
Transports. Parts of the bus.

Physical Education  
Coordination e independence of movements

Spanish language  
Specific vocabulary of the parts of the bus

Crafts education  
Some creative drawings of the parts of the bus.

**RECEIVERS:**

Children who are learning English as a second language.

**Nº OF PARTICIPANTS:**

The whole class

**GROUPING:**

Big group, depending on the activity. It is stated in the activities paragraph

**SPACE DISTRIBUTION:**

Horse shoe. The students will be standing up next to their own sit.

**RECOMENDATIONS:**

Go slowly, step by step. Practice before singing and do the gestures the numbers and explain the actions of the song.

To make full use of the song and to increase the concepts that the children will get with it, it could be useful to have a video with simple images about crossing the streets, the correct behaviour in the bus, etc.

**MATERIALS:**

Tape/CD-ROM  
Cassette player  
Flashcards/cards parts of the bus  
Drawings of transport actions  
Sheets of paper  
Pencil, rubber, colour pencils  
...

**EXPLANATION:**

These corporal movements will be the following ones:

People and accessories bus sound movements:

**Round and round: making a circle with their hands**

Horn: pushing a horn with one hand

Chat: moving your mouth pretending that you are talking

Up and down: doing these movements bending your knees

Fast sleep: pretending that they are sleeping

Wriggle: moving from one place to the other like children without stopping

Read: pretending that they are reading the newspaper

Don't do that: pretending that they are scolding the children

### **Warm-up activities**

Listening the song

Gestures

With the body do the gestures of the actions.

Listening

Listen the sound of different onomatopoeias and they have to recognize what they are.

Imitation

Imitate the onomatopoeias of different noises (sounds).

Drawing

Give them a paper with different actions and they have to draw just only the actions that appear in the song of the bus.

### **ACTIVITIES:**

#### **English activities**

a.- Introduce and practice the vocabulary.

Grouping: Whole class

Show pictures of the parts of the bus (or things we have mentioned in the vocabulary) with the words clearly written underneath (if the names are not written, write it down in the blackboard.

Say the words while pointing the words. Repeat several times.

Hide the word, and don't point now, but say the word clearly and encourage the children to point the appropriate item.

Check meaning.

Grouping: Whole class

With the pictures without words, point the *bus* and say "*driver*", asking "*yes or no*"

Do the same for other items, sometimes being correct and sometimes not. Point to an item and encourage children to say the word.

Matching

Grouping: In pairs

Give out pictures of the different items, and the words in separate papers. Ask them to match picture with word.

Remembering colours.

Grouping: Individually

Go through the colours, which children should already know.

Then, give out photocopies in black and white of a bus, with the different items of the song in it, and give the children instructions and how to colour it: "*Colour the bus in red*", etc.

b.- Learning the song

Grouping: Whole class

Give a photocopy of the lyrics to the children and read the song aloud.

Ask the children if they can see any word repeated.

Go through the song slowly, with the movements, verse by verse, first showing to the children what they need to do and then, asking the children to do it as well. Play the song at higher speed, as the children are more and more confident. Call the attention to the words which indicate action (verbs), and pronounce them clearly in Present tense.

Repeat the verbs, asking the children to do the actions they express.

Sing the song again.  
Grouping: Whole class

Introducing new verses.  
Grouping: Whole class  
Giving them new vocabulary related to the bus (lights, engine, etc.) encourage the children to make new verses and sing the song again.

c.-Instructions.  
Grouping: Whole class  
Repeat the instructions of the song and ask the children to follow them. Go through some other instructions which children should already know (*"Give me a pen, please"*, etc.)

### **Musical activities**

#### a.- movement

Children move following the rhythm of the music when teacher stops the music children have to stop moving completely as statues.

Children move following the rhythm of the music when teacher stops the music children have to stop and go quickly to the hoops and introduce themselves one in each.

Teacher puts the song in different speeds and children move following the rhythm.

Teacher puts the song in different speeds and children move just only one part of the body that teacher says the rest of the body has to be completely quiet following the rhythm.

#### b.- musical instruments

##### "The bees"

The children are bees and it is spring. They are in the "beehive" (it is a corner of the classroom). The aim: they have to be able to recognize duration, pitch and height.  
Development: if children (the bees) listen a sharp noise (the triangle) they go out to look for flowers to collect nectar and later do honey. If they listen a medium pitch sound (Chinese box) they fly freely out of the beehive. If they hear a grave sound (the drum) there is a storm and there are thunders and rains a lot and they have to come back. Children have to simulate and move at the rhythm of the music.

##### "The musical Olympiads"

The children are athletics of the Olympiads. All of them are going to participate in the atheism proofs. We do three groups of children: one is length athletes, high athletes and jump athletes. First we begin with high-athletics; they are behind the exit line, followed by the others.  
Aim: to reach the final line following the rules. The first one to arrive will be the winner of the kind. Anyone (athletic) who makes a mistake has to come back from the exit line.

Development:

- Height competition

The participants has to jump a imaginative-verge when they listen a percussion instrument of metal, as for example: triangle, chinesse box,... When they listen a grave sound they only run. They have to reach the final exit.

- Length competition

The participants have to jump a long step if the sound is very long and a short jump if the sound is short.

- Ball casters competición



They are behind the exit line with a ball. If the sound is strong they catch the ball by the floor with a strong truck. If the sound is light they creep the ball by the floor with a smooth truck. They have to catch the ball in straight line inside of some marks fixed previously. If the ball goes out of the marks they have to begin again.

#### “The four corners”

One child is in each corner with a musical instrument. The instrument is different for each child. The rest of the students have to be sitting in a circle in the middle back to the corners. They close their eyes and have to guess the sound from.

Aim: recognize of the sounds from and what instrument is.

Development: it establishes an order to play the instrument. The students circle sign with their hands where the sound from. The student of one of the circles who has stood up his/her arm guess it, then they begin again playing other instrument. If he/she doesn't guess it the teacher asks other one.

Other option: not only different instrument but also with different rhythms that they have repeated

#### “Instrumentals hoops”

They are some hoops of different colours on the floor. The children move at the rhythm of the song, but if the song stop and they listen an instrument they have to look a hoop and quickly go inside. One hoop for each one. The child who hasn't got any lost hoop. Each time we take out a hoop.

- red hoop: triangle,...
- blue hoop: chinese box, ...
- green hoop: drum,..
- yellow hoop: xylophone,...

#### “English hidden”

Children are at the exit line. They have to reach the final line. They are going to move following the rhythm of the song advancing in different ways. If they listen the song accompanied by:

- hop: triangle,...
- skip: chienne box, ...
- jump: drum,..
- dance: xylophone,...

If one child mistakes he/she has to begin again from the exit line.

#### c.- corporal instruments

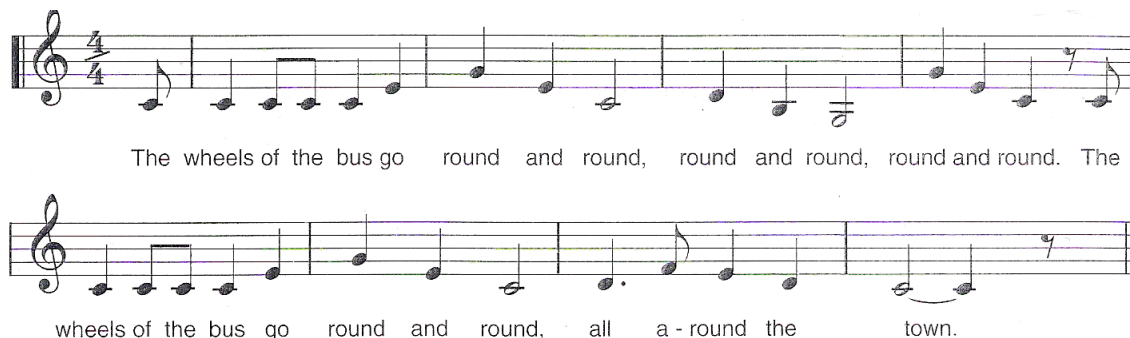
The children are sitting in circle. The first child does with any corporal instrument a rhythmic formula, the next child repeat the previous formulae plus a new one, so successively.

The children are sitting in circle. The first child does with any corporal instrument a rhythmic formula to accompany the song. Later, other student does it.

The children, sitting in circle, are going to accompany the song with corporal instruments. If it is a binary compass they clap in the strong part and flicks in the weak part. If it is a binary compass they clap in the strong part and flicks in the weak parts.

d.- musical language

The teacher will give them the score of the song or he will write it on the black board, like the following one.



Then the teacher will explain the musical figures: black and white in close relation to the duration. They will have to sign them in the score.

They will have to complete the words related to duration. For example:

Black  
White

They will do also a pentagram of small tree (pine).

Put small wheels in the spaces and lines of the pentagram where the figures are (right lines and spaces).

Pines with names of notes

Big poster

Put in the wall a big poster of a big bus and they have to stick in it: bells, wheels, people, horns..., they have colour and cut previously.

e.- musical rhythm expression

Children move following the rhythm (pulse) of the song when teacher stops the music children have to stop moving completely.

Children move following the rhythm of the music when teacher stops the music children have to stop and go quickly to the big colour wall drawing -bus- and touch it. It is possible to make four different colour buses for each corner.

Teacher puts the song in different speeds and children move following the rhythm.

Teacher puts the song in different speeds and children move, but just only one action. When the teacher speaks the rest of the body has to be completely quiet following the rhythm.

The children are sitting in a line. The teacher does with any corporal instrument a rhythmic phrase of this song. Later, other student does it.

The children are sitting in circle. The teacher does with any corporal instrument a rhythmic phrase of this song like this one: the next child repeats the previous formulae plus a new one, so successively.

The children are going to accompany the song with corporal instruments. It is a binary compass they clap in the strong part and flicks in the weak part.

**EVALUATION**

Observe if the children make properly the gestures in order to discover if they have understood perfectly the real sense of English Musical learning

- a. -Check if the students memorize the songs
- b. -Recognize and reproduce the sounds

**Linguistic**

- Check if
  - a.- the pronunciation is right
  - b.- learn the grammatical aspects well
  - c.-the vocabulary is well- assimilated

**Musical**

- Check if
  - a.-interpret simple melodic and rhythmic scores
  - b.-identify the binary and ternary rhythm
  - c.-marquee regularly the pulsation
  - d.-recognize and reproduce musical graphic signs / sound movement /long and short sounds
  - e.-reproduce onomatopoeias
  - f.-coordinate and expressive movements
  - g.- active, receptive and positive audition

**KEY EXTENSION:**

*Vocabulary: parts of the bus: seats,  
 Transports: car, plain, train, ship,...*

**NOTE OPTION:**

Invent more verses of the song with other parts of the bus.

Invent and sing the song with other transport. For example: the car, train, ship,...

If it is possible the real version of the song could be change by others using another bus parts o accessories or different people getting at the bus... etc.

The wipers on the bus go swish, swish, swish,  
 Swish, swish, swish, swish, swish, swish  
 The wipers on the bus go swish, swish, swish  
 All they long

The horn on the bus goes beep, beep, beep,  
 Beep, beep, beep, beep, beep, beep  
 The horn on the bus goes beep, beep, beep  
 All they long

The children on the bus go chat, chat, chat  
 Chat, chat, chat, chat, chat, chat  
 The children on the bus go chat, chat, chat  
 All they long

The people on the bus go up and down  
 Up and down, up and down  
 The people on the bus go up and down  
 All they long

The babies on the bus fast asleep  
 Fast asleep, fast asleep  
 The babies on the bus fast asleep  
 All they long

## 2<sup>nd</sup> COURSE OF PRIMARY EDUCATION

### TWINKLE, TWINKLE, LITTLE STAR

Twinkle, twinkle, little star,  
How I wonder what you are.  
Up above the world so high,  
Like a diamond in the sky.  
Twinkle, twinkle, little star,  
How I wonder what you are. (twice)

Twinkle, twinkle, little star,  
Now I know just what you are.  
Shining over Bethlehem,  
Like a sparkling, precious gem.  
Twinkle, twinkle, little star,  
now I know just what you are.

Twinkle, twinkle, little star,  
Now I know just what you are.  
Showing me from in the sky,  
Where does the baby Jesus lie.  
Twinkle, twinkle, little star,  
Now I know just what you are.

#### **AIMS:**

##### **Linguistic:**

To know Christmas vocabulary and the special structure: "now I know just what you are" and the name and the meaning of the particles "what" and "how" to improve the English level.

##### **Musical:**

To acquire the melody and the sense of Christmas carols.

#### **CONTENTS**

##### **Language focus.**

**Linguistic** grammatical: the special structure: "now I know just what you are" and the particles "what" and "how".

semantical: Christmas vocabulary as baby, Jesus, star..., verbs as twinkle, show, wonder, lie..., descriptive adjectives as high, precious, little, sparkling and nouns as precious stones: gem and diamond, star and sky

phonetic: pronunciation, rhythm and intonation

syntactical: simple present as I wonder, you are, I know..., interrogative particles: what and how and gerund (...ing) as shining, showing

**Musical:** musical language: the pentagram, the name of the musical notes and the short and long sounds

rhythm expression and dance: rhythm with Christmas musical instruments.

instrumental expression: Christmas typical musical instruments

vocal expression: stress, rhythm and intonation of Christmas carol

cultural musical knowledge: typical Christmas musical instruments

#### **AGE RANGE:**

From 3 to 6 years old

**LEVEL:**

1st cycle of Primary Education

**DIFICULT LEVEL:**

Medium

**BASIC VOCABULARY:**

*Christmas vocabulary: baby, Jesus, star*

*Verbs: twinkle, show, wonder and lie*

*Descriptive adjective: high, precious, little, sparkling*

*Nouns: precious stones: gem and diamond, star and sky*

**RELATIONSHIP WITH OTHER SUBJECTS:**

Spanish language

Christmas vocabulary

Social and nature education

Social and party Christmas events

Types of stones

Sky study: stars, sun, clouds...

Cultural Christmas values

Historical, traditional, geographical Christmas places

Christmas folklore aspects

Values of international peace, solidarity and happiness

Physical education

Square space structure

Religious education

Christmas arrival

Jesus life

Artistic craft education

Some creative costumes of the characters of Christmas time: Virgin, Jesus, Christmas father...

Drawings

**RECEIVERS:**

Children who are learning English as a second language.

**Nº OF PARTICIPANTS:**

All the students

**GROUPING:**

Big group

**SPACE DISTRIBUTION:**

Horse shoe

**RECOMENDATIONS:**

Go slowly step by step

**MATERIALS:**

Tape/CD-ROM



Cassette player  
Flashcards/cards of sky things  
Drawings of Christmas  
Sheets of paper  
Pencil, rubber, colour pencils  
Musical instruments  
Cut-outs of musical instruments...  
...

**EXPLANATION:**

**Warm-up activities**

The students talk about some topics connected with Christmas. They usually know more western cultures by comparing Christmas with Chinese Spring Festival also in contrast to Christmas with other European Festivals.

Photo/drawing of Christmas

In the photo/drawing of Christmas they find things to indicate why it is Christmas.

Dialogue

Speak how they celebrate in their families Christmas time

Family wishes

In order each student is going to tell what he/she wishes for his /her family.

Song invention

Try to invent part of the song.

Identification

Give them a photo/drawing of Christmas and they have to identify the characters that appear in the song

Imagine something of the song and draw some Christmas scenes

Drawings

Give them a paper with stars and they have to colour them with green and red (Christmas colours) and cut them

Big poster

Put in the wall a big poster of the sky and in the centre-down the ..... and they have to stick in the sky the stars they have colour and cut previously.

Game: "Who you are"

Each student is a colour star (green star, orange star, purple star,...). They are going to ask themselves what you are.

**English activities**

a.-fill some blanks of the song by singing, writing, talking of the words directly related to Christmas

b.-put into the correct order some words of some sentences of the song as: I how what are you wonder

c.-identify the wrong word/phrases that the song has as: like an diamond in the sky

d.-write the missing lines of the song as the third and the sixth.

e.-add a final verse to the song as: Now I know who are you

f.-circle the antonyms/synonyms of the given words in the song as you listen as: noisy and silent

g.-imagine something of the song and draw some Christmas scenes

h.-complete a mind map of Christmas scenes

- k.-design/answer a music questionnaire about Christmas carols.
- l.-discuss and imagine other close tale for this song as Charles Dickens Christmas carol
- ll.-make list of words by semantical fields as Christmas.
- m.-make a dictation of the song of the words of Christmas
- n.-make a translation
- ñ.-gap-filling of Christmas typical words.
- o.-piecing-together the verbs.

### **Musical activities**

- a.- Musical Christmas instruments  
Seven stars shining in the sky with musical instruments  
One big photograph/drawing of Christmas with many stars and different typical Christmas instruments. Ask them questions, as for example:  
What happens in the drawing?  
Is Christmas time or Easter time?  
What songs are the stars shining?  
Why are the stars shining?  
¿...?

Christmas musical instruments

Teach the children the instruments, explain them their creation, material, parts and how to play.

Accompany the song with Christmas musical instruments  
Tell them to follow the rhythm

Learn how to play them and accompany the song  
Distinguish the instruments - Low-Sharp.  
- Short- Long

Explain them all the instruments  
Draw and paint instruments  
Explain them how to be careful with the instruments

The teacher explains them how to make a Christmas instrument by means of domestic materials. The students will bring to the class the domestic material from their home and they will make it at class.

- b.- musical language  
Star with names of the musical notes  
Find in the drawing the name of the star and put them in musical order

The teacher will give them the score of the song or he will write it on the black board. Then the teacher will explain the musical figures: round, black and white in close relation to the duration. They will have to sign them in the score.

They will have to make three columns of the English words related to them. For example:

Black	White
Dashing	snow
Thru	
The	

They will do also a pentagram of stars (the pentagram is the sky).  
Put small stars in the spaces and lines of the pentagram where the figures are (right lines and spaces).

Bells with names of notes

- c.- musical rhythm expression

Children move following the rhythm (pulse) of the Christmas carol: Jingle bells when teacher stops the music children have to stop moving completely.

Children move following the rhythm of the music when teacher stops the music children have to stop and go quickly to the open-horse sleigh in big colour wall drawings and touch them.

Teacher puts the song in different speeds and children move following the rhythm.

Teacher puts the song in different speeds and children move just only one part of the body that teacher says the rest of the body has to be completely quiet following the rhythm.

The children are sitting in a line. The teacher does with any corporal instrument a rhythmic phrase of this carol. Later, other student does it.

The children are sitting in circle. The teacher does with any corporal instrument a rhythmic phrase of this carol like this one; the next child repeats the previous formulae plus a new one, so successively.

The children are going to accompany the song with corporal instruments. It is a ternary compass they clap in the strong part and flicks in the weak part.

Dance: The colours stars

Each one covers his/her body with a colour and stars of this colour. The classroom is the sky, they are happy because Jesus was born. Put them a happy music and they have to dance freely expressing happiness.

d.- cultural musical knowledge

Folkloric Spanish Christmas dances like the ones of Cubas de la Sagra, Braojos (Madrid)...

Concerts of Christmas carols like the famous "New Year Christmas" one from Viena

Drama and novels of Christmas like Christmas tale from Charles Dickens

Big wall chart with motives of the this song

Song album of Christmas carols in Spanish and English language

Instruments cards of the traditional ones

Orchestra with the director

## EVALUATION

Observe if the children make properly the gestures in order to discover if they have understood perfectly the real sense of English Musical learning

a.-Check if the student memorize the songs

b.-Recognize and reproduce the sounds

### Linguistic

Check if a.- the pronunciation is right

b.- learn the grammatical aspects well

c.-the vocabulary is well- assimilated

### Musical

Check if a.-interpret simple melodic and rhythmic score

b.-identify the binary and ternary rhythm

c.-marquee regularly the pulsation

d.-recognize and reproduce musical graphic signs / sound movement /long and short sounds

e.-reproduce onomatopoeias

f.-coordinate and expressive movements

g.- active, receptive and positive audition

**KEY EXTENSION:**

*Christmas vocabulary: merry, happy, new, year, glad, tidings, kin, baby, Jesus, star, jingle, happy, bells, year, one horse open sleight, glad, bob tails ring, snow, song silent, night, virgin, child, mother, peace, heaven, holy, shepherd quake, Christmas eve, Christmas day, Santa Claus, sock, Christmas tree, presents, ...*

**NOTE OPTION:**

Sing the song dividing the students in two groups. And one group just only sing: "How I wonder what you are" and the other the rest of the song

Other version:

Twinkle, twinkle, little star,  
How I wonder what you are  
Up above the world so high,  
Like a diamond in the sky.  
In the dark blue sky you keep,  
Often through my curtains peep,  
For you never shut your eye,  
till the sun is in the sky.

When the blazing sun is gone,  
when he nothing shines upon,  
Then you show your little light,  
twinkle, twinkle, little star, .

Then the traveller in the dark,  
thanks you for your tiny spark;  
How could he see where to go,  
if you did not twinkle so.

**1<sup>ST</sup> YEAR OF PRIMARY EDUCATION**

**HOKEY COKEY**

You put your right hand in. You take your right hand out.  
You put your right hand in and you shake it all about.  
You do the Hokey Cokey and you turn around.  
That´s what it´s all about. Clap Clap

You put your right leg in. You take your right leg out.  
You put your right leg in and you shake it all about.  
You do the Hokey Cokey and you turn around.  
That´s what it´s all about. Clap Clap

**AIMS:**

**Linguistic:**

to know some parts of the body and the prepositions in and out.

**Musical:**

to acquire corporal coordination and distinguish sound-silence in the musical phrase.

**CONTENTS**

**-language focus.**

**Linguistic** grammatical: prepositions and simple present  
semantically: body parts: leg and arm.  
prepositions: in and out  
phonetic: stress, rhythm and intonation, pronunciation

**Musical:** musical language: graphic musical signs of silence  
rhythm expression and dance: coordination  
instrumental expression: corporal coordination with corporal instruments.  
vocal expression: vowelization, pronunciation  
cultural musical knowledge: English traditional songs.

**DIFICULT LEVEL:**

Low, easy

**BASIC VOCABULARY:**

*Arm and leg*  
*In and out*

**RELATIONSHIP WITH OTHER SUBJECTS:**

This song must be considered as a real interdisciplinary subject: basically English and music but also it is possible to work it in the following subjects:

Social and nature education  
Parts of the body

Physical education  
Coordination and independence of movements

Spanish language  
Specific vocabulary of the parts of the body

Artistic craft education  
Some creative new drawings of the part of the body

**RECEIVERS:**

First cycle of Primary Education

**Nº OF PARTICIPANTS:**

All the students

**GROUPING:**

Big group

**SPACE DISTRIBUTION:**

Circle

**RECOMENDATIONS:**

To have enough space to move freely.

**MATERIALS:**

Tape/CD-ROM  
Cassette player  
Flashcards/cards of parts of body  
Drawings of numbers  
Sheets of paper



Pencil, rubber, colour pencils,...

**EXPLANATION:**

**Before-class. Warming-up activity**

The first time students listen the song they have just only to be in silence. Later we explain them what is "out" and "in". The second time they sing they imitate the teacher movements. The third time they try to do it the movements alone, without the teacher. We can do successively with the rest of the parts of the body.

Alternative: One child touches different parts of his/her body in time to the music. The other children sing whichever parts she/her touches. It works well if this is done slowly at first, and then becomes faster and faster as the children gets better at it. To avoid embarrassment, with some classes it is better if the teacher takes the leading in this activity.

**ACTIVITIES**

**Linguistic activities**

a.- Introduce body parts as a brainstorm or with drawings.

b.- Drawings

- Complete a drawing which has not parts of the body
- Build-up a human body.
- Touch what teacher says.
- Draw a boy/girl

c.- Commands

The teacher says orders, for example: touch your head, put your leg in, put your hand out... He says the commands again in different order and increase the speed in order to turn this into a game.

d.-Flashcards

Hold the body parts flashcards and the teacher asks the words. Encourage the children to move the part of the body they see on each card. Invite a volunteer to identify one of the flashcards vocabulary.

e.-Game: Statues

Play the song and invite the children to move with the music using the part of the body the teacher says. For example: one arm down and one arm up. Explain that suddenly the music stops they have to stop moving and stay completely still in one position. Describe the position every time stops the music. Anyone who moves while the music stops, is automatically out of the game.

f.-Game: Can you touch...?

Preparation: if there are more than ten children, divide them into smaller groups.

How to play.

- The children can either play the game individually or in teams. Shuffle the cards and put half in one pile and half in another.
- The children take turns to take the top card from each pile. They then have to try and touch the part of the body written on the other card. Some of the combinations are easy, some might be possible, and some are obviously impossible. They get one point for each success.

Other alternatives:

- The part of the body can be changed
- One of the piles of cards could be things in the room which have to be touched, so the instructions become things like: "Touch the ceiling with your hand."

g.-Exercise

The children draw a monster, an alien or a ghost, give them names, and then answer questions about them, as for example:

- How many heads does it have?
- How many legs does it have?
- How many noses does it have?
- How many fingers does it have?
- How many arms does it have?

...

h.-Flanelograph

With a flanelograph of the parts of the body, we use the preposition "in" and "out" putting or taking out the parts of the body students say.

**Musical activities**

a.- Movement

Children move following the rhythm of the music when teacher stops the music children have to stop moving completely as statues.

Children move following the rhythm of the music when teacher stops the music children have to stop and go quickly to the wall big body parts drawing and touch.

Teacher puts the song in different speeds and children move following the rhythm.

Teacher puts the song in different speeds and children move just only one part of the body that teacher says the rest of the body has to be completely quiet following the rhythm.

b.-Corporal instruments

The children are sitting in circle. The first child does with any corporal instrument a rhythmic formula; the next child repeats the previous formulae plus a new one, so successively.

The children are sitting in circle. The first child does with any corporal instrument a rhythmic formula to accompany the song. Later, other student does it.

The children are sitting in circle are going to accompany the song with corporal instruments. If it is a binary compass they clap in the strong part and flicks in the weak part. If it is a binary compass they clap in the strong part and flicks in the weak parts.

**EVALUATION**

Observe if the children make properly the gestures in order to discover if they have understood perfectly the real sense of English Musical learning

- a.- Check if the student memorize the songs
- b.- Recognize and reproduce the sounds

**Linguistic**

- Check if
  - a.- the pronunciation is right
  - b.- learn the grammatical aspects well
  - c.- the vocabulary is well-assimilated

**Musical**

- Check if
  - a.-interpret simple melodic and rhythmic scores
  - b.-identify the binary and ternary rhythm
  - c.-marquee regularly the pulsation
  - d.-recognize and reproduce musical graphic signs / sound movement /long and short sounds
  - e.-reproduce onomatopoeias

f.-coordinate and expressive movements  
g.- active, receptive and positive audition

**KEY EXTENSION:**

*Other parts of the body: neck, face, hair, back, hands, fingers, thumb, knee...*

**NOTE OPTION:**

Exercises touching other parts of the body.

Sing the song, changing the parts of the body. For example: foot, toe, thumb,...

It is possible to sing other versions of this song:

You put your right arm in, your arm out,  
in out, in out shake it all about,  
You do the hockey cockey and you turn around,  
that's what is's all about.

**CHORUS**

Oh, the hockey cokey cokey (3 times)  
Knees bend, arm stretch, rah, rah, rah

You put your left arm in, your arm out,  
in out, in out shake it all about,  
You do the hockey cockey and you turn around,  
that's what is's all about.

**CHORUS**

You put your left leg in, your leg out,  
in out, in out shake it all about,  
You do the hockey cockey and you turn around,  
that's what is's all about.

**CHORUS**

You put your right leg in, your right leg out,  
in out, in out shake it all about,  
You do the hockey cockey and you turn around,  
that's what is's all about.

**CHORUS**

You put your whole self in, your whole self out,  
in out, in out shake it all about,  
You do the hockey cockey and you turn around,  
that's what is's all about.

**CHORUS**