

Here Comes Frankie

'Here Comes Frankie' is a story that involves a boy named Frankie who learns to play the trumpet. Throughout the story there is lots of silence, high notes and low notes, patterns of sounds and dancing.



MUSICAL ACTIVITY: Ready And....

LISTEN HERE:

https://soundcloud.com/quench_arts/ready-up

LYRICS:

Ready and ...
Up and down and up and down,
And side to side and side to side,
And round and round and round,
Here we go again.

Ready and ...
Up and down and up and down,
And side to side and side to side,
And round and round and round,
Now it's time to stop.



INSTRUCTIONS:

There is a lot that you can do with this song. Instead of making all of the movements such as side to side and round and round, you could, for example, repeat 'up and down' all the way through.

With babies you can gently lift them up and down to the words and older children can wave scarves or ribbons to match the words or make movements with their bodies that they feel match the words.



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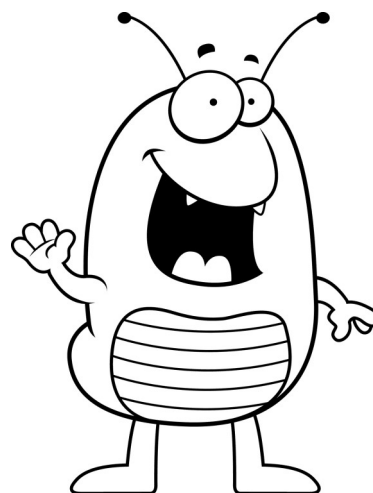
Here Comes Frankie

MUSICAL ACTIVITY: On My Toe A Little Flea

LISTEN HERE:

https://soundcloud.com/quench_arts/on-my-toe-a-little-flea

On my toe a little flea,
Now he's jumping on my knee,
Past my tummy, past my nose,
On my head where my hair grows.
On my head a little flea,
Now he's jumping down on me,
Past my tummy, past my knee.
On my toe. Take that, you flea!



With babies you can move your fingers over the baby's body to match the words; with older children you can invite them to make the movements themselves.

Frankie really enjoys blowing his trumpet in the story. Blowing and many mouth games are a great way of supporting children's speech development. Very young babies will carefully watch the movements that others make with their mouths and even the tiniest of babies will try to mimic mouth movements. This is all part of children's pre-verbal speech development.

Try having fun with the following mouth exercises. These are really helpful for building tongue and mouth muscles.

- Try and touch your nose with your tongue
- Stick your tongue out, give it a wave and try not to touch any teeth or any part of your lips whilst you do this
- Pretend to chew something really sticky
- Open your mouth as wide as you can
- Smile as wide as you can and then squash your lips together like a tiny raisin
- Relax your lips and jaws by blowing air through lips like a horse
- Make raspberries with your mouth



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MUSICAL ACTIVITY: Tap Your Feet & Clap Your Hands

(sung to the tune of 'London Bridge')

LISTEN HERE:

https://soundcloud.com/quench_arts/tap-your-feet-clap-your-hands

Everybody tap their feet,
Tap their feet, tap their feet,
Everybody tap their feet,
Now let's clap our hands.

Everybody clap their hands,
Clap their hands, clap their hands,
Everybody clap their hands
Now let's stamp our feet.



Invite the children to make up their own patterns of sounds and actions.

Silence really is golden in the sound-rich world that we live in. We are often surrounded by sound, from music playing in shops to birds singing in the trees. Have a go at creating time for silence and invite the children to listen. What can they hear?

You could try the following spoken rhyme and then lead into some silence at the end of the rhyme.

I wiggle my fingers,
I wiggle my toes.
I wiggle my shoulders,
I wiggle my nose.
Now the wiggles are out of me,
And I'm as still as still can be.



EXTENDED READING

To read more books by Tim Hopgood, visit your library. Some suggestions are:

Wow! It's Night-time
A Dog Called Rod
It Was A Cold, Dark Night
Hooray For Hoppy!

Happy reading!



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MUSICAL ACTIVITY: Mark Making and Music



In the story, Frankie can see the colours of the sounds. He thinks that the lower notes sound dark and the higher notes sound light.

Invite children to mark make to sounds and encourage them to choose colours for different sounds. You can use instruments or sound makers like pots and pans or the scrunching of leaves.

By using the children's marks that they create to sounds, you can then create a visual pattern of the marks and invite the children to play the pattern back. You can introduce more sounds and invite children to create their own pieces of music by drawing their own patterns.

EXTENSION: Using Shapes to Create Music/ Patterns of Sound

Using pictures of shapes you can invite children to choose shapes to represent instruments, e.g. a circle could represent a tambourine/pan. Children can create visual patterns with the shapes which they could then either play themselves or an adult could play. For example, a pattern could be:

