

#FANTASTICFriday – One Man Band

FANTASTICS



1. Set the scene.

If you have access to musical instruments, explore them together. Start with what they are called and then explore further:



What do they look like?



How do you play them?



What sounds do they make?

OR

Collect together items from the kitchen that would be good to use as instruments – pots & pans, plastic containers, wooden spoons etc. Explore all the ways you can make sounds with these items.



How do we play them?



What sounds do they make?

This is an opportunity to explore vocabulary related to the action of creating sounds e.g. bang, beat, bash, tap and vocabulary to describe the sounds the instruments make e.g. boom, crash, clatter.

Have fun with this ...

How many instruments (real or improvised) can you play at the same time?

2. Snuggle up and watch the film together.

<https://www.metatube.com/en/videos/134375/Disney-Pixar-One-Man-Band-Animations/>

3. Talk about the film. (The girl is called Penny)

Encourage your child to talk in full sentences by providing them with sentence stems.



My favourite part was.....

(because)



The music sounded ...

(when)



The musicians

(but)

You can challenge your child to extend their sentences by asking them to include the word in brackets. For example, this can help children to extend the second sentence from 'The music sounded very loud.' to 'The music sounded very loud when he banged the drum.'

Discuss the big surprise at the end of the animation. Were you surprised? Was it a good ending?

3. Freeze the film at 1:05



Talk about all the things you notice in the image.

Can you find and name ten things?


Examples – buildings, curtains, trombone, accordion, pot and drum.

You may wish to challenge your child to add an adjective to each noun e.g. old buildings, velvet curtains, shiny trombone.



4. Sentence writing

Follow the steps to support your child in writing up to three sentences in response to the image/ still. You may choose to just write one sentence with your child. You have been provided with three chunks so please choose appropriate number for your child.

Sentence 1: 

- **Play Word Collector**

Remind children that Penny had a coin in her hand. Say 'Penny's coin was golden' and then play a game of Word Collector to explore alternatives. Ask children to clasp their hands together ready to catch their favourite word. Slowly say 'Penny's coin was... golden, shiny, polished, gleaming, precious' as the children listen. Repeat again and ask children to clap as they catch their favourite. Ask them to tell you the word they collected. (If you have golden coins – toy money or pound coins, it would be great for the children to look at them and hold them.)

Quickly scribe a list of the words and as you write ask children to jot down their favourite one on a post it or piece of paper.

Penny's coin was ...
golden
shiny
polished
gleaming
precious

- **Demonstrate writing this sentence:**

Penny held her golden coin.

(Remind children for the need for a capital letter, full stop and finger spaces)

- **Children write**

Ask children to write their own sentence using the word that they collected. Let them know that they can include more than one word to describe the coin – model using a comma between the two adjectives if appropriate.

Sentence 2:



- **Play Word Collector**

Draw children's attention to the huge drum. Say 'The huge drum boomed' and then play a game of Word Collector to explore alternatives. Ask children to clasp their hands together ready to catch their favourite word. Slowly say 'The huge

drum boomed.....banged, crashed, thumped, clanged, thundered as the children listen. Repeat again and ask children to clap as they catch their favourite. Ask them to tell you the word they collected.

Quickly scribe a list of the words and whilst you are writing ask children to jot down their favourite **two** on a post it note or piece of paper.

The drum ...
boomed
banged
crashed
thumped
clangd
thundered

- **Demonstrate writing this sentence:**

The huge drum boomed and banged!

(Remind children of the need for a capital letter and finger spaces. Explain that an exclamation mark will let the reader know that the noise was really loud.)

- **Children write**

Ask children to write their own sentence using the two words they have collected. (Children could also add their own adjective to describe the drum.)

Sentence 3:



- **Play Word Collector**

Ask the children if they think Penny liked or disliked the music. Once you have decided if she though the music was positive or negative playa game of Word Collector. Ask children to clasp their hands together ready to catch their favourite word. If children think she liked the music, slowly say 'Penny thought the music was wonderful....amazing, magnificent, incredible brilliant,' as the children listen. Repeat again and ask children to clap as they catch their favourite. Ask them to tell you the word they collected. If children think Penny disliked the music, follow the steps above saying 'Penny thought the music was terrible, awful, horrible, ghastly, dreadful.'

Quickly scribe a list of the words and whilst you are writing ask children to jot down their favourite one on a post it note or piece of paper.

The music was...
wonderful
amazing
magnificent
incredible
brilliant



OR

The music was...
terrible
awful
horrible
ghastly
dreadful



- **Demonstrate writing this sentence:**

She thought the music was wonderful. **OR** She thought the music was terrible.

- **Children write**

Ask children to write their own sentence using the word that they collected. Some children might wish to use the word 'and' to add another thought e.g. She thought the music was wonderful and wanted to hear more.

5. Celebrate!

Read you child's sentences together and celebrate their success. Take a photo and post it on The Training Space Facebook page or share it on Twitter with @janeconsidine and @edudevofficer. Remember to use the hashtag #FANTASTICFriday.