

**The grand old Duke of York,
He had ten thousand men,
He marched them up to the top of the hill,
And he marched them down again.
And when they were up they were up,
And when they were down they were down,
And when they were only half way up they were neither up nor down.**

0-1 years:

Movement: With the child facing you, bounce them on you knee in time to the beat for the first line of the rhyme. Then lift them up as if climbing a hill, then down between your knees to the bottom of the hill. Bouncing then back on your knee for the last line of the rhyme.

1-2 years:

Movement: Use a big space and perform the song with some energetic marching. Encourage the children to move their arms up, down and middle to reflect the words.

Instruments: Shakers work well with this song and are easy for the children to hold. Model playing to the beat with the children as you sing the song.

3-4 years:

Movement: Use a big space and perform the song with some energetic marching, encourage the children to march to the beat, moving their arms up, down and middle to reflect the words. Try varying the speed as you sing and march.

Scarves: Hold a scarf in each hand as your arms move alternately to the beat when you march around. Hold the scarves up, down and middle to represent climbing up the hill and down again.

Instruments: Drums, shakers and claves work well with this song. As you sit together to sing this song, model keeping a strong beat on an instrument. For larger groups it may be better to take turns to play instruments so that everyone can still hear the singing. Try varying the speed you sing and play.

Reception:

Movement: Have fun moving to the beat of this song with marching feet, encourage the children to match their feet accurately to the beat.

Rhythm and beat: Then sit in a circle and chant: **March, march, march, march**, etc. Pat your knees with alternate hands as you chant.

Then repeat the chant: **Grand old Duke, Grand old Duke**, etc. – Ask the children to make their hands say the words by clapping the syllables (now you are clapping the rhythm, or pattern of the words).

Try alternating between the two chants and actions.

Doing the actions while you say the words in your head.

Chant or clap other phrases or words from the song such as **Up the hill**, or **marching, marching, we like marching**.

Instruments: Repeat the rhythm and beat activity above using instruments. Claves work well with this activity as they are easy to control and you can tap them gently on alternate knees for the **March, march, march, march**, chant and then tap them together to “make your claves say the words” for the other chants.

March and stop game

Sung to the tune of 'If you're Happy and you know it.'

Can you march, march, march?

And now stop!

Can you march, march, march?

And now stop!

Can you march with your feet?

And never miss a beat.

Can you march, march, march?

And now stop!

Add extra verses, e.g.

Can you tiptoe, tiptoe, tiptoe?

Or **Can you walk, walk, walk?**

Or, **Can you jog, jog, jog?**

0-1 years:

Movement: Bounce the child on you knee, as you face each other. Have fun stopping and starting. Change the speed of the song to match each verse.

1-2 years:

Movement: Perform the song in a big space. March around to the song and then stop like statues on the word STOP.

Listening and moving to instruments: Use a tambourine or drum. Play a beat for the children to move and stop to as you sing this song. Then play a movement game without the song – Move to the beat of the instrument, when you stop playing, the children stop like statues. Change the speed of the beat and vary the time you stop for.

3-4 years:

Movement: Perform the song in a big space. March around to the beat of the song and then STOP like statues. Ask the children to think of other ways of moving (tiptoe, run etc.) and create new verses and actions together.

Listening and moving to instruments: Use a tambourine or drum. Play a beat for the children to march and stop to as you sing this song. Then play a marching game without the song – March to the beat of the instrument, when you stop playing, the children stop like statues. Change the speed of the beat and vary the time you stop for. If you have a tambourine you could add another signal and shake the tambourine, when this happens the children and shake their bodies then STOP!

Reception:

Movement: Perform the song in a big space. March around to the beat of the song and then STOP like statues. Ask the children to think of other ways of moving (tiptoe, run etc.) and create new verses and actions together.

Listening and moving to instruments: Use a tambourine or drum. Play a beat for the children to march around to as you sing this song. Then play a marching game without the song – March to the beat of the instrument, when you stop playing, the children stop like statues. Change the speed of the beat and vary the time you stop for.

Sometimes play the beat quietly for the children to tiptoe to, sometimes loudly for marching. If you have a tambourine you could add another signal and shake the tambourine, when this happens the children shake their bodies, then STOP!



Join a brass band and march to the music:

Liberty Bell by Sousa. You can find this music at <https://www.classical100.org/>

Younger children will enjoy marching freely to this music.

Older children will enjoy leading the march in a line, a bit like follow my leader.

Reception children could keep the beat with percussion instruments. Body percussion is a good alternative, try using the children's own suggestions and encourage them to lead.

Other music to get your feet marching:

Radetzky March by Strauss, *Marche Militaire* by Shubert or the *Wallace and Gromit* theme tune.
If you have access to Youtube, try marching and moving to *Siyahamba*, an African marching song.