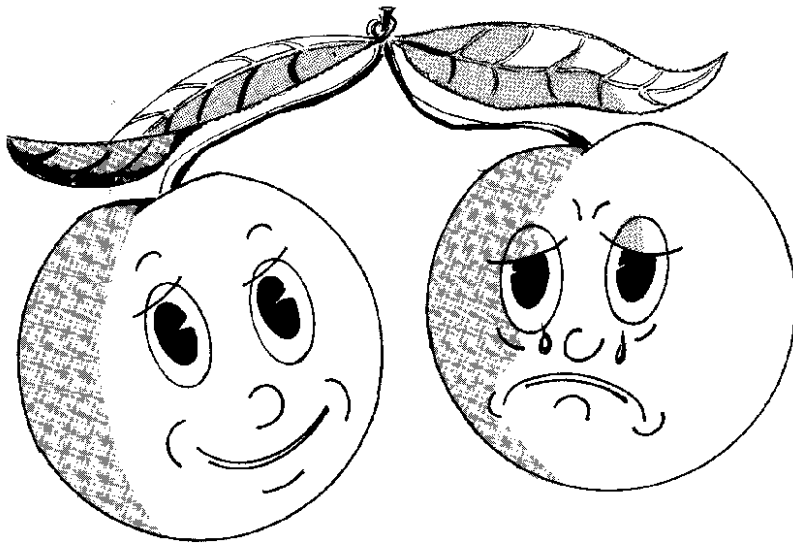


CHERRY TOTS

Words, actions and music designed to enable young children to recognize and react to their moods and emotions



The original idea and booklet devised and written by Barbara Lipscomb

**Accompanying music composed and produced by M &A Music
Illustrations by John Pease
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Introduction

The booklet is intended to provide adults, playgroup leaders and the teachers of young children, with a resource which has words, rhymes and music based upon some simple concepts that the children have to come to terms with as they grow older. Each simple concept is identified with an illustrated cherry tot character who provides an accessible visual link for the children.

The characters have been selected in couples which show contrast eg:

YES



NO

CDs

The accompanying CDs provide music to reflect each character. There is a phrase of music to introduce the character - the phrase is played three times to enable the children to really get the feel of the idea. There is a helpful introduction to let you get ready for the music, and then the music itself is played through three times. An attractive chord indicates the end.

Having introduced both characters and given the children the chance to dance to both contrasting concepts (three times each) there is then a mixture of both ideas in an endpiece dance. This music requires the children to listen carefully to recognise the order in which the respective characters occur, and gives the children the chance to produce a dance involving both ideas.

Illustrations

The notion of the Cherry Tots characters was developed to give the children a simple visual image of the ideas chosen. Almost lifelike, the cherry headed illustrations depict the facial expressions associated with their respective identity. Each childlike body gives clues as to some of the postures possible.

Rhymes

Each cherry character is also provided with an identity in rhyme. The rhymes show how the couples can link together and how they may link to become foursomes, and as the work progresses possibly even eightsomes.



The Strategy

We believe that there will be many opportunities for adults to refer to the words we have chosen. Children need to talk, so encourage lots of debate about what each word means. How would you feel if this was you? What other words have similar meanings?

- Introduce the word first.
- Talk about the word.
- Look at the cherry tot.
- Listen to the music.
- Dance to the music.
- How did you feel?
- Can you do better?
- Lets do it again!

The music will give the children the chance to dance the phrase three times. Explore first time - get better second and be really certain on the third time.

You can always jump back and start again!

- Introduce word A and dance.
- Introduce word B and dance.
- Then dance a mixture of A and B.

The mixtures are fun, they are made up in different ways and the lesson notes give details of their construction.



Children need to listen

- Do they recognise the phrase of music?
- Can they hear the beat?
- Is the music slow?
- Is the music fast?
- Is the music strong?
- Can they describe the pattern?
- Encourage them to listen quietly.
- Let them shout out what they hear.
- Ask them to talk about the music.
- Can they listen and dance?
- Do they dance well to the music?

Children need to move

- Use the instructions in the booklet to get some ideas for the movements.
- Let the children show you their movements.
- Solo dances 'within' the group come first.
- Then maybe the courage to dance solo?
- Dancing with a partner can be fun.
- Taking turns to dance matters.
- Trying to dance like each other is quite difficult.

Dancing as a team means we all have to concentrate and co-operate.



Progression

The words and the concepts/characters which they depict become more complex as the work develops. Several of the earlier words need to be understood before you move onto the next phase.

- The rhymes use more complicated words.
- The music becomes more complex.
- The dances have more features to them.

Essential social skills are built upon when the partner, and group dances develop.

Plan - do - review

Plan:

The order of the music can be checked.

The movements of the dance decided.

Agreements are made on who does dance.

Do:

Have plenty of turns at dancing.

Enjoy the dance.

Dance to the music.

Review:

Watch each other dance.

Talk about each others dance.

Decide how to dance even better!

and dance, dance, again!



The Word Couples

<u>The Characters</u>		<u>The Music</u>	
Sad	...	Glad	Cherrytots CD1
Quiet	...	Mad	
Quick	...	Slow	
Yes	...	No	
Big	...	Small	
Tiny	...	Tall	
Thin	...	Fat	
Round	...	Flat	
Shy	...	Cheeky	Cherrytots CD2
Lively	...	Sleepy	
Weak	...	Strong	
Short	...	Long	
Timid	...	Bold	
Hot	...	Cold	
Powerful	...	Weedy	
Kind	...	Greedy	



Cherry Tots Pairs: CD1

Sad

With drooping shoulders and tearful eyes this is a cherry that is very, very sad.

Glad

But with chin and arms lifted to the sky here is a cherry that is very, very glad.

Quiet

Tip toe steps and finger to lips, this quiet cherry takes great care.

Mad

But with knees raised high in crazy skips the mad cherry dashes everywhere.

Quick

With pumping arms and very fast feet this quick action cherry just loves to go.

Slow

This snails pace mover seems almost to hover, here is a cherry going very, very slow.

Yes

Eager smile and nodding head say "well done cherry, yes, yes, yes!"

No

Eyebrows frowned and shaking head say "not now cherry, no, no. no!"

Cherry Tots Pairs CD1 track 1 Sad Glad

Sad

*With drooping shoulders and tearful eyes
this is a cherry that is very very sad.*

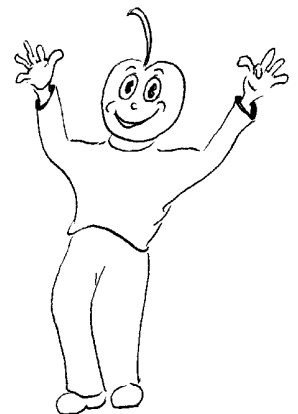
- **Slow walks**
Encourage the children to take slow steps to the music.
- **Drooping shoulders**
Lift and lower the shoulders to the steady beat.
- **Hands to eyes**
Ask the children to wipe away the tears very carefully.
- **Sad walking**
Walk and wipe tears, stop and drop shoulders.



Glad

*But with chin and arms lifted to the sky
here is a cherry that is very, very glad.*

- **Chin up**
Use the rhythm to lift and lower the chin.
- **Arms up**
Let the children lift one arm up, then the other, then both.
- **Walk and lift**
Encourage lively walking for 4 and then lift up arms.
- **Walk and lift and smile with chins up**
Counting 1 to 4 for walks and another 1 to 4 for smiles.



The Sad/Glad Dance

Let the children listen to the mixture music

Ask them to tell you which music it is which they can hear

Check the music order= GLAD, SAD, GLAD, SAD

Encourage the children to dance to the music, reminding them of the movements that they have practiced.

Cherry Tots Pairs CD1 track 2 Quiet Mad

Quiet

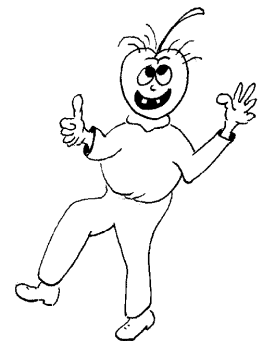
Tip toe steps and fingers to lips, this quiet cherry takes great care.



- **Lift up the heels and lower them**
Ask the children to balance on toes then stand again.
- **Walk on toes taking slow steps**
Tell the children to step carefully and as softly as they can.
- **Put finger to lips**
Use alternate hands and vary where to look.
- **Walk and warn to keep very quiet**
Ask for 4 slow tip toe steps, then 4 more elsewhere. Fingers!

Mad

But with knees raised high in crazy skips the mad cherry dashes everywhere.



- **Dashing about**
Make sure there is plenty of space for this to take place.
- **Here, there, everywhere**
Encourage a variety of places to dash to.
- **High knees**
Practice lifting one knee and then the other up.
- **Skipping and dashing**
Ask for vigorous skipping and busy pathways.

The Quiet/Mad dance.

Listen to the music and shout out which piece of music comes when.

Check the music order = QUIET, MAD, QUIET, MAD.

Enjoy dancing the two characters.

Take turns - who is the quiet cherry? Who is the mad cherry?

Change over roles.

Cherry Tots Pairs CD1 track 3 Quick Slow

Quick

With pumping arms and very fast feet this quick cherry just loves to go.

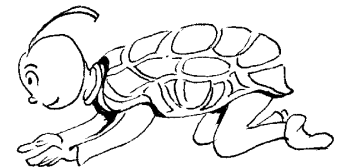
- Fast feet on the spot.
- Tell the children to run as fast as they can on the spot.
- Pumping arms.
- Concentrate on the arms, do not use the feet!
- Running in zig zag patterns.
- Remind the children to run into spaces and avoid collisions.
- Hectic arms and feet.
- Aim for fast arms and feet and very varied pathways.



Slow

This snails pace mover, seems almost to hover, here is a cherry going very, very, slow.

- Large steps
- Ask for large, slow, well-balanced steps.
- Small steps
- Let the feet creep past each other very, very slowly.
- Knees, hands and elbows on the floor.
- Restrict the crawling to a snails pace.
- Choose your slow motion actions.
- Encourage choice and allow changing to take place.



The Quick/Slow Dance

Let the children listen quietly to the music.

Ask the children to tell you the order of the music.

Check the order = SLOW, QUICK, SLOW

Encourage the children to enjoy the dance.

Make sure that they keep changing the slow actions

Stress the need for care in the QUICK section.