

**Okey Cokey Karaoke!** is a series of five 15-minute programmes. It is supported by a Teachers' Guide, which includes photocopiable activity sheets, background information, ideas for follow-up activities, and piano arrangements of the songs featured in the programmes. Further work can be carried out on the songs using the **Okey Cokey Karaoke!** music CD; the children can listen to Okey Cokey sing the songs on the CD, then join in with her. Once they know the tunes, they can sing without her, using the CD's karaoke tracks.

With the help of her amazing karaoke machine, the main character, Okey Cokey, introduces viewers to a series of specially composed songs. In each programme guest musicians talk about their instruments and join in with musical games. The children in the series explore different sounds. Viewers are encouraged to join in with the karaoke-style songs.

All the programmes involve children of 5–7 years:

- taking part in listening activities
- memorising short melodies
- composing activities
- performing songs together
- controlling the voice
- using the voice in different ways

Okey Cokey Karaoke! can be used to support Units 1–7, QCA Schemes of Work for Music (England).

Cross-curricular links: literacy, dance, science, art and design, food technology and PSHE.

### Background Information

The word 'karaoke' means 'empty orchestra' and is a form of entertainment that originated in Japan. People sing over pre-recorded backing tracks played on a karaoke machine. The machine puts the song lyrics up on a screen in time with the music. The concept of karaoke 'sing-along' has been adapted to provide a novel format for this educational series.

### Get ready to sing

Just as an athlete warms up his or her body before a race, singers need to prepare themselves to use their voices safely and effectively. Singing involves the whole body, not just the part above the neck. Before the programme starts, encourage the children to carry out some of the following warm-up activities:

- Shake out your arms and legs
- Wobble your knees and wiggle your hips
- Keep your back straight, whether standing or sitting
- Pick up some imaginary heavy shopping bags, keeping the shoulders low
- Breathe in feeling the cold air on the back of your throat
- Exhale to make a 'fffff' sound
- Chew an imaginary giant-sized toffee as loudly as possible
- Make your voice go up and down as if it is in a lift, following hand movements made by the teacher or a child. Make sure the voice stops when the lift does!
- Whisper a tongue twister such as 'fluffy floppy puppy'.

### Programme 1: Anansi, Cat and Rat

Teaching points: Learning how sounds can be made in different ways, finding the singing voice, responding physically through dance and exploring sounds.

After an animal sounds game, Okey Cokey sings the story song about Anansi, Cat and Rat, with animation. A fiddle player demonstrates plucking and bowing. Her sounds are used for a listening game, in which the viewers are asked to respond. Children explore sounds on their own plucking instruments made from 'found' materials and try out some dance ideas, before joining in with a final performance of the song.

### Before the programme

- Read a Caribbean 'Anansi' story to the children.
- Make a list of different stringed instruments and discuss how they are played.

### After the programme

- Try the animal noises game. Ask the children to suggest different animal noises. Use your hands to create clear start and stop signals. Ask a child to provide the signals.
- Make a stringed instrument out of junk materials and explore what sounds it can make.

### Programme 2: Building

Teaching points: Recognising and exploring different sound sources, singing with control of pitch and rhythm and performing together.

Okey Cokey sings The Building Site song, accompanied by the sights and sounds of a real building site. A singer and bass guitarist introduce their instruments and show how the pitch of the voice can change. Okey Cokey plays a game with the viewers, asking them to alter the pitch of their voices in response to the movement of her finger. The children then use their voices to create the sounds of the building site and join in with a final performance of the song.

### Before the programme

- Take the children on a 'listening walk' and discuss the sorts of sounds you hear along the way.

### After the programme

- With a child as the conductor, play the 'Follow the Finger' game. Try dividing the class into two groups and choose a different child to conduct each half.
- Divide the class into two groups. With one half of the class keeping a steady beat (clapping or tapping their knees), get the other half to chant each of the Building Song rhythms over and over again. Swap over.

### Programme 3: The Raja with Big Ears

Teaching points: Singing with control of dynamics, learning how the musical elements can be used expressively and exploring the difference between beat and rhythm. Shadow puppets act out the words of the song as Okey Cokey sings. She then shows viewers how to clap the rhythm of some of the words, getting louder each time. A tabla player demonstrates how his drums are played and shows how the children's names can be played as rhythms. The children practise making echoes and join in with the final performance of the song, The Raja with Big Ears.

#### Before the programme

- Play a game of Chinese whispers. Has the message changed by the time it reaches the last person?
- Talk about echoes. Some children might have heard echoed sounds under a bridge or in a cave.

#### After the programme

- Play the echo game. The leader plays the phrase loudly and the rest of the class have to play it back quietly three times. Try this game with words and phrases, body percussion and classroom instruments.

### Programme 4: Toys

Teaching points: Using the voice in different ways, performing short rhythmic patterns, organising sounds and developing musical ideas.

Okey Cokey plays a toys sound game before singing the Toys song. The children use percussion instruments to illustrate a story about toys. Okey Cokey asks the viewers to join in with a musical 'traffic lights' game, to practise starting and stopping sounds. The children show how they use a conductor, before joining in with a final performance of the song.

#### Before the programme

- Ask the children to help you make a list of noisy toys. How is their sound made?

#### After the programme

- Make some traffic lights and use them to control the children's sounds.
- Use voices or percussion instruments to create sound effects for a class story.

### Programme 5: The Great Big Enormous Turnip

Teaching points: Using the voice to perform short rhythmic patterns, organising sounds and musical ideas, exploring pitch (high and low), responding physically to music.

The children use puppets to act out the story song, while Okey Cokey sings it. A tuba player and ocarina player show how the tuba makes low sounds and the ocarina makes high sounds. They also show how a hosepipe and a funnel can become a homemade tuba. The song is sung again, after which the children perform their own 'musical soup' using the rhythms of vegetable names.

#### Before the programme

- Make a list of vegetables. Divide them into categories according to the number of syllables in the word.

#### After the programme

- Create voice patterns by combining different vegetable names such as 'parsnip potato, parsnip potato' or 'cucumber and carrots, cucumber and carrots'. Divide the class into two groups and set a different pattern off in each group.
- Ask groups of children to create their own 'vegetable soup' music, adding body percussion to match the words.

#### Support material for Stop, Look, Listen: Okey Cokey Karaoke!

Teachers' Guide: 206872 £3.95  
Music CD: 314564 £9.99

For information and orders, consult 4Learning's annual brochure or visit [www.channel4.com/learningshop](http://www.channel4.com/learningshop) Email: [sales@4learning.co.uk](mailto:sales@4learning.co.uk)  
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Music for 5–7 year olds



## Stop, Look, Listen: Okey Cokey Karaoke!



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Leaflet written by Kirsty Carter  
Edited by Christine Hall and Jackie Mace  
Designed by John Burke  
Photographer Christopher Baines  
Okey Cokey played by Eils Hewitt