



10 mins

Objective and Musical Focus

Composing; pulse;
rhythm; singing

Instruments?

No

1. Warm up Activity

Monster, Wizard, Witch!

This game is good for getting your class focused, using their imaginations and most of all, having fun. To play the game the class need to be in a circle, making sure that everybody can see one another.

Before starting the game, you need to create a short action and/or sound to represent a monster. For example, a monster could stamp their feet, have an angry looking face or make a short 'grrr' sound.

Practise passing the monster action/sound around the circle with children taking it in turns, one after another.

Now create a short action and/or sound to represent a wizard. For example, the wizard could wave an imaginary magic wand while shouting 'hocusocus!'. Explain that if somebody does the wizard action/sound, that means skip a person. Play the game again but this time children have the choice of making either the monster or wizard action/sound (the monster means it is the next person's turn, the wizard means it skips one person).

Finally, create a short action/sound to represent a witch. For example, a witch could stir an imaginary cauldron while cackling 'hee, hee, hee'. If somebody does the witch action/sound, that means we change the direction of the game.

Play the game with all three character actions/sounds. If somebody makes a mistake they are out and have to sit down. The game then bypasses those that are out and is played until you have a winner!





5 mins



Listen to the song *Spooky World*.



Teach the children the chorus from the song:

**It's spooky! They only come out at night,
It's spooky! Yeah, they'll give you a fright!
It's spooky! They only come out at night,
It's spooky! Yeah, they'll give you a fright!**



Play the song *Spooky World* using *Bring the Noise: Play It!* interactive tool on our website.

Extension: Experiment with your voice to try singing this chorus in a scary voice.





25 mins



For more about songwriting, watch the *Thunder Jam* episode 'Stories' in the Classroom Resources section on our website.

3. Main Activity

Spooky School

In the song *Spooky World*, the lyrics in the verses describe lots of spooky things. Either individually, in small groups or as a whole class, ask the children to imagine they are in a 'spooky school' and make a big list of all the things they see, hear and feel, for example:

bats cobwebs monsters screeching
screaming witches creepy jumpy zombie
spiders spooky scary stormy wizards
broomsticks house pumpkin cold

Now challenge the children to develop some of the words they have already into short phrases (maximum 7 words per line). You can support them in doing this by asking leading questions such as 'what are the witches doing?' or 'where are the monsters?'. The children can also create these short phrases by simply combining some of the words from their list, for example:

Witches flying through the air
Creepy zombies screaming



With your support, ask the children to structure the sentences to make rhyming couplets, for example:

Witches flying through the air
Ugly monsters everywhere!
Creepy zombies screaming,
Scary spiders creeping

You need four rhyming couplets for each verse, therefore choose eight and try rapping (speaking in rhythm) them along to the track.

Finally perform your version of *Spooky World* including your new lyrics for the verses and singing the chorus.



Curriculum Links

Literacy

4. Troubleshooting

When playing Spooky school, once the children have got the hang of the game, you may want to give the children some time to have a discussion in groups about how they can best work as a team in this game.

When composing a rhythm for the rhyming couplets you may find it useful to try the activity without the track initially. Support the children by playing out loud a regular pulse that is at the same tempo as the track if you decide to do this.



Key words

Lyrics: words to a song.

Tempo: the speed of the music.

Rhythm: a pattern of long and short sounds.