

Anansi and the Moss-Covered Rock



Introduction

The music content in this series explores three well-known traditional stories. Each story is accompanied by two songs which focus on the action of the stories, as well as music activities based on the songs and sequences of music to appraise. To keep the Teacher Notes documents to a manageable size we have split the Notes into three separate documents - one for each story.

The stories are:

Tiddalik the Frog. *Tiddalik* is an Aboriginal 'Dreamtime' story from Australia. Tiddalik is so thirsty that he drinks all the water in the land, until no water is left at all. The other animals decide the best way to get the water back is to make Tiddalik laugh. But Tiddalik is famously grumpy...so how will the animals manage to amuse him?

Lakshmi and the Clever Washerwoman. This story comes from India and links to Diwali. A queen is given a new necklace but it is taken by a crow, who then drops it where it is picked up by the washerwoman. She returns the necklace to the palace and, for her reward, requests that on the following day - Diwali - only she be allowed to light a diva lamp to guide the returning Lakshmi through the dark.

Anansi and the Moss-Covered Rock. This is one of the most popular stories about Anansi, who features in African-Caribbean folklore as a cunning part-man, part-spider, character. In this story Anansi discovers a magic rock and learns that saying the words 'Isn't this a strange, moss-covered rock!' will instantly send the speaker to sleep. He uses his discovery to trick the other animals...but one is ready to trick Anansi back...

Music skills

The Music skills appropriate to Years 1 and 2 that are targeted in the content include:

- breathing, posture, articulation, sound projection
- high / low / different paces / timbre / texture
- structure (phrase, chorus, verse)
- context (venue, occasion, time and place, intended effect)

- singing songs in unison, with clear diction, control of pitch, a sense of phrase and musical expression
- call and response
- appraising a wide range of music from a variety of geographical and historical contexts
- practising, rehearsing and presenting performances with an awareness of the audience
- listening with attention to detail and recalling sounds with increasing aural memory

Navigating the *Traditional Tales* website

The content has been organised using the six songs there are to learn across the three stories. On each page you will find the following (using the first part of *Anansi* as the example):



The tutorial. Join Andy Day and Rebecca Keatley to learn the song. The tutorials cover music elements from each song and are approximately 8 minutes long.



A story episode. Each story has two episodes. The episodes are all approximately 5 minutes in length.



The song - full vocal. This offers a karaoke-style video of the song, with the lyrics appearing on screen. Each song is approximately 2 to 3 minutes long.



The song - backing track only. Once your group has practised singing with the vocal version they can polish their performance by singing with the backing track only.



The music activity. Each song also has an activity video based on the music of the song. These videos include a key element of the music learning offered by the series. They are approximately 5 minutes long.



Listening music. This video offers a short example of music related to the song or story for pupils to consider and evaluate.



Traditional Tales

Age 5 - 7

Curriculum links:

Traditional Tales is primarily a music resource for children aged 5 to 7. It has been written to fulfil objectives of the music curriculum at Key Stage 1 in England and equivalent curriculum requirements in other UK nations.

Additionally the resource has strong cross-curricular links to English / Literacy and the study of traditional stories / fairy stories and about discovering stories from other cultures.

Credits:

Presenters: Andy Day and Rebecca Keatley

Composer: Katherine Freeman

Music arranger: David Chilton

Stories written by: Kate Stonham

Story readers: James Goode (Tiddalik), Nina Wadia (Lakshmi) and Don Gilét (Anansi).

Producer: Katherine Freeman

For the BBC: Andrew Barnes

Vocal warm-ups

It is sensible to warm-up before each session. There is a short vocal warm-up on our [Red Riding Hood pages](#).

Additional activities you can introduce:

Vowels: sing up and down a scale to the numbers 1 - 8, using B played on a chime bar as a starting note. Ask pupils to omit a number (eg '4') and sing it silently in their heads and challenge them to pitch the following note ('5') correctly. Develop by changing the number omitted and increasing the omissions.

Sing down a scale to 'Do you chew blue glue?', 'We three bees need trees', 'Chocolate and banana sponge' or other suitable combinations.

After singing down from C' - C, start the next scale one note higher and continue getting higher.

Tongue-twisters: (say or sing as four vowels) 'Red lorry, yellow lorry; red leather, yellow leather'.

Other things to keep in mind when singing include:

Posture: encourage children to stand tall, knees loose and feet apart.

The singing face: encourage pupils to lift their face muscles by smiling. Humming phrases of songs will also encourage an unforced, well-blended sound.

Breathing: encourage the children to imagine an inflatable ring around the waist. Breathe in silently through the mouth, causing the ring to inflate all the way round the middle. Hold - and then release the air slowly.

Supporting online resources

On each web page you will also find links to a variety of downloads intended to support your use of the videos. These are:

- *Teachers' Notes* - ie this document - guidance on how to use the resources
- the *Illustrated text* for each episode of the story - providing opportunities to extend the use of the stories into literacy activities
- the *Lyric sheet* - the words of the song
- the *Music sheet* - the vocal line of each song as music, including chords
- *Sequencing activity* - print out the A4 sheets and add a number in the appropriate box to sequence the events
- *Outline drawings* - drawings of some of the characters from the stories and other elements for the children to colour in and label
- Additional *print-outs* including a word search puzzle, a vocabulary sheet and a blank writing sheet.

How to use the content

We have tried to make this resource as flexible as possible and hope you will find the way of using it that best works for you and your group. Here are some suggestions you may find useful...

The tutorial video

The song tutorials are a key element for delivering the music learning. Each tutorial features a single song and pupils are guided by our presenters Andy Day and Rebecca Keatley.

You will see two icons used in the top right of the screen during the tutorial videos. The icons indicate when the children should be *listening* and when they should *join in by singing*. The icons change between each story to reflect the narrative context.

Each tutorial is about 8 minutes long. The pace is lively so make sure you are ready to mediate the use of the video.

The song videos

Use the song videos once you have learnt the songs using the tutorial video. The full-vocal version is easy to join in singing alongside Andy and Rebecca and watching the lyrics on screen.

Use the backing track once your group is feeling really confident.

The activity videos

These use the music from the song and focus on a specific musical skill - for example, identifying pitch, clapping to a beat, singing in canon, singing in unison, etc.

Andy and Rebecca guide the children through the activities, each of which is about 5 minutes long. Typically Andy and Rebecca will demonstrate the purpose of the music activity and then ask the children to join in by copying. Encourage your group by joining in with them.

The listening music

These videos offer a broad range of music for the children to enjoy and evaluate. Each piece of music has been chosen either because it links to the geographical / cultural origin of the story or because it illustrates a musical element that is also present in the song.

Distributing copies of the song sheets

The videos are ideal for displaying on your IWB, and getting children to read the lyrics from the board (so far as their skills allow) will ensure a good, open-chested, singing posture. However, you may also wish to distribute copies of the song lyrics for the children to share.

Feedback

We are always pleased to hear how you use our resources. Please send any feedback to: BBC School Radio, 3rd Floor Bridge House, MediaCityUK, M50 2BH.

Or email us at: schoolradio@bbc.co.uk

Anansi and the Moss-Covered Rock

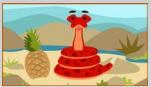
Focus

- Tempo: changes from fast to slow
- Style: fast, jazzy rhythms
- Pitch: the notes moving upwards and downwards in steps
- Pitch: some words are sung on the same note
- Rests: or pauses in the music

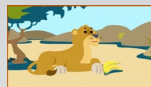
Characters



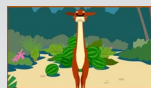
Anansi



Snake



Lion



Little Deer

5

Anansi the Spider



Tutorial

Learning the song:

- Learning Verse 1
- Learning Verse 2
- Learning Verse 3
- Learning the Chorus

Tutorial activities

- Identify the style of the song: it is upbeat and jazzy.
- Say the words of Verse 1 to practise the fast, jazzy rhythms.
- 'La' the words only, to practise the notes of the tune. Note that they go up and down in steps, rather like Anansi scuttling up and down.
- Notice how the tempo of the first half of the chorus is fast, but the second half is slower. The final line of the chorus is fast again.
- Practise clapping in the rests in the chorus.
- Notice how, in Verse 3, the words 'Up he'll get, with a grin' are all on the same note.



The story

Part 1 of *Anansi and the Moss-Covered Rock*. Anansi is a mischievous spider who appears in traditional stories from Africa and the Caribbean.

In the story Anansi tricks his friends into falling asleep on a magical moss-covered rock. First he tricks Snake and while Snake is asleep Anansi gobbles up his pineapple dinner. Next Anansi tricks Lion and while she is sleeping he steals all her bananas. Anansi is delighted with himself and wonders who he should trick next...

- Tell the children that Anansi is a very mischievous spider, who loves to play tricks on his friends. These often go wrong, but he never seems to learn his lesson!
- Ask the children if they have ever played a trick on anyone, or do they know someone who has? Is playing tricks on others a good thing to do? Always? Sometimes? Never?
- Discuss what qualities the children think Anansi might have - eg is he is clever? Is he quick? Is he energetic?
- Tell the children that today's song describes what Anansi is like.



The song

- Learn with the full vocal version.
- Polish your performance by singing with the backing track only.



Music activity

Focus:

- Pitch: going down in successive note steps
- Pitch: going up in successive note steps

Discuss how in music the notes can often go up (ascend) or they can go down (descend). It's one of the techniques that helps to keep the music interesting!

Andy and Rebecca sing a *descending* note sequence and the children copy.

They add actions to it: wriggling their fingers like Anansi and moving their hands down with each descending note step.

Andy and Rebecca then sing an *ascending* note sequence and the children copy.



Links to all resources online



Tutorial video



Story video - Pt 1



Song - full vocal



Song - backing track



Activity video



Listening music



Illustrated story - Pt 1



Lyric sheet



Music sheet



Sequencing activity



Outline drawing -
Anansi the Spider



Outline drawing -
Little Deer



Word search puzzle



Vocab sheet



Writing sheet

They add actions to it - wiggling their fingers like Anansi again but this time also moving their hands *up* with each ascending step.



Listening music

Yellow Bird

Traditional Caribbean folk song, played by a steel band with percussion.

- This is music from the Caribbean - the part of the world that stories about Anansi come from.
- What is the style / mood of the music? It is happy and relaxed and it makes you want to sway and dance.
- Can the children hear other instruments as well? There are woodblocks and other percussion instruments playing to keep the steady beat.
- The music has a strong beat or pulse - like today's song. The children can clap along to this. They could also sway to the music.
- The main instruments featured in this piece of music are the *steel pans*.
- The steel pan is the national instrument of Trinidad and Tobago. It is made out of metal - traditionally and empty oil drum - and can play different notes: both high notes and low notes. It is struck with wooden beaters to make a sound.
- Many people play steel drums together in steel bands. They often play for special events, particularly at carnivals.
- What can the children imagine Anansi the Spider doing in time to this music?
- See also our own [vocal version of the song](#).

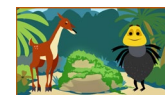
Literacy links

Year 1

- Draw a picture of Anansi in the middle of the page or distribute the outline drawing of Anansi (see the links to online resources opposite). Ask the children to write words to describe Anansi's qualities around the picture - eg 'clever', 'quick', 'sly', 'funny'.

Year 2

- The children pick an event from the story so far and write about what happens. They could also illustrate this - eg when Anansi invites Snake to go with him for a walk in the forest he tricks Snake into saying the magic words and falling asleep on the moss-covered rock. Anansi then steals all Snake's pineapples.



Anansi the Spider

1 Anansi is a spider
Who loves to break the rules
He's really rather clever
'Though he's never been to school
He goes just where he pleases
No one knows where to
You may or may not like him
It's really up to you!

(Chorus)

His name's Anansi!

And he's the greatest spider!

He's Anansi!

Watch out or he'll trick ya!

You may see him in the country

You may see him in the town

But when you turn and look again

Anansi is gone!

2 Anansi writes the rule book
A rule book just for him
He always likes to have a joke
He always likes to win
If he's standing by you
My advice: 'Watch out!'
'Cause nothing ever goes to plan
When he's about!



(Chorus)

His name's Anansi!

And he's the greatest spider!

He's Anansi!

Watch out or he'll trick ya!

You may see him in the country

You may see him in the town

But when you turn and look again

Anansi is gone!



3 Anansi is a joker

He's clever and headstrong

He loves to play his tricks on you

Although they can go wrong

This never seems to put him off

He'll just shrug and then...

Up he'll get, with a grin!

And start all over again!

(Chorus)

His name's Anansi!

And he's the greatest spider!

He's Anansi!

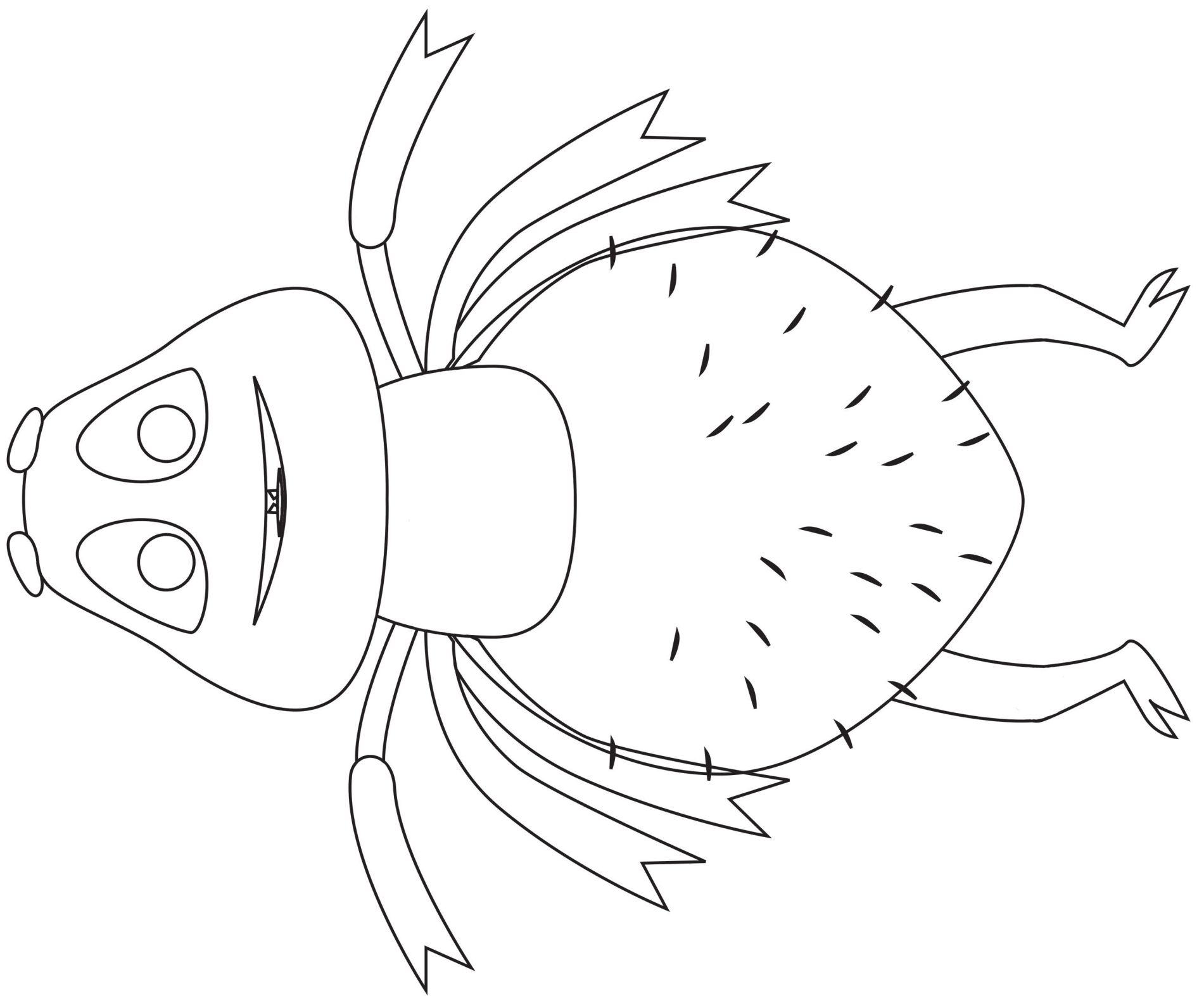
Watch out or he'll trick ya!

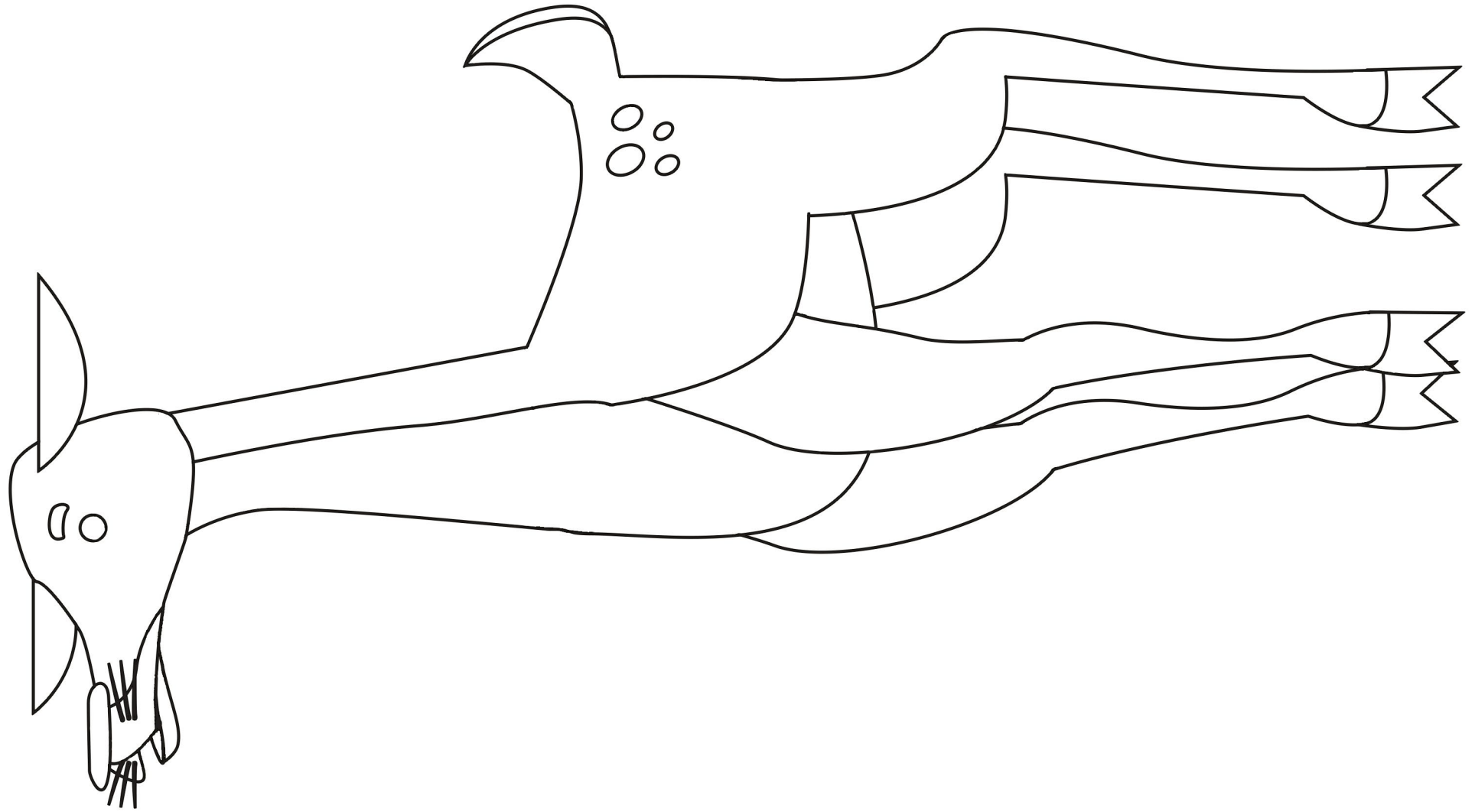
You may see him in the country


You may see him in the town

But when you turn and look again

Anansi is gone!







Anansi and the Moss-Covered Rock

L	G	P	I	N	E	A	P	L	E	
I	X	L	O	Z	L	D	E	T	U	N
T	N	W	I	A	U	S	B	O	I	Q
T	Y	A	M	O	Z	N	A	F	E	R
L	Z	N	B	A	N	A	N	A	S	O
E	K	A	C	R	E	K	M	I	V	C
D	E	N	R	W	D	E	R	O	A	K
E	U	S	H	U	P	V	Y	R	S	Q
E	R	I	G	L	E	F	N	E	T	S
R	P	T	F	O	R	E	S	T	B	O
M	A	G	I	C	A	L	D	E	Z	W

ANANSI

LITTLE DEER

ROCK

PINEAPPLE

MAGICAL

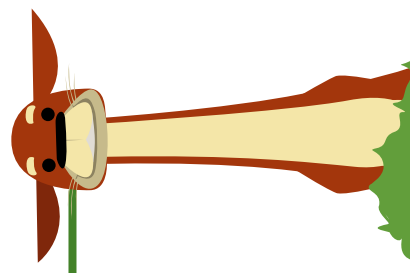
SNAKE

MOSS

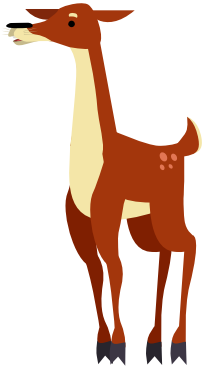
LION

BANANAS

FOREST



Anansi and the Moss-Covered Rock



deer



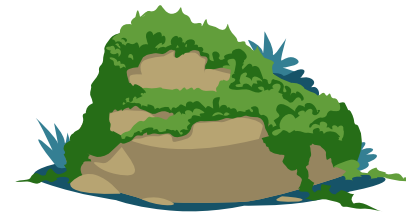
snake



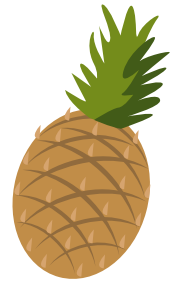
lion



anansi



rock



pineapple



bananas



forest



watermelon



bush



stones



moss

Focus

- Tempo: slow
- Style: smooth and flowing - *legato*
- Pitch: jumping from low to high
- Dynamics: soft - getting louder - *crescendo* - getting quieter - *decrescendo*
- Rests: or pauses in the music
- Rhythms that are the same
- Rhythms that are different

Characters



Anansi



Snake



Lion



Little Deer

6

Anansi went walking



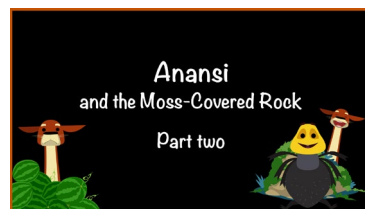
Tutorial

Learning the song:

- Learning Verse 1
- Learning Verse 2
- Learning Verse 3
- Learning the Chorus - which is slightly different each time

Tutorial activities

- Identify how the animal sounds in Verses 1 and 2 for Snake and Lion are the same length and the same pitch.
- Practise singing the 'Crash! Bang!' in the chorus loudly.
- Clap in the rest, before the 'Crash! Bang!' in the chorus.
- Clap in the three beat rest in Verse 2 after 'All at once Anansi stopped'.
- Identify how Andy and Rebecca sing the same notes for the conversation between Anansi and Little Deer, but an octave apart.
- Practise singing the musical conversation between Little Deer and Anansi at the end of Verse 4.



The story

Anansi has tricked many of his animal friends into falling asleep on the magical moss-covered rock...and has then stolen their food.

Little Deer has been watching Anansi and she decides to teach Anansi a lesson. She agrees to walk with Anansi to the moss-covered rock, but when they get there she tricks *him* into saying the magic words. Anansi falls asleep and wakes up to find all the animals gathered around him, laughing. Anansi joins in with the laughter: he's been outwitted for now, but he knows that he'll soon be back to his tricks!

- Ask the children if they can remember what has happened so far in the story. Anansi has tricked Snake and Lion into falling asleep on the magical moss-covered rock and has then stolen their food. How do the children think this has made the animals feel?
- Do the children have any ideas about how Anansi could be stopped?



The song

- Learn with the full vocal version.
- Polish your performance by singing with the backing track only.



Music activity

Focus:

- Pulse - or strong beat, that runs through a piece of music

- Rests - or pauses in the music, when nothing happens
- Clapping a rhythmic pattern

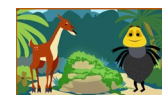
Talk about how a strong beat - or pulse - always runs through a piece of music, holding it together.

Andy and Rebecca clap the pulse and the children copy.

Then they add some rests, so that they are pausing on some beats and clapping on others. The children copy these rhythmic sequences.

Then Andy and Rebecca make more challenging rhythms, changing the patterns and substituting different clapping beats for rests.

They also add tapping rhythms, where the children tap their shoulders.



Links to all resources online



Tutorial video



Story video - Pt 2



Song - full vocal



Song - backing track



Activity video



Listening music



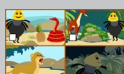
Illustrated story - Pt 2



Lyric sheet



Music sheet



Sequencing activity



Outline drawing -
Little Deer



Outline drawing -
Anansi and Little Deer



Word search puzzle



Vocab sheet



Writing sheet

If you have time the children can make up some of their own clapping and tapping patterns with a partner, remembering to add some rests.



Listening music

Extract from *Movement 1, Symphony No 5* by Ludwig van Beethoven, played by an orchestra.

- This piece of music was written in 1808 by Ludwig van Beethoven.
- What is the style of the music? It is fast and exciting!
- This piece has very strong rhythms - just like today's song.
- Clap and sing the opening four notes together.
- The first part of this piece is a bit like a musical conversation. The first four notes play and then the next four notes answer.
- This piece of music is played by an *orchestra*. At the beginning of the music all the instruments of the orchestra are playing the same notes - very loudly! They have to watch the conductor - the person who stands at the front of the orchestra and leads them - very carefully to keep in time.
- What are the dynamics of the first few bars? They are loud!
- Can the children hear when the music becomes quiet, then loud again? Children can put their hands up when the music is loud, then down again when it becomes quiet again.
- Can the children hear any moments of silence, or rests?

Literacy links

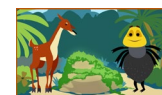
Year 1

- Discuss with the children the other animals that Anansi has tricked - eg Monkey, Elephant, Hippo, Turtle. What do they think Anansi may have stolen from them? What else might he have done - eg slept in Monkey's tree house and made it messy...or muddled up Turtle's collection of special shells.
- Colour in the outline drawing of Little Deer (see links to online resources opposite) and add words to describe her.

Literacy links

Year 2

- What do the children think Little Deer did after she had tricked Anansi and he had fallen asleep on the moss-covered rock? Did she visit the different animals and tell them that she had managed to trick Anansi this time? The children write about what they think happened. They could also write their own version of the end of the story.

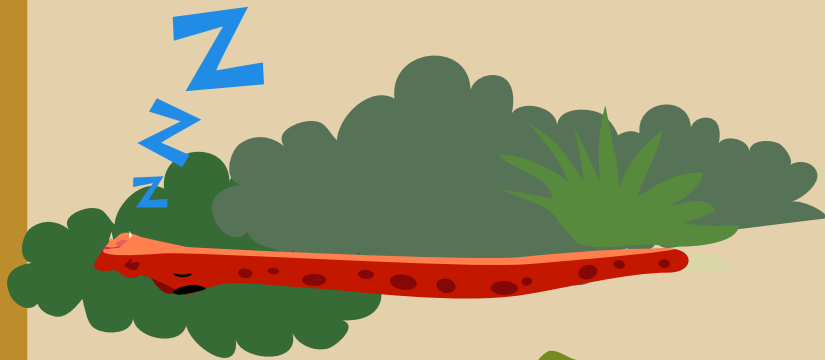


Anansi went walking

- 1 Anansi and Snake went walking, talking
Into the forest, walking, talking
All at once Anansi stopped
'What's this?' he cried
Snake replied: 'Sss! Sss! Sss!
Isn't this a strange, moss-covered rock!'



*Crash! Bang! Poor old Snake!
Crash! Bang! Down he flopped!
He slept all day and he slept all night
Under the spell of the moss-covered rock!*



- 2 Anansi and Lion went walking, talking
Into the forest, walking, talking
All at once Anansi stopped
'What's this?' he cried
Lion replied: 'Grr! Grr! Grr!
Isn't this a strange, moss-covered rock!'



*Crash! Bang! Poor old Lion!
Crash! Bang! Down she flopped!
She slept all day and she slept all night
Under the spell of the moss-covered rock!*



3 Anansi and Deer went walking, talking
Into the forest, walking, talking
All at once Anansi stopped
'What's this?' he cried
Deer replied: 'I don't know!'
'Yes, you do!'
'No, I don't!'
'Yes, you do! Isn't this a strange, moss-covered rock!'



*Crash! Bang! Poor Anansi!
Crash! Bang! Down he flopped!
He slept all day and he slept all night
Under the spell of the moss-covered rock!*

