

KS2 Music: Ancient Greece

Songs and music activities exploring Ancient Greek civilisation



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The songs and music activities in these Notes complement the KS2 History content from BBC Teach, which you can find [here](#). There are also study guides on the topic for KS2 from [BBC Bitesize](#). For more music content from BBC Teach go [here](#).

Introduction

This set of six songs supports the popular cross-curriculum topic of Ancient Greece. The music evokes the atmosphere of a distant time and place but also brings in sound elements from contemporary music in a range of popular styles.

The songs are rich in ideas for drama and dance, with lots of opportunities for performances in school assemblies or shows for parents, including movement scenes, video presentations, projections, artwork and exhibitions.

Some of the songs explore Ancient Greek *modes* (scales) and rhythm patterns, with ideas for recreating these using classroom instruments. The music arrangements contain the 'ancient' sounds of lyres, reed pipes, panpipes and Greek percussion, mixed with some subtle contemporary sounds from guitars, keyboards, synths and electronic instruments.

Each song can be heard in vocal versions and also in an instrumental backing track, with exactly the same timing. You can use these for practising as often as you like, and for performing in your assemblies and shows for parents and the whole school.

These Notes contain:

- detailed information about the music for performing each song
- some hints for organising the class and combining the music with dance and drama in performance
- some suggestions for use of classroom instruments and simple improvising and composing
- suggestions for follow-up ideas in subjects right across the curriculum: History, Geography, Literacy, Maths, Science, RE, PSHE, Design and Technology, Art and PE/Dance.

The six songs in the collection are:

Busy ancient city, Athens

A celebration of everyday life in early Athens, exploring parallels between Ancient Greek social life and contemporary 21st century life: food, sport, fashion, family and the roles of men, women, girls and boys. The market scene focuses on trade, money, food, drink, jobs and farming, while hinting at the history of ancient warfare and slavery. The tune has five beats in a bar and the accompaniment conjures up a sound world featuring panpipes, lyres and percussion, with some clap-and-click actions to join in. It can also be performed like a Greek circle dance!

Myths and mysteries

An evocation of the beliefs of Ancient Greece, including some Greek gods and goddesses - especially the well-known 'Olympians' - and their links to harvest, healing, wine, the sea, music and fire. There's a verse about ancient Greek stories concerning death, including the Underworld and the after-life. The musical setting is atmospheric and 'supernatural', so offers a chance to sing quietly and mysteriously.

Build up stones and sculptures

A celebration of Greek architecture: columns, temples, theatres, statues and sculpture. The strong, stately melody rises then falls symmetrically, starting at the 'root' note (C) as a 'foundation' to build on and return to. There is a stable, steady beat throughout the song, which features four square phrases in 4/4 time - suggesting rational, careful building. The sound world highlights lyres, ancient horns/trumpets (such as the *salpinx*), panpipes and flutes. There's also a range of percussion patterns to evoke the hard work of making and building by hand.

Get training

A lively, energetic, song, pushing forwards with physicality with special relevance to the Olympic Games. These began life as a religious festival for the god Zeus and became a popular competitive athletic event, with temples and stadiums at Olympia. The tune of each refrain has phrases going up, down, up, down etc, to suggest training regimes, with the key words changing in each refrain to introduce the events. Then the spoken, rap-style verses highlight the skills involved in the sports of running, jumping, discus, javelin, wrestling, boxing and chariot racing. These verses can be spoken in time all together, or by individuals or small groups.

Philosophy

A relaxed, contemplative, jazzy song. The first two verses explore different aspects of philosophical thinking - about evidence, asking questions, thinking wisely, words and language, the past, present and future. There are refrains to speak in time together, reciting the first eight letters of the ancient Greek alphabet, and the names of six famous Greek philosophers. The third verse reflects on philosophy's practical applications relevant to the modern world - in maths, geometry, science, medicine, astronomy, and the idea of democracy.

Story, story, story

A busy, syncopated song with a lively chorus - embracing rock 'n' roll and funk rhythms - which celebrates the art of storytelling. The chorus sings of how stories can be told and acted out in public places. The verses are a bit slower, allowing a little extra time to fit in some tricky words, and explore some different kinds of Ancient Greek storytelling - fables, creation myths, legends, etc. Share more stories with pupils about the various heroes, heroines, creatures, etc in the verses, to stimulate creation of their own poems, masks, artworks, dance and drama performances. Encourage everyone to sing with with lots of dynamic expression and contrast.

Credits:

Words and music: Barry Gibson

Singers: Nigel Pilkington, Rachael-Louise Miller

Audio-production and Teacher's Notes: Barry Gibson

For the BBC: Andrew Barnes

Busy ancient city, Athens

A celebration of everyday life in early Athens, exploring parallels between Ancient Greek social life and contemporary 21st century life: food, sport, fashion, family and the roles of men, women, girls and boys. The market scene focuses on trade, money, food, drink, jobs and farming, while hinting at the history of ancient warfare and slavery. The tune has five beats in a bar and the accompaniment conjures up a sound world featuring panpipes, lyres and percussion, with some clap-and-click actions to join in. It can also be performed like a Greek circle dance!

Singing content

- To get the feel of the unusual 5 beats in-a-bar metre, everyone can use one finger to tap the digits on your other hand, counting in time rhythmically with the backing track: 1, 2, 3, 4, 5; 1, 2, 3, 4, 5; etc.
- The verses contain several lists and tricky words about everyday things and people in ancient Athens. To help with these practise saying a few lines at a time together slowly, like a tongue-twister or shopping list: 'Grain, meat, fish, wine, oil and olives...' etc. Once you're more confident, sing in time with the vocal track.
- You could divide the singing of the verse lyrics up between between small groups, pairs or even individuals - eg two lines each or four lines each. The melody is composed in the ancient Greek *mixolydian mode* (scale). Note the high C natural, eg on the words 'join' and 'pots' in Verse 1, which has a kind of 'bluesy' feel.
- Sing the tune of the chorus brightly together, with a sense of busy purpose!

Actions, instruments and composing

- Between Verses 2 and 3 there is an instrumental verse, with the invitation to join in and repeat some hand actions going 'clap, clap, clap, click, click; clap, clap, clap, click, click; etc. Try and keep the beat steady.

- Later, a small group can play the hand actions pattern on instruments (eg three taps on drums, then two on bell sounds - 'tap, tap, tap, ting, ting; tap, tap, tap, ting, ting; etc). Tambourine players could combine this on one instrument - tapping the skin for the 'taps' and shaking the jingles quickly for the 'tings'.
- Elsewhere in the song percussion players can improvise delicate finger patterns to suit the words in each verse and chorus (eg small hand drums and jingles in Verse 1; finger cymbals in Verse 2; larger hand drums and woodblocks in Verse 3).
- The backing has the sound of an ancient plucked lyre, a kind of stringed instrument like a small harp. In the chorus beginner ukulele and guitar players can join in with strumming and plucking these chords in time: D//// Am//// D//// A7////.
- Recorder and panpipe players may find the actual melody notes, or can just play the word rhythms of the chorus to these simpler notes: D..... A..... D.....A..... .
- In small groups create some 'market music' including the sound of coins spinning and jingling, footsteps coming and going, and voices calling out their wares.

Drama, dance and performance

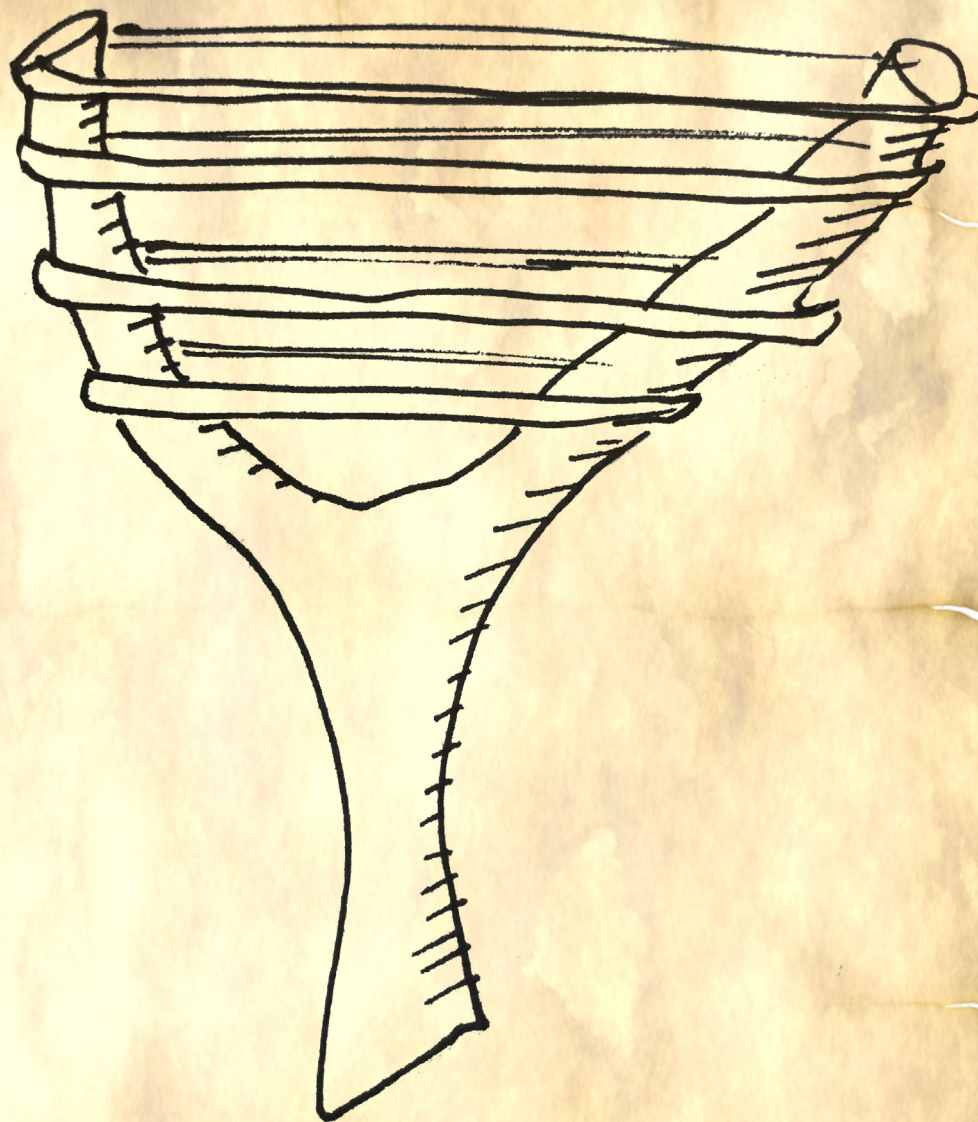
- Stand in a circle and practise some moves to fit the chorus, going clockwise: 'step, step, step, tu-rn; step, step, step, tu-rn...' etc. Then devise some simple actions to suit each verse: eg Verse 1 - lifting jars and pots, then facing a partner to 'trade'; Verse 2 - hands and fingers point to relevant parts of body, with suitable fashion 'poses'; Instrumental verse - claps and clicks, with more turns and spins; Verse 3 - gestures and moves to suit people, their jobs and actions.
- Use pieces of cloth and recycled clothes to create costumes similar to 'woollen cloaks and linen tunics' and other clothing mentioned in the song. There are plenty of resources available in books and online to help with your costume research - eg from [DK Find Out](#), [The British Museum](#), [BBC Bitesize](#) and [Ancient History Lists](#).

History, Geography, Maths, PSHE

- Use timelines, charts and games to help pupils develop their sense of time, and begin to understand how long 'two and a half thousand years ago' was.
- Find out how climate affects food in different parts of the world. The diet of the ancient Greeks included food and drink that are still common in many parts of the Mediterranean world today (eg 'grain, meat, fish, wine, oil and olives'). What other foods were also popular (eg cheese, vegetables, eggs, figs, fruit, nuts, honey)? What meat was eaten (eg wild boar, deer, hare)? And what else was olive oil used for (eg perfume, soap, medicine, lighting lamps and torches)?
- Find out about Ancient Greek working lives, gender roles, slavery and the 'division of labour' between different groups of people.
- For an animated impression of life for children in Ancient Athens see [The Acropolis Museum](#).

Science of Music, Art and Design

- Collect some rubber bands and branched twigs to make small versions of ancient Greek lyres (see the image opposite). Can you adjust the tension of the rubber bands (about 4 or 5 per instrument) to get different notes and *modes*? Make up your own tunes with them.
- Tape together several paper straws, cut to different lengths, to make ancient Greek panpipes. Blow across the top of each 'pipe' to get a flute like sound. Adjust the lengths for the sound to be lower in pitch (longer) or higher (shorter). Your music trolley or instrument collection may also have ready-made wooden or bamboo panpipes. Experiment to make up your own tunes with the sequence of notes.
- Look at a range of Ancient Greek vases in books and from museum collections (eg [The Ashmolean Museum](#) or [The British Museum](#)). Discover a range of clay pot techniques (eg simple coil and pinch, or spirals) and decorate your pots in the style of Greek vases, with black decorations for figures and characters.
- Discover facts about Greek hairstyles, make-up and jewellery, including Ancient Greek jewellery at [The British Museum](#). Design and make some of your own Ancient Greek jewellery.



Busy ancient city, Athens

1. Busy ancient city, Athens
Come and join us at the market
Grain, meat, fish, wine, oil and olives
Jars and pots - all shapes and sizes
Barter things for trade
Then, after a while
Drachmas changing hands
Gold and silver coins
Busy ancient city, Athens
Two-and-a-half thousand years ago...
2. Busy ancient city, Athens
Come and see the latest fashions
Woollen cloaks and linen tunics
Sandals, boots and belts of leather
Caps and broad-brimmed hats
Necklaces and rings
Powder on the face
So many hairstyles!
Busy ancient city, Athens
Two-and-a-half thousand years ago...

[INSTRUMENTAL VERSE]

Busy ancient city, Athens
Two-and-a-half thousand years ago...


3. Busy ancient city, Athens
Come and meet all kinds of people
Farmers, carpenters and potters
Men and women, slaves and families
Boys learning at school
Girls working at home
Children playing games
Dance and music too!
Busy ancient city, Athens
Two-and-a-half thousand years ago...
Busy ancient city, Athens
Two-and-a-half thousand years ago...

Busy ancient city - Athens

Words and music: Barry Gibson

Busy and bustling


D **A7** **D** **Am**



Between verses 2 and 3,
join in actions going:
*"Clap clap clap, click click,
Clap clap clap, click click..."* etc.


1. Bu sy an - cient ci - ty A - thens, Come and join us at the mar - ket,
2. Bu - sy an - cient ci - ty A - thens, Come and see the la - test fa - shions,
3. Bu - sy an - cient ci - ty A - thens, Come and meet all kinds of peo - ple,

D **Am** **D**



5 Grain, meat, fish, wine, oil and o - lives, Jars and pots, All shapes and si - zes, Bar - ter things for trade,
Wool - len cloaks and li - nen tu - nics, San - dals, boots and belts of lea - ther, Caps and broad - brimmed hats,
Far - mers, car - pen - ters and pot - ters, Men and wo - men, slaves and fa - milies, Boys learn - ing at school,

Bm **D** **A7**



8 Then, af - ter a while 'Drach - mas' chang - ing hands, Gold and sil - ver coins,
Neck - la - ces and rings, Pow - der on the face, So ma - ny hair - styles!
Girls work - ing at home, Chil - dren play - ing games, Dance and mu - sic too!

CHORUS

11

Bu - sy an - cient ci - ty A - thens, Two - and - a - half thou - sand years a - go.

CODA (last time only)

15

Bu - sy an - cient ci - ty A - thens, Two - and - a - half thou - sand years a - go.

Myths and mysteries

The song explores the beliefs of Ancient Greece, mentioning some Greek gods and goddesses - especially the well-known 'Olympians' - and their links to harvest, healing, wine, the sea, music and fire. There's a verse about ancient Greek stories concerning death, including the Underworld and the after-life. The musical setting is atmospheric and 'supernatural', so offers a chance to sing quietly and mysteriously.

Singing content

- Sing mysteriously, not too loud, but with clear words and keeping steady time.
- In the chorus, pay special attention to the word 'labyrinth', where the second syllable (an A sharp) pushes up towards the note B.
- In the verses, practise saying the words slowly together first, before singing at speed with the vocal track and backing track. Find out about the different gods and goddesses, and use your voices expressively to suggest their characters - eg deep and dark for the 'Underworld' in Verse 3.
- Separate verses can be split between small groups and individuals.
- In the coda, try getting quieter and quieter, ending in a mysterious 'Shhhhhh...'

Actions, Instruments and Composing

- In the introduction everyone's fingers can perform string-plucking lyre actions in the air in front of you - air lyre!
- When everyone is confident singing, some groups can experiment with extra instrument sounds for atmosphere - eg Verse 1: thunder rolls; Verse 2: shaker sounds; Verse 3: drumbeats and low sounds; Verse 4 all.
- Read and listen to stories about some of the song's themes and choose some favourite ideas as titles for poems and music pieces - eg: Mount Olympus, the sea and the harvest, the Underworld journey, lost in the labyrinth. Groups can then develop the instrument ideas above into separate pieces for each theme.

Drama, Dance, Literacy, Art and Performance

- Use your poems and music pieces as above to stimulate other small groups to develop movement ideas and choreograph dance sequences to fit.
- Discover further stories of gods and goddesses - eg from [BBC Teach](#), [BBC Bitesize](#) and [National Geographic Kids](#).
- Create comic strip versions of some of the stories referred to in the song, including dramatic dialogue. Act out some of your scenes with lots of expression!
- Discover how masks played a part in Greek theatre - eg from [The British Museum](#). Make masks of your chosen characters from Greek mythology, adapted from paper plates or papier-maché. Decorate them with colourful, striking and dramatic paint schemes, attaching coloured wool for hair, and threading elastic through holes on each side. Don't forget the three-headed Cerberus! How will you make that mask?
- Can you combine all these elements into an assembly performance sequence in an order you choose - ie plays with dialogue; dance/ movement scenes with music; comic strip projections; poems - plus singing the song?

Myths and mysteries



Myths and mysteries, legends and labyrinths
Myths and mysteries of Ancient Greece
Myths and mysteries, legends and labyrinths
Myths and mysteries of Ancient Greece.

1. Mount Olympus, gods and goddesses
For harvest and healing, for wisdom and war
Zeus the thunderer, Hera and Ares,
Athena, Aphrodite and so many more.

Myths and mysteries, legends and labyrinths... (etc)

2. Hermes the messenger, sea god Poseidon
Wine god Dionysus, Hephaestus for fire
Artemis for hunting, Demeter for harvest
Apollo for music, let's play on the lyre -

[INSTRUMENTAL INTERLUDE]

Myths and mysteries, legends and labyrinths... (etc)

3. Death and the after-life - off to the Underworld
By boat on a river, there's a gate to pass
Past three-headed Cerberus, then onto Hades
Then on to Elysium...or to Tartarus!

Myths and mysteries, legends and labyrinths... (etc)

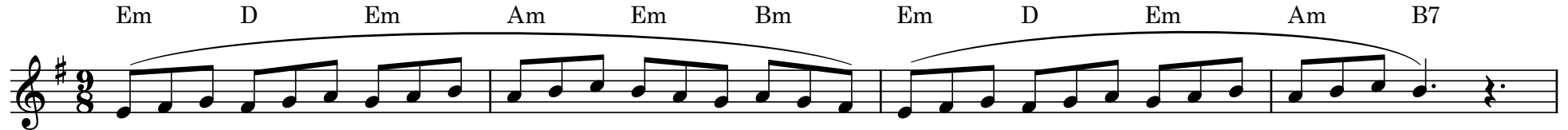
Myths and mysteries, legends and labyrinths
Myths and mysteries of Ancient Greece
Myths and mysteries, myths and mysteries
Myths and mysteries, Shhhhhhhh!



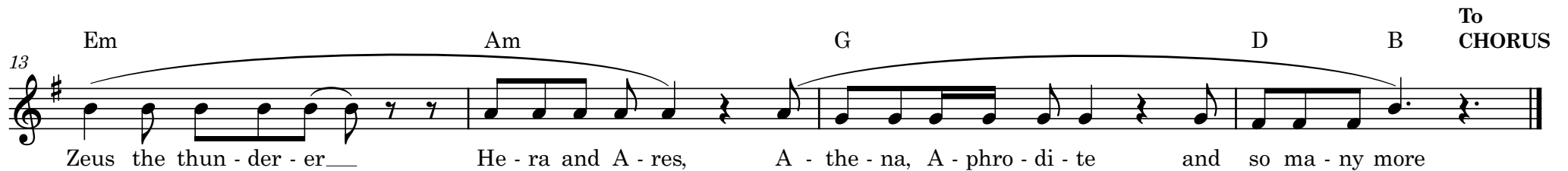
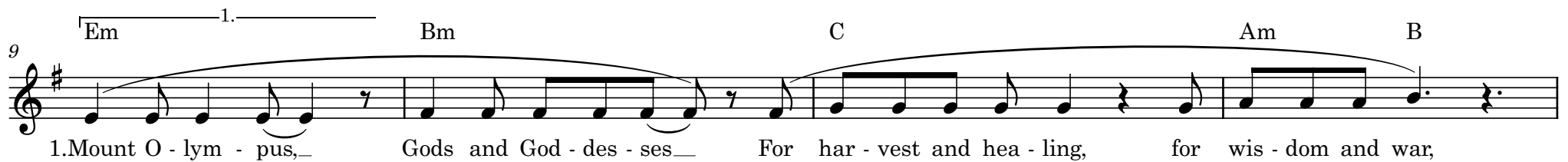
Myths and Mysteries

Words and music: Barry Gibson

Mysteriously



CHORUS



17 Em Bm C Am B

2. Her - mes the Mes - sen - ger, Sea - god Po - sei - don, Wine - god Di - o - ny - sus, He - phae - stus for fire,

21 Em Am G D B

Ar - te - mis for hun - ting, De - me - ter for har - vest, A - pol - lo for mu - sic, let's play on the lyre...

INSTRUMENTAL INTERLUDE WITH LYRE-ACTIONS

25 Em D Em Am Em Bm Em D Em Am B7 To CHORUS

29 Em Bm C Am B

3. Death and the af - ter - life... Off to the Un - der - world By boat on a ri - ver, there's a gate to pass Past

33 Em Am G D B To CHORUS

three - head - ed Cer - be - rus, Then on - to Ha - des, Then on - to E - ly - si - um... or to Tar - ta - rus!

Build up stones and sculptures

A celebration of Greek architecture: columns, temples, theatres, statues and sculpture. The strong, stately melody rises then falls symmetrically, starting at the 'root' note (C) as a 'foundation' to build on and return to. There is a stable, steady beat throughout the song, which features four square phrases in 4/4 time - suggesting rational, careful building. The sound world highlights lyres, ancient horns/trumpets (such as the *salpinx*), panpipes and flutes. There's also a range of percussion patterns to evoke the hard work of making and building by hand.

Singing content

- The strong, stately melody rises then falls symmetrically, starting at the 'root' note (C) as a foundation to build on, and to return to. The upward phrase has eight short, steady notes mainly rising up to a long high C; then the downward phrase has eight short, steady notes mainly descending lower to a middle C.
- After the fifth chorus, the *coda* repeats the chorus, with two short extra phrases to round things off, and settling firmly on the foundation root note of middle C: 'Broad and TALL___, so they don't FALL___'.

Actions, Instruments and Composing

- Pitched percussion - eg xylophone, glockenspiel etc - can play along in time with the melody notes, all chosen from the C major scale (CDGF/GAGA/C'___,___, C'AGA/GEDC/C___,___). Panpipes in C, recorders and penny whistles can join in with them too, also beginners on orchestral or similar instruments which play in C - eg violin, flute, cello etc.
- The backing track features unpitched percussion patterns to try - eg shakers and maracas in Chorus 2, hand drums in Chorus 4 and triangle/cymbals/bells in Verse 4.

- Pairs and small groups can experiment on pitched instruments with the eight notes of the C major scale (the Ancient Greeks called this the *Ionian Mode*) - C D E F G A B and a high C'. Create short patterns going up, down, standing still, stretching, jumping etc, to represent different kinds of buildings or sculptures. Can they find ways to combine patterns together?
- Other groups can compose music pieces influenced by each of the verses: 1 - voices and echoes; 2 - symmetry and harmony; 3 - stone and wood sounds; 4 - metals, jewels and pottery.

Drama, Dance and Performance

- Try performing the song with the class arranged in the round, as if within the bowl-shaped, circular geometry of an Ancient Greek amphitheatre. You'll find plenty of illustrations and photos in books and online - eg at [BBC Bitesize](#) or [CK12](#).
- As in Ancient Greek theatre, you can split the performance up between main actors (individuals or small groups singing the different verses) and a separate 'chorus' group, perhaps to the side. This chorus group sing the choruses and can add synchronised building actions in time with the words.
- Use the backing track to help devise a separate circle dance. In the choruses, everyone will step steadily to the left in time and perform arm and upper body movements which ascend (in bars 5-8) then descend (in bars 9-12). In the verses, everyone stays on the spot and selected dancers (or everyone) perform actions appropriate for that verse - eg theatrical oratorical gestures (Verse 1); arm shapes to show architectural symmetry and harmony (Verse 2); in pairs, frozen statue shapes by A, while a partner B 'carves' their form using an imaginary hammer and chisel (Verse 3); craft actions for making pottery and jewellery (Verse 4). In the *coda*, everyone steps left as in the choruses (bars 21-27), then stays still to gradually sink to a seated position (bars 28-32).

Maths and Science

- Find fun ways to explore mathematical concepts of shape, symmetry, ratio, position and proportion in geometry. Discover examples from Ancient Greek architecture.
- Find out about the science of how buildings stay standing (or not!) especially through understanding physical forces involved and the effects of gravity - eg from [BBC Bitesize](#).

Art and Design Technology

- Learn how to design using symmetry and proportion - eg the 'Design like a Greek' pack from [RIBA](#). Create drawings, plans and artworks inspired by temple layouts, amphitheatres and friezes - eg for the Parthenon see [The British Museum](#) and this from [The Acropolis Museum](#).
- To create small scale 3D artworks and sculpture inspired by Ancient Greece you could adapt some techniques suggested by [Access Art](#) to make Greek masks from modroc or papier-maché; textured tessellations; architectural models of temples, theatres and streets using card and reused plastic; human figures made from withy or wire (covered with modroc or papier-maché); or carved soap sculptures. For more on soap sculpting from UK schools see [here](#), and [here](#) and also from the [Met Museum](#).
- Several UK museums have good collections - eg [The Ashmolean Museum](#). In Greece, there are examples at [The National Archaeological Museum](#) and [The Acropolis Museum](#).
- Develop your decorated clay pots and jewellery from 'Busy ancient city, Athens' (see page 5), and combine with your artwork, models and sculptures as above into a special Ancient Greece 3D exhibition for the rest of the school and parents. You could also add some clay sculptures of creatures inspired by 'Myths and mysteries' (see page 10).

Build up stones and sculptures

Build up stones and sculptures broad and tall

Well-proportioned, so that they don't fall

1. Drama-plays and poetry profound
Spoken at a theatre, wide and round
Build up stones and sculptures broad and tall
Well-proportioned, so that they don't fall
2. Blocks and columns planned with symmetry
Temples raised in perfect harmony
Build up stones and sculptures broad and tall
Well-proportioned, so that they don't fall
3. Carve and shape that stone and gold and wood
Make those human statues look so good
Build up stones and sculptures broad and tall
Well-proportioned, so that they don't fall
4. Decorated clay pots catch the light
Mosaics, jewels and metal shining bright
Build up stones and sculptures broad and tall
Well-proportioned, so that they don't fall

Build up stones and sculptures broad and tall

Well-proportioned, so that they don't fall

Broad and tall, so they don't fall

Build up stones and sculptures

Words and music: Barry Gibson

Steadily and majestically

The musical score is written in 4/4 time with a key signature of one flat (B-flat). It consists of four staves of music. The first staff begins with a treble clef and a key signature of one flat. The tempo/mood is 'Steadily and majestically'. The score includes lyrics and four numbered variations of the lyrics. The music features a mix of eighth and quarter notes, with some measures containing rests. Chords are indicated above the staff: C, Am, G, and C. A 'CODA' section is marked with a double bar line and a repeat sign. The score ends with a double bar line.

C Am G C

Build up stones and sculp - tures broad and tall, Well - pro - por - tioned,

10 G C Last time to CODA 1-4

so that they don't fall.

1. Dra - ma - plays and po - e - try pro - found, Spo - ken at a
2. Blocks and co - lumns planned with sym - me - try, Tem - ples raised in
3. Carve and shape that stone and gold and wood, Make those hu - man
4. De - co - ra - ted clay pots catch the light, Mo - saics, jewels and

18 G C CODA

thea - tre, wide and round.
per - fect har - mo - ny.
sta - tues look so good.
me - tal shin - ing bright.

Build up stones and sculp - tures broad and tall,

25 G C G C G C

Well - pro - por - tioned, so that they don't fall. Broad and tall, so they don't fall.

Get training

A lively song - pushing forwards with physicality - with special relevance to the Olympic Games. The Games began life as a religious festival for the god Zeus and became a popular competitive athletic event, with temples and stadiums at Olympia. The tune of each refrain has phrases going up, down, up, down etc, to suggest training regimes, with the key words changing in each refrain to introduce the events. Then the spoken, rap-style verses highlight the skills involved in the sports of running, jumping, discus, javelin, wrestling, boxing and chariot racing. These verses can be spoken in time all together, or by individuals or small groups.

Singing content

- The tune of each refrain has phrases going up, down, up, down, etc to suggest training regimes, with the keywords changing in each refrain to introduce the different sport events.
- Then the spoken, rap-style verses highlight the skills involved in the sports of running, jumping, discus, javelin, wrestling, boxing and chariot racing. These verses can be spoken in time all together, or by individuals or small groups, perhaps two lines at a time.
- Listen out for four clicks on claves to bring you in for each verse. Use the backing track to find the rhythm of each phrase and try to match it closely (some words need squeezing in quickly).
- There is a double-chorus at the end.

Actions and Instruments

- If individuals or small groups are performing the rap-style verses, everyone else can mime co-ordinated actions for each of the sports: running and jumping (Verse 1); discus and javelin (Verse 2); wrestling and boxing (non-contact! - Verse 3); chariot racing (Verse 4).
- There are some percussion instruments featured in the backing track, playing in time with the word rhythms of the verses: cabaça and shakers (Verse 1); tapped cymbals (Verse 2); bongos and high drums (Verse 3); low drums (Verse 4).

- In small groups, combine the same percussion instruments with pitched sounds - eg from panpipes and recorders, and ukuleles/ guitars/plucked violins as lyres - to compose sound pictures evoking a short sequence of each event.

Drame, Dance and Performance

- In PE/Dance sessions, create slow-motion and stylised versions of i) running and jumping; ii) discus spinning and javelin throwing actions; iii) non-contact wrestling and boxing; iv) chariot racing.
- Several groups can then work out ways to combine these sequences with small group instrumental sound pictures as above.
- In other PE lessons explore the importance of fitness, training and practice routines within sport - not just in the events mentioned in the song, but other kinds of athletics, gymnastics and ball games too. Devise an outdoor performance sequence to fit with the backing track. This could be an exciting part of your next sports day for parents.

Science, History, Art, RS, PSHE

- Discover scientific aspects of the human body, especially the importance of fitness (eg this from [BBC Bitesize](#)) the different muscles needed for movement (eg [BBC Bitesize](#)) and comparing humans with other animals (eg from [STEM](#)).
- Conduct experiments to explore the science of sport (eg this from [Science Sparks](#) and this from [STEM](#)), the physics of motion and forces (eg this from [BBC Bitesize](#)), aerodynamics (see this from [Scientific American](#) and this from [Science Buddies](#)) and testing wheels, axles and model chariots (eg see this from [Inventors of Tomorrow](#) and this from [BBC Teach](#)).
- Find out about the history of the Olympic Games (eg this from the [IOC](#) and this from [BBC Bitesize](#)). Make a class wall frieze with silhouettes cut from black paper to highlight the movement patterns of the human body in each of the events celebrated in the song.
- Organise some class discussions about the philosophy and ethics of different sports - eg boxing and wrestling. Consider moral aspects of winning and losing, and difficult aspects such as animal welfare and possible cruelty. See this from [STEM](#) for one approach to running discussions and this from [The Philosophy Foundation](#) for another.

Get training



Get training, get training,
Get training, get training,
For running and jumping
Get training...

1. Greeks, prepare to do your best
In the Olympic sports contest,
Sprint fast with those Grecian feet,
Legs leap long jumps, don't get beat!

Get training, get training,
Get training, get training,
For discus and javelin
Get training...

2. Spin that metal discus round,
Up it goes, then down to ground.
Throw the javelin high in air,
Watch it land, way over there!

Get training, get training,
Get training, get training,
For boxing and wrestling
Get training...

3. Watch for broken bones and blood,
Wrestle rivals to the mud,
Hope they don't jump up again,
Box with fists, ignore the pain!

Get training, get training,
Get training, get training,
For chariots with horses
Get training...

4. Pounding hooves and shouts and squeals,
Hear the neighing, hear the wheels.
Focus hard and don't look back.
Race, race, race around the track!

Get training, get training,
Get training, get training,
Get training, get training, Olympics!

Get training, get training,
Get training, get training,
Get training, get training, Olympics!

Get training

Energetically

Words and music: Barry Gibson

Get train - ing, get train - ing, Get train - ing, get train - ing, For

Run - ning and Jump - ing Get train - ing...

1. Greeks, pre - pare to do your best In the O - lym - pic Sports - Con - test.

Sprint fast with those Gre - cian feet. Legs leap long - jumps, don't get beat!

22

E

B7

E

Get train - ing, get train - ing, Get train - ing, get

26

B7

E

B7

E

train - ing, For Dis - cus and Jave - lin Get train - ing...

31

2. Spin that me - tal dis - - cus round. Up it goes, then down to ground.

35

B7

Throw the jave - lin high in air. Watch it land way o - ver there!

40

E

B7

E

Get train - ing, get train - ing, Get train - ing, get

44

B7

E

B7

E

train - ing, For Wrest - ling and Box - ing Get train - ing...

49

3. Watch for bro - ken bones and blood, Wres - tle ri - - vals to the mud,

53

B7

Hope they don't jump up a - gain, Box with fists, ig - nore the pain!

58

E B7 E

Get train - ing, get train - ing, Get train - ing, get

62

B7 E B7 E

train - ing, For Char - iots with Hor - ses Get train - ing...

67

4. Pound - ing hooves and shouts and squeals, Hear the neigh - ing, hear the wheels.

71

B7

Fo - cus hard and don't look back. Race, race, race a - round the track!

76

E B7 E B7

Get train - ing, get train - ing, Get train - ing, get train - ing, Get

81

E B7 E

train - ing, get train - ing, O - - LYM - PICS!

84

B7 E B7 E

Get train - ing, get train - ing, Get train - ing, get

88

B7 E B7 E B7 E

train - ing, Get train - ing, get train - ing, O - LYM - PICS!

Philosophy

A relaxed, contemplative, jazzy song. The first two verses explore different aspects of philosophical thinking - about evidence, asking questions, thinking wisely, words and language, the past, present and future. There are refrains to speak in time together, reciting the first eight letters of the Ancient Greek alphabet, and the names of six famous Greek philosophers. The third verse reflects on philosophy's practical applications relevant to the modern world - in maths, geometry, science, medicine, astronomy, and the idea of democracy.

Singing content

- Practise singing the four note rising phrase for the word 'Philosophy' together carefully and slowly, perhaps with the help of a keyboard, guitar or glockenspiel. The notes are F#, E, G#, A and the phrase occurs eleven times altogether in the song. In the Coda, bars 145-7 have a similar phrase going downwards, to the notes A, G#, E, D.
- Listen carefully to the patterns of short and long notes several times. The rhythm of the tune begins 'short, long, long, short short, long, long...'. Use the vocal track and backing track to help everyone keep the words in time together.
- Practise the spoken sections separately (see below).
- The melody in the Coda goes upwards, then downwards, then upwards, settling on a long sustained note - with a thoughtful pause - for the last syllable of all.

Actions and Instruments

- Try saying the spoken section for the Greek alphabet several times carefully together - *Alpha, Beta, Gamma, Delta, Epsilon, Zeta, Eta, Theta*; then at the right speed against a steady drum beat; then with a few children playing along on maracas and shakers.
- Similarly, practise the section for the names of some Greek philosophers carefully - Herodotus, Aristotle, Socrates, Plato, Pythagoras, Hippocrates; then build this up to speed; and then a small group can add quiet taps in rhythm on cymbals, tambourines or small bells.

Drama, Dance and Performance

- In the alphabet section, individual children can hold up display cards with these eight Ancient Greek letters shown as large symbols, in time with the spoken words. Greek letter flash cards can be downloaded for free from a number of sites, including [here](#) and [here](#). For an assembly or show for parents, a small group could write or perform a comedy sketch exploring these and yet more of the 24 letters in the Ancient Greek alphabet, perhaps devising a situation where these are used to send secret messages...with mistakes perhaps? See the Ancient Greek letters grid available on the web pages [here](#).
- In the philosophers' names section individual children wearing masks can stand up in turn and in time with each name. There are plenty of images available to base these on, online and in illustrated books, even if representations are mainly based on later Roman sculptures. For an assembly or show for parents, a group could act out a debate about a few philosophical ideas and ways of thinking.

Literacy, Art, RS, PSHE, Science, Maths

- Find out how to say and write Greek letters and use them to create versions of your names, plus places and things near you - see this from [Young Archaeologists' Club](#). Create artwork based on Greek letter symbols, calligraphy and carving.
- Keeping an open mind to new ways of thinking can help change the world for the better. Here are some resources to begin exploring the teaching of thinking skills in your primary school from [The School Run](#), [The Philosophy Foundation](#), [Delphi Philosophy](#) and [Sapere](#).
- Find out how Ancient Greek ideas formed a foundation for modern ideas in Politics and Democracy (eg see [BBC Bitesize](#)), in Medicine (eg see [School History](#)) and in other fields of study.
- Here's an animation from [The Royal Institution](#) showing how the Greek idea of 'proof' is [central to modern Maths](#) (YouTube film).
- And for a quick snapshot of Geometry via Pythagoras and Euclid, who drew the shapes of 'perfect forms' like circles, rectangles and triangles in the sand, see [this film](#) (YouTube film - may include advertising).

Philosophy



1. Thoughts and theories, which make sense? Philosophy...
Let's discuss some evidence. Philosophy...
Questioning with open minds
Socrates will help us find
Wisdom-thinking, that's the thing,
Philosophy...
Alpha, beta, gamma, delta, epsilon, zeta, eta, theta,
Alpha, beta, gamma, delta, epsilon, zeta, eta, theta...
2. Words and language, writing too. Philosophy...
Thoughts we say about things we do. Philosophy...
Past and future, life's events
Trying thought-experiments
Wisdom-thinking, that's the thing,
Philosophy...
Herodotus, Aristotle, Socrates, Plato, Pythagoras, Hippocrates,
Herodotus, Aristotle, Socrates, Plato, Pythagoras, Hippocrates...
3. Old ideas? Then think again! Philosophy...
Maths and Science and Medicine. Philosophy...
Geometry, Astronomy
People-power: Democracy!
Wisdom-thinking, that's the thing,
Philosophy... Philosophy... Philosophy...

Philosophy...

Words and music: Barry Gibson

Thoughtfully, not too fast

Chords: Dmaj7 E Dmaj7 Cmaj7 Dmaj7 E Dmaj7 Am7

9 Dmaj7 E Dmaj7 Cmaj7 Dmaj7 E Dmaj7

1. Thoughts and theo - ries, which make sense? Phi - lo - so - phy...

17 E Dmaj7 Cmaj7 Dmaj7 E Dmaj7 A7

Let's dis - cuss some e - vi - dence. Phi - lo - so - phy...

25 D C#m7 Bm7 A D C#m7 Bm7 A

Ques - tion - ing with o - pen minds, So - cra - tes will help us find

33 Dmaj7 E Dmaj7 Cmaj7 Dmaj7 E Dmaj7 Am7

Wis - dom - think - ing, that's the thing, Phi - lo - so - phy...

41

D Bm F#m A D Bm F#m A

Al - pha, be - ta, gam - ma, del - ta, ep - si - lon, ze - ta, e - ta, theta.

49

Dmaj7 E Dmaj7 Am7 Dmaj7 E Dmaj7 Cmaj7 Dmaj7 E Dmaj7

2. Words and lan - guage, wri - ting too, Phi - lo - so - phy...——

61

E Dmaj7 Cmaj7 Dmaj7 E Dmaj7 A7

Thoughts we say a - bout things we do. Phi - lo - so - phy...——

69

D C#m7 Bm7 A D C#m7 Bm7 A

Past and fu - ture, life's e - vents, Try - ing thought ex - per - i - ments,

77

Dmaj7 E Dmaj7 Cmaj7 Dmaj7 E Dmaj7 Am7

Wis - dom - think - ing that's the thing, Phi - lo - so - phy...——

85

He - ro - do - tus, A - ri - sto - tle, So - cra - tes, Pla - to, Py - tha - go - ras, Hip - po - cra - tes.

93

3.Old i - deas? Then think a - gain! Phi - lo - so - phy..._____

105

Maths and Science and Me - di - cine. Phi - lo - so - phy..._____

113

Geo - me - try, A - stro - no - my, Peo - ple - power: De - mo - cra - cy!

121

Wis - dom - think - ing that's the thing... Phi - lo - so - phy..._____

129

D Bm F#m A D Bm F#m A

Al - pha, be - ta, gam - ma, del - ta, ep - si - lon, ze - ta, e - ta, theta.

CODA

137

Dmaj7 E Dmaj7 Cmaj7 Dmaj7 E Dmaj7 Am7 Dmaj7 E Dmaj7 Am7

Phi - lo - so - phy...

149

Dmaj7 E Dmaj7 Cmaj7 Dmaj7 Am7 Dmaj7

Phi - lo - so - phy...

Story, story, story

A busy, syncopated song with a lively chorus - embracing rock 'n' roll and funk rhythms - which celebrates the art of storytelling. The chorus sings of how stories can be told and acted out in public places. The verses are a bit slower, allowing a little extra time to fit in some tricky words, and explore some different kinds of Ancient Greek storytelling - fables, creation myths, legends, etc. Share more stories with pupils about the various heroes, heroines, creatures, etc in the verses, to stimulate creation of their own poems, masks, artworks, dance and drama performances. Encourage everyone to sing with lots of dynamic expression and contrast.

Singing content

- Encourage everyone to sing with lots of dynamic expression and contrast.
- The four verses are a bit slower than the chorus, which allows a little extra time to fit in some tricky words! Listen out for four taps on cymbal to bring you in at the new slower tempo each time. Then be ready to come back to speed for each chorus - listen out for four bass drum beats to help find the speed.
- The Coda starts like the chorus but goes up to a high C: '...Story story story, STORY!' repeated three times.

Actions and Instruments

- Percussion players can improvise short patterns to highlight some of the key words and ideas at particular places in the song - eg using cymbals and drums (for 'ocean storms', 'sea monsters' and Zeus' 'thunderbolts'); indian bells and/or tambourine jingles (for Cyclops' 'one eye' and King Midas 'touching gold'); and woodblocks (for Pandora's Box and the Trojan Horse).
- Groups can develop these ideas with other instruments too - eg ukuleles, recorders, panpipes, keyboards etc - to compose short sound pictures lasting a minute or two, telling aspects of these stories and/or other Greek tales you read about in the school library.

Drama, Dance and Performance

- For assemblies and shows to parents plan some retellings of famous Greek fables, creation myths, legends, etc. See these sites from [BBC Teach](#) here and [here](#).
- Your story versions may be presented in the manner of authentic Greek theatre in the round, as if in an amphitheatre, with the main actors (perhaps wearing masks) separate from a Chorus group (perhaps to the side - see [this](#)).
- Develop your music group's 'sound pictures' as above to accompany and synchronise with groups of dancers telling parts of each story through movement alone.

History, Geography and Art

- Find out about the history of the Greek empire (eg see this from the [Hamilton Trust](#)) and of the fantastic journey in Homer's *Odyssey* (eg see this from [DK Find Out](#) and this from [BBC Teach](#)). Draw illustrated maps to bring these journeys to life.
- Develop your class wall friezes (see 'Build up stones and sculptures' above) to feature some exciting creatures - sea monsters, satyrs, cyclopes, the minotaur, etc.

Science, RS, PSHE

- Many Greek ideas were influenced by the idea of the four 'elements' - Earth, Water, Fire and Air - eg see this from [Home School Hub](#). This led to exciting stories such as Prometheus' fire, Icarus flying through the air, the sea journey in the *Odyssey* and the idea of the Goddess Gaia as an Earth Goddess, ancestral mother and source of life (eg see this from [Greek Gods](#)). Explore together some modern theories of our planet Earth as a 'self-regulating organism' in which everything is connected.
- The song's chorus also aims to reflect different aspects of the social fabric of Ancient Greece, especially city and town (with its theatres and temples) contrasting with the countryside beyond (with its mountains, caves, rivers and seas). Use these as starting points for writing your own journals, poems and other creative writing about Ancient Greece.

- Several Ancient Greek stories are linked to the secret *Eleusinian Mysteries* which lay behind aspects of Greek religion - eg see this from [Britannica](#) and this from [History Extra](#). Make small clay models of some Greek gods and goddesses - see this from [The British Museum](#) and this from [National Geographic Kids](#). These models can form a central part of an exhibition display bringing together all kinds of follow-up work linked to our six songs - see this from [The Acropolis Museum Kids](#) for some starter ideas.

Story, story, story

Story, story, story, whisper, shout, or speak
Strum upon a lyre, sing in Ancient Greek
Tell it round the city, theatre, temple, town
Mountain, cave and river, up and round and down
Story, story, story; Story, story, story;
Story, story, story...

1. Fables, myths and legends, odysseys and tales
Adventures over hills and rocks, through ocean storms and gales
Creation out of chaos, when earth was known as Gaia
A story of Prometheus who gave the people fire!

Story, story, story, whisper, shout or speak... (etc)

2. A story of Pandora, who opened up a box
A story of Odysseus, shipwrecked on the rocks
Hear the sound of Siren songs, watch out for the danger
Watch out for sea monsters, ever, ever stranger!

Story, story, story, whisper, shout or speak... (etc)

Story, story, story (continued)



3. Tales of goat-hoofed satyr... and Cyclops, just one eye!
The Trojan Horse... and Icarus, trying his best to fly
Shape-shifting and magic, creatures weird and curious
Thunderbolts and lightning - Zeus acting furious!

Story, story, story, whisper, shout or speak... (etc)

4. Tragedies and comedies, long poems and songs to sing
Demeter bringing Autumn, Persephone bringing Spring
The Minotaur and Theseus, King Midas touching gold
What a cast of characters, what stories to be told!

Story, story, story, whisper, shout or speak... (etc)

Story, story, story

Words and music: Barry Gibson

Lively **CHORUS**

Sto - ry, sto - ry, sto - ry, whi - sper, shout or speak, St -

- rum u - pon a ly - re, si - ng in An - cient Greek, Tell it round the ci - ty, the -

- a - tre, tem - ple, town, Mo - un - tain, cave and ri - ver, up and round and down, Sto -

- ry, sto - ry, sto - ry, Sto - ry, sto - ry, sto - ry, Sto - ry, sto - ry, sto - ry...

16 *rit...* 1. *slowly*

C F Gm7 F Eb F Gm7

1. Fa - bles, myths and leg - ends, O - dys - seys and tales, Ad - ven - tures o - ver hills and rocks, through

20 F C F Gm7 F Eb

o - cean storms and gales, Cre - at - ion out of cha - os (when Earth was known as Ga - ia), A

23 F Gm7 F C *accel...* to CHORUS

sto - ry of Pro - me - the - us, who gave the peo - ple fi - re.

26 *rit...* 2. *slowly*

C F Gm7 F Eb F Gm7

2.A sto - ry of Pan - do - ra (who op - ened up a box), A sto - ry of Od - ys - se - us

30 F C F Gm7 F Eb

(ship - wrecked on the rocks), Hear the sound of Si - ren - songs, watch out for the dan - ger,

33 F Gm7 F C accel... to CHORUS

Watch out for sea-monsters, e-ver e-ver stran-ger!

Detailed description: This musical score is for a song. It begins with a treble clef and a key signature of one flat (Bb). The first measure contains the lyrics 'Watch out for sea-monsters,' and is marked with a chord of F major. The second measure contains the lyrics 'e-ver e-ver stran-ger!' and is marked with a chord of Gm7. The third measure contains the lyrics 'e-ver e-ver stran-ger!' and is marked with a chord of F major. The fourth measure contains the lyrics 'e-ver e-ver stran-ger!' and is marked with a chord of C major. The score ends with a double bar line and a repeat sign. Above the final measure, the text 'accel...' and 'to CHORUS' is written.

36 Musical score for the vocal line. It begins with a treble clef and a key signature of one flat (B-flat). The tempo/mood is marked 'rit...' (ritardando) and 'slowly'. The score consists of a single line of music with lyrics underneath. The lyrics are: '3. Tales of goat-hoofed Sa-tyr... and Cy-clops (just one eye!)... The Tro- jan Horse... and Ic- ar- us'. The music features several measures with whole notes and some with eighth notes. There are three measures of rest at the beginning. Chord symbols are written above the staff: C, F, Gm7, F, Eb, F, and Gm7. A fermata is placed over the final note of the phrase 'Ic- ar- us'.

40 F C F Gm7 F Eb

(try - ing his best to fly)... Shape - shift - ing and mag - ic, Crea - tures weird and cu - ri - ous,

43 F Gm7 F C accel... to CHORUS

Thun - der - bolts and light - ning... Zeus act - ing fu - ri - ous!

46

rit... 4. slowly

C F Gm7 F Eb F Gm7

4. Tra - ge - dies and co - me - dies, long poems and songs to sing, De - me - ter bring - ing Aut - umn, Per

50 F C F Gm7 F Eb

- se - pho - ne bring - ing Spring, The Mi - no - taur and The - se - us, King Mi - das touch - ing gold.

53 F Gm7 F C accel... to CHORUS

What a cast of cha - rac - ters, what sto - ries to be told!

CODA (last time)

5.

56 C F Gm7 C F Gm7

Sto - ry, sto - ry, sto - ry, Sto - ry.... *Sto - ry, sto - ry, sto - ry, Sto -*

60 C F Gm7 C F C F F7

- ry.... *Sto - ry, sto - ry, sto - ry, Sto - ry....*