

**Key Stage 1 Music:
History - Famous People**

Age 5 - 7

Navigating to the online content:

Any titles in these Notes that appear in [blue](#) have been hyperlinked so that you can navigate with ease to the online content.

Downloading these programmes

These programmes can be downloaded as mp3 files from our website following transmission. Go to the individual pages of these Notes where the download links are clearly displayed.

Programmes also remain available from the School Radio website and iPlayer Radio following transmission.

Feedback

We are always pleased to hear how you use our content and in particular how your own school performance has gone. Please email us:

teach.bbc@bbc.co.uk

Music: Key Stage I - History: Famous people

Contents

	Page
Introduction	3
1. Columbus and Magellan	4
2. Henry VIII and Elizabeth I	5
3. Samuel Pepys and The Great Fire of London - part 1	6
4. Samuel Pepys and The Great Fire of London - part 2	7
5. Samuel Pepys and The Great Fire of London - part 3	8
6 & 7. Bach, Vivaldi, Mozart and Haydn	9
8. Stephenson, Anning, Brunel and Queen Victoria	10
9. John Logie Baird and mass communication	11
Lyric sheets	12
Music sheets	18

Introduction

This content on the [History - Famous People](#) web pages brings together Music and History in a fun, time-travel journey through more than 500 years!

Music objectives:

The content will build children's confidence in singing, saying chants and rhymes and simple use of instruments. It will also foster appraising skills across a range of music styles and help them to discriminate between different sounds and instruments.

There are clapping-games and dance-rhythms to join in with; melodies going high, low, up, down and in zigzags; harmonies to hum, and a famous round to sing in two parts.

The children will discover musical textures through hearing 'early' instruments; they'll find out how keyboards and the orchestra developed and they'll create 'sound-pictures' using body percussion and voices - which they can develop as group compositions with classroom instruments, after the programmes.

History objectives:

The time-travel context of the series will help children understand the idea of time passing by showing events and people linked in a chronological framework, their stories progressing from one historical period to the next. They will experience British events and famous people as part of the wider world, and there's plenty of emphasis on looking at - and listening to - historical evidence, such as maps, buildings, diaries, journals and old instruments, as well as changing technologies and machines.

There are extracts from contemporary writing (eg from the journals of Samuel Pepys and Queen Victoria) as well as imagined meetings with Christopher Columbus, Ferdinand Magellan, King Henry VIII, Queen Elizabeth I, five composers, George Stephenson, Mary Anning and Isambard Kingdom Brunel.

In the final programme the children arrive in the 20th century to explore communication technologies and to look towards the future.

Using the content:

The web content can be used separately or as three individual units.

Unit 1 (programmes 1 and 2) explores the popular topics of 'Tudors' and 'Ships and seafaring'. It establishes the pattern of using an imaginary chronometer to transport us through time. In [Part 1](#) we meet Christopher Columbus and Ferdinand Magellan voyaging around the globe. The children learn about north, south, east and west, about life onboard ship and the importance of seafaring to Britain. In [Part 2](#) we meet King Henry VIII and Queen Elizabeth I, discovering life at court; hearing early instruments; singing and being entertained with elegance, pageantry, dances, banquets and 'goodly sports'.

Unit 2 (Parts 3 to 5) focuses on the year 1666 and The Great Fire of London, the 350th anniversary of which fell in September 2016. We meet Samuel Pepys who shares stories about London in the period, including the plague of 1665, the start of The Great Fire in 1666, how it destroyed thousands of homes and lives - and how London set about rebuilding. We visit Thomas Farrynor's bakery in Pudding Lane (to clap baking-games); we join in some well-known London tunes to new words; we discover 17th century instruments; we create 'sound-pictures' about the development of the fire and think about health and safety at home and at school.

Unit 3 (Parts 6 to 9) highlights History moving towards the modern age. In a quick tour of the 1700s we sing and do actions with four famous composers (Bach, Vivaldi, Mozart and Haydn) discovering steady beat, musical patterns, changing seasons, melody, harmony and a few surprises! 'Hurrah, the Nineteenth Century!' introduces us to George and Robert Stephenson (engineers), Mary Anning (discoverer of many fossils), Isambard Kingdom Brunel (designer of ships, railways, bridges and tunnels) and Queen Victoria. The final 20th century programme emphasises mass communications, with song-actions for morse-code, old telephones, the gramophone, radio, photography, film, TV and computers. As for the 21st century, the children sing '...the future's coming soon!'



Music: Key Stage 1 Age 5 - 7

Songs/music: Barry Gibson
Presenters: Jenny Bryce and Wayne Forrester
Reader: Stephen Critchlow
Series notes: Barry Gibson
For the BBC: Andrew Barnes

Additional resources:

In addition to the downloads of the eight programmes in this series you can also [go to the website](#) to download a comprehensive range of supporting resources. These include:

- the full-vocal version of each song to download as a separate mp3 file
- the backing track version of each song to download also
- the lyrics for each song as a separate file (eg for display on your IWB)
- the music notation for each song with chords added (eg for guitar accompaniment)

1

Columbus and Magellan



Click to download audio (mp3) of the complete tutorial

Focus:

- History and famous people
- Rhythm-patterns from long and short notes
- Listening to environmental sounds. Up and down (pitch). Steady beat.
- Pipe, tabor and fiddle.
- Verse and chorus.

You will need

Time machines or 'chronometers' to tap (these can be just imaginary, or the children could make physical ones from cardboard, about the size of a mobile-phone or old pocket-watch - see follow-up ideas below).

Before the programme

Look at some old clocks and watches. Discuss everyday concepts of time - eg 'yesterday', 'today', 'tomorrow', 'hours', etc. Look at an old compass (or perhaps a compass app).

1 Columbus and Magellan

What we will be doing

- Imagine you have a pocket-sized machine that can take you forwards and backwards in time and to different places...the 'chronometer'! Perform simple hand-actions with its sounds: shaking, winding the key, tapping its signs and symbols.
- Where are we...and when? Listen to sounds at sea, on-board ship, from more than 500 years ago. We've moved to the 1400s - the 15th century! Set your chronometer to 1492 by pressing its number-buttons.
- Think about the passing of time and travelling north, south, east and west. Learn and sing the chorus of 'Over the oceans', phrase by phrase.
- We're onboard ship with Christopher Columbus. Hear how he believed he could travel from Europe to Asia by sailing across the Atlantic Ocean...and how when he tried to do so he arrived instead off the coast of America.
- Learn and sing Verse 1 of 'Over the oceans' and repeat the chorus.
- Set chronometers forward to 1519 to meet Ferdinand Magellan, hearing how he used maps to navigate and send ships voyaging right round the world.
- Sing Verse 2 of 'Over the oceans' and the chorus.
- Discover how during the 1500s the Tudor kings and queens built ships to defend the British Isles, to grow their power and to explore the world. Hear about Henry VIII's ship, the 'Mary Rose', now in Portsmouth.
- Sing Verse 3 of 'Over the oceans' and the chorus.
- Join in with imaginary jobs onboard - pulling on ropes, sweeping the deck and climbing the rigging. Perform actions for playing a musical 'pipe' (a kind of whistle), 'tabor' (a kind of drum) and drone-notes on fiddle.
- Sing the whole of the song 'Over the oceans' together.

Follow up ideas

- Make time machine 'chronometers', including strange signs and symbols (eg triangles, star-shapes and wheels-within-wheels).
- Look at old maps online or in big books, showing the seas in Tudor times. Look out for the sea-monsters! Can the children draw up their own imaginary ocean-maps, perhaps working in groups?
- Perform a class 'ocean-soundscape' using percussion (eg drums, cymbals and xylophones), recorders/whistles and ukuleles/guitars, to evoke the ups and downs of the waves.
- Find out more about Christopher Columbus at the BBC Primary History webpages on 'Famous people': www.bbc.co.uk/schools/primaryhistory/famouspeople

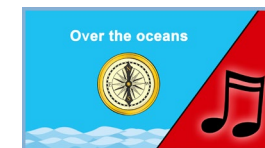
Additional resources

- Recorders, whistles, drums; old clocks, watches and compasses.
- Useful starting-points for children's resources include: The National Maritime Museum www.rmg.co.uk/national-maritime-museum The National Maritime Museum Cornwall www.nmmc.co.uk/ The Mary Rose www.maryrose.org/ and several other maritime museums and collections.

To download the song:



Vocal



Backing track



What we will be doing

- Repeat hand actions (as last time) for going backwards in time using the 'chronometer' to 1519.
- Listen to Tudor fanfares at the court of Henry VIII - join in with trumpet-type actions, like a Tudor 'herald' or messenger.
- Listen to cornetts, crumhorns, sackbutts (types of Tudor wind instrument) and drums. Pat knees and tap feet in time with some processional music (to a 'Pavan' dance-rhythm).
- Learn and sing the chorus of the 'Pavans and pageantry' song a phrase at a time, keeping at a steady pace with 'dignity'.
- Hear Henry VIII as a young man describing his activities and listen to the sounds of lute and harp playing 'Pastime with good company' (a tune he may have composed). Hear about his liking for 'goodly sports' - sword-play, archery, royal tennis (sometimes called real tennis) and jousting.
- Repeat the chorus of 'Pavans and pageantry', then learn and sing Verse 1 about Henry, which has a melody built on just three notes (C, D and E). Sing Verse 1 and the chorus.
- Hear further historical details about Henry's life and how he died in 1547.
- Set your Chronometers forward to 1578 where we meet Elizabeth I on royal progress around the country. Listen to the sounds of a consort (group) of recorders, lute, virginals (an early keyboard instrument) and viols (early violin-family, held between the knees).
- Learn Verse 2 of 'Pavans and pageantry' about Elizabeth. Sing Verse 2 and the chorus.
- Clap, tap and hand-hop with the rhythms of 'La Volta' (a turning-dance), imagining Queen Elizabeth dancing with Robert Dudley, Earl of Leicester. Clap and hum harmony notes in time and in tune with the dance music.
- Sing all of the 'Pavans and pageantry' song together to end.

Follow up ideas

- Dance. The pavan was often danced hand-in-hand with a partner, in a 'SLOW-quick-quick' pattern (to fit the rhythm of 'JOIN in with' at the beginning of the song-melody- ie bar 3). In a simple version, the left-hand partner moves their left-foot one step forwards (on the 'SLOW'), then steps right-left side-by-side (during the 'quick-quick'), then proceeds with right-foot-forward (on the next 'SLOW') and then left-right (for the next 'quick-quick'). Their partner would use the opposite feet, so that the pair move along in symmetry. Tudor dancers added little flourishes and bows, sometimes like a 'peacock' showing off, to the basic steps.
- Look at pictures of Tudor costume, especially portraits of Henry VIII and Elizabeth I. Make your own 'portraits', either on paper or as 'living portraits' and photographs.
- Compose three-note tunes using pitched percussion (eg xylophones, glockenspiels), recorders, ukuleles and keyboards. The verse of 'Pavans and pageantry' uses notes C, D and E, in different orders.

Extra resources

- Recorders, ukuleles, keyboards (eg using a harpsichord sound setting), pitched percussion with notes C, D and E.
- The National Portrait Gallery has 94 portraits of Henry VIII and 125 portraits of Elizabeth I to explore online! www.npg.org.uk/learning/schools-and-colleges/
- The Tudor period painting of 'La Volta' has been recreated in several 'Elizabethan' films (eg Elizabeth, Shakespeare in Love, Elizabeth: The Golden Age) though with different music: https://commons.wikimedia.org/wiki/File:Robert_Dudley_Elizabeth_Dancing.jpg



Vocal



Backing track



Henry VIII and Elizabeth I



Click to download audio (mp3) of the complete tutorial

Focus:

- History and famous people - the Tudors
- Repeating rhythm-patterns ('Pavan' dance-steps)
- Wind instruments (recorders, cornetts, sackbutts, crumhorns) and string instruments (lute, harp, virginals).

You will need

A drum (to show and try out the 'Pavan' rhythm). Recorders, ukulele or guitar. Any instrument that can play C, D and E.

Before the programme

Look at pictures of Henry VIII and Elizabeth I.

3

Samuel Pepys and The Great Fire of London - part 1



Click to download audio (mp3) of the complete tutorial

Focus:

- The plague of 1665 and the start of the Great Fire of London in 1666.
- Samuel Pepys.
- Using a soft, gentle voice.
- 'Phrases' and taking breaths.
- Up and down, falling and rising (pitch).

You will need

Early maps and pictures of London and the River Thames.

Before the programme

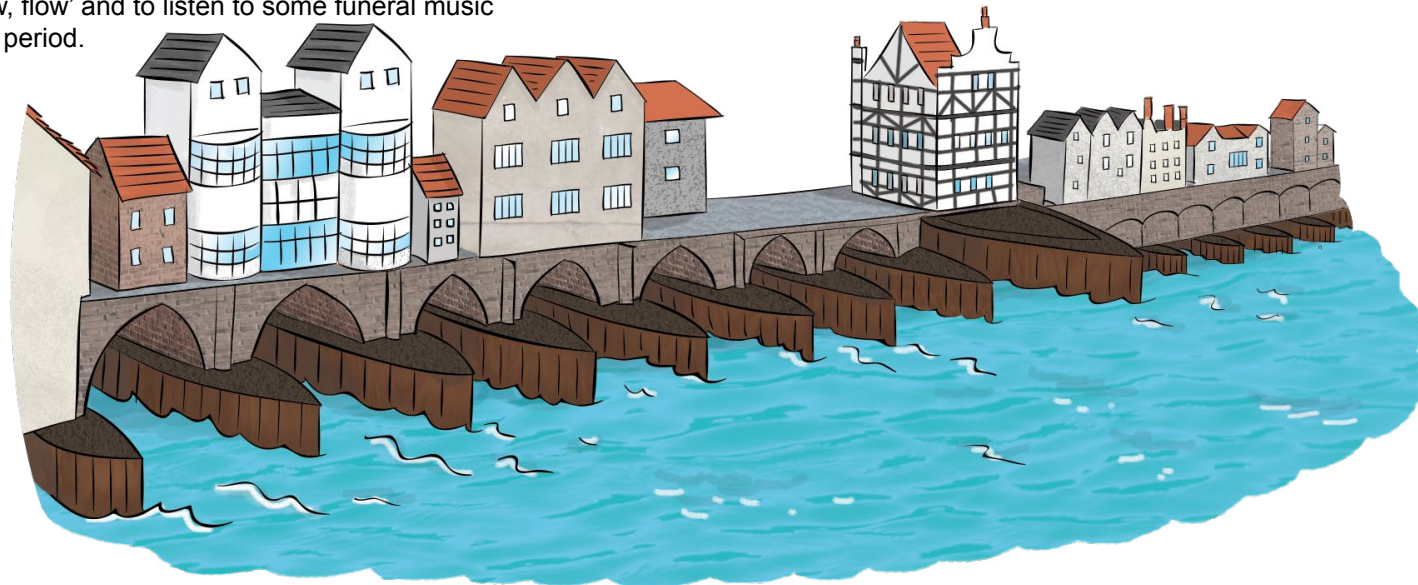
Organise the children so they are ready to choose a partner for the baking-actions at Pudding Lane.

3

Samuel Pepys and The Great Fire of London - part 1

What we will be doing

- We set our chronometers forward to 1666 and to the City of London, near the River Thames. We hear about sailing and rowing boats and ferries there during the Stuart period.
- Learn and sing Verse 1 of the song 'Flow, flow, flow', using a soft, gentle voice and taking a breath before each phrase. Copy the words of Verse 2 and the 'Coda' (section at the end).
- Find out about Samuel Pepys and his diary. Meet Pepys at home with his wife Elizabeth and hear from his diary about the terrible plague in London in the previous year (1665).
- Listen to some 'early' instruments from 17th century London - recorder and flageolet (another kind of whistle-flute), viol, theorbo (a kind of big lute, like a pear-shaped guitar) and 'harpsichord' (a twangy keyboard instrument).
- Visit Pudding Lane and Thomas Farrynor's bakery where the Great Fire started. Perform rhythmic baking-actions and hand-clapping patterns with a partner, then learn the song 'Loaves of bread and puddings and pies'.
- Repeat the song 'Flow, flow, flow' with gentle swaying-in-time.
- Use the additional music files on the website to practise the song 'Flow, flow, flow' and to listen to some funeral music from the Stuart period.



Follow-up ideas

- Make pictures and models based on the early River Thames, with boats, ferries and London Bridge.
- Provide card and paper for children to make special, personal 'diary' books, in which they can write and illustrate a few words each day about things that happen in their daily life.
- Organise a Stuart-themed 'Bake off', with scones and loaves and puddings and pies!

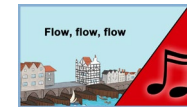
Extra resources

- Recorders, ukuleles, guitars and keyboards.
- The Museum of London provides many relevant and useful resources for schools.

To download the songs:



Vocal



Backing track



Vocal



Backing track

What we will be doing

- Check your chronometers are set to 1666 at the City of London. Repeat baking actions from 'Loaves of bread and puddings and pies' (sifting, stirring and clapping-with-a-neighbour).
- Hear about the start of The Great Fire of London in Thomas Farrynor's bakery and listen to snippets from Samuel Pepys' diary.
- Join in with a sound-picture about the start of The Great Fire of London (using body-percussion and mouth sounds).
- Sing the famous tune 'London's burning' (with adapted words about 'buckets' and 'fire-hooks'), focusing on gradually rising then falling.
- With the class split into two groups, sing the song as a round in two parts (in *canon*), cued by blowing instruments (Group 1) and bell sounds (Group 2, starting a few moments afterwards).
- Listen to more snippets from Samuel Pepys' diary.
- Join in in with another sound-picture about fire-fighting The Great Fire of London (using varied clapping and voice-sounds) as it reaches its peak, then begins to die down.
- Tap a repeating drum-rhythm and hum sad notes with the sad 'Funeral music' from last time (based on Purcell).
- Think about health and safety at home and at school, and how to avoid accidents.
- Sing the whole of 'London's burning', once through the tune together, then dividing into two groups to sing the tune twice as a round (as above); then repeating 'Pour on water...' at the end, getting quieter and quieter.
- Use the additional music files on the website to practise the song and appraise the music.

Follow-up ideas

To download the song:



Vocal



Backing track

- Develop the two 'sound-picture' backings at the end of the programme (each about a minute long) with classroom-percussion and other instruments.
- For the first one about the start of the fire you could allocate children to play woodblocks and claves (firewood), recorders (flames getting higher), cymbals (splashing water in the Thames) and swanee-whistles (cooing pigeons).
- For the second one about fire-fighting and the fire dying down think of similar instrument-ideas to evoke crackling flames, bucket-splashes, falling buildings, fire-drops in the Thames and soft-wind-sounds, dying away.
- Paint a class mural about The Great Fire of London.
- Find out about health and safety for your school and homes, and ways to avoid accidents.

Extra resources

- Woodblocks, recorders, cymbals and swanee-whistles.
- The London Fire Brigade has an education team and useful KS1 tips for fire prevention: www.london-fire.gov.uk/education-team.asp
- Many local fire services have developed special packs suitable for the KS1 age group.



Samuel Pepys and The Great Fire of London - part 2



Click to download audio (mp3) of the complete tutorial

Focus:

- Samuel Pepys. King Charles II. The Great Fire of London at its peak in 1666.
- Rising and falling (pitch).
- Body-percussion and mouth-sounds.
- Actions in rhythm.
- Performing as a round.

You will need

- A few classroom instruments at hand - eg woodblocks, recorders, cymbals, swanee-whistles, ukuleles, drums.

Before the programme

Be ready to divide the class into two halves (Groups 1 and 2) for 'London's burning' as a round. Look at paintings and other pictures of The Great Fire of London.

5

Samuel Pepys and The Great Fire of London - part 3



Click to download audio (mp3) of the complete tutorial

Focus:

- Christopher Wren, Samuel Pepys, the end of the Great Fire and rebuilding London.
- Musical scales.
- Composing melodies (bell-tunes).
- Up, down, higher and higher (pitch).
- Body-percussion.

You will need

A glockenspiel with a C major scale (CDEFGABC) to demonstrate bell-tunes.

Before the programme

Ask if the children know the songs 'London Bridge has fallen down' and 'Oranges and lemons'. Let them know to expect these but with different words.

5 Samuel Pepys and The Great Fire of London - part 3

What we will be doing

- Set your chronometers to 1666 and listen to parts of Samuel Pepys' diary about the end of The Great Fire of London. Find out about the needs for food, drink and shelter, for new 'fire-brigades' and for architects to make plans to rebuild London with stone and brick, especially Christopher Wren.
- Re-set chronometers to the year 1667, then join in the song 'London Town has fallen down' with actions for stone-lifting (Verse 2), brick-building with hands up-and-up (Verse 3), foot-tapping (Verse 4) and clicking fingers high (Verse 5). Note the key changes, getting a little higher with each new verse.
- Join in a sound-picture about 'Rebuilding London', including toe-tapping, knee-patting, tummy-rubbing, hand-clapping and finger-clicking (to suggest stamping out cinders, lifting stones, mixing mortar and cement, laying bricks and 'tickling the clouds' at the top of spires). Remember these actions, to help create your own sound-pictures with percussion later.
- Listen to the tunes of some bell-peal patterns for church towers across London (going down, and up, and in zigzags). Sing 'Ring the bells of London' (based on the famous tune of 'Oranges and Lemons').
- Perform a medley of several 'Great Fire of London' songs: 'Flow, flow, flow', 'Loaves of bread and puddings and pies', 'London's burning', 'London Town has fallen down' and 'Ring the bells of London'.

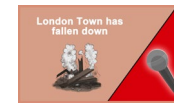
Follow up ideas

- Develop the 'Rebuilding London' sound-picture to include shakers, scrapers, woodblocks, claves, drums and cymbals. The backing can be downloaded from the website.
- Make up bell-patterns, using notes from scales (eg C major) on glockenspiels, keyboards, computers and tablet/phone-apps, going down, up and in zigzags.
- Experiment with model-making, using brick and stone patterns (eg polystyrene blocks, cardboard boxes, computer software and apps). Draw architectural plans together for amazing new buildings.
- Look out for 'domes and spires' in your region. Discover 'maths in action' using pictures of local buildings - and visits too!

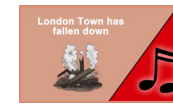
Extra resources

- Various shakers (maracas, cabacas etc), scrapers, woodblocks, claves, drums and cymbals.
- Pictures of 17th century London and local buildings with interesting architecture.
- The Royal Institute of British Architects (RIBA) provides events for families and children and some resources for schools.

To download the songs:



Vocal



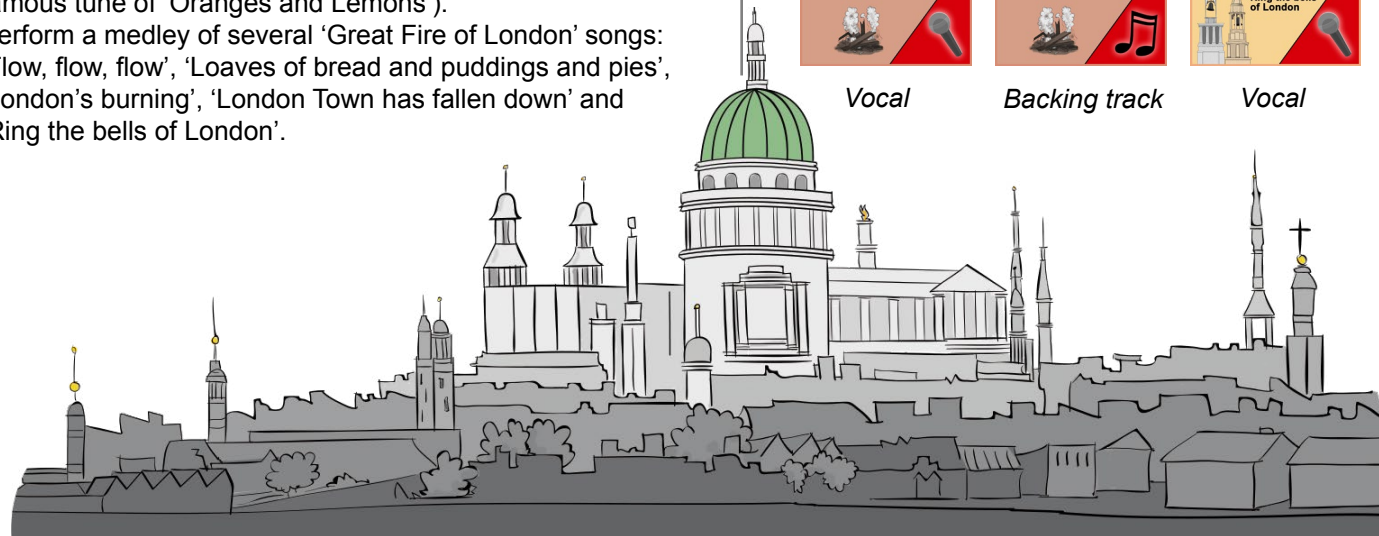
Backing track



Vocal



Backing track



6 & 7 Bach, Vivaldi, Mozart and Haydn

What we will be doing

- Set your chronometers forward to the year 1722 and to Germany. We hear Johann Sebastian Bach playing harpsichord, in time with a mechanical music-clock.
- Count-on-fingers and whisper '1, 2, 3, 4, 1, 2, 3, 4...' in time with Bach's *Well Tempered Clavier* music, then learn to copy saying the words of 'The music clock song' softly, keeping in steady time. Listen to the note-patterns changing and re-arranging.
- Set your chronometers forward to 1725 and to Italy, where we hear a countryside-scene and music from Antonio Vivaldi's *The Four Seasons*. Learn to sing 'Seasons change the weather' (based on Vivaldi's melody) also adding finger-clicks, humming drone-notes and doing violin-actions.
- Listen to some inventions and machines of the 18th century, such as the 'seed drill', 'threshing machine', 'flying shuttle' and 'spinning Jenny'. Perform hand-and-arm actions for machine-rhythms, in time with part of George Frederick Handel's 'Fireworks' while imagining travelling through the 1700s.
- Set your chronometers for 1788 and Austria, where we meet Wolfgang Amadeus Mozart, playing the new-fangled 'fortepiano'. Learn to sing the 'Mozart zigzag song' (based on his Sonata in C, K545), with keyboard-actions.
- Set your chronometers for 1791 and London, where we hear Joseph Haydn's music for orchestra and learn to sing the 'Surprise song', based on his symphony, no. 94, the 'Surprise', not forgetting the surprise 'Boo!'

To download the songs:



Vocal



Backing track



Vocal



Backing track



Vocal



Backing track



Vocal



Backing track

Follow-up ideas

- 'Seasons change the weather', based on Vivaldi's *The Four Seasons*, can also be danced together as a circle-dance. Hold hands in a circle during the introduction, then, in two-bar phrases: skip four steps left; skip four steps right; let go hands to clap four times; join and bring all hands to the centre; take all hands back out to the circle; let go hands to clap four times; turn on the spot left; turn on the spot right. Then repeat the whole sequence, splitting apart at the end.
- Look at and draw pictures of 18th century machines and industry - especially if there are examples in your area.

Extra resources

- There are numerous recordings of classical pieces by JS Bach, Vivaldi (especially *The Four Seasons*), Handel (especially the 'Fireworks' music and 'Water' music), Mozart and Haydn, available as mp3s, on CD and by streaming online. Children will enjoy listening to many of these if the music-selections are kept short, and if you return to particular pieces from time to time.
- Inspiring early clocks can be found in local and regional museums (some working) and the [Science Museum](#) has an impressive national collection.
- **NB: On the website the content is split into two separate web pages.**



6 & 7

Bach, Vivaldi, Mozart and Haydn



Click to download audio (mp3) of the complete tutorial

Focus:

- 18th century composers from Germany, Italy and Austria: Bach, Vivaldi, Handel, Mozart, and Haydn).
- Steady beat.
- Listening for 'melody' and 'harmony' patterns.
- Up and down (pitch).
- Loud and quiet (dynamics).
- Humming. Crisp, delicate singing.

You will need

- Pitched-percussion notes D, E and A (eg chime-bars, glockenspiel or xylophone) to demonstrate notes to hum. recorders, cymbals, swanee-whistles, ukuleles, drums.

Before the programme

Look at old clocks and watches (or if none available, videos of them). Listen to and talk about their ticking and tocking.

8

Stephenson, Anning, Brunel and Queen Victoria



Click to download audio (mp3) of the complete tutorial

Focus:

- 19th century transport, science and technology.
- George Stephenson and Robert Stephenson; Mary Anning; Isambard Kingdom Brunel; Queen Victoria and The Great Exhibition.
- Loud, clear singing.
- Short, crisp phrases.
- The orchestra.

You will need

Remind the children about different periods of time, especially days, weeks, months, years and centuries.

Before the programme

Talk about railways, bridges and fossils in your area. Have the children seen or visited any of these (or museums with fossils)?

8

Stephenson, Anning, Brunel and Queen Victoria

What we will be doing

- Set your chronometers forward to 1829 and England where we listen to the sounds of the growing 'Industrial Revolution', with its machines and especially steam-power.
- Learn to sing Verse 1 and the chorus of 'Hurrah! The Nineteenth Century' - about discovery, industry and inventions.
- The tune has a very 'grand' melody. Pick out the sounds of different parts of the 'orchestra' - especially strings, woodwind and percussion (and also the help of a 'grand piano').
- We go to Lancashire and meet George Stephenson who has built a railway line. At the Rainhill Trials his son Robert Stephenson is competing with a new steam-engine. We sing Verse 2 and the chorus of 'Hurrah! The Nineteenth Century' about the 'Rocket'. Listen out for 'brass' instruments.
- Set your chronometers forward to the year 1830 and Lyme Regis in Dorset where we meet Mary Anning, fossil-discoverer. A geologist friend has just painted a picture imagining some of the amazing prehistoric creatures (new to science) whose fossilised bones Mary has discovered. Then we sing Verse 3 and the chorus of 'Hurrah! The Nineteenth Century' and listen to percussion instruments.
- Set your chronometers forward to 1843 and Bristol at the launch of the *SS Great Britain*, where we meet Isambard Kingdom Brunel and find out about his ships, tunnels, railways and bridges. We sing Verse 4 and the chorus of 'Hurrah! The Nineteenth Century' and listen out for 'string' instruments (violins, cellos and harp).
- Set your chronometers forward to 1851 and London where we listen to Queen Victoria read her 'journal' (or diary) about the Great Exhibition in Hyde Park, with its amazing 'Crystal Palace'. We sing Verse 5 and the chorus of 'Hurrah! The Nineteenth Century', also performing actions for different parts of the orchestra.

Follow-up ideas

- In groups, work out a percussion-piece about steam-power called 'The Rainhill Trials'.
- Create artwork and music inspired by fossil-shapes and prehistoric creatures.

Extra resources

- Look at pictures of early steam railways, fossils, prehistoric creatures, Brunel's railways, ships and bridges, the Crystal Palace and the Great Exhibition of 1851.
- The [National Railway Museum](#) is a good starting point for exploring resources for railways and many steam-attractions around the UK provide special resource-packs and visit-offers for schools - [for example](#).
- Several parts of the country offer good opportunities and resources to explore the Industrial Revolution through the Victorian era and into the 20th century.
- The [Natural History Museum](#) features some of Mary Anning's actual fossils and numerous regional museums have excellent collections and resources for schools.
- Information about Brunel can be found [here](#) and there are numerous period photos in online sources.
- Pictures of the original Crystal Palace are [here](#).
- The [Victoria and Albert Museum](#) has information about The Great Exhibition.

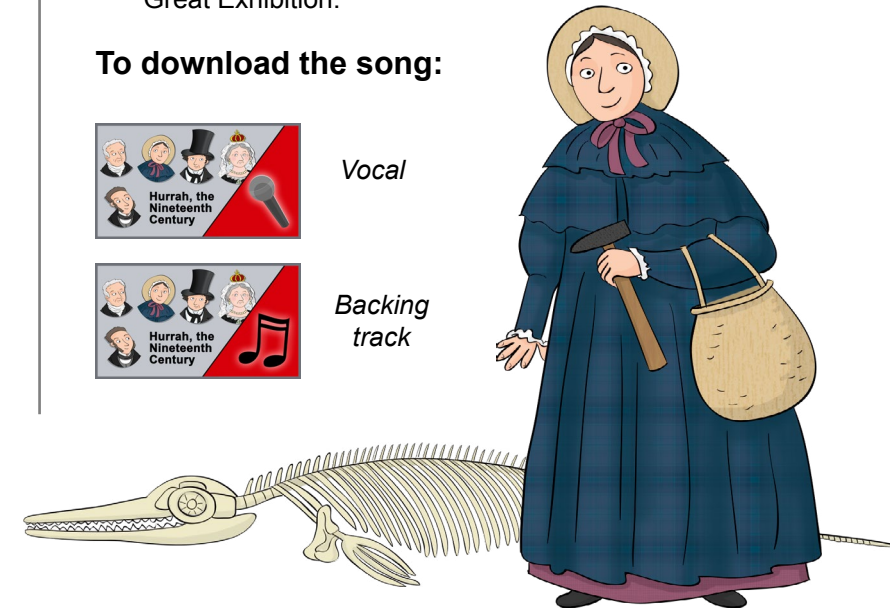
To download the song:



Vocal



Backing track



John Logie Baird and mass communication

What we will be doing

- Set your chronometers forward to 1909 and Dover in Kent on the South Coast of England, where we hear how Louis Bleriot has just flown an aeroplane across the English Channel for the first time. Listen to how messages are being sent by morse-code, tapping out letters in code, as rhythms of short and long beeps. Learn to sing and say the chorus and Verse 1 of 'Communicating, Communicating!' with finger tapping actions.
- Do actions for an early telephone of the same period, then sing and say the chorus and Verse 2 of 'Communicating, Communicating', with telephone-dialling and speaking actions.
- Set your chronometers forward to 1916 and listen to instruments of the World War One period played on an old wind-up gramophone. Sing and say the chorus and Verse 3 of 'Communicating, Communicating!' with handle-winding actions.
- Set your chronometers forward to 1944 and turn the dial on an imaginary old radio, to identify snippets of sound about World War Two, then sing and say the chorus and Verse 4 of 'Communicating, Communicating!' with hand actions going up and down.
- Find out how photographs and film had developed through the 1900s and how John Logie Baird demonstrated fully electrical colour pictures by television in 1944. Sing and say the chorus and Verse 5 of 'Communicating, Communicating!' with camera and movie-type actions.
- Set your chronometers forward to 1969 and tap rhythm-patterns on an early computer, to help guide the Apollo moon-landing, then sing/say the chorus and Verse 6 of 'Communicating, Communicating!' with reaching actions towards the moon and stars.
- Think about how computers and the World Wide Web changed the last few years of the 1900s then set your chronometers forward to the current year in the 21st century... and wonder...where next?
- To sing the whole song right through, download the instrumental-backing from the website.

Follow-up ideas

- In pairs, with percussion instruments, send pretend morse code messages by tapping short and long sounds for each other to copy.
- Invent music about communication in the future.
- Make a photo gallery of pictures about communication in your school and homes.

Extra resources

- Many regional museums have examples of the sort of devices featured in the programmes; some may be available in their lending and handling collections.
- For videos of the Apollo moon-landings, see the [NASA website](#).

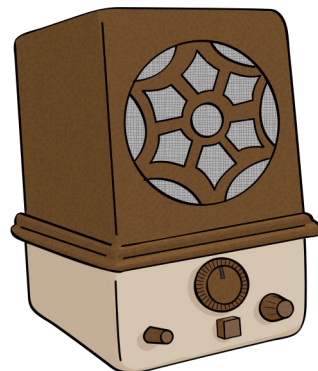
To download the song:



Vocal



Backing track



John Logie Baird and mass communication



Click to download audio (mp3) of the complete tutorial

Focus:

- 20th century communications technology, especially aeroplanes, morse code, telegraph, telephone, gramophone, phonograph, radio, photography, film, television and computers. John Logie Baird. The Apollo moon landing.
- Rhythm-patterns.
- Combining singing with finger, hand and body actions.

You will need

Examples of 20th century technology - eg old telephones, radios, record-players and buzzers.

Before the programme

Practise saying the rhythm pattern 'Beep beep, be-beep' together (from bar 8 of the song 'Communicating, Communicating!').

Over the oceans

*Over the oceans
And over the seas
Sail north or south
Or go west, or go east
Time and tide travelling
Blown by the breeze...
Over the centuries!*

- 1 Christopher Columbus set off with his crew
Way back in 1492
What a surprise - a New World came in view...
Over the centuries!

Chorus

- 2 Maps, for Magellan, they helped him explore
Sailing-ships voyaging, shore to shore
Circling the world and then sailing some more...
Over the centuries!

Chorus

- 3 England and Scotland and Ireland and Wales
Hundreds of islands with seafaring tales
Travel through history, wind in our sails...
Over the centuries!

Chorus (twice, speeding up)

Pavans and pageantry

*Join in with dancing tunes
Songs and poems and rhymes
Pavans and pageantry
Back in Tudor times
Join in with dancing tunes
Songs and poems and rhymes
Pavans and pageantry
Back in Tudor times*

- 1 Henry the Eighth
Loves to joust and to sport
Loves fine clothes and banquets
And music at court

Chorus

- 2 Elizabeth the First
Travels round the nation
Entertained with elegance
And much celebration

Chorus

Flow, flow, flow

1 Flow with the waters
Of Old River Thames
Forwards and sideways
And backwards and then
Rowboats and sailboats
Again and again
Flow, flow, flow...

2 Crossing the waters
Of Old River Thames
Over the bridge
Or by ferryboat-men
Rowboats and sailboats
Again and again
Flow, flow, flow...

Flow, flow, flow...
Flow, flow, flow...

Loaves of bread and puddings and pies

Loaves of bread
Watch them rise
Heat them up
With puddings and pies

Make and bake
Pastry cakes
Loaves of bread
And puddings and pies

(To action verse, with breadmaking and clapping-actions with a partner)

Loaves of bread
Watch them rise
Heat them up
With puddings and pies

Make and bake
Pastry cakes
Loaves of bread
And puddings and pies

London's burning

London's burning
London's burning!
Fetch the buckets!
Fetch the fire-hooks!
Fire, fire!
Fire, fire!
Pour on water
Pour on water

London's burning
London's burning!
Fetch the buckets!
Fetch the fire-hooks!
Fire, fire!
Fire, fire!
Pour on water
Pour on water

London's burning
London's burning!
Fetch the buckets!
Fetch the fire-hooks!
Fire, fire!
Fire, fire!
Pour on water
Pour on water

Pour on water, pour on water
(Pour on water, pour on water...)

London Town has fallen down

- 1 London Town has fallen down
Fallen down, fallen down
London Town has fallen down
In the Fire
- 2 Build it up with walls of stone
Walls of stone, walls of stone
Build it up with walls of stone
For the future
- 3 Build it up with bricks and mortar
Bricks and mortar, bricks and mortar
Build it up with bricks and mortar
For the future
- 4 Build it up with sewers and streets
Sewers and streets, sewers and streets
Build it up with sewers and streets
For the future
- 5 Build it up with domes and spires
Domes and spires, domes and spires
Build it up with domes and spires
For the future

Ring the bells of London

Ring the bells of London
So the air fills with wonder!

From tower and steeple
Ring to call to the people

After burnt homes and pity
We shall build a new city

After sadness and sorrow
Make a better tomorrow

Yes, hark to the ringing
And let's join in with singing!

Ring the bells all
Say the bells of St Paul's!

*Ring all those bells
Let's rebuild London Town!*

Listen to the music clock

Listen to the music clock
It keeps on going, tick-and-tocking...

Listen to the steady beat
As rhythm-patterns keep repeating...

Listen to the patterns changing
Lots of notes are re-arranging...

Listen to them coming, going
Turning, turning, to-and-fro-ing...

Listen...listen...listen...

Seasons change the weather

Seasons change the weather
Hear all the parts together
Antonio Vivaldi!
Sing the melody
Yes, and hum the harmony
With Antonio Vivaldi

Hmmmm... Hmmm...
Hmmm... Hmmm...

Doo-be-do, do-do-do, doo-do,
Doo-be-do, do-do-do, doo-do,
Doo-be-do, doo-be-do, doo-do.
Doo-be-do, do-do-do, doo-do,
Doo-be-do, do-do-do, doo-do,
Doo-be-do, doo-be-do, doo-do.

The Mozart zig-zag song

Mozart so cleverly
Plays us his melody -

Up, down
Up, down
Up, down
Up, down

Zigzag here
Zigzag there
Zigzag zigzag everywhere -
Mozart-music made to share!

The surprise song

(Shhhhh...!)

Tiptoe, tiptoe
Through the house
Quiet, quiet
As a mouse

A surprise
It waits for you
Listen, here it comes -
BOO!

Hurrah, the Nineteenth Century

- 1 Hurrah, the Nineteenth Century!
Hurrah, the Nineteenth Century!
Discovery and industry...
And inventions
Inventions, inventions, inventions, inventions!
Inventions, inventions, yes, inventions!
- 2 I introduce George Stephenson
And also Robert Stephenson
Designers of a steam-engine...
Called the 'Rocket'!
The 'Rocket', the 'Rocket', the 'Rocket', the 'Rocket'!
The 'Rocket', the 'Rocket', yes, the 'Rocket'!
- 3 Meet Mary Anning, scientist
Meet Mary Anning, scientist
Finds prehistoric discoveries...
Lots of fossils!
Yes fossils, yes fossils, yes fossils, yes fossils!
Yes fossils, yes fossils, lots of fossils!
- 4 Meet Isambard Kingdom Brunel
Meet Isambard Kingdom Brunel
Builds railways, tunnels, steamships and...
Lots of bridges!
Such bridges, such bridges, such bridges, such bridges!
Such bridges, such bridges, lots of bridges!
- 5 Let's hear it for Her Majesty
Let's hear it for Her Majesty
Let's hear it for Her Majesty...
Queen Victoria
Victoria, Victoria, Victoria, Victoria!
Victoria, Victoria, Queen Victoria!
Queen Victoria!

Communicating, communicating

*Communicating, communicating, communicating,
Beep-beep-be-beep!*

Communicating, communicating, communicating!

Communicating, communicating, communicating,

Beep-beep-be-beep!

Communicating, communicating, communicating!

- 1 Tap out some morse-code...
Do-doo-di-do-do-doo!...
Send via telegraph...
Message coming through!

Chorus

- 2 Telephone electric...
Listen through the noise...
Crackles in the wires...
Ah, a human voice!

Chorus

- 3 Phonograph and gramophone...
Recreate a sound...
Wind up the handle...
Music round and round!

Chorus

- 4 Messages by radio...
Waves go here and there...
Tune in with the dial...
Voices in the air!

Chorus

- 5 Cameras catch images...
Taken with precision...
Then, to move your pictures...
Film and television...

Chorus

- 6 Computer-power growing...
It helped us reach the moon...
Where now will it take us?
The future's coming soon!

Chorus