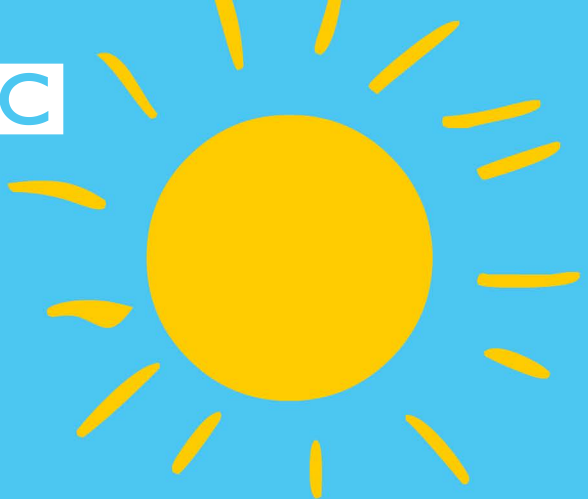


BBC



Music: Key Stage 1

Jack and the Beanstalk

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 if you are connected online..

Credits

Composer: Katherine Freeman
 Presenter: Sarah Jane Honeywell
 Music arrangement: David Chilton
 Story adaptation: Kate Stonham
 Reader: David Holt
 Singers: The Frockettes
 Production: Katherine Freeman
 Animation: Catalyst Pictures
 For the BBC: Andrew Barnes

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 at: teach.bbc@bbc.co.uk



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Introduction

This website offers a collection of songs and music activities linking to the traditional story of *Jack and the Beanstalk*. The songs, together with the story episodes, tell the adventures of Jack and his encounters with the Giant at the top of the beanstalk. The songs, music activities and literacy links support a range of learning objectives at Years 1 and 2. They can also be used to make your own performance of the story.

Jack and the Beanstalk is a traditional fairytale, familiar to most young children, and particularly popular as a pantomime at Christmas. It tells the story of Jack, who takes his cow to sell at market, but in fact exchanges the cow for some beans he is told are magic. His mother throws the beans into the garden and is amazed to find a giant beanstalk has grown during the night. Jack climbs up the beanstalk three times to seek his fortune. On each occasion he returns with riches that he has taken from the Giant.

These Teacher's Notes

The Teacher's Notes offer:

- a guide to using the content with your class
- actions and simple performance ideas
- simple vocal versions of the songs with chords
- the music for each song (the lyrics are available in separate sheets on the website in child-friendly lettering)

Music skills

The Music skills appropriate to Years 1 and 2 that are targeted in the content include (more detail in the table on page 18):

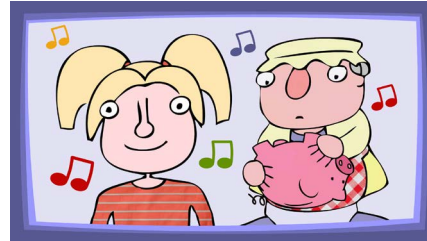
- breathing, posture, articulation, sound projection
- high/low/different paces/timbre/texture
- structure (phrase, chorus, verse)
- context (venue, occasion, time and place, intended effect)
- singing songs in unison, with clear diction, control of pitch, a sense of phrase and musical expression
- call and response
- practising, rehearsing and presenting performances with an awareness of the audience
- listening with attention to detail and recalling sounds with increasing aural memory
- rehearsal and performance tips

Using the website content

The website has been arranged so that each song has its own individual page. Each song is supported by two short episodes of the story - typically about 3 minutes long. It is up to you how you choose to use the resources, but we have arranged the material to allow this general approach:

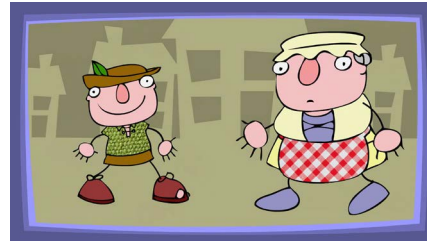
- learn each song using the tutorial video
- combine learning the song with the relevant story episodes
- at the end of each tutorial sing the song all the way through, using either the full vocal or backing track video of the song
- finesse the song by practising with the backing track only

The main body of content is the various video players you will find on each web page, which are supported by a range of other material you will find on the Clips and Audio Download pages. The video players offer content as follows:



Tutorial video

Join Sarah Jane Honeywell to learn the song. Sarah Jane teaches each song in sections and there are pause points along the way.



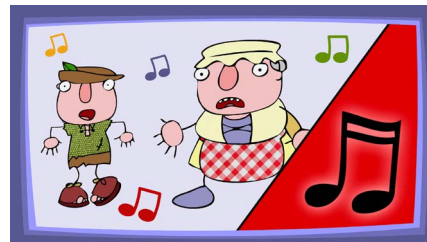
The story

There are two short story episodes for each song - typically about 3 minutes long. Take a break from the Tutorial video to watch an episode of the story.



The song - full vocal

After watching the tutorial video practise using the full vocal version of the song. The words appear on screen in red in time to the music.



The song - backing only

Once children are confident with the song they can use the backing track to really polish their performance. Text appears on screen without singing.



Listening music

A short passage of listening music - typically 1 minute long - which explores an element of music that also features in the song. Audio only.

Supporting resources

In addition to the video files the additional following online resources are available:

- a transcript of the tutorial to print out, either to follow with the video or to become familiar with the content of the tutorial
- a transcript of the story episode which can be printed out for additional literacy follow-up
- the music for each song, including the melody and simple chords, allowing you to create your own versions of each song using your own instrumentation
- the words for each song, to either print or display using your IWB
- download links that will enable you to download either the full vocal or backing track videos of the songs
- download links that will enable you to download just the audio of each song - the mp3 audio files are substantially smaller than the video files
- a short vocal warm-up, which can be used before starting the tutorial at the beginning of your music session

1

What shall we do?

Focus:

- Long notes and short notes
- Call and response
- Fast tempo

Storyline:

We meet Jack and his Ma and Daisy the cow. They are very poor and have nothing left to eat.

Before using the content:

- Ask the children if they know the story of *Jack and the Beanstalk*. Talk about how the beanstalk grows very tall! Ask the children if they can think of anything else that has grown very tall - such as a sunflower or really tall tree.
- Distribute copies of today's song or project it on your IWB so that all the class can see the words clearly.



What we will be doing

Learning the song: 'What shall we do?'

- Learning the Chorus
- Learning Verse 1
- Learning Verse 2
- Learning Verse 3
- Listening to the first two parts of the story

Activities: 'What shall we do?'

- Identify the notes which are long and those which are short
- Think about 'call and response', with Group A singing the questions in each verse and Group B singing the answers
- Can children spot the lines in the verses which are repeated?

Follow up ideas

- Practise singing the whole song 'What shall we do?'
- Talk about the tempo of the song. It's fast! There are lots of short, quick notes. But there are some longer notes too. Help the children to spot them.
- Notice how Verse 1 has the same rhythm as Verse 2. Clap the rhythm of these two verses.
- Encourage the children to be ready to come in quickly in their groups in the 'call and response' sections of each verse. Perhaps they can think of some 'call and response' phrases of their own.

Music activity

Focus: call and response

Sing or play a simple phrase - just three notes - and ask the children sing it back, copying it as closely as they can. Change the order of the notes and the rhythm - sometimes singing quickly and sometimes singing slowly. Encourage the children to really listen and to sing accurately.

- Discuss how 'call and response' is rather like a musical conversation, with someone asking a question and the other person answering it.
- Working in pairs and using percussion children can make up their own 'call and response' pieces - person A playing a phrase and person B repeating it.

- The children can experiment with different rhythms, eg playing and repeating three different phrases, one after the other - fast, slow, fast.
- Children can then go on to make up another piece of music as above, but this time person A plays a phrase and person B changes this a little - for example, by adding some extra notes, or playing a little slower or faster.

Listening Music

Bach, CPE: Flute Concerto in D minor, W922. Movement 3: Allegro di molto

Focus: Orchestral instruments/Fast tempo and short notes

- This piece of music was written over 200 years ago by a famous composer called CPE Bach.
- The music is from a *concerto* - a piece of music in which a solo instrument leads and the rest of the orchestra accompanies it.
- What is the solo instrument here? (A flute.)
- The instruments playing are *string* instruments - the violin, viola, cello and double bass.
- *Tempo*: Is this piece of music fast or slow? (Fast. The flute and the orchestra play lots of quick notes.)
- Are the notes that the instruments play long and smooth or short and jumpy? (Short and jumpy!)
- What does the music make the children think of?
- *Dynamics*: Is the music loud or soft? (It's quite loud.)

Literacy links

Year One

- Ask children to think of three more things that they think might be left in the cupboard that no one would want - eg a squashed banana. Divide a piece of paper into three sections to make the three cupboard shelves. Children draw and label three things.
- Draw the outside of Jack's house showing all the things that are wrong with it - eg paint peeling off, a broken window and holes in the roof. Add labels for each feature.

Year Two

- Discuss what Jack and his Ma have had to sell and make a list. Children could design a 'For sale' poster of one of the things they are trying to sell - eg for Daisy: 'Cow for sale! Very friendly, doesn't give much milk!'

2

Jack went to market

Focus:

- *Accumulation song* - making the musical phrase longer by adding to it
- Singing different rhythms at the same time in three parts

Storyline:

Jack goes to market where he has no luck selling Daisy. On the way home he meets a mysterious person who offers Jack some magic beans in exchange for Daisy. Jack is unsure of what to do...

Before using the content:

- Talk about what happened in last week's story and how Jack and his Ma are very poor and there is nothing left in the house to eat. Jack's Ma has decided that they will have to sell Daisy the cow.
- Distribute copies of today's song or project it so that all the class can see the words clearly.



What we will be doing

Learning the song: 'Jack went to market'

- Learning Verse 1 - singing with energy and expression
- Learning Chorus 1 - reaching up high for those top notes
- Learning Verses 2 - 5
- Learning Choruses 2 - 5
- Listening to the next parts of the story

Activities: 'Jack went to market'

- Notice how the noises that the animals make always have the same steady rhythm, apart from the final 'wobble, wiggle!' of the little worm. This is a faster rhythm.
- Notice how the animal noises in the verses are always on the *same note*.
- Notice how in each verse the words 'happily' and 'everywhere' have the same jumpy low to high note pattern.
- Children need to really concentrate and try to remember the order of the animals.

Follow up ideas

- Practise singing the whole of 'Jack went to market'.
- Practise singing and clapping the rhythms of the noises that the animals make. How is the last one - the wiggly worm - different? (It's faster!)
- Can the children think of some of their own animals and the noises that they make? Can they create their own new verses for the song based on these animal noises?
- Practise singing the low to high note patterns of 'happily' and 'everywhere', trying really hard to keep in tune.
- Encourage the children to really concentrate and try to remember the order of the animals as they add one more each time they sing the chorus. They can practise singing the final long list separately.

Music activity

Focus: singing fast and slow rhythms and dividing into three parts

Divide the children into three groups. Then sing some contrasting fast/slow word rhythms - at the same time as each other, using words and animal sounds from the song. Build up three layers of sound in unison.

- In small groups, clapping or using tuned or non-tuned percussion instruments, children make up their own 'rhythm layer' pieces.
- They can build these up, one player at a time - eg starting off with the first player playing the pulse, then adding different rhythms - some fast and some slow - over the top. They can perform these to the rest of the class.

Listening Music

Ravi Shankar: *Discovery of India*

Focus: rhythm layers

- This piece of music is from India. What do children know about this country? (Find India on a map).
- It's played by a famous Indian musician called Ravi Shankar. He and his band are all playing traditional Indian instruments. (You could look at some pictures of Indian instruments).
- Ravi is playing the sitar. It's rather like a large guitar but it has seven strings and a big round back.
- There are lots of different rhythms playing at once in this piece. The main beat of the piece is played by small hand drums.
- Is the tone of the music happy or sad?
- Is it slow or fast? (It is fast!).

Literacy links

Year One

- Make a list of the animals Jack sees at market and the noises they make. Fold a long strip of paper to make a zigzag book. Children label the first page 'When Jack went to market, he saw...' In the subsequent pages, they draw a picture of each animal and label it underneath.
- Talk together about what sort of animals the children would like to see if they went to market. Make a zigzag book as above and on the first page they write, 'When I went to market, I saw...'

Year Two

- Children make up their own market poem, starting with the title, 'Jack went to market and what did he see?' Then make up some additional animals and the sounds they make - he saw a little cat and the cat said 'Meow', etc.

3

And the beanstalk grew

Focus:

- Slow tempo
- Long phrases and smooth notes
- Rests

Storyline:

Jack breaks the news to his mother that he has sold Daisy the cow for a few beans. Jack's mother sends him to bed and throws the beans out of the window in disgust. But as Jack makes a wish and dreams of magic, there's a strange rustling in the garden outside...

Before the programme:

- Talk about who we have met so far in the story - Jack, his Ma, Daisy the cow and the old man, who has given Jack some magic beans. What do the children think will happen next? Will Jack sell Daisy?
- Distribute copies of today's song or project it on your IWB so that all the class can see the words clearly.



What we will be doing

Learning the song: 'And the beanstalk grew'

- Learning Verse 1
- Learning the Chorus
- Learning Verse 2
- Learning Verse 3
- Listening to the next parts of the story

Activities: 'What shall we do?'

- Note the rests between each 'Shh!' at the beginning of every verse.
- Note the ascending scale of the chorus - the notes go from *low* to *high* and ascend one step at a time.
- Children sing long, slow notes. They need to take a deep breath at the beginning of each line.
- Note how the words of the first three lines of each verse are repeated. They also share the same rhythm.

Follow up ideas

- Practise singing 'And the beanstalk grew' again making sure that children sing the very low notes and the slow, ascending scale in the chorus with accuracy.
- Help children to understand that the notes in the chorus are *slow* and *long*.
- The chorus uses *ascending* notes, which go up, step by step. As the children sing 'And the beanstalk grew and grew' they can crouch down low then, as they sing, gradually stretch up, higher and higher, until they are standing tall and stretched like the beanstalk. Encourage the children to understand the link between the notes getting higher in pitch and physically getting higher, as they stretch their bodies upwards.

Music activity

Focus: ascending scale

Help the children to sing an ascending scale with the words, 'Up, up, up!', climbing one notes at a time. As they sing each note they stretch slowly upwards.

- This time, children sing a descending scale with the words 'Down, down, down, down!' They can begin stretched and high and then gradually crouch down into a low position.

- Working in groups, children then make up their own high and low piece. For this they can play ascending or descending note patterns. They can sing or use tuned percussion instruments such as chime bars, xylophones or glockenspiels. They can play these to the rest of the class, who have to identify whether the notes are *ascending* - going up - or *descending* - going down.

Listening Music

Webern, Anton: *Passacaglia, Opus 1*

Focus: slow and rests

- Listen to the opening. Can children hear an instrument playing high notes (a flute)? Can they also hear notes being played on string instruments that are being plucked, not bowed?
- The string notes are spaced apart with a pause between each one. What is this pause called? (A rest - a gap or silence).
- What is the tempo (speed)? Slow (just like our song today).

Literacy links

Year One

- Act out today's story extract with volunteers from the class, showing how cross Jack's Ma is, how she sends Jack to bed and how the beanstalk starts to grow outside the window. The whole class could act out the part of the beanstalk, as it rises up into the air!
- Children imagine that a beanstalk has grown outside their window while they were asleep. They write and draw what they think is at the top. This could also be used as part of a display - sticking each piece of work onto a piece of green, leaf-shaped paper, to make a beanstalk.

Year Two

- Talk with the children about where they think the beanstalk might lead to. What would they do if they woke up and found that a beanstalk had grown outside their window at home? They write a short story extract beginning, 'One morning I woke up and found that a beanstalk had grown outside my window.' They then write about what happened next.

4

And he went higher!

Focus:

- High and low
- Jumpy note patterns
- Rests

Storyline:

Jack has discovered the beanstalk which has grown from the magic beans and decides to climb up it. When he reaches the top, he finds an enormous castle and wonders who would live in such a place.

Before the programme:

- Discuss the story so far. Was it a good idea for Jack to give Daisy the cow to the man he met in exchange for the magic beans? What was his mother's reaction - was she pleased or not...and what was all the rustling outside the window?
- Distribute copies of today's song or project it on your IWB so that all the class can see the words clearly.



What we will be doing

Learning the song: 'And he went higher!'

- Learning Verse 1 - noting the high jumps and the low jumps
- Learning the Chorus - clapping in the rests
- Learning Verse 2
- Learning Verse 3
- Listening to the next parts of the story

Activities: 'And he went higher!'

- Recognise the *high* and *low* jumpy note patterns in each verse.
- Note the rests in the chorus and be able to clap in them.
- Note the similar rhythms which happen in each verse - they are repeated.

Follow up ideas

- Sing 'And he went higher!' again all the way through, making sure that you sing the high and low jumpy note patterns in tune.
- Practise clapping in the rests in the chorus. Children need to clap together and in time with the beat of the music.
- Note the '*long, long, short,*' note patterns in each verse.
- Recognise the strong beat and brisk *tempo*. Practise singing in a clear, precise way.

Music activity

Focus: singing in a round

Divide the children into two groups: Group A and Group B. They sing the first verse of the song in a round. Group A sings first, then Group B comes in two lines later. They sing this twice.

- Children swap parts so that Group B is leading this time. They can also practise the round again, using one of the other verses of the song.
- Listen again to the low to high and high to low jumpy note patterns in the first verse. In small groups, using voices or tuned percussion instruments, children create their own piece of music which has the title 'Jack climbed up.' They try to include some note patterns jumping from high to low or low to high in their music and the rhythmic sound of Jack's footsteps. Then as a class see if children can spot if the note patterns are from low to high or high to low.

Listening Music

Saint-Saëns, Camille: *Carnival of the animals*. 'Royal march of the lion.'

Focus: high and low and music used to illustrate

- This is part of a bigger piece of music, called *The carnival of the animals*. It describes lots of different animals - such as elephants and kangaroos.
- This piece of music describes the lion.
- Does it have a smooth, gentle rhythm, or a strong, jumpy rhythm? (It has a strong, jumpy rhythm.)
- Are the *dynamics* loud or soft? (The dynamics are loud.)
- Can children hear the place in the music when the lion 'roars'? (It's when the music runs quickly up and down and the notes are very close together.)
- Is the music high or low here? (It is low, rather like the low growl of the lion.)
- Perhaps children can think of how music might describe some other animals - eg fast music, with jumpy rhythms for monkeys; low, loud music with a very strong beat for elephants.

Literacy links

Year One

- How is Jack feeling - what things is he missing? You can use a volunteer to mime climbing the beanstalk and take it in turns to say out loud his thoughts - eg 'I miss my mum! I miss Daisy the cow!' Then ask the children to describe the big castle - eg using their bodies to make the door, windows and turrets.
- Children can draw a picture of the castle and label parts of it - eg trap door, flag, bats. Underneath, they can write a sentence or two to describe it - eg 'This castle is...big and dark!'

Year Two

- Talk about what the children think the land Jack has arrived in looks like. Ask them to imagine that the castle is in front of them now and to describe what it looks like in detail. Write down all the descriptive words that they suggest. Children then do a piece of creative writing about the castle, as though they are Jack. They could start off with, 'I stood in front of the castle. I felt scared...' and then go on to describe it.

5

Fee-fi-fo-fum!

Focus:

- Note patterns
- Dynamics - loud!

Storyline:

Jack arrives at the Giant's castle and is caught by the Giant's wife, who hides him from her husband. She gives him a lot of silver coins that the Giant has stolen to take back to Ma and the rest of the villagers.

Before using the content:

- Talk about what happened last time. What was Ma's reaction when Jack brought home the beans? What was Jack's journey up the beanstalk like? Do children know the well-known fierce words that the Giant says in this part of the story?
- Distribute copies of today's song or project it on your IWB so that all the class can see the words clearly.



What we will be doing

Learning the song: 'Fee-fi-fo-fum!'

- Learning the opening Chorus - singing with expression
- Learning Verse 1 - singing the words clearly
- Learning Verse 2
- Learning Verse 3 - doing the stamping actions
- Listening to the next parts of the story

Activities: 'Fee-fi-fo-fum!'

- Recognising the three note pattern in the chorus.
- Singing boldly, in character as the Giant.
- Doing the actions of the song.

Follow up ideas

- Practise singing the whole of the song 'Fee-fi-fo-fum!'
- Encourage the children to sing the jumpy rhythm in the first two lines of each verse in time. (This rhythm is repeated). Practise clapping the rhythm.
- Think about the three note pattern in the chorus. These notes are very low and close together. Children need to sing loudly, but also precisely and in tune.
- Encourage children to really move their mouths, lips and tongues and to sing clearly and to sing in character as the fierce giant.

Music activity

Focus: Note patterns

Choose a sequence of three notes and play them to the children. Ask the children to sing them back. Change the order of the notes.

- In pairs, using tuned percussion instruments, children make up their own note pattern pieces, using just three notes.
- They can experiment, changing the order of their notes to create a new pattern each time (they might want to take it in turns to do this). They should rehearse their piece together and then perform it to the rest of the group.
- Children could also fit their three note patterns to some words of the song, such as 'Fee-fi-fo-fum! I smell the blood of an Englishman!' They could say this line out loud and play their instruments, using the same note rhythm as the words.

Listening Music

Schubert, Franz: Symphony No 8 ('Unfinished'), Movement 1 - Allegro moderato.

Focus: dynamics (quiet and loud) and pitch (low)

- Do the children think this music starts off high or low? (It starts very low.)
- Does the piece start loud or quiet? (It starts quietly and gradually gets louder, until it is very loud. So the *dynamics* change from quiet to loud.) Children could show this and start off with their hands resting on their laps then gradually lift them up slowly, until they wave them above their head when the music is very loud!
- Ask the children to listen again and imagine what might be happening if this music was telling a story.
- What does the low, quiet music at the beginning make them think of? This uses almost the same notes as those in the chorus of today's song. Perhaps it reminds children of the Giant fast asleep after his dinner.
- The high clarinet music which follows could be Jack creeping around the sleeping Giant.
- Children could put up their hands when they think that the Giant is waking up and chasing Jack! (The loud chords in the orchestra).

Literacy links

Year One

- Talk about what the Giant ate for his dinner in the story. Think about other things that he might eat - really use your imagination! Remember that this Giant eats enormous amounts, such as an omelette made with twenty eggs, or one hundred sausages, or a huge pie as big as a car! Cut out a circular piece of paper to be the Giant's plate. Children draw and label the things that the giant might like for his dinner.

Year Two

- As above, talk about what the Giant ate for his dinner in the story. Children make up a menu of one of the Giant's meals with three sections: 'Starter,' 'Main course', and 'Pudding'. They could also illustrate their menu.

6

I am the magic hen

Focus:

- Jumpy, energetic rhythms - off the beat repetition
- Pulse - or main beat

Storyline:

Jack decides to climb up the beanstalk a second time to visit the castle. When the Giant returns home he calls for his golden hen who lays him a golden egg. The Giant goes to sleep and Jack takes the golden hen and makes off down the beanstalk.

Before the programme:

- Discuss what has happened so far in the story. Jack and his Ma have given away lots of the silver coins to the villagers and they only have one left. Do the children think it's a good idea for Jack to climb up the beanstalk again?
- Distribute copies of today's song or project it on your IWB so that all the class can see the words clearly.



What we will be doing

Learning the song: 'I am the golden hen'

- Learning Verse 1, including the two-part section
- Learning the Chorus - reaching up high for the top notes
- Learning Verse 2
- Learning Verse 3
- Listening to the next parts of the story

Activities: 'I am the golden hen'

- Recognise the high notes in the chorus - which *descend* - or get lower.
- Sing in two parts - Group B repeating what Group A sings.
- Spot how verse one and verse two are similar - which lines are repeated?

Follow up ideas

- Practise singing 'I am the golden hen'. Children can sway to the gentle, lilting rhythm. Encourage children to sing with lots of energy - this song is fun!
- Identify how the jumpy rhythms in Verse 1 and Verse 2 are almost exactly the same. They are repeated. The children can clap these rhythms and say the words at the same time. Help them to spot how the lines, or phrases two and four are identical in each verse.

Music activity

Focus: pulse and rhythm

Listen to the music of the song. Different rhythms played on top of each other, at the same time, help to create an interesting effect, like the layers on a cake. But the pulse or main beat in a piece of music is very important and always stays the same. In this activity, the class divides in half. One half claps the pulse and the other half claps an interesting rhythm over the top.

- In pairs, person A claps the steady beat or pulse - this always stays the same. Person B thinks of a new rhythm and claps this over the top - repeating it. This could be a fast or a slow rhythm. Then swap over and repeat.
- Person A and person B clap their made-up rhythms at the same time as each other (missing out the pulse). They could clap them quickly. They could clap them slowly.

Listening Music

Prokofiev, Sergei: *Peter and the Wolf*. The Bird's theme.
Focus: jumpy, energetic rhythms and music which tell a story

- What instrument is playing this theme? (It is the flute. Remind children what a flute looks like and how it is played).
- The flute is playing a *solo* - ie playing on its own.
- The music is from *Peter and the Wolf* - a traditional Russian story about a boy who catches a wolf.
- In the story, each person and animal has its own special musical theme. For example Peter's theme is happy music played on the strings; the theme for the wolf is loud, low music played on the French horns - to make him sound scary!
- Can the children guess what creature the flute music is for? They need to really think about the music to help them.
- Is the music high or low? (High.) Is the animal it describes big or small?
- Is the music *fast* or *slow*? (Fast, with a jumpy rhythm.) Do the children think the animal it describes moves quickly or slowly?

Literacy links

Year One

- Talk about the amazing golden hen. Can the children describe her? Ask them to imagine that they have their very own golden hen, which lays golden eggs. What is her name? And what does she look like? What does she like to eat? Children write as much as they can to describe her. They can also draw or paint a picture of her.

Year Two

- Talk about the golden hen and what she looks like. Ask children to write as though they are the golden hen. They could start with 'Hello! I'm the golden hen...' and can include things such as: her name, a description of her appearance, how old she is and so on. Children can also draw a picture of the golden hen.

7

We're rich!

Focus:

- Jumpy, energetic rhythms and note patterns
- Repetition

Storyline:

Jack decides to climb up the beanstalk one last time. He takes the magic harp from the Giant but the Giant wakes up and chases him. Just in time, Jack chops down the beanstalk. The Giant is never seen again and Jack and his Ma live happily ever after.

Before the programme:

- Can the children remember what Jack has taken from the Giant? How do they think that the Giant feels when he discovers that his precious things have been taken? What do they think Jack might find if he climbs up the beanstalk again?
- Distribute copies of today's song or project it so that all the class can see the words clearly.



What we will be doing

Learning the song: 'We're rich!'

- Learning Verse 1
- Learning the Chorus
- Learning Verse 2
- Learning Verse 3
- Listening to the next parts of the story

Activities: 'We're rich!'

- Recognise the jumpy low to high note pattern in the chorus.
- Spot how Verse 1 and Verse 2 are similar - which lines are repeated?
- Note how the words and rhythm of the second half of Verse 3 are quite different from the other two verses.

Follow up ideas

- Practise singing 'We're rich!' Encourage children to listen carefully to the jumpy, off beat rhythm and to sing with lots of energy for this final song.
- Identify how the rhythm and melody in Verses 1 and 2 (and the first half of Verse 3) are exactly the same. They are repeated. The children can clap these rhythms and say the words at the same time.
- Practise singing the final verse. The second half is spoken, not sung, and children need to sing the words, 'Chop! Chop!' exactly on the beat.
- Children can also do their chopping actions in time in this final verse.
- Practise singing the jumpy low to high note interval found in the words, 'We're rich!' in the chorus.

Music activity

Focus: texture

Using the music from today's song, the class imagine they are cutting down the beanstalk. They chop together first, in time to the steady beat. They then divide into two groups - Group A and Group B - and take it in turns to chop in time to the music.

- In pairs, children make up their own chopping piece, taking it in turns to chop to a beat that the teacher plays. You could experiment with the number of turns that each child has and everyone could count along, when each pair is

showing their work - eg eight turns each, four turns each, two turns each. Children need to really concentrate to stay in time with the beat.

- Children repeat the above using percussion instruments.
- In groups of four, children make up their own 'chopping down the beanstalk' pieces. They could play a strong steady beat together, then make up some loud music which shows the beanstalk crashing to the ground.

Listening Music

Tchaikovsky, Pyotr: *The Nutcracker*. 'Russian Dance.'

Focus: lively energetic rhythms

- This music is taken from a ballet - *The Nutcracker*.
- *The Nutcracker* is about a little girl, called Clara, who goes on a magical adventure into The Land of Toys.
- What is the style of the music? (It's very lively, with a jumpy rhythm.)
- The music is played by an orchestra. Can children remember what an orchestra is? Can children remember some of the instruments of an orchestra?
- Towards the end the music gets *louder*. Ask children to put up their hands when they think this is happening.
- Note how the music also gets faster towards the end.
- *Dynamics*: Is the music loud or soft? (It's quite loud.)

Literacy links

Year One

- Speak in role as Jack - he has called all the children of the village together for a special meeting. Explain to the children in role as Jack that you would like to spend some of the money on a big adventure playground. What suggestions have they got for things to go in it based on the story. They can draw a picture and label one thing that they think would be good for the adventure playground.

Year Two

- Talk in role as Jack, as above. This time, you have called the children together to ask them what they would like to see built in the village - eg a special children's café, a library, or a playground. Discuss all the different ideas. Children then design their own map of the village and label all the new attractions on it.

Jack and the Beanstalk: Music objectives

Ojective	Programme links	Follow-up
1. Controlling sounds through singing and playing - performance skills a) Sing songs, in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression	1. What shall we do?	Learning and remembering the words and music Thinking about tempo - fast! Singing in two parts - call and response Creating different note patterns using call and response
b) Play tuned and untuned instruments with control and rhythmic accuracy		
c) Practise, rehearse and present performances with an awareness of the audience	2. Jack went to market	Making the phrase longer -accumulation song Singing in three parts Thinking about long and short notes Creating layer pieces, using different rhythms
2. Creating and developing musical ideas: composing skills a) Improvise, developing rhythmic and melodic material when performing	3. And the beanstalk grew	Singing legato phrases using breath control Tempo - long, slow notes Thinking about ascending and descending scales Creating ascending and descending note patterns
b) Explore, choose, combine and organize musical ideas within musical structures	4. And he went higher!	Thinking about rests and clapping with the beat Crisp and clear articulation Pitch - recognising jumpy note intervals Singing in two parts in a round
3. Responding and reviewing - appraising skills a) Analyse and compare sounds	5. Fee-fi-fo-fum!	Singing with lots of expression as the angry Giant Recognising dynamics - loud! Thinking about the pitch - low at the beginning Inventing and performing simple phrases around three notes
b) Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary	6. I am the golden hen	Pitch - recognising walking note patterns - up and down Rhythm - thinking about the repeated jumpy rhythms Pulse - clapping the pulse and adding a new rhythm over the top
4. Listening, and applying knowledge and understandings a) To listen with attention to detail and to internalize and recall sounds with increasing aural memory	7. We're rich!	Singing clearly to a brisk tempo Recognising the changes in melody and words in Verse 3 Chopping in time to the strong main beat or pulse
b) How the combined musical elements of pitch, duration, dynamics, tempo, texture and silence can be organized within musical structures and used to communicate different moods and effects	Rehearsing and performing all the songs	
All songs encourage the use of the voice and include practice, preparing and performing both for music and words	Rehearsing and performing all the songs	

What shall we do?

Chorus

4 5 A^b E^b B^b E^b A^b E^b

Jack! Jack! What shall we do? We're rea - lly in a pick - le, We're

B^b E^b A^b E^b 10 A^b E^b

rea - lly in a stew. The cup - boards are all emp - ty, The cup - boards are all bare. I'm

A^b E^b E^b B^b E^b 4 **Fine**

gett - ing ve - ry hung - ry, It rea - lly is - n't fair.

A^b E^b B^b E^b 20 A^b E^b

(1) What have we got? A moul - dy piece of cheese! Can't eat that! A
 (2) What have we got? A ro - tten app - le core! Can't eat that! A

B^b E^b A^b E^b B^b E^b

moul - dy piece of cheese! What have we got? A moul - dy piece of cheese!
 ro - tten app - le core! What have we got? A ro - tten app - le core!

Verse 3

A^b E^b B^b 25 E^b A^b E^b

Can't eat that! A moul - dy piece of cheese! What have we got? A
 Can't eat that! A ro - tten app - le core!

B^b E^b A^b E^b 30 B^b E^b A^b E^b

sme - lly old sock! Can't eat that! A sme - lly old sock! What have we got? A

B^b E^b A^b E^b B^b E^b 35 **D.S. Al fine**

sme - lly old sock! Can't eat that! A sme - lly old sock!

Jack went to market

Verses

F Dm B^b C F B^b

(1) Jack went to mark - et and what did he see? He saw a li - ttle pig oink - ing
(2) Jack went to mark - et and what did he see? He saw a li - ttle sheep baa - ing

5 C F B^b C F B^b C

ha - ppi - ly. With an oink, oink here, And an oink, oink there, Oink, oink, oink, oink e - very - where!
ha - ppi - ly. With a baa, baa here, And a baa, baa there, Baa, baa, baa, baa e - very - where!

Chorus 1

10 F Dm F C Dm B^b Dm B^b

Oh what a noise, What a hull - a - ba - loo! The pig went oink, Oink, oink, oink, And

F B^b 15 C F

Dai - sy the cow went moo - moo - moo!

Chorus 2

Oh what a noise, What a hull - a - ba - loo! The sheep went baa, Baa, baa, baa, The

pig went oink, Oink, oink, oink, And Dai - sy the cow went moo - moo - moo!

(3) Jack went to mar - ket and what did he see? He saw a li - ttle duck quack - ing
(4) Jack went to mar - ket and what did he see? He saw a li - ttle horse neigh - ing

ha - ppi - ly. With a quack, quack here, And a quack, quack there,
ha - ppi - ly. With a neigh, neigh here, And a neigh, neigh there,

F B^b C

Quack, quack, quack, quack e - very - where!
 Neigh, neigh, neigh, neigh e - very - where!

Chorus 3

F Dm F C Dm B^b

Oh what a noise, What a hull - a - ba - loo! The duck went quack,

D B^b Dm B^b Dm B^b Dm B^b

Quack, quack, quack, The sheep went baa, Baa, baa, baa, The pig went oink,

Dm B^b F B^b C F

Oink, oink, oink, And Dai - sy the cow went moo - moo - moo!

Chorus 4

45 F Dm F C Dm B^b Dm B^b

Oh what a noise, What a hull - a - ba - loo! The horse went neigh, Neigh, neigh, neigh, The

Dm B^b Dm B^b Dm B^b Dm B^b

50

duck went quack, Quack, quack, quack, The sheep went baa, Baa, baa, baa, The

Dm B^b Dm B^b F B^b C F

55

pig went oink, Oink, oink, oink, And Dai - sy the cow went moo - moo - moo!

F Dm B^b C F B^b

60

(5) Jack went to mark - et and what did he see? He saw a li - ttle worm wigg - ling

C F B^b C

ha - ppi - ly. With a wi - ggle, wi - ggle! here, And a wi - ggle, wi - ggle there!

F B^b C

65
Wi - ggle, wi - ggle, wi - ggle, wi - ggle e - very where!

Chorus 5

F Dm F C Dm B^b

Oh what a noise, What a hull - a - ba - loo! The worm went wi - ggle,

Dm B^b Dm B^b Dm B^b

70
Wi - ggle, wi - ggle, wi - ggle, The horse went neigh, Neigh, neigh, neigh, The

Dm B^b Dm B^b Dm B^b Dm B^b

duck went quack, Quack, quack, quack, The sheep went baa, Baa, baa, baa, And

F B^b C F

Dai - sy the cow went moo - moo - moo!

And the beanstalk grew

Verses

4 5 C

(1) When you're a - sleep, Ma - gic can happ - en,
 (2) Close your eyes tight, What do you wish for?
 (3) List - en out - side, Can you hear rust - ling?

10 G F

Don't for - get dreams can come true. When you're a - sleep,
 Don't for - get dreams can come true. Close your eyes tight,
 Don't for - get dreams can come true. List - en out - side,

15 G C 20 **Chorus**

Mag - ic can happ - en, Don't for - get dreams can come true. And the
 What do you wish for? Don't for - get dreams can come true.
 Can you hear rust - ling? Don't for - get dreams can come true.

F G C 25 F G Am

bean - stalk grew. And the bean - stalk grew. And the

F 30 G F G C

bean - stalk grew and grew.

And he went higher!

Verse 1

1 E^b 5 B^b E^b

Jack looked up, Jack looked down. At the clouds, At the ground.

B^b E^b

Saw his house, Looked so small. Hoped that he, Would - n't fall.

Chorus

10 A^b E^b B^{b7} E^b

And he went high- er! High - er! Up in - to the sky. And he went

15 A^b E^b B^{b7} E^b 1. 2. 20

high - er! High - er! Up in - to the sky. And he went sky.

E^b B^b E^b

(2) Jack climbed up, Through the clouds. Much too late, To turn back now.
 (3) Jack was tired, Jack was hot. Missed his mum, An aw - ful lot.

E^b E^b B^b E^b

Just keep on! Don't you stop! Soon you'll find, You reach the top.
 Must be brave! Must be strong! You'll get there, Be - fore too long.

Chorus

30 A^b E^b B^b E^b

And he went high - er! High - er! Up in - to the sky. And he went

35 Eb

A^b E^b B^{b7}

high - er! High - er! Up in - to the sky. And he went sky.

Fi - fi - fo - fum!

Chorus

3
Em Bm⁷ 5 G B Em D G B

Fee - fi - fo - fum! I smell the blood of an Eng - lish man!

Em D G F 10 B Em

Be he a - live or be he dead, I'll grind his bones to ma - ke my bread!

Verse 1

Em D C B 15 E D C B

I'm the mean - est giant in town, You'd be - tter run when I'm a - round. I'm

Em D G F B 20

tall as a house and twice as wide, If you see me com - ing hide!

Repeat Chorus

Em D C B E D 25^C B

I'm the greed - i - est giant in town, You'd be - tter run when I'm a - round. I

**Repeat
Chorus**
30

Em D G F B

have ten cows for my dinner, Gulp them down with raw goose liver!

Em D C B Em D C B

I'm the loudest giant in town, You'd better run when I'm around. I

**Repeat
Chorus**

35 Em D G F B

love to stamp and crash and bang, And make as much noise as I can!

I am the golden hen

Verse 1

8 D 10 G A D

Some of us have whisk - ers, Some of us have claws, Some of us can

G 15 A D D G

jump up high, Some of us can roar. I am just a li - ttle hen,

A 20 D D G A D

That is clear to see. There's a spe - cial reas - on, Why I love be - ing me.

Chorus

25 A D

I am the gold - en hen, Who lays the gold - en eggs, I am the

30 A D

gold - en hen, Who lays the gold - en eggs. And if you

G 35 D A

ask me to, I'll lay an egg for you. I am the gold - en hen, Who

40 D 9 50 D Verse 2 G

lays the gold - en eggs. Some of us are ver - y big,

A D 55 G A D

Some of us are small, Some of us can swish our tails, Some of us can crawl.

G 60 A D

I am just a litt - le hen, That is clear to see. There's a spe - cial

G A 65D Chorus § A

rea - son, Why I love be - ing me. I am the gold - en hen,

D 70 A

Who lays the gold - en eggs, I am the gold - en hen, Who

D 75 G

lays the gold - en eggs. And if you ask me to, I'll lay an

D A 80 D 9 **Fine**

egg for you, I am the gold - en hen, Who lays the gold - en eggs.

Verse 3

D G A D 95

Some of us are strip - y, Some of us have spots, Some of us can

G A D 100 G

sli - ther, Some of us can hop. I am just a litt - le hen,

A D G

That is clear to see. There's a spe - cial rea - son, Why

105 A D

I love be - ing me. I am the

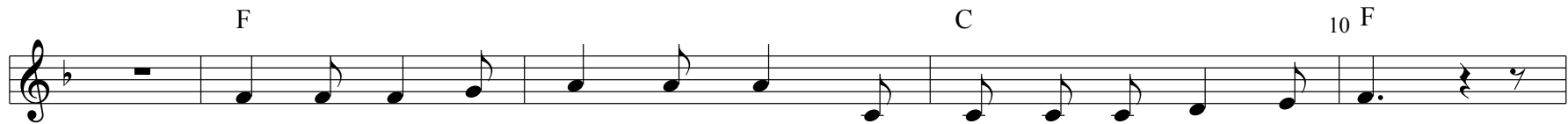
Chorus
D.S. Al fine

We're rich!

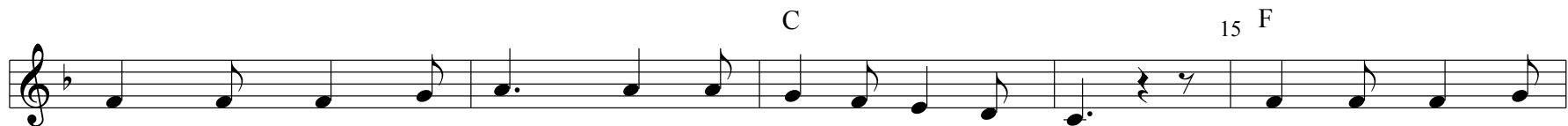
Verses



(1) Jack climbed up the bean - stalk, As fast as he could
(2) Jack climbed up the bean - stalk, As fast as he could



go, Took a bag of sil - ver coins, From und - er the gi - ant's nose.
go, Took a lit - tle mag - ic hen, From und - er the gi - ant's nose.



Jack climbed down the bean - stalk, As fast as he could go, Gave his mum the
Jack climbed down the bean - stalk, As fast as he could go, Gave his mum the



sil - ver coins, The gi - ant did - n't know. We're rich! We're rich! Our
mag - ic hen, The gi - ant did - n't know.



troub - les are all gone. We're rich! We're rich! Let's sing a ha - ppy song!

B^b F 30 B^b C F C

All our wo - rries are ov - er, There's noth - ing more to fear. Sing and dance and

F B^b C 35 F **Fine Verse 3** F

shout 'Hoor - ay!' Let's be full of cheer. Jack climbed up the bean - stalk, As

C 40 F C

fast as he could go, Took a love - ly gold - en harp, From un - der the gi - ant's

F 45 C⁷ 50

nose. The gi - ant woke up, What a shock! He climbed down the bean - stalk, But
(spoken)

55

Jack went chop! Chop! Chop! Chop! Chop! Chop! Chop!

60

4

Chorus
D.S. Al Fine

Chop!

We're