

Little Red Riding Hood

A music series for pupils aged 5 - 7 years old with songs, story episodes and activities to join in with.



Feedback

We are always pleased to hear how you use our content. Please send any feedback to:

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Introduction

The **Little Red Riding Hood web pages** offer a collection of songs and music activities linking to the popular traditional story. The songs together with the story episodes tell what happens when Red Riding Hood ventures into the woods to visit to her Grandma. 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.

Teacher Notes

These Teacher's Notes offer:

- a guide to using each online episode
- actions and simple performance ideas
- details of listening music with related activities
- the lyrics of each song (these are also available as separate sheets in child-friendly lettering on the web pages).

Music skills

Music skills appropriate to Years 1 and 2 include:

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

Using the website content

The web pages have been arranged so that each song has its own individual page, where you will also find the appropriate episode of the story. 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
- watch the relevant story episode
- at the end of each tutorial sing the song all the way through, using the 'Sing along to full vocal' video
- polish the performance of each by song by practising with the 'Sing to backing track' video
- undertake the follow-up activities indicated in these Notes, including listening to the 'Listening music' video.

The video players

The main body of content is the video players you will find on each page, which are supported by a range of downloadable material you will find on the right hand side of each page. The video players offer content as follows:



Learn the song

Join Sarah Jane Honeywell to learn the song, which she teaches in short sections.



Story episode

There is an episode of the story to accompany each of the songs, typically about 5 minutes long.



Sing along to the song

Sing along to the full-vocal version of the song, with the lyrics appearing on screen.



Sing along to the backing track

Polish your performance of the song by singing with just the backing track version.



Music activity

Join Sarah Jane for a short music activity, such as exploring beat, rhythm, dynamics, etc.



Listening music

An extract of music, related to the content, for children to appraise and enjoy.



Vocal warm up

Join Sarah Jane for her short vocal warm up - ideal for starting each session.

In addition to the audio-visual files above, each page also has links offering:

- A transcript of the tutorial video. Print this out to follow the video and to assess points at which you may wish to pause playback for mediation.
- A transcript of the story episode. These can be printed out for additional literacy follow-up.
- The music for each song. The melody and chords for each song is offered in music notation, allowing you to create your own versions of each song using your own instrumentation.
- The words for each song. Print these out to share with the children if you consider reading printed copies easier than reading from the whiteboard.
- These Teacher's Notes.

Download links

In the download section you will also find links to the audio of each song in the following formats:

- The full vocal version of each song available to download as an mp3 file. This version has both lead vocals and backing vocals. Allows use of the song offline.
- The backing tracks for each song, available to download as an mp3 file. This version of the songs has no vocals; it is just the instrumental backing track.

Clicking on the audio links will play the audio in your default media player (eg Windows Media Player).

To download the audio using a PC right click on the link and select 'Save Target as...' Then save the file to your computer. To download using a Mac right click on the link and select 'Download Linked File'.

Some of the benefits of providing these resources online include:

- No need for pupils to share Pupils' Pamphlets. Use the interactive tools on the website to display the words / music of each song on your IWB. This has the additional benefit of allowing pupils to maintain an upright, open posture.
- Less preparation time...no storage space required! All the resources you will need are included in the website, in simple to follow steps that mirror the organisation of the audio programmes.
- There's no need for preparation time...or for clearing away afterwards.
- The audio downloads of songs allow you to incorporate the music resources into other areas of ICT.
- The resources are available at any time, anywhere. Pupils can even log on at home if they wish to practice the songs and learn more about the music.

In summary:

- Print or download these Notes as your guide to learning the songs.
- Use the 'vocal warm up' if you wish - or go straight into the main tutorial player to start learning the song.
- Refer to the notes for each song below to establish whether the class needs to be split into groups beforehand.
- Use the story player to listen to (and/or read along to) the story. Each episode of the story links to the song you will be learning. Each episode of the story is approximately 5 minutes long.

- Use the song player to revise each song after you have learnt it, to keep each song fresh in pupils' minds. To ensure pupils really polish their performance the song player offers the backing track only with the words appearing on screen in time.
- Download the audio files and / or the other available files to help with your own concert or performance. These files are in mp3 format and can be transferred to any suitable device.
- The song versions on offer include the full vocal version. However, once your pupils have learnt each of the songs it is intended that you should use the backing track versions to sing to.

More Key Stage 1 Music resources from BBC Teach



Jack and the Beanstalk



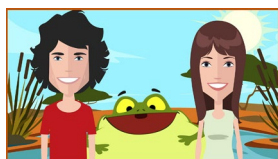
Sun, sea and song!



The Great Fire of London



The Gunpowder Plot



Traditional tales from around the world

Objectives from the KS1 Music curriculum covered by *Red Riding Hood*

<i>1. Controlling sounds through singing and playing – performance skills</i>
<i>a) Sing songs, in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression</i>
<i>b) Play tuned and untuned instruments with control and rhythmic accuracy</i>
<i>c) Practise, rehearse and present performances with an awareness of the audience</i>
<i>2. Creating and developing musical ideas: composing skills</i>
<i>a) Improvise, developing rhythmic and melodic material when performing</i>
<i>b) Explore, choose, combine and organize musical ideas within musical structures</i>
<i>3. Responding and reviewing – appraising skills</i>
<i>a) Analyse and compare sounds</i>
<i>b) Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary</i>
<i>4. Listening, and applying knowledge and understandings</i>
<i>a) To listen with attention to detail and to internalize and recall sounds with increasing aural memory</i>
<i>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</i>

1 I love red!

Focus

- Long and short notes
- 'Jumpy' rhythms
- Fast and slow

Storyline

We meet Red Riding Hood and her Ma at home. Red Riding Hood goes to the village shop where Mrs Midgely, the shopkeeper, tells her that her nephew has heard a wolf howling in the woods.

Before using the content

Ask the children if they know the story of *Little Red Riding Hood*. This first song is all about her and a very special colour that she likes! Perhaps they can guess what it is!

What we will be doing

Learning the song: 'I love red!'

- Learning Verse 1
- Learning Verse 2
- Learning Verse 3
- Learning Verse 4

Activities: 'I love red!'

- Identify the long and short notes when you sing the different 'reds' in the chorus.
- Spot the jumpy, fast rhythms of the words in the verses.
- Identify in the verses, which words have slower rhythms - eg 'breeze' in Verse 2.

Follow-up ideas

- Practise singing the whole song, 'I love red!' using the full-vocal version of the song and the backing track version when you are ready to do so.
- Clap and say some of the jumpy, fast rhythms of individual words in the verses, such as 'flutter'.
- Clap and say some of the slower rhythms of individual words, such as 'breeze.'
- Practise singing the short 'red', then the very long 'red' at the end of the final chorus.
- Practise the actions together in the chorus.

Music activity - 'I love red!'

Focus: singing in a 'round'

- The class divides into two groups. They sing the chorus of the song in a 'round' or 'in canon' - ie one after the other. Group A starts and Group B follows.
- Encourage the children to listen and work with their group and to come in together and in time.
- Extend the activity by dividing the class into three or perhaps even four groups and repeat the singing of the chorus in canon - this time without the music track to help. How many times can the children sing the chorus, while staying in time together?

Listening music

'Cinderella's Waltz' from Cinderella Suite by Sergey Prokofiev (1946)

Focus: music played by an orchestra

- Listen to this extract of music. It is quite fast and lively, just like today's song.
- What is the style of the piece?
- What do the children imagine when they listen to it? Can they imagine Cinderella dancing with the prince at the ball?
- Listen out for the instruments - which ones are playing the tune? (It is the violins - part of the string section of the orchestra. An orchestra is the name of a big collection of instruments that all play together.)
- Does the music start loudly or quietly? (It starts quietly and gradually gets louder.)

- Extend the activity by dividing the class into three or perhaps even four groups and repeat the singing of the chorus in canon - this time without the music track to help. How many times can the children sing the chorus, while staying in time together?

Literacy links

Reception / Year 1:

Discuss all the red items that are included in the song. What other red objects can the children think of? Draw some of them.

Year 2:

Discuss the different colours in the song. Do the children have a favourite colour of their own?

Ask the children to write about some of their favourite colours and what things are this colour - eg 'yellow is the colour of the warm sun; green is the colour of the juicy grass' etc.



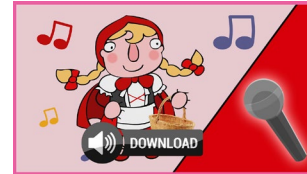
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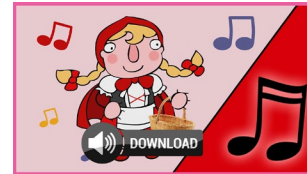
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To download the audio from the links below you will need to click on the links and then save the file - browsers vary in how to achieve this.



Download the full-vocal version of 'I love red!' (mp3)



Download the backing track of 'I love red!' (mp3)



Download the music sheet of 'I love red!' (pdf)



Download the lyric sheet of 'I love red' (pdf)



Download the transcript of this episode of the story (pdf)

Focus

- Rests
- The main beat - or pulse - in music

Storyline

While Red Riding Hood sleeps the animals of the woods are scurrying to their homes to avoid an unwelcome arrival - the Wolf. When the Wolf tries to eat a hedgehog he gets his nose covered in spikes. The following morning he goes to the village where he sees Red Riding Hood playing in her garden.

Before using the content

Talk about what happened in the story last time and how we were introduced to Little Red Riding Hood. Now we're going to meet another character - the Wolf!

What we will be doing

Learning the song: 'Wolfie blues'

- Learning Verse 1 - singing with lots of energy.
- Learning Verse 2.
- Learning the middle section, dividing into two groups.
- Learning Verse 3.

Follow-up ideas

- Practise singing the whole of the song through again using the full-vocal version and then the backing track only when you are feeling confident.
- Practice singing with the actions.
- Look again at the rests in each verse. Clap during the rests.
- Practice the very last line of the song, which is repeated.
- Clap along to the chorus making sure the tempo of the beat always stays the same, not faster or slower.

Music activity - Wolfie blues

Focus: different patterns of notes

- The children copy Sarah Jane as she sings different note patterns - some high and some low - all to the words of 'I'm the wolfie!'
- Later the children can work in pairs to make up some of their own different ways of singing 'I'm the wolfie!'
- Encourage them to think about using a variety of high notes and low notes - sometimes they could begin their phrase 'high,' and sometimes 'low'.
- One of them sings first and then their partner tries to repeat accurately what they have sung. Then they swap and the other child has a turn at singing first. They could also practise singing their phrases at the same time as each other.
- It may help if both children clap together to establish a steady beat.

Listening music

'Overture' from *The Marriage of Figaro* by Wolfgang Amadeus Mozart (1786)

Focus: fast and slow; quiet and loud

- Listen to the music extract (which is 1 minute long). It is played by an orchestra.
- The piece is an overture - that means it comes right at the beginning of an opera. An opera is a piece of music which is also a story sung by singers on a stage.
- Is it fast or slow? (It is fast!) The violins are very busy.
- The notes in the music start quietly. Ask the children to raise their hands when they hear the loud chords in the music.

Literacy links

Reception / Year 1:

Talk about how hungry the poor Wolf is! What sort of things could the children suggest for him to eat? Encourage them to draw something that they think would be tasty for the Wolf

Share their ideas with the rest of the class.

Year 2:

Talk about what the Wolf looks like. Children think of words to describe his appearance - eg hairy, big teeth.

Children write a passage to describe the Wolf and draw a picture to illustrate this.



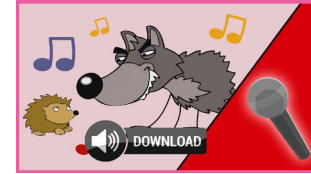
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Download the full-vocal version of 'Wolfie blues' (mp3)



Download the backing track of 'Wolfie blues' (mp3)



Download the music sheet of 'Wolfie blues' (pdf)



Download the lyric sheet of 'Wolfie blues' (pdf)



Download the transcript of this episode of the story (pdf)

Focus

- How music changes, though the words of the song can be the same
- Lower and higher notes
- Fast and slow rhythms
- Repetition

Storyline

Red Riding Hood wants to cheer her Grandma up by making her a cake. But when Ma falls and hurts her ankle Red Riding Hood realises she will have to walk through the woods on her own for the first time.

Before using the content

Talk about the events of the story and what has happened so far. We have met Little Red Riding Hood, whose favourite colour is red. We have also met the big bad Wolf – who lives in the woods and is feeling very hungry!

What we will be doing

Learning the song: 'Let's make a cake for Grandma'

- Learning Verse 1.
- Learning the chorus.
- Learning Verse 2.
- Learning Verse 3.
- Learning Verse 4.

Activities

- Note how the words in each line of the chorus are repeated, but each time the music changes, getting higher and getting lower.
- Talk about the different ingredients, which are needed for the cake and how they appear in each verse.
- Notice how all the ingredients are mixed up in verse four!

Follow-up ideas

- Sing all of 'Let's make a cake for Grandma' again using first the full-vocal version and then the backing track.
- Talk about the different rhythms of each ingredient and clap these together. Some are slower and steady and some are fast.
- Practise doing the actions for each verse, such as the stirring action for 'Stir it in'.
- Practise singing the repeated notes in the verses, such as 'Take some flour' and 'Stir it in.'

Music activity - 'Let's make a cake for Grandma'

Focus: fast and slow rhythms

- Led by the presenter, the children clap slowly in time to the music. They gradually clap faster and faster.
- Talk about different rhythms in music – some can be slow and some can be fast. And some can be in between!
- Extend the activity by clapping some fast and slow rhythms and inviting the class to copy them.
- Encourage the children to really listen carefully, then to work together as a class, to all clap at the same time.
- In pairs, the children can work together to create some fast and slow clapping rhythms.

Listening music

Symphony No. 5 - 2nd movement - by Ludwig van Beethoven (1804-1808)

Focus: Tempo – slow

- Listen to this extract. What does the music make the children think of? It could be describing a calm day, with the sun shining gently on a lake. What other images come to mind?
- What is the speed – or 'tempo' - of this piece? (It is slow).
- What is the 'dynamic'? (It is quiet).
- Can the children spot the low instrument playing at the beginning? The instrument is called the cello. It is playing a lovely, slow tune.
- A little later, some higher instruments come in and play the same melody too.
- These instruments are flutes - they are played by blowing them.

Literacy links

Year 1

Talk about today's episode and how Red Riding Hood made a delicious cake for Grandma! Discuss what ingredients are needed to make a cake. Act out the things you need to do to make a cake - eg stir in the flour, beat the eggs.

The children draw or write a list of the ingredients that are needed to make a cake.

Year 2

Talk about all the things that you need to do to make a really delicious cake - eg sieve the flour, beat the eggs, stir in the sugar. Children make up their own recipe to make a tasty cake. They can also draw a picture of the end result!



Download links

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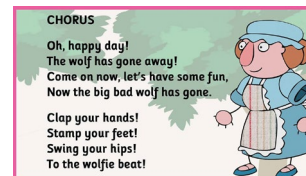
Download the full-vocal version of 'Let's make a cake for Grandma' (mp3)



Download the backing track of 'Let's make a cake for Grandma' (mp3)



Download the music sheet of 'Let's make a cake for Grandma' (pdf)



Download the lyric sheet of 'Let's make a cake for Grandma' (pdf)



Download the transcript of this episode of the story (pdf)

4 Stay on the path

Focus

- Fast, bouncy rhythms
- Slower, smooth rhythms
- Contrasting short, quick notes with longer notes and phrases
- Dynamics - loud and soft

Storyline

Red Riding Hood sets out through the woods for her Grandma's house. She strays from the path to watch some fairies and when they disappear she finds herself face to face with an animal wearing a straw hat, who claims to be a large, hairy dog...

Before using the content

Discuss what's happened so far. Little Red Riding Hood has been getting ready to visit her Grandma who lives in the middle of the woods. Are the children able to remember the ingredients of the cake that she baked to take with her?

What we will be doing

Learning the song: 'Stay on the path'

- Learning Verse 1.
- Learning the chorus.
- Learning Verse 2.
- Learning Verse 3.
- Learning Verse 4.

Activities

- Recognising the 'jumpy' rhythms of the verses.
- Noting how the rhythm of the chorus is smoother.

Follow-up ideas

- Notice how the music of the verses has a fast, jumpy rhythm.
- By contrast, the notes of the chorus are slower and smoother.
- Practise singing Verse 4 quietly, then singing louder again for the final chorus.
- Remember to take a good breath at the start of each line of the chorus and sing it as smoothly as you can.
- Practise the action of pointing on the line 'Or the wolf will be after you!'

Music activity - 'Stay on the path'

Focus: clapping loudly and quietly

- Led by the presenter, the children clap loudly and quietly in time to the steady beat, or pulse of the music.
- Talk about how music often has quiet and loud passages in it. The 'quietness' or 'loudness' of music is its 'dynamic'. Different dynamics help to make the music more interesting!
- Working in pairs and using percussion instruments, clapping or their voices, the children can make up their own very loud or very quiet rhythms, then show these to the rest of the class.

Listening music

1st movement - 'Helicopter' String Quartet, by Karlheinz Stockhausen (1996)

Focus: Tempo – fast

- Listen to the music extract. The music is very fast and strange!
- The composer wrote it about helicopters.
- What do the children think about the music and how it sounds? Do they think it sounds like helicopters moving around?
- What is the speed – or tempo of this piece? (It is fast and exciting!)
- This piece of music is being played a string quartet. This is a group of four musicians, who all play string instruments. Two play the violin, one plays an instrument called a viola, which is a big violin and one plays an instrument called a cello, which is like a very big violin played upright.
- Listen again. Can the children also hear some singing? The violin player is singing at the same time as playing the violin!
- There is a fun recording of the [music on Youtube](#).

Literacy links

Reception / Year 1

Remind the children of the main events of the story so far and ask them to sequence them in the correct order.

Ask the children to think of words that describe how Red Riding Hood feels when she sees the fairies.

Year 2

Each verse of the song links an animal with a verb - eg 'See the blackbirds singing in the woods today...'

Ask the children to make up some new lines for the song which include other animals that might be found in the woods. For example: 'See the badgers roaming in the woods today...' etc.



Download links

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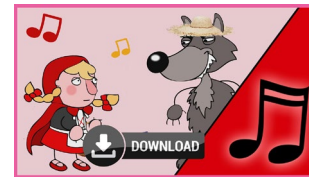
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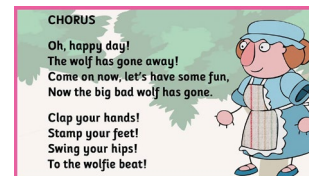
Download the full-vocal version of 'Stay on the path' (mp3)



Download the backing track of 'Stay on the path' (mp3)



Download the music sheet of 'Stay on the path' (pdf)



Download the lyric sheet of 'Stay on the path' (pdf)



Download the transcript of this episode of the story (pdf)

5 Wolfie went a-walking

Focus

- Tempo - fast and slow

Storyline

Red Riding Hood walks through the woods while the Wolf runs ahead to Grandma's house. When he can't find a way in he digs under the house and comes up through the pantry.

Before using the content

Talk about what happened last time. The Wolf ran off through the woods to Grandma's house. It appears he is going to pay her a visit. She'd better watch out!

What we will be doing

Learning the song: 'Wolfie went a-walking'.

- Learning Verse 1.
- Learning the chorus.
- Learning Verse 2.
- Learning Verse 3.

Activities

- Talk about the strong beat or pulse that runs through the song.
- Notice how the music of the verses has a slow, steady beat, rather like the Wolf walking along.
- Notice the contrasting faster, more jazzy rhythm of the chorus. It makes you want to dance!

Follow-up ideas

- Sing all the way through 'Wolfie went a-walking' using the full-vocal version and then the backing track only.
- Clap along to the steady pulse in the verses. Clap along to the fast beat of the chorus. Talk about how these are different.
- Practise the clapping and different sounds and speech that happen in the pause in the singing near the end of each verse, such as 'Rat-a-tat, tat!' and 'Oh dear me!' and the Wolf's howl in verse three.
- Practise singing the chorus with lots of energy and swaying gently in time to the music.

Music activity

Focus: Singing in two parts

- The children divide into two groups. Group A speaks the words, 'Trip, trap,' in time to the music.
- Group B sings verse one over the top of this.
- Working in pairs and using percussion instruments, the children can make up their own two-part pieces of music. One of them could play a low, steady beat, while the other plays some faster notes over the top.

Listening music

The Four Seasons - 1st movement: 'Spring', by Antonio Vivaldi (1725)

Focus: Music showing mood and emotion

- Listen to the extract of music. What are the 'dynamics'? The music starts loudly. When the tune repeats it gets quieter.
- Is it fast or slow? (It is fast and has a joyful feel! It is all about spring and new life.)
- What does it make the children think of? Ask them to listen again, then share their ideas.
- The music is played by a string orchestra. This is a group of violins, violas and cellos.
- Can the children spot when the music is being played by just two violins together, rather than the full orchestra?
- What do the two violins make the children think of when they play together?

Literacy links

Year 1

Talk about what you think Grandma's house and garden look like. What is the garden like and what could be living there?

Draw a picture of the house and garden and, if children are able, they can label some things, such as 'roof,' 'windows,' 'roses' etc.

Year 2

Talk about the conversation that Grandma and the Wolf have through the letterbox. In pairs, the children act this out - one of them is the Wolf and the other is Grandma.

Children could also write down their own made up conversation between Grandma and the Wolf.



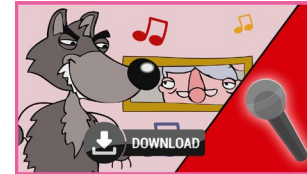
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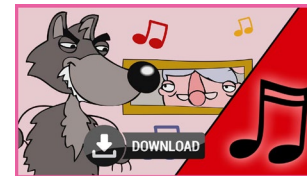
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Download the backing track of 'Wolfie went a-walking' (mp3)



Download the music sheet of 'Wolfie went a-walking' (pdf)



Download the lyric sheet of 'Wolfie went a-walking' (pdf)



Download the transcript of this episode of the story (pdf)

Focus

- Notes jumping from low to high
- Music conveying mood and emotion
- Music rising and descending in steps

Storyline

The Wolf finds Grandma hiding in the attic, where he locks her up. Then he disguises himself by wearing one of her nightdresses, gets into her bed...and waits for the arrival of Red Riding Hood...

Before using the content

Discuss the events of the last episode of the story and how the Wolf paid a visit to Grandma. Can the children remember Grandma's reaction when the Wolf pretended to Red Riding Hood?

What we will be doing

Learning the song: 'What big eyes you've got!'

- Learning Verse 1.
- Learning Verse 2.
- Learning Verse 3.

Activities

- Recognise the notes in the first and second lines of each verse, which jump from low to high.
- Talk about the jumpy rhythms in the lively chorus.
- Notice how the chorus sounds bright and happy – it is in the major key. That is apart from the last line: 'To see you with my dear.' Here the music changes and becomes scary, as we know that it is really the Wolf! Here the music is in the minor key.

Follow-up ideas

- Practise singing 'What big eyes you've got!' using the full-vocal version and then the backing track.
- Encourage the children to listen carefully to the jumpy rhythm of the chorus and to sing this with lots of energy.
- Practise speaking the chorus slowly, before singing it, to make the words as clear as you can.
- Practise the spoken section in verse three.
- Practise the two-part section, at the end of verse three when the Wolf snarls at Grandma and she screams.

Music activity

Focus: rhythm

- The presenter sings different notes, in an ascending and descending scale. The children copy these. They lift their hands and lower them, to show them ascending and descending.
- Working together as a whole class, the children take it in turns to play their own repeated made up rhythm. The rest of the class can then copy these.
- Working with the rest of the class, the children take it in turns to sing high notes and low notes.
- In pairs, the children work together to sing a short phrase of high notes, then a phrase of low notes.
- You could extend the activity by using percussion instruments instead of singing.

Listening music

'The Arrival of the Queen of Sheba' from the oratorio *Solomon*, by George Frideric Handel (1748)

Focus: major key (happy), tempo

- What is the mood of this piece? (It is full of joy and very happy! It is about the arrival of a queen – the Queen of Sheba.)
- What sort of a procession can the children imagine when they listen to this music?
- The instruments that are playing the main tune in this piece are violins. These instruments belong to the string family.
- Is this tempo of this fast or slow? (It is fast!)

- There are some other instruments that come in later and take it in turns to play with the string instruments. These are the clarinet and the oboe and they are ones which you blow. They belong to the woodwind family.

Literacy links

Reception / Year 1

Talk about what Red Riding Hood says to the Wolf: 'What big eyes you've got' etc. Draw a picture of the Wolf in bed, dressed up as Grandma. Pick a line from their conversation - eg 'What big eyes you've got!' / 'All the better to see you with.' Write this underneath.

Year 2

Talk about what happens next in the story. What do the children think the ending might be? Ask the children to write their own version of the ending of the story. Think about who might help Red Riding Hood and Grandma. What could they do to get rid of the Wolf?



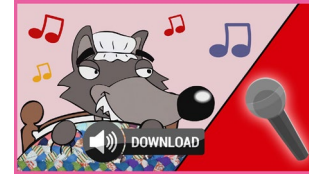
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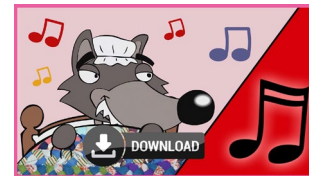
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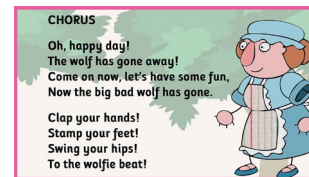
Download the full-vocal version of 'What big eyes you've got!' (mp3)



Download the backing track of 'What big eyes you've got!' (mp3)



Download the music sheet of 'What big eyes you've got!' (pdf)



Download the lyric sheet of 'What big eyes you've got!' (pdf)



Download the transcript of this episode of the story (pdf)

Focus

- Notes jumping from low to high
- Rests
- Accumulation song - each verse gets longer and longer

Storyline

Red Riding Hood and her Grandma escape from the cottage where they have locked the Wolf inside. They meet the woodcutter and he has a plan for how they can catch the Wolf...

Before using the content

Talk about the events from the last episode of the story. Discuss how Grandma and Red Riding Hood ran away from the Wolf, into the woods. How are they going to get rid of him?

What we will be doing

Learning the song: 'The big bad wolf has gone'.

- Learning Verse 1.
- Learning Verse 2.
- Learning Verse 3.

Activities

- Recognise the notes in the chorus which jump from low to high.
- Talk about how each verse gets longer, as you add a new action to it.

Follow-up ideas

- Practise singing 'The big bad wolf has gone' using the full-vocal version and then the backing track only when you are feeling confident to do so.
- Encourage the children to practise the actions in each verse and to try to think ahead about what happens next.
- Encourage the children to sing loudly with lots of energy - this is a very happy song!

Music activity

Focus: rhythm

- Working together as a whole class, and led by the presenter, the children take it in turns to clap, stamp and tap in time to the music. They do this in time to the steady beat.
- In pairs, the children make up some clapping, tapping and stamping patterns of their own. They could even add some more actions, such as tapping their head, or wiggling their hips.

Listening music

'English Folk Song Suite, Part 1' by Ralph Vaughan Williams (1923)

Focus: major key (happy), tempo

- This is a very lively piece, with exciting, jumpy rhythms.
- The dynamics of the piece change a number of times. Can the children spot when the dynamics are loud and when they are quiet?
- This piece is played by the whole orchestra, but different instruments take it in turns to play.
- Can the children spot the violins playing in the loud sections and the flutes playing the quiet sections?
- Can the children clap along in time to the fast beat, or pulse of the piece – 'One, two, three, four...' Is this tempo of this fast or slow? (It is fast!)

Literacy links

Reception / Year 1

Talk about the character of the Wolf. Do the children think he is funny? Why? What does the Wolf mean when he says 'Oh, the shame!'?

What do the children think he will do next? Will he find another wood? Another village? Has he 'learnt a lesson'? Or will he back?

Year 2

Make up the words for a new verse of the song which has different movements.

Write a few lines describing what Wolfie does next.



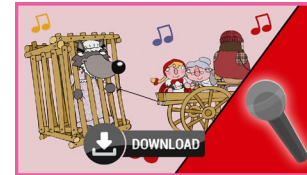
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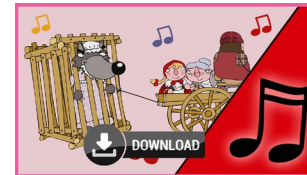
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Download the full-vocal version of 'What big eyes you've got!' (mp3)



Download the backing track of 'What big eyes you've got!' (mp3)



Download the music sheet of 'What big eyes you've got!' (pdf)



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Download the transcript of this episode of the story (pdf)



I love red!

CHORUS:

Red! Red! I love red!
From the tips of my fingers,
To the top of my head,
From my knees, to my toes,
To the end of my nose,
I love red!
I love red!

Yellow is the colour of golden corn,
And a cute little chick, all fluffy and warm,
But there is a colour that I love best,
It's so much better than the rest!

CHORUS

Green is the colour of garden peas,
And leaves that flutter in the breeze,
But there is a colour that's lots of fun,
This is the colour that's my number one!

CHORUS

Blue is the colour of the summer sky,
And blueberries sitting in a blueberry pie,
But there is a colour, I'll never miss,
And this one's right at the top of my list!


CHORUS

Ladybird is red, tomatoes too,
Strawberries are red, for me and you.
Lipstick is red and crayons are bright,
All this red is a wonderful sight!

CHORUS



Wolfie blues



I'm feeling sad!
I'm feeling blue!
The cupboard's bare,
Oh, what shall I do?

CHORUS:

I'm the wolfie!
The hungry wolfie!
And I've got the rumbly,
Rumbly, rumbly,
Rumby, rumbly tummy blues!

I've got sharp teeth!
I've got sharp claws!
But I can't even find a bone to gnaw!

CHORUS

I'm hungry!
My tummy!
Is rumbly!
And I've got the rumbly tummy blues.

CHORUS

I love to jump!
I love to creep!
As I search for something good to eat!

FINAL CHORUS:

I'm the wolfie!
The hungry wolfie!
And I've got the rumbly,
Rumbly, rumbly,
Rumby, rumbly tummy blues!

And I've got the rumbly,
Rumbly, rumbly,
Rumby, rumbly tummy blues!





Let's make a cake for Grandma

CHORUS:

Let's make a cake for Grandma.
Let's make a cake for Grandma.
Let's make a cake for Grandma.
A yummy cake for tea.

Take some flour and stir it in,
Take some flour and stir it in,
Take some flour and stir it in,
And make a cake for tea.

CHORUS

Take some butter and rub it in,
Take some butter and rub it in,
Take some butter and rub it in,
And make a cake for tea.

CHORUS

Take some eggs and beat them in,
Take some eggs and beat them in,
Take some eggs and beat them in,
And make a cake for tea.

CHORUS

Take some flour and stir it in,
Take some butter and rub it in,
Take some eggs and beat them in,
And make a cake for tea.

CHORUS





Stay on the path

See the rabbits hopping in the woods today,
The woods today,
The woods today,
See the rabbits hopping in the woods today,
The green, green woods today.

CHORUS

Stay on the path,
Follow the way that's true.
Stay on the path,
Or the wolf will be after you!

See the squirrels scampering in the woods today,
The woods today,
The woods today,
See the squirrels scampering in the woods today,
The green, green woods today.

CHORUS

Hear the blackbirds singing in the woods today,
The woods today,
The woods today,
Hear the blackbirds singing in the woods today,
The green, green woods today.

CHORUS

See the fairies playing in the woods today,
The woods today,
The woods today,
See the fairies playing in the woods today,
The green, green woods today.

CHORUS

Stay on the path today.





Wolfie went a-walking

Wolfie went a-walking in his big straw hat,
His big straw hat, his big straw hat,
And he knocked on the door with a rat-a-tat-tat,
Oh, Grandma, let me in!

CHORUS:

Grandma, dear, won't you let me in?
Grandma, dear, won't you let me in?
Grandma, dear, won't you let me in?
It's cold outside!

Grandma, dear, won't you let me in?
Grandma, dear, won't you let me in?
Grandma, dear, won't you let me in?
It's cold outside!

Grandma heard the knocking and she went to the door,
Went to the door, went to the door,
She peeped through the letterbox
And saw a hairy paw! Oh dear me!
A very hair paw!

CHORUS

'Little Red Riding Hood you don't look right,
Don't look right, don't look right,
You're much too hairy and you've given me a fright,
I will not let you in!'

CHORUS





What big eyes you've got

Grandma! Grandma!
What big eyes you've got!
Grandma! Grandma!
Oh, how strange you look!

All the better to see you with!
All the better to see you with!
All the better to see you with!
To see you with, my dear!

Grandma! Grandma!
What big ears you've got!
Grandma! Grandma!
Oh, how strange you look!

All the better to hear you with,
All the better to hear you with,
All the better to hear you with,
To hear you with, my dear.

Grandma! Grandma!
What big teeth you've got!
Grandma! Grandma!
Oh dear, what a shock!

All the better to eat you with!
All the better to eat you with!
All the better to eat you with!
To eat you with, my dear!





The big bad wolf has gone

CHORUS

Oh, happy day!
The wolf has gone away!
Come on now, let's have some fun,
Now the big bad wolf has gone.

Clap your hands!
Stamp your feet!
Swing your hips!
To the wolfie beat!

CHORUS

Wave your arms!
Crouch down low!
Jump up high!
And off we go!

Clap your hands!
Stamp your feet!
Swing your hips!
To the wolfie beat!

CHORUS

Show your teeth! Ragh!
Tap your toes!
Shout 'hooray!' 'Hooray!'
And wiggle your nose!

Wave your arms!
Crouch down low!
Jump up high!
And off we go!

Clap your hands!
Stamp your feet!
Swing your hips!
To the wolfie beat!

Oh, happy day!
The wolf has gone away!
Come on now, let's have some fun,
Now the big bad wolf,
The big bad wolf,
The big bad wolf has gone!

