

Tiddalik the Frog



Introduction

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

The stories are:

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

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

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

Music skills

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

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

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

Navigating the *Traditional Tales* website

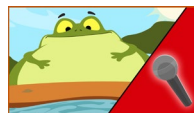
The content has been organised using the six songs there are to learn across the three stories. On each page you will find the following (using the first part of *Tiddalik* as the example):



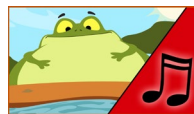
The tutorial. Join Andy Day and Rebecca Keatley to learn the song. The tutorials cover music elements from each song and are approximately 8 minutes long.



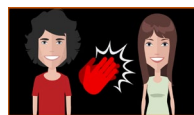
A story episode. Each story has two episodes. The episodes are all approximately 5 minutes in length.



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



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



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



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



Traditional Tales Age 5 - 7

Curriculum links:

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

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

Credits:

Presenters: Andy Day and Rebecca Keatley

Composer: Katherine Freeman

Music arranger: David Chilton

Stories written by: Kate Stonham

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

Producer: Katherine Freeman

For the BBC: Andrew Barnes

Vocal warm-ups

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

Additional activities you can introduce:

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

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

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

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

Other things to keep in mind when singing include:

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

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

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

Supporting online resources

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

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

How to use the content

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

The tutorial video

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

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

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

The song videos

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

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

The activity videos

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

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

The listening music

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

Distributing copies of the song sheets

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

Feedback

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

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

Tiddalik the Frog

Focus

- Rhythm: short, fast notes and longer, slower notes
- Pitch: high notes and low notes
- Tempo: fast
- Pulse: the steady beat in a piece of music

Characters



Tiddalik



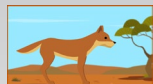
Kookaburra



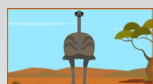
Koala



Kangaroo



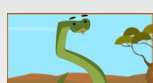
Dingo



Emu



Wombat



Snake

1

Tiddalik the Frog was thirsty, thirsty



Tutorial

Learning the song:

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

Tutorial activities

- Identify in each verse which notes are short and quick. Sing and clap these together.
- Identify in each verse the notes which are longer and have slower rhythms. Sing and clap these.
- Understand how a steady pulse runs throughout the song.
- Listen out for the high and low notes in the chorus.
- Notice how the chorus gets longer and longer as the song progresses and more sound effects of the frog's rumble tummy are added.
- Identify the fast, lively tempo of the song.



The story

We meet Tiddalik the Frog and the other animals that feature in our traditional Aboriginal story from Australia.

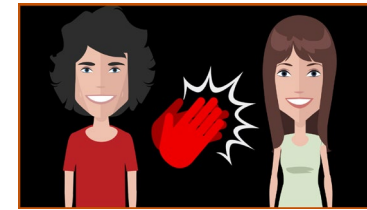
Tiddalik makes himself very unpopular with the other animals by drinking up all the water in the streams, rivers and billabongs.

- Ask the children if they know where Australia is? Identify it on a map.
- Tell the children that there are many old, traditional stories which come from the Aboriginal people of Australia and this is one of them. These are sometimes referred to as 'Dream-time' stories. What quality do the children think a 'dreamtime story' might have?



The song

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



Music activity

Focus:

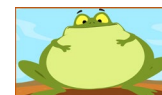
- Fast and slower rhythms
- Call and response
- Singing in two parts

Discuss how music is usually a mixture of fast and slow rhythms and how this is what creates variety and helps to keep the music interesting.

The presenters - Andy Day and Rebecca Keatley - clap fast and slower rhythms and the children copy them.

Call and response: Children divide into two groups. Group A, with the guidance of the presenters, claps a beat, which Group B then copies. The beats start off slowly, but gradually get faster, until both groups are clapping very fast.

- Discuss how 'call and response' is rather like a musical conversation, with someone asking a question and the other person answering it.
- Staying in their groups, the children now practise singing some fast and slower phrases from the song.
- They then sing these phrases, in two parts, at the same time - one group sings the main musical phrase from the song and the other provides the accompaniment.
- Working in pairs, the children can make up their own fast and slow rhythm pieces, clapping, using their voices, or playing percussion instruments.
- The children could also use the 'call and response' idea, one of them playing first and the other copying.
- The children could also develop the 'call and response' idea, one playing first - but when the other copies, they could make their response slightly different, by adding some new notes, or changing the rhythm slightly.



Links to the resources online



Tutorial video



Story video - Part 1



Song - full vocal



Song - backing track



Activity video



Listening music



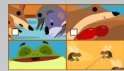
Illustrated story - Part 1



Lyric sheet



Music sheet



Sequencing activity



Outline drawing - Tiddalik



Outline drawing - Thirsty animals



Word search puzzle



Vocab sheet



Writing sheet



Listening music

- *Didgeridoo solo*
- Australian Aboriginal music

- This music is inspired by the Aboriginal people of Australia.
- The instrument played is a *didgeridoo* which is a traditional Aboriginal instrument.
- The didgeridoo is made from a hollow tree trunk and it is blown to produce a note. It is a very long instrument! (Show the children the picture).
- There is evidence that the didgeridoo was used as long as 1500 years ago.
- To play continuous notes on a didgeridoo the player has to use a special technique called *circular breathing* - breathing in through the nose while blowing out from the mouth.
- What does the music make you think of when you listen?
- Can the children hear something in the music that sounds like a dog barking? Perhaps this could be the bark of a dingo - like the one in our story about Tiddalik.
- How is the music different from other music the children are familiar with? What words would they use to describe it?
- Dynamics: Is the music loud or soft? It is loud.
- Listen again to 'Oh, dear! The streams are all dry!' Can the children hear the didgeridoo drone in the music?

Literacy links

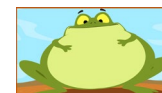
Year 1

- Draw and write some words or a sentence to describe some of the Australian animals in the story, such as Tiddalik, Kookaburra, Kangaroo and Koala bear. (Look at some pictures of these and find out about them first).
- Pick one of the places that Tiddalik has drunk from, such as a stream, river or billabong and draw it. Draw the animals next to it and show how they are feeling now that it is empty. Write some words or a sentence to describe how they feel (see outline drawings below).

Literacy links

Year 2

- Create a 'Wanted' poster for Tiddalik the Frog and describe on it all the things that he has done to upset the other animals (you could use the outline drawing below as a starting point). Draw Tiddalik and describe what he looks like.
- Discuss why the water is so important for the animals. Can the children think of any ways that they might manage to get all the water to come out of Tiddalik's tummy again?
- The children draw or write down an idea for getting the water to come out of Tiddalik.





Tiddalik the Frog was thirsty, thirsty

1 Tiddalik the Frog was thirsty, thirsty
He drank all the streams until he was bursting
Then lay down and started snoring
What a thing to do!

*And the animals said
'We haven't a clue
How to make him stop!
What can we do?'
The big frog snored
And his tummy grumbled:
Swish! Swish! Swish!
Rumble! Rumble!*

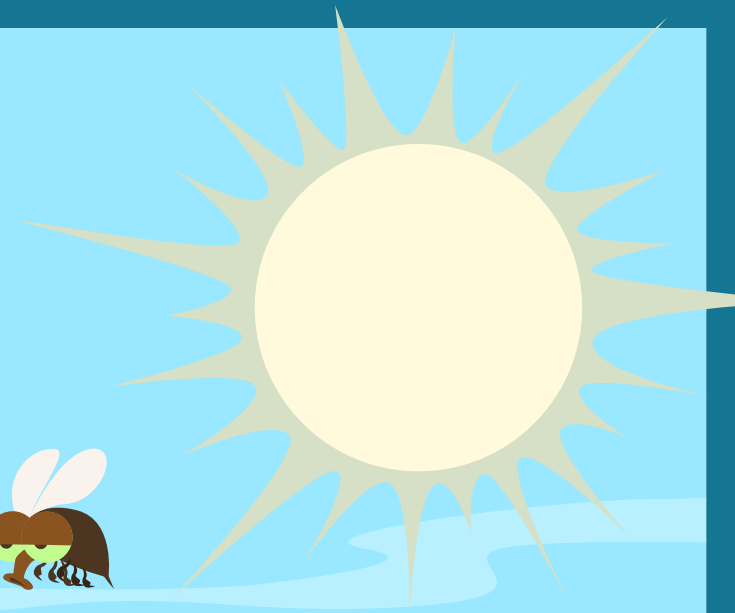
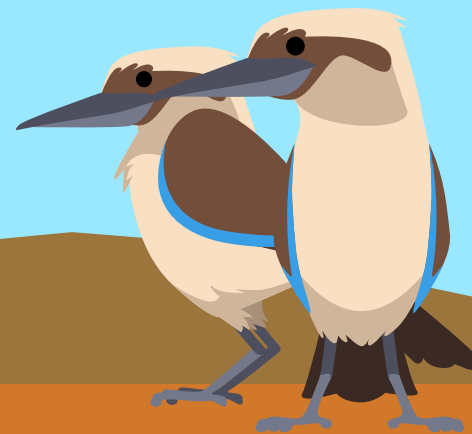
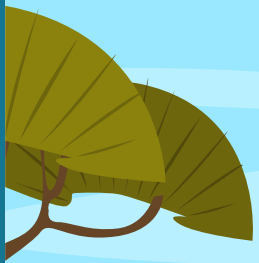
2 Tiddalik the Frog was thirsty, thirsty
He drank all the rivers until he was bursting
Then lay down and started snoring
What a thing to do!



*And the animals said
'We haven't a clue
How to make him stop!
What can we do?'
The big frog snored
And his tummy grumbled:
Swish! Swish! Swish!
Slop! Slop! Slop!
Rumble! Rumble!*

3 Tiddalik the Frog was thirsty, thirsty
He drank the billabong until he was bursting
Then lay down and started snoring
What a thing to do!

*And the animals said
'We haven't a clue
How to make him stop!
What can we do?'
The big frog snored
And his tummy grumbled:
Swish! Swish! Swish!
Slop! Slop! Slop!
Plop! Plop! Plop!
Rumble! Rumble!*





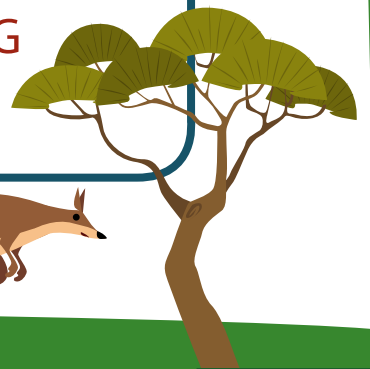
Tiddalik the Frog

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

Z
Z
Z

TIDDALIK
WOMBAT
KANGAROO
EMU
RIVER

KOALA
DINGO
KOOKABURRA
BILLABONG
STREAM



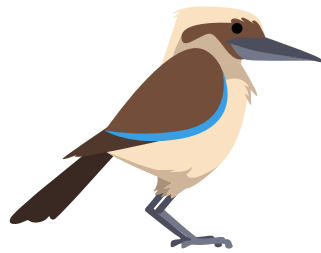
Tiddalik the Frog



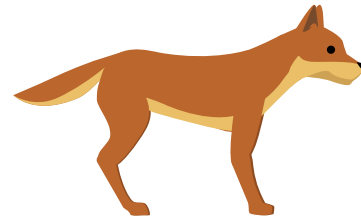
frog



water



kookaburra



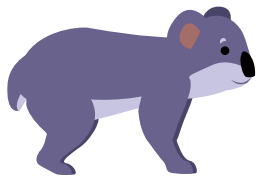
dingo



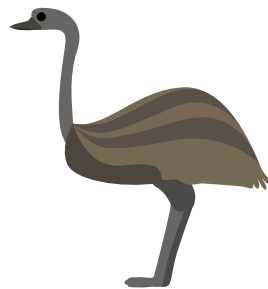
wombat



kangaroo



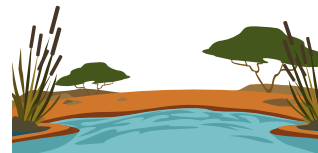
koala



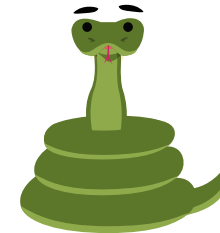
emu



rushes



billabong



snake



invitation

Focus

- Style – short, bouncy notes (staccato), longer, smooth notes (legato)
- Music to reflect a sad mood (legato phrases in the middle of each verse)
- Music to reflect a happy mood (happy last section of the song)
- Rhythm – fast!

Characters



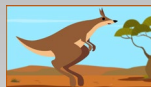
Tiddalik



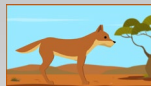
Kookaburra



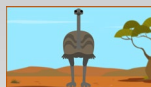
Koala



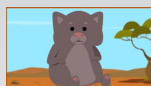
Kangaroo



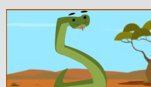
Dingo



Emu



Wombat



Snake

2

Oh, dear! The streams are all dry!



Tutorial

Learning the song:

- Learning Verse 1
- Learning Verse 2
- Learning Verse 3
- Learning the Coda

Tutorial activities

- Identify how the first two lines of each verse are short, bouncy notes. The musical term for this is *staccato*. The music here has a tense, worried feel - helping to show how the animals are very concerned.
- Identify how the third line of the verse is slow and smooth. The musical term for this is *legato*, reflecting how sad the animals are that the water has been drunk.
- Look at how the final line of each verse is very similar to the first two lines. Spot which words are repeated here.
- Make sure everyone sings together and listens carefully to the music, so that they know when to change *tempo* (speed) in the verses.
- Use really good facial expressions to convey how the animals are feeling. At the beginning they are sad and worried. By the end of the song, they are feeling happier and more hopeful.
- Look at how the final *coda* (from 'We're gonna make frog laugh...') lifts the song and shows how much happier the animals are now. The key of the song has also changed here from sounding sad (minor key) to sounding happy (major key).



The story

Tiddalik the Frog has drunk all the water in the world. The animals devise a plan to get the water out of his belly.

They hold a 'Funny Show' for him, but Tiddalik refuses to find anything funny, until it is Snake's turn. Snake tangles herself in knots by accident and Tiddalik finds this hilarious! He laughs and the water comes out of his tummy and returns to the streams, rivers and billabongs. The animals are very relieved and happy.

- Ask the children if they can remember what has happened so far in the story. Tiddalik has drunk all the water and the animals are getting more and more upset.
- Discuss why this is a problem for the animals. Why do we all need water?
- Discuss some of the children's ideas from last time, about how they think the water can be made to come out of Tiddalik's tummy.



The song

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



Music activity

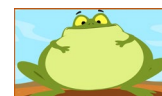
Focus:

- Pulse - the steady main beat

- Clapping in time to the pulse or beat
- Off the beat
- Clapping in time with the off-beat

Discuss how a pulse - or main steady beat - usually runs through a piece of music. This is what helps to hold the music together and keep people in time, if they are singing or playing musical instruments.

Andy and Rebecca clap the pulse and the children copy.



Links to the resources online



Tutorial video



Story video - Pt 2



Song - full vocal



Song - backing track



Activity video



Listening music



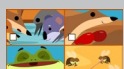
Illustrated story - Pt 2



Lyric sheet



Music sheet



Sequencing activity



Outline drawing -
Snake in a knot



Word search puzzle



Vocab sheet



Writing sheet

Discuss how an off-beat is a beat which comes after the main beat.

Andy and Rebecca clap the off-beat and the children copy.

Children divide into two groups: A and B. They practise clapping on and off the beat with the presenters.

The children remain in their groups to practise clapping on and off the beat at the same time.

Discuss if it was easy to stay in time? What special skills did the children need - eg watching everyone else, focusing and listening carefully.

Working in pairs and singing or using percussion instruments, the children can make up some of their own on or off the beat pieces. They could also add some of their own on or off the beat sound effects, such as 'Shhh! Chhha! Swish!' or 'Swash!' They could even give a theme to their piece, such as 'Noises in Tiddalik's rumbling tummy.'



Listening music

- *In the Hall of the Mountain King*, from 'Peer Gynt Suite' by Edvard Grieg

- This music was written in 1875 by Edvard Grieg.
- The title of the music is *In the Hall of the Mountain King*. It's about a young man called Peer Gynt who is out wandering in the mountains when he is captured by trolls. Peer Gynt escapes and the trolls chase after him, but he manages to escape.
- What is the group of instruments that is playing called? It is an *orchestra*. Do the children know some of the families of the orchestra? They are the *string*, *woodwind*, *brass* and *percussion* families. Look at some pictures of the different families of the orchestra.
- Can the children imagine the chase between Peer Gynt and the trolls?

- The style in which the instruments are playing is *staccato* - where the notes are short and jumpy. We have been learning about this in today's song.
- As the piece continues can the children spot where the orchestra plays more smoothly or *legato*? This is towards the end of the piece, when the music gets faster.
- Dynamics: what are the *dynamics* of the music? It starts off quietly and gradually gets louder.
- Tempo: what happens to the music as it continues? It starts off slowly, but gradually gets faster.
- What do the children imagine, when they hear this music? If they imagine the trolls, what do they think they are doing as the music gets faster?

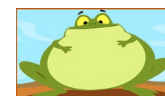
Literacy links

Year 1

- Discuss with the children why we need water. What do we need it for? Who and what needs water? Where does water come from?
- Divide a piece of A4 paper into four parts. In each section the children can draw a picture to show the different places that water comes from - eg from a cloud, from a river, from a lake, from a tap. They can label each item. They could also write words or a sentence to describe why we need water.

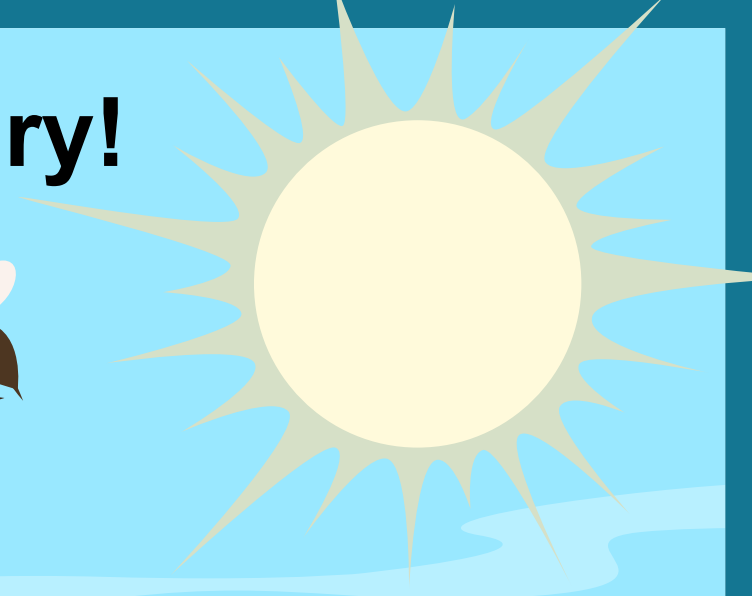
Year 2

- Discuss with the children why water is important for growth and survival. Think about how different plants, animals and people obtain their water.
- Write some sentences to describe how plants, animals and people get water - eg 'A plant gets water through its roots. It needs rain to grow, or someone to water it. A bird drinks water from ponds and streams. I get my water from the tap.'

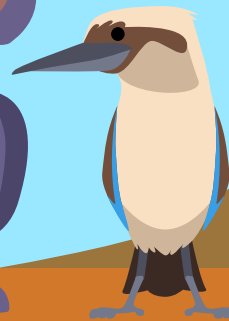
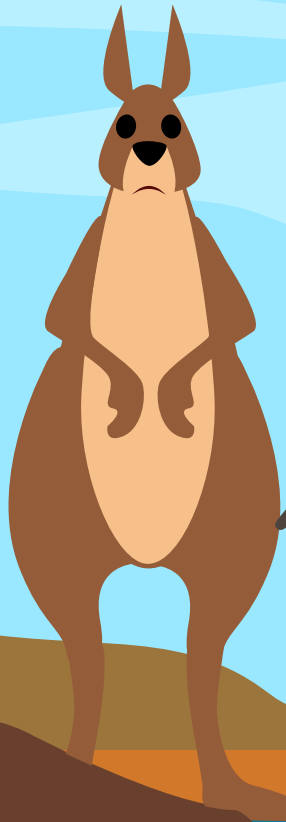


Oh, dear! The streams are all dry!

- 1 Oh, dear! The streams are all dry!
Oh, dear! What can we do?
The streams are dry
And the plants have all wilted
Oh, dear! What can we do?

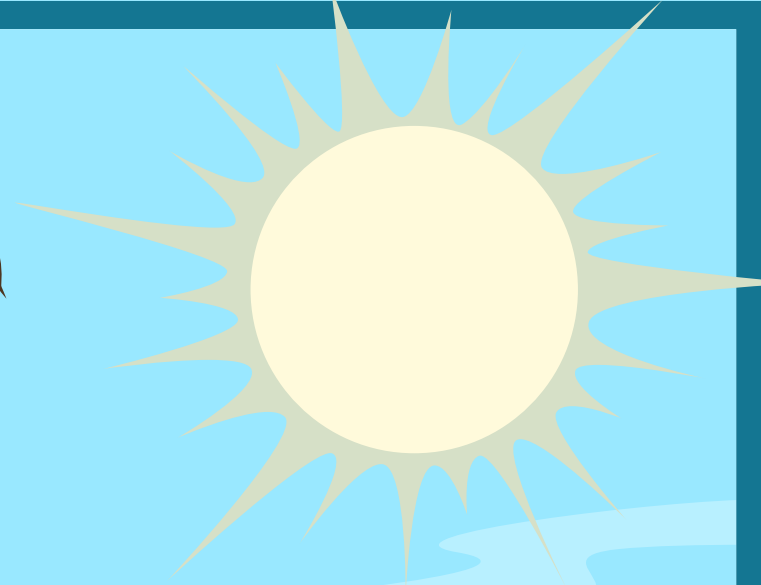


- 2 Oh, dear! The rivers are dry!
Oh, dear! What can we do?
The rivers are dry
And the fish are all dying
Oh, dear! What can we do?



- 3 Oh, dear! The billabong's dry!
Oh, dear! What can we do?
The billabong's dry
And the animals gone
Oh, dear! What can we do?

We're going to make frog laugh!
End this drought!
With a bit of luck the water will come out!
Make him laugh! End this drought!
With a bit of luck the water will come out!

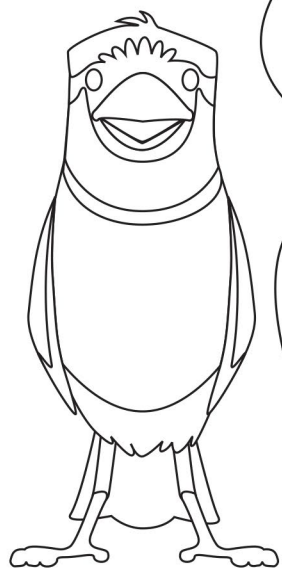


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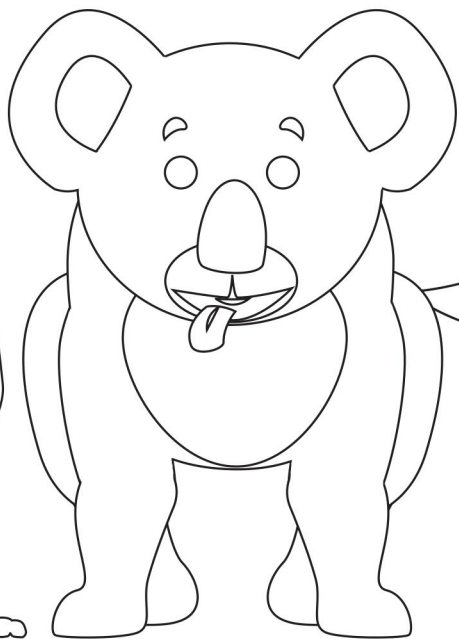


Ha! Ha! Ha! Ho! Ho! Ho!
Come on now, let's gather round
and start the show!
Ha! Ha! Ha! Ho! Ho! Ho!
Come on now, let's gather round
and **START THE FUNNY SHOW!**





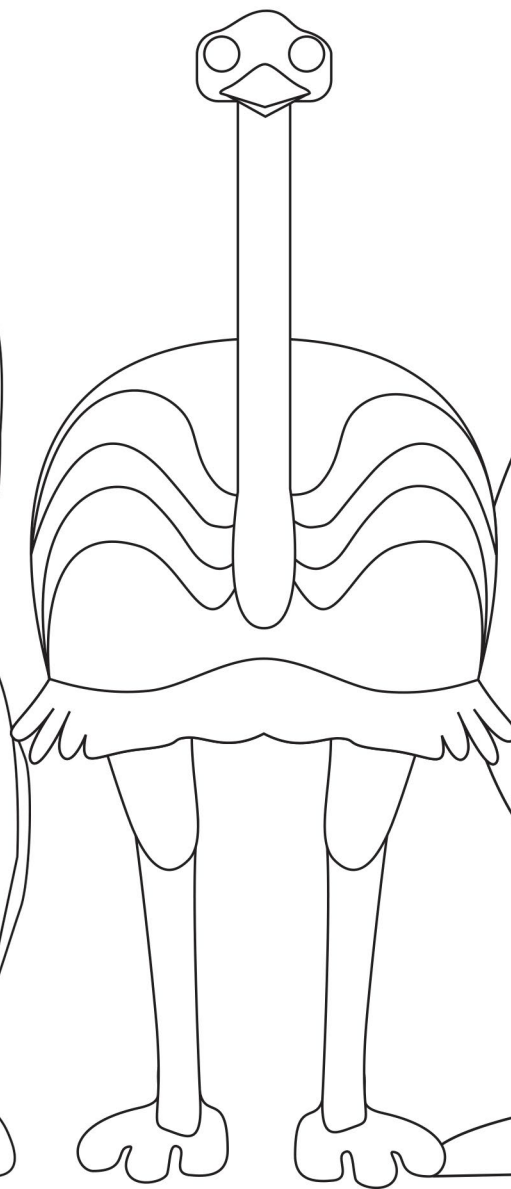
Kookaburra



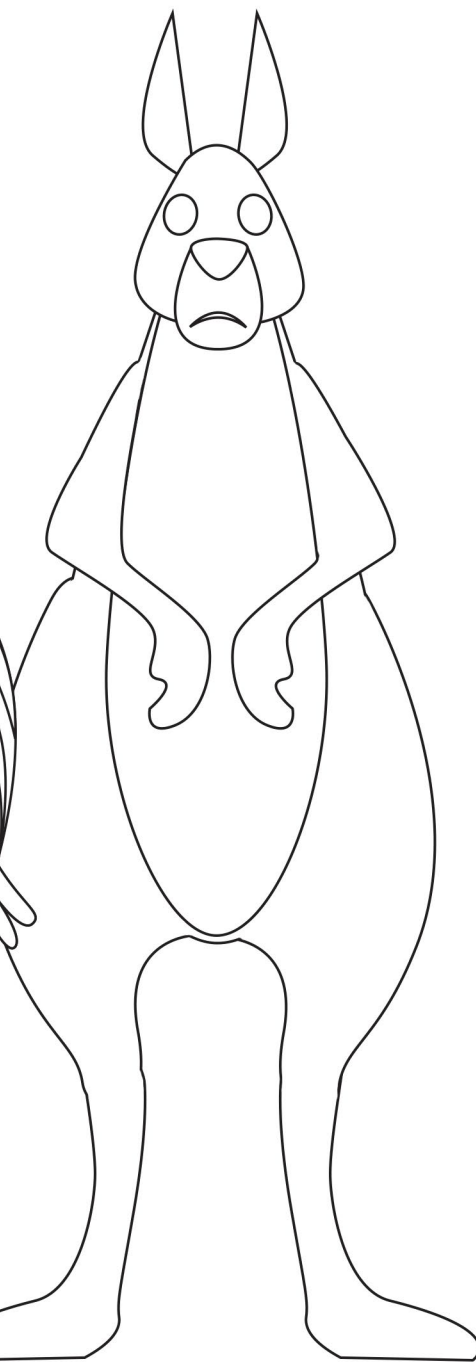
Koala



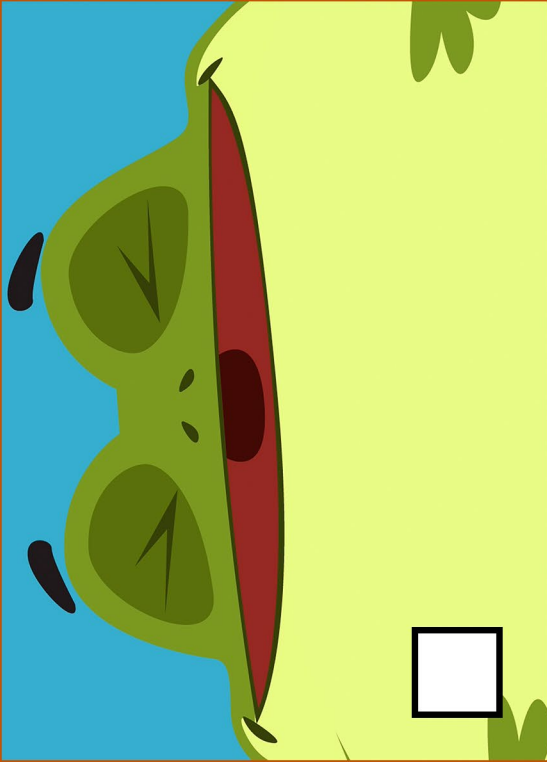
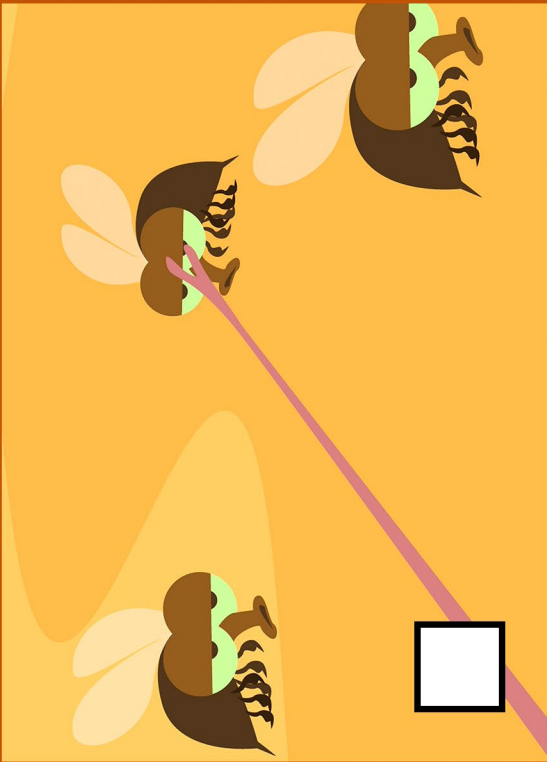
Dingo



Emu



Kangaroo



[illegible]