

musical
storyland



Jack and the Beanstalk

While watching the programme

Where in programme	Activities	Areas of musical learning
<p>Opening section - Instruments The instruments played are:</p> <p>1: The harp - a string instrument. The harp is made from wood with synthetic strings and is plucked.</p> <p>2: The violin - a string instrument. The violin is made from wood with synthetic strings with a bow made from wood and horsehair. It is bowed and plucked.</p> <p>3: The flute - a woodwind instrument. The flute is usually made of metal. It is held sideways, has keys and is blown.</p> <p>4: The double bass - a string instrument. The double bass is made from wood with synthetic strings with a bow made from wood and horsehair. It is bowed and plucked.</p>	<p>Foundation activities Can the children:</p> <ul style="list-style-type: none"> • Repeat the name of the instrument? • Copy how the performer is holding and playing their instrument? <p>Advanced activities</p> <ul style="list-style-type: none"> • Describe how each instrument is making its sound (blown/plucked with fingers/tapped/etc)? • Describe the sounds the instruments make? • Say which instruments they most like the sound of and why? • Recognise and describe the materials the instruments are made from? • Say something about how each instrument sounds after it has been introduced - is it playing loudly/quietly, slowly/quickly, funny/thoughtful/sad, etc? 	<p>In this section of the programme the children will begin:</p> <ul style="list-style-type: none"> • Discovering instruments and how they are held and played. • Understanding how instruments make their sounds. • Discovering the materials from which instruments are made. • Thinking critically about what instruments sound like and which they prefer. • Recognising difference between the instruments' sound.
<p>Throughout the programme</p>	<p>Children on screen</p> <ul style="list-style-type: none"> • Encourage your child/children to join in with the actions/vocalising of the children on screen. • Also encourage them to think of their own responses. <p>Core musical activity - the Giant's song</p> <p>Extension activity: Call and response On rewatching the children could be split into two groups and sing the following parts of the song: 1st group: Fee, Fi, Fo, Fum! 2nd group: I'm a Giant, here I come!</p>	<p>Throughout the programme the children will be:</p> <ul style="list-style-type: none"> • Engaging with sound and movement. • Thinking creatively and having their own musical responses. <p>In this activity the main areas of musical learning are:</p> <ul style="list-style-type: none"> • Listening • Using singing voices • Pitch-matching (singing the same notes as the presenter) • Anticipating • Collaboration

Immediately after watching the programme

Plenary and comprehension questions

- What did Jack sell at the beginning of the story? (Cow)
- What did Jack's mother want him to bring home? (Five gold coins)
- Was she happy when he brought home the beans? (No)
- Why not? (They needed money to buy food)
- What happened next? (Jack's mother threw the beans on the ground and a beanstalk grew overnight)
- How many times did Jack go up the beanstalk? (Three)
- What places did Jack hide? (Behind the grandfather clock, under a table, behind a sofa)
- What did he take? (Bag of gold coins, hen and golden eggs, magical golden harp)
- Was it right for Jack to take the giant's things? (Discussion)
- Who was your favourite character in this story and why? (Discussion)

Music

- What happens to the music when the beanstalk grows upwards? (It gets higher, or goes upwards)
- What does the music sound like when the giant is snoring? (The double bass makes a low sound)
- Which sounds and music did you like most in this story and why? (Discussion)

In this activity the children will:

- Demonstrate that they understand what they have seen and heard.
- Apply reasoning.
- Communicate their feelings about the story and the music.
- Think creatively.

Credits

These activities have been devised and written by Early Years music education specialists Sally-Anne Brown and Victoria Holmes of Note Weavers CIC, to support music learning for children from ages 3-7.



Instruments (left to right): violin, flute (on floor), piccolo (held), harp, double bass.

Further follow-up activities

Conducting game

Age 3 - 7 years

Time - 30 minutes

Resources - none (access to online video)

Group discussion time

How do the musicians know when to start playing and when to stop? (They have music written down and they look at each other and communicate with their eyes). Talk about the role of a conductor with larger groups of musicians - eg a whole orchestra. A conductor keeps the musicians together, showing them when to start, stop, play loudly or quietly and so on. Watching the conductor is important so that everyone knows what to do.

Foundation activity

Conducting a beanstalk! Practice actions that the conductor will use with the teacher demonstrating: using one arm practice moving up and down while making a vocal sound that follows the action - ie when the arm goes up, the pitch goes up; arm down, pitch goes down. Ask all children to follow and do this. Once the children are following, remind them to watch the conductor and add a stop to the action - hold the hand position and note - and then repeat until the children are following this as well. Once the children have gained confidence they can become the 'beanstalks' - adding a physical 'growing' movement alongside the vocal sound while watching the directions of the conductor (the teacher). The conductor may choose to go up, go down, stop, start, go up a bit further, go down a bit lower. [Watch a demonstration of the activity on the Note Weavers website.](#)

Extension activity

Repeat the activity with the children taking turns in the role of the conductor and the rest of the children being 'beanstalks'. The conductor will use their arm to conduct and the 'beanstalks' will 'grow' physically and vocally as directed. Repeat, giving other children the opportunity to be the conductor.

Advanced activity

Once the children have become proficient at this can they think how the 'conductor' could also show them how to change dynamics or tempo? Could the children use one hand to show the action and the other to show loud and quiet ('forte' and 'piano') slower/faster. Take it further! Watch a conductor conducting '[Mars](#)' from '[The Planets](#)' by Gustav Holst. Watch how he moves his arms. This music also sounds like a grumpy giant at the top of the beanstalk!

Musical learning

Pulse / Dynamics / Tempo / Vocalisation / Pitch / Conducting / Listening

At the top of the beanstalk

Age 3 - 7 years

Time - 15 to 30 minutes

Resources - paper/pens/pencils/colouring pencils/paint/playdough/building bricks/flash cards

Group discussion time

What words could you use to describe the beanstalk? What did Jack find at the top of the beanstalk? Can you remember? If you were climbing a beanstalk what would you like to find at the top?

Foundation activity

Create a beanstalk using pens/pencils, playdough, bricks, collage, etc. Using the flash cards from the story, can you recall the things Jack found and in what order?

Extension activity

Create your own pictures/words to add to the top of your beanstalk using drawing, playdough, bricks, collage, writing, etc.

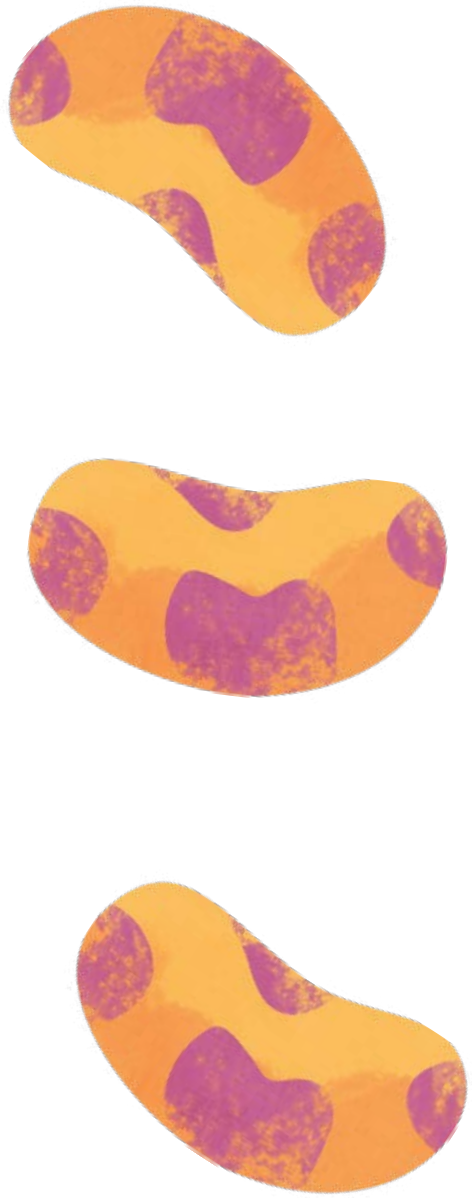
Advanced activity

Create a piece of writing describing the beanstalk, what Jack found at the top of the beanstalk, and what you would like to find at the top of the beanstalk.

Learning objectives

- Creative imagination
- Creative gross/fine motor skills
- Descriptive writing
- Vocabulary
- Art
- Working together



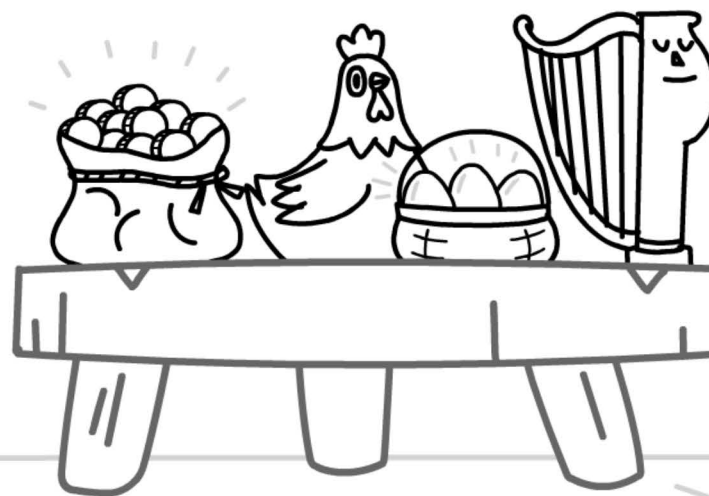








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