



Ananse and the Monkeys

While watching the programme

Where in programme	Activities	Areas of musical learning
<p>Opening section - Instruments</p> <p>The instruments being played are:</p> <p>1: The djembe and calabash - percussion instruments. The djembe is carved from hardwood with an animal skin for the drum head, often goat skin. The calabash is made from a hollowed-out, dried gourd.</p> <p>2: The piccolo - a woodwind instrument. The piccolo is made from wood, resin or metal. It is held sideways, has keys and is blown.</p> <p>3: The cello - a strings instrument. The cello is made from wood with four metal strings and a bow made from wood and horsehair. It is bowed and plucked.</p>	<p>Can the children:</p> <p>Foundation activities</p> <ul style="list-style-type: none"> • Repeat the names of the instruments? • Copy how the performers are holding and playing their instruments? <p>Extension 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? <p>Advanced activities</p> <ul style="list-style-type: none"> • Recognise and describe the materials the instruments are made from? • Say something about how each instrument sounds after it has been introduced (eg 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. • Discovering the materials from which instruments are made. • Thinking critically about what instruments sound like and which they prefer. • Recognising the differences between the instruments' sounds.
<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 on screen children. • Encourage them also to think of their own responses. <p>Core musical activity - Monkey chant</p> <ul style="list-style-type: none"> • When they first hear this 'call and response' chant, the children could join in with the children on-screen saying the monkey chant. 	<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.

Throughout the programme (continued)

Extension activity

As they rewatch the programme, the children could be divided into 'Ananse' and two 'Monkey' groups for the Monkey chant:

Ananse group: **'Excuse me, those are my hats!'**

1st Monkey group: **'Ooo, ooo, ooo, aah, aah, aah,'**

2nd Monkey group: **'Ooo, ooo, ooo, aah, aah, aah'**

Ananse group: **'You don't understand, give them back!'**

1st Monkey group: **'Ooo, ooo, ooo, aah, aah, aah,'**

2nd Monkey group: **'Ooo, ooo, ooo, aah, aah, aah.'**

In this activity the main areas of musical learning are:

- Listening
- Anticipation in this 'call and response' chant
- Collaboration
- Anticipating
- Turn-taking

Immediately after watching the programme

Plenary and comprehension questions

- Why were Ananse and his family hungry? (Because Ananse was lazy and didn't work)
- What did Ananse make to earn money? (Hats)
- Can you remember how many hats? (16)
- When did the monkeys steal Ananse's hats? (While he snoozed under a tree)
- Is it right to take someone else's things? (Discussion)
- How did Ananse get the monkeys to give him his hats back? (He saw that they copied him so he threw his own hat on the floor and they did the same)
- What did Ananse do for the monkeys at the end? (Bought them all a banana)
- What have you done that is kind? (Discussion).

Music

- Can you remember what sound the monkeys made? (Ooo, ooo, ooo, ahh, ahh, ahh)
- What was Ananse asking the monkeys to do in his chant? (Give the hats back)
- Which sounds and music did you like the most in this story and why? (Discussion)

In this activity the children will:

- Demonstrate that they understand what they have seen and heard and 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): cello, piccolo, djembe.

Further follow-up activities

Listening circle game

Age 3 - 7 years

Time - 30 minutes

Resources - a blindfold and up to 4 hats

Group discussion time

Discuss what happened in the story, focussing on the monkeys stealing the hats. Is it right to take something which isn't yours? What did Ananse do to get his hats back? (He out-witted the monkeys by getting them to copy him and drop the hats!)

Foundation activity

Watch the programme a second time with the class split into two groups: 'Ananse' and 'the Monkeys'. The 'Ananse' group chants with Ananse and the 'Monkey' group does the 'oohs' and 'aahs' with the monkeys. Switch round so that the Ananse group become the Monkey group, so that all children have a turn at doing both the call and the response.

Ananse: Excuse me, those are my hats!

Monkeys: Oo, oo, oooo, aah, aah, aaah,

Ananse: You don't understand, give them back!

Monkeys: Ooh, ooh, ooh, aah, aah, aah.

Take it further

Ask the children for different animal suggestions and chant again, this time using the new animal sound - eg 'woof, woof, woof' or 'moo, moo, moo', etc. This is particularly good for younger children, giving them ownership of the activity as well as the opportunity to experience different vocalisations.

Extension activity

When Ananse's chant and the monkeys' responses are well embedded, arrange the children in a circle.

It is important that the chant and responses are said with a strong feeling of the main beats, as in the film.

Ask for a volunteer to be Ananse. This child sits in the centre of the circle wearing a blindfold (teacher/adult to oversee this) or will cover their eyes with their hands.

Extension activity continued

The leader will then give a child in the circle the hat.

'Ananse' in the centre will chant and the child with the hat - the 'monkey' - will reply with the oohs and aahs. Nobody else joins in. Can 'Ananse' in the centre identify where the sound is coming from and who the 'monkey' is?

Note: if the child being Ananse does not feel able to sing their part alone the rest of the group could join in too.

Advanced activity

Can the children now make up their own sentences to do as call and response - the sillier the better! To help them they could imagine that they are different animals/transport/toys/etc - there are no limits on ideas! Once they have decided on the words one child/group of children chants the call and another child/group chants the response. For example:

Call: 'I am a plane, up in the sky.'

Response: 'Whizz, whizz, whizz, zoom, zoom, zoom.'

Or it could be a classroom activity which could then be incorporated into the day:

Call: 'It's time for us to get our lunch.'

Response: 'Yay, yay, yay, yum, yum, yum!'

Call: 'It's nearly time to go back home.'

Response: 'Get your bag, get your coat!'

Musical learning

- Chanting together on a regular beat
- Chanting as a call and response
- Focussed listening
- Turn-taking
- Self-regulation (remaining silent)
- Collaboration
- Creative imagination
- Literacy and language

Counting and numeracy activity

Age 3 - 7 years

Time - 30 minutes

Flashcards - 15 bananas and 15 hats

Group discussion time

Can the children remember how many monkeys there were in the story? (15). That's a big number for younger children! Can they count as far as they can and then be supported counting on verbally to 15?

Foundation activity

Can the children line up the banana/numeral flashcards in the correct order up to 5? 10? Can they manage 15? Can they do the same with the hat cards?

Extension activity

Starting with cards from 1-5 of both hats and bananas, mix up the flashcards facing upwards. Can the children pick out the 'matching' cards - eg the 3 hats card and the 3 bananas card? When all the cards have been matched can the children line them up in numerical order? Add in cards up to 10 and 15 as appropriate for your children.

Take it further

Playing in a traditional 'memory' way, place the cards face downwards so the children now also have to remember where they saw each card.

Advanced activity

Can the children add the bananas and hats together? How many items are there altogether if you match one banana and one hat together? Can they do this with the cards up to 5 (so that the sum makes 10)? Can they write this down as a sum? Can they go to 10 (20) and then up to 15 (30)?

Even further!

Can the children make up their own sums? Adding together different numbers of bananas and hats? Writing the sum down?

Learning

- Counting
- Ordering numbers
- Identifying pictorial representations of numbers
- Recognising numerals
- Matching numerals
- Addition
- Subtraction

Musical Storyland around the world

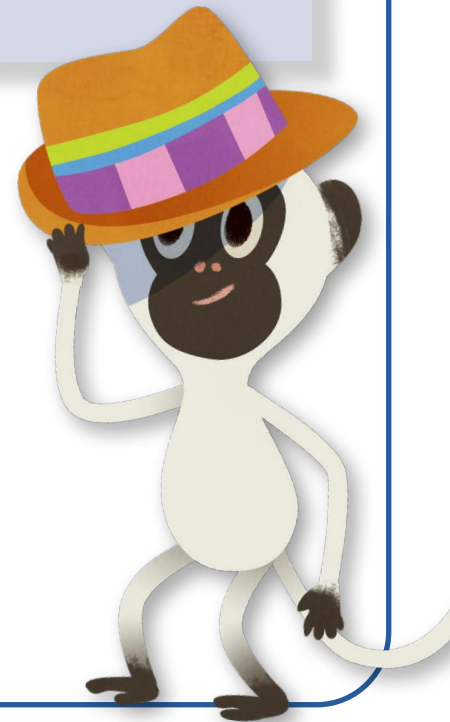
Ananse and the Monkeys is a story from Jamaica. What else can you find out about Jamaica either in books or online?

BBC Teach has another Ananse story to watch called [Ananse and the Moss-Covered Rock](#).

On BBC Bitesize you can find out about British-Jamaican nurse, Mary Seacole: [Who was Mary Seacole? - BBC Bitesize](#)

Credits

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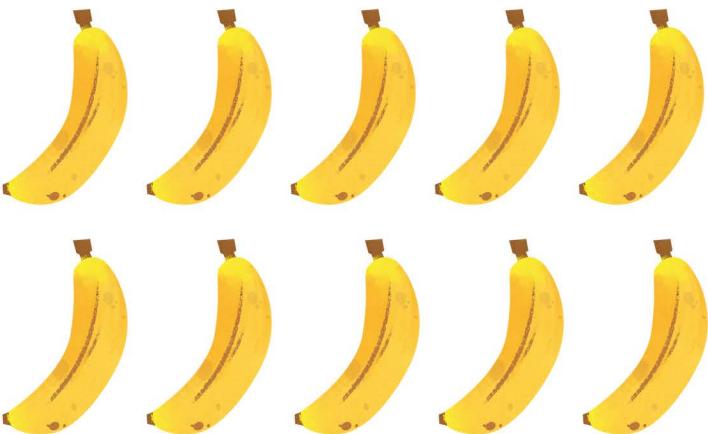
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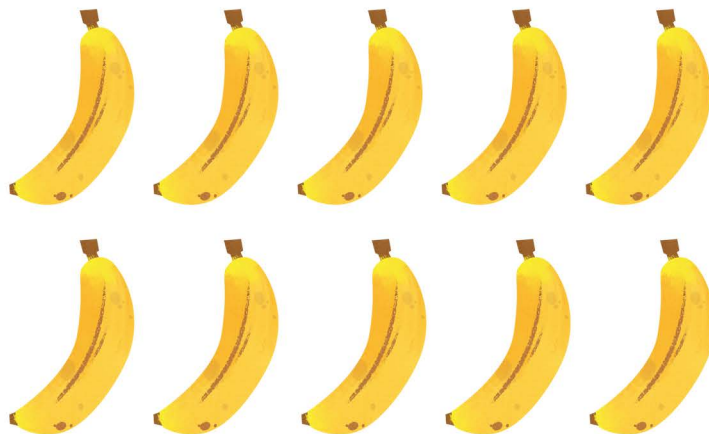
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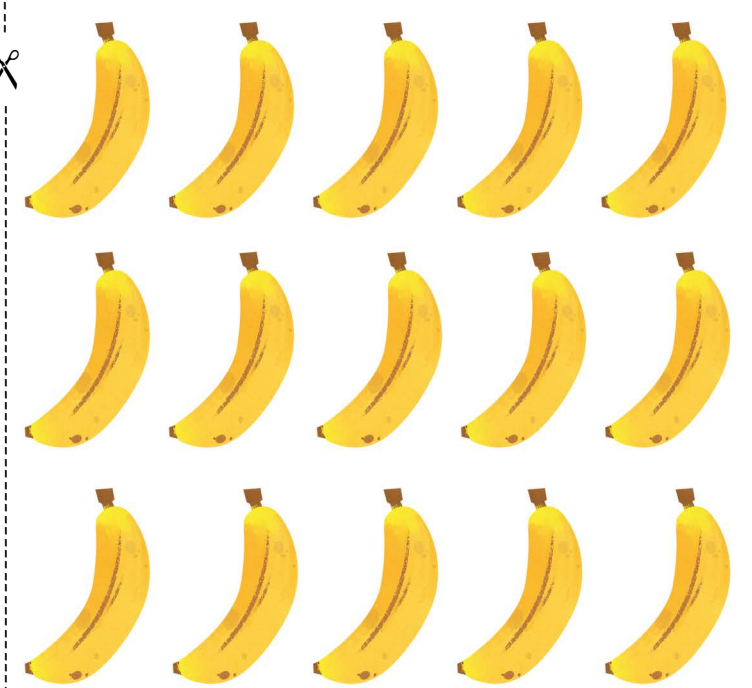
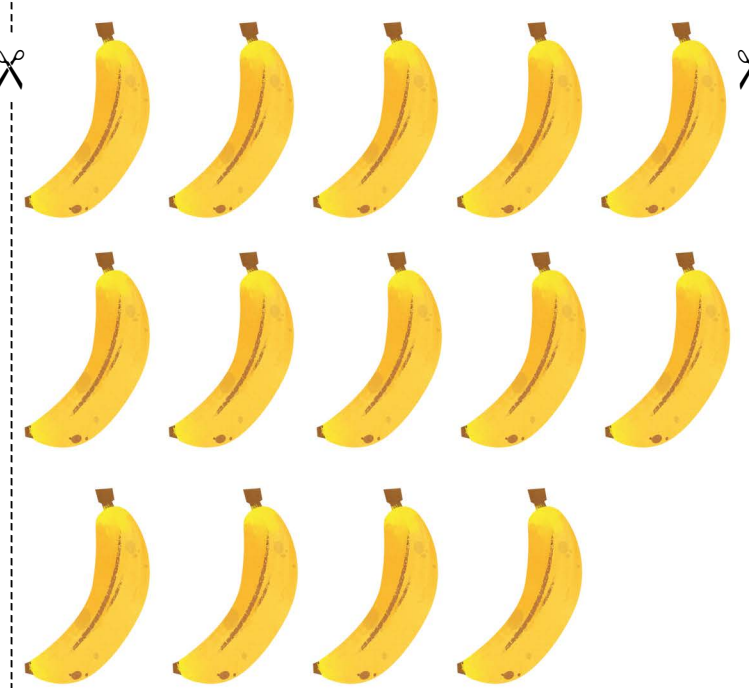
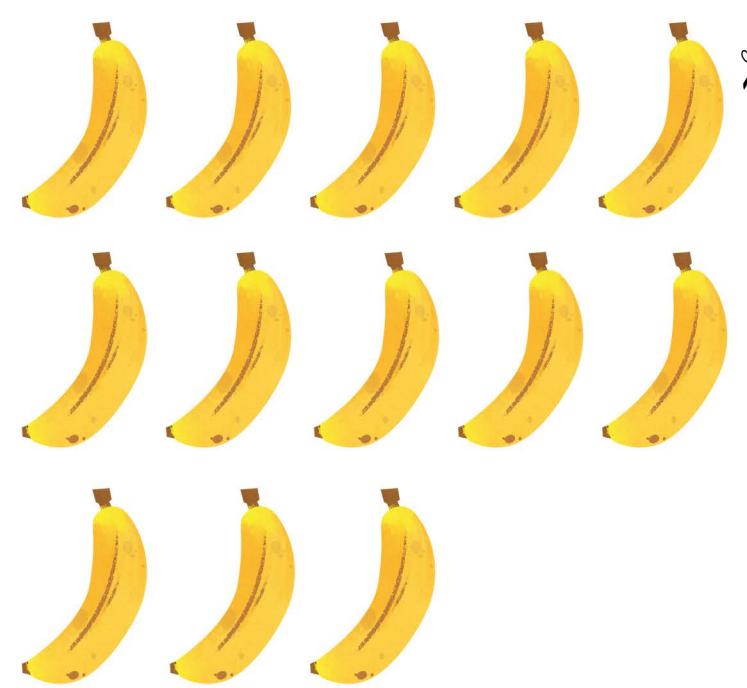


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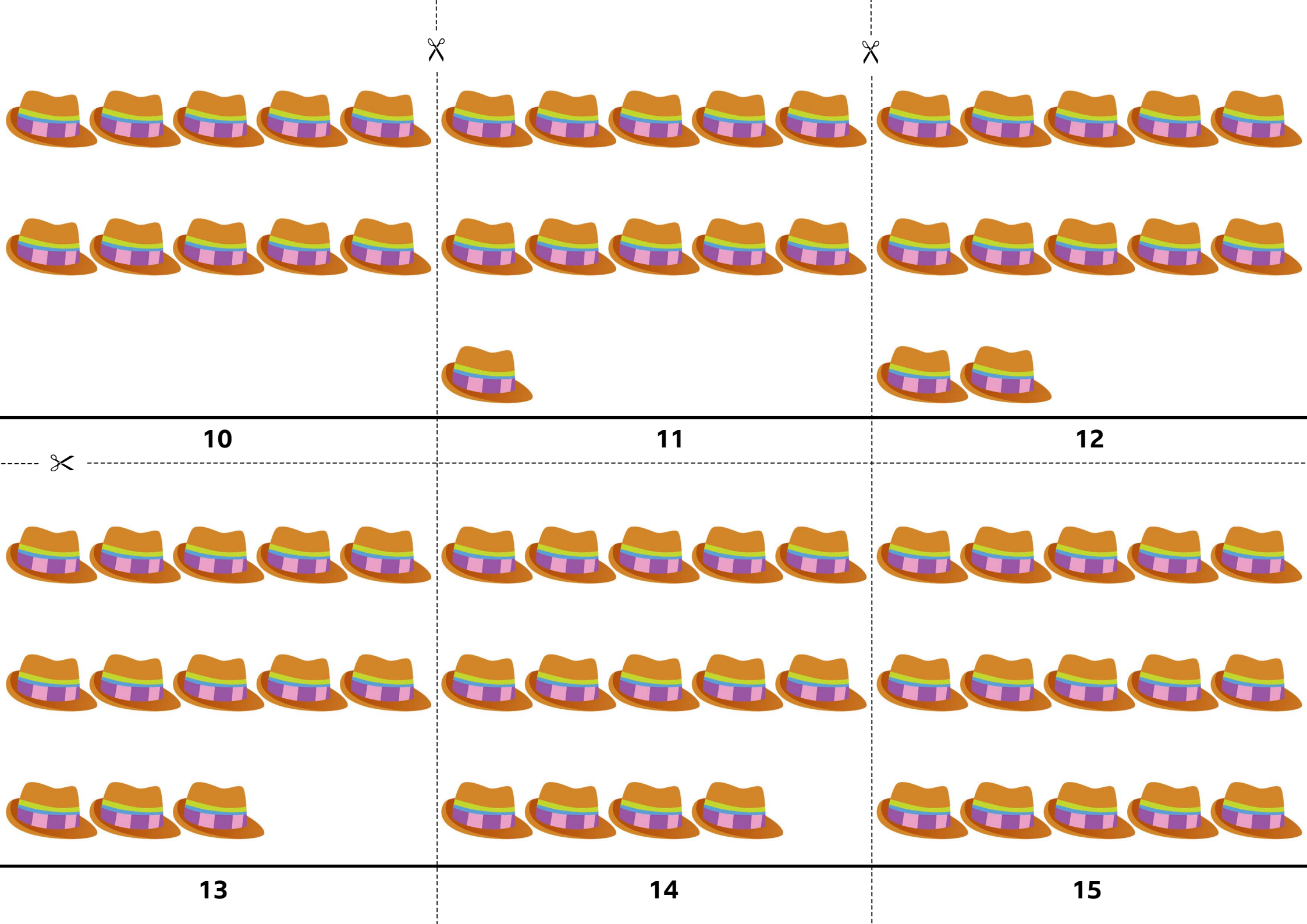
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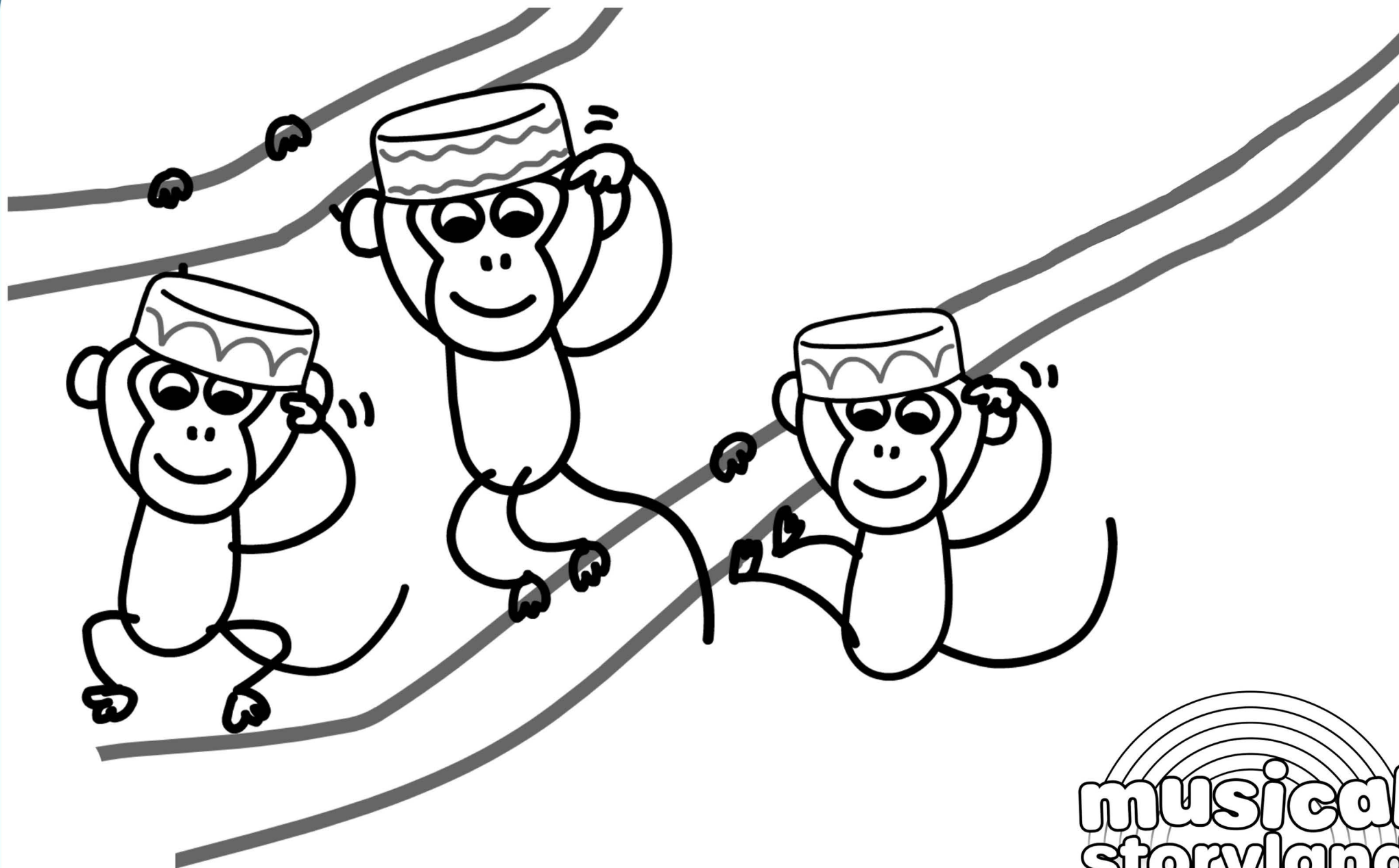
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