

The Enormous Turnip



While watching the programme

Where in programme	Activities	Areas of musical learning
<p>Opening section - Instruments The instruments being played are:</p> <p>1: The trombone - a brass instrument. The trombone is made from brass with a slide. It is blown.</p> <p>2: The trumpet - a brass instrument. The trumpet is made from brass. It flares into a bell and can have three valves. It is blown.</p> <p>3: The horn - a brass instrument. The horn is made from brass tubing which is coiled, flaring into a bell. It has valves and is blown.</p> <p>4: The tuba - a brass instrument. The tuba is made from brass with keys. It is blown.</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>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? • Say which instruments they most like the sound of and why? <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 - 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 Turnip song The first time this song is sung the words are: 'Grow, grow, don't you stop, Keep on growing 'til you're biggest of the lot.' After this the words are: 'Pull, pull, don't you stop, Keep on pulling 'til the turnip goes pop.'</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.

Throughout the programme (cont'd)

After listening to the presenter once or twice, can the children join in singing the song?

Extension activity

All children to sing the song. On the 'pulls' at the end of the song, they start quietly, getting louder each time they say it, but getting quieter on the last one (*diminuendo*).

In this activity the main areas of musical learning are:

- Listening
- Using singing voices
- Pitch-matching (singing the same notes as the animals)
- Anticipating
- Collaboration
- Awareness of dynamics (getting louder and quieter)

Immediately after watching the programme**Plenary and comprehension questions**

- What did the farmer and daughter do each year? (They entered the 'biggest vegetable' competition - but they never won)
- What did the presenter say the turnip was as big as? (As wide as an elephant and as tall as a tree)
- Can you remember what animals helped and how they arrived at the farm? (Goat = bike; dog = parachute; rat = riding a rabbit)
- What vegetables might they grow next year? (Discussion)
- Which vegetables might be easier to pick? (Peas, beans, cabbage, etc - all above ground!)

Music

- What did the music sound like when they didn't manage to pull the turnip out of the ground? (Sad, disappointed, fed up)
- What word did the 'helpful rat in a cowboy hat' shout before the turnip popped out of the ground? ('Yeehaw!')
- 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.



Instruments (left to right): horn, trumpet, trumpet, trombone, tuba.

Further follow-up activities

Experiencing duration and pitch through movement

Age 3 - 7 years

Time - 30 minutes

Resources - Drum / Drum beat video clip

Group discussion time

Discuss pulling the turnip up from the ground. Was it easy? Why was it not easy?

Foundation activity

Either listen to the story, or use the 'Pull' song on its own. Use a pulling movement every time you sing 'pull' to show/experience the length of the note. Ensure that your movement lasts for the whole duration of the word 'pull'. Can you keep this steady movement going throughout the song?

Extension activity

Growing in time to the beat. Use a drum to have a 4 beat count. Start small and begin to 'grow' out over the 4 beats and then in again over another 4 beats. You can watch a demonstration at the [Noteweavers website](#). Keep your movements steady as you grow out and back in again.

Advanced activity

Rewatch the story. How does the music build anticipation each time the characters pull the turnip? (Rises in pitch - gets higher/increase in the dynamics - gets louder). Can you hear and identify where this happens in the music? Can you show the pitch rises in movement (eg by moving arms up)? What happens in the music when the pulling doesn't work? (Funny noise on the trumpet)

Musical learning

Experiencing beat with whole body / Listening / Pitch / Dynamics

Harvest

Age 3 - 7 years

Time - 30 minutes initially plus more for the extension and advanced activity

Resources - seeds/plant pots/soil, map of the UK (either one large map or one map per child)

Group discussion time

Talk about planting/the life cycle of plants and what is needed to make plants grow. (Light, air, water, nutrients, space to grow)

Foundation activity

Can you recall what the farmer did in the story to help the plants to grow? Plant a seed. This could be individual plants or perhaps there is somewhere in school to have a flower/vegetable patch. Ask the children to take care of and watch the plants as they grow. Keep a record of what happens as the plant grows, and measure how much they grow by recording it on a chart.

Extension activity

Explore farming in the UK. Consider what different types of farming there are and which is the most popular type of farming? What crops are best grown in the UK? Which areas of the UK are best for farming? Are there any farms near where you live? Look at the different seasons and the effect they have on farming.

Advanced activity

Using the information you collected in the extension activity, can you locate different farming areas and mark them on the map of the UK. Pick one type of farming and write about what you have found out.

Learning

- Harvest
- Numeracy - measurement
- Understanding the World
- Geography

