

musical
storyland



The Great Race

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 guzheng - a Chinese zither. The guzheng is made from paulownia wood. It has 21, 25 or 26 strings and is plucked.</p> <p>2: The piccolo - a woodwind instrument. The piccolo is made from wood or metal. It is held sideways, has keys and is blown.</p> <p>3: The violin - a string instrument. The violin is made from wood with four metal strings and a bow made from wood and horsehair. It is bowed and plucked.</p> <p>4: The cello - a string 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? • 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 (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. • 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 on screen children. • Encourage them also to think of their own responses. 	<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)

Core musical activity - Zodiac song

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

Extension activity

Tapping/clapping the beat while singing the song (words highlighted in red show where the beats fall):

Twelve ancient an-i-mals

Trying to win the race, For the

Order of the Zo-di-ac,

Each will find their Place (rest).

In this activity the main areas of musical learning are

- Listening
- Using singing voices
- Pitch-matching (singing the same notes as the animals)
- Coordination - clapping the beat/pulse and singing at the same time

Immediately after watching the programme

Plenary and comprehension questions

- Who decided there was going to be a Great Race? (The Jade Emperor)
- Can you try and remember all twelve animals who took part (in any order)? (Rat, Ox, Tiger, Dragon, Rabbit, Snake, Horse, Monkey, Goat, Rooster, Dog, Pig)
- How did the Rat show quick thinking? (He knew he would struggle to cross so jumped onto the Ox who was big and strong)
- How was the Dragon kind to the Rabbit? (He helped when she slipped and it meant that the Rabbit got across before the Dragon)
- Monkey, Goat and Rooster all worked together to build a raft. Can you think of a time when you have worked with your friends? (Discussion)
- Which animal did you like most in the story and why? (Discussion)

Music

- Which instrument had the highest 'voice' in this story? (Piccolo)
- Can you describe the sound of the song? (Discussion - quite slow, regal/royal, smooth)
- Which music/sounds/instruments 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, piccolo, cello, guzheng.

Further follow-up activities

Feelings and Emotions

Age 3 - 7 years

Time - 30 minutes

Resources - flashcards for each of the animals

Group discussion time

After watching the film can the children remember which animals featured in the story? Use flash cards as prompts as necessary. When you have all the animals can you put them in the correct order? (The correct order is: Rat, Ox, Tiger, Rabbit, Dragon, Snake, Horse, Goat, Monkey, Rooster, Dog, Pig).

Take it further

What sound does each animal make?

Foundation activity

In which animal's year were the children born? What are the main characteristics of this animal? Can the children remember what their animals did in the film? Do they *like* their animal?

Extension activity

Listen again to the music for when 'your' animal appears. How would you describe it? Can you get in a group with one or two friends and use sound-makers and/or instruments in your classroom to make sounds that you think sound like your animal? Who will play which instrument? What sounds will you make? How will you know when to start and stop?

Advanced activity

Performance time! Each small group to stand up in front of the class (or assembly) and to share what animal they are, their characteristics and the music they have freely composed - eg 'We are rabbits. We are gentle. This is our rabbit tune...'

Note: This music play activity should be child-led: children making music without adult intervention.

Musical learning

Recounting the story / Identifying animals / Recognising behaviours / Creative thinking / Free composition / Collaborating / Performing / Vocabulary

Exploring pentatonic music

Age 3 - 7 years **Time - 30 minutes** **Resources - chime bars/glockenspiel or other tuned percussion/instruments and beaters, using notes C D E G A. Flash cards: notes of the pentatonic scale. Video clips.**

Group discussion time

Explain that some traditional Chinese music is created around a *pentatonic* scale. 'Scale' is the term for a pattern of notes starting/ending on the same note. 'Penta' means five. Thus 'pentatonic scale' is a five note scale.

Foundation activity

Listen/learn the song below, by watching the first section of [The Great Race activity video here](#). Using the notes C and G, play a steady beat while singing the song (demonstrated in the [second section of the activity video](#)). Let the children take turns to play along while everyone sings.

C	D	E	G	A	G	<i>See the river flowing</i>		
G	G	E	E	G	G	E	E	<i>flowing gently flowing gently</i>
C	D	E	G	A	G	<i>See the river flowing</i>		
A	G	E	D	C	<i>flowing to the sea</i>			

Extension activity

Sing the above song. Add arm movement/actions to show the pitch as it rises/falls/stays the same. You can watch a demonstration in the [third section of the activity video](#). Children follow and copy the movement. Repeat.

Advanced activity

Have the pitch flash cards available. Play the song using tuned percussion. Listen carefully to the sound and whether the pitch is getting higher or lower. Can you put the notes in the correct order? Depending on resources this could be done in smaller groups.

Take it further

People piano. One child is the conductor and five other children are the notes - each having one note (C, D, E, G or A). All watch the conductor and when the conductor points at you, play your note. The conductor can pick different notes each time, or may repeat a note so everyone needs to watch very carefully.

Musical learning

Pentatonic scale / Pitch / Composition / Conducting



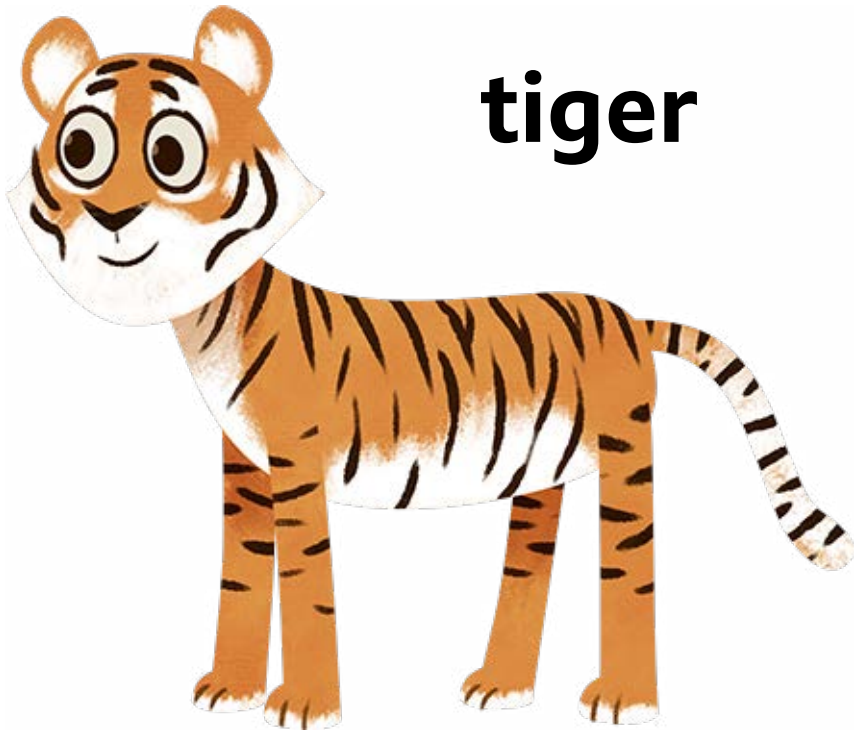
rat



ox



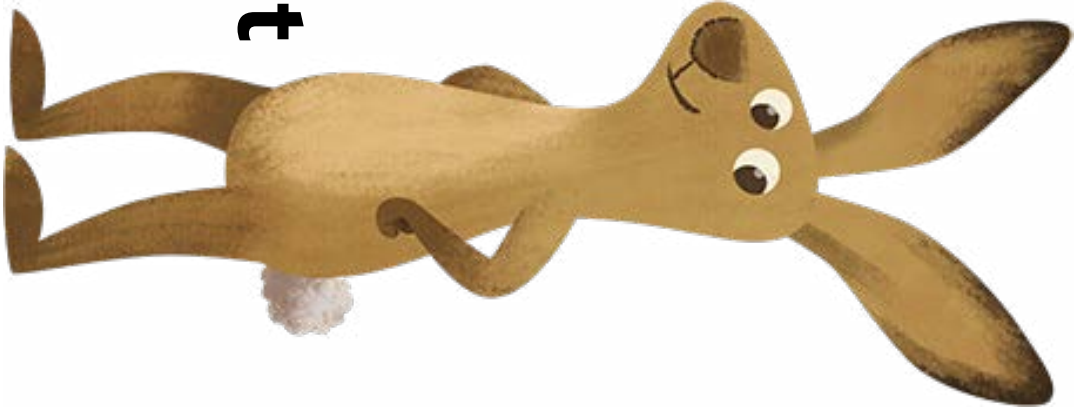
tiger



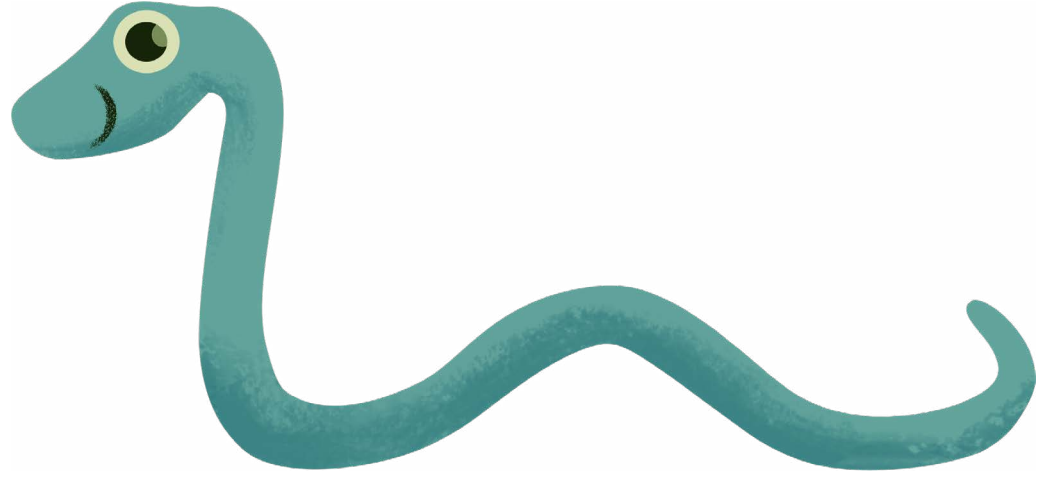
dragon



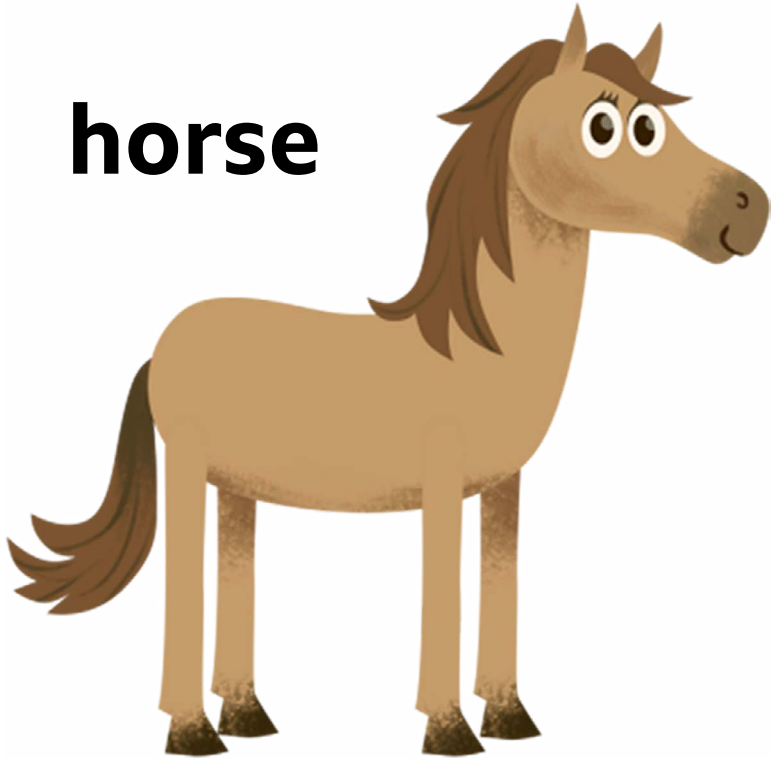
rabbit



snake



horse



monkey



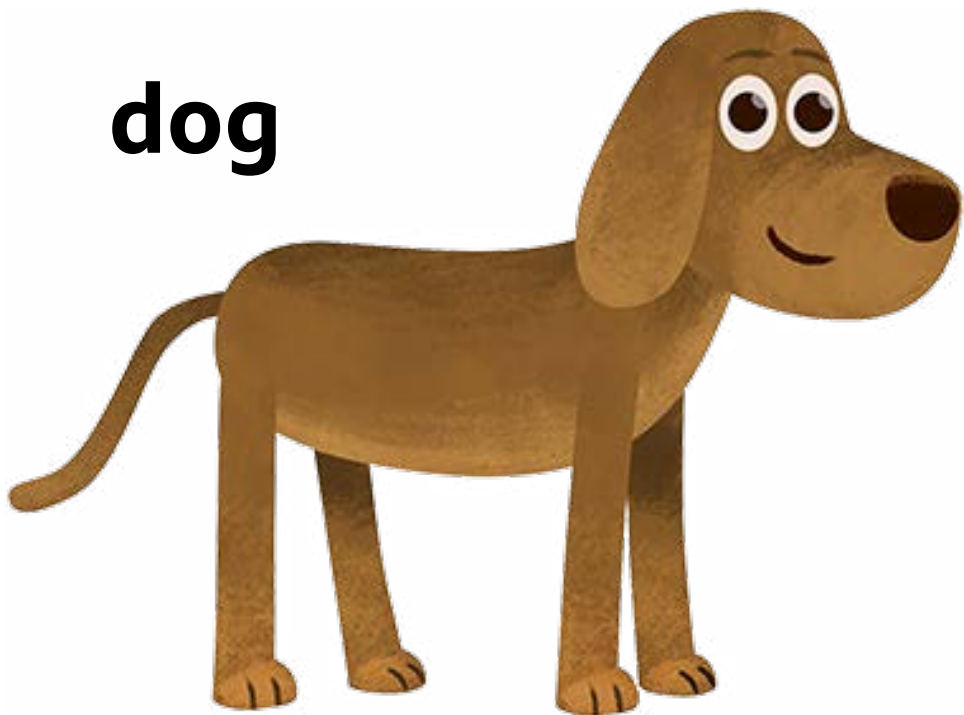
goat



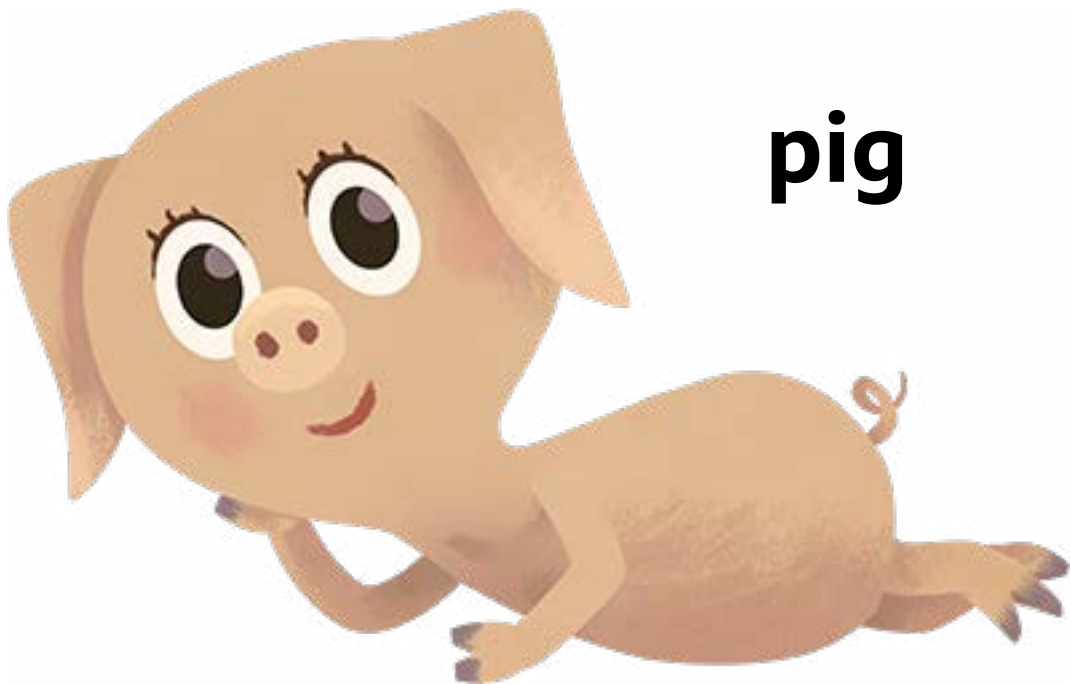
rooster



dog



pig



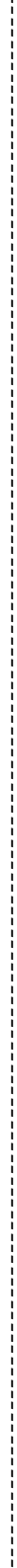
C

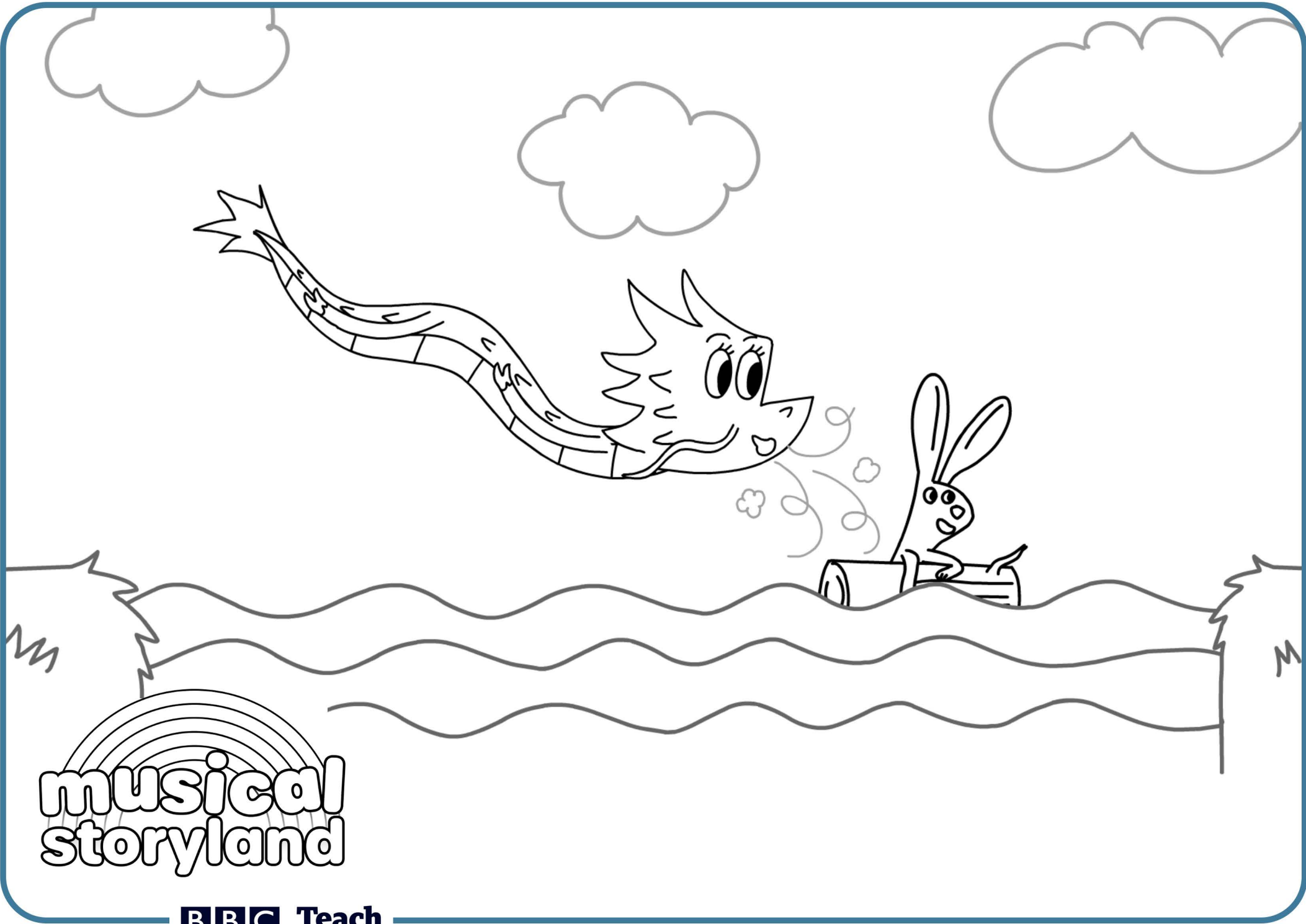
D

E

G

A





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