



# The Hare and the Tortoise





## While watching the programme

Where in programme	Activities	Areas of musical learning
<p><b>Opening section - Instruments</b></p> <p>The instruments being played are:</p> <p>1: The <b>clarinet</b> - a woodwind instrument. The clarinet is made from wood, plastic or resin with a single reed on the mouthpiece and metal keys. It is blown.</p> <p>2: The <b>bassoon</b> - a woodwind instrument. The bassoon is often made from maple wood, sometimes plastic, with a double reed (two reeds together) and metal keys. It is blown.</p> <p>3: The <b>double bass</b> - a string instrument. The double bass 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><b>Foundation activities</b></p> <ul style="list-style-type: none"> <li>• Repeat the names of the instruments?</li> <li>• Copy how the performers are holding and playing their instruments?</li> </ul> <p><b>Extension activities</b></p> <ul style="list-style-type: none"> <li>• Describe how each instrument makes its sound (blown/plucked with fingers/tapped/etc)?</li> <li>• Describe the sounds the instruments make?</li> <li>• Say which instruments they most like the sound of and why?</li> </ul> <p><b>Advanced activities</b></p> <ul style="list-style-type: none"> <li>• Recognise and describe the materials the instruments are made from?</li> <li>• Say something about how each instrument sounds after it has been introduced (eg is it playing loudly/quietly, slowly/quickly, funny/thoughtful/sad/etc)?</li> </ul>	<p><b>In this section of the programme the children will begin:</b></p> <ul style="list-style-type: none"> <li>• Discovering instruments and how they are held and played.</li> <li>• Understanding how instruments make their sounds.</li> <li>• Discovering the materials from which instruments are made.</li> <li>• Thinking critically about what instruments sound like and which they prefer.</li> <li>• Recognising difference between the instruments' sound.</li> </ul>
<p><b>Throughout the programme</b></p>	<p><b>Children on screen</b></p> <ul style="list-style-type: none"> <li>• Encourage your child/children to join in with the actions/vocalising of the on screen children.</li> <li>• Encourage them also to think of their own responses.</li> </ul> <p><b>Core musical activity - Hare's song</b></p> <p>After listening to the presenter for the first time, can the children join in with the Hare's song?</p>	<p><b>Throughout the programme the children will be:</b></p> <ul style="list-style-type: none"> <li>• Engaging with sound and movement.</li> <li>• Thinking creatively and having their own musical responses.</li> </ul>

**Throughout the programme  
(continued)****Extension activity 1**

Can the children clap/tap the rhythm of the words as well as sing them?

**Extension activity 2**

Invite the children to run on the spot while singing the song! What happens to your voice and your breathing?

**In this activity the main areas  
of musical learning are:**

- Listening
- Using singing voices
- Pitch-matching (singing the same notes as the presenter)
- Coordination (when clapping and singing together)

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

- Hare is described at the beginning of the story as 'proud' and 'boastful'. What do these words mean? (Discussion)
- What did Hare promise never to do again if someone beat her in a race? (Sing her song)
- Why do you think the other animals did not want to race against Hare? (She was too proud and boastful - not very nice!)
- Did anyone expect Tortoise to win the race? (Discussion)
- Who had the healthiest and most sensible preparation the night before the race and why? (Tortoise - because he had a healthy meal and an early night; whereas Hare ate cake and ice cream followed by a disco!)
- What were Hare's feelings when she saw that Tortoise had won the race? (Discussion)

**Music**

- What did the music sound like when the animals were doing their stretches?
- Can you do the same with your voice while you stretch? (Low to high)
- Think about the Hare's song. How many different words for 'fast' are there? Which are they? (Fast, quick, speedy, swift)
- 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.





Instruments (left to right): clarinet, bassoon, double bass.



## Further follow-up activities

### Creating a rhythmic pattern

**Age 3 - 7 years**

**Time - 30 minutes**

**Resources - Classroom space / a clip of the song**

#### Group discussion time

A discussion of what happens in the story. Did Hare have a good attitude? Was she kind to her friends? What does 'boastful' mean? Before singing the Hare's song there could also be a discussion about the words in the song which mean 'fast' - there are several!

#### Foundation activity

Having watched and sung along with the Hare's song can the children do so again but led and supported by you? Saying all the words may be tricky and it might take a while to get all the words spoken/sung clearly:

*I'm fast, I'm quick*

*I win every race*

*I'm speedy, I'm swift*

*I'm taking first place!*

Can the children now clap along with the rhythm of the words as they are saying them, rather than the beat - ie, clap on each syllable? Lines 2 and 4 are quite quick! Hands should be close together in order to be able to clap and say the words at the same time. This might be tricky at the original speed so may need slowing down to get words and claps to match! Sing along to the [audio clip](#).

#### Extension activity

Once the words are clear and the clapping matches the words, can the children think of three different parts of the body to tap - eg tap head/shoulders/nose/chest/thighs? When the body parts have been chosen decide on an order - eg:

Tap head - *'I'm fast'* Tap nose *'I'm quick'*

Tap thighs - *'I win every race'*

Tap head - *'I'm speedy'* Tap nose *'I'm swift'*

Tap thighs - *'I'm taking first place'*

Is it easy to match the words and chosen tapping? Can the children devise an order which works well and which they are comfortable with?

#### Advanced activity

Do the extension activity above. Once this is well established take out the words! Just using their 'thinking voices' can the class say the words in their heads while tapping? Can they do the whole song twice in this way?

**Take it further**

Split the group into two. This will now be done as call and response with one side tapping the first two lines and the second group 'replying' with lines 3 and 4. If this is tricky using thinking voices, take a step back and add the words in again and then drop them out once more once established.

**Musical learning**

- Using singing voice
- Listening
- Collaborating
- Clapping and tapping a rhythm
- Using thinking voice
- Creating/composing a rhythmic pattern



## Same and different

**Age 3 - 7 years**

**Time - 30 minutes**

**Resources - Internet / a whiteboard or flipchart**

### Group discussion time

Who are the two main characters in the story? What other animals apart from Hare and Tortoise do we also see?

### Foundation activity

Find a photo of a tortoise and a hare on the internet or in a book to share with the class so they can all see the animals. On a whiteboard/flipchart/etc draw up a chart as below:

Features	Hare	Tortoise
2 eyes?	Yes	Yes
Fur?	Yes	No

As a class examine the pictures of the two animals. Ask the children to identify as many features as they can and say whether both animals have the features or just one of them. Can they remember their animal facts later on in the day/week when questioned?

### Take it further

Can the children continue their investigation and add another animal from the story and identify if this one shares features or has any different ones?

### Extension activity

Can the children find out more about tortoises and hares using books or the internet? Where do hares and tortoises come from? How long do they both live? What is a reptile? Can they name more reptiles? What is a mammal? Can they name more mammals (eg humans)? What do they both eat?

### Advanced activity

Invite the children to do a short piece of writing using sentences or bullet points of their favourite facts about the two animals, using information gained from the foundation and extension activities. They could also draw each animal and show/read their work to the class.

### Learning

Identifying and classifying animals / gathering information / comparing living things / thinking scientifically