



The Stone Cutter

While watching the programme

Where in programme	Activities	Areas of musical learning
<p>Opening section - Instruments The instruments being played are: 1: The tabla - a pair of Indian hand drums. The tabla is made from hollowed-out wood, clay or metal, with skin over the top. It is struck by hand. 2: 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. 3: The oboe and cor anglais - woodwind instruments. The oboe and cor anglais are made from wood, plastic and resin with a double reed (two reeds together) and metal keys. They are 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? • 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 children on-screen. • Also encourage them to think of their own responses. <p>Core musical activity - the Stone Cutter chant After listening to the presenter for the first time, can the children join in?</p> <p>Extension Activity 1 Can the children play claves, clap, tap knees, in time with the beat? 'Chick, chick' sets the beat.</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 (continued)

Extension Activity 2

The children could be divided into six - the number of 'transformations'. They only chant their own turn, but they tap for the turns of the other groups. Everyone joins in for the final two performances.

In this activity the main areas of musical learning are:

- Keeping a pulse - tapping throughout the chant.
- Small group chanting.
- Listening and repeating.

Immediately after watching the programme

Plenary and comprehension questions

- Can you remember what the Stone Cutter's job was? (He used tools to chip away at the mountain and collected stones in his basket)
- Why did the Stone Cutter keep wishing to change? (He thought he would be happier as somebody and something else)
- Can you remember all the things the Stone Cutter changed into? And the order? (Rich man, king, sun, cloud, mountain, stone cutter)
- Why did he eventually wish to turn back into a stone cutter again? (Because he saw the stone cutters were more powerful than the mountain)
- What would you like to change into for a short time? (Discussion)
- What do you like best about being you? (Discussion)

Music

- The Stone Cutter's chant happens many times during the story - can you remember it and repeat it now after the programme?
- How are the cor anglais and oboe different from one another? (The cor anglais is bigger and has a rounded end)
- 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): violin, tabla, cor anglais.

Further follow-up activities

Rhythm / beat

Age 3 - 7 years

Time - 30 minutes

Resources -none needed

Group discussion time

Sequencing - can you recall the order of the Stone Cutter's transformations in the story? What do you notice about the chant? (Two lines are the same: 'chick, chick, chick, chick'). Repetition and phrasing in music: can be exactly the same, or could be different. Definitions: 'beat' - this is steady, like a heartbeat or pulse throughout; 'rhythm' - this sits on top of the beat and can change, going faster or slower.

Foundation activity

Take the words from the first time we hear the chant in the story (below). The chant has 4 phrases. Make a fist and tap into the palm of your other hand to make your 'chick' sound. Say the chant and do the action for lines 1 and 3 (for the Chick Chick) and then freeze for lines 2 and 4 (say these lines in your head so you know when to unfreeze).

1 Chick Chick Chick Chick / 2 Stone cutter Stone cutter what do you see / 3 Chick Chick Chick Chick / 4 I'll be a rich man that's what I'll be

Extension activity

Using the same section of the chant as above, explore the rhythm which we see in lines 2 and 4. Practice clapping the rhythm for these lines as you say it - one clap per sound. Once confident with this, try putting the whole chant together with the fist action for the 'chick chick' lines and clapping the rhythm on the others.

Advanced activity

Have two groups. One group will chant and do the actions for lines 1 and 3 (chick chick chick chick), the other will do the chant and action for lines 2 and 4. When it's not their lines they freeze and listen carefully for when they next come in. Repeat as needed and then switch the groups around.

Take it further

What other things would you like to be? Add in the rhythm for your own ideas - eg 'I'll be a dinosaur'. This could work as a whole group activity or the children could work in smaller groups/pairs taking it in turns to add their own ideas.

Musical learning

Beat / Rhythm / Composition / Listening / Phrasing / Structure / Collaboration

Exploring the sound environment

Age 3 - 7 years

Time - 30 to 60 minutes

Resources - variety of instruments (if possible)

Group discussion time

Discuss sounds and how we make them. Look at the instruments played in the story. How did the musicians play them to make their sounds? How would you describe the sounds they make?

Foundation activity

Explore your local environment, both inside and outside. Go on a sound walk: what sounds can you find? Explore the different sounds you can make with the same object, and with different objects. How do you make the sound louder/quieter/smoothen/bouncier?

Extension activity

Provide instruments for the children to play and explore. This might be possible through music hubs and/or services. If there is a piano in school, the children could have a look inside to see how it works. If it's not possible to access instruments, look up different instruments online. You could also provide sound makers - such as pans, spoons, bowls, sponges, brushes - for the children to explore the musical potential.

Advanced activity

Creating a *graphic score*. A graphic score is created by drawing shapes and other symbols on paper to represent sound. For instance, short 'pop' sounds might be dots; a 'nee-naw' like an ambulance might be a zigzag going up and down. Think about how you would write down the sounds from the story for someone to play. For instance, how would you draw the 'chick, chick, chick' phrase (perhaps 3 dots?); how would you draw the 'wishing' sound?; how would you draw long sounds/short sounds/loud sounds/quiet sounds? Create your own graphic score for others to play.

Learning

- Listening
- Science - how sounds are made; how we play/use objects affects how they sound
- Notation / Graphic score

Musical Storyland around the world

The Stone Cutter is a story from India. What else can you find out about India? You can find out about an Indian family from [these CBeebies pages](#).

