



musical
storyland

BBC Teach

The Three Billy Goats Gruff



While watching the programme

Where in programme	Activities	Areas of musical learning
<p>Opening section - Instruments The instruments being played are:</p> <ol style="list-style-type: none"> 1: The violin - a string instrument. 2: The viola - a string instrument. 3: The cello - a string instrument. 4: The double bass - a string instrument. <p>All four instruments are made from wood with four metal strings and a bow made from wood and horsehair. Each instrument can be 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? • 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 (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 - Goats crossing the bridge rhythm

Each of the goats has a different rhythm pattern as they cross the bridge. Encourage the children to watch, listen and copy. This will become more embedded on each subsequent viewing.

The Troll's song

After listening to the presenter for the first time can the children join in with the Troll's song?

Extension activity

Turn-taking. Divide the class into three groups and each group takes a turn being the Troll for each goat. Can they stomp slowly on the beat while singing?

In this activity the main areas of musical learning are:

- Maintaining a rhythm
- Listening
- Using singing voices
- Pitch-matching (singing the same notes as the presenter)
- Turn-taking

Immediately after watching the programme

Plenary and comprehension questions

- Why did the Billy Goats Gruff want to cross the bridge?
- Can you remember some of the things they ate? (Grass, leaves, flowers, weeds, bark of trees)
- In what order did the Billy Goats Gruff go over the bridge? (Little, Medium, Big)
- Why did the Troll let the first two billy goats go across the bridge? (Because they both said they had a bigger, tastier brother coming along behind them!)
- What were the three different meals which the Troll said he would like to make out of the goats as they crossed the bridge? (Curry, sandwich, stew)
- Why do you think the Troll became kinder? (Discussion)
- The Troll becomes a vegetarian. What is a vegetarian and what do they eat - and not eat? (Discussion)

Music

- What was the difference in the way the goats crossed the bridge?
- Can you tap out and say the rhythm for each goat?
- Can you describe what the Troll's song sounds like when the goats cross the bridge (Prompt - slow, low, angry!)
- 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, viola, cello, double bass.

Further follow-up activities

Exploring beat/rhythm

Age 3 - 7 years

Time - 30 to 45 minutes

Resources - rhythm flash cards, untuned percussion

Group discussion time

There are three different rhythms used by the goats to cross the bridge. Listen to them again. Can the children describe how they sound? Can the children move like the goats?

Foundation activity

Choose one of the rhythms representing a goat - focussing on only one rhythm at a time - and tap this rhythm along to the relevant part of the music as an *ostinato* (repeated rhythmic pattern).

Actions: Goat 1 - Trippy Trappy = patsching (tapping thighs) – alternate thighs per syllable r/l, r/l

Goat 2 - Trippety Trappety = patsching and clap

Goat 3 - Trip Trap = clap clap

Practice each rhythm separately until the children are confident at playing them steadily as an *ostinato* to the story. With the younger children this might mean only using the rhythm for Goat 3. [Watch a demonstration of the rhythms on the Note Weavers website.](#)

Extension activity

Once all three rhythms have been practised over time, and the children can independently 'play' the sequence in time to the music, explore combining the rhythms. Start by combining two rhythms - eg Goat 1 and Goat 2, where the Goat 1 child/group plays one rhythm and another child/group plays the other. Repeat using Goat 1 and Goat 3 and then Goat 2 and Goat 3. When the children are confident in playing these try all 3 rhythms together.

Advanced activity

Notation. Using the flash cards, look at the rhythms used for each goat. Set out the rhythms underneath each other to see how they fit together. Goat 1 moves twice as fast as Goat 3; Goat 2 uses a combination of the rhythms for Goat 1 and Goat 3.

Goat 1 = uses quavers / Goat 2 = uses quavers and crotchets / Goat 3 = uses crotchets.

Explore and create different rhythms/ways for the goats to move - eg trip trappy trip trappy. Play them with untuned percussion.

Musical learning

Rhythm / Beat / Ostinato / Listening / Playing together ('ensemble') / Notation / Note values

Creative writing / Speaking

Age 3 - 7 years

Time - 30 to 45 minutes

Resources - writing paper and pens

Group discussion time

Talk together about the story. Recount it. Who are the main characters? (The three goats and the troll).

Foundation activity

Can the children come up with their own ideas for a similar story with different characters? They could use different animals/people and be in a different location. Can they make it as silly as possible? For example, three cows going to the moon on a rocket and stopped by an alien. Why do the cows want to go to the moon? Why might the alien not want them to go to the moon? What might the alien say to them? What does the biggest cow do to the alien at the end? With younger children this may just be a talking activity, with the teacher writing down the characters, location and plot. Revisit the story together at the end of the day.

Extension activity

When the class has the story planned can they then add in sounds and sound effects - eg, what sound would the three different sized cows make in their rockets? Would the alien have a short song or chant or sound effect? What noise at the very end?

Advanced activity

Can the children write out their class story in their own words? They may want to add in silly extras - it's their story anything can happen! For example, the smallest cow, wearing a purple space suit, bounced to the moon on a pogo stick! They could illustrate their stories and read them out to the class.

Musical learning

Literacy and language development / Creative thinking / Creative writing / Working collaboratively



GOAT 1

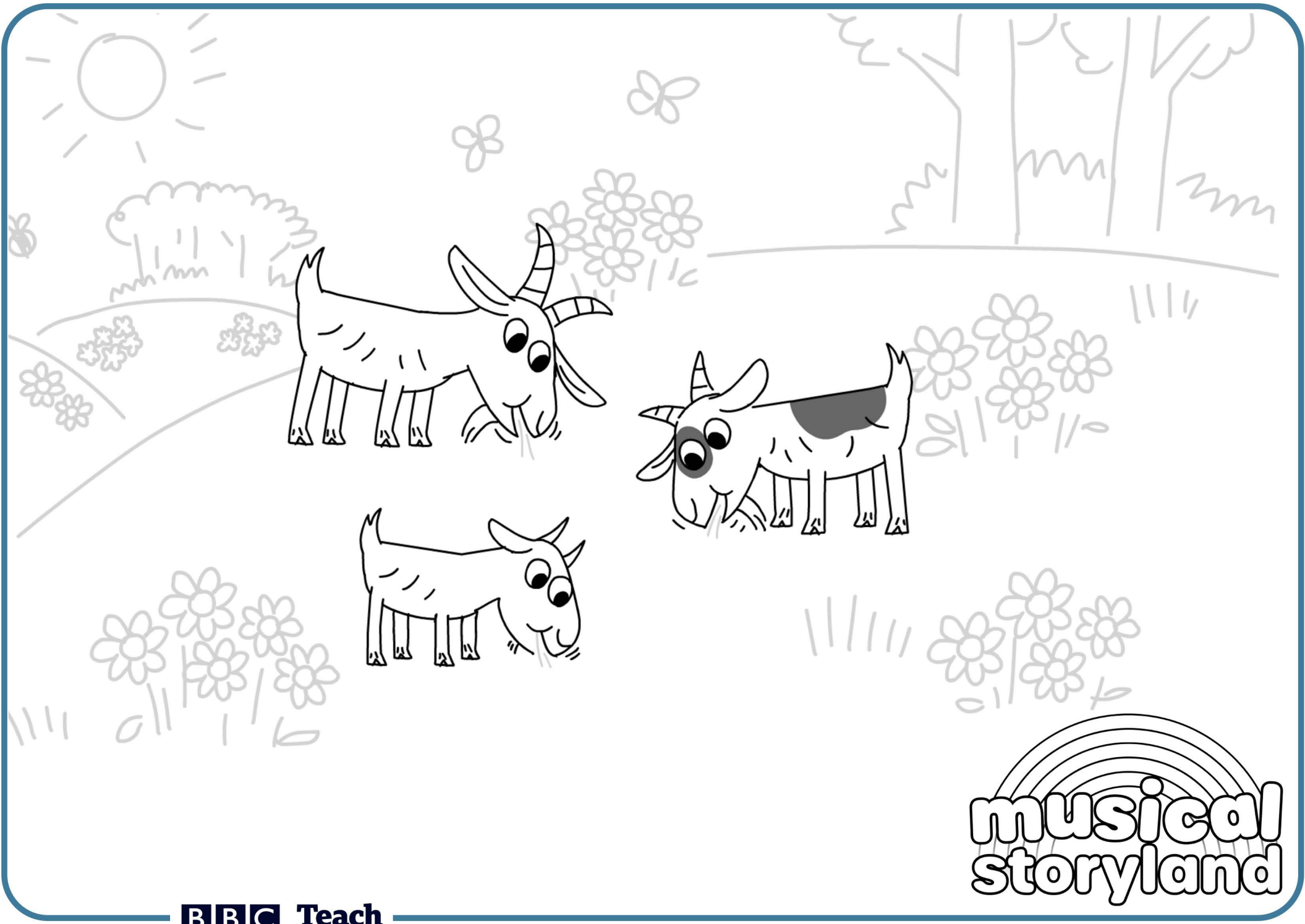
Tripp - y	Trapp - y	Tripp - y	Trapp - y

GOAT 2

Tripp - e -	ty	Trapp - e -	ty

GOAT 3

Trip	trap	Trip	trap






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