



**BBC** Teach

# The Three Little Pigs



## While watching the programme

Where in programme	Activities	Areas of musical learning
<p><b>Opening section - Instruments</b>            The instruments being played are:            1: The <b>accordion</b> - an aerophone instrument. The accordion consists of bellows, a treble end with a keyboard, and a bass end with buttons. As the bellows are depressed, air passes over reeds inside making the sound.            2: The <b>clarinet</b> - a woodwind instrument. The clarinet is made from wood, plastic or resin with a single reed on the mouth-piece and metal keys. It is blown.            3: The <b>horn</b> - 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><b>Foundation activities</b>            Can the children:</p> <ul style="list-style-type: none"> <li>• Repeat the name of the instrument?</li> <li>• Copy how the performer is holding and playing their instrument?</li> </ul> <p><b>Extension activities</b></p> <ul style="list-style-type: none"> <li>• Describe how each instrument is making 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 - 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 children on-screen.</li> <li>• Also encourage them to think of their own responses.</li> </ul> <p><b>Core musical activity - the Wolf song</b>            After listening to the 'call and response' wolf song once, can the children join in?            At first the children could join in with the children on screen singing 'not by the hair of my chinny, chin chin'.</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  
(cont'd)****Extension activity**

Divide the children up into wolf and pig groups so they sing along with either wolf or pig. They could then swap over.

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

- Listening
- Using singing voices
- Pitch-matching (singing the same notes as the animals)
- Turn-taking

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

- Why did the Three Little Pigs leave home? (Because they had grown big, so there wasn't much room in the house)
- What did the Three Little Pigs use to make their houses? (Straw, sticks and bricks)
- Which house was the quickest to build and why? (Straw - discussion)
- Which house took the longest to build and why? (Bricks - because they were heavy)
- Why did the Wolf come knocking on the Little Pigs' doors? (Because he wanted to eat them for breakfast!)
- Which house was the best for keeping the Wolf out? (Bricks)
- What other materials are used for building homes? (Discussion)

**Music**

- How would you describe the music of the Wolf's song? (Discussion. Prompt - menacing, scary, bossy)
- What is the music like when the Wolf falls into the compost bin of rotting fruit and vegetables, leaving him smelly and feeling very silly. (Discussion. Prompt - bubbles, silly, funny)
- 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): horn, accordion, clarinet.



## Further follow-up activities

### Experiencing rhythm, beat and rest

**Age 3 - 7 years    Time - 30 minutes    Resources - flash cards (words and notation) / untuned percussion**

#### Group discussion time

Listen to the song. The song uses call and response where one phrase is answered by another phrase: the wolf starts and the pig answers. Explain that the words in the song help us to work out the rhythm of the song. The song uses *rests* where there is no sound. Listen to the song again. Can you hear where the rests are?

#### Foundation activity

Sing/chant the song while tapping the beat on your knee. After a few repetitions, sing/chant the song while clapping the rhythm. [Click here](#) to watch a demonstration of this. Once these are both established, break into two groups with one doing the beat and the other showing the rhythm. Then swap.

#### Extension activity

Circle game. All the children sit in a circle. One child is the wolf and one child is the pig. The wolf sits in the middle of the circle with their eyes shut. The two children take it in turns to sing/chant their line, while the rest of the children show the beat. The wolf has to guess who the little pig is!

Wolf: Little pig, Little Pig, let me in!

Pig: Not by the hair on my chinny chin chin!

This activity could also be done with untuned percussion, with the wolf and pig tapping the rhythms instead of chanting the words. The pig then becomes the wolf and the game continues.

#### Advanced activity

Sing/chant the song. Clap the rhythm as you say the words, one clap for each sound. There is a demonstration on the [Noteweavers website](#). Set out the flash cards with the words for the chant. Taking a line at a time, clap the rhythm and then set down the rhythm notation on top of the words, showing the rest where it happens. Repeat for the second and third lines. Take turns to show the rhythm for the chant by tapping the notation cards.

#### Musical learning

Rhythm / Beat / Notation / Listening / Solo chanting and/or singing

## Building houses

**Age 3 - 7 years**      **Time - 30 minutes**      **Resources - straw, sticks, blocks/bricks and other building/modelling materials (eg cups, playdough, glue, paper, coloured pens/pencils, etc)**

### Group discussion time

The pigs build three different houses in this story. Can you remember what materials they used to build them? Which was the strongest house?

### Foundation activity

Build a house using the resources, thinking about which materials would be the strongest. Pretend to be the wolf and see if you can blow your house down. If your house falls down, how can you make the house stronger and more stable?

### Extension activity

Design your own house. What would you like it to look like? What would you include? Create a piece of art/collage/model to show your ideas.









### Advanced activity









Research what people used to live in from cave dwelling onwards. What do you think about the different types of houses? What house would you like to have lived in and why? Write about what you have found out.

### Learning

- History
- Construction
- Art & Design



							
Lit - tle	pig	Lit - tle	pig	Let	me	in	sh

							
Not	by the	hair	on my	chin - ny	chin	chin	sh

We use 'sh' to indicate a **rest** - where there is a beat without any sound