

## PARTICIPATION PACK

Music commissioned by Music in the Round  
from PAUL RISSMANN  
Children's Composer in Residence  
Book by JONATHAN LONG and KORKY PAUL  
Published by Oxford University Press  
Pack written by POLLY IVES and PAUL RISSMANN



Supported using public funding by  
**ARTS COUNCIL  
ENGLAND**

Music in the Round is funded by Mayfield Valley Arts Trust  
and the Andrew McEwan Fund, and supported by Sheffield City Council

Wigmore Hall's Schools Programme is supported by the John Lyon's Charity





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# WELCOME TO CRAZY CREATURES!

“ This pack aims to support adults to explore Crazy Creatures before bringing children to the concert. It is directed at Early Years practitioners and Key Stage 1 teachers but is also ideal for parents, carers and grandparents to explore at home.

Feel free to use as much or as little of the material as you can. We understand that some might only have time to learn the songs, while others are able to incorporate this into a whole term's work. All of the activities can be adapted or developed to differentiate between children of different ages and abilities.

We know you will all have lots of brilliant creative ideas as well. We would love to hear (and see) them so that we can continue to share good practice with colleagues across the country. You can contact us in many ways – see the next page.






We hope you have a fun and fulfilling time sharing Crazy Creatures with your young people. Thank you for being part of the project!



POLLY IVES & PAUL RISSMANN,  
October 2015







# RESOURCES

-  Watch the 'Learn the Crazy Creatures Songs' YouTube video, in which Polly teaches the songs and actions from this concert. This is ideal for helping you and the children to learn it all before you come to the concert. If you can't access YouTube in school, you can either download the video onto a USB drive at home and take into school OR contact Fraser in the office – he can either send it to you in another format or send you a DVD. See below for his contact details.
-  Explore Music in the Round's YouTube channel, where you will find films about Paul Rissmann and how he composes music for children and their grown-ups, the work we do with Early Years practitioners and teachers, and lots more.  
[www.youtube.com/musicintheround](http://www.youtube.com/musicintheround)
-  Buy the book at [www.musicintheround.co.uk](http://www.musicintheround.co.uk), at Music in the Round concerts, or from any good bookshops.
-  The CD recording of both musical stories will be available from December 2014 from [www.musicintheround.co.uk](http://www.musicintheround.co.uk) and at concerts. You can pre-order copies of the CD, for delivery in time for Christmas, direct from Music in the Round.
-  Download MP3s of the participation songs from [tinyurl.com/crazycreaturesaudio](http://tinyurl.com/crazycreaturesaudio) – you and your children can sing along to these as you learn the songs and story

## CONTACT US

to share your ideas, experiences, outcomes, challenges, artwork...

-  **post** Music in the Round, 4th Floor, Sheffield Central Library, Surrey Street, Sheffield S1 1XZ
-  **phone** 0114 281 4660
-  **email** [fraser@musicintheround.co.uk](mailto:fraser@musicintheround.co.uk)
-  **tweet** @musicintheround

This pack has been written in consultation with the Early Years Framework Strategy (2014) and the Music Programmes of Study: Key Stage 1, National Curriculum in England; advice has been sought from teachers and Early Years practitioners.

We believe that all the material can fit into the daily curriculum and help you run your daily activities aimed at developing children's:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Numeracy / Mathematics
- Understanding the world, and
- Expressive arts and design

Through:

- Using their voices; singing, speaking, 'silent voicing', chanting/ rapping and through expressive vocal sounds
- Playing tuned and untuned percussion instruments and found objects
- Listening to themselves, other children and adults as well as hearing professional musicians
- Directing
- Creating and composing
- Conducting, and
- Performing

Activities also aim to encourage Early Years practitioners, teachers and parents/carers to support children to learn through:

- Playing and exploring
- Active learning
- Shared learning, and
- Creating and thinking critically



# THE DUCK WITH NO LUCK

Dizzy the duck was a bit lazy and so decided to have a long lie-in. But when he woke up, he discovered that he had missed his flight south! And so his adventure begins. Sadly, Dizzy is a duck with no luck, so his journey to sunnier climes is full of danger. Every time something goes wrong for Dizzy he sings The Bad Luck Song.





# THE DUCK WITH NO LUCK

In the story, there are four different verses in The Bad Luck Song. Only one part of the text changes in each verse, but notice that Verses 1 and 3 contain the phrase 'and I don't know the way' but Verses 2 and 4 state 'and don't know the way'.

These words are taken directly from the book and will appear on screen during the performance. To prompt the children before each song, Polly will simply speak the words of each verse before we sing together.

## THE BAD LUCK SONG – Verse 1



**Polly's cue:**  
*Off we go now*  
What bad luck this is - n't my day, my  
friends have all gone and I don't know the way.'





# THE DUCK WITH NO LUCK

## THE BAD LUCK SONG – Verse 4

The previous three verses all use exactly the same rhythmic template, but verse 4 feels sounds quite different. The music is much slower and feels really sad. *How sad can you make it sound?*

## THE POLAR BEAR'S SONG

Everybody loves a good party, especially the Polar Bears. They are so delighted to finally have a visitor at the North Pole that they sing a special party song! The song appears three times in the story.

Polly's cue:

Off we go now  
'What bad luck this is - n't my day I'm  
snow bound and fro - zen and don't know the way.'

Polly's cue:

Off we go now  
A guest at long last, it's our lu - cky day to - day  
hoo - ray A guest at long last, it's  
our lu - cky day to - day hoo - ray



# FURTHER CREATIVE CROSS-CURRICULAR ACTIVITIES FOR THE DUCK WITH NO LUCK

## 1. READ THE STORY WHILST LOOKING AT THE PICTURES

- Look out for all the amazing detail in the illustrations – especially the eyes, spiders and bones and appearances of Winnie the Witch (who also appears in her own book, illustrated by Korky Paul).

## 2. DISCUSSION

Lead a discussion with the children about the story – some of these example questions might help:

- What has happened, what is happening now, and what is about to happen?
- Why are things happening?
- What would the children do if it was happening to them?
- How do the characters feel?
- How would the children feel if they were the characters?

## 3. DIZZY THE DUCK FACES

- Use the template from this website to make Dizzy the Duck face masks on lollipop sticks!

[www.dltk-kids.com/animals/mplate-duck.htm](http://www.dltk-kids.com/animals/mplate-duck.htm)





# FURTHER CREATIVE CROSS-CURRICULAR ACTIVITIES FOR THE DUCK WITH NO LUCK

## 4. RUCKSACK

**"So he packed up his rucksack at double-quick speed  
With sun-cream and beach shorts and things he might need"**

If Dizzy knew he was going to be travelling to the city, jungle, desert, space, and the North Pole, what would he need?

- Write a list of things to pack.
- Print out a picture of an empty rucksack and encourage children to draw their items inside.

## 5. SING THE SONG 'I PACKED MY BAG'

- Gather random items (eg a bucket and spade, ball, fishing net, rubber duck, umbrella) and a large rucksack. Sing this song with children choosing things, singing the solo and putting them in the bag.

**I packed my bag and in it I put  
C F F F C D DDC  
A bucket and spade  
C A G G F**

*(Tune: Old McDonald Had A Farm)*

- Invent your own lists and make up variations on the melody to fit them!



# FURTHER CREATIVE CROSS-CURRICULAR ACTIVITIES FOR THE DUCK WITH NO LUCK

## 6. HELPFUL FRIENDS

**In the city, Dizzy meets a plump pigeon, all grimy and grey;  
In the jungle, Dizzy meets a parrot with an extra-large map;  
In the desert, Dizzy meets a vulture whose voice had welcoming tones;  
At the North Pole, Dizzy meets polar bears**

- Make your own sock puppets or lollipop pictures for these characters.
- In pairs, role-play each of their conversations:

Dizzy: *'Excuse me,' said Dizzy. 'You look like you'd know, I need to fly south, which way should I go?'*

Pigeon: *'Don't fret,' said the Pigeon, 'my funny faced friend. I'll point out the way that most recommend.'*

Dizzy: *'Excuse me,' said Dizzy. 'You look like you'd know, I need to fly south, which way should I go?'*

Parrot: *'Let's see,' said the parrot, a helpful young chap. 'I'll point out the way on my extra large map.'*

Dizzy: *'Excuse me,' said Dizzy. 'You look like you'd know, I need to fly south, which way should I go?'*

Vulture: The vulture was charming and said with great glee:  
*"Delighted to meet you, please do follow me."*

Dizzy: *'Excuse me,' said Dizzy. 'You look like you'd know, I need to fly south, which way should I go?'*

Polar bears: *'Please stay, Mr Duck, we'll make sure you smile – We'll throw you a party in polar bear style!'*



# FURTHER CREATIVE CROSS-CURRICULAR ACTIVITIES FOR THE DUCK WITH NO LUCK

## 7. THE CITY GRAPHIC SCORE

Paul used the city skyline to inspire his music for this section of the piece.

- Why don't you do the same – trace the skyline and use it as a graphic score? Improvise your own piece of music – think about pitch, note lengths, textures...

## 8. DOWN THE DRAINPIPE

- Improvise your own sounds or music for Dizzy falling down the drainpipe – think about pitch, speed, distance, weight and position. Why not use an old drainpipe and a toy duck to experiment?

## 9. DUSTBIN MUSIC

**"He rattled right down with a rat-a-tat sound,  
And was dumped in a dustbin back on the ground"**

- Using found objects (boxes, tubes, bottles and dustbins), create your own rhythms for the words above. Try this as a large group.
- Then experiment with different groups choosing different sections, eg. one group plays the rhythm for 'rat-a-tat sound' while another group plays the rhythm for 'dumped in a dustbin'. Take turns and then play at the same time, thinking about texture, dynamics, and timbre.

## 10. Paint the scenery

Paint your own pictures of the city, jungle, desert, space, North Pole. Incorporate the different temperatures, environments, smells and colours.

# FURTHER CREATIVE CROSS-CURRICULAR ACTIVITIES FOR THE DUCK WITH NO LUCK

## 11. PARACHUTE PANTS

Dizzy uses his pants as a parachute as he glides down from space.

- What else could you use as a parachute? Make a parachute – experiment with different materials, weights and sizes.

## 12. THE POLAR BEARS' PARTY

- Whilst singing this song and wearing sunglasses, experiment with expressive movements – who can be the coolest polar bear?

## 13. RECREATE THE STORY

- Once you have learnt all the songs, been to the concert and explored some of the activities above, why not bring it all together and perform your very own version of the story?
- Give a concert to other children, teachers or parents/carers in your \ nursery or school, or to friends and family at home.
- Make your own film using technology at your nursery/school or home.
- Write your own book with artwork, writing, mark-making and photos!





# FURTHER CREATIVE CROSS-CURRICULAR ACTIVITIES FOR THE DUCK WITH NO LUCK

## 14. OTHER PIECES OF MUSIC TO LISTEN TO

- JOHN ADAMS Short Ride in a Fast Machine.  
Listen to this whilst looking at the city pages and doing activities about travelling.
- JOHN WILLIAMS Jaws Theme.  
This music inspired Paul in the section about being splashed in a swamp of yucky green goo!
- RIMSKY-KORSAKOV Scheherazade  
This piece, sometimes known as The Arabian Nights, will give you a feel for the hot dusty desert where Dizzy meets the vulture.
- HOLST The Planets especially Jupiter, the Bringer of Jollity  
Listen to this when discussing or exploring activities about Dizzy's trip to space.

You'll find lots of versions of these pieces, and playlists of other music related to these themes, to listen to for free on YouTube.



# A CAT CALLED SCRATCH

Scratch the cat has a flea in his fur! The cheeky little nit sings a song to torment poor Scratch. The flea's song appears four times in our story. Although the words of the song never change, the style of the music varies dramatically each time.

Experiment with your voice to see how expressive you can make the song sound!





# A CAT CALLED SCRATCH

## THE FLEA'S SONG – No.1

The first time we sing the song it sounds a bit like a tango – a Latin-American dance. This type of music has a very distinctive bass line – listen out for the sound of the cello.

This music doesn't have to be very loud, but it should sound as mischievous as possible!

**Polly's cue:**

*Off we go now*

'Ha ha!' said a voice all ti - ny and tea - sy.

1 2 3 4 5 6 7

'To get rid of me won't be near-ly that ea - sy!'

The image shows a musical score for a cue. It consists of two staves of music in 4/4 time. The first staff begins with the tempo marking 'Off we go now' and the lyrics 'Ha ha!' said a voice all ti - ny and tea - sy. The second staff has a sequence of numbers 1 through 7 above the first seven notes, followed by the lyrics 'To get rid of me won't be near-ly that ea - sy!'.

# A CAT CALLED SCRATCH

## THE FLEA'S SONG – No.2

The second time we sing the song it sounds completely different. In this version, listen to the sound of the piano – it sounds quite dreamy. Paul says: “I was really inspired by the picture of Scratch stuck to the ceiling with stars spinning round and round his head!”

## THE FLEA'S SONG – No.3

The third time we sing, the music feels more like a waltz. To get into the style of this version, try swinging gently from side to side – it will really help. This song is much faster than before so we sing it twice in a row.

**Polly's cue:**

*Off we go now*

'Ha ha' said a voice all ti-ny and tea - sy. 'To get

rid of me won't be near-ly that ea - sy. 'Ha ha' said a voice all ti-ny and tea-sy.

'To get rid of me won't be near-ly that ea - sy.



# A CAT CALLED SCRATCH

## THE FLEA'S SONG – No.4

The final time we sing the song, it sounds as if Ensemble 360 has transformed into a big band! Although the flea is only little, by now he is super-confident, so this song is much louder.

**Polly's cue:** *Off we go now*

1 2 3 4  
'Ha ha...'said a voice all ti - ny and tea - sy

5 6 7 8  
'To get rid of me won't be near-ly that ea - sy.'

## THE CAR WASH SONG

In desperation, Scratch visits a car wash to try and rid himself of the flea! There are some wonderful pictures in the book for this moment and they inspired a whole new song.

The words below are very simple and the tune is repetitive. However, there are also some fabulous actions to go with this music! In total, the Car Wash Song appears three times in the music.

**Polly's cue:** *Off we go now*

Car wash Car wash Scrub a dub dub, Scrub a dub dub.

Car wash Car wash Scrub a dub dub, Scrub a dub dub.

# FURTHER CREATIVE CROSS-CURRICULAR ACTIVITIES FOR A CAT CALLED SCRATCH

## 1. SCRATCHY PHONIC WARM-UPS

**Scratch x7**

**Twitch x7**

**Heeeeee Heeeeee**

**Splash x4**

**Scratch x7**

**Vroooooom x4**

**Ha! x4**

**Splosh x7**

**Itch x7**

**Bang x4**

**Brush x7**

**Roar x4**

**Snip x7**

- Have a look at Polly's 'Learn the Songs' YouTube video – she uses the above words and sounds to lead a really good vocal warm-up. You can download prompt-cards of these words and numbers from our website.
- Encourage children to recognise the words and read them aloud.
- Explore different speaking voices / rap / chant / accents / characters.
- Choose someone to be the composer to put the word sheets in any order and lead everyone else in singing / saying the words in character. This explores rhythm patterns and sequences.
- Add a drum pulse and other percussion for each word (e.g. cabassa for 'scritch', guiro for 'scratch').
- Choose someone to be the conductor to point at / hold up words and lead at different speeds.





# FURTHER CREATIVE CROSS-CURRICULAR ACTIVITIES FOR A CAT CALLED SCRATCH

- Play the same patterns on the percussion instruments but using your 'silent / thinking' voice.
- Discuss how you can make your new piece more dramatic.
- Encourage children to use their phonic knowledge and write out the words themselves.

## 2. MARK-MAKING

- Looking at the illustrations of Scratch's itching movements, experiment with mark-making e.g. sideways movements, round and round, up and down. You could even take photos of them and experiment with technological effects! (And remember we love to see what you make!)

## 3. GET RID OF THAT ITCH!

Scratch the Cat tries lots of different ways to get rid of the flea:

- Scratching himself
- Spinning around
- Using the Hoover
- Having a haircut
- Going to the car wash ...
- What else could he do to get rid of the flea?

## 4. DISCUSSION

- How does Scratch feel about the flea?
- How does Scratch feel about the lion?
- Discuss the similarities and the differences between the cat and the lion.
- Does anyone have a pet at home? Discuss them, and explore some creative writing and drawing based on the children's own animals and their adventures.

# FURTHER CREATIVE CROSS-CURRICULAR ACTIVITIES FOR A CAT CALLED SCRATCH

## 5. ANOTHER SONG ABOUT A FLEA: THE FLEA SONG

On my toe there is a flea  
CCCC DDD  
Now he's climbing up on me  
EEEE FFF  
Past my tummy, past my nose  
GGGG AAA  
On my head where my hair grows!  
BBBBB CCC

On my toe there is a flea  
CCCC BBB  
Now he's climbing up on me  
AAAA GGG  
Past my tummy, past my nose  
FFFF EEE  
On my toe, take \*that\* you flea!  
DDD DCCC



- Add appropriate hand actions, including a SMACK! when the flea reaches your toe...
- Polly has made a film of this song. See [www.youtube.com/musicintheround](http://www.youtube.com/musicintheround) - it's on the video called Animal Adventure Songs (which might also provide further inspiration for you!).



# ABOUT THE ARTISTS

POLLY IVES (narrator & workshop leader) enjoys a varied career as a concert narrator and presenter, workshop leader, trainer, teacher and cellist, and she is Creative Producer at Music in the Round.

She has led numerous projects with Music in the Round over the last 12 years and has worked with Wigmore Hall, the Royal Opera House, Ensemble 360, The Leonore Trio, the Elias and Sacconi string quartets, Philippe Graffin, Michael Collins, Trevor Pinnock, and the European Brandenburg Ensemble. She has conducted children's and youth orchestras including the National Children's Orchestra, adjudicated at music festivals, and performed live on BBC Radio 3's In Tune. Over the last 11 years she has involved over 30,000 children aged 2-7 in the pioneering Music Box project.

Polly enjoys playing netball, entertaining her niece and nephew, and horseriding. Not many people know that when she was growing up Polly had black East Indian ducks called Scott and Charlene!



# ABOUT THE ARTISTS

Born on the Isle of Bute, Scotland, PAUL RISSMANN is a composer, presenter and music educationalist based in London. He currently holds the position of Animateur for the London Symphony Orchestra (LSO) and is Children's Composer in Residence at Music in the Round.

Paul's commissions range from electronic music for Microsoft to orchestral music for the LSO. His interactive composition Bamboozled for orchestra and audience has been performed by over 45,000 people – from Daytona Beach, Florida to Melbourne, Australia, and in 2012 was performed at an Olympic Torch relay by the Philharmonia Orchestra.

In 2012, he won a British Composer's Award (BASCA) and was appointed an Associate of the Royal Academy of Music (ARAM). His music education projects have received awards from both the Royal Philharmonic Society and the Royal Television Society.

Paul has performed interactive orchestral concerts for young people with many leading orchestras in America, Australia, Europe, India, Malaysia and the Middle East. Amongst his recent engagements are concerts with the New York Philharmonic, Vienna Philharmonic, Valery Gergiev and the LSO in Trafalgar Square, Esa-Pekka Salonen and the Philharmonia, and a concert tour of India with Nicola Benedetti and BBC Scottish Symphony Orchestra.

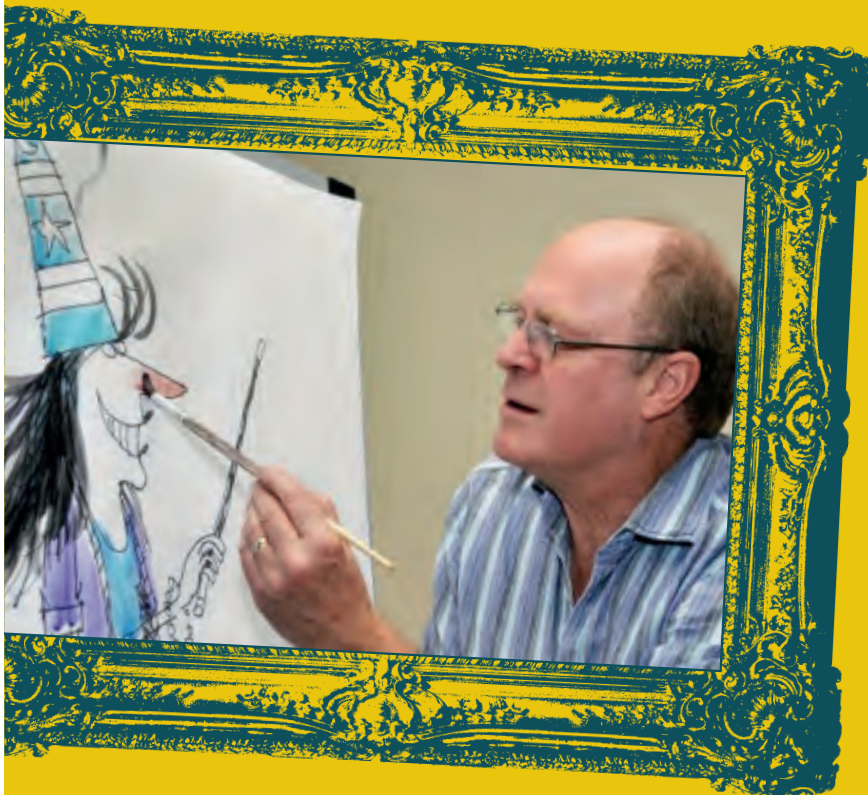
Paul guest-presented Classics Unwrapped for BBC Scotland and also created a critically acclaimed series of music discovery concerts for adults called Naked Classics. In 2014, he was the creative director for the Channel 4 (UK) documentary The Addicts' Symphony, which explored how music can be therapeutic in overcoming addiction. Paul's website is at [www.rissmann.co.uk](http://www.rissmann.co.uk)





# ABOUT THE ARTISTS

JONATHAN LONG (author) was born in Birmingham, and spent his childhood in Nottingham. After his English Literature degree at Cambridge University, he moved to London where he still lives. Aside from his writing, Jonathan works as an ad agency copywriter, currently in digital advertising.



KORKY PAUL (illustrator) studied art at the Durban School of Art in Natal, South Africa and then spent three years working for an advertising agency in Cape Town. In 1976 as Korky puts it he "fled for Europe" and got a job illustrating and designing educational books in Greece. He then spent some time working for an advertising agency in London and Los Angeles and then studied film animation at Cal Arts in California.

Korky Paul is married with two children. He works in Oxford but spends the summer living it up in Greece.

# ABOUT THE ARTISTS

ENSEMBLE 360, resident with Music in the Round, performs in Crazy Creatures. Ensemble 360 has gained an enviable reputation across the UK not only for the quality and integrity of the members' playing, but also for their ability to communicate the music to a range of different audiences. In 2005, eleven musicians of international standing came together to take up residency in Sheffield with Music in the Round, establishing a versatile group comprising five string players, five wind players and a pianist. They are also members of some of the greatest orchestras in the world, have recorded lots of CDs and recorded music for film and TV including Pirates of the Caribbean and Love Actually!

Tim Horton, piano / Benjamin Nabarro, violin / Gemma Rosefield, cello  
Adrian Wilson, oboe / Victor de la Rosa Llorente, clarinet

[www.ensemble360.co.uk](http://www.ensemble360.co.uk)

MUSIC IN THE ROUND is the largest promoter of chamber music outside London. We take our unique, informal, and informative style of performance to numerous venues around the country as well as presenting two concert series and an annual May Festival in Sheffield at our home venue, the Crucible Studio.

Our resident group Ensemble 360 is made up of dynamic, world-class musicians selected for their excellent communication skills as well as for their highly accomplished musicianship. They are at the heart of Music in the Community, our learning & participation programme, which engages over 17,000 people every year with high-quality music-making. Led by professional musicians and inspirational amateurs, our workshops, concerts, talks, bring-and-plays, and special projects aim to inspire, enthuse, and engage people of all ages.



[www.musicintheround.co.uk](http://www.musicintheround.co.uk)  
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# ABOUT WIGMORE HALL

Europe's leading venue for chamber music and song, Wigmore Hall currently presents over 400 concerts a year in addition to 250 education events. Many of the Hall's concerts are recorded for broadcast on BBC Radio 3, including a live broadcast every Monday lunchtime.

Wigmore Hall is renowned for its excellent acoustics and intimate atmosphere. It has just 550 seats compared with nearly 6,000 at the Royal Albert Hall. The size of the Hall makes it ideal for singers and small groups of players. These are ensembles that would have originally been heard in people's living rooms!

Wigmore Hall was built in 1901 and is a beautiful example of Renaissance-style architecture and many original characteristics remain - gas lights are still lit for every concert. Wigmore Hall's auditorium features a cupola above the stage with a beautiful mural depicting the 'Soul of Music'.

Wigmore Hall Learning provides access to chamber music and song through innovative creative programmes, online resources and events. We invite a broad audience to get involved in music-making of the highest standard, particularly focusing on those who may be excluded from regular arts provision. We make connections through projects and partnerships, using music to inspire people, to explore opportunities and to enhance learning and development. For further details about Wigmore Hall Learning contact us:

020 7258 8247

[learning@wigmore-hall.org.uk](mailto:learning@wigmore-hall.org.uk)

[www.wigmore-hall.org.uk/learning](http://www.wigmore-hall.org.uk/learning)

Resource pack written by Polly Ives and Paul Rissman, edited by Cathy Al-Ghabra,  
Wigmore Hall Learning  
Designed by Susannah Swift Ltd

Wigmore Hall, 36 Wigmore Street, London W1U 2BP  
Director: John Gilhooly  
The Wigmore Hall Trust.  
Registered Charity No 1024838