

WIGMORE  
HALL

— london —  
**RHYMES**

Present:

**RHYMES**  
**LIVE!**

16 March 2023  
Wigmore Hall  
EYFS and Key Stage 1  
Resource Pack



Learning &  
Participation

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# About the Concert

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## This is a one-hour concert for EYFS and Key Stage 1 pupils and their teachers at Wigmore Hall

Join the London Rhymes team for this song explosion of a show, presenting highly original, eclectic and interactive songs that have been co-written with families since 2015. Bringing together the talents of five incredible musicians (voice, flute, trombone, guitar, handpan and percussion), this show will take you on an exciting musical adventure, meeting instruments, sounds, songs, colours and a few animals along the way.

## About the Resource Pack

This resource contains information and activities recommended for EYFS and Key Stage 1. It contains listening activities, activities to encourage reflection and activities to inspire music-making. The activities and information can be shared as an introduction to the concert ahead of your visit, or afterwards to ignite musical conversations. Explore each activity or pick and mix as time allows. For each activity, we have indicated which age group it is most appropriate for, however please feel free to change and amend the activities to suit the young people who will be taking part.

Music-making can be used effectively as part of the Expressive Arts and Design area of learning and development in the Early Years Foundation Stage Framework. For even more Early Years music-making resources, please click [here](#).

We hope that you enjoy the concert at Wigmore Hall and making music with your pupils.

MEET THE MUSICIANS

# london RHYMES

London Rhymes is a music initiative that creates and releases new music for babies, young children and their families by collaborating with them on our projects around London! We write, release and perform our music, and love meeting families from all walks of life.

We especially work with families facing challenges such as insecure housing or poor mental health, and the music we write with families is original, fun, eclectic and in a diverse range of styles. Our music is all available online for a wider audience, and we are also often commissioned to write new songs for schools and settings. In 2022 we were winners at the Music & Drama Education Awards in 'Excellence in Primary & Early Years'.

Our team of incredible musicians work with families on our projects as well as feature in our show and in our songs, and are highly experienced performers, composers and workshop leaders.





## MEET THE MUSICIANS



### Rosie Adediran

Rosie A is a singer, songwriter and music leader, and is the founder and leader of London Rhymes. She loves working with parents and their small people, creating beautiful new songs and sounds. Rosie is also a mum to a cheeky 6 year old boy called Otis.

Rosie has always loved singing, and especially loves recording London Rhymes songs. She also plays the ukulele which is a small instrument with 4 strings that you can strum. You might think it looks like a very small guitar.



### Raph Clarkson

Raph is a trombonist, composer and workshop leader - he has played in bands all over the world and runs his own ensembles: The Dissolute Society, RESOLUTE, Speckles Brass and Equal Spirits.

You can hear Raph play in lots of London Rhymes tunes - can you hear the trombone solo in this song?

[youtube.com/watch?v=3cf7theE8wg](https://youtube.com/watch?v=3cf7theE8wg)

Have a watch of Raph introducing his trombone here:

[youtube.com/watch?v=UP4b6MEP1o4&t=2s](https://youtube.com/watch?v=UP4b6MEP1o4&t=2s)

## MEET THE MUSICIANS



### Ben Trickey

Ben plays the guitar! He performs with lots of singers and artists and even goes on tour around the world playing on big stages! Ben has been a part of our recording and performing team since the start of London Rhymes.

He's a musical whizz, putting together brilliant arrangements of our songs and whipping us all into shape in the studio!



### Rosie Bergonzi

Rosie B is a percussionist, classically trained at The Guildhall School of Music & Drama. Her performing highlights include a production of Richard II at The Globe, a BBC Prom with Chineke! Orchestra and touring with singer Neneh Cherry. She also works as a workshop leader. Rosie will be playing all kinds of percussion instruments in the show, including the cajon.

Find out about the cajon here:

[youtube.com/watch?v=9wsaLFXtkMM](https://youtube.com/watch?v=9wsaLFXtkMM)

She'll also be playing the handpan which is a bit like a steel pan! Have a watch of her playing the handpan here:

[youtube.com/watch?v=-5OSWaec36c](https://youtube.com/watch?v=-5OSWaec36c)



## MEET THE MUSICIANS

### Rosanna Ter-Berg

Rosanna performs the flute in many guises across the globe; from major concert venues to underground caves and live on radio. She is in demand as a soloist, improviser, session musician, chamber and orchestral musician and workshop leader. She was also the Alternate Musical Director of The Globe's transfer of Emilia to London's West-End and works onstage as an actor and puppeteer too.

Rosanna plays the flute, the piccolo and recorder in this show!

Have a watch of this video where Rosanna introduces her flute:

[youtube.com/watch?v=TDj1\\_NI7Yaw](https://youtube.com/watch?v=TDj1_NI7Yaw)



# Questions and Answers

## How long have you been playing as an ensemble?

- ★ Rosie A: London Rhymes started in 2015, when I decided to have a go at writing new songs with a group of families with young children in a family centre in Hoxton... it's grown and grown since then, and we've added some amazing musicians to our team along the way, including the ones in this show. This show was created last year (2022) with support from Arts Council England, and features just a few of the many, many songs we've written over the past 8 years! We think we've written nearly 100 songs in that time!

## What was the inspiration behind the concert?

- ★ Rosie A: The inspiration behind this show are all the wonderful families we've met and collaborated with over the years. We've made music with people from all over the world, including those facing real challenges... Yet so often they still have a song to sing and a smile on their faces.

Each song you hear in the show has been either written with groups of families, or by musicians in our team. For example, Bang My Drum was written with a talented young boy at The Magpie Project, a charity that supports families living in temporary housing in Newham. It was a really fun and inspiring morning, and by the end of it, Bang My Drum was born!

## If you weren't a musician, what would you do?

- ★ Rosie A: I think I would probably be a teacher. But when I was little, I wanted to work in a deli, because I've always loved eating nice food!
- ★ Raph: I'd be a Premier League footballer... or maybe a primary school teacher?
- ★ Ben: I'd be an inventor or a Lego designer!
- ★ Rosie B: I'd be an actor, but when I was a kid I wanted to be a bricklayer!
- ★ Rosanna: Maybe a fashion or costume designer!

## MEET THE MUSICIANS

### Tell us something surprising about you...

- ★ Rosie A: I love pickled onions. In fact, all things pickled! Apart from eggs.
- ★ Raph: I like going to the cinema on my own and eating lots of sweets.
- ★ Rosie B: In my spare time I like to do karate and improvised comedy!
- ★ Rosanna: I sometimes play CARROT in the London vegetable orchestra!
- ★ Ben: I can say 'hello, how are you?' in over 15 languages!





# Programme

Below is the music that will be played during the concert

- ★ THIS IS WHAT IT SOUNDS LIKE
- ★ LET'S JAM!
- ★ HAPPY HAPPY HAPPY
- ★ COPY ME
- ★ BANG MY DRUM
- ★ LITTLE BIRD
- ★ OCTAVIA
- ★ CHEEKY MONKEY
- ★ LET'S GO OUT
- ★ FLAMINGO FLAMENCO
- ★ YES I CAN
- ★ ANIMAL TEA PARTY

A playlist containing all the songs in the show can be found here.



# Spotlight On...

## Song: This Is What It Sounds Like

This is the very first song in the show! It makes a really great warm up, and gives different children (and teachers!) the opportunity to lead a call and response. Everyone sings the first section of each verse together, and then one person leads the call and response, using the sound that you're singing about!

You'll hear it in the show - below is a version to join in with, and here's a blank backing track so that you can add your own sounds and / or percussion!

Performance track



Backing track



### CHALLENGE:

- ★ Can you add dynamics to your sounds in the call and response? Take a look at page 13 to discover what dynamics are and how you could use them.



# Lyrics

## Verse 1

We are singing  
We are singing  
We are singing, and  
this is what it sounds like!  
x2

- ★ Call (Response)
- ★ Call (Response)
- ★ Call (Response)

And this is what it sounds like!  
x2

## Verse 2

We are clapping  
We are clapping  
We are clapping, and  
this is what it sounds like!  
x2

- ★ Call (Response)
- ★ Call (Response)
- ★ Call (Response)

And this is what it sounds like!  
x2

## Verse 3

We are shaking  
We are shaking  
We are shaking, and  
this is what it sounds like!  
x2

- ★ Call (Response)
- ★ Call (Response)
- ★ Call (Response)

And this is what it sounds like!  
x2

## Verse 4

We are drumming  
We are drumming  
We are drumming, and  
this is what it sounds like!  
x2

- ★ Call (Response)
- ★ Call (Response)
- ★ Call (Response)

And this is what it sounds like!  
x2



# Talking about Music

When talking about music we can use the following terms to describe the different elements. These are referred to as the interrelated dimensions of music on the National Curriculum, and are a way to think about why a piece sounds the way it does

## PITCH

How high or low the sounds are

## DURATION

How short or long the notes are or how long a piece of music is

## DYNAMICS

How loud or quiet the music is

## TEMPO

How fast or slow the music is

## STRUCTURE

How the piece is organised, for example, is there a chorus? Are certain sections repeated?

## TIMBRE

The type or quality of the sounds in the music, what instruments are playing

## TEXTURE

Layers of sounds and how the sounds work together to create music

ACTIVITY 1  
SUITABLE FOR KS1

# Let's Jam!

These activities are written with the classroom setting in mind. Please feel free to adapt them for smaller groups or individual learners.

This is a song where we learn about different instruments in the London Rhymes team, then get our own chance to join the jam.

WATCH AND LISTEN:

Watch the video here



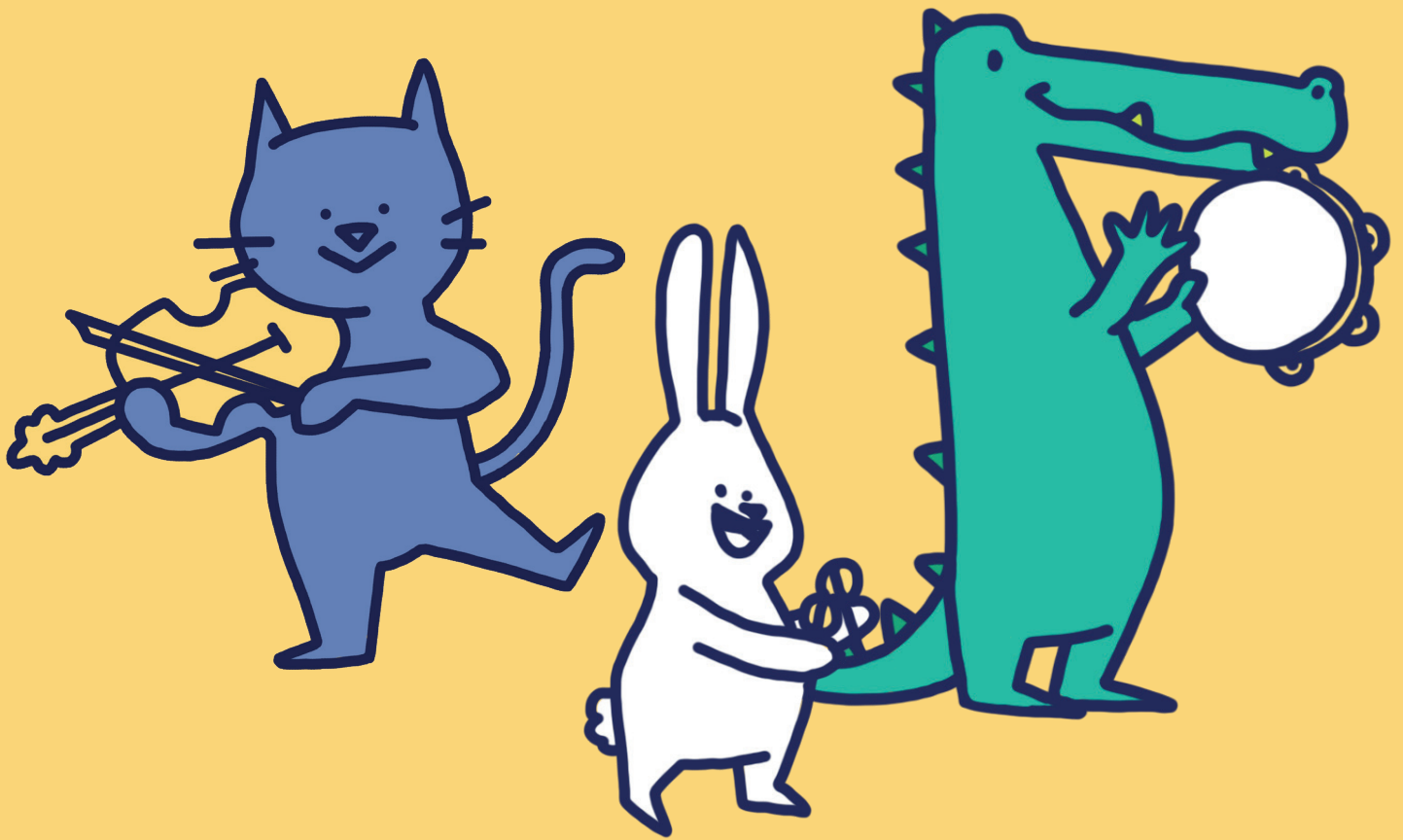
Listen to the track on Spotify



Use a backing track to make your own version of the song, here



## ACTIVITY 1



### QUESTIONS:

#### 1 What is a band?

A band is a collection of musicians that play music together. Another word that can be used to describe a collection of musicians is an **ensemble**. Do the children know of any bands? Do they have a favourite band?

#### 2 What does having a jam mean?

This kind of jam isn't what we put on our toast! Having 'a jam' in music is about having fun playing music together, as a group. Usually, the musicians won't know exactly what they are going to play - they just make it up as they go along!

In the verses of the song 'Let's Jam', the individual instruments can be heard. In the video, you meet Raph who plays trombone, Jessie who plays the clarinet, and Rosie who plays the cajon, before we ask you to have a turn in the final verse!

# Game: Musical Detectives

**Let's explore the musical concepts in this song:  
dynamics (loud and quiet) and tempo (slow and fast)**

- 1 Choose a small group to play some of the classroom instruments, and ask them to decide together how to play either loud or quiet, fast or slow. But don't tell the rest of the class!
- 2 Time to perform! This can be nice and short - 20 or 30 seconds.
- 3 The rest of the children are to be 'musical detectives' - spotting whether their performance was loud or quiet, fast or slow.
- 4 As the children get used to the activity, ask them to use more than one musical concept. Can they go from quiet to loud, or play loudly AND slowly?
- 5 One thing to be aware of is that often, we associate loud sounds with fast sounds, and quiet sounds with slow sounds. Try mixing this up! What does loud and slow sound like? Or fast and quiet?

NOTE: if you don't have access to percussion instruments, think about how you can create DIY instruments out of everyday household objects. For example:

- ★ A wooden spoon as a beater
- ★ Upend a selection of different sized pots and pans to create a kitchen drumkit
- ★ Empty cereal boxes make great bass drums
- ★ Put dry pasta shapes or rice grains into a clean, dry takeaway food box, add a lid and you have a shaker!



# Who's in the Band?

Following on from Let's Jam, this activity explores more about the idea of being in a band and making music freely, improvising together.

## LISTEN

- 1 Here's an example track of 'Who's in the band?' to show you how it fits together

Who's in the band



- 2 Here's a track with gaps throughout, to allow you to create your own classroom bands

Track with gaps



## QUESTIONS

### What is 'improvising'?

Improvising is all about making music up, on the spot, without planning it very much before you do it!

### What makes a band or an ensemble of musicians really great?

One of the most important things about making music together as a group, is watching and listening to each other! You don't have to get all the notes right, or have fantastic outfits. Finding the best way to communicate and work together as a band is more important than any of that.



# Lyrics

Who's in the band?  
Who's in the band?  
Tell me, tell me,  
Who's in the band?

Who's in the band?  
Who's in the band?  
Tell me, tell me,  
Who's in the band?

Teacher:  
—— and —— are in the band!

Are you ready? (Yeah!)  
Are you steady? (Yeah!)  
Let's Jam!

(4 bars/16 beats free playing)

Now give them a hand!

Applaud the musicians

# Make a band!

The idea of this activity is that it gives children a chance to be 'in the band' by playing a solo using the instruments set out for them. There is a chant to learn, a call and response, then a space for some fantastic solos! Each solo ends with 'now give them a hand' - so make sure everyone gives the improvisers a big clap.



## HAVE A GO - HERE ARE SOME TIPS!

### TIP 1

Lay out the space for the activity. There are a couple of options here:

- ★ Pick just two or three instruments for the children to choose from, and place them in the middle of the space, with children sitting in a circle around them. You could choose one tuned (can produce different pitched sounds) and one untuned (has no definite pitch) instrument.
- ★ Another option is to give every child an instrument, and for you to pick two or three children to play their instruments together for each solo. The rest of the time, children leave their instruments in front of them until it's their turn to play.
- ★ When it's not their turn, children can pat their knees in time with the track, which has a very strong beat. This gives them something to do with their hands whilst others are playing!

### TIP 2

After the second 'tell me tell me, who's in the band?' there is a space for you to choose the child or children to be in the band. If the instruments are in the middle, they will go to the middle of the space and get ready to play. If they have their instrument in front of them, they will pick it up and get ready to play!

## ACTIVITY 2

### TIP 3

The call and response section ('are you ready? etc) could be done a number of ways. Maybe it's you saying 'are you ready?' and all the children respond! Or perhaps the children sitting in the circle ask the children who are about to play the solo.

### TIP 4

Listen respectfully to children's music making. Children's improvisations could be compared to a musical version of their visual doodling or mark making - all musical contributions should be celebrated.

### TIP 5

In a jam session, you give each musician that does a solo 'a hand' (a clap, or a BSL signed clap!). Make sure to give each child that does a solo, a big hand at the end!

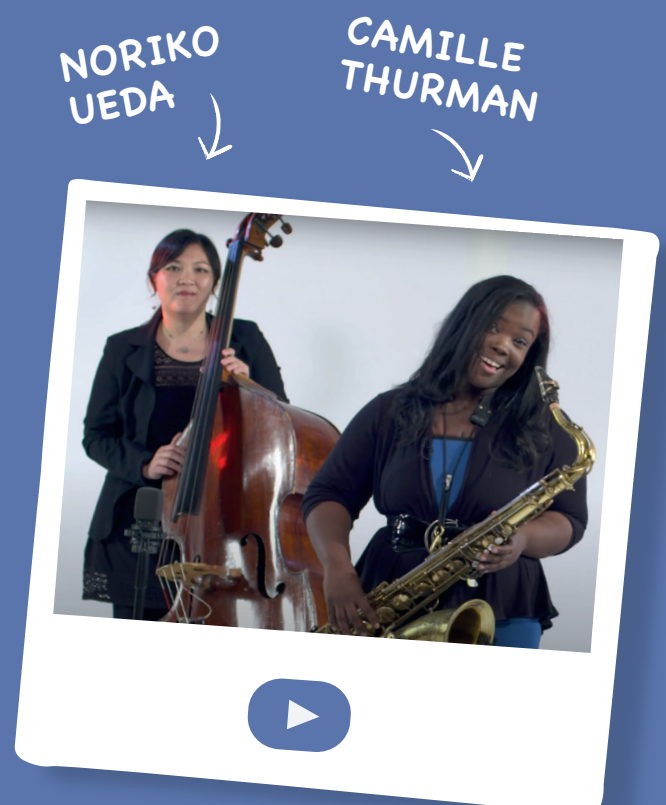
### TIP 6

There's then 4 bars (16 beats) for the solo to take place, before they receive a big hand, and it all starts again...

## The Blues

This video is about the blues, which is the foundation of jazz music... jazz and blues music is all about improvising, just like you've been doing in this activity. Saxophonist Camille guides us through the Blues, and tells us how the Blues is a building block of Jazz.

You could use this video as part of your Black History activities. Blues music started as a musical response to the experiences of African Americans in the south of America when they were facing injustice and adversity 150 years ago.





# Bang My Drum!

There are four animals in this song - an elephant, a mouse, a cheetah and a tortoise. When we play the drum, we can play it in lots of different ways. In this song we explore how it feels when we play the drum like we're each of these animals.

WATCH AND LISTEN:

Find the video here



Find the track here



## ACTIVITY 3

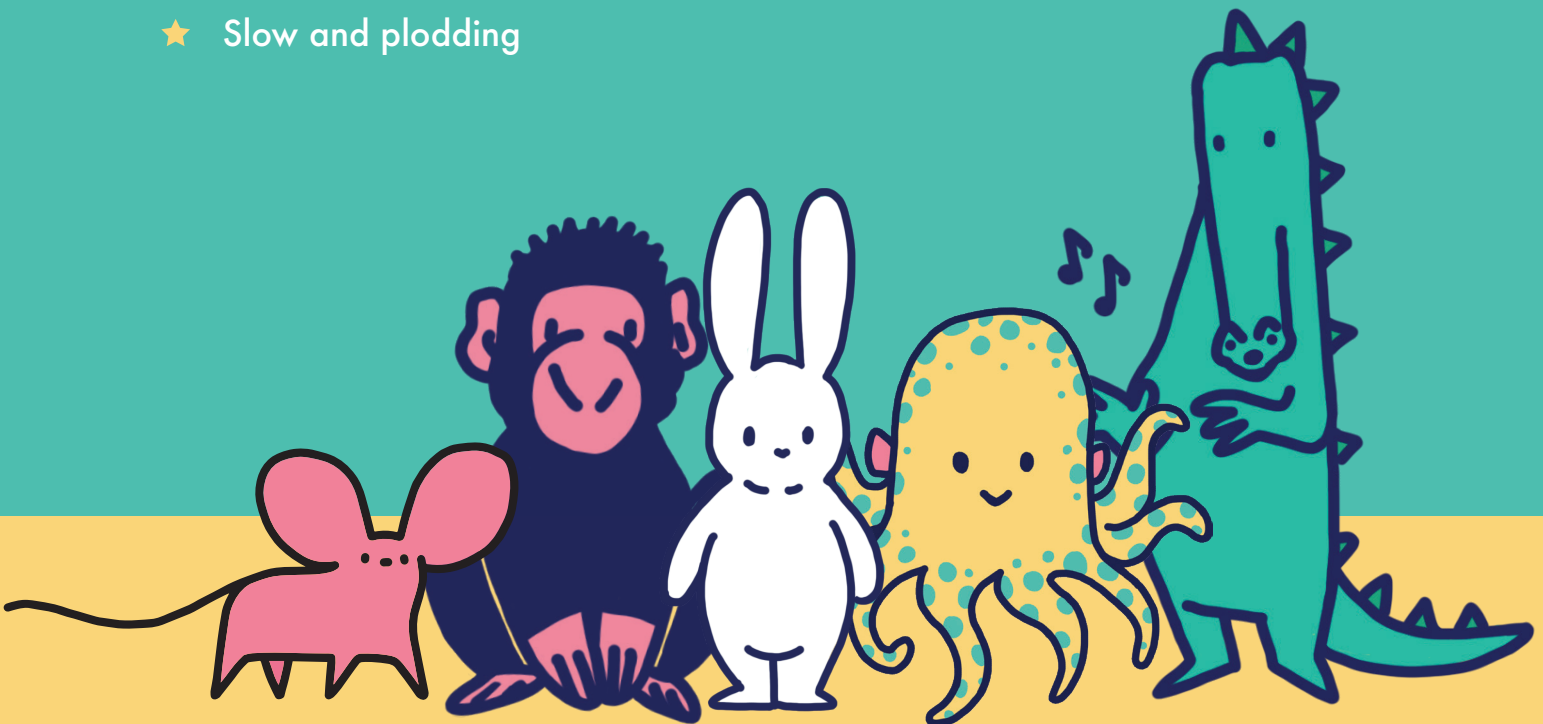
### QUESTIONS:

**1** How do each of these animals move? Can the children all get up on their feet and show you the movement of each animal physically? What words could you use to describe each verse of this song? Try thinking about some of the elements of music too - dynamics and tempo!

- ★ Elephant - (For example: stomping, loud, boomy?)
- ★ Mouse - (For example: creeping, quiet, tip toe!)
- ★ Cheetah - (For example: running, fast, zoom!)
- ★ Tortoise - (For example: plodding, slow)

**2** What other animals can you think of that have the same characteristics?

- ★ Loud and stompy
- ★ Small and quiet
- ★ Fast and strong
- ★ Slow and plodding



## ACTIVITY 3

### 1 MOVEMENT ACTIVITY

(Suitable for EYFS)

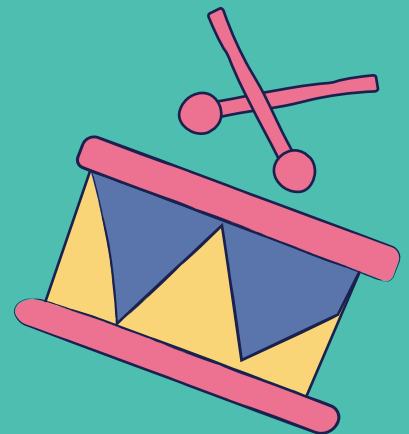
You could play this track in the classroom with some space cleared, or outside. The ground (either a smaller designated space or the whole space) will become the 'drum' and the children can bang the 'drum' with their feet or hands.



### 2 INSTRUMENTAL ACTIVITIES

(Suitable for EYFS)

If you have a djembe (goblet shaped hand drum originating in West Africa) or another large drum available, you could listen through the track, giving a different child the chance to play along to each verse. All the children could have a small instrument to play - try creating groups of players to play each verse - an elephant group, a mouse group, a cheetah group and a tortoise group.



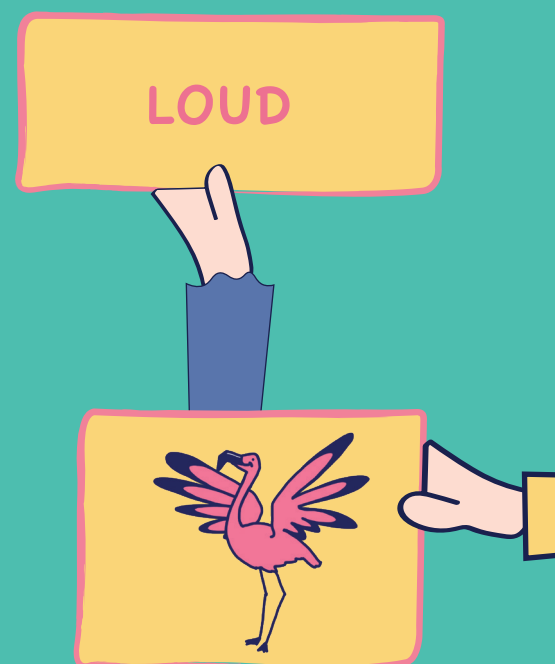
### 3 GAME: ANIMAL OPPOSITES

(Suitable for EYFS and KS1)

Choose either a) dynamics or b) tempo to focus this activity on, making sure the children are clear on both the concepts. Gather some flashcards of different animals, or some animal soft toys.

Split the class into groups or tables. Give each group a selection of animals (either toys or flashcards) that relate to that theme. For example, they can be animals that are loud or quiet, and fast or slow. Ask the children to sort the animals into groups of opposites.

Make it a race!



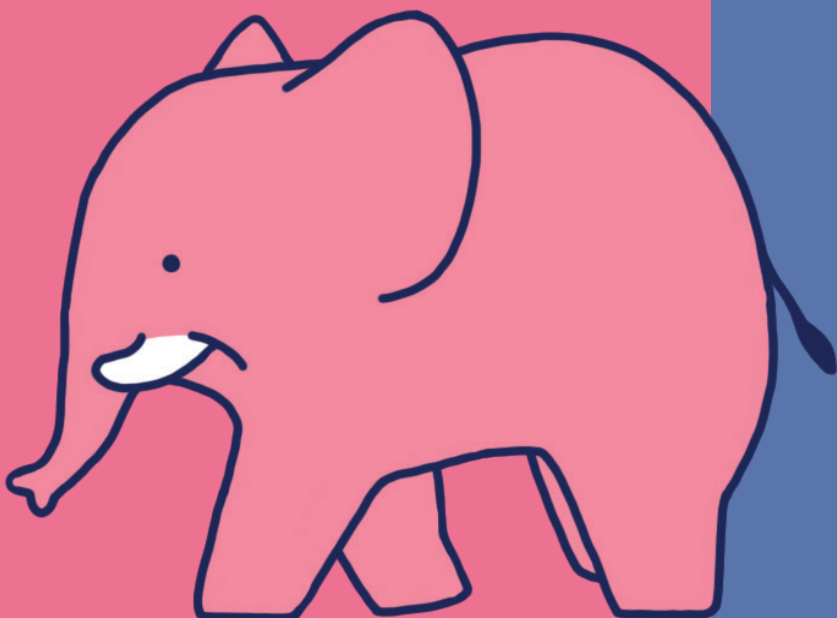
# Lyrics

I FEEL LIKE AN ELEPHANT  
STOMPING  
WHEN I BANG MY DRUM  
I FEEL LIKE AN ELEPHANT  
STOMPING  
WHEN I BANG MY DRUM

IT GOES BOOM BOOM  
BOOM BOOM  
WHEN I BANG MY DRUM  
IT GOES BOOM BOOM  
BOOM BOOM  
WHEN I BANG MY DRUM  
LOUDER LOUDER LOUDER  
LOUDER,  
BOOM!

I FEEL LIKE A LITTLE MOUSE  
CREEPING  
WHEN I BANG MY DRUM  
I FEEL LIKE A LITTLE MOUSE  
CREEPING  
WHEN I BANG MY DRUM

IT GOES TIP TOE TIP TOE  
TIPPY TIPPY TIP TOE  
WHEN I BANG MY DRUM  
IT GOES TIP TOE TIP TOE  
TIPPY TIPPY TIP TOE  
WHEN I BANG MY DRUM  
QUIETER QUIETER QUIETER  
QUIETER  
SHHH....



### ACTIVITY 3

I FEEL LIKE A CHEETAH  
RUNNING

WHEN I BANG MY DRUM

I FEEL LIKE A CHEETAH  
RUNNING

WHEN I BANG MY DRUM

IT GOES RUNNING RUNNING

RUNNING RUNNING

RUNNING RUNNING

RUNNING RUNNING

WHEN I BANG MY DRUM

IT GOES RUNNING RUNNING

RUNNING RUNNING

RUNNING RUNNING

RUNNING RUNNING

WHEN I BANG MY DRUM

FASTER FASTER FASTER

FASTER

ZOOM!

I FEEL LIKE A TORTOISE  
PLODDING

WHEN I BANG MY DRUM

I FEEL LIKE A TORTOISE  
PLODDING

WHEN I BANG MY DRUM

IT GOES PLOD, PLOD

WHEN I BANG MY DRUM

IT GOES PLOD, PLOD

WHEN I BANG MY DRUM

SLOWER SLOWER

SLOWER SLOWER,

ZZZZ.....



# Artsmark & Arts Award

Does your school have Artsmark status or run Arts Award? Did you know that taking part in projects, concerts and workshops can contribute towards both?

Artsmark is Arts Council England's flagship programme to enable schools and other organisations to evaluate, strengthen and celebrate their arts and cultural provision.

For more information including how to apply for Artsmark status visit: [www.artsmark.org.uk](http://www.artsmark.org.uk).

Wigmore Hall Learning is a proud supporter of Artsmark and Arts Award. If taking part in a project, workshop or concert with us has contributed to your Artsmark status or your pupils' Arts Award please tell us!

You can contact us on  
020 7258 8240  
or by emailing us at  
[learning@wigmore-hall.org.uk](mailto:learning@wigmore-hall.org.uk)



# Wigmore Hall

# Learning

## Connecting people through music

Since 1994, Wigmore Hall's renowned Learning programme has been giving people of all ages and backgrounds opportunities to take part in creative music making, engaging a broad and diverse audience through innovative creative projects, concerts, workshops and digital content.

We are passionate about the impact music can have on our lives and on our society, and three core values lie at the heart of our programme: **creativity, collaboration and equality**. These values reflect the spirit of chamber music, and we embody them through **quality, co-created** music making, through which every voice is heard and equally valued.

We collaborate with a range of community, education, arts, health and social care organisations, working in partnership to engage people who have experienced adversity, trauma, isolation and marginalisation, and who face barriers, or do not have other opportunities, to participate in creative arts activity.

Our **Schools Programme** includes concerts; teacher training; and our innovative Partner Schools Programme, in which we work in partnership with schools and Music Education Hubs to co-produce activity over three years, creating a creative whole school plan for music.

Our **Family Programme** invites families to Wigmore Hall to take part in inspiring, interactive workshops and concerts for families with babies, children in their early years and children aged 5+. Beyond the Hall our partnerships enable us to make music with families who have experienced domestic violence, poverty and homelessness.

Our work with **young people** includes a range of initiatives and events including a creative ensemble with young autistic people aged 15+, a free ticket scheme for school groups and under 25s, and a series of events created with and for young people, including relaxed and low stimulus concerts.

**Music for Life** is our pioneering programme for people living with dementia and their families, friends and carers, working across care and community settings and at the Hall itself.

**Pathways** is a range of paid schemes and training opportunities for people at the early stages of a career in participatory music making, including Trainee Music Leader, Open Academy / Wigmore Hall Learning Fellowship Ensemble, Rosie Johnson Wigmore Hall Learning Composer, Trainee Learning Assistant, Music for Life and early years training schemes.



Learning &  
Participation

## DIRECTOR

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JOHN GILHOOLY, CBE, OSI,  
HONFRAM, HONRCM, HON FGS,  
HONFRIAM

36 WIGMORE STREET  
LONDON W1U 2BP

The Wigmore Hall Trust  
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Rhymes and Wigmore Hall Learning.  
Illustrations by Claire Fauche.

## WIGMORE HALL LEARNING

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020 7258 8240  
LEARNING@WIGMORE-HALL.ORG.UK

WIGMORE-HALL.ORG.UK