

TEACHERS' RESOURCE PACK

WRITTEN BY POLLY IVES AND PAUL RISSMANN
edited by **Kate Thompson & Fraser Wilson**
at **Music in the Round**



Supported using public funding by
ARTS COUNCIL ENGLAND



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ENSEMBLE
360



MUSIC IN THE COMMUNITY



MUSIC IN THE ROUND

WELCOME!

We are really pleased that you are part of the Sir Scallywag and the Battle of Stinky Bottom music project. This pack aims to equip you, as Early Years practitioners and Key Stage 1 teachers, with information about what to expect at the concert, all the participatory elements, and lots of creative-development activities to explore as much as you wish.

Music in the Round has commissioned this new piece of music from composer Paul Rissmann, set to the book by author Giles Andreae and illustrator Korky Paul, published by Puffin/Penguin. The piece will be performed in concert by presenter Polly Ives and professional musicians Ensemble 360. There is a lot of audience participation throughout, while specially designed image projections visually accompany the story.

Around the UK, the Stinky Bottom project also includes teachers' INSET sessions (many of them run in partnership with Music Hubs), concerts in major public venues, pre-concert workshops in schools, and performances in special schools and pupil referral units. It will engage around 15,000 children aged 3-7 and their grown-ups.

You can buy copies of the book online, from good bookshops, or via Music in the Round's website at www.musicintheround.co.uk, where you can also order copies of the CD recording and buy books & CDs of previous pieces.

FOR THEIR HELP WITH THE PACK, WE'D LIKE TO THANK:

- ➔ **MOHAMMED** and **ABIDA** from Phillimore Community Primary School and **OLIVIA, MARTHA, HERBIE** and **EADIE** for helping us test & develop creative ideas.
- ➔ **KATE BEAUMONT** from Hornsea Community Primary School and **BECKY STROUD** from Beck Primary School in Sheffield
- ➔ **TRACY RODGERS** (ESCAL: Every Sheffield Child Articulate and Literate)
- ➔ **MARY HEYLER** (Music Strategy Adviser, Sheffield City Council; head of Sheffield Music Hub)

HOW THIS PACK WILL HELP YOU

We strongly believe that children have a much deeper and more enriching experience at our concerts if they explore the story and music in a variety of fun, creative and educational ways before and after the event.

Over the years, we have been so inspired by teachers across the country, many of whom have created their own schemes of work linked to our concerts. We have often been asked for more ideas, so we have devised some extra activities that you might like to explore in your nursery or classroom.

These activities have been designed to link to children's everyday learning and can be related to the early-learning goals in the Early Years Foundation Stage framework and Key Stage 1 of the national curriculum. Because this project is ideal for developing language and literacy, the primary focus is on English and Music, but there are many ways to incorporate Science and Maths as well as the foundation subjects and topic work (*Art, Design Technology, Computing, Drama, Geography History and P.E.*). We show links to specific areas of the curriculum in green text: (*English and Maths.*)

These activities also benefit children's personal, social and emotional development (including building self-confidence and self-awareness, forming positive relationships with others, and understanding feelings and behaviours). They use different methods of effective learning: playing and exploring, active learning & creating, and thinking critically.

We feel that these activities offer a wide scope for differentiation and can challenge the most able children and also hugely support those for whom English is a second language, who have speech and language difficulties, or have other special educational needs. As practitioners 'in the field', you will know how best to adapt the material for your children's individual needs.

HOW THIS PACK WILL HELP YOU

We feel inspired by OFSTED's recent message to schools that, whilst results will always be at the top of their agenda, they are very much looking for breadth and balance in the curriculum, lots of child-led creativity, positive school environments, and positive attitudes towards learning.

We appreciate that it can be challenging to incorporate these activities into your own schemes of work and learning criteria, but hope that our suggestions can signpost you to ideas within which you will find lots of flexibility to enjoy exercising your own creativity.

We hope there is something here for music specialists as well as teachers and practitioners who feel less confident with music.

MUSIC

WARM UPS

Children can warm up their bodies and use their voices expressively with the vocal exercise at the start of the 'Learn the Songs' YouTube video, which you'll find at www.youtube.com/musicintheround. These vocal exercises could inspire further creative work. (*English, Computing, P.E.*)



THE SONGS

In the concert, there are five songs that the audience joins in with. You and the children can learn the songs in many ways:

- Watch the 'Learn the Songs' video presented by Polly, which you can find at www.youtube.com/musicintheround (*Computing*);
- See pages 17-19 of this pack
- Listen to the audio tracks at www.tinyurl.com/stinkybottomsongs

We have provided notation and audio tracks without the voice part so you can develop further activities as you wish.

DEVELOPMENT ACTIVITIES TO THE SONGS

- 1 There are lots of actions in the songs. You could develop these into further creative movement and dance. (*P.E.*)
- 2 Add a steady beat (using untuned or body percussion) whilst singing the songs - especially The Dancing Song and the Sir Scallywag Song.
- 3 Play the melody or improvise an accompaniment with tuned percussion (such as chime bars or xylophones). For example:
 - Swamp Slime Pies (F-E-D, F-E-D, A-A, G-G, A-F-D-D, F-E-D)
 - Doughnuts and Baked Beans (C-E-G).

MUSIC

- 4 Make up your own call-and-response verses for The Dancing Song.
- 5 Invite older children or parents who play musical instruments to demonstrate their instruments and play the tunes alongside the children using the notation provided.
- 6 Research the musical instruments that will be in the concert. Linking to the Science Programme of Study, discuss what materials they are made of and link the key characteristics of groups / 'families' of instruments (wind, string, brass)? What do they sound like? How do you play them? (*English, Science*)



- 7 In the concert, children will listen to a range of live music performed by inspirational professional musicians, composed by some of 'the great composers'. You could also listen (perhaps online) to recorded pieces of music that link to the characters and action in the story. (*Computing*)

For a start, we suggest:

- HANDEL Music for the Royal Fireworks HWV351 (the King & Queen)
- BEETHOVEN Piano Sonata No.14 'Moonlight Sonata' (the moon)
- ROSSINI Gallop from William Tell Overture (Doofus)
- SHOSTAKOVICH Symphony No.10, second movement (the battle)
- JOHN WILLIAMS The Ewok Battle from Star Wars (also the battle).

- 8 Create and compose your own piece of music. (*Maths, English*)

- Select words from the book to create a repetitive chant based on, for example, four beats. Some suggestions:

Group 1: 'Gobble, Hiccup, Cough, Belch'

Group 2: 'The moon broke through the clouds'

Group 3: 'Sausage, chips and mushy peas'

Group 4: 'Bye Diddums, Toodle-oo'

MUSIC

- Using the above chants, create a structured piece by layering each of the four lines. The teacher or child could be the conductor, indicating each part in turn. Alternatively, use flashcards or a laser pen pointing at the four images on the whiteboard.
- Add an online metronome or a backing track.
- Add body percussion and tuned / untuned instruments in each group.
- Use appropriate notation to record your piece.
- Record the piece, then evaluate it by discussing how it sounds and how it might be improved. Make changes to dynamics, pitch, duration, or tempo.

9 Create a picture composition or soundscape

- Choose a picture from the book that shows a particular habitat (for example, the forest or Stinky Bottom Lake) and pick different sounds for different objects or characters. (*Art and Design, Geography/ Understanding the World*)
- Develop your piece considering the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure, and notation).

ENGLISH LANGUAGE AND LITERACY

ACTIVITIES TO SUPPORT READING AND SPOKEN LANGUAGE

- 1 Read and re-read the book with the children, to build up fluency & confidence in word-reading and to develop their love of literature.
- 2 Read a wide range of fiction and non-fiction books that relate to the themes of the book, and explore other books by the same author and illustrator.
- 3 Participate in discussions about the story, taking turns listening to what others say, encouraging the children to ask and answer questions. Recite, re-tell and re-create poems to develop their confidence in using their own voice.
- 4 Discuss their favourite words and phrases. What do they like / dislike about the text and why? Pick out the 'smell' words (stench, choking, foul, filthy). Can the children think of some more? Now think about the opposites: what words describe nice smells?
- 5 Predict what might happen next, based on what they have read so far.
- 6 Imagine a different ending. For example, what would have happened if Sir Scallywag couldn't find the Golden Sausage?
- 7 Link what the children read or hear with their own experiences. For example, does your dog eat sausages? Do you have lullabies at home? Have you been on a horse or a donkey? What books have you got at home? Have you ever visited a castle? Do you have a chef and a waiter at home?! (*Understanding the World*)

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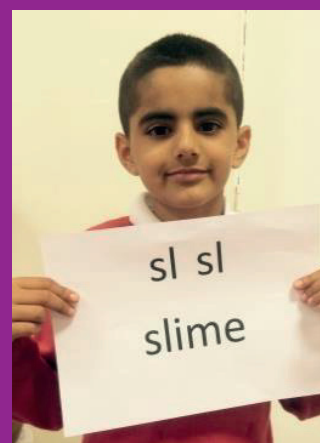
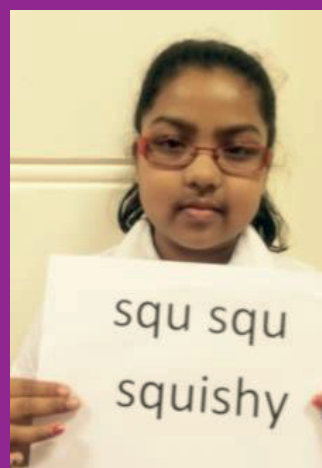
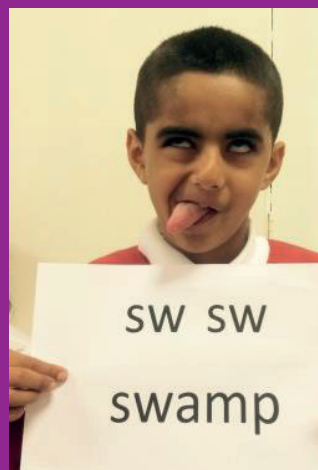
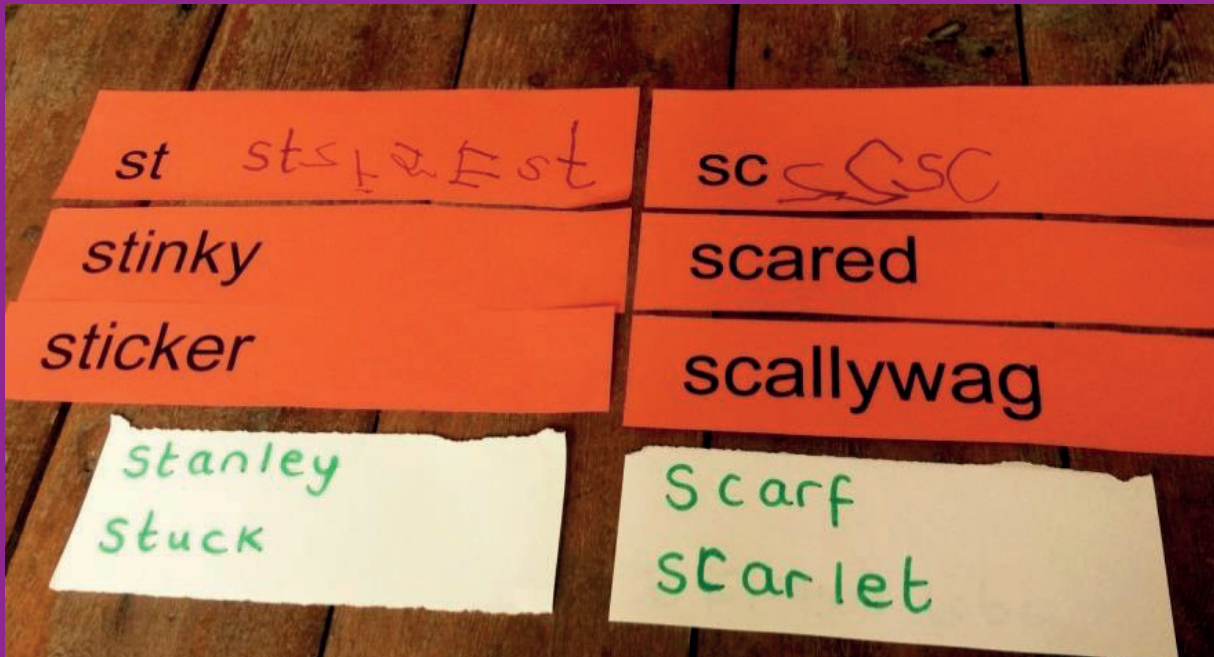
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A row of colorful books from the "My First Library" series by Linda Ward Beech. The visible titles include "MAGNETIC", "MATHS", "MEASUREMENT", "METALS", "MILK", "MONEY", "MUSIC", "MY FIRST LIBRARY", "NATURE", "NUMBERS", "OCEANS", "PEOPLE", "PLANTS", "SCIENCE", "SPACE", "SPORTS", "TODAY'S WORLD", "WATER", "WEATHER", "WHEELS AND GEAR", "WOOD", "WORKING TOGETHER", "ZOO".

ENGLISH LANGUAGE AND LITERACY



ENGLISH LANGUAGE AND LITERACY

5 RHYMES

- ➔ Encourage children to recognise and join in with predictable phrases and rhyming patterns.
- ➔ On the whiteboard, put up a section of the poem, highlighting the rhyming words. You could number the lines and point out which lines rhyme and form patterns (*Maths*). Discuss the number of syllables in each word and line. Discuss the half-rhymes (two different graphemes that make the same sound).
- ➔ Think of other rhyming words.
- ➔ Think about why particular words have been chosen. Is this the best word they could use? Choose an alternative effective word: if it wasn't a rhyming word, what other word could we use?
- ➔ Make a game using all the rhyming pairs in the book.

6 DECODING NEW WORDS

There are quite a few words that may be new to the children, whatever age or level they are at. Ask the children to discuss new words with the person next to them. Have they heard the words before? Is it similar to any other words they know? Try putting them into new sentences, for example into a silly sentence, or a sad sentence. Ask them for an alternative definition. Once you have got a definition, write them on the whiteboard or in a 'new words' book.

7 STORY STRUCTURE

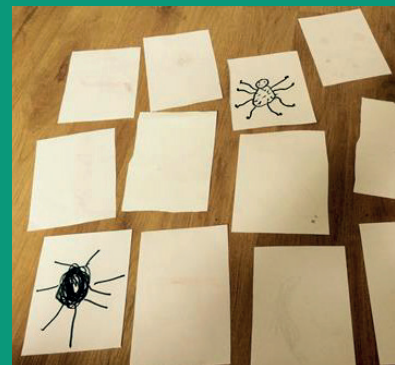
Make shields (beginning, middle, end) and print out sections of the story (either illustrations or text, depending on the children's level). Ask the children to sequence the events in the order of the story. Then imagine a different order and retell your own version of the story.



ART AND DESIGN

There are so many ways that this book can inspire creative work: children can explore, develop and share ideas, their own experiences and imagination through drawing, painting, & sculpture and using art, craft & design techniques.

- 1 Using the inside book cover (or the repeated images throughout the book) as a stimulus, children can draw their own pictures of Sir Scallywag, Doofus, sausages, trolls, snakes, spiders, eyes, cobwebs, birds and swords. You could use the images for book covers, borders for written work, a group wall display, or a 'pairs' game. Experiment with colour, patterns, textures, lines, shapes, and form & space.



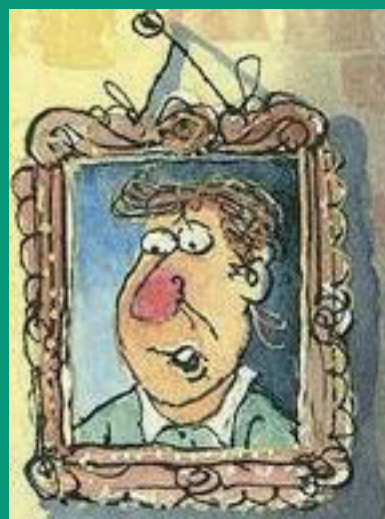
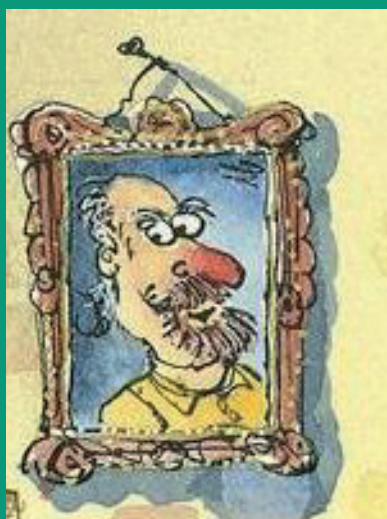
- 2 Using a range of materials and techniques (including mark-making), children could create pictures of the different habitats (castle, forest, Stinky Bottom lake) (*Geography*)

ART AND DESIGN

- 3 Make a template of some underpants for the children to design and decorate their own pants, write on their names or some text, and hang them on a washing line.
- 4 Using the colour themes in the book, children could make bunting, flags, and displays in the classroom choosing different fabrics. Explore colour patterns and sequences as well as counting (1-10, multiples of twos, fives and tens or counting in steps of 2, 3, or 5). (*Maths, Science, DT*)

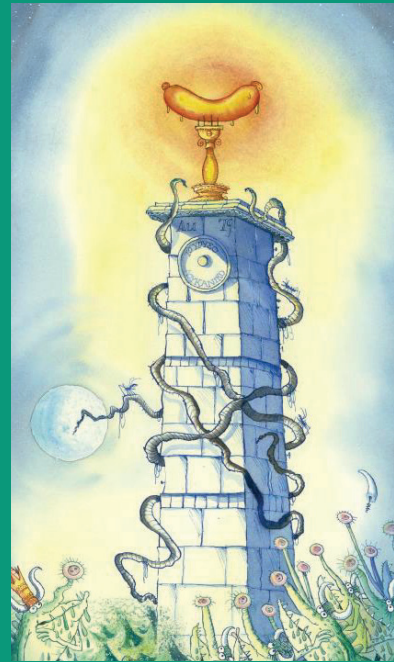


- 5 Make self-portraits (drawn by hand, or using computer effects or framing methods) (*PSE*)



ART AND DESIGN

- 6 Discuss why the illustrator uses particular techniques. For example, why does he change from landscape to portrait? Why and when does he use bold text? Why does he use a thought bubble for when the king is telling them about their journeys?



MORE CREATIVE IDEAS

- 1 Creative play, for example dressing up like the characters in the story. Compare their clothes with modern clothing. (*History, DT*)
- 2 Make castles and use construction toys (*Physical Development*). Discuss why different materials are used for different items. What is armour made of and why? (*Science*)
- 3 Design and make a column like the one in the book. (*DT*)
- 4 Explore the banquet scene:
 - ➡ discuss healthy food choices,
 - ➡ get creative with food technology by making and testing doughnuts and sausages,
 - ➡ make mud-pies in the sandpit or garden(*DT, Physical Development*)
- 5 Explore the topic of Kings and Queens, knights and castles (*History*). If the story was set in different times (past / present / future) how would it be different?
- 6 Make your own actions and extended dances for the songs, for new made-up songs, or for sections of the book, for example a troll dance. How do they move / what physical qualities do they have? What about their size / shape / \long noses? (*Science, Understanding the World, P.E.*)



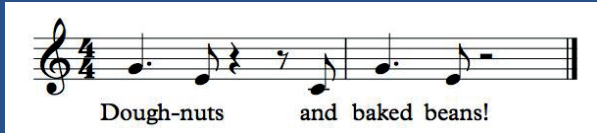
MORE CREATIVE IDEAS

- 7 Engage parents, siblings and grandparents in your project by inviting them to explore the activities with their children in your setting or school or at home. You could send creative activities home or invite them to a performance.
- 6 Music in the Round will be sharing videos and pictures on our website throughout the Sir Scallywag and the Battle of Stinky Bottom UK tour. This will celebrate the wonderful work happening in schools, sharing methods of good practice, and showcasing the children's achievement.

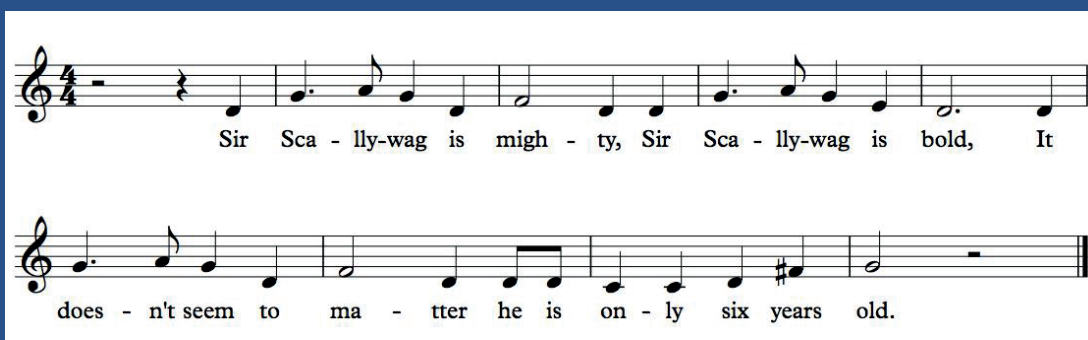
**Send your pictures, videos, and ideas to kate@musicintheround.co.uk.
Needless to say, please make sure you have full permissions for every child shown in any media that you send us.**

THE SONGS

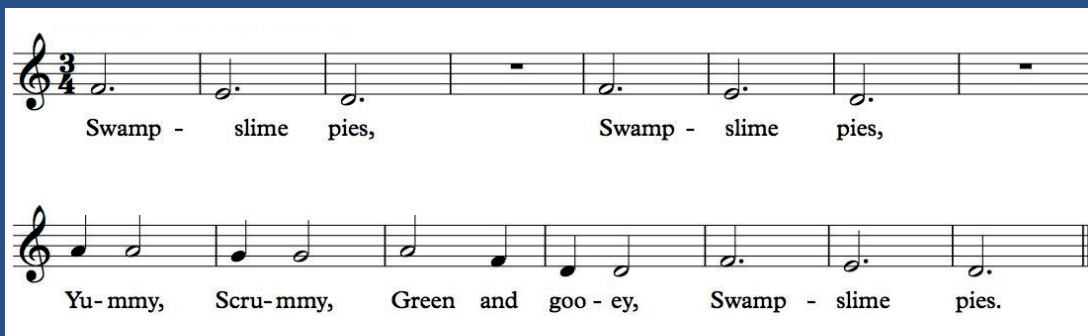
DOUGHNUTS AND BAKED BEANS



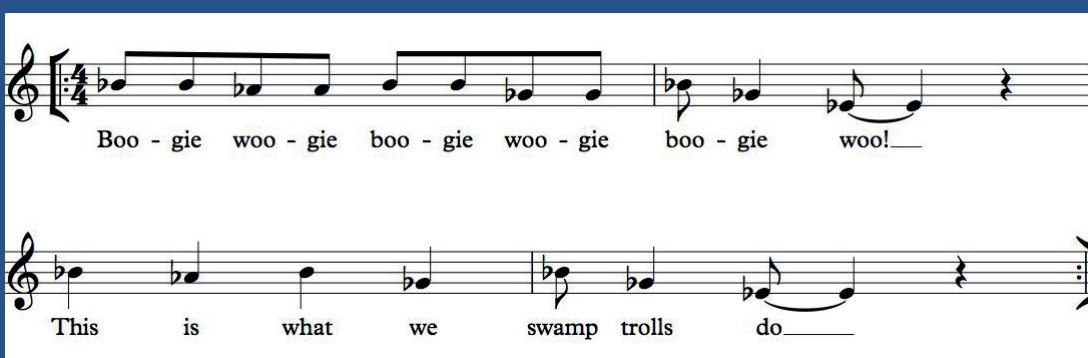
SIR SCALLYWAG'S SONG



SWAMP-SLIME PIES



THE DANCING SONG - PART 1



THE SONGS

THE DANCING SONG - PART 2

Polly sings....

Swing our hips, Shake our bums, Loud-ly

Copy her....

Swing our hips, Shake our bums,

beat, On our tums. Swing our hips, Shake our

Loud-ly beat, On our tums. Swing our hips,

bums, Loud-ly beat, On our tums.

Shake our bums, Loud-ly beat, On our tums.

THE MARCHING SONG

In - to ba - ttle brave and strong, With our fa-vourite mar-ching

song, In - to ba - ttle, show our might, Stin-ky swamp trolls time to fight!

THE SONGS

THE SLEEPING SONG

Polly sings.....

Sleep my ba-by dears_

Copy her....

Sleep my ba-by dears_

Have no wo-ries, have no fears. Snu-ggle

Have no wo-ries, have no fears.

up and close your eyes Now it's

Snu-ggle up and close your eyes

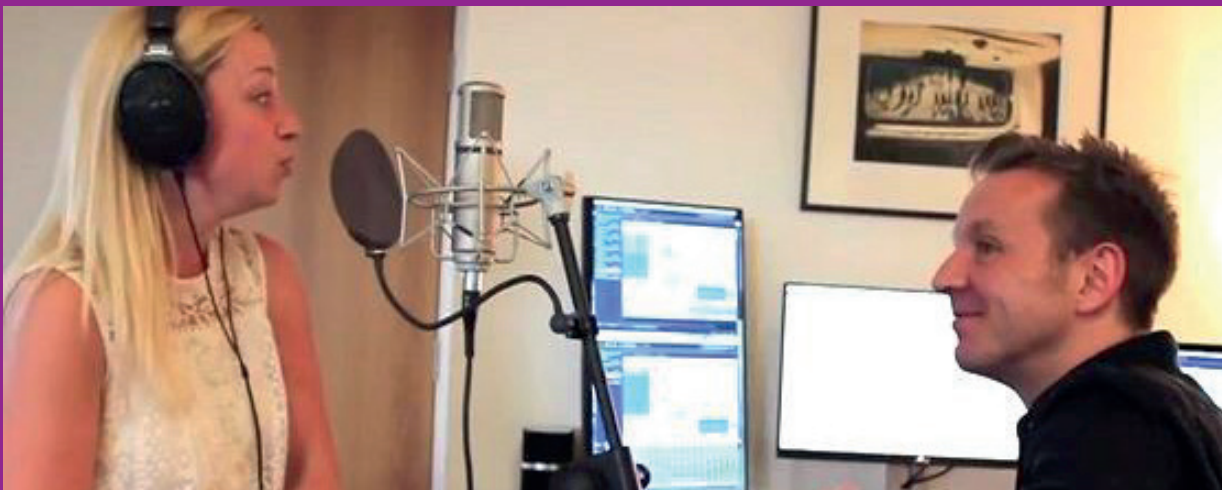
time for be-ddy byes.

Now it's time for be-ddy byes.

ABOUT THE ARTISTS

POLLY IVES enjoys a varied career as a concert narrator and presenter, workshop leader, trainer, teacher and cellist and is currently Resident Animateur (0-8 years) with Music in the Round. She has led numerous projects with Music in the Round over the last 14 years including Soundplay (a project focussing on speech and language development through music with 3-5 yr olds) and Music Box for children and their families, and has presented numerous children's concerts including *Crazy Creatures*, *Stan and Mabel* and *Sir Scallywag and the Golden Underpants*.

She is currently leading projects with Wigmore Hall and the London Philharmonic Orchestra and has also worked with the Royal Opera House, Southbank Sinfonia and the European Brandenburg Ensemble. She has conducted children's and youth orchestras including the National Children's Orchestra and the City of Sheffield Youth Orchestra, and is Chair of Sheffield Young Singers. She has adjudicated at music festivals, performed live on BBC Radio 3's *In Tune*, plays regularly with Simply Strings Trio and is currently touring around the UK with ELO Experience.



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.

ABOUT THE ARTISTS

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 and in 2012 was performed at an Olympic Torch relay by the Philharmonia Orchestra. Paul has performed all over the world and has recently worked with Melbourne Symphony Orchestra, New York Philharmonic, Vienna Philharmonic, Valery Gergiev and the LSO in Trafalgar Square, Esa-Pekka Salonen and the Philharmonia, and 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.

He has won a British Composer's Award (BASCA) and awards from both the Royal Philharmonic Society and the Royal Television Society, and was appointed an Associate of the Royal Academy of Music (ARAM).
www.rissmann.co.uk.

GILES ANDREAE (author) is the creator of stickman poet, Purple Ronnie, and the author of many well-known picture books, including the international bestseller, *Giraffes Can't Dance*. Several of his books have been adapted for the stage and screen. He is an ambassador for The Arts Award, Tesco's Ambassador for Books into Schools and Clubs, and he sits on the board of the UCL Cancer Trust. Giles lives with his wife, Victoria, a children's clothes designer, and their four children, beside the river near Oxford.

KORKY PAUL (illustrator) was born in Zimbabwe. He studied Fine Arts at Durban Art School, South Africa and Film Animation at CalArts, California. He began his career in advertising before becoming an illustrator of children's books. He is best known for illustrating the multi-million selling series, *Winnie the Witch*, published in over thirty languages. Known only to himself as the 'World's Greatest Portrait Artist – and Dinosaur Drawer', Korky regularly visits schools promoting his passion for drawing.

He describes himself as one of the 20% hardcore elite still scribbling with Pen 'n Ink on Paper. Korky works and lives in Oxford with his wife, the artist Susan Moxley. He is a patron of The Art Room.

ABOUT THE ARTISTS



ENSEMBLE 360 a versatile group of five string players, five wind players and a pianist resident with Music in the Round, performs in Sir Scallywag and the Battle of Stinky Bottom. 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. The members believe in concerts being informal, friendly and relaxed occasions, and perform 'in the round' wherever possible. Critical acclaim has greeted all of the group's CDs to date: Mozart and Spohr (ASV Gold), Beethoven (Nimbus Alliance) and their latest disc, Poulenc (Nimbus Alliance). Outside Ensemble 360, the musicians all have careers of great success including being members of orchestras including the Deutsche Kammerphilharmonie, Philharmonia, Royal Scottish National Orchestra, Northern Sinfonia, Camerata Bern and the Manchester Camerata. They have performed as chamber musicians and soloists across the UK at festivals including the Aldeburgh, Cheltenham, Edinburgh, IMS Prussia Cove and Plush, as well as across Europe, America and Japan in venues including the Concertgebouw, Berlin Philharmonie, Musikverein and Carnegie.

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



ABOUT THE ARTISTS

concerts include jazz, world and folk music. Music in the Community, our learning & participation programme, engages over 20,000 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

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CONTACT US

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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 www.wigmore-hall.org.uk/learning

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ABOUT MUSIC IN THE ROUND



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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.

Resource pack written by Paul Rissmann and Polly Ives, edited by Fraser Wilson and Stacey Campkin
Designed by Susannah Swift Graphic Design

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