

Written by Polly Ives and Paul Rissmann
Edited by Kate Thompson & Fraser Wilson

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

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WELCOME!

We are really pleased that you are part of the The Chimpanzees of Happytown music project. This pack, written by Music in the Round, 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 little or as much as you wish.

Music in the Round commissioned this piece of music from composer Paul Rissmann in 2011 (winning a BASCA award in 2012), set to the book by author Giles Andreae and illustrator Guy Parker Rees, published by Orchard Books. The piece will be performed by presenter Polly Ives and professional musicians from Ensemble 360. There is a lot of audience participation throughout, while specially designed image projections visually accompany the story.

Around the UK, this project also includes teachers' INSET sessions (many of them led in partnership with Music Education Hubs), nursery / schools and family concerts in 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 watch our promotional video from our previous tour of The Chimpanzees of Happytown to find out more about what to expect: tinyurl.com/chimps2011.

You can buy copies of the book online, from good bookshops, or via www.musicintheround.co.uk where you can also order digital copies of the recording and buy books & CDs of previous pieces.

THIS PACK

At Music in the Round, we 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, home 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, geography, history and P.E.).

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 and 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 an additional language, who have speech, language and communication needs, or have other special education needs or disabilities.

As practitioners 'in the field', you will know how best to adapt the material for your children's individual needs.

THIS PACK

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

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

**YEAR 1 CHILDREN AND TEACHERS
AT WATERCLIFFE MEADOW
COMMUNITY PRIMARY SCHOOL,
SHEFFIELD**

**TRACY RODGERS
(ESCAL: EVERY SHEFFIELD CHILD
ARTICULATE AND LITERATE)**

**MARY HEYLER
(CHAIR OF THE SNAP NETWORK;
FORMERLY MUSIC STRATEGY
ADVISER, SHEFFIELD CITY
COUNCIL & HEAD OF SHEFFIELD
MUSIC HUB)**

**IAN NAYLOR
(HEAD OF MUSIC EDUCATION,
SHEFFIELD MUSIC HUB)**



THE SONGS

IN THE CONCERT, THERE ARE NINE SONGS THAT THAT WE INVITE THE AUDIENCE TO JOIN IN WITH. TO HELP YOU AND THE CHILDREN LEARN THE SONGS, YOU CAN DOWNLOAD THE FOLLOWING...

- LEARN THE SONGS' YOUTUBE VIDEO PRESENTED BY POLLY, WHICH YOU CAN FIND AT WWW.TINYURL.COM/LEARNTHECHIMPSSONGS

- AUDIO TRACKS AT WWW.TINYURL.COM/CHIMPSAUDIOTRACKS

Don't use notation? Fret not! The audio tracks are provided above. We have also provided the musical notation below in case it is of use.

I. DRABSVILLE

Our story starts in a town called Drabsville, USA, where a storm is brewing. Let's create some storm sounds using vocal and body sound effects.

WIND – BLOW

LIGHT RAIN – FINGER TAPS OR CLICKS

HEAVIER RAIN – CLAP HANDS

EVEN HEAVIER RAIN – PAT KNEES

THUNDER – STAMP FEET

And we all sing the words 'Drabsville'

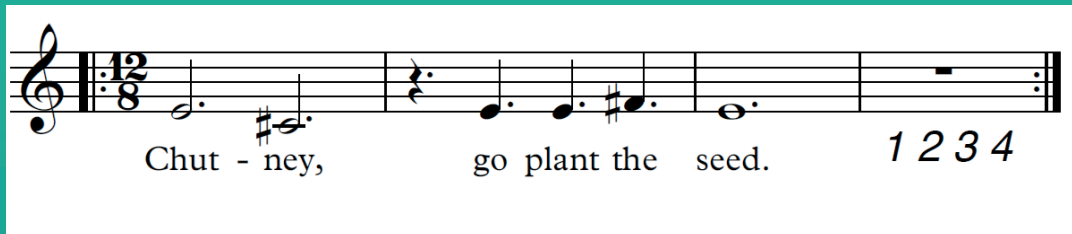


WANT TO DO MORE? YOU CAN FIND
EXTENSION ACTIVITIES ON PAGE 19

THE SONGS

2. CHUTNEY'S SEED

Our next song is about the main character in our story, Chutney the Chimpanzee, who comes home with a box which has a seed inside. We sing 'Chutney, go plant the seed' four times.



3. NO! NO! NO!

We then meet the grumpy mayor of Drabsville who doesn't want anyone to grow any plants and he says **NO! NO! NO!**

We shout this three times.

The first time we shake our fist.

The second time, we clap our hands.

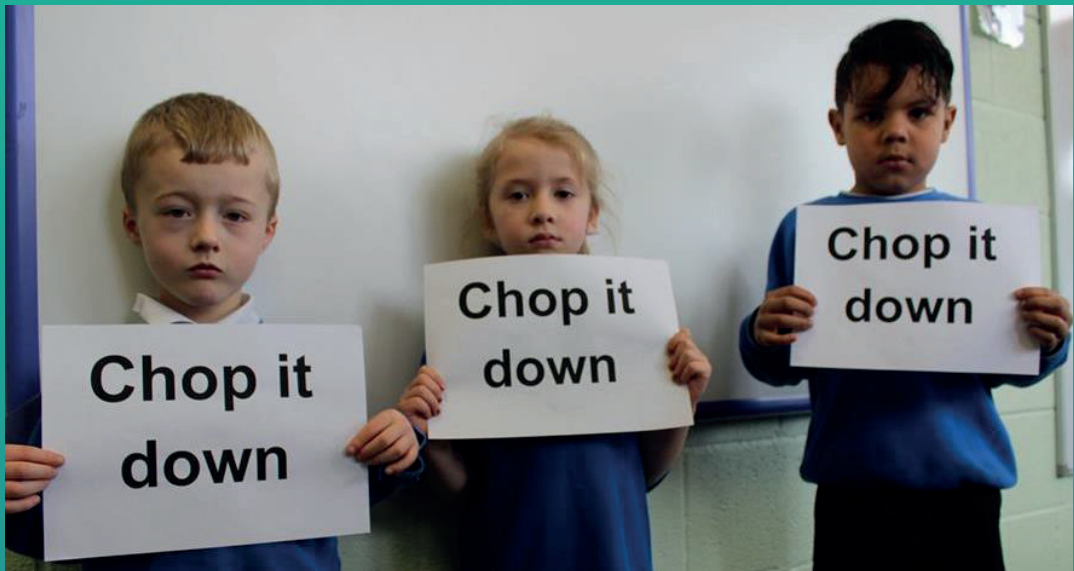
The third time, we stamp our feet.



THE SONGS

4. CHOP IT DOWN!

Then the mayor tells Chutney to chop his tree down. We shout “Chop it down!” three times and we do a chopping action with our hand.



5. THE MAYOR’S SONG

We then all sing the grumpy mayor song. Make sure you use your grumpy and bossy singing voices and add to the drama with the actions using the YouTube video.

A musical score for 'The Mayor's Song' in 12/8 time. The melody is written on a single staff with a treble clef and a key signature of one sharp (F#). The lyrics are written below the staff. The first line of the melody corresponds to the lyrics: 'You can't grow things in Drabs - ville. That's just be-yond the pale! Guards'. The second line of the melody corresponds to the lyrics: 'seize that wret-ched chim-pan - zee and throw him in - to jail!'. The score ends with a double bar line.

You can't grow things in Drabs - ville. That's just be-yond the pale! Guards

seize that wret-ched chim-pan - zee and throw him in - to jail!

THE SONGS

6. HAPPYTOWN SONG

Our next song is when all the chimpanzees sing the Happytown song so use your smiley singing voices and the actions on the video.

Ce - le - brate_ don't li - sten to the mayor, Let's ce - le - brate_ don't
li - sten to the mayor, Be ha - ppy_ this is Ha - ppy town_

VAMP

Ce - le brate and pull the fen - ces down, Let's ce - le brate and
pull the fen - ces down, Be ha - ppy_ this is Ha - ppy town_

VAMP

Ce - le brate come on and paint the town, Let's ce - le brate come
on and paint the town, Be ha - ppy_ this is Ha - ppy town_

7. PULL THE PALACE DOWN

The chimpanzees all shout 'Pull the palace down!' three times really quickly!

THE SONGS

8. PARTY TIME SONG

We then we sing the Party Time song which is the same tune as the Happytown song.

Par - ty time go dan-cing in the street, It's par - ty time go

dan-cing in the street, Be ha - ppy, this is Ha - ppy-town.

VAMP

Par - ty time, with yu-mmy things to eat, It's par - ty time, with

yu-mmy things to eat, Be ha - ppy, this is Ha - ppy-town.

VAMP

Par - ty time we're ha-ving too much fun, It's par - ty time we're

ha-ving too much fun, Be ha - ppy, this is Ha - ppy-town.

THE SONGS

9. CHIMPANZEES SONG

Near the end of the story, we then sing the Happytown song again but this time the words are:

Chim - pan - zees_ will blo-ssom if they're free, Yes chim - pan - zees_ will

blo-ssom if they're free, They're ha - ppy, this is Ha - ppy-town.

Chim - pan - zees_ will blo-ssom if they're free, Yes chim - pan - zees_ will

blo-ssom if they're free, They're ha - ppy, this is Ha - ppy-town.

MUSIC IN THE EYFS

INSPIRED BY THE SONGS AND STORIES, YOU CAN USE THESE IDEAS TO FURTHER DEVELOP MUSIC MAKING IN YOUR CLASSROOM



1. Develop your Drabsville storm warm-up into a piece of music by adding percussion instruments (experimenting with dynamics, texture, pitch and rhythm) and an online backing track. You could also add phonic sounds and words to create a rap or song.

2. Add a steady beat (using untuned or body percussion) whilst singing the songs – especially The Mayor's Song and Happytown Song.

3. Invite older children or parents who play musical instruments to demonstrate their instruments and play the tunes alongside the children using the notation provided.

4. Research the musical instruments that will be in the concert (check with MitR which instruments will be playing as there are two versions). 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?

MUSIC IN THE EYFS

INSPIRED BY THE SONGS AND STORIES, YOU CAN USE THESE IDEAS TO FURTHER DEVELOP MUSIC MAKING IN YOUR CLASSROOM

5. In the concert, children will listen to a range of live music performed by professional musicians, composed by composers. You could listen to recorded pieces of music that link to the story's characters and action.

VIVALDI

'THE FOUR SEASONS: 'SUMMER' (STORM)

DEBUSSY

JARDINS SOUS LA PLUIE FROM
ESTAMPES FOR SOLO PIANO (A VIOLENT
RAINSTORM)

TCHAIKOVSKY

WALTZ OF THE FLOWERS (BLOSSOMING
FLOWERS)

GILKYSON

'I WANNA BE LIKE YOU' FROM THE
JUNGLE BOOK (MONKEY DANCING)

MUSSORGSKY

PICTURES AT AN EXHIBITION (PAINTING)

TIGER

RAG, PERFORMED BY STEPHANE
GRAPPELLI AND DJANGO RHEINHARDT

Grown-ups might also recognise musical references to The Magic Roundabout and Fly Me to the Moon in the playground scene!

6. CREATE AND COMPOSE

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

Group 1: 'Flowers and hearts and stars'
Group 2: 'The children need a place to play'
Group 3: 'Let's celebrate our differences'
Group 4: 'Destroy that ghastly weed!'

- 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.

MUSIC IN THE EYFS

INSPIRED BY THE SONGS AND STORIES, YOU CAN USE THESE IDEAS TO FURTHER DEVELOP MUSIC MAKING IN YOUR CLASSROOM

- Add an online metronome or a backing track for the pulse.
- Use body percussion and tuned / untuned instruments in each group to add rhythms.
- 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.

7. CREATE A PICTURE COMPOSITION OR SOUNDSCAPE

- Choose a picture from the book that shows a particular setting (for example, the grey houses in the rainstorm at the beginning or the party scene near the end) and pick different sounds for different objects or characters to build up a soundscape.
- Develop your piece considering the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure, and notation).

KS1: MUSIC, ENGLISH LANGUAGE AND LITERACY

ACTIVITIES TO SUPPORT READING, SPOKEN LANGUAGE AND WRITING



1. Read and re-read the book with the children, to build up fluency and 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. Discuss their favourite words and phrases. What do they like / dislike about the text and why? Link what the children read or hear with their own experiences. How would they feel if they were Chutney? If they were Mayor, what rules would they enforce?

KS1: MUSIC, ENGLISH LANGUAGE AND LITERACY

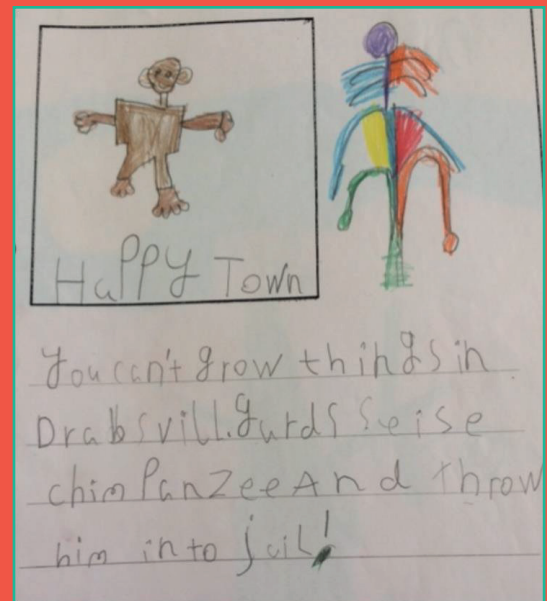
4.

- Print out pictures of the key characters and action from the story and ask the children to discuss, role-play or write about them (e.g. Do they have a big part in the story?)

- Describe how they look.

- What kind of music might you expect? What is happening here?).

- Ask the children to sequence the events in the order they happen in the story.



5. EXPLORE THE 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. Discuss the number of syllables in each word and line.

- 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.

KS1: MUSIC, ART AND DESIGN

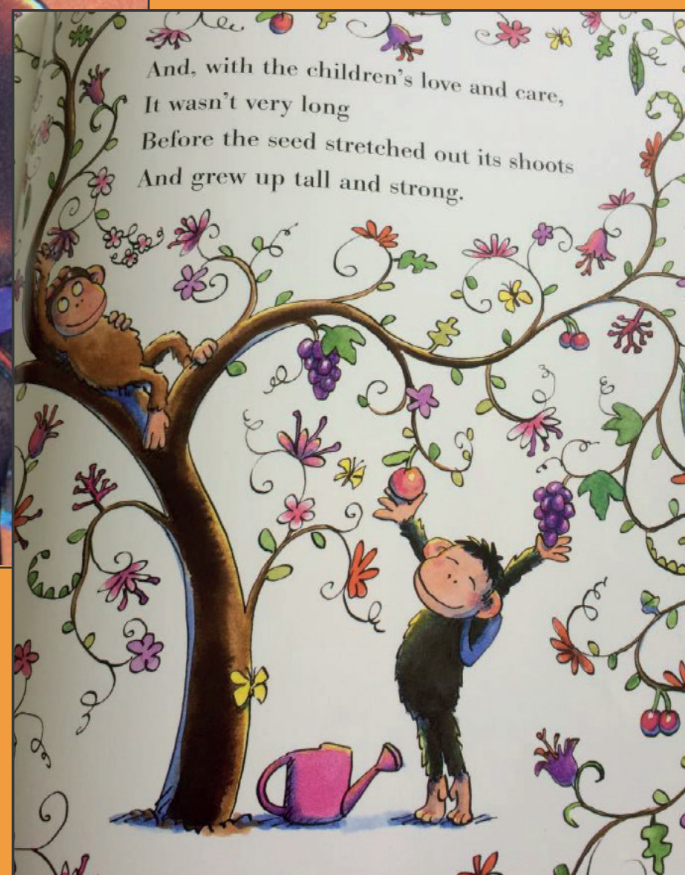
THERE ARE LOTS OF WAYS THAT THIS BOOK CAN INSPIRE CREATIVE WORK: CHILDREN CAN EXPLORE, DEVELOP AND SHARE THEIR IDEAS, EXPERIENCE AND IMAGINATION THROUGH USING ART, CRAFT AND DESIGN TECHNIQUES.

1. Experiment with colour, patterns, textures, lines, shapes, and form & space to represent different sections of the story e.g. Drabsville at the beginning of the story or Happytown at the end.



KS1: MUSIC, ART AND DESIGN

2. Make a template for flowers on sticks for the children to design and decorate, write on their names or perhaps some text.
3. Make a giant literacy tree inspired by this picture including pictures of flowers, hearts and stars with words or sentences from the story.
4. Make a precious box like Chutney has.



MORE CREATIVE IDEAS

1. Creative play e.g. dress up and use props like the characters in the story, grow your own plants or play in the playground, whilst singing the songs.



2. Construct (and knock down) the buildings in the story using bricks and construction toys or recycled materials. Discuss why different materials are used for different items.

3. Explore the party scene by discussing healthy food choices, getting creative with food technology by making and testing party foods, listening to party music and playing games.



MORE CREATIVE IDEAS

4. Create your own actions and extended dances for the songs, for new made-up songs, or for sections of the book, for example a chimpanzee dance. How do they move / what physical qualities do they have? What about their size / shape?

5. Explore the emotions and feelings in the story with a mood photo board (e.g. sad in prison, grumpy mayor, excited at the party).



6. 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.

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 15 years including Soundplay (a project focussing on speech and language development through music with 3-5 year olds) and Music Box for children and their families, and has presented numerous children's concerts including *Sir Scallywag and the Battle of Stinky Bottom*, *Crazy Creatures* and *Stan and Mabel*.

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 coached 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, and plays regularly with Simply Strings Trio and Escafeld String Quartet.



ABOUT THE ARTISTS

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 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.

ABOUT THE ARTISTS

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.
www.purpleronnie.com

GUY PARKER-REES (illustrator) says: I was born in Zimbabwe and I can still remember the smell of the huge, hot granite rocks. My older sister, my two brothers and I came back to a cold grey England when I was three. I spent a lot of my time at school doodling and painting, then did a degree in English and Philosophy at York University, where I spent a lot of time painting and doodling.

I've been lucky enough to work with some of the best writers of children's books. When a story is good, ideas just leap into my head and all I have to do is scribble them down.

I am very proud of the fact that *Giraffes Can't Dance*, written by Giles Andreae, has gone on to be such an international best seller. It is such a wonderful story. Equally, the fact that several of the books I've illustrated for Tony Mitton have won awards which were voted for by children is very satisfying.

I enjoy doing school visits to talk about how I illustrate and do some drawing with the audience. I live in Brighton with my wife and three children. It's a half hour walk across the park to get to my studio, which I share with three other illustrators.

www.guyparkerrees.com

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 The Chimpanzees of Happytown. 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



RESOURCE PACK

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 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

Registered charity no. 326811

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WIGMORE HALL LEARNING

For over 20 years Wigmore Hall's renowned Learning programme has been giving people of all ages, backgrounds and abilities opportunities to take part in creative music making, engaging a broad and diverse audience through innovative creative projects, concerts, workshops and online resources.

The spirit of chamber music lies at the heart of all that we do: making music together as an ensemble, with every voice heard and equally valued.

We collaborate with a range of community, health, social care and education organisations, working together to engage people who might not otherwise have the opportunity to take part.

OUR PROGRAMME COMPRISES:
Schools and Early Years, including our new 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.

COMMUNITY, including Music for Life, our programme for people living with dementia and their care staff; hospital schools projects, on which we partner with Chelsea Community Hospital Schools; Musical Portraits, a project for young people with Autistic Spectrum Disorders in partnership with National Portrait Gallery and Turtle Key Arts; and projects with the Cardinal Hume Centre, a centre for adults who are homeless or at risk of homelessness.

FAMILY, which invites families to come to Wigmore Hall to take part in inspiring, one-off workshops and concerts.

Events and projects for YOUNG PEOPLE, including Young Producers, a project which invites 14 – 18 year-olds to programme, plan, promote and present their own concert at Wigmore Hall.

BEHIND THE MUSIC, a programme of study events including talks, lecture-recitals, masterclasses, study groups and Come and Sing days.

**IN 2015/16 WE LED 539 LEARNING EVENTS,
ENGAGING 11,532 PEOPLE THROUGH 22,364
VISITS TO THE PROGRAMME.**

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