Composing
Sound Story – 'The Billy Goats Gruff'

CREATE
CREATIVITY AND EXPRESSIVE ARTS TRANSFORMING EDUCATION

Experiences and Outcomes:
- *I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics. EXA 1-17a*
- *Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. EXA 1-18a*

Learning Intentions
- To represent characters and scenes through sound.
- To create sound using voice, body and instruments.
- To follow a graphic score.

Success Criteria
- I am able to create sounds matched to characters and scenes in a story.
- I am able to talk about the sounds I have created, explaining my choices.
- I am able to follow a leader and perform a sound story.

Skills from CREATE Music Tracker
- Experiment with playing techniques to produce different effects e.g. glissando.
- Explore sounds made by a range of tuned and untuned percussion instruments and everyday objects.
- Use voice, body, instruments and everyday objects to produce contrasting sounds e.g. loud/quiet, fast/slow, smooth/short & detached, high/low, sound/silence.
- Work individually and/or with a group to create soundscapes, sound effects and sound tracks in response to a variety of stimuli e.g. sounds, pictures, stories, videos, poems.
- Experiment with musical elements to reflect the mood of a stimulus and explain choice of instruments/voices, dynamics, tempo, structure, texture.
- Follow performance directions of a leader to perform a planned or improvised soundscape / sound picture / sound story, individually or with others.

Resources
- 'The Billy Goats Gruff' picture book or read aloud e.g. https://youtu.be/xNJBzcqlYw
- Character picture cards
- Story map images and notes
- Selection of percussion instruments - see Instrument Glossary
- Music concept cards – fast/slow, loud/quiet
- 'Three Singing Pigs – making music with traditional stories' by Kaye Umansky (includes further examples of stories that could be used as a musical stimulus)

Learning Experiences
- The children will become familiar with the story 'The Billy Goats Gruff', some percussion instruments and the sounds they make.
- Children will explore and create sounds (using voice, body or instruments) to represent each character and scene in the story.
- Children will explain their choices and discuss how the sounds will be performed (fast/slow, loud/quiet, smooth/detached).
- Children perform a sound story by following a 'conductor' to play when each character/scene appears in the story. They will also be supported in this by use of a story map, which can be used as a graphic score.

Key vocabulary
Body Percussion – using the body as an instrument to create sounds (e.g. stamping, clapping, clicking fingers).
Percussion – instruments that are played by hitting, striking, shaking or scraping. Tuned percussion are pitched – some can play a range of notes at different pitches. Untuned percussion are unable to produce a specific pitch.

Links with other curricular areas:
- Expressive Arts - Drama
- Literacy – Listening & talking, Reading
- Health and wellbeing - Mental, emotional, social & physical wellbeing

Process / Activities

Explore
- Read the story with the children and then discuss the four characters (small, middle-sized, large billy goat gruff and troll). Explain that they are going to retell the story with sounds to represent each character. Talk about the different ways to create sound – voice, body percussion, objects/environment and instruments.

- Before introducing instruments, take each character in turn (using [picture cards](#) or puppets) and ask the children generate ideas about the sounds they could make using their voices/bodies/environment to represent the character. Discuss whether the sound should be loud or quiet, fast or slow, and practice the sounds for each character together.

- You could also create sounds for the following features/scenes in the story:

  ➢ When the troll is tossed up by the large billy goat at the end of the story – an instrument/vocal sound/body percussion that creates the effect of going up/getting higher (tuned percussion would be good for this).
  ➢ Cross a river and splash – a water sound.
  ➢ Roar – all the children roar and an instrument that would make a good 'roar' sound selected .

- Sit in a circle with a variety of percussion instruments (e.g. claves, egg shakers, bells, drums, wood blocks, triangles) in the middle. If possible, provide several of each instrument e.g. 5 shakers, 5 drums, 5 pairs of claves, 5 bells. Choose children to demonstrate each of the different instruments and experiment with the instruments' capabilities. How loud/soft can it play? Can it play a sustained sound or is it detached (e.g. when claves are tapped the sound does not sustain, but when a chime bar is struck the sound continues after you have played it). How do we effectively play the instrument quickly or slowly? Experiment with playing the instruments using different techniques to produce different effects.

Create and rehearse
- Split the class into 4 groups and allocate each group a character using pictures, puppets or masks. Individual children can also be selected to create the sound effects (this may also be useful if short of any particular group of instruments). Give the children time in their groups to discuss which type of instrument would best represent their character (e.g. egg shaker for the smallest billy goat gruff, drum for the troll). Ask each group to share and explain their choice to the rest of the class. The groups can then take their chosen instruments and practise creating a sound for their character - they may also choose to use their voices, body percussion and objects/environment to enhance the sound. Encourage the children to think about whether their character sound will be loud/quiet, fast/slow, smooth/detached.

- Ask each group to practise performing the sound for their character to the rest of the class. Groups can provide feedback for each other e.g. 'I think the troll sound could be louder', 'I like the instrument that you selected to create the roar sound because…'

Perform

- Introduce the role of the teacher as 'conductor' who will lead the performance and agree signals for play/stop, loud/soft, fast/slow. Read through the story again with each group performing the sounds for their character when it appears in the story. Display the character cards and/or a story map for the children to see and use these as prompts for when to play – this is a form of graphic score. Encourage the children to look for any examples of repetition within their performance (e.g. troll roaring) as this helps foster an awareness of musical structure.

Evaluate

- Ask the children to reflect on the performance – What worked well? Did everyone follow the 'conductor'? Were your group ready to play when it was your turn? Is there anything you would change and do differently next time? Would you choose a different instrument? Or use your voice in a different way?

- The performance could be recorded using an iPad/tablet and watched back to help learners reflect on their own composition and performance.

Extension / Next steps

- Practise and perform to an audience!

- Add in masks/costumes and actions to your sound story.

- Create a short repeated rhythm pattern for each character. Use words related to the character to help create a rhythm which can be clapped/played on an instrument e.g. 'trip trap, trip trap, trip trap' could be played on claves. Such rhythms could also be displayed in stick notation.

- Create sounds for characters and events in a story using other well-known picture books and fairy tales as a stimulus e.g. *Three Little Pigs*, *Goldilocks and the Three Bears*, *Jack and the Beanstalk*, *We're Going on a Bear Hunt*.
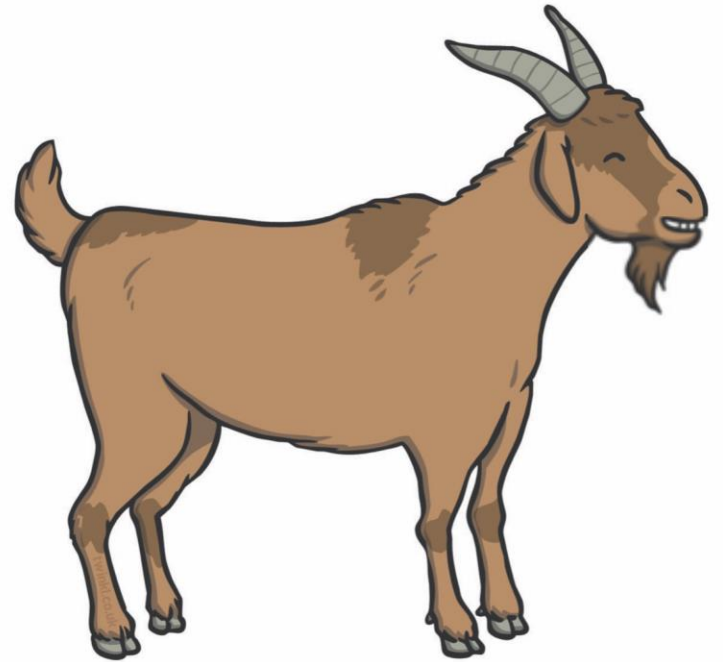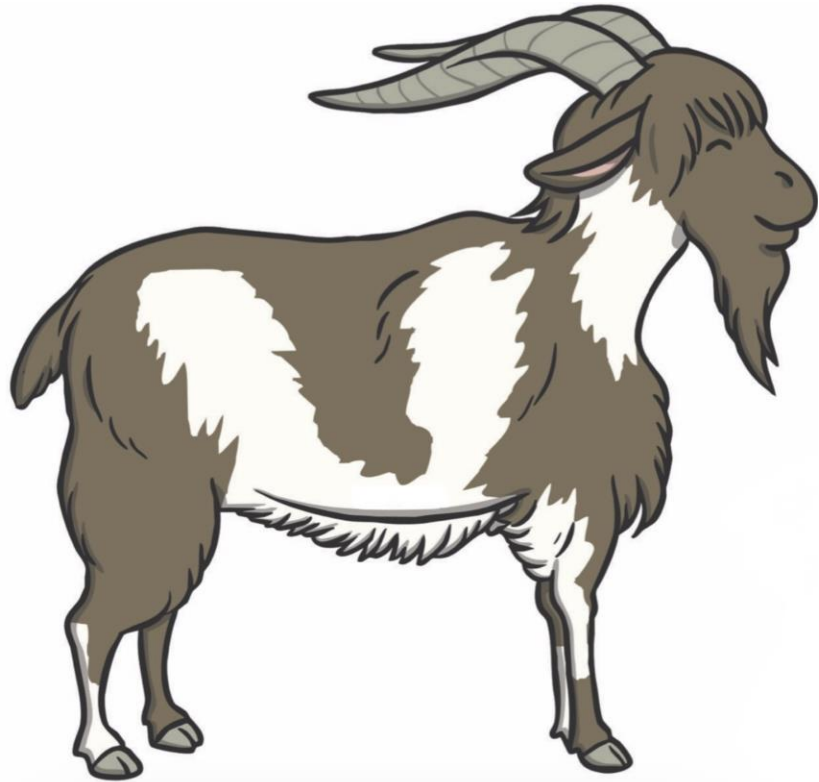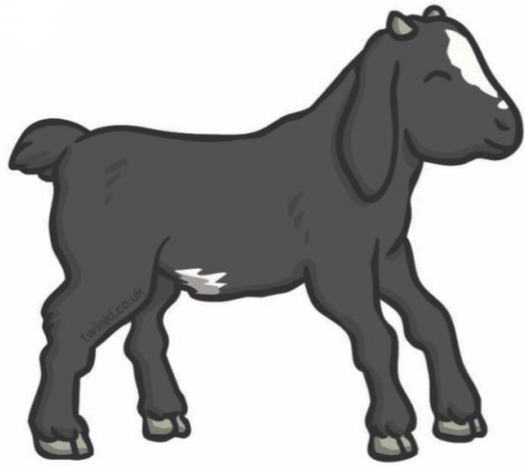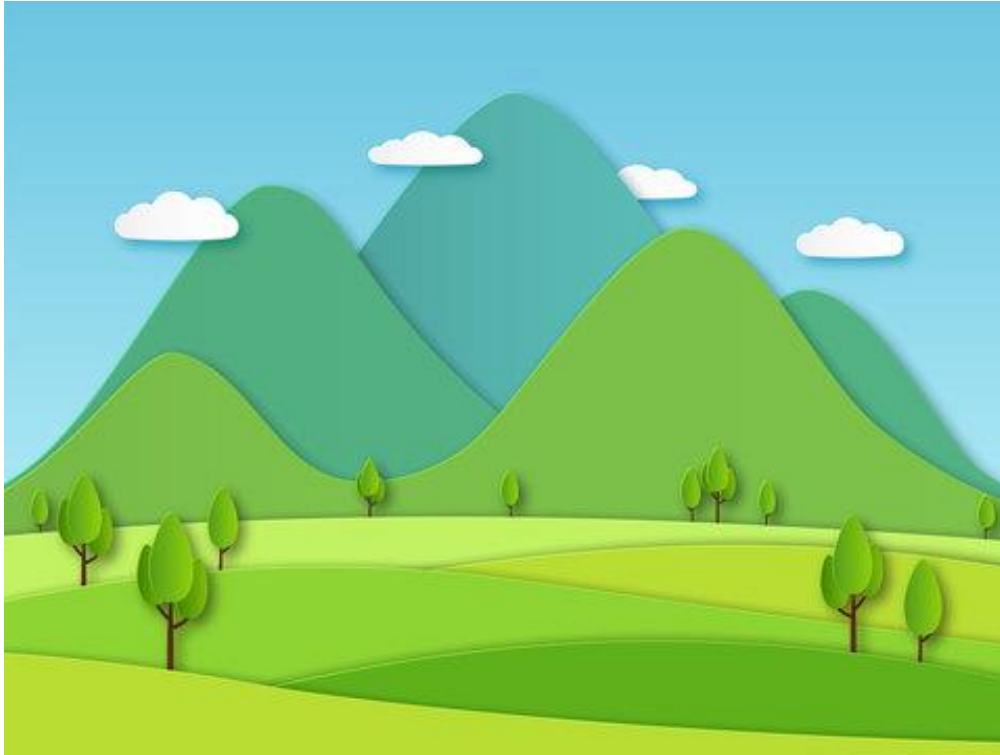
Notes for the Story Map

A) The small/medium/large billy goat gruff sets off up the hill.

B) 'Trip trap, trip trap, trip trap' (different hoof sizes for goats)

C) Troll roars

D) Large billy goat tosses the troll up into the air.
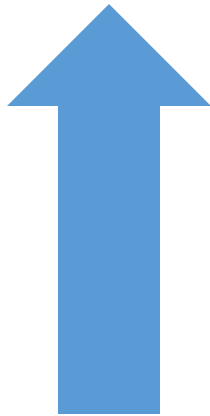
E) Troll lands in river – splash.

A)

B)

B)

C)

D)

E)

Splash!