# Instructions for use of template

 Adult support

 Instruction

 Collect resources

 Hands on

 Record

 Write

 Compose

 Share/submit

 Checklist

 Create/make

 Read

 Draw

 Observe/find

 Reflection

 Collaborate

 Brainstorm/think

 Discuss

 Play game/resource

Creative arts workbook Stage 1

Name:

Class:

# Overview

You will learn about the role of narrative in the creative arts. A narrative is sometimes called a story. A narrative can help to create meaning in songs and artworks.

## Resources

### Activity 1

* A song that you know that you can sing or listen to
* Someone in your household who knows a song with a story
* A nursery rhyme with a melody such as ‘Sing a Song of Sixpence’ (lyrics are included).

### Activity 2

* A nursery rhyme such as ‘Baa, Baa, Black Sheep’, ‘Itsy Bitsy Spider’, ‘Little Bo Peep’, ‘Old Mother Hubbard’, ‘Little Miss Muffet’, ‘Humpty Dumpty’, ‘A Sailor Went to Sea Sea Sea’, ‘Hey Diddle Diddle’ or ‘Here We Go Round the Mulberry Bush’.
* A member of your household to do some drama with
* Your workbook.

### Activity 3

* A piece of music without words that you can listen to
* Sharp coloured pencils or some other art materials such as paints or fabrics
* A piece of paper or your workbook to create your artwork on
* Your workbook.

# Activity 1

During this activity you will learn about the meaning music adds to the story of a nursery rhyme.

 Resources

* A song that you know that you can sing or listen to
* Someone in your household who knows a song with a story
* A nursery rhyme with a melody such as ‘Sing a Song of Sixpence’ (lyrics are included).

## Warm up (sing a song)

 Sing a song you know and keep the beat. Sing your song with a different tempo (speed) and then with different dynamics (volume).

## Understanding narrative (learn a nursery rhyme)

Learn the nursery rhyme ‘Sing a Song of Sixpence’ (or any alternative that is more familiar but that has a melody):

Sing a song of sixpence a pocket full of rye,
 Four and twenty blackbirds baked in a pie,
 When the pie was opened the birds began to sing,
 Oh wasn't that a dainty dish to set before the king?

The king was in his counting house counting out his money,
 The queen was in the parlour eating bread and honey,
 The maid was in the garden hanging out the clothes,
 When down came a blackbird and pecked off her nose!

 With someone in your household, think of another song or a nursery rhyme that tells a story. Sing or perform it together. What is happening in the story of the nursery rhyme? With household members, role-play the story of the nursery rhyme.

In a nursery rhyme such as ‘Sing a Song of Sixpence’ the conclusion of the story in the nursery rhyme is not pleasant but the music doesn’t sound sad or bad! Why would the composer have made it sound happy instead of sad? Should the composer have used different musical concepts such as changing the dynamics (volume) or changing the pitch (perhaps making it descend at the end) or the tempo (slowing it down to reinforce the meaning in parts). Write a response in the student workbook.

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## Reflection

 Are there other nursery rhymes such as ‘Humpty Dumpty’ which tell a story through song? Ask someone in your household. What role does the music have in supporting this narrative?

Add these songs to a list in the student workbook. Also include a sentence to describe how the music does or does not help to tell the story.

Name of nursery rhyme: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How does the music tell or not tell the story? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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## Activity 2

During this activity you will explore narrative in a nursery rhyme and learn about that through drama and dance activities.

 Resources

* A nursery rhyme such as ‘Baa, Baa, Black Sheep’, ‘Itsy Bitsy Spider’, ‘Little Bo Peep’, ‘Old Mother Hubbard’, ‘Little Miss Muffet’, ‘Humpty Dumpty’, ‘A Sailor Went to Sea Sea Sea’, ‘Hey Diddle Diddle’ or ‘Here We Go Round the Mulberry Bush’.
* A member of your household to do some drama with
* Your workbook.

## You are asked to observe or find something. Choose a new nursery rhyme

Select a nursery rhyme from this list or others as known: ‘Baa, Baa, Black Sheep’, ‘Itsy Bitsy Spider’, ‘Little Bo Peep’, ‘Old Mother Hubbard’, ‘Little Miss Muffet’, ‘Humpty Dumpty’, ‘A Sailor Went to Sea Sea Sea’, ‘Hey Diddle Diddle’, ‘Here We Go Round the Mulberry Bush’.

## This activity requires collaboration./ Understanding narrative - what is the rhyme about?

Working with a household member or alone, read the nursery rhyme and mime the actions on the spot (non-locomotor). What is the rhyme about? Does it make sense? Does it tell a story? Write responses in the class digital platform including the name of the rhyme and what it is about.

Name of nursery rhyme: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is it about? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Repeat reading the rhyme and then begin by making yourself as small as a seed in the ground. Read the rhyme or have someone in your household read it and begin to grow into a tree with long, wide branches. Grow into an adult tree and then slowly blow in the wind.

Read it again melting down to the ground like a puddle by the end of the poem.

## During this activity you will create or make something Create some drama

Say the nursery rhyme again, this time in an exaggerated manner or with a silly voice.

Say it a third time with some movement around the room (non-locomotor) as a character or thing from the rhyme. For example, in ‘Little Miss Muffet’ be the girl or the spider, sitting on a seat eating cereal, then being scared. In ‘Humpty Dumpty’ be the wall, king, horse, soldier or egg, then falling, lying down or trying to put the egg back together.

Use facial expressions and think about your tone of voice and the way character would move. Would their steps be light or heavy?

Freeze in a pose and have someone in the household take a photo (or have students take a selfie).

## Write down your thinking. Reflection

How does doing this role play help you know what the narrative of the rhyme was about? Does changing roles or expression change the meaning of the nursery rhyme or does it change the point of view of the characters in the rhyme? Write a sentence about that in your Student Workbook.

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## Activity 3

During this activity you will explore a piece of music that tells a story without words.

 Resources

* A piece of music without words that you can listen to
* Sharp coloured pencils or some other art materials such as paints or fabrics
* A piece of paper or your workbook to create your artwork on
* Your workbook.

## You are asked to observe or find something. Find an artwork

Find a piece of music that tells a story without words. Think about a piece of music that does not have words and that makes you think of a story. For example, it may be from a television advertisement, something heard at home or at a concert or even from a video game. Discuss what the narrative of the music could be about? What does the music do to assist us to create a story?

 How does music tell us a story?

Reflect on the music piece you have chosen and discuss what it is about with someone in your household. What story does it tell? Do our points of view vary on this narrative? What techniques in the music are used to make us think this?

## During this activity you will create or make something Make an artwork

Create an artwork to reflect what the narrative of the music could be about. Use available materials to create this work such as paper and pencils or paints or textiles to create sculptures. When creating artworks, use equipment correctly such as having sharp pencils, overlapping colours, using pencils softly to allow colours to blend and so on.

Write a one-sentence artist intent statement about the artwork. This should describe very briefly what the artwork is about (its narrative) as though it were next to the artwork in a gallery. Complete these in the student workbooks.

This page has been left blank for your artwork (or you can use your own materials).

Artist intent statement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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