IN BRIEF

Beatbox Kingdom tells the tale of a princess who goes on a quest to bring light to her land with the power of music. This pack is all about music, and includes facts and quizzes about different musical events and amazing instruments from around the world.



1. LITERACY LESSON IDEAS

- If your pupils encounter a word or phrase they don't recognise in this month's magazine, encourage them to look it up in the **Storytime Glossary**. This helps them to build their vocabularies, and learning how to use reference resources is also an essential skill. Ask students to write down their favourite new words and expressions. They should try using them in sentences!

- The **Class Discussion Sheet** has questions that encourage children to start talking about music – what it is, why it's important to us, and how it brings people together. Pupils should also list the different kinds of music they know about and describe what they sound like.

- The **Reading Comprehension Sheet** has an extract from this month's story – can your pupils find the *simile* and *alliteration* in it? Students should also complete the activity in which they make similes that are *also* alliterative!

- The story about what happened to Jasper, Tabitha and Princess Elena has been retold on the **Story Sequencing Sheet** – but the events are out of order! It's up to your pupils to sort out the story by numbering the eleven sections in the order in which they *should* be read.

- The **Storyboard** page has colourful illustrations from 'Beatbox Kingdom' and space underneath each one for your pupils to write about what happened in the tale. Children should retell the tale in their own words. What events do they think are important, and which bits will they leave out?

Continued on page 2...

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1. LITERACY LESSON IDEAS CONTINUED

- Verbs are 'doing words', and they're very important when creating sentences! The **What Are They Doing?** page has sentences with a musical theme, but they don't have any verbs. Can your students pick the verb that belongs in each sentence from the list at the bottom of the page?

- Coming up with catchy lyrics can be fun, and that's the focus of the **Write A Hit Song!** activity. Children should choose a title and a theme for their song (we suggest something like 'what we do at playtime') and then write down twelve lines about it. Each line is marked with a letter, from A to F. Lines marked with the same letter should rhyme – can your students do it?

2. MUSIC LESSON IDEAS

- The **Putting on a Show!** page is about different kinds of musical performances. Can your pupils match each type with its definition? Following on from this activity, ask children about the different kinds of performances they have gone to. Which ones were their favourites, and why?

- After completing the previous activity, pupils should turn to the **Musical True or False** sheet. It lists many different statements about musical shows, but which ones are true and which are false? It's up to your students to work it out! They should think about what they learned from the 'Putting on a Show!' page when choosing answers to the questions.

- All cultures have their own music, and people around the world have invented many amazing instruments. Eight of them are shown and described on the **Instruments of the World** sheet, but where do they come from? Your students should guess and write down their answers. The class could also discuss other instruments that they know about. Where do they come from, and how do they produce sound? See who can think of the most interesting and unusual instruments!

Continued on page 3...

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2. MUSIC LESSON IDEAS CONTINUED

- Instruments can make sound in different ways. Some are played by being hit, others have air blown into them, and some have strings which are plucked or played with a bow. The **How Do They Make Music?** sheet has pictures of several different instruments, and pupils should sort them into the correct box based on how they make noise. Can they think of other instruments that fit into these categories?

3. MATHS LESSON IDEA

- The **Count to the Beat!** page has a musical and mathematical exercise that can be done as a class. Pupils will learn how to clap out quarter notes, eighth notes and even sixteenth notes in time to a beat. Once they have mastered doing this in 4/4 time, they can try clapping out notes in 3/4 or 'waltz' time as well. This is a fun and interactive way to introduce rhythm and different beats.

4. ART LESSON IDEA

- Pupils should imagine what their ideal music festival would be like – and then advertise it on the **Create a Festival Poster!** sheet. They should write the name of the festival and where it will be held at the top and list the musicians, bands and singers that will be performing at the bottom. In the middle, they can draw an eye-catching image that will make people want to go to their event!

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STORYTIME GLOSSARY

1 OF 2

Look up any words you don't know in this handy reference guide!

Beatbox Kingdom (Page 6)

- **Beatbox:** using the mouth to make rhythmic noises that sound like drumming
- **Kingdom:** country ruled by a king or queen
- **Gloomy:** dark and depressing
- **Wilting:** becoming weak and droopy because they are in poor health
- **Helpless:** unable to fix things
- **Quest:** a long and difficult journey with an important goal
- **Enchantment:** magical effect
- **Bottomless:** so deep it seems to have no bottom
- **Ventured:** went somewhere unknown
- **Cavern:** big cave
- **Chord:** sound made by playing two or more notes at once
- **Turntables:** devices for playing records

Uncle Cricket's Bedtime Story (Page 12)

- **Cricket:** kind of jumping insect
- **Puppet:** toy moved by strings or hands
- **Mouthful:** as much food or drink as you can hold in your mouth
- **Trumpeting:** loud sound like a trumpet
- **Kaleidoscope:** tube-shaped toy that shows colourful patterns when looked through
- **Promised:** said he would definitely do something
- **Humming:** making a musical noise with his mouth closed
- **Chuckled:** laughed to himself

The Burning Forest (Page 14)

- **Tribes:** groups of people who live together and share the same culture
- **Dwelled:** lived in a place
- **Rainforest:** kind of forest with a lot of rain
- **Thrived:** did very well
- **Mischief:** naughty behaviour
- **Chaos:** complete confusion or disorder
- **Cunning:** clever in a tricky or sneaky way
- **Affected:** changed or influenced
- **Suspicion:** not trusting others
- **Distrusting:** not trusting someone
- **Ablaze:** burning strongly and brightly
- **Scorched:** burned on the surface
- **Cackled:** laughed in a mean way
- **Dissolving:** breaking apart in liquid

Race Mode: Activated! (Page 18)

- **Hometown:** town or city where someone grew up
- **Frustration:** feeling of being upset because something isn't going the way you want
- **Production line:** system in a factory where products are made step by step
- **Racetracks:** tracks where cars race
- **Obsessed:** thinking about something all the time
- **Ignition:** part of a vehicle that you put the key into to start the engine
- **Gruff:** sounding rough and serious
- **Accelerator:** pedal to make car go faster
- **Overtake:** go around someone who is in front of you

Continued on page 2...

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STORYTIME GLOSSARY

2 OF 2

Wildrose (Page 25)

- **Shepherds:** people who look after sheep
- **Tended:** looked after something
- **Hermit:** person who lives alone, often in the wilderness
- **Meditating:** sitting quietly and thinking calmly about things
- **Wanderer:** person who travels from place to place
- **Blossoms:** flowers
- **Rosy:** pink and healthy-looking
- **Thirsty:** needing or wanting a drink
- **Helplessly:** without being able to do anything to help
- **Eaglets:** baby eagles
- **Hooked:** curved or bent like a hook
- **Lindworm:** dragon-like mythical creature
- **Serpent:** large snake
- **Overflowed:** filled up so much that it couldn't hold any more

The Biggest Puzzle of All (Page 32)

- **Ancient:** very old
- **Skeletons:** sets of bones found in bodies
- **Fossil:** remains of plants or animals found in rock
- **Palaeontologists:** scientists who study fossils and ancient life
- **Ancestor:** relative from long ago
- **Trenches:** long, narrow holes dug in dirt
- **Sunscreen:** cream put on skin to protect it from the sun
- **Meteorologist:** scientist studying weather
- **Continents:** large areas of land on Earth

The Green Imp (Page 38)

- **Imp:** small, mischievous magical creature
- **Sulphur:** powdery yellow chemical that smells like rotten eggs
- **Bowing:** bending forward to be polite
- **Wicked:** very bad or mean
- **Trickster:** someone who likes to play clever tricks
- **Plough:** turn over soil so crops can be planted
- **Furrows:** long, narrow lines in soil made by plough
- **Doze:** sleep lightly
- **Spicy:** having a strong, hot flavour
- **Skittering:** moving quickly and lightly
- **Horrified:** very shocked or upset
- **Lazy:** not wanting to work

The Doll Who Brought the Spring (Page 41)

- **Clan:** group of families who live and work together
- **Huddled:** gathered closely together for warmth or safety
- **Gathered:** collected or picked things
- **Handful:** as much as you can hold in one hand
- **Priest:** religious leader
- **Sacred:** very special or holy
- **Hobbled:** walked with difficulty
- **Offerings:** gifts given to show respect or thanks
- **Possessions:** things one owns
- **Drought:** a long time without rain

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CLASS DISCUSSION SHEET

LET'S TALK ABOUT...

music! It can be an important part of our lives, and it brings joy to millions of people. But what *is* music, and what makes it special?

1. How would *you* define what music is?

2. How is music different from other art forms, like painting, sculpture or film?

3. How can music bring people together?

4. What is your favourite kind of music, and how does it make you feel?

NOISY OR NICE?

Sort the sounds below into two groups: the ones we like *(play on!)* and the ones we don't like *(quiet please!)*.

NICE!	ANNOYING!

PIANO PLAYING
BIRDS CHIRPING
DRILLING
SIRENS
WIND BLOWING
WAVES CRASHING
ALARM CLOCK
APPLAUSE
CAT PURRING
BEES BUZZING
THUNDER
MUSIC PLAYING
CHATTERING
RAINDROPS
CAR HORNS
LAUGHTER
CHOIR SINGING
SCHOOL BELL

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NAME _____ CLASS _____

READING COMPREHENSION SHEET

An *alliteration* and a *simile* can be found hiding in this extract!

“Then, Elena saw something! It was a glowing guitar, stuck in a giant boulder.

Her heart thumping like a drum, Elena stepped up to the rock.

A mighty musical note sounded as she pulled the guitar from the stone. Elena brushed her fingers across the strings, and a rumbling sound shook the cavern.

Tabitha screeched and covered her ears with her paws!”

1. An *alliteration* is when two or more words begin with the same letter or sound. Can you spot the alliteration in the second sentence?

_____

2. A *simile* describes something by saying it is *like* something else. What is the simile in the extract?

_____

3. Why do you think Tabitha covers her ears with her paws in the last sentence of the extract?

COMPLETE THE SIMILES!

Add a word that will finish each of these sentences. For an extra challenge, choose words that begin with the same letter as the verb in the sentence!

She swam like a _____.

They ran like _____.

It sank like a _____.

He sang like a _____.

ANSWERS: 1. ‘Glowing guitar’. 2. The simile is ‘thumping like a drum’. 3. She does this to protect them from the loud noise caused by Elena strumming the guitar strings.

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STORY SEQUENCING SHEET

The events in the tale of 'Beatbox Kingdom' have been mixed up. Number the parts below in the order they *should* be read in!

Then, they climbed into the mountains. When they came to a broken bridge, Tabitha grabbed her companions and jumped over the gap. ☐

The princess called for her advisors, and they all came up with ideas to get rid of the darkness. Her librarian, Jasper, had the best one. ☐

As they played, the sun broke through the dark clouds. The princess was happy that her music had brought light to the kingdom! ☐

At last, they reached a mountain cave leading to a maze of tunnels. Jasper unrolled his scarf so they could find their way back out. ☐

Elena pulled the guitar from the stone, and a mighty chord rang out. Tabitha covered her ears with her paws because it was so loud! ☐

Princess Elena, Jasper and Tabitha the knight got ready and set off. They struggled through a muddy swamp by working together. ☐

Jasper beatboxed a catchy beat, Tabitha scratched records on her turntable and Princess Elena rocked out on her guitar. ☐

Princess Elena was unhappy because her kingdom was always dark and gloomy. Her subjects complained about it! ☐

The three heroes finally found their way through the dark maze and came to a cave where a colourful guitar was stuck in a boulder. ☐

The trio returned to the kingdom. After two weeks, they put up posters saying that they were going to hold a concert in the castle courtyard. ☐

The goblin librarian suggested that they should go on a quest to find a magical item that could bring light to the land. ☐

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STORYBOARD

Now it's your turn to tell the tale of Princess Elena's adventure! Write about what happened to her under the pictures below, using short sentences.

1



_____

_____

_____

2



_____

_____

_____

3



_____

_____

_____

4



_____

_____

_____

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WHAT ARE THEY DOING?

Which music-related verb fits in each of the sentences below?
Choose the right ones from the list at the bottom of the page.



1. The musician is ☐☐☐☐☐☐☐ into the trumpet.



2. The artist ☐☐☐☐☐ into the microphone.



3. The musician is ☐☐☐☐☐☐☐☐☐ the guitar to make music.



4. Everyone is ☐☐☐☐☐☐☐ to the beat!



5. The DJ is ☐☐☐☐☐☐ sounds on his deck.



6. The orchestra ☐☐☐☐☐ on the stage.



7. The percussionist ☐☐☐☐☐ a drum.



8. My granny ☐☐☐☐☐☐☐ to the radio every day.

CORE VERBS

Plays
Bangs
Mixing
Dancing
Listens
Sings
Blowing
Strumming

ANSWERS: 1. Blowing, 2. Sings, 3. Strumming, 4. Dancing, 5. Mixing, 6. Plays, 7. Bangs, 8. Listens.

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WRITE A HIT SONG!

Lines marked with the same letter have to rhyme.

My Song is Called: _____

A _____

B _____

A _____

B _____

C _____

D _____

C _____

D _____

E _____

F _____

E _____

F _____

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NAME _____ CLASS _____

PUTTING ON A SHOW!

There are many different kinds of musical performances – can you match each one in the list below with the correct definition?

1. **Concert**
2. **Music Festival**
3. **Recital**
4. **Opera**
5. **Musical Theatre Show**
6. **Jazz Show**
7. **Battle of the Bands**
8. **Open Mic Night**
9. **Orchestral Symphony**
10. **Street performance (busking)**

☐ **A.** Musicians compete against each other to win a prize.

☐ **B.** Classical musicians perform together, led by a conductor.

☐ **C.** Singers perform a dramatic story through song, often in costume and with elaborate sets.

☐ **D.** A large outdoor event with many different artists performing over several days.

☐ **E.** Anyone can sign up to sing a song or play an instrument.

☐ **F.** One artist or band performs their songs in a venue.

☐ **G.** A student or musician performs solo or in a small group to show their progress and skills.

☐ **H.** Performers sing, dance, and act to tell a story on stage.

☐ **I.** Musicians perform on streets or in public spaces, often with a hat out to collect tips.

☐ **J.** A small group of musicians improvise music in an intimate setting.



ANSWERS: 1. F, 2. D, 3. G, 4. C, 5. H, 6. J, 7. A, 8. E, 9. B, 10. I.

Class Discussion

Have you been to any of these kinds of events? Which one would you most like to go to, and why?

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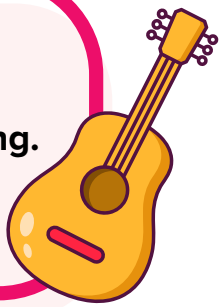
MUSICAL TRUE OR FALSE



Use the facts you learned from the 'Putting on a Show!' sheet to work out which statements are right – and which are wrong!

1. At a recital, students perform to show what they've learned.

2. Music festivals usually only have one artist performing.



3. At an open mic night, only professionals can sing on stage.



4. Opera singers perform without microphones in huge theatres.

5. Buskers who perform on streets often need permission to do so.

6. Jazz clubs are known for featuring loud heavy metal music.



7. Musical theatre combines singing, dancing and acting.



8. Orchestra concerts feature only one type of instrument.

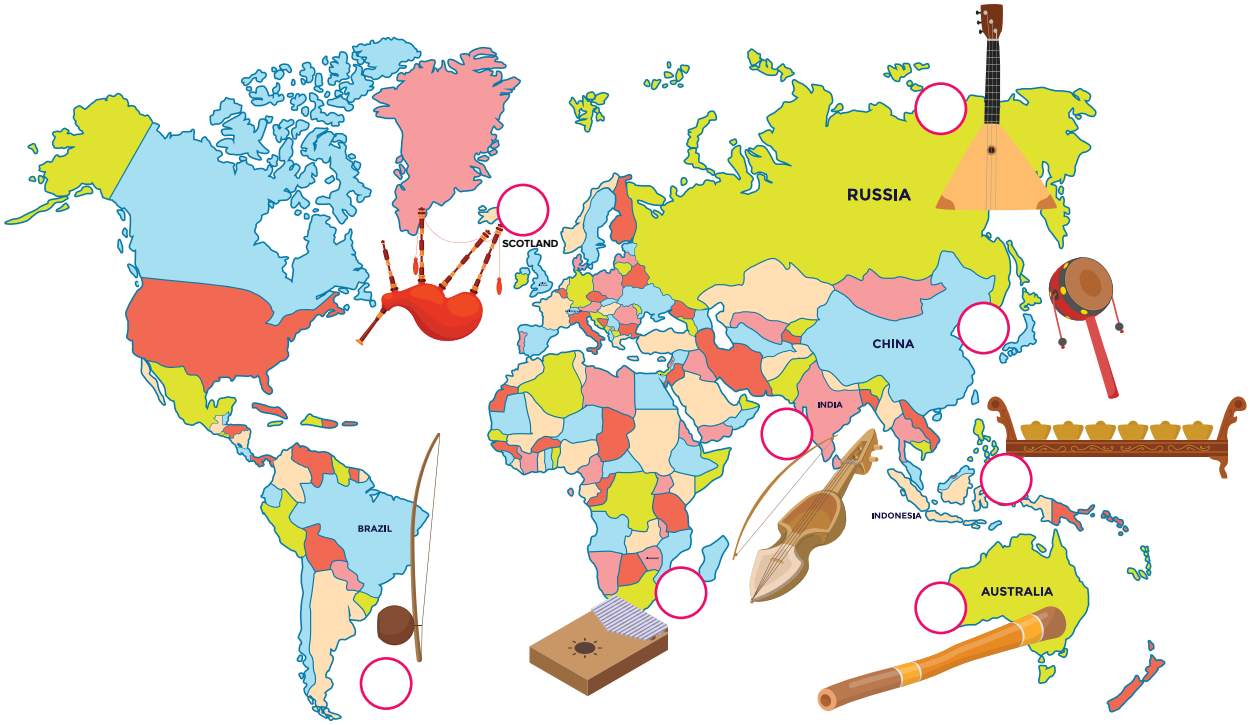
ANSWERS: 1. True, 2. False, 3. False, 4. True, 5. True, 6. False, 7. True, 8. False.

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INSTRUMENTS OF THE WORLD

Match the amazing instruments with the places they come from!



A. Kalimba: A small wooden instrument with metal keys played using the thumbs. The sound is soft, tinkly and calming.

B. Sarangi: A bowed string instrument which is played upright. It creates rich, emotional tones that can be used to copy the sound of the human voice.

C. Berimbau: A musical bow with one string and a gourd attached to one end. Makes deep, rhythmic sounds that can buzz or ring.

D. Didgeridoo: A long wooden wind instrument that is played by blowing into it with loose, vibrating lips. Makes deep droning sounds.

E. Bagpipes: A wind instrument with air-filled bags and long pipes. It makes a loud, strong and steady ringing sound that carries for long distances.

F. Bolang Gu: A small hand-held drum with strings of beads on the sides. Produces quick tapping and rattling sounds when it is shaken or twisted.

G. Bonang: A set of small metal gongs placed on a wooden frame. Creates bright, chiming tones played in patterns.

H. Balalaika: A string instrument with a triangle-shaped body and long neck. Sounds bright, twangy and lively, and it is often used to play folk music.

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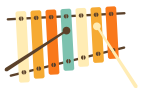
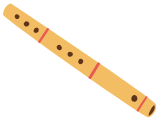
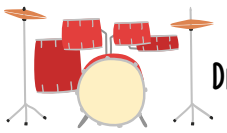
ANSWERS: A. Zimbabwe, B. India, C. Brazil, D. Australia, E. Scotland, F. China, G. Indonesia, H. Russia.

NAME _____ CLASS _____

HOW DO THEY MAKE MUSIC?

Can you put the instruments below in the right groups, based on how they create sounds?

A. PLUCKED	C. STRUCK
Strings are pulled and released.	The instrument is hit or shaken.
B. BOWED	**D. BLOWN**
A bow is drawn across strings.	Air is blown into the instrument.

1.  Violin
2.  Bell
3.  Bagpipe
4.  Saxophone
5.  Xylophone
6.  Flute
7.  Harp
8.  Tuba
9.  Accordion
10.  Bass guitar
11.  Harmonica
12.  Cello
13.  Banjo
14.  Berimbau
15.  Drums
16.  Maracas
17.  Tambourine
18.  Sarangi

ANSWERS: A. 7, 10, 13, 14. B. 1, 12, 18. C. 2, 5, 15, 16, 17. D. 3, 4, 6, 8, 9, 11.

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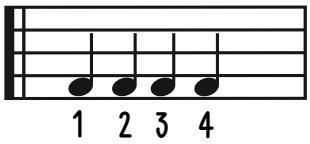
COUNT TO THE BEAT!

Music relies on a simple rhythm! These four exercises involve clapping out different beats... and then coming up with rhythms of your own!

For this exercise, we recommend that children sit in groups in circles, or the whole class could try to clap out each of these rhythms. Most music has four beats to every bar (also known as 4/4 time), so these four exercises use that time signature.

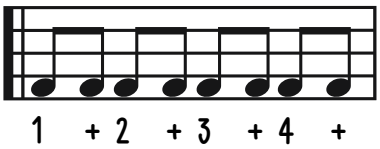
1. CLAPPING QUARTER NOTES

Count *1-2-3-4* in a regular pattern. Everyone in the class should clap along with each number! Repeat this several times without stopping.



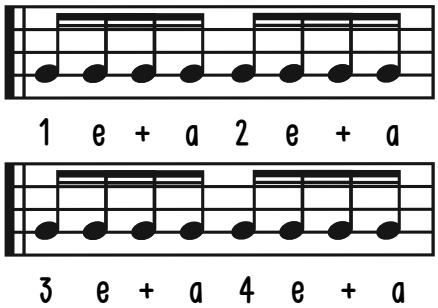
2. CLAPPING EIGHTH NOTES

Count *1-and-2-and-3-and-4-and*, clapping with each number and '*and*'. Repeat this several times in a row.



3. CLAPPING SIXTEENTH NOTES

Count *1-e-and-a-2-e-and-a-3-e-and-a-4-e-and-a*, clapping with each number, *e*, *and* and *a*.



4. FREESTYLE CLAPPING

Now it's time for members of the class to get creative with their beats! Ask one member to clap a simple pattern and get everyone to repeat it. Then, ask if someone else has a catchy beat for the class to try out!



BONUS CHALLENGE There is also music which has *three* beats to the bar instead of four – this is called *3/4 time* and is used when performing the dance known as the waltz. See if your class can clap out a waltz rhythm, clapping out *ONE-two-three*, with an emphasis on the *one*.

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CREATE A FESTIVAL POSTER!

Name of the festival!

Pictures and names of who's playing!

When and where it is!

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