

No Place Like by Kerry Andrew

Written by Lucy Drever

For:

- EYFS and Key Stage 1 in England and Wales
- Early years and P1-P4 in Scotland
- EYFS and Key Stage 1 in Northern Ireland

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Introduction

This BBC Ten Pieces resource is for KS1 teachers and support staff; it is a collection of ideas for you to adapt, explore and have fun with. Not only will it tick many of the learning requirements and goals, but the resource will give you and your children a fun insight into the world of classical music.

Give yourself the permission to be creative, to be musical (regardless of what you've been told, you are musical, it's not just about singing in tune!) and to have fun; whatever response you get from the children is brilliant. And the more confident the children see you in your exploration of this BBC Ten Piece, chances are they'll be more confident too!

The plan will look vastly different depending on the group of children you are working with, as well as the learning environment. The plans are suitable for free flow, small groups or whole classes. If you are working with a whole class, I'd suggest being in a circle. The plans will also work well if you're working with non-verbal children; music is a really safe place for all children to be creative in.

Whilst writing this resource I decided to stay away from weekly lessons that are built upon, as many KS1 settings I work in don't work in this way. I've therefore written six sessions, that can be done in any order, and should be repeated again and again...and again.

The last session is a documenting one- collect all the musical things you've explored, revisit activities, and listen to the piece again. This can be done alongside the other sessions, or at the end of your learning.

Have fun exploring these amazing pieces, and remember, when creating, there are no wrong answers!

Lucy Drever

Learning Outcomes

Learners will:

- Listen to a new piece of music and describe what they hear
- Listen to the environment around them, and find new sounds
- Practise start and stop
- Conduct the class in starting and stopping
- Make their own 'Home' sound piece
- Think of new words for songs
- Link their topic or book to this piece of music
- Help write a story with sound effects

Exploring this piece of music will help children with their;

- Listening
- Communication and language
- Personal, social and emotional development
- How and why questions
- Creating own stories and developing own narratives
- Singing

About No Place Like

- No Place Like is a vocal piece by the composer, Kerry Andrew.
- There are lots of body percussion sounds which are sounds made using your body e.g. tapping your head, or clapping your hands. There are also some beatboxing sounds which are sounds made with your mouth e.g sssshhhh, BOOM or tsss.
- It's a piece that explores home, what it is and how it makes us feel.
- Kerry Andrew is a composer who lives in London. She also sings, writes novels and likes to swim outside!

Adventure 1- Sound Detectives

Goal- The children will have found some sounds by listening and exploring!

Resources

- A magnifying glass – a real one, or a big hand-made one!

Warm-up

Start off with a fun movement song; something simple in which you explore various actions, identify various parts of the body and get the children singing.

Ask the children for their suggestions for what action to do next.

You can download a couple of examples of movement songs from the No Place Like page on the Ten Pieces website (Shake and Stop, Everybody...)

Activity 1- What sounds can we hear?

Watch the performance of No Place Like together. If the children start to move or mirror the sounds they hear/ see, that's great!

Explain that the music was written by a composer, Kerry Andrew, who is someone who writes music, and that the music often tells a story. In this case the story is home!

Listen to a small section again (I'd recommend 1.58-2.37), and being sound detectives (check everyone knows what a detective is), what sounds can they hear? Give the magnifying glass to the child who is going to tell you a sound. Encourage the whole class to copy the sound, and all come up with an action for it (this could be the same one that is on the video).

Every time you find a new sound, repeat what you've already found.

Find two or three sounds. Sounds from this section of music could include:

- Siren
- Shhh
- Tweet, tweet, tweet
- Mah, mah.mah (car beep)
- Hello there, can you hear me?

However the children respond is great i.e. with the exact sound, or the name of the thing that makes the sound. It could even be something else they heard in the piece e.g. 'Pizza!'.

Activity 2- The Sound Detectives are going to find their own sounds!

Explain that as detectives we are now going to find some sounds that make us think of home.

Depending on your group this could be done in various ways. Here are some suggestions:

- Take the magnifying glass around your classroom space and look for sounds
- Go to your outside space with your magnifying glass and listen to the sounds you can hear
- Using a picture of a house, or maybe props from a home space, or a dolls house, bring it to the circle and ask questions about the sounds from each room
- Using pictures from a story you are currently reading, are there any sounds that would be happening in the pictures?

Aim to find two or three sounds. These can be vocal, or using body percussion e.g. tapping your head for rain, walking slowly and heavily for a parent/ carer plodding up the stairs (a suggestion from a child I was recently working with) etc.

Activity 3- Record your sounds!

Record your sounds! Finish off this class with a recording session.

Recap the home sounds you have found (both in No Place Like and in your own setting) throughout the session, and record them on your tablet.

Watch them back!

Warm-down

Finish the session with your Sound Detectives by singing the song that you started with, or whatever song you know they love singing with you!

Adventure 2- Starting and stopping

Goal- The children will practice starting and stopping in a musical context. They'll also be introduced to the idea of a conductor.

Warm-up

Sing the same warm-up movement song that you sang last time.

Today, why not try singing it really quiet, or really loud? What about really slow? Or really, *really* fast?

Activity 1- Remember your sounds

Recap the last session:

- We listened to a piece by a composer, which is someone who writes music
- The story of the music was all about home
- "I wonder if anyone can remember the sounds we found when we were Sound Detectives?"
Make the sounds, recap the actions and have the magnifying glass to hand! Why not try making the sounds quietly and loudly? For example, "what would a quiet bird sound like?"
Or, "I wonder what a really loud car horn would sound like?"

Activity 2- Start and Stop

Using these sounds and actions, let's do some start and stops.

With your class or group, come up with one hand sign for **start**, and one hand sign for **stop**. Get everyone to practise these. It really doesn't matter what they are; **start** could be a point gesture or welcoming gesture and **stop** could be two hands up, palms facing the group. Or maybe it's something using the magnifying glass...

Tell the children you are going to be the conductor first; a conductor is somebody who leads the music and shows people when to play! You could show them a short clip of No Place Like, can they spot the conductor?

Tell the group to pick one sound from their selection of 'home' sounds.

Using the signals you all came up with, show some starts and some stops- be as physical as possible, really over exaggerate your actions!

Reiterate the importance of eye contact- all your Sound Detectives need to be watching!

Then pick a child to be the conductor. Ask them what sound (from the sounds we found) are the group going to make?

Repeat this. If you're working with older children or have done this exercise a few times, let the children who are following the conductor pick their own sound- they don't have to be the same sound as the person they are standing next to.

Activity 3- Create your own home piece!

Split the class, or group, up into two groups. Each group should pick what 'home' sound they are going to be. If possible, the first time you do this have an adult with each group.

Ask the children what signal could mean that a sound has to **carry on**. Pick an action. Go over your conducting actions for **start, stop** and **carry on**.

Now conduct the two groups, each of which are making a different sound. Use very clear signals. You could bring both groups in, or just one. Maybe one group starts before the other.

The first time you conduct two different groups it might feel a little scary but practice does make perfect.

Then pick a child to conduct, before their turn, they can also change the sounds the groups are making.

The more you do this, the more everyone's confidence will increase, and you can:

- Record everybody's go at conducting and watch them back – they've created their own piece!
- Split the class up into three or four groups
- Use other sounds your class found
- Start to introduce the idea of quiet and loud- what might the hand signals look like for this?
- If working in smaller groups you could substitute the sound for an instrument

Warm-down

Sing a song everyone loves singing together.

Adventure 3- Sing a song about home

Goal- *The children will sing a song about home. They will also suggest some new song words.*

Warm-up

Sing your warm-up movement song.

Today, why not try singing it in lots of different ways?

- *Spikey*
- *Smooth*
- *Like a giant*
- *Like a monkey*
- *Like a robot*
- *Grumpy*
- *Happy*

There really are endless options, and no wrong answers!

Activity 1- Use a familiar tune to write new words

Using a tune that you know well (it could be a nursery rhyme tune) and write some lyrics with your students to do with home. Below is an example, and a good starting point for you. The more you repeat this exercise, the more natural it will become.

Furthermore, don't worry about writing the lyrics on the board. I'm always amazed at our musical memories! Just use lots of actions; this will help everyone remember the words!

I have used the tune of *The Wheels on the Bus* with some words based on what I do at home.

*My home is where I eat my tea,
Eat my tea, eat my tea,
My home is where I eat my tea
Eat my tea*

[You can download this from the No Place Like page on the Ten Pieces website \(My Home Is Where I Eat My Tea\)](#)

You could then ask them “what else do you do at home?” and change the words.

*My home is where I dance around,
Dance around, dance around,
My home is where I dance around,
Dance around*

It doesn't matter if the child suggests something that doesn't 'fit', just sing more notes! Just sing the same note to account for the extra syllables at the end of the line.

*My home is where I play with my sister
Play with my sister, play with my sister,
My home is where I play with my sister,
Play with my sister*

[You can download this from the No Place Like page on the Ten Pieces website \(My Home Is Where I Play With My Sister\)](#)

Activity 2- Sing your sounds!

Recap the sounds that you found when you were Sound Detectives. Now use these sounds to sing the song.

You can either sing the whole song to the sound. For example, singing the whole tune to tweet, beep, sssssh

Or you can rewrite more lyrics to fit in with the sound. For example, if you found a siren, it could go;

*The siren outside goes weeee weeee weee
Weee, weee, weee
Weee, weee, wee
The siren outside goes weeee weeee weee
All day long*

Or if you found a bird, it could go;

*The bird in the tree goes tweet, tweet, tweet,
Tweet, tweet, tweet,
Tweet, tweet, tweet
The bird in the tree goes tweet, tweet, tweet,
It's singing a song!*

Depending on the age of the children, really encourage them to think about the sound, but also who is making the sound, where it's coming from, and why the sound is being made.

Warm-down

Finish the session with the same movement song that you started with!

Adventure 4- Who might we find at home?

Goal- Your children will have linked this BBC Ten Piece to your topic or book, and explored the sounds of home in it.

This session is designed to link No Place Like with a topic you are looking at in class. It could be anything; a story, a place, a theme.

For the purpose of this plan I've used the traditional tale, Jack and the Beanstalk.

Warm-up

Sing your warm-up song.

Today, ask the question, "I wonder how the cow from Jack and the Beanstalk would sing this song?" and then sing the song in that character.

Encourage the children to think of another character from the story that you could all sing in the style of. Move around the space whilst singing in this character's voice.

Activity 1- Find sounds in your class story/topic

Bring back the magnifying glass! Ask what sounds we can find in Jack's home, or the giant's home. For each suggestion, encourage the child to think of an action.

Activity 2- Make some music

With these new sounds, why not do some start and stops?

Next, you could split into groups and do some conducting!

Or you could write some lyrics to a familiar tune?

(to the tune of The Wheels on the Bus)

*Jack sold the old cow for five small beans,
Five small beans, five small beans,
Jack sold the old cow for five small beans,
Five small beans!*

Activity 3- Do some drawing!

Encourage the children to draw a picture inspired by this story and the sounds they have found.

Warm-down

Sing a song you all love to sing together!

Extension activity

For a smaller group extension activity for activity 3, why not write down what is happening in the picture, and the sounds that go along with it?

Then assign sounds to different parts of the picture and every time the child points to a specific part of the picture, a sound has to be made.

E.g. If they draw the cow and Jack, each time they point to the cow you'd make a different sound to each time they point to Jack. They can be as imaginative as they like with this, what does grass sound like? Or the sky?

This can be shared to the whole class too – everybody can learn the sounds!

Adventure 5- Write a home story!

Goal- Your class will write a story inspired by No Place Like and they will create some sound effects to go with it!

Resources

- Classroom instruments

Warm-up

Sing your warm-up song. Today try singing it with starts and stops!

Activity 1

Explain to the children that **you are going to write a story inspired by No Place Like.**

Rewatch No Place Like and ask the children to pick their favourite sound. Pick a couple of these sounds to start off your group/ class home story. For example, it could be 'PIZZA!' and the siren sound.

Activity 2

With these sounds, ask the children, "I wonder what happens first in the story?"

For example, 'It was a dark night and two police women were called to the pizza restaurant.'

Ask the children for a sound (with an action) for the sentence that they've just come up with.

For example, as it's a dark night, maybe an owl can be heard, or a cat miaowing. Or maybe we hear the police car drive to the restaurant.

Aim to come up with four or five sentences. Keep it simple.

Practise the story with the sound effects – are there any instruments in the classroom that you could use to help you?

Activity 3

Take the words away!

What sound comes first? Can anybody remember what happens next? Then what happened?

Practice doing this a couple of times, and then see if you can do it with no words whatsoever!

Warm-down

Sing a song you love singing together – maybe it's the song about home!

Extension activity

Why not try adding some sound effects to the book that you are reading in class? Work towards taking the words away – it's a great (and fun!) way to help children remember the story.

Adventure 6- Create a musical scrapbook about No Place Like

Why not use this session to create a musical scrapbook? This can be a digital one, creating material for a display board, or a page for your child's individual learning folder.

Some ideas are as follows:

- Write what a composer is (or write the child's explanation)
- Write what a conductor is (again, write the child's explanation)
- Write/ draw the sounds from No Place Like, as well as the sounds you found in your setting
- Get some quotes about what it felt like to conduct
- Draw a picture about what you do at home
- Write out the lyrics to your home that the children suggested to sing
- Stick in the topic picture that you made sounds for
- Stick in some photos that a member of support staff may have taken
- Write or draw all the different ways you can sing the warm-up song
- Ask the child how they feel listening to No Place Like, can they write how they feel, or draw a picture to describe their feelings?