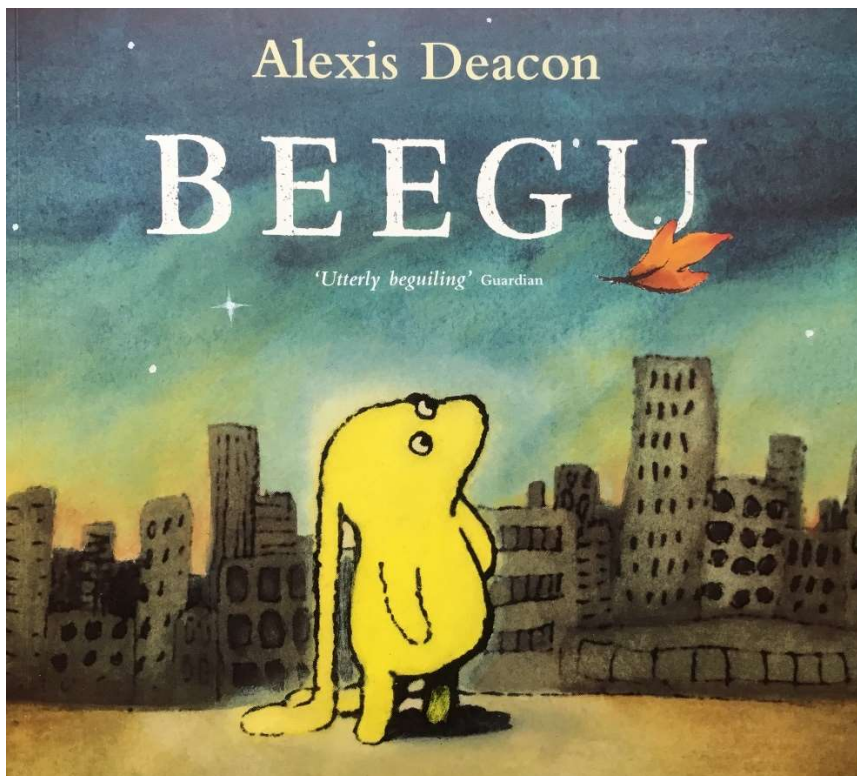


Beegu



**Activities inspired by the picture book
by Alexis Deacon**

Resource pack for teachers by Ros Savournin

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Welcome to BEAT's Infant Music Festivals 2024!

This pack and the online resources give you everything you need to prepare for your festival. The activities are structured around the picture book *Beegu* by Alexis Deacon, and schools will receive a copy of this book. Published in 2003, this story about a yellow alien child stranded on earth quickly became a classic. It explores the experience of being an outsider in a simple and beautiful way, and the spare text, luminous illustrations and lightness of touch give it a timeless appeal.

The material in this pack is designed to form the basis of a term's music curriculum content for Year 1/Year 2, and also contains cross-curricular ideas and extension activities suitable for older children. **There is a lot of optional extra material – you don't have to do everything, just ensure you have prepared the items listed below.**

What you need to do to prepare

There are four songs to learn, and for one of those songs we'd like you to prepare your own short verse to perform on the day.

Shared repertoire: On the day, everyone will join in with the following songs:

1. ***What are you?***
2. ***Heno, Heno***
3. ***In the playground*** (this will include making up your own short verse)
4. ***All the Difference***

Make your own performance:

We always invite each school to share a performance at their festival. You can connect with any of the themes in the book; the obvious ones are space, aliens, making friends and playground games. Don't worry too much though, it's always absolutely fine to perform whatever works best for you. You can sing a song, play instruments, dance, sign – anything goes. I will be in touch with you nearer to the time of your festival to find out what you would like to do. It is not compulsory, but the children do like it if everyone has a turn! It is a lovely experience for your children to share their work with children from other schools in an informal, collaborative and supportive environment.

Please don't hesitate to get in touch for help or support or to request a visit. I look forward to seeing you in November 😊 Ros Savournin (ros.savournin@beatrust.org.uk).

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Additional resources to download

Paper resources (5 downloadable PDF files): piano scores & lyrics sheet; pitch pattern cards for *What Are You?*; *Heno, Heno* flexible KS2 arrangement score & parts; template for Beegu craft activity.

Whiteboard resources (1 downloadable PPT file): *What are you?* lyrics; notes for *Twinkle, Twinkle*; *Heno, Heno* lyrics & tuned percussion part, *In the Playground* lyrics, *All the Difference* lyrics.

Recordings playlist

What Are You?	Complete performance track – with vocals/without Part 1 with piano, Part 2 with piano
Heno, Heno	Complete performance track – with vocals/without “Everlasting” backing loop British Sign Language video
In the Playground	Complete performance track – with vocals/without Each of the four songs separately Parts 1, 2 and 3 with piano (final section) “Everlasting” backing loop
All The Difference	Complete performance track – with vocals/without

What are you?

A song inspired by *Twinkle, Twinkle, Little Star*



This song is from the point of view of a child in their bedroom looking at a blinking light in the night sky. It is a re-imagining of *Twinkle Twinkle Little Star* (which can be heard in the backing) – except that this twinkling light turns out to be Beegu’s spaceship crash landing on earth. The chorus is a series of questions which we first ask the distant light, and then Beegu as she arrives.

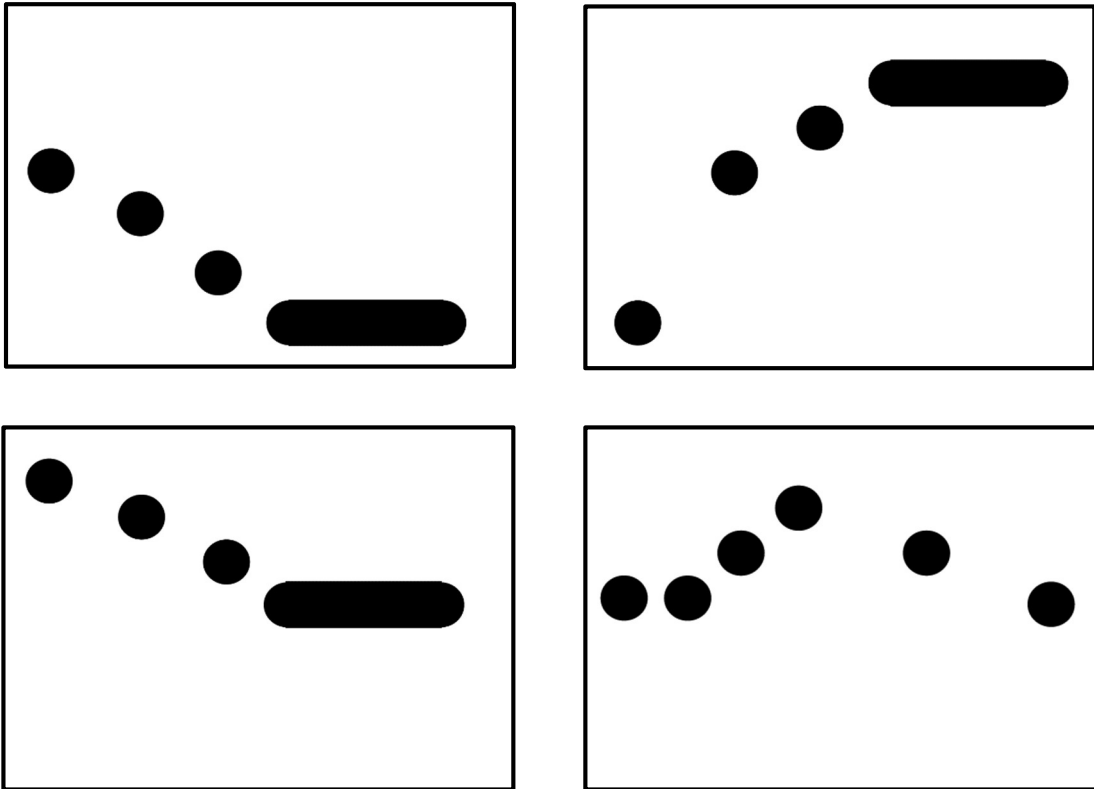
Start with the chorus, a catchy refrain built from rising and falling melodies. To approach it, you could start with focused listening and questioning.

- Sing/play the Part 1 recording of the chorus and talk about pitch. Follow the melody up and down with your hands and ask your children to do the same; notice the first line goes down (*Where is your home?*), the second up, with a jump in pitch at the start (*How do you shine?*) and the third down (*I want to know*).
- Ask if the tune for the second half of the chorus (from *If you were here*) is the same or different from the first. It’s the same; this is a hard question as it requires the listener to hold a lot in their head, but you can check together by listening and following the pitch contours again.
- After a few listens to Part 1, play the complete version. What is happening now? Children might say “copying” or “echo”. Is every line echoed? Which lines do both parts sing together? (*Is your world just like mine? / About the milky way*).

This kind of focused listening is not only fantastic for developing children’s aural discrimination, it gives us a reason to play or sing the tune for them lots of times while they listen to it carefully – and you will find that they’ve learned it as a result.

Get your children to sing the chorus with you (or the recording) as the leader and them as the echo. Then you can try it the other way round, and ultimately in two parts. Two parts is easier in a larger group, but this echo chorus is definitely achievable in a Year 2 class once they are confident with the words.

In later lessons you could call back to the initial work on pitch in the chorus, by using a simple notation like this:



These simple graphics help prepare children for reading music – each blob represents a sound, we move from left-right, and the blobs go up and down with the pitch. You can find them in the downloadable paper resources.

Can your children relate these to the tune they sing? Give groups or pairs a set of cards and see if they can put them into the correct sequence.

The verses have a simple, stepwise melody, with rhythms that look complicated on the page but are designed to follow the speech patterns of the lyrics; they will be readily learned with repeated listening.



What are you?

music & lyrics RS

♩=76

2 Verse 1

In the dark - ness a blin - king light Are you a

5

jum - bo jet, or may - be a sa - tel - lite?_ Or are you a space - ship from a

8

poco accel. ♩=84

dis - tant star?_ How I won - der what you are...

12 Chorus Part 1

Where is your home? How do you shine? I want to know

Part 2 (echo)

Where is your home?_ How do you shine?_ I want to know

15

is your world just like mine? If you were here what would you say?

_ is your world just like mine? If you were here_ what would you say?

18

♩=76 Tempo I

I want to hear a - bout the Mil - ky Way.

_ I want to hear_ a - bout the Mil - ky Way.

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21 Verse 2

Now you're not such a ti-ny gleam You're get-ting clo-ser, or have I be-gun to dream?

25 **poco accel.** ♩=84

Hurt-ling to-wards me through the end-less night Fil-ling up my room with light...

30 Double Chorus

Part 1

Where is your home? How do you shine?

Part 2 (echo)

Where is your home?___ How do you shine?

32

I want to know is your world just like mine? If you were here

___ I want to know___ is your world just like mine? If you were here

35

what would you say?_ I want to hear_

___ what would you say?_ I want to hear

37

a-bout the Mil - ky Way! Where is your home?_ Way!

___ a-bout the Mil - ky Way! Where is your home? Way!

Extension – play *Twinkle Twinkle on tuned percussion*

optional extras

Most if not all of your children will know this tune already, and it can be played using a C-C set of boxed chime bars or other tuned percussion instrument.

Stick Notation is a useful way to introduce rhythm reading to children.



= a single clap – or crotchet.

Say “ta” (or a one syllable word eg. “fly”)



= a double clap – or pair of quavers.

Say “te-te” (or a 2 syllable word eg. “beetle”)

Stick notation is accessible, and easy to scribe on a whiteboard. Say it, clap it, play it. Conventional notation basically combines sticks and blobs (like the ones on p5).

Twinkle Twinkle has the same simple rhythm for every line, as follows:



Here is the melody – the children can clearly see the stick notation represented on the music. This notation is also included in the PPT.¹

C G A G F E D C

Twin - kle twin - kle lit - tle star How I won - der what you are

G F E D G F E D

Up a - bove the world so high Like a dia - mond in the sky

C G A G F E D C

Twin - kle twin - kle lit - tle star How I won - der what you are

¹ The colour coding used is boomwhacker colours. Some other classroom instruments use these colours too. They are sold as “the rainbow range” and you can also buy coloured stickers for instruments you already have.

On the complete performance track for *What Are You?*, the tune of *Twinkle Twinkle* is played during each of the two verses. If you have players who can manage this and have portable instruments, we'd love to have live players on the day ☺

Extension - Listen and respond to Mozart's variations

optional extras

Twinkle Twinkle is often attributed to a young Mozart. In fact, it is an old French folk melody, *Ah vous dirai-je, Maman*, which Mozart used as the basis for a theme and set of variations when he was 25.

You can readily find recordings of Mozart's *12 Variations on Ah vous dirai-je, Maman* (K265) online. You wouldn't listen to the whole thing with your children, but each variation is quite short so you can do it in small doses. Start with the beginning which is the theme, or basic tune. It's not identical to the nursery rhyme, but close enough that children will be able to make the connection if you sing along.

Here are some ideas for exploring this with your children:

- Pick a variation, or 2 contrasting ones, and allow them to respond physically, either sitting down or moving around a larger space. Which tunes suggest running, or jumping, or walking on tiptoes? Variation 3 has delicate, tiptoeing triplets whilst Variation 12 (the big finish) has lots of fast running notes.
- Think of animals and how they move. Variation 6 has rapid semiquavers that make a buzzing effect like an insect. Variation 5 jumps around like a grasshopper.
- Most of it is upbeat, sparkling Mozart piano, but there are two variations that contrast with that – Variation 8 is in a minor key which completely changes the mood. Variation 11 is much slower than all the others and is sweet and lyrical. Talk to your children about the feelings and images the music suggests to them.
- If you have dance scarves, these are wonderful for animating and expressing any movement children do.



Heno, Heno

This beautiful traditional Welsh lullaby has a simple, lilting melody which suggests the rocking of a baby.

1. He - no, he - no, hen blant bach He - no, he - no, hen blant bach

Di-me, di-me, di - me, hen blant bach Di-me, di-me, di - me, hen blant bach

2. Gwely, gwely, hen blant bach...
3. Cwsgy, cwsgy, hen blant bach...
4. *Instrumental verse*
5. Fory, fory, hen blant bach...

bach	<i>little</i>	fory	<i>tomorrow (f like a "v")</i>
blant	<i>children</i>	gwely	<i>bed</i>
cwsgy	<i>sleepy (w like "u")</i>	hen	<i>dear (literally "old")</i>
dime	<i>halfpenny</i>	heno	<i>tonight</i>

*Verse 1 Tonight, tonight, dear little children
Halfpenny, halfpenny, halfpenny, dear little children*

Welsh pronunciation is phonetic, but Welsh has a different alphabet from English (using mostly the same letters which can be confusing!) The main differences from how an English speaker would read these lyrics are indicated above. Vowels should be open and clean eg. "o" in **heno** and **vory** is as in "knot" not "oh". Many thanks to Ellen Whitehouse who provided the spoken recording so that you can hear a native Welsh speaker saying the words.

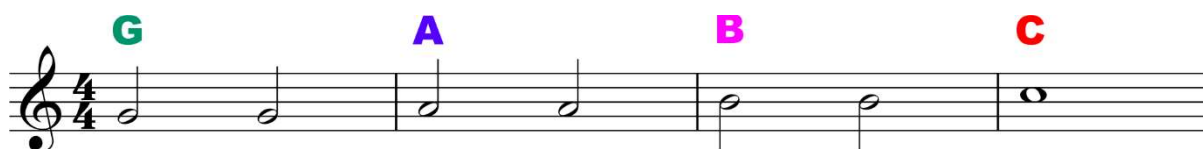
British Sign Language for Heno, Heno

We will not only be singing in Welsh, but will also do *Heno, Heno* in British Sign Language. This isn't as hard as it sounds! The signs will help us all to remember the translation of the Welsh lyrics. There is a BSL video you can use for teaching and practice included in the festival resources.

Tuned percussion part for Heno, Heno

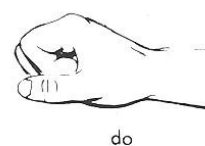
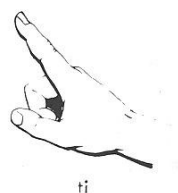
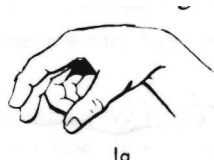
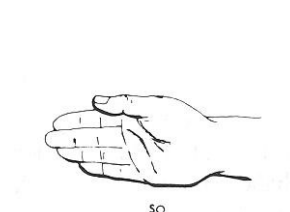
optional extras

There is a very simple tuned percussion part that goes with Heno, Heno, played stepwise and using the notes G, A, B and C.



Here it is written down (it's also in the PPT); however, I recommend teaching it by ear. This is a good opportunity for younger children to make fundamental musical connections between singing and playing instruments. This tune is simple enough for 6 and 7 year olds to play fluently and musically. If they try and follow notation too, it adds an extra cognitive load which interferes with this essential learning.

Sing it first to introduce it. The stepwise nature of the tune also makes it ideal for learning and using solfège note names and hand signs.



If you learn this part and have some portable instruments, please do bring them along on the day and choose some children to play (as few or as many as you like).

This song uses just 3 chords in a 4 bar sequence, played twice in each verse. It also uses no sharps/flats (black notes), which is handy for classroom instruments.

C chord	D minor 7 chord	G7 chord	C chord
G	C	F	G
E	A	D	E
C	F	B	C
	D	G	
<i>Heno, heno,</i>	<i>hen blant bach</i>	<i>Heno, heno,</i>	<i>hen blant bach</i>
<i>Dime, dime, dime,</i>	<i>hen blant bach</i>	<i>Dime, dime, dime,</i>	<i>hen blant bach</i>

Play in chord groups

If you have access to single note instruments (eg. bells, chime bars, boomwhackers) you can group them into the 3 chords using this table (eg. "C Chord" group has Cs, Es and Gs). Divide the class into 3 groups and give out the notes accordingly. Now the groups can play in sequence along with the song (or use the "everlasting" backing loop – notice that there is a short interlude between each verse).

Compose parts based on the chords

This method helps older children build an understanding of chords and harmony.

- Start by playing the root note of each chord (in bold above). This sequence suits a bass line (played on a low instrument eg. a cello, or low down on a keyboard).
- Then explain that they can choose a note from each column to play instead. Give them time to experiment with different sequences – there are lots of possibilities. Stepwise sequences (using next door notes) are easier to play.
- Having worked out a sequence of 4 notes, they can then develop this by inventing rhythm patterns or adding extra notes.
- Children can work individually, in pairs or in groups to work out their parts. All the melodies children write will go with the song and each other.
- It works with any melodic instrument², including classroom tuned percussion.

Worksheets can be found in the downloadable resources, along with pre-written parts for piano, tuned percussion, ukulele, guitar, clarinet, recorder/flute, violin and cello – any combination will work with the backing loop and with any parts that children write using the above process.

² Transposing instruments (eg. trumpet, clarinet or saxophone) need a different table. See downloadable PDF.

In the Playground

A set of playground songs for making friends:

Teddy Bear, Teddy Bear

Zhǎo Péngyou

A Sailor Went to Sea

Hi Lo Chickalo



Learn these playground songs separately to start with. On the day we will layer them up to re-create a busy playground.

Teddy Bear

Teddy bear, teddy bear, turn around
Teddy bear, teddy bear, touch the ground
Teddy bear, teddy bear, tie your shoe
Teddy bear, teddy bear, that will do
Teddy bear, teddy bear, jump up high
Teddy bear, teddy bear, wave goodbye
Teddy bear, teddy bear, turn out the light
Teddy bear, teddy bear, say goodnight

A simple, rhythmic rhyme. The actions are pretty self-explanatory.

Teddy Bear can be used as a skipping game. The jumper skips in time while everyone chants the rhyme and their challenge is to do a version of the actions whilst skipping. At the end of the rhyme they continue to jump while everyone counts – the number they get to is how old they are!

As an extension activity, Teddy Bear also suits pulse and rhythm work. Contrast pulse and rhythm with your children – keep the pulse on your chest (the pulse is the regular, underlying heart beat) whilst chanting the song. Now clap the rhythm of the words of the rhyme.

Try playing the pulse and the rhythm using instruments. Divide the class in half – can one half play the pulse while the other half plays the rhythm?

Zhǎo Péngyou

trad. Mandarin, from China

Zhǎo ya zhǎo ya zhǎo péng-you Zhǎo-dào yí gè hǎo péng-you

Jìng gè lǐ, wò wò shǒu Nǐ shì wǒ de hǎo péng-you

Zhǎo Péngyou - Looking for a friend

找朋友

Zhǎo ya zhǎo ya zhǎo péngyou - Looking, looking and looking for a friend

找呀 找呀 找朋友

Zhǎodào yí gè hǎo péngyou – Found a good friend

找到一个好朋友

Jìng gè lǐ, wò wò shǒu – Salute and shake hands

敬个礼，握握手

Nǐ shì wǒ de hǎo péngyou – you are my good friend

你是我的好朋友

Actions

Looking (hand above eye, looking around)

Point forwards with 2 hands

Salute, shake hands

Point forwards, point to self


This lovely friendship song is very well known in China. Apologies to Chinese listeners for the pronunciation on the sung recording – and huge thanks to Yang Zhang who provided the spoken recording for you to listen to.

A Sailor Went to Sea

trad. origin unknown



A sai - lor went to sea, sea, sea, to see what he could see, see, see, but
 chop, chop, chop chop, chop, chop
 knee, knee, knee knee, knee, knee
 sea, chop, knee sea, chop, knee



all that he could see, see, see was the bot-tom of the deep blue sea, sea, sea. A
 chop, chop, chop chop, chop, chop.
 knee, knee, knee knee, knee, knee
 sea, chop, knee sea, chop, knee

This is a perennial favourite. The clapping game is fun to do and just the right level of challenge for KS1.

- | | |
|---------------|--|
| A | clap |
| Sailor | pat-a-cake RH with partner, clap own hands |
| Went to | pat-a-cake LH with partner, clap own hands |
| Sea, Sea, Sea | hand above eye "looking" |

Repeat this pattern 3 more times for the verse.

In subsequent verses, the pat-a-cake clapping is the same

- | | |
|------|--|
| Chop | flat hands cross each other with a chopping action |
| Knee | pat knees |

Hi Lo Chickalo

trad. English

Hi lo chick - a - lo, chick - a - lo, chick - a - lo,

hi lo chick - a - lo, chick - a - lo hi

This clever little clapping game reinforces the concepts of high and low pitch. The pairs clapping game is quite tricky, especially at speed, so it's better to start with the actions version (below). Then you can treat the pairs clapping game as an extension, learning it once the song is established. Some children will get the hang of it quickly but some might find it more of a challenge.

Actions:

Hi	hands on head
Lo	hands on knees
Chick	clap

Clapping game:

Start with hands palms together, fingers pointing forward. Put each child's left hand back to back with their partner's left hand. Left hands stay still for the whole song, only the right hand moves

Hi	clap right hands above left hands
Lo	clap right hands below left hands
Chick	clap own left hand

Putting the songs together

The complete recording starts with all of the songs in order. There's a piano introduction which is repeated in between each verse – this gives everyone a breather and helps us all to stay together. In this little interlude, everyone does 4 claps and then says what they're doing next and "off we go".

(Incidentally, the intro/interlude quotes another children's action song that I couldn't quite make fit – the Polish song *Tanczomy Labada*. Look it up, it's great fun!).

Here's how it works:

- | | | |
|--------------------------------------|---------|-----------------------------|
| 1. Teddy Bear (1 st half) | X X X X | Get ready, teddy, off we go |
| 2. Teddy Bear (2 nd half) | X X X X | Find a friend, off we go |
| 3. Zhǎo péngyou | X X X X | Find a friend, off we go |
| 4. Zhǎo péngyou | X X X X | See, See, See, off we go |
| 5. A Sailor Went to Sea | X X X X | Chop, Chop, Chop, off we go |
| 6. A Sailor Went to Chop | X X X X | Knee, knee, knee, off we go |
| 7. A Sailor Went to Knee | X X X X | Sea, Chop, Knee, off we go |
| 8. A Sailor Went to Sea, Chop, Knee | X X X X | Chickalo slow, off we go |
| 9. Hi Lo Chickalo (slow) | X X X X | Chickalo slow, off we go |
| 10. Hi Lo Chickalo (slow) | X X X X | Chickalo fast, off we go |
| 11. Hi Lo Chickalo (fast) x 2 | X X X X | Chickalo fast, off we go |
| 12. Hi Lo Chickalo (fast) x 2 | (STOP!) | |

Then we split into 3 groups.

Part 1 does 1-4 above, so Teddy Bear then Zhǎo péngyou (twice)

Part 2 does 5-8 above, so A Sailor Went to Sea

Part 3 does 9-12 above, so Hi Low Chicklow slow (twice) then fast (four times)

You don't have to tackle the 3 parts in school, as long as you come on the day knowing the songs, their actions/clapping games, and the 1-12 sequence above.

In school, combining any 2 of the songs will work and it is fun to have a go at this – the challenge is keeping everyone to the same underlying pulse. Using the everlasting backing loop will help.

Making up your own playground song, rhyme or game

On the day, we'd also like each school to come with their own verse. This can be anything – a chant with actions you've made up, a clapping game, body percussion, anything you like. It should fit with the piano backing – use the loop to practise.

If you're stuck, you can always make up some new words for Teddy Bear.



All The Difference

An upbeat song about connection

Inspired by Beegu's story, this song encourages us to connect and communicate with others. There are no additional music activities to go with it – sometimes it's nice just to have a good sing!

There are a few words to learn, but it works well to teach it verse by verse over a few sessions. Each verse can also stimulate a class conversation.

Some of the rhythms are quite syncopated (where the notes we sing are between the beats) but they are consistent and designed to suit the natural speech patterns of the words. As you teach the song, try lip-syncing along to the complete recording. Incorporating this into sessions can be a powerful way to learn and to address misconceptions, as children develop muscle memory for singing the words whilst hearing the song sung accurately.

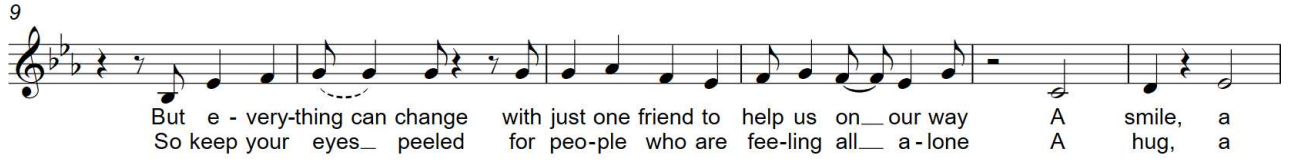


All the difference

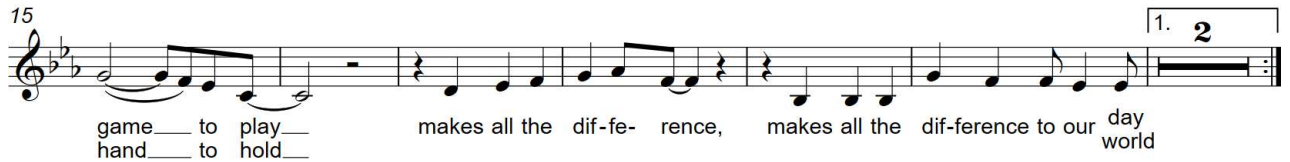
music & lyrics RS

♩=140  **Verse 1 / Verse 2**

When things are new and strange, we some-times feel that all the world is grey
We all know how it feels to find that we are sit-ting on our own

9 

But e - very-thing can change with just one friend to help us on our way A smile, a
So keep your eyes peeled for peo-ple who are fee-ling all a-lone A hug, a

15 

game to play makes all the dif-fe- rence, makes all the dif-ference to our day
hand to hold world

23 **Middle** 

And if we add to ge - ther all the things we do, the things we do

32 

It all keeps add-ing up to friends for me and you, for me and you

39 **Verse 3** 

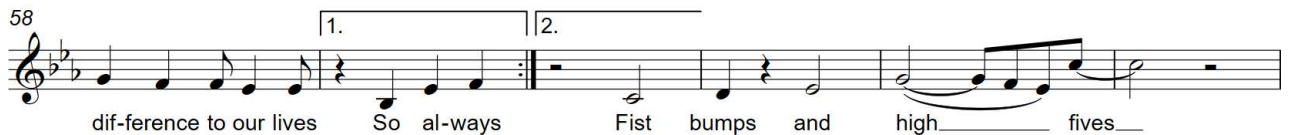
So al-ways say "hel - lo!" and ask a friend how they are fee - ling too

47 

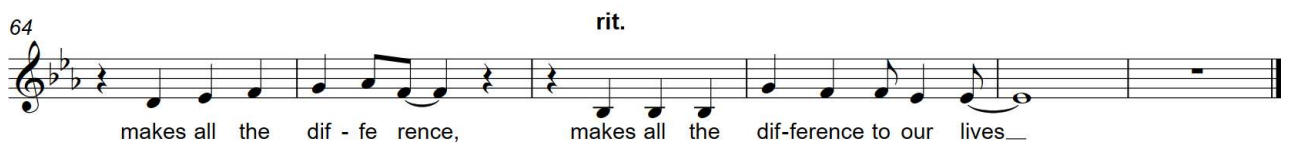
'Cause you may ne-ver know the dif-ference you can make by be-ing you Fist bumps and

53 

high fives makes all the dif - fe rence, makes all the

58 

dif-ference to our lives So al-ways Fist bumps and high fives

64 **rit.** 

makes all the dif - fe rence, makes all the dif-ference to our lives

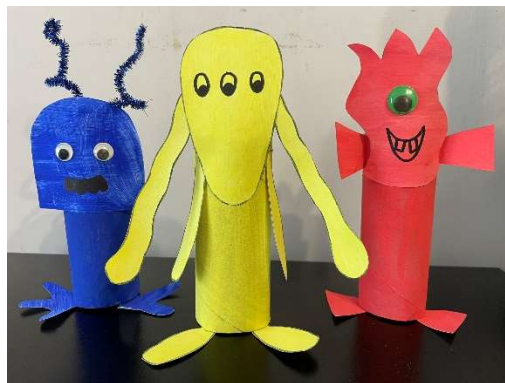
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Make a toilet roll alien

optional extras

To make a toilet roll Beegu, you need:

- a toilet roll inside
- a Beegu craft template printed on to white paper/card (downloadable PDF – prints 3 to a page so 10 prints for a class of 30)
- yellow paint
- glue/tape & black felt tip
- elastic, if you want to make it into a hat

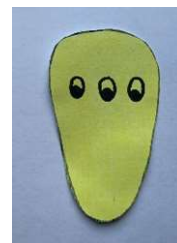


First, paint the toilet roll inside and everything on your craft template yellow. You can go over the edges as all of it will be cut out. Leave to dry.

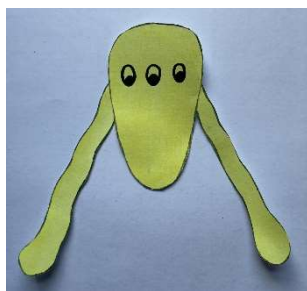


1. Cut out the face, ears, feet and arms.

2. Draw Beegu's three eyes on the face.

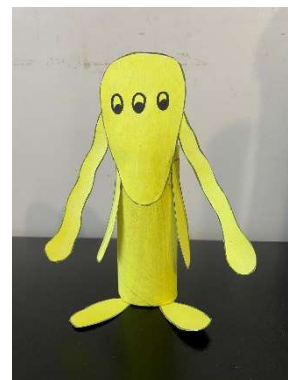


3. Stick Beegu's ears to the back of the face like this, then stick onto the toilet roll body.



4. Stick the top of Beegu's arms onto the side of her body.

5. Finish by folding up the ends of Beegu's feet and sticking them inside the bottom of the toilet roll.



If you want to do a more creative project:

- You can ask your children to invent their own head, arm and leg shapes;
- Use whatever colours you want;
- Embellish with pipe cleaners, googly eyes or other craft accessories.

You don't have to use toilet roll insides – there are lots of ideas online for craft aliens. Bring your craft aliens to show on the day. You could attach elastic to make party hats so the children don't have to hold them.