

FÈIS ROIS



TRADITIONAL Transitions

Fèis Rois Youth Music Initiative
(YMI) Supporting Resource



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In partnership with:





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INTRODUCTION

Welcome to Traditional Transitions – the Fèis Rois and Live Life Aberdeenshire Youth Music Initiative (YMI) project! This supporting resource has been designed for use throughout the project and offers you and your class the opportunity to do some, or all, of the following activities.

This resource contains:

- Activities
- Possible skills developed
- Further home and school learning
- CfE Experiences and Outcomes
- Useful resources
- The benefits of music across the curriculum. Further information on these are detailed throughout the pack via links to blogs, websites and articles.

This supporting resource is designed to support learning and can be used as a tool for assessment. It has been designed to evidence participation in the project whilst including editable materials that can be used to track learning and assessment and could be useful for forward planning. On the following page is a description of the format of the main body of the resource. The following suggestions are not an exhaustive list, it can be added to and all activities can be easily adapted to suit all levels and learning styles/needs.

We hope you enjoy using this resource and we welcome any feedback. We would love to see how the project is developing in your school, so please tag us in anything you'd like to [share](#).



Description of activity.

What?

An explanation of each activity your class may participate in.

Skills Developed (tick/highlight)			

Alongside each activity we have highlighted some of the skills and knowledge that may be developed, please feel free to add your own.

Experiences and Outcomes

We have included some of the experiences and outcomes, please see appendices 1 and 2 for further details.

Follow up activities

We have included some suggestions for further school and home learning, these are optional. Please note these activities are suggestions and can be adapted to suit each level.

School

In each section there are suggestions for further school learning.

Home

Please see appendix 3 for a template home school learning grid, activities are suggestions and can be adapted to suit each level.

Resource for further learning

Links to other resources or appendices that may be useful.

Notes/Reflections

Space for you to record any notes or reflections.



TOPIC WEB

Expressive Arts:

- We will use instruments/objects to develop rhythm skills
- We will explore the starting point for composition
- We will experience live performances
- We will use a variety of creative methods to communicate our feelings and thoughts about the music
- We will explore capturing and recreating music and sound
- We will learn about different instruments used in traditional Scottish music.
- We will learn about different Scottish tune types/ styles of song and their origin.
- We will learn to be song writers
- We will learn to be film makers and sound creators
- We will explore varying roles needed to create music and videos

Languages:

- We will be introduced to some Scots and/or Gaelic words and phrases
- We will experiment with words and music
- We will explore how music can create different atmospheres and provoke different emotions
- We will learn about the stories behind songs
- We will write song lyrics and explore Doric words

Each week
you can highlight
what your class has
covered.

By the end of this
project...

Technologies

- We will learn how to record music and sound using our school equipment, or live online
- We will capture film footage for the music video
- We will learn about different composition apps

Social Studies:

- We will discover languages and dialects used in Scotland
- We will share stories with families and friends and explore our own heritage
- We will make links with another school in a different community
- We will learn about the importance of song as a tool for telling stories, information and for learning about different cultures

Health and Wellbeing:

- We will learn actively using actions and rhythm
- We will use nature and our own environment as inspiration to create music
- We will collaborate with others to create a new song
- We will explore the themes of transition and positive messages
- We will work independently and collaboratively

Mathematics:

- We will explore music, patterns and rhythms
- We will create our own rhythm patterns
- We will have choice to use our words, sounds, instruments, and rhythm patterns to create our own soundtrack
- We will use problem solving strategies to create our sound independently and as a team
- We will have the opportunity to learn about notation

Sciences:

- We will be music scientists and experiment and explore with how sound works at school and at home
- We will discover sound and the different ways we can make sound



ACTIVITIES

1. Body Percussion

What?

Through games and activities, we will use the body as an instrument to promote rhythm and movement.

Skills Developed (tick/highlight)	
Cognitive Development (Brain Gym)	Co-ordination
Listening and responding	Teamwork
Understanding and following instructions	Language and literacy development
Improved concentration	

Experiences and Outcomes:

Expressive Arts
 EXA 0-13a / EXA 1-13a / EXA 2-13a
 EXA 0-18a / EXA 1-18a / EXA 2-18a

Home

Can you share a new rhythm game with someone at home? Can you think of any other games you play that will help you practice rhythm?

Follow up activities:

School

In a group teach your friends in another class the games you have learned.

Resource for further learning:

[Durham University – Rhythm activities](#)



Notes/Reflections:

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2. Rhythm Games

What?

Pupils will develop rhythm skills, and skills relevant to playing any musical instrument.

Skills Developed (tick/highlight)	
Developing focus	Co-ordination
Basic music skills e.g. keeping a beat	Teamwork
Listening to rhythm	Research suggests rhythm can support literacy and language skills.
Memory skills	

Experiences and Outcomes:

Expressive Arts
EXA 0-13a / EXA 1-13a / EXA 2-13a
EXA 0-17a / EXA 1-17a / EXA 2-17a

Resource for further learning:

[National Youth Choir of Scotland – Video resources](#)

Follow up activities:

School

Can you and a friend work together to teach each other a rhythm you have made using an object/instrument? Can you join the rhythms together?

Home

Can you share your new skills with someone at home and teach them, why don't you try to create a rhythm together?



Notes/Reflections:

3. Creating Rhythms

What?

As a starting point for learning about composing, pupils will use rhythm to support creativity and development of their own rhythm patterns. They will use instruments, their bodies and appropriate classroom objects. Pupils will be encouraged to share their learning with the class.

Skills Developed (tick/highlight)	
Understanding different note values	Confidence – sharing own rhythms
How to be creative and express themselves in different ways	Transferring learning into action
Creating own rhythm patterns	Making imaginative use of resources
Leadership and responsibility (conducting)	

Experiences and Outcomes:

Expressive Arts
EXA 0-17a / EXA 1-17a / EXA 2-17a

Mathematics

MTH 0-13a / MTH 1-13a / MTH 2-13a

Follow up activities:

School

Chalk patterns – using chalk can you draw a pattern in the playground for your classmates to explore?

Home

What patterns do you see around your home? Do you hear anyrhythm patterns at home? Share your findings with someone at home.



Notes/Reflections:

4. Scots and Gaelic language

Pupils will be introduced to some easy Scots and/or Gaelic words and phrases. For example, how to count in both languages, to say hello, goodbye, ready, and thank you.

Skills Developed (tick/highlight)		
Discovery of Scottish languages		Exploring place and history
New dialects and words		Meaning of words
The development of language		Using new words in practice
Learning new phrases/words		Awareness of social and cultural aspects of Gaelic culture, heritage and tradition

Experiences and Outcomes:

Languages
LGL 0-01a / LGL 0-05a / LGL 0-07a / LGL 0-08a

Follow up activities:

School

How many new words can you learn? Can you write a text message using only Gaelic and Scots words, this [Gaelic Dictionary](#) may be helpful.

Home

Discover at home if any of your friends or family know any Gaelic or Scots words. Together you could write them down or record them to share with your class.

Resource for further learning:

[Scots Language Centre](#)



Notes/Reflections:

5. Poetry / Spoken word

What?

Through experimenting with words and music pupils will explore how music can create different atmospheres and provoke different emotional responses.

Skills Developed (tick/highlight)		
Matching spoken word to music		Word order
Developing self-awareness		Exploring rhyme and rhythm of words
How feelings can affect our body and mind		Exploring how words and music make us feel
Working creatively with language		

Experiences and Outcomes:

Expressive Arts
EXA 0-18a / EXA 1-18a / EXA 2-18a
EXA 0-19a / EXA 1-19a / EXA 2-19a

Health and Wellbeing
HWB 0-01a / HWB 1-01a / HWB 2-01a

Languages
LIT 0-10a / LIT 1-10a / LIT 2-10a

Follow up activities:

School

Research famous Scottish poets or spoken word artists and explore their poems. As a class choose a favourite and explore their work further.

Home

Draw a picture of yourself. Listen to a piece of music you like, and using describing words, write on your picture how the music makes you feel. Compare this with someone else in your house, are your feelings the same or different?

Resource for further learning:

[Scots Language Centre – selection of texts for children](#)



Notes/Reflections:

6. Live Performance

What?

Weekly, musicians will perform live a variety of Scottish songs and tunes. Throughout the performances pupils will be encouraged to participate in a range of activities, such as using drawing as a tool to share how the music makes them feel. Over the course of the project, schools will be encouraged to use their classroom walls to share their creations.

Skills Developed (tick/highlight)			
Audience skills		Sharing with peers	
Listening and responding		How to respond visually (drawing/art)	
To recognise creativity and skill in the work of other people		Experiencing enjoyment	
Recognising, understanding and managing feelings.		How to interpret and review	
Reflecting on and explaining thoughts			

Experiences and Outcomes:

Expressive Arts
 EXA 0-01a / EXA 1-01a / EXA 2-01a
 EXA 0-05a / EXA 1-05a / EXA 2-05a
 EXA 0-19a / EXA 1-19a / EXA 2-19a

Health and Wellbeing
 HWB 0-01a / HWB 1-01a / HWB 2-01a
 HWB 0-11a / HWB 1-11a / HWB 2-11a

Suggested follow up activities:

School

Can you create your own poster advertising a live Scottish traditional music session? Consider the key elements a poster needs to have.

Notes/Reflections:

7. Soundscapes

What?

Pupils will be asked to share the sounds they hear in and out of school, including in the playground and at home. With support, these sounds can be explored with consideration for manmade and natural sounds. Using music and sound pupils will be supported to recreate and capture these sounds.

Skills Developed (tick/highlight)			
Active listening		Teamwork	
Imagination		Cooperation	
Creative response		Problem solving	
Discovery		Sharing and hearing ideas	
Evaluating and appreciating		Communicating opinions	

Experiences and Outcomes:

Expressive Arts
 EXA 0-17a / EXA 1-17a / EXA 2-17a
 EXA 0-18a / EXA 1-18a / EXA 2-18a

Health and Wellbeing
 HWB 0-19a / HWB 1-19a / HWB 2-19a/

Languages
 LIT 0-02a / LIT 1-02a / LIT 2-02a

Suggested follow up activities:

School

Play 'Sound Bingo', then in groups, using the sounds you have identified can you create a short scene that tells a story using only the sounds? Share with your class.

Notes/Reflections:

Home

Listen to the sounds in your garden, outside space, park or preferred place to play. Are there any different sounds, what and why do you think that is?

Resource for further learning:

See appendix 5

8. Traditional Scottish Music

What?

Through a variety of traditional Scottish songs and music pupils will learn about different instruments, tune types, styles and origin. Song as a tool for sharing stories, cultures and information will be explored.

Skills Developed (tick/highlight)		
Identifying different rhythms		Exploration of communication through song
How instruments work		Further understanding of self, place and heritage
The use of music in local and wider communities and the world		Exploring the stories behind the song
An understanding of the importance of music in culture, stories and history		Developing an appreciation of cultural values, identities and ideas
Deepen an understanding of Scotland and wider world		Increased awareness of Traditional Scottish Music

Experiences and Outcomes:

Expressive Arts
 EXA 0-16a/ EXA 1-16a/ EXA 2-16a
 EXA 0-17a/ EXA 1-17a/ EXA 2-17a

Social Studies
 SOC 0-02a/ SOC 1-02a/ SOC 2-02a

Suggested follow up activities:

School

With an adult, together, can you choose a song you love and think about the words, do they tell a story? Do you think they tell the artist's story?



Notes/Reflections:

9. Movement

What?

Using basic movement, pupils will learn the links between actions and how they can portray different emotions. N.B: See separate Film Challenge activity sheet for instructions.

Skills Developed (tick/highlight)		
Cognitive Development (Brain Gym)		Co-ordination
Listening and responding		Moving safely
Understanding and following instruction		Awareness of self and of others
Understanding the links from traditional music to dance, ceilidh, movement and rhythm		Creative use of our bodies in different ways

Experiences and Outcomes:

Expressive Arts
 EXA 0-09a / EXA 1-09a / EXA 2-09a
 EXA 0-18a / EXA 1-18a / EXA 2-18a

Health and Wellbeing
 HWB 0-15a / HWB 1-15a / HWB 2-15a

Suggested follow up activities:

School

Can you choreograph your own dance sequence? You could perform this live or record to share with your peers.

Home

With someone at home try learning a Gay Gordon's with [Fèis Rois](#).

Resource for further learning:

[Resources and support from the Royal Scottish Country Dance Society](#)



Notes/Reflections:

10. Sound Experiments

What?

Experimenting with sound both in class and at home to explore how sound works.

Skills Developed (tick/highlight)	
Scientific exploration	Observe, explore, investigate, experiment, play, discuss and reflect
Creative thinking	Exploring varying ways to share learning
Understanding and following instruction	Independent research
Exploring sound	Exploring use of materials

Experiences and Outcomes:

Expressive Arts
EXA 0-17a/ EXA 1-17a/ EXA 2-17a

Science
SCN 0-11a/ SCN 1-11a/ SCN 2-11a

Suggested follow up activities:

School

In small groups research different instruments and the different sounds they can make. Gather this information and compare with other groups in your class.

Home

Water Xylophone – With an adult fill 4/5 glasses each with a different amount of water (you could add food colouring to the water). Using a pencil (or a beater) tap each glass gently on the side. What sounds are being made? Which glass has the highest or lowest pitch?

Resource for further learning:

[7 Sound Experiments](#)



Notes/Reflections:

11. Instruments

What?

Using instruments within the school pupils will be supported to explore them and their use. N.B This will depend on whether the school have access to instruments

Skills Developed (tick/highlight)	
Learning about chords	How to play an instrument
How to hold an instrument	Rhythm
Identifying notes	Listening
How to play patterns	Teamwork

Experiences and Outcomes:

Expressive Arts
EXA 0-17a/ EXA 1-17a/ EXA 2-17a

Suggested follow up activities:

School

Watch the [Boy and the Bunnet](#). Each character is represented by a different instrument, discuss as a class, do you recognise any of them?

Think about your favourite character/s from your favourite story/s. What instrument would you choose to represent them and why?

Home

Using any materials you can find, [make your own instruments at home](#).

Resource for further learning:

[BBC Good Food – Make your own instruments](#)



Notes/Reflections:

12. Music Making

What?

Using sounds and instruments, pupils will create the music and effects for a new song to share a positive message about transition with others. Pupils will become composers and song writers without needing to be able to read music.

Skills Developed (tick/highlight)	
Composition	How to communicate ideas
Exploring music, patterns, rhythms and notation	How to communicate ideas using music as a tool
Self-expression	Teamwork/collaboration
Learning about major and minor keys	Demonstrate increasing skills and confidence in presentations and performances
Bring learning to life	Develop problem-solving capabilities and critical thinking skills.

Experiences and Outcomes:

Expressive Arts
 EXA 0-01a / EXA 1-01a / EXA 2-01a
 EXA 0-12a / EXA 1-12a / EXA 2-12a
 EXA 0-16a / EXA 1-16a / EXA 2-16a
 EXA 0-18a / EXA 1-18a / EXA 2-18a

Health and Wellbeing
 HWB 0-19a / HWB 1-19a / HWB 2-19a

Mathematics
 MTH 0-13a / MTH 1-13a / MTH 2-13a

Suggested follow up activities:

School
 Use your new skills to create your own song online using [Chrome Music Lab](#).

Home
 Research famous Scottish composers, how did they choose to tell their stories? Did they use voice, instruments or did they find other ways. Share your findings with your class.

Resource for further learning:
[BBC Teach – Composing Rhythms](#)

 **Notes/Reflections:** _____

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13. Recording

What?

Using a variety of media, each class will explore sound recording step by step. The class will work in collaboration with the musicians to discover how recordings are done and how sounds can be digitally enhanced, changed and used to form a piece of music.

Skills Developed (tick/highlight)	
Digital learning	An understanding of basic production skills
How to use different media	Leadership and how to direct
How to use sound recording app on iPads	Participating and contributing
How to use record function on MS Teams	To research, problem-solve, exploration of new and unfamiliar concepts, skills and materials.
To use technology in appropriate and effective ways	

Experiences and Outcomes:

Expressive Arts
 EXA 0-01a / EXA 1-01a / EXA 2-01a

Technologies
 TCH 0-01a / TCH 1-01a / TCH 2-01a

Follow up activities:

School
 Write an advert to advertise the new anthem which is being written. Consider all the information an advert needs to have to inform the audience.

Home

With an adult make your own recording at home. You could sing, play an instrument, read a story or share a rhythm pattern you have made. You might share this recording with a friend, family or watch it with the person you created it with. Remember to check with your adult about safely sharing recordings.

Resource for further learning:
[THINKUKNOW – online safety activities](#)

 **Notes/Reflections:** _____

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14. The Film Challenge!

What?

After an introductory session with our filmmaker, Graeme, each class will be given the opportunity to create short film clips which will become part of the classes' music video. He will also be on hand to help with filming. The clips will then be edited together by Graeme. N.B: See separate film activity sheet with full details of the challenge!

Skills Developed (tick/highlight)	
Enhancing digital skills	Co-operation
Storyboarding	Varying production skills and roles , director, writer and operator
Alternative ways of presenting information	Acting and performance skills
Planning and organisational skills	Initiative
Communicating and building relationships	Art and design

Experiences and Outcomes:

Expressive Arts

EXA 0-05a / EXA 1-05a / EXA 2-05a
 EXA 0-12a/ EXA 1-12a/ EXA 2-12a
 EXA 0-18a / EXA 1-18a / EXA 2-18a

Health and wellbeing

HWB 0-11a / HWB 1-11a / HWB 2-11a

Languages

ENG0-31a/ ENG 1-31a/ ENG 2-31a

Technologies

TCH 0-01a/ TCH 1-01a/ TCH 2-01a

Suggested follow up activities:

School

Make a comic strip of your story, use words, colours and characters to bring your comic strip to life!

Home

Using a shoe or a tissue box (or any box) make a [diorama](#) of where your story is set.

Example of a Fèis Rois diorama



Resource for further learning:

[Moving Image Education – Getting Started Activities](#)



Notes/Reflections:

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APPENDICES

Overview of Experiences and Outcomes

Expressive Arts			
	Early	First	Second
Participation in performances and presentations	I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances. EXA 0-01a / EXA 1-01a / EXA 2-01a		
Art and Design	Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 0-05a / EXA 1-05a / EXA 2-05a		
Dance	Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance. EXA 0-09a / EXA 1-09a / EXA 2-09a		
Drama	Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. EXA 0-13a / EXA 1-13a / EXA 2-13a		
	I have the freedom to choose and explore how I can use my voice, movement, and expression in role play and drama. EXA 0-12a	I enjoy creating, choosing and accepting roles, using movement, expression and voice. EXA 1-12a	I can create, adapt and sustain different roles, experimenting with movement, expression and voice and using theatre arts technology. EXA 2-12a
Music	I enjoy singing and playing along to music of different styles and cultures. EXA 0-16a	I can sing and play music from other styles and cultures, showing growing confidence and skill while learning about musical notation and performance directions. EXA 1-16a	I can sing and play music from a range of styles and cultures, showing skill and using performance directions, and/or musical notation. EXA 2-16a
	I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm. EXA 0-17a	I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics. EXA 1-17a	I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics. EXA 2-17a
	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 0-18a / EXA 1-18a / EXA 2-18a		
	I can respond to music by describing my thoughts and feelings about my own and others' work. EXA 0-19a	I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 1-19a / EXA 2-19a	

Health and Wellbeing			
	Early	First	Second
Mental and Emotional Wellbeing	I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 0-01a / HWB 1-01a / HWB 2-01a		
Physical Wellbeing	I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 0-15a / HWB 1-15a / HWB 2-15a		
Planning for choices and change	In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences. HWB 0-19a	Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others. HWB 1-19a	Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning. HWB 2-19a
	I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. HWB 0-11a / HWB 1-11a / HWB 2-11a		

Languages			
	Early	First	Second
Gaelic Language <i>N.B session and activities will cover early level only but can be adapted to further develop skills</i>	Through listening to and joining in with story-telling, games, rhymes and songs, I have explored and experimented with sound patterns, words and phrases in Gaelic. LGL 0-01a / LGL 0-05a / LGL 0-07a / LGL 0-08a		
Tools for Talking and Listening	I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. LIT 0-09b / ENG0-31a	Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings. ENG 1-31a	Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life.
		I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn. ENG 1-03a	I can recognise how the features of spoken language can help in communication, and I can use what I learn. I can recognise different features of my own and others' spoken language. ENG 2-03a
	As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. LIT 0-10a	I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required. LIT 1-10a	I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. LIT 2-10a
Creating Texts – Writing	I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. LIT 0-09b / ENG0-31a	Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings. ENG 1-31a	Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. ENG 2-31a

Mathematics			
	Early	First	Second
Patterns and relationships	I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns. MTH 0-13a	I can continue and devise more involved repeating patterns or designs, using a variety of media. MTH 1-13a	Having explored more complex number sequences, including well-known named number patterns, I can explain the rule used to generate the sequence, and apply it to extend the pattern. MTH 2-13a

Sciences			
	Early	First	Second
Vibrations and Waves	Through play, I have explored a variety of ways of making sounds. SCN 0-11a	By collaborating in experiments on different ways of producing sound from vibrations, I can demonstrate how to change the pitch of the sound. SCN 1-11a	Through research on how animals communicate, I can explain how sound vibrations are carried by waves through air, water and other media. SCN 2-11a

Social Studies			
	Early	First	Second
People, past events and societies	I can make a personal link to the past by exploring items or images connected with important individuals or special events in my life. SOC 0-02a	By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland's history. SOC 1-02a	I can interpret historical evidence from a range of periods to help to build a picture of Scotland's heritage and my sense of chronology. SOC 2-02a
People in society, economy and business	By exploring my local community, I have discovered the different roles people play and how they can help. SOC 0-16a	I understand that evidence varies in the extent to which it can be trusted and can use this in learning about current issues in society. SOC 1-15a	I can use evidence selectively to research current social, political or economic issues. SOC 2-15a

Technologies			
	Early	First	Second
Using digital products and services in a variety of contexts to achieve a purposeful outcome	I can explore digital technologies and use what I learn to solve problems and share ideas and thoughts. TCH 0-01a	I can explore and experiment with digital technologies and can use what I learn to support and enhance my learning in different contexts. TCH 1-01a	I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. TCH 2-01a

Appendix 2

Overview of CfE codes

Expressive Arts	EXA 0-01a / EXA 1-01a / EXA 2-01a	EXA 0-05a / EXA 1-05a / EXA 2-05a	EXA 0-09a / EXA 1-09a / EXA 2-09a	EXA 0-13a / EXA 1-13a / EXA 2-13a	EXA 0-12a/ EXA 1-12a/ EXA 2-12a
EXA 0-16a/ EXA 1-16a/ EXA 2-16a	EXA 0-17a/ EXA 1-17a/ EXA 2-17a	EXA 0-18a / EXA 1-18a / EXA 2-18a	EXA 0-19a/ EXA 1-19a / EXA 2-19a		
Health and Wellbeing	HWB 0-01a / HWB 1-01a / HWB 2-01a	HWB 0-15a / HWB 1-15a / HWB 2-15a	HWB 0-19a/ HWB 1-19a/ HWB 2-19a	HWB 0-11a / HWB 1-11a / HWB 2-11a	
Languages	LGL 0-01a / LGL 0-05a / LGL 0-07a / LGL 0-08a	LIT 0-02a/ LIT 1-02a/ LIT 2-02a	ENG 0-03a/ ENG 1-03a/ ENG 2-03a	LIT 0-10a/ LIT 1-10a/ LIT 2-10a	LIT 0-09b / LIT 0-31a/ ENG 1-31a/ ENG 2-31a
Mathematics	MTH 0-13a/ MTH 1-13a/ MTH 2-13a	Sciences	SCN 0-11a/ SCN 1-11a/ SCN 2-11a	Technologies	TCH 0-01a/ TCH 1-01a/ TCH 2-01a
Social Studies	SOC 0-02a/ SOC 1-02a/ SOC 2-02a	SOC 0-16a/ SOC 1-15a/ SOC 2-15a			

Home Learning Grid

Highlight, colour in or cross off each activity as you complete it.

1. Can you share a new rhythm game with someone at home? Can you think of any other games you play that will help you practice rhythm?	2. Can you share your new rhythm skills with someone at home and teach them, why don't you try to create a rhythm together?	3. What patterns do you see around your home? Do you hear any rhythms at home? Share your findings with someone at home.	4. Discover at home if any of your friends or family know any Gaelic or Scots words. Together you could write them down or record them to share with your class.	5. Draw a picture of yourself. Listen to a piece of music you like, use describing words write on your picture how the music makes you feel. Compare this with someone in your house, are your feelings the same or different?	6. With an adult, look at a map of Scotland. Can you identify some of the places the stories are from? Perhaps you could make your own map showing where your friends and family's stories are from?
7. Tell someone at home the story that the class have chosen. Have they heard the story before? Do the same events occur? What is different and what is the same?	8. Think of a place you would like to visit, create a new postcard and write to yourself from this place. What do you think it would be like?	9. Has anyone in your house ever experienced a live performance? Where was the performance? What did they think of the performance? How did that performance make them feel?	10. Listen to the sounds in your garden, outside space, park or preferred place to play. Are there any different sounds, what and why do you think that is?	11. Discuss where you and your family from? Are there any songs and/or singers from the place you call home?	12. With someone at home try learning a Gay Gordon's with Fèis Rois.
13. Water Xylophone – With an adult fill 4/5 glasses each with a different amount of water (you could add food colouring to the water). Using a pencil (or a beater) tap each glass gently on the side. What sounds are being made? Which glass has the highest or lowest pitch?	14. Using any materials you can find, make your own instruments at home.	15. Research famous Scottish composers, how did they choose to tell their stories? Did they use voice, instruments or did they find other ways. Share your findings with your class.	16. With an adult make your own recording at home. You could sing, play an instrument, read a story or share a rhythm pattern you have made. You might share this recording with a friend, family or watch it with the person you made it with. Remember to check with your adult about safely sharing recordings.	17. Using a shoe or a tissue box (or any box) make a diorama of where your story is set. Example of a Fèis Rois diorama 	18. Make your own puppets at home using socks or any materials you can find. You can recreate your story or videos with the use of puppets.

My Live Performance Review

Name:

.....

Title of piece/performance:

.....

Did you enjoy the performance?

Rate the performance by selecting one of the stars.



What was your favourite part?

.....
.....

In this space, on paper or your jotter draw or create a picture showing what the performance made you imagine, or feel, or think.

Sound Bingo

Colour in, or cross off, the squares when you hear the sounds! When you have crossed or coloured all boxes shout ‘Sound Bingo’!

Bird song/chirping	People chatting	Leaves rustling	Traffic
Footsteps	Insects moving	Trees swaying	Water dripping

Sound Bingo Round 2

Write or draw in the boxes below other sounds you can hear. When you have completed all 4 boxes shout ‘Sound Bingo’.

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Further Resources/Links

Resource Summary

- [Durham University – Rhythm activities](#)
- [National Youth Choir of Scotland – Video resources](#)
- [BBC Listening Skills – Rhythm](#)
- [Gaelic Dictionary](#)
- [Scots Learning Centre](#)
- [Scots Language Centre – selection of texts for children](#)
- [Scottish Myths and Legends](#)
- [Blank Wordsearch Maker \(Twinkl\)](#)
- [ESL – ‘Writing a postcard’ activities](#)
- [BBC Bitesize – Music 1st Level](#)
- [BBC Bitesize – Music 2nd Level](#)
- [Boris is at a Ceilidh! - YouTube](#)
- [Resources and support from the Royal Scottish Country Dance Society](#)
- [7 Sound Experiments](#)
- [Boy and the Bunnet](#)
- [BBC Good Food – Make your own instruments](#)
- [Chrome Music Lab](#)
- [BBC Teach – Composing Rhythms](#)
- [THINKUKNOW – online safety activities](#)
- [Moving Image Education – Getting Started Activities](#)
- [Scotland on Screen – Lesson Guides](#)

Traditional Scottish Music and Gaelic Language Resources

- [Free lessons from Fèis Rois \(You Tube\)](#)
- [Fèis Time –music, song and story films created by Fèis Rois YMI tutors](#)
- [Fèis Rois Foghlam – Scots and Gaelic music resources for schools](#)
- [Fèisean nan Gàidheal – Gaelic songs, activities and videos](#)
- [Go Gaelic – online training resource for teachers](#)
- [BBC Alba – Gaelic for beginners](#)
- [Twinkl – Gaelic resources linked to CfE](#)
- [Ainmean- àite – Gaelic database of place names and maps](#)
- [Ewan McVicar’s – ‘Scots Sangs Fur Schools’](#)
- [Tobar an Dulchais – Archive recordings](#)

Further Learning

- [Scots Language Centre, CLPL and CPD Resources for Teachers](#)



Inspired by our Live Life Aberdeenshire Youth Music Initiative tutor team, this document was co- created by Amy McKinnon (Primary Teacher and Arts Educator) and Rachael Duff (Education Manager - Fèis Rois) for primary school teachers. We would like to say a special thank you to Amy for all her work developing and writing this resource.

Design: <https://www.suitsuitstudio.com>

Photographs by: Christian Gamauf

Creative Scotland administers the Scottish Government's Youth Music Initiative. More information can be found here: <https://www.creativescotland.com/funding/funding-programmes/targeted-funding/youth-music-initiative>

www.feisrois.org

