

Improvised Music Company & The Ark present



# MONSTER MUSIC IMPROV



A MUSIC  
IMPROVISATION AND  
VISUAL ADVENTURE  
FOR CHILDREN AGED  
**5+**

## Classroom Activity Pack

Activities related to the show that support music in the classroom across the curriculum strands: *Listening & Responding, Composing and Performing.*



**The Ark**  
CELEBRATING 21 YEARS

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CREATIVE ABOUT MUSIC

# Introduction | How to Use this Pack

## Introduction

*Monster Music Improv* is a music performance created especially for children which has been conceived, developed and produced by The Ark and Improvised Music Company. The show consists of new arrangements of songs and music together with improvisation – both musical and visual – all linked through a fun monster theme. *Monster Music Improv* is performed by acclaimed jazz vocalist and improviser Lauren Kinsella, guitarist and technology-whizz Shane Latimer and inventive cartoonist Patrick Sanders. Get ready for a music improvisation and visual adventure!

In this accompanying classroom pack, the theme of monsters as well as selected songs and musical approaches from the show are used as the foundation for a range of accessible ideas designed to support teachers in the delivery of the Music Curriculum in the classroom.

## How to use this pack

The activities in this pack primarily address the listening and responding, performing and composing strands of the music curriculum. It is intended they will extend and deepen the impact of the children's understanding and benefit from attending a performance of *Monster Music Improv* as well as supporting their overall musical development.

The activities can be used in the classroom before and after attendance at a performance. The content is also intended to be useful to teachers seeking new thematic-based ideas for exploring music in the classroom even if they cannot attend a performance with their class.

The pack is laid out in 3 sections:

- **Section 1:** For Junior Infants to 2nd class (children aged approx. 5-8 years of age)
- **Section 2:** For 3rd to 6th classes (children aged approx. 9-12)
- **Section 3:** Appendix, containing:
  - The lyrics, melody and simple chord charts for 2 songs used in this pack
  - A handy tonic-sol fa reference showing the hand-signals for each pitch and the corresponding standard notation in the key of C
  - A list of all the audio links used throughout this pack in one place.

Using this pack children are afforded opportunities to explore all key music concepts including pitch and rhythmic development, a sense of tempo and dynamics, awareness of structure, texture and musical style whilst exploring the expressive possibilities of the voice, improvising and creating in response to music and art and expressing ideas, feelings and experiences with imagination and enjoyment.

The 'monster' theme of this show provides opportunities for cross-curricular integration and linkage with possibilities to further develop the theme across language, creative writing, drama, visual arts, science, history and folklore etc. Thus cross-curricular linkage with a range of other subjects is both supported and encouraged within these activities.

These activities have been designed with a kinaesthetic approach to learning which further supports a cross-curricular and child-centred method. The children get opportunities to react and respond to the music through play, drama, song, discussion, art, improvisation, composition, performance and science.

Recording the children's musical improvisations and compositions is suggested throughout this pack. This will not only allow the class to return to and build music material created over a period of time, it will also increase the children's ability to reflect on and discuss their own musical creations and support the assessment of their work. We suggest you do this as simply as possible with whatever equipment

# Introduction | How to Use this Pack

you have readily available to you – for example using a simple voice recorder function on a phone, computer or tape recorder.

The focus on improvisation throughout which is a key characteristic of jazz music provides great scope for working on the exploring sounds strand units which form the basis for all compositional work.

For further advice on song singing in the classroom see Music Curriculum Teachers guidelines page 70 to 88. For additional support and ideas for exploring music in the classroom see also The Ark's other music activity packs [Tracks in the Snow](#) and [A Most Peculiar Wintry Thing](#).

# SECTION ONE: Junior Infants to 2nd class

|                             |   |
|-----------------------------|---|
| <b>Subject: Music</b>       | <b>Class Level: Junior Infants to 2nd Class</b>   |
| <b>Strands:</b>             | Composing, Listening and Responding, Performing   |
| <b>Strand Units:</b>        | Improvising and Creating / Talking about and Recording Compositions   |
| <b>Content Objective:</b>   | To enable the child to explore, clarify and express ideas, feelings and experiences through vocal improvisation and drawing   |
| <b>Skills:</b>              | Play with and explore a variety of sounds through vocal improvisation   |
| <b>Learning Objectives:</b> | <ul style="list-style-type: none"><li>• To explore the expressive possibilities of the voice</li><li>• To learn and perform a song</li><li>• To improvise with the voice and music in response to poetry, movement and art</li><li>• To talk about the appropriateness and effectiveness of his/her composed and improvised music</li><li>• To express ideas, feelings and experiences in musical and visual form with imagination, enjoyment and a sense of fulfilment</li></ul> |

## Section 1 Contents

### Introductory Activities:

- 3 warm-up activities introducing the Monster theme
- The Noisy Monster Song
- Monster Talk

### Learning Activities:

- Class discussion
- Draw a Monster & Sing me a Monster
- Purple People Eater Song
- Rhythm exercise on beats 2 and 4
- Monster Soundscape
- Closing Exercise: Goodbye Monster!

### 3 warm-up activities introducing the Monster theme

The following introductory activities are suggested to introduce the monster concept in a fun way to younger children to help activate the imagination and allay any fears. They will also work well as warm-up exercises to lead-in to any of the other learning activities in this pack for any age group and before or after attending a performance.

#### 1. Game of “*The Monster Calls All Who...*”

- Begin the lesson with a circle of chairs.
- Place one chair in the middle.
- One person sits on the chair in the middle and says “*The Monster calls all those who have...*” (e.g. blue eyes, brown hair, a girls’ name, two feet etc).
- All the people to whom that call applies have to get up and swap seats with each other.
- The person who is last to take a new seat is now in the middle.
- Repeat.

#### 2. Monster Walk:

- Everyone stands and walks in their place on the spot.
- The leader calls out different types of monsters that everyone must walk like.
- For example, if the leader calls out “*Frankenstein’s Monster*” hold out your arms and stomp. If they call “*Zombie*” do your best Thriller moves!
- Take turns being the leader and be as imaginative as possible. Invent new unknown monsters and new moves to go with them. E.g. “*A tractor-bird monster*”

#### 3. Name the Monster Game:

- This game is played in pairs.
- An imaginary location is chosen (e.g. walk in the forest).
- Players must meet an imaginary monster in the location, describe it, give it a name, and then run away from it.
- The ‘monster’ can be anything - an evil witch, a dragon, a frog with a potion, a smelly sock - anything! The sillier the better.

#### Development:

The following activities take the monster theme a bit further and provide opportunities for exploring sounds as well as developing imaginative and musical use of language, listening and responding, as well as a sense of tempo and dynamics.

# The Noisy Monster Song

## Stage 1: The Noisy Monster Song

Read/Perform the poem “*The Noisy Monster Song*” below in a rap style for the children using this jazz swing rhythm as a beat: <https://soundcloud.com/the-ark-music/david-the-drummer-rhythm-only>

- Teach the poem with the actions to the children.
- Perform the poem as a class.
- Ask the children to describe “*The Noisy Monster*” in as much detail as possible.
- Ask the children to draw the noisy monster.

## The Noisy Monster Song

by Sara Mullett from Let’s Play Music [www.letsplaykidsmusic.com](http://www.letsplaykidsmusic.com)

This is the way a monster goes, (*stomp like a monster*)  
He has big feet, (*lift and shake each foot*)  
And furry toes, (*wiggle your toes*)  
He stamps a lot, (*stamp feet*)  
And makes big bangs, (*clap hands loudly*)  
And when he smiles, (*make a toothy smile*)  
He shows his fangs! (*gnash your teeth!*)

This is the way a monster goes, (*stomp like a monster*)  
With goggly eyes (*peek through circled fingers*)  
And a very big nose! (*gesture a big nose*)  
With spiky horns (*gesture big horns on head*)  
And big sharp claws, (*hold fingers out like claws*)  
And a gulp of breath (*exaggerated big breath*)  
Before he ROARS! (*roar loudly!*)

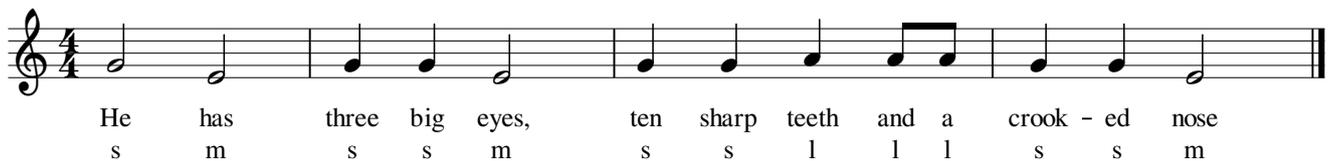
# Monster Talk

In small groups of four to six, the children discuss what the Noisy Monster's language might sound like. Play these examples from the show for ideas: <https://soundcloud.com/the-ark-music/monster-language>

- After a few minutes of exploration, explain to the children that they must act out a scene as the Noisy Monster's family or friends. Any scene will do - preparing for a party, dinner time, getting ready for school etc. Once they have prepared their scene, they perform for the class and the other groups attempt to translate the monster's language to English at the end of each performance.
- As a class, choose six words from the Noisy Monster's language. With the children's help, translate a well-known song such as *Twinkle, Twinkle Little Star* or *Happy Birthday* into Noisy Monster's language. (e.g. sssslurp, raaahr, wah-wah-wah-, grrrrreeeeeeow).
- Record the song. Listen/watch back. The children give feedback on their work. Highlight the most imaginative and musical sounds created to encourage this further (i.e. those that use lots of variation in pitch, sounds used, and/or rhythm).

## Class discussion:

- Discuss favourite moments from the show *Monster Music Improv*. Recall new language and sequence the songs, make connections.
- Ask the children to describe in as much detail as possible the monster that they created as a group during the show.
- Tell the children that you would like to show them a monster that you created. (You can find lots of images if you search “cute monster images” or “monster cartoon image” or design your own).
- Discuss your monster’s properties with the class.
- Then using the notes s-m-l, sing a short song about the monster. (See appendix for tonic-solfa with notation and hand signs.)
- For example: He has three big eyes s-m-ss-m, Ten sharp teeth and a crooked nose ss-lll-s-s-m etc.



## Draw a Monster & Sing me a Monster

Tell the children that they are going to design their own monsters. Tell them that their drawings are ‘top secret’ until later. They can only show their neighbour!

- As the children begin to draw, use prompts as in the show to help the children structure their designs. For example: How many eyes does your monster have? How do they eat? How do they grab things? Have they arms or tentacles or wings? How many do they have? What colour are they? Are they spotty? Are they striped? How do they get around? What’s on top of their head?

When everyone is ready, the teacher sings “*Sing me a monster*” (s-mm-s-m) to a pupil and the pupil sings back a detail about their monster. (See appendix for tonic-solfa with notation and hand signs.)

- They can sing back to the same simple melody or can improvise in any way they like – encourage experimentation!
- Junior and Senior Infants could use the notes l, s, m.
- First and Second classes could use the notes d, r, m, f, s, l.
- If a child is too shy, ask them what details you could sing about, then the teacher sings and the whole class echoes the teacher.

After the children sing, they show their drawing to the class.

### Learning Activity: Purple People Eater Song

Listen to the song at the following link: <https://soundcloud.com/the-ark-music/purple-people-eater>

- Discuss the story of The Purple People Eater with the class. Would they also like to sing in a rock and roll band?
- Sing the Song. (See Appendix for lyrics and chord chart.)
- Explain what is meant by a 'key change' in music (i.e. the music goes up or down in pitch. In this case all of the key changes move the music upwards in pitch.)

### Learning Activity: David the Drummer

Listen to "David the Drummer" at the following link: <https://soundcloud.com/the-ark-music/david-the-drummer-demonstration>

- Explain this is called a 'swing rhythm' and is used a lot in jazz music. Practise clicking/clapping on beats 2 and 4 as in the demonstration. You can use this link to practise with, which is the rhythm only: <https://soundcloud.com/the-ark-music/david-the-drummer-rhythm-only>
- Encourage the children to nod their heads for each 'rest' (i.e. the 1st and 3rd beats)
- Using body percussion or classroom percussion instruments practise the following Kodály rhythmic patterns together, against the introduction to the *Purple People Eater* song using this link: <https://soundcloud.com/the-ark-music/start-of-purple-people-eater>
- In groups of four, the children get a set of these four rhythm cards. They can be cut into 4 strips and then arranged in any order as the children decide. Children read and play their patterns along with the song.



**Ta**



**Ta**



**Ta**



**Ta**



**Rest**



**Ta**



**Rest**



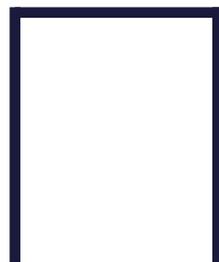
**Ta**



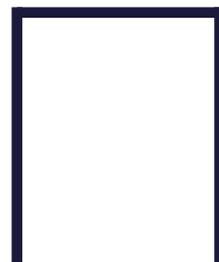
**Ti - Ti**



**Ti - Ti**



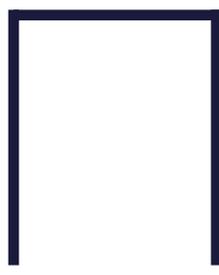
**Ti - Ti**



**Ti - Ti**



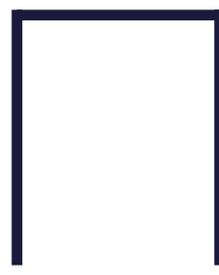
**Rest**



**Ti - Ti**



**Rest**



**Ti - Ti**

## Learning Activity: Monster Soundscape

Spend a little time exploring sounds to create a monster soundscape using balloons, classroom instruments, vocals, household and classroom objects.

E.g. rustling paper, clicking pencils together, whistling, flicking pages of a book etc.

- Invent easy and fun graphic symbols to represent each sound created.
- Using one of the following links from the Monster Music Improv show as a basis, in groups of four the children create a short monster soundscape.  
<https://soundcloud.com/the-ark-music/monster-soundscape-1>  
<https://soundcloud.com/the-ark-music/monster-soundscape-2>
- They can use their graphics symbols to record the order in which they play the sounds thus creating a visual score for their soundscape.
- All performances are recorded and discussed afterwards. Again the most imaginative and musical sounds should be highlighted to encourage this further.

## Closing Exercise: Time to say goodbye Monster

The teacher, putting his/her hand to their ear, asks the children if they can hear something. The teacher tells the children that they can hear the 'monster's' mother calling the 'monster' home for dinner. The teacher opens the door for 'monster' to leave.

- The 'monster' whispers to the teacher that he doesn't want to leave until the children sing a jazz goodbye improvisation for him to remember them by.
- The children improvise on the word 'Goodbye' and the teacher closes the door once the 'monster' has left the classroom. These samples from the show may provide some ideas and a sense of style: <https://soundcloud.com/the-ark-music/monster-language>

## SECTION TWO: 3rd - 6th class

|                             |  |
|-----------------------------|--|
| <b>Subject: Music</b>       | <b>Class Level: 3rd - 6th Class</b>  |
| <b>Strands:</b>             | Composing, Listening and Responding, Performing  |
| <b>Strand Units:</b>        | Exploring Sounds, Listening and Responding to Music, Performing, Literacy, Playing Instruments, Composing, Talking about Recorded Compositions   |
| <b>Content Objective:</b>   | To develop the child's capacity to express ideas, feelings and experiences through music as an individual and in collaboration with others, and to value and nurture the child's confidence and self-esteem through participation in musical performance   |
| <b>Skills:</b>              | To develop a sense of the musical concepts of pulse, duration, tempo, pitch, dynamics, structure, timbre, texture and style  |
| <b>Learning Objectives:</b> | <ul style="list-style-type: none"><li>• To learn and sing two songs</li><li>• To explore the expressive possibilities of a variety of sound sources in response to the "monster" theme</li><li>• To talk about the appropriateness and effectiveness of his/her composed and improvised music</li><li>• To express ideas, feelings and experiences in musical and visual form with imagination, enjoyment and a sense of fulfilment</li><li>• To select and structure sounds to create his/her musical ideas</li><li>• To devise and use graphic or standard notation to record their compositions</li><li>• To perform a rhythmic ostinato and a "2-4" swing jazz beat</li><li>• To perform the melody of "Somewhere Over The Rainbow" to their ability level</li></ul> |

### Section 1 Contents

#### Learning Activity 1:

- Jazz Beats
- The Purple People Eater Song
- Developing our own rhythms for the song

#### Learning Activity 2:

- Monster Soundscapes

#### Learning Activity 1:

- *Somewhere Over the Rainbow* – Song Singing
- *Somewhere Over the Rainbow* – Performance with Instruments
- Cross-curricular activity Science Experiment – Make a Rainbow

# Learning Activity 1

## Stage 1: Rhythm Activity - Jazz Beats

Everyone stands together in a large circle. Firstly, the teacher sets up a looped count of four at a medium tempo (speed). Then the teacher stamps on the 1st beat of four, leaving the other three beats empty for now. Children imitate the teacher and join-in.

- Repeat this eight times until the tempo and the counting (1-2-3-4) is internalised by all and only the stamp on the first beat can be heard.
- Now add a click on beat two. Repeat this eight times. If any children find it hard to click, substitute it with a clap using two fingers on one hand against the palm of the other instead.
- In the same manner add a stamp on beat three and then a click on beat four.
- Now remove the stamp on beats one and three until you're left with clicks only on a 2-4 jazz rhythm. Practice further against this track: <https://soundcloud.com/the-ark-music/david-the-drummer-rhythm-only>

## Stage 2: *The Purple People Eater* Song

Listen to the song at the following link: <https://soundcloud.com/the-ark-music/purple-people-eater>

- Discuss the story of *The Purple People Eater* with the class. Would they also like to sing in a rock and roll band?
- Learn the song and sing it together.
- Explain what is meant by a 'key change' in music. (i.e. the music goes up or down in pitch. In this case all of the key changes move the music upwards in pitch.)

## Stage 3: *Developing our own rhythms for the song.*

Each child silently choose a number between one and four.

- Number ones clap 'ti', number twos clap 'ti-ti', number threes click their fingers and number fours nod their heads.
- Teacher counts in four and class perform eight bars of this rhythm.
- Then they perform this rhythm along with the intro to "*The Purple People Eater*" on this link: <https://soundcloud.com/the-ark-music/start-of-purple-people-eater>

continued

## Learning Activity 1 (cont)

- Next, in groups of four, the children together create and then write, notate, perform and record a rhythmic ostinato (a rhythm that is repeated over and over) to accompany the song intro (use the same link above).
- Use body percussion (stamps, clicks, claps, chest and lap claps, tongue clicks etc), classroom percussion instruments and everyday objects used percussively to play the ostinatos created by the children. Experiment with as many sounds as possible.
- This provides further opportunity to explore sounds as well as demonstrating how to add texture and dynamics to the music. Discuss these concepts with the class to help them decide which sounds should be played on which parts of their rhythms e.g. which should be loud, which should be soft and mysterious? This can also help lead into the next activity '*Monster Soundscape*'.

## Learning Activity 2

### Monster Soundscapes

<https://soundcloud.com/the-ark-music/monster-soundscape-1>

<https://soundcloud.com/the-ark-music/monster-soundscape-2>

Using your choice from the 2 links above from the show as a basis, the children in groups of four compose a “Monster Soundscape” based on any aspect of the ‘Monster’ theme they desire e.g. they may wish to express the qualities of a particular monster of their choosing in sound or they may wish to evoke a monster location or a simple narrative (e.g. we met a very hairy but happy monster, he jumped out to shake hands, we ran away).

- The children can use balloons, finger tips on table tops and vocals as in the show, as well as classroom instruments, body percussion sounds, household or classroom objects, electronic media etc. to create their own range of imaginative sounds to choose from.
- Invite the children to devise and use simple graphic symbols to notate their composition and decide on the order in which they are played. Discuss and encourage the use of the following musical elements to help shape their composition: dynamics, pulse, duration, tempo, pitch, timbre, texture and structure.
- The tendency can be for children at first to want to make all the sounds at once. If this happens, use it as an opportunity to explain the importance of structure and especially silence (or ‘rests’ in music) so that the music can be better understood.
- Record all performances and discuss them afterwards with the class asking questions in relation to musical elements listed above.

# Learning Activity 3

## Stage 1: Somewhere over the Rainbow - Song Singing

Learn and sing the song with the children so they become familiar and confident with singing it.

See Appendix for lyrics and simple chord chart in the key of C. This key is better for children's voices. In the show the song is sung in the key of A which is given here for reference though it may be too low for children to sing.

Listen to the song as sung in the show at the following link: <https://soundcloud.com/the-ark-music/somewhere-over-the-rainbow>

## Stage 2: Somewhere over the Rainbow - Performance with Instruments

Next, practise and perform an instrumental version of the song.

- Depending on which instruments you have available to you, you may prefer to change to the key of G for this stage of the activity as this key will suit tin whistles better than the key of C. A simple melody and chord chart in the key of G is given in the appendix in case you wish to use this alternative key. For other instruments such as recorders, keyboards or chime bars the key of C will work well.
- Perform the 1st verse of the song with instrumentation as follows, depending on the child's ability:
  - Some can play the melody on recorders, tin whistles, keyboards, chimes etc.
  - Some can play chords or long notes based on the root notes (or bass notes) of the chords.
  - Some can improvise with body percussion, vocals or classroom instruments to create a suitable atmosphere as explored in learning activity 2 above. Try expressing the meaning of the words through some of these more textural or atmospheric sounds.
- Experiment and try different instrumentation options for different verses.
- Decide on the final arrangement and perform the full song with instrumentation and record.

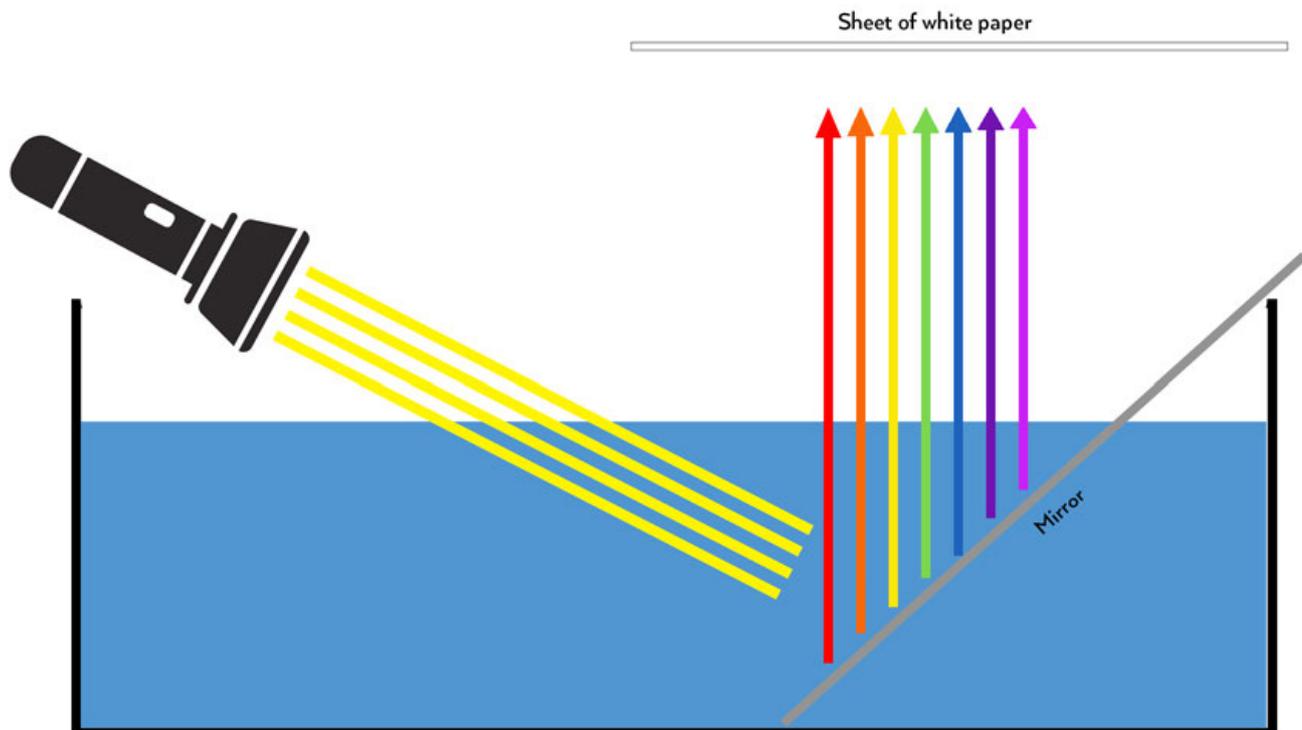
Listen back to the recording and discuss it with the class.

## Learning Activity 3 (cont)

### Stage 3: Cross-curricular activity Science Experiment – Make a Rainbow

Resources: Rectangular cake tin or shallow pan, small mirror, torch (or sunlight), sheet of white paper, modelling clay, water, ruler.

- Fill a square cake tin or shallow pan half way full with water.
- Place the mirror in the water at an angle. The mirror will act as a prism.
- When the water is completely smooth, shine the light into the water where the mirror is under water (or, using the sunlight, bring the pan and mirror outside so the sun can shine on the mirror underwater)
- Hold the white paper above the mirror; gently move and adjust the mirror until you see a rainbow appear on the white paper!
- Fix the mirror in place with a ruler and blobs of modelling clay.
- Record your results.
- Expected outcome: Light from the sun or electric light looks white or colourless, but in fact it is made up of lots of colours. These colours can be seen if a beam of light is split by a triangular lens called a prism. On bright, wet days, drops of rainwater sometimes act as prisms, splitting light into the arched band of colours we know as a rainbow.



### Song Lyrics

## **Somewhere Over the Rainbow**

by Harold Arlen and E.Y. Harburg

Somewhere over the rainbow  
Way up high  
There's a land that I heard of  
Once in a lullaby

Somewhere over the rainbow  
Skies are blue  
And the dreams that you dare to dream  
Really do come true

Someday I'll wish upon a star  
And wake up where the clouds are far behind me  
Where troubles melt like lemon drops  
Away above the chimney tops  
That's where you'll find me

Somewhere over the rainbow  
Bluebirds fly  
Birds fly over the rainbow.  
Why then, oh, why can't I?

# Appendix: Somewhere over the Rainbow

## Chord Chart in Key of C

### Somewhere Over the Rainbow

music by Harold Arlen and lyrics by E.Y. Harburg

**C** **Emin** **F** **C** **F**

Some - where o - ver the rain - bow, way up high There's a  
Some - where o - ver the rain - bow, skies are blue And the  
Some - where o - ver the rain - bow, blue birds fly Birds fly

**C** **Amin** **Dmin** **G** **C**

land that I heard of once in a lull - a - by  
dreams that you dare to dream rea - lly do come true....Some  
o - ver the rain - bow why then oh why can't I?

**C** **G7** **Dm**

day I'll wish up - on a star and wake up where the clouds are far be - hind

**F** **G** **C**

me Where trou - bles melt like le - mon drops a -

**Adim** **Emin** **G** **Dmin** **G**

way a - bove the chim - ney tops that's where you'll find me

# Appendix: Somewhere over the Rainbow

## Chord Chart in Key of G

### Somewhere Over the Rainbow

music by Harold Arlen and lyrics by E.Y. Harburg

G Bmin C G C

Some - where o - ver the rain - bow, way up high There's a  
 Some - where o - ver the rain - bow, skies are blue And the  
 Some - where o - ver the rain - bow, blue birds fly Birds fly

G Emin Amin D G

land that I heard of once in a lull - a - by  
 dreams that you dare to dream rea - lly do come true...Some  
 o - ver the rain - bow why then oh why can't I?

G D7 Am

day I'll wish up - on a star and wake up where the clouds are far be - hind

C D G

me Where trou - bles melt like le - mon drops a -

Edim Bmin D Amin D

way a - bove the chim - ney tops that's where you'll find me

### Purple People Eater

Words & Music by S Wooley

Well I saw the thing coming out of the sky  
It had one long horn, one big eye  
I commenced to shakin' and I said "ooh-eee"  
It looks like a purple people eater to me

**Chorus**

*It was a one-eyed, one-horned, flying purple people eater  
One-eyed, one-horned, flying purple people eater  
One-eyed, one-horned, flying purple people eater  
Sure looks strange to me*

Well he came down to earth and he lit in a tree  
I said Mr. Purple People Eater, don't eat me  
I heard him say in a voice so gruff  
I wouldn't eat you 'cause you're too tough

#### **Chorus**

I said "Mr. Purple People Eater, what's your line?"  
He said "It's eating purple people and it sure is fine  
But that's not the reason that I came to land  
I wanna get a job in a rock 'n' roll band."

#### **Chorus**

And then he swung from the tree and he lit on the ground  
He started to rock, really rockin' around  
It was a crazy ditty with a swingin' tune  
Sing a boop boop aboopa lopa lum bam boom

#### **Chorus**

And then he went on his way, and then what do ya know  
I saw him last night on a TV show  
He was blowing it out and really knockin' em dead  
Playing rock and roll music through the horn in his head

# Appendix: Purple People Eater

Score

## Purple People Eater

Sheb Wooley

Rock'n'Roll ♩ = 120

Vocals

Well I saw this thing coming outta the sky It had one longhorn and one big eye I com-

Electric Guitar

Vox.

menced to sha-kin and I said ooh wee It looks like a purple people eater to me It was a

E.Gtr.

Vox.

One eyed one horned fly-ing purple people eat-er One eyed one horned fly-ing purple people eat-er

E.Gtr.

Vox.

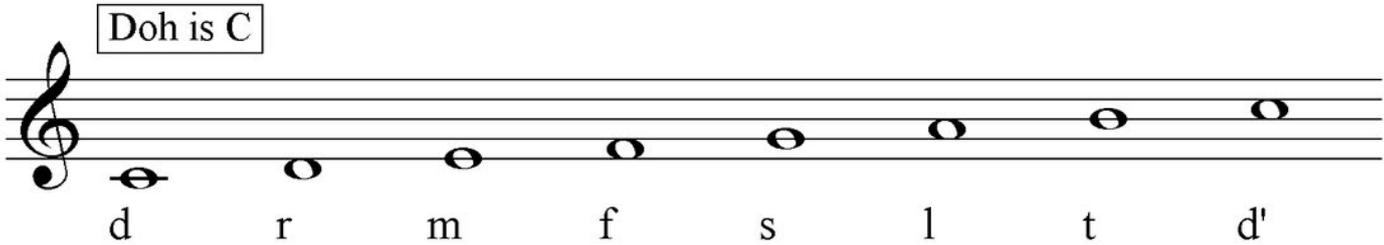
One eyed one horned fly-ing purple people eat-er Sure looks strange to me

E.Gtr.

## Appendix: Tonic Sol-Fa

Tonic Sol-Fa with hand signs and notated notes in the key of C for reference.

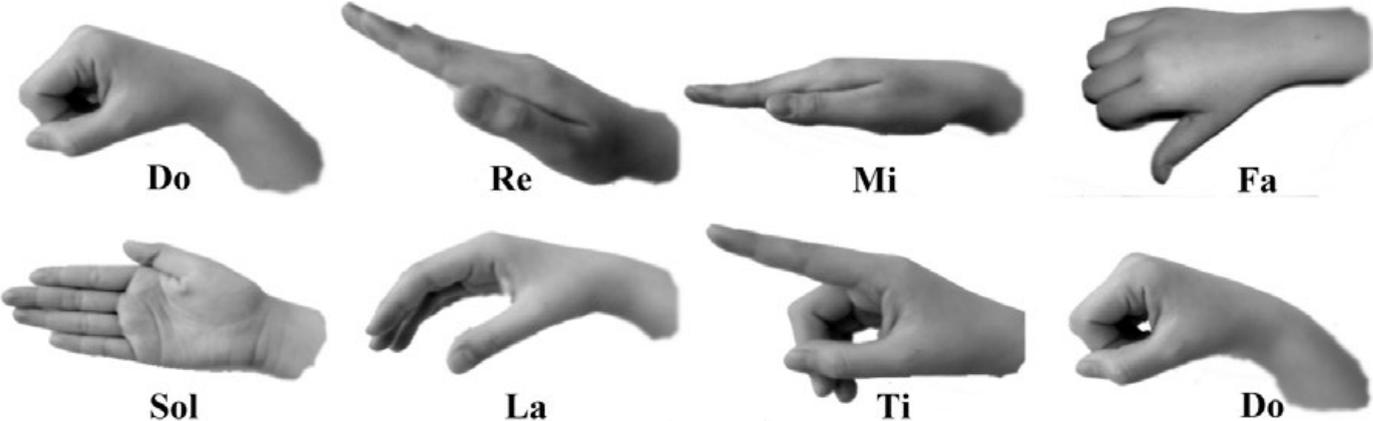
Doh is C



d r m f s l t d'

Note Names:

**C D E F G A B C**



Do Re Mi Fa

Sol La Ti Do

### All Audio Links:

All the links together in one playlist here: <https://soundcloud.com/the-ark-music/sets/monster-music-improv-classroom-pack>

Samples of Monster Language: <https://soundcloud.com/the-ark-music/monster-language>

Purple People Eater: <https://soundcloud.com/the-ark-music/purple-people-eater>

David the Drummer - demonstration of 2,4 jazz rhythm: <https://soundcloud.com/the-ark-music/david-the-drummer-demonstration>

David the Drummer (Rhythm Only) - Same as above but drums only, no verbal instructions: <https://soundcloud.com/the-ark-music/david-the-drummer-rhythm-only>

Intro to Purple People Eater: <https://soundcloud.com/the-ark-music/start-of-purple-people-eater>

2 Monster Soundscape backgrounds from the show:

<https://soundcloud.com/the-ark-music/monster-soundscape-1>

<https://soundcloud.com/the-ark-music/monster-soundscape-2>

Somewhere Over The Rainbow: <https://soundcloud.com/the-ark-music/somewhere-over-the-rainbow>

## About The Ark

The Ark is a unique, purpose-built cultural centre in the heart of Dublin's Temple Bar, where children aged 2 -12 can explore theatre, music, literature, art, film, dance and more. The programme of world class performances, exhibitions and creative workshops changes every few weeks, so audiences both young and not so young can expect a different experience every visit.

The Ark gratefully acknowledges the support of its principal funder the Arts Council and also its other annual supporters: the Department of Education and Skills, Temple Bar Cultural Trust and Dublin City Council.

Find out more about The Ark at [ark.ie](http://ark.ie)

## About Improvised Music Company

Improvised Music Company is a not-for-profit organisation specialising in jazz, improvised and ethnic music. IMC produces 2 annual festivals, regular monthly concerts and supports music education and audience development in Ireland.

Find out more at [www.improvisedmusic.ie](http://www.improvisedmusic.ie)

## About the Monster Music Improv Performers

**Lauren Kinsella** is a contemporary vocalist, composer, bandleader. Named 'Vocalist of the Year' at the Jazz FM Awards (2016) and Winner of the 2013 Kenny Wheeler Jazz Prize, her work has been reviewed in several countries including the USA, Germany, the UK, France, Norway, Switzerland and Ireland and she regularly appears on many international radio stations.

Belfast-based performer and illustrator, **Patrick Sanders** specialises in using cartoons and live drawing in performance as well as to document conferences, discussions and events. Most of his performance work has been devised for young audiences and involves elements of interactivity and improvisation.

**Shane Latimer** is a guitarist, composer and teacher based in Dublin. He plays 6 and 8 string guitars using not only conventional techniques but also preparations/ manipulations and other extended techniques. He also works with sampling, analogue and digital synthesis and electronic processing and is a keen percussionist.

**Activity Pack written by Olivia McTernan**  
**Editor: Aisling O’Gorman (The Ark)**  
**Layout: Al Russell (The Ark)**  
**Cover Design by Donal Thornton**  
**Monster illustrations by Patrick Sanders**

**All audio and lyrics referenced in the pack are arranged by Shane Latimer and performed by Lauren Kinsella and Shane Latimer.**

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**We would be very happy to receive any feedback, images or recordings made by the children in your class.**

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