

COCO'S LUNCH

SING UP A STORM



SYDNEY OPERA HOUSE 

Teachers Notes
HOUSE: ED 08

SUITABILITY

Years K - 6

DATES

December 3

Introduction

Structural Breakdown Chart

Rat Trap Snap - Primary Students

Rain - Secondary Students

Suggested Learning Activities: Pre-Performance

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Activity 3 Rat Trap Snap Actions (Music, Drama, PDHPE)

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Activity 15 Whether the Weather Be Bad (Music, English)

References

Rat Trap Snap – lead vocal score

Rain -lead vocal score

Appendices

Bibliography , Inter net Sites

Rat Trap Snap Picture Cards

In the Classroom

These teachers' notes have been designed to assist you with classroom preparation and extension work in relation to performances by Coco's Lunch based on their original songs for children recorded on the CD Rat Trap Snap.

In order to engage in the following activities you will need to have access to these resources:

1. A copy of the Coco's Lunch CD, Rat Trap Snap

Track 1: Rat Trap Snap

Track 13: Rain

2. Sound equipment.
3. Tuned percussion instruments
4. Copy of the lyrics of the Chorus of Rat Trap Snap
5. Set of Rat Trap Snap picture cards (see Appendix 5)
6. Materials for making rain sticks (see Activity 13)
7. Art materials such as paints, crayons, coloured pencils, squares of coloured paper, ribbons, etc.

Credits

These notes were prepared by
music educator and composer

Lorraine Mine.

Rat Trap Snap: Structural Breakdown Chart

Written by Lisa Young, Rat Tap Snap is a fun song to sing. The straightforward structure employs the Verse-Chorus-Bridge sections of popular music as shown.

CD

cues Section Lyrics

0:00	Introduction	
0:09	Verse 1	Well ev'ry morning when I go to breakfast, It looks like someone's been there before me. There's a corner missing from my toast, Was it a mouse or was it a ghost?
0:23	Chorus	Uh uh uh! It's the big Fat Rat, Hanging around at night - he is a cool cat. Mm mm mm, it's the furry Fat Rat, But Mama set the rat trap to go snap, OW!
0:38	Verse 2	He's been around, been coming here a long time, He knows the cue, he knows the lights out time. Nocturnal nose to navigate, Past the flour, head straight for the cake.
0:38	Chorus	Uh uh uh! It's the big Fat Rat, Hanging around at night - he is a cool cat. Mm mm mm, it's the furry Fat Rat, But Mama set the rat trap to go snap, OW!
1:07	Bridge	He knows the traps, he's been here before, One in the pantry, one by the door. But tonight Mamma's mean, there's a look in her eye, The last trap count was thirty-five!
1:21	Verse 3	He's in trouble 'cause Mama she's a hunter, She can catch rats of any number. Any size, colour or position, I'm gonna go on a rescue mission.
1:39	Chorus	Uh uh uh! It's the big Fat Rat, Hanging around at night - he is a cool cat. Mm mm mm, it's the furry Fat Rat,

(cont.)

CD

cues Section Lyrics

- But Mama set the rat trap to go snap, OW!
She set thirty-five traps to go snap, OW!
- 1.58 Verse 4 I'll go down to the kitchen tonight,
Turn on the light just after midnight.
I'll leave a note saying BEWARE TRAPS!
Come 'round the back and follow the track and slip through
the hatch...
- 2.12 Verse 5 Into my bedroom, well it's cozy comfort,
There'll be toast and all kind of crumpets.
My rat can sleep under my clothes,
Because my room's so messy that no-one will know
- 2.27 Chorus Uh uh uh! It's the big Fat Rat,
Hanging around at night - he is a cool cat.
Mm mm mm, it's the furry Fat Rat,
But Mama set the rat trap to go snap, OW!
- 2.41 Last Chorus
Uh uh uh! This is my Cool Rat,
This is not anybody's Fool Rat.
Mm mm mm, it's the furry Fat Rat
But Mama's never gonna ever catch my rat, OW!
No, Mama's never gonna ever catch my rat, OW!
No, Mama's never gonna ever catch (OW!) my (OW!) rat.
OW! OW!

CD

cues Section Lyrics

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No, Mama's never gonna ever catch my rat, OW!
No, Mama's never gonna ever catch (OW!) my (OW!) rat.
OW! OW!

Suggested Learning Activities Pre-Performance:

ACTIVITY 1: Rat Trap Snap Lyrics

Related Study Areas: Music,

English

The lyrics of Rat Trap Snap tell of Fat Rat's adventures through the kitchen at night. If your students do not know this song, begin by playing the track without telling them the story. Depending on the age of the students ask them to reconstruct it in different ways.

- Get younger students to tell the story in their own words. This could be done as a round robin type activity with each student adding a little more to the story. If they get stuck, play the track again. Use the questions and CD cues below to fill in any gaps.
- They could also piece the story together using the set of Rat Trap Snap picture cards (see Appendix 5). Make copies of these cards as indicated; each one gives a clue to either one of the five verses, the bridge or the chorus (you will need five copies of the Chorus card).

As the story unfolds and they become more familiar with it, they place the cards in the appropriate sequence.

- For older students turn it into a Rat Trap Quiz with each of three teams having a different percussion instrument as their "buzzer". Alternatively, the following questions could be written on slips of paper with team leaders, in turn, picking one for their team mates to answer. Where all three teams fail to answer a question, use the CD cues to remind them.

What was missing from my toast? (CD cue 0.16-0.19)

What kind of nose does Fat Rat have? (CD cue 0.45-0.49)

What does Fat Rat head straight for? (CD cue 0.50-0.52)

Who is the hunter? (CD cue 1.23-1.25)

What was the last trap count? (CD cue 1.17-1.22)

When will I go down to the kitchen? (CD cue 1.57-2.01)

At what time will I turn on the light? (CD cue 2.01-2.05)

What will my note say? (CD cue 2.05-2.08)

What kind of food will there be in my bedroom? (CD cue 2.16-2.20)

Where can my rat sleep? (CD cue 2.20-2.23)

What kind of cat is Fat Rat? (CD cue 0.28-0.30)

ACTIVITY 2: Rat Trap Snap Chorus

Related Study Areas: Music

The chorus of Rat Trap Snap is very catchy and students will have little trouble picking it up. It is most desirable that students learn to sing it before attending the concert. A copy of the full vocal score can be found on page 30.

**Uh uh uh! It's the big Fat Rat,
Hanging around at night - he is a cool cat.
Mm mm mm, it's the furry Fat Rat,
But Mama set the rat trap to go snap, OW!**

- Distribute copies of the lyrics or write them up on the chalkboard. Coco's Lunch perform this chorus by alternating the full group on the first and third phrases with a solo lead vocal on the second and fourth phrases. The full group also joins in on OW! Play a single chorus to the class – CD cue 0.23 to 0.38. Can the students hear and describe this?
- Play CD cue 0.23 to 0.38 again and get them to join in with the group on phrases 1 and 3 only. If necessary replay the chorus to consolidate it. Then play the whole track; students join in with each chorus.
- Students may point out that the third time the chorus is sung, an extra phrase is added to it as shown in the lyrics. However, if necessary, play CD cue 1.39 to 1.58 and ask them to describe what is different about this chorus.

**Uh uh uh! It's the big Fat Rat,
Hanging around at night - he is a cool cat.
Mm mm mm, it's the furry Fat Rat,
But Mama set the rat trap to go snap, OW!
She set thirty-five traps to go snap, OW!**

- The last chorus not only has a tag added to it, but also the lyrics are slightly different. Use CD cue 2.41 to reinforce this.

**Uh uh uh! This is my Cool Rat,
This is not anybody's Fool Rat.
Mm mm mm, it's the furry Fat Rat
But Mama's never gonna ever catch my rat, OW!
No, Mama's never gonna ever catch my rat, OW!
No, Mama's never gonna ever catch (OW!) my (OW!) rat.
OW! OW!**

ACTIVITY 3: Rat Trap Snap Actions

Related Study Areas: Music,

Drama,

PDHPE

During the concert *Coco's Lunch* invite the audience not only to sing along with the chorus of *Rat Trap Snap* but also to perform these special actions.

Uh, uh, uh!

Hold hands up, palms facing out and wave them left-right-left in time with Uh, uh, uh!

It's the big Fat Rat,

Hands out wide facing each other as if holding something big and fat.

Hanging around at night,

Bend arms up and hook fingers over as if hanging from something by the fingers.

He is a cool cat.

Brush hair back from the forehead with finger tips in a "cool" fashion.

Mm, mm, mm,

Hold hands up, palms facing out and wave them left-right-left in time with Mm, mm, mm.

It's the furry Fat Rat,

"Twinkle" fingers to indicate some thing furry.

But Mama set the rat trap...

Open arms vertically wide and then...

... to go snap , OW!

Clap hands together as you shout OW!

Don't forget to try Chorus 3 and the last chorus with the added phrases. Students will be able to work out the correct actions for themselves.

ACTIVITY 4: Rain Chorus

Related Study Areas: Music

The chorus of Rain, just like its subject, flows beautifully – the melody tumbles and rolls in two similar phrases with repeated lyrics. Focus attention on this part of the song.

Rain, rain, rain, rain, the juice of the sky is falling.

Rain, rain, rain, rain, the juice of the sky is falling.

The first time it is heard, Coco's Lunch sing the two phrases in unison (CD cue 0.27). It is immediately sung again (CD cue 0.37), this time in harmony.

Teach the class to sing the chorus in unison using CD cue 0.27 to 0.36 to reinforce the tune.

Rain, rain rain, rain, the juice of the sky is fall - ing.

Rain, rain rain, rain, the juice of the sky is fall - ing.

A Performance Note:

Ensure that the syncopation on the words "...juice of the sky is..." is not too pronounced. The CD will help students hear this.

ACTIVITY 5: Raindrop Rhythms

Related Study Areas: Music,

HSIE,

In the arrangement of Rain, Coco's Lunch use a special rhythmic vocal line and two drums to represent different aspects of the rain.

- Play the CD from the beginning to the end of Verse 2 (CD cue 0.00 to 0.26). Ask students to focus on what happens at the end of each verse and describe what they hear.

Coco's Lunch sing this vocal line which represents raindrops.



Play the whole song; how many times do students hear this line? (three; at the end of the first three verses.)

Older students may like to have a go at vocalizing this Raindrop Rhythm along with Coco's Lunch.

- At CD cue 1.23 two different drums enter – a low-sounding tom and a djembe – playing different patterns. The low tom represents thunder while the djembe represents the rain.

Get students to find pictures and information about these two drums. A general search on the web under djembe brings up a lot of material. They could also use school and local library resources.

Listen to the section where they are used. Through discussion, students decide what they think the drums represent. Young students may need some help in differentiating between the two drums. Focus their listening on the different tonal qualities of the drums – the tom has a low, deep tone while the djembe has a lighter, higher sound.

- During the concert, Coco's Lunch demonstrate all these rhythmic elements.

Suggested Learning Activities

Post-Performance

ACTIVITY 6: Rat Trap Snap Effects

Related Study Areas: Music,
Drama,
PDHPE

Coco's Lunch is an a cappella group. However, they not only use their voices to sing songs, but also to imitate instruments such as drums and basses and to provide a wide range of vocal sound effects. Many of these can be heard in the arrangement of Rat Trap Snap.

- The Illustrated Dictionary of Music by John Burke (Sphere Books, 1988) defines the term a cappella as "...Italian phrase for music sung 'in chapel style', that is to say without instrumental accompaniment..."

Begin by getting older students to research this themselves. Suggest that they should try and include some recordings of different a cappella groups with their report. (Coco's Lunch, Sweet Honey in the Rock, The Idea of North, The Song Company, etc.)

With younger children, lead them to understand this term by having them sing a favourite song from their own repertoire. They sing it twice, the first time accompanied by piano, guitar or an instrumental backing track and the second time they sing it without any accompaniment – a cappella.

- Now focus attention on the imaginative way in which Coco's Lunch use the voice to add special effects into the song. Students will already be well aware of the sound of the rat trap going off at the end of the choruses and how it is achieved using a combination of body percussion and vocal effect – Clap! + OW!

Play the full song; students listen for and identify the various effects used throughout:

- Uh uh (oh no) effect (Was it a mouse...);
- ghost effect (... or was it a ghost?);
- sounds of satisfaction (...head straight for the cake.)
- siren (...a rescue mission.)
- scary sounds (I'll go down to the kitchen tonight...)
- sound of light switch (...just after midnight...)
- cheek POP! sound (... slip through the hatch...)
- motor bike revving and taking off (end of song)

Give students the opportunity to join in with these effects as they listen to the track once more. This could be done in several ways:

all students perform all effects in sequence;

divided into eight groups, each group has a specific sound effect to add at the right moment;

all students should also join in on all choruses, including full actions.

- Working in groups, students select a song from their known repertoire which lends itself to the addition of vocal sound effects. Each group arranges, rehearses and performs the song for the rest of the class – a cappella of course.

With younger students this could be done as a class activity with individuals suggesting effects for the rest to try out.

ACTIVITY 7: Rat Trap Snap Tuned Accompaniment

Related Study Areas: Music

Rat Trap Snap is based on four chords – Dm, A7, Gm7, and Em7(b5). On any tuned instruments available, students can play a simple two-note chordal accompaniment using only the notes C#, D, E, F and G.

Accompaniment for the VERSE, CHORUS and BRIDGE below:

Verse

Chorus

Bridge

The accompaniment for each section – verse, chorus and bridge – can be played by two students on the same instrument; student 1 plays the top notes (stems up) while student 2 plays the bottom notes (stems down).

More mature or experienced students may be able to play the full accompaniment using two beaters.

- When they can perform each section with ease, get them to arrange the accompaniments to follow the structure of the song. They will also need to work out what to play over the extra phrase of the third chorus as well as the tag on the last chorus.

Combine all the elements of Rat Trap Snap into a full performance with:

- one group to sing the song;
- one group to add the sound effects;
- one group to play the guitar chords;
- one group to play the tuned accompaniment;
- and don't forget the actions!

ACTIVITY 8: Rat Trap Snap Vocal Harmony

Related Study Areas: Music

The accompaniment for the Bridge can be turned into a vocal harmony part for two groups to sing with that section of the song. Lyrically they should use a soft "oo" sound as shown:

Two-part vocal harmony for the Bridge.

Bridge

Vocal harmony

Lead vocal

oo, oo, oo, oo.

He knows the traps, he's been here be-fore, One in the pan-ty, one by the door. But to-

oo, oo, oo.

night Ma-ma's mean, there's a look in her eye, The last trip count was thir-ty-five!

This vocal harmony is part of the full version you hear on the Rat Trap Snap CD.

For those schools who run choirs, Coco's Lunch are now making full scores of their songs available for purchase. The full scores include lead vocal line plus harmony parts and where applicable, percussion parts. Some scores also include single line melodies with chord symbols for use by classroom teachers and singing tutors.

For complete information on Coco's Lunch visit the website at:
www.cocoslunch.com

ACTIVITY 9: Opera House Mouse

Related Study Areas: English,

Visual Arts,

Music

There are many story books written for students of different ages using rats and mice as their subject matters. Local libraries are a good source of such material.

One in particular which is most suitable for young students is the picture story book *Opera House Mouse* written by Jean Chapman and illustrated by Tony Oliver. (Published by Margaret Hamilton Books, Sydney, 1999.) The Opera House in question is in fact the Sydney Opera House. Here is a brief outline of the story:

Mouse can't sleep as he's kept awake by people singing, orchestras zinging and ballerinas thudding over his head. He decides to set out on an adventure and climb the nearest mountain (which turns out to be the Opera House sails themselves). On the way he encounters other Australian creatures...

If possible read this story to your students. Use questions such as these to test comprehension.

- Why couldn't Mouse sleep?
- What colour was the mountain that he climbed?
- What other creatures did Mouse meet on the mountain?
- When he got to the top, what did he see?
- What is the name of his "mountain"?
- Where in the Opera House do you think Mouse lives?

If you are unable to source this book, get the students to imagine themselves standing on top of the Opera House. They describe in their own words the view from there.

They could also draw or paint a picture or make a collage of the scene below. Two other suitable books for young students are variations of the same story:

The Mouse Bride: A Chinese Folktale, retold by Monica Chang, illustrated by Leslie Liu (Northland Publishing, 1992).

The Mouse Bride, story by Joy Crowley, paintings by David Chistiana (Ashton Scolastic, 1995).

- For older students the adventures of Rat, Mole, Badger and Toad from *The Wind*

ACTIVITY 10: Poems, Rhymes, Songs and Raps

Related Study Areas: English,
Music,
Dance,
Drama

Use poems and rhymes to inspire students to write their own Mouse Verses. Encourage them to turn them into songs. The two examples below could provide a starting point.

This poem comes from *Mouse Poems* by Brian Patten (Lothian Books, 1998) and is suitable for younger students.

Reading

The headlines in The Daily Mouse
Are all quite wonderful today:
Mice Have Landed On The Moon!
The Ginger Tom Is Going Away!

Try using different rhythms to intone this poem; invite individual students to read it in their own way. Let the class try out all possibilities.

Once a strong rhythm is established, ask students to try singing the words instead of reciting them. This could be done line by line, with the class repeating the phrases as a suitable melody emerges.

Suggest that they use the words of Reading to add a chorus to their song. For example:

Going Away! Going Away!
Ginger Tom Is Going Away!
The headlines in The Daily Mouse
Are wonderful today.

This traditional rhyme comes from *Little Billy Bandicoot, Rhymes and Songs for Australian Children* by Jean Chapman (Lothian Books, 1991).

Miss Dowd from Stroud

A mouse in her room woke Miss Dowd,
She was frightened and screamed out loud,
Then a happy thought hit her;
To scare off the critter,
She sat up in bed and meowed.

Encourage older students to turn this limerick into a rap song. Working in small groups they create their own versions of the Miss Dowd Rap.

The following suggestions may help to get them started.

- Experiment with different ways of reciting the rhyme.
- Consider using a solo rapper with backing group.
- Add a strong beat to your rap. This could be done on instruments or body percussion.
- Just as Coco's Lunch use vocal effects in Rat Trap Snap (see Activity 7), the words of Miss Dowd from Stroud provide possibilities for adding your own effects.
- Perform your Rap for the rest of the class; don't forget movement, actions and costume.

ACTIVITY 11: Rain Countermelody

Related Study Areas: Music

At CD cue 1.23 to 2.00, the fully harmonized version of the Chorus is sung four times with the addition of a second harmonized melody which functions as a countermelody to the chorus. The Structural Breakdown Chart on page 5 also shows where the countermelody is used in other sections of the song.

Older students may like to try the top part of this countermelody with the chorus.

The musical score consists of four systems, each with a countermelody staff (top) and a chorus staff (bottom). The countermelody staff is labeled 'Countermelody' and the chorus staff is labeled 'Chorus'. The lyrics are: 'Rain, rain, rain, rain, the juice of the sky is fall - ing down.' The chords for the countermelody are Am, Bm7b5, E7, and Am. The chorus staff contains a continuous eighth-note accompaniment.

ACTIVITY 12: Rain – Make a Rainstick

Related Study Areas: Music,

In the arrangement of this song, the unique sound of rainsticks is used to great effect. Focus attention on this aspect as students listen to the recording and identify when the rainsticks are used.

- While rainsticks are traditionally from Chile, they are now made all over the world from different materials.

The website - <http://www.musicoutfitters.com/ethnic/rain.htm> - gives the following information:

Rainsticks are ceremonial musical instruments used to invoke the rain spirits. They are made by people who live in the deserts of northern Chile. In Chile, rainsticks are traditionally made from dead cactus tubes with hundreds of cactus spines hammered into the tube. Tiny lava pebbles cascade gently through the tube, sounding much like rain.

- Using the facilities of both the school and local library along with the web, students research the history of these instruments and the Chilean culture. A general web search under rainsticks + Chile + instruments throws up quite a lot of information, photographs and sound bytes. A few possibilities are:

<http://www.tribalinstruments.com/instruments/rainsticks.htm>

<http://www.touchtheskyinc.com/rainsticks.html>

<http://www.bhw.com/earthrhythms/rainstix.htm>

- It is easy to make rainsticks using a postpak or cardboard tube. The length of the tube, the number of pins used and the material inside the tube will affect the sound of the rainstick.

Push sewing pins or thin nails through to the inside of the tube.

Pour some rice, seedpods or small shells into the tube and seal the end.

Decorate your rainstick in any way you like.

It might be a good idea to wrap paper around the outside to ensure the pins don't fall out.

Tip your rainstick up on its end – and listen to the sound of gentle rain.

ACTIVITY 13: Rain: Always Take the Weather With You

Related Study Areas: Music,
English

The pop song, Weather With You by Neil and Tim Finn was recorded by Crowded House on their album Recurring Dream. The song has a very catchy chorus with a one-line lyric:

Everywhere you go you always take the weather with you

Using the last part of this chorus as a title, students compile their own Always Take the Weather With You collection of Rain and Sun songs. The ABC Sing series is an invaluable resource for material of this nature.

Sing 1981	The Rain Song
Sing 1983	Raindrops Keep Falling on My Head
Sing 1984	What Have They Done to the Rain?
Sing 1985	Singing in the Rain
Sing 1986	Rain
Sing 1987	Rain (And the rain keeps tumbling down)
Sing 1996	It's Raining at School Today
Sing 1999	It Ain't Gonna Rain No More
Sing 2002	The Rain It Raineth All Around

Sing 1980	Walking in the Sunshine
Sing 1982	Turn On the Sun
Sing 1983	Sun Magic
Sing 1986	Sunning
Sing 1987	Sun Arise
Sing 1987 & 1998	Here Comes the Sun
Sing 1998	Let the Sunshine In

Nicola Eveleigh's song Rain concludes with the image of the rainbow after a shower or storm. Students could also add some other Rainbow songs to their collection, e.g.

Sing 1984 & Listen 1993	Sing a Rainbow
Sing 1993	The Rainbow Connection
Sing 2001	Somewhere Over the Rainbow

Don't forget to include Nicola's song in the collection.

ACTIVITY 14: Rain: Write Your Own Lyrics

Related Study Areas: Music,
English,

One of the most well-known traditional songs about rain is I Hear Thunder. Use this as the starting point for students to write their own verses about various weather conditions. Begin by revising the song.

I Hear Thunder

Traditional

The image shows two staves of musical notation for the song 'I Hear Thunder'. The first staff has a treble clef, a key signature of one sharp (F#), and a 4/4 time signature. The melody consists of quarter notes and eighth notes. Above the staff are the chords: D, A7, D, D, A7, D, D, A7, D, D, A7, D. Below the staff are the lyrics: 'I hear thun - der, I hear thun - der, Hark, don't you? Hark, don't you?'. The second staff has the same key signature and time signature. The melody is similar to the first staff. Above the staff are the chords: D, A7, Bm, D, A7, Bm, Em, A7, D, Em, A7, D. Below the staff are the lyrics: 'PE - ter pat - ter rain - drops, PE - ter pat - ter rain - drops. I'm wet through, so are you!'.

Another traditional rhyme, I See Blue Skies, can be sung as a second verse.

I see blue skies, I see blue skies,
Way up high, way up high,
Hurry up the sunshine, hurry up the sunshine,
All will dry, all will dry.

- Discuss other weather conditions with the class, for example, windy weather. As they put forward their ideas, write the key words on the board. Using these key words, students either collectively or individually write a verse about windy weather to fit the tune of I Hear Thunder.
- For younger students give them the first phrase and then help them structure a complete verse to sing. Some ideas are:

Wind is blowing...
Snow flakes falling...
Clouds are floating...
Storm is brewing...

ACTIVITY 15: Rain: Whether the Weather Be Bad...

Related Study Areas: Music,
English,

There are many rhymes about different aspects of the weather and the seasons. The following examples taken from Little Billy Bandicoot: Rhymes and Songs for Australian Children are all anonymous or traditional apart from Holes in the Sky which is by Spike Milligan.

Holes in the Sky

There are holes in the sky
Where the rain gets in
But they're ever so small
That's why rain is thin.

Rain on the Green Grass

Rain on the green grass,
And rain on the tree
Rain on the house-top
But not on me.

Poppity's Pants

Muster, muster,
All a cluster
Bring in the sheep to be shorn.
Bluster, fluster, southerly buster.
Poppity's pants are torn.

Riding on the Breeze

I often wish that I could be
A kite up in the sky,
And ride upon the breeze and go
Whichever way I chance to blow.

Spring Has Come

Spring has come
Birdy sings,
All the blow-flies
Flit on wings,
Buzz, buzz,
SWOT!

In Summer

In summer when the days are hot
I like to find a shady spot
And hardly move a single bit...
And sit...
And sit...
And sit...
And sit.

- Older students use rhymes, lyrics from songs, accompanying artwork etc., to construct a weather chart throughout the year. They could choose a particular day in the week to "map" the weather, or, alternatively, they could work in five groups, each group being assigned to one day of the school week. Each group then presents an end-of-the-month report on their particular day's weather.

Set them the task of finding out what terms such as "southerly bluster" and the "Fremantle Doctor" mean in relation to the weather.

- Students could also have a go at turning the rhymes into songs. Once they have established a strong rhythm for a particular rhyme, get them to sing a tune to match each phrase. Trial and error will reveal the most singable one.

A rhyme such as Rain on the Green Grass would work well as a call-and-response song, i.e.

Call:

Rain on the green grass...
And rain on the tree...
Rain on the house-top...
But not on me...

Response:

Rain on the green grass,
And rain on the tree,
Rain on the house-top
But not on me.

cont. Rat Trap Snap. Full Vocal Score

Bridge

33 *Gm7* *Dm* *A7* *Dm*
 He knows the traps, has been here be-fore, _____ One in the pan-try, and by the door. Lut to
 37 *Gm7* *Dm* *(alt) A7* *(alt) A7*
 night. Ma ma's mean, there's a look in her eye, _____ The rat trap count was three by two.

Verse 3

41 *Dm* *F7(b9)* *A7* *Dm*
 3 He's in 'tough' boots. Ma - ma shes a hunt - ar, she can catch rats or an - y thing bet-
 45 *Gm7* *Dm* *(alt) A7*
 A - y size, out-out on pe - s - sion, fur gonna go to a res - cue mis - sion.

Chorus

49 *(alt) Ab when sounds* *Dm* *Am* *Dm*
 Jit Lit Lit Its the big fat fat
 53 *Gm7* *A7* *Dm* *Dm* *Am* *Dm*
 fang-ing e-round at night, He is a Cool Cat. Min min, min, its the lit-ty fat fat fat
 57 *A7* *(alt) A7* *Dm* *A7* *(alt) A7* *(Dm) (C#m)*
 Ma-ma set the rat trap to go snap. She set three five traps to go snap OWO!

Verse 4

61 *Dm* *Em7(b9)* *A7* *Dm*
 4. I'll go down to the kit chen to-night, Turn on the light just at - ter mis - night.
 65 *Gm* *Dm* *(alt) A7*
 If leave a note say-ing "Be - ware, there's traps" Come round the back and fol-low the track and

Verse 5

69 *Dm*
 slip through the hatch... 5. In to my bed - room _____ where its aw - y aw - y far

cont. Rat Trap Snap. Full Vocal Score

There'll be toast a kind of drum - pets. My rat can sleep

in - der my clothes, be - cause my room's so messy that no - one will know.

Chorus

Ow! Ow! Ow! It's the cat at Hat, Hang - ing a - round at night. He is a Cool Cat.

Mm mm, mm, is the funny Fat Hat. But Ma - ma set the rat trap to get snap. Owl!

Last Chorus

Owl! Owl! Owl! This is my Cool Hat, This is not an y - bod - ys hat.

Mm, mm, mm, is the funny Fat Hat. But Ma - ma's nev - er gon - na ev - er

catch my rat. Owl! No Ma - ma's nev - er gon - na ev - er catch (Owl) my (Owl) rat. Owl! Owl!

cont. Rain. Full Vocal Score

26 Bm A Cm7/5 Bm

rain - ing, its pour - ing, the old man is snor - ing, he

Bm A 27 G F#sus4 F Verse 4

want to bed and bumped his head and could n't get up in the morn - ing. He can

Am E7 Bb Am

hear the pit - ter pat - ter of the rain, its com - ing, com - ing, com - ing a gain. He can

30 Am E7

see the pit - ter pat - ter of the rain, its rain - ing

Chorus Am 31 Bm7/5 E7 Am

Rain, rain, rain, rain, the juice of the sky is fall - ing.

Am Bm7/5 E7 Am Sing 4 times

Rain, rain, rain, rain, the juice of the sky is fall - ing.

Interlude 2 33 Am Bm7/5 E7 Am

Via - let, in - di - go, blue, green, yel - low, or - ange, red.

Am 35 Bm7/5 E7

Via - let, in - di - go, blue, green, yel - low, or - ange, red.

Am Bm7/5 E7 Am

Via - let, in - di - go, Did you hear, do you hear what said?

Am 42 Bm7/5 E7 Am

Via - let, in - di - go, blue, green, yel - low, or - ange, red.

cont. Rain. Full Vocal Score

Chorus

Am 48 Bm7/5 E7 Am
 Rain, rain, rain, rain, the juice of the sky is fall - ing,
 Fall, rain, rain, rain, juice of the sky is fall - ing

Interlude 2

18 Am Bm7/5 E7 Am
 vio - let, in - di - go, blue, green, yel - low, or - ange, red
 vio - let, in - di - go, blue, green, yel - low, or - ange, red.

Am Bm7/5 E7 Am
 vio - let in - di - go did you hear, did you hear what I said?
 51 Am Bm7/5 E7 Am
 vio - let in - di - go, blue, green, yel - low or - ange red A

Coda: first 2 times

Am Bm7/5 Am G7 F
 rain - bow is wait - ing to show you the col - ours the col - ours will lead you to your pot of gold.

Countermelody

Am Bm7/5 63 Am G7 F
 Rain is fall - ing down.
 Am Dm7/A Am G7 F
 Rain is fall - ing down. A

Coda: last time

rain - bow is wait - ing to show you the col - ours the col - ours will lead you to your pot of gold

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NOTE: Listen to the CD and follow the Structural Breakdown Chart on page 5 to hear how the Coda and countermelody fit together.

Appendix 3

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Appendix 4

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