

Ocarina EXPLORER

Music World-Explorer Music Time-Traveller

For KS1, KS2 and KS3 (ages 6 to 14)

Contents

Ocarina Explorer and the Curriculum

Music World-Explorer

Introduction

Overview

Songs and Pieces

Progress Chart

Explorer Map

Music Time-Traveller

Introduction

Overview

Songs and Pieces

Progress Chart

Timeline A

Timeline B

Ocarina Stages of Playing

Ocarina EXPLORER copyright ©2022 David and Christa Liggins

Permission is granted to share this document for educational (non-commercial) use

Ocarina Workshop, PO Box 56, Kettering, NN15 5LX, UK

Tel: [01536 485 963](tel:01536485963) | Email: music@ocarina.co.uk | www.ocarina.co.uk

OcBox™  and OcPix™  notation copyright 1984 and 1989 David and Christa Liggins

Ocarina Explorer and the Curriculum

Ocarina Explorer pieces in 'Music World-Explorer' and 'Music Time-Traveller' support singing, listening and the playing of ocarinas and other instruments at KS1, KS2 and KS3. They fulfil STATUTORY National Curriculum and non-statutory Model Music Curriculum requirements, introducing great music from world cultures, past, present and future.

The Model Music Curriculum lists music examples from history and around the world FOR LISTENING ONLY. The two 'Ocarina Explorer' books contain many of these pieces and other similar ones that are adapted for **SINGING AND PLAYING, as well as for LISTENING**. Pupils are fully immersed in the music when they listen, sing and play. They also hone their performing skills and understanding by singing didactic lyrics that introduce the cultural and historical context of the music.

The Ocarina Workshop® strapline "Music for Every Child and Every Teacher™" describes the main aim of Ocarina Explorer. Each **class music book** has bright illustrations and **accessible music with a variety of notations**. Books are designed for pupils to handle so they can "own" the music that they perform. They can monitor their progress throughout the book, and look back on each geographical place or historical time to replay highlights for themselves, and for family and friends.

Each **audio track** is individually arranged and orchestrated to give pupils a **full and immersive experience**. Richly diverse sounds range from those of sitars to balalaikas and from crumhorns to synthesizers. Listening involves actively joining in, to **experience** the authentic flavour and smell of the music's place and time, rather than to just learn the musical facts.

Teacher Books have performance tips for each song: how to sing it; how to play it; how to present it. There is also a full explanation of each song and its context, to give extra content for each lesson. Extension materials in 'Wider-World' and 'Extra-Time' sections show how to relate the song to other music, with web search suggestions to extend your knowledge.

In preparing this ground-breaking material, the only missing component is YOU: your willingness to go on an adventure with your classes; to leave your comfort zone and learn something new. Everything is prepared for success. The ocarina has been notably successful in schools over the last forty years. **These materials will help you take that success further.**

The ocarina is like no other class musical instrument, and 'Ocarina Explorer' like no other music. The points below show just some benefits of using Ocarina Explorer titles with ocarinas at all Key Stages. Any teacher can teach pupils to play ocarinas. The National Curriculum and Model Music Curriculum rely on pupils actively playing TUNED musical instruments and singing, to be totally immersed in the processes of making music. With Ocarina Explorer, pupils listen, sing, and PLAY.

A Singing and Playing: skills

- each song is also an instrumental piece allowing pupils to sing and play in every lesson and to practise technique
- the one-octave range of songs, D to D¹, is good for exercising voices and is suited to many first-access instruments
- players practise tunes by tapping/clapping rhythms, feeling a pulse, singing/playing intervals, and echoing phrases
- children sing more accurately "in tune" after first playing ocarinas in a variety of major, minor and oriental scales
- harmony pieces introduce part-playing, balance, dynamics and polyrhythms to groups and whole-class ensembles
- communicating each piece requires good breathing, phrasing, tonguing, slurring and clear enunciation of lyrics

B Performing: more than music

- pupils put musical skills to work to communicate messages to audiences about peoples, places, historic times
- they consider/explore performance spaces such as caves, dance halls, beaches, churches, royal river barges
- add other media to enhance musical performances: costume, story-telling, food, paintings, dance, drama, lights
- realise, through performing, that music is all around in every culture, time and place, in a multiplicity of forms
- discover that we can play shells, stones, coconuts, gourds, clay pots, gongs and bones, all as musical instruments
- and that music can be recorded on clay tablets, papyrus, paper and print using various hieroglyphs and symbols

C Listening: understanding and knowledge

- listen to music by great composers & musicians and from a range of cultures, genres, historical periods, including:
- **World-Explorer:** Offenbach, Brahms | Pacific Islands, Africa, Japan, Russia, Andes, China, Italy, Hungary, et al.
- **Time-Traveller:** Handel, Vivaldi | ancient civilisations, medieval, renaissance, baroque, ragtime, jazz, disco, et al.
- pupils learn about countries, peoples, lifestyles | ancient cultures, writing technology, costume, customs, et al.
- listening and reading go together as pupils hear, read and then play works by great composers/world musicians
- they learn musical terms and follow notations, connecting music across the curriculum, relating it to the world

Full instructions, facts, cross-curricular links & spin-off activities are included for every song in the Teacher Books.

Music World-Explorer: Introduction

Levels 2 to 12

The world is a big place and the world of music a large subject. 'Music World-Explorer' takes pupils and teachers song-by-song, tune-by-tune, **from the familiar to the unfamiliar**.

Play along with instruments from countries as diverse as Italy, China, Peru, Japan and Zimbabwe. Learn songs, stories and tunes from each place through listening, singing, playing. Discover that music has no borders; music-making no limits; **exploring is fun; and music is universal**.

Starting in London, the trip leads across Europe to the Far East, around the Pacific coasts of the Australian and American continents and on through Africa to Asia. There are many sounds to absorb: Hawaiian guitars, quenás, balalaikas, African drumming, Japanese shakuhachi-playing and Chinese gongs. Play Song 20 'Snake Charmer' along with sitar, tabla, sarod and tanpura for an immersive **'non-western experience'**.

There is plenty in 'Music World-Explorer' **for all ages to enjoy**. A **Pacific-centred map** sets the scene and shows the route. Pupils learn where places are and how the people live there through the lyrics of each song. They absorb it all by listening, singing and playing. And as they begin to internalise rhythms and scales, so they gain a feel for the music of each location, and how it fits together place-by-place, country-by-country and continent-by-continent.

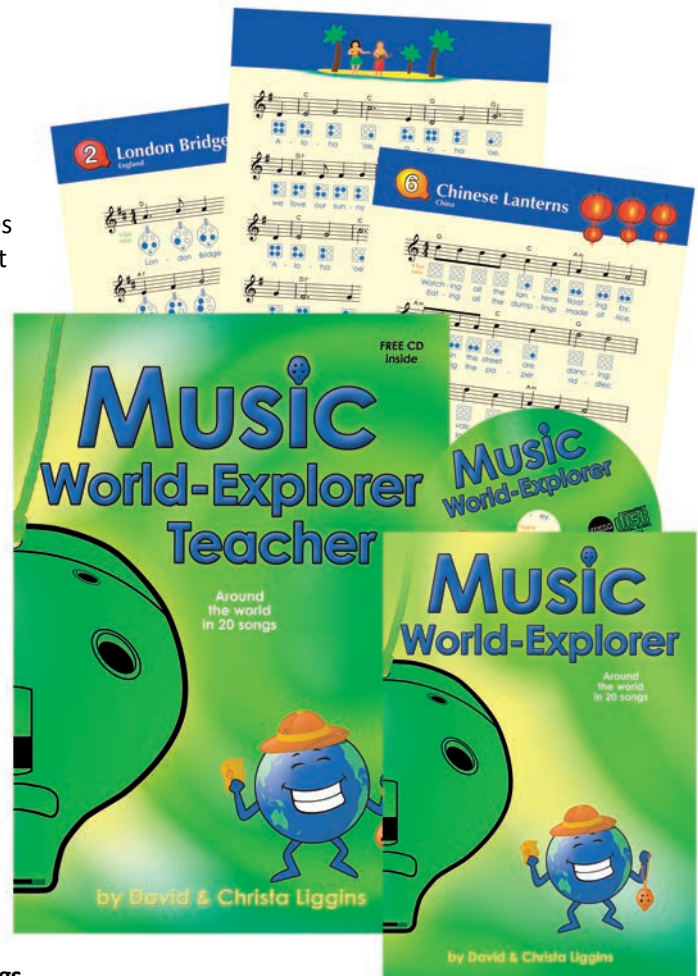
Easy-to-sing lyrics have been prepared for **foreign language songs**, to introduce local sayings, customs and culture. Exotic melodies, accompanied by authentic instruments, give pupils an experience of **far-off places**. With clear and didactic lyrics, adapted easy-to-play tunes, and colourful backings, the music is ready for your classes to perform in school, and to audiences near and far.

Some of the 20 songs may be **familiar**. Song 4 'Venice' is a beautiful two-part arrangement of Offenbach's Barcarolle and Song 8 'Kia Ora Greetings' is based on the well-known Māori song 'Pōkarekara Ana'. Most pieces, like Song 15 'Highlands of Peru', are specific to a country. Others have new lyrics to fit a theme. Song 10 'Pacific Ring of Fire' is sung to the tune of the 'Hokey Cokey' and describes reasons for, and effects of, earthquakes and volcanic eruptions. This is a great tune to play, and the lyrics link powerfully with current **environmental and climate-change concerns**.

The themes in the book involve learning about the world: it's geography, language and culture. **The medium of that learning is music**. Pupils follow a variety of music notations and develop many new singing, listening and playing skills. They perform pieces with 2/8 time signatures, polyrhythms, eastern scales. They learn to listen with discrimination to new sounds. Most of all, the pieces are "catchy". Pupils find themselves humming "earworms" from around the world that will brighten their day.

In an **ethnically diverse nation**, it is important to reflect music **beyond our own culture** to our pupils. The selection of music in 'Music World-Explorer' is broad, yet accessible: it can be performed and enjoyed by pupils at any age from six upwards. Just as travel broadens the mind, so sharing music from many places will broaden pupils' education. Indeed, learning about music in a variety of genres and different styles from around the world is a stated essential component of any "broad and balanced" music curriculum.

Fasten your seat belt and **enjoy the trip!**



ocarina
workshop®

Ocarina Workshop®
PO Box 56 Kettering
NN15 5LX UK

David & Christa Liggins
music@ocarina.co.uk
+44 (0)1536 485 963

Music World-Explorer: Overview

Music World-Explorer consists of 20 songs created for singing together and playing on Ocarinas in a whole-class setting. Sing or play the songs in the order suggested below. The Teacher Book has detailed teaching notes for each piece.

A Perform many styles of music from different world cultures

Listen to new sounds from Europe to the Far East; learn about people through their songs and music

- look at the map on pages 2 and 3 to identify continents and oceans, in anticipation of this new adventure
- revise Ocarina notes as listed on the inside back cover; sing and play SEVEN songs 1, 2, 3, 4, 5, 6, 7
- sing Song 1 to set the scene; observe note-names in the lyrics and how notes appear in charts, and on the staff
- Song 2 and Song 3 are traditional songs from the first two European stops in London, UK, and Avignon, France
- play in harmony in 3/4-time (Song 4) and in brooding minor keys (Song 5), counting carefully to stay together
- oriental traditions colour the lyrics and tunes of Songs 6 and 7; make up your own 3- and 4-note tunes like these
- listen to/identify the timbres of sitar, tabla, accordion, harp, shakuhachi, Chinese gong, etc. in the backings

B Extend singing and playing through long phrases and simple harmonies

Play around the Pacific Rim with songs from Maoris, Pacific Islanders and cowboys

- sing and play SEVEN songs 8, 9, 10, 11, 12, 13, 14
- breathe deeply to play and sing long sustained phrases in Song 8 and Song 9
- enunciate tongue-twister lyrics in Song 10 to convey serious global facts; perform dotted rhythms accurately
- learn syncopated rhythms in Song 11; play Songs 12 & 13 simultaneously (track 41) to make two-part harmony
- Song 14 is accompanied by steel pans and Latin percussion to give a 'feel' for the syncopated rhythms of carnival
- summarise learning over the last two terms by practising, performing and polishing favourite pieces to date
- reflect on the many places visited, people and customs encountered, and instruments heard

C Learn complex rhythms, powerful harmonies and non-western scales

Perform music of the Andes, Africa, Asia and Russia in unison and harmony, and with increasing control

- improve listening and playing skills by listening to and performing SIX new songs 15, 16, 17, 18, 19, 20
- Andean panpipe music in Songs 15 and 16 has complex rhythms to 'feel' rather than count; listen carefully
- play and sing these songs from the ancient home of the Incas to understand more of this little-known culture
- African singing is joyful, rhythmic and harmonic – play and sing Songs 17 and 18 repeatedly and keep together
- Russian music is exciting, yet controlled, so speed up steadily as you perform Song 19 to the sound of balalaikas
- the exotic Song 20 completes this musical journey; repeat songs with small-group/whole-class performances
- enter pupils for Music Teacher Board exams: see details below and on the Music World-Explorer Progress Chart

Music World-Explorer: Resources

Music World-Explorer

– A5 Pupil / Class Music Book (20 songs)

Music World-Explorer Teacher

– A4 Book, 72 pages: teaching notes, piano scores, audio CD

Music World-Explorer soundtracks (audio CD / mp3)

– 42 playalong tracks: performance and backings

Explorer Partner Titles:

Music World-Explorer

www.ocarina.co.uk/world-explorer

Music Time-Traveller

www.ocarina.co.uk/time-traveller

Class Packs

www.ocarina.co.uk/class-packs

'Adventurous Music-Making' resources for English 4-hole Ocarinas and the whole class band: sing, play, learn, enjoy, become musical.

Music Teacher Board: www.mtbexams.com/syllabus/ocarina

Ocarina exams feature 14 pieces from Music World-Explorer:

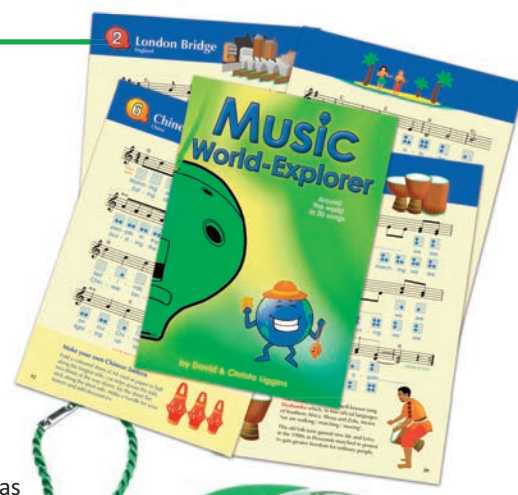
Pre-Grade Introductory: Song 3, 6, 12, 13

Grade 1: Song 12 or 13 as a duet

Grade 2: Song 4, 5, 11

Grade 3: Song 9, 14, 16, 20

Grade 4: Song 15, 19



Music World-Explorer: Songs and Pieces

1 World Explorer – Learn the **notes on the staff** and the OcPix™ chart fingerings for each named note in the mnemonic first line. **Count the four-bar introduction** at the start, and the **two-bar rest** before each **repeat**. Play **syncopated tied notes** ahead of the **beat**.

2 London Bridge – Count **dotted crotchet and quaver rhythms** as in the Teacher Book p.20. Be ready to **repeat** immediately, with no rests between verses. Consider presenting each verse differently with smaller/larger groups singing and/or playing. End strongly.

3 On the Bridge – Sing in English and French. Add **chords** with **tuned percussion, guitar, ukulele, keyboard** and other instruments; the **melody** is also easy to play on any instrument. By adding these sounds, your class will be exploring **timbre and texture** in the song.

4 Venice – Play and sing **four-bar phrases** on a single breath, breathing at the end of each line. Hold the **tied minims** on for a full six **beats**, or five when followed by a **rest**. **Chords** can be played with one or three beats/strums per bar in 3/4 time "um cha cha": D & A7 are particularly easy chords to play. Add **two-part harmonies** in Verse 2 to give wonderfully sophisticated performances of this song.

5 Hungarian Dance – The **tempo** gradually increases in each verse, so listen carefully, and keep together without racing or rushing. Feel the **dotted minim** and **crotchet beat** from the start and be ready to play the bars with **two minims** by counting two steady beats on each. Count **semibreves** for a full **four beats**, holding notes on for their full value. Enjoy the accordion in the audio backings.

6 Chinese Lanterns – Play **quavers** with gentle **tonguing** to make each one sound clearly. Move fingers minimally between notes, keeping them relaxed at all times. Think ahead so that fingers know where they are going in advance. Enjoy the sounds of **xylophone, gong, low harp and Chinese flute** in the audio backings. **Perform** to audiences whenever possible.

7 Firefly – Sing this traditional Japanese song in English first and, if you are brave or have expert assistance, sing in Japanese as well! Play short notes to give space for the **rests**. In this piece, as in Japanese culture, **silence is as important as sound**.

8 Kia Ora Greetings – Play **quavers with a swing**, as on the audio tracks. Practise echoes in Chorus 4 by listening and copying. This song requires plenty of breath to sustain **long phrases**: rotate performers to give rest when needed. Learn the **meaning** of "Kia Ora".

9 Sing Aloha – This is another song with **long and sustained phrases**. Breathe deeply and snatch breaths when needed. Convey the meaning of "Aloha 'oe" in the lyrics by singing warmly with a smile. Count, play and sing the **full number of beats** on all notes.

10 Pacific Ring of Fire – Play and sing with a swing. **Half-cover** the open F# hole to bend its pitch down a semitone to F natural. Sing tongue-twister lyrics with clearly enunciated consonants and enjoy the long "Oh" vowel when singing the chorus. The message of this song is powerful; the tune of the "Hokey Cokey" is fun: the two together make this a great song to perform in assembly.

11 Ocarina Hoedown – Play short crotchets to emphasise the ensuing crotchet **rests**. Practise joined **semiquavers** with a swing; if they are a stumbling block to anyone, just play the first note and come in on the beat at the next bar. End with a strong "Yee hah!".

12 Wild West – This is simple to sing and play: expect perfection! Learn the **lyrics** and sing from **memory**. Sing tunelessly up to **pitch**. Play exactly one or two **beats** for each **note**, as shown in the music. Read the **stave notation**. Add other instruments when possible.

13 Round-Up – Learn lyrics to sing from memory. Observe the ups and downs in pitch in the penultimate bar to end on the note B. Add other tuned or chord-playing instruments where possible. Sing and play Song 12 followed by Song 13, and then try both together.

14 Carnival in the Sun – Chant the lyrics to the audio track so that pupils can sing them brightly and confidently. Mime the tune to the audio on the Ocarina to prepare for playing **syncopated rhythms** effortlessly. Carnival is a celebration. The more you prepare, the more freely you can celebrate and have fun with this song.

15 Highlands of Peru – The **unusual time signature of 2/8** makes this music look difficult, yet it falls under the fingers naturally on an Ocarina. Feel the **rhythms** and learn to play the tune **by heart**. The introduction consists of three short musical phrases that end with three strongly repeated **chords**. Come straight in at this point. Remember to **repeat** each section and move on swiftly each time.

16 Little Vicuña – Long rhythmical phrases are accompanied by strummed **charango**, breathy **panpipes** and pure sounding **quena** to give a feel of the pure high-altitude air in the Andes mountains. There is wistfulness and longing in the sounds. Play long phrases with plenty of controlled breath and a beautiful tone. Tongue the repeating rhythms neatly, and sing with passion and pride.

17 Steam Train – Learn the melody in Part 1 first, by singing and then playing. The **syncopated rhythms** need to be chanted and felt physically first before being memorised, using both voices and instruments. **Harmony** parts 2 and 3 can be added more easily once the rhythm is established, as all parts move together. Build the song up joyfully and then slow down purposefully on the final phrase.

18 Freedom Song – The first half of this piece is easier than the second, and the **melody** is easier than the **harmony**. Ensure that all your group can sing and play the melody confidently, carefully controlling the three-against-two **polyrhythm** to the lyric "free again". **Harmony** moves with the tune in the first half; in the second half, it moves independently. See Teacher Book p.63 for practise ideas.

19 Kalinka Tree – The **chorus** gradually increases in **tempo** on each repeat; listen carefully to each introduction, come in promptly and keep together. Hold all long notes proudly and dramatically and practise this "dancing" tune so that playing it seems effortless.

20 Snake Charmer – This tune **rises and falls** in a scale that is unfamiliar to western ears. Play the notes carefully and only sing when you can pitch the notes well. If in doubt, just play instrumentally. Keep groups of **quavers** flowing evenly. In the second section, hold the longer notes for their full number of **beats**. Perform with backings-only to show off your pupils' listening and playing skills.

Music World-Explorer Progress Chart		Playing Level 2 to 12	MTB Exam Grades A, 1, 2, 3, 4	Name											
Red	Can play D to D' OcPix™ inside the class music book back cover														
	Can play Song 1 World Explorer by following OcPix™ fluently	3													
	Can recognise and remember how to play notes B, A, G, E and D														
	Can play and sing Song 2 London Bridge with repeats	2													
	Plays and counts dotted rhythms, crotchets, minims and quavers														
	Can play and sing Song 3 On the Bridge with the backings	3	Pre-Grade A												
	Has added tuned percussion and other instruments to this piece														
	Can play Song 4 Venice reading OcBox™ fluently	8	Grade 2												
Orange	Played in 3/4 time and in two-part harmony for the middle section														
	Can play and sing long phrases in Song 5 Hungarian Dance	8	Grade 2												
	Performs each verse with steadily increasing tempo, counting well														
	Can play Song 6 Chinese Lanterns with and without backings	3	Pre-Grade A												
	Has listened to backings, identifying xylophone and gong sounds														
	Can sing and play Song 7 Firefly elegantly and rhythmically	4													
	Has attempted verse 3 two-part harmony: one group a bar behind														
	Has performed to audiences using some of the first seven pieces														
Yellow	Can sing and play long phrases in Song 8 Kia Ora Greetings	5													
	Plays the echo in the final chorus for effective two-part harmony														
	Understands and can explain the Māori meaning of "Kia Ora"														
	Remembers the three Māori traditions in Chorus 3														
	Can play and sing Song 9 Sing Aloha in relaxed style	10	Grade 3												
	Knows about Hawaii's geography, culture, music from the lyrics														
	Can play Song 10 Pacific Ring of Fire with understanding	6													
	Sings and enunciates lyrics clearly, tunelessly and meaningfully														
Green	Half-cover holes for F natural and plays dotted rhythms well														
	Understands the dangers to those living on the Pacific Ring of Fire														
	Can sing Song 11 Ocarina Hoedown with a "Yee hah!" to end	8	Grade 2												
	Keeps the rests silent and syncopation neat with dexterous fingers														
	Can play Song 12 Wild West by following music notation	3	Pre-Grade A												
	Understands how to read & count minims (2 beats) and crotchets														
	Can sing and play Song 13 Round-Up from memory	3	Pre-Grade A												
	Change texture and timbre of song by adding different instruments														
Blue	Perform Song 12 and Song 13 simultaneously in harmony	6	Grade 1												
	Can play and sing Song 14 Carnival in the Sun rhythmically	10	Grade 3												
	Understands significance of carnival music, parades and culture														
	Can play and/or sing Song 15 Highlands of Peru in 2/8 time	12	Grade 4												
	Listens carefully to the rhythms to imitate the sounds of the Andes														
	Can perform Song 16 Little Vicuña with long, smooth phrases	10	Grade 3												
	Names continents on a world map and can also identify the Andes														
	Can perform Song 17 Steam Train in three-part harmony	7													
Purple	Understands call and response, and the background to this song														
	Can play Song 18 Freedom Song in unison and harmony	7													
	Chants 'three against two' rhythms + independently moving parts														
	Can sing Song 19 Kalinka Tree with steadily increasing tempo	12	Grade 4												
	Recognises the sound of balalaikas, and the look of Russian dolls														
	Can play Song 20 Snake Charmer flowingly and hypnotically	10	Grade 3												
	Able to present this song colourfully and with expression														
	Has performed many songs from this book to different audiences														



Music World-Explorer

Pack your bag, grab your Oc® and get ready for a musical adventure! Explore seven continents, five oceans and the Pacific "Ring of Fire"...

Greenwich Mean Time

International Date Line

- 2 London Bridge p.6
United Kingdom
- 3 On the Bridge p.7
France
- 4 Venice p.8
Italy
- 5 Hungarian Dance p.10
Hungary

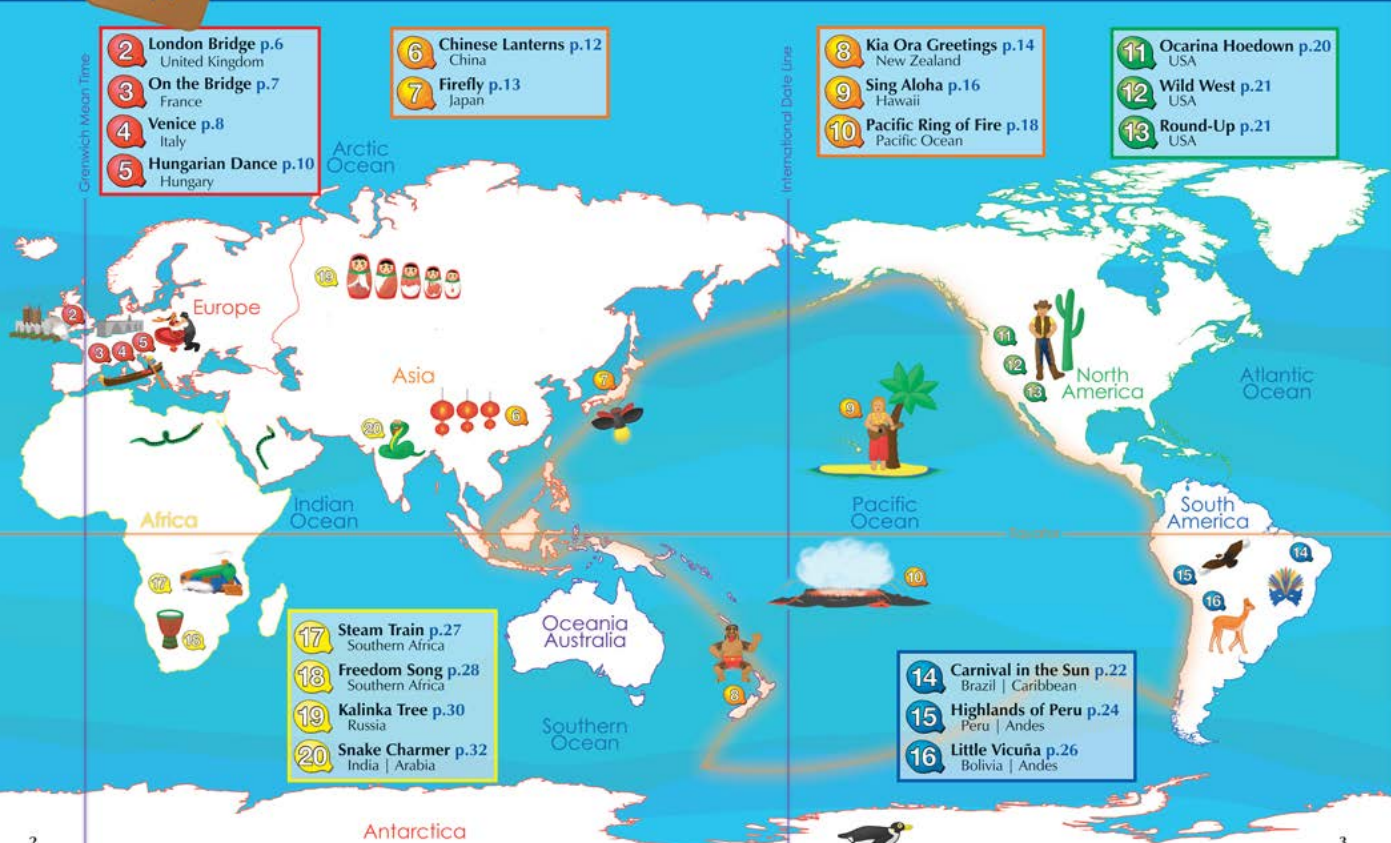
- 6 Chinese Lanterns p.12
China
- 7 Firefly p.13
Japan

- 8 Kia Ora Greetings p.14
New Zealand
- 9 Sing Aloha p.16
Hawaii
- 10 Pacific Ring of Fire p.18
Pacific Ocean

- 11 Ocarina Hoedown p.20
USA
- 12 Wild West p.21
USA
- 13 Round-Up p.21
USA

- 17 Steam Train p.27
Southern Africa
- 18 Freedom Song p.28
Southern Africa
- 19 Kalinka Tree p.30
Russia
- 20 Snake Charmer p.32
India | Arabia

- 14 Carnival in the Sun p.22
Brazil | Caribbean
- 15 Highlands of Peru p.24
Peru | Andes
- 16 Little Vicuña p.26
Bolivia | Andes



Music Time-Traveller: Introduction

Levels 3 to 13

The world's oldest musical instruments were made and played over 40,000 years ago. As long as people have roamed the earth, they have made music. How do we introduce pupils to this amazing **history of music**, and to **great music from the past**? 'Music Time-Traveller' takes whole-classes back in time to discover this music first-hand, by singing and playing it together.

The 'Music Time-Traveller' collection begins with a scene-setting introductory Song 1 'Time Traveller'. It moves on to songs about **Stone Age** art and music, and to songs from **great civilisations**, including those of Ancient Sumer, Egypt, China, Greece, Rome and Mesoamerica (Maya). Projects on these civilisations are part of the history curriculum, so involve pupils practically in these projects by including their own live musical performances.

Victorian and twentieth century popular pieces appear in various styles: ragtime, tango, jazz, musical theatre, disco. Between ancient and modern pieces are **medieval, renaissance, and baroque works** featuring 'Handel's Water Music' and 'Spring' by Vivaldi. Arrangements are pupil-friendly, supported by informative teaching notes and high quality audio tracks.

Lively colour illustrations appear on each page of the class music books. As pupils sing about Ancient Egypt or play a tune to a Chinese Emperor, so they see pyramids or Chinese court musicians on the page. As they play a simplified Hornpipe from Handel's Water Music, they are faced with some of the orchestra that first performed that music on a royal barge sailing down the Thames. (*Tiny versions of these illustrations appear in the timeline at the beginning of each class music book. These give a colourful and broad historical context that links all the music in the book.*)

Colourful lyrics introduce each era to pupils and also establish the rhythm of the tune. Singing pieces prepares pupils to go on and play the music instrumentally. Ocarina charts beneath the stave guide the fingers of first-time players. Musically inexperienced teachers can **confidently embark on this adventure of discovering the history of music**. And experienced music teachers will find this material to be an inspiring resource for whole-class lessons.

Imaginative audio tracks give pupils a real experience of performing **in different styles**. They play early music to the sound of the hurdy-gurdy; renaissance music with crumhorns and sackbuts; baroque works with orchestra; cool jazz with Hammond organ and vibraphone; and disco with synthesizers. Each period piece is historically accurate and fun. David even plays **actual 2,000-year-old Maya Ocarinas** on the soundtrack of Song 9 'Song of the Maya'.

Musical styles change and so does technology. As pupils absorb the sound of musical instruments for each period, they also discover the **history of recording music**: on tablets (1,500 BC), papyrus (130 AD), hand-copied manuscript (500 – 1500 AD) and mechanised print (1551 AD onwards).

A brief **history of Ocarinas** is evident too, from ancient stone vessel flutes (Stone Age) to ceramic whistles (ancient Latin America), tuned Italian Ocarinas (19th century) and English Ocarinas (1983 to today).

The 32 colour pages in the class music books, the 80 page teacher book and all 44 audio tracks offer a treasure trove of **musical gems**, dug up, adapted and meticulously arranged for everyone to sing, play and enjoy. Pick any song for a particular occasion, or perform all the pieces chronologically to gain real insight into the history of music.

However you perform, **make it memorable!**



ocarina
workshop®

Ocarina Workshop®
PO Box 56 Kettering
NN15 5LX UK

David & Christa Liggins
music@ocarina.co.uk
+44 (0)1536 485 963

Music Time-Traveller: Overview

Music Time-Traveller consists of 21 songs created for singing together and playing on Ocarinas in a whole-class setting. Sing or play the songs in the order suggested below. The Teacher Book has detailed teaching notes for each piece.

A Learn about history and the history of music through songs and tunes from many eras Play and sing the music of Egyptians, Greeks and Romans, from Stone Age to Medieval times

- look at the timeline on pages 2 and 3 to identify historic periods, in anticipation of this new adventure
- revise Ocarina notes as listed on the inside back cover; sing and play EIGHT songs 1, 2, 3, 4, 5, 6, 7, 8
- Song 1 lyrics set the scene for a full performance of the whole book; notes fall easily under the Oc® fingers
- Stone Age music is unrecorded; Songs 2 and 3 are based on archaeological evidence to take you back in time
- Song 4 'Ancient Sounds' is adapted from the earliest music ever found; Songs 6 and 7 are similarly ancient
- in all these pieces, learn to follow repeat signs, and play trills and syncopated rhythms to bring the music to life
- listen to/identify/enjoy sounds of unusual instruments on CD backings, listed in Music Time-Traveller Teacher

B Perform early music stylishly Play great classical tunes from Medieval to Baroque, and sing lyrics that are rich in historical context

- sing and play SEVEN songs 9, 10, 11, 12, 13, 14, 15 ending with themes from two outstanding Baroque works
- enjoy pre-orchestral sounds in Songs 9 & 10 including actual 2,000-year-old Ocarinas, plus lute and hurdy-gurdy
- rhythms/timings of these songs require careful listening, accurate entries and, in Song 10, a move to 6/8 time
- lyrics to all the songs carry information about time, place and culture; sing clearly, with expression and meaning
- sing Song 13 from memory, in English or Latin; experiment with voices and/or instruments in up to 3-parts
- Songs 14 and 15 are challenging pieces and the Teacher Book shows how to adapt and get the most out of them
- perform any pieces learned so far; appreciate the time travelled, new sounds encountered, and skills learned

C Move on to modern popular styles of music Learn to play and sing popular music from Victorian to Jazz and Disco with flair, skill and enjoyment

- versatile musicians can adapt to any musical style; this sequence moves from slow, sentimental song, to disco
- sing and play SIX songs 16, 17, 18, 19, 20, 21 performing each one differently, in line with the audio backings
- breathe deeply to sustain long, smooth phrases in Song 16; contrast this with short, spiky rhythms in Song 17
- chromatic notes in Song 17 and Song 18 are easier to play accurately on the Ocarina than to sing: play them first
- read repeats carefully to follow the music in these more complex pieces; play Song 41 in harmony and celebrate
- learning this extensive repertoire is a considerable achievement; make sure your classes share it with others
- enter soloists for Music Teacher Board exams: see details below and on the Music Time-Traveller Progress Chart

Music Time-Traveller: Resources

Music Time-Traveller

– A5 Pupil / Class Music Book (21 songs)

Music Time-Traveller Teacher

– A4 Book, 80 pages: teaching notes, piano scores, audio CD

Music Time-Traveller soundtracks (audio CD / mp3)

– 44 playalong tracks: performance and backings

Explorer Partner Titles:

Music World-Explorer www.ocarina.co.uk/world-explorer

Music Time-Traveller www.ocarina.co.uk/time-traveller

Class Packs

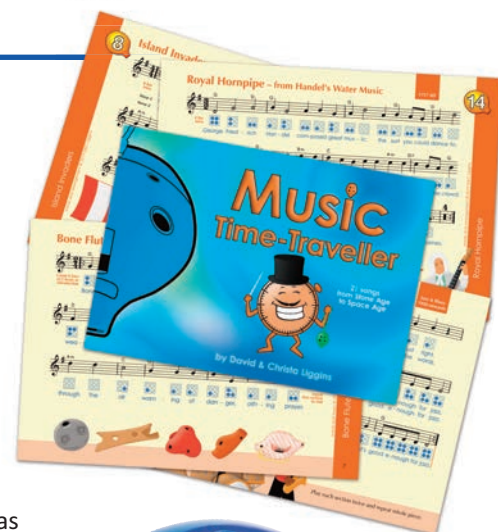
www.ocarina.co.uk/class-packs

'Adventurous Music-Making' resources for English 4-hole Ocarinas and the whole class band: sing, play, learn, enjoy, become musical.

Music Teacher Board: www.mtbexams.com/syllabus/ocarina

Ocarina exams feature thirteen pieces from Music Time-Traveller

Pre-Grade Higher:	Song 3, 11, 17
Grade 2:	Song 1, 9, 12, 13 (duet)
Grade 3:	Song 5, 10, 15
Grade 4:	Song 14, 16, 18



Music Time-Traveller: Songs and Pieces

1 Time Traveller – The tune seems more complicated than it is: on an Ocarina, play the first three **syncopated bars** by just moving one finger at a time, up and down. Tongue neatly and sustain two-beat **minims** and four-beat **semibreves** for their full count.

2 Stone Age Hands – Play with a **swing** by **listening to and imitating** the audio track performance. **Count introductions** to come in together and **count rests** between **verses** before **repeating**. Choreograph movements for singers to illustrate **lyrics** as they sing them.

3 Bone Flutes – Sing this as a story: **enunciate** lyrics clearly; use the American pronunciation of "missiles" to rhyme with "whistles". Sing and play the longer notes in the second section smoothly with very **gentle tonguing**; tongue more rhythmically in the first section.

4 Ancient Sounds – Breathe deeply to play **whole phrases** on one **breath**: try to take breaths at full stops and commas. Notice the **two-bar answering phrases** at the start, the longer **four-bar phrase** that follows, and four **one-bar phrases** near the end, starting with "soothingly". Learn to play some of this on **keyboards / tuned percussion / other instruments / humming**. Use voices to vocalise by singing vowel sounds such as "aah" or "ooh". Experiment with **timbre** (sound quality) and **texture** (sounds mixed together).

5 Ancient Egyptians – It is easier to cross-finger the **note A sharp** and play it on the Ocarina than to pitch accurately when singing. Listen carefully and play the tune first to establish the unusual **intervals** in this **Arabic scale**. **Trill** on Ocarinas at the end of each **verse**.

6 Chinese Emperor – Add tuned percussion to play **chords, notes and ostinati** as described in the Teacher Book p.34.

7 Song of the Sun – Add variety to each **verse**: use **soloists** or **small groups** to contrast with **whole-classes**. Listen to and copy the penultimate bar's **syncopation** and final bar **trill**. This tune was composed by a Greek poet under the rule of Roman Emperor Hadrian.

8 Island Invaders – **Quaver** rhythms are mirrored exactly in the rhythm of the lyrics: chant the words rhythmically, holding on the **semibreves** for four beats, and **tied semibreves** for a count of five. Deep and controlled **breath** is needed to sustain the longer **phrases** in this beautiful **traditional British folk tune**. Try **echoing** the parts in verse 3 on voices and/or Ocarinas to create **two-part harmony**.

9 Song of the Maya – Each **phrase** is dramatic. Listen first. Then capture the mystery of ancient jungle life with clean **tonguing** and **good diction**. **Tremolos** near the end are played by just moving one finger up and down to oscillate between two sounds on Ocarinas.

10 From the East – This medieval tune has lots of new finger movements for Ocarina players to practise. Once pupils can play the first three verses, the rhythm changes from **simple 4/4 to compound 6/8 time** as the second and fourth **crotchet** in each bar becomes a **quaver**, giving a dance feel to the tune. Listen, learn and copy. Enjoy the sounds of **bagpipes, hurdy-gurdy and lute** in the backings.

11 Street Party – This tune is simple: play the first two bars and you more-or-less know the whole piece. Add **harmony** using voices and Ocarinas, plus **chords** and an **ostinato** on **string instruments** and **tuned percussion**, as shown in the Teacher Book p.50. Lyrics are colourful and descriptive, so enjoy them. Communicate them well to audiences and involve any jugglers and clowns in your classes!

12 Minstrel Mayhem – Take care to finger the **quavers** neatly and the rest will follow naturally. Count rests between sections and introduce dynamics by making the second section **quieter** than the first. Sing and play **loudly (forte)** without shouting and then be as **gentle** as possible (**piano**). Make this contrast even greater by using the whole-class in the first section and small groups in the second.

13 Singing through History – Learn to play the tune, and sing in English and Latin, from memory. The more familiar it is, the easier it will be to perform as a **round in three-part harmony**. Mix voices and instruments on each part to create interesting **textures**.

14 Royal Hornpipe – Practise singing the **lyrics** to audio track 14 and enunciate clearly to tell the story. **Breathe deeply** at the start and, as the notes begin to move more quickly, **snatch breaths** to keep it going. The whole class can perform to audio tracks 14 and 34. This is a Grade 4 Ocarina piece when performed solo at the faster performance **tempo** of audio backing track 44 (listening track 43).

15 Spring – This looks more complicated than it is, since there is much repetition in the tune. Enjoy listening to it and following the score in the books. Sing **antiphonally** as described in the Teacher Book p.62. Add **trills**, and **slow down at the rit.** near the end.

16 Sweet Victorian Home – No Victorian project should pass without a performance of "Home, Sweet Home". The words here are adapted for a modern audience, and the sentimental tune needs to be played with **long sustained phrases**. Breathe deeply!

17 Ocarina Tango – Keep all **rests** silent, and tongue the **short phrases** neatly to create the evocative **rhythm** and feel of the Tango.

18 Ocarina Ragtime – Keep together by reading and following **repeats** carefully. The **syncopated beat** is precise and stately: don't rush. Enjoy the **tied notes**, and the **chromatic passages**, which sound impressive and are played with just a single finger movement.

19 Good Enough for Jazz – Play with a swing and involve everyone in playing and singing. If any Ocarina players have found earlier pieces tricky, then this song and Song 41 Disco Party 2050 will bring them straight back in again. Listen out for the **Hammond Organ**, the **striding bass**, **snare drums** and **vibraphone** in the backings.

20 Showtime! – This penultimate piece is in the genre of the **musical**: a far cry from the Stone Age. Take a moment to reflect on the many **styles** and **genres** of music that you have performed so far, and hit your audiences with plenty of "razzle dazzle" in this one! You could even plan to perform the whole of Music Time-Traveller in one continuous presentation.











41 Disco Party 2050 – This is the easiest piece in the whole book and perfect for end-of-year celebrations. Ensure that everyone has a chance to **sing and play**. The whole tune is played sequentially A A B B and then Parts A and B can be played simultaneously four times more in two-part harmony. Play A together on the penultimate verse to reinstate the melody before the final time through.

Music Time-Traveller

Progress Chart

Music Time-Traveller Progress Chart		Playing Level 3 to 13	MTB Exam Grades B, 2, 3, 4	Name											
Red	Can play 11 Oc® notes; see class music book inside back cover														
	Can sing syncopated & sustained notes appropriately on p.4 & 5														
	Can play Song 1 Time Traveller with tonguing and slurring	8	Grade 2												
	Communicates the song with clear enunciation and neat playing														
	Can sing and play Song 2 Stone Age Hands with a swing	3													
	Understands the significance of Stone Age cave paintings & tools														
	Can perform Song 3 Bone Flutes accurately with the backings	4	Pre-Grade B												
Has made & played simple instruments: shakers, scrapers, bottles															
Orange	Has listened carefully to track 4 to enjoy new and calming sounds														
	Can perform Song 4 Ancient Sounds gently, steadily, fluently	4													
	Has tried playing the first 4 bars up & down on other instruments														
	Understands history of writing and of this song: Teacher Book p.28														
	Can play Song 5 Ancient Egyptians with A sharps and trills	10	Grade 3												
	Has chanted lyrics for both verses and can fit them to the melody														
	Can play Song 6 Chinese Emperor by reading Oc-Box™ fluently	4													
Knows facts about ancient civilisations in both Egypt and China															
Yellow	Learns about Greeks & Romans in Song 7 Song of the Sun	5													
	Performs each verse differently with groups of voices/instruments														
	Can perform Song 8 Island Invaders and add echoes in verse 3	5													
	Has memorised historical content of verses; familiar with each era														
	Can sing Song 9 Song of the Maya expressively & dramatically	8	Grade 2												
	Plays each phrase accurately with rests, dotted rhythms, tremolos														
	Can perform Song 10 From the East in 4/4 and 6/8 time	10	Grade 3												
Has presented some of the first ten songs colourfully to audiences															
Green	Can play Song 11 Street Party simply and neatly	4	Pre-Grade B												
	Has improvised or composed melodies or ostinati to fit backings														
	Can sing and play Song 12 Minstrel Mayhem	8	Grade 2												
	Has used dynamics to create loud and quiet contrasting sections														
	Listened to & identified instrumental sounds on audio tracks so far														
	Can sing and play Song 13 Singing through History as a round	8	Grade 2												
	Has learned the English and Latin lyrics and can sing with both														
Experimented with textures of voices/instruments in up to 3 parts															
Blue	Can perform Song 14 Royal Hornpipe in a stately manner	13	Grade 4												
	Learns rhythms: by chanting lyrics to the audio; by following music														
	Can play and sing Song 15 Spring with a smile	10	Grade 3												
	Has performed antiphonally, as described in Teacher Book p.62														
	Can perform Song 16 Sweet Victorian Home beautifully	12	Grade 4												
	Breathes deeply to sustain long phrases when playing and singing														
	Can perform Song 17 Ocarina Tango in a dramatic tango-style	4	Pre-Grade B												
Able to start accurately together and keep rests precise and silent															
Purple	Can play Song 18 Ocarina Ragtime in an easy syncopated style	13	Grade 4												
	Follows repeat signs and rests without getting lost in the music														
	Can play Song 19 Good Enough for Jazz with a swing	4													
	Able to communicate the meaning of the lyrics in performance														
	Can present Song 20 Showtime! with a sense of occasion	6													
	Keeps tonguing and fingering neat for a clean sound on each note														
	Can perform Song 41 Disco Party 2050 in two-part harmony	3													
Has played pieces in this book to audiences on many occasions															

Welcome to this musical journey through time.
Have your Ocarina ready to play the tunes and enjoy singing the songs.
Climb on board...

1	Time Traveller page 4		40,000	Travel through time, from Stone Age to Space Age with music and instruments for each time and place.
2	Stone Age Hands page 6		20,000	Cave dwellers made flint tools and spearheads so they could hunt wild animals for food.
3	Bone Flutes page 7		10,000	They painted colourful pictures on cave walls and played music to echo in the darkness.
4	Ancient Sounds page 8		5,000	Sumerians invented writing and Hurrians were first to write music, inspiring this piece.
5	Ancient Egyptians page 10		3,500	Rhythmic drumming and shells-blown-as-whistles gave musical accompaniment to pyramid-building.
6	Chinese Emperor page 11		1,500	From 6,000 BC onwards, egg-shaped ocarinas were among the most important of Chinese instruments.
7	Song of the Sun page 12		BC 0	Hadrian's Wall was built in England at the same time as songs like this were sung in sunny Crete.
8	Island Invaders page 14		AD 500	AD 43, 597 and 1066 are all significant years in the formation of the British Isles.
9	Song of the Maya page 16		1,000	The Maya successfully inhabited the rainforests of Central America for nearly 3,000 years.
10	From the East page 17		1,200 1,300	Medieval songs sound strange to our ears, as if from another world. This one celebrates a donkey!

11

Street Party
page 18



1400 – 1600 AD
Renaissance

1400

Celebrations in ancient days were colourful, noisy, and full of fun, filling the streets with people.

12

Minstrel Mayhem
page 20



1485 – 1603 AD
Tudor

1500

Susato was a minstrel who composed many tunes. He pioneered the commercial printing of music.

13

Singing through History
page 22



1603 – 1714 AD
Stuart

1600

Sing and play in 3-part harmony 'Long Live Music' which in Latin is 'Viva La Musica!'

14

Royal Hornpipe
page 23



1714 – 1837
Georgian

1700

Play Handel's Hornpipe steadily (CD tracks 14/34) or more quickly (CD tracks 43/44) for a challenge.

15

Spring
page 24



1600 – 1750
Baroque

1800

These themes from Vivaldi's masterpiece fit the Ocarina perfectly, putting the Oc into Baroque!

16

Sweet Victorian Home
page 26



1837 – 1901
Victorian

1800

New lyrics make this sentimental Victorian song as relevant as ever. The tune is most popular in Japan.

17

Ocarina Tango
page 28



1895 – 1929
Popular Tango

1800

The distinctive rhythm and mood of the Tango made it a dance and music craze, still alive today.

18

Ocarina Ragtime
page 29



1895 – 1917
Popular Ragtime

1900

Ragtime revolutionised Victorian marches, infusing them with Afro-American vitality for a new century.

19

Good Enough for Jazz
page 30



1920 onwards
Jazz and Blues

1900

Playing with a swing and improvising are elements of jazz that have influenced music over 100 years.

20

Showtime!
page 31



20th Century Musicals

1900

From 'Mama Mia' to 'Chicago' and 'The Lion King', everyone loves a musical. Perform this with style.

41

Disco Party 2050
page 32



1970 – 2050
Disco to Modern

2000

1970's disco morphed into techno, house, rave and trance music. Where will it take us by 2050?!

2050

Ocarina

Stages of Playing

KS1 (age 5–7)	KS1 playing			KS1 extension											
KS2 (age 7–11)	KS2 preparation		KS2 playing					KS2 extension							
KS3 (age 11–14)		KS3 preparation			KS3 playing							KS3 extension			

LEVEL	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
MTB Exam Grades			A	B		1		2		3		4			5

Adventurous Music-Making

Music Zero-to-Hero	Red														
1-2-3 Ocarina	Orange														
Music Code-Cracker		Purple													
Music Music-Maker		Yellow													
Music World-Explorer		Green													
Music Time-Traveller		Blue													

Play Your Ocarina

Book 1		Light Green													
Book 2			Orange												
Book 3				Light Purple											
Book 4						Dark Purple									
Ocarina Carols			Light Blue												
Songs of Praise			Yellow												

Instrument Choice	4-hole Oc® pieces														
	6-hole Oc® preparation					6-hole Oc® pieces									