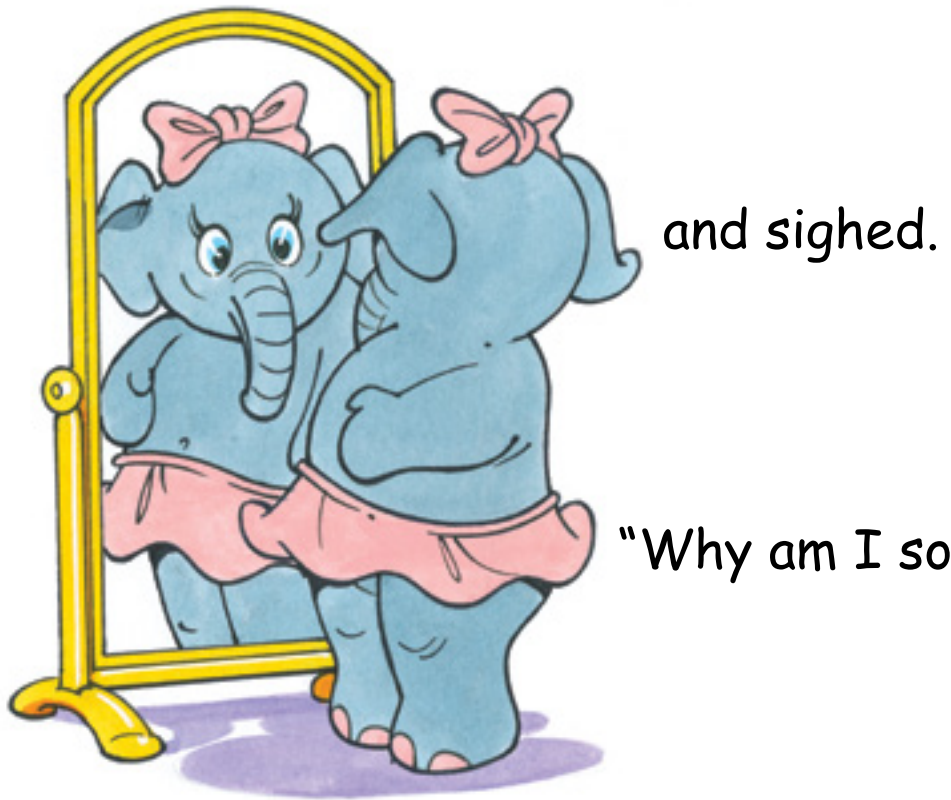


ELAINE'S EXCITING ESCAPADE



A Stave House Story with phonics

Elaine the elephant was looking
at herself in the
mirror one day



"Why am I so

ENORMOUS"

she thought.



Only yesterday, glamorous Celia the Centipede had come gliding past on her way to the cinema to watch the preview of her new film.

"Oh if only I could be **e**legant like
Celia sighed **E**laine.

Then I could be a film star too.

I must get



thinner"



She began
an **e**xercise
programme.



She felt a lot
more **e**nergetic
and **e**njoyed the
exercises



but they didn't seem to make her look very much like Celia.

"I don't think **e**lephants are meant to **e**xercise!" said **E**laine, red in the face,

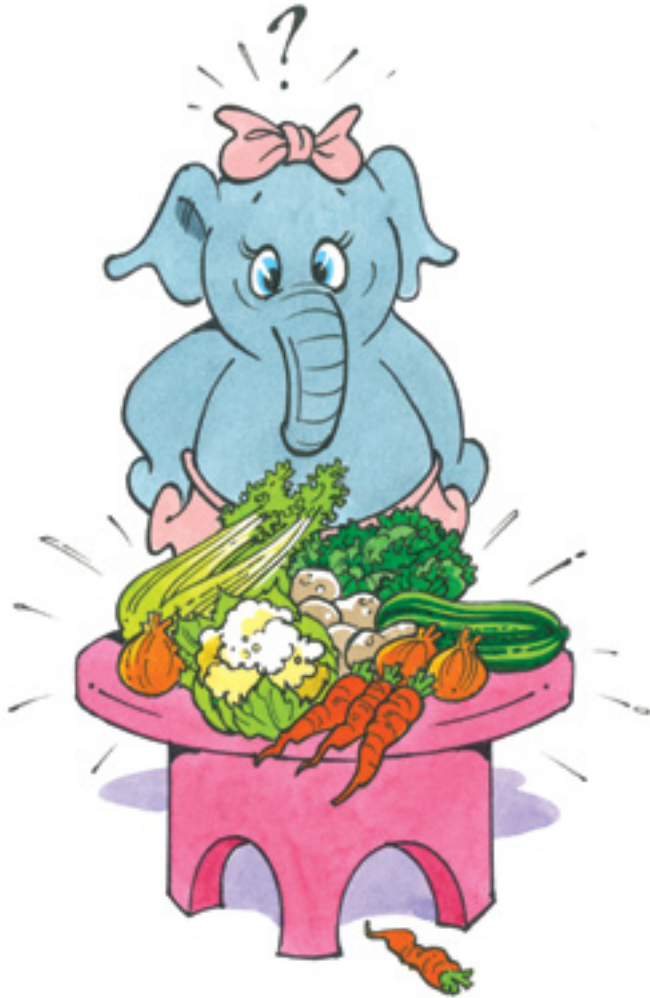


"Of course they are. **E**veryone is meant to **e**xercise" called Celia glancing over her shoulder as she stood in front of the mirror wearing her slinky new dress.

"Hmm it's alright for her" mumbled **E**laine, thinking her



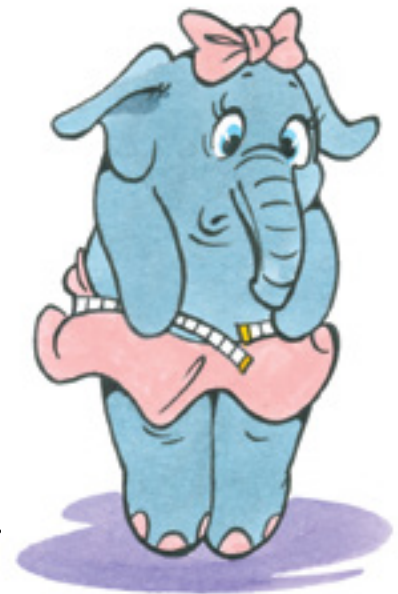
So she decided to **e**at what Celia ate, leaves, fruit, **e**ggs and vegetables.



After only a week, she was rather tired of leaves and missed her chocolate cake and hadn't

lost a single centimeter around her waist.

Although she did feel a little leaner and didn't seem to wrinkle at the knees quite as much as before. But she still didn't look like Celia.



After a few more weeks Elaine began to like feeling a bit healthier and found that she could run further and didn't huff and puff quite as much, but she still didn't look like Celia.

"I will never be a film star" she thought sadly.



Elaine decided she needed a little holiday to cheer herself up.

"Ah!" she beamed, looking at the magazine she was holding. She found a page about Scotland and a big music and arts festival that was taking place there.

Elaine likes entertainment and music so it seemed the perfect place. She bought her train ticket, packed her case, and off she went.



Elaine arrived in a big city. It was full of **e**ccentric, **e**nthusiastic, interesting people, all getting ready to play and perform at the festival.

There were so many things to choose from, she looked at the programme she had bought and chose to go and watch a Jazz band, the music was fun and

bouncy



*and soft
and dreamy.*



Before she realised it, she was joining in, trumpeting softly in the audience.



Suddenly the band leader spoke over the microphone. "We have a special guest in our audience" Elaine turned around to see who it was, but everyone was looking at her.

"Come and join in" beamed the band leader "you are an excellent trumpeter".

Everyone applauded as Elaine joined the band.



Elaine's performance was extraordinary.



Her high notes were exquisite.



"Wow! What an
entertainer" **e**xclaimed
the crowd.



Elaine was
ecstatic!!

"This is **e**xactly what **e**lephants are
meant to do" she **e**xclaimed, almost
exploding with happiness.



Now Elaine no longer needs to be like anybody else, she is Elaine the Elephant, entertainer extraordinaire

She still does her exercises because they help her to breathe well when she is playing and hold notes on for longer. She still eats healthily because it makes her feel less tired and she enjoys the variety of interesting foods she has discovered.

BUT she no longer wants to be like Celia, she is perfectly happy being HERSELF!

How many words beginning with E could you find in the story?

Do you know what they all mean?

Find an E note - it has to be a high E note - on an instrument that plays treble clef notes.

Make up some rhythmic patterns to play an E.

Here are some suggestions but you can think of lots more. You might like to make a composition using your chosen patterns - with your Stave House note characters and rhythm family. Can you play your composition?

Elaine was **e**cstatic

Elaine did some **e**xercise

Elaine ate **e**ggs

Elaine is **e**normous

Elaine is an **e**ntertainer

Reading

Elaine has chosen some of her favorite words for you to read. Why do you think she particularly likes these words?

Sw-**e**et

St-r-**e**e-t

Sh-**e**et

M-**e**et

B-**e**at

Tr-**e**at

N-**e**at

H-**e**at

There are lots of words in this story that end with ing.

Can you read them?

look - **ing**

glid - **ing**

huff - **ing**

puff - **ing**

glanc - **ing**

feel - **ing**

gett - **ing**

realis - **ing**

trumpet - **ing**

exlod - **ing**

Where did they fit into the story?



Music and Movement

Here is Elaine's exercise programme.

Can you clap the rhythm and then do the actions.

	(touch your toes)	
	(stand up again)	
	(touch your toes)	
	(stand up again)	
	(stretch in the air)	
	(stretch arms out to the side)	
	(twist, twist and hold)	
	(twist, twist and hold)	
	(circle your arms up over your head one way)	
	(circle your arms up over your head the other way)	

Can you play the Rhythm with percussion while some of your friends do the actions?

You might like to create a tune for it on your Stave House board.



Music Activity

This is a song that once learnt - can be sung in a round with 4 groups - each group coming in on the previous group's second line.

Use triangles, bells, make your own actions or use jolly phonics actions for the sounds S and J.

Sing the rhyme

t-t-t-ting

r-r-r-ring

s-s-s-sing

j-j-join

in

talk about the difference between ing - and n endings

1st group - triangles - play and sing

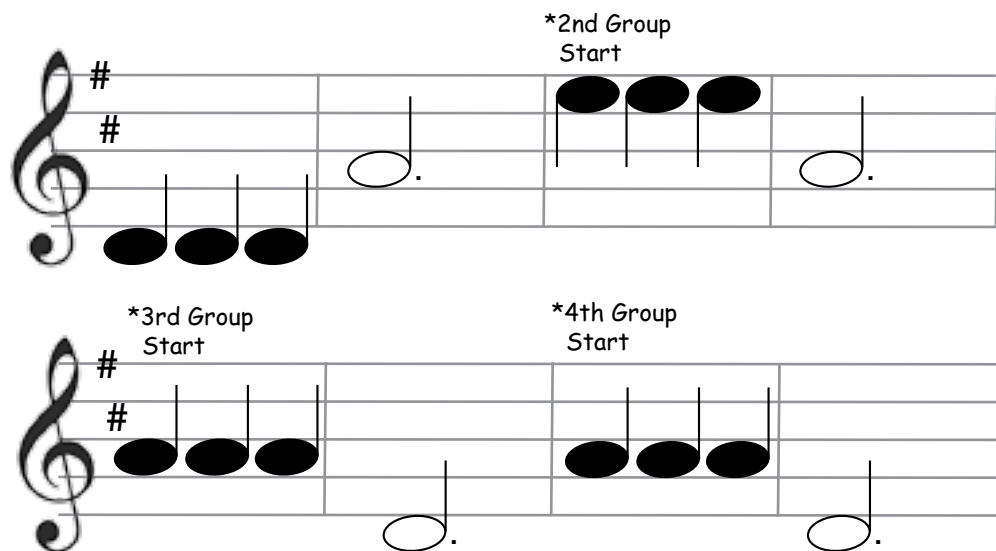
2nd group bells

3rd group sing and do a S action

4th group sing and do a j action



Here is the music for the song



Each group can use a Stave House board and put the notes on the board that they are going to sing.

An older class can use the rhythm family and actually make the rhythm and the notes on their boards and play their music.

For a more complex performance of this put the children into groups of 4 - stand them in a little circle.

Each child is now responsible for a line of the song.

A class of 30 can have 7 groups with 2 children helping to conduct.

Each group can come in on the previous groups second line making a very complex round. The conductors decide when to stop.

Teachers

1. In class

Divide into groups with percussion instruments - decide on a pattern for each group. Try different patterns - Elaine ate eggs - Elaine went to Edinburgh etc. Let a child conduct and bring each group in. Explore soft and loud - fast and slow whilst doing this.

An older year group might like to choose notes on the Stave House board for their pattern and each group can play their pattern on the chosen notes. Then decide how to make your pattern about Elaine using the rhythm family note characters - for example - Elaine went to Edinburgh - Jogging jogging jogging jogging - lots of quaver twins!

2. Keeping the pulse going

Sit in a circle with percussion instruments. Everybody plays their instruments saying - E, Eh, Eh, and on the 4th beat the child in the middle of the circle has to jump up and say a word beginning with E, Eh, Eh, Eh, EXQUISITE, Eh, Eh, Eh, EXERCISE - etc. See if you can keep in time.

Here is a rhyme to play to with percussion, using **ee** and **ea** words. Divide into two groups - one group has a large card with **ea** written on it - the other group has a card with **ee** written on it, one child on their own has a card with **ete** written on it. The children with the cards hold them up for each word using their spelling.

For example - feet - hold up **ee**, beat hold up **ea**.

At the same time - the whole of the class will be steadily saying the rhyme to a steady pulse and playing on the beat with their instruments.

March those **feet**

To the **beat**

Meet in the **street**

Have a chocolate **treat**

It tastes very **sweet**

It melts in the **heat**

Dress nice and **neat**

Now the rhyme is **complete** (child with the **ete** ending jumps up with the card).

Lets **repeat**, **repeat**, **repeat**, **repeat**.

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Biography ... Ruth Travers ALCM LLCM ALCMmus,Th. (London college) LNCM

Married and living in Chelmsford, Ruth has been teaching privately and in schools for over 30 years. She was head of a Suffolk prep school for 10 years and has also worked as a peripatetic string and voice coach in primary, middle and upper schools. She now trains teachers from all over the UK & Worldwide to teach music in schools.

Ruth has always coached privately and many of her students have gone on to become successful musicians gaining places and scholarships at the Birmingham Conservatoire, Winchester Cathedral, Kings Cambridge, and Kings Ely, also adults gaining places at drama school.

Ruth holds several trophies and gold medals for soprano voice in light opera and British folk song. She has also performed several lead roles from the Gilbert and Sullivan comic opera including a 6-week tour of the Mikado as well as a Novello tour. She also took part in the premiere of the Julian Joseph jazz opera Bridgetown.

She worked in Spain and Italy for 6 years as coach and soloist for the English festival voices.

Her own training has included master classes by Gordon Bach, Yfrah Neman, Paul Farrington. Ellis Voice Colour Coach to Anastasia, Meatloaf, Bombay Dreams to name a few) and she has enjoyed extensive classical French, Russian and German lieder coaching as well as Gregorian chant with leading authority, the late Mary Berry.

During her years as head of music the choir under her care won many festival classes and reached the semi final of the Sainsbury's Choir of the Year Competition. The children sang frequently on TV and radio, recorded a CD, took part in charity events for Save the Children and Green Peace. They had the privilege of meeting David Bellamy and singing to him at the opening of a new nature reserve.

As a composer Ruth has been commissioned to write for schools, charities and events.

Her strong link with Bury St Edmunds Cathedral has produced a children's cantata on the life of St. Edmund, a ballet suite for Pentecost, the Swanick Mass (signed by Archbishop of Canterbury) and two schools CDs for the Suffolk R.E. curriculum.

She also worked alongside John Rutter on a music day at Bury St Edmunds Cathedral where her work was sung. The first CD was launched with 700 school children and is currently used regularly in schools. She appeared on Anglia TV as accompanist and vocalist with Martin Shaw, Bishop of Argyle for whom she wrote two pieces of musical narrative.

In 2005 Ruth was Musical Director for the International Mother's Union conference at Portman Road football stadium for an audience of 5,000.

Ruth has a particular empathy with the very young and is the author of the Stave House method for teaching composition and notation to the under fives. As a result of this very successful method, she visits many schools and has been invited as speaker at both Wembley and Scarborough Early Years conferences and more recently Ditchingham teachers centre for the Year of the Child conference run by the East Anglican diocese.

She is a part-time lecturer at Anglia Ruskin University, Chelmsford. Continues to revolutionise the way music is taught to primary school children.

Her varied musical interests have meant that she is as comfortable in a recording studio playing or singing with a band as she is performing as a member of Cambridge Chorale chamber choir (Radio 3) with whom she has sung for 12 years as member and soloist, in such prestigious venues as St. Paul's Cathedral, the Basilica Assisi, the Australian embassy and was soloist for a private concert for the mayor of Sardinia in the prehistoric caves of Zeus. She has conducted several choirs, pit orchestras, schools orchestras etc. and was director of the Cathedral Workshop Choir for 4 years in BSE.

Ruth currently teaches all ages of private student from 21/2 years to adult and works in Partnership with the London College of Music for whom she has produced the Stave House Music Awards and Syllabus.