

# The Music of Reading Abbey

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## Lesson Planning

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# PLANNING AND OTHER INFORMATION

## How to use this planning

These resources are presented as a five-part Scheme of work to show the historical development of Reading Abbey, ideally used as a precursor to a school visit to the site. Many of the activities can be revisited and developed during a visit to the Abbey itself, following the learning which has taken place in lessons, allowing a deeper level of musical and historical understanding. All required resources can be accessed online at: <https://www.readingmuseum.org.uk/reading-abbey-music-resource>

**Lesson 1 & 2** will focus on the founding of the abbey and the routine of daily life for people, including monks. Children will design their own abbey and learn the kinds of jobs that people did to maintain Reading Abbey for court, visitors and pilgrims.

**Lesson 3** explores the Dissolution of the Monasteries. This is supported with story-board tasks allowing pupils to further process historical information and adapt their performances.

**Lesson 4** describes the effects of the English Civil War on Reading and the remains of the abbey. Children will explore how the location changed and create a soundscape imagining what could be heard in this era.

**Lesson 5** concludes with playground games and music from the Victorian Era, exploring how education reform and a growing industry changed society completely.

Whilst these lessons are designed to work as a Scheme of Work, they can be used as stand-alone lessons or expanded into activities over several lessons. For example, you could choose to adapt each one of the five history-based lessons for a class or year group to create a 'Take-over Day' or 'History day' in school.

These resources could be used a basis for creative work to allow pupils to access the Arts Award: Discover.

## Historical information

All of the Historical information you need to deliver the lessons is written before the start of the lesson plan for your reference. Please see the separate timeline for the entire details of the history of the Abbey from its creation to the modern day.

# MUSICAL INFORMATION

Below is some information about general music teaching and the elements of music.

Have fun! Even if you don't consider yourself a musician these activities should be enjoyable and creative. There is no 'wrong' way to do them. If you make a mistake with singing or rhythms while you are demonstrating don't worry about stopping and doing it again.

## Helpful tips:

- Always have a signal for "stop" that can be easily seen or heard, as things can get pretty noisy.
- When completing the vocal warmups have a clear sign for 'My go' and a clear one for 'your go'. For example, you could point hands to your chest for your go and to the pupils for their go.
- It's useful for pupils to use basic forms of notation. If pupils have knowledge musical notation, do encourage them to use it, but don't let it hold back the task if others don't have it down – sound before symbol is a helpful way to view it.

- Always encourage your pupils even if they haven't quite got the tune (melody) or rhythm. Usually, when they are confident they will get there!

### Instruments:

Use any instruments you have at your school. Any of the activities in this resource will work well with untuned percussion or classroom music instruments.

Or you could even make your own!

There are lots of tutorials online for creating some (basic and not so basic instruments) through junk modelling.

### The fundamental musical elements:

- **Pitch** - where notes have a **high** sound like a mouse, or a **low** sound like a bear
- **Duration** - how long the notes last long like a ship's foghorn or short like a squeaky toy
- **Dynamics** - Volume how loud or quiet the music is.  
In music we use the Italian terms:
  - **Piano** - soft
  - **Forte** - loud
- **Tempo** - the speed; is the music fast or slow? Does the tempo change?
- **Timbre** – shows how the sound produced by each instrument is different. It could be described as dull, brassy, bright, cold or warm to name a few descriptions.
- **Texture** - how the music is layered – Are there lots of parts like a complex cake? Or just one like a pancake?
- **Structure** - how is the music built, is there an introduction, are the same sections of music repeated (like a chorus in a song).

### Extension ideas

Differentiation in music shouldn't be daunting.

Sometimes children may have instrumental lessons outside of school; sometimes children may just have a good sense of pitch and rhythm and pick up songs, concepts and activities quickly.

Here are some ideas for those pupils who would benefit from some extra challenge:

- **Working on a song** - Pupil(s) can sing a solo to help their peers
- **Working in a group** - Ask children to act as the conductor to coordinate the performances. This will help the performance hold together and will give the pupil in question some leadership responsibilities.
- **If they have an instrument** - let them bring it in if they wish and use it when and if appropriate. Sometimes this can be helpful, sometimes not so much depending on where they are with their learning so it's always best to play it by ear.
- **Grouping** – Think about the outcomes you want, if a pupil is in a conducting role it would be beneficial to group pupils with a range of abilities.

### Musical terms used in this planning

- **Soundscape** - a blend of simple body sounds that can be used to create everyday sounds that may have been heard in the Abbey. You could use clapping, stamping, clicking, etc.
- **Rap** – Words fit into a steady beat, like a heartbeat.
- **Beat** - A steady repeated sound like a heartbeat or pulse.

- **Rhythm** – This can seem like a beat but if pupils are saying the words and clapping the pattern of the syllables, this is the rhythm (Look at the rhythm work out sheet for an example).
- **Ostinato** - a short repeated rhythm.
- **Conductor** - when working in groups sometimes it is useful for one pupil to lead the musical performance. They can use signs or actions to show when it is time to change sounds, speed or just to show a steady beat to keep the group performance together.

At Key Stage 2 Level pupils should be developing an awareness of the musical elements, especially Tempo, Dynamics and Pitch. The ability to keep and feel a steady beat is also vitally important for all musical tasks. When completing vocal tasks think carefully about whether pupils should be using their speaking voice (rhymes/raps) or their singing voices (songs).

## MUSICAL WARMUPS

### Vocal warmups

- Stretches to warm up the body.
- Loud sighs (loud exhale)
- Pretend to drink a glass of air
- Pretend to chew a very chewy toffee
- Short rhymes/tongue twisters like Peter Piper

### Rhythm

- Use a rhythm backing track either the one provided or here are lots on you tube.
- March to a beat and then tap that beat on your body. Once the pupils get used to copying you, change the action but keep marching.
- Clap some short rhythms and pupils have to echo you. You can use the monk and Abbot rhythm cards as a prompt for this.

### Monk and Novice Rhythm cards in Lesson 2 onwards

These cards are a very useful warm up resource that can be used in a number of ways to help pupils:

- Develop the skills they need to read musical notation
- Perform rhythms with a good sense of beat or pulse which is an essential skill for all children
- Provide a really good warmup for the lesson ahead

The figures are a very basic way of notating crotchets (one beat notes) and quavers (half beat notes) The cards use two figures, a large monk for which we will say the word 'Big' and two smaller characters – novices for whom we shall say the word Li-tle.

The other cards use the same Idea but with a basic musical stick notation replacing the monks and novices. You could also use the words monk and novice instead. You will need to print and cut up the cards in the pack and use them as flashcards for your pupils. Full instructions with pictures can be found at the online resource [here](#). The cards can be downloaded [here](#). This should be a quick activity at the beginning of the lessons lasting 5 minutes maximum.

## Sumer is Icumen in

*Sumer is Icumen in* is a medieval round originating from the 12<sup>th</sup> Century. The original manuscript was discovered at Reading Abbey, it has been used in several films and was used as the inspiration for the 'Fix it song' performed by the mice in the Bagpuss TV show.

Throughout the lessons and also during your visit to the museum you will encounter the song *Sumer is Icumen in*. Below are lyrics in various versions to help you and your pupils understand, perform and teach the song. These lyrics are also included in the [Powerpoint](#).

Here are the lyrics in Middle English as they are sung on the [recording](#). You can hear them being spoken on the Reading Museum Soundcloud playlist: [https://soundcloud.com/reading\\_museum/sets/the-music-of-reading-abbey](https://soundcloud.com/reading_museum/sets/the-music-of-reading-abbey)

The song is divided into five short videos named *Sumer is Icumen In* 1,2,3,4 or 5 as appropriate.

Sumer is icumen in  
Lhude sing cuccu  
Groweth sed  
and bloweth med  
and springth the wdue nu  
Sing! cuccu  
Awe bleteth after lamb  
lhouth after calve cu  
Bulluc sterteth  
bucke verteth  
murie sing! cuccu  
Cuccu cuccu

Well singes thu cuccu - Ne swik thu naver nu!

### Phonetic version

Su-mur is E-coo-min in  
Lewdly sing Cuc-koo  
Grow-eth Sed and blow-eth med  
And springth the wood a-new  
Sing Cuc-koo

A-wear ble-teth after lomb  
Louth af-ter cal-ve coo  
Bullock Ster-teth  
Buck ever-teth  
Murry sing Cuc-koo

Cuc-koo Cuc-koo  
Well singst thoo Cuckoo  
Ne sweek thoo nava noo

### Modern English lyrics

Summer has arrived,  
Sing loudly, cuckoo!  
The seed is growing

And the meadow is blooming,  
And the wood is coming into leaf now,  
Sing, cuckoo!

The ewe is bleating after her lamb,  
The cow is lowing after her calf;  
The bullock is prancing,  
The billy-goat farting,  
Sing merrily, cuckoo!

Cuckoo, cuckoo,  
You sing well, cuckoo,  
Never stop now.

### **The Reading Abbey Song**

This is a short lively song based on the history of Reading Abbey. There are several backing tracks on the website and also lyrics too. This would work best practised as a large group initially being taught in the my turn your turn way. You can add actions created by pupils as you work through it.

**Write your notes here:**

## Background listening tracks

These are recorded instrumental or vocal tracks that reflect how music of the day may have sounded at different points in the Abbey's history. These can be good for break up the lessons, transitions or as a talking point.

**Gregorian Monks:** This track is useful for lessons one and two an illustration of how the music of the daily services may have sounded when performed by the monks. This is performed by men (as would have happened at the time) and is unaccompanied.

**Medieval Court Music:** This track shows how music performed during royal occasions at the Abbey may have sounded. This may be a good track to challenge pupils to create a medieval dance to.

**Henry Purcell Trumpet Tune:** Henry Purcell composed this piece of music during the time at which Reading Abbey was affected by the civil war which musically is part of the Baroque period. Invite pupils to discuss what kind of occasion this may have been performed for and where.

**Victorian Music:** During the Victorian period, popular types of music included Music Hall which was a type of theatrical entertainment. Prominent classical composers included Hubert Parry who is perhaps best known for creating the music for [Jerusalem](#) which is one of the best known hymns in the UK.

**Write your notes here**

## LESSON 1 - THE FOUNDING OF READING ABBEY

<u>Objectives</u>	<u>Outcomes</u>
<p><b>To begin to understand</b> the functional purpose of Reading Abbey within the society of the time.</p> <p><b>To begin to develop</b> an understanding of what life would have been like in and around the abbey.</p> <p><b>To recognise</b> some of the physical materials used in the building of the Abbey.</p>	<p><b>All will:</b></p> <ul style="list-style-type: none"><li>• Know that an abbey was built in Reading and will attempt to participate in the task.</li></ul> <p><b>Most will:</b></p> <ul style="list-style-type: none"><li>• Understand an abbey was built in Reading and its physical appearance and role changed dramatically over the passage of time.</li><li>• Begin to design their own abbey.</li></ul> <p><b>Some will:</b></p> <ul style="list-style-type: none"><li>• Understand an abbey was built in Reading and its physical appearance and role changed dramatically over the passage of time and may begin to refer this to wider historical contexts.</li><li>• Design their abbey and begin to consider the different sounds they may like to create.</li></ul>

## LESSON 1 - HISTORICAL INFORMATION

1121 King Henry I announced that he wanted a new abbey built at Reading. The abbey would have a large and impressive church, and living quarters for dozens of monks, who would worship in the church.

The abbey transformed Reading forever turning a market town into an important religious centre known across Western Europe. Henry chose a site on the edge of the town on high ground between the River Kennet and the River Thames. The rivers were used to transport stone during the building work. The major roads leading to Reading made it easy for pilgrims to travel to the abbey, and for Henry to visit as he travelled around his kingdom.

1136 Henry 1 died before the abbey was complete and was buried near the high altar in 1136 the abbey and the ground immediately outside became a desirable location for other royals and nobles to be buried.

“That very year the king died in Normandy the next day after the Feats of St Andrew. Then this land immediately grew dark because every man who could immediately robbed another. Then his son and friends took and brought his body to England, and buried it at Reading.” The Anglo-Saxon Chronicle

1200s Summer is Icumen in is one of the oldest secular (non-religious) songs in English and the first ever to be known with six lines of melody. It is thought to have been written at the Abbey in 1200s. MIDDLE ENGLISH. It has been used in the Clangers and also in several films.

## **Building the abbey**

There are many factors that contributed to Henry I building Reading Abbey:

- He had led a violent and turbulent life, and this was his way of trying to make his peace with God.
- He was shaken by the death of his only son and heir, William who drowned in a shipwreck.
- He wanted to create a place of burial for himself and his family.
- He wanted to put his name to a large and impressive building, so his subjects would see how rich and powerful he was.
- He wanted monks to pray for his soul after he was dead.
- He wanted to be remembered by future generations.

No expense was spared in building Henry's abbey: the church and other buildings were designed to impress with their size beauty and magnificence. The architectural style is called Romanesque because it is similar to Roman buildings with strong walls and rounded arches. The abbey church was the fourth largest in England after the cathedrals of Winchester and London and the abbey church at Bury St Edmunds.

To build such an enormous church and all the other abbey buildings would take a small army of builders and a huge supply of building materials. Flint, dug locally, was used for the core of the walls but limestone of the finest quality was imported from Caen in France for the elegant facings.

Stone was too heavy to transport long distances by road, so for most of the journey it was carried by boat. Lead was used to make the roofs watertight, for pipes and drains and to hold window glass in place. Ceramic tiles made on site or close by gave a smooth patterned floor.

Reading Abbey was built to last and, in one form or another, it has.

**Write your notes here:**

## LESSON 1 - PLAN

Activity	Differentiation	Resources
<p><b>Starter:</b> Listen to <i>Summer is Icumen in</i> and introduce the SOW</p> <ul style="list-style-type: none"> <li>• Play recording</li> <li>• Explain the manuscript was discovered at Reading Abbey</li> <li>• Explain that it is a secular song (not religious)</li> <li>• Explain song is in Middle English</li> <li>• Describe the onomatopoeia in the word and sound “cuckoo”.</li> </ul>	<p>Verbal support from teacher to explain terms and word meanings at a more basic level if required.</p>	<p><i>Sumer is Icumen in</i> <a href="#">recording</a>.</p>
<p><b>Activity 1:</b></p> <ul style="list-style-type: none"> <li>• Read information as a class.</li> </ul>	<p>Extension: Stronger pupils read alone, print off text and pupils read in groups.</p>	<ul style="list-style-type: none"> <li>• Reading Abbey Music resource <a href="#">Power Point</a>.</li> <li>• Reading Museum has a <a href="#">Mini Brick Abbey</a> which can be booked with this resource.</li> </ul>
<p><b>Activity 2:</b></p> <ul style="list-style-type: none"> <li>• Name some different rooms or areas in Reading Abbey and discuss what you think they were used for or what happened in them.</li> <li>• Match the monk jobs to the locations in the abbey.</li> <li>• Complete worksheet either individually or in small groups.</li> </ul>	<p>Possible group work/individual. Possible extension through ‘flipped learning’ for enthusiastic pupils.</p>	<ul style="list-style-type: none"> <li>• <a href="#">PowerPoint</a></li> <li>• <a href="#">Monk job cards</a></li> <li>• <a href="#">Abbey map with locations labelled</a></li> <li>• <a href="#">Abbey template sheet</a></li> </ul>
<p><b>Activity 3:</b></p> <ul style="list-style-type: none"> <li>• Pupils to plan own Abbey: begin to draw an outline.</li> <li>• Give pupils paper and ask them to draw their own Abbey, reminding them to incorporate the areas they named on the workspace.</li> </ul>	<p>Use of frame/guide squared paper.</p>	<ul style="list-style-type: none"> <li>• <a href="#">PowerPoint</a></li> <li>• <a href="#">Abbey template sheet</a></li> <li>• pencils</li> </ul>
<p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>• Share plans and discuss what pupils have included and why</li> </ul>		<ul style="list-style-type: none"> <li>• Pupils’ plans</li> </ul>
<p><b>Cross curricular activity suggestions:</b></p> <ul style="list-style-type: none"> <li>• <b>Music</b> – listening to historically relevant song and learning about its purpose.</li> <li>• <b>Geography</b> – map drawing, drawing to scale</li> <li>• <b>Science</b> – materials used in creation of Abbey</li> <li>• <b>History</b> – the history of my local area</li> <li>• <b>Literacy</b> – discussion of Onomatopoeia</li> <li>• <b>ICT</b> – Use computers to design their Abbeys.</li> <li>• <b>Art and Design</b> – Build your own Abbey (<a href="#">Mini Brick Abbey</a>)</li> </ul>		

**Write your notes here:**

## LESSON 2 - The Monks of Reading Abbey

<p><b>Objectives</b></p> <p><b>To begin to learn a song</b> which is historically important to Reading and Reading Abbey (<i>Summer is Icumen In</i>) and is written in Middle English</p> <p><b>To develop an understanding</b> of the role the Abbey played in the lives of its inhabitants and those of the town of Reading</p> <p><b>To continue to create</b> an Abbey plan and begin to develop a soundscape using body and vocal rhythms.</p>	<p><b>Outcomes</b></p> <p><b>All:</b></p> <ul style="list-style-type: none"> <li>• Will attempt to say the words for <i>Summer Is Icumen In</i>.</li> <li>• Will continue to develop their understanding of the important role of Reading Abbey in the history of Reading.</li> <li>• Will develop their Abbey plan naming different areas.</li> </ul> <p><b>Most:</b></p> <ul style="list-style-type: none"> <li>• Will begin to grasp the different sounds required for the use of Middle English in <i>Summer is Icumen in</i>.</li> <li>• Will begin to develop their soundscape on the Abbey plan.</li> </ul> <p><b>Some:</b></p> <ul style="list-style-type: none"> <li>• Will create a Musical soundscape for their Abbey plan.</li> <li>• Will creatively integrate several elements of music showing contrast.</li> </ul>
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### LESSON 2 HISTORICAL INFORMATION

1121 - The first monks at Reading Abbey came from the Cluniac order in France and Lewes priory which was linked to Cluny. All monks from Cluny and its priories followed the rules of the Cluniac order but by the 1220s Reading was seen as a part of the larger Benedictine order, founded by St Benedict in Italy c.AD530 with no strong links to Cluny.

1164 - Reading Abbey was officially opened by Thomas becket on 19<sup>th</sup> April in 1164. He was accompanied by ten bishops and the ceremony was attended by King Henry II (grandson of Henry I who built Reading Abbey).

1185 – Heraclius Patriarch of Jerusalem visited England and stayed at the abbey where he met with Henry II. He promised that Henry II would be made king of Jerusalem if he would only lead a crusade to protect Jerusalem from attack by Muslim armies (Henry said no!)

1200 - *Summer is Icumen in* is one of the oldest secular (non-religious) songs in English and the first ever to be known with six lines of melody. It is thought to have been written at the Abbey in 1200s.

#### The royal abbey

Medieval kings weren't based in London but moved from place to place with their courtiers and servants. Reading Abbey's position on important roads, linking it to London and the south West, made it a natural venue for important events. It could be described as a major conference centre crossed with a Royal Palace!

The abbey was such a large and ornate building that construction continued for almost 200 years after the foundation in 1121. By this time the older parts of the abbey would have been in need of repair. One of the most important additions was the Lady Chapel dedicated to the Virgin Mary on the east end of the church in 1314.

### **Abbey life**

The monks worshipped several times a day, but there was more to their life than church services, they also hosted pilgrims (visitors who travel to important religious locations as part of their faith), royal and noble visitors and studied religious texts. As part of their hosting duties, they provided housing and medical care for local people.

There were many monks and they divided duties of the abbey to ensure that it ran rather like a large business. In a way, it was a large business!

### **Abbey hierarchy**

Like in a business there was a hierarchy in an abbey. Someone needed to be in charge of making sure that everyone was doing their job and that all things like up-keep, welcoming guests and maintaining gardens were running to schedule.

Below are some of the jobs in the abbey from highest importance to the lowest:

- **Abbot** - In Charge of the Abbey
- **Prior** – **Abbot's** 2<sup>nd</sup> in command
- **Precentor** – in charge of the library, archives singing and processions
- **Sacrist** – Responsible for the security and upkeep of the church
- **Cellarer** – Managed the Abbey's estates and ensured the Abbey was well supplied with drink and firewood
- **Kitchener** – organised meals for the monks and the infirmary
- **Chamberlain** – Ensured the monks had clothes, shoes, and clean bedding and organised baths and shaving
- **Master of the infirmary** – looked after sick monks staying in the infirmary
- **Almoner**- Responsible for giving money, food and clothes to poor people living nearby
- **Master of the Novices** – in charge of training and educating new monks.
- **Novices** – **Monks** in training
- **Monks** - some monks had no special duties but assisted the senior officials in their work
- **Abbey servants** – lived on site working in kitchens, gardens, stores and maintaining the buildings.

Monks would remain single for the rest of their lives and had to follow all of the rules of the Abbey including attending eight services a day in the abbey church.

### **The daily life of a monk**

A monk's day varied from summer to winter. Below is a typical timetable for a summer day. In winter monks got up later and went to bed earlier. Music was also central to life at the abbey; all daily services, below, included singing of psalms and hymns.

The monks also spent time saying prayers for the dead. Some must have done nothing but, worship, pray, sleep and eat.

### **Schedule of a day:**

- **2am** - Nocturns (night prayers)

- **Dawn** - Lauds (“praise”)
- Wash and change/read
- **6am** - Prime (first hour prayers – 6am was counted as the first hour of the day)
- Work
- **9am** – Terce (Third hour prayers)
- Senior monks meet in the chapter house (work)
- **12 noon** - Sext (sixth hour prayers)
- Dinner
- **3pm** - None (ninth hour prayers)
- Work, supper
- **Dusk** - Vespers (Evening Prayer)
- Reading
- **8pm** - Compline (prayers that complete the day)
- Sleep

### **Relics in the abbey**

The abbey was an important destination for medieval pilgrims (people who religious locations as part of their faith). They came to ask for blessings, give thanks or ask for a cure. Many were drawn by the abbey’s famous relics.

Relics are objects that are considered holy and the holiest objects would be things related to saints. This could be something a saint wore or even a body part – like a hand! Reading Abbey famously housed the hand of St James, the patron Saint of pilgrims.

People would pray in front of these objects hoping that the power of the Holy Relic would help their prayer come true.

Relics were placed in the altar once the archbishop had processed around the church blessing it with holy water and the monks sang a mass and psalms.

**Write your notes here:**

## LESSON 2 - PLAN

Activity	Differentiation	Resources
<p><b>Starter:</b> Listen to <a href="#">Summer is Icumen in</a> and try saying the words (speaking voice not singing voice)</p> <ul style="list-style-type: none"> <li>• Play the <a href="#">track</a></li> <li>• Remind pupils the words are in Middle English so they look and sound different to the language we use today.</li> <li>• Ask pupils which words they recognise in song discuss the onomatopoeia where you sing ‘sing cuckoo, loudly sing cuckoo!’</li> <li>• Play ‘Cuckoo where are you?’ game.</li> <li>• Display the words and say the lyrics in small sections modelling for the pupils who then repeat each section back.</li> <li>• <i>Use the my go/ your go approach to see if you can keep the feel of a steady beat when saying the words even initially as it will really help the pupils to develop their performance of the song more quickly in the longer term.</i></li> </ul>	<p>When listening to track: highlight the language is different and the words will sound ‘strange’</p> <p>You may need to explain onomatopoeia (depending on prior learning)</p> <p>The <b>Cuckoo where are you</b> game is very simple and won’t take long at all, but is a very useful step in helping pupils to sing parts of the Summer is Song. So is a good activity. Would be a good opportunity for pupils who struggle to have a go at singing a solo.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Summer is Icumen in</a> track.</li> <li>• <a href="#">Printed lyrics</a> for <i>Sumer is Icumen in</i> – both middle English and modern English and Phonetic Version. These are on the PowerPoint but are also in the lesson 2 resources titled <b><i>Sumer is Icumen in Information</i></b>.</li> <li>• <a href="#">Instructions for ‘Cuckoo, where are you?’ game.</a></li> <li>• <a href="#">Powerpoint</a> (lesson 2)</li> <li>• The spoken version of Summer is Icumen in may be useful to listen to <a href="#">track 1</a>, <a href="#">track 2</a>, <a href="#">track 3</a>, <a href="#">track 4</a>, <a href="#">track 5</a>,</li> </ul>
<p><b>Activity 1:</b></p> <ul style="list-style-type: none"> <li>• Read info as a class from the PowerPoint for the Lesson 2.</li> </ul>	<p>Say the words slowly to aid pronunciation</p> <p>Confident pupils potentially take teachers leading role</p>	
<p><b>Activity 2:</b></p> <ul style="list-style-type: none"> <li>• Continue to work on abbey plan which pupils began last lesson.</li> <li>• Encourage pupils to begin to think about what would have been happening in each area as a precursor to creating their soundscape.</li> </ul>		<ul style="list-style-type: none"> <li>• Map of abbey created last lesson with locations labelled.</li> <li>• <a href="#">Reading Abbey Soundtrack worksheets</a> in Lesson 2 resources.</li> </ul>
<p><b>Activity 3:</b></p> <ul style="list-style-type: none"> <li>• Add sounds to create a soundscape – create a sound in groups.</li> <li>• Ask pupils notate their sounds using lines/shapes on plan.</li> </ul>	<p>Encourage less able to experiment with vocal sounds and sounds can be created with hands.</p> <p>More able to take</p>	<ul style="list-style-type: none"> <li>• Abbey plans from last lesson (as above)</li> <li>• <a href="#">Reading Abbey Soundtrack worksheets</a> (as above)</li> </ul>

<p>Note: In this case 'Soundscape' means blend of simple body sounds that can be used to create everyday sounds that may have been heard in the Abbey</p>	<p>on leadership role in group. They can also begin to consider layering different sounds to create more complex textures.</p>	
<p><b>Plenary:</b> Show plan and perform soundscapes.</p>	<p>If time pupils to give feedback to other groups. For example they could describe two things they liked and one thing they would change. Encourage the pupils to use musical references when feeding back to one another.</p>	<p>Record some of the performances on ipads or similar.</p>
<p><b>Cross Curricular Suggestions:</b> <b>Technology and design</b> pupils could build a three-dimensional abbey using media of their choice. <b>ICT</b> pupils could record (video or audio) performance and using a sequencer could link the performances together to create a larger piece of music and add in computerised sounds and effects.</p>		

**Write your notes here:**

## LESSON 3 - THE DISSOLUTION OF READING ABBEY

Objectives	Outcomes
<p><b>Pupils will begin to read</b> basic rhythms</p> <p><b>Pupils will develop</b> a basic understanding of the events surrounding the dissolution of Reading Abbey</p> <p><b>Will attempt to create</b> a short rap using their speaking voices</p>	<p><b>All:</b></p> <ul style="list-style-type: none"> <li>• Will attempt to read “monk and novice rhythm cards”.</li> <li>• Will understand that Reading Abbey was closed suddenly.</li> <li>• Will attempt to create a short rap including historically relevant words.</li> </ul> <p><b>Most:</b></p> <ul style="list-style-type: none"> <li>• Will accurately say the ‘bigs’ and ‘littles’ correctly.</li> <li>• Will understand that Henry VIII ordered the closure of the Abbey.</li> <li>• Will create 3 or more short phrases related to someone who may have been affected by the closure of Reading Abbey.</li> </ul> <p><b>Some:</b></p> <ul style="list-style-type: none"> <li>• Will quickly read the big and little characters and will add in clapping the rhythm too.</li> <li>• Will be able to explain what “dissolution” means and how it happened at Reading and name the main people involved.</li> <li>• Will select a historically appropriate character to represent in a rap and create relevant lyrics which are spoken in time to a beat.</li> </ul>

### LESSON 3 - HISTORICAL INFORMATION

1536 - Closure of monasteries was ordered in 1536.

1537 - In 1537 over 400 years of monastic time at Reading Abbey suddenly came to an end. On the orders of Henry VIII, the abbey was closed, the monks had to leave their home and the king took the Abbey’s valuable possessions.

1539 - Abbot Hugh Faringdon is executed.

1542 - The Church of Greyfriars (closed by Henry VIII) was given to the town council as a meeting place.

1547 - Henry VIII died, and his son Edward was too young to become King, so the Duke of Somerset ruled as Lord Protector. On Somerset’s orders the abbot’s lodgings were turned into a Royal Palace while lead from the roofs of other Abbey buildings was stripped off and sold. Good quality stone was taken away and reused in Reading and beyond. The flint cores of the church walls were left standing.

With the church now derelict, tombs were vandalised, and the bones of Royal bodies buried there were probably scattered.

### **The last Abbott**

In November 1539 a gallows was set up near the west door of the abbey church. Reading's last Abbott Hugh Cook of Faringdon was tied to a hurdle harnessed to a horse and paraded through the streets of Reading to the gallows.

He was executed alongside 2 monks: John Eynon (Priest of St Giles) and John Rugg. Hugh had been convicted of treason, for refusing to see Henry VIII as head of the church, and his punishment was hanging drawing and quartering.

After Hugh's execution the Abbey's closure became final, all the monks left to find work and all the church's precious gold silver and art were shipped to London to be added to the King's treasury.

When the Abbey closed the town was changed. Trade was lost and people in St Laurence parish lost their burial ground. However, in time, merchants started to trade more freely with the main trades of leather and clothmaking remaining. A new graveyard was created, and the town was given new rights and a new town hall and stone from the abbey gave Reading a useful source of building materials for years to come

**Write your notes here:**

## LESSON 3 - PLAN

Activity	Differentiation	Resources
<p><b>Starter:</b></p> <ul style="list-style-type: none"> <li>Rhythm warm up – monks and novice, using ‘BIG’ and ‘littles’ get pupils to read the rhythms. This is very useful for developing a sense of beat and will be very helpful for developing group performance skills as well as preparing for the rap task. When they see and monk they say ‘BIG’, When they see 2 little novices they say ‘little’</li> <li>Try singing <i>Sumer is Icumen in</i> split in sections (singing voice this time) teacher first then pupils echo. It will help pupils if you can show the pitch levels vertically with your hand (like a ladder)</li> </ul>	<p><b>Extension:</b> clap rhythms as well as saying ‘little’ and ‘big’</p> <p><b>Support:</b> Slow down <b>tempo</b> (Speed)</p>	<ul style="list-style-type: none"> <li><a href="#">Monk and novice cards</a></li> <li><a href="#">PowerPoint</a></li> <li><a href="#">Summer is Icumen in</a></li> <li><a href="#">Backing beat track</a></li> <li><a href="#">Rhythm Workout Sheet</a></li> </ul>
<p><b>Activity 1:</b></p> <ul style="list-style-type: none"> <li>Read info from the PowerPoint for Lesson 3</li> </ul>	<p>Read together as a class</p>	<ul style="list-style-type: none"> <li><a href="#">PowerPoint</a></li> </ul>
<p><b>Activity 2:</b></p> <ul style="list-style-type: none"> <li>Choose character encourage children to think creatively their character could be a tradesman, a cook, baker, famer, blacksmith and then complete first table.</li> </ul>	<p><b>Extension:</b> increase number of examples</p> <p><b>Support:</b> with writing ‘cheat sheet’ of character traits</p>	<ul style="list-style-type: none"> <li><a href="#">Reading Abbey Rap Sheet</a> (download from lesson 3 resources)</li> </ul>
<p><b>Activity 3:</b></p> <ul style="list-style-type: none"> <li>Create a very short rap.</li> <li>Pupils should be encouraged to quickly write their rap then practise saying it with a beat.</li> <li>If they are struggling to write it down either just ask them to do it verbally or reduce the length of the rap.</li> </ul>	<p><b>Extension</b> – create link sections between different characters in the rap.</p> <p>Introduce a rhythmic ostinato accompaniment</p> <p><b>Support:</b> give a choice of words to use so the pupils combine them.</p>	<ul style="list-style-type: none"> <li><a href="#">Reading Abbey Rap Sheet</a></li> </ul>
<p><b>Plenary:</b></p> <p>Try rapping to a beat.</p> <p>Volunteers perform their raps alone or link individuals together to form small groups.</p>	<p><b>Extension:</b></p> <p>Leadership role, conductor role to help the group performance.</p> <p><b>Support:</b> help keep the beat.</p>	<p>Sheets with notated rhythms and any percussion instruments being used to keep the beat.</p>

**Write your notes here:**

## LESSON 4 - READING ABBEY DURING THE BRITISH CIVIL WARS

Objectives	Outcomes
<p><b>Develop awareness of rhythm and pitch</b> through singing <i>Sumer Is Icumen in</i> and using rhythm cards to accurately recreate a rhythm.</p> <p><b>Begin to understand the events</b> that took place at Reading Abbey during the British Civil Wars.</p> <p><b>Will create a storyboard and a soundscape</b> for a battle that took place and Reading Abbey in small groups.</p>	<p><b>All:</b></p> <ul style="list-style-type: none"> <li>• Will attempt to sing <i>Sumer is Icumen in</i> and perform a rhythm using the rhythm cards.</li> <li>• Will understand that during this period of time at Reading Abbey there was fighting.</li> <li>• Will attempt to complete the storyboard task.</li> </ul> <p><b>Most:</b></p> <ul style="list-style-type: none"> <li>• Will begin to develop a basic grasp of the pitches and rhythms required for the games and songs.</li> <li>• Will understand that during the British Civil Wars there was conflict throughout the country as well as at Reading.</li> <li>• Will complete at least four of the story board squares adding in appropriate sound affect and notating them.</li> </ul> <p><b>Some:</b></p> <ul style="list-style-type: none"> <li>• Will clap and say the rhythms and will perform <i>Sumer is Icumen in</i> with good diction and awareness of pitch.</li> <li>• Will be able to explain the context of the fighting that occurred at Reading during the 'British Civil Wars' and may be able to explain the underlying political background of the time naming key characters.</li> <li>• Will complete the storyboard adding in contrasting body sounds to create a soundscape representing a battle at Reading Abbey.</li> </ul>

### LESSON 4 - HISTORICAL INFORMATION

1600 - Reading in 17<sup>th</sup> century

- Hard and uncertain times
- Bubonic plague,
- Trade slowed down, and workers laid off
- John Kendrick left £7,500 in his will to help the poor and in 1628 the oracle poorhouse (for unemployed weavers) was opened

1642 - The English Civil War broke out between Parliamentarians and Royalists. Thousands of soldiers fought for control of the town.

Soldiers arrived in Reading and used the ruined walls of the church to create fortifications overlooking the town and river.

1643 - The Abbey Church was severely damaged in the British Civil Wars. Reading was captured by Parliament and then taken again by the Royalists.

1644 - The ruins were demolished on the orders of King Charles I so the abbey could not be used for military purposes again. The east end of the church was finally destroyed with a massive charge of gun powder.

- 1649 - Parliament gains the upper hand and Charles I is condemned to death. Reading MP Robert Blagrave was one of 59 judges to sign the death warrant.
- 1670 - Despite the damage to the church, dormitory and palace, the stables survived and were still being used in the 1670s.
- 1688 - Prince William of Orange led a glorious revolution against rule of James II in 1688 and became king William III. The revolution was largely peaceful but William and James supporters clashed in the deadly Reading skirmish

**Write your notes here:**

## LESSON 4 - PLAN

Activity	Differentiation	Resources
<p><b>Starter:</b></p> <ul style="list-style-type: none"> <li>Read through the monk and novices rhythm cards together trying to keep a steady beat. Continue to use the monks to say and clap out 'little' and 'big'.</li> <li>Sing 'Sumer Is Icumen in' with children echoing each line that the teacher sings. Develop further on the previous lesson by asking the pupils to echo longer parts of the song until children are able to sing a verse without stopping.</li> </ul>	<p><b>Extension:</b> Clap rhythms as well as say (ONLY if the the spoken rhythms are accurate) Show pitch levels with vertical levelling motions in Right hand. The higher you lift your hand the higher the pitch,</p> <p><b>Support:</b> If pupils are really struggling to get the pitches try just humming to really help them focus on the pitches (high and low sounds)</p>	<ul style="list-style-type: none"> <li><a href="#">Monk and Novice Rhythm Cards</a> as last lesson</li> <li><a href="#">PowerPoint</a></li> <li><a href="#">Backing Beat Track</a></li> <li><a href="#">Sumer is Icumen in</a></li> </ul> <ul style="list-style-type: none"> <li>All backing tracks as per previous lessons and can be found at: <a href="#">Reading Museum Soundcloud</a></li> </ul>
<p><b>Activity 1:</b></p> <ul style="list-style-type: none"> <li>Read information, from the PowerPoint in Lesson 4, about Reading Abbey during the British Civil Wars</li> </ul>	<p><b>Support:</b> pull out key words on a separate sheet with definitions.</p>	<p><a href="#">PowerPoint</a></p>
<p><b>Activity 2:</b></p> <ul style="list-style-type: none"> <li>Place in pupils in small groups to draw a storyboard. Illustrating what they have just read. Don't spend too long on this part as the next composing part is more important.</li> </ul>		<p><a href="#">Civil War Storyboard</a> worksheet (lesson 4 resources folder) PowerPoint</p>
<p><b>Activity 3:</b></p> <ul style="list-style-type: none"> <li><a href="#">Watch Honda Youtube ad</a> (link on also PowerPoint) this is an advert where the entire soundtrack is created by a choir. It sounds incredible and illustrates just how affective body rhythms and vocal sounds can be.</li> <li>Explain how, just as in the video, they will be creating different sounds to make. Soundtrack for their storyboard.</li> <li>Complete the sounds and symbol ideas table on the worksheet (below the storyboard)</li> </ul>	<p><b>Extension:</b> conductor role. Pupils could use instruments if they have them</p> <p><b>Support:</b> Play to strengths to develop confidence.</p>	<p>Access to YouTube</p>
<p><b>Plenary:</b> Share story boards sounds -</p> <ul style="list-style-type: none"> <li>Encourage pupils to think about</li> </ul>	<p><b>Extension:</b> perform/act out as well as just sound effects.</p> <p><b>Support:</b> reduce number of</p>	<ul style="list-style-type: none"> <li><a href="#">Civil War Storyboard</a> worksheet (lesson 4 resources folder)</li> </ul>

<p>who is leading the changes of sound (conducting).</p> <ul style="list-style-type: none"> <li>Encourage them to think about contrasts in sound they can create.</li> </ul>	<p>'sections'</p>	<ul style="list-style-type: none"> <li><a href="#">PowerPoint</a></li> <li>Instruments</li> <li>Recording devices to if needed.</li> </ul>
<p><b>Cross curricular</b></p> <p><b>Performing arts:</b> Try introducing dialogue and acting out the scene with the music in the background to emphasize the events that are taking place.</p> <p><b>Literacy</b> create a newspaper article with pictures detailing the events taking place. Include interviews with some of the historical characters and pictures.</p> <p><b>Animation</b> <a href="#">Using the video game soundcloud track</a>, create a civil war sequence for a video game that fits with both the story of Reading Abbey during the civil war and the music track</p>		

**Write your notes here:**

## LESSON 5 - READING ABBEY DURING THE VICTORIAN PERIOD

<p><b>Objectives:</b></p> <p><b>To continue working on the performance</b> of rhythms and <i>Sumer is Icumen in</i>.</p> <p><b>To understand the different companies</b> that thrived in Reading during the Victorian era,</p> <p><b>To gain an awareness of the development</b> of the education system in this period and perform some basic playground games children in school may have performed.</p>	<p><b>Outcomes:</b></p> <p><b>All:</b></p> <ul style="list-style-type: none"> <li>• Will Attempt to perform rhythms and songs for <i>Sumer is Icumen in</i> and the Monk and Novice Cards.</li> <li>• Will understand that some companies thrived in Reading during the Victorian Era.</li> <li>• Will attempt to participate in playground games.</li> </ul> <p><b>Most:</b></p> <ul style="list-style-type: none"> <li>• Will be able to perform '<i>Sumer Is Icumen in</i>' with a basic awareness of pitch rhythm and diction.</li> <li>• Will be able to say and clap the rhythm cards.</li> <li>• Will be able to name one company that was successful in Reading during this time frame.</li> <li>• Will be able to sing the basic songs and attempt the playground games to good effect.</li> </ul> <p><b>Some:</b></p> <ul style="list-style-type: none"> <li>• In addition to singing '<i>Sumer is Icumen in</i>' and performing the rhythm cards may be able to perform the rhythms and melodies on instruments.</li> <li>• Will be able to suggest companies from contrasting industries that thrived in Reading during the Victorian Era and will be able to relate that success to the arrival and development of the railway at Reading.</li> <li>• Will confidently perform playground games and may take a leadership role.</li> </ul>
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### LESSON 5 - HISTORICAL INFORMATION

#### **Suttons seeds:**

1840s -Martin Sutton turned his father's corn trading business into a household name by realising he could post catalogues to customer and deliver seeds by rail. Suttons seeds established itself as one of the world's first mail order catalogues. Seeds were shipped around the world including to the Taj Mahal.

#### **Simmonds Beer:**

1785 - Reading's most famous brewery H & G Simonds was founded. Reading was a good place to make beer because malted barley and hops we produced locally in large crops.

1799 - The brewery installed a steam engine in the factory. Simonds supplied the Military college in Sandhurst. Their beer became the army's favourite and was taken to the Crimea and Boer Wars. They also supplied Great Western Railway.

#### **Huntley & Palmers:**

1812 - A two room school house stood within the Abbey ruins until 1835

1822 - J. Huntley and Son biscuit bakery opens in London Street

- 1922 - Huntley & Palmers supplies Captain Scott's Antarctic Expedition
- 1914 - Huntley & Palmers made army biscuits and artillery shell cases during world war I
- 1975 - The factory used as location for Bugsy Malone
- 1976 - Biscuit production in Reading ends.
- 1996 - Head office moves from reading to Liverpool.

**The Railway and Reading:**

- 1835 - Construction of the Great western Railway began.  
The railways transformed Reading's fortunes; they made it possible to shift large quantities of manufactured goods quickly and cheaply. Sutton's seeds, Huntley and Palmers and Simonds all embraced this opportunity and within a generation were trading all over the world.

**Reading, Community and Heritage:**

- 1833 - People of Reading fundraise to buy Abbey ruins.
- 1840 - St James Church a new roman catholic church opened in the former Abbey grounds. It was funded by a local catholic called James Wheble. The design, by Augustus Welby Pugin, echoes the Romanesque style of the 1120s when building at Reading Abbey first began.
- 1844 - Gaol rebuilt to a design by Sir Gilbert Scott and William Moffat
- 1850 - The outer court of the Abbey which had been used for markets and grazing animals was instead laid out as a town park.
- 1861 - Abbey Gateway is restored by George Gilbert Scott
- 1873 - Suttons Seeds builds new Reading Headquarters  
<https://www.suttons.co.uk/About-UsHistory.htm>
- 1880 - The Education Act introduced in 1870 was updated to make schooling compulsory for all children in the United Kingdom. During the Victorian period attitudes changed massively towards children's education. By 1900 child were required to attend school rather than working from a very young age which had a very big impact on the lives of children as they grew up in Reading.
- 1920 - Reading Pageant was held in the Abbey Ruins
- 1980 - In the 1980s an archaeological dig uncovered a medieval wharf on the banks of the river Kennet (model) the wharf is where the stone was delivered to build the abbey, where Henry I's body was brought ashore for burial and where firewood, food and wine were landed to supply the abbey.
- 2018 - Abbey ruins reopen after major conservation works.

**Write your notes here:**

## LESSON 5 - PLAN

Activity:	Differentiation	Resources
<b>Starter:</b> <ul style="list-style-type: none"> <li>Rhythm cards</li> <li><i>Sumer is Icumen in</i></li> </ul>	<b>Extension:</b> clap rhythms or play on instrument as well as say (ONLY do this if children can say the rhythms accurately) For <i>Sumer is Icumen in</i> try adding in an ostinato accompaniment part (repeated rhythm)	<ul style="list-style-type: none"> <li><a href="#">Monk and Novice Rhythm Cards</a> as last lesson</li> <li><a href="#">Sumer is Icumen in</a></li> </ul>
<b>Activity 1:</b> <ul style="list-style-type: none"> <li>Split into groups and give each group one of the three info sheets.</li> </ul>	Assign roles – leader, speaker 1, speaker 2 prompter	<ul style="list-style-type: none"> <li><a href="#">Suttons Seeds Information Sheet</a></li> <li><a href="#">Simmond’s Beer Information Sheet</a></li> <li><a href="#">Huntley &amp; Palmers timeline</a></li> </ul> All Found in Lesson 5 Resources
<b>Activity 2:</b> <ul style="list-style-type: none"> <li>Groups to explain their company to others.</li> </ul>	As above	As above
<b>Activity 3:</b> <ul style="list-style-type: none"> <li>Explain about the Victorian development of society i.e. parks and schools link to playground games.</li> <li>Try playground games.</li> </ul>	All to participate or to attempt.	<ul style="list-style-type: none"> <li><a href="#">Bells in the Steeple and Lucy Lockett - games and lyrics</a></li> <li><a href="#">Hi, Low, Chica, Lo and Cobbler, Cobbler – games and lyrics</a></li> <li>Space to move (may need to push chairs and tables back to allow circle space.</li> <li>Tracks (on soundcloud page):               <ul style="list-style-type: none"> <li>Lucy Lockett                   <ol style="list-style-type: none"> <li><a href="#">Vocal track</a></li> <li><a href="#">Instrumental</a></li> </ol> </li> <li>Hi Low Chica low                   <ol style="list-style-type: none"> <li><a href="#">Vocal Track</a></li> <li><a href="#">Instrumental</a></li> </ol> </li> <li>Cobbler Cobbler                   <ol style="list-style-type: none"> <li><a href="#">Vocal Track</a></li> <li><a href="#">Instrumental</a></li> </ol> </li> </ul> </li> </ul>
<b>Plenary:</b> Perform playground games		

Write your notes here:

## TAKEOVER DAY PLANNING

If you are participating in Take Over Day (or holding your own History Day/Week) use this lesson to plan/rehearse the activities you may wish the children to develop or use during the day. A short performance can easily be prepared for Take-over Day using a selection of the musical activities in this scheme of work. For example, the Playground games, the *Sumer is Icumen in* song or the short character raps (linked with the dissolution of the monasteries) which can be performed over a backing beat to create a performance piece.

In addition to performances for takeover day, this resource can be used as a stimulus for cross curricular learning throughout the school for example create 'junk' musical instruments inspired by the historical learning, make some clay tiles, create animations of the events make trails take photos of the children completing the activities. Create a newspaper of one of the significant events interview one of the 'characters'.

The mini clay brick Abbey, an interactive building activity, can be booked from Reading Museum to demonstrate the building techniques in the medieval period.

Date	Activity	differentiation	Resources needed
	Starter:		
	Activity – prepare for Takeover Day and review any tasks/activities you feel may be useful.		
	Plenary		

**Write your notes here:**

## FUTURE PLANNING

My planning: developing activities across the curriculum

Potential Outcomes	Resources needed	Source	Support needed from other staff

**Next steps:**

**Write your notes here:**