

Learning Resource



The Adventures of Yoyo

Yoyo & The Forgotten Lullaby

Yoyo & The Forgotten Lullaby

Early Level Lesson Idea

Watch the animation *Yoyo & The Forgotten Lullaby*. Listening to the music and narration, guide students through the animated story. Discuss how the music made the class feel. Can they describe the music (*fast, slow, jumpy, smooth etc.*)? Encourage them to link different parts of the story to the music. (i.e. *Did the music go fast when there was lots of movement on the screen?*).

Granny Flo loves to knit, but she has forgotten the lullaby she used to sing to Yoyo that her Granny Morag used to sing to her. Singing this lullaby is something she does quietly while knitting, but now Granny Flo can't remember it. Oh no! A lullaby is a quiet, gentle song sung to send a child to sleep.

1. Play the famous lullaby *Ally Bally*. You can listen to the RSNO Youth Chorus singing it for free on the Astar app – visit rsno.org.uk/astar Ask the class to hum or sing along to the music.
2. Home learning opportunity – Ask a parent/carer the lullabies or songs that helped you go to sleep when you were a baby. These could be written down/printed out to share back in class. Parents/carers could provide a photograph of their child as a baby and this could be added to a display where children have to guess the baby. Use this as an opportunity to discuss how advances in digital technologies allow us now to take photos with our phones/digital cameras to instantly see; but long ago this wasn't the case and photographs had to be developed.

(This may need to be dealt with delicately if class have LAC – perhaps change focus and discuss with class lullabies of your own upbringing.)

3. When Yoyo looked at the photograph of Granny Flo as a girl, she used her imagination and went 'into' the photograph. Maybe the smell of burning peat would help jog Granny Flo's memory? Yoyo thinks it will!

Explore the power of our memory and senses with the class. This could be the smell of a chippy making your mouth water, to the sound of bells reminding you of Christmas.

Encourage partners/groups/class to discuss this and share their own ideas in a class journal.



New learning resource coming soon!



Learn Granny Flo's Lullaby

A new video resource will soon be available to help you teach your class the words and Makaton signing for Granny Flo's lullaby. Lucy Drever will take you through the lullaby step by step. At the end of the video, you can sing and sign the lullaby all the way through accompanied by Scotland's National Orchestra.

Granny Flo's Lullaby will be performed in the live *Yoyo & The Big Sleepover* concerts across Scotland in March. If you are attending a concert, please make sure your class has watched the learning resource video before attending the live show so that they can join in on the day with Scotland's National Orchestra.

Teachers will receive an email notification when the resource is available online.

Remember to contact engage@rsno.org.uk to ask for any assistance with the teaching of this song.

We'd love to hear your class sing. Please send in your recordings or videos to engage@rsno.org.uk or tag us on social media.



@rsnoofficial

Yoyo & The Forgotten Lullaby

Cross-curricular learning and emergent themes – Early Level

Expressive Arts – experiences and outcomes

Drama

“I have the freedom to choose and explore how I can use my voice, movement, and expression in role play and drama.” **EXA 0-12a**

Music

“I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm.” **EXA 0-17a**

“I enjoy singing and playing along to music of different styles and cultures.” **EXA 0-16a**

“I can respond to music by describing my thoughts and feelings about my own and others’ work.” **EXA 0-19a**



Yoyo & The Forgotten Lullaby

Cross-curricular learning and emergent themes – First Level

Music experiences and outcomes

"I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics." **EXA 1-17a**

"I can sing and play music from other styles and cultures, showing growing confidence and skill while learning about musical notation and performance directions." **EXA 1-16a**

Literacy experiences and outcomes

Listening and talking

"As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose." **LIT 1-04a**

"I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions." **LIT 1-07a**

"I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience." **LIT 1-20a**

Writing

"I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features." **LIT 1-24a**

EXTENDED LEARNING AND CHALLENGE...

The children could create a final frieze of the 'shop fronts' mentioned in both *Yoyo & The Little Auk* and *Yoyo & The Big Sleepover*. The children can draw, paint, colour and design the featured shop fronts in both stories. Characters mentioned along the way could also feature inside/outside the shops. The children should now be familiar with the main characters and make reference to the children dressed up along the way... astronauts, cowboys, a viking and even a dinosaur! This could be done as a whole class design and display.

Art and Design Experiences and Outcomes

"I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks." **EXA 1-02a**

"I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture." **EXA 1-03a**

Furthermore, the children could create their own lullabies using computer technology, musical instruments and/or their voices to sing and speak along. Children could work in small groups to create a lullaby to be shared with others, using their knowledge, understanding and hopefully new enthusiasm and emergent skills of music making. QR codes could be made to be displayed with the main shop fronts frieze; meaning when other children/ adults/ visitors are admiring the display, QR codes can be scanned and the children's lullabies can be heard and enjoyed by all.

Music experiences and outcomes

"I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics." **EXA 1-17a**

"Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities." **EXA 1-18a**

"I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and other's work." **EXA 1-19a**

Technologies experiences and outcomes

"Using digital technologies responsibly, I can access, retrieve and support, enrich or extend learning in different contexts." **TCH 1-02a**

"I can explore the latest technologies and consider the ways in which they have developed." **TCH 1-05a**

"I can explore and experiment with sketching manually or digitally, to represent ideas in different learning contexts." **TCH 1-11a**





The Adventures of Yoyo is supported by

Alexander Moncur Trust, Castansa Charitable Trust, Cookie Matheson Charitable Trust, Educational Institute of Scotland (EiS), Evelyn Drysdale Charitable Trust, Gaelic Language Promotion Trust, Hugh Fraser Foundation, Leach Family Trust, Leng Charitable Trust, Lethendy Charitable Trust, McGlashan Charitable Trust, MEB Charitable Trust, Miss Jean R Stirrat's Charitable Trust, Nancie Massey Charitable Trust, P F Charitable Trust, Q Charitable Trust, Radcliffe Trust, R J Larg Family Trust, Scott-Davidson Charitable Trust, Souter Charitable Trust, Stevenston Charitable Trust, Tay Charitable Trust, Tillyloss Trust, Walter Craig Charitable Trust, Walter Scott Giving Group, W M Sword Charitable Trust

