

NANCY AND THE MEERKATS MUSICAL BOX

Teacher's Guide

Lesson plans and support materials

Supporting the National Curricula
for 5-11 years in England, Northern
Ireland, Scotland and Wales.



Intellectual
Property
Office



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The videos and comic book are available to download at crackingideas.com

Intellectual Property Office is an operating name of the Patent Office.

Introduction

Nancy and the Meerkats, with the help of Big Joe, present five short videos to engage pupils with the concept of intellectual property. They guide pupils through the process of setting up a band, recording and releasing a song, which is promoted and performed live on tour.

In this Musical Box resource, you will find a range of themed activities, together with five engaging lesson plans. These can be used to support and develop your pupil's understanding of copyright, trade marks and the importance of respecting intellectual property.

The activities work best as a series of 30 to 40-minute lessons, taught weekly for half a term, but could equally be combined as a one-off extended activity suitable for PPA cover, or as part of art, or a themed week of cross curricular activities.

Curriculum links are provided for England, Northern Ireland, Scotland and Wales.

The Musical Box comprises:

- Nancy & the Meerkats audio and video files
- Lesson plans and support materials
- Comic book

E-Safety checklist

These lesson plans incorporate the use of the internet. It is a fundamental part of understanding why Intellectual Property (IP) is important and why it needs protecting.

Although it is **not** a requirement for pupils to specifically use the internet during the lessons, the video clip content frequently refers to being online and there are also digital options, included where appropriate within the lesson plans. Therefore, it is important for you to discuss internet safety with your pupils, to ensure that harmful content is not inadvertently accessed (e.g. during name searches in lesson plan 1) either in school or at home.

For your information and support in auditing your e-safety provision and providing clear and consistent guidance to pupils, an **E-Safety checklist** is included within the support materials.

For more detailed, age specific help and support visit www.thinkuknow.co.uk
The Child Exploitation and Online Protection Centre (CEOP) website.

About Nancy and the Meerkats

Nancy and the Meerkats is an audio and animated video series aimed at under 12s telling the story of pop pup Nancy and her backing band, the Meerkats, trying to make it big in the music industry. As she battles her nemesis Kitty Perry, Nancy has to overcome a surprisingly diverse range of intellectual property issues. As well as listening to the podcasts and watching the videos, you can also read Nancy's journals, which add to the story and introduce a range of great inventions - and open the door to further discussion.

Nancy and the Meerkats is produced by the Intellectual Property Office and Fun Kids Radio.



Intellectual
Property
Office

The UK Intellectual Property Office (IPO) is the official government body responsible for intellectual property (IP) rights including patents, designs, trade marks and copyright.

One of the aims of the UK Intellectual Property Office is to help future generations of inventors, artists and entrepreneurs get the credit their creativity deserves. The Cracking Ideas website provides insights into IP, why protecting it matters and how you can protect it through free lesson plans, films and activities.

You can find free lesson plans and activities at [crackingideas.com](https://www.crackingideas.com)



Fun Kids is the UK's radio station for children. Fun Kids broadcasts on DAB Digital Radio across the UK, and is also available online at [funkidslive.com](https://www.funkidslive.com) and through mobile apps.

But Fun Kids is more than a radio station. Whether it's interacting with the website, downloading our podcasts, playing on the Fun Kids app, watching our latest videos on YouTube or simply listening in the car with their family... Fun Kids is something children can engage with anytime, anywhere on any device.

The Fun Kids website is a constantly-updated entertainment source with news, videos, games, competitions and quizzes - plus a range of educational materials.

You can listen to Fun Kids on DAB Digital Radio across the UK, on mobile and online and at [funkidslive.com](https://www.funkidslive.com)

Curricula links

Music

Music (England)

Understand and explore how music is created, produced and communicated:

KS1	Experiment with, create, select and combine sounds using the inter-related dimensions of music.
KS2	Improvise and compose music for a range of purposes using the inter-related dimensions of music.

Music (Northern Ireland)

KS1	Work creatively with sound by investigating, experimenting, selecting and combining sounds to express feelings, ideas, mood and atmosphere. Sing and perform with simple instruments to develop vocal and manipulative control.
KS2	Work creatively with sound by creating musical stories, pictures, patterns, conversations, accompaniments and by investigating ways of preserving the music they have created. Sing and perform with simple instruments from memory, by ear or from notation to develop vocal and instrumental skills.

Music (Scotland)

P1 to P7	Develop vocal and instrumental skills, explore sounds and musical concepts, and use their imagination and skills to create musical ideas and compositions.
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Music (Wales)

KS2	Activities should enable pupils to make links between their performing, composing and appraising activities, and work as a class and in a smaller group to develop their skills in Music.
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Technology

Computing (England)

KS1	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
KS2	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Personal Development and Mutual Understanding (Northern Ireland)

KS1 and KS2	Skills for keeping themselves safe.
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Digital Literacy (Scotland)

P1 to P7	Searching, processing and managing information responsibly. Cyber resilience and internet safety.
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Information and Communications Technology (Wales)

KS2	Find and analyse information. Create and communicate information; share and exchange information safely through electronic means.
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Design and Make

Design and Technology (England)

KS1	Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
KS2	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Craft, Design, Engineering and Graphics (Scotland)

P1 to P7	Design and construct models/product.
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Design and Technology (Wales)

KS2	To design and make simple products by combining their designing and making skills with knowledge and understanding in contexts that support their work in other subjects and help develop their understanding of the made world.
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Art

Art and Design (England)

KS1	To use a range of materials creatively to design and make products.
KS2	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

Art and Design (Northern Ireland)

KS1	Explore the visual elements of colour, tone, line, shape, form, space, texture and pattern to express ideas. Experiment with a range of media, materials, tools and processes such as: drawing, painting, printmaking, malleable materials, textiles and three-dimensional construction.
KS2	Develop their understanding of the visual elements of colour, tone, line, shape, form, space, texture and pattern to communicate their ideas. Use a range of media, materials, tools and processes such as: drawing, painting, printmaking, malleable materials, textiles and three-dimensional construction, selecting which is appropriate in order to realise personal ideas and intentions.

Art and Design (Scotland)

P1 to P7	Through art and design, learners have rich opportunities to be creative and to experience inspiration and enjoyment. They explore a wide range of two-dimensional media and technologies to create, express, and communicate ideas.
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Art and Design (Wales)

KS2	Art and design stimulates creativity and imagination and challenges learners to make informed judgements and practical decisions. Using a variety of materials and processes, they communicate their ideas and feelings through visual, tactile and sensory language.
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Geography

Geography (England)

Locational Knowledge	
KS1	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
KS2	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features.
Geographical Skills and Fieldwork	
KS1	Use simple compass directions and locational and directional language to describe the location of features and routes on a map.
KS2	Use the 8 points of a compass, 4 figure grid references, symbols and key to build their knowledge of the UK.

The World Around Us (Northern Ireland)

KS1 and KS2	Geography, knowledge and understanding of place.
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People, Place and Environment (Scotland)

P1 to P7	Learn how to locate, explore and link features and places locally and further afield. Use a range of maps and geographical information systems to gather, interpret and present conclusions and can locate a range of features within Scotland, UK, Europe and the wider world.
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Geography (Wales)

KS2	Locating places, environments and patterns; identify and locate places and environments using globes, atlases, and maps; use maps, imagery and ICT to find and present locational information.
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Literacy

English (England)

Spoken Language	
KS1 and KS2	Ask relevant questions to extend their understanding and knowledge; articulate and justify answers, arguments and opinions.
Reading	
KS1	Participate in discussion about what is read to them, taking turns and listening to what others say; explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
KS2	Reading books that are structured in different ways and reading for a range of purposes; identifying themes and conventions in a wide range of books; participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. identifying and discussing themes and conventions in and across a wide range of writing.
Writing	
KS1	Writing for different purposes
KS2	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Use and understand the grammatical terminology accurately and appropriately. Using further organisational and presentational devices to structure text and to guide the reader; assessing the effectiveness of their own and others' writing; proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Literacy

Language and Literacy (Northern Ireland)

Talking and Listening	
KS1	<p>Listen to, interpret and retell, with some supporting detail, a range of oral and written texts.</p> <p>Express thoughts, feelings and opinions in response to personal experiences, imaginary situations, literature, media and curricular topics and activities.</p>
KS2	<p>Tell, re-tell and interpret stories based on memories, personal experiences, literature, imagination and the content of the curriculum.</p> <p>Share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions, actions or proposals.</p> <p>Read aloud, inflecting appropriately, to express thoughts and feelings and emphasise the meaning of what they have read.</p>
Reading	
KS1	<p>Participate in modelled, shared, paired and guided reading activities;</p> <p>Re-tell, re-read and act out a range of texts, representing ideas through drama, pictures, diagrams and ICT.</p> <p>Explore and begin to understand how texts are structured in a range of genres.</p> <p>Explore and interpret a range of visual texts.</p> <p>Express opinions and give reasons based on what they have read.</p> <p>Begin to use evidence from text to support their views.</p>
KS2	<p>Participate in modelled, shared, paired and guided reading experiences;</p> <p>Read, explore, understand and make use of a wide range of traditional and digital texts.</p> <p>Consider, interpret and discuss texts, exploring the ways in which language can be manipulated in order to affect the reader or engage attention.</p> <p>Begin to be aware of how different media present information, ideas and events in different ways.</p> <p>Justify their responses logically, by inference, deduction and/or reference to evidence within the text.</p>

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Literacy

Continued... Language and Literacy (Northern Ireland)

Writing	
KS1	Write for a variety of purposes and audiences. Express thoughts, feelings and opinions in imaginative and factual writing.
KS2	Discuss various features of layout in texts and apply these, as appropriate, within their own writing. Write for a variety of purposes and audiences, selecting, planning and using appropriate style and form. Express thoughts, feelings and opinions in imaginative and factual writing; Use a variety of stylistic features to create mood and effect.

English (Scotland)

Listening and Talking	
P1 to P7	Enjoyment and choice – within a motivating and challenging environment, developing an awareness of the relevance of texts in my life. Understanding, analysing and evaluating – investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes. Creating texts – applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary.
Reading	
P1 to P7	Finding and using information – when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary. Understanding, analysing and evaluating – investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes.
Writing	
P1 to P7	Tools for writing – using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning. Creating texts – applying the elements which writers use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary.

Literacy

English (Wales)

Oracy	
KS2	Developing and presenting information and ideas
Reading	
KS2	Locating, selecting and using information. Responding to what has been read.
Writing	
KS2	Organising ideas and information. Writing accurately.

Using the Musical Box

Follow these 3 easy steps

1. **Download and print out the pupil resources needed for each session, including the E-safety checklist to help keep your pupils safe online.**

N.B. For effect, you could use an actual box to generate intrigue and to collate resources, including available musical instruments or materials to design and make your own percussion section!

2. **Use the comic book to introduce Nancy and the Meerkats and the concept of Intellectual Property (IP) (www.crackingideas.com).**

This has been specially written to enhance the Musical Box resource experience, providing a fun introduction to the characters and key concepts, supported by age appropriate guided reading activities and worksheets.

3. **Lessons 1 to 5 are each introduced by a video (www.crackingideas.com) to engage and motivate your class, followed by a hands-on practical activity to involve pupils in pairs or small groups in the various processes explored.**

Look at the individual lesson plans to find out:



Key learning outcomes



How long each activity will take



What you will need

Short of time?

You can still involve your pupils in the Musical Box, just do the main bits of the lesson and miss out the optional extra activities.

For older pupils, you can also combine the lessons. Play the videos back-to-back and reduce the activity time by delegating the first four lesson tasks to four different teams, working collaboratively and corroboratively as a whole class!



Use the **Team Challenge** overview to plan your session then look for the Team Challenge icon on each individual lesson plan.

Guided reading activity

The comic book retells the story of how Nancy and the Meerkats band, together with their manager Big Joe, help super fan Ed Shearling to start his own career in the music business. Along the way, with the help of the Musical Box, our characters find out about copyright, trade marks and the laws which protect the intellectual property of our authors, artists, performers and composers.

Use the comic book together with the suggested guided reading activities:

- to consolidate key messages from the Musical Box resource
- to engage pupils in the wider skills of reading, such as literal comprehension, inferencing, and prediction
- and/or as stimulus for writing tasks and extension activities.

The guided reading activities and follow-up worksheets provided support specific learning objectives for each age and stage, see **Curricula Links Literary** section for details. These activities work best when used to support a small group (4 to 6 pupils) sharing copies of the printed comic or on-screen pdf. Follow-up worksheets can then be completed independently.

Guided reading themes

Year 1/P1	
Focus	Character development
Text level	Use of illustrations
Year 2/P2	
Focus	Inferencing meanings
Text level	Depicting emotion and use of sound effects
Year 3 and 4/P3 and P4	
Focus	Comic book features i.e. illustrations, captions and speech/think bubbles
Text level	Passage of time
Year 5 and 6/P5 to P7	
Focus	Comic book effects i.e. close-up, flash back, sound, through character's eyes
Text level	Use of punctuation, including ellipses for effect

Year 1/P1	
Focus	Character development
Text level	Use of illustrations

Learning objectives

- **Literal comprehension** – retell, with prompting, some key points of a simple story in the correct sequence.
- **Inferencing** – interpret a character's motivations in a story.
- **Responding to the text** – select favourite part of a story and talk about why that part is their favourite, giving reasons linked to their own experiences where appropriate.

Guided reading activity

Explain to pupils that comic books use illustrations to help to tell a story or convey additional information to the reader. This session we are going to look for clues that will tell us more about the main characters.

1. Share the comic book as a story to introduce characters and concepts. Make sure pupil pairs are focused on each picture, in turn, as the story is read.
2. After each chapter, allow pupils the opportunity to re-engage with the illustrations, and encourage them to consider:
 - a. Which are the main characters in the story?
 - b. How can we tell?
 - c. How do we know that Kitty Perry is the villain in the story?
 - d. Which character(s) do you like best? Why?
3. Re-read each chapter then encourage pupil pairs to retell the main events and/or identify key messages.

Linked worksheet

Pupils use the template provided to draw their own comic book character and write a sentence to introduce him/her. Encourage more able writers to describe their character's personality (good guy, bad guy) and motivations (likes and dislikes).

Year 2/P2

Focus	Inferencing meanings
Text level	Depicting emotion and use of sound effects

Learning objectives

- **Inferencing** – linking events in a story they have read, in order to answer questions about why or how events take place.
- **Responding to the text** – with support, use empathy to help them understand characters and their motivation.
- **Themes and conventions** – answer questions using words relating to comic book structure.

Guided reading activity

Explain to pupils that comic books use illustrations to help to tell a story or convey additional information to the reader. This session we are going to look for clues as to how the comic book characters are feeling.

1. Share the comic book as a story to introduce characters and concepts. Make sure pupil pairs are focused on each picture, in turn, as the story is read. Where relevant, point out the use of sound effects to add to the action (usually in a different type face and not in a speech balloon, think bubble or caption box).
2. After each chapter, allow pupils opportunity to re-engage with the illustrations, and encourage them to consider;
 - a. How is each character feeling?
 - b. Why are they feeling this way?
 - c. How can we tell? (look for emotion vocabulary, visual clues in illustrations).
3. Use the character perspectives provided in The Name Game, Track Attack, Mean Meme and Copy Cat:
 - a. to discuss right and wrong.
 - b. to explore empathy with the characters involved.
4. Re-read the story encouraging pupils to read the captions and add the sound effects.
5. Identify the key events and information from each chapter.

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Continued... Linked worksheet

Pupils use the template provided to draw their own comic book story, using some of the themes and conventions explored to demonstrate action and create empathy with their character(s).

Year 3 and 4/P3 and P4

Focus	Comic book features i.e. illustrations, captions and speech/think bubbles
Text level	Passage of time

Learning objectives

- **Inferencing** – Draw inferences such as characters' feelings, thoughts and motives from their actions, and with support can sometimes justify inferences with evidence. Predict what might happen in a story and, when directed to a relevant page, can find stated and clearly implied evidence to justify the prediction.
- **Themes and conventions** – Identify key themes and conventions in a range of books. Explain and discuss their understanding of the text, sometimes giving a more detailed account of their opinions.

Guided reading activity

Explain to pupils that comic books use illustrations to help to tell a story or convey additional information to the reader. This session we are going to look for the different text features which also help the illustrator to tell the story, without using descriptive language.

1. Share the comic book as a story to introduce characters and concepts, encouraging pupils to take turns to read different character or narrative parts.
2. After each chapter, allow pupils opportunity to re-engage with the text, illustrations and layout of the comic book, encourage them to consider:
 - a. What features help the retelling of the story?
 - b. How do we know when the sequence of the events is happening?
3. Pupils find examples of key features of the comic book and describe how these help to develop the characters and tell the story, including:
 - a. Text effects: speech balloons, think bubbles, sound effects and captions.
 - b. Illustration effects: facial expression, close up, character perspective, flash back.
4. Discuss the comic book features identified then re-read the story encouraging pupils to add expression and detail to the different character voices in response to the additional information gleaned.

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5. Identify the role played by each of the main characters in conveying the key information from each chapter.

Linked worksheet

Pupils use the template provided to draw their own comic strip, within which they must use the features they have identified, to show character expression and the passage of time between their first and last picture.

N.B. This worksheet activity can be used in conjunction with the **E-Safety checklist** for pupils to create meaningful comic strips about the dangers of searching and sharing online.

Year 5 and 6/P5 to P7

Focus	Comic book effects i.e. close-up, flash back, sound, through character's eyes
Text level	Use of punctuation, including ellipses, for effect

Learning objectives

- **Responding to text** – respond to a moral dilemma in a text, giving their own opinion of the topic discussed and justifying this with evidence from the text. With support, evaluate how effectively the author has created a particular mood, and discuss their own response to it.
- **Themes and conventions** – evaluate the author's choice of text structure in terms of the impact on the reader. Discuss a range of structural features and evaluate how these contribute to the effects achieved.

Guided reading activity

Explain to pupils that comic books use special effects such as close-up, flash back, sound, and seeing through character's eyes to help tell the story or convey additional information to the reader. This session we are going to investigate how and where the illustrator has used these features.

1. Pupils take turns to read different character or narrative parts to share the comic book as a story.
2. After each chapter, allow pupils opportunity to re-engage with the illustrations and layout of the comic book, encourage them to consider:
 - a. Where has the author used a special effect?
 - b. How does this support the story?
 - c. What is the impact of special effects on the reader experience?
 - d. What else do you notice about the writing style in the comic book?
3. Discuss the examples identified and pupil responses to the effect/impact achieved.
4. Direct pupils to investigate the authors use of punctuation for effect, including ellipses to either prompt the reader to infer meaning or to show a pause in the dialogue and double punctuation for effect. Support pupils to find examples for each and discuss the effect created with respect to the reader's experience.

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5. In pairs, pupils choose just one chapter/panel to rewrite as narrative to help them evaluate the impact of the comic strip approach. Share and peer evaluate these two comparative approaches with respect to:
 - a. Storytelling
 - b. Providing information about intellectual property.

Linked worksheet

Pupils use the template provided to create their own comic strip (up to 6 pictures) within which they must use the features and effects they have identified to show action and emotion, adding correctly punctuated, appropriate captions, speech and think bubbles to help tell their story.

N.B. This worksheet activity can be used in conjunction with the **E-Safety checklist** for pupils to create meaningful comic strips about the dangers of searching and sharing online.



Team challenge overview

A. Trade mark team task ‘What’s in a name?’ – Lesson 1

To devise 3 different band names for whole class evaluation and approval.

B. Logo design team task ‘Iconic symbols’ – Lesson 2

To devise 3 different band logos for whole class evaluation and approval.

C. Copyright team task ‘Creative compositions’ – Lesson 3

To find out more about copyright and licensing of other people’s music and present back what they find as a PowerPoint or information poster.

D. Online marketing team ‘Going viral’ – Lesson 4

To find the best method of promoting the band and feedback the pros and cons of each media explored as a PowerPoint or information poster.

E. ‘Show What You Know’ – Lesson 5

Now is the time to bring your four teams back together to share what they have learned or created, and peer evaluate and discuss the ideas and information presented.

Lesson plan 1: What's in a name?

Overview

This lesson and activity provide an introduction to trade marks involving words, using the name of a band to contextualise concept.



Learning outcome

Pupils will be encouraged to play with words and language, including rhyme and alliteration, where appropriate, to create their own band names.



Timings

35 to 40 mins whole lesson

15 to 20 minutes without optional extras



You will need:

Main lesson

- IWB or laptop and projector with access to the internet and speakers
- Lesson 1 video - The Name Game

Optional extras – paper, coloured pens or pencils, decision maker template.

Video 1 – The Name Game

Nancy and Big Joe meet super fan Ed Shearling and advise him on how he can launch his own music career by creating his very own band and brand.

Introduction

Play Video 1 – The Name Game.

Here we are introducing the concept of word based trade marks.

Definition: A **trade mark** is a badge of origin or a brand name.

Trade marks can be...

- words, e.g. Sainsbury's 'live well for less', Tesco's 'every little helps'
- pictures, e.g. MacDonald's 'M' or Disney's 'castle'
- or both words and pictures e.g. Pixar's use of branding with the little angle poise lamp (Luxor Jnr) or all the Pokémon characters and their names.

When a trade mark is registered with the Intellectual Property Office the owner/creator can use the ® symbol next to it, which tells other people that it has been registered, so they cannot copy or use it for anything else. Registering a trade mark will help people to recognise your work or your business and prevent others from using it without your permission.

Development

Thinking of a name that will help your band to success is quite a tricky task. Check pupils understanding of the concept of a trade mark by asking what pupils believe the features of a good trade mark to be.

Start by listing all your favourite artists, bands and groups you enjoy listening to, how might they have come up with their names?

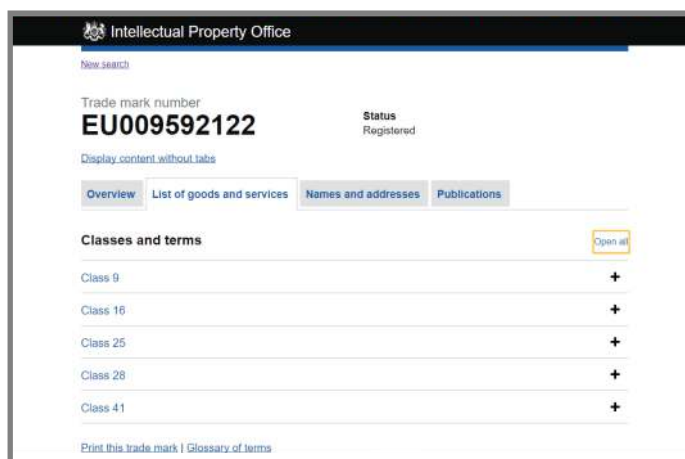
Ed Shearling used the character of his band (he is backed by ducks) to come up with Quackalack as a name, but if you were creating a band what would you call yours? What do you have about you that's different, any distinguishing features? e.g. blue/brown eyed boys/girls, or witty and wild?

Use talk partners to facilitate individual ideas share. Then share two or three suggestions as a class.

Use this link to demonstrate how pupils can check if their band name has already been registered by someone else: www.gov.uk/search-for-trademark

As an example, choose:

- Search by – word
- Search type – similar
- Type in – One Direction (leave all words active)
- Select the top result by clicking on the registration number EU009592122




On the tabs click 'Goods and Services' then choose 'open all' from the right hand side. Show pupils all the different things to which 'One Direction', as a registered trade mark, applies.

Check/remind pupils why their IP is important. By registering their band name as a trade mark, One Direction can use their brand to make money by selling licences to the companies who make their t-shirts, badges, mugs and other merchandise.

Activity

Brainstorm and discuss possible band names; where time allows use some or all of the following activity ideas to help generate and create some funky name combinations.

Ideally names should be created and evaluated individually or in pairs, but if you are following the  **Team Challenge** approach then get your team to devise 3 different band names for whole class evaluation and approval.

Check online at www.gov.uk/search-for-trademark to make sure your name is unique.

Optional extras

Play Word Associations

1. Think of your favourite fruit, food or sweet.
2. Add your favourite animal or breed of dog.
3. If appropriate use an expanded noun or adverbial phrase to help describe your band or music.

Awesome Alliteration

Alliteration occurs when a series of words in a row (or close together) contain the same sounds. Not every word must be alliterative. You can use prepositions, such as 'of' and pronouns such as 'their' and still maintain the alliterative effect.

'Susie, Susie sits in a shoe shine shop', and 'Peter Piper picked a peck of pickled peppers' are both examples of alliterative phrases.

In addition to tongue twisters such as these, alliteration is also used in poems, song lyrics, and even trade mark brand names. Pupils might have heard of: Coca-Cola, Krispy Kreme, PayPal, Dunkin' Donuts, Costa Coffee for example.

Alliteration usually uses initial sounds, but repeated sounds can occur anywhere in the word, this is known as assonance. For example:

- Beanz meanz Heinz
- Finger lickin' chicken
- YouTube

Alliteration and assonance are popular in branding because the rhyme effect helps people to remember your brand. Use your name or class name as a starting point and see how many awesomely, amazing, alliterative, aliases you can come up with for your band!

It's written in the stars!

1. Use the chart to look up your star signs and symbols
2. Combine this information with your name and or your favourite colour to create a really cool band name e.g. Scorpion Red Pluto, or Emma and the Scorpions.

Birthdate	Zodiac	Symbol	Star Sign
December 23rd to January 20th	Capricorn	Goat	Saturn
January 21st to February 17th	Aquarius	Water Bearer	Uranus
February 18th to March 20th	Pisces	Fish	Neptune
March 21st to April 20th	Aries	Ram	Mars
April 21st to May 21st	Taurus	Bull	Venus
May 22nd to June 21st	Gemini	The Twins	Mercury
June 22nd to July 22nd	Cancer	Crab	The Moon
July 23rd to August 23rd	Leo	Lion	The Sun
August 24th to September 23rd	Virgo	Virgin	Mercury
September 24th to October 23rd	Libra	Scales	Venus
October 24th to November 22nd	Scorpio	Scorpion	Pluto
November 23rd to December 22nd	Sagittarius	The Archer	Jupiter

Create your own decision maker

Using a 21cm² sheet of plain paper follow the instructions below to create your own band name decision maker. Alternatively, you can use the decision maker template provided; you may find it useful to make up an example to show your class.

1. Fold the top left corner to the bottom right corner and crease along the fold.
2. Unfold and repeat folding the top right corner to the bottom left corner and crease along the fold.
3. Unfold, then in turn fold each corner to the centre point made where the creases cross.
4. Turn your folded square over and repeat step 3 - You should now have 4 squares on one side and 8 segments on the other.
5. Using a pen write a number (e.g. five, six, seven, eight), countries (e.g. England, Scotland, Ireland, Wales) or colours (e.g. Red, Blue, Green, Purple) on each of the four squares.
6. Turn over your decision maker and write eight different nouns/names on the eight segments underneath.
7. Carefully fold out each segment to add one of the following musical genres to each of the eight segments:

Blues	Heavy Metal	Pop
Classical	Hip Hop	Punk
Country	Indie	Rap
Dance	Jazz	Reggae
Disco	Garage	Rock
Dubstep	Latin	Soul
Folk	Opera	Techno

8. Fold your segments back down and then fold your decision maker in half.
9. Slide your two fore fingers and two thumbs beneath the four, square flaps, pushing them up and together. To operate push your fingers and thumbs apart – forwards and backwards and side to side.
10. Ask a friend to choose a category from the top square folds, then count the corresponding number of letters for each move of your thumb and finger, e.g. England – count E1-n2-g3-l4-a5-n6-d7 – then ask the person to choose a noun/name from the four available on that move.
11. Either carefully lift the flap to reveal the hidden noun or repeat step 10 to count the noun letters and choose again.

12. Use a combination of the words selected together with the hidden music genre revealed to create a band name e.g. England's Reggae Monsters or if you prefer, just Reggae Monsters.

Plenary

Share band names with peer group. Discuss what sort of band pupils would like to form or emulate.

Remind pupils that it is ok to look to others for inspiration, but that it is wrong to take and use other people's intellectual property - ideas, concepts or creations, including music and song lyrics without their permission.

Ask some key questions to check understanding:

1. What is a trade mark?
2. Who uses trade marks?
3. Why are trade marks important?

Lesson plan 2: Iconic symbols

Overview

This lesson investigates the power of the logo in brand recognition. Pupils will be encouraged to get creative and design their own band logo.



Learning outcome

Pupils will understand what a logo is and explain why logos are important.



Timings

45 mins whole lesson

30 minutes without optional extras



You will need:

Main lesson

- IWB or laptop and projector with access to the internet and speakers
- Lesson 2 video – Logo Mania
- Logo quiz – on IWB and printed where required
- Paper, pens and or art materials to support logo development.

Optional extras – access to IT equipment (create logos in Word/drawing package).

Video 2 – Logo Mania

Nancy and Big Joe congratulate Ed Shearling on his band name, but explain that he now needs to have an image (a logo) to identify his band from the rest.

Introduction

Play video 2 – Logo Mania.

Here we are introducing the concept of image based trade marks, known as logos.

Definition: A **logo** is a type of trade mark. A recognisable image, drawing or design, unique to your business or organisation, which is used to advertise your goods and services on bill boards, advertisements, stationary and vehicles.

When a trade mark is registered with the Intellectual Property Office the owner/creator can use the ® symbol next to it, which tells other people that the trade mark has been registered, so they cannot copy or use it for anything else. Registering a trade mark will help people to recognise your work or your business and prevent others from using it without your permission.

Development

Share the logo quiz either with the whole class on the IWB, or print copies to hand out to groups as a quick quiz challenge. How many brands/organisations can they recognise?

For younger pupils, you may prefer to focus your discussion around your school logo.

Share answers and discuss why logos are an effective way of engaging customers in the business world.

Ask students to pair share what their favourite logos are and why, then share some as a class. Use their responses to help create their criteria for evaluating their own logos later on in the lesson.


Consider what makes a good logo:

- **Keep it simple** – a good logo needs to be simple and clear.
- **Memorable** – people need to recognise your logo without having to think too hard.
- **Relevant** – a good logo links well to the product or service provided.
- **Appeal** – a good logo should attract interest.

Explain that pupils will be creating their own logos to go with the band names they have chosen. Before they begin, you may wish to allow time for them to consider their band: who will be in it, what sort of instruments (if any) would they play, will they use characters like Nancy and the Meerkats?

Remind pupils that it is ok to look to others for inspiration, but that their logos will need to be unique.

Activity

Pupils use available art resources or media to create their own band logos. Ideally logos should be created and evaluated individually, but if you are following the  **Team Challenge** approach then get your team to design 3 different concepts for whole class evaluation and approval.

Tangram logos (suitable for younger, less able pupils)

Provide each pupil with a plain sheet of paper, a tangram square on card and a pair of scissors (or copies of the template provided within the support materials). Encourage pupils to cut out and use some or all of the shapes, in any combination, to create a bold design for their logo to which they can add colour, hand drawn patterns, graphics or other cut out features.

Where possible provide a range of materials, coloured paper, patterned paper to support the use of the original tangram pieces as templates to select and cut out alternatives.

Optional extras

Digital logos

If you have a drawing or paint software package then pupils can use this to create their own logo. Demonstrate main tools and suggest a few ideas to get them going. If you would like pupils to create their logos in Word then simply follow the instructions below:

1. Open a blank word document.
2. Depending on your version of Word, the shape tool could be at the very bottom of your document or in the top tool bar under 'Insert' choose 'Shapes' select 'New drawing canvas'.
3. Grab the dots on the corners or sides on the canvas by clicking and holding the left-hand mouse button and dragging your canvas to the required size.
4. Next select the shape you would like to add by clicking on it, use the same technique as 3. To position and size each shape required. The 'insert freehand squiggle from menu shape' allows you to draw anything you like, just like a pencil!
5. To colour your shapes, click on each shape and select the shape fill option and choose your colour, gradient (shading) or texture. You can also insert pictures and icons from this same menu.
6. To add definition, click on each shape and select the shape outline menu to select how you would like the shape drawn.
7. If you want, use the shape effect menu to add some cool effects.
8. Keep adding, moving and changing shapes, icons, images, and/or colour text until you are happy with your logo.
9. To add text, insert text box or use Wordart to make your logo look really professional.
10. When you've finished save and print your logo to share with the class.

Top tips:

- SAVE your work as you go along.
- Use Ctrl + Z or click undo arrow from tool bar to undo the last thing you did, or keep pressing to go back more than one step.
- Use Ctrl + Y or click redo arrow from tool bar to redo the last thing you did, or keep pressing to go forwards more than one step.

Plenary

Share and peer evaluate logos using the criteria agreed as a class or the 'what makes a good logo' criteria above.

Ask some key questions to check understanding:

1. What is a logo?
2. Who uses logos?
3. Why are logos important?

Lesson plan 3: Creative compositions

Overview

This lesson supports musical innovation to help pupils learn about the value of Intellectual Property first hand.



Learning outcome

To understand the meaning of copyright and explain why it is important.
To be able to provide examples of things that are copyrighted.



Timings

45 to 60 mins whole lesson
30 minutes without optional extras



You will need:

Main lesson

- IWB or laptop and projector with access to the internet and speakers
- Lesson 3 video – Track Attack
- Rhythm Sheet
- Example Rhythms
- Sounds composition sheet

Optional extras – musical instruments, access to IT equipment for software composition (where available), and/or art and craft materials (see individual activities for details).

Video 3—Track Attack

Nancy and the Meerkats and their manager Big Joe have been helping super fan Ed Shearling set up his new band, Quackalack. In this episode, they look at how copyright can protect the band's hard work.

Introduction


Play Video 3 – Track Attack.

Here we are introducing the concept of music copyright.

Definition: **Copyright** is the automatic right and ownership which protects things like books, art, music and films, as soon as they are written down or recorded. This means that other people need permission to use something that you have written, whether that is the whole thing or just a small part. Authors and composers can use the © symbol to show that the work is copyrighted.

Development

Creating music is about using different sounds or notes to create a tune or melody and combining sounds to create a harmony. Although we can use other people's songs as inspiration for our own ideas, the key learning from today's lesson is that unless we have permission to use other people's music we need to create something unique of our own that is different to anyone else. This process is called composition/composing.

If you are following the  **Team Challenge** approach, then get your team to find out more about copyright and licensing of other people's music at bit.ly/think-kit (or search Think Kit Music Ruby Parfitt) and present back what they find as a PowerPoint.

Activity

Activity A - Practical composition



You will need:

- Music notation flash cards
- Copies of the Rhythm Sheet and Example Rhythms (familiarise yourself with these before the lesson)

This activity is suitable for using body percussion, environmental sounds (using resources like chairs, tables, rulers etc) and or any available instruments.

Begin by introducing/revising music notation using the **flash cards**. Encourage pupils to clap each note to consolidate understanding.

Using the **Rhythm Sheet** introduce pupils to the rhythms either using the words and the counts or simply counting the beats as required. The Rhythm Sheet introduces everything you need to know, in order to experiment with the Example Rhythms provided to create your very own composition.

The **Example Rhythms** sheet includes 5 different pairs of patterns, which get progressively harder. The top and bottom rhythms in each pattern pair have been designed to be combined to allow pupils to work in pairs or small groups using a range of sounds and instruments.

Patterns 1 and 2 are easy and therefore best suited to combining all four patterns each played by a different group /different body part, sound or instrument. These patterns are also suitable for adding a simple melody or voice line which can be sung in step with the rhythm harmony.

Patterns 3 and 4 are intermediate:

- Pattern 3 introduces off-beats. The beats are easier to follow than the words for this one.
- Pattern 4 introduces semi quavers.
- Pattern 5 is hard as it combines everything learned so far.

Where appropriate, split pupils into groups or pairs, asking them to practise certain rhythms using a variety of instruments. Allow pupil groups time to practise and where instruments are available, allow them to experiment with different sound combinations. Invite one or more groups to present back to the class.

Activity B - Written composition



You will need:

- Sounds Composition sheet

This activity is suitable for using body percussion, environmental sounds (using resources like chairs, tables, rulers etc) and or any available instruments.

This activity is designed to support pupils in creating their own compositions given a set number of sounds or instruments to play.

This activity can either be introduced as a whole class split into 6 different groups with each group tasked with playing a given sound or instrument.

OR

In groups of 4 to 6 pupils where the pupils chose the sounds they wish to combine from the selection available.

Allow time for pupils to experiment with sounds and instruments before demonstrating how they can use the **Sounds Composition sheet** to compose musical variations for their given sounds.

The Sounds Composition sheet provides a simple grid for pupils to complete with the sound they wish to play, when. There are 6 rows allowing for six sounds to be played simultaneously and 10 columns allowing up to ten bars of music. Pupils draw symbols, use icons, pictures or labels to indicate each of the sounds they plan to use down the left-hand side. These are then repeated, marked or ticked across the grid where they wish the sound to be made or played.

Pupils compose individually or in pairs within each group. Pupils then play, combine and rehearse their compositions to share with the class.

Optional extras

Depending on your musical knowledge and the resources available in your school this lesson could be developed into a music lesson using a range of musical instruments or as a computer lesson exploring composition games or using available software to experiment with compositions.

Use this link to a music app to support your pupils' creativity: www.crackingideas.com/third_party/Music+Inc (app is available on iOS and Android)

Below are some suggestions for creating a homemade percussion orchestra, which can then be used in conjunction with either of the activities above:

- Tin can drum – stretch balloons over tin cans for a different sound
- Put rice in containers to make shakers
- Make rain sticks out of kitchen roll tubes
- Xylophone – fill bottles with different amounts of water for different sounds
- Tape differing straw lengths together to make straw panpipes
- Use different sized boxes and bands to make box guitars.

Plenary

Pupils perform their compositions back to the group, and peer evaluate.

If the whole class has worked together, then recording the performance for evaluation will help pupils identify and suggest changes and improvements.

Ask some key questions to check understanding:

1. What is copyright?
2. What sort of media is copyrighted?
3. Why is copyright important?

Lesson plan 4: Going viral

Overview

This lesson helps pupils to think about the pros and cons of sharing content online and encourages pupils to have a go at recording and editing their compositions or designing cool merchandise to generate additional funds.



Learning outcome

To understand the benefits of sharing content online.

To explain the main advantages and disadvantages of sharing content online.



Timings

45 to 60 mins whole lesson

30 minutes without optional extras



You will need:

Main lesson

- IWB or laptop and projector with access to the internet and speakers
- Lesson 4 video – Mean Meme
- E-Safety checklist
- Access to www.funkidslive.com/video-of-the-day/episode-8-video-stars/

Optional extras – access to digital recording equipment to record and edit (software permitting) their performances/compositions. Paper and pens to record merchandise design ideas.

Video 4 – Mean Meme

Nancy & The Meerkats and their manager Big Joe have been helping super fan Ed Shearling set up his new band, Quackalack. The band are now all over the internet and in this episode, they learn about the rules about sharing online.

Introduction

Play Video 4 – Mean Meme.

Here we are developing pupils understanding of music copyright in the context of getting a song out to the public, looking at broadcast and online rights for creating a video.

Continued overleaf...

Continued...

Definitions:

- **Going Viral** refers to the rapid spread of an image, video, or link by being frequently shared with a number of individuals all over the world.
- **Trending** is the name given to someone, something, a topic or event that is being frequently talked about on social media.
- **Vlogging** is what people do on YouTube. It is the term for blogging using video as the medium of communication.
- **Blogging** is keeping a written up to date log online for others to read and comment on.
- **Cyberbullying** refers to the act of bullying, being malicious or unkind to anyone online or remotely, so includes text, SMS, MMS, email and all types of social networking.

Development

Talk about the issues raised by Nancy and Big Joe.

If you haven't already done so, then now is a good time to check the E-safety checklist and discuss internet safety rules with your pupils. Although pupils won't be posting anything online during the lesson, they may put themselves at risk outside of school.

For more detailed, age specific help and support visit www.thinkuknow.co.uk

Play Chinese whispers with your class using a meaningful, but uncomplicated, message for them to pass around the room. When the message reaches the last person, they shout it out. Use this example to illustrate how concepts and ideas are shared on the internet (initially between friends or groups of people with a common interest, but at the point the message is shouted out it is shared beyond your group and so on and so forth).

It is very important for pupils to understand that images and comments made online last forever. Even things that have been deleted can often be recovered with the right equipment and expertise. It is really important that we think really carefully before posting online to be sure that what we have said is true, kind and with reference to the Musical Box lessons, is ours to say!

Activity


Watch www.funkidslive.com/video-of-the-day/episode-8-video-stars/ to see how Nancy's band became famous.

Using the information from both videos, pair share then discuss the pros and cons of sharing online. Challenge pupils to come up with arguments for and against using the internet to promote their band.

Support the class to share their arguments debate style, giving opportunity for pupils to put forward either a 'for' or 'against' argument to persuade others of their point of view.

Consider the following:

- Enables you to reach people all over the world with the same message
- Is free to use
- Not everything on social media is true (fake news, spreading rumours)
- Content exists forever
- Information and ideas could be stolen or misused
- People can copy your music and you wouldn't even know
- Cyber bullying is a real issue
- You can easily find people who share your interests
- The consequences of a misunderstanding or mistake is potentially huge
- Easy to use
- It is difficult to prove who you are/or an idea shared is yours
- People could access personal information about you (identity theft, stalking, grooming).

If you are following the  **Team Challenge** approach, then get your team to find the best method of promoting the band and feedback the pros and cons of each media explored as a PowerPoint or information poster.

Optional extras

Fix that Tune!

Fixing is the music industry term for recording and forms part of your copyright. A tune or song is 'fixed' by writing it down or recording it in some way to prove that the original idea is yours. If you write the words (lyrics) and someone else composes the tune then you will each own the copyright to your own part.

When a tune or song is professionally recorded for release then the organisation (recording studio, record label or publisher), in this case Big Joe owns the copyright. This is why it is more common for things to be released online first, so that they can gain in popularity online and then the original writer and composer can ask for more money for their music.

Support pupils to use available recording equipment to record their compositions and where time and software allows edit their performances. If your school uses Vimeo, then pupils can have a go at uploading to your school's website too!

Money Making Merchandise

Most bands increase the money they make from their copyright with merchandise sales. In their band pairs or groups ask pupils to brainstorm ideas for merchandise they could make or brand with their band name or logo.

Consider using the following prompts to help pupils organise their thoughts:

- Name of product
- Type of merchandise
- Price range
- Materials needed
- Target market/ideal customer.

Where time allows, pupils could develop their ideas as a design and make, or enterprise project—costing options and selecting materials.

Plenary

Allow pupils time to reflect on the debate and voice their own opinion on using social media and the internet. Discuss other forms of media or promotion they could use e.g. radio, posters and bill boards, press releases and magazine articles.

Ask some key questions to check understanding:

1. What is copyright?
2. How does it help protect intellectual property when sharing online?
3. What is good about sharing online/What is a risk of sharing online?

Lesson plan 5: Show what you know!

Overview

This lesson brings everything together, providing an opportunity for pupils to perform to a live audience and showcase what they have learned about trade marks and copyright in relation to the music industry.



Learning outcome

To present and peer share what pupils have learned about intellectual property, trade marks, logos and copyright as an assembly/live performance.

To create a promotional poster for their band and/or live performance.



Timings

45 to 60 mins whole lesson (excluding live performance)

20 to 30 minutes without optional extras



You will need:

Main lesson

- IWB or laptop and projector with access to the internet and speakers
- Lesson 5 video - Copycat
- Art materials to support poster creation
- Props, PowerPoints, instruments and directions for live performances!

Optional extras – printed copies of the UK Tour Map, access to IT equipment for digital poster design using available software and/or using Google Maps.

Video 5 - Copycat

Nancy & The Meerkats and their manager Big Joe are getting ready for their tour and have been doing warm-up gigs around town. Ed Shearling and Quackalack have been invited along as special guests.

Introduction


Play Video 5—Copycat. Challenge pupils to create a tour/promotional poster for their band.

Definition: **Copyright infringement** is the legal term for using copyrighted material without permission.

This lesson can be used to develop promotional posters for your band(s) to advertise performances for real or imagined audiences. Deciding on and introducing your focus, will help determine which elements of the lesson are best suited to your desired outcomes.

Development

Providing opportunities for pupils to 'show what they know' is crucial to embedding understanding, so we have included a few props to support your performance including Nancy and the Meerkat **masks**, **video scripts** and **keywords** with definitions for display.

If you are following the  **Team Challenge** approach, then now is the time to bring all your teams back together to share what they have learned or created, and peer evaluate and discuss the ideas and information presented.

Remind pupils of the lessons learned so far and the need to include their trade mark name and logo to confirm their band identity, as well as the time and location of any performances. Use the **key words for display** as a matching activity to check pupil recall of key terms.

Activity

The activities below can be used in any order and, time permitting, enhanced with some or all of the optional extras activities.

Activity A - Live performance

Decide what to include, delegate roles and consider who you will invite to watch. Don't forget to plan where and when your performance will take place and include this information on your posters.

On the day, don't forget to remind your audience that they cannot take photos or videos without your permission!

Activity B - Promotional posters

Search 'Gig Posters UK' and select images to show pupils a range of tour poster images. Consider the type of images or language pupils could use to persuade people to buy tickets for performances, and discuss the key information required and list evaluation criteria for pupil reference.

Pupils use available art materials to create promotional or band tour posters for real or imagined performances, where time permits, using some or all of the activities suggested below to contextualise pupil's understanding.

Optional extras

Plan your Tour

Use Google Maps for schools www.google.com/help/maps/education/ to help plot your tour route and learn about the major cities and topographical features of different regions in the UK.

Transfer the relevant information on to your printed copies of the **UK Tour Map**, adding relevant detail for your age and stage.

Extension tasks could include calculating distances and travel times between tour destinations, to evaluating best routes and means of travel for your band tour and using compass points, grid references and keys to write directions.

Digi-poster creation

Pupils use available drawing or design software to create digital tour or performance posters, importing any previous work on band names or logos.

Alternatively, pupils can adapt some of the techniques used in Lesson 2 to create logos in Microsoft Word, to design their digi-posters.

Plenary

Share and peer evaluate posters using the evaluation criteria created above, and if performing what you have learned as an assembly or concert, remember to pick the best examples to help promote your upcoming performance.

Ask some key questions to check understanding:

1. What have we learned about logos? Trade marks? Branding and promotion?
2. Why are these important, and to whom?
3. What does copyright protect us from?
4. What might happen if we don't follow the copyright rules?

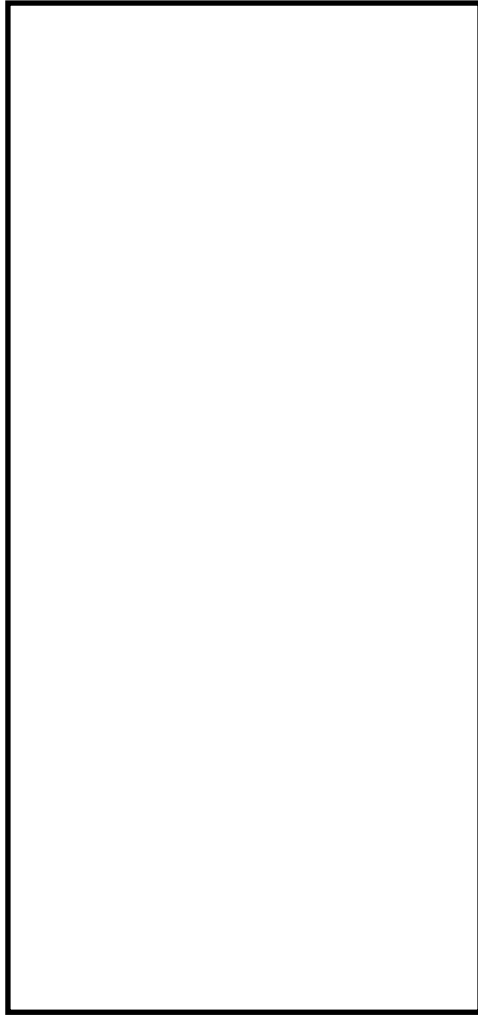
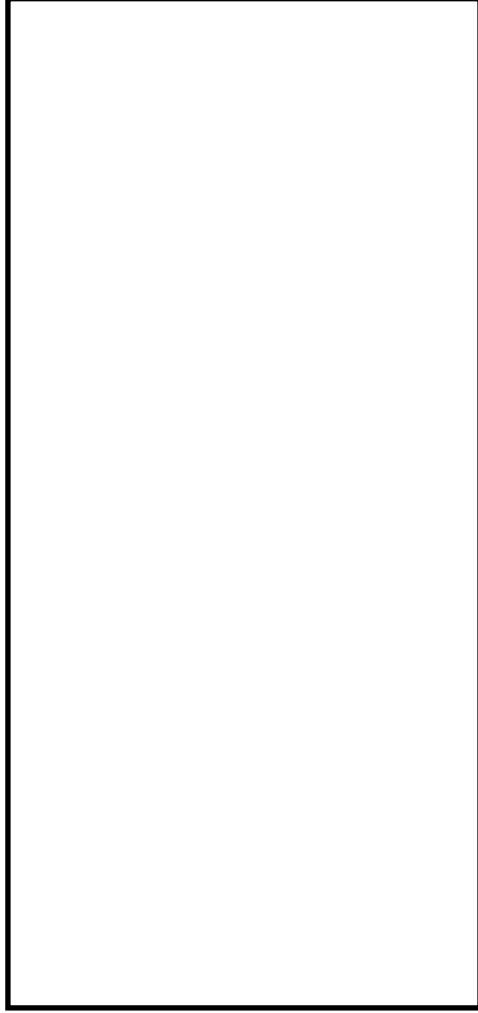
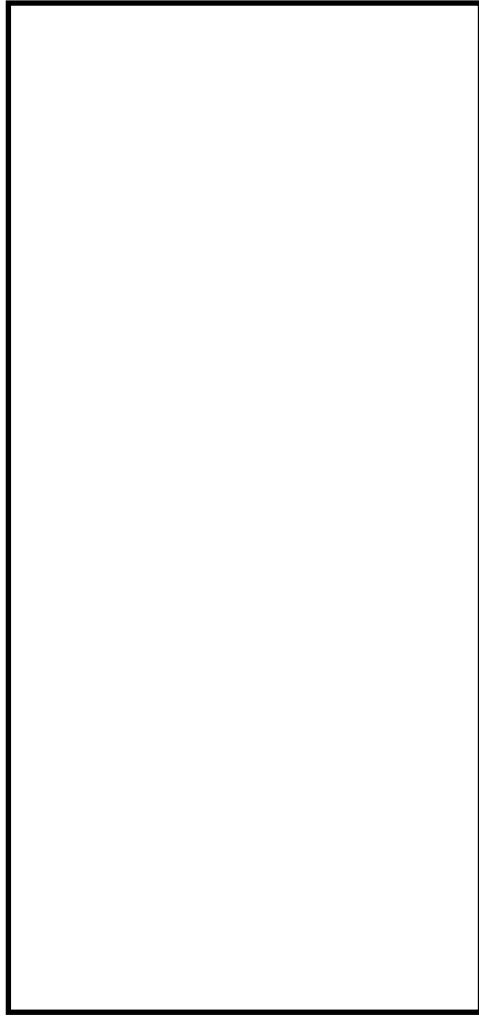
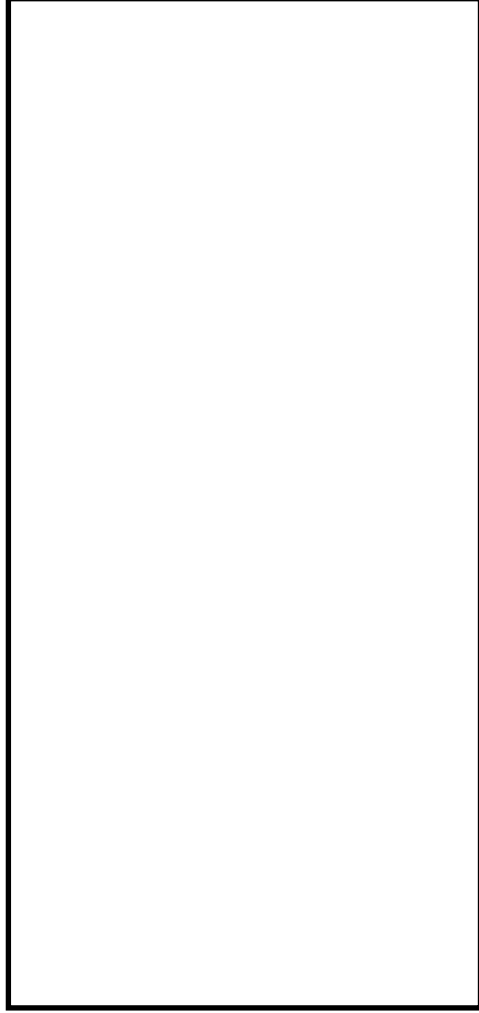
Draw your own comic book character

A large, empty rectangular box with a black border, intended for drawing a comic book character.

Write a sentence to introduce your comic book character.

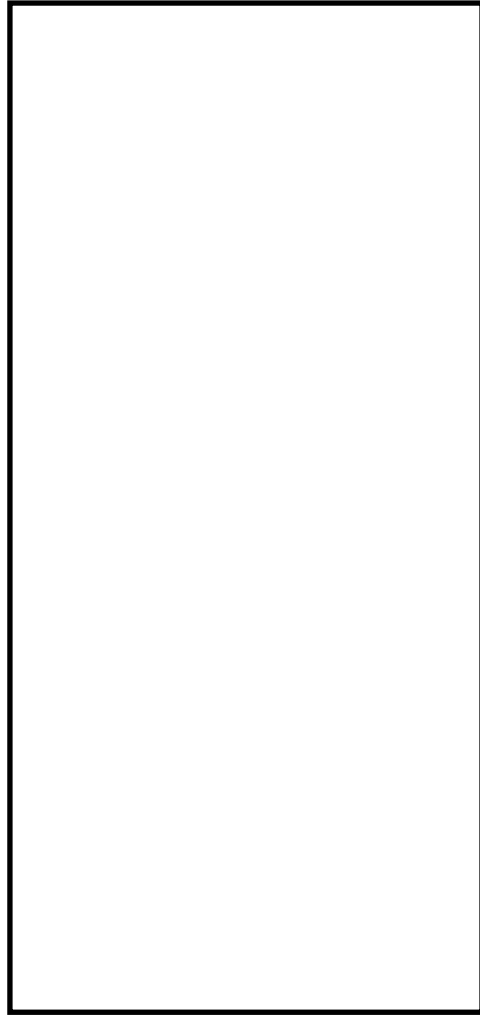
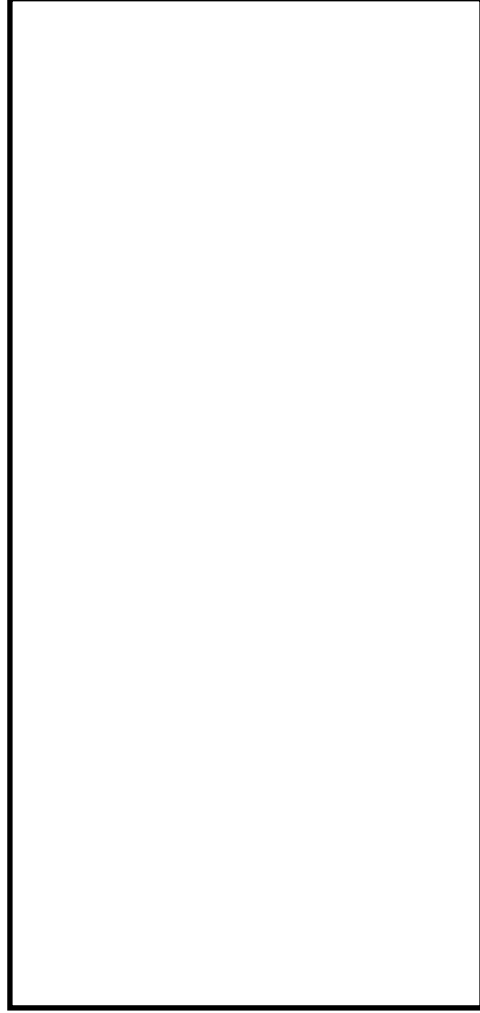
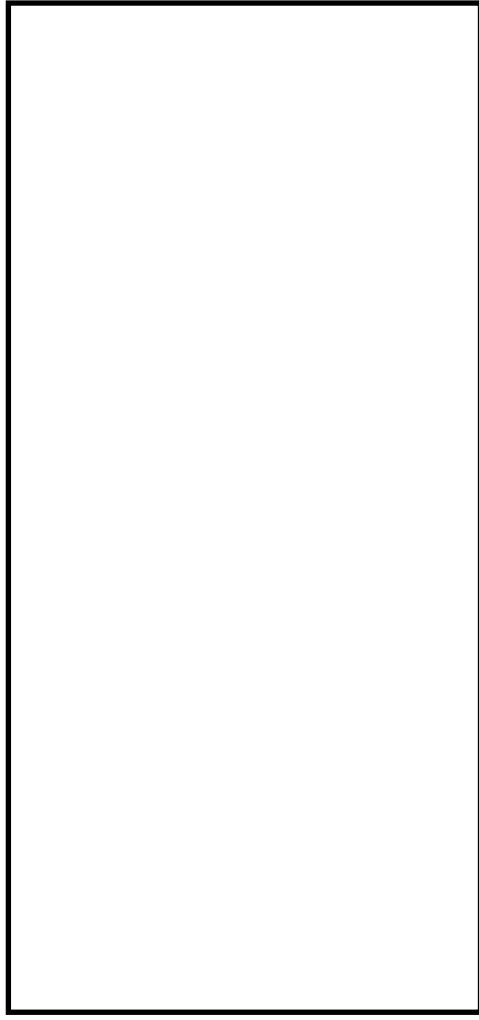
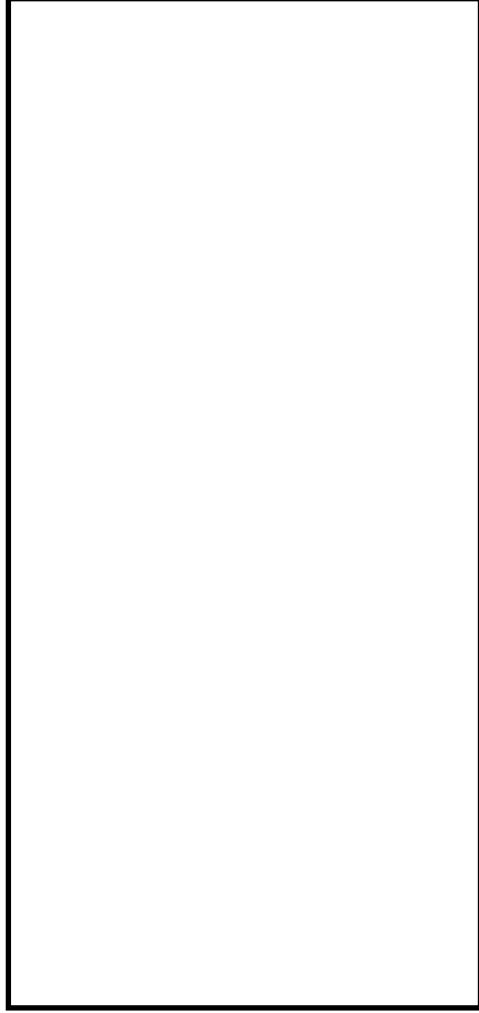
Create your own comic strip

Remember to use features to show the passage of time.



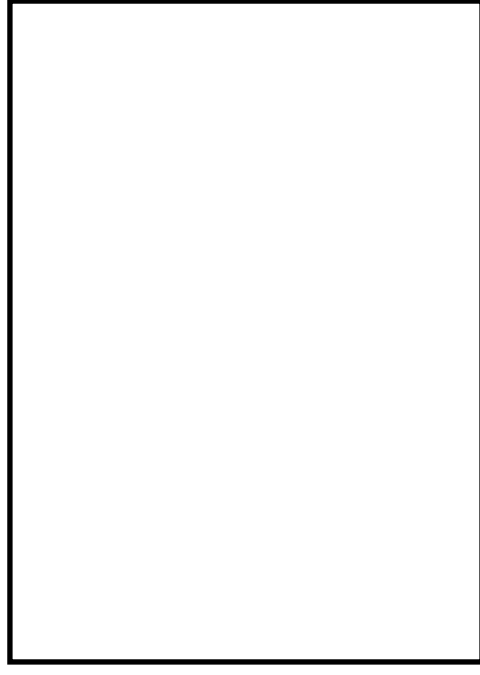
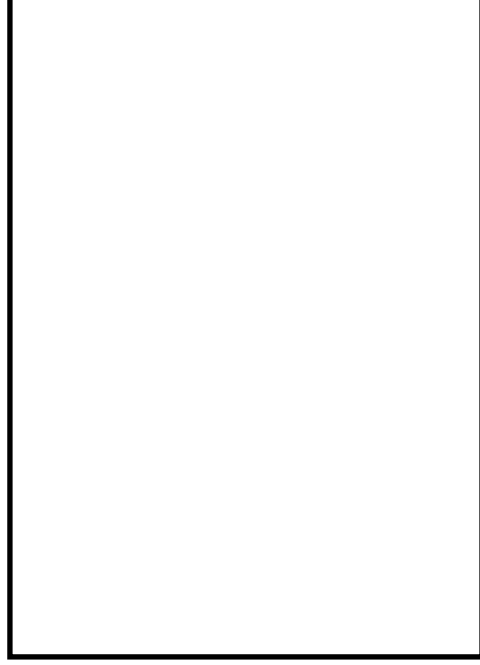
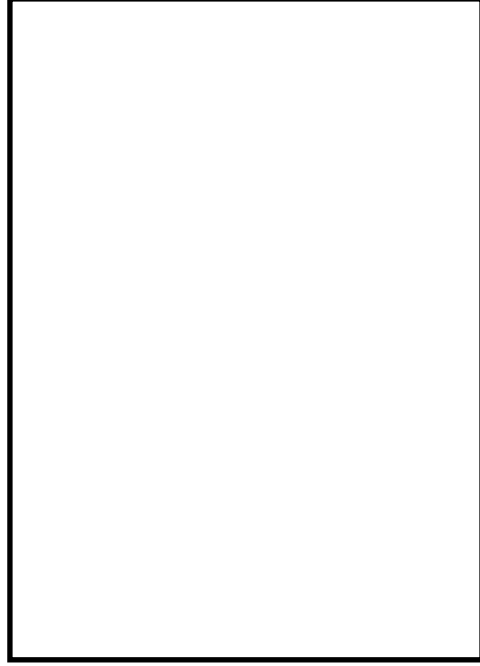
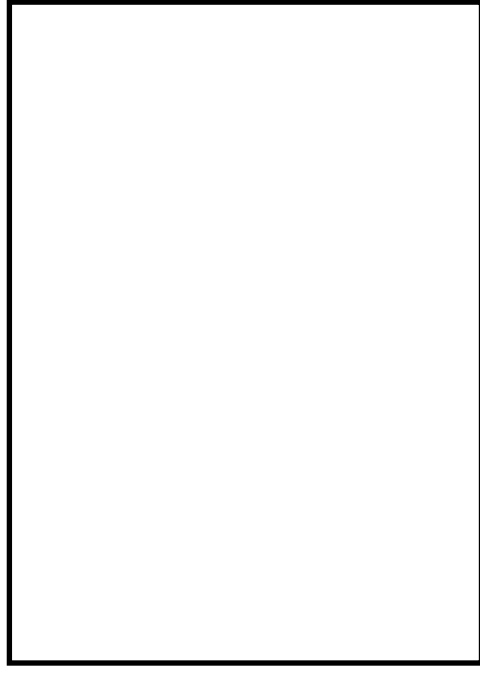
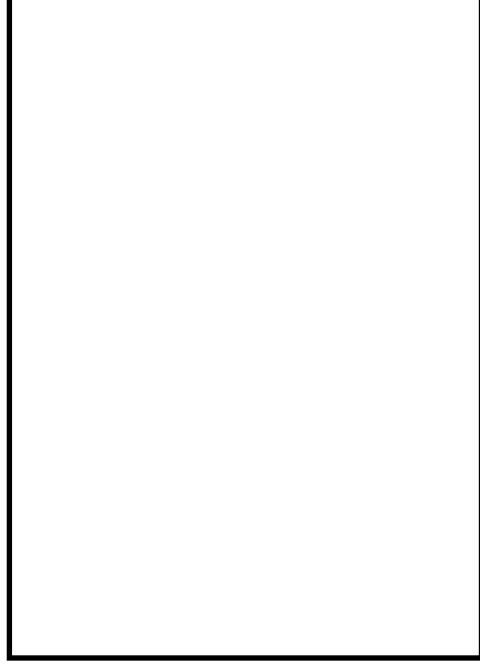
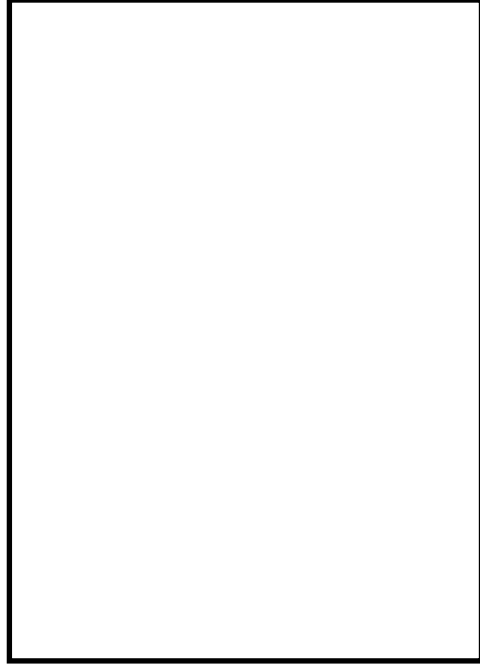
Create your own comic strip

Remember to show feelings and emotions.

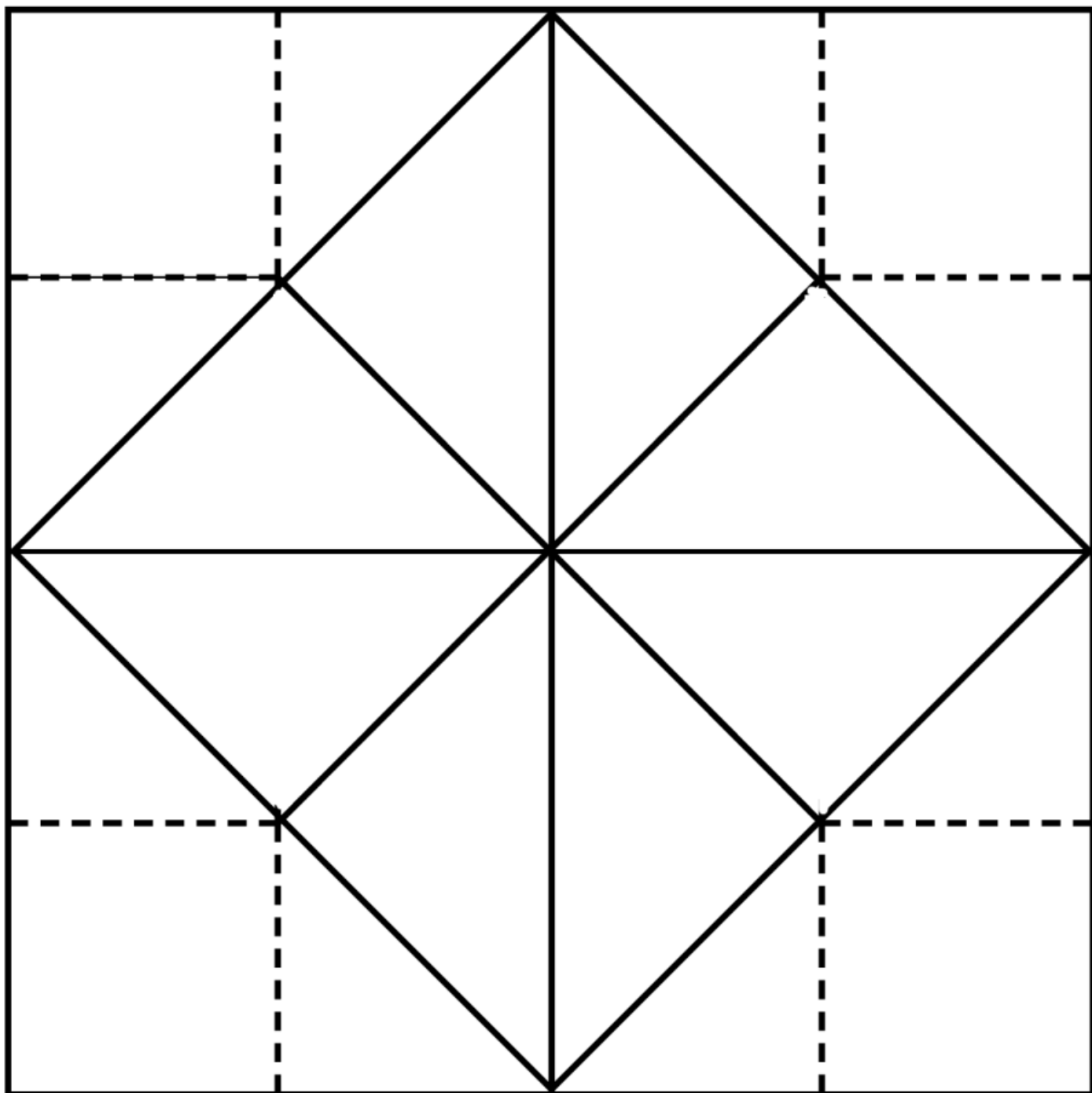


Create your own comic strip

Remember to show feelings and emotions, captions, speech and think bubbles.

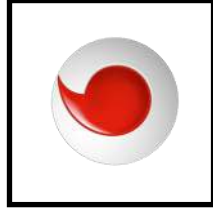
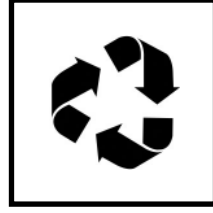
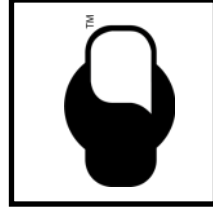
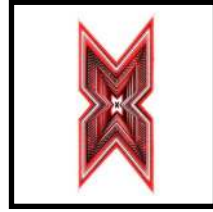
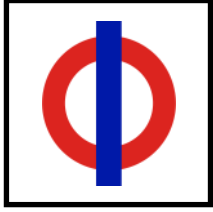
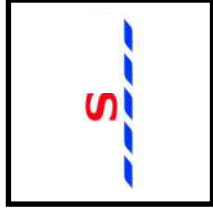
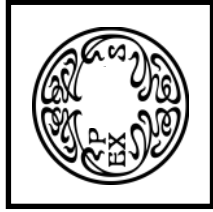


Decision maker



Logo quiz

How many of these brands do you recognise?



Logo quiz - Answers



Pizza Express



Amazon



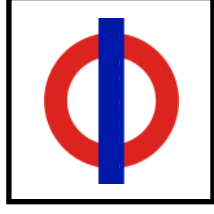
Google



Tesco



Barclays



Underground



Premier League



Disney



PlayStation



National Lottery



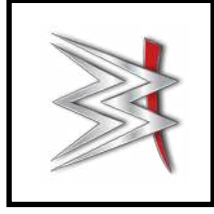
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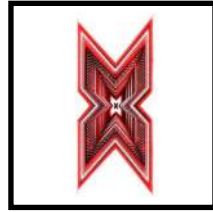
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Volkswagen



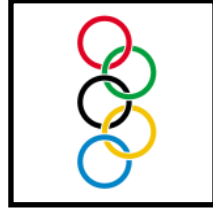
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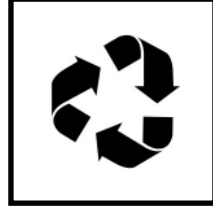
The X Factor



Wi-Fi



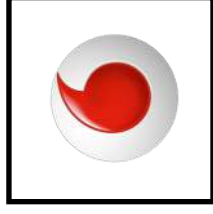
Olympics



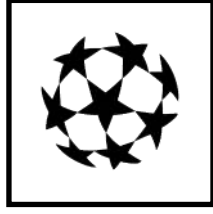
Recycling



National Rail

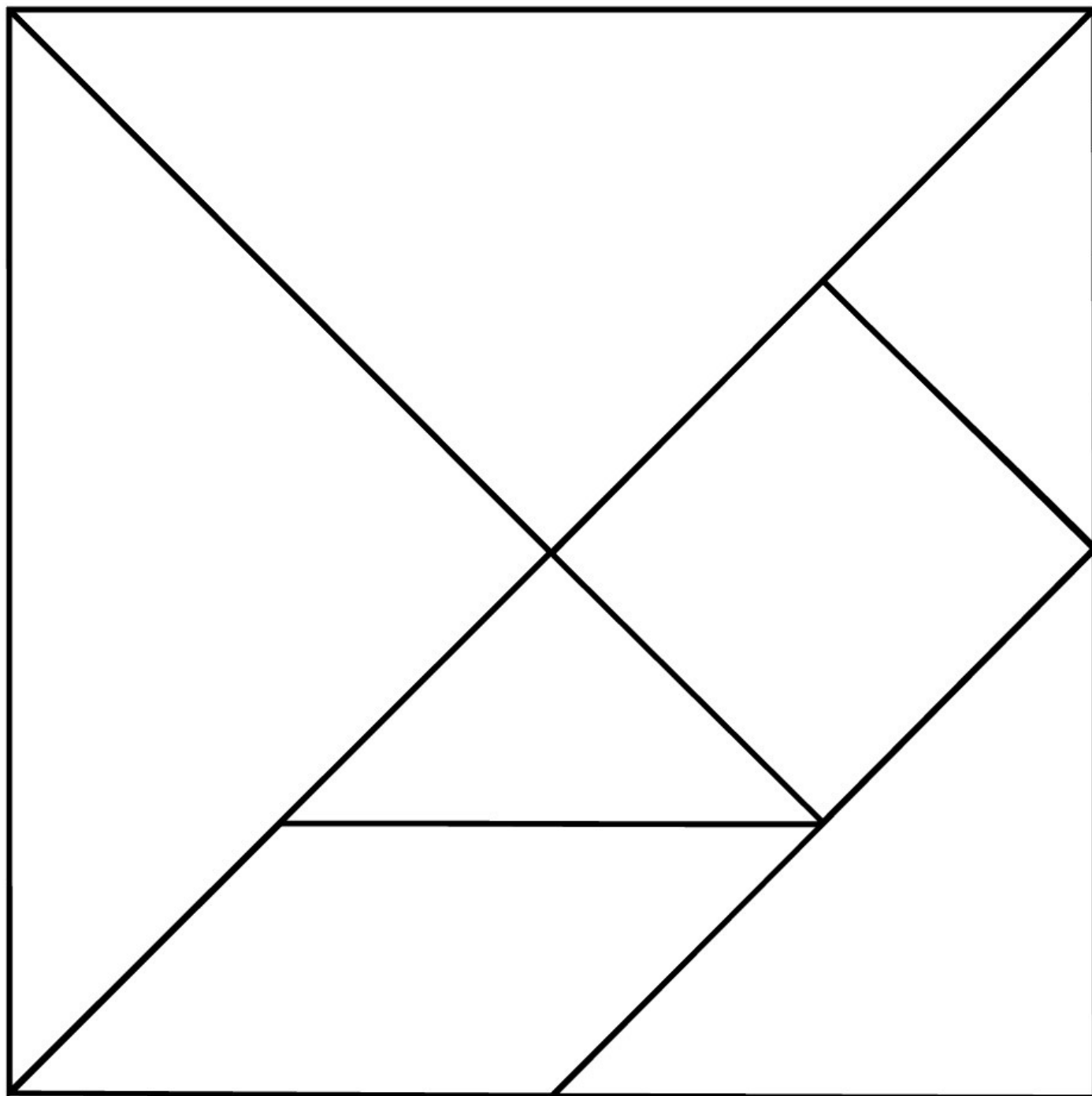


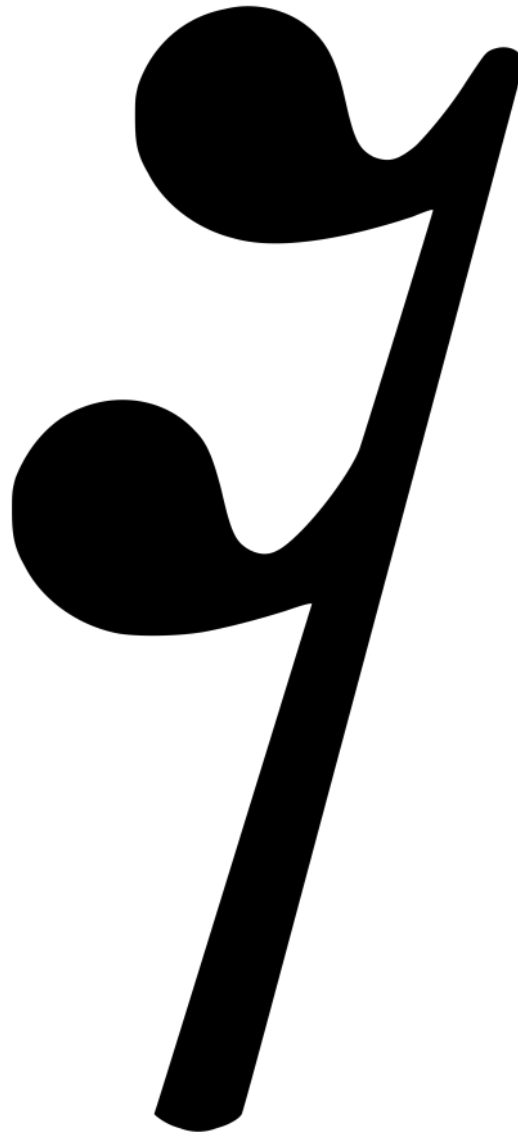
Vodafone



Champions League

Tangram

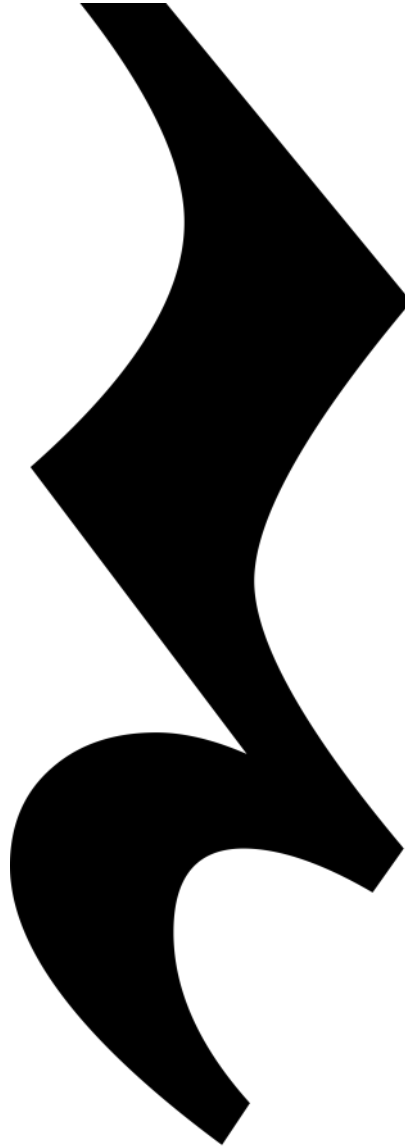




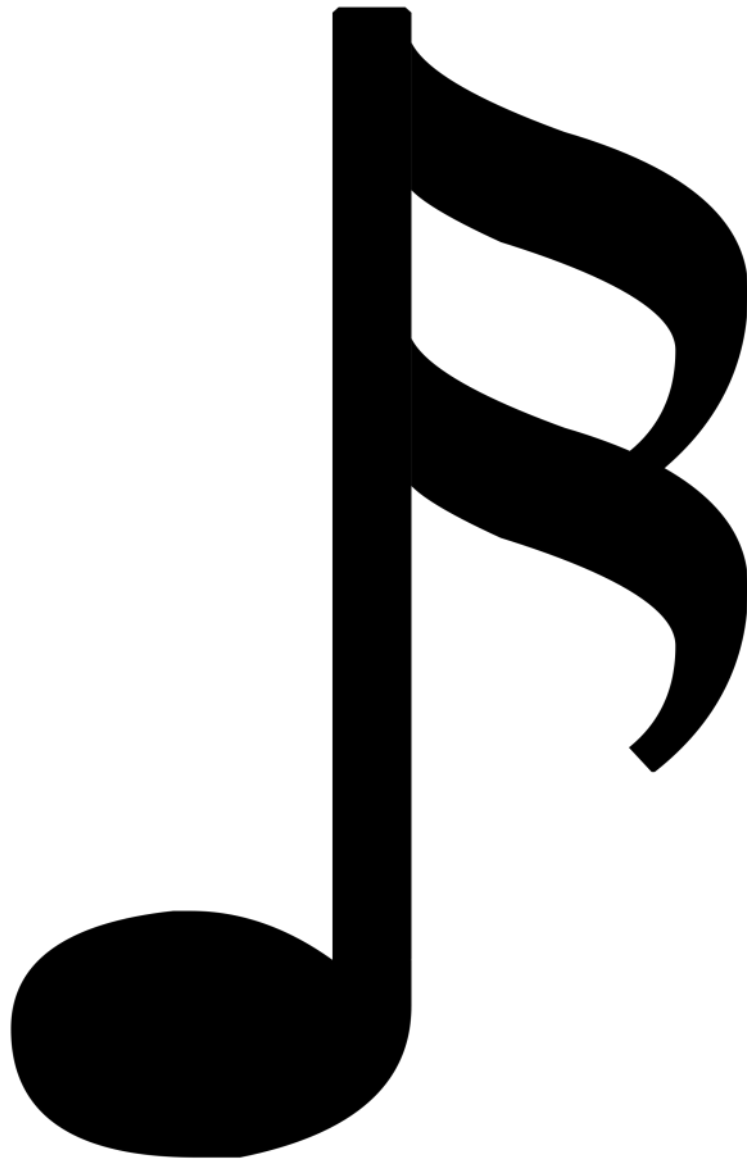
Semiquaver Rest



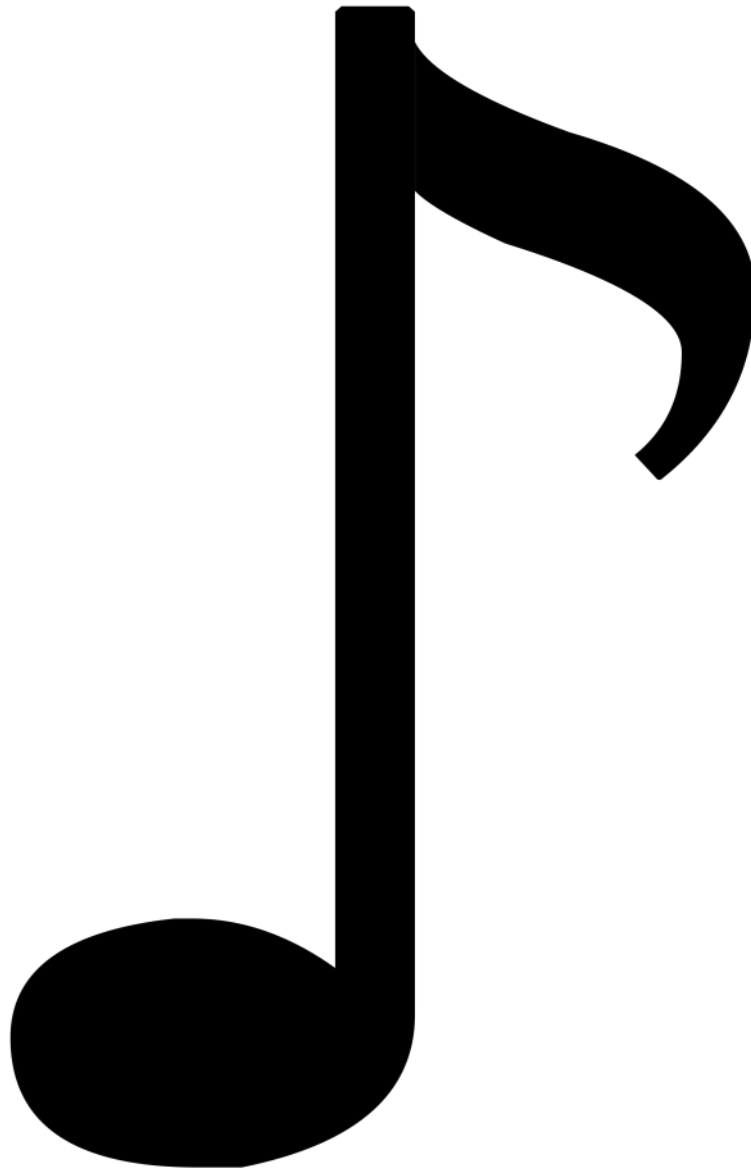
Quaver Rest



Crotchet Rest



Semiquaver



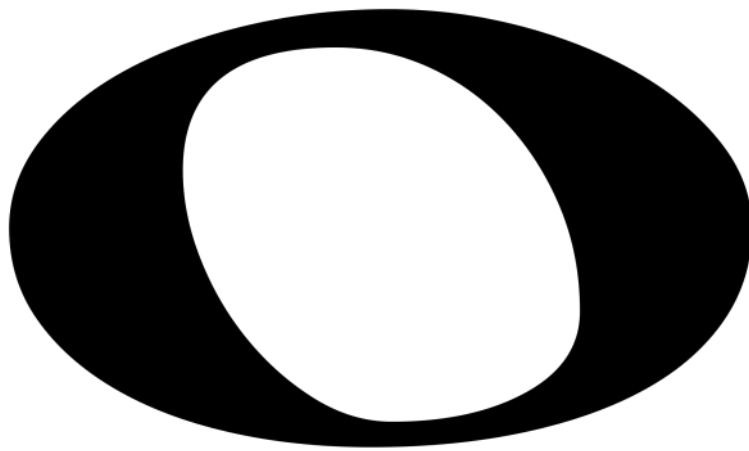
Quaver



Crotchet



Minim



Semibreve



Minim Rest



Semibreve Rest

Rhythm sheet



1 beat / 1 crotchet 1/2 beat / quaver

rest for 1 beat (1 tea) rest for half a beat (1 co / ffee)

tea tea tea tea co ffee co ffee co ffee co ffee

1 2 3 4 1 and 2 and 3 and 4 and

the 4 stands for 4 beats in a bar
(count up to 4 then start again)

the word "and" represents the off beat

1/4 beat / semiquaver

6 chi cken nug get chi cken nug get chi cken nug get chi cken nug get

1 ____ and ____ 2 ____ and ____ 3 ____ and ____ 4 ____ and ____

rest for a quater of a beat (1 chi/ cken/ nug/ get)

7

2 4 and and and and

Example rhythms



Pattern 1 Easy

co ffee tea co ffee co ffee tea co ffee co ffee tea co ffee

1 and 2 4 and 1 and 2 4 and 1 and 2 4 and

claps

tea tea tea tea co ffee tea tea tea tea tea

1 2 3 4 2 and 3 1 2 3 4

table tap

Pattern 2 Easy

co ffee tea co ffee tea tea tea co ffee tea tea tea tea tea tea co ffee

1 and 2 4 and 1 2 3 4 and 1 2 3 1 2 3 4 and 1 2 3 4 and

co ffee tea tea tea co ffee tea tea co ffee tea tea co ffee

2 and 3 1 2 4 and 1 2 4 and 1 2 4 and

Pattern 3 Intermediate

tea tea co ffee tea tea ffee co tea tea ffee co tea co ffee tea tea

1 2 4 and 1 2 and 4 1 2 and 4 1 2 and 3 4

tea tea co ffee tea co ffee tea tea tea co ffee tea tea tea tea ffee co

1 2 4 and 1 2 and 3 4 1 2 and 3 4 1 2 and 4

NANCY AND THE WERKATS MUSICAL BOX

Group

Intellectual
Property
Office

E-Safety Checklist

To keep your pupils safe online, use our safety checklist to audit provision and our Responsible and Respectful Checklist to support safe independent computer use.

E-safety Audit

1. Review technical safety and security provision.
2. Ensure appropriate filters are set-up and in place to prevent pupils from accessing inappropriate information.
3. Create or review e-safety policy and procedures making sure advice and guidance is up-to-date and relevant to your pupil's age range.
4. Check that all staff are aware of e-safety policy and procedures and know what to do and where to go if a pupil is upset by what they find online, or is a victim or perpetrator of cyber bullying.
5. Make sure there is a clear reporting and recording system for any online incidents.

Responsible and Respectful Checklist

Be sure that pupils understand that the internet is not always a safe place.

Encourage pupils to be critical of the material and information they find online.

Searching the internet is like being in a disorganised library. Knowing what they want and how and where to look for it, will help pupils use online searches safely and efficiently.

Always remind pupils to keep their personal information and passwords safe and never to meet up with people they don't already know, even if they have been chatting online for a long time.

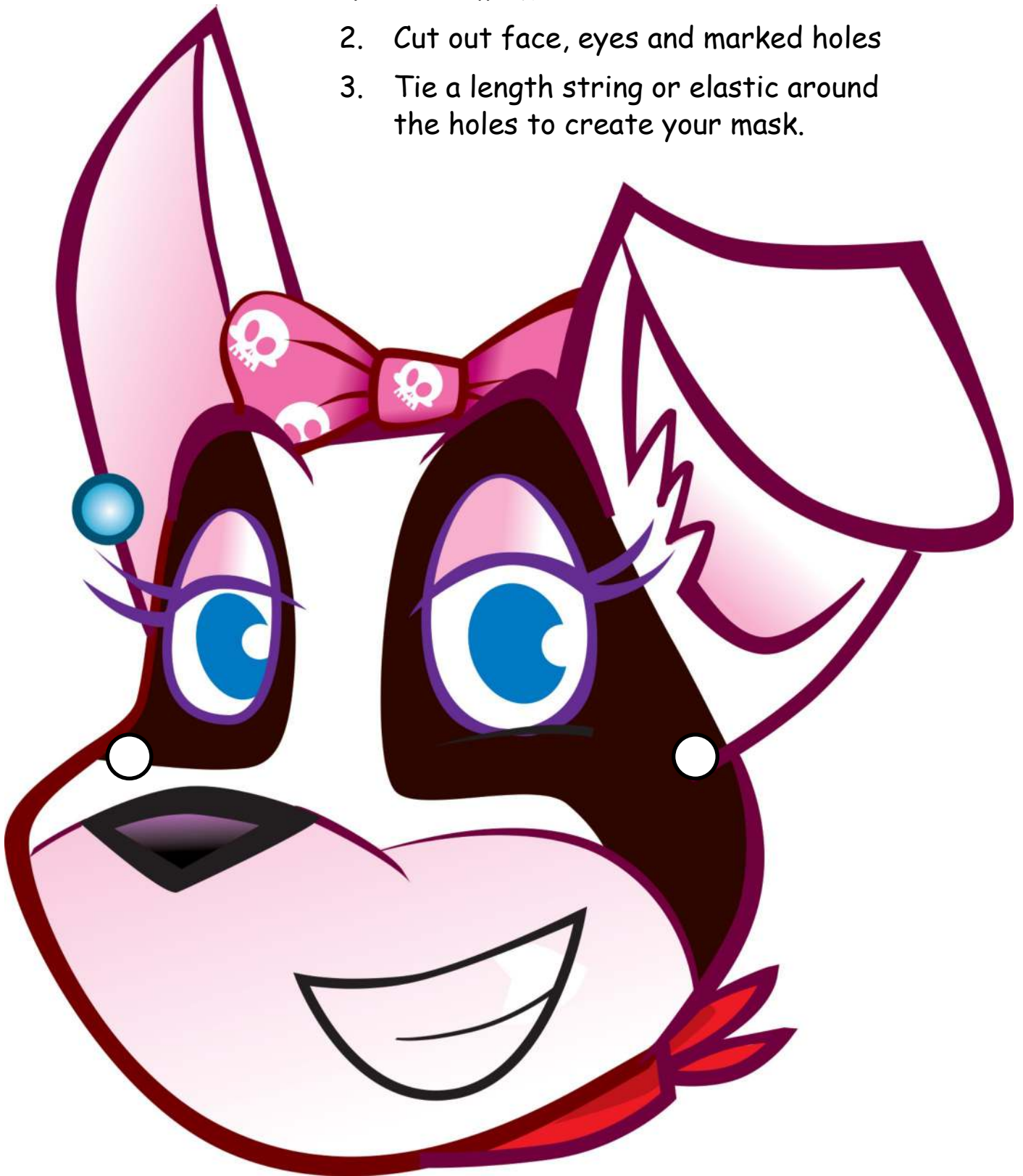
Find someone they trust to talk to if something upsets them online, or if they are feeling threatened or unsafe.

Educate your pupils to respect one another online – there is never an excuse for being unkind!



Nancy mask

1. Print mask out
2. Cut out face, eyes and marked holes
3. Tie a length string or elastic around the holes to create your mask.



Big Joe mask



Ed Shearling mask



Kitty Perry mask



Intellectual Property (IP)	Ideas, concepts or creations, including music and song lyrics.
Brand	Collective name for your trade mark and logo.
Copyright ©	The automatic right and ownership which protects things like books, art, music and films, as soon as they are written down or recorded.
Logo	A type of trade mark. A recognisable image, drawing or design, unique to your business or organisation.
Trade mark ®	A unique badge of origin.

The Name Game

Episode 1



BIG JOE: Hi there. The name's Big Joe. I'm the manager of Nancy and the Meerkats - one of the coolest dog and meerkat combos currently around.

In fact, they're now international superstars - and that means they have a lot of 'superfans'. And one of those 'superfans', a sheep called Ed Shearling, has just won a competition to watch the girls record tracks for their new album. Come on, let's find out more.

INTRO: **NANCY'S MUSICAL BOX**

SFX: **POP RECORD - LAST FEW BARS - IT ENDS**

ED: That was Baaa-riliant! Wow! I can't believe I'm really here - watching Nancy and the Meerkats! I'm your biggest fan!

NANCY: Yes! It must be quite an honour to be in our presence. Isn't that right Big Joe?

BIG JOE: Calm down Nance, else you won't be able to get your head to fit through the studio door!

MEERKATS: **GIGGLE**

ED: I'd love to be in a band - music is my favourite thing of all! Me and my friends are always coming up with new tunes. Not as good as yours though, Nancy!

NANCY: Well... *no one* is as good as we are! But if you love music and playing instruments and singing, why don't you set up your own band?

ED: What? Me? I can't set up a band - I'm not a pop star!

NANCY: Not yet, but you could be! Look check out my musical box - it contains tons of useful stuff about how to set up a band.

SFX: **CREAK OF A LID... HALLLELUJAH!**

ED: Wow! Thanks Nancy! Well... um... where do I start?

NANCY: Well, why not start with a name!

ED: Oh that's easy, I've got a name! Ed Shearling!

NANCY: I know, but I *think* there's another singer who's name is a bit similar to that...

SFX: **CLIP OF ED SHEERAN - SCRATCHES OFF**

ED: But couldn't that kind of help me out - people might buy my record thinking it's his!

The Name Game Episode 1

NANCY: Uh-uh. You're not allowed to use someone else's name like that - or a name that might make people think you're someone else. It's all to do with intellectual property! Big Joe told us all about it.

BIG JOE: I certainly did. I told them that they needed to come up with a name that no one else is using. Come on Ed, there must be tons of names you could choose instead. Let's check out the internet!

ED: The internet - cool! **[PAUSE]** Um, are we going to play some games... or watch some videos?

MEERKATS: GIGGLE

BIG JOE: No Ed - we're going to search for inspiration for a different name you could use for your band. It's worth having a poke around online to see if there are any other bands already using the name you have in mind. So what's the name you have in mind?

ED: Well, my mates are ducks... so we were thinking... Quackalack?

MEERKATS: CHEER!

NANCY: Oh, that's a great name!

SFX: **BIG JOE CLICKING KEYS**

BIG JOE: Well, looks like there's a band called PackaMac. Here's another... Shakalack... oh, and there's one called TackaQuack. That's sort of similar... hmmm... let's dig a big deeper... what do they play?

SFX: **CLICK - FANCY HARP MUSIC**

BIG JOE: Well, although the name sounds a little similar, I bet the type of music they play is very different to what you have in mind.

ED: Certainly is!

NANCY: Ed, the question you need to ask yourself is - would anyone get Quackalack mixed up with one of these other bands?

ED: No chance! Our music is way better!

BIG JOE: Great! Well, it looks like you've hit on a unique name - now we need to register it as a trade mark. That way no one else can steal it or pretend to be you.

NANCY: Yes! Like that poisonous pussycat Kitty Perry!

SFX: **DAN DAN DAAAAN**

The Name Game Episode 1

MEERKATS: BOOO!

NANCY: [GROWLS] She's always trying to steal our stuff! Don't worry though Ed, we won't let her!

BIG JOE: Come on, I'll show you where to go online to register your new band name as a trade mark. That way everything's official and your name is protected.

ED: Thanks guys! I can't wait to tell the ducks - they'll go 'quackers'!

MEERKATS: CHEERS!

ED: Hey! Maybe I could even support you on tour?

NANCY: Maybe... although I think you'd better write a few songs first - unless you want to come along to carry my bags?

MEERKATS: GIGGLE

BIG JOE: So that was it - that's how we helped Ed Shearling get his band name and register it as a trade mark so no one else could use it.

I bet some of you are budding pop stars. Why don't you have a crack at coming up with a cool band name? Once you've done that, you'll need to check online to see if it's original. That just means that no one else has had the same idea.

OUTRO: **NANCY'S MUSICAL BOX - WITH SUPPORT FROM THE INTELLECTUAL PROPERTY OFFICE.**



Logo Mania

Episode 2



BIG JOE: Hi there - back already? Right, well sit down. As you know, me and Nancy has been helping 'superfan' Ed Shearling set up a band. He's just played the gang his first track. It's certainly... well, different!

INTRO: **NANCY'S MUSICAL BOX**

SFX: **QUACKING MUSIC**

NANCY: Wow! You can really hear the ducks can't you? It's... well... um... unique!

ED: Thanks Nancy. I've got a question though...

NANCY: What, whether using ducks as backing singers is such a good idea? I mean how do they even hold a microphone?

MEERKATS: **GIGGLE**

ED: Err, no! My question was about logos. It says in the Musical Box that you gave me, that it can be a good idea to create a band logo. Well, what's a logo?

BIG JOE: A logo is just a unique image which represents something. It helps make it easy to tell different companies and organisations apart. Check these out - can you tell me the company name just by the logo? What about this one that's shaped like an apple... or how about this panda?

ED: That one's Apple of course - and the panda is the World Wildlife Fund! Easy!

SFX: **MEERKAT CHEERS**

BIG JOE: Now it's not like you *have* to have a logo - Beethoven and Mozart didn't have one as far as I remember. But to make it as a star today, it can really help if you do. Right, let's get the musical box open and find out more.

SFX: **CREAK OF A LID... HALLLELUJAH!**

BIG JOE: Logos are a sign that represents a company or an organisation - and that includes pop bands. Sometimes they're just a name - often written in a certain style or colour. Other times, they may be a picture or a pattern.

ED: Hey! Justin Beaver's got a great logo - you see it on all his vlogs! I could use that one!

NANCY: Non! Even though Justin Beaver is... well, *amazing*, you can't use *his* logo. That's not allowed. It has to be original, like moi!

Logo Mania Episode 2

BIG JOE: And you want people to remember *you*, right? You don't want people getting you mixed up with Justin Beaver.

ED: I don't know... he's very cool!

BIG JOE: Logos are a great way to help *you* and *your* band stick in people's memories. When they see the logo, they'll be thinking of you - and no one else.

MEERKATS: CHEERS!

BIG JOE: It's also a practical way to help people identify merchandise which comes from your band. Whether that's music and videos, or promotional stuff like t-shirts and mugs.

ED: So how do I come up with one? I'm rubbish at drawing!

NANCY: Well, you can come up with some ideas using pens or pencils, felt tips, paint or even use a computer art programme. Just make unique and easy for people to understand - and not a great squiggly mess.

ED: Let's hope the ducks are better at art than I am!

NANCY: **[WHISPERING TO AUDIENCE]** How are they even going to hold a pen?

MEERKATS: GIGGLE

BIG JOE: 30 MINUTES LATER AND ED HAS A DESIGN FOR HIS LOGO

ED: Hey guys, look I did what you said and we had a go at making a logo. What do you think?

SFX: RUSTLE OF PAPER

NANCY: Wow! That's brilliant! Who knew ducks were so talented?

ED: So job done?

BIG JOE: Not quite yet! You have to register your logo as a trade mark so that other people can't use it without your permission.

NANCY: Yes, like that moth eaten moggie Kitty Perry did!

SFX: DAN DAN DAAAN

MEERKATS: WE HATE HER!

NANCY: Do you remember when she tried to use our logo on tickets to get people to go to her concert?

BIG JOE: Well, because we'd registered the logo, she didn't get away with it - in fact she got into a lot of trouble!

Logo Mania Episode 2

- ED: Register... Trade mark? I'm not sure I understand! Can you explain what that all means, Big Joe?
- BIG JOE: Trademarking is a way to connect your logo with your property - whether that's a video, book or your songs. Registering it is the process of filling out the forms to make it all official.
- ED: So how do I register my logo then?
- NANCY: You just go on the internet and ask those people at the Intellectual Property Office to register it. You need to pay a small fee, but it's worth it!
- SFX: **CLICKING KEYS**
- BIG JOE: I'll show you where. You have to upload lots of clear pictures of the logo design, with details about the colours used.
- NANCY: And... then all set! Now you can use your logo wherever you like!
- ED: That's a good point - where *am I* going to use it?
- NANCY: Everywhere! On your website... the CD... on posters... on lunchboxes... billboards... on a massive banner on the back of a plane!
- MEERKATS: **CHEERS**
- BIG JOE: Yeah, that cost us an arm and a leg that did. I don't think we'll be doing that again!
- MEERKATS: **GIGGLE**
- BIG JOE: So that's how Ed came up with his logo. Quite impressed I was!
- Why don't you have a go at designing a logo for your band? You can use pens, pencils, or even a computer programme - get creative and have fun! Try to make it totally unique so that it can't be mixed up with anyone else's.
- OUTRO: **NANCY'S MUSICAL BOX - WITH SUPPORT FROM THE INTELLECTUAL PROPERTY OFFICE.**

Track Attack

Episode 3



BIG JOE: Hi, Big Joe here again. As you know, me and Nancy have been helping 'superfan' Ed Shearling set up a band. Things have been going really well for Quackalack. Well, until they hit a problem...

INTRO: **NANCY'S MUSICAL BOX**

ED: Nancy! Big Joe! Oh guys, you've got to help me!

NANCY: What's up Ed? We've heard your new single online - Quack Attack. It's brilliant! I've got it on repeat on my phone.

SFX: **QUACK ATTACK RIFF**

MEERKATS: **CHEERS!**

ED: Thanks, that's baaa-riliant. But there's this other pop singer who's just released a single and it's exactly the same - listen!

SFX: **IDENTICAL RIFF AND LYRICS, JUST DIFFERENT SINGER/MUSIC**

NANCY: Well there's no prizes for guessing who's stolen your song! It's Kitty Perry and her mean old minxes!

SFX: **DAN DAN DAAAN**

MEERKATS: **BOO! WE HATE HER!**

BIG JOE: Now calm down everyone. It's against the law to steal someone else's music or the words they've written in a song. They're protected by something called copyright.

NANCY: Ahhh! Yes! Sometimes people use a little 'c' in a circle to show who the copyright belongs to!

ED: Oh, I thought that was to show that something was cool. You know, *c* for cool!

SFX: **MEERKATS LAUGH**

BIG JOE: No, no, no. The good thing about copyright is that it's automatic. There's some information in the Musical Box about it all. Hang on **[RUMMAGING IN BOX]** Let's check it out.

SFX: **CREAK OF A LID... HALLLELUJAH!**

BIG JOE: Here we are. Copyright helps make sure that people who've made something original don't get cheated out of it. Anything that's creative can be protected by copyright...

Track Attack Episode 3

BIG JOE: That could be a story or a poem, song lyrics, music and even the production effects used in a song. Unlike trademarking a logo, you don't need to do anything to get copyright - the person who produced the original automatically owns the copyright.

ED: But how can you prove who came up with the idea first?

NANCY: Yes - good question Ed! Kitty Perry would *definitely* say the lyrics and music were her idea! She's such a liar!

MEERKAT: BOO! WE HATE HER!

BIG JOE: You don't need to do anything - but it can be worth keeping a copy of your ideas on paper with the date clearly marked.

NANCY: Yes! Definitely a good idea because Kitty Perry is well known for being a very creepy copycat!

MEERKATS: GIGGLE

BIG JOE: Let's help you write down your lyrics and music so we can keep them safe.

SFX: **CLICKING KEYS**

ED: Thanks gang. From now on I'm going to make sure I've got copies of all the band's lyrics and music, so that sneaky snuggle puss can't steal our songs!

MEERKATS: CHEERS!

NANCY: See it's not so difficult to start a band is it?

ED: Not with the Musical Box behind me. Hey, want a sneak preview of our next track?

MEERKATS: CHEERS!

NANCY: *Chouette!* Of course! If it's good enough *maybe* you can support us on tour!

ED: That would be baa-rilliant!

MEERKATS: CHEERS

BIG JOE: Right you lot, time for some action. If you love music as much as Nancy and the gang, why don't you have a try at writing some cool lyrics or even writing a song. If you play an instrument - get it out! Maybe one day you'll be as famous as the girls! Catch you later.

OUTRO: **NANCY'S MUSICAL BOX - WITH SUPPORT FROM THE INTELLECTUAL PROPERTY OFFICE.**

Mean Meme

Episode 4



BIG JOE: Hi, Big Joe here. Thanks for joining me again.

As you know, me and Nancy have been helping Ed Shearling get his new band, Quackalack, up and running. Things seem to be going well - Quackalack are even trending on the internet. But it's not all plain sailing... Come on, let's find out more.

INTRO: **NANCY'S MUSICAL BOX**

SFX: **BACKGROUND OF QUACK ATTACK BY QUACKALACK**

NANCY: *Chouette!* Look! Quackalack's vlog is getting thousands of hits! They'll be as famous as me soon!

MEERKATS: **CHEERS!**

BIG JOE: That's great! Hang on... what's that there... that video...

SFX: **CLICKING KEYS**

NANCY: Hmmm... it's the same song. It looks like a cover version.

SFX: **SAME TUNE BUT MEAN LYRICS**

NANCY: How mean! And look who the uploader is... none other than Kitty Perry!

SFX: **DAN DAN DAAAN**

MEERKATS: Booo! We hate her!

NANCY: That's just typical of that creepy copycat! Surely she's not allowed to use the song and create her own video? And to make a mean meme out of it as well? What a festering feline she is!

BIG JOE: Calm down! Let's look in the Musical Box and find out more about the rules for sharing things online.

SFX: **CREAK OF A LID... HALLLELUJAH!**

BIG JOE: Right, before you upload any blogs, videos or songs to the internet, you need to remember that the internet is forever. It can be hard to remove content once it's out there, so first things first - never upload anything that might embarrass you later.

NANCY: Imagine if that that flea bitten feline Kitty Perry is down on her luck in the future - she has put so many mean things on the internet that no one will trust her.

Mean Meme Episode 4

SFX: KITTY PERRY BEING LAUGHED AT BY A HUGE CROWD

NANCY: Think how embarrassed she'd be! Fortunately I'm *never* embarrassed!

BIG JOE: Yeah I know, and never wrong either!

MEERKATS: GIGGLE

BIG JOE: But you make a very good point. Whether it's words you've written on your blog or a video posted on YouTube or a song you've upload - if you created it, you own the copyright. It's fine for other people to link to these things if they're posted on a public website - after all, the internet is great for sharing stuff - but people aren't allowed to copy anything without your permission.

NANCY: Like if someone had uploaded your video on their YouTube channel or cut and pasted words from your website, and pretended they wrote it.

BIG JOE: You've got it - and that includes making cover versions of your songs. If something of yours has been copied without your permission, you can contact the person, or the website, or failing that, the internet hosting company and tell them to remove it.

NANCY: What about that mean meme - they've taken the song and made the words all silly!

BIG JOE: Well, that's a bit more complicated. Using humour to make a funny imitation of something is allowed - it's something called parody. But the rules are very clear that you mustn't be mean or cause harm - and a parody can't contain large amounts of the original content.

NANCY: Hmmm! Sounds complicated! Well, I suppose if it makes even more people want to listen to the original version, well that could help Ed and Quackalack become even more famous.

BIG JOE: That's certainly one way of looking at it! But remember, hurting people's feelings is *always* wrong, and on the internet this is known as cyber bullying. If you've uploaded something and people are being mean about it, you should always tell an adult - and don't be mean back!

NANCY: Yeah - play nicely! I never leave nasty comments on websites...

BIG JOE: Not even Kitty Perry's?

NANCY: I wouldn't give her the satisfaction! I'm too busy being fabulous!

MEERKAT: LAUGHS

BIG JOE: Hey you! That's right, I'm talking to you! If you love making music...

Mean Meme Episode 4

BIG JOE: ...why not have a crack at recording a video of your own songs?

You can use most tablets and smart phones to make recordings - or just even put on a show for your brothers and sisters! Be safe though and don't post anything online that breaches copyright - and remember to get your parent's permission first!

That's an order from Big Joe!

OUTRO: **NANCY'S MUSICAL BOX - WITH SUPPORT FROM THE INTELLECTUAL PROPERTY OFFICE.**



BIG JOE: Hi, Big Joe here again. The girls have finally got their new album finished and are now getting ready for their UK tour. To help get practised, they're doing some warm up gigs around town and 'superfan' Ed Shearling and the Quackalack ducks are special guests.

INTRO: **NANCY'S MUSICAL BOX**

SFX: **END OF A NANCY SONG - CROWD APPLAUDS**

ED: That was *baaa-rillicant!* But Nancy, aren't you a bit worried about all the people taking videos of the gig on their phones. What if they upload them to MewTube?

NANCY: I'm pretty sure that isn't allowed - is that right, Big Joe? Although it sounds just like the kind of thing Kitty Perry would do!

SFX: **DAN DAN DAN**

MEERKATS: Booo! We hate her!

NANCY: Did you know Ed, she was actually selling downloads of our last tour online!

BIG JOE: But she got in to a *lot* of trouble over that!

SFX: **POLICE SIREN**

MEERKATS: **GIGGLE**

BIG JOE: There's a bunch of rules about recording concerts. Let's get the Musical Box open and find out all the rules.

SFX: **CREAK OF A LID... HALLELUJAH!**

BIG JOE: Now if you ask me, it's a bit stupid to go to a concert and spend the whole thing watching through your smartphone's camera.

NANCY: Yeah! You won't actually be watching the band. And you might block the view for the people behind you too! I hate to think of my fans not being able to see my fabulousness.

MEERKATS: **GIGGLE**

BIG JOE: Like most gigs, our tickets have terms and conditions on the back with information about the concert - you know, the small print. They actually say that it's not permitted for people to take photos or videos - or make any unauthorised reproductions of the show at all.

Copycat Episode 5

ED: Err... I definitely saw some people doing it!

BIG JOE: I know, I know. It does happen. But here's the thing Ed, if Nancy wanted to, she could demand that every single recorded copy was destroyed.

NANCY: Wow! Well, most people will just enjoy looking at their pictures and videos privately, and we want people to enjoy remembering the show... so I don't think I will if it's all the same to you.

BIG JOE: Well, that's up to you. It becomes a bigger problem if those videos appear on the internet. Remember, those recordings are all illegal. The copyright of your performance belongs to you not them. Publishing them online also counts as an infringement of our copyright.

NANCY: And it would spoil the concert for people who haven't seen it yet! We want our tour to be full of surprises, not full of a load of stuff people have seen before on MewTube!

MEERKATS: CHEERS!

BIG JOE: Well, copyright is there to provide protection and 'them's' the rules. Talking of the tour, look our new posters have arrived!

MEERKATS: OOOOOOOO!

NANCY: Oh Big Joe, they look amazing! All the venues and dates... and I have to say, we're looking pretty good, aren't we girls?

MEERKATS: CHEERS!

ED: That's brilliant. Hang on, it says 'with support from QUACKALACK'? Does this mean...

NANCY: Yes! We'd love you to join us! If you want to, I mean. Joe's got a contract all ready for you to sign if you do.

ED: Of course I do! That's *baaa-rilliant*! I'll go and get the ducks - they'll be delighted!

MEERKATS: CHEERS

BIG JOE: Well done Nancy, another superstar in the making - and we never did figure out how those ducks hold their microphones...

MEERKATS: GIGGLE

SFX: CHEER

BIG JOE: Hey you! Yes, you! We've given you loads of great ideas about how to start your own band. Why don't you have a crack at designing your own band poster?

Copycat Episode 5

BIG JOE: You could make it as a tour poster with your band name and logo, and lots of dates and places.

NANCY: And when you've done it send them in to Fun Kids - me and the meerkats would love to see them!

SFX: **CHEERS!**

OUTRO: **NANCY'S MUSICAL BOX - WITH SUPPORT FROM THE INTELLECTUAL PROPERTY OFFICE.**

