



University of
HUDDERSFIELD
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MUSIC ARCHAEOLOGY

From Stone Age to Roman Times

Key Stage 2 Education Pack

With links to National Curriculum
Programmes of Study for Music, History,
Science, English, Art, Drama & DT



With the support of the
Culture Programme
of the EU

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Engineering and Physical Sciences
Research Council

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Research Council

EUROPEAN MUSIC ARCHAEOLOGY PROJECT


Music Archaeology: From Stone Age to Roman Times

Teacher guidance and technical guide



This collection of educational materials is based on the **EMAP Soundgate** app which can be downloaded free from the EMAP website here <http://www.emaproject.eu/content/soundgate-app.html>

The Soundgate App allows you to interactively explore a number of archaeological sites: prehistoric caves in Spain; Stonehenge in England; and Paphos Roman Theatre in Cyprus, as they might have looked and sounded in the ancient past. You can explore these spaces visually through virtual walk-throughs, images and video, and aurally by hearing musical and natural sounds that may have been heard there in the past. You will be able to hear how the acoustics of the spaces enhances how you experience them, and how the acoustics change as you move around the site.

We would advise you to spend some time exploring the app and the resources it has to offer and then use our educational materials to get you started. After that, you may use the app in all sorts of ways to enhance your teaching of Pre-history, Music, Drama, and Science.

The worksheets we provide alongside this guide assume that you have downloaded the app, to your classroom PC and/or to a set of iPads or Android tablet devices prior to starting the work. All worksheets are mapped to the appropriate national curriculum programme areas and assessment objectives.

Aims

Our materials aim to allow your pupils to explore the sounds and music of pre-historical and early Roman sites. By taking part in a range of activities pupils will be asked to immerse themselves in the world of a pre-historic human, firstly by experiencing sounds in caves as an individual or family member, then moving onto the larger group experience of rituals and sound at Stonehenge and finishing with an experience of sound in performance, as audience or performer at Paphos amphitheatre in early Roman times.

Although the key areas covered in the material are Music, History and Science, there are opportunities to cover aspects of Art, Drama, English and DT.

We have provided an overview/scheme of work for the three areas covered and Programmes of Study objectives are mapped to each one:

1. Caves
2. Stonehenge
3. A Roman amphitheatre

Topic	Activities	Aims	NC Links
<p>Caves (personal/family experience)</p> <p>Series of linked lessons (using cave constructions)</p>	<p>Lesson 1 Creating a cave Build caves, in small groups, in the classroom</p> <p>Explore a cave system in Spain through the EMAP Soundgate app</p> <p>Produce a piece of descriptive writing about the experience of living in a cave</p> <p>Lesson 2 Making cave art Making a cave painting – blown outlines of hands</p> <p>Making a video or illustrated written guide for decorated caves</p> <p>Lesson 3 Making cave sounds and music Use pupil caves to explore how sound and music might have been created in caves</p> <p>Create their own instrument – a bullroarer.</p> <p>Record a simple piece of ‘cave music’ and demonstrate this to others</p>	<p>To allow students to explore the sensory experience of being in a cave, both virtually and in the classroom</p> <p>To inspire a piece of descriptive writing</p> <p>To produce an example of the visual experience of being a cave dweller and further enhance the sensory experience of cave dwelling</p> <p>To explore the nature and range of sounds which occur and can be produced in caves and begin to understand concepts such as vibration and reverberation</p> <p>To experience the production and performance of a piece of music in a small group with limited tools and materials</p>	<p>English</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas articulate and justify answers, arguments and opinions <p>History</p> <ul style="list-style-type: none"> Be able to point out some similarities and differences between aspects of their lives and the life of people in the early Stone Age period Be able to suggest reasons for and results of people’s actions and events <p>Music</p> <ul style="list-style-type: none"> develop an understanding of the history of music. improvise and compose music for a range of purposes using the inter-related dimensions of music play and perform in solo and ensemble contexts, using their voices and playing musical instruments <p>Science</p> <ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it

Topic	Activities	Aims	NC Links
<p>Stonehenge (large group experience)</p>	<p>Exploring sound at Stonehenge Make own model of Stonehenge to help pupils understand what it means to create a monument together.</p> <p>Use the EMAP Soundgate app to virtually explore Stonehenge</p> <p>Produce a written description of how and why sounds and music have changed from cave dwellers to Stonehenge</p>	<p>Develop an understanding of the concept of eras and time periods</p> <p>Compare natural and manufactured sounds at Stonehenge and how this changes in different eras</p> <p>Explore growing role of music in ritual, celebration e.g. Solstice celebrations at Stonehenge over history</p>	<p>History</p> <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British, local and world history Place events, objects, themes and people from my history topic on a timeline Use some "historical period" terms such as 'century', 'era', 'BC', 'AD' <p>Music</p> <ul style="list-style-type: none"> develop an understanding of the history of music. appreciate and understand music drawn from different traditions <p>Science - sound</p> <ul style="list-style-type: none"> recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it
<p>Paphos (performance experience)</p>	<p>Rome & Music Performance Virtually experience performed music in an early Roman amphitheatre</p> <p>Do some guided research about Roman instruments, including listening to audio files of reconstructed instruments.</p> <p>Produce some descriptive writing about attending a performance at a Roman Theatre.</p> <p>Extension activity Outdoor experiments with sounds and instruments in distinct locations – details in Paphos PDF</p>	<p>Develop an understanding of the concept of eras and time periods</p> <p>Explore development of music as a performance involving audience and performers</p> <p>Make links between people's way of life in Roman era compared to Stone Age and Bronze age.</p> <p>Understand difference in the acoustics and the sound environments of Roman theatre, a cave and Stonehenge.</p> <p>Do some independent research on Roman musical instruments and use this to produce a piece of descriptive writing.</p>	<p>History</p> <ul style="list-style-type: none"> Place events, objects, themes and people from a history topic on a timeline Use some "historical period" terms such as 'century', 'era', 'BC', 'AD' <p>English</p> <ul style="list-style-type: none"> Retrieve and record information from non-fiction Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings <p>Science</p> <ul style="list-style-type: none"> find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases <p>Music</p> <ul style="list-style-type: none"> develop an understanding of the history of music appreciate and understand music drawn from different traditions and eras

Technical guide

Devices

The EMAP Soundgate app is designed to work on a range of devices, from PCs and Mac computers to iPads and Android tablets, as well as smart phones. It can be downloaded by teachers at school and by children at home.

Using the app

In order to use the app effectively we suggest that you either project it from your PC or Mac onto your interactive whiteboard or a wall and/or use a set of iPads or Android tablets, ideally with headphones, so that students can experience the app individually. As sound is a key part of the app it is not ideal for pairs or small groups of students are using the app on tablets, without headphones, although this is possible. You can watch the video of app content [here](https://www.youtube.com/watch?v=ZXmwuZ6TGo0&t=3s)

<https://www.youtube.com/watch?v=ZXmwuZ6TGo0&t=3s>

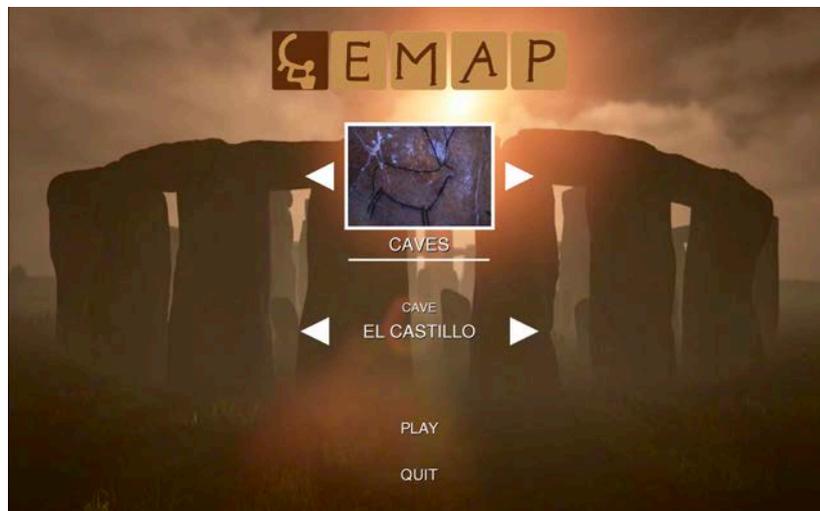
Instructions are given below.

Navigation

Your students will be very familiar with the game style navigation in the app environments. On tablets or touch screens you simply tap the screen to go to a selected point, or pinch and drag. Press the icons to play sounds or return to the menu. If you are on a PC or Mac you can use an Xbox controller or use the following keys on the keyboard: W, A, S, D, or use the arrow keys. Number buttons trigger sounds. The mouse or trackpad allows you to look around. Space bar lets you jump.

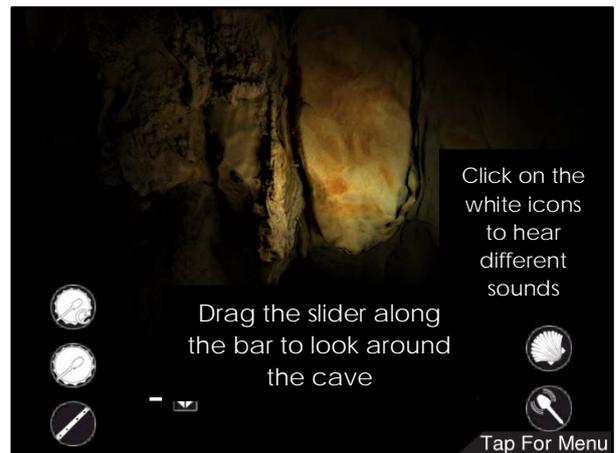
When you first access the app, you will arrive on the main menu navigation page, where you can select one of the three main archaeological sites – the image outlined with a white box is the site currently selected. What appears below the small image differs according to which site you have selected. Initially it will show the Caves, and you can select which cave to visit using arrows.

When you tap **Play** there will be a small pause and then you should see the **Loading** message. You will arrive in the landscape you have selected e.g. a cave, Stonehenge, or Paphos Theatre, with accompanying sounds.



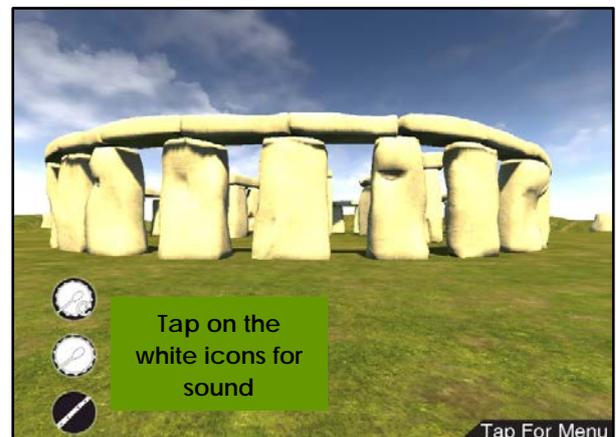
Caves

1. **Select** different caves by tapping or clicking **arrow** keys e.g. El Castillo, La Gama etc.
2. When you press **Play** the screen on the right will appear.



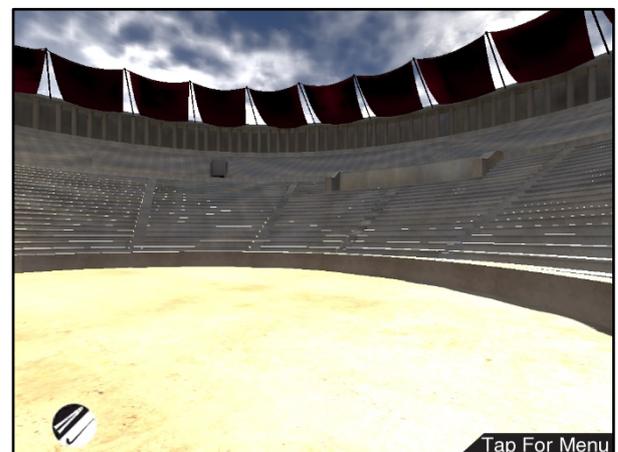
Stonehenge

1. Select the **Era** and **Time of Day** using the arrows/arrow keys then tap/click **Play**.
2. Tap the screen to move or drag your finger around the screen to look around. On a PC use the arrow keys and mouse or W, A, S, & D.



Paphos

1. Select Paphos instead of Stonehenge or Caves. Hit on **Play**. Navigate around as you did in Stonehenge.
2. Play sounds with the picture of Aulos and Lituus in the bottom left corner, or on a computer by using numbers 1 and 2.
3. You may need to jump using the space bar to get around Paphos when using a computer.



Creating a cave – Lesson 1

<p>Lesson objectives</p> <ul style="list-style-type: none"> • Create a cave and experience what it feels like to live in an enclosed, dark space • Explore formerly inhabited cave system in Spain using EMAP Soundgate app • Discuss feelings and begin to explore ways of living in such a space and compare to present day homes. • Produce a short piece of writing. 	<p>Resources</p> <ul style="list-style-type: none"> • Black sugar paper OR black fabric/curtains • Desks in groups • EMAP Soundgate app • Tablet devices OR IWB
<p>National Curriculum links</p>	
<p>History</p> <p>Continuity and change</p> <ul style="list-style-type: none"> • Be able to point out some similarities and differences between aspects of their lives and the life of people in the early Stone Age period <p>Cause and consequence</p> <ul style="list-style-type: none"> • Be able to suggest reasons for and results of people's actions and events 	<p>English</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • articulate and justify answers, arguments and opinions
<p>Main session - activities</p> <p>Explore with pupils the pros and cons of living in a cave e.g safety, shelter, water supply</p> <p>In small, family-sized groups (2-6) ask pupils to create a cave in the classroom – you could do this by putting together sets of desks with fabric thrown over or by pinning up black sugar paper on the windows and doors.</p> <p>When pupils have created their cave, get them to sit quietly in them in small groups for a short period. Ask them to think about what they can see, what can they hear, and what they can feel. To help pupils see Useful Links - Get into the minds of Ancient Britons sheet.</p> <p>Using either the IWB or individual tablet devices/iPads, open the EMAP Soundgate app section on 'Caves' and 'Las Chimeneas'. Let pupils explore this cave, either individually or as a class, through the IWB, using the slider at the bottom of the screen to navigate.</p> <p>First with their cave group and then as a whole class, discuss the differences between their classroom cave and the real caves shown in the EMAP Soundgate app, especially in terms of what they hear – natural sounds, acoustics, music – as well as materials, levels of light, cold and warmth, ways of living – cooking, eating, sleeping, communicating – encourage pupils to write down their ideas.</p>	
<p>Lesson Outcome</p> <p>Ask pupils to imagine they are a cave dweller and write a short, descriptive account of a day in their lives – remind them to mention what they can see, hear and feel as well as what they do, particularly so that the audience will understand how sound is important in the quiet, dark interior of a cave.</p>	
<p>Useful links</p> <p>BBC Hands On History – Get into the minds of Ancient Britons – PDF www.bbc.co.uk/history/handsonhistory/ancient-britain.shtml</p>	

Creating cave art – Lesson 2

<p>Lesson objectives</p> <ul style="list-style-type: none"> • Identify the different types of images found in caves (carvings, hands, dots, patterns, animals) • Using caves from Creating a Cave – lesson 1 explore how cave art was created and experienced • Create cave paintings using various techniques 	<p>Resources</p> <ul style="list-style-type: none"> • EMAP Soundgate app • Tablet devices OR IWB • Black sugar paper OR black fabric/curtains • Paint • Straws and paper cups • Torches
<p>National Curriculum links</p>	
<p>Art</p> <ul style="list-style-type: none"> • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>History</p> <ul style="list-style-type: none"> • talk about some of the different ways that the past is recorded/represented • point out some similarities and differences between aspects of pupil's life and the life of people in the period they are learning about <p>English</p> <ul style="list-style-type: none"> • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
<p>Main session - activities</p> <p>Explore with pupils why people of this era might have wanted to create pictures in their caves and what subjects they may wish to depict e.g. themselves, animals etc.</p> <p>Open the EMAP Soundgate app (on tablets or IWB) cave section and explore the cave paintings shown – can they see any of the things they came up with in their discussion? What were the raw materials that might have been available for creating art in a cave? You could mention rocks, bone, minerals. For more information refer to Ancient Craft website in Useful links.</p> <p>Using the fabric or the sugar paper in their caves as a surface, pupils can create a hand stencil painting using an airbrush made from two bits of a straw - the video clip in Useful links shows more clearly how this works.</p> <p>Cut a straw into two pieces. One piece should be long enough to come above the top of the paint container. Pour some paint into a plastic cup or pot and add water if necessary. Put one piece of straw into the paint, tape it to the cup to hold it in place if that helps. Cut a small V shape in the bottom of the vertical piece of straw. Lay a hand on the fabric or sugar paper - keep it still. Use a shorter piece of straw to blow hard across the top of the straw which is in the paint. This may take some practice. Try some different colours.</p> <div data-bbox="903 1603 1337 1890" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Extra info</p> <p>Encourage pupils to listen to the sound which is made when they are blowing the paint. We know this technique was used in prehistoric caves, perhaps using the same bones used to make flutes. More info in Useful links.</p> </div>	

When all the pupils in each group have had a chance to create one or two hand stencils they may want to try some of the other techniques described in the **Useful links** section, perhaps drawing dots, lines or animals. When the paint is dry, turn off all the lights and using torches, get each group to explore the other groups' cave art. Talk about the lack of light in caves (only firelight) and how this would have affected both the production and viewing of this art. Use this discussion to have groups prepare a short script for a video guide.

Lesson Outcome

Get each group of pupils to produce a short video guide of their cave art, with a commentary explaining what we can see, why these kinds of images were made in caves and how they are produced. They can use the in-built camera function in their iPad or tablet, or you may be able to download a free app. If you have flip video recorders, these could be used.

Alternatively, pupils could take still photographs of their paintings and produce an illustrated written guide.

Useful links

How to make a spray gun

<https://youtu.be/OT2G4XSvo3Y>

BBC Hands On History – Cave Art – PDF

www.bbc.co.uk/history/handsonhistory/ancient-britain.shtml

New York Times – Bone flutes - HTML

www.nytimes.com/2009/06/25/science/25flute.html?mcubz=3

Ancient Craft – Stone-age art

www.ancientcraft.co.uk/Archaeology/stone-age/stoneage_art.html

Making cave sounds and music – Lesson 3

<p>Lesson objectives</p> <ul style="list-style-type: none"> Using pupil caves from Creating a cave – Lesson 1, explore how sound and music might have been created in caves Create their own instrument – a bullroarer. Record a simple piece of ‘cave music’ Demonstrate this to others 	<p>Resources</p> <ul style="list-style-type: none"> EMAP Soundgate app on class set of tablet devices or PC/MAC on IWB Pupil caves (constructed in earlier lessons) Firm cardboard or rulers String Scissors Digital recorders or recording app on tablets. Songs of the Caves video (Useful links)
<p>National Curriculum links</p>	
<p>Music</p> <ul style="list-style-type: none"> develop an understanding of the history of music. improvise and compose music for a range of purposes using the inter-related dimensions of music play and perform in solo and ensemble contexts, using their voices and playing musical instruments 	<p>Science</p> <ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it
<p>Main session - activities</p> <p>Explore with pupils the raw materials which might have been available for creating sound in a cave.</p> <p>In the same groups (2-6) pupils worked in for Creating a cave and Cave Art, open the EMAP Soundgate app. Allow the students to choose a cave using the arrow keys and then experiment with sound effects in that cave using the white icons on the screen.</p> <p>Get students to make their own Bull roarer – see Useful Links section for a definition of ‘bullroarer’ and the EMAP YouTube video for guidance in constructing their own.</p> <p>Provide pupils with some additional instruments – sticks, stones, recorders, drums, shakers, voices. In the caves that they have built have them try out some sounds using their bull-roarers and other instruments to create a piece of improvised music.</p> <p>Remind pupils that sound is produced by vibration, sound travels in a wave and that it travels in different ways through different materials and spaces. Discuss the difference in sound (reverberation) between their classroom caves and the real caves on the EMAP Soundgate app – you can replay some of the Cave tracks from the app at this stage. Explore in a simple way what reverberation is, what other spaces sound a little like caves (bathrooms, churches) and why they sound like this (hard surfaces such as stone and tiles).</p> <p>Using iPads or tablet devices or digital recorders, have each group record their own cave sounds. Discuss how it makes the children feel.</p>	

Lesson Outcome

Use the recordings and cave art produced in previous sessions to provide a sensory experience for other groups. Invite pupils to visit each other's cave and experience the art and sound. You could even invite pupils from other classes.

Extension activities

To explore the Science aspects of sound further you may want pupils to:

- simple flutes made out of 10-40,000 year-old vulture bones have been found in caves - make a straw flute to explore pitch or try the underwater telephone experiment to find out about sound travelling through different materials – see guides on Fizzics Education website in **Useful links**.
- experiment with pitch using glass bottles or jars of water at different levels – see guide in **Useful links**

Useful links

Songs of the Caves - VIDEO

<https://vimeo.com/95451937>

Making a bull roarer - VIDEO

https://www.youtube.com/watch?v=7pcqd30_IFo

Making them out of a ruler with a hole in the end works well also

Definition of a bullroarer - HTML

<https://en.wikipedia.org/wiki/Bullroarer>

FizzicsEducation website – making a straw flute - HTML

www.fizzicseducation.com.au/Free+experiments/light+and+sound/create+a+straw.html

Underwater telephone

www.fizzicseducation.com.au/Free+experiments/light+and+sound/underwater+telephone.html

Scientific American website – making music with bottles - HTML

www.scientificamerican.com/article/sonorous-science-making-music-with-bottles/

Stonehenge

<p>Lesson objectives</p> <ul style="list-style-type: none"> • Develop an understanding of the concept of eras and time periods • Make own model of Stonehenge to help pupils contrast the sounds heard with those in caves. • Compare natural and human-made sounds at Stonehenge and how this changes in different eras • Explore growing role of music in ritual, celebration e.g Solstice celebrations at Stonehenge over history 	<p>Resources</p> <ul style="list-style-type: none"> • EMAP Soundgate app on class set of tablet devices or PC/MAC on IWB • Bullroarers (from previous lesson) • Some other simple instruments e.g sticks, drums, recorder • Seed trays • Wooden blocks, stones or clay to make stones • Sand • Writing frame (at end of this guide)
<p>National Curriculum links</p>	
<p>History</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British, local and world history • Place events, objects, themes and people from my history topic on a timeline • Use some "historical period" terms such as 'century', 'era', 'BC', 'AD' 	<p>Music</p> <ul style="list-style-type: none"> • develop an understanding of the history of music. • appreciate and understand...music drawn from different traditions and eras <p>Science</p> <ul style="list-style-type: none"> • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it
<p>Main session - activities</p> <p>Use a timeline of Ancient Britain (see Useful Links section) to introduce the idea of historical eras and concepts of BC/AD.</p> <p>Open the EMAP Soundgate app in the Stonehenge section, either on the IWB or on class set of tablet devices. Have them explore the virtual walkthrough of Stonehenge. Remind students about dates and timelines. What do they notice about looking and listening to Stonehenge in different eras (e.g different stone formations) and at different times of day (different light, sounds)? Ask students to listen carefully to the sounds they can hear – how might natural sounds have inspired man-made sounds? Ask them to tap the white symbols on the screen to hear sounds from various instruments – what do they notice? How does it make them feel?</p> <p>Discuss the idea of groups of people in the Stonehenge era now living in groups large enough to be interested in developing rituals and celebrations. What sort of thing might they have celebrated – refer back to Stonehenge at different times of day? How might they have celebrated? Introduce the idea of the winter and summer solstices – information in Useful Links.</p> <p>Get students to work in groups create their own model version of Stonehenge, using stones they have gathered or created from clay. There is a simple guide in the Useful Links section</p>	

Remind pupils that sound is produced by vibration, sound travels in a wave and that it travels in different ways in different spaces. Discuss echo and how it is caused by sound bouncing off the stones. Caves have reverberation because the soundwaves are enclosed within a stone clad space. Echo is caused by soundwaves bouncing off hard surfaces. Ask them to look at their model of Stonehenge and think about the cave they created in earlier lessons – how might sound differ in the two different places and why?

Lesson outcome

Pupils should write an account about **how** music changed through the pre-historic era and **why** these changes occurred.

They should focus on the different environments e.g caves, Stonehenge and the availability of materials and tools to create instruments as well as **why** people produce music. There is a writing frame on the next page which you may want to use to help pupils structure their writing.

Paphos – Roman amphitheatre

<p>Lesson objectives</p> <ul style="list-style-type: none"> • Develop an understanding of the concept of eras and time periods • Explore development of music as a performance involving audience and performers • Link this to people’s way of life in Roman era compared to Stone Age and Bronze age. • Understand difference in the acoustics and the sound environments of Roman theatre, a cave and Stonehenge. • Do some independent research on Roman musical instruments and use this to produce a piece of descriptive writing. 	<p>Resources</p> <ul style="list-style-type: none"> • EMAP Soundgate app • Tablet devices and/or IWB • Video material and slideshow in Useful Links section
<p>National Curriculum links</p>	
<p>History</p> <ul style="list-style-type: none"> • can place events, objects, themes and people from a history topic on a timeline • can use some “historical period” terms such as ‘century’, ‘era’, ‘BC’, ‘AD’ <p>English</p> <ul style="list-style-type: none"> • retrieve and record information from non-fiction • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings 	<p>Science</p> <ul style="list-style-type: none"> • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases. <p>Music</p> <ul style="list-style-type: none"> • develop an understanding of the history of music. • appreciate and understand...music drawn from different traditions
<p>Main session – activities</p> <p>Using the BBC Hands On History timeline in Useful Links section, help students to place Romans in the timeline, moving from Stonehenge to the Paphos Theatre in Cyprus. The version modelled in the EMAP Soundgate app is dated from between 300 BC and 500 AD.</p> <p>Open the EMAP Soundgate app and access the Paphos Theatre section. Pupils should listen carefully as they (or the teacher on the IWB) scroll around the theatre and make notes on the sounds and instruments they think they can hear. How are these sounds and instruments different to the ones in the caves or at Stonehenge, firstly in terms of what they sound like and secondly in terms of how they are played?</p> <p>Get students to investigate what Roman instruments looked like and sounded like in more detail, using some of the sources listed in the Useful Links section. You may wish to use materials on the EMAP website to introduce this section.</p> <p>Return to the EMAP Soundgate app – what do pupils notice about the sounds of the instruments as they move about Paphos theatre? Do they notice anything about the change in volume and the nature of the sound as they move? How does this site sound different to the caves and Stonehenge? How would people have experienced the music in such a place?</p> <div data-bbox="986 1615 1449 2056" style="border: 1px solid black; padding: 5px;"> <p>Extra info</p> <p><i>The theatre is near the sea, and if pupils listen carefully they might hear waves in the distance, along with the wind fluttering in the material of the theatre’s canopy and curtains, and perhaps some seagulls. Pupils might also hear pigeons and doves, birds we know the Romans used to eat, as well as local birds the Cyprus Warbler and Cyprus Wheatear.</i></p> </div>	

Lesson Outcome

Pupils should write a story about going to a performance at Paphos Theatre in Cyprus. Using their research on musical instruments and sounds, they should try to describe what they see and hear, how it looks and feels to be in the theatre etc.

Extension activity

Take the pupils into the playground or onto the school playing fields with their home-made bullroarers, drums, sticks etc. In pairs, get them to stand in different locations, at different distances from each other and note how the sound changes, depending on direction, materials in the environment such as stone and wood, and distance. You could even have them record the sounds of different instruments in the different locations. Listen to the recordings in the classroom and discuss what they have discovered – you may want to use the word ‘reverberation’ or stick to simple terms such as ‘vibration’ and ‘sound wave’.

Useful links

BBC Hands-on History Timeline - PDF

http://downloads.bbc.co.uk/history/handsonhistory/ancients_timeline.pdf

British Museum - Roman musical instruments - PPT

www.britishmuseum.org/learning/schools_and_teachers/resources/all_resources/resource_roman_musical_instruments.ppt

Guidance on doing research – HTML

Code-IT website

<http://code-it.co.uk/dlplanning/webresearch/internet-research-skills>

Every School website

www.everyschool.co.uk/ict-key-stage-2-internet-research.html

Blasts from the past - VIDEO

www.youtube.com/watch?v=mF2LpQA_jtQ

Music Archaeology – Youtube - VIDEO

<http://bit.ly/2v45y4W>

EMAP website - HTML

www.emaproject.eu

Music Archaeology Recordings – MPG

Listen to ancient instruments

<https://musicarchaeologyrecordings.wordpress.com/>

European Music Archaeology Project – HTML

Recreations of early musical instruments (with sound)

www.emaproject.eu/content/instruments/various-instruments-2.html