

EPISODE 4: THE BAND



Teacher Notes





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Learning Objectives:

- To become familiar with key words in Ulster-Scots.
- To be able to respond to music.
- To use the Ulster-Scots key words with understanding.

Synopsis

Fi and Mac are standing in the village when they hear a strange sound. They follow the sound and find a pipe band getting ready to play. As a drummer plays, Mac describes the snare, tenor and bass drums, pointing out the Drum Major. Fi asks Mac how it is that he knows so much and he tells her that he was once a drum major.

Key Words and Meanings

Key Words	Meanings
gleek	a look
lock	a number of
birI	to turn quickly
heid yin	the main person (in this case, the Drum Major)
wee	small
thon	that / those
brave	good



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Introduction

Prior to viewing, ask the children if they have ever heard a band or been to a band parade. What did you hear? What did you see?

Development

1. Watch "The Band". Discuss what Fi and Mac saw and heard in the episode:

What instruments did they see?

What was different about each drum?

How did the drums make a sound?

How did the pipes make a sound?

How did the piper make the sound change?

Why does a band need a drum major?

Why did Mac know so much about the band?

2. Discuss what is happening in each of the sequencing activity pictures.

Working in groups, put the images in order.

The correct order is:

Fi and Mac went to have a gleek.

You need a wile lock o' wun fer the pipes.

The drums play the rhythm of the tune.

The wee yins are called side drums or snare drums.

The drummers birl their sticks in the air.

The high heid yin will keep the band together.



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Plenary

Come together as a class and read each phrase with the correct picture. Watch the episode again to see if the children were correct. Make up sentences using the key words in another context, e.g. “Let’s have a gleek at what the P5 class is doing”, etc.

Additional Activities for Language Acquisition

1. Using the prompt cards, go over the key words again.
2. Refer to the Ulster-Scots word board, highlighting any time a child or adult uses the word in school. Other words can be put up as vocabulary and awareness increases.
3. Act out The Band with the class. Give different roles to the children, taking it in turns to be the Drum Major. Encourage use of the key words, birl, and heid yin. Accompanying music can be found on YouTube, Spotify or other media.
4. Watch the episode again, pausing at the key words and asking children to repeat them.
5. Using the small world background of The Band from the episode along with the cut outs of Fi and Mac on sticks, encourage the children to use Ulster-Scots words in their imaginative play.



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Suggestions for other curriculum areas:

1. **Music/ STEM-** make instruments using empty cartons and elastic bands, pea shakers, straws, and so on.
2. **Art and Design -**
 - a. create a piece which reflects the colours we might see at a band parade.
 - b. Listen to a piece of pipe band music. Ask the children to paint what they hear as they listen (for example, what might the beat of the drums look like as shapes on a page).

Additional Activities for Language Acquisition

See separate downloads

Background still
of an image from
The Band.

Sequencing activity
images with
phrases.

Flash cards of the key words from Episode 4.