

# Heroes of Troy



[BBC School Radio Online](#)

**Age: 9-11**

**CDs:** **Heroes of Troy** is also available to order (for UK schools only) on pre-recorded CDs during the academic year of transmission from:

BBC Schools' Broadcast Recordings  
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## Music Workshop: Heroes of Troy

*Heroes of Troy* is the new series from **Music Workshop**. Regular presenter David Grant returns with seven exciting songs to learn, each linking to the story of the Trojan War, making this an ideal resource for combining music with the KS2 History topic Ancient Greece.

### **The Trojan War:**

The events of the Trojan War are written about in a number of works of Ancient Greek literature, including Homer's epic poem *The Iliad*, which is at least 2,500 years old.

The events surround the abduction of Helen from the Spartan court by Paris, a Trojan prince. Helen is the wife of Menelaus, King of Sparta, and he musters an army led by his brother Agamemnon to sail to Troy to take Helen back.

The war lasts for 10 long years, during which time the main events are concerned with the clashes between the leading characters, climaxing with the death of Hector at the hands of Achilles (as written about by Homer in *The Iliad*) and continuing with the creation of the Trojan horse by Odysseus – the means by which Troy is vanquished and Helen returned to Menelaus.

### ***The Heroes of Troy website:***

The *Heroes of Troy* website is intended to be used in tandem with your Interactive White Board (IWB). Many of the print resources associated with BBC School Radio music series – e.g. the songs in Pupils' Pamphlets – have been placed online for this series.

You may print out these resources for distribution around the class using the Download sections of the website (see below). However, each of the resources may also be projected using the website in conjunction with your IWB. An important advantage of displaying the resources in this way is that pupils will be sitting upright (or standing) in an ideal position to sing, rather than hunched over their booklets. You may wish to combine both resources by distributing paper copies of the songs but also projecting the programme on the IWB.

The resources provided by the *Heroes of Troy* website (in addition to these Teacher's Notes) include: the words and music to each of the songs; transcripts of the story episodes and of each of the 'programmes'; audio of each of the songs, including both the full-vocal versions and the backing tracks only.

The printable documents are all in pdf format. In order to open them you will need Adobe Acrobat reader. This software is pre-installed on most computers, but it is possible you will need to download it. If so, you can download it free from Adobe at:

<http://get.adobe.com/uk/reader/>

**Please note:** the supporting resources for this series are provided **online only** – there are **no additional resources to be purchased**. It is a fundamental intention with this series of Music Workshop to obviate the need to purchase additional resources by providing everything you will need online. Our intention has been to provide a comprehensive range of supporting resources...indeed, we hope that you will find the online resources provided add an extra dimension to this series of Music Workshop.

The *Heroes of Troy* website is built around the seven songs to learn. The Homepage links to seven separate pages, each dedicated to one of the songs. On the individual song pages you will find links to:

- The **programme player** (titled 'Join David to learn the song'). Clicking on this link will load an audio-visual file of the text of David Grant teaching each of the songs. The file will take a few seconds to load (depending on the speed of your connection). When you are ready to begin, click 'Start'. You will hear David teaching the song, while a pop-up screen of the words appears in time with the programme. Project the words onto your IWB if you wish in the normal way, so that the class can follow the programme on the IWB. The sections for pupils to join in with by singing are clearly marked. The programme player is especially useful for tackling those sections of the songs which require the class to split into groups.
- The **story player** (titled 'Listen and read along to the story.'). Each song page also has an episode of the story, telling the events of the Trojan War from the abduction of Helen through to the Wooden horse and the defeat of Troy. As with the programme player, clicking on this link will load an audio-visual file. Once the file has loaded click 'Start' to begin. You will hear the story, with the words of the story appearing in time in a pop-up window.
- The **song player** (titled 'Sing the song.'). This link launches another audio-visual file similar to the programme player and story player. When you play this file you can listen to the full-vocal version of the song, with each of the words lighting up in time to the music.
- The **extended vocal warm up**. This link, on the right hand side of each of the song pages, allows you to play David's extended warm up, lasting about 9'30". This is an audio file only, and can be used to warm up prior to using one of the main programme players.

#### **Download links:**

In addition to the audio-visual files above, each page also has links offering:

- A **transcript of the programme**. Print this out to follow the programme (for example if you prefer to use it as audio only) and to explore the full content of each programme.
- A **transcript of the story episode**. These can be printed out for additional literacy follow-up.
- The **music for each song**. The melody and chords for each song is offered in music notation, allowing you to create your own versions of each song using your own instrumentation.
- The **words for each song**. Print these out to use in conjunction with the programme and song players, above.
- These **Teacher's Notes**.

In the download section you will also find links to the audio of each song in the following three formats:

- The **full vocal version of each song** available to download as an mp3 file. This version of the song is as it is heard in the programme player, with lead vocals and backing vocals.
- The **part vocal version of each song** available to download as an mp3 file. This version of the song has just the backing vocals.
- The **backing tracks** for each song, available to download as an mp3 file. This version of the songs has no vocals; it is just the instrumental backing track.
- All the **audio and print files associated with each programme** to download as a .zip file. Clicking on this link enables a convenient means to download all the files associated with a particular song.

Clicking on the audio links will play the audio in your default media player (e.g. Windows Media Player). To download the audio:

- Right click on the link.
- Select 'Save Target as...'
- Save the file to your computer.

Some of the benefits of providing these resources online include:

- No need for pupils to share Pupils' Pamphlets. Use the interactive tools on the website to display the words / music of each song on your IWB. This has the additional benefit of allowing pupils to maintain an upright, open posture.
- Less preparation time...no storage space required! All the resources you will need are included in the website, in simple to follow steps that mirror the organisation of the audio programmes. There's no need for preparation time...or for clearing away afterwards.
- The audio downloads of songs allow you to incorporate the music resources into other areas of ICT.
- The resources are available at any time, any where. Pupils can even log on at home if they wish to practice the songs and learn more about the music.

### **Using the programme, story and song players:**

The audio-visual players for the programmes, stories and songs include high quality audio and thus are large files. They will take some time to load on your computer, depending of course on the speed of your connection. In order to avoid any inconvenience **make sure you load any of the player files you are intending to use before commencing the music session.** All of the players may be loaded ready to use before you begin each song and will provide separate tabs in the desktop toolbar.

Once each player is loaded you may toggle between them on your computer, just as you would between any other files. Once each player is started you will see a time bar along the bottom of the pop-up screen, which slowly fills with pink as the file progresses. At the bottom right hand corner of the player you will see a 'play' / 'pause' button. While the file is playing this button is displayed in 'pause' mode, showing that the audio-visual display can be paused, should you wish. When the file is paused, this button is displayed in 'play' mode, showing that the audio-visual display can be restarted.

If you pause the player and then restart it you will find that it begins playing from the precise point at which you paused it. This enables you to toggle between one file and another with confidence that when you return to each you will be able to resume at the point you left off. You may wish to do this, for example, to pause the main programme player to take a break from learning the song to listen to the story. See the individual programme pages in these Notes for suggestions for when to pause the programme for the story.

At the top right corner of the player pop-up window there is a button marked 'Close'. **Only use this button once you have finished with the player for the session.** This button will close the file altogether. Should you need to reload it you will find that the file loads more swiftly; however, you will be returned to the beginning of the audio-visual display once more.

**Please note:** you can click anywhere on the time bar at the bottom of the pop-up window to toggle between 'play' and 'pause'. However, you cannot use the time bar to either fast forward or rewind during the audio-visual display.

**Please also note:** although you can toggle between the various audio-visual players we do not recommend starting and pausing the song players as this may lead to the words and music coming out of synchronization.

### Using the online resources:

- Print or download these Notes as your guide to learning the songs that make up *Heroes of Troy*
- Use the 'Extended vocal warm up' if you wish – or go straight into the main programme player to learn the song (refer to the notes for each song below to check whether the programme player also includes a warm up at the start)
- Use the programme player to begin learning each song: David Grant is your vocal coach and steers pupils through each one methodically...but with passion! Refer to the notes for each song below to establish whether the class needs to be split into groups beforehand. The programme player file is usually about 15 minutes long.
- Use the story player to listen to (and/or read along to) the story. Each episode of the story links to the song you will be learning. Each episode of the story is approximately 6 minutes long.
- Use the song player to revise each song after you have learnt it, to keep each song fresh in pupils' minds.
- Download the audio files to help with your own concert or performance of *Heroes of Troy*. These files are in mp3 format and can be transferred onto any portable mp3 device (such as an ipod or iplayer). Alternatively you can 'burn' the files onto CD as audio and use them with a CD player.
- The song versions on offer include the full vocal version. However, once your pupils have learnt each of the songs it is intended that you should use either the part vocal or the backing track versions to sing to.

**Heroes of Troy and the curriculum:**

*Heroes of Troy* links to the music curriculum at Key Stage 2 in England and equivalent levels and objectives elsewhere. It links most strongly with **Unit 15: Ongoing skills** and **Unit 20: Performance**. Within these units the main elements covered by the series are:

<b>Unit 15: Ongoing skills</b>	<b>Unit 20: Performance</b>
Dynamics	Diction
Pitch accuracy	Two-part singing
Tone production	Instrumental accompaniments
Pulse, rhythm and metre	Rehearsal
Phrase structure	Presentation to an audience
Expressive techniques	How to achieve a quality performance
Improve concentration / memory	

There are also strong links to both literacy and to History at Key Stage 2 and the study of Ancient Greece.

**Copyright:**

Please note: these resources are **copyright free for school performances only**.

This is a special arrangement with the writers and performers negotiated with school use in mind. We would ask you to respect their rights. You do not need to ask permission for your school performance though we would like to hear from you. Please use the [Contact us](#) page of the School Radio website.

However, if you wish to substantially change the material, charge for the performance, video or record it or use it for any other purpose, permission needs to be obtained in writing. Please contact us in good time before your performance.

Enjoy the series!

*Heroes of Troy – the main characters:*

**The Greeks**



**Helen**  
Spartan Queen, wife of Menelaus. Elopes with Paris and the cause of war.



**Menelaus**  
King of Sparta. Husband of Helen.



**Agamemnon**  
Brother of Priam. Leader of the Greek army.



**Achilles**  
Hero of the Greeks – ‘half god half man’ and supposedly immortal.



**Odysseus**  
Hero of the Greeks – invents the Wooden Horse.

Also:

**Patroclus** - best friend of Achilles

**Ajax** - another Greek hero

**Trojans**



**Priam**  
King of Troy. Father of Hector, Paris and Cassandra.



**Paris**  
Son of Priam. Elopes with Helen and the cause of war.



**Hector**  
Son of Priam. Leading Trojan hero.

Also:

**Cassandra** - daughter of Priam - a prophetess who foresees the destruction of Troy

**Pandarus** - skilled with a bow, he wounds Menelaus.



# Song 1: Is it love?

**Style: pop**

**Sung by: Paris and chorus**

**Subject: Paris dreaming he might meet a beautiful woman**

To sing the song 'Is it love?' as a whole class and in two groups, and enjoy the first episode of the story.

In brief	Programme player running order
<p>The class should have -</p> <p>10 mins with teacher to:</p> <ul style="list-style-type: none"> <li>Loosen up and practise breathing</li> <li>Listen to song 1</li> <li>Be divided into 2 groups</li> </ul> <p>25 mins approximately with David Grant to:</p> <ul style="list-style-type: none"> <li>• Join in as he teaches the song</li> <li>• Listen to the story</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Warm-up</li> <li>• Learn backing vocal – 'Is it love?'</li> <li>• Learn verse 1 + backing vocal</li> <li>• Learn verse 1 in two groups</li> <li>• Learn chorus</li> <li>• Learn verse 2 + backing vocal</li> <li>• Learn ending + add backing vocal</li> </ul> <p><b>Option:</b> pause the programme player at 9'09" after the words 'Yeah well done' to play Episode 1 of the story.</p>

## Before the programme:

1. Load as many of the online players as you wish to use before beginning the session (see introduction).
2. *Loosen up!* Ask the children to stand up and loosen up! Get them to give each leg a shake, right leg...left leg...right arm...left arm ...your body. Now loosen your face...pretend you're chewing a big toffee. Or warm up using the 'Extended vocal warm up'.
3. Provide pupils with the lyrics for song number 1: 'Is it love?' and / or look at them on the IWB Play the song through once using the song player.
4. Divide the children into two equal singing groups: group 1 and group 2. **They will need to be in these groups when they learn the song.** Now start to learn the song with David using the programme player.

## After the programme:

1. Practise the song 'Is it love?' Try swapping parts between groups. When you are ready, sing the song using either the part vocal version or, if you are feeling very accomplished, just the backing track.
2. If you wish - let the children hear a song in a similar style – e.g. Status Quo 'Whatever you want'.
3. Music corner activity: Explore **chromatic**. A **chromatic scale** is a downward or upward stepwise movement, **C C# D** etc on a keyboard or any chromatic percussion instrument (i.e. an instrument that has all the notes like the black and white on a piano). Invite the children to play chromatically – start on any note and play the note next to it (up or down) and keep going. The 'Is it love?' chromatic part is as shown below.

C C G G G F# F# F F E  
 Is it love?\_\_\_ Is it love? Is it love? Is it love?

5. Try playing that part along with the song.

## Story summary:

Paris – son of Priam, King of Troy – is blown off-course during a sea voyage. He takes shelter in Sparta, where he meets, falls in love and elopes with a woman called Helen. Trouble is – she's already married to King Menelaus, the Spartan king. It's an act of war...

## 1. 'Is it love?'

### *Verse 1*

I have wandered through the valley,  
Deep in the forest and high up on the hill.  
(Cruisin' around, dreamin' about an angel.)

### *Verse 2*

There's a fever running through me.  
Some kind of madness is burning deep within.  
(Tumblin' down, rollin' around inside me.)

### *Chorus*

I can't stop thinkin',  
I can't stop thinkin' about you.  
I can't stop thinkin',  
I can't stop thinkin' about you.

I keep searchin', searchin' all over the world.  
I keep searchin', searchin' all over the world.

### *Verse 3*

Now the river is over-flowin',  
Down from the mountain and far out to the sea.  
(Tumblin' down, rollin' around, I'm drownin'.)

### *Verse 4*

Every minute lasts forever.  
I think about love and how the world could be.  
(Losin' my mind, dreamin' about an angel.)

### *Chorus*

I can't stop thinkin',  
I can't stop thinkin' about you.  
I can't stop thinkin',  
I can't stop thinkin' about you.

I keep searchin', searchin' all over the world.  
I keep searchin', searchin' all over the world.

Is it love? I can't stop thinkin',  
Is it love? I can't stop thinkin' about you.  
Is it love? I can't stop thinkin',  
Is it love? I can't stop thinkin' about you.  
Is it love? I wanna know,  
Is it love? I got to know,  
Is it love? I wanna know,  
Is it love?

Is it love? I wanna know,  
Is it love? I got to know,  
Is it love? I wanna know,  
Is it love?

Is it love? I wanna know,  
Is it love? I got to know,  
Is it love? I wanna know,  
Is it love..?



## 2. 'The foolish and the brave'

Within these walls,  
Within these walls,  
Shadow of darkness  
All around.

The dogs of war (the dogs of war)  
Are loose once more,  
And only the strongest will survive,  
Will survive.

And all that we planned  
Is lost in the sand  
Just as sure as the sun goes down.

*Spoken*  
Darkness falls upon the land.  
Now mortal man must stand and wait.  
The time for Heroes is at hand  
For they alone will mark our Fate.

The gods of war (the gods of war)  
Awake once more,  
They honour the foolish and the brave.

*Rap*  
For we take these four walls,  
We gotta go to war.  
Be afraid to sleep,  
Better lock your door.  
I don't wanna wait till they turn the key.  
I don't wanna brag but I'm built to last.  
See, I'm the greatest of the great,  
Leader of the way, yeh but yeh, I don't play.  
Follow me from A to B.  
Tell me,  
Who's the original hero?

And all that we planned  
Is lost in the sand  
Just as sure as the sun goes down.

The wall tumbles down,  
It falls to the ground,  
Just as sure as the world goes around.



## Song 3: Destruction

**Style: pop**

**Sung by: Greek army**

**Subject: Arriving at Troy ready for battle**

To learn song Song 3 'Destruction' in short sections; be motivated to memorise another rap, and enjoy the next episode of story.

<p><b>In brief</b> The class should have -</p> <p>10 mins with teacher to:</p> <ul style="list-style-type: none"> <li>• Loosen up and practise breathing</li> <li>• Do some extra vocal warm-ups</li> <li>• Listen to song 3</li> <li>• Be divided into 2 groups, 1 and 2</li> </ul> <p>20 mins with David Grant to:</p> <ul style="list-style-type: none"> <li>• Join in as he teaches the song</li> <li>• Listen to the story</li> </ul> <p>Optional after-programme activities below</p>	<p><b>Programme player running order</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Warm-up</li> <li>• Learn verse 1</li> <li>• Learn verse 2</li> <li>• Learn chorus first part</li> <li>• Learn chorus second part</li> <li>• Combine parts</li> <li>• Learn rap</li> <li>• Learn ending</li> </ul> <p><b>Option:</b> pause the programme at 9'41" just before the words 'You know I've just had a thought' to play Episode 3 of the story.</p>
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### Before the programme:

1. Have the audio player files open and ready to use.
2. Ask pupils to look at the words to the song on the IWB. Listen to the song using the song player.
3. Divide the children into two groups, 1 and 2.

### After the programme:

1. Practise the rap in 'Destruction' and sing the whole song using the song player or download.
2. Revise songs 'Is it love?' and 'The foolish and the brave'.
3. Music corner activity: Invite children to practise these instrumental parts overleaf and then add them to the song. The top part requires a pitched instrument such as a glockenspiel and the other parts can be played on unpitched percussion, e.g. tambour, claves or woodblock.

### Story summary:

The Greek forces are under the command of Agamemnon, brother of Priam and include the heroes Achilles, Odysseus and Ajax. They arrive on the beach outside Troy - they believe the invasion to be imminent and that the war will be over soon. 'Only the walls are between us and glory' (Homer)

Music corner activity (see previous page):

Musical notation for measures 1-4. The piece is in 4/4 time with a key signature of one sharp (F#). The melody in the treble clef consists of quarter notes: E4, G4, E4, B4, E4, G4, E4, B4, E4, G4, E4, G4. The piano accompaniment in the bass clef features a steady eighth-note pattern: E4, G4, E4, B4, E4, G4, E4, B4, E4, G4, E4, B4, E4, G4, E4, B4, E4, G4.

5

Musical notation for measures 5-8. The melody in the treble clef consists of quarter notes: F#4, A4, F#4, A4, B4, B4, B4, B4, B4, B4, B4, B4. The piano accompaniment in the bass clef features a steady eighth-note pattern: F#4, A4, F#4, A4, B4, B4, B4, B4, B4, B4, B4, B4, B4, B4, B4, B4, B4, B4.

9

Musical notation for measures 9-12. The melody in the treble clef consists of quarter notes: E4, G4, E4, B4, E4, G4, E4, B4, E4, G4, E4, G4. The piano accompaniment in the bass clef features a steady eighth-note pattern: E4, G4, E4, B4, E4, G4, E4, B4, E4, G4, E4, B4, E4, G4, E4, B4, E4, G4.

13

Musical notation for measures 13-16. The melody in the treble clef consists of quarter notes: F#4, A4, F#4, A4, B4, B4, B4, B4, B4, B4, B4, B4. The piano accompaniment in the bass clef features a steady eighth-note pattern: F#4, A4, F#4, A4, B4, B4, B4, B4, B4, B4, B4, B4, B4, B4, B4, B4, B4, B4.

### **3. 'Destruction'**

*Verse 1*

The walls of Troy stand in the way,  
They will fall, they will fall  
At the end of the day.  
So we march towards the battlefield.  
We are armed with our swords and our shields.

*Verse 2*

And now the time, the time is right.  
This is war, this is war  
And we've come here to fight.  
On this day we'll slay the enemy.  
Raise your swords to this great victory.

*Chorus x 2*

(Throw down the walls)  
Throw down the walls.  
March on ahead.

(Raise up your arms)  
Raise up your arms.  
March on ahead.

(Let's go to war)  
Let's go to war.  
March on ahead.

(Hands on your hearts)  
Hands on your hearts.  
Full steam ahead.

(Throw down the walls)  
Throw down the walls.  
March on ahead.

(Raise up your arms)  
Raise up your arms.  
March on ahead.

(Let's go to war)  
Let's go to war.  
March on ahead.

(Hands on your hearts)  
Hands on your hearts.  
Full steam ahead.

*Rap*

If you put yourself in my place,  
It's a simple case of coming face to face  
With the threat of war.  
What you gonna do when the world  
You knew has changed – Yo! Not like before.  
Life is like a Trojan cruise,  
Sometimes rocky sometimes smooth.  
Whatever, we're together.  
Who would have thought it?  
Well I never!

*Verse 3*

The walls of Troy stand in the way,  
They will fall, they will fall  
At the end of the day.  
So we march towards the battle field.  
We are armed with our swords and our shields.

*Ending*

All the troops in the house go 'Oh yeah' 'Oh yeah'  
All the troops in the house go 'Ah ah ah' 'Ah ah ah'  
All the troops in the house go 'Oh' 'Oh'  
All the troops in the house freeze.



## Song 4: The wonder of war

**Style: pop**

**Sung by: Achilles (Greek hero)**

**Subject: Tongue in cheek song about being a superhero**

### Learning experience:

To learn Achilles' song 'The wonder of war' in short sections and enjoy the next instalment of story.

In brief	Programme player running order
<p>The class should have -</p> <p>10 mins with teacher to:</p> <ul style="list-style-type: none"> <li>• Loosen up and practise breathing</li> <li>• Do some extra vocal warm-ups</li> <li>• Listen to song 3 while reading lyrics</li> <li>• Be divided into 2 groups, 1 and 2</li> </ul> <p>20 mins with David Grant to:</p> <ul style="list-style-type: none"> <li>• Join in as he teaches the song</li> <li>• Listen to the story</li> </ul> <p>Optional after-programme activities below</p>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Warm-up (Paris and Ulysses)</li> <li>• Learn verse 1</li> <li>• Learn verse 2</li> <li>• Learn bridge</li> <li>• Learn verse 3</li> <li>• Learn verse 4</li> <li>• Learn turnaround</li> </ul> <p><b>Option:</b> pause the programme player at 8'22" just before the words 'We've already learnt two verses' to play Episode 4 of the story.</p>

### Before the programme:

1. Use warm up if desired. Have players open and ready to use.
2. Ask pupils to look at the lyrics on the IWB (or use the copy in these notes).
3. In today's programme there is a warm-up tongue twister which uses names of Trojan and Greek heroes – Hector, Paris, Achilles and Ulysses. (Nb: Ulysses is the Roman name for the Greek hero Odysseus. In our version of the story we use the Greek name Odysseus. His Roman name Ulysses is used in the warm up tongue twister to give an 'ooo' sound. (Children who enjoy research could read up on the various names associated with the story.)

### After the programme:

1. Practise singing 'The wonder of war'.
2. Revise previous songs.
3. Music corner activity: Make up new words to the Paris and Ulysses warm-up – they can either be connected to *Heroes of Troy* or something completely different. You could even look online for an instrumental backing track to accompany your new words.
4. Discuss whether or not the composer of 'The wonder of war' means us to believe that war is wonderful.

### Story summary:

Menelaus fights Paris. Paris has some help from the gods and vanishes just as Menelaus is about to kill him. An angry skirmish breaks out and the Trojans seem to be having the upper hand. The Greeks are all wishing Achilles hadn't argued with Agamemnon and then he would there to help. Achilles's best friend Patroclus rushes off to try and persuade Achilles to come back and fight.

#### 4. 'The wonder of war'

I'm the champion of the Greeks.  
I'm the one they'll never beat.  
At the end of the day  
I'll blow you away,  
That's the wonder of war.

And when I'm on the battle field,  
Looking good behind a shield,  
Fortune and fame,  
That's the name of the game,  
That's the wonder of war.

And when I'm lonely  
And oh so sad  
And blue,  
Once in a while, I manage a smile  
I know just what to do.

Sudden death to every foe.  
That's the only thing I know.  
I do what I can  
Half-god half-man,  
That's the wonder of war.

And when I'm lonely  
And oh so sad  
And blue,  
Once in a while, I manage a smile  
I know just what to do.

I'm the writing on the wall.  
I came I saw I conquered all.  
It's easy to see  
Why they wanna be me,  
I'm the wonder of war.

I can't be beat,  
That's the beauty of war,  
There's no retreat,  
That's the wonder,  
The lightning and the thunder,  
That's the wonder of war.



## Song 5: Lament

**Style:** Folk

**Sung by:** grieving relatives on both sides

**Subject:** The tragic waste of human life in a 10 year war

### Learning experience:

To learn to sing Song 5 'Lament' smoothly and sadly and discuss their thoughts on the story after the programme.

In brief	Programme player running order
<p>The class should have -</p> <p>10 mins with teacher to:</p> <ul style="list-style-type: none"> <li>• Loosen up and practise breathing</li> <li>• Sing some vocal warm-ups</li> <li>• Listen to the song once while reading the words</li> <li>• Divide into 2 groups, melody and harmony group.</li> </ul> <p>20 mins with David Grant to:</p> <ul style="list-style-type: none"> <li>• Join in as he teaches the song</li> <li>• Listen to the story</li> </ul> <p>Optional after-programme activities are listed below</p>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Learn verse 1</li> <li>• Learn harmony part to line 3</li> <li>• Sing harmony together</li> <li>• Learn verse 2</li> <li>• Learn harmony part to verse 2</li> <li>• Sing verse 2 in 2 parts</li> </ul> <p><b>Option:</b> pause the programme player at 9'40" just before the words 'Ok, back to work' to play Episode 5 of the story.</p>

### Before the programme:

1. Use extended warm up if desired. Have IWB players open and ready to use.
2. Ask pupils to turn to look at the lyrics on the IWB as they listen to today's song or use print out if preferred.
3. Divide the children into two groups – melody and harmony groups.

### After the programme:

1. Practise breathing and warm-ups.
2. Practise singing 'Lament'.
3. Revise selection of previous song.
4. The scales used in music have their origins in the Greek modes. To hear what modes sound like go to a piano or electric keyboard, find and play the note then play the next note, D and so on until you reach the next C. That mode is now our major scale. Start on any other note and do the same. The lament in *Heroes of Troy* is based on the mode from A to A, the Aeolian mode and which led to what we call the minor scale today. It is especially used when writing a sad piece of music.
5. Listen to other examples of folk music especially laments or ballads.

### Story summary:

Achilles hears about the death of his friend Petroclus and, forgetting his huff, he re-enters the battle. To avenge Petroclus's death he must kill King Priam's son, Hector. There is a long and bloody day of war. Achilles does indeed slay Hector and he retains Hector's body until King Priam begs for its release. Amidst much wailing and grieving, two funeral pyres are soon burning – one for the Trojan Hector...and the other on the Greek side, for Petroclus, who pretended to be Achilles in order to help the battle effort. The senselessness of the war is becoming more and more apparent.

### 5. 'Lament'

Farewell, farewell, the day is gone,  
A world that we once knew.  
And one by one we're overcome,  
And lay ourselves down to sleep.

My father, my mother,  
My sister, my brother,  
All around us lie.  
A gentle rain begins to fall,  
Across the stormy sky.

Farewell, farewell, the night draws in,  
The shadows dark and cold.  
And one by one we're overcome,  
And lay ourselves down to weep.

My father, my mother,  
My sister, my brother,  
Withered on the vine.

We gather up the bitter fruit,  
And tread the summer wine.  
We tread the summer wine.



## Song 6: ‘Wooden horse’

**Style:** tap

**Sung by:** Odysseus (Greek hero) and chorus

**Subject:** Using brains rather than brawn to win the war

### Learning experience:

To learn Song 6 ‘Wooden horse’ in short sections and understand Odysseus’s plan to win the war from the story.

In brief	Programme player running order
<p>The class should have -</p> <p>12 mins with teacher to:</p> <ul style="list-style-type: none"> <li>Loosen up and practise breathing</li> <li>Do the extended warm up to prepare for the scat</li> <li>Listen to song 6 while reading lyrics</li> </ul> <p>20 mins with David Grant to:</p> <ul style="list-style-type: none"> <li>Join in as he teaches the song</li> <li>Listen to the story</li> </ul> <p>Optional after-programme activities below</p>	<ul style="list-style-type: none"> <li>Introduction</li> <li>Warm-up <i>tongue twister</i></li> <li>Learn verse 1</li> <li>Recap verse 1</li> <li>Learn verse 2</li> <li>Learn verse 3</li> <li>Recap scat</li> </ul> <p><b>Option:</b> pause the programme player at 11’31” just before the words ‘Ok can you look back on your lyrics’ to play Episode 6 of the story.</p>

### Before the programme

- It is recommended to use the extended vocal warm up to prepare for the scat singing in this song. Have players open and ready to use.
- Ask pupils to look at the words of the song on the IWB while listening or use print outs if preferred.

The scat:

*SHA BA-DU, DA BA-DU,  
DE BA-DU, DA BA-DU,  
DE BA-DU, DA BA-DU,  
DE BA-DU DAY*

### After the programme:

- Practise singing ‘Wooden horse’.
- Invite the children to improvise scat singing at the appropriate points in the song.
- Revise previous songs.
- If there are any pupils who can tap dance - ask if they might be willing to demonstrate their skills along with this song.
- Other listening - other musicals, e.g. *Mary Poppins*. Examples of scat might be – Ella Fitzgerald (e.g. ‘Duke’s Place’) or Louis Armstrong (e.g. ‘Heebie Jeebies’).

### Story summary:

The Trojans are aware that the only way the Greeks can win the war is if Achilles is killed by Paris, as prophesied by Cassandra. As a child, Achilles had been held by the heel as he was dipped in the River Styx – his mother thought she was making him immortal. Paris, although not renowned for his fighting skills, manages to fire an arrow which hits Achilles on the very heel which wasn’t dipped in the river and kills him. Things are looking grim for the Greeks until Odysseus – the clever one - comes up with an idea he is sure will win the war...

## 6. 'Wooden horse'

In Sparta they fight harder than the average Ancient Greek.  
The world is at their feet,  
They're the military elite.

The Trojans have no notion of the ancient art of war.  
They can't stand too much gore,  
A fundamental flaw.

The Greeks are so much smarter than the average man of war.  
We know what we're fighting for,  
That's why -

There has to be some strategy beyond the force of arms.  
The enemy is charmed,  
He's totally disarmed.

When I look in the mirror I'm the coolest guy I see.  
There's nobody like me.  
I'm the key to victory.

The Greeks are so much smarter than the average man of war.  
We don't care what people say,  
That is why we lead the way,  
When we're fighting cheek to cheek.

Ba ba da-dap, be ba da-dap, ba doe

We fight them on the beaches and we fight them in the street.  
We can't accept defeat,  
But it's not about retreat.

The time has come to climb upon  
Sha ba-du, da ba-du, de ba-du, da ba-du,  
De ba-du, da ba-du, de ba-du day  
The trusty wooden horse  
Is a tactical resource.

The Greeks are so much smarter than the average man of war.  
Open wide let's climb inside,  
Be the masters of disguise,  
When you're fighting cheek to cheek.



## Song 7: ‘Heroes of Troy’

**Style:** soul swing  
**Sung by:** The Greek winning side and the chorus  
**Subject:** Enjoying being a hero

### Learning experience:

To learn Song 7 ‘Heroes of Troy’; hear the end of the story and be inspired to put on a performance of the songs which have been learnt.

In brief	Programme player running order
<p>The class should have -</p> <p>10 mins with teacher to:</p> <ul style="list-style-type: none"> <li>Loosen up and practise breathing</li> <li>Listen to song 7 while reading the words</li> </ul> <p>20 mins with David Grant to:</p> <ul style="list-style-type: none"> <li>Join in as he teaches the song ‘Heroes’</li> <li>Listen to the story</li> </ul> <p>Optional after-programme activities are listed below</p>	<ul style="list-style-type: none"> <li>Introduction</li> <li>Warm-up: ‘Na, na, na’ and ‘Paris and Ulysses’</li> <li>Learn chorus</li> <li>Learn verse 1</li> <li>Sing through verse 1 and chorus</li> <li>Learn verse 2</li> <li>Sing through verse 2 and chorus</li> </ul> <p><b>Option:</b> pause the programme player 9’27” just before the words ‘So I want you to listen to verse 2’ to play Episode 7 of the story.</p>

### Before the programme:

1. Begin with body loosening and breathing warm-ups. Have IWB players loaded and ready to use.
2. Ask pupils to turn to look at the words of the song on the IWB or use print outs.

### After the programme:

1. Practise singing ‘Heroes of Troy’.
2. Revise previous songs.
3. Listen to the backing vocal parts in the final song and have a BV group write them down and add them to the song.
4. Listen to the *finale* from a musical – e.g. *The Lion King*. Talk about features of a finale – the sense of a performance ending, easy to clap along to, upbeat and positive – and importantly a tune that you recognise at least part of from earlier in the concert. The Music Workshop *Heroes of Troy* used the final song as a signature tune for each of the preceding programmes.

### Story summary:

Odysseus organises and oversees the building of the wooden horse. A group of soldiers hide inside but the remainder of the Greek army sail round the corner and hide behind another island. The Trojans see the beaches empty, open the gates, pull the horse inside and are overthrown. The Greeks are victorious...but our storyteller is left wondering ‘What was that all about’...?

## **7. 'Heroes of Troy' (finale)**

### *Verse 1*

In those far off days of old,  
The bravest in the land.  
Tales of daring deeds are told,  
Let me take you by the hand.

### *Bridge 1*

It's all about destiny  
And the rest is history.  
Remember those glory days.  
Heroes of Troy!

### *Chorus*

We are the heroes of the ancient world,  
The super heroes of the ancient world.

### *Bridge 2*

You might think you're man enough  
But you don't wanna mess with us.  
Who do you think you are?  
Heroes of Troy!

### *Verse 2*

In those ancient days of war,  
No peace across the land.  
And it's still worth fighting for,  
Let me take you by the hand.

### *Bridge 1*

It's all about destiny  
And the rest is history.  
Remember those glory days.  
Heroes of Troy!

### *Chorus*

We are the heroes of the ancient world,  
The super heroes of the ancient world.

### *Bridge 2*

You might think you're man enough  
But you don't wanna mess with us.  
Who do you think you are?  
Heroes of Troy!

**Glossary:****Programme 1**

'BV' is an abbreviation for backing vocal (a vocal part(s) supporting the lead vocal)  
Chromatic – downward or upward stepwise movement, C C# D etc

**Programme 2**

Sequence – a musical pattern repeated higher or lower  
Turn – a decorated note where the main note is sung followed quickly by the notes above and below – in pop culture, such a decoration might be referred to as an ad lib or a riff

**Programme 3**

Rap – began in the late 60s when it became common for record producers to issue an instrumental version of the song on the flip side. Jamaican producers added echo and delay which became known as 'dub'. The DJs playing the records began talking over the music, a practice known as 'toasting' and when dub and toasting became known in New York City, they formed the basis of rap. Rap has become synonymous with hip-hop although this is not strictly correct.

**Programme 4**

Bridge – a section in a song (or instrumental piece) which takes the music from one section either to a new section or perhaps to a chorus.  
Turnaround – a term in pop culture where the last line repeats or extends before coming to an end.

**Programme 5**

Laments are songs or poems expressing grief or mourning. Many of the oldest known poems are laments. Laments are present in *The Iliad*, one of two surviving ancient Greek epic poems. Although these are traditionally ascribed to Homer they contain material composed over several centuries. *The Iliad* begins with Achilles' withdrawal from fighting in the Trojan War and ends with his return to slay Hector, the Trojan hero. Modes – are the forerunners of the scales used in music and largely originate in Greece.

**Programme 6**

Scat is a type of singing normally associated with jazz where the singer improvises the music sung to nonsense syllables. It originated in the early 1900s and well-known exponents include Ella Fitzgerald and Louis Armstrong. The children will have the opportunity both to copy scat and improvise their own during the programme.

**Programme 7**

Finale – is the final section in a musical composition, and in the case of a musical can be a prolonged final sequence which sometimes incorporates sections of some of the songs featured during the production.

**Performance notes:****How to achieve a quality performance**

**Posture:** Stand well-balanced, equal weight on both legs, knees loose, feet apart, head up. Warm up well, physically and vocally.

**Facial:** Use smiling muscles to achieve a brighter sound.

**Breathing:** Breathe through the mouth, encourage low breathing (without raising the chest or shoulders). Discuss the appropriate breathing places in the songs and practise these.

**Diction and tone:** When singing in a higher register, sing 'from the eyes', open mouths, aim at rounded vowel sounds and sound consonants together.

**Expression:** Discuss the meaning and mood of the song lyrics. Discuss how to communicate the meaning through adding dynamics or facial expression.

**Lyrics:** Communication will be improved if the songs are well rehearsed and lyrics memorised. The start and end of songs are important and there must be familiarity with length of introductions.

**Stagecraft:** Discuss how to walk on and off the stage and how pupils should react to applause. Encourage pupils to visualise the audience and the importance of staying focused in order to assist the audience to enjoy the performance. Remind pupils that they are visible to the audience at all times whether they are singing or not.