CROYDON MUSIC HERITAGE TRAIL
PRIMARY PACK

Explore the Croydon Music Heritage Trail with your class through flexible warm-up activities, lesson plans, and drop-down day options.

MUSEUM OF CROYDON

WELCOME

This pack has been produced for schools by the Museum of Croydon Team to support bringing the Croydon Music Heritage Trail into the classroom. It is a flexible resource to use with pupils primarily at Key Stage Two. Teachers can simplify activities to be suitable for Key Stage One.

There are three steps to the toolkit:

1. Take the trail

2. Hold a 'Respond and Reflect' lesson

3. Design your own school music trail

You can take one, two or all three steps to suit the time you have available.

Happy trailing!

The Music Heritage Trail Team, Museum of Croydon.
museumofcroydon.com

IS YOUR SCHOOL BASED OUTSIDE OF CROYDON?

This pack has been designed for the This is Croydon programme, but any primary school can utilise it. The activities respond to the Croydon Music Heritage Trail app, which can be downloaded on any smart device anywhere. Lessons can focus on your own school and local area, including making your own Local Music Heritage Trail.

CROYDON MUSIC HERITAGE TRAIL SUPPORTERS

The Croydon Music Heritage Trail was developed as part of Croydon's programme as the London Borough of Culture, This Is Croydon. The project has been made possible thanks to generous funding from the Mayor of London and the National Lottery Heritage Fund with the support of Croydon Council and the Museum of Croydon.

HOW TO USE THIS PACK

This pack includes instructions and lesson plans for each of the three steps, so you can dip in and out of the lessons that suit you and your class.

STEP 1: TAKE THE TRAIL

Explore the sights and sounds of the Croydon Music Heritage Trail either out and about, or in the classroom, learning about the people, places and events that make up the rich history of Croydon's music scene.

STEP 2: HOLD A "RESPOND AND REFLECT" LESSON

Choose a warm-up or two and then pick from the five creative lesson plans to help your class to respond and reflect on what they have learnt on the trail.

Activities focus on the music curriculum, but skills from Art and Design, History, Maths, English, PSHE, and Citizenship can also apply to each of the lessons to support your curriculum requirements.

1. **Make a "sounds of Croydon" mega mix**
2. **Celebrate your music heritage hero**
3. **Spot the genre: with genre spotter's guide**
4. **Make a music mural**
5. **Take the music & multiplication challenge**

Looking for a history lesson? Download the Primary Toolkit on the Culture Croydon website for further lessons relating to the wider This is Croydon Programme, including a history lesson using oral history recordings from the trail as a stimulus.

STEP 3: DESIGN YOUR OWN TRAIL

Design a map, and use the plaques in this pack to set your trail around your classroom or other school space, placing your work along the way. Invite other classes to follow the trail to share your learning.

WHAT NEXT?

At the end of this pack, you will find a certificate template to print and share with pupils who complete the trail. Please share what you achieve in class with the team, either through your social channels using the hashtag **#ThisIsCroydonSchools** or by emailing **museum@croydon.gov.uk**

DROP-DOWN DAYS OR CROSS-TERM PROJECTS

You can use the entire pack to produce a plan for a drop-down day or cross-term project. Pick a selection of warm-ups and lessons, and build your learning through to the trail design. This can connect to your 'Local History' project theme or run across your curriculum priorities.

BACKGROUND

As part of This Is Croydon, a London Borough of Culture programme, a new app leading users on music trails around Croydon has been produced.

The app leads people to landmarks related to local music events and people. Croydon has a rich musical heritage, spanning the eras, from Samuel Coleridge-Taylor to Stormzy and from Kirsty MacColl to Nadia Rose, and all are explored. At each point, the user can access content including images, artworks, pieces of music, oral history recordings and more. The trail has a related exhibition launching at the Museum of Croydon in January 2024.

1. PREPARE TO TAKE THE TRAIL

Ahead of your lesson, download the free **"Croydon Music Heritage Trail"** app wherever you access your apps. It is available across iOS and Android devices.

Familiarise yourself with the trails by clicking through the stops. Each stop includes a stimulus that can be used in the classroom, from images, to oral history recordings or videos. There may be trails or stops near to your school or of specific types of music or moments in music history that will most resonate with your group.

Introduce the trail to the group, explaining that there is a rich music heritage in Croydon that includes a range of genres (different types of music), cultures, and people. The trail will showcase different **music, artworks** and **historical evidence** to help us learn about the music of the area.

2. SELECT YOUR TRAIL OR STOPS:

There are two options for taking the trail or visiting a stop.

• **In person:** You could you take a trip with the class to follow a full trail, or for younger groups select just one or two of the stops near you to visit in person.

• **In the classroom:** you could 'visit' a stop virtually together as a class, or assign a stop to each table. If you are assigning by table, share a smart device with the group and challenge them to find their stop by giving them an instruction: "Table one, can you navigate to trail two and find stop five?"
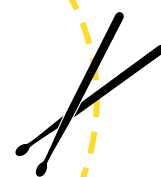
STEP 1: TAKE THE TRAIL

CURRICULUM LINKS: MUSIC, HISTORY, PSHE

3. COMPLETE THE WORKSHEETS:

Print and share the 'Take the Trail' worksheet on the following page. This supports pupils to consider what they see and hear in more depth, and think about how it makes them feel about Croydon and the music heritage here. If you are visiting multiple stops, provide enough worksheets for each stop.

4. REFLECT AS A CLASS:

When everyone has completed their worksheets, or when you return from your trip, come back together and have a discussion about what the class saw or heard. You can invite some or all of the class to share what they wrote or drew on their sheets.

Some prompt questions might be:

- **What types of music did we see/hear?**
- **What cultures or communities did they represent?**
- **What time in history were they from?**
- **How did the trail make you feel?**
- **Was your favourite music/instrument/musician or culture represented?**
- **If you were going to add a stop or type of music to the trail, what would it be?**

CROYDON MUSIC HERITAGE TRAIL
TAKE THE TRAIL WORKSHEET

YOUR NAME: ....

TRAIL STOP NUMBER AND LOCATION: ....

WHAT TYPE OF ARTWORK, ITEM, OR HISTORICAL EVIDENCE WAS AT YOUR STOP? (CIRCLE)

Oral history recording   Photo   Drawing/painting
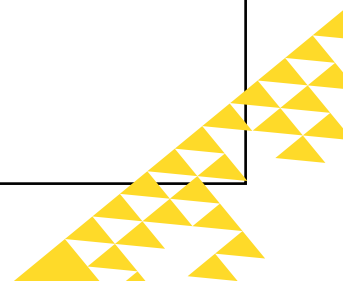
Historic written record   Piece of music   Other: ....

DESCRIBE WHAT YOU SAW OR HEARD IN THREE WORDS OR SENTENCES:
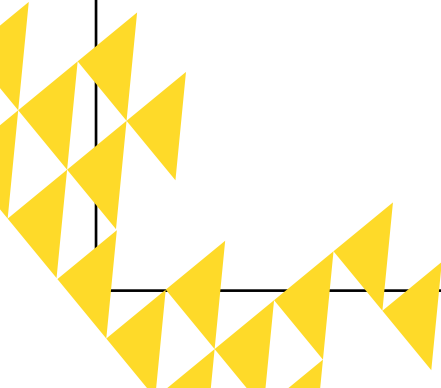
HOW DID IT MAKE YOU FEEL ABOUT CROYDON AND WHY?

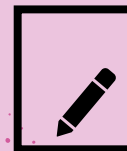(You might have been surprised, proud, happy, sad or another feeling?)

CROYDON MUSIC HERITAGE TRAIL
TAKE THE TRAIL WORKSHEET

USE THE BOX BELOW TO RECORD WHAT YOU SAW, HEARD OR FELT USING PICTURES:

STEP TWO: RESPOND AND REFLECT LESSON PLANS

Read on to find four warm-up activities and five lesson plans to run creative activities with your class responding to what they experienced on the trail.

For older classes, challenge different tables or teams to complete a different task to give you a range of creative responses at the end of the session to share with one another.

Before starting your lesson, these warm-up activities will get your class moving and thinking. And don't forget, there is also a wordsearch in the app which can be used as a warm-up or home learning activity.

WARM-UP 1: CALL AND RESPOND

Sing or clap out a short rhythm to the class (or individual tables) to copy back. Begin with just four or five beats.

Keep extending the length of the rhythm to challenge the class to remember and copy it. Stop when you have completed a long rhythm, or when the class can't remember it all! For older groups, ask a student to lead the next rhythm themselves.

WARM-UP 2: MUSIC AND ME

Ask the group to take a moment to think about the music they listen to at home, with their families, or with wider communities. What sort of music is it? How does it sound? What instruments are used? Can you dance to it? If so, how? When is it played? (at celebrations or parties?) Do they know which country it came from?

They can now share their thoughts with a partner. The partner must then share what they have learnt with the rest of their table, reporting back the experience of their friend. How many different types of music did each table hear about?

If any of your pupils have mentioned a story, song or dance from their family or culture they would like to share more widely, you could create time for pupils to perform them for the class in a music show and tell.

WARM-UP 3: MUSICAL SHOPPING LIST

Pretend you are writing a shopping list of different musical instruments, genres or musicians. Ask the class to put up their hand to add a new idea to the list – how many can you come up with together to add to your list?

Challenge the group to add as many ideas as possible from different cultures, countries and genres – there is such a rich diversity in Croydon, can they think of them all?!

WARM-UP 4: MUSIC CHARADES

Ahead of the session, write down on pieces of paper different musical instruments, musical genres or song names from the trail, from Croydon, or that you have been learning about.

Play a game of charades as a class or in pairs, by selecting and acting out the words on the pieces of paper – how many can you guess?

Examples could be: guitar, piano, rock music, punk music, rhythm, tempo, etc.

LESSON ONE: MAKE A "SOUNDS OF CROYDON" MEGA MIX

CURRICULUM LINKS: MUSIC, ICT

INTRODUCTION:

Inspiration for music making can come from anywhere! Croydon itself is full of different sights and sounds that can become part of a piece of music. From bird song to market stall holders cries, cars driving by, or people chatting. This activity uses these local sounds to inspire music making.

LESSON PLAN:

1. **Visit Croydon:** Take a trip out into the streets around your school and record the sounds you hear. For younger pupils, you can do this around your school area, including shared spaces inside and out. You can also incorporate this with visiting a stop from the Music Heritage Trail.

2. **Record your sounds:** Select your own music-making software or explore downloading some for the school. There are a few to choose from, but BandLab is free to use, and you can record your sounds directly into the app on your walk. You can also record on a separate device and then add sounds to the software when you are back in the classroom.

3. **Prepare for your mega mix:** Hold a discussion about the elements a piece of music usually includes. This will help the class look out for what to use from their Croydon sounds in their own work. Discussion points can include:

   a. Genre: what genre might they want to base their music on? Will it reflect their own background, community or music tastes?

   b. Rhythm: do they have a rhythm in mind?

   c. Pulse: what will be the regular pulse of the music?

   d. Expression: what feeling might they want their music to express, and how do they want their audience to feel when they listen to the music?

4. **Mix your music:** Use the software to mix the sounds together and add some from the sound banks available. They may also want to record additional beats or words to add on top of their Croydon sounds.

5. **Name and share your mega-mix:** Ask students to name their piece of music and share it with the class. Older students can introduce their music by describing what inspired them.

SOME OF THE KEY MUSIC WORDS SUITABLE FOR KS2 INCLUDE:

Pulse, rhythm, pitch, groove, improvise, compose, melody, audience, imagination.

Rap, Blues, Baroque, Latin, Irish Folk, Funk, Jazz, Classical, Bhangra, Hip Hop.

Guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones.

TIP: if you don't have access to do this activity with technology you can use every day items, vocal and body percussion to recreate the sounds the group heard and create a musical soundscape of Croydon.

Children can work in pairs or small groups to recreate the different sounds and then you can experiment together with pace, volume and rhythm to blend the different sounds together into a song mix.

LESSON 2: CELEBRATE YOUR MUSIC HERITAGE HERO
CURRICULUM LINKS: MUSIC, HISTORY, ART, ENGLISH

INTRODUCTION:

There are lots of inspirational musicians from across history on the Croydon Music Heritage Trail. They represent a diverse range of personal experiences, cultures, and musical types.

This lesson challenges pupils to use what they have learnt to produce a portrait and create a fact file of one 'music heritage hero' from the trail, or to select one themselves to represent their own culture or favourite music.

Older pupils can use home learning to research further information about their hero in a library or online following any school online safety guidelines.

LESSON PLAN:

1. Discuss the trail: Talk about the people you have 'met' when visiting stops on the Croydon Music Heritage Trail, either out and about or in the classroom. Consider:

  a. Who are they?

  b. Why were they included?

  c. When where/are they alive?

  d. What sort of music did they produce?

2. Select a music heritage hero: Pupils can choose a person they have learnt about from the trail, or one of their own music heroes, to produce a portrait and 'fact file' about them to display. There are lots of options on the trail. Five to pick from are included in the following page, with directions for finding them in the app.

3. Produce your artwork and fact-file: How you produce your artwork can be flexible depending on the age and skill of your pupils, but you could:

  a. Draw or paint pictures along with written fact files to display on a wall

  b. Use your IT skills to produce PowerPoint presentations to share with a partner or with the class

  c. Record a presentation of what you have found out, using software such as Loom.

SHARING YOUR CULTURES AND COMMUNITIES

This can be a great activity to share important people from different cultures chosen by the pupils in your class, particularly if you have a group made up of children from different backgrounds, cultures and communities. Who are their heroes and what can we all learn from them?

LESSON 2: CELEBRATE YOUR MUSIC HERITAGE HERO
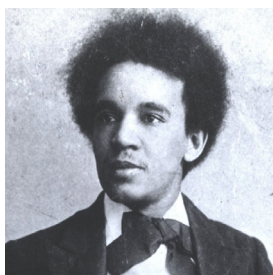## CURRICULUM LINKS: MUSIC, HISTORY, ART, ENGLISH

INSPIRATION 1:
Kirsty McColl

Click on the 'Central Trail' > location 3 > The rise of Kirsty MacColl

Find out about Kirsty's duet with Shane MacGowan, her move to a Cuban Latin sound and her legacy today.

Note that this entry includes details of Kirsty's death in 2000.

INSPIRATION 2:
Samuel Coleridge-Taylor

Click on the 'Central Trail'> location 13 > Samuel Coleridge-Taylor

This violin prodigy of English and Sierra Leone descent was the first black person to enrol at The Royal College of Music. His work included conducting and composing, and he was inspired by American folk songs, among other genres.

INSPIRATION 3:
BRIT alumni

Click on the 'The Northern Trail' > location 16 > We were BRIT!

This stop lists classic BRIT school alumni who studied right here in Croydon. Pupils could pick from R&B singer Dane Bowers, pop icon Leona Lewis, jazz singer Katy Melua, indie band 'The Kooks', or global stars FKA Twigs, Adele, Amy Winehouse and more.

INSPIRATION 4:
Stormzy

Click on the 'The Northern Trail' > location 22 > Stormzy

Raised in South Norwood, Stormzy must be one of Croydon's most well-known residents. His Grime performances have won him multiple awards, as well as millions of social media follows. He is also well known for his charity work.

INSPIRATION 5:
Malkit Singh

Click on the 'Explore Further Trail' > location 24 > Croydon Mela Archives

Malkit Singh, talking at the beginning of the video in the app at this stop. He has performed at the Croydon Mela held in Lloyd Park, which he describes as 'one of the best Mela in England'. He loves to get everyone dancing when he performs. He was the first Punjabi singer to be honoured with an MBE from the Queen.

LESSON 3: SPOT THE GENRE
CURRICULUM LINKS: MUSIC, ENGLISH

INTRODUCTION:

The Croydon Music Heritage Trail includes information about a range of genres that have been represented by artists and performances in Croydon. This includes Reggae, Grime, Dubstep, Dancehall, Punk, Rock, Indie, Blues and Jazz, Indian Music and Classical Music.

This lesson invites students to listen to music from or inspired by a range of these genres and match them up to their key features in a fun quiz, using their 'spotter's guide' to help identify them.

LESSON PLAN:

1. **Ahead of the lesson:** Print out copies of the "MUSIC GENRE: SPOTTER'S GUIDE" from the next page for your class, and download and test the accompanying quiz PowerPoint for this lesson. This deck walks you through the next steps of the lesson, including links to the music on the quiz with answers.

2. **Introduce the idea of a 'genre':** It is a French word meaning 'sort' or 'type'. In music, 'genre' helps us categorise different types of music into groups. So if someone said their favourite genre is 'opera' we would already have a good sense of what sort of music they listen to.

3. **Find out how many genres they know:** Ask the group to list them with you. Explain that in Croydon, many diverse types of music from across the world have come to the area and influenced the different genres being played and enjoyed. From Reggae and Grime to Blues, Bollywood and Indie.

4. **Hand out the "MUSIC GENRE: SPOTTER'S GUIDE" sheet:** This includes tips for identifying each of the genres.

5. **Host the quiz:** Using the provided PowerPoint, click on the music examples and allow the class to listen quietly and then discuss which genre they think it represents. They can either note down their answers or call them out and you can make a judgement on the majority view.

6. **Reflect on what you have learnt:** After completing the quiz, discuss how important it is that there are lots of different musical genres that have come together in the UK and specifically in Croydon to inspire us all. To extend this lesson into the English curriculum, ask students to write a fact file about one of the genres they have learnt about, using the key literacy skills you are currently developing.

TAKE IT FURTHER

This Spotify playlist hosted online brings together music from artists from Croydon, those who performed in Croydon, as well as those who studied their craft in Croydon.

If you have a Spotify account, you can play each song in full. If not, you will hear a sample of each song before it will move to the next. You could pick some examples from this list to test out your new found genre spotting skills. Always listen to music first to ensure it is suitable:

croydon.situate.io/croydon-music-heritage-trail-soundtrack

# MUSIC GENRE: SPOTTER'S GUIDE

1. REGGAE

Often feels like lazy summer days. Usually has an electric guitar, bass guitar, drums and singers. Began in Jamaica and became popular in the UK in the 1960s.

(Bass guitar)

2. GRIME

Electronic dance music, often with an 'MC' or 'Emcee' rapping about city life. Uses electronic sounds and strong beats. Thought to have begun in London in the early 2000s.
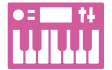
(Synthesizer)

3. DUBSTEP

Electronic dance music with no or very little singing or rapping. Often has samples (short pieces of music) taken from other songs. Thought to have begun in Croydon in the early 2000s.

(Mixing deck)

4. PUNK

All about anarchy! Punk often sounds angry and noisy with loud drums. A type of Rock music that began in the UK and US in the 1970s. Its musicians wanted to make the opposite of the fun, lighter sounds of pop music.

(Drum kit)

5. ROCK 'N' ROLL

Has a strong, fun beat and catchy lyrics, it's great to dance to. Guitar, drums and vocals are all important to Rock 'n' Roll music. Started in the US in the 1950s and quickly became popular with young people.

(Drum sticks)

6. FOLK

Uses traditional instruments, such as acoustic guitars and vocals. Often has lyrics about nature, love and family. Songs often pass between musicians by listening, not by writing down.

(Acoustic guitar)

7. BLUES

Has sad melodies, an emotional story to tell, and a slow tempo. May be made up of just one or two instruments, such as saxophone, and a singer. Began in the late 19th Century in the USA, led by African-American musicians.

(Saxophone)

8. POP

Often has a fun, party melody, or is a love song (called a ballad). Usually has a strong singer with catchy lyrics that lots of people enjoy. The name came from the 1950s and is short for 'popular' music.

(Microphone)

9. INDIAN CLASSICAL MUSIC

Often has a peaceful or uplifting feel. Often uses stringed instruments, flutes, singers, and drums, keeping a strong rhythm. Its origins are thought to go back 6,000 years.

(Indian flute)

10. WESTERN CLASSICAL MUSIC

Often has a full orchestra with strings, woodwind, brass and percussion instruments. It may even have opera singers telling stories in Italian. Often refers to music made in Europe from 1750 to 1900.

(Cello)

LESSON FOUR: MAKE A MUSIC MURAL
CURRICULUM LINKS: MUSIC, ART, DESIGN

INTRODUCTION:

Did you visit the 'Croydon Symphony' mural on the trail? If not, check it out by clicking on 'Designing the trail' on the app homepage and then clicking: "Croydon Symphony". Here you'll find information about how the mural was commissioned and made, as well as a list of all the music legends shown in the mural, and the musical items.

The mural was created by ATMA, a street artist, mural painter and designer. ATMA uses bold colours, sharp lines and natural patterns to tell stories through his work. He particularly positions his work in unusual or urban spaces, such as by motorways or in housing estates. You can find out more about him on his website: **atma-art.com**

You can view a time-lapse video of ATMA at work here: **https://vimeo.com/836100384**

Murals are a great way to celebrate important people and events from local areas. They bring colour to local spaces and share information through words and images.

LESSON PLAN:

1. Look at the 'Croydon Symphony' mural together and discuss what you see: Do the images represent what Croydon looks and feels like to the class? Who or what do they recognise in the mural? Use the app to identify the people and items in it by using the list provided.

2. Ask the group: If you were producing a mural about your own musical inspirations, what would you include? Pupils should consider:

 a. Their favourite genres (types of music)

 b. The music they listen to as a family or with other community groups

 c. The local, UK-wide or global musicians they know

 d. Talented musicians from their own school

 e. Musical events they have been to, such as festivals or concerts

 f. Important local people they have learnt about from the trail

LESSON FOUR: MAKE A MUSIC MURAL
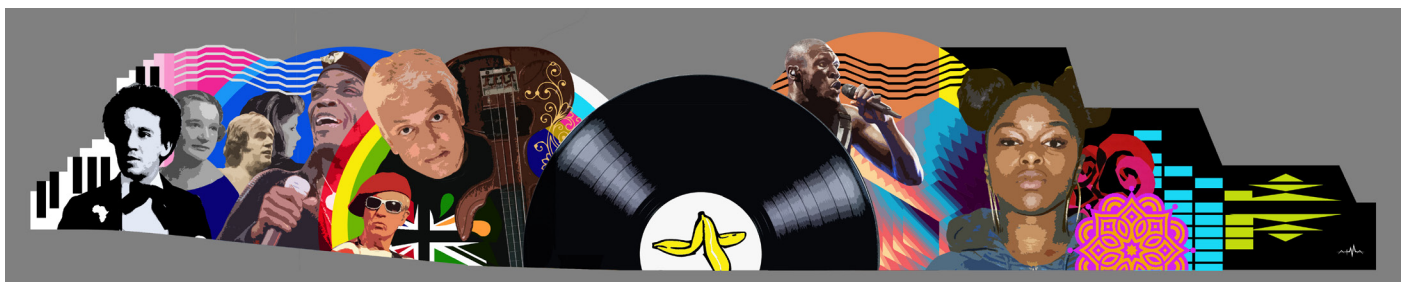## CURRICULUM LINKS: MUSIC, ART, DESIGN

3. **Mind-map mural ideas:** In tables or teams, pupils should all put forward an idea for the mural. If two people choose the same idea, they can either produce that element as a pair, or select something else. They are welcome to select people, places or events from the trail or even from the 'Croydon Symphony' mural itself – they can design their work in a new way.

4. **Create mural images:** Hand out paper for each pupil to produce one image that represents the event, person or music genre they have chosen. Each mural team should choose the same colour to use as the background to all of their works of art, so that when they are displayed together they will match up.

5. **Display the mural:** Once everyone has finished their element of the mural, they can be stuck up next to each other on the wall to create one large collage of pictures together. Pupils or groups could give their mural a name and add a sign to it with the artwork's title, artists' names, the date it was made, and a short description. These murals would make ideal final pieces for your trail if you move on to step three of this pack!

LOOKING FOR OTHER ARTISTIC OPTIONS?

Your class can be inspired by the app in any way they like. They could:

- Design an album cover for their favourite music or artist – this can include discussing the different ways music has been shared over the years, from records, to tapes, CDs and now streaming. You could look at iconic covers for inspiration.

- Produce a 'postcard' from their trail experience – in the app's homepage you'll find information to help with this.

- Take a piece of music and use colour and shapes to express how it makes them feel. Is it spiky or smooth, dark or light, busy or simple?

- You could select other street artists to share with the class as inspiration, such as Banksy in the UK, or Kobra in the US. Kobra uses Geometric shapes and bright colours to paint large-scale wall murals.

LESSON 3: TAKE THE MUSIC & MULTIPLICATION CHALLENGE
CURRICULUM LINKS: MUSIC, MATHS
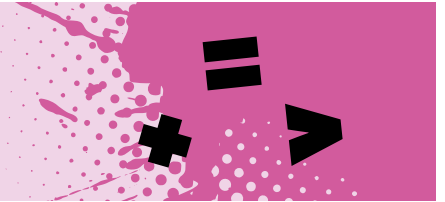
INTRODUCTION:

Maths may not be the first skill that comes to mind when you are listening to music, but in fact, making music relies on all sorts of different maths skills.

This lesson uses maths skills to analyse a piece of music from the Croydon Music Heritage playlist, focusing on the Key Stage two music themes of rhythm and pulse and maths skills including multiplication tables and solving maths problems in context.

LESSON PLAN:

1. Introduce rhythm and pulse: outline the difference between these two concepts.

• The pulse is the steady beat that runs through a piece of music. If you clap the pulse, the space between each clap will always be the same.

• The rhythm is a pattern of sounds and spaces of different lengths. A piece of music is made up of long and short sounds, which creates the rhythm.

2. Find the Croydon Music Heritage Trail Playlist: This playlist hosted online brings together artists from Croydon, those who performed in Croydon, as well as those who studied their craft in Croydon.
croydon.situate.io/croydon-music-heritage-trail-soundtrack

3. Spot the pulse: Select a song from the playlist and listen to the piece of music in advance to check suitability and familiarise yourself with the pulse and rhythm. If you have a Spotify account, you can play each song in full. If not, you will hear a sample of each song which you can clap along to before it will move to the next. These brief samples work well to show how the speed of the pulse can change the feel of a piece of music dramatically.

• Once you have identified the pulse, clap along to the music together, counting out loud the beats in the pulse, "one, two, three, four" etc.

• Select a multiplication table you are working on, and use the pulse to practise hitting the beats of the table. For example, if you are working on multiplying in fours, only call out the number on the fourth beat: "four, eight, twelve, sixteen". You could also use the same piece to try the two or eight times tables.
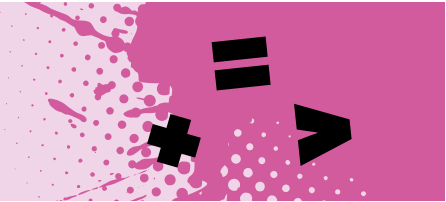
4. Spot the rhythm: Using the same song, or another, now look for a repeating rhythm. This can often be found in the chorus. Once you have spotted a clear rhythm, pause the music and clap it back as a class. Now ask:

   a. How many beats are there in the rhythm?

   b. How many beats are short and how many are long?

   c. Can you repeat the rhythm to practise a multiplication table?

5. Rhythm Rules: Can the class create a rhythm based on different rules? You can make the rules trickier or easier depending on your class age and skill level. One example rule is below, but by changing the rules in bold, you can make lots of different rules for pupils to try. Older pupils can set rhythm rules themselves and challenge each other.

*Example Rhythm Rule: Your rhythm must be made up of **two short beats** and **three long beats**. Repeat the rhythm until you have used **25 beats in total**. How many times must the rhythm be repeated to reach 25 beats? Write this as a multiplication. (Answer: 5 x 5 = 25)*

TAKE IT FURTHER

You can also provide rules that use a maths sum as the starting point, for example:

Rhythm Rule: Your rhythm pattern must have the ***same number of beats in total as the answer to 4 x 4.***

If you have an older class, you can explore rhythm and pulse in more detail, including looking at concepts such as syncopation, with this BBC Bitesize module:

https://www.bbc.co.uk/bitesize/topics/z9sfrmn/articles/zw4k7v4

STEP 3: DESIGN YOUR OWN TRAIL
CURRICULUM LINKS: MUSIC, MATHS, ART & DESIGN, HISTORY

INTRODUCTION:

This lesson includes running a map-making exercise to produce a trail to take pupils around the different artworks and materials the class has produced through the lessons in this pack. The lesson can incorporate elements of the maths and design curriculum, alongside music and history. It will require around two lessons to complete.

For inspiration, you can visit the 'Designing the trail' section of the app, which includes information about how the plaques were designed and how the ideas for stops on the Croydon Music Heritage Trail were suggested by the people of Croydon themselves.

LESSON ONE: DESIGN A TRAIL MAP

In advance of your class, print off copies of the trail maps in this pack as examples of a map that can be followed with clear stops along the way. You will also need to prepare craft supplies, such as pencils, colouring pencils and rulers.

Before you begin this lesson, assess the work you have produced during your Respond and Reflect lessons to identify how many stops your trail will need. Will you need one stop for each work of art/pupil, or can you group them? This could be by theme, type (picture, fact file, music) or by table. Around ten stops can work well. Once you know how many stops you need, you can get designing your map.

1. **Mind map the elements of a trail:** Hand out the map examples from this pack and give some time for the pupils to look and discuss them in pairs. As a class, draw a mind-map of all the things that a good trail map should have. This could include:

   a. A start and end point

   b. Clear labels

   c. Arrows to show directions

   d. A sense of distance between stops (although this may not be accurate)

   e. Images of landmarks

   f. Symbols to show other important points (such as toilets or stations)

2. **Design your own map:** Now hand out paper and pens to the students to design their map around the school area in pairs. You could assign a start and end point only; for example, it must start at school reception and end at the library. Or you could specify all the stops, i.e. Library, reception, school hall, our classroom, the basketball hoops, etc.

3. **Vote for your trail map:** Once complete, ask each pair to share their map and the design choices they made. Hold a class vote to select the route that you will use. Remind them it should have all those points from your mind map at the start of the lesson.
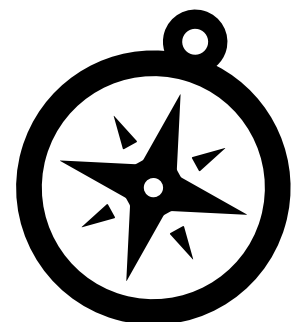
STEP 3: DESIGN YOUR OWN TRAIL
## CURRICULUM LINKS: MUSIC, MATHS, ART & DESIGN, HISTORY

LESSON TWO: FOLLOW YOUR TRAIL

1. Ahead of your next lesson, layout the stops: Follow the stops on the selected map and use copies of the plaque in this pack to mark each stop along the way. The plaque template can also be used for a colouring or design activity. Older pupils can also help with laying out the trail itself.

2. Display pupil's work: At each stop, set up a selection of artwork, written work or a device to play music from your lessons to display. Older classes can also create information labels for each stop.

3. Follow the trail: The class can now follow the trail to see their work on display. You can also share the map with other classes to follow and learn about what your group has produced. Those who complete the trail can receive the certificate in this pack.

Share the trail further by hosting an open evening for parents and carers to take the trail and see the pupils' work.
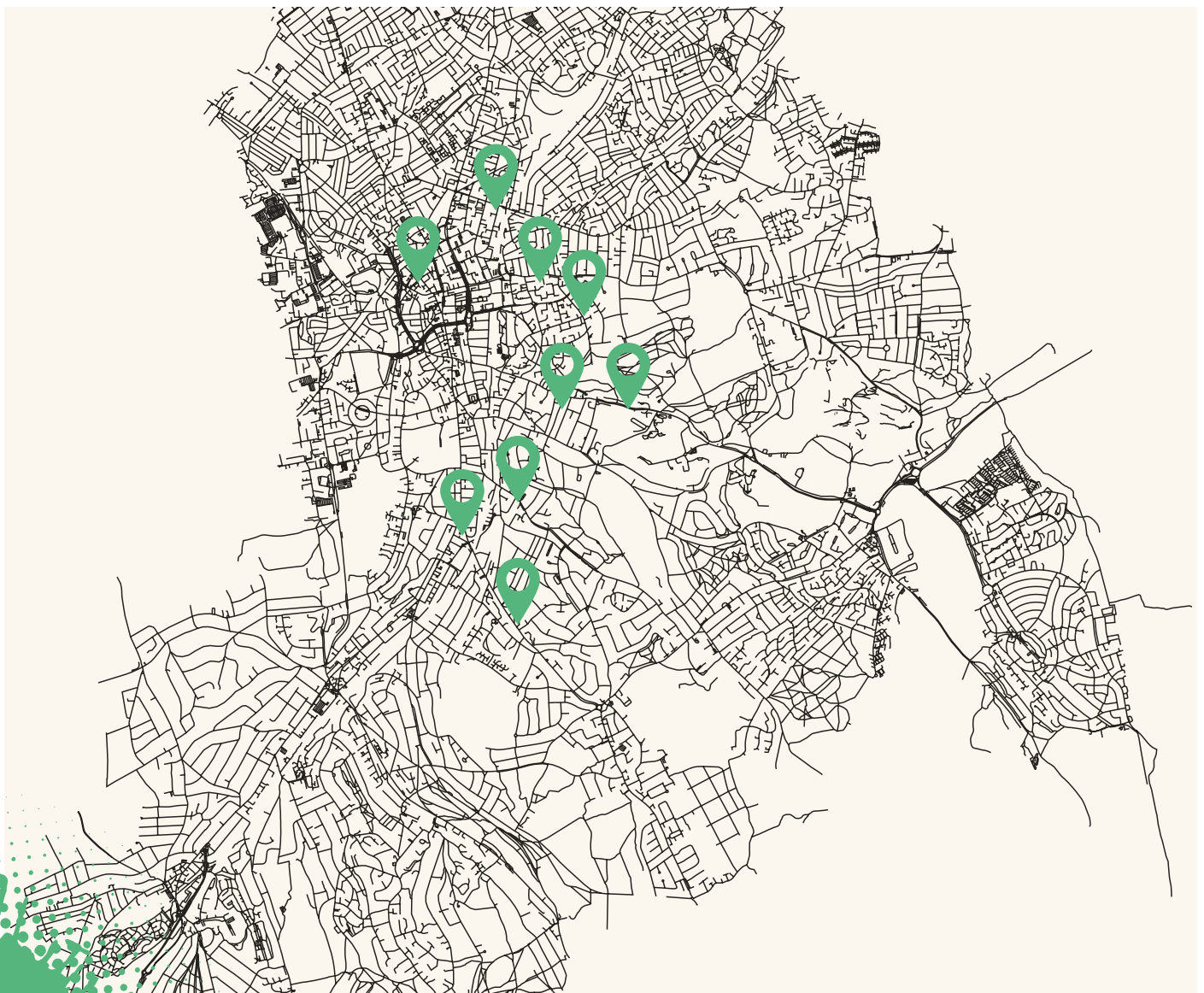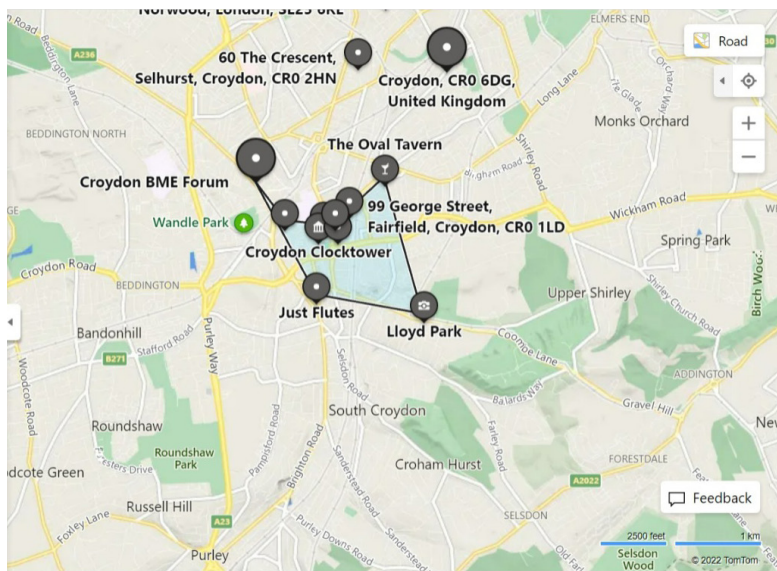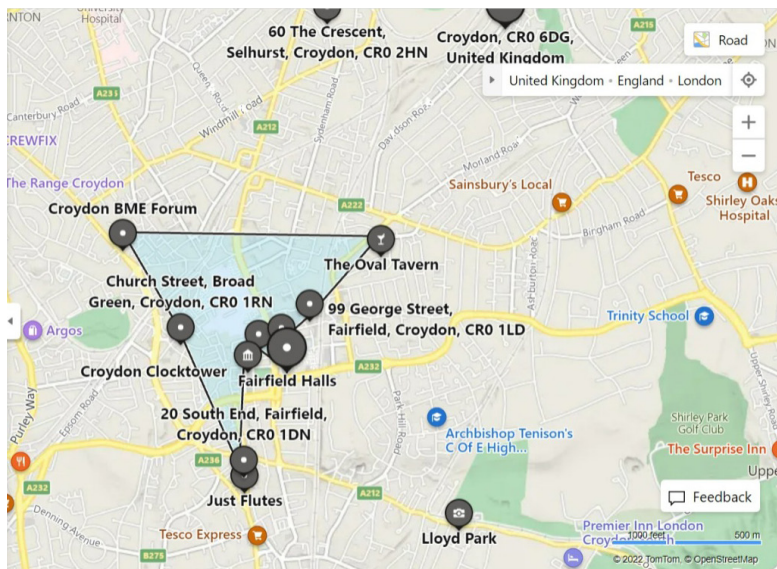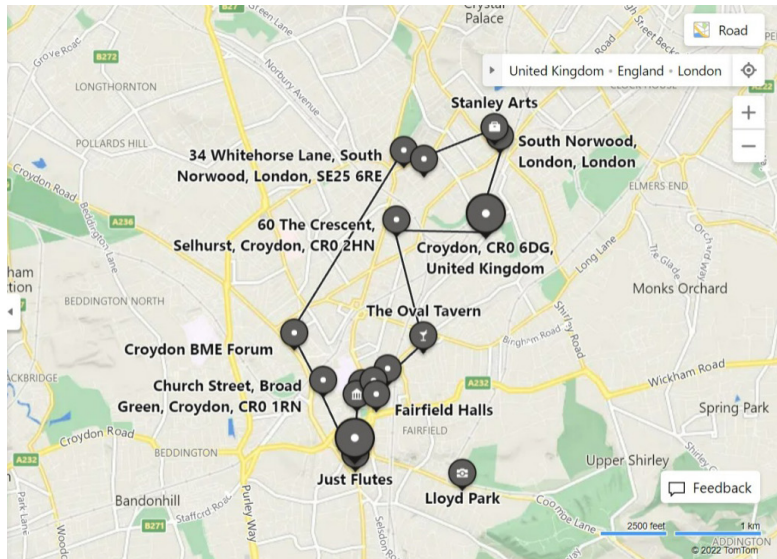
TRAIL PLAQUE TEMPLATE

Music Heritage

Made possible with
Heritage Fund
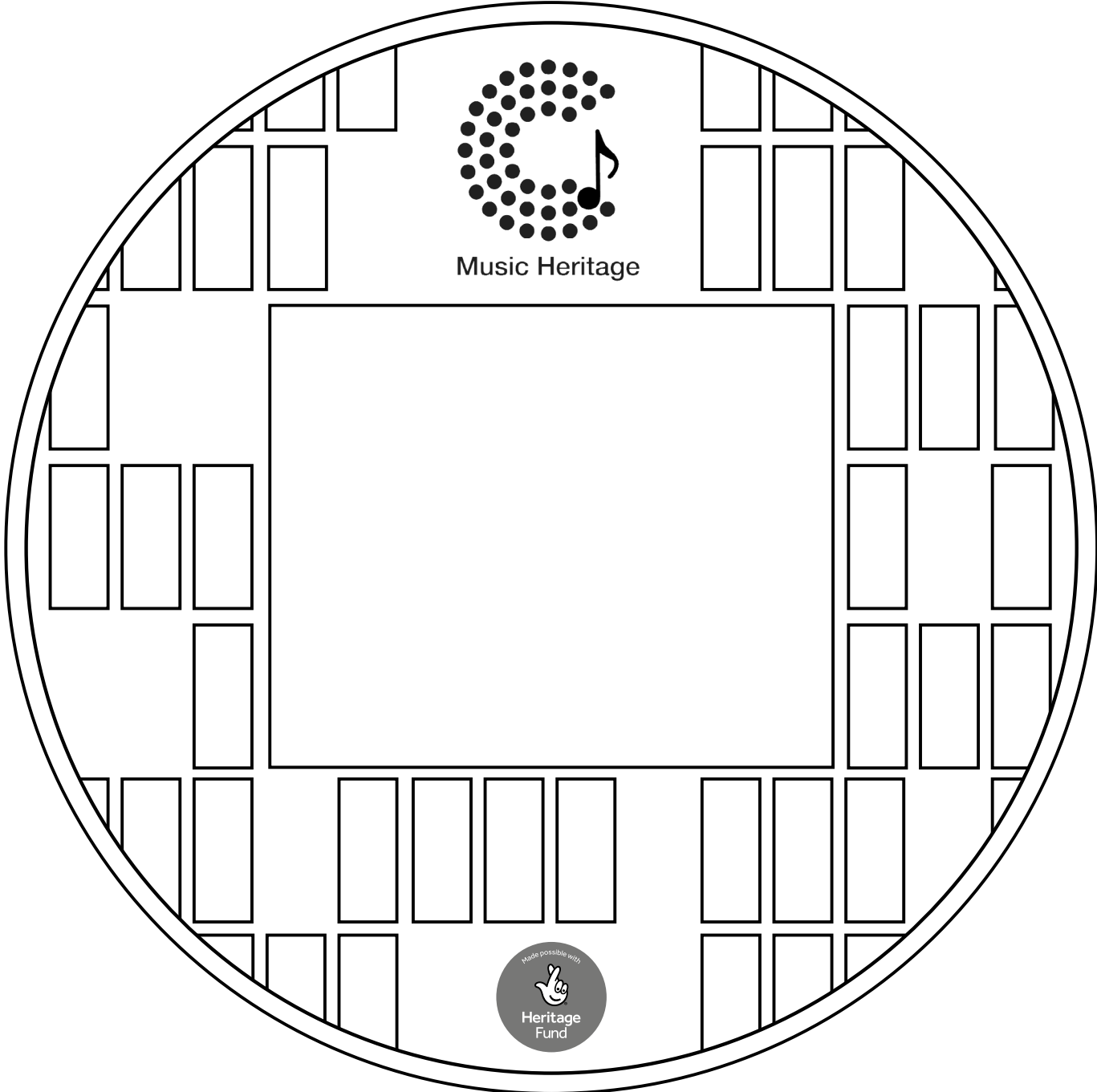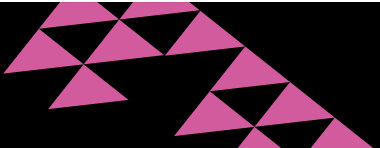
EXAMPLE TRAIL MAPS

CONGRATULATIONS

THIS CERTIFICATE WAS PRESENTED TO:

....

FOR ACHIEVING:

....

DATE:

SIGNATURE:

....

THIS IS AN
**ARTS &
CULTURE
SCHOOL**

**THIS IS
CROYDON**

**MUSEUM OF
CROYDON**

London Borough of Culture is
a Mayor of London initiative.

MAYOR OF LONDON

Presented by:

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LOTTERY FUNDED

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ENGLAND**

Made possible with
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Fund**

SHARE YOUR EXPERIENCE WITH US

Thank you for using this school resource as part of This is Croydon, a year-long programme celebrating Croydon's moment as London Borough of Culture 2023.

We want to hear your feedback! You can access a ten-question online feedback form which will take around five minutes to complete using this QR Code or link:

WHY ARE WE ASKING FOR YOUR FEEDBACK?

By completing the school questionnaire, you will be helping us to understand how teachers are using the learning packs and how we can develop more cultural education resources in the future. Please be reassured we will not ask for any personal details and will only use the information for evaluation purposes.

HOW WE WILL USE THIS INFORMATION:

In line with Croydon Council's Culture and Library Services Privacy Notice, data from this survey will be shared with the following partners to analyse and evaluate the impact of our programmes: contracted evaluation partners, external programme funders, programme delivery partners.

SHARE YOUR CLASS WORK WITH US

We would love to see what you and your pupils have produced for the This is Croydon celebrations. We will also select some examples of school projects to share in the This is Croydon School's Newsletter and other official channels, where we showcase school work as inspiration for others to take part.

YOU CAN EITHER:

Share on your social channels using the hashtag **#ThisIsCroydonSchools**

Or email us, at: **museum@croydon.gov.uk** and include Education in the subject line.