Unit of Work Planner for **Seasons**
an interactive music workshop from Orchestra of the Swan

Listen together | **Explore** together | **Create** together | **Perform** together

Unit Learning Objectives

- Children to experience the sounds that our orchestral instruments (flute, clarinet and bassoon) make together.
- To recognise the sounds of the flute, clarinet and bassoon when played on their own.
- To explore sounds and listen to music on a theme incorporating different genres and styles of music.
- To play together, starting and stopping together.
- To create soundscapes using classroom and handmade instruments.
- To perform a new piece together and share with others either in an assembly or as a video/recording.

About this Music Workshop:

This workshop has been developed as part of our Free Online Education programme for SEND pupils. Each video is performed by our musicians Diane (flute), Sally (clarinet) and Oliver (bassoon) and comprises music, song, performance opportunities and gestures to make them as accessible and inclusive as possible for your pupils. In session 1 you should watch the video throughout, pausing wherever you like, to explore areas in more detail with your pupils. Sessions 2-5 are developed from this video and incorporate links to all relevant tracks in our **Seasons Playlist**. Encourage your pupils to take the lead as much as you can.

The Music featured in this video is:

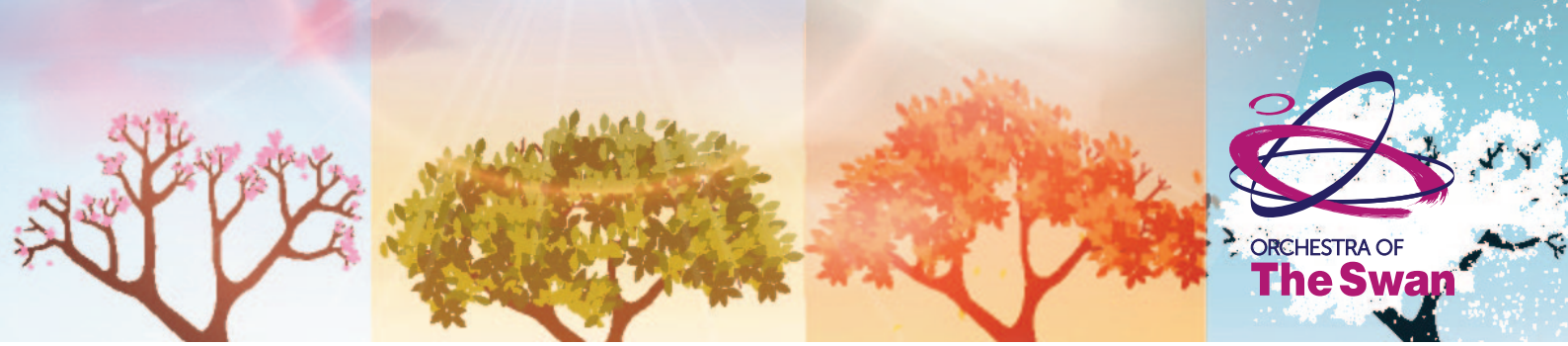
- *Winter Rain* (Vivaldi) arr. Wanda Sobieska
- *Pan with the birds* (Jules Mouquet) from *La Flute de Pan*
- *Summertime* (Gershwin)
- *La Rejouissance* (Handel)

Prior Learning:
It is helpful if teachers and children have had some experience of handling and playing untuned percussion instruments (eg: tambourine, maracas and any others you have in school). Some children may be able to join in using tuned percussion instruments (eg: chime bars, xylophone, glockenspiels).

Vocabulary:
Clarinet, flute, bassoon, tune, melody, composer, soundscape, tempo, beat, pulse.

Extension Ideas:
Listen to additional pieces of music listed.
Extend your theme across your curriculum – make class displays, props and costumes for your final performance.

Enrichment Ideas:
Invite our musicians into school to lead this workshop for you, leading to a performance at the end of your day! Contact education@orchestraoftheswan.org for further information. Further videos in this series can be found here: **orchestraoftheswan.org/the-swan-education**



Individual Learning Plan Focus Areas:

Sitting still, listening carefully, watching, following instructions, singing together, holding an instrument and using it appropriately.

Lesson 1:

Watch the video together, pausing wherever you like. The content of the following sessions is based on this video. Just click on the link in each lesson to take you to the piece of music we will use during that session.

Listen to other music with a seasons theme: Eg:

- ***The Four Seasons*** by Vivaldi: https://www.youtube.com/watch?v=GRxofEmo3HA
- ***The Four Seasons of Buenos Aires*** by Piazzola: https://www.youtube.com/watch?v=yPFUEVqTHqo
- ***The Fall of the Leaf*** by Imogen Holst: https://www.youtube.com/watch?v=llkFjUm3nPI

Create

- A wall display in your classroom that reflect our theme. Can you draw or paint your own rainbow?

Plenary

- Can you identify the Clarinet? Flute? Bassoon? Which is your favourite?
- Sing our **Good Bye Song** and then use the **second version** adding your pupils' names.

Lesson 2:

Starter

- Sing our **Hello Song** together

Activity

- Listen to ***Winter Rain***
- Explore moving in time with the music.
- Listen together to our players perform ***Pan with the birds*** by Jules Mouquet. creating a soundscape as they go.
- **Play the solo version with Diane on the flute** and add your instruments to play along with the music.

Explore

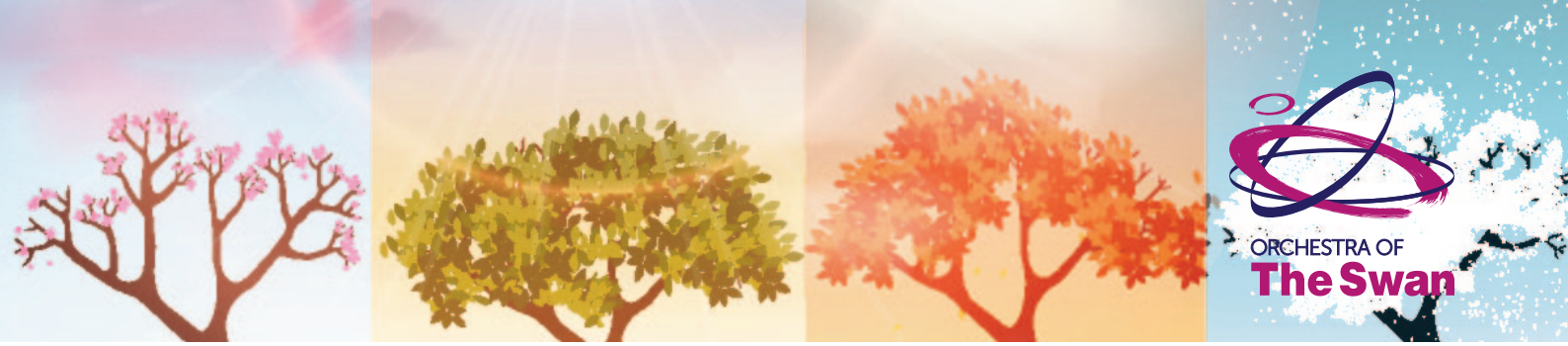
- How does the music make you feel? Use emotion cards to help.
- What can you hear? Use pictures of instruments to help pupils choose.
- Can you hear the rain? Use rainmakers or make your own. You could use bells and glockenspiels for drip drops, or drums or bodies for light tapping to explore sounds of rain.

Listen

- To ***La Rejouissance*** by Handel. Does this music make you feel happy or sad? Why is that?
- To the soundscape – what sounds can you hear?
- What sounds can you hear in Spring, Summer, Autumn, Winter?
- How can we recreate those sounds using our instruments? You could use weather symbols and assign a sound maker to each one – point at the symbols and see if the children remember or anticipate the soundmaker associated with that symbol – just like when using a Graphic Score.
- To ***Summertime*** to relax to.

Plenary

- Can you identify the Clarinet? Flute? Bassoon? Which is your favourite?
- Sing our **Good Bye Song** and then use the **second version** adding your pupils' names.



Lesson 3:

Starter
- Sing our **Hello Song** together using the version with gaps to add in your pupils' names

Activity
- Listen together to our players perform ***Pan with the birds*** by Jules Mouquet.
- **Play the solo version with Diane on the flute** and add your instruments to play along with the music.

Explore
- Making soft and loud sounds on your instruments. You could incorporate slow and fast sounds too, to represent the birds flight in the piece.

Listen
- To Diane play the flute – what can you hear? What animal is the flute trying to be? Explore different bird sounds – you could incorporate moving around the classroom as birds.

Create:
- Use your instruments to explore sounds to create your own soundscape.
- Work out how you will start and stop together and practice this, conducting together.

Plenary
- Can you identify the Clarinet? Flute? Bassoon? Which is your favourite?
- Sing our **Good Bye Song** – with your pupils' names.

Lesson 4:

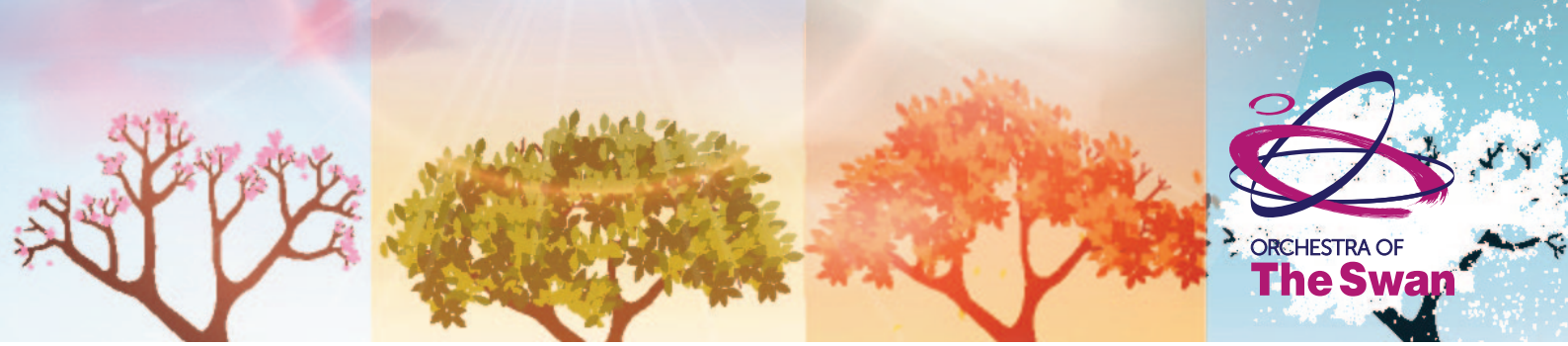
Starter
- Sing our **Hello Song** using the version with gaps to add in your pupils' names or words appropriate to the theme i.e.: 'Hello Rain'.

Activity
- Listen together to our version of ***Pan with the birds*** by Jules Mouquet.
- Use our autumn themed **soundscape** as inspiration to create your own using your instruments.

Listen
- ***The Four Seasons*** by Vivaldi. https://www.youtube.com/watch?v=GRxofEmo3HA
- What does this music make you think of?

Create
- Your soundscape – including how to start and stop together and develop your loud and soft playing to represent the sounds you might hear.
- Add in any movements using props such as scarves, or birds made together in class to add colour.
- Can you make any additional props/costumes for your performance? Rain pictures? Sun masks?

Plenary
- Can you identify the Clarinet? Flute? Bassoon? Which is your favourite?
- Sing our **Good Bye Song** with your pupils' names or repeat the words you used in your **Hello Song**.



Lesson 5:

Starter
- Sing our **Hello Song** using the version with gaps to add in your pupils' names or words appropriate to the theme i.e.: 'Hello Rain'.

Activity
- Continue developing your soundscape from Session 4.

Listen
- ***The Four Seasons of Buenos Aires*** by Piazzola. https://www.youtube.com/watch?v=yPFUEVqTHqo
- Does this music make you feel like dancing? Why is that?

Perform
- Practice performing your soundscape together from the start with your instruments only.
- Try it again adding in any movements you wish to add.

Plenary
- Can you identify the Clarinet? Flute? Bassoon? What did the flute play today?
- Sing our **Good Bye Song** with your pupils' names or repeat the words you used in your **Hello Song**.

Lesson 6:

Starter
- Sing our **Hello Song** using the version with gaps to add in your pupils' names or words appropriate to your soundscape.

Activity
- Continue developing your soundscape from Session 5.

Perform
- Film/record your finished work to share in school, with parents and to map development across the weeks.
- Don't forget to share them with us where you can!

Plenary
- Can you identify the Clarinet? Flute? Bassoon? What did the clarinet play today?
- Sing our **Good Bye Song** with your pupils' names.

Don't forget to visit our website at www.orchestraoftheswan.org to find out more about our work with schools and young people.