



# Animal Train

SEND/Key Stage 1/Lower KS 2 pupils

ORCHESTRA OF  
**The Swan**

## Unit of Work Planner for **Animal Train**

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 **Animal Train Playlist**. Encourage your pupils to take the lead as much as you can.

### The Music featured in this video is:

- *Can you feel the love tonight* (Lion King) Elton John
- *The Cat* from Prokofiev's *Peter and the Wolf*
- *The Elephant* from *Carnival of the animals* by Saint-Saëns
- *The Bare Necessities* (Jungle book, Terry Gilkyson) arr. Diane Clark
- *The Shadow of your Smile* by Johnny Mandel

#### 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](mailto:education@orchestraoftheswan.org) for further information. Further videos in this series can be found here: [orchestraoftheswan.org/the-swan-education](http://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 Toys and Games theme: Eg:

- **Carnival of the Animals** by Saint-Saëns: <https://www.youtube.com/watch?v=1L993HNAa8M>
- **The Lark Ascending** by Vaughan Williams: <https://www.youtube.com/watch?v=ZR2JIDnT2l8>
- **Peter and the Wolf** by Prokofiev: <https://www.youtube.com/watch?v=9ueGfjBKbiE>

**Create**

- A wall display in your classroom that reflect our theme.

**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 **Can you feel the love tonight**.
- Explore moving in time with the music.
- Listen together to our players perform **The Cat** from Prokofiev's *Peter and the Wolf* and **The Elephant** from *Carnival of the Animals* by Saint-Saëns.
- Listen to the train music.
- Can you create your own animal train?

**Explore**

- How does the music make you feel? You could incorporate emotion cards here to help.
- What can you hear? You could incorporate pictures of the instruments to allow choice.

**Listen**

- To **The Cat** from Prokofiev's *Peter and the Wolf* and **The Elephant** from *Carnival of the Animals* by Saint-Saëns.
- Which instrument is the Cat and which the Elephant?
- To **the train music** – what sounds can you hear?
- To **The Shadow of your Smile** to relax to.

**Create**

- How can we recreate those sounds using our instruments? Build your own train soundscape using sound makers and exploring fast and slow sounds. Try call and response whistle sounds and vocalisations, loudly or quietly and incorporate movement if it is appropriate. Ask children to choose a slow/fast train, loud/quiet/train etc.
- Which animals get on our train? Recreate sounds for these animals.



- 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 **The Cat** from Prokofiev's *Peter and the Wolf*.
  - **Play the solo version with Sally on the clarinet** and add your instruments to play along with the music. Can you move like a cat?

- Explore**
- Making soft and loud sounds on your instruments.

- Listen**
- To Sally play the clarinet – what can you hear? What animal is the clarinet trying to be?
  - Add your own cat movements and sounds. Incorporate how a cat feels.
  - Use blankets and teddy bears to explore 'soft' textures to the music.

- Create**
- Use your instruments to explore sounds to create your own soundscape.
  - Work out how you will start and stop together and practice this – another opportunity for pupils to conduct!

- 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 ie: 'Hello Cat'.

- Activity**
- Listen together to **The Elephant** from *Carnival of the Animals* by Saint-Saëns.
  - **Use the solo version of Oliver on the bassoon** and add your instruments to play along with the music. Can you move like an Elephant?

- Explore**
- Making loud and soft sounds on your instruments.

- Listen**
- To Oliver play the bassoon. What animal is Oliver trying to be?
  - To **Carnival of the Animals** by Saint-Saëns: <https://www.youtube.com/watch?v=1L993HNAa8M>

- 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 to add colour.
  - Can you make any additional props/costumes for your performance? Animal masks, animal movements, signs and animal sounds?
  - Choose one animal you like and create another soundscape.
  - What animals can you add to your Animal Train?



- 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 Cat'.

- Activity**
- Continue developing your soundscape from Session 4.
  - **Listen to the Snake Soundscape.**
  - Can you make any snake sounds?

- Listen**
- To **The Lark Ascending** by Vaughan Williams: <https://www.youtube.com/watch?v=NZyBLw0IHlg>
  - What type of animal does this music make you think of? 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.
  - Explore and encourage arm movements, or tracking for up and down – side to side – round and round etc.

- 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** sing the version with gaps to add in your pupils' names or words appropriate to your soundscape.

- Activity**
- Continue developing your soundscape from Session 5.

- Listen**
- To **The Bare Necessities** – move along to warm up!

- 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 flute play today?
  - Sing our **Good Bye Song** with your pupils' names.

Don't forget to visit our website at [www.orchestraoftheswan.org](http://www.orchestraoftheswan.org) to find out more about our work with schools and young people.