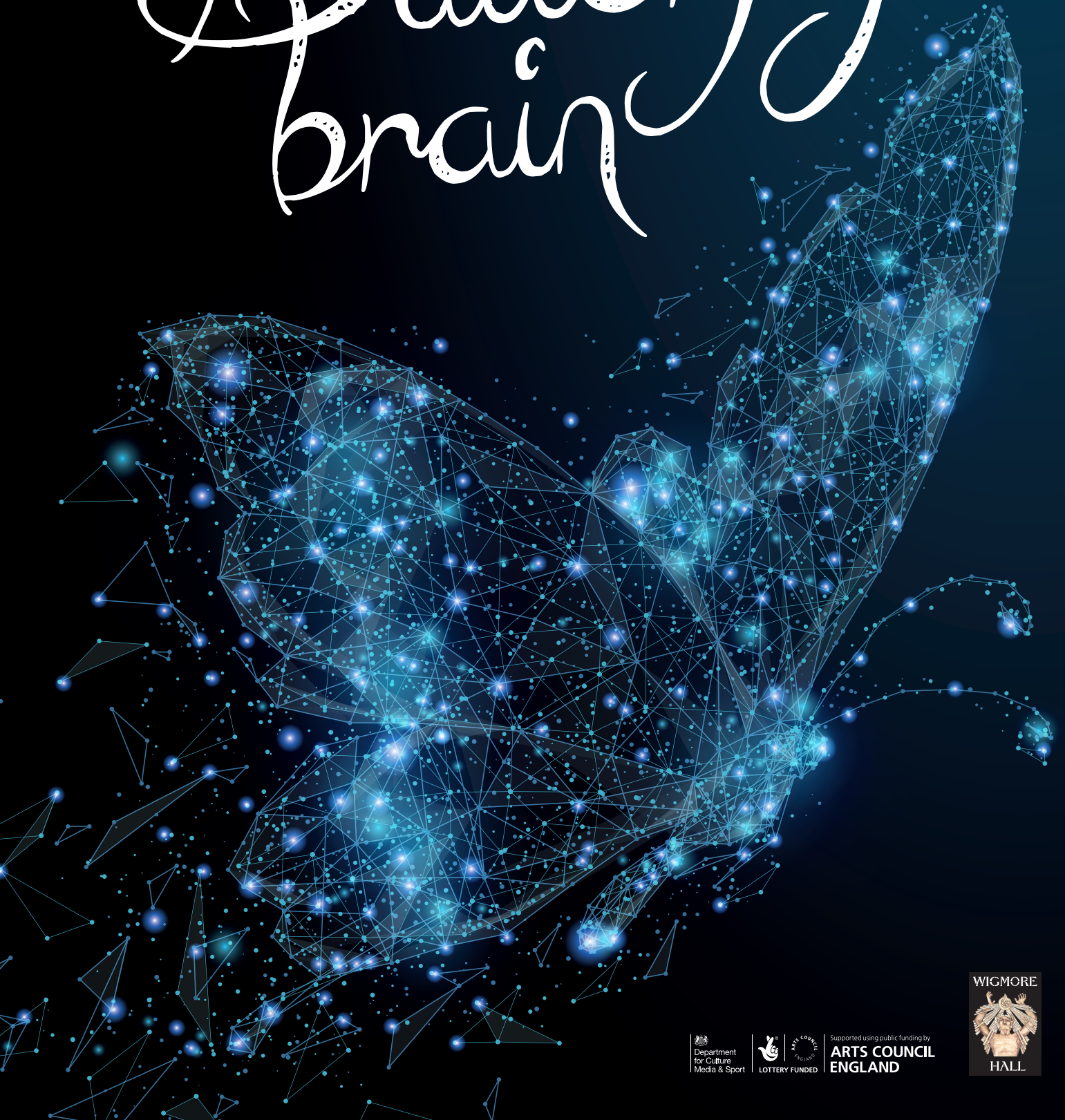


WIGMORE HALL
Learning

Butterfly brain



Department
for Culture
Media & Sport

LOTTERY FUNDED

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**ARTS COUNCIL
ENGLAND**



In *Butterfly Brain*, Gus goes on a journey with his butterfly, visiting his memories. There are some lovely ones and some quite scary ones, though we learn why they are scary and what they really mean by the end of the concert.

Butterfly Brain activity: Flying Through Musical Memories



ACTIVITY ONE:

Preparation:

1) Composing a flying melody in groups:

- ➡ Optional: watch some videos of butterflies in flight for inspiration!
- ➡ In small groups, draw the imagined flight of a butterfly on a sheet of A4 paper, using just one curved line
- ➡ In groups, play a short MELODY (or tune) on a tuned instrument (xylophone, keyboard, guitar, violin, etc) which follows the line - the melody should go up if the line goes higher, and down if the line goes lower. Decide when the melody notes might move more quickly, and more slowly. You've just composed a melody!

2) Making fluttering butterfly textures:

- ➡ Explore as a class what sort of sounds suggest the fluttering, whispering sounds of a butterfly
- ➡ What sort of sounds can you make using tuned instruments? Can you find unusual ways to play your instruments? What dynamics (loud/soft) might you use?
- ➡ What sort of sounds can you use using untuned instruments (xylophone, keyboard, guitar, violin, etc)? Can you find unusual ways to play your instruments? What dynamics) might you use? Build up these sounds as a class. We call these sorts of musical sounds textures.

Butterfly Brain activity: Flying Through Musical Memories



Whole Group Piece: Make some whole class flying music using tuned and untuned instruments:

⇒ Divide into four groups: two tuned instruments and two untuned instrument groups

a) Tuned Instrument Group 1 chooses a note they can all play and keeps a steady pulse (or beat). e.g:

1	2	3	4
C	C	C	C

b) Untuned Instrument Group 1 finds a rhythm (or pattern of notes) lasting 4 beats that fits around this pulse. It should not just play at the same time as the pulse group, but add shorter beats in between.

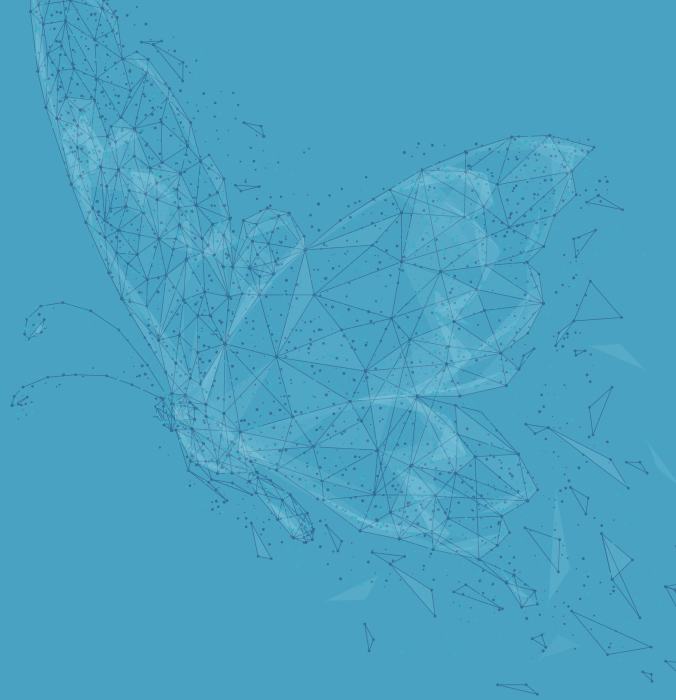
c) Tuned Instrument Group 2 composes a short melody lasting 8 beats, using one of the flying melodies composed earlier. It should start with the same note as Tuned Instrument Group 1 and should be played by the whole group.

If you're feeling adventurous, you could make your flying melody 16 beats!

d) Untuned Instrument Group 2: create some quiet, fluttery textures (no melodies, no rhythms or pulse) that can go on top of the other groups' music.

Try putting all these groups together to make some butterfly-travelling music. Which group should go first? How can you build the groups up? How should the piece finish?

Butterfly Brain activity: Making a Memory Layer Rap



ACTIVITY TWO:

Making memory-layer raps

Preparation:

- ➡ Individually brainstorm some personal memories, writing them down. What are your happiest memories? What are some sadder memories?

Building up memories with rhythmic speech:

- ➡ Have one member of the class (or a small group) keep a steady pulse:

1 2 3 4

- ➡ Choose a memory from your brainstorm, and find a way to rap it that fits with the steady pulse, eg:

1	2	3	4
Eating	ice-cream	on the	beach
Waving	good-bye to my	Nan on the	boat

Add an action to go with the memory! (e.g. eating the ice-cream, waving goodbye)

- ➡ Go round the whole class, checking that each pupil's memory fits with the 1.2.3.4 pulse
- ➡ Build these up in layers of up to 6, by pointing to each pupil when you want them to start. A pupil could conduct this.

You can now create a bigger piece, in which you use the whole class travelling butterfly music to go in between smaller group rapped memories.

Artsmark Status and Arts Award

DID YOU KNOW THAT TAKING PART IN PROJECTS,
CONCERTS AND WORKSHOPS CAN CONTRIBUTE
TOWARDS BOTH?

Artsmark is Arts Council England's flagship programme to enable schools and other organisations to evaluate, strengthen and celebrate their arts and cultural provision.

For more information including how to apply for Artsmark status visit www.artsmark.org.uk.

Arts Award supports young people to deepen their engagement with the arts, to build creative and leadership skills, and to achieve a national qualification.

For more information on how your students might take part and how to become an Arts Award centre visit www.artsaward.org.uk.

Wigmore Hall Learning is a proud supporter of Artsmark and Arts Award. If taking part in a project, workshop or concert with us has contributed to your Artsmark status or your students' Arts Award please tell us!

YOU CAN CONTACT US ON 020 7258 8240 OR BY EMAILING US AT LEARNING@WIGMORE-HALL.ORG.UK.

Wigmore Hall Learning

For over 20 years Wigmore Hall's renowned Learning programme has been giving people of all ages, backgrounds and abilities opportunities to take part in creative music making, engaging a broad and diverse audience through innovative creative projects, concerts, workshops and online resources.

The spirit of chamber music lies at the heart of all that we do: making music together as an ensemble, with every voice heard and equally valued.

We collaborate with a range of community, health, social care and education organisations, working together to engage people who might not otherwise have the opportunity to take part.

OUR PROGRAMME COMPRISES:

SCHOOLS AND EARLY YEARS, including our new Partner Schools Programme, in which we work in partnership with schools and Music Education Hubs to co-produce activity over three years, creating a creative whole school plan for music.

COMMUNITY, including Music for Life, our programme for people living with dementia and their care staff; hospital schools projects, on which we partner with Chelsea Community Hospital Schools; Musical Portraits, a project for young people with Autistic Spectrum Disorders in partnership with National Portrait Gallery and Turtle Key Arts; and projects with the Cardinal Hume Centre, a centre for adults who are homeless or at risk of homelessness.

FAMILY, which invites families to come to Wigmore Hall to take part in inspiring, one-off workshops and concerts.

Events and projects for **YOUNG PEOPLE**, including Young Producers, a project which invites 14 - 18 year-olds to programme, plan, promote and present their own concert at Wigmore Hall.

BEHIND THE MUSIC, a programme of study events including talks, lecture-recitals, masterclasses, study groups and Come and Sing days.

**IN 2016/17 WE LED 715 LEARNING EVENTS,
ENGAGING 10,962 PEOPLE THROUGH 35,671
VISITS TO THE PROGRAMME.**

