

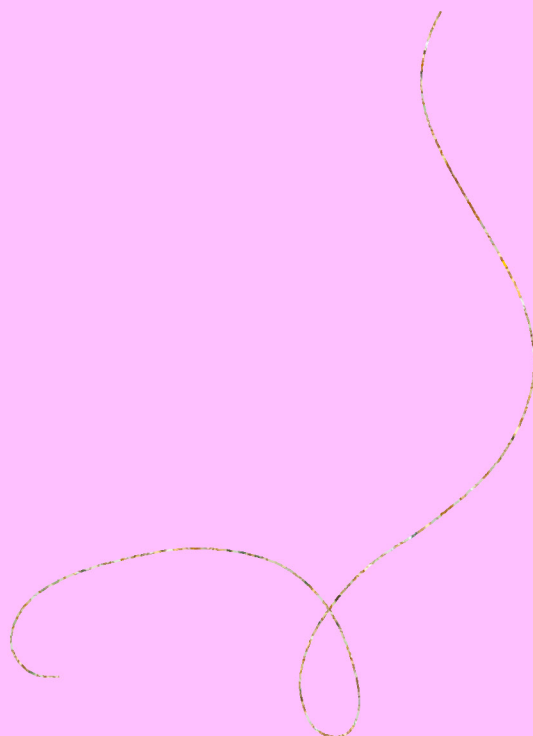
WIGMORE HALL  
*Learning*  
present



# GLITTER BIRD

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# ABOUT THE CONCERT



THIS IS A ONE-HOUR CONCERT FOR  
KEY STAGE 1 PUPILS AND THEIR  
TEACHERS AT WIGMORE HALL.

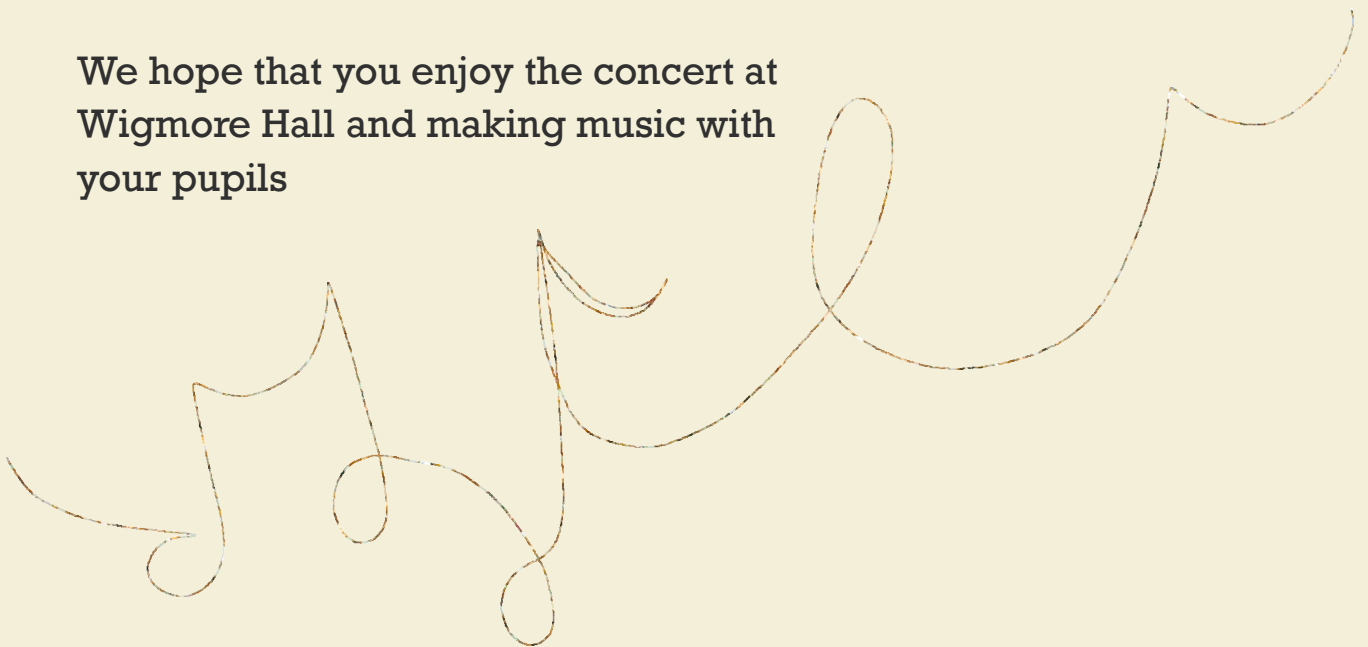
When the Queen hears the most beautiful  
birdsong in all the world, she knows she  
must have it for herself. But when Glitter  
Bird is trapped away from all he loves,  
he forgets how to sing. Come and help  
us find his voice on this magical journey  
of empathy and understanding. Join  
musical storytelling trio WRANGLE! for  
this performance written for Key Stage  
1 pupils and their teachers, drawing on  
over 300 years of music!



# ABOUT THE RESOURCE PACK

This resource pack contains information and activities recommended for Key Stage 1. It contains listening activities, activities to encourage reflection, and activities to inspire music-making. The activities and information can be shared as an introduction to the concert ahead of your visit, or afterwards to ignite musical conversations. Explore each activity or pick and mix as time allows.

We hope that you enjoy the concert at Wigmore Hall and making music with your pupils





# WRANGLE!

The dynamic trio WRANGLE! combines performance, storytelling and interactive music making. Formed of three members – Tim Keasley on oboe, Rosie Bergonzi on percussion and Jess Mollie on xylosynth, the group is inspired to play music that spans across periods and genres, as well as creating their own original compositions.



Tim



Jess



Rosie



# MEET THE MUSICIANS

## How did WRANGLE! form?

Tim, Jess and Rosie met on a workshop training day and immediately felt a creative spark! They decided to meet and share ideas and that is how the story of the Glitter Bird began to form.

## What is your favourite instrument?

**Jess:** my favourite instrument has to be the marimba! The marimba is a tuned percussion instrument that is made up of wooden notes or bars that you hit with sticks called mallet. It has a lovely deep and resonant sound.

**Tim:** Whilst I play (and love!) the oboe, my favourite instrument is classical guitar. I find it so magical to watch the intricate shapes guitarists make with their hands and love how delicately they can play.

**Rosie:** I love playing the handpan, it's a new percussion instrument made of metal. It has so many harmonics, so whenever I play it, I feel like I'm melting into the sound.

## What was the inspiration behind the concert?

We love storytelling, especially when music is used to weave parts of the story together and add extra meaning and emotion. We also love engaging young people through our work. We worked with Wigmore to develop this narrative, exploring the characters and the emotional ark, as well as finding the right music to fit our evolving story. We especially enjoyed working together to write our own song, to close out the show.

## If you weren't a musician, what would you do?

**J:** I love being outdoors so I would be very happy being a gardener, digging, weeding and planting all day!

**T:** I've just been to the commonwealth games and think I would love to be a decathlete! You get to try 10 really different sports including the pole vault which looks incredibly fun!

**R:** I'd love to be an actor. Getting inside a character's mind and working out how to speak and move like them is fascinating to me.

## What song or piece of music did you last listen to?

**T:** At the time of writing this, I've just been on a project with a really amazing brass band and am listening to lots of their recordings.

Their sound is so beautifully smooth and full of emotion.

[Tredegar Town Band – Over the Rainbow](#)

## Further Listening:

Listen to the Tredegar Town Band's recent performance at the BBC Proms 2022 [here](#)

**R:** This week I'm performing Britney Spears songs with a full band and orchestra, so the last song I listened to was 'Oops!...I Did It Again'

[Britney Spears – Oops!... I Did It Again](#)

**J:** I've been playing lots of jazz music recently and I've been listening to a wonderful jazz singer called Ella Fitzgerald. I especially love the song 'On The Sunny Side of the Street'

[Ella Fitzgerald – On the Sunny Side of the Street](#)

## How long have you been playing your instrument?

**J :** I have been playing percussion for about 16 years! I joined the percussion ensemble when I started secondary school and I loved it!

**T:** I had to think very carefully then... longer than I thought! About 20 years. I can't really remember my life before it now!

**R:** I joined at the back of the secondary school orchestra when someone handed me a triangle, I've been playing for the last 15 years!

## How did you get really good at playing your instrument?

**J:** I used to play or 'jam' (which is where you make things up as you go along) with my friends at school which helped me develop good listening skills. I also love listening to my favourite music and playing or singing along!

**T:** Learn to make your practice enjoyable and creative! Practice is a really important part of your routine as a musician so it needs to be something you look forward to! If your practice feels like a chore, talk to your teacher about how you might make it more fun.

**R:** I love to challenge myself to new things, and play in different ways. I wanted to make my hands able to do all of the things I could do in my head, so I felt excited to spend hours playing and practising my techniques.

# PROGRAMME

BELOW IS THE MUSIC THAT WRANGLE!  
WILL BE PLAYING DURING THE CONCERT

## **WRANGLE!**

Spread your wings

## **Telemann (1681-1767)**

Fantasia for flute in A TWV40:2

## **WRANGLE!**

Sass Queen

## **Dave Brubeck (1920-2012)**

Blue Rondo à la Turk

## **Johann Sebastian Bach (1685-1750)**

*Partita in A minor for solo flute BWV1013*

Sarabande

## **Benjamin Britten (1913-1976)**

*6 Metamorphoses after Ovid Op. 49*

Pan

## **Traditional**

Ah, Poor Bird

## **Béla Bartók (1881-1945)**

Extract from *3 Hungarian Folksongs from Csík*

BB45b

# THE STORY OF THE GLITTER BIRD



The story begins in a magical forest, the river sparkles blue and the trees stretch high in the sky. You can hear the gentle pitter patter of raindrops on the leaves and in the branches. The forest is filled with all kinds of wondrous creatures that swoop and shimmer and glide and pounce and scuttle and creep. But! High in the branch of the tallest tree, lives a creature more magnificent than all the rest. The Glitter Bird. He loves nothing more than to dance through the forest, singing the most beautiful song in the land.





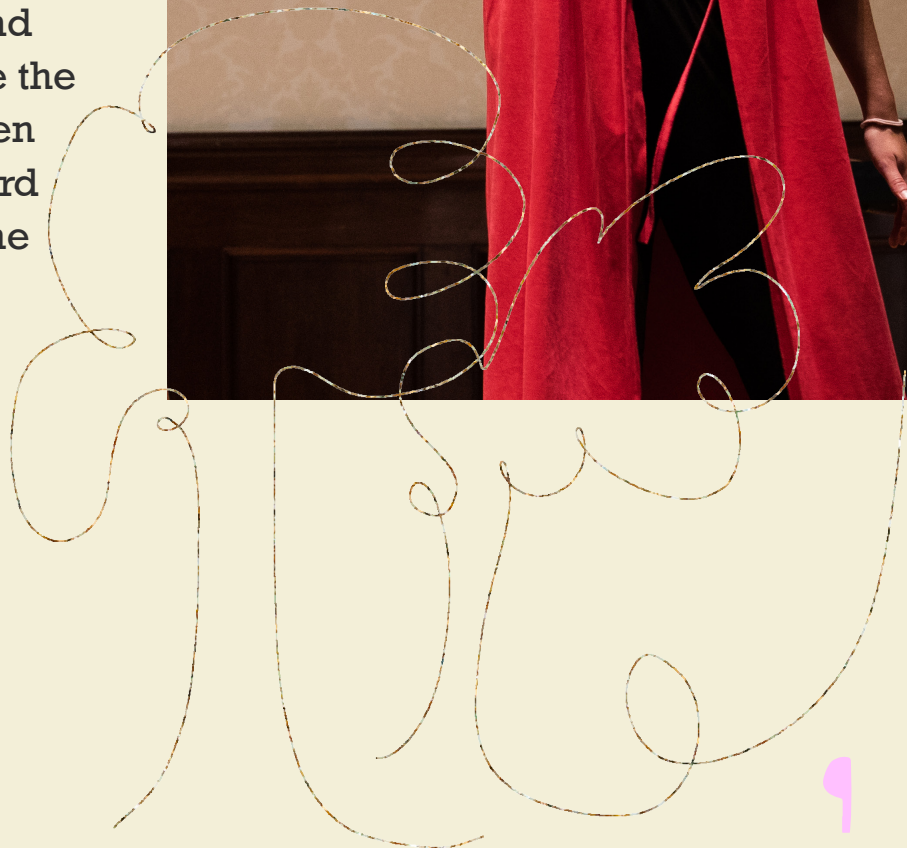
# THE STORY OF THE GLITTER BIRD CONTINUED...



Overlooking the forest, there is a castle made of stone and surrounded by a high wall. The castle is full of all the most wondrous treasures you've ever seen. In that castle lives the ruler of all the land. She is.... The Queen. She is powerful... she is mighty...she is GREEDY!

Whenever she sees, hears or smells anything beautiful, she takes it.

One day when the Queen is walking through the forest she hears the most beautiful sound ... at first she is unsure where the sound is coming from and then at last she spots the Glitter Bird soaring above and singing the sweetest melody. She knows she must have it for herself.





# THE STORY OF THE GLITTER BIRD CONTINUED...



The Queen lays a trap and tricks the Glitter Bird into a cage! The Glitter Bird is sad. Slowly, the Glitter Bird forgets how to sing its beautiful song. The Queen is very angry and confused, she's not used to things breaking or not going her way. Only a magic spell can help the Queen to see the truth...

QUEEN QUEEN, OPEN YOUR EYES  
UNLOCK YOUR HEART, SET FREE  
WHAT'S INSIDE

The magic spell helps the Queen to realise that the Glitter Bird is unhappy and cannot sing! She rushes to the cage and rips open the bars. The Glitter Bird is free. The Queen is embarrassed as she now understands that she cannot have everything to herself, she must learn to see the beauty in letting things be. Just before the Glitter Bird leaves, it glances back at the Queen and the two share a beautiful moment of song together.



# SPOTLIGHT ON

## **The Xylosynth**

Jess plays an instrument called the xylosynth. The xylosynth is an electronic instrument which means it doesn't make a sound on its own, it has to be plugged into a computer. Similar to a xylophone, the xylosynth has wooden bars that you hit with a mallet. The xylosynth gets its sound from the computer, which means that you could plug in any sound you want, for example, a xylophone sound, a guitar sound or more funky sounds like a car horn or a frog - you name it, the xylosynth can play it!

[Here is a video of somebody playing the xylosynth](#)





# ACTIVITIES



# 1. LISTENING

**Music and sound are present throughout the tale of the Glitter Bird and help to tell the story. Music has the power to create different images, emotions, landscapes and time periods. In the story of the Glitter Bird, music is used to create different emotions for example, the tension when the Queen is trying to capture the Glitter Bird, or sadness when the Glitter Bird is trapped in the cage.**






1. Here are some of the pieces from the concert. Can you imagine what part of the story they help to tell? Then think about why we have chosen that piece of music.

[Fantasia for Flute in A major – Telemann \(00:00-01:00\)](#)

[Blue Rondo à la Turk – Brubeck \(00:00-01:00\)](#)

[Sarabande from Partita in A min for Solo Flute – Bach \(00:00-01:00\)](#)

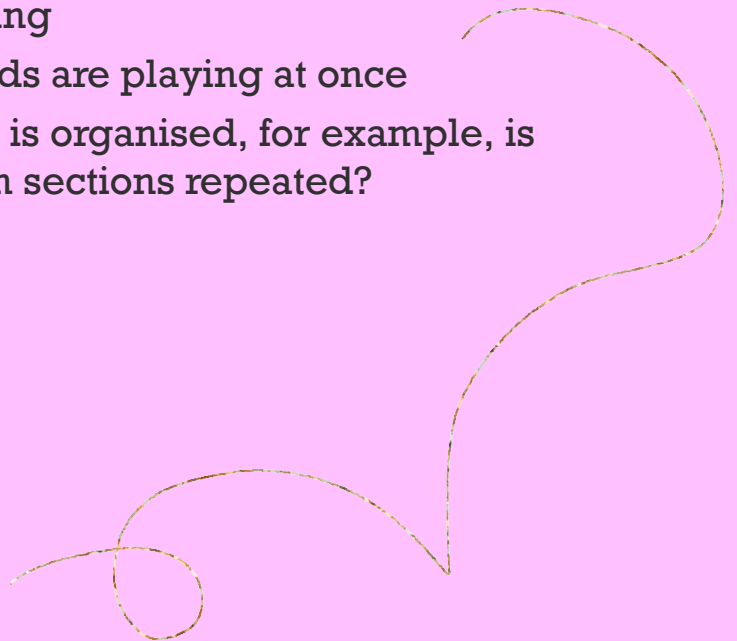
Here's some questions to think about whilst you listen:

-  How does the music make you feel?
  -  Does the music tell a story?
  -  Who is involved in the story?
  -  What can you see? Is it a castle, or the sea? Is it space? Or a busy high street in London?
  -  If this music was describing a character or an animal, who or what would they be?
2. Why don't you see what happens when you draw as you are listening to the music! What colours might you choose? and what picture will the music help you to create?

# TALKING ABOUT MUSIC

When talking about music we can use the following terms to describe the different elements. These are referred to as the interrelated dimensions of music on the National Curriculum, and are a way to think about why a piece sounds the way it does.

- 🐦 **Pitch** – how high or low the sounds are
- 🐦 **Duration** – How short or long the notes are
- 🐦 **Dynamics** – How loud or quiet the music is, and how this changes throughout a piece
- 🐦 **Tempo** – How fast or slow the music is
- 🐦 **Timbre** – The type or quality of the sounds in the music, what instruments are playing
- 🐦 **Texture** – How many sounds are playing at once
- 🐦 **Structure** – How the piece is organised, for example, is there a chorus? Are certain sections repeated?





## 2. CREATING A SOUNDSCAPE

**In the story of the Glitter Bird, the narrator helps the audience to create a 'soundscape'. This is where sound is used to create a mood or an atmosphere that makes you think of a place or a time or a feeling. It sometimes helps to set the scene of the story. In the performance of the Glitter Bird, we create the soundscape of a thick magical forest using our bodies as percussion instruments. We also use our body (and voice) to create the magical spell to set the Glitter Bird free!**

Why don't you have a go at creating a different soundscape?

1. Come up with some ideas of a place, a scene or a time in history – there's no right or wrong answers! For example, it could be a seaside, a busy street in the city, or deep in the jungle...
2. Now, have a think about what characters, objects or animals might be in this scene or place. What sounds you might hear in the space around you?

More overleaf...

## 2. CREATING A SOUNDSCAPE CONTINUED...

3. Finally, how can you make these sounds using your body or any instruments or objects that you have around you? You could experiment by tapping different parts of your body or using your voice to make sounds. You could add movement in too!

For example:

You might think about creating a 'soundscape' for the seaside. You could use your voice to create the swish - swish sound of the waves (perhaps with a movement too!) and you could use any instruments or objects around you to create the crunch - crunch sound of walking on the sand. What other sounds might you hear?

### **Extension Ideas:**

Think about how you could build this up to become a piece of music. Which sounds would start first?

If you have more than one person, perhaps you could have someone to be the 'conductor' and point at which sounds they would like to start and stop.

# 3. CREATING A RAP

When we first meet the Queen in the story of the Glitter Bird, she introduces herself by performing a rap. A rap is when someone uses spoken word to a rhythm or a beat. Have a go on your knees, chest or clapping, or try performing along with one online. In the rap, the Queen tells the audience about herself and the things she likes.

Here is a little piece of the rap,

'Hi, hello, it's me the Queen  
I run this town my life is dream,  
I live on a castle high on a hill  
Butlers, servants you know the drill.

And I really don't care what you think about me  
Cos I am just who I want to be,  
Everybody knows when they see me on the street  
That it's time to bow down and kiss my feet!

Why don't you have a go at rapping it!

Can you hear any rhyming words?

**Have a go at creating your own rap!**

1. Draw / design your own character
2. Can you think of words that rhyme that describe your character?

For example:

*I'm Sid the snake and I slither and slide  
When I hear a loud noise I scream and hide!*

3. Can you try saying your rap to a beat?

# THE QUEEN'S RAP!

Hi, hello, it's me the Queen  
I run this town my life is dream,  
I live on a castle high on a hill  
Butlers, servants you know the drill.

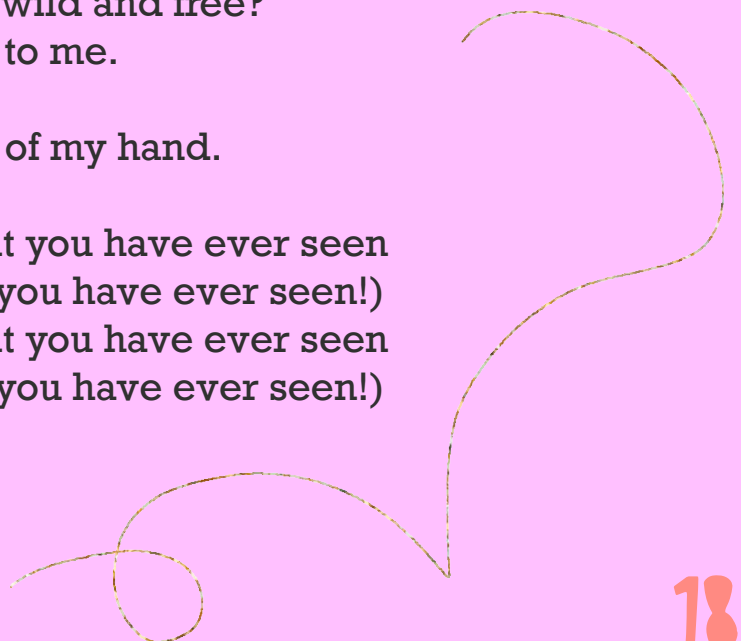
And I really don't care what you think about me  
Cos I am just who I want to be,  
Everybody knows when they see me on the street  
That it's time to bow down and KISS MY FEET!

Cos I'm the baddest Queen that you have ever seen  
(she's the baddest Queen that you have ever seen!)  
Cos I'm the baddest Queen that you have ever seen  
(she's the baddest Queen that you have ever seen!)

I see it, I want it, I own it, I've got it.  
I take it, I hold it, it's mine, all mine.  
I can do anything that I want to.  
Birds, feathers, music, it's true!

Do you hear those birds flying wild and free?  
Well now their music, belongs to me.  
I own all the music in the land.  
Just where I want it in the palm of my hand.

Cos I'm the baddest Queen that you have ever seen  
(she's the baddest Queen that you have ever seen!)  
Cos I'm the baddest Queen that you have ever seen  
(she's the baddest Queen that you have ever seen!)



# ARTSMARK AND ART AWARDS

DOES YOUR SCHOOL HAVE  
ARTSMARK STATUS OR RUN  
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](http://www.artsmark.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 pupils' Arts  
Award please tell us! You can contact  
us on 020 7258 8240 or by emailing us  
at [learning@wigmore-hall.org.uk](mailto:learning@wigmore-hall.org.uk)



# CONNECTING PEOPLE THROUGH MUSIC

Since 1994, Wigmore Hall's renowned Learning programme has been giving people of all ages and backgrounds opportunities to take part in creative music making, engaging a broad and diverse audience through innovative creative projects, concerts, workshops and digital content.

We are passionate about the impact music can have on our lives and on our society, and three core values lie at the heart of our programme: creativity, collaboration and equality. These values reflect the spirit of chamber music, and we embody them through quality, co-created music making, through which every voice is heard and equally valued.

We collaborate with a range of community, education, arts, health and social care organisations, working in partnership to engage people who have experienced adversity, trauma, isolation and marginalisation, and who face barriers, or do not have other opportunities, to participate in creative arts activity.

Our **Schools Programme** includes concerts; teacher training; and our innovative 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.

Our **Family Programme** invites families to Wigmore Hall to take part in inspiring, interactive workshops and concerts for families with babies, children in their early years and children aged 5+. Beyond the Hall our partnerships enable us to make music with families who have experienced domestic violence, poverty and homelessness.

Our work with **Young People** includes a range of initiatives and events including a creative ensemble with young autistic people aged 15+, a free ticket scheme for school groups and under 25s, and a series of events created with and for young people, including relaxed and low stimulus concerts.

**Music for Life** is our pioneering programme for people living with dementia and their families, friends and carers, working across care and community settings and at the Hall itself.

**Pathways** is a range of paid schemes and training opportunities for . people at the early stages of a career in participatory music making, including Trainee Music Leader, Open Academy / Wigmore Hall Learning Fellowship Ensemble, Rosie Johnson Wigmore Hall Learning Composer, Trainee Learning Assistant, Music for Life and early years training schemes.