

FUN

KEY STAGE 1

TEACHERS'

MUSIC MAKING

RESOURCE

WIGMORE HALL
Learning



Department
for Culture
Media & Sport



Supported using public funding by
**ARTS COUNCIL
ENGLAND**

WIGMORE HALL'S SCHOOLS PROGRAMME IS
SUPPORTED BY JOHN LYON'S CHARITY

Welcome

TO THIS KEY STAGE 1 TEACHERS' RESOURCE PACK, WHICH OFFERS IDEAS ON WAYS TO EXPLORE FOLK MUSIC AND DEVELOP MUSIC MAKING SKILLS WITH CHILDREN IN KEY STAGE 1...

FOLK MUSIC

SCOTLAND IS EXTREMELY WELL KNOWN FOR ITS TRADITIONAL FOLK MUSIC. THE FIRST COLLECTION OF SONGS THAT WERE WRITTEN DOWN WAS IN 1662 BY JOHN FORBES. BUT FOLK SONGS (AND STORIES) HAVE BEEN PASSED DOWN THROUGH THE GENERATIONS FOR YEARS, TELLING THE STORIES OF THE SCOTTISH HILLS, THE MEN AND WOMEN AT SEA, THE FARMING CULTURE, LOVE, AND OF COURSE, THE TURBULENT SCOTTISH WEATHER!

IN A FOLK BAND THERE WILL TYPICALLY BE AN ACCORDION, A FIDDLE, A GUITAR AND POSSIBLY A WHISTLE (OR RECORDER). AND LET'S NOT FORGET... THE BAGPIPES! BUT THESE INSTRUMENTS ARE SO LOUD THAT THEY VERY RARELY WOULD PLAY IN A BAND, UNLESS IT WAS A PIPE BAND! IT'S A VERY POPULAR THING TO HAVE A PIPER PIPE YOU DOWN THE AISLE AT A WEDDING IN SCOTLAND.

FOLK MUSIC HAS HUGELY INSPIRED CLASSICAL MUSIC, WITH ITS SONG-LIKE MELODIES ON THE FIDDLE (THE VIOLIN), THE SCOTCH SNAPS (A VERY SHORT NOTE FOLLOWED BY A LONGER NOTE) AND THE MYTHICAL STORIES.



Why not listen to...

HEBRIDES OVERTURE (OR FINGAL'S CAVE) BY FELIX MENDELSSOHN
WWW.YOUTUBE.COM/WATCH?V=ZCOGD-HHEYS

A SCOTTISH FANTASY BY MAX BRUCH
WWW.YOUTUBE.COM/WATCH?V=YPX8DOS2HR8

FOUR SCOTTISH DANCES BY MALCOLM ARNOLD
WWW.YOUTUBE.COM/WATCH?V=Z7XCYCH2VZW

LISTEN TO A SMALL SECTION FROM EACH PIECE:
WHAT STORIES DO YOU THINK THESE PIECES CONJURE UP? CAN YOU WRITE THE STORY?
WHAT DOES THE LANDSCAPE LOOK LIKE? CAN YOU DRAW IT?





SCOTTISH SONGS

SONGS ARE A HUGE PART OF SCOTTISH FOLK MUSIC. THEY CAN BE FUNNY, SAD, REGRETFUL OR HAPPY AND CAN OFTEN TELL A STORY ABOUT A WELL-KNOWN MYTH. FOLK SONGS ARE OFTEN PASSED DOWN BY EAR, SO CAN BECOME SLIGHTLY DIFFERENT EVERY TIME THEY GET PASSED ON TO SOMEONE NEW.



PLAY TELEPHONE!

LINE UP AS A CLASS AND GET SOMEONE TO START OFF THE TELEPHONE CALL BY THINKING UP A STRANGE SENTENCE... THE STRANGER THE BETTER! THIS SENTENCE THEN GETS WHISPERED DOWN THE LINE (DON'T LET ANYBODY ELSE HEAR YOU WHISPER!) AND THE FINAL PERSON HAS TO SAY WHAT THEY HEARD. WAS IT THE SAME AS THE ORIGINAL TELEPHONE CALL SENTENCE? HOW DIFFERENT WAS IT? IMAGINE THE SONG PASSING DOWN THROUGH FAMILIES AND FRIENDS, AND THEN THEM PASSING IT DOWN TO THEIR FAMILIES AND FRIENDS... THE SONGS COULD CHANGE A LOT!

WHY NOT TRY IT AGAIN, BUT THIS TIME, SING THE SENTENCE!

SKYE BOAT SONG

THIS IS A SONG DESCRIBING HOW BONNIE PRINCE CHARLIE, DISGUISED AS AN IRISH WOMAN, WAS ROWED OVER THE MINCH TO THE ISLAND OF SKYE TO HIDE FROM THE BRITISH SOLDIERS.

*Speed, bonnie boat, like a bird on the wing
Onward, the sailors cry!
Carry the lad that's born to be King
Over the sea to Skye.*

*Loud the winds cry, loud the waves roar,
Thunderclaps rend the air.
Baffled our foes stand by the shore.
Follow they will not dare*

*Let's
do
some
singing!*

*Listen and
learn the tune!*

[WWW.YOUTUBE.COM/
WATCH?V=N1CTXA-FUKC](http://WWW.YOUTUBE.COM/WATCH?V=N1CTXA-FUKC)

WHAT OTHER SOUNDS CAN YOU DO
FOR *winds cry, waves roar, AND
thunderclaps* ? CAN YOU THINK OF
SOME BODY PERCUSSION?

LET'S WRITE SOME NEW LYRICS!

WHAT ABOUT WRITING YOUR OWN LYRICS FOR THE VERSE TUNE (*Loud the winds cry* ETC.)? HOW WOULD YOU FEEL SAILING ON THE BOAT? WOULD YOU FEEL SCARED OR HAPPY? HOW WOULD YOU FEEL WHEN YOU LANDED ON SKYE, STILL IN DISGUISE? WHAT OTHER SOUNDS WOULD YOU BE ABLE TO HEAR? WHAT WILDLIFE MIGHT YOU HEAR ON YOUR JOURNEY? IS IT A SUNNY DAY, OR IS THERE A STORM?

REMEMBER TO RECORD YOUR NEW SONG!

Listen to other Scottish songs...

THERE ARE HUNDREDS OF OTHER SONGS; SOME IN THE SCOTS DIALECT (THE ENGLISH LANGUAGE, BUT WITH A FEW WORDS THAT ARE VERY SPECIFIC TO THE PARTICULAR AREA OF SCOTLAND THAT THE SONG IS FROM), OR EVEN IN SCOTS GAELIC (A CELTIC LANGUAGE SPOKEN MAINLY IN THE HIGHLANDS AND ISLANDS OF WESTERN SCOTLAND)
– TAKE A LISTEN!

MY LUVE IS LIKE A RED, RED, ROSE,
WORDS BY ROBERT BURNS (A VERY FAMOUS SCOTTISH POET)
AND SUNG BY RACHEL SERMANNI
WWW.YOUTUBE.COM/WATCH?V=-1-PF2KT2JG

FODOR DHA NA GAMHNA BEAGA BY JULIE FOWLIS
WWW.YOUTUBE.COM/WATCH?V=9QAQPJRPDR4

FOLLOW THE HERON HOME BY KARINE POLWART
WWW.YOUTUBE.COM/WATCH?V=CDJFGECRL7Y

Activities



FOLK STORIES AND SOUND EFFECTS

MANY FOLK TUNES AND SONGS ARE BASED AROUND FOLKLORE STORIES. TALES OF WITCHES, FAIRIES AND OTHER MYSTICAL CREATURES CAPTURED THE IMAGINATIONS OF COMPOSERS, POETS AND STORYTELLERS. BELOW IS A FAMOUS SHETLAND TALE...

ONCE UPON A TIME A MAN FROM UNST (ONE OF THE SHETLAND ISLANDS) WAS WALKING ALONG A BEACH. HE SAW A NUMBER OF MERMEN AND MERMAIDS DANCING BY MOONLIGHT. AS HE APPROACHED, THEY IMMEDIATELY RAN AWAY WITH THEIR TREASURE, AND JUST LIKE SEALS OR DOLPHINS, THEY PLUNGED INTO THE DARK SEA.

BUT AS THE SHETLANDER WAS RUNNING AFTER THEM HE CAME UPON SOME TREASURE THAT WAS LEFT BEHIND. HE QUICKLY PICKED IT UP AND AS HE DID, HE SAW THE MOST BEAUTIFUL MERMAID, BUT SHE CRYING ABOUT HER LOST TREASURE, AND THAT BECAUSE OF THIS, SHE WASN'T ALLOWED TO GO BACK INTO THE SEA WITH THE OTHER MERMAIDS AND MERMEN.

THE MAN DIDN'T TELL HER ABOUT THE GLISTENING TREASURE HE HAD FOUND, BUT SAID THAT SHE COULD COME AND LIVE WITH HIM, HIS SISTER AND HER FAMILY AND THEIR SHEEP DOGS.

THEY GOT MARRIED AND THE SHETLANDER LOVED HIS MERWIFE WHOLE-HEARTEDLY, BUT SHE DIDN'T FEEL THE SAME. THE MERMAID (WHO HAD TURNED INTO A WOMAN) WOULD OFTEN GO ALONE TO THE DESERTED BEACH, AND, CRYING OUT, A LARGE SEAL WOULD APPEAR AND SHE WOULD TELL HIM OF HER SORROW.

ONE DAY, HER FAVOURITE NEPHEW RAN IN FROM THE GARDEN WITH A SHIMMERING PIECE OF TREASURE – THE SAME ONE THAT SHE HAD LOST MANY YEARS AGO! IMMEDIATELY SHE TOOK IT OFF HIM AND RAN, RAN THROUGH THE MIST AND FOG TO THE BEACH, AND TO THE SEA.

JUST AS SHE WAS TRANSFORMING BACK INTO A MERMAID, HER HUSBAND CAUGHT UP WITH HER AND TOLD HER THAT HE LOVED HER. SHE SAID SHE LOVED HIM TOO, BUT THAT SHE HAD TO GO HOME. AND WITH THAT, SHE DIVED INTO THE SEA AND THEY NEVER SAW EACH OTHER AGAIN.

WHY NOT CREATE YOUR OWN SOUND EFFECTS TO ACCOMPANY THE STORY? YOU CAN USE YOUR VOICE, OR BODY PERCUSSION. WHAT ABOUT USING SOME INSTRUMENTS?

THINK ABOUT SPECIFIC PARTS IN THE STORY:

- ➡ WHAT MUSIC COULD THE MERMEN AND MERMAIDS BEEN DANCING TO?
- ➡ WHAT COULD THE GLISTENING AND SHIMMERING TREASURE HAVE SOUNDED LIKE?
- ➡ WHAT WAS THE CONVERSATION BETWEEN THE SEAL AND THE MERMAID LADY? WOULD IT HAVE BEEN FAST OR SLOW? DID THE SEAL HAVE A LOW OR HIGH VOICE?
- ➡ WHAT MIGHT THE MIST AND FOG HAVE SOUNDED LIKE?
- ➡ CAN YOU CREATE THE SOUND OF THE SEA? DON'T FORGET ABOUT THE CREATURES IN IT!

Activities

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.

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.



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.

Wigmore Hall Learning

CONNECTING PEOPLE
THROUGH MUSIC

IN 2015/16 WE LED 539 LEARNING EVENTS, ENGAGING 11,532 PEOPLE THROUGH 22,364 VISITS TO THE PROGRAMME.

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