



Toot Tour 2025

Resource Pack for KS2

Introduction

This resource pack is designed for KS2 class teachers to use with their classes following the Toot performance.

The pack includes 5 classroom activities linked to various areas of the KS2 curriculum, all inspired by the music performed during the concert.

Please do contact info@mishmashproductions.co.uk should you have any queries

Many thanks to Ben Garalnick for compiling these activities.

Activity 1: Grant-Still Yaravi

Learning Objective:

Extend knowledge and understanding beyond the local area to include the United Kingdom and Europe, The Americas and Asia.

Introduction:

Yaravi is one of five miniatures that William Grant-Still wrote for Wind Quinte, taking his listeners on a journey across the world. Yaravi is a type of folk song dating back to the Incan empire, an ancient civilisation in Peru, South America. It was home to around 12 million people, with access to technology such as farming, roads and irrigation centuries before the rest of the world caught up! They are also responsible for building one of the new wonders of the world, Machu Picchu.

[MishMash Worldwide Portraits Playlist](#)

Activity:

1. As a class listen to Grant-Still's Miniatures and see where they take you in the world.
2. As well as music by William Grant-Still the playlist features music inspired by African deserts, American plains, Asian islands, and European mountains. In pairs, pick a piece and brainstorm adjectives that fit the landscapes that come to mind.
3. Can you write a story using those **adjectives** and descriptive **verbs** to described where you are? e.g. Sunlight **crested** over Mt. Everest and lit the **quiet** morning streets of Nepal. The **vibrant** wildlife started to **emerge** from their nests and dens.

Challenge:

Can you find the meaning of the following words and use them in your creative writing? **Tundra, Tranquil, Breathtaking, Captivation, Intriguing, Curious, Vibrant.**

Note: Only 30-60 seconds of each piece is required, so don't feel you have to listen to all of every piece on the list!

<u>Type of task:</u>	Creative Writing
<u>Curriculum link:</u>	English
<u>Classroom Resources Needed:</u>	Writing books/paper and pens/pencils

Activity 2: Judith Weir Mountain Airs No. III

Learning Objective:

Draw or paint a landscape inspired by music from around the world.

<u>Type of task:</u>	Painting/Drawing
<u>Curriculum link:</u>	Art
<u>Classroom Resources Needed:</u>	Paper and drawing/painting equipment

Introduction:

Scottish Composer Judith Weir uses sound to paint a landscape and take our imaginations to the Scottish Highlands.

Activity:

- Listening to music from around the world, also inspired by worldwide landscapes, can you paint a landscape portrait?
- What images do these pieces conjure in your mind? What is the temperature of the climate? Is there a flowing river or a large ocean? Perhaps a vast desert as far as the eye can see. Write down your ideas and draw it!

MishMash Worldwide Portraits Playlist

Activity 3: Alex Stopa Flooplay

Learning Objective:

Find patterns between the pitch of a sound and features of the object that produced it. Recognise that vibrations from sounds travel through a medium to the ear

<u>Type of task:</u>	Sound
<u>Curriculum link:</u>	Science
<u>Resources Needed (optional):</u>	Variety of different objects/materials

Introduction:

Floorplay demonstrates how different body parts can produce different pitches of sound. Play [this video](#) of Floorplay, written by Alex Stopa for body percussion, and ask your students to pay attention to what sounds each body part makes.

Activity Part 1:

- Explain that all sounds come from vibrations travelling through a medium making their way to our ears. E.g. hand + leg air eardrum
- With the table below ask your students to find sounds their body can make percussively (striking)
- Ask them to determine which parts of their body interact with themselves or the floor and determine what pitch it is.

Body Part(s)	Pitch (high, low, or mid?)	What have the vibrations travelled through?
Foot	Low	Foot and floor - air - ear

- Ask your students to find a correlation between pitch and surface area. The smaller the surface area, the higher the pitch

Activity Part 2:

- Ask your students to go around the room and record information about different materials and their respective pitches and vibrating mediums
- The table below is an example of how this can be recorded

Material(s)	Pitch (high, low, or mid?)	What materials have the vibrations travelled through?
Knuckle, table	Mid	Bone, wood

Optional

- Bring materials to demonstrate different pitches, such as rubber bands of different thicknesses and different sized sports balls. Demonstrating pitch variance through thickness and density.

Activity 4: Valerie Coleman Red Clay and Mississippi Delta

Learning Objective:

Create dialogue between two or more characters, acting out the parts and then creating a script

Introduction:

Valerie Coleman was inspired by the different vibrant personalities in her family in her piece Red Clay.

Watch this [introduction](#) by our very own Ben, and then the performance of [Red Clay and Mississippi Delta](#) recorded by Imani Winds.

Activity:

- 1.After you've listened to the introduction and the piece itself, watch this little reminder of the [instrument character solos](#). Can you come up with a character profile for at least two of the five instruments?

If you need help creating a character profile, imagine an answer to these questions:

- Which member of the family is this?
- What are their likes and dislikes?
- What are their strengths?
- What are their weaknesses?
- Are they loud or quiet?
- What (if any) pet do they have?
- What are their dreams and aspirations?
- Where do they work/is their favourite subject at school?

<u>Type of task:</u>	Dialogue Writing
<u>Curriculum link:</u>	English
<u>Classroom Resources Needed:</u>	Paper and pen/pencils for writing

Activity 2:

- Choose 2 characters, can you create a piece of dialogue between them? They could be discussing a recent event, or arguing over something between one another.

To give you the idea we've included below an example dialogue in the form of a script.

Red Clay and Mississippi Delta - The Play!

Cast: clarinet and bassoon

Scene Setting: sat around a lunch table with empty plates

Stage direction: clarinet is sat at the table looking very pleased with herself. Enter stage left a hungry looking bassoon.

Bassoon: "I'm famished! Where is that delicious bowl of strawberries I saw earlier, I'm sure they were here somewhere?"

Clarinet [with a mischievous grin]: "afraid I couldn't help myself, oops!"

Bassoon [frowning]: "well whatever am I supposed to eat then!?"

[bassoon harrumphs off stage right]

Activity 5: Ligeti 6 Bagatelles

Learning Objective:

Combine known rhythmic notation with letter names to create short musical phrases. Arrange individual notation cards of known note values into bars.

Introduction:

Ligeti composed this high-energy piece using only 4 different notes across the ranges of all the instruments in the Wind Quintet, proving that you don't need to know all the notes to write music!

György Ligeti Bagatelle Number 1 - (see link [here](#) to YouTube recording by the Carion Quintet)

Key Fact:

A scale made up of 5 notes is called a pentatonic scale. See the video of Musician Bobby McFerrin demonstrating the pentatonic scale and how we all know it, without knowing we know it!

Instructions:

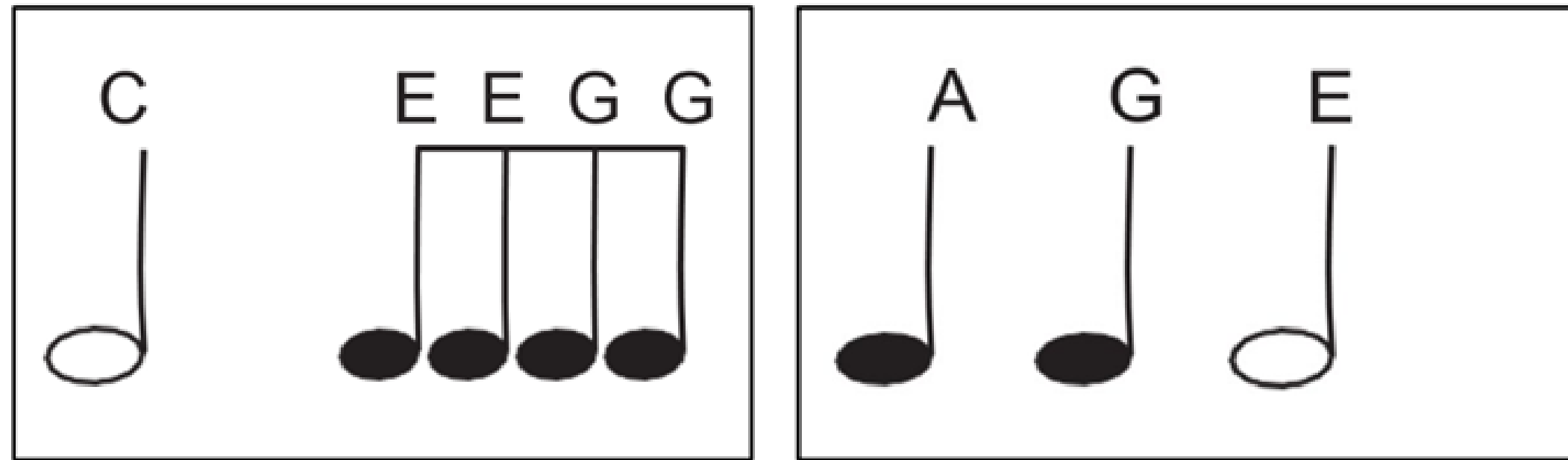
1. Watch musician Bobby McFerrin's pentatonic scale performance. Link [here](#). (optional)
2. Hand out note cards and letters (resource links on next page)
3. Play video demonstrating note lengths and linking it to cards - found [here](#)
4. Using flash cards (links on the next page), combine note letters (C, D, E, G and A) and rhythmic values together

Guidance Notes:

- 1 beat = 1 second (60bpm)
- All bars must add up to 4 beats in a bar. In a 4-beat bar a combination could include:
 - Two minims (2+2) or Two crotchets plus four quavers (1+1+1/2+1/2+1/2+1/2)

<u>Type of task:</u>	Composing
<u>Curriculum link:</u>	Music
<u>Classroom Resources Needed:</u>	Tuned percussion

You should end up with compositions looking something like this::



Flashcards can be downloaded from [here](#) and printed for use in the classroom

- [Crotchet](#)
- [Quaver](#)
- [Minim](#)



A bit about the Author:

I started playing the French Horn when I was thirteen, and even after years of playing took a while to sound good! Making music with my friends is my favourite part of my job, as well as getting to travel all across the world with it too.

The show you have watched contains a lot of music from composers across the whole world, as someone half-Mexican half-Philippine, bringing music from all around the world to the UK is one of my biggest passions!

In my playlist you heard my favourite composer, the Finnish Jean Sibelius. He was born in 1865, can you work out how old he would be today if he was still alive? In my mind he lives on through his music and through the people that enjoy it. So I really hope you did!

Ben Garalnick, July 2023



www.mishmashproductions.co.uk



[@MishMashProds](https://twitter.com/MishMashProds)



[@MishMashProds](https://www.instagram.com/MishMashProds)