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# Pupil Workbook

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# Philharmonia

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A workbook for key stage 2  
pupils designed to support  
learning for the Philharmonia  
Orchestra's *Orchestra Unwrapped*

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Name: \_\_\_\_\_

Class: \_\_\_\_\_

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# Welcome

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# GRIEG

## Short 5-minute task: **Listening**

Listen to the music. What words does the music make you think of? How does the music make you feel?

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## Medium 20-minute task: **Creative Response**

Use a separate piece of paper to complete this task.

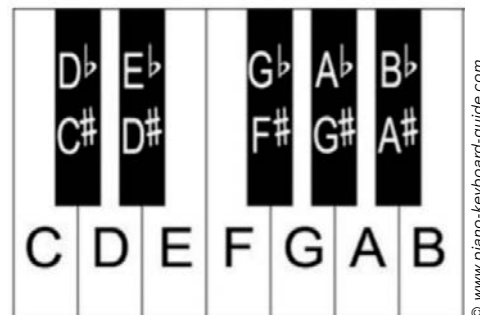
## Longer 45-minute task: **Performing and Composing**

### **Performance Task:**

Try playing the melody above. It uses the notes E F# G# B C# – use the picture to help you find these notes on the keyboard. If you are using a glockenspiel your teacher might ask you to use the notes C D E G A, where you start on the note G.



In E major (above) and C major (below)



### **Composition Task:**

Now try writing your own pentatonic melody – remember this only has five notes in! Think about what notes you will use and the mood you are trying to create in your piece.

**My five notes:**

**The mood I am creating:**

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Sibelius - Finlandia

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# SIBELIUS

## Short 5-minute task: **Composing**

In groups, discuss how you would write music to match a different aspect of the natural world. What instruments would you choose and why? What dynamics (how loud or soft the music is) would you use, and why? Are there any other musical features for your composition?

	Forests	Mountains	Oceans and Rivers
Instruments I would like to use			
Dynamics I would like to use			
Other musical ideas			

## Longer 45-minute task: **Listening**

Section		Possible theme and emotions in the music	Musical features
A			
B			
C			



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Tchaicovsky - Swan Lake

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# TCHAIKOVSKY

## Short 5-minute task: **Listening**

What can I see?	
What music might go well with the scene?	

## Medium 20-minute task: **Performing**

Use a separate piece of paper to complete this task.

<b>Triplet</b>		<p>Playing three notes in the space of one beat.</p> <p>This can be heard in the harp in the opening of the piece.</p>
<b>Tremolo</b>		<p>Rapidly bowing/playing a note to create a shimmering/shaking sound.</p> <p>Can be heard where the strings play at the start.</p>
<b>Pedal</b>		<p>A repeated note, often in the bass.</p> <p>Can be heard at the end of the piece.</p>

Using the theme to 'Twinkle Twinkle Little Star', try to experiment with these musical devices and use them with this theme.

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## Longer 45-minute task: **Arranging**

Try playing the opening theme as a class:



Then consider how you might arrange this theme into a different style. Your teacher might play you some examples to help give inspiration, and a different sheet of paper to work on if needed.

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Moberg - Evening

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# MOBERG

## Short 5-minute task: **Listening**

I think this piece is about this time of day:	I think this because:
	1 .....
	2 .....
	3 .....

## Medium 20-minute task: **Comparison**

	Grieg	Moberg
Similarities between both pieces		
Differences between both pieces		

## Longer 45-minute task: **Creative Response**

Your teacher will give you appropriate resources for this task if you are to complete it.

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Murrsorgsky - Night on a Bald Mountain

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# MUSSORGSKY

## Short 5-minute task: **Pointless Answer**

Write down your 5 words linked to the word 'mountain' below

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## Medium 20-minute task: **Film Score Planning**

Your teacher will give you a separate piece of paper to work on for this task. Think about how you would use the following elements of music:

- **Instruments** – which instruments would you use? How would they be played?
- **Tonality** – major or minor keys?
- **Rhythms** – would you use any ostinato (repeated) patterns? What about syncopation (off beat rhythms) to make people jump?
- **Textures** – would the instruments all do the same thing (homophony) or all do something different (polyphony/contrapuntal)?
- **Melody** – what does the melody sound like? Is it moving by step or jump? Is it played staccato (short) or legato (smoothly)?

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Watch how Walt Disney responded to this music in his film '*Fantasia*'. Be ready to discuss:

- Were his visuals successful?
- Which bits stood out to you?
- Do his ideas match yours?
- What is similar?
- What is different?
- Did you like Disney's version?
- Give 1 musical reason to justify your response

You can use this space for the listening task

[illegible]



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## Longer 45-minute task: **Listening Log**

Use the table below to write down what you can hear in each section.

Timings	Musical features to listen out for
0.00-1:18	
1:18-1:35	
1:35-2:45	
2:45-5:40	
5:40-8:41	

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Montgomery - Starburst

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# MONTGOMERY

## Short 5-minute task: **Opposites Game**

Think of a musical word which has a clear opposite, for example high/low when it comes to pitch. Your task is to think of a word and to ask other members of your class to guess the opposite to your word.

## Medium 20-minute task: **Creative Task**

This piece is all about rapidly changing musical colours, linked to the idea of a starburst – where lots of new stars are born very quickly, and often in an explosive manner!

Your task here is to take the idea of contrast, rapid change and the natural world and to create a resource in pairs that demonstrates this. You might only have time to plan your ideas, or you might have time to make your ideas too! This could be a poster, a piece of writing, a piece of drama or music...

You can use this space to write down your ideas for the medium task

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## Longer 45-minute task: **Listening**

Imagine your group are asked to write 30 seconds of music, divided into three different sections, each lasting around 10 seconds. Each of the three sections should demonstrate different opposites, which the rest of the class need to guess.

For example, your first ten seconds could look at the musical opposites of high and low pitches.

Use the space below to plan your ideas.  
You can use instruments and/or voices.

Section and Timing	Musical Opposites	Musical Ideas
A 0:00-0:10		
B 0:10-0:20		
C 0:20-0:30		

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Sigfúsdóttir - Oceans

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# SIGFÚSDÓTTIR

## Short 5-minute task: **Secret Drawing Task**

Your teacher will give you separate paper to complete this task on.

## Medium 20-minute task: **Comparison Task**

Use the table below to help structure your ideas.

	Sigfusdottir	Debussy
Instruments		
Tempo and Rhythm		
Dynamics		
What might be happening?		

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## Longer 45-minute task: **Timbre Challenge**

Your teacher will introduce the task to you. Use the space below to think of all the different ways you can play the instrument you have chosen.