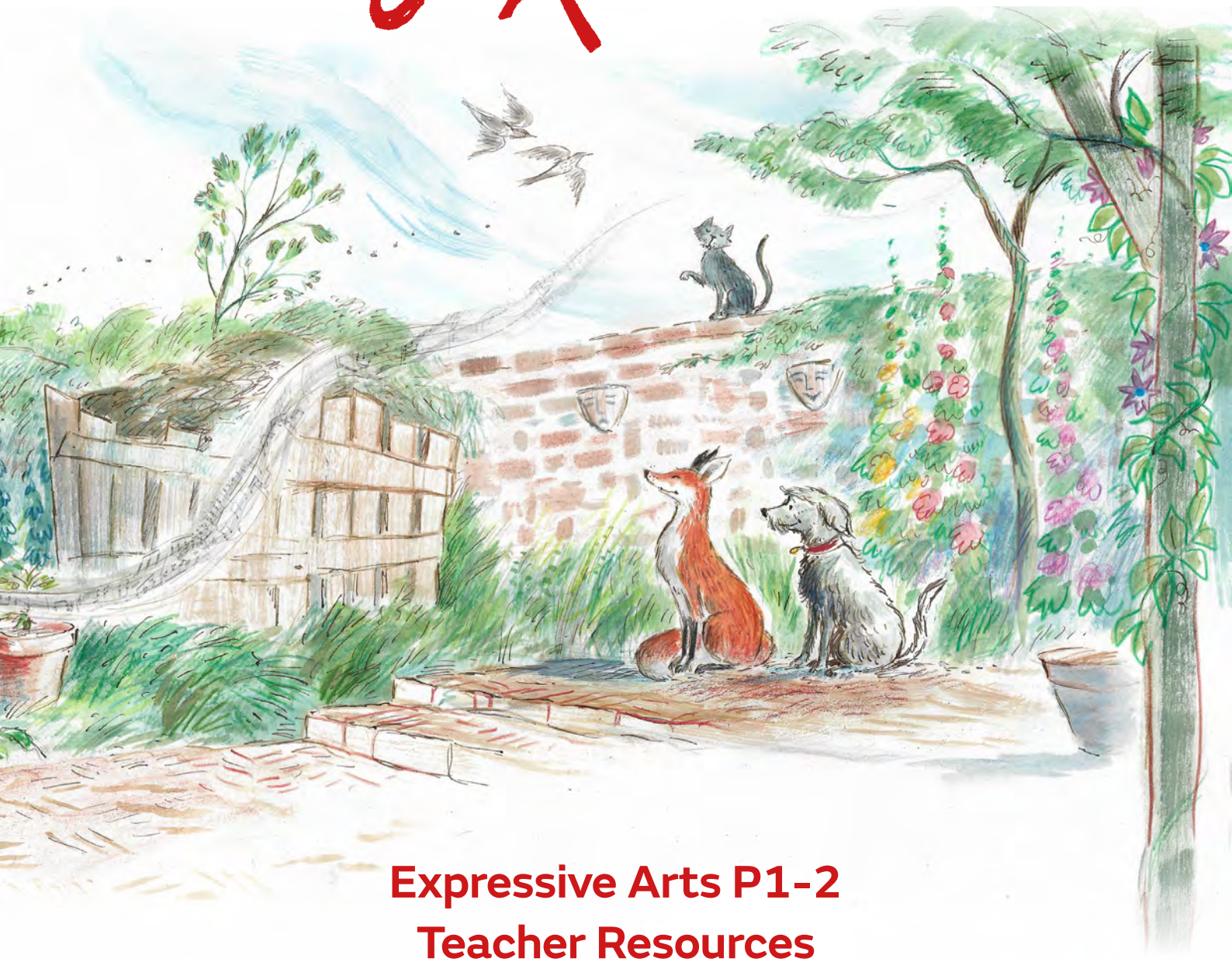
RSNO
SCOTLAND'S NATIONAL ORCHESTRA

Gaspard's foxtrot



Expressive Arts P1-2
Teacher Resources

Instruments of the Orchestra
P1/P2 Find and Colour Activity

Experience and Outcomes:
Early Level: EXA 0-17a, EXA 0-18a, LIT 0-04a
First Level: EXA 1-17a, EXA 1-18a, LIT 1-04a

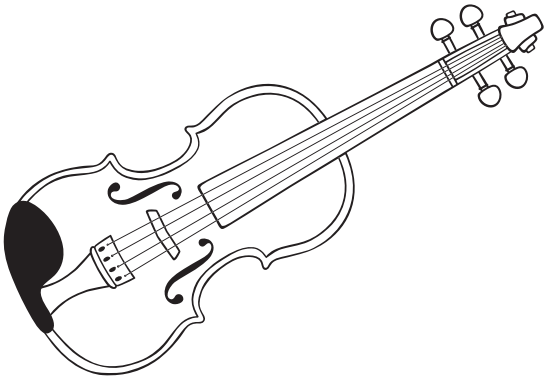
An orchestra is a large group of musicians who play instruments together. The instruments are split into four families: Strings, Woodwind, Brass, and Percussion. The RSNO are based in Glasgow and there are over 80 members. They play a range of music written by composers from all around the world.



What are String instruments?

String instruments use their strings to make a sound. Sometimes they are played by bowing the strings, sometimes they are plucked.

Show your class this picture of a violin.



Point to the shape of the body, and the four strings that stretch up the neck to the tuning pegs. See if they can spot the same picture on the **Instrument Families 1 handout**. Ask them to colour it in **blue**.

Now ask the class to find the other string instruments on the page. (*viola*, *cello* and *double bass*). They all have the same shaped body with four strings. Colour them all in **blue** so the whole family match!

What are Woodwind instruments?

The four instruments that are left are all part of the Woodwind family. Instruments from the Woodwind family all use breath (wind) to make a sound. Ask the class to colour the woodwind family **red** (*flute*, *clarinet*, *oboe*, *bassoon*).



What are Percussion instruments?

Percussion instruments are hit, shaken or scraped to make a sound. If you have any percussion instruments in school you could demonstrate them to pupils by hitting a drum, shaking a tambourine, or scraping a guiro. If you do not have access to instruments ask pupils to tap on the table, shake their pencil case or scrape their fingers on their chairs.

Now ask the class to find the four percussion instruments on the **Instrument Families 2 handout** – remember percussion instruments can be hit, shaken or scraped (*timpani*, *guiro*, *snare drum* and *maracas*). Colour them all in **green** so the whole family match!

What are Brass instruments?

The instruments that are left are all part of the Brass family. They are primarily made of brass.

Ask the class to colour them **yellow** so they resemble shiny brass instruments (*trumpet*, *French horn*, *trombone*, *tuba*).

Extension Activities

Which instrument is your favourite? Can you draw it? Why do you like it?

Listening excerpts

P1/P2 Emotional literacy activity

Experience and Outcomes:
Early Level: EXA 0-19a, LIT 0-10a, HWB 0-1a
First Level: EXA 1-19a, LIT 1-10a, HWB 1-1a

Explore the emotions in Music – happy and playful

Watch the video clip of **Gaspard and Finty playing in the garden** https://youtu.be/VnszOLRhDkk
Here are some questions you can ask your class:

- What do you like to do with your friends when you play together?
- How does it make you feel when you are around your friends?

Now listen to the audio from the video again this time without watching the animation. Ask your class to fill in their **Music Fact Sheet**.

The music sounds like:

_____

_____

_____

_____

_____

The music makes me feel:



Explore the emotions in Music – sad and worried

Now watch the clip of **Gaspard where he has lost sight of Honey and Finty**
https://youtu.be/KxLvSCj6vOA.
Here are some questions you could ask your class:

- How do you think Gaspard is feeling?
- Have any of you ever been lost?
- How did you feel?
- What happened?
- How did you get help?

Now listen to the music only and ask the class to complete the second **Music Fact Sheet**.

Sequence the story

Please note: For use once the concert film is released on 7 March 2022

P1/P2 Literacy Activity

Experience and Outcomes:
Early Level: LIT 0-01c, LIT 0-04a, LIT 0-07a, LIT 0-09b
First Level: LIT 1-04a, LIT 1-07a, LIT 1-26

Reading and Understanding

Read the story of Gaspard's Foxtrot to your class and watch the video in full along with the animations and orchestra playing.

Check the class' understanding of the story by asking some questions:

- Did you like this story? What was your favourite part?
- Did you enjoy the orchestral music?
- How do you think it helped to tell the story?

Sequence the story

Now ask your class to carefully cut out the sections of the story along the dotted lines of the **Sequencing Worksheet**. Re-order them so they fit the narrative of the story.

Gaspard picks up the conductor's baton



Gaspard and his friends listen to the radio



The bus passes shops and landmarks



Gaspard wakes up in the garden



The orchestra plays Gaspard's Foxtrot



Gaspard loses his friends



Gaspard hides in the instrument cases



Gaspard gets on the bus

Gaspard's Word Work

P1/P2 Literacy Phonics

Experience and Outcomes:
Early Level: ENG 0-12a , LIT 0-13a, LIT 0-21a
First Level: LIT 1-24a, LIT 1-13

Practice multiple phonic skills on **Gaspard's Word Work handout**.
Ask your class to read each word, trace it into the spell column, rewrite it onto the lines, and match it with the picture.

Gaspard's Word Work

Read	Trace	Write	Sort
fox	fox	_____	
cat	cat	_____	
dog	dog	_____	
harp	harp	_____	
drum	drum	_____	
baton	baton	_____	

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RSNO SCOTLAND'S NATIONAL ORCHESTRA

Royal Scottish National Orchestra
19 Killermont Street, Glasgow G2 3NX

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