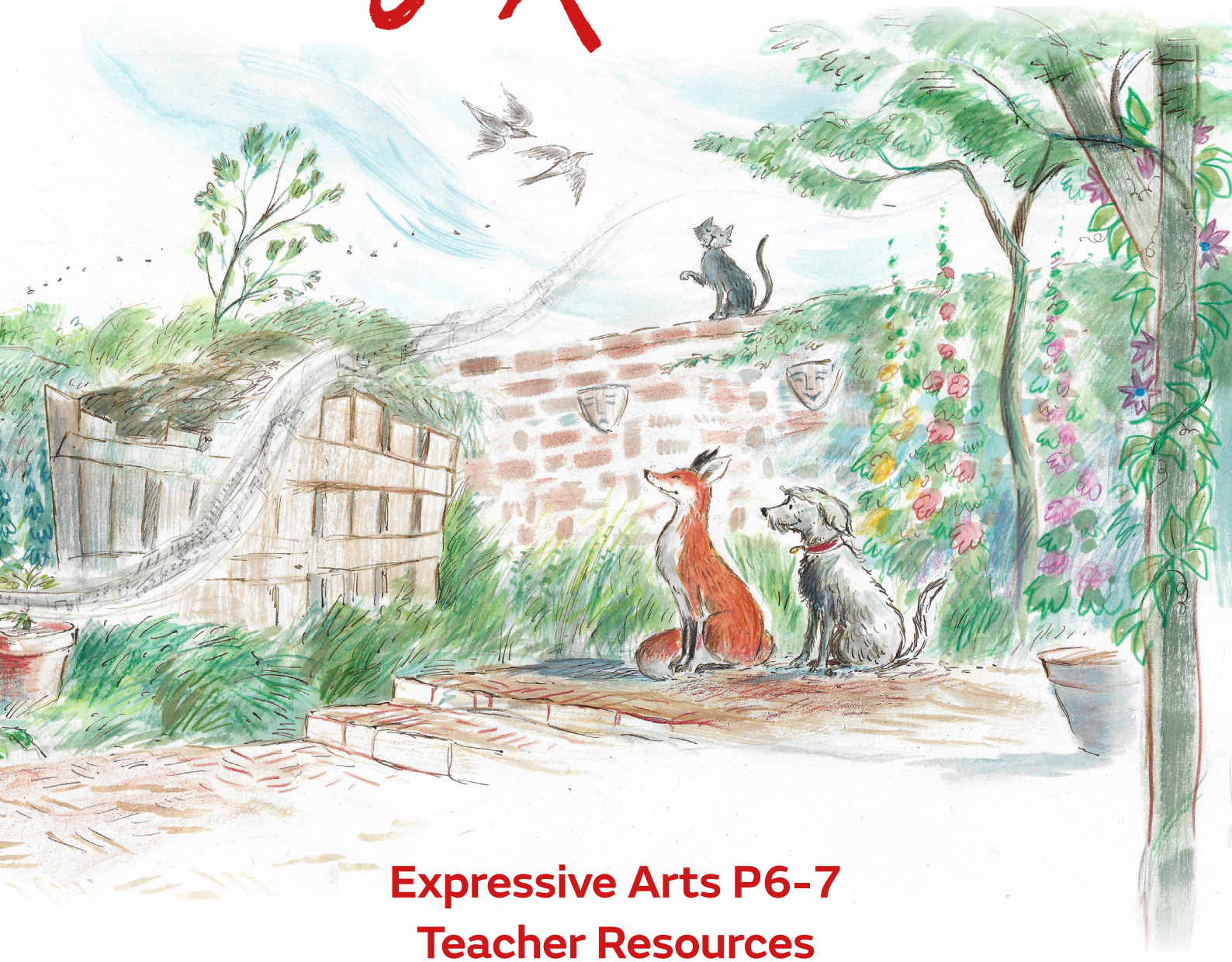
RSNO
SCOTLAND'S NATIONAL ORCHESTRA

Gaspard's foxtrot



Expressive Arts P6-7
Teacher Resources

Introduction to the Orchestra

P6/7 Understanding Music

Experience and Outcomes:
Early Level: EXA 2-18a, EXA 2-19a, LIT 2-05a
First Level: EXA 3-19a, LIT 3-05a

Introduction to the Orchestra

Give the class the **Instruments of the Orchestra handout** and read it through together. After you read up on each section of the Orchestra, play the **'Meet the Musician'** resource video so that pupils can hear what the instruments sound like and answer the questions. Additionally, there are some audio/video examples to illustrate Finty the Dog, and the playing techniques of **Arco** and **Pizzicato**.

Musical Bingo

Once you have completed the worksheet ask pupils to pick four of the following words and write them in the spaces provided.

Gaspard (bassoon)

Honey (harp)

Finty (trombone)

Peter (clarinet)

Timpani

Glissando

Pizzicato

Arco

Now play the **Musical Bingo audio files** provided in the resource pack at random and encourage pupils to tick them off if they are the ones they have chosen. The first to hear all four can shout bingo!

Gaspard's Scavenger Hunt

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

P6/P7 Listening Activity

Experience and Outcomes:
Second level: EXA 2-19a, LIT 2-04a, LIT 2-06a

Focus your listening

Watch Gaspard's Foxtrot with your class and focus their listening by asking them to complete the **Scavenger Hunt worksheet** as they watch.

Don't worry too much about pupils knowing the names of all the instruments. They can write "Bike" for something beginning with B, "Fox" for F etc. If they are comfortable to write "Brass" or "Bassoon" that is great too!

Gaspard's Foxtrot Scavenger Hunt

Listen to the music and tick off when you find something. Write in the spaces the name/description of what you've seen.

Here's what I will find:

Three things that are **shiny**

☐ _____ ☐ _____ ☐ _____

Something beginning with the letter **B** ☐ _____
Something beginning with the letter **F** ☐ _____
Something beginning with the letter **C** ☐ _____

Music that **sounds like**

☐ **Worms** ☐ **Birds** ☐ **Bees** ☐ **Fox** ☐ **Dog** ☐ **Cat**

Something **loud** ☐ _____
Something **quiet** ☐ _____

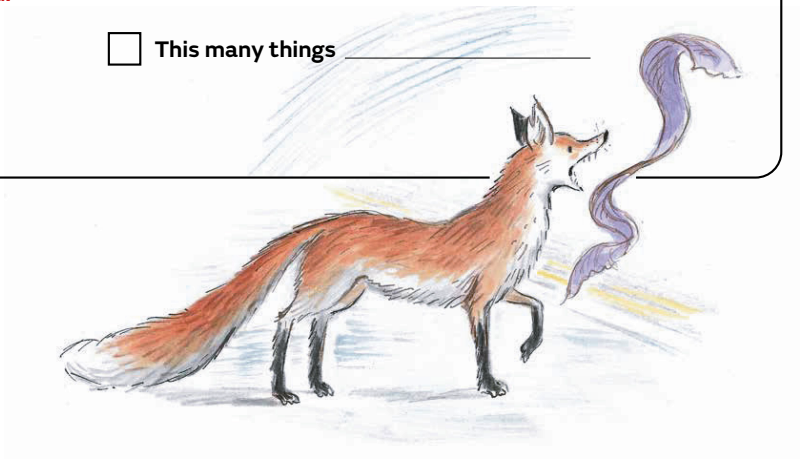
A **small** instrument ☐ _____

A **big** instrument ☐ _____

My **favourite** instrument ☐ _____

Looks like I found:

☐ **Everything** ☐ **This many things** _____



Elements of Music
P6/P7 Analysis Task

Experience and Outcomes:
Second Level: EXA 2-18a, EXA 2-19a, LIT 2-02a, LIT 2-07a, LIT 2-09a
First Level: EXA 3-19a, LIT 3-03a, LIT 3-07a, LIT 3-09a

Teacher-led Discussion
All Music is made up of four important elements:

Rhythm, Pitch, Dynamics & Timbre.

These are important in all pieces of Music but particularly when the composer wants to tell a story through the music.

Talk about what they mean with your class. Pupils may be able to give good responses here.

What are Rhythm and Tempo
Rhythm and Tempo are very closely related, and it is this relationship that helps us describe what most people would refer to as the beat of the music.

- Rhythm is how musical notes are ordered in relation to time.
  For example: Short note, Long Note, Short N, Short N, Long N

- Tempo refers to how fast or slow the music is at any given point

Musicians must have a good understanding of Rhythm and Tempo and this is especially important when playing in a group.

An orchestra has a Conductor and their job is not only to help the musicians play together, but to be creative in how the Orchestra does that, by controlling the Tempo and Dynamics (see below).

A good example of this would be if a composer wanted to create music that sounded like a race, they might choose to use lots of short notes in their rhythm and also a fast tempo, thus giving the impression of runners' feet hitting the ground.

For S1/S2 classes or particularly able Primary groups you may wish to add in tempo words like Allegro (fast) and Adagio (slow).

What is Pitch?
Pitch is about whether the notes are high or low. Can you sing a really high note? Now can you sing a note as low as you can go? You are changing the pitch of your voice!

If a composer was writing a piece of music about climbing a mountain, it might start off with a low melody that slowly rises in pitch until you reached the very high top.

What are Dynamics?
Dynamics is a big word which means volume, i.e. how loud or soft is the music? Does it get gradually louder or gradually softer at any point?

If a composer was writing a piece about an ambulance, how could they make it sound far away? How could they make it sound like it was getting closer?
For S1/S2 classes or particularly able Primary groups you may wish to add in the Italian terms for dynamics like forte (loud), piano (soft), crescendo (getting gradually louder), diminuendo (getting gradually softer).

What is Timbre?

Timbre is the sound of the instruments being played, as they make different sounds even when playing the same notes. Think about this... Can you tell the difference between a guitar and a piano if you were blindfolded? Can you tell what instruments are being played as you walk past a music classroom without looking inside? What you are noticing is the timbre of each instrument.

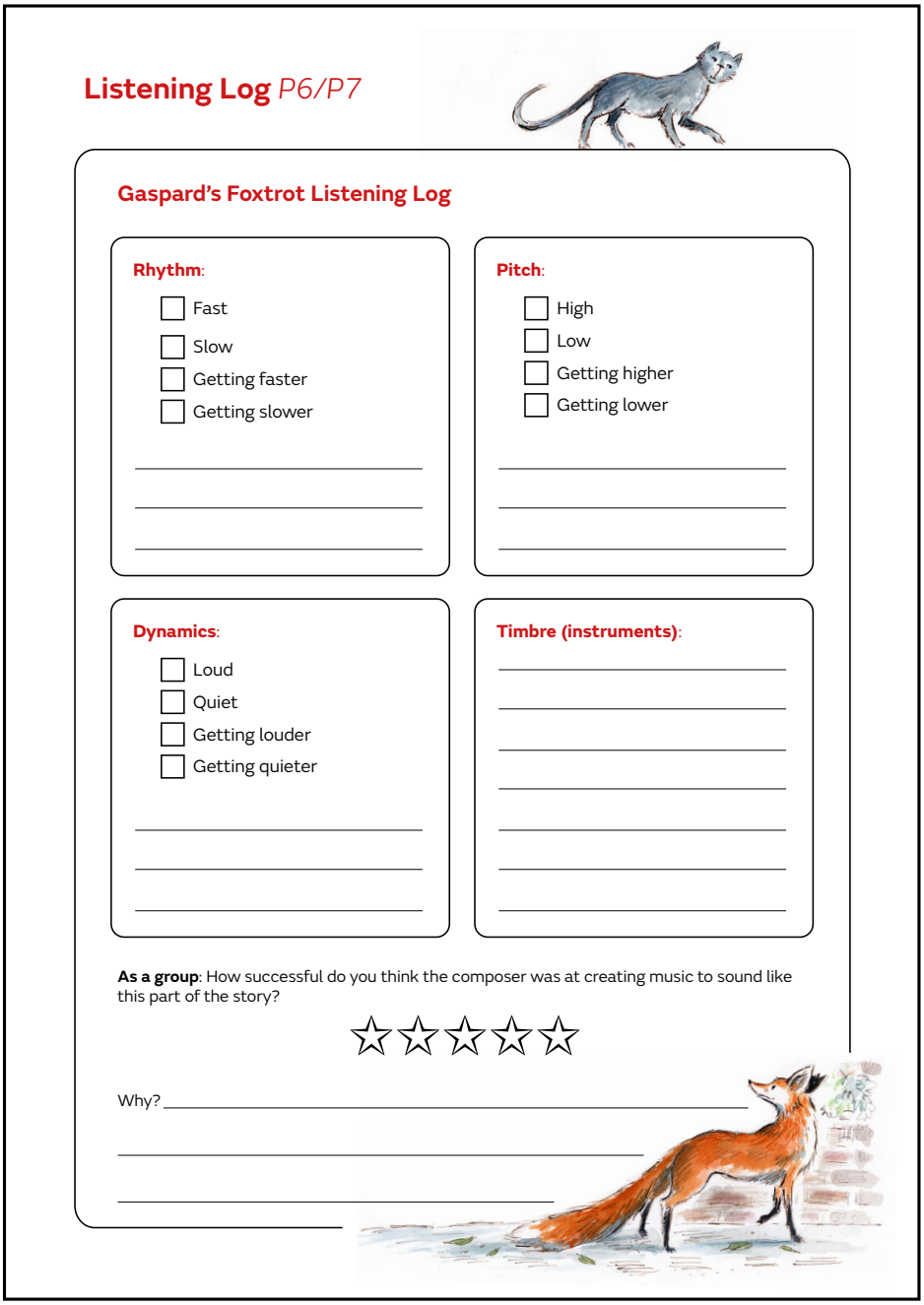
Composers have to decide what instruments will suit each part of their music. If you were writing a part for an elephant in Gaspard's Foxtrot, which instrument would you choose to sound big and heavy? There are no wrong answers!

Group Listening Activity

Split your class into groups of four to complete the **Listening Log** on these excerpts of music.

Each person in the group should be responsible for one element:
Person 1 – Rhythm, Person 2 – Pitch, Person 3 – Dynamics, Person 4 – Timbre

There are four **Listening Log excerpts** provided in the resource pack, so rotate the pupils on each one so they are listening for a different element each time. Allow them to discuss the excerpt at the end to evaluate the effectiveness of the music in telling the story.



Listening Log *P6/P7*

Gaspard's Foxtrot Listening Log

Rhythm:
- ☐ Fast
- ☐ Slow
- ☐ Getting faster
- ☐ Getting slower

Pitch:
- ☐ High
- ☐ Low
- ☐ Getting higher
- ☐ Getting lower

Dynamics:
- ☐ Loud
- ☐ Quiet
- ☐ Getting louder
- ☐ Getting quieter

Timbre (instruments):

As a group: How successful do you think the composer was at creating music to sound like this part of the story?

☆☆☆☆☆

Why? _____

Conducting Activity
P6/P7 Role Play

Experience and Outcomes:
Second Level: EXA 2-19a, EXA 2-18a, EXA 2-14a, LIT 2-02a

Watch
Watch the **Meet the Musicians 4** video with your class.

Conducting Activity
We are now going to do a conducting activity as a group!
First put the class into 5 small groups.
We are going to give each group a chant that you might hear at a football match.

Suggestions:
Group 1 – Offside
Group 2 – Yellow card
Group 3 – Penalty
Group 4 – Whit are you daein?
Group 5 – Get that ref a pair of specs

Now remind the class that the role of the conductor is to tell each group of instruments exactly when to come in.

The teacher becomes the conductor!
Stand at the front of the class and make sure every group is watching you. Point to each group in a random order and make sure they all begin their chant when you point. They should continue to chant until you point at the group to stop – they must keep their eyes on you at all times!

Adding dynamics
Once the class have got the hang of this remind the class of the other job the conductor has: telling each group HOW to come in – what the character of the piece is and telling the story.

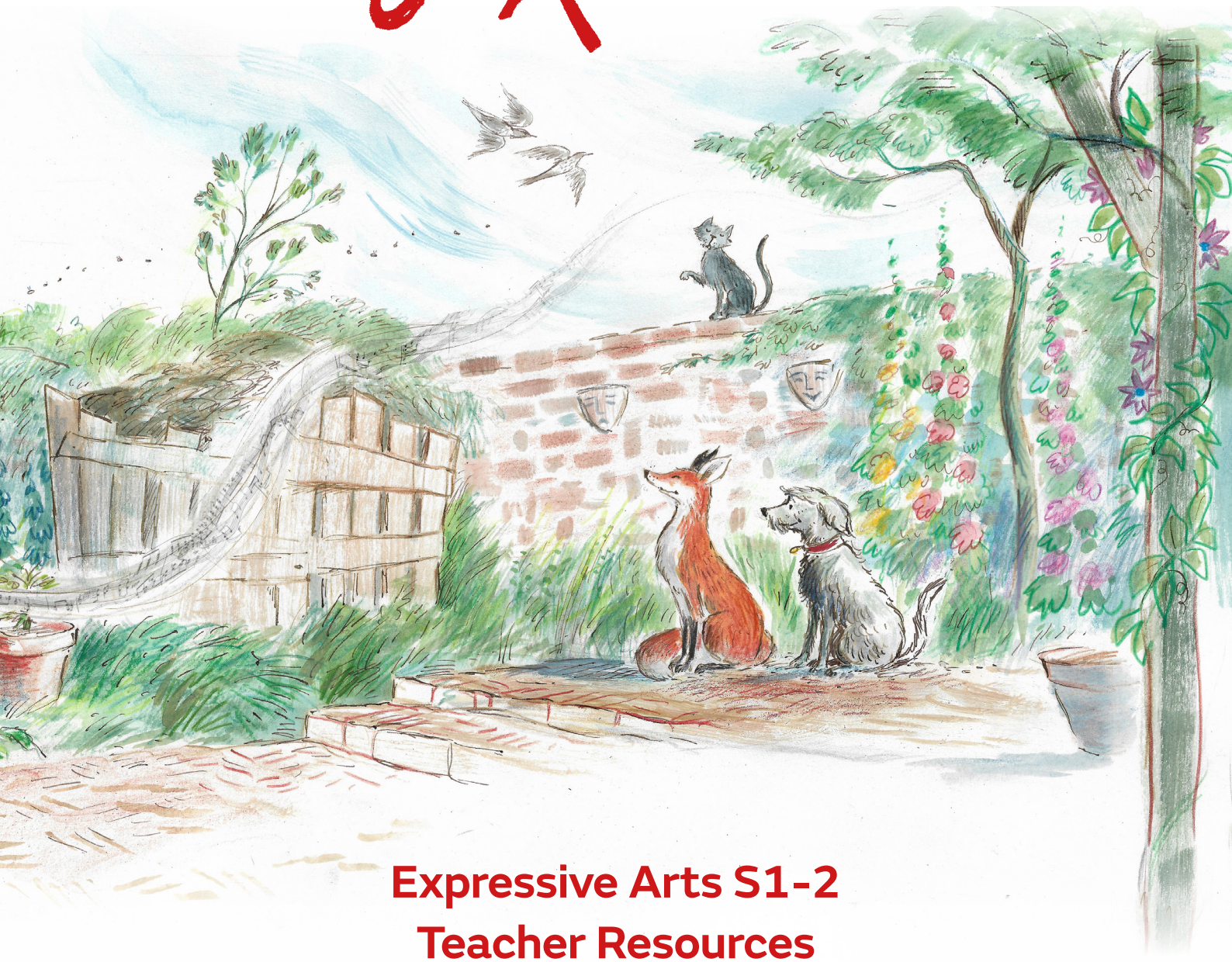
This time use one hand to indicate the dynamics of the piece (volume), and the other hand to bring the groups in. Move your hand up high in the air for a very loud volume, and down by your side for quiet. Having quick changes between loud and quiet mean the groups sound exactly like they do in a tense football match! It can be a fun way to make sure everyone is paying attention, as long as you don't mind the noise!

If you like, you can end the piece with a signal like both hands dropping to the floor and everyone has to shout "GOAL!" whenever they see it.

Role play
Now see if anyone in the class would like a turn of being conductor.
What do they like about the role? What are the challenges?
Can you add instruments to each chant to add a different timbre?

RSNO
SCOTLAND'S NATIONAL ORCHESTRA

Gaspard's foxtrot



Expressive Arts S1-2
Teacher Resources

Introduction to the Orchestra

S1/2 Understanding Music

Experience and Outcomes:
Early Level: EXA 2-18a, EXA 2-19a, LIT 2-05a
First Level: EXA 3-19a, LIT 3-05a

Introduction to the Orchestra

Give the class the **Instruments of the Orchestra handout** and read it through together. After you read up on each section of the Orchestra, play the **'Meet the Musician'** resource video so that pupils can hear what the instruments sound like and answer the questions. Additionally, there are some audio/video examples to illustrate Finty the Dog, and the playing techniques of **Arco** and **Pizzicato**.

Musical Bingo

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Glissando

Pizzicato

Arco

Now play the **Musical Bingo audio files** provided in the resource pack at random and encourage pupils to tick them off if they are the ones they have chosen. The first to hear all four can shout bingo!

Gaspard's Scavenger Hunt

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

S1/S2 Listening Activity

Experience and Outcomes:
Second Level: EXA 2-19a, LIT 2-04a, LIT 2-06a
Third level: EXA 3-19a, LIT 3-04a, LIT 3-06a

Focus your listening

Watch Gaspard's Foxtrot with your class and focus their listening by asking them to complete the **Scavenger Hunt worksheet** as they watch.

Gaspard's Foxtrot Scavenger Hunt

Listen to the music and tick off when you find something. Write in the spaces the name/description of what you've seen.

Here's what I will find:

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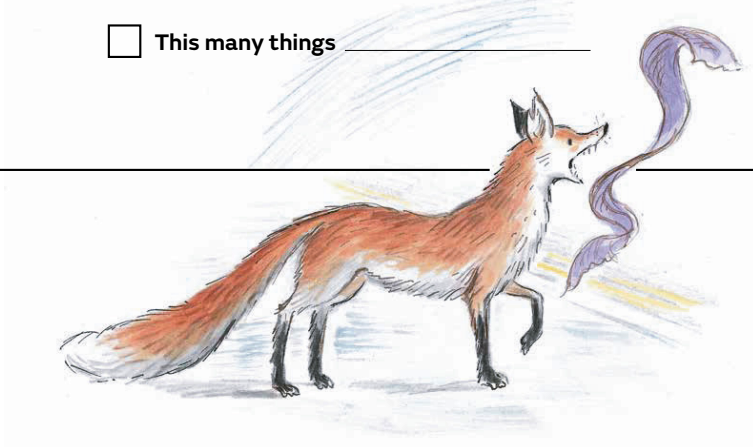
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Elements of Music
S1/S2 Analysis Task

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Listening Log *S1/S2*



Gaspard's Foxtrot Listening Log

Rhythm/Tempo:

- ☐ Allegro
- ☐ Adagio
- ☐ Getting faster
- ☐ Getting slower

Any rhythmic feature: _____

_____

_____

Pitch:

- ☐ High
- ☐ Low
- ☐ Getting higher
- ☐ Getting lower

_____

_____

_____

Dynamics:

- ☐ Forte
- ☐ Piano
- ☐ Crescendo
- ☐ Diminuendo

_____

_____

_____

Timbre (instruments):

_____

_____

_____

_____

_____

_____

_____

As a group: How successful do you think the composer was at creating music to sound like this part of the story?

☆☆☆☆☆

Why? _____

_____

_____



Think like a composer
S1/S2 Composition task

Experience and Outcomes:
Second Level: EXA 2-01a, EXA 2-16a, EXA 2-17a, EXA 2-18a, EXA 2-19a, LIT 2-02a, LIT 2-07a
First Level: EXA 3-01a, EXA 3-01b, EXA 3-16a, EXA 3-17a, EXA 3-19a, LIT 3-02a, LIT 3-07a

Now it is your turn to think like a composer. In one of the excerpts you've just listened to, Gaspard goes past a clock that is chiming 6pm.

We are now going to work as a class/in your groups to think about how we can make our own composition that sounds like a clock. Remember to think about our main elements of Rhythm, Pitch, Dynamics and Timbre.

If you have access to musical instruments you can let pupils know what they can use at this point, e.g. wood block, chime bars, tambour, glockenspiel etc.
If no instruments are available pupils can use body percussion to make the sounds e.g. tap on the table, clap hands, click fingers, stamp feet, and use their voices.
Additionally digital instruments on GarageBand could be used.

Points to consider
Rhythm:
- What kind of clock will yours be? Is it a clock that needs to be wound up? Maybe the music will get slower as it runs out of charge.
- Do you want to have a tick-tock sound that you can hear all the way through?

Pitch:
- What time do you want it to be? Will your clock chime on the hour? Maybe it will play a melody like Big Ben.

Dynamics:
- Do you want to keep the same dynamics all the way through? Maybe your clock will be quiet for the tick-tock mechanism and make a loud CUCKOO noise on the hour!

Timbre:
- Will your clock have a mechanical feature like the one in Gaspard's Foxtrot? What will it be? Soldiers? A ballerina? What instruments will be best to make those sounds? Or will you use your voice to sing/say something?

Put your composition together
Once you have thought about all the elements for your clock, it's a good idea to decide who is doing what, e.g. who is responsible for the tick-tock? Who will chime the hour? etc.
Practise your part and then as a group/class, decide on an order.

Now it is time to perform your piece! Remember to give it a title so you can introduce it properly!

Cooperative Learning Cards
S1/S2 Listening Activity

Experience and Outcomes:
Second Level: EXA 2-18a, EXA 2-19a, LIT 2-02a
First Level: EXA 3-19a, LIT 3-02a

Working cooperatively
Split the class into groups of 4 and give them a set of **cards** for each group.
Ask the group to choose one person to be responsible for the instruments cards, one to be responsible for playing techniques, one for tempo, and one for dynamics.

Play the class some **listening examples** and ask them to put the cards they hear into the middle.
Sometimes they may only have one card to put in, sometimes more.
You might help the groups by saying "this time I am looking for 6 answers in total..."
Play each example a few times to give pupils a chance to think about which cards may apply.

Swap the cards pupils are responsible for with each new excerpt, e.g. Instruments swap with Playing Techniques etc.

Listening answers:
Coop Cards 1 – Bassoon, Pizzicato, Arco, Adagio, Forte
Coop Cards 2 – Clarinet, Bassoon, Trombone, Piano, Allegro, Glissando, Arco, Harp
Coop Cards 3 – Bassoon, Arco, Allegro, Harp, Clarinet, Piano, Crescendo
Coop Cards 4 – Timpani, Trombone, Allegro, Forte, Glissando, Crescendo, Diminuendo

Example cards:

Instruments	Playing techniques	Tempo
 **Bassoon**	 **Arco** (bowed)	 **Allegro**

16 Cards total:
INSTRUMENTS: Bassoon, Harp, Trombone, Clarinet, Timpani,
PLAYING TECHNIQUES: Pizzicato (Plucked), Arco (Bowed), Glissando (sliding),
TEMPO: Allegro, Adagio, Getting faster, Getting slower
DYNAMICS: Forte, Piano, Crescendo, Diminuendo

The RSNO would like to thank the following organisations for their support of the National Schools Concert Programme:

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