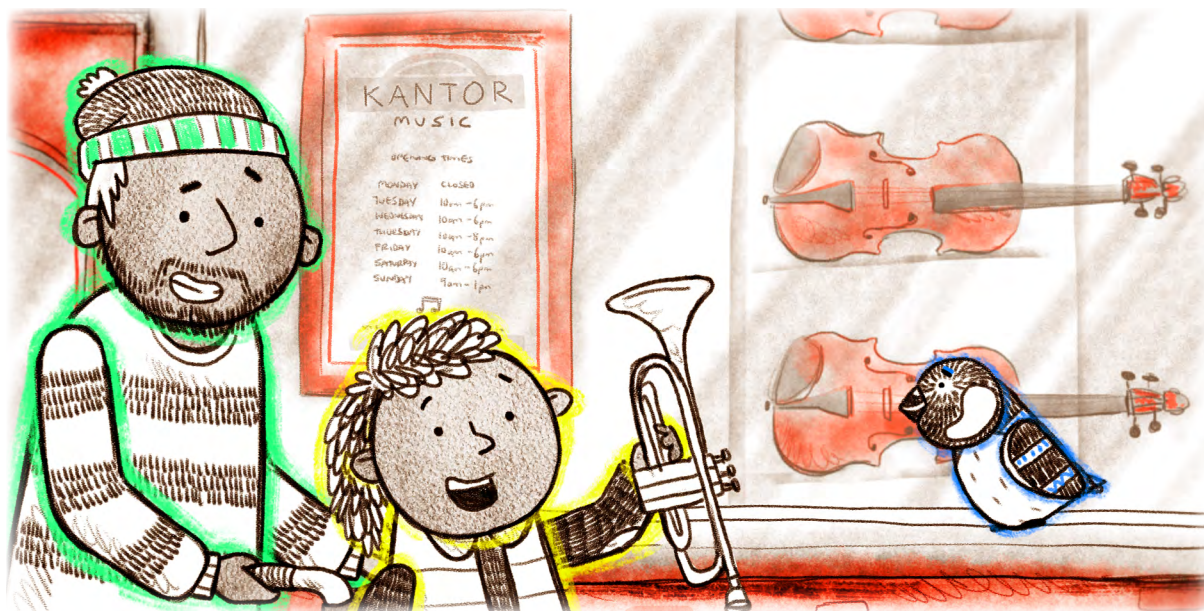


Yoyo & The Little Auk



RSNO Music Resources Nursery, P1 and P2 By Lucy Drever

CREATED IN PARTNERSHIP WITH

Introduction to resources

Welcome to **Yoyo & The Little Auk** music resources!

These resources are linked to the story and the music of Yoyo & The Little Auk.

They consist of:

Activity 1:

Music Building Blocks

Activity 2:

Creating a Sound Picture

Activity 3:

Making a Graphic Score

Activity 4:

Listening to Music From Around the World

These resources are designed to be easily accessible, flexible and (hopefully!) fun for all learners. Whether you have five minutes or a whole morning, each activity is an opportunity to get creative and explore some brilliant music.

The resources can be adapted to best suit your learners – have fun!



ACTIVITY 1: Music Building Blocks

Whether you feel very confident in teaching music, or if it feels completely terrifying, it's often very useful to return to the fundamentals of music. I like to think of these as Music Building Blocks. These are the skills that we often take for granted but can be very useful to spend a bit more time exploring and naming in our work with children.

Music Building Blocks:



In Western Classical Music, composers sometimes use Italian terminology to describe the music. It's not essential that your class knows these terms, but just in case you want to share with them...

Spiky is Staccato

Loud is Forte

Quiet is Piano

Smooth is Legato

Some other useful terms:

A Composer is a person who writes the music.

A Conductor is a person who leads the orchestra. This person stands at the front of the orchestra and indicates the tempo (the speed of the music), when the musicians should start playing, and is in charge of interpreting the musical story.

An Orchestra is a large group of approximately 80 musicians (this can really range depending on which orchestra is playing). An orchestra is made up of four families of instruments:

- **the percussion family** (including the drums and timpani)
- **the string family** (violins, violas, cellos, and double basses)
- **the woodwind family** (including the clarinet, oboe, and flute)
- **the brass family** (including the trumpet and trombone)

Let's listen to some of Yoyo & The Little Auk

Listen to some of the music in Yoyo & The Little Auk - pick whichever bit you like!

As you listen, encourage your class to move about to the sounds in the music, and then ask them what word they would use to describe the music (you could use a leading question such as 'is this smooth or spiky?'). Moving about to the music is also a brilliant way for your class to show what's going on in the music. Encourage your class to use their whole bodies - if the music is loud, how big can they make their body, and if it's quiet, how small can they be?

ACTIVITY 2: Creating a Sound Picture

A sound picture is a picture that is made of sound; instead of using pencils, pens, and crayons to draw something on paper, we can use instruments, voices, and body percussion (e.g., clapping or stamping) to create a musical depiction of a story.

In the music and the story of **Yoyo & The Little Auk**, there are characters, places, words, and sounds that can inspire us to make our own sound picture.

And the only thing that you really need to know about sound pictures is that there are no wrong answers - **you can make anything work!**

Let's Collect Our Sounds

Ask your class to tell you as many sounds as they can from a particular part of the story. Start to make a list of the sounds you have 'collected'. **For example:**

- *The tweet of the little auk*
- *A loud rumble from a storm*
- *Sea breeze*
- *Instruments in the music shop*
- *Wee creatures that creep and crawl and flap and flutter*
- *Walking down the main street*
- *The clasp on the suitcase*

You can pick anything! There aren't any wrong answers!

Now, let's pick and make our sounds:

Out of your list, pick three or four sounds. For the purposes of this example, **I'm going to pick:**

- *The little auk*
- *A storm*
- *Wee creatures that creep and crawl and flap and flutter*
- *Walking down the main street*



Ask if anyone has any suggestions for making each sound: this could be on instruments, using body percussion, or a vocal sound - whatever is available. **Here are examples for every option (and you'll notice they don't necessarily sound like each other!).**

	Sound	Instrument	Body percussion	Vocal sound
	The little auk	Two chime bars	Clapping	"Tweet!"
	A storm	Loud bangs on a drum	Stamping	"Rumble, crash!"
	Wee Creatures	Wood Blocks	Tapping your head with your fingers	"Flip flap, flip flap"
	Walking	Shaker	Walking	"Left, right, left, right"

Pick your sounds and practice them!

Give your soundscape a structure!

Decide on a final order for your sounds (a sound can come back more than once - it's whatever your class decides). Another thing to think about is whether everyone in the class makes every sound, or you split the class into four groups and when you point to each group, they make their sound.

Maybe your sound picture looks like this:

<i>Image:</i> The little auk	A storm	Walking	Walking	Wee creatures
<i>Noise:</i> Chime bars	Stamping	Shaker	Shaker	"Flip flap, flip flap"

Or this:

<i>Image:</i> A storm	Wee creatures	The little auk	Storm	Walking
<i>Noise:</i> Stamping	"Flip flap, flip flap"	Chime bars	Stamping	Shaker

You've come up with your own Yoyo & The Little Auk sound picture. Here are some ways to extend this activity, especially if you do it more than once!

- Why not add some louds and quiets?
- Change the order
- And why not record it?
- Get a child to lead it! Getting a child to lead is excellent for building confidence and increasing leadership skills. It's also an accessible way for non-verbal children to lead! Come up with your own signs to use while leading; what hand sign will mean people will start, stop, carry on, get louder etc.?
- Write your soundscape down... What might it look like? **See Activity 3!**

ACTIVITY 3: Making a Graphic Score

A graphic score is a very accessible way of writing down music. As you create one, you will explore the relationship between sounds, drawing, and reading. It's also a brilliant way of composing music without realising that you're composing music! Have a search online to see all the different variations of graphic scores.

Examples

For the purposes of this plan, I have taken the sounds that we used in the soundscape during **Activity 2**, but you can do it with any part of the story!

The little auk

A storm

Walking

Wee creatures

A note on resources and drawing your sounds:

The first way that you can create a graphic score with your class is to pre-cut out some shapes that represent the little auk, a storm, walking and the wee creatures. If you're working with a large group, I'd suggest pre-cut ones, unless you have a lovely member of support staff to cut them out for you according to the child's suggestion in the moment!

The images can be as literal or as abstract as you'd like, e.g., the little auk might be a picture of a bird, or it might be a triangle. The walking sound could be represented by a footprint, or maybe just straight lines.

The second way to create your graphic score (and a great way to develop this activity) is to encourage your class to draw their own shapes for the sounds and then photocopy them.

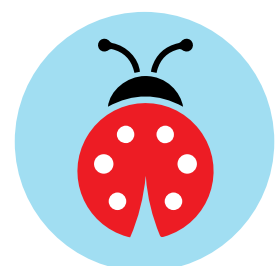
Whichever way you choose, if you are going to reuse this activity in your classroom, I'd suggest laminating a large piece of paper (no smaller than A3) and the shapes!

The little auk

A storm

Walking

Wee creatures



Making a graphic score!

1. Recap your soundscape, **what was the order?**

The little auk

A storm

Walking

Wee creatures

2. Decide on a symbol for each sound... this can be as abstract or literal as you like!

[See note on resources]

3. Get a large piece of paper and using the order of the soundscape, lay out the symbols.

Sound:

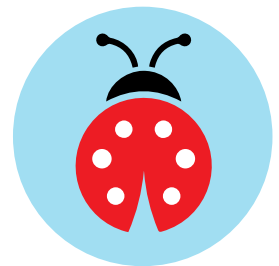
The little auk

A storm

Walking

Wee creatures

Picture:



4. With your class, read your graphic score... **This could be left to right, or right to left - it's up to you!**

5. Pick a child to rearrange the order of the symbols on the paper... **Now can the class perform this new piece?**

Next steps:

- There are no set rules about how to read a graphic score - maybe the symbols are in a circle, or maybe the symbols are read from the bottom to the top... You make your own rules!
- This activity is one that should be repeated, again and again! And why not keep it up on the wall in your classroom, and let your students explore it by themselves?
- Another activity to do is to lay a big piece of paper on the floor and as the children listen to the music (it might just be a small part of it), they can draw the sounds they hear and do some free mark making. Then once the music stops, it's about making your own music! Ask the children to interpret the markings on the paper. What do the swirls sound like? And what instrument could play the squiggles?

ACTIVITY 4: Listening to Music From Around the World

In **Yoyo & The Little Auk**, there are characters from four places around the world, from Scotland, Bombay, Poland, and Tehran. Within the music, we hear musical references to each country.



With your class, explore music from around the world. This could be the countries mentioned in **Yoyo & The Little Auk**, it might be music from the countries your children and their families are from, or it could be a place mentioned in a story, or project you are exploring.

During this listening and moving, you might notice different singing styles, instruments and tonalities (the character of the piece in relation to the notes and pitches played).

Keep a playlist of all the music you've explored – you could even mark on a big map the countries you've listened to music from.



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