



# Music Sparks

## Roving Reviewers

An Expressive Arts and Literacy resource  
for the Primary classroom



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# Meet the team



*Owen Gunnell*

**Artistic Director and Presenter,  
Children's Classic Concerts**



*Kelly Apter*

**Professional Reviewer,  
The Scotsman, The List**



*The Essential Orchestra*

**Children's Classic Concerts'  
team of musicians**

'Children's Classic Concerts exists to give children in Scotland, and their families, access to the highest quality professional live and digital music experiences. We know that music can ignite creativity and build confidence in learning and that the Expressive Arts are a valuable tool in helping every child to tap into their potential across the whole curriculum. This resource pack has been designed to work flexibly in any Primary classroom and meet Literacy outcomes through music activities.'

- Catherine Earnshaw, *Creative Producer, Children's Classic Concerts*

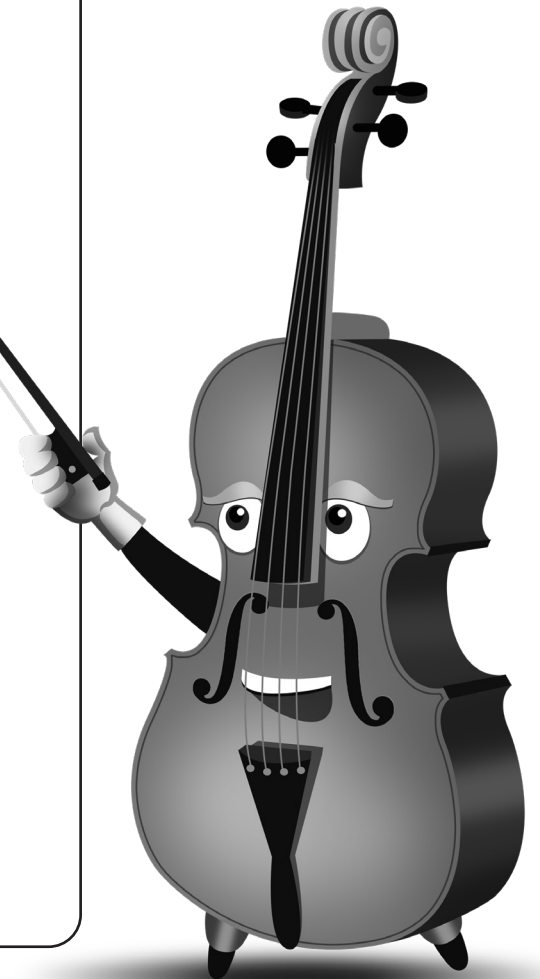
'Education Scotland is delighted to support Children's Classic Concerts' Roving Reviewers education resource for primary schools. The examples given in this eye-catching resource aim to support and encourage teachers to extend their practice to teach the experiences and outcomes in both Literacy and Music in an innovative and creative way. Moreover, the literacy-related methods adopted will help to build confidence with teachers in delivering Music throughout the broad general education.'

- Neil Millar, *Senior Education Officer, Education Scotland*

Find out more about the work of CCC at **[childrensclassicconcerts.co.uk](http://childrensclassicconcerts.co.uk)**

# Information for Schools

- Designed to meet the **Expressive Arts** and **Literacy** Experiences and Outcomes in Scotland's **Curriculum for Excellence**
- Suitable for **First and Second Level**
- Cross-check grid for **Benchmarks** achieved by activity [click here](#)
- **Flexible timeframe**; Work through activities at a pace that suits
- **No musical experience necessary!**
- Opportunities for **individual, group and class working**
- **Tailor activities to suit topic working**; Musical examples can be swapped for any other musical performance audio or video to align with class interests
- Share your work with us for a chance to **win VIP access to a live CCC performance as a guest reviewer/s** and have your review published on the CCC website!
- **Get in touch** with us at any time for support or to discuss potential workshop visits in the future from our team of musicians (subject to funding).



# What is a Review?

A review is a short report sharing **facts** and information about a performance, along with your own **thoughts, feelings and opinions**. So, as well as writing about who performed it and what they played, you also say what you enjoyed (or didn't enjoy) about the performance and **how it made you feel**.

A review can help other people decide if they would like to see the same performance. Or, if they have already seen it, they might like to know if other people felt the same way about it as they did. In the same way that you might enjoy different foods and prefer wearing different colours to your friends, everyone enjoys different parts of musical performances. Maybe you enjoy calm, slow music that makes you feel relaxed? Or you might prefer music that is fast and exciting or that makes you want to dance. Of course, you might like all of these things!

Writing a review is your chance to **share your experience** of watching a live performance – and reading a review is a chance to find out what other people thought of it, too.

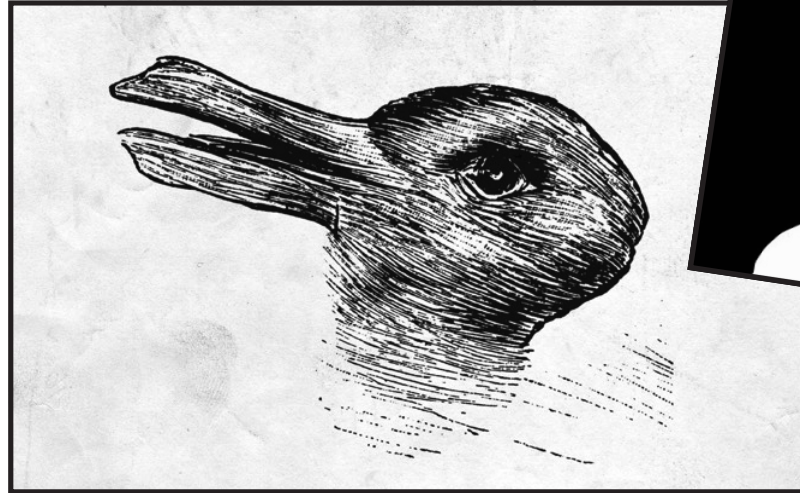
## What are we going to review?

 Let's meet Owen

In this film Owen will tell you about his experiences as a **musician** in an **orchestra** and some of the different (and surprising!) places he has given **concerts**. You will see him playing in the films in this pack with our orchestra of 20 musicians. Musicians often play lots of different styles (or **genres**) of music and normally in a concert **programme** there are different **pieces** to play – which is why being a musician is such a fun and interesting job!

# Your Opinion Matters!

Have you ever wondered why one of your friends likes strawberry ice cream when you think chocolate ice cream is the most delicious flavour you could ever imagine? Could you explain to your friend why you like chocolate ice cream so much? Sometimes we can be having the same experience as someone sat next to us and have completely different thoughts and opinions about it. That's what makes things interesting and what makes writing a review so much fun! Have a look at these pictures. These are called **ambiguous images** – that means that they have more than one meaning or interpretation.



Without asking your classmates first or telling them what you think, what do you see in each picture? Can you see more than one thing? Share your thoughts with your group or class and see what everyone else saw in the pictures. Listening to music is the same – you might be hearing exactly the same thing as the people around you but have different feelings and ideas.



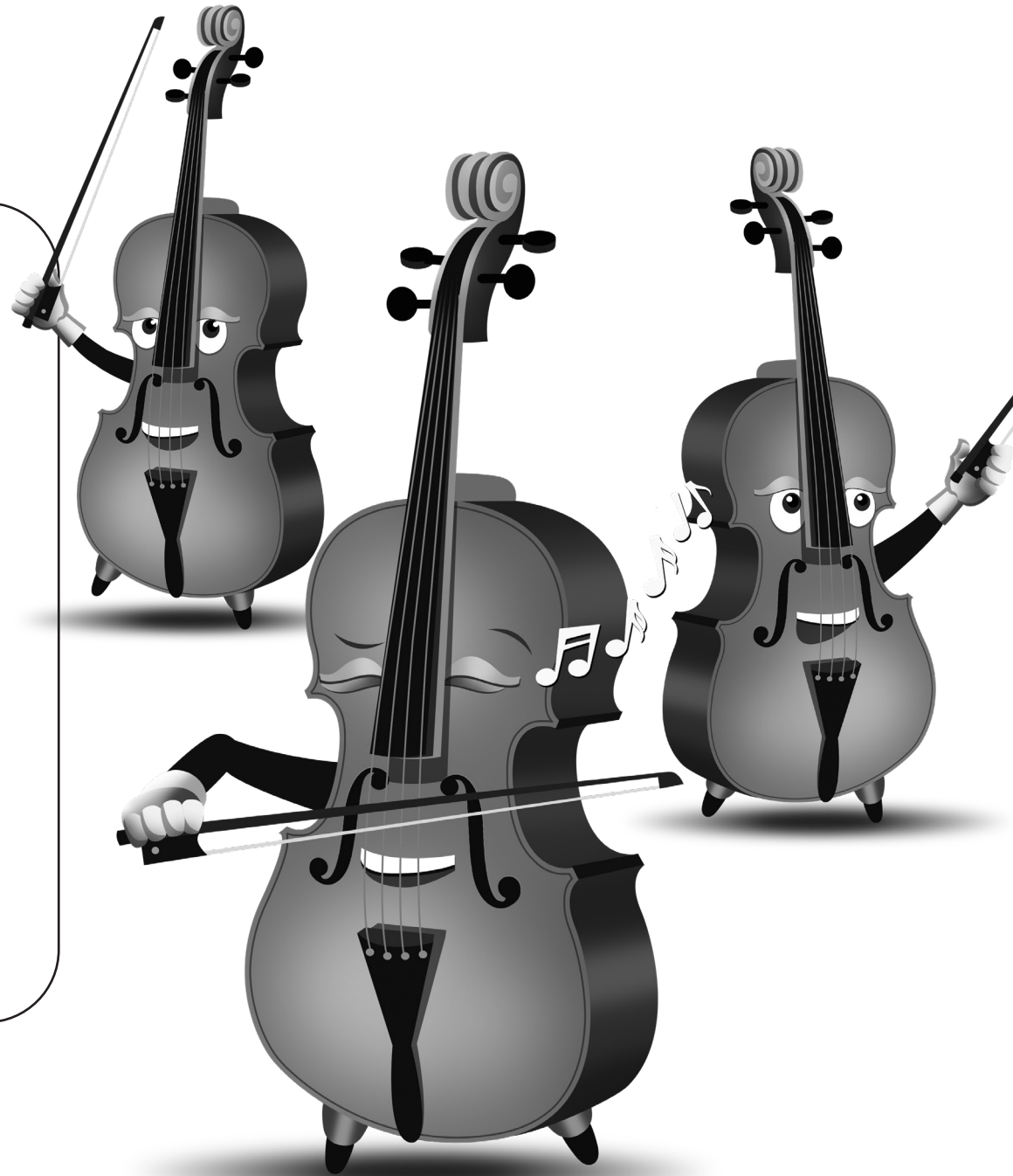
# Group Activity

**Take it in turns in your group to choose a subject. It might be animals, seasons, pizza toppings; it can be anything you like!**

Ask the rest of your group to each think of their favourite animals or seasons or pizza topping etc. and most importantly the reason why they like it.

One by one tell the group what you have chosen as your favourite and your reason. Has anyone chosen the same thing? Do they have different reasons for choosing it?

It's interesting to hear other people's views on things and consider their opinion. Maybe hearing all about why someone loves the taste of pineapple, tuna and olives on their pizza will make you want to try it... (or maybe not...!).



# Musical Terms Mix-Up

Can you match up the musical terms to the descriptions?

**Reviewer**

The type/style of music. E.g. classical, jazz, rock, pop

**Concert**

**Musician**

Information about a piece, for example when it was written and any interesting things to listen for

**Orchestra**

Person who writes a report about an experience to share with others

**Piece**

Person who reads the words of a story aloud – you often find them speaking alongside our music ensembles

**Programme**

**Programme notes**

A group of musicians playing instruments

List of pieces in a performance

**Composer**

**Narrator**

Someone who plays a musical instrument

Person who writes/creates music

**Genre**

A musical performance

A tune or song in a concert



# The Review Process:

## Tips and advice from a professional reviewer

In this film you will see professional reviewer, Kelly Apter, take pupils from Dunard Primary School in Glasgow to a live performance by Children's Classic Concerts and have a go at reviewing the concert themselves. Kelly answers the pupils' questions and explains the process of creating a review.



**Kelly and Dunard Primary School film**

### Fact Filter

As Kelly explained in the film, it is important to include **FACTS** – things that can be proven true – and **OPINIONS** – things that you believe to be true and are unique to you – in a review.

Here are some sentences taken from the reviews written by Dunard Primary School pupils after they saw the concert.

Can you sort the sentences into facts and opinions?

I felt happy, like this day couldn't get any better

The orchestra played music from the film *Brave*

I heard brilliant singing from the choir and fantastic playing by the orchestra

The presenter was wearing a jester costume

There were more than 70 musicians on stage!

I think it was a great show and that I have been lucky to see it

The music made me feel calm

My favourite part was when the trumpets were playing

There were violins, violas and cellos in the orchestra

# Kelly's Review

Let's look at the review Kelly wrote after attending the concert. Look at how she has presented the review, using paragraphs to make it easy to read and including facts and opinions. Kelly has also used descriptive language to help us imagine everything that she saw and heard. Would Kelly's review make you want to see the concert yourself?

It's important to include the title of the concert and tell readers where it was performed

## **Myths and Monsters, Glasgow Royal Concert Hall**

Children's Classic Concerts autumn show may have been filled with mythical creatures but the **talent on stage was very real indeed.**

Almost **70 musicians** from the **Royal Scottish National Orchestra** joined forces with the mighty **RSNO Youth Choruses** to whisk us through an exciting hour of music dating from the 16th century to present day. Opening with a blast of horns, the concert took us back in time with Henry VIII's party piece ***Pastime with Good Company***, then we were off on an adventure filled with dragons, knights and gnomes.


Kelly has described what she can see here so we can start to visualise the stage and people on it.

Presenter, Owen Gunnell was as playful and fun as ever. **Dressed in a colourful jester suit**, but with aspirations to become a brave knight in shining armour, he stumbled from one challenge to the next, never giving up hope. Enlisting the audience's help at one point, he had the entire auditorium up on its feet and galloping merrily on invisible horses. Actor Ryan Ferrie **did an excellent job** bringing Lewis Carroll's dramatic tale *Jabberwocky* to life, and **the Youth Choruses were in fine voice** as they determinedly sang Eileen Rendell's, 'We're Not Afraid of the Dragon' and 'Touch the Sky' from *Brave*.

Kelly has made sure to include some important facts in the first paragraph. She tells us who is performing and the name of the first piece of music. She has also given her opinion when she talks about the 'talent on stage'.

She is starting to give more opinions about the performance. It sounds like she might have enjoyed it. Let's see...

Kelly includes descriptive language to make the review exciting to read and so that we can really imagine what it was like to be at the concert.



continued...

Talking of animation, we were also treated to a **fantastic** collaboration between young concert-goers who had submitted drawings and students from the University of the West of Scotland who animated their work.

John Powell's **emotive** score from *How to Train Your Dragon*, a **lively** 'Medieval Medley' arranged by Paul Campbell, and Ron Goodwin's battle-inspired *633 Squadron* completed the diverse programme. By which time, Owen finally got his wish to become a knight and like King Arthur before him, lifted the sword **triumphantly** from the stone.

**Kelly Apter**



Make sure you remember to include your name at the end!

Do you think Kelly enjoyed the concert?

Did the review help you to decide whether you might like to see it?

# Let's Listen

Listen to this piece of music played by our Essential Orchestra

 Listen here

## Top Tips!

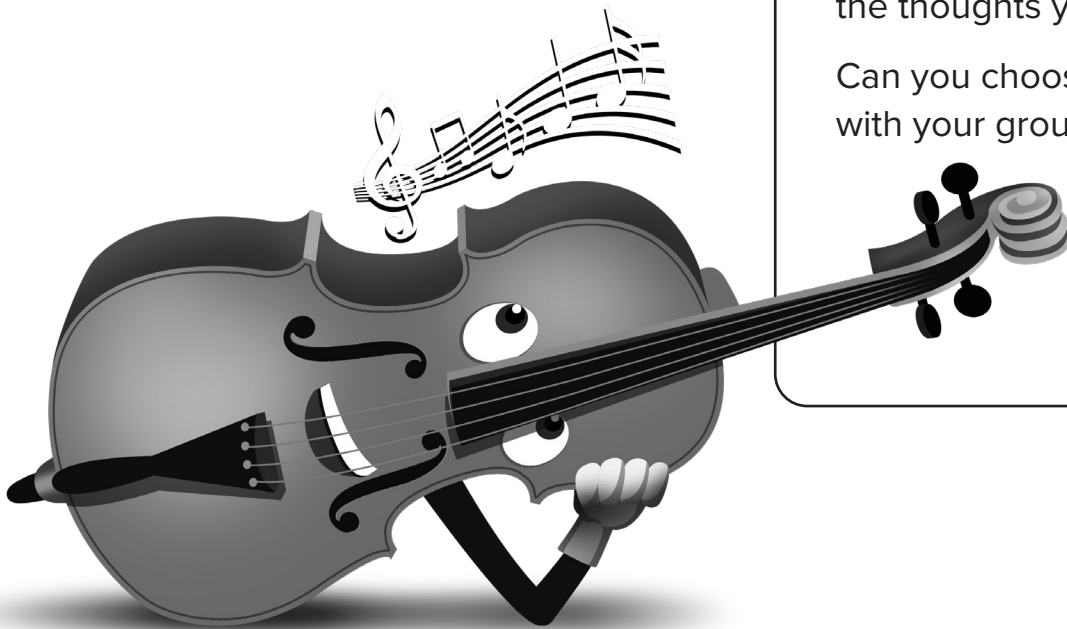
While you're listening to the music, think about how the music makes you feel...

If you were to move your body to the music, what kind of movements would you make?

What thoughts and images does the music conjure up in your imagination? You could draw these images or take some notes about the thoughts you had while you were listening

Can you choose one word to describe the music? Share your word with your group. Did anyone else choose the same word?

What is your **opinion** about the music you heard? Did you like it? Can you explain the reasons you did or didn't like it?



# Now let's see the Full Performance

This piece is called ***The Flight of the Bumblebee*** and was composed by **Rimsky Korsakov**. Rimsky Korsakov was trying to create the sound of a busy bee going about its work. How does this compare to the thoughts and ideas you had about the music when you didn't know what it was about? Did you think of an insect or a creature and now you know the title of the piece, can you hear the bee buzzing around in the music?

You will now see our Essential Orchestra of 20 musicians playing *The Flight of the Bumblebee* with Owen playing the marimba at the front of the orchestra. Watch Owen trying to ignore the insects pestering him so that he can concentrate on playing lots of fast notes on his marimba – see if you can count how many notes he plays!\*

What do you think of the piece now that you have **seen** the musicians playing the music? Did you enjoy it more? If so, why?

To find out more about all of the instruments in the orchestra, [click here](#)



Watch a film of  
***Flight of the  
Bumblebee.***



# Be a Descriptive Language Detective

When you are creating your review it's important to think about ways to make it as enjoyable to read as possible.

Once you have your facts and opinions noted down and are ready to start writing your review, think about how you can use descriptive words and phrases to really make your review **SPARKLE!**

Below is a review of a CCC concert called *Three Little Pigs* based on the books of Roald Dahl. The young reviewer uses **adjectives** (describing words), **similes** (the comparison of one thing with another by use of the word 'like' or 'as') and **onomatopoeia** (a word that imitates the sound it makes). Can you identify the different techniques used in the review?

Today I went to a concert where the musicians were playing music to go with Roald Dahl stories. It was very, very good!

I really liked the starting piece [*Galop* (from *The Comedians*), Kabalevsky]. It made me happy and imagine I was riding a horse. The BFG music [*Sorcerer's Apprentice*, Dukas] sounded like he was stomping around like an elephant. The next one [*Aquarium* (from *The Carnival of the Animals*), Saint-Saëns] was magical as the dream jars lit up one by one. The minpins were jumping up like little frogs and their music [*Musiques des Automates* (from *Coppélia*), Delibes] made me giggle. The grasshopper dance [Ernest Bucalossi] made me dizzy and fizzy! Owen wanted 4 people to play some instruments with him and the musicians and the people he chose were really good at it – they had to bang and crash their drums. The main part of the concert was about telling stories. The narrator for *Three Little Pigs* was Stephen [Quinn] and he is really nice. His accent for *Little Red Riding Hood* was squeaky, just like a mouse, and I laughed. Owen was the pig, and the wolf, and he had to change very quickly (and by the way he didn't actually blow the houses in).

During another bit I liked ['Owen's Marvellous Medicine' – improvisation], Owen poured lots of different mixtures into a pan. Each potion added in a new instrument, and it made the orchestra sound different. Stephen came back for the end [*Willy Wonka Medley*, arr. Paul Campbell] and he was dressed up as the candy man. He was holding some sweets and a lollipop. They looked so tasty. He is a very good singer and I like his voice. We got to join in with some dancing. I would give the show \*\*\*\* and if I had to describe it in 1 word - "awesome!"

# Now it's your turn!

You will now see our Essential Orchestra performing a piece called *Jabberwocky*. This piece of music is based on a very famous poem of the same name, written by Lewis Carroll. You will see Ryan, our narrator, reading the poem with the music. The music was composed by Paul Campbell and he used the different instruments and sounds in the orchestra very carefully to bring the poem to life and make it really exciting to listen to.

## *Jabberwocky* - the poem

The poem *Jabberwocky* was written in 1871 by Lewis Carroll and tells the story of the killing of a mysterious fearsome creature. The poem is unusual and clever as it uses many 'nonsense' words (words that are made up). Below are some of the nonsense words from the poem. What do you think they mean? Read them out to your classmates and see what they think the words mean. Did they have the same ideas or come up with something different?

Beamish

Slithy

Mimsy

Chortled

Gallumphing

## *Jabberwocky* - the music

*Jabberwocky* tells the story of a dream, filled with excitement and adventure. The music guides us into a mysterious place called The Wabe, which is home to some peculiar animals, just going about their business, looking for their dinner. Then, as we meet the young hero of our story, the **timpani and brass** enter dramatically, letting us know that things are not as they seem. The boy's father warns him of a fearsome monster—the Jabberwock! Though he is young, the boy sets out on a quest to find and defeat the beast. Listen to the **rhythms of the percussion** as you imagine him riding on a horse through the woods. There's just one problem—he can't find it... but it has found him! Can you hear it creeping up to him in the **lowest strings and growling woodwind**? Our hero is ready, but can he really defeat this huge monster? The music leads us into the great battle, building all the way to the 'snicker-snack' of his sword, as he chops off its head! He mounts his horse, 'gallumphs' home to The Wabe, where he and his father celebrate his victory over the Jabberwock! Meanwhile, if you listen as the music finishes, you can hear that the animals are still just going about their business, unaware of any of the excitement...



# It's nearly time to watch *Jabberwocky* and create your own review but first here are some Top Tips!

## Step 1

Start with the facts – write down the name of the orchestra playing and be sure to include the title of the piece and the composer.

Don't forget to add your own name (+ age if you like) as the author.

## Step 2

As you listen to *Jabberwocky*, write down some short notes:

- **What I saw**
- **What I heard**
- **How I felt**

## Step 3

Consider these questions, answering as quickly as you can.

- Can you describe anything unusual or surprising that happened?
- How did the lighting and costumes have an effect on things?
- What was the best bit?
- Was there anything that could have been better?
- How many stars would you give it out of five?



- If you could choose 1 word to describe the performance, what would it be?
- Would you recommend to a friend? Yes / No

## Step 4

- Piece it all together. Using the information you collected in the order above, you can now start to write your review...
- Don't forget to think about your use of descriptive language to bring your review to life
- Use paragraphs to organise your review and don't forget capital letters, full stops and exclamation marks!

**[Click here](#)** for a printable review template

## Now you're ready to watch!



*Jabberwocky* by  
Paul Campbell



# Share your review

## **for a chance to come to one of our live concerts as a VIP reviewer.**

Simply send your review to us by email at [ccc@childrensclassiconcerts.co.uk](mailto:ccc@childrensclassiconcerts.co.uk) and tell us why you'd like to be a VIP reviewer. Remember to include your name and school and we'd love to see any drawings or other work you have created alongside your review.

The lucky winners will attend a CCC concert as our special guest, have the chance to go backstage and meet the performers and have their reviews published on our website.

Good Luck!

### **Answers to musical terms, page 6:**

Reviewer = Person who writes a report about an experience to share with others

Concert = A musical performance

Musician = Someone who plays a musical instrument

Orchestra = A group of musicians playing instruments

Piece = A tune or song in a concert

Programme = List of pieces in a performance

Programme notes = Information about a piece, for example when it was written and any interesting things to listen for

Composer = Person who writes/creates music

Narrator = Person who reads the words of a story aloud – you often find a narrator speaking alongside our music ensembles

Genre = The type/style of music. E.g. classical, jazz, rock, pop

# Keep in Touch

Thank you so much for your interest in Children's Classic Concerts.  
If you're looking for ways to share what you've been doing, please find the details you need, below.

 @CCCLoveMusic    @CCC\_LoveMusic    childrensclassicconcerts    Children's Classic Concerts

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