



Music Sparks

Music Tells a Story



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A Note From CCC

This is where it begins, all you need is the booklet you're reading from (plus a pen, if you're working with the paperback version), some instruments (real or home-made) and your imagination! Welcome to Music Tells a Story.

The idea behind this project is using musical sounds to bring the themes and meaning in a story to life. It's about encouraging self-expression, so the most important thing is the creative process - don't worry too much about how the actual music comes together in the end. Any sounds you come up with will lift the words from the page.

In this pack you'll find:

- **Films** to guide you through and give you some ideas (they're also on the CCC YouTube Channel). If you're offline, never fear, all you need to know is here in print.
- **Step-by-step activities** to help with your storytelling and music-making. Get ready to become authors, composers and performers!

Meet our Musicians



Andrew
Cello



Calum
Percussion



Emma
Flute



Jo
Flute



Lauren
Tuba

Info for Schools:

- *Best suited for P4/5 and up – promotes listening, writing, art, creative and performance skills.*
- *Work through the activities flexibly (no timeframe, end date or musical experience necessary!) and set tasks for individuals, small groups or the full class.*
- *It might be helpful to tie the theme of the story into an existing topic. E.g. Space, the environment, periods in history...*
- *Make use of any resources you have available; hand-held percussion, instruments pupils are learning, or even ones you've made – see our **Junk Trunk** project, also in the Music Sparks series.*
- *Get in touch with us at any time for support or to discuss potential workshop visits in future from our team of musicians (subject to restrictions and funding).*

Info for Families:

- *Get everyone involved – suitable for young siblings and parents alike!*
- *Book in some time over a wet weekend or slow-going school holiday and dive in.*
- *Think up an original story based on your favourite subject or choose one already written that you love.*
- *Raid the cupboards at home for objects you can use as instruments, or make your own – see our **Junk Trunk** project for ideas.*
- *Get in touch with us if you have any questions.*



Introduction

▶ Watch the film with Emma

to get started on your musical journey! Here's some good advice to remember before you begin:

- ✓ Through stories you can go anywhere and do anything, as long as you can imagine what's going on.
- ✓ Think about the films or cartoons you like to watch – have you noticed how the music can make you feel different things? Maybe it's spooky, or just really happy. Try to recreate this in your own work!
- ✓ If you're learning an instrument at school, use some techniques you're comfortable with in your soundtrack. For instance, an ascending scale could represent somebody going upstairs (and a descending scale could be them falling down again)!
- ✓ You can also play in more unusual ways. For example, Emma puts air *into* her flute rather than across it to create a 'wind blowing' effect and just tapping the finger keys gently sounds like raindrops. How could you use parts of your instrument differently?

Let's talk about Language!

Author = Person who writes the words of a story

Illustrator = Someone who draws pictures to go with a story

Composer = Person who writes/creates music

Narrator = Someone who reads the words of a story aloud

Genre = The type/style of story or music.
E.g. Romantic, scary etc.

Plot = What happens in the story (the action)

Synopsis = A short description of the plot

Onomatopoeia = A word that sounds the way it's said, like, 'POP!'



CHAPTER 1

Get Inspired!

Check out real examples of musical soundtracks performed by the CCC team, that have been created using stories written by pupils in Fife, Scotland – then you'll be ready to take a page from these authors' books...



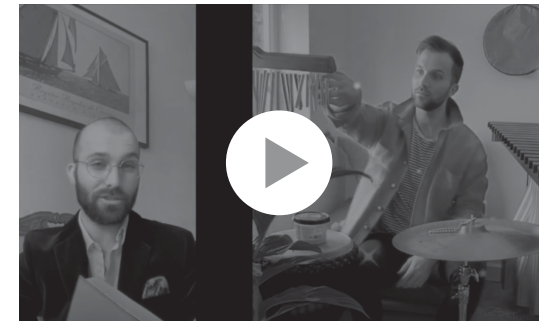
- **WATCH
“LOLO GRIFFINS”**

By P4/5, St Columba's
Primary School



- **WATCH
“AN INCREDIBLE
ADVENTURE”**

By P5A, Duloch Primary School







- **In each film, listen out for:**

- ✓ How the mood/main character in the story is matched by the musical sounds.
- ✓ How the volume (dynamics) adds to the drama.
- ✓ How the narrator delivers their lines.

Other Listening Suggestions

These popular pieces of orchestral music (listed in alphabetical order) have all been inspired by stories. Here's a little background info on each – what else can you discover?

TITLE	COMPOSER	PERFORMER(S)	AUTHOR	SYNOPSIS
HARRY POTTER SYMPHONIC SUITE  listen now	John Williams	Boston Pops Orchestra	J.K. Rowling	Magic! Boy wizard takes on evil wizard army with help of friends
MISTERSTOURWORM  listen now	Savourna Stevenson	Billy Boyd and The Orchestra of Scottish Opera	Stuart Paterson	Large sea creature off the coast of Scotland defeated by brave child
PETER AND THE WOLF  listen now	Prokofiev	Alexander Armstrong and The London Mozart Players	Prokofiev	Boy (humanely) captures a wolf and makes friends with animals
ROMEO AND JULIET (DANCE OF THE KNIGHTS)  listen now	Prokofiev	The Royal Ballet	Shakespeare	Boy meets girl, families are rivals leading to violence and sad ending
SLEEPING BEAUTY (WALTZ)  listen now	Tchaikovsky	State Symphony Orchestra of Russia	Perrault	Cursed princess falls asleep for years, until rescued by true love

CHAPTER 2

Write Your Story

▶ Watch the film with Calum

Time to put your imagination to the test! Follow these steps to create your own short story, or perhaps look through a bookshelf and choose one already told – just make sure you select a small section of it that will work well for making music.



- **STEP 1: Think generally about the genre, or style you want to write in.** What will the atmosphere be like (E.g. funny, or mysterious) and where will it all happen? At CCC, we find that ‘adventure’ stories with lots of actions are best for creating soundtracks. Play around with some ideas and then fill in the following:

Theme:

Location:

- **STEP 2: Who/what will feature in your story – i.e. think about your characters:**
 - ✓ How many will there be?
 - ✓ What are their names?
 - ✓ What are their personalities?
 - ✓ How will you introduce/describe them?

Use the space to jot down your thoughts.

My Character(s):

- **STEP 3: What will happen?** Make up your plot and break it down! It can be really simple or wildly imaginative, anything goes – from a trip to the corner shop to an expedition up Mount Everest. Novel (original) ideas, encouraged! Try thinking of the main bits of action and then you can link them together from there:

Plot Point 1 (Beginning):

Plot Point 2 (Middle):

Plot Point 3 (Middle):

Plot Point 4 (End):

- **STEP 4: Now you can expand on your ideas and start stringing sentences together!**

We recommend you write about 400 words – keep to short paragraphs and think of them as mini chapters (roughly 100 words in each). Follow the plot points you listed under Step 3.

Top Tips:

- Use very **descriptive** and **energetic language**.
E.g. '*shivering*' ✓ instead of '*cold.*' ✗
- And avoid overly visual words. E.g. Use, '*he had twinkling eyes and a big fluffy coat*' ✓ instead of '*he had green eyes and a blue coat.*' ✗
- Include **sound-effect** words, like 'BANG!' (onomatopoeias).

• STEP 5:

Why not make parts of your story rhyme so that you can sing bits later? For example, instead of writing, *'The stars were sparkling, there wasn't a cloud in the sky. I was tired and the cold wind blowing through the trees made my body shiver.'* Try:

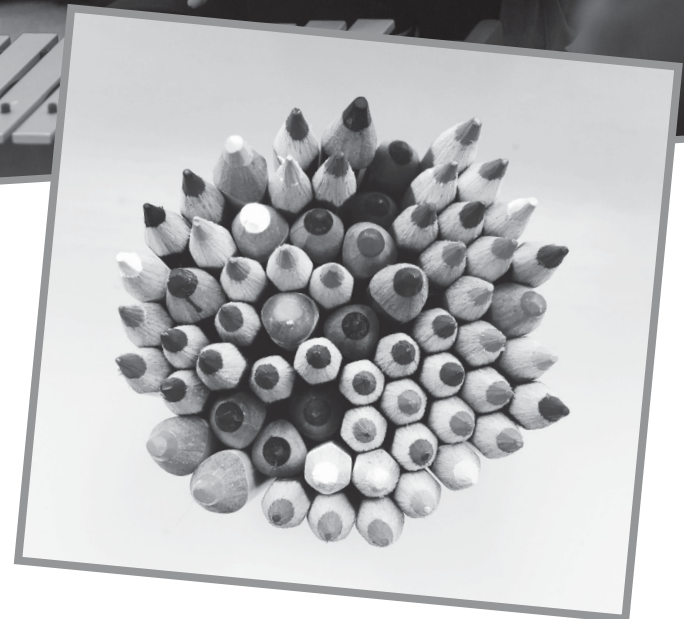
*'The stars were all glowing,
The cold wind was blowing.
Leaves on trees quivered,
As my tired body shivered.'*

Use the space on the next page for drafting your ideas or 'publishing' your final piece of work!



Handy Hint:

Leave room for drawing pictures (illustrations).



My Story

Title:

Author:

CHAPTER 3

Find Your Sound

▶ Watch the film with Calum

This is where the magic happens
- create musical sounds (using anything you have to hand) and listen to the story come alive.



- **STEP 1:** Circle the most important words throughout each paragraph/chapter – those that will benefit from a sound attached.
- **STEP 2:** Raid the classroom cupboards or rummage through the kitchen to hunt for objects you can use. Include any musical instruments you may have access to, but check out how **effective these everyday items** are! Try and imagine:

- ✓ Rustling a paper bag, or wrapping paper
Walking on autumn leaves
- ✓ Ruffling an umbrella
Birds flapping their wings or a dog shaking its wet fur
- ✓ Scraping a grater
Factory production line
- ✓ Scratching a sieve
White noise from radio or TV

Don't be afraid to use your **voice** or **body** (stamping, finger clicking etc.) too. What else can you think of?

Handy Hint:

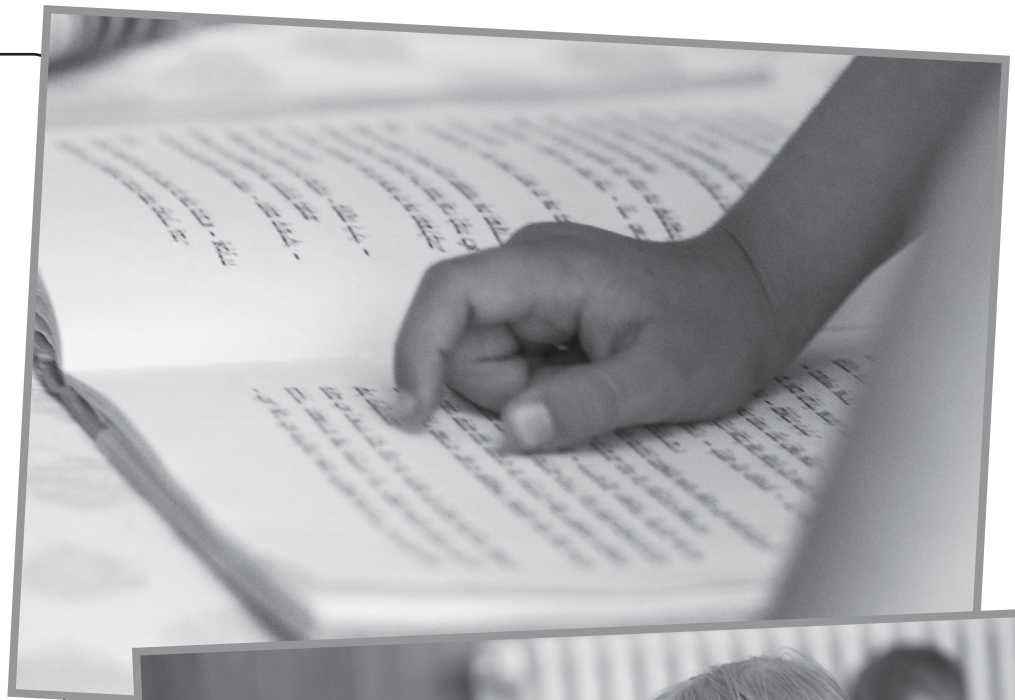
Test out contrasting sounds so there's variety. For example, **different materials** such as metal, wood, plastic etc. produce their own effects.

- **STEP 3:** Go back to the words you highlighted and list them in the space provided, in chronological order (that's the order they appear in your story). Then, using what you've found, jot down the objects/instruments alongside each and a note about how you'll play them to get the best results. Try to **create an atmosphere** and capture the mood **through your playing techniques**. An example has been filled in:

WORD/PHRASE	OBJECT/INSTRUMENT	MUSICAL IDEA/NOTES
<i>'Dizzy haze'</i>	<i>Glass bottles lined up in a row</i>	<i>Slide a teaspoon quickly up and down lots of times</i>

• STEP 4:

- ✓ If you've got lines that rhyme, you could try putting them to a short tune. It doesn't need to be complicated, just hum or sing the first thing that comes to mind! Perhaps this tune comes back at various points in the story?
- ✓ Or, you could think up a simple melody to represent one of your characters (known as a '**motif**'), and if you're feeling adventurous, separate tunes for all of the characters, which is what Prokofiev did, making *Peter and the Wolf* so memorable.
- ✓ Add any other details that you want to remember as you go - maybe draw pictures or colour-code your ideas to create a '**graphic**' or '**visual**' score, which will help you navigate things when it comes to performing...
- ✓ Don't worry if there are a few 'gaps' in the sound, music is just as much about the spaces in between and as they say, silence is golden!



THE END

Share Your Story!

▶ Watch the film with Emma

If you've been working with a group of friends or as a family team, try giving each person a role in the music (i.e., work out who plays what) so that you can present your piece to the world!

One-man band? That's great too, just stick to your plan to help you multi-task.

You'll need:

- ✓ A narrator
- ✓ Musicians
- ✓ Your chosen instruments

And **Practise...**

Have a few trial runs where you test everything out and learn the order that the sounds come in. If you're the narrator, remember to **speak clearly** and **not too fast**, so that everyone listening can follow the storyline. Then you're ready to...



Perform!

- ✓ Don't forget to **invite an audience** - family, friends and teachers.
- ✓ If you can come up with some props, costumes or set (think collapsed cardboard box with scenery painted on) to suit, even better.
- ✓ You could put on a **mini concert** – just clear some space for a stage, or **film/record** your music and share it that way.
- ✓ We'd love to see what you come up with, so feel free to send us something. Have fun!

Keep in Touch

Thank you so much for your interest in CCC.

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

 ccc@childrensclassicconcerts.co.uk

CCC, 46A Fortrose Street, Glasgow, G11 5LP

What to share:

Your story - a scan or photo if it's hand-written, or a typed-up version

Recordings of your music

Any drawings you create to illustrate

Photos or videos of you in action!



LOTTERY FUNDED

Registered charity: SC022841