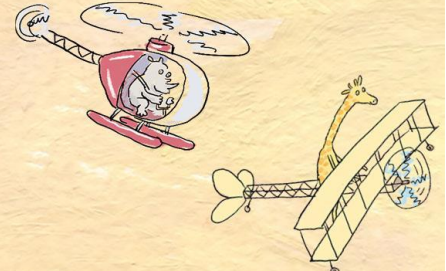


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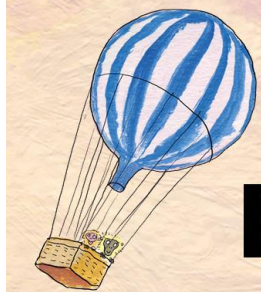


Stan and Mabel

AND THE RACE FOR SPACE

CLASSROOM RESOURCE PACK

Written by LUCY DREVER



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Stan and Mabel and the Race for Space

These resources are designed to be easy for you to use in the classroom, whether you have five minutes before the end of the day, an hour to get really creative, or want to link the activity to another subject. The music is catchy and fun, and you can sing along with Chris Jarvis on video as you learn the songs.

Activity 1 | Let's Sing!

Head to the [YouTube video](#) with Chris Jarvis — he sings all the songs with the actions. It's a good idea to have a listen before you show it to your class, but if you don't have time, simply listen together.

Warm up

Before getting your class to sing, you need to warm up. Firstly, some actions: stretch your arms up, roll your shoulders, jump on the spot etc. Ask the children for some other ideas. For example, the story is all about animals: what animals could you pretend to be?

Next, try some simple "call and response". You call "ch ch ch" and your class mimic exactly that. Once your class have the idea, ask one of them to think of a different sound and be the leader, i.e they make the call and everyone responds. Their sound might be inspired by something they see in the book!

Get ready to sing

When teaching the song, DON'T WORRY about how your voice sounds, concentrate on the character of the song and encourage your class to do the same. It is so much more about the energy than anything else!

Using the [YouTube video](#), remember to sing/say "Off we go", so each child knows when to come in.

Keep singing!

Once you've got to grips with the songs, think about all the different ways you can sing them:

Fast or slow

Spiky or smooth

Like a happy polar bear

Like a sad snake

Grumpy

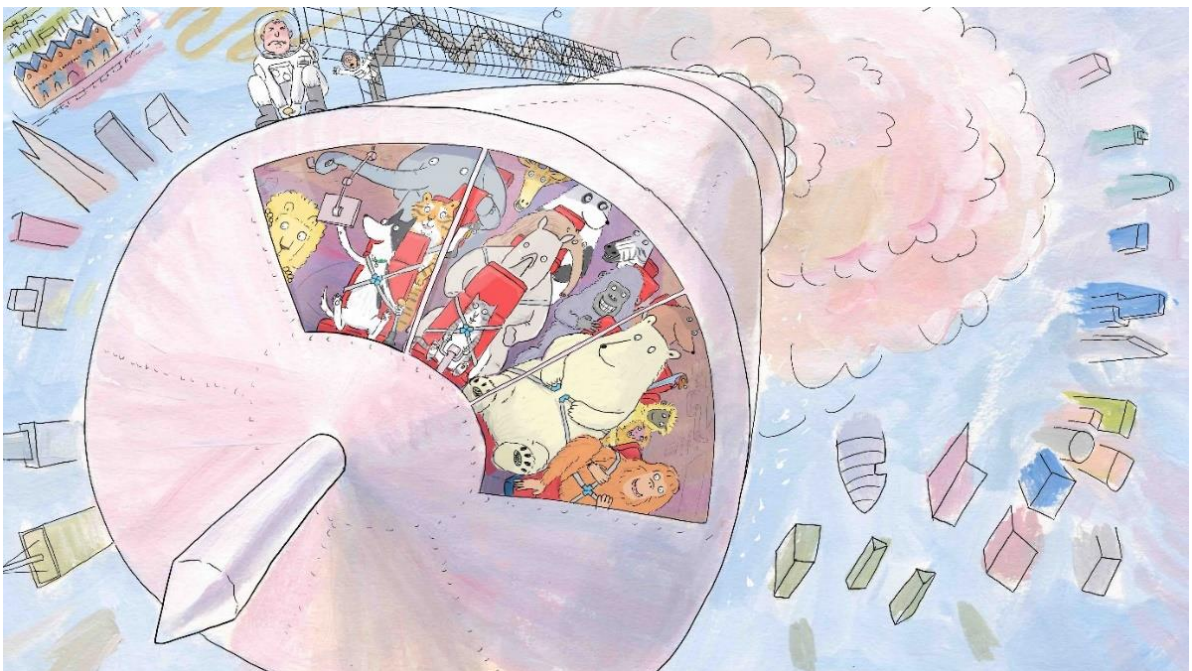
Excited, etc.

Activity 2 | Making a Soundscape

A soundscape is a sound setting: it helps to paint a picture of the story. To create a soundscape, you can use handheld percussion instruments, body percussion (e.g. clapping or stamping) and voices.

Explore a Picture

Stan and Mabel and the Race for Space is a story about animals who want to go back to their natural habitat. Look at some of the pictures featured in the concert with your class. After looking at the picture in detail, ask the children, "I wonder what you can hear happening?" Here's an example for you to work through:



You might hear:

A rocket blasting off

A seat-belt clicking

A scared lion

An angry astronaut

A dog cleaning the mirror

An excited hum from the animals

What else might you hear? Remember, there aren't any wrong answers!

Create a Soundscape

Pick three or four of these sounds, e.g a rocket blast-off, a seat-belt click, and a scared lion. Practise them with your class. Then split up into groups and give each group a sound. Listen to each group make their sound. Then decide on an order. Which group should go first?

For example, your piece might go like this:

Rocket Seat-belt Lion Seat-belt Rocket

Or like this:

Lion Lion Rocket Seat-belt All of them!

Give your soundscape a structure. Decide on a final order for your sounds (a sound can come back more than once, and they could happen at the same time). Why not add some dynamics (loud, quiet)?

Extend the Activity

Once you've practised your soundscape, change the order. And why not record it? Or 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 conducting signs (in music, the leader is the conductor). 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 | Make 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 you're composing music! Have a search online to see different variations of graphic scores.

For the purpose of this plan, I've taken the sounds that we used in the soundscape in Activity 2, but you can select any part of the story.

Rocket Seat-belt Lion

Resources

You can either use pre-cut shapes that represent the yawn, some mice and the snore, or respond to children's suggestions and create the shapes during the activity. If you're working with a large group, I'd suggest pre-cut shapes, unless you have a lovely member of support staff to cut them out for you depending on the children's suggestions in the moment!

Once you have completed this activity, you could get the children to draw their own shapes and photocopy them. If you are going to keep this up in the setting, I'd suggest laminating a large piece of paper (no smaller than A3) and the shapes.

Making a graphic score

1. Recap your soundscape: what was the order?

Lion Lion Rocket Seat-belt All of them!

2. Decide on a symbol for each sound. This can be as literal or abstract as you like! [See note on resources]

e.g a *rocket blast-off* could be a rocket or two straight lines

A *seat-belt click* could be a seat-belt or a square

A *scared lion* could be a lion or a small swirl

3. Get a large piece of paper and using the order or the soundscape, lay out the the symbols (I've gone for the abstract ones).

Sound: *Lion* *Lion* *Rocket* *Seat-belt* *All of them!*
 Swirl Swirl Two lines Square All of the shapes!

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?

Furthermore, there are no set rules about how to read a graphic score; maybe the symbols are in a circle? Or maybe the symbols are towards the top of a piece of paper? You make your own rules! And why not try it with some handheld percussion?

This activity is one that should be repeated again and again. And why not keep it on display in your setting and let your students explore it by themselves?

About the Artists

Jason Chapman (author and illustrator) is an award-winning illustrator and children's author. As well as Stan and Mabel he has written *Ted, Bo and Diz; Five Little Ducks; One Kiss, One hug!* and *Grunt and Snort*. He has also illustrated *My First Classical Music Book*, written by Genevieve Helsby. He has produced illustrations for the Natural History Museum, Singapore Science Centre, Chicago Field Museum and the NSPCC.

Paul Rissmann (composer) was born on the Isle of Bute, Scotland. His instrument is the (classical) saxophone, which he studied alongside composition in London at the Royal Academy of Music and the Guildhall School of Music and Drama before returning north to the Royal Conservatoire of Scotland. Paul now writes music, and loves to talk about it, inspiring others to make and perform their own music. His music has been played by orchestras throughout the world including in Australia and the USA. Paul won a British Composer's Award for his piece *The Chimpanzees of Happytown!*

www.rissmann.co.uk.

Scottish Chamber Orchestra

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The SCO makes a significant contribution to Scottish life both on the concert platform and beyond, working in schools, universities, hospitals, care homes, places of work and community centres through the Creative Learning programme. The orchestra receives funding from the Scottish Government as one of Scotland's five National Performing Arts Companies and is based in Edinburgh.

If you have any questions about *Stan and Mabel and the Race for Space* Concerts or this resource pack, please contact Joanna Burns on joanna.burns@sco.org.uk or 0131 478 8342.



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