



Stan and Mabel

CLASSROOM RESOURCE PACK

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Creative Learning Partner



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Stan and Mabel Resource Pack Introduction

These resources are linked to the Scottish Chamber Orchestra's *Stan and Mabel* concert, based on the book written and illustrated by Jason Chapman and set to music by Paul Rissmann. The story is about a dog called Stan and a cat called Mabel. When their flute-playing neighbour heads to La Scala Opera house in Milan to judge the competition for the Greatest Orchestra in the World, they decide to follow and create their very own Orchestra along the way! It's a lovely story to share within your setting if you have the book, but you don't need a copy to use these resources or to watch the concert.

This written pack accompanies four videos which can be found online at www.sco.org.uk/stanandmabelresources. They are designed to be easily accessible and used in any educational setting or at home. Whether you have five minutes and need a quick activity, or have an hour to get creative, there's something for everyone.

The videos lead you through each activity. They have been designed so that you can show them to the young people that you're working with, but if you prefer you can watch the videos first and lead the activity in person.

Have fun with the resources! You know your setting best so adapt them, get creative with them, or simply use them as a starting point for another activity you have in mind!

Video One: Let's Warm Up!

In this video we'll be warming up to get ready for the musical activities in the other videos. This sequence could also be fun for an energiser moment in your setting.

In the video we

1. Make our bodies as big as we can (as big as the aeroplane that features in *Stan and Mabel*)
2. Make our bodies as small as we can (like the smallest mouse)
3. Make the sound of a big aeroplane (whilst making our bodies as big as we can)
4. Make the sound of a small mouse (whilst making our bodies as small as we can)
5. Stamp our feet (to mimic the sound of the animals clambering up the steps at the train station)
6. Clap our hands (as if the animals are getting a big round of applause when they make it on to the stage)

Extension Activity

Why not pause the video and lead the class through these four sounds in whatever order you want? Then encourage a child to lead the class through these different sounds!

To finish off the warm-up we play **Rubber Chicken**:

We shake one hand eight times

Then we shake the other hand eight times

We shake one leg eight times

Then we shake the other leg eight times

We then do the same pattern **four times**, then **two times**, then **one time**, before saying **Rubber Chicken** (with a jump)!

Extension Activity

Once you've done *Rubber Chicken* a few times, why not try changing the speed, the volume, or choose another animal that your class can see in the *Stan and Mabel* story!

Video Two: Learn the Songs!

During the concert there will be opportunities to sing and in this video we learn the *Stan and Mabel* songs. Before getting your class to sing it's a good idea to do the warm-up video - if you don't have time, some simple call and response sounds are great.

Join in with your class and have fun learning these songs; they are very, very catchy!

Lyrics

Here are the words for reference, although try not to use them when singing with your class. Instead, encourage your class to come up with some actions so you can all remember the words.

Stan and Mabel (0:40)

The first song we sing is 'Stan and Mabel':

Stan and Mabel
Stan and Mabel

We sing this song again, but at this point in the story the animals are running... can we run on the spot too?

The Greatest Song (1:40)

The second song we learn in the is 'The Greatest Song':

We're going to Italy to audition in a competition
We're going to Italy to audition in a competition
To be the greatest orchestra in the world
To be the greatest in the world
To be the greatest orchestra in the world
To be the greatest in the world.

We sing it again, but this time with a bit more bounce!

We sing this song again later in the story, but this time it has slightly different words:

We came to Italy to audition in a competition
We came to Italy to audition in a competition
Now we're the greatest animal orchestra
Now we're the greatest in the world
Now we're the greatest animal orchestra
Now we're the greatest in the world.

La Scala Milan (3:42)

We sing this when the animals in Stan and Mabel find themselves in a concert hall in Milan!

La Scala magnifica
La Scala Milan!

La Scala magnifica
La Scala Milan

We sing this song again, but this time the first and third line are a little slower.

I Like the Beat of Your Feet (4:42)

Stan and Mabel meet some rabbits, who are percussionists, and they sing– ‘I Like the Beat of Your Feet’:

I like the beat of your feet
I like the beat of your feet
I like the beat of your feet
I like the beat of your feet

I like the beat of your feet
I like the beat of your feet
I like the beat of your feet
I like the beat of your feet

We sing this song again later in the story, but this time it has slightly different words:

They like the beat of our feet
They like the beat of our feet
They like the beat of our feet
They like the beat of our feet
They like the beat of our feet
They like the beat of our feet

Use the video as many times as you’d like, pausing as you go if needed! If you’d like to listen to more of the music before the concert you can find it on Spotify and Apple Music:

<https://open.spotify.com/album/3Ed6ONBT7la8t2Yr11FhTH?si=1pTb4EY1TuKLVE7OW3tCyA>

<https://music.apple.com/us/album/stan-and-mabel/1452453065>

Video Three: What Instruments Can We Find or Make?

In this video we are joined by **Louise Goodwin** (SCO Timpani and Percussion). We find some instruments and make our own ones too. We're finding some sounds that will help us create a *Stan and Mabel* inspired piece of music in the next video.

Make your own instrument

- **A shaker**- find an empty sandwich box, plastic bottle, or small box that you can seal. Pour in some couscous, pasta, rice or whatever you have and make sure the container is firmly sealed. You've made a shaker!
- **Newspaper**- this isn't necessarily an instrument that we'd recognise but this is a really simple way to make a long sound. What other things can you find in your setting that make an interesting sound?
- **Chime bars** - fill three empty jars with different levels of water, then tap the side of each jar with a pencil. Each jar will have a different pitch depending on the amount of water in it. You could make your own tune!

You will need

Classroom/home percussion such as

- Tambourine
- Bells
- Drums
- Shakers
- Wood blocks

Tips

When exploring the instruments, ask the children to find

- Long and short sounds
- Quiet and loud sounds
- Spikey and smooth sounds
- Fast and slow sounds etc.

Body Percussion

Body percussion is a brilliant way to make sounds- your body is the instrument!

In the video Louise rubs her hands together to make a quiet and long sound, and then does a drumroll on her chest to make a loud sound.

Extension Activity

What other body percussion sounds can you find?

- Stamping your feet?
- Clapping your hands?
- Tapping your head?

Video Four: Let's Create a Piece of Music

In this video, we show you how to make a brand-new piece of music inspired by some of the pictures in the *Stan and Mabel* book. As your class watches the video, encourage them to make the sounds too. This can be with voices and body percussion, e.g. for the bell sound you could encourage your class to say 'ding!' instead. When we create a new piece of music based on the atmosphere of a story we call it a 'soundscape'.

You will need

Classroom/home percussion such as

- Tambourine
- Bells
- Drums
- Shakers
- Wood blocks



We looked at this picture and thought 'What sounds would I be able to hear if the picture made noise?'

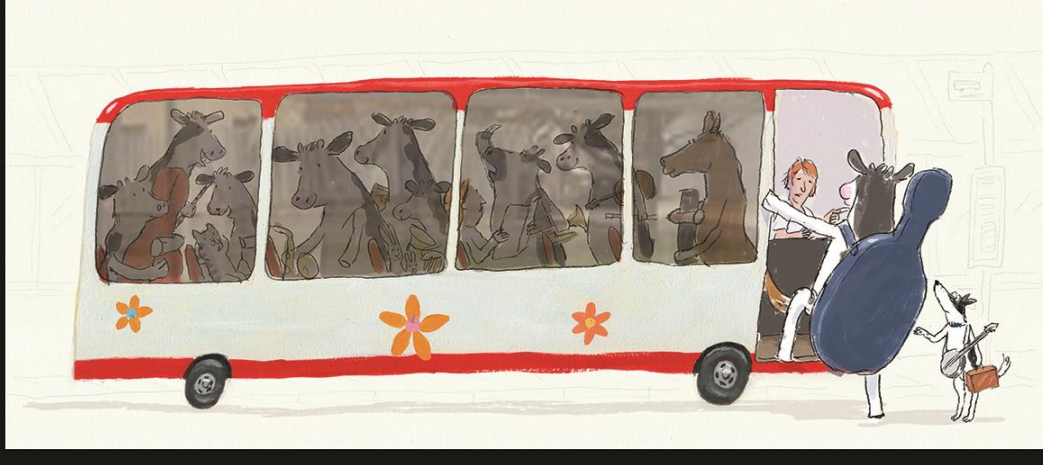
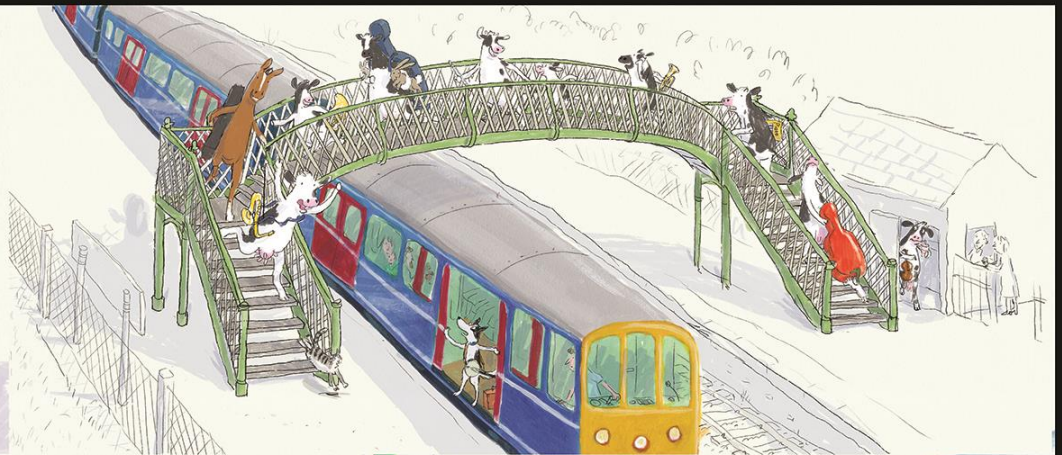
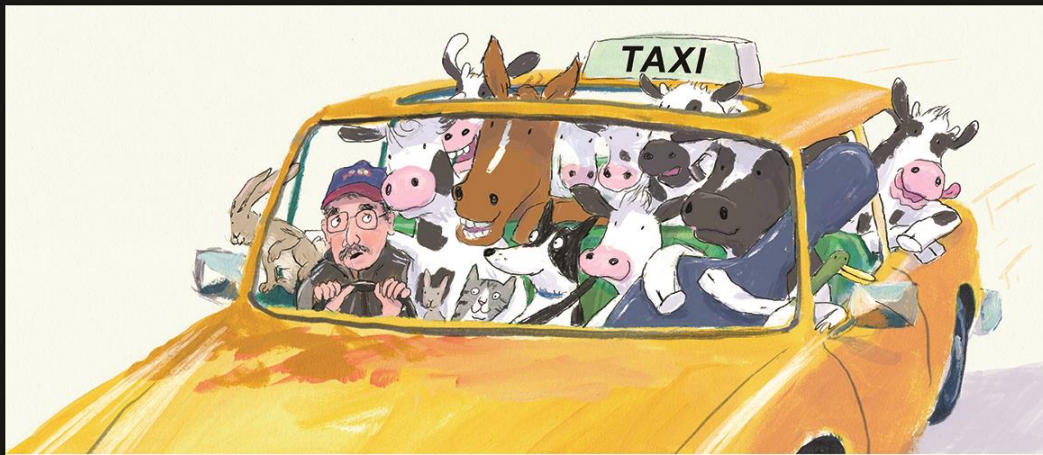
Here are the sounds that we found:

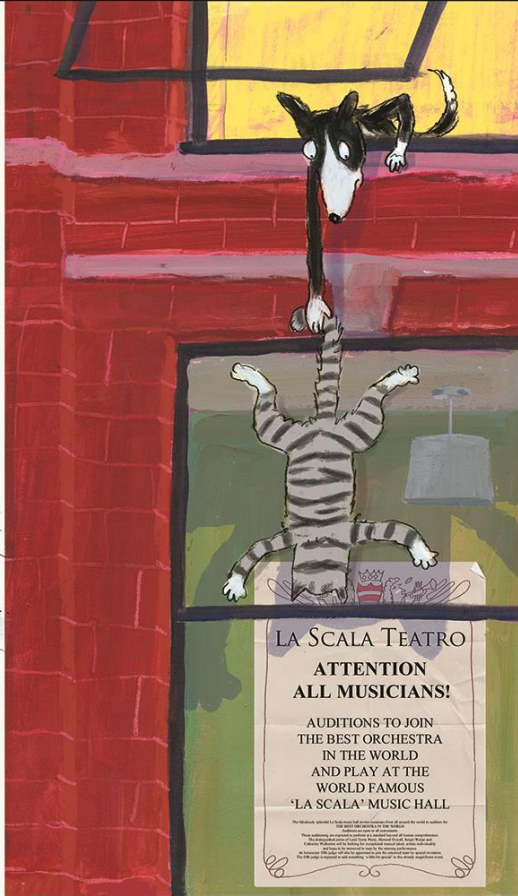
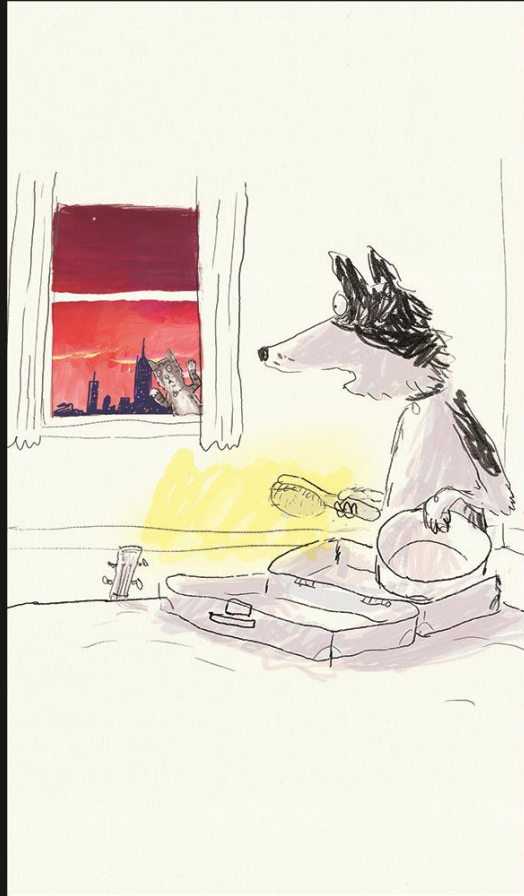
- Louise played **the bell** to sound like the bell that the animals would press to get off the **bus**
- Lucy tapped **the tambourine** quickly to sound like the animals running over the **bridge**
- Louise played **the shaker** to sound like the **train**
- Lucy **rubbed her hands** together to sound like the **aeroplane** in the sky

We then made our own piece of music by playing these sounds in whatever order we wanted!

After you've watched the video, why not find your own sounds from the *Stan and Mabel* book and create your own piece? (You will find two pictures on the following pages)

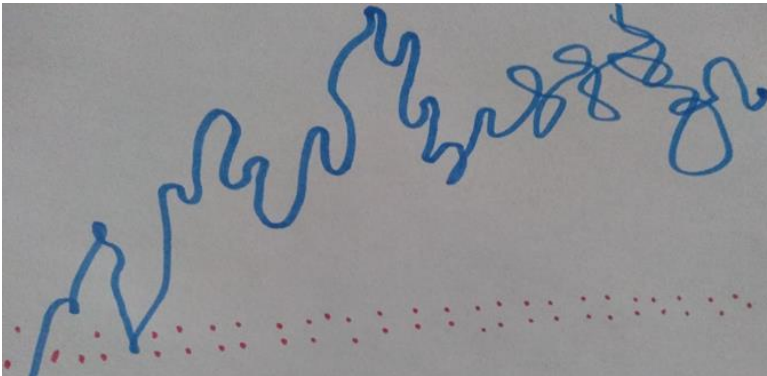
- Find four sounds that you might hear if the picture made noise
- Decide on an order (a sound can be repeated)
- Create your piece!





Extension activity: Make a Graphic Score!

A graphic score is a fun way of visualising music using pictures or symbols. 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!



Did you know?

Graphic scores became prominent in the 1950s when composers (people who write music) started to write less traditional sounds for the musicians and their instruments, such as tapping the instrument with the hand or singing whilst playing.

You will need

- Pens and Paper
- Cut out images (optional)

You can either prepare some cut out pictures or choose symbols to represent the images in-the-moment as a class. (For this example I use the transport image with the *Bus, Bridge, Train and Aeroplane.*)

Once you have done this activity a few times 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 sounds and decide on an order:

Bus Bridge Train Aeroplane Bus Train

2. Decide on a symbol for each sound. This can be as abstract or literal as you like, for example the bus could be a picture of a bus or something more abstract like a square.

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

Sound	Bus	Bridge	Train	Aeroplane	Bus	Train
Picture	Bell	Tambourine	Shaker	Rubbing hands	Bell	Shaker

4. With your group, read your graphic score from 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. Can the group perform this new piece?

There are no set rules about how to read a graphic score – you can read the symbols in a circle or read from bottom to top. Make your own rules!

This activity is one that should be repeated again and again! Why not keep your graphic score up in your setting and let the children 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. www.jasonchapman.co.uk

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.

Chris Jarvis (Narrator) is a firm advocate for introducing children to orchestral music at a young age. 'Storytelling in any form is fantastic,' he says, 'but when a young audience enters a concert hall and experiences the sound of an orchestra and then watches it bring a story to life, that's truly magical.' Chris has appeared on Children's television since 1993, hosting a variety of shows such as *'Fully Booked'*, *'Friday Zone'* and *'Jungle Run'*. He has written and devised shows including *'Old Jack's Boat'*, *'Show Me Show Me'* and many Children's BBC pantomimes. He is a proud trustee of 'Action for Children's Arts' and a director of 'Little Radio Ltd' producing shows for BBC Sounds and CBeebies Radio. Chris absolutely adores joining the Scottish Chamber Orchestra for family festivals, working alongside virtuosos who have become great friends.

Lucy Drever (Workshop Animateur) is a presenter, workshop leader and narrator. She regularly works with some of the leading orchestras, arts venues, and music charities in the UK. She is an Associate Artist with the BBC Scottish Symphony Orchestra and was recently appointed Head of Musicianship at the Benedetti Foundation. Lucy works in a variety of settings including schools, Early Years spaces, hospitals, care homes, conservatoires, prisons, and arts venues. Whether it be leading music-making workshops, choirs, training or education consultancy, Lucy loves the variety of her work.

The world-renowned **Scottish Chamber Orchestra** is made up of a unique collection of talented musicians who inspire and connect with people of all ages. The SCO aims to provide as many opportunities as possible for people to hear their music by touring the length and breadth of Scotland and around the world. In recent years, the Orchestra has travelled throughout Europe, Asia, and the USA. The SCO makes a significant contribution to Scottish life both on the concert platform and beyond, working in schools, universities, hospitals, care homes, 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 the *Stan and Mabel* Concert or this resource pack, please contact the Creative Learning team at connect@sco.org.uk.



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