

Sound Mind Sound Body

Teacher Resources

Activities in this pack:



Information



Activity 3 **Listen**



Activity 1 **Learn**



Activity 4 **Learn**



Activity 2 **Listen**



Activity 5 **Perform**

[TSO.COM.AU](https://www.tso.com.au)

TSO
Feel more



Introduction

Sound Mind, Sound Body is our latest fun and interactive concert for schools. Students meet orchestra musicians and their instruments and discover how music helps us be active and feel good.

Linked to health and wellbeing content in the Australian curriculum, these concerts explore how music can get us moving, brighten our mood, and boost connection with the people around us.





Explore Feelings in Music

Study the wheel of emotion below and ensure that each emotion is understood by the children.

Ask the children to read a poem or a story they know, or the one below:

Shoes

*Shoes, well shoes, they always come in twos
And the oddest thing about them is
It's always one you lose.*

*And the very one you lose, the shoe that's never there
Always seems to fit the foot
That's waiting cold and bare*

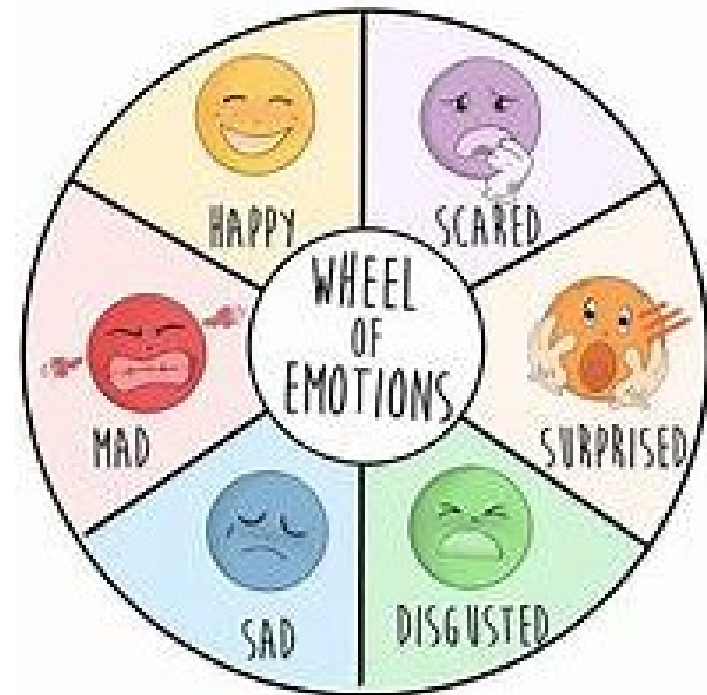
*So I've tied my shoes together in one big lacy knot
And carefully put them both away
But where? I just forgot!*

Now let's try with some MUSIC!

- Choose one of the emotions from the wheel of emotion and use that to inform the way they read the poem/story aloud.
- Then apply the same principle to performing a song that everyone knows like Happy Birthday or Twinkle Twinkle little Star.

- Discuss what musical decision you made about speed, voice tone, volume, articulation and expression to create each mood.

Teacher note: In the concert we will demonstrate this by applying moods to a piece of music and explaining how a composer manipulated the elements of music to create mood and character.





Listen and Draw The Swan

This movement is perhaps the best known of the whole piece. The tune is played by the cello and often accompanied by a harp or piano and strings.

The cello tune is very famous and moves slowly and gracefully, in the same way as a swan swimming above the water. The accompaniment uses faster notes in a rhythm pattern that repeats over and over as an ostinato throughout the piece:



This pattern represents the constant movement of the webbed feet of the swan beneath the water, propelling it along.

[LISTEN TO THE MOVEMENT HERE](#)

Listen to the piece and discuss as a class:

- How does the music show the calmness of a swan gliding over the water
- What instruments can you hear? (cello, harp, piano, strings)
- The music is in 2 parts – a tune that flows slowly above and a constant pattern below.
- Draw a diagram that shows the 2 layers and the differences between them in terms of pitch and rhythm.





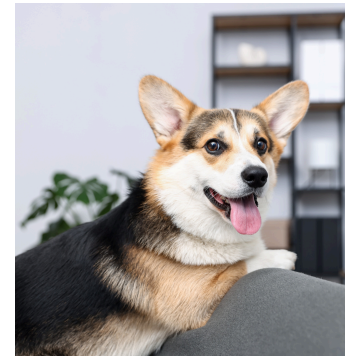
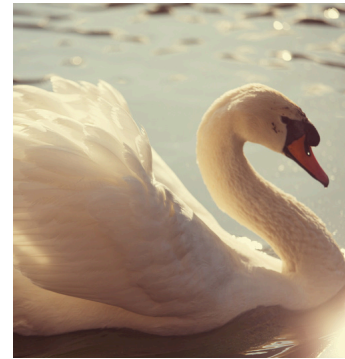
Mix 'n' Match

Look at the 8 animals pictured.

- Discuss the sounds made by the animal in the pictures
- Discuss the characteristics of each animal that help to identify that particular animal
- Discuss how the animal moves and how you might show that in music.

Click the numbers below to listen to the 6 excerpts and try to match them to the correct image.

Teachers, lock this image to your screen as the youtube links will give the answers away.



1

2

3

4

5

6



Musical Storytelling

In our concert, you will hear a story about Rachel and the Tuba. Music is often used to help tell stories.

Composers select and combine musical elements such as tempo, dynamics, pitch and rhythm in a particular way to communicate certain feelings and effects.

Music has four roles in story telling:

- It is used to set the mood and atmosphere of the text
- It is used to highlight events in the text like a musical sound effect
- It uses tunes and specific instruments to represent characters in the story.
- Sometimes the music is used as *underscoring*, which means it plays below the spoken text and keeps the piece moving or makes the general sound less empty.

This is the same sort of role that music has in cartoons. Watch the clip: [Looney Tunes Super Stars' Tweety & Sylvester: Feline Fwenzy](#) and see if the class can identify places where the music works in these different ways to support the text.





Reading the Score

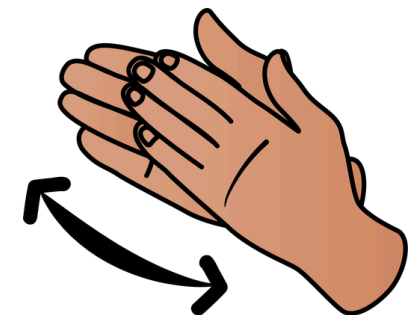
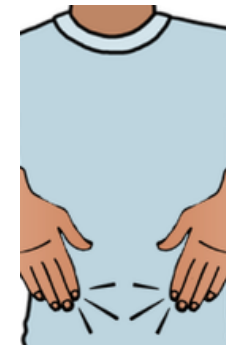
When performing music, musicians read off a score, using a system of notation that helps the musicians know what to play, how long, which notes and so on. In Angus Davison's work, Bright Spark, the audience is invited to perform along with the orchestra using their bodies as percussion instruments.

In this instance, we have two "scores" available - one traditional score for students who are familiar with written notation and one that is a graphic score. A graphic score uses other symbols to represent what is required for the performance. In this instance: Stamping foot, slap knees, clap, belly slap, click fingers and rub hands.

Use your chosen score and the instructional video to learn Bright Spark.

[Click here for the demo video.](#)

[Click here for the orchestra performance with no demo.](#)



**BRIGHT SPARK
BODY PERCUSSION**







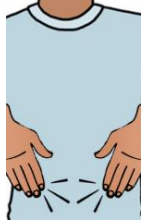





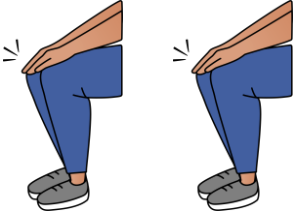
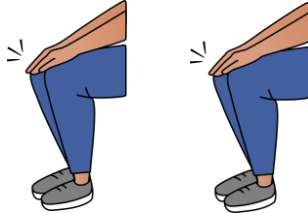
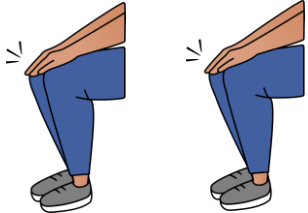

COMPOSED BY ANGUS DAVISON







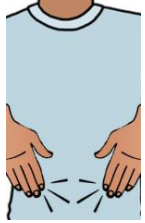





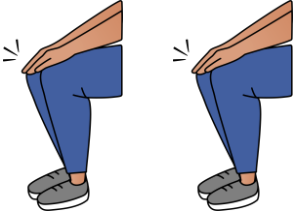
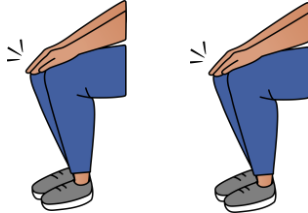
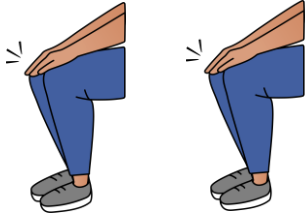

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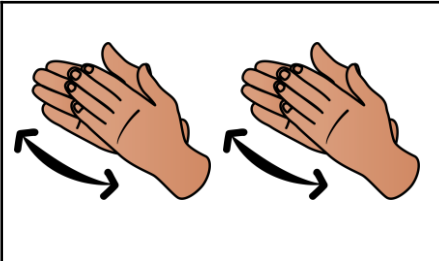
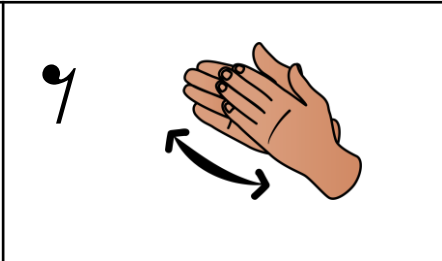
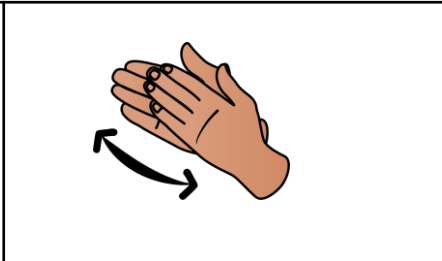
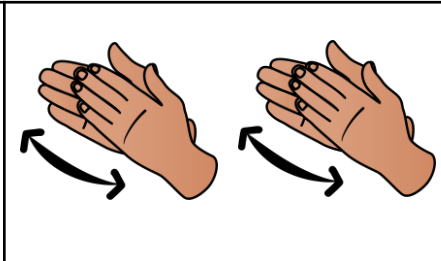
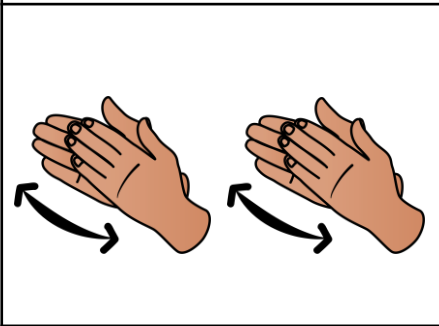
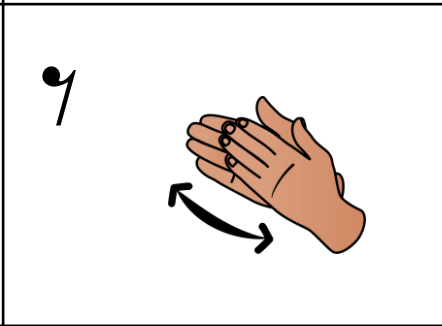
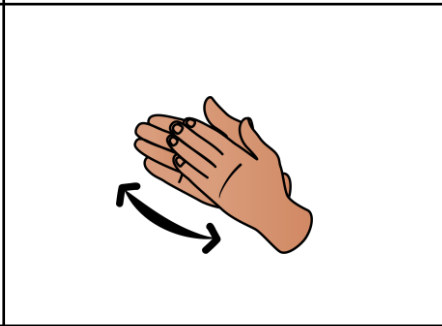
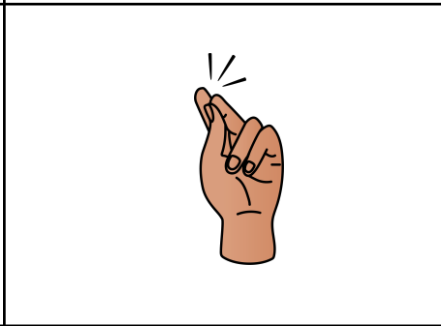
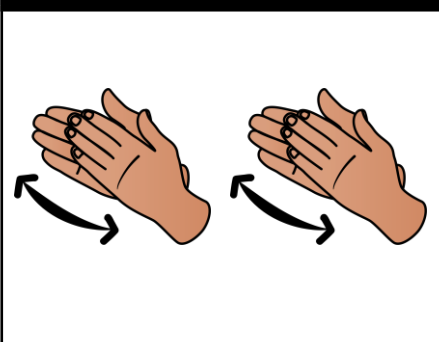
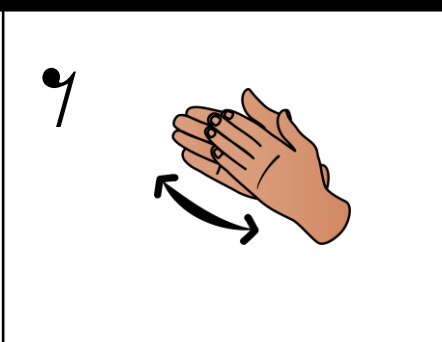
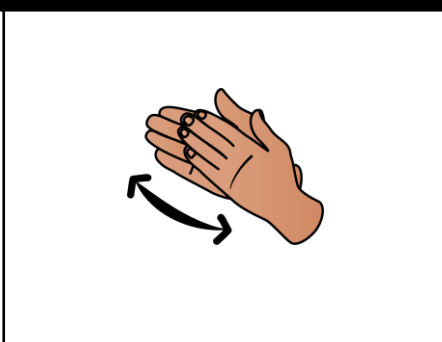
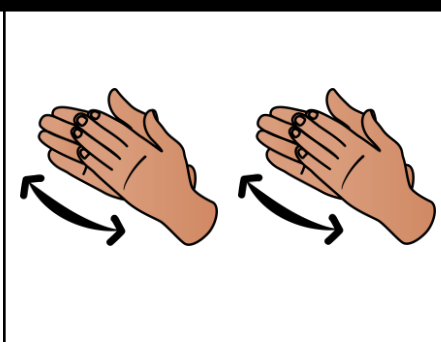
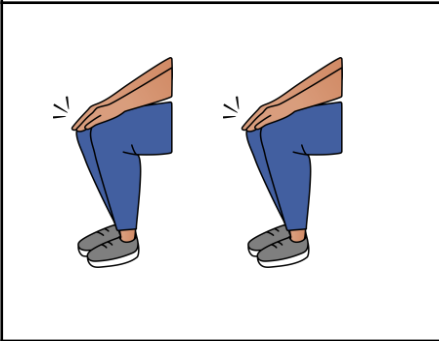
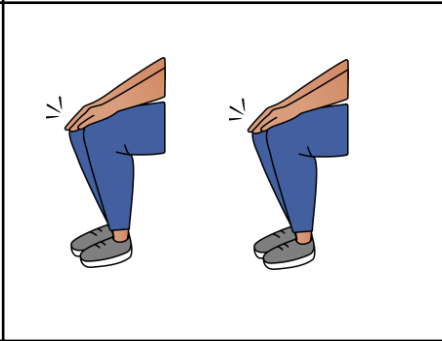
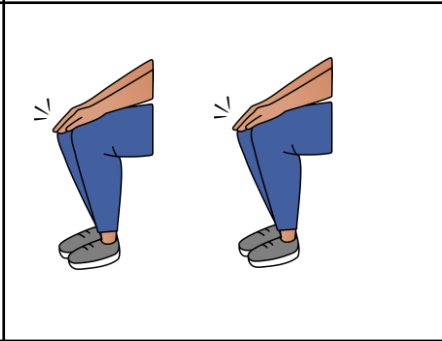
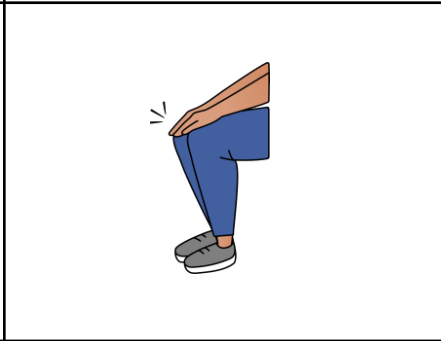
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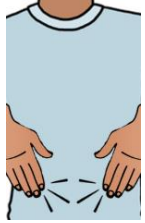





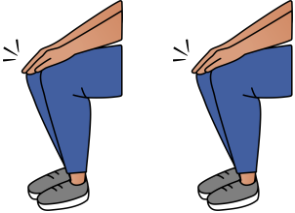
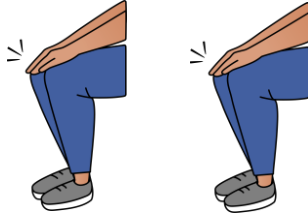
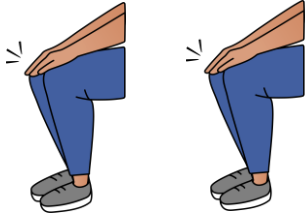

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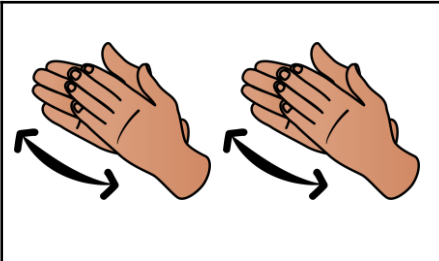
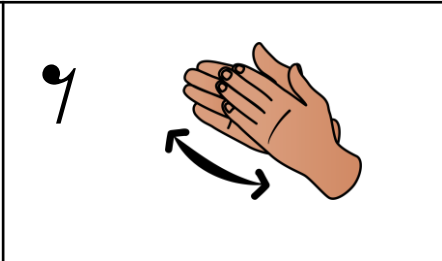
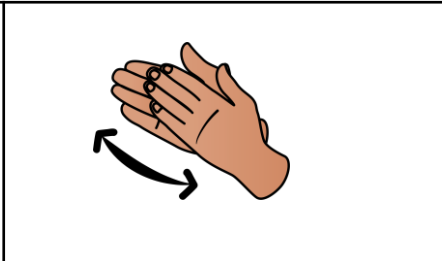
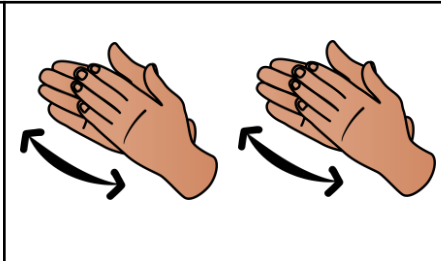
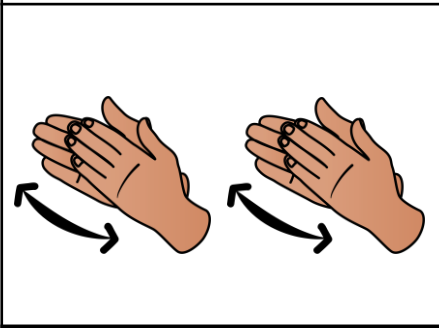
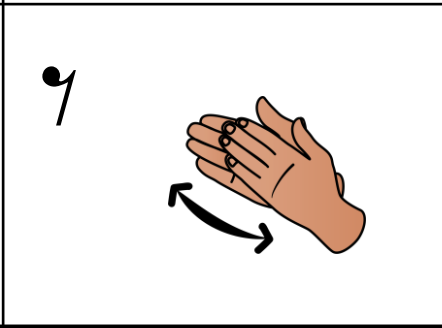
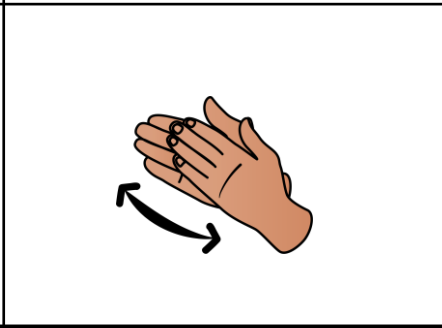
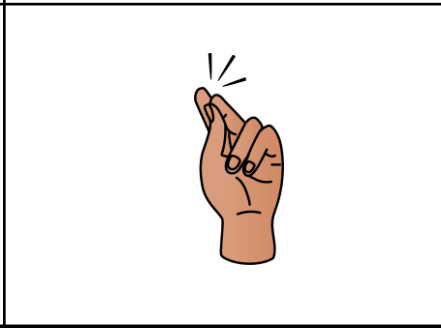
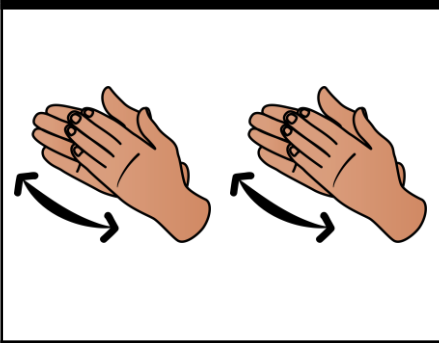
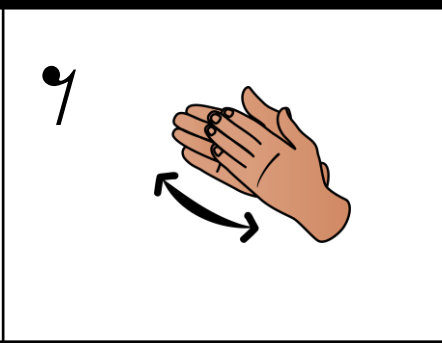
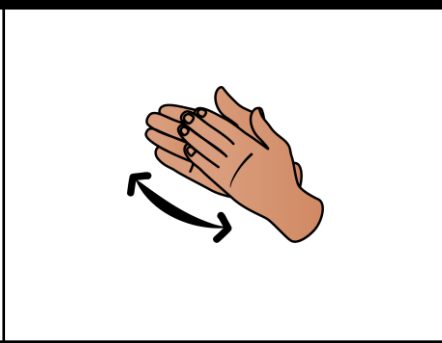
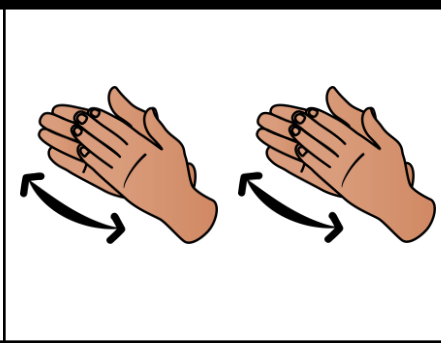
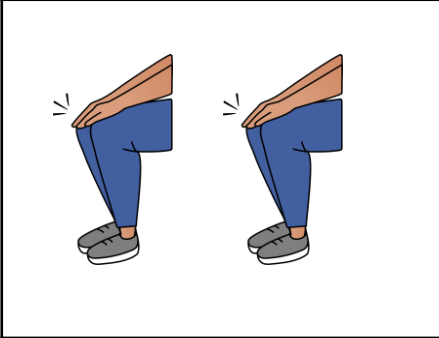
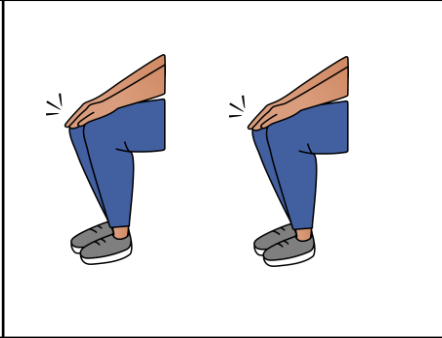
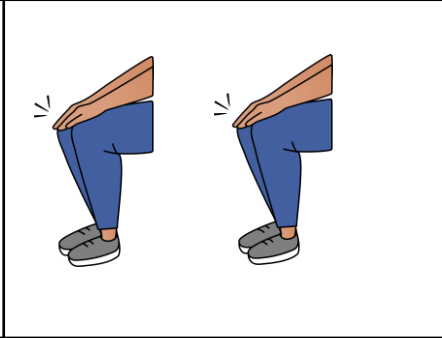
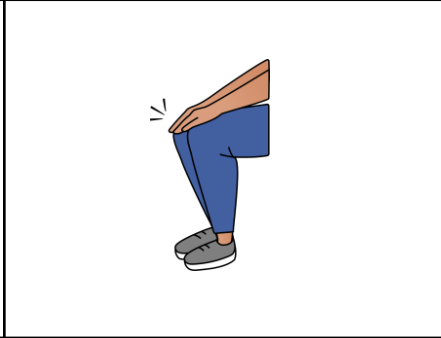
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	9 			x 1
				

	9 			x 3
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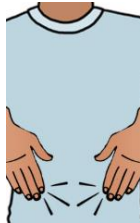





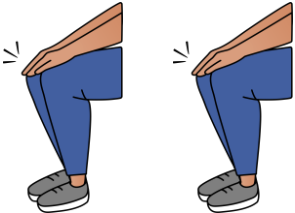
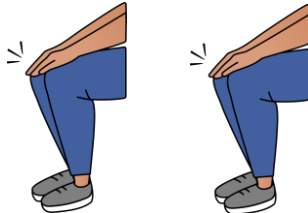
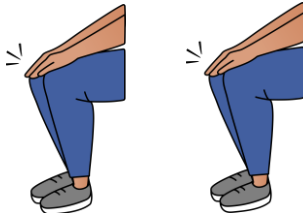

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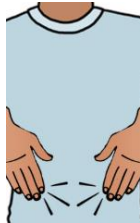





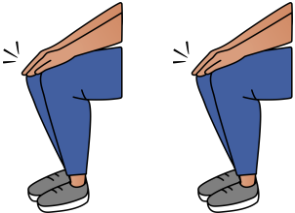
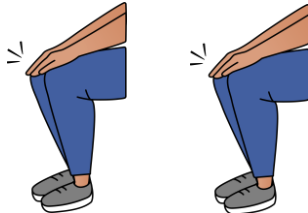
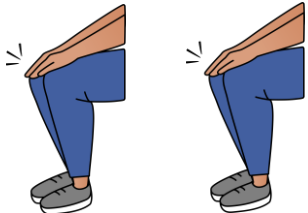

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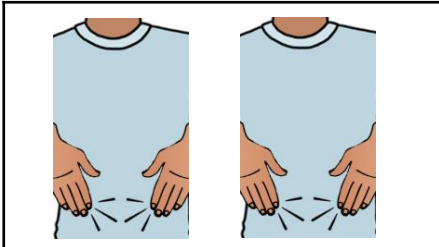
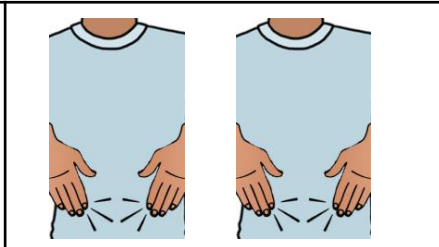
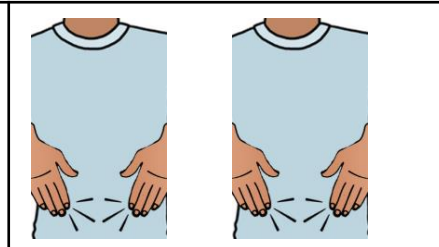
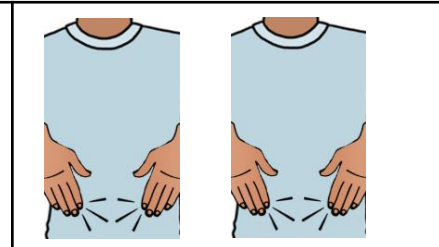
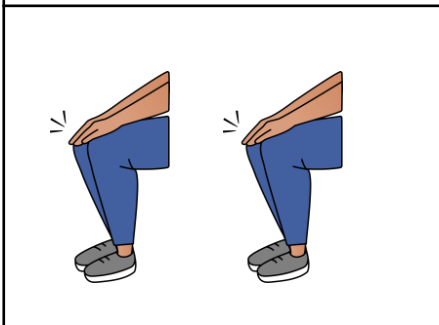
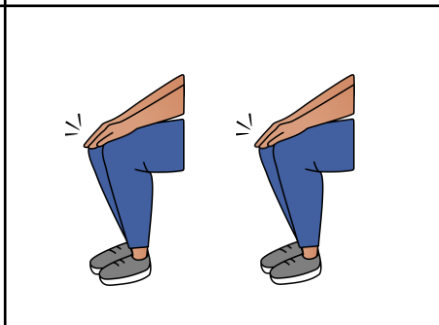
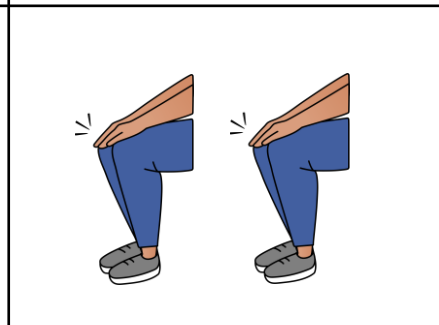
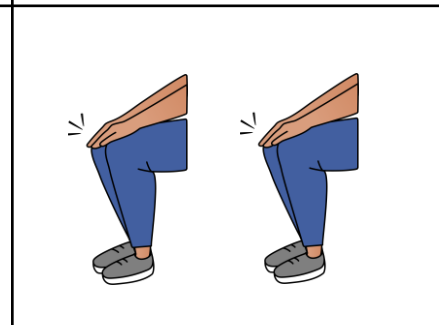

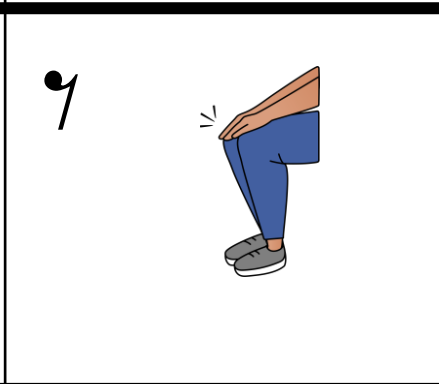
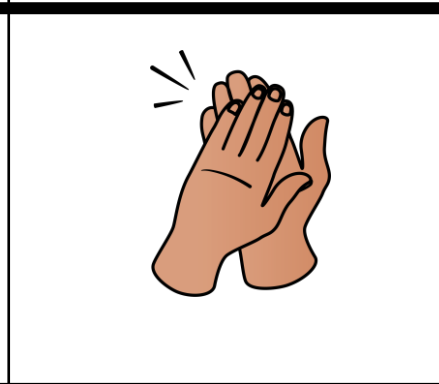
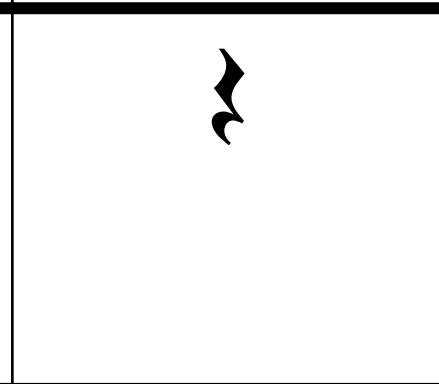
				<p>x 3</p>
				
				
				

Take
a
Break

32 beats rest

	9 			x 3
	9 			
	9 			
				

	9 			x 3
	9 			
	9 			
				

				x 2
				
				x 1

Angus Davison

Bright Spark

for chamber orchestra

Body Percussion

Bright Spark

for chamber orchestra

Angus Davison

Rhythmic, driving ♩ = c. 112

Legs Belly Clap

6 Legs

A

10 Legs Belly Clap

14 Legs

B

18 Rub hands together Finger click (Or clap!)

22 Legs

C

26 Legs Belly Clap

30 Legs

D

34 Rub hands together

Finger click
(Or clap!)

38

Legs

E

42 Take a break!

8

F

50 Legs Belly Clap

54

Legs

G

58 Legs Belly Clap

62

Legs

H

Slightly faster ♩ = c. 120

66 Belly

Legs

Legs Clap