



PAPER-BASED RESPONSES TO MUSIC

by

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Paper-based Responses to Music

This is just a brainstorm of ideas, mostly pretty obvious, but it might save you thinking of them in the middle of everything else. They're very general as of course you'll pick, choose and adapt to suit the children in your care. The repertoire suggested has a good track record of aural appeal to children. Check the length of the piece before choosing – although you could very well play just part of it.

Guided questioning, after playing the music:

Think about the music you have just listened to.

- What did you hear?
- How did it make you feel?
- What might it be about?
- Is there a story?

Set a task:

Using this as your inspiration, you could:

- Write a poem / description / story;
- Read your work out loud and record yourself, to hear what you sound like and maybe to share with others;
- Make a mind map of what you heard;
- Create a cartoon version of your story and share it with family and friends;
- Paint or draw a scene;
- Use clean junk materials, if possible, to make models of people, other creatures, places, objects then take photos to share with family and friends. If this isn't practical, draw them;
- List all the musical instruments you heard. You might be able to get hold of some pictures, or better still outline drawings of instruments to colour in, to go with your list;
- If you heard some sounds but you didn't know which instrument was making them, draw what you think it looks like;
- You can do amazing things with origami (paper-folding)! Have a go and see what you can come up with. If you're lucky, someone you know might be able to help.

Orchestral examples that work well:

Those marked * are available from the TSO website – look for Online Teacher Resources. There are many, many more – they all have downloadable teaching kits, many of which include Responding activities which are, or could easily become, paper-based.

And have a look at TUNE IN <https://www.tso.com.au/tune-in> – a new resource, which is online but includes a downloadable Word Search for each. Worksheets for lower primary coming in term 3!

These are narrated pieces:

* *The Little Gecko* (Julian Yu) – <https://www.tso.com.au/the-little-gecko/>

* *The Ugly Sound* (Gordon Hamilton) – <https://www.tso.com.au/the-ugly-sound/>

* *Peter and the Wolf* (Prokofiev) – any version

(NB a version without narration is available – Google 'Peter and the Wolf no narration' if you're interested in the possibilities)

For any of them, have students write an alternative story – maybe based on their own location and experiences.

No narration:

* *Hall of the Mountain King* (Grieg) – and indeed several other movements from either or both Peer Gynt Suites.

* *Zodiac Animalia* (Jessica Wells) – a great resource for children. There are 12 pieces, each about 1 minute long, about the animals that make up the Chinese Zodiac. <https://www.tso.com.au/animalia/>

* The songs in TSO Songbooks 1 and 2 <https://www.tso.com.au/song-book>

Other readily accessible pieces:

Dance of the Paper Umbrellas (Elena Kats-Chernin) – and other pieces by her. Try some of the piano works if you don't mind moving away from orchestral repertoire.

March from **Karelia Suite** (Sibelius)

The Nutcracker Suite – any movement, really (Tchaikovsky)

Carnival of the Animals – again, any movement (Saint-Saens)

Pictures at an Exhibition, particularly *Promenade* and *Ballet of the Chickens in their Shells* (Mussorgsky)

Sabre Dance (Khachaturian)

Flight of the Bumblebee (Rimsky-Korsakov)

Just about anything from Classics for Kids (eg Toy Symphony, The Typewriter, Syncopated Clock, Eine Kleine Nachtmusik)

Just about any of John Williams' film music – Indiana Jones / Star Wars / Harry Potter series

Quite a bit of Copland: *Fanfare for the Common Man*, *Hoedown* from **Rodeo**, *Gunfire* from **Billy the Kid**, to get started.

Read about Di O'Toole here

<https://www.tso.com.au/wp-content/uploads/2019/10/05-Di-O-bio.pdf>