

London Philharmonic Orchestra



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**Key Stage 1
BrightSparks Concert**

2025

Teachers' Pack

lpo.org.uk/brightsparks

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This pack and all learning video resources are available on the Watch, Listen, Learn section of the London Philharmonic Orchestra's website along with many other resources for schools.

<https://lpo.org.uk/watch-listen-learn/media-and-resources/>



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Introduction

Hello, and welcome to **The Snail and the Whale** Key Stage 1 BrightSparks concert with the London Philharmonic Orchestra! We're delighted that you'll be joining us for our exciting underwater adventure. During the concert, you'll be transported into the world of **The Snail and the Whale** by Julia Donaldson and Axel Scheffler, watching the Magic Light Pictures film version of the story while the orchestra plays the evocative soundtrack. You will also be able to perform with the London Philharmonic Orchestra, joining in with our new participation song, *Deep Down Under the Sea*, which was written by presenter Lucy Hollins and specially orchestrated for this concert by Mark Dickman.

In this pack you'll find everything you need to know about the music in the concert, and a series of classroom activities we encourage you to try out in advance of your trip to the Royal Festival Hall. These are designed to familiarise you with the story, and get you in the mood for the concert - do feel free to adapt them for your own use. We've also included information about the participation song you'll be performing on the day. We strongly recommend that you read **The Snail and the Whale** by Julia Donaldson and Axel Scheffler with your children before the concert.

Above all, enjoy the story and the music, and we look forward to seeing you soon!

Meet the presenter: Lucy Hollins

Lucy wants **everyone** to have opportunities to enjoy and make music together, regardless of age, background or level of experience. She started out singing in the back of the car on long journeys, either with or in order to annoy her sisters. She is now a conductor, presenter, composer, writer and amateur, making music with thousands of people across the country each year.

Lucy is Creative Director of the National Youth Choir, a vocal leader for Music of Life, Principal Guest Conductor of the Cambridge Philharmonic, a conducting tutor for the Association of British Choral Directors, and Conductor of the CBSO's Community Choir, SO Vocal. Previous roles have included Conductor of the London Symphony Orchestra's Junior and Senior Choirs, Associate Chorus Director of the London Symphony Chorus, Head of Music at the University of Warwick and a Lecturer in Choral Conducting at the Royal Welsh College of Music and Drama.



Lucy is always looking to engage new audiences and is a particular advocate for youth music. As a presenter, she loves curating performances and writing songs which engage and excite young audiences. She can't wait to share the story of **The Snail and the Whale** with you.

The London Philharmonic Orchestra

Uniquely groundbreaking and exhilarating to watch and hear, the London Philharmonic Orchestra has been celebrated as one of the world's greatest orchestras since Sir Thomas Beecham founded it in 1932. Our mission is to share wonder with the modern world through the power of orchestral music, which we accomplish through live performances, online, and through our extensive Education and Community programme. Our home is



at the Southbank Centre's Royal Festival Hall, where we're at the beating heart of London's cultural life. You'll also find us at our resident venues in Brighton, Eastbourne and Saffron Walden, and on tour worldwide. In 2024 we celebrated 60 years as Resident Symphony Orchestra at Glyndebourne Festival Opera.

We're one of the world's most streamed orchestras, and in 2023 were the most successful orchestra worldwide on YouTube, TikTok and Instagram. You can hear us on countless film soundtracks, and we've released over 120 albums on our own LPO label.



We're committed to inspiring the next generation of musicians and music-lovers. Our dynamic and wide-ranging Education and Community programme

- ★ offers high-quality learning projects and performances for schools, with resources and CPD opportunities for teachers
- ★ uses music to inspire and engage with families, young people with SEND, community groups, disabled adults and those who have experienced homelessness
- ★ develops the next generation of professional instrumentalists, composer and conductors.

The LPO is proud to be an official partner of the South East London Music Hub and the Sussex Music Hub.

For more information about the London Philharmonic Orchestra, you can visit our website or social media.

Website: lpo.org.uk

Twitter: [LPOrchestra](https://twitter.com/LPOrchestra)

Facebook: [londonphilharmonicorchestra](https://www.facebook.com/londonphilharmonicorchestra)

Instagram: [londonphilharmonicorchestra](https://www.instagram.com/londonphilharmonicorchestra)

TikTok: [LPOrchestra](https://www.tiktok.com/@LPOrchestra)

The orchestra

An orchestra is a large group of musicians and their instruments. It is divided into different sections:

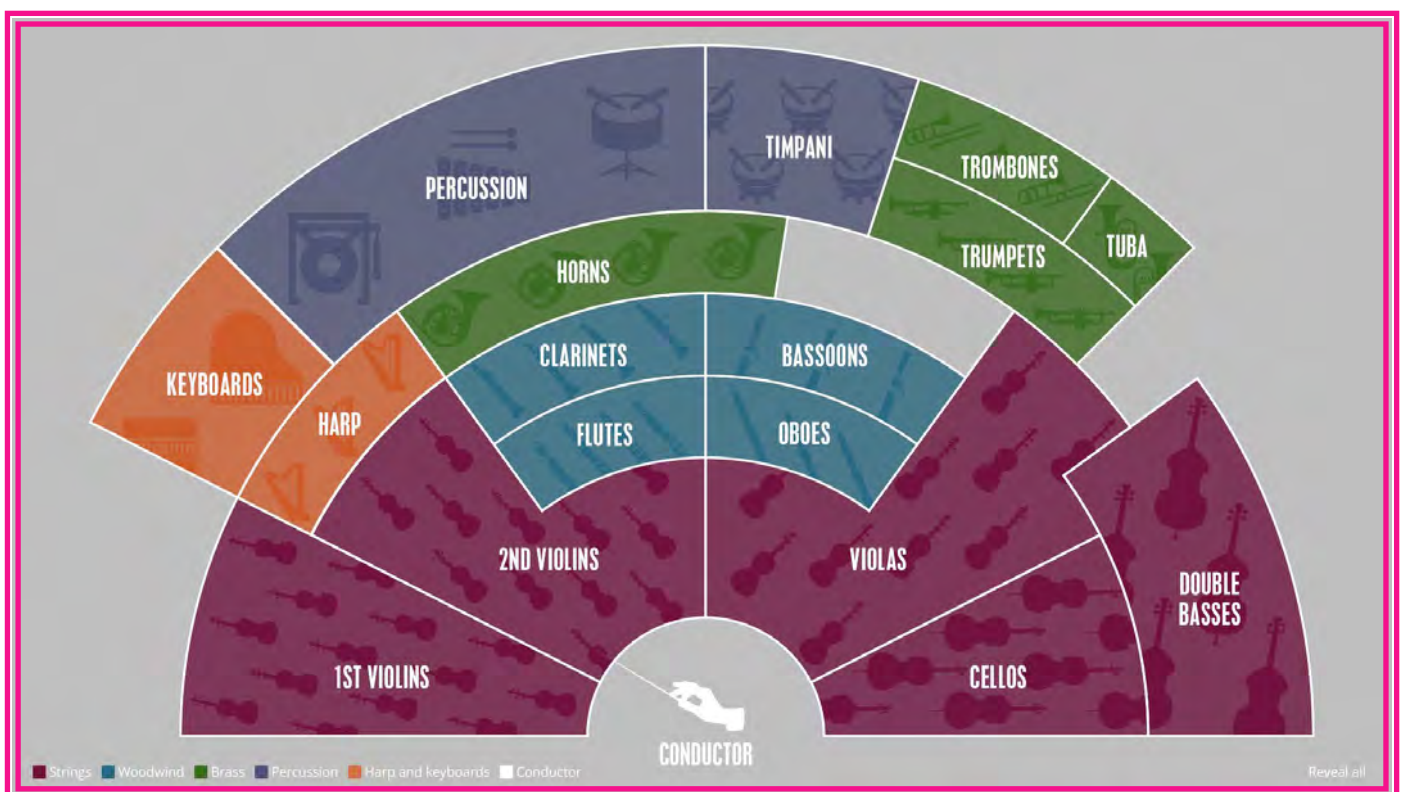
Strings: violins, violas, cellos, double basses

Woodwind: flutes, oboes, clarinets, bassoons (the piccolo will also feature – this instrument is the little sibling of the flute, but is smaller and plays higher notes). In our concert you'll also hear a tin whistle.

Brass: French horns, trumpets, trombones. The brass section often includes a tuba but we won't have one this time.

Percussion: timpani (large kettle drums) and other types of drums, xylophone, shakers, triangles and lots more

Other: piano, celeste, guitar, harp



The music

Francis Poulenc (1899 – 1963)

‘Marche’ from *Deux Marches et un Interimède*

A march is a piece of music with a strong, even metre, often with 2 or 4 beats in each bar (this piece has 4 beats in a bar). Marches were originally written to facilitate military marching. In the early days, percussion instruments alone would have kept time, but as they were developed, brass instruments became very important in marches too. It was Napoleon Bonaparte (1769 – 1821) who standardised the speed of a march at 120 beats per minute; he did this to speed up the marching of his troops! During the nineteenth century, lots of composers decided to write more elaborate marches for a wide range of instruments. Marches were no longer just pieces of music to march to; they were also used in operas and written for their own sake.



This lively opening piece by French composer Francis Poulenc will introduce you to some – but not all – of the instruments you’re going to see playing in our orchestra at this concert. It’s written for strings (violin, violas, cellos and double basses), woodwind instruments (a flute, oboe, clarinet and bassoon), and a trumpet.

René Aubry (b. 1956)

‘The Snail and the Whale’



© Philip Ducap

René Aubry is a French composer who has written soundtracks for many of the film adaptations of Julia Donaldson and Axel Scheffler’s books, including *The Gruffalo*, *The Gruffalo’s Child*, *Room on the Broom*, *Stick Man* and *The Highway Rat*. He has a distinctive sound world, which features the harp and piano, and often makes use of instruments you wouldn’t find in a typical orchestra set-up. **The Snail and the Whale** is no exception; in the concert, we’ll be listening out for a number of special instruments, including the guitar and tin whistle.

Benjamin Britten (1913 – 1976)

‘Irish Reel’

In music, a reel is a lively Scottish or Irish folk dance. The word *reel* comes from the Old English *hrēol*, meaning a rotating device on which spun thread is wound. This word is still used for reels of cotton thread. You can imagine a spinning, energetic dance to this music!

Britten wrote ‘Irish Reel’ in 1936 as the title music for a documentary film called “Around the Village Green.” It’s based on a traditional Irish tune called ‘The Bottom of the Punch Bowl,’ and is full of energy and sparkle. We think it has a bit of a seaside vibe – and we hope it will get your toes tapping!



© Britten-Pears Foundation

Join in!

There's really nothing more exciting than performing with a professional symphony orchestra, and this is your chance to do exactly that! You are invited to sing with us as we perform a new song by presenter Lucy Hollins, called **Deep Down Under the Sea**. It's a fun song all about the anticipation, preparation and excitement of exploring underwater worlds.

We would like to encourage you to familiarise yourselves with the song as thoroughly as possible. The words will be displayed on the screen during the concert, but the better you know it, the more you will enjoy it, so do please try to learn the words off by heart (there aren't many of them). There are also actions for you to join in with, but feel free to make up your own too.

Warming Up

Before you start singing, it's a good idea to do a warm up; this will focus your young singers, look after their vocal health, and help them to sound their very best. Each time you warm up, try to do a physical warm up, a breathing warm up and a vocalising warm up. This doesn't need to take more than 1 or 2 minutes in total. Here are some ideas for you:

1. Physical warm up

In this warm up, we're going to use characters from the story of **The Snail and the Whale** (plus the octopus from the song!) to get everyone moving.



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Below is a list of possible instructions (given by you, the teacher) and physical responses (done by children), but feel free to make up and add your own, and mix them up. It's worth adding that these creatures never bump into each other...!

Snail	Move around the space as slowly as possible
Whale	Glide around the space, occasionally using the Makaton symbol for 'whale' (as shown in the video for the song)
Shark	Make your hands into the shape of a shark fin on top of your head and creep slowly around the room looking for your lunch! <i>(Optional: sing the famous 'dun dun' shark theme from Jaws, which alternates between two notes a semitone apart)</i>
Seagull	Flap your arms like wings (standing on the spot) <i>(Optional: add the occasional squawk – and anything else you think a seagull might say, e.g. chips!)</i>
Octopus	Get into groups of 4 as quickly as you can, so each group has 8 legs like an octopus. <i>(Optional: stand close together in your groups of 4, and move very carefully side to side)</i>

Other elements of the story you could make up your own actions for include:

- ★ Icebergs
- ★ Beaches
- ★ Waves
- ★ Firefighters
- ★ Motorboats
- ★ Teacher
- ★ Volcanoes
- ★ Thunderstorm/lightning
- ★ Penguin

2. Breathing warm up

In this breathing warm up, you're going to imagine you're a whale swimming through the sea:

- ★ Breathe in to a count of **4**
- ★ Breathe out slowly to another count of **4**
- ★ Breathe in to a count of **4**
- ★ Make a 'shh' sound on each count, up to a count of **4** (one on each number), while doing the Makaton sign for whale (as shown in the song video) with each sound

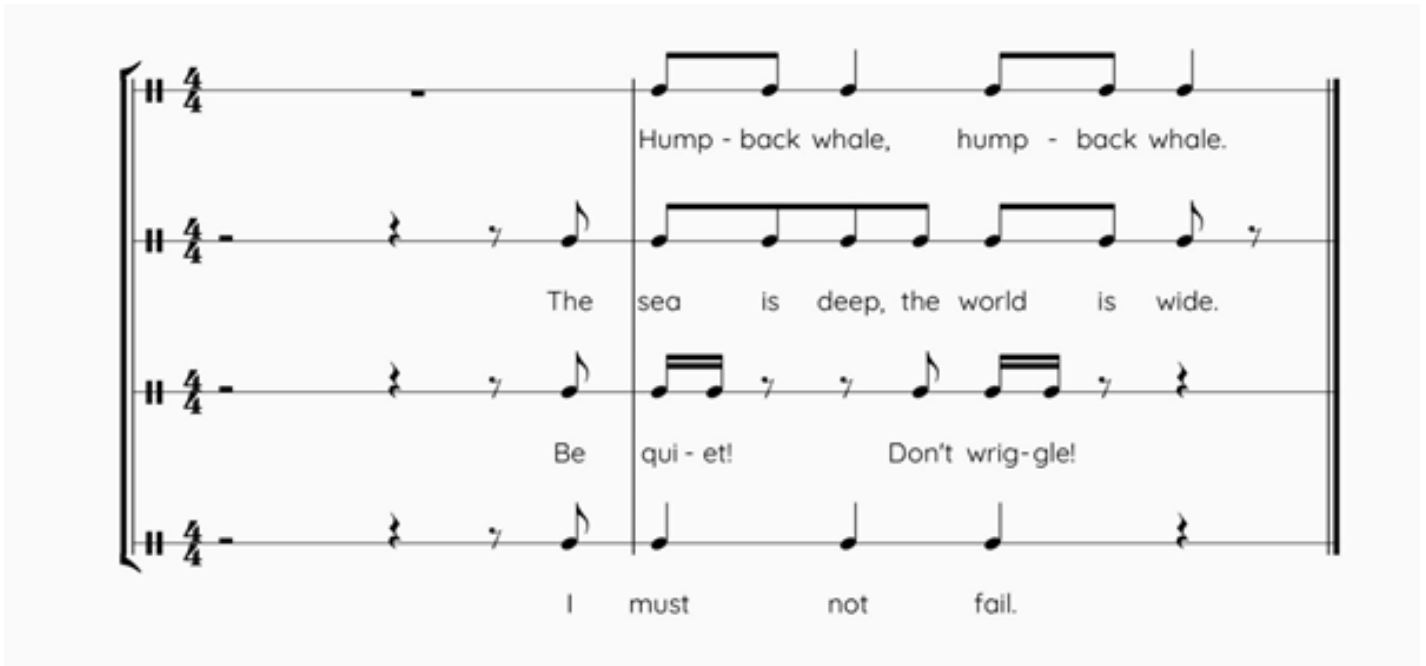
Now see if you can swim further!

- ★ Breathe in to a count of **4**
- ★ Breathe out slowly to a count of **8**
- ★ Breathe in to a count of **4**
- ★ Make a 'shh' sound on each count, up to a count of **8** (one on each number), while doing the Makaton sign for whale (as shown in the song video) with each sound

If you like, you can now try breathing out and doing your 'shh' sounds for even longer – perhaps up to 12 counts. The breath in should always be to a count of 4.

3. Vocalising warm up

This warm up uses phrases from the book of **The Snail and the Whale** to help us prepare our voices and bodies for singing, as well as practising recalling rhythms and musical instructions. You can use the following rhythms or make up your own:



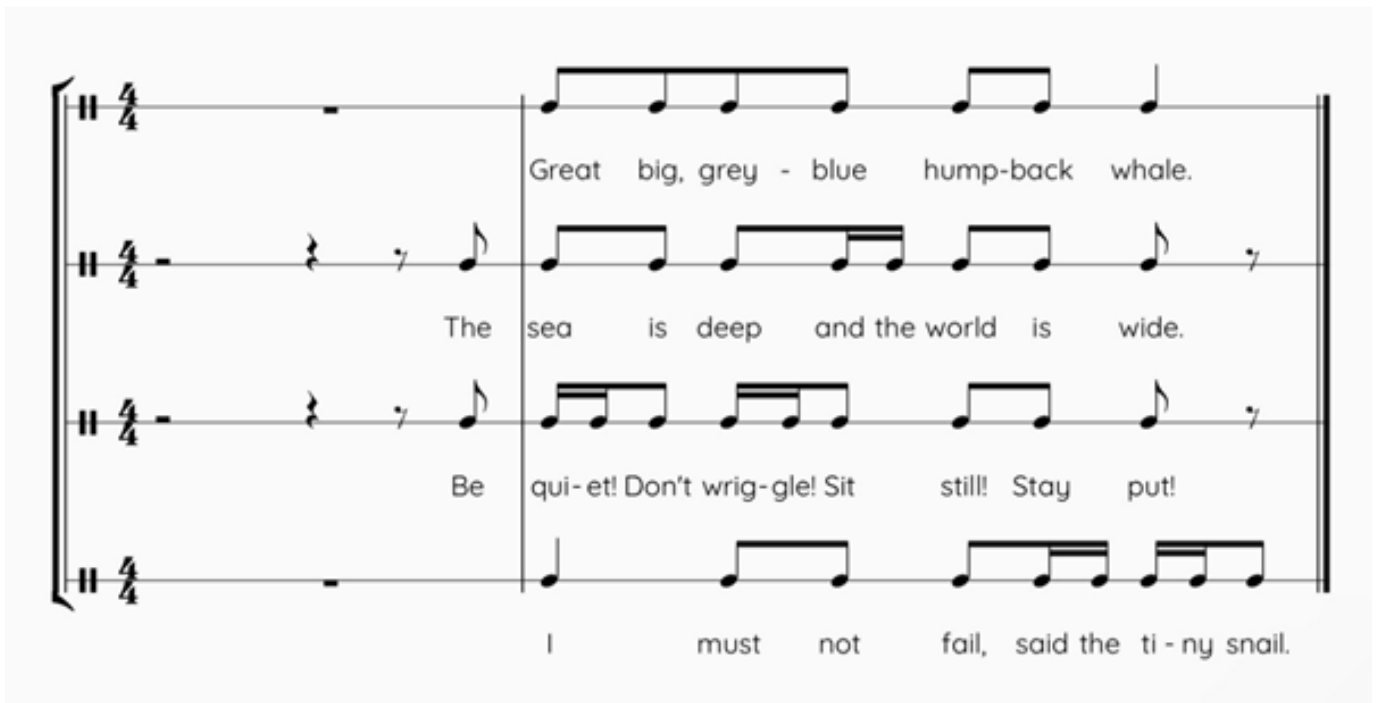
Hump - back whale, hump - back whale.

The sea is deep, the world is wide.

Be qui - et! Don't wrig - gle!

I must not fail.

Or you can try this more challenging version!



Great big, grey - blue hump-back whale.

The sea is deep and the world is wide.

Be qui - et! Don't wrig - gle! Sit still! Stay put!

I must not fail, said the ti - ny snail.

Try these exercises, using the phrases above:

1. Speak each phrase in rhythm and ask the children to copy you back. You can say them in any order and repeat them as you like. Use actions. Try varying the tone, inflection and mood of each phrase, then ask the children which voice worked best, e.g. a big booming voice for the whale, and a tiny little voice for the snail.
2. Now you should say the first half of each phrase and see if the children can finish it, e.g. you say 'the sea is deep' and the children continue 'and the world is wide.' Keep varying the way you use your voice, and the actions will really help here. You can also let the children have a go at leading this.
3. You speak a phrase, and the children clap back the rhythm of the words.
4. You clap the rhythm of the words, and the children do the actions only in response.



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Top tips for teaching the song:

Deep Down Under the Sea

In our concert, the Orchestra and audience will all perform this song together, and it would be really useful if you could teach it to your pupils in advance, so that they can get the most out of the experience. On the next page, you will find a link to a YouTube video featuring Lucy teaching the song, and you can find lyrics and sheet music at the pack of this resources pack.

Chorus:

★ The song starts with the chorus, which is the main hook in the song. It's worth learning this first. That way, you'll always be returning to something you know. You might like to teach the chorus as follows:

1. Sing the whole of the chorus to the children, asking them to look out for the actions;
2. Ask the children to join in with the actions as you sing it again;
3. Now ask the children to sing with you as well as doing the actions.

★ Look out for line two, which requires you to sing the word 'deep' 3 times

Preparing for the dive:

★ The section, starting 'googles on,' is a call and response section. At this point in the song, the presenter will speak each line, and the children will echo it back. To start with, you should take the role of the presenter, but the children will also love having a go at being in charge once they've learnt it.

★ After the jump, the 'blp's are the sound of bubbles as we dive down under the water. We then say 'WOW!' because we are seeing a whole new world under the sea. It needs to be said with a sense of amazement.

Under the sea:

★ When we're under water, we see lots of exciting creatures. The music is slightly slower as we start to explore, but when we see the shark, we gasp, and the music goes immediately back to the original faster tempo (speed).

★ When you're practising, you might like to allow the children to choose some different sea creatures to catch a glimpse of, but in the concert the animals need to be as written: octopus, whale, shark.

Layering section:

- ★ We now come to a really fun part of the song, which has 4 different things going on at once.
- ★ In the concert, we'll divide the Royal Festival Hall into 4 groups, and each group will be allocated a part to sing. It would be very useful if you could practise singing each of the 4 parts in advance. You don't need to divide your class/group into 4 parts, unless you want to of course!
- ★ In part 3, we want to look and sound as if we're wearing a snorkel. To do this, pinch your nose with your index fingers and cup your hands together over your mouth. It should sound strange, like your voice is far away.
- ★ Part 4 should be an underwater bubbling sound, as if you were blowing a bubble in the bath! To do this, quickly wiggle your finger between your lips as you sing - please see the video for a demonstration.

Final chorus:

- ★ We return to the chorus to finish the song. Just watch out for the ending: we sing the final words three times, but the last time we sing them the tune is slightly different.

Videos:

We hope you have a lot of fun learning *Deep Down Under the Sea*, and we can't wait to sing it with you soon! Enjoy!

Here are the videos to help you learn and practise the song:

[**Deep Down Under the Sea YouTube video - Full version**](#)

[**Deep Down Under the Sea YouTube video - Piano only**](#)

[**Deep Down Under the Sea YouTube video - Four-part section**](#)



Classroom Activities

Project 1 – *The Snail and the Whale*

Task:

Write two musical motifs, one to represent the whale and the other to represent the snail.

You will need:

- ★ Tuned percussion instruments (like chime bars, xylophones, tuned bells, glockenspiels), set up with the pentatonic scale (notes: C, D, E, G, A)
- ★ Unpitched percussion instruments (like tambourines, drums, jingle bells, scrapers etc.)

What to do:

1. As a class, think about words you'd use to describe a snail, and words you'd use to describe a whale. These can be your own creation, or you could use words from the book.
2. Put the children into small groups.
3. Ask each group to choose a phrase for each of the characters: the snail and the whale. The snail's phrase should be 2 to 3 words long (e.g. 'tiny little snail,' or 'slither slowly'), and the whale's phrase should be a little longer, around 4 to 7 words (e.g. 'great big grey-blue humpback whale', or 'biggest creature in the ocean').
4. Explain that they're going to create a short piece of music which sounds like a snail, and another short piece of music which will sound like a whale.
5. Discuss what this might sound like in music. For example, the snail's music might be slow and quiet, and the whale's music might sound loud and majestic.
6. Each group will need a selection of classroom percussion instruments, including tuned percussion instruments set up with the pentatonic scale (C, D, E, G, A). Unpitched percussion instruments can also be used, and singing is always an option.
7. Now each group should write a short piece of music for each creature, using the words they've chosen as the basis of the melody. Both will be pentatonic. The snail's tune should use only 2 or 3 notes of the pentatonic scale. The whale's tune should use any of the notes in the pentatonic scale.

	Number of words	Number of notes
Snail	2-3	2-3 notes of the pentatonic scale
Whale	4-7	Any notes of the pentatonic scale

8. Perform your snail and whale motifs to the class, taking the opportunity to discuss the way in which the animals are being characterised.
9. Put the motifs together. Can the snail and the whale have a musical conversation? How would you like to finish your piece?

Project 2 – The Sound of the Sea

Task:

Recreate the sound of the sea, exploring how it might sound in different weather states.

You will need:

- ★ Tuned percussion instruments (like chime bars, xylophones, tuned bells, glockenspiels), set up with the pentatonic scale (notes: C, D, E, G, A)
- ★ Unpitched percussion instruments (like tambourines, drums, jingle bells, scrapers etc.)

What to do:

1. Talk about and show how waves move in an up and down motion, and how this can be recreated with musical pitches.
2. Put the class into small groups.
3. Ask the children, in their groups, to create a short tune (motif) which has an up and down motion like waves in the sea:
 - ★ Start by choosing how many of the notes of the pentatonic scale (C, D, E, G, A) you're going to use: 3, 4 or 5.
 - ★ Practise playing them in order, going from lowest to highest.
 - ★ Now practise playing them in order from highest to lowest.
 - ★ Try putting those two things together: start at the bottom and go up, then start at the top and go down.

If you don't have enough tuned percussion, some or all of the children can sing instead. Feel free to use a 'la' sound, or add some words (e.g. 'hear the waves go up and down' or 'moving up, crashing down').

4. Now it's time to experiment with how different musical techniques affect the sound of the sea:

- ★ What happens if they play the tune faster? Or slower?
- ★ What do they think the weather is doing when it's faster or slower?
- ★ How do dynamics (loud or quiet) affect the musical picture?
- ★ You can try doing this all at the same time – your motifs should sound harmonious together, since you're using a pentatonic scale.

Extension:

5. Now we're going to add in an event. This could be a dolphin leaping out of the water, a crash of thunder, a duck landing on the water, a person diving, a boat coming along, or anything you like! Ask the children to find a way to create this sound using instruments or voices. Only 1 or 2 children should make this sound; the rest will continue to play a sea motif.
6. Now ask the children to create a short performance.
7. Practise playing the sea motif 4 times in a row.
8. Ask each group to decide what kind of weather/day it is, and according to that choose whether to play it fast/slow and loud/quiet. It might be that this changes (i.e. gets faster/slower or louder/quieter) throughout the 4 iterations of the tune.
9. Now decide where to add in the event they've created: at the start, the end or anywhere else in-between. This event can happen between 1 and 4 times.
10. Practise putting it all together.
11. Each group should perform their piece to the rest of the class, who should see if they can work out what's happening in the story.

Project 3 – Sharks and Seagulls

Task:

Create a musical conversation using vocal sounds.

You will need:

- ★ Paper and pencils/pens

What to do:

In this activity, we're looking at a different duo of animals: sharks and seagulls. Both cause problems for the snail and the whale. Both creatures are famously very hungry!

1. Put the children into pairs and allocate a creature: one should be a shark and the other a seagull.
2. Ask them to think about, and make a written or pictorial list of, what each animal likes to eat.
3. Now ask them to think about relevant sounds. How do they move? What might they say if they could speak? What does it sound like when they eat lunch? Each child should pick 3 different words or sounds for their animal.
4. Now set up the pattern of the conversation, as follows:

	Shark	Seagull
1 (4 beats)	2 iterations of a sound	2 iterations of a sound
2 (4 beats)	Repeat line 1	Repeat line 1
3 (2 beats)	1 iteration of the sound	1 iteration of the sound
+ (2 beats)	1 iteration of the sound	1 iteration of the sound
4 (4 beats)	2 iterations of the sound	2 iterations of the sound

You can start to do this by practising saying the numbers, as follows:

	Shark	Seagull
1 (4 beats)	1, 2	3, 4
2 (4 beats)	1, 2	3, 4
3 (2 beats)	1	2
+ (2 beats)	1	2
4 (4 beats)	1, 2	3, 4

You can also use this practice example:

	Shark	Seagull
1 (4 beats)	Dun, dun	Squawk squawk!
2 (4 beats)	Dun, dun	Squawk squawk!
3 (2 beats)	Dun	Squawk!
+ (2 beats)	Dun	Squawk!
4 (4 beats)	Dun, dun	Squawk squawk!

5. Each pair can now make up 1 to 3 different conversations, using the sounds they chose for their animals.
6. Put them all together (1, then 2, then 3) to create a performance piece. It's lovely if they go for very different sounds in each verse.
7. Perform the conversations to the rest of the class.

Project 4 – Whale Song

Task:

Write a poem or song for the whale to sing to the snail.

You will need:

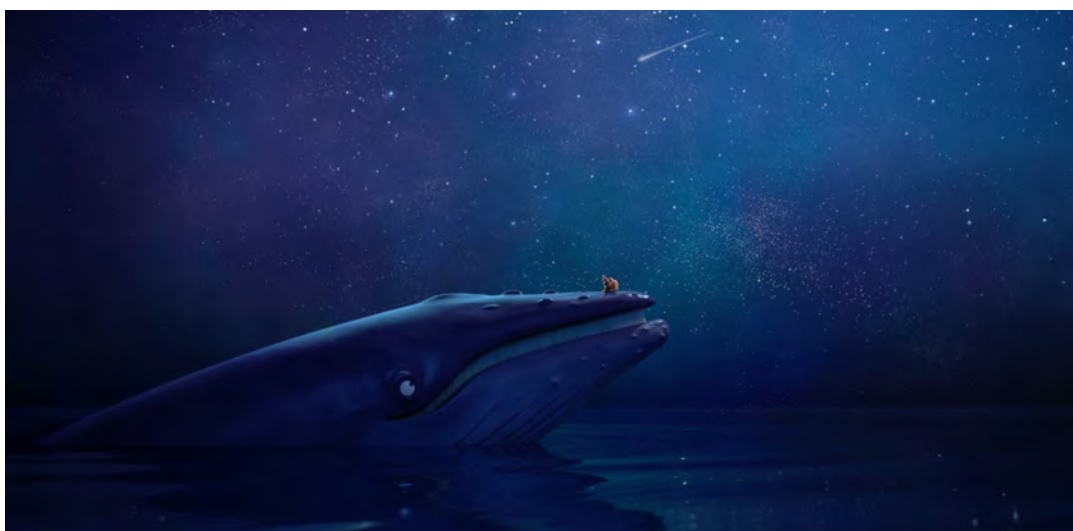
- ★ Paper and pens or whiteboard
- ★ Recording device (optional)

What to do:

In [The Snail and the Whale](#), the whale “sang to the snail a wonderful song of shimmering ice and coral caves, and shooting stars and enormous waves”. In this activity, the children will imagine they are the whale, writing a poem or song for the snail.

1. Start by asking what you think the whale would like to tell the snail:
 - ★ Is it about all the places they're going to see on their journey?
 - ★ Is it a song of reassurance about the voyage they're embarking on?
 - ★ Is it a warning of the dangers they might encounter?
 - ★ Is it an instruction to hold tight?
 - ★ What else might the whale like to say?

-
2. As a group, write four lines the whale will sing to the snail. These might rhyme, but it doesn't matter if they don't. This will be the chorus of your song.
 3. Come up with a rhythm for these words. This can be most easily done by repeating each line over and over, until it naturally falls into a rhythm. Try speaking all four lines through in rhythm, and use a recording device if it helps you to remember them.
 4. **If you would like to turn this into a song**, you can now write a melody for your chorus. It helps to reduce the number of notes available to you. Try using a pentatonic scale (C, D, E, G, A) or restricting it to the first 5 notes of a C major scale (C, D, E, F, G). Ask the children for their ideas. Keep it simple, and feel free to repeat the tune.
 5. Now divide the class into small groups.
 6. Ask each group of children to write four lines, which will make up the verses of your poem or song. You might like to give each group a specific brief e.g. group 1 writes about all the things they're going to see, group 2 is a warning of the dangers etc, or you could leave it entirely up to the children themselves to make their own decision.
 7. Once written, each group should practise saying their verse words out loud. It doesn't need to have a fixed rhythm or melody, but do aim for lots of expression with emphasis on important words. Try to convey the mood of the verse.
 8. It's time to perform your poem or song as a whole class. Alternate the verses (individual groups speaking the words) with choruses (the whole class singing or speaking in rhythm). You could add an extra chorus to finish with a flourish!



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Project 5 – Music Inspired by the Sea

There is lots of wonderful orchestral music about the sea. Take a listen! As you do so, you might like to draw, dance, write or simply listen to the different watery sound worlds:

- ★ Arnold Bax: *Tintagel*
- ★ Frank Bridge: *The Sea*
- ★ Benjamin Britten: *Four Sea Interludes from Peter Grimes*
- ★ Claude Debussy: *La Mer*
- ★ Frederick Delius: *Sea Drift*
- ★ Edward Elgar: *Sea Pictures*
- ★ Edvard Grieg: *Stormy Evening at Sea from Peer Gynt Suite No. 2*
- ★ Felix Mendelssohn: *Calm Sea and Prosperous Voyage*
- ★ Felix Mendelssohn: *Overture to the Hebrides*
- ★ Jean Sibelius: *The Swan of Tuonela*
- ★ Ralph Vaughan Williams: *A Sea Symphony*
- ★ Grace Williams: *Sea Sketches*

Project 6 – Travel Guide

In the book, the snail and the whale go on a wonderful voyage around the world. We encounter:

- ★ The dock
- ★ Towering icebergs and far-off lands
- ★ Fiery mountains and golden sands
- ★ Caves beneath the waves
- ★ Speedboats
- ★ The bay

In this activity, you're going to write a travel guide. You could choose just one of the places the snail and whale visit in the book, or allocate a different place to individuals or small groups and put them together to create a complete travel guide for the whole world!

Feel free to add other places to your travel guide, which the snail and the whale did not (yet!) visit. This might include real places, imaginary places, or places you've been on holiday.

Each chapter of your travel guide might include:

- ★ Information about the climate
- ★ Descriptions of the scenery
- ★ Local food
- ★ Places to visit
- ★ What to pack if you're visiting this place
- ★ Pictures

Project 7 – Underwater Writing

Below are a number of ideas you could use as starting points to encourage writing around the story of **The Snail and the Whale**:

- ★ Imagine you are one of the children at the school in the book, and you helped to save the whale. Write a diary entry about that day. What happened? What did you do to help? How did you feel? What should we do to make sure it doesn't happen again?
- ★ Rewrite the story of *The Snail and the Whale* from the point of view of the snail, the whale, another character in the book (e.g. seagull, shark), or an imaginary creature who saw the whole thing happen.
- ★ Choose one of the pictures in the book but don't look at the text. Write your own description of what's happening in the story. You could also add speech or thought bubbles.
- ★ Write a newspaper report about the whale getting stuck on the beach, and how they were saved

-
- ★ At the end of the book, the snail and the whale tell their tale to all the other snails back at the dock. The other snails are so inspired they climb onto the whale's tail and they all set off on a new adventure. What happens next? Where do they go together, who do they see, what happens and how do they feel?
 - ★ The snail is very small but achieves great things. Think about a time you thought you couldn't do something but then found you could when you tried. What happened? What did you have to do to achieve your goal? How did you feel when you managed it?
 - ★ Write a pair of acrostic poems, using the words 'snail' and 'whale.'

Project 8 – News report

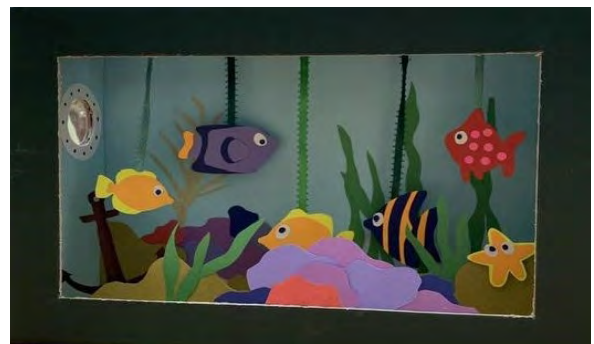
Work in groups to create a news report. Imagine you are on television and there's an item on the six o'clock news about what happened to the whale. One or two people will be news reporters. Others will be interviewees e.g. the school teacher, one of the children, a firefighter, a passer-by who came to watch, and maybe even the snail and the whale themselves. Write a script for the news report, rehearse it, and then share it with the rest of the class.

Project 9 – Sea pictures

In this activity, you're going to create a sea picture using only recycled materials. Start by talking about climate change, and the problems it's creating for life in the oceans. Then challenge your children to find as many materials as they can which can be recycled to make a piece of art based on the sea. This could be done at school or at home. Use those items to create an underwater scene.

Project 10 – Make your own aquarium

This could be an individual activity. Alternatively, each child could make their own creature to put in the tank.



You will need:

- ★ A large cardboard box
- ★ Scissors
- ★ Blue paper or card
- ★ Paper or card in a variety of colours
- ★ String or cotton
- ★ Sellotape
- ★ Glue
- ★ Googly eyes (optional)

Make the tank:

1. Cut the lid off the cardboard box, and place it on its side.
2. Cover the inside of the box with blue paper or card.

Make the coral/plant life:

3. Cut out seaweed, coral or any other plants you like using coloured paper. Stick them around the sides of the box, and dot some around the middle too (fold over the bottom of the plants and stick them to the bottom using glue).

Craft your creatures:

4. Cut out and colour in any creatures you would like to have in your aquarium. Googly eyes are a lovely optional addition.
5. Tie a piece of cotton to the top of each creature (or use sellotape), and attach the other end of the piece of cotton to the roof of the aquarium.

Project 11 – Fun Facts!

In this activity, the children will find out some interesting facts about the animals they encounter in the song *Deep Down Under the Sea*. We have created a worksheet for you to hand out on page 26, where children can draw lines to connect each fact to the correct animal. Alternatively, you could stick up a picture of each animal in different areas of the classroom or hall, and read out each individual fact, and ask the children to move to the picture of the animal they think it applies to – remember to mix up the facts, and don't reveal which animal you're describing!

What did they already know, or how did they work it out?

What was the most surprising fact?

Does anyone know any additional facts about these creatures?

What more can you find out?

Whale:

- ★ I use song to communicate, and in fact I'm the loudest animal on Earth.
- ★ I can eat 16 tonnes of krill each day – that's the same weight as about 21 adult cows!

Octopus:

- ★ I know how to use tools.
- ★ I can change my shape and colour.
- ★ I have three hearts and blue blood.

Snail:

- ★ It would take me more than a week to travel 1 kilometre without stopping.
- ★ I can be found everywhere on Earth, even in Antarctica.
- ★ I have between 1000 and 12,000 teeth.

Shark:

- ★ When I lose a tooth, another one grows in its place. I can lose 30,000 teeth over a lifetime.
- ★ I am a silent creature – I can't make a sound.



I have between 1000 and 12,000 teeth.

I have three hearts and blue blood.

I can use song to communicate, and in fact I'm the loudest animal on Earth.

I can change my shape and colour.

It would take me more than a week to travel one kilometre without stopping.



I can be found everywhere on Earth, even in Antarctica.



I know how to use tools.

When I lose a tooth, another grows in its place. I can lose 30,000 teeth over a lifetime.

Who am I?

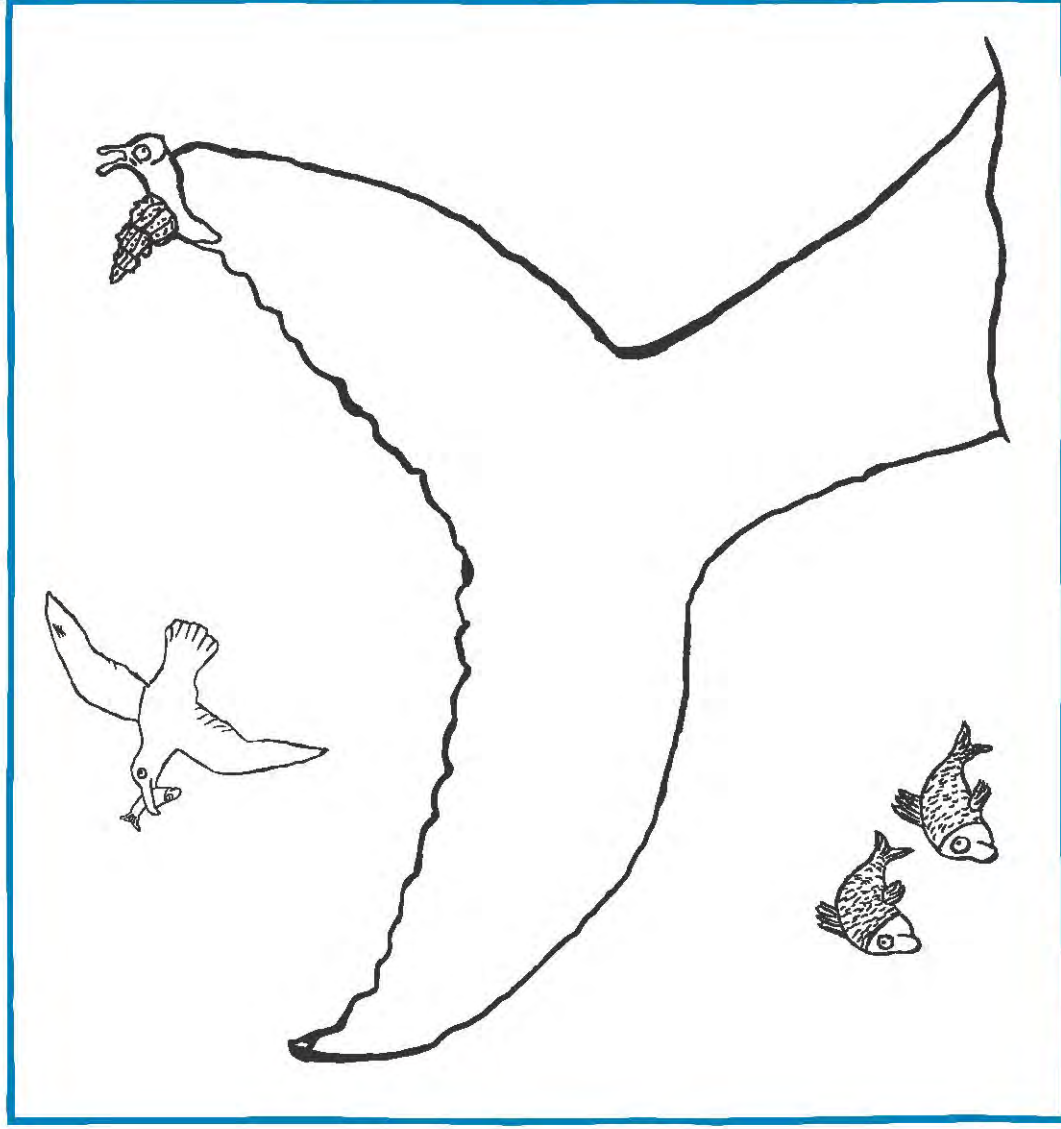
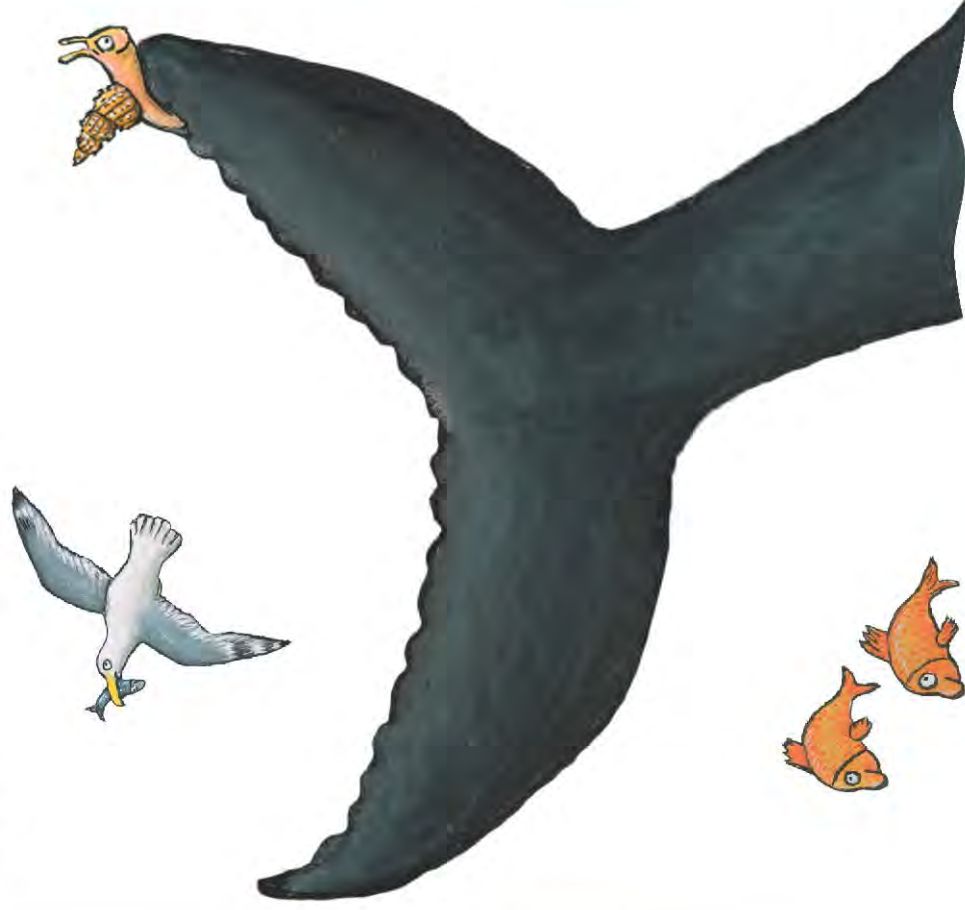
I am a silent creature – I can't make a sound.

I can eat 16 tonnes of krill each day – that's the same weight as about 21 adult cows!





Colour in the picture of Snail, the Whale, the seagull and the fish and then cut out.

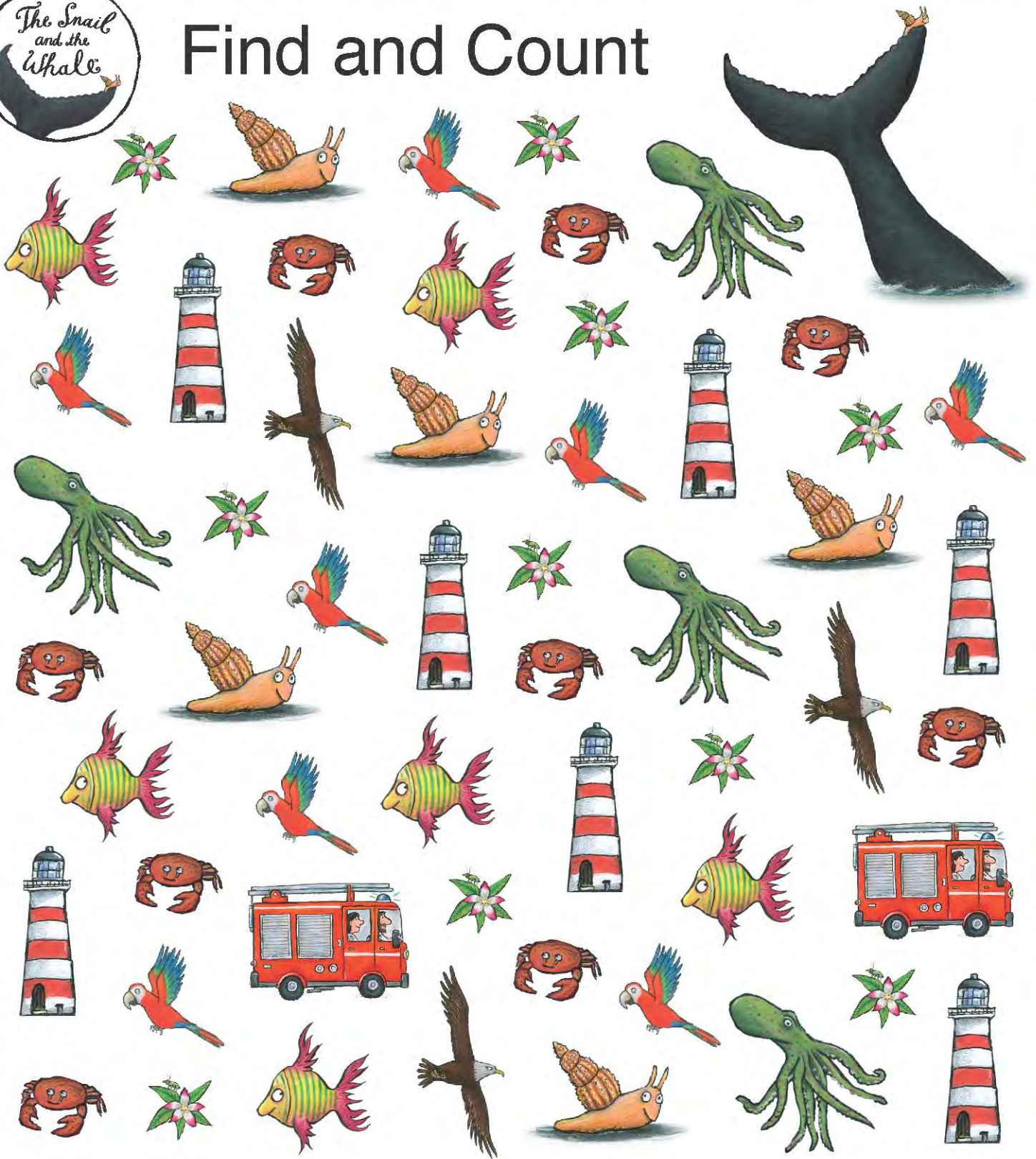


Colour in the picture using these colours, or use your favourite colours instead. Cut out the picture around the frame. Ask an adult to help you. Then put your finished picture up for everyone to see!









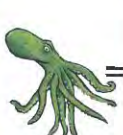





Find and Count



How many can you find? Cross each one off as you count them. Write the number in the box.

 = <input data-bbox="225 1809 359 1944" type="text"/>	 = <input data-bbox="512 1809 646 1944" type="text"/>	 = <input data-bbox="805 1809 940 1944" type="text"/>	 = <input data-bbox="1093 1809 1227 1944" type="text"/>	 = <input data-bbox="1385 1809 1519 1944" type="text"/>
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 = <input data-bbox="225 2002 359 2136" type="text"/>	 = <input data-bbox="512 2002 646 2136" type="text"/>	 = <input data-bbox="805 2002 940 2136" type="text"/>	 = <input data-bbox="1093 2002 1227 2136" type="text"/>	 = <input data-bbox="1385 2002 1519 2136" type="text"/>
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Thank you

We hope this pack will give you some suggestions to support Key Stage 1 provision in your school. For further ideas, don't forget to look at the learning resources on the LPO website, or book tickets to future BrightSparks concerts. We offer a Key Stage 1 and Key Stage 2 BrightSparks concert per year, each with associated resources and INSET sessions.

You can find out more at www.lpo.org.uk/create-take-part/

We'd love to hear from you about your school's musical activities! Please feel free to get in touch with us via email education@lpo.org.uk to find out more about our work here at the LPO, or if you'd like any guidance for musical work in the classroom.

We love hearing what you get up to in the classroom!

**If you would like to share your musical creations with us,
get in touch with education@lpo.org.uk**



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Deep Down Under the Sea

Written by Lucy Hollins

We're going deep down under the sea,
We're going deep, deep, deep as we can be,
We're gonna see what we can see,
Deep down under the sea.

We're going deep down under the sea,
We're going deep, deep, deep as we can be,
We're gonna see what we can see,
Deep down under the sea.

Goggles on (goggles on),
Take a deep breath (take a deep breath),
Hold your nose (hold your nose),
And... jump! Blp, blp, blp, WOW!

I see an octopus looking at me!
I see a whale as big as can be!
I hope that shark won't eat me for its tea! (*gasp*)
Deep down under the sea.

We're going deep down under the sea,
We're going deep, deep, deep as we can be,
We're gonna see what we can see,
Deep down under the sea.

Part 1: Flip, flap, flip flap your flippers

Part 2: There's a whole new world under the sea

Part 3: It's hard to sing with your snorkel on

Part 4: (*Wobbly melody*)

We're going deep down under the sea,
We're going deep, deep, deep as we can be,
We're gonna see what we can see,
Deep down under the sea.
Deep down under the sea.
Deep down under the sea.

DEEP DOWN

Music & Lyrics by Lucy Hollins (2024)
Arr. Mark Dickman

Med. Swing (♩ = 128)

1 2 3 4

We're go-ing

5 6 7 8

deep down un-der the sea We're go-ing deep, deep, deep as we can be, We're gon-na

9 10 11 12

see what we can see, — Deep down un-der the sea. We're go-ing

13

deep down un-der the sea We're go-ing deep, deep, deep as we can be, We're gon-na

Chords: D⁶, Bm⁷, Em⁹, A¹¹, A⁷, D⁶, Bm⁷, E⁹, A¹¹, A⁷(#5)

see what we can see, Deep down un-der the sea.

Chords: D, D/F#, G⁶, G[°], D⁶/A, A[°], A⁷, D⁶, D⁷

Straight 8s, Slower (♩ = 100)

21

Gog-gles on, (Gog-gles on) take a deep breath, (take a deep breath)

mp G, G+

23 **rit.** 24 *(sung)* **rit.**

hold your nose, (hold your nose), and jump! Blp, blp, blp,

gliss. **sfz** **mp**

E F#m7 G° E/G# A7

Flowing (♩ = 100)

25 *(spoken)* 26

WOW!

mf **f** **mf** **f**

D F G Bb

Swing (♩ = 108)

27 *(sung)* 28 29

I see an oc - to - pus look - ing at me!_ I see a wha - le as

mp **mf**

D% A11 D%

Tempo Primo (♩ = 128)

30 big as can be!_____ 31 I hope that shark won't eat me for its tea! (gasp!) 32

f *mp* *gliss* *sfz*

E⁹ C G D D/C Em D#^o

33 Deep down un - der the sea. We're go - ing 34

mf *sfz*

A A^o D⁶ A¹³

35 36 37 38

deep down un-der the sea We're go-ing deep, deep, deep as we can be, We're gon-na

mf

D⁶ Bm⁷ Em⁹ A¹¹ A⁷ D⁶ Bm⁷ E⁹ A¹¹ A⁷(#5)

39 40 41 42

see what we can see, — Deep down un-der the sea.

D D/F# G⁶ G^o D⁶/A A^o A⁷ D⁶ A¹³

43 **Vamp under dialogue** 44 45 46

mp D Bm Em A *mf* D Bm Em A⁷

47 **PART 1:** 48 49 50 **PART 2:**

Flip flap flip flap your flip-pers Flip flap flip flap your flip-pers

There's a

mp D Bm Em A D Bm Em A

51 **PART 1:** 52 53 54

Flip flap flip flap your flip-pers Flip flap flip flap your flip-pers

PART 2:

whole new world un-der the sea__ There's a whole new world un-der the sea__ There's a

PART 3:

It's

mp

D Bm Em A D Bm Em A

55 **PART 1:** 56 57 58

Flip flap flip flap your flip-pers Flip flap flip flap your flip-pers

PART 2:

whole new world un-der the sea__ There's a whole new world un-der the sea__ There's a

PART 3:

(cover mouth with hand)
hard to sing with your snor-kel on__ It's hard to sing with your snor-kel on__ It's

mf

D Bm Em A D Bm Em A

x 2

59 **PART 1:** 60 61 62

Flip flap flip flap your flip-pers Flip flap flip flap your flip-pers

PART 2: *tacet 2nd x*

whole new world un-der the sea_ There's a whole new world un-der the sea_ There's a

PART 3: *tacet 2nd x*

hard to sing with your snor-kel on_ It's hard to sing with your snor-kel on_ It's

PART 4:

(move lips with finger)
hmm_ hmm_ hmm_ hmm_

poco cresc.
D Bm Em A D Bm Em A

Detailed description: This block contains the first four parts of the musical score. Part 1 is a vocal line with lyrics 'Flip flap flip flap your flip-pers'. Part 2 is a piano accompaniment line with lyrics 'whole new world un-der the sea_ There's a whole new world un-der the sea_ There's a'. Part 3 is another piano accompaniment line with lyrics 'hard to sing with your snor-kel on_ It's hard to sing with your snor-kel on_ It's'. Part 4 consists of a vocal line with 'hmm' sounds and a piano accompaniment line with chords D, Bm, Em, and A. The piano accompaniment includes a 'poco cresc.' marking.

63 64

We're go - ing

f *sfz*
A¹³

fp

Detailed description: This block contains measures 63 and 64. Measure 63 features a piano accompaniment with a forte (*f*) dynamic and a piano line with a fortissimo piano (*fp*) dynamic. Measure 64 features a vocal line with the lyrics 'We're go - ing' and a piano accompaniment with a fortissimo (*sfz*) dynamic and a chord marked A¹³.

65

66 67 68

deep down un-der the sea We're go-ing deep, deep, deep as we can be, We're gon-na

f D⁶ Bm⁷ Em⁹ A¹¹ A⁷ D⁶ Bm⁷ E⁹ A¹¹ A⁷(#5)

69 70 71 72

see what we can see, — Deep down un-der the sea.

D D/F# G⁶ G[°] D⁶/A A[°] A⁷ D⁶ *sub. p*

73 74 75 76

p Deep down un-der the sea. *f* Deep down un-der the

p A A[°] D⁶ *sub. f* A A[°] Em⁷ A⁷ A¹³

77 78

sea.

3

8^{va} - V

sfz

D Bm7 A7 D⁶ D

V.