

TOGETHER

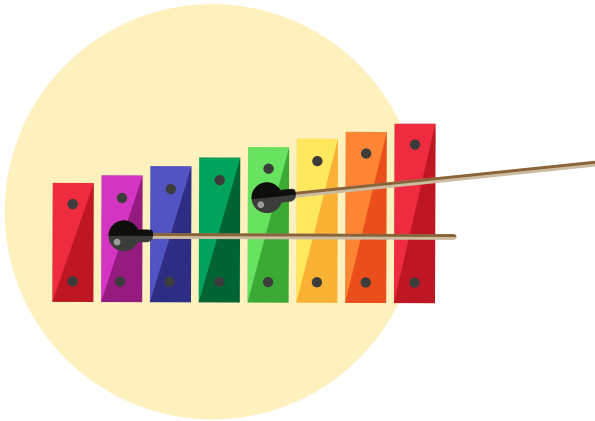
A song for Wiltshire Schools

wiltshire
music
connect

Teacher's Resource: Stage 0: Multi-Sensory Music-Making



This guide aims to provide ideas for a multi-sensory music making session.



It offers suggestions on how to create a 'soundscape' of our song whilst providing objects for students to hear, look at and touch to re-create our wonderful county of Wiltshire.

Resources to go with this teacher guide:

 [Together – Multi sensory soundscape video](#)

 [Together – recording of the song](#)

Optional resource:

 [Together – signs and Widget symbols pdf for display or handouts](#)

Notes from the composer:

“Context

The song was written in August 2020 in response to the commission idea ‘Song for Wiltshire’ for students in key stage 2. Children and families were invited to feedback about what Wiltshire means to them and key themes of nature and the outdoors emerged.

Overview

The verses explore similarities and differences in how people experience the county of Wiltshire. Through the chorus we understand that wherever people might live across the sprawling county of Wiltshire they can come together through singing and music making.”

Each section has its own theme and will have its own sound.

Here are the suggested ideas:

Chorus

In this section we will improvise the feelings of ‘Togetherness’. We can do this by simple swaying movement in time to the song and a gentle tapping of clapping to the beat. The song is in 3/4, which means each bar we count to 3 (think of a waltz feel). For students that can't do this independently gently tap this rhythm on their body (arms, hand, shoulders) or on their chair (if appropriate). This will allow them to feel the vibrations of the rhythm.

Encourage vocal sounds too. Copy and mirror any sounds and movements they make re-enforcing and celebrating our individuality and how music can bring us all ‘together’.

Notes from the composer:

“Salisbury Plain is a key geographical feature of the county which has a significant military population and connects the county to its past. **For example**, during the First World War people of many nationalities gathered together to train and camp on Salisbury Plain on their way to the Front Line.

There is a second vocal part in the chorus to emphasise the idea that singing together can create both unity and harmony between people. Whilst we may live physically apart across Wiltshire, we can all sing the same song.”

Verse 1

In this section we will explore natural sounds and objects. Can you find wooden instruments and 'sound-makers' to help create the sound of the countryside? What about objects from the natural world.



For Example:

- **Claves or Sticks** – good for tapping
- **Wooden Xylophones**
- **Shakers** – homemade shakers with popcorn seed in are good for those with minimal movements and to feel (please see video).
- **Scrunchy autumn leaves** – how do they sound/ feel?

If you have any **Talking Tiles** or **Bigmacks** you could pre-load farm sounds onto them and get students to explore the sounds. Can they identify what they have heard?

Don't forget objects to look at and touch:

- **Flowers** – using 'fake flowers' with lots of colours and textures
- **Pinecones & teasels** – different texture to feel, how does it sound?
- **Soft green fabric for grass** – nice for laying out instruments on

Verse 2

In this section we will explore different and contrasting sounds to verse 1, re-creating the town and 'man-made' world. Can you find metallic instruments and 'sound-makers' to create the sound of money in shops and metal cars on the road.



For Example:

- **Tambourines**
- **Bells**
- **Chimes**
- **Bicycle bell**

If you have any **Talking Tiles** or **Bigmacks** you could pre-load car sounds (engine, horns), a group of people talking (busy feel) and a till sound onto them, get students to explore these sounds. Can they identify what they have heard?

Instrumental

Once the first 2 verses have been explored give students a choice between metallic sounds and in the town sensory items and the wooden sounds and natural world sensory items, do they show preference?

This section can combine the two different elements together.

Verse 3

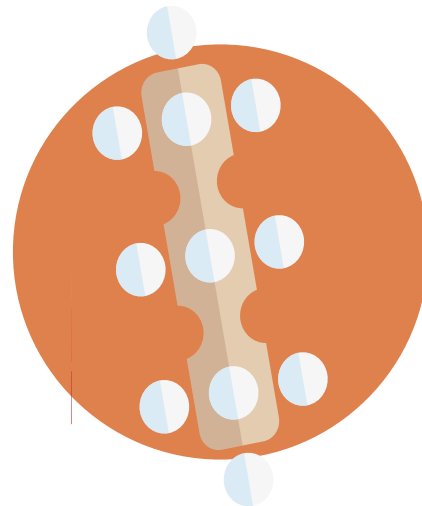
In this section we add in our third sounds by exploring the **drums**. A lot of people relate drums and drumming to primitive sounds and ideas, this can relate to our history as a county.

Try different shapes and sizes. Get students to explore different ways of playing; remember we may not be able to bang. **For example:** how does the drum sound when scratched or tapped with our fingers?



Once each section has been explored, see if students show preference towards certain sounds and sensory items. Divide the class/ group by their preferences (wooden, metallic and drums) and encourage each group to play in the correct soundscape section. Try and get other sections to listen when it's not their turn, this can support listening and turn taking skills.

All can come together in the choruses to create our very diverse soundscape whilst encouraging movement!



All the **Together** resources can be found here:

[wiltshiremusicconnect.org.uk/
songwriting/together](http://wiltshiremusicconnect.org.uk/songwriting/together)

Please let us know how you get on –
and share your school's lyrics, music and recordings with us!

info@wiltshiremusicconnect.org.uk