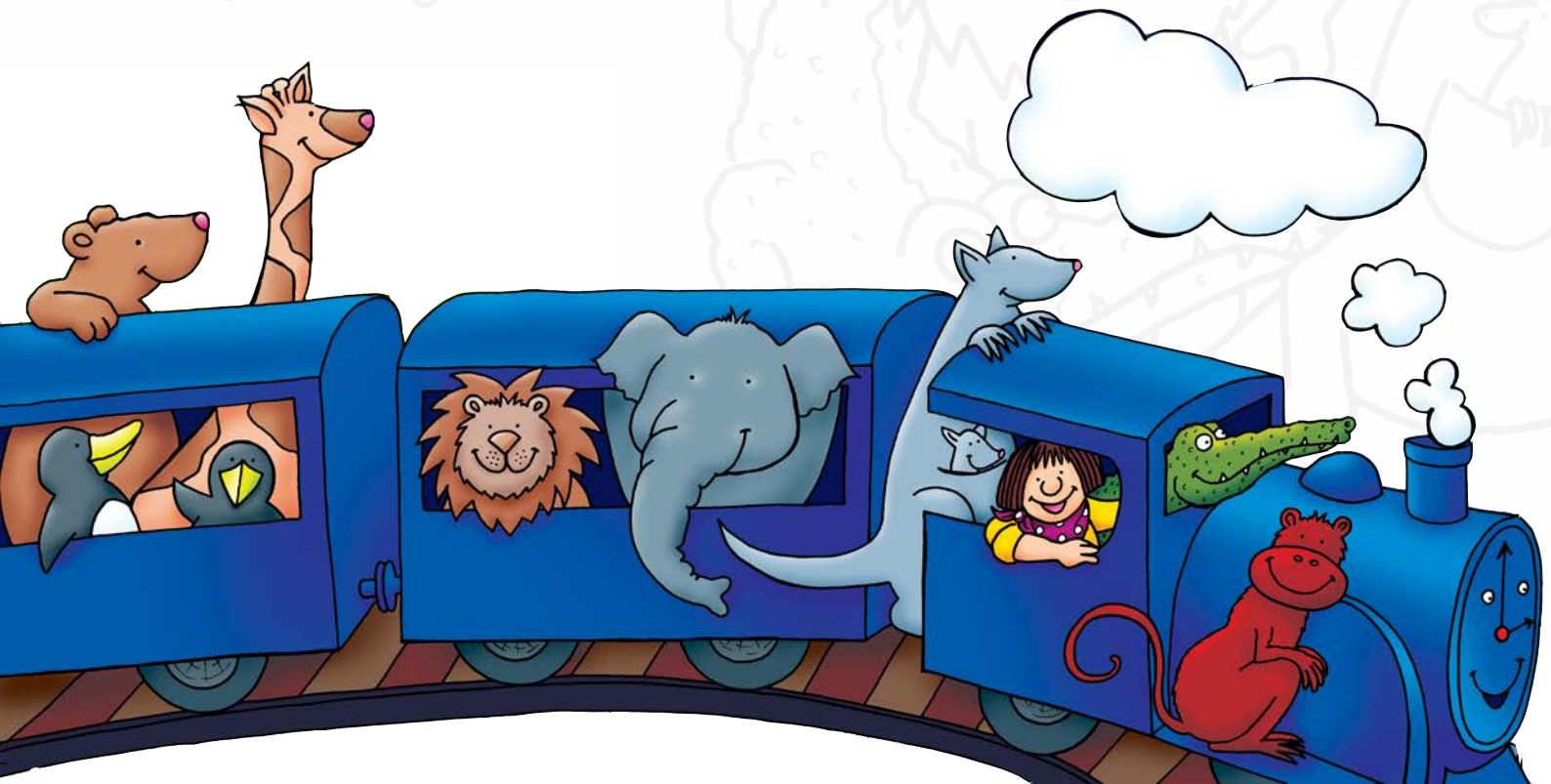


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JEMMA'S JOURNEY

Activity Pack for Parents, Carers and Nursery Teachers



Welcome to Jemma's Journey!

This pack is for parents, carers, nursery teachers and anyone who might like some activities to go along with the *Jemma's Journey* film, which we made just after lockdown in Spring 2022 – this pack is an invitation for you to carry on with music-making at home.

Music is such an important part of all our lives. Children love to sing and dance, it's very natural to them. Everyone responds to music, it nurtures every part of us – makes us happy, sad, excites us, calms us down. There are many other benefits that music can bring to your child.

Social Skills

Music-making encourages sharing, turn-taking, communicating and, ultimately, boosts children's confidence.

Language Development

Songs are sung at a slower pace than speech, often with much word repetition, facilitating language development.

Listening Skills

In this hectic world, just stopping and listening is hugely beneficial, developing concentration and encouraging creativity and imagination.

Physical Development

The child's response to music through movement helps develop and strengthen their fine and gross motor skills.

The benefits for your child of making music are many, but to me the most important point is that they enjoy it. I hope that you will enjoy playing and listening to the film and singing and dancing along with the music.

Vanessa King
Composer and animateur



About the Songs

The late Nigel Gomm (former trumpet player in the LSO) and I wrote these musical stories with not only children in mind but parents as well. Being parents ourselves, we know how much children love and need repetition so we wanted this to be music that would stand up to being played time and time again whilst engaging the adults as well! We hope you all enjoy sharing this together wherever you may be.

The following pages contain ways in which I use the songs, but obviously there is no right or wrong way. I often take inspiration from the children by watching them and seeing how they interpret the music. So be happy to listen and explore with them.

Jemma's Journey can be used in any number of ways. What about trying these for starters:

Listening Time

As it is a story, it can be listened to in instalments.

Car Journeys

Many parents have told me that these songs are an essential part of all their journeys!

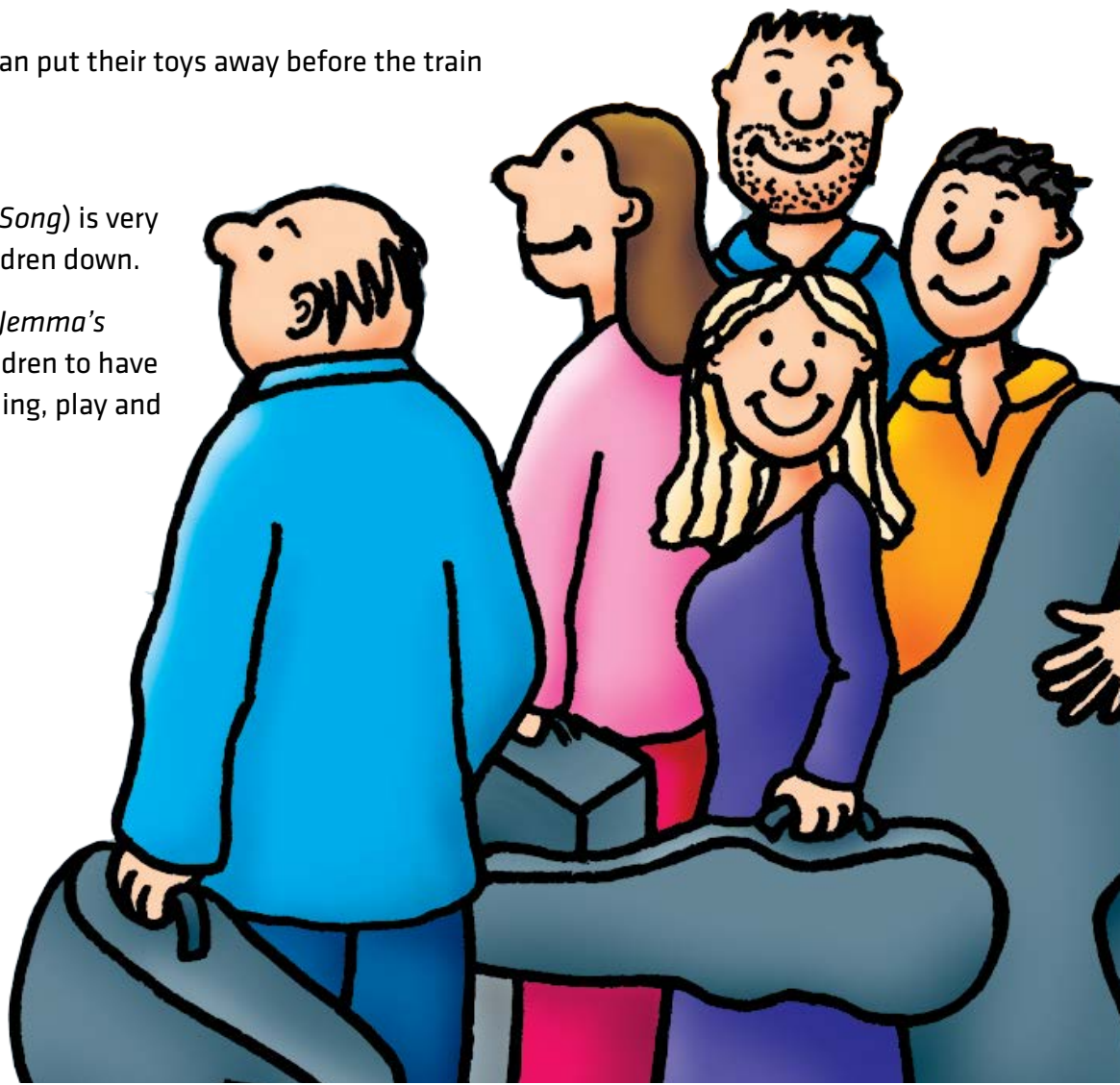
Tidy Up Time

See if your children can put their toys away before the train reaches the zoo.

Rest Time/Bedtime

The lullaby (*Daddy's Song*) is very good for calming children down.

But the main aim of *Jemma's Journey* is for the children to have fun through storytelling, play and music.



Wake Up Sleepy Head



Join in!

- Children lie asleep on the floor as quiet as can be
- As soon as the words 'wake up!' are heard, they jump up high and stretch
- In each verse, do all the actions (ie balancing on one leg)
- In between the verses they go back to sleep until 'wake up' returns
- Finally, after every part of their bodies have been woken up, a big stretch and shake makes them ready to start the day

Things to make and do

- Have you got a clock that you can hear ticking? Try putting it next to their ear and see if they can move their finger in time to it

Listen out for

- The song starts very quietly with percussion instruments making a tick tock sound. Can they find a similar sound and try to copy the clock ticking? For example, a pencil on a table or tongue and mouth

Be warned that this song certainly does wake them up and make them quite lively. Daddy's Song can be used to calm them down if needed!

The Outing



Join in!

- 'We're going on an outing on the train today ...' – Make train arms chugging up and down to this while dancing around
- There are different actions for various animals in the song:
 - 'snippety snap at the crocodile' – snap arms
 - 'elephant snores' – arm in the air with a loud snoring noise
 - 'lion roars' – loud lion roar
 - 'kangaroo keeps looking at you' – big staring eyes
 - 'hippopotamus lazing in the sun' – hand on forehead and big yawn
- In the instrumental sections, the children can choose to be an animal and dance around as they imagine that animal would move (ie monkeys jumping, snakes slithering)

Things to make and do

- This is a fast upbeat song and is best danced to!
- It can be used for musical bumps or statues
- It could also be used as a tidying up song
- You could take your lead from the children. Play it to them and see what their reaction is. I am sure they will have their own interpretations

Listen out for

- How many animals are mentioned in the song?
- What are they all doing? (elephants snoring, lions roaring)

Choo Choo, Choo Choo



Join in!

- Make a sitting-down train with the children and their toys – one behind the other
- Choose a driver and a ticket inspector
- All passengers need a ticket from the inspector (tap 'tickets, please' on the inspector's hand)
- The children's arms are the wheels of the train moving slowly at first and gradually getting faster
- The whistle sounds just before each verse. See if they can get this in the right place after listening to the song a few times
- As the train gets to the zoo, the wheels slow down (and so must their arms) until it stops and the whistle is sounded

Things to make and do

- Can you find a hat that would belong to the driver?
- Make a flag for the guard to wave as the train moves off
- Collect old train tickets for the Inspector to give the passengers
- Take a ribbed water bottle and fill it with pasta or lentils. Try to shake this in time to the speed of the train, or scrape a pencil over the ribbed sides to mimic the sound of the wheels turning

Listen out for

- Where is the train going?
- What do we need in case of rain?
- What does the conductor say?
- What do we see when we look out of the window?

Plod, Plod



Join in!

- Try to get complete quiet before the song begins so the children can hear the elephants plodding in the distance
- As the elephants get nearer their footsteps get louder. Can the children plod to the elephants beat?
- When the singer begins, do the actions suggested by the lyrics
- In between the singing they can plod around and wave their trunks in the air
- At the end the footsteps get quieter as the elephants disappear
- And so the children need to listen very carefully so they stop plodding when the elephants stop
- Encourage your children to make their actions louder and quieter to match the music

Things to make and do

- This is quite a good calming down song as the children have to really focus and listen
- A tambourine or bells can be used to plod in time with the elephants and then when their great big trunks are in the air, shake the bells up high

Listen out for

- What instrument starts the plodding noises at the beginning of the song?
- Just before each verse the violin plays a slidey (glissando) sound depicting the elephant's trunk in the air. How many times does she play this?

Can You?



Join in!

- Take your lead here from the song lyrics. All the animals have corresponding actions, and each verse has a kangaroo bouncing around at the end
- There is time in the verse after each animal to make the action (ie 'can you be like a monkey and jump up high?')

Things to make and do

- See if your children can make their own zoo from their toy collections
- You could make animal masks from paper plates, or head-dresses and costumes

Listen out for

- The violin features in this song depicting each animal's character through a musical picture. Bindi is playing the violin here. See if the children can point it out when listening. Can they mimic playing a violin?
- Listen to the song first and count how many animals there are. What noises would these animals make?
- Which would be the loudest, quietest or smallest animal?

Mr Crocodile



Join in!

- This is a hide and seek game/song
- Make your hand into a snapping crocodile
- After each verse, the crocodile hides behind your back. It slowly comes out, snapping away before the beginning of the next verse
- The actions are self explanatory:
 - Verse 1 – ‘the crocodile’s mouth is wide, I wonder what’s inside’ – Open your hands as wide as possible and peer inside
 - Verse 2 – ‘tail swings to and fro, along the ground so low’ – Swish your arm along the floor
 - Verse 3 – ‘mouth goes snap snap snap snap etc’ – Make your hand snap in time and your tongue flap

Things to make and do

- Find an old sock and put this onto your hand to make the crocodile. Stick some round stickers on for his eyes
- Can you make some percussion instruments at home that will snap and swish?

Listen out for

- What noise does the crocodile’s mouth make?
- And how about his tongue - can you make that sound?

Daddy's Song



Join in!

- Children lie on the floor listening to the song
- When it's finished, slowly get them up by waking each part of their body ie wiggle your toes

Things to make and do

Before they lie down I ask them:

- What their favourite part of the day was
- Which animal they liked the best
- Were there any animals they did not see at the zoo?

This could also be used as a bedtime song.

Or the children could lie all their toys down and put them to sleep at the end of their play time.

Listen out for

- The drum kit is played very gently with brushes and not sticks creating a calm atmosphere for the lullaby
- In the last verse the tune is not sung but played by one of the instruments. Is it the violin or maybe the piano, perhaps the clarinet, surely not the double bass and definitely not the drums. Which one?

This is a lullaby that is good for calming the children down.

The Orchestra

The Orchestra is made up of four different groups, or sections, of instruments; strings, woodwind, brass and percussion. At the front of the orchestra is the conductor who waves their baton at the players to keep them together.

The String Section

The string section sits at the front of the orchestra. In it are:



Violins



Violas



Cellos



Double Bases

The Woodwind Section

Behind the string section sit the woodwind section. These are all instruments that are blown in order to make a sound. It consists of:



Flutes



Oboes



Clarinet



Bassoons

The Brass Section

Behind the woodwind section are more blown instruments – the brass section. Here you'll find:



Trumpets



French Horns



Trombones



Tubas

The Percussion Section

At the very back of the orchestra is the percussion section. All the instruments in this group need to be hit or struck to make a sound. They include:



Timpani (Kettle Drum)



Snare Drum



Marimba

Percussion At Home

As we all know, children love to hit and bang things and make lots of noise! They also get a real thrill out of making and playing their own instruments. Here are a few ideas:

- Drums can be made from empty cake tins or upside-down saucepans hit with a wooden spoon
- For shakers (like maracas) use empty plastic bottles filled with uncooked rice, dried pasta or lentils
- Ridged plastic water bottles make a great scraping sound (like the guiro) when you run a pencil or pen over the ridges

If you'd like to buy instruments for your child to use at home, there are a large selection online and the sorts of things featured here to look out for are castanets, bells, tambourines, maracas, drums, triangles etc.

All of the songs can be danced to with the instruments, and specific percussion instruments I have used are:

- Castanets – ticking of the clock, snapping of the crocodile
- Bells – trumping of the elephants
- Triangles – ringing of the alarm clock
- Tambourines – trumping of the elephants
- Drums – marching and musical statues, plodding of the elephant
- Maracas – slithering of the snakes, ticking of the clock

To hear more songs from Jemma's Journey, please visit:
ratatat-toons.hearnow.com/jemma-s-journey-and-abi-s-adventure

About the London Symphony Orchestra and LSO Discovery

At the London Symphony Orchestra, we strive to inspire hearts and minds through world-leading music-making, from performing on stage, in recordings, digitally and on film, to reaching tens of thousands each year through our learning and community programme.

We were established in 1904, as one of the first orchestras shaped by its musicians. Since then, generations of remarkable talents have built the LSO's reputation for uncompromising quality and inspirational repertoires. Today we're ranked among the world's top orchestras. As Resident Orchestra at the Barbican since the Centre opened in 1982, we perform some 70 concerts there every year. We also perform over 50 concerts a year to audiences throughout the UK and worldwide, and deliver a far-reaching programme of recordings, live-streams and on-demand broadcasts. In 1999 we formed our own recording label, LSO Live. We've released over 150 recordings so far, and overall we have made more recordings than any other orchestra, including as a leading orchestra for film with classic scores for Star Wars, Indiana Jones, The Shape of Water, and many more.

Through our world-leading learning and community programme, LSO Discovery, we're connecting people from all walks of life to the power of great music, reaching across East London, the UK and the world through both in-person and digital activity. Our musicians are at the heart of this unique programme – which is based at LSO St Luke's – leading workshops, mentoring bright young talent, working with emerging composers, performing at free concerts for the local community and using music to support adults with learning disabilities. We also visit children's hospitals and support training programmes for teachers. The ambition behind all of this work is simple: to share the transformative power of music with everyone, and the impact is unrivalled. The LSO's reach extends far beyond the concert hall.