

Showtime!

Conductive Music: Mindful Soundscapes



England's only music-led STEAM company, Conductive Music integrates Science, Technology, Engineering, Arts, and Mathematics through music. Recognised by the Department for Education for best practice in Music Technology, we offer unique STEAM workshops, generative AI experiences, CPD for teachers, and inclusive education for SEND and marginalised pupils.



In-Schools Touring: Schools' Resources

This pack contains:
Pre-show information sharing resources
Pre-show pupil activity
Post-show pupil activities



Information for **teaching staff** taking part in the workshop and show.



Before the workshop and show it would be helpful if you could:

- Share what is happening and when with your colleagues in school. We have included a poster template on the next page that you could print out for the staff room to let people know what's happening.
- Let parents, carers and the wider school community know what is happening – we have provided some wording to help. Just add the details then copy and paste.
- Prepare your pupils – there are some ideas on how to do this later in the resource pack.
- We also have a separate [visual story and information about our access and sensory kit](#) to support with this.
- Make sure you have the resources needed for the workshop.
- Let any teaching/support staff who will be present during the workshop and show know what to expect so they can support pupils to access the experience.

Here is some more information about the organisation visiting your school which you could share with teachers:

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Pupils will take part in a performance of Mindful Soundscapes which fosters creativity and mindfulness among pupils through an artistic installation on climate change, upcycling, and environmental awareness.

Showtime!

Pre-show information for the school. Stick me up on your staffroom wall!

What you need to know.

Our school is taking part in Primary Arts, a new creative cultural programme for London's primary schools from A New Direction.

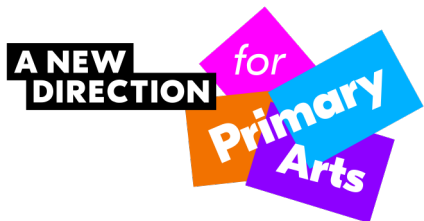
We have booked a touring session. Performers will be visiting us in school to provide a show and workshop for pupils and twilight CPD for staff.

Who is visiting us?



Title of the show:

Mindful Soundscapes



Classes taking part

Date of the show and workshops

Where the show is taking place

Timings of the show and workshops

Staff member organising it

Staff members attending

Date & time of Teacher Twilight CPD

Information to share with parents, carers and the wider community before the show.



Below is some suggested copy for a letter home to parents/carers or inclusion in your school newsletter:

We are delighted to let you know that our school is taking part in Primary Arts – a new creative, cultural programme for London primary schools from A New Direction.

We have booked a touring session, and Conductive Music will be visiting us in school to provide an experience and workshop for pupils in [INSERT CLASS/ES TAKING PART] on [INSERT DAY AND DATE].

Pupils will take part in a performance of Mindful Soundscapes which fosters creativity and mindfulness among pupils through an artistic installation on climate change, upcycling, and environmental awareness.

The interactive performance features a live plant set connected via TouchMe and MakeyMakey technology. Three trees, representing the Three Gods, narrate a story partly generated by pupils and inspired by Greek, Norse, and Southeast Asian mythology.

The stage setup includes found materials and upcycled props, integrating mental health and mindfulness themes through tactile and sensory experiences and deeply engaging pupils in environmental sustainability.

In the workshop, pupils create an immersive environment by experimenting with MakeyMakey technology, blending creativity and scientific understanding. They build interactive bio-sculptures from tin foil and other materials, contributing to different parts of a story.

These bio-sculptures form a garden orchestra, triggering natural sounds like birds, wind, and water. Movement activities involve mimicking natural shapes and contributing to the narrative, fostering physical engagement and environmental connection. Pupils recreate the environment through group storytelling, enhancing their collaborative skills and creative thinking.

Preparing **pupils** for the show.



Before the workshop and show you can let your pupils know what to expect using some of the key info and discussion questions below.

Conductive Music are coming to visit us to do a workshop and a show! In the workshop, the visitors are going to help us make something. In the show, we will watch the visitors perform.

This is the summary of the show. Listen carefully and then tell your talk partner what you think the show will be about.

We will take part in a performance of Mindful Soundscapes – an interactive performance which fosters creativity and mindfulness through an artistic installation on climate change, upcycling, and environmental awareness.

In the workshop, we will create an immersive environment by experimenting with MakeyMakey technology, blending creativity and scientific understanding. We will build interactive bio-sculptures from tin foil and other materials, contributing to different parts of a story. These bio-sculptures form a garden orchestra, triggering natural sounds like birds, wind, and water.

Pre-show discussion questions

You might like to talk through the following prompts to be ready for the performance.

- What is a show and what makes it special?
- What makes a good performance?
- What makes a good audience? E.g.
 - Stay sitting down so everyone can see and hear.
 - Respect everyone's personal space.
 - Don't talk when the show is on unless the musicians ask you to take part.

You can also let your pupils know what to expect using the discussion prompts on the next page.

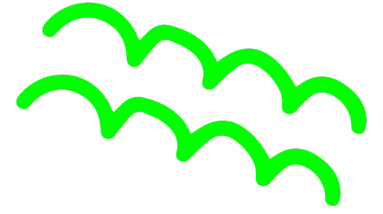
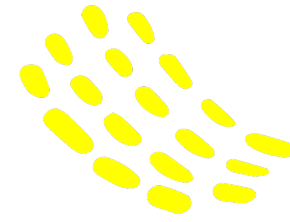
Depending on your pupils, for example pupils with SEND/younger children, you might want to share extra information about what sensory or interactive elements might happen or you might choose to leave that as a surprise. We have also provided a separate [visual guide and information about our access and sensory toolkit](#).

Thinking about our show and workshop

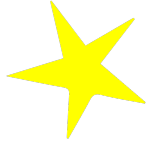
What do we need to remember when we have visitors to school?



How do you feel about the show coming to our school? Are you excited, nervous, happy?



How can we make sure that we all enjoy the show? For example, we will need to sit and listen very carefully.

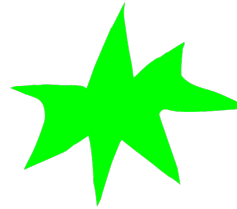


How do you feel about the show coming to our school? Are you excited, nervous, happy?



What props do you think you might see in the show?

In some parts of the show, they might ask us to take part – what do you think they might ask us to do?



What kind of music, songs or sounds do you think the show will include?



How will we know when to stop taking part and it is time to sit and listen again?



What do we do at the end of the show to say thank you?



Additional resources for your school!



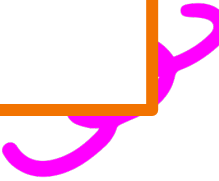
Prior to your school's performance and workshops taking place, your school will also receive:

- **A box of books** containing a range of fiction and non-fiction titles for all year groups, linked to the themes explored by the shows in this year's programme. These are for you to use in book corners or the school library.
- **A themed booklist** showing the books you've been sent and a range of additional titles you might find interesting.
- **A box of creative materials** and a themed resource with ideas for creative activities. This box contains a wide range of items that we hope will bring creativity to life in your classroom in many different ways!

The box of creative materials is for your school to use how you like! We suggest that it be used for the class/es that took part in the Primary Arts In-Schools Touring workshop and show for some extra creative activities. Most of the items in the box can be used for more than one project, as we wanted to ensure that it included lots of core art materials that, if looked after kindly, will be used again and again.

Each box contains the following materials:

- 2L PVA glue and 12 glue sticks
- Coloured tissue paper and coloured cellophane rolls
- Peel & stick wiggly eyes
- 100 paper plates
- 2 x 10m rolls of sugar paper in olive and cream
- Safety pins
- Scissor block set
- 2 x 1m of fake fur fabric
- 10m of calico fabric
- 2 packs of 48 coloured pens and 3 packs of 48 colouring pencils
- 50 sheets of coloured card and 50 sheets of white card
- Coloured lollipop sticks pack and 2 packs of stripy pipe cleaners
- Bumper pack of A6 greetings cards
- 100 sheets of A6 white card
- 45m of modelling string



Take a bow!

Post-Show Activities

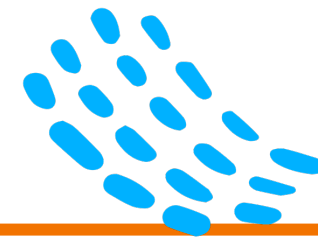
We hope that your school enjoyed the workshops and show!

Exploring the themes of the show and supporting pupils to reflect on the experience, we have suggestions for 10 minutes, 30 minutes or a full 1-hour lesson.



If you have 10 minutes

Box Office Vox Pop



Ask pupils to interview each other in pairs for a couple of minutes each, then as a whole class write up some short sentences to share in your school newsletter or assembly.

You have just come out of the show and a journalist grabs your attention to ask you what you think as you are leaving. Journalists: use a pen/ruler/your hand as a microphone and ask your talk partner:

- How are you feeling?
- What was the show you just saw?
- What was your favourite part?
- Can you sum up the performance in just one word?

Challenge students to think of their own questions and follow up questions to what's been said.

Go Further: Pupils could write up a review of the experience or perform a memorable part in groups.

EYFS/KS1/SEND: Focus on two of the questions and provide sentence frames, word mats with key vocabulary and pictures from the show to scaffold students as needed.

KS2: Challenge pupils to think of their own questions and follow up questions to what has been said.

Creative Skills: In this activity pupils are collaborating by co-operating together and sharing reflections.

If you have 30 minutes

Invite others to see the show!



Do the discussion activity above to reflect on the show, then support pupils to think of something you could send or share with other pupils who haven't yet experienced the performance.

Children at other schools are going to see the same show we saw. Let's send them an invitation... how could we make them excited to see the show? What do we want to tell them and how can we do this in a creative way? What should we keep as a surprise? Why?

Allow pupils to think of ideas in groups and then present back to the class – they could perform, write up or draw their ideas. Example invitation ideas: a card that opens up as a pop-up flower, a suitcase with a letter inside, a sound recording of a song, a map – all with some key information about the show.

Reflection: How does your invitation link to the show? What else does it make you think of?

Go Further: Pupils could make the actual invitations in DT/Art/Literacy lessons and then display them in the classroom/school hall/display boards.

EYFS/KS1/SEND: Focus on thinking of an object and a word to send to other pupils that links to the show. Provide options and key words for pupils to choose from. For example: friendship, welcome, travel.

KS2: Encourage pupils to think as widely as possible – what could they do with unlimited resources?

Creative Skills: In this activity pupils are collaborating and being imaginative by playing with possibilities.

If you have 1 hour

Soundscape Storytelling Adventure – Activity provided by Conductive Music



For this activity, you will need paper, pencils, tablets or computers, internet access, and the [Chrome Music Lab Song Maker website](#). You may also want to familiarize yourself with how to use Song Maker before the lesson using these video tutorials: [Song Maker](#) and [Tap the Tune](#) (by Dr. Yui Shikakura, Conductive Music). *This resource is produced by Franziska, Laura and Selina of Conductive Music.*

Pairing and Preparation (10 minutes): Pair students up, provide paper, pens, tablet/computer, and guide them through how to use Chrome Music Lab's Song Maker, giving them a few minutes to play around.

Whole-Class Idea Generation (10 minutes): Introduce the activity: We will be creating a short story with a musical soundtrack! Conduct a whole-class idea generation session for story themes / settings ideas / word bank. You could connect this to stories you have read recently in class.

Story Development (10 minutes): In pairs, students write a brief plot outline for their story, incorporating elements from the class ideas.

Introduction to Song Maker and Soundtrack Concepts (10 minutes): Discuss: What elements make a soundtrack feel scary, happy, or sad? Share some examples (on the next but one slide). Demonstrate how to use Song Maker's different functions and how different musical elements (tempo, pitch, melody, drumbeat) can convey various emotions and moods. You can also share a glossary with pupils (on the page after the examples).

If you have 1 hour

Soundscape Storytelling Adventure – Activity provided by Conductive Music



Soundtrack Creation (10 minutes): Pairs then compose a short soundtrack in Song Maker that aligns with the mood and events of their story. How does changing tempo or pitch in your soundtrack affect the mood of your story?

Presentation (10 minutes): Select a few pairs to present their stories to the class, playing their composed soundtracks in the background. Can the class guess which emotions they were trying to convey?

Reflection: How does sound influence mood or emotions? Can you think of examples from your soundtrack?

KS1/SEND: Pupils can draw a picture representing a scene or feeling they want to express. For example, a sunny day at the beach or a dark, stormy night. Think about the emotion behind your picture (e.g. happy, calm, scary). Use Song Maker to create sounds that match the drawings and the feeling it conveys. Experiment with different pitches and tempos.

KS2: Use Song Maker to create a basic band setup with three key parts. Drumbeat: Create a steady rhythm to keep the beat consistent. Bassline: Add low-pitched notes to support the melody and create depth. Melody: Compose a high-pitched, catchy tune as the focus. Repeat patterns to build structure and experiment with tempo and pitch to create a cohesive composition.

Go Further: Try recreating the soundtrack for a short movie clip or an animated scene, focusing on matching the emotions.

Creative Skills: In this activity, pupils are being imaginative by making connections and playing with possibilities.



Soundtrack Concepts

Scene: A police car chasing a motorcycle.

Emotion: Excitement, tension, fear.

Sound Characteristics: Fast tempo, loud dynamics, crashing sounds, sirens.

Scene: A duck swimming in a lake on a sunny morning.

Emotion: Calm, warmth, softness.

Sound Characteristics: Light, flowing melodies; mid-range pitches; gentle drumbeats.





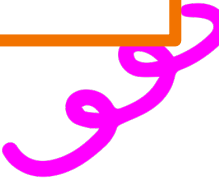




Glossary

Tempo: The speed of music; how fast or slow it is. Example: A lullaby has a slow tempo.

Melody: A sequence of notes that make up the main tune of a song. Example: The part you sing in "Twinkle, Twinkle, Little Star."

Pitch (High and Low): How high or low a sound is. Example: A whistle has a high pitch; a drum has a low pitch.

Drumbeat: The steady rhythm or pattern played on drums that keeps the timing in music. Example: The repeating beat in a marching band.



Thank you!

We hope that your school enjoyed the show!

Please share your experiences with other teachers in your network and encourage schools to sign up for information about next year's Primary Arts programme at:

www.anewdirection.org.uk/primary-arts

**A NEW
DIRECTION**
We create opportunity



About New Direction

A New Direction is an award-winning charity (1126216) working to enhance the capacity and agency of children and young people in London to own their creativity, shape culture, and achieve their creative potential.

Primary Arts is supported by The City of London Corporation City Educational Trust Fund (29084), a City of London Corporation charity. We are extremely grateful to them for their support.



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