

## Finlandia by Jean Sibelius

### Activity ideas for young people with specific learning difficulties

Sibelius wrote his patriotic tone poem in 1899 as a protest against increasing censorship in his home country of Finland. This part of the piece comes towards the end and features a calm hymn. This version of Finlandia is designed to be a relaxing piece in a reggae style.

Each Module is designed to cover several lessons where pupils always listen to the tracks and build on prior learning; recapping previous techniques and objectives.

#### **Module 1 Music- Composition and following instructions**

*Outcome – Pupils are able to keep a steady beat*

*Outcome – Pupils are able to follow a ‘conductor’*

1. Pupils listen to the track they keep to the steady beat by clicking fingers, clapping etc. Can pupils alternate a click and clap? This click / clap on the 2nd and 4th beat is the basis of reggae music. Listen to other examples (see below).
2. Pupils watch a conductor who varies how the steady beat is kept e.g. clapping, clicking, tapping head, tapping feet, tapping stomach. Can the pupils follow the conductor accurately? Vary the conductor with different pupils.

#### **Module 2 Art- Listening and responding**

*Outcome – Pupils are able to choose a place that they like*

*Outcome – Pupils are able to say why they like their chosen place and recreate it*

1. Finlandia is a tone poem written to describe through music, pride in the country of Finland and to celebrate its country’s beauty. What are you proud of in your country, school, and hometown? Where do you like to visit? Why?
2. Can pupils draw a place that is special to them while listening to the track?
3. Can pupils agree on their favourite part of school? What do they like about this place? Can they depict this in collage while listening to the track?

### **Module 3 Language- Using language to describe music**

*Outcome – Pupils are able to choose a favourite place*

*Outcome – Pupils are able to use adjectives to describe their special place*

1. Pupils listen to the piece with their eyes shut. They listen carefully creating a relaxing atmosphere.
2. Pupils choose a favourite place and say where that is. They each choose words to describe that place from things that can be found there to describing those things. Teacher acts as scribe.
3. Look at other special images e.g. woodland scenes, beach scenes, mountain scenes. What can pupils see? What is it like? How would it make you feel there?

### **Module 4 Maths- Counting and grouping beats**

*Outcome – Pupils are able to follow a steady beat*

1. Pupils listen to the piece. They notice the steady click beat throughout. Can they copy this accurately? Can pupils keep this beat steady when playing instruments?
2. Can they copy body actions – clapping, clicking, and tapping feet and head in time to this steady beat?

### **Module 5 Physical Development- Moving and responding to stimuli**

*Outcome – Pupils are able to follow music in movement*

*Outcome – Pupils are able to move their bodies in time to the music*

1. Pupils listen to the music. They sway in time.
2. Can pupils move gently and freely in response to the music? Perhaps through gentle turns, twists and sways.

### **Extended Listening**

“I can see clearly now the rain has gone” – Jimmy Cliff. Listen to this piece of reggae. Can pupils clap on the beats (2nd and 4th)?