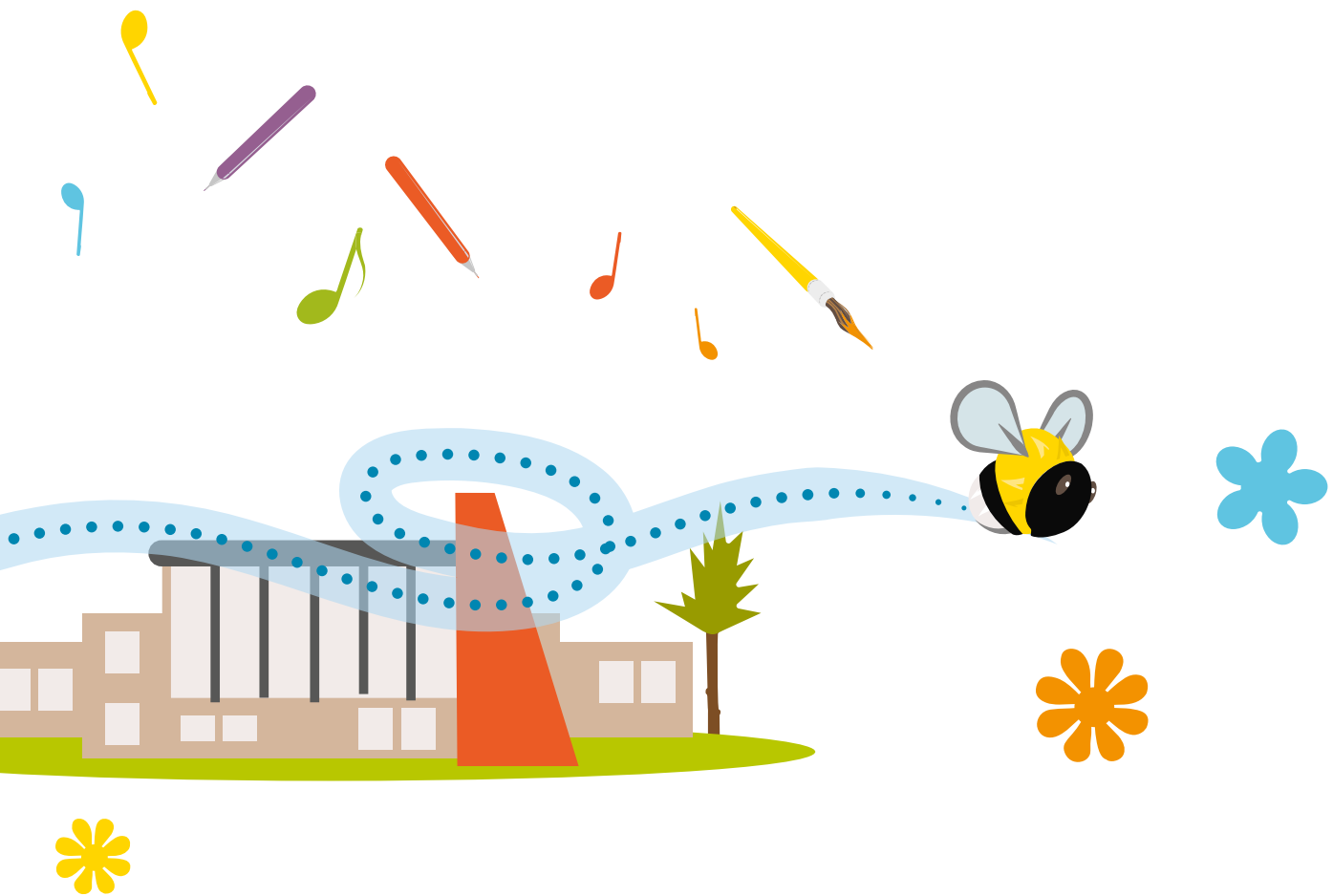


Flight of the Bumblebee

Education Pack

Key Stage 1 / AGE 5–7

Art • Music • Physical Education • Literacy



The Bumblebee Conservation Trust was established due to serious concerns about the 'plight of the bumblebee'. We have a vision to create a world where bumblebees are thriving and valued.

At the Bumblebee Conservation Trust, we want to empower the next generation to become guardians of bumblebees and secure their future. This *Flight of the Bumblebee* KS1 education pack has been designed to inspire creativity in the classroom, using bumblebees and music as a tool. The pack has activities for Art, Music, Physical Education (PE), and Literacy lessons. The curriculum links for each activity can be found below.

Curriculum links

Subject	England	Scotland	Wales
Art	<p>To use drawing and painting to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques.</p>	<p>Have the opportunity to choose and explore a range of media to create images and objects, exploring their effects.</p> <p>Freedom to discover and choose ways to create images and objects using a variety of materials.</p>	<p>Explore and experiment with a variety of techniques and materials.</p> <p>Mix, shape, arrange and combine materials to create their own images and objects that communicate and express their ideas, feelings and memories creatively.</p>
Music	<p>Find out how the pitch and volume of sounds can be changed in a variety of ways.</p> <p>Listen to, review, and evaluate music across a range of historical periods.</p>	<p>Use voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics.</p>	<p>Explore a range of sound sources and experiment with different ways of making and organising sounds.</p> <p>Create their own musical ideas and contribute to simple compositions.</p>
PE	<p>Developing balance, agility and co-ordination.</p> <p>Perform dances using simple movement patterns.</p>	<p>Discovering ways to link actions and skills to create movement patterns and sequences.</p>	<p>Develop their responses to different stimuli such as music, pictures, words and ideas.</p> <p>Develop their control by linking movements to create a series of changing body shapes and pathways.</p>
Literacy	<p>Writing narratives about personal experiences and those of others (real and fictional).</p> <p>Writing down ideas and/or key words, including new vocabulary. Evaluating their writing with the teacher and other pupils.</p>	<p>Learning to use notes to help generate and develop ideas or create new text.</p> <p>Selecting ideas, organising them in a logical sequence and using words which will be interesting and/or useful for others.</p>	<p>Write in response to a variety of stimuli on subjects that are of interest or importance to them, including stories</p>

Thank you to the panel of educators who generously helped us develop ideas for this resource.

Objectives

To create a piece of artwork based on music and nature and express how they make them feel.

Resources:

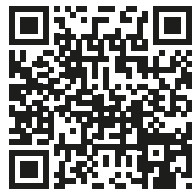
A range of art materials,
e.g. pencils, paper, glue, fabric, string.



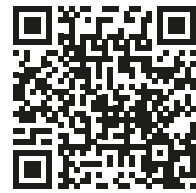
Flight of the Bumblebee by
Rimsky-Korsakov



(See: youtube.com/watch?v=aYAJopwEYv8)



Video showing bumblebees
in flight



(See: youtube.com/watch?v=YL3YGKOZ_Zg)



Activity

Starter

Ask the pupils to close their eyes. Play the *Flight of the Bumblebee* and ask pupils to focus on what the music makes them think of. Does it bring to mind certain colours or shapes?

When it has finished, go around the class for feedback.

Task

1. Give each pupil a piece of paper and pencil.
2. Play the song again. This time ask them to draw whatever comes to mind as it plays. It can be scribbles, patterns, or shapes. Whatever it makes them feel.
3. Now explain that you would like to create a collective piece of art based on the song. Put out a huge, long sheet of wallpaper and a variety of art materials, to allow them to experiment. Alternatively, they can work on individual sheets.
4. Ask everyone to choose a piece of the paper and fill it. You can play the *Flight of the Bumblebee* again to allow ideas to flow onto the page.

Plenary

Show the class a video of a bumblebee flying around. Does their artwork remind them of this? How are they different/similar? Discuss what bumblebees do and what they look like, e.g. flap wings, drink nectar, collect pollen; they have hairy, stripy bodies.



Play the music with the bumblebee in mind and ask them to do a final drawing. How has this changed what comes to the paper?

Objectives

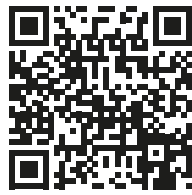
To understand how music can represent movement and actions, using the bumblebee as an example.

Resources:

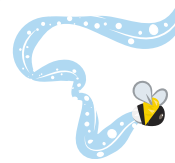
A range of musical instruments, e.g. recorder, maraca, shakers, tambourine.



 *Flight of the Bumblebee* by Rimsky-Korsakov



Video showing bumblebees in flight



(See: youtube.com/watch?v=aYAJopwEYv8)

(See: youtube.com/watch?v=YL3YGKOZ_Zg)

Activity

Starter

Listen to the *Flight of the Bumblebee* and ask pupils what they can hear. What does it make them think of? Are there any specific instruments they can hear? How does it make them feel?

Explain that the music was created to represent a bumblebee flying around. Show video of bumblebee flying around. Play the music again and ask what they think now they know this.

Ask them to think of an eagle flying for comparison. Which is more chaotic? Which is more graceful?

Task

1. Explain that you would like them to create their own music using the bumblebee as inspiration. Think about what bumblebees do and what they look like, and how this might influence their work. You can provide some key words such as flap wings, drink nectar, collect pollen. They have hairy, stripy bodies.
2. Experiment as a whole group with which instruments sound like a bumblebee. Think about speed, pace, and pitch.
Examples: creating a fast trill between notes on a recorder. Creating a buzzing noise with mouths. Gently shaking a tambourine.
3. Ask the pupils to get into groups to create their own *Flight of the Bumblebee* music piece, using the instruments available to represent a bumblebee

Plenary

Ask the groups to sit around quietly and listen to each other's musical creations. What do they think works well?



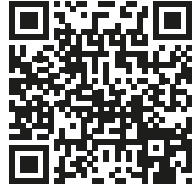
Ask the pupils to produce sounds based on other animals, e.g. elephant, eagle, centipede.

Objectives

To create a dance routine using the *Flight of the Bumblebee* and their own knowledge of bumblebees as inspiration.

Resources:

Flight of the Bumblebee by
Rimsky-Korsakov



(See: youtube.com/watch?v=aYAJopwEYv8)



Activity

Starter

Play *The Flight of the Bumblebee*. Explain that as it plays you would like them to move in whatever way the music makes them want to. They can run around, dance on the spot, do a jiggle.

Explain that the music was created to represent a bumblebee flying around. Ask the pupils to imagine a bumblebee. What are they doing? How are they moving? What do they look like?

Task

1. Introduce some basic movement patterns that can be used to make a bumblebee dance:
 - Flap wings quickly.
 - Raise arms above their head, like antennae.
 - Stick out their arms, and sway like a flower.
 - Dip heads down, as though drinking nectar.
 - Run a little way to a new flower.
2. Ask the pupils to get into groups and create their own bumblebee dance. They can use the actions you have shown or add more in.

Plenary/cool down

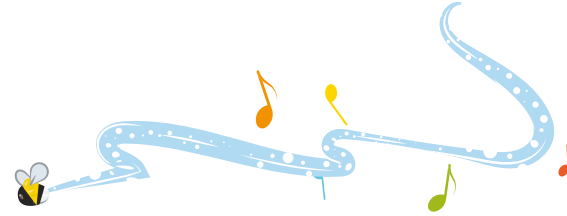
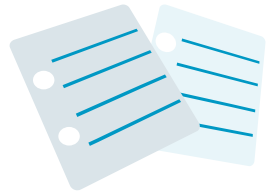
Ask the groups to sit around quietly and listen to each other's musical creations. What do they think works well?

Objectives

To create a short story based on the music *Flight of the Bumblebee*, and the movements and sounds a bumblebee makes.

Resources:

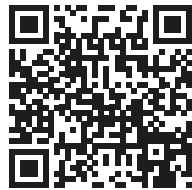
Lined paper and pencils.



Flight of the Bumblebee by
Rimsky-Korsakov



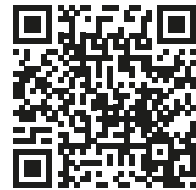
(See: youtube.com/watch?v=aYAJopwEYv8)



Video showing bumblebees
in flight



(See: youtube.com/watch?v=YL3YGKOZ_Zg)



Activity

Starter

Play the music *Flight of the Bumblebee*. Ask the pupils to think about what comes to mind as it plays. Words, stories, images etc.

Watch the bumblebee video and do the same. Discuss the movements the bumblebee makes and what it looks like.

Task

1. Play the music again and this time ask the pupils to write down a list of words that come to mind as it plays. What does it make them think and feel?
2. Provide and discuss a list of additional bumblebee-related key words: **flower, wings, pollen, nectar, stripes.**
3. Ask pupils to choose their favourite **five** words from their list and the key words. If possible, they need to include a character and a setting. Ask them to plan a short story based around these words. It can be about anything they like. What is the *beginning, middle* and *end*?
4. Ask the pupils to write their short story.

Plenary

Ask the pupils to get into groups of twos or threes and share their stories. Ask them to give each other feedback. What did they think worked well? Which words stood out?