

OAE SCHOOLS KS1:

PAPAGENO AND THE BIRD

WHO WOULD BE FREE

TEACHERS RESOURCE PACK

CONTENTS

THE OAE	3
The Project	4
Vocal Warm Ups	6
Extra Games for School	7
Don't Give up (vocal score)	8
Don't Give up (piano score)	12
Magic Flute Finale Song (vocal score)	25
Magic Flute Finale Song (piano score)	26
Queen of the Night Song (mini score)	28
Elevator Song	30

AUDIO TRACKS

[Full Playlist Link](#)

[1. Don't give Up](#)

[2. And if you Fall](#)

[3. You Have Gifts](#)

[Magic Flute Finale Song Accompaniment](#)

[Queen of the Night](#)



THE OAE

In 1986, a group of inquisitive London musicians took a long hard look at that curious institution we call the Orchestra, and decided to start again from scratch. They began by throwing out the rulebook. Put a single conductor in charge? No way. Specialise in repertoire of a particular era? Too restricting. Perfect a work and then move on? Too lazy. The Orchestra of the Age of Enlightenment was born.

Since then, the OAE has shocked, changed and mesmerised the music world. Residencies at Acland Burghley School, the Southbank Centre and Glyndebourne haven't numbed its experimentalist bent. Record deals haven't ironed out its quirks. Period-specific instruments have become just one element of its quest for authenticity.

Today the OAE is cherished more than ever. It still pushes for change, and still stands for excellence, diversity and exploration. More than thirty years on, there's still no orchestra in the world quite like it.

THE PROJECT

Kirsty is a bird. Tim is a bird catcher. Every day he must catch a new bird to take to the queen for her collection. In return she gives him food and drink. This is a good arrangement. One day Tim catches Kirsty – and is going to take her to the queen - but Kirsty does not want to be caught or to live in a palace. She wants to be free. Tim is frightened of the Queen, but is moved by Kirsty's plight. He tries to let her free, but is caught by The Queen. The Queen won't let them off, but agrees to give them a chance to free themselves. First she challenges them to be silent, but Tim can't manage it. The Queen says that the challenges are over, but Kirsty begs for another chance. The Queen agrees, and gives them the trials of Fire and Water. She offers them weapons – a Flute and some bells, everyone knows that they are doomed to fail. As they attempt the trials, at first they get nowhere, but then they decide to use their flute and bells – and the fire and water are calmed. Their music has saved the day! Tim and Kirsty are set free, and Tim goes with Kirsty to live life as a bird, flying around the world.

GETTING READY FOR THE SHOW

Checklist for the show:

1. Don't Give Up - 3 versions [See Sheet Music]
2. Finale Song [See Sheet Music]
3. Queen of the Night – FREEZE!
4. Tim's Call and Response with "pipes"
5. Fire and Water Soundscape

1. Don't Give Up Song (see sheet music)

The better you know this song, the more fun you'll have. There are three versions, all with the same chorus (which is definitely the most important bit). It's a song all about having a go even when things feel really hard. We sing it to encourage Tim and Kirsty during their three trials.

2. Finale Song (see sheet music)

This is a short song that happens right at the end of the concert when all the trials have been completed. The melody is by Mozart and the new words are by Hazel.

3. Queen of the Night – FREEZE!

SIMPLE VERSION:

As soon as you hear the Queen's music [recording by OAE team], freeze on the spot in a frightened pose – she's so terrifying!!

EXTENSION VERSION:

Use sheet music called "Queen of the Night Music for Schools"

b1-4 [16 beats] - Put Hand to ear as if hearing something from a distance

b5-7 [12 beats] - Create a freeze of astonishment and fear

b8-17 [36 beats]- FREEZE AS STILL AS POSSIBLE!

4. Tim's Call and Response with "pipes"

In the show, we'll be using the notes D – E – F# - G – A but you could practice with C – D – E – F – G if that's easier. Start easy with the leader playing all five notes from bottom to top. Get the group to sing them back. Now go from top to bottom. Once you've got the hang of it, start mixing up the notes so that they're out of sequence and see how complicated you can make it and still have everyone sing the right notes.

5. Fire and Water Soundscape

In the show, you'll need to create a soundscape of fire and water. When Tim or Kirsty get closer, the sounds get louder. When they move further away, they get quieter. If Tim plays his magic bells, you have to stop IMMEDIATELY.

To get ready for the show, try turning this into a game so that the people on one side of the room are FIRE, the other side are WATER.

ASK THE CHILDREN to find a sound a movement to represent FIRE and WATER (eg: finger clicking for fire, vocal swooshing sounds for water)

Once this is decided:

Pick a child to move towards the fire and water in turn. The closer they get, the louder the fire/ water becomes and the larger the actions are, the further away they are the quieter and smaller the response is. Change the leader.

ADD THE BELLS:

The person who is approaching has something like a bell (a bell, triangle, chime bar etc). When the bells play the fire/water are silent. Get the leader to try and catch everyone out – UNLESS the bells play, the sounds should get louder when the leader gets closer. As soon as the bells sound, you have to fall completely silent.

VOCAL WARM UPS

Big Face – Small Face

Pretend to be terrified of the Queen of the Night – make your face and hands as big as you possibly can.

Now scrunch up your face and hands as you try to stay completely silent. Move between the two extremes to warm up your face. This will help to stretch the muscles you'll need to sing the words really clearly.

Hmmm Hmmm Hmmm

In the story, Kirsty covers Tim's mouth to stop him speaking. Let's use the "Hmmm" sound that he uses to warm up our voices. Can you have a conversation with a partner using only "Hmmm"?!

Cackling Queen

Can you cackle like the Queen of the Night? Take it in turns to do a cackle that the whole group has to copy. Try cackling low, high and everything in between.

EXTRA GAMES FOR SCHOOL

BIRDCATCHER!

This is just like stuck in the mud! One person is nominated the BIRDCATCHER, everyone else is a BIRD.

The BIRDS fly/flap around the room, silently. The BIRDCATCHER can catch them by tapping them. If a BIRD is tapped, they are TRAPPED IN A CAGE. They have to stand perfectly still, with legs wide like "stuck in the mud", but sing for the queen by going "tweet tweet tweet". Another BIRD can set them free by crawling under their legs.

Take turns being the BIRDCATCHER

FAVOURITE THINGS

In the show, Kirsty says that she is made for singing and flying around, and Tim says that he is made for chatting.

Ask the group what their favourite things to do are. Choose three of the favourite things (ie, eating ice cream, football, stroking a cat) and then create very quick actions for each of the favourite things. The leader says "I love (e.g.) ice cream" and everyone does the ice cream action etc.

NB: For added interest, Make one position low (stroking a cat on the floor) One Standing tall (eating an ice cream) One active and fast (shooting a goal).

Shout out "I love....." in different orders and see if the group can respond quickly with the corresponding actions.

No.1 Don't Give Up

H.Gould

J.Redwood

Punchy, Upbeat (♩=120)

Cue T: I might as well give up!

Vamp for Kirsty text

3 2

7 **Tim Text** D

Don't give up!

12 F#m Bm G A D Bm D/F#

— Have a try! — Keep on reach - ing for the sky —

18 G G/A D F#m Bm D/F# Bbmaj7

— oh — yeah! Don't give up! — Have a try! — spread your wings — you

24 C(add9) D Bm D/F# G G/A Bm

might find you can fly you can fly — oh — yeah!

Tim and Kirsty Chat

31 G6 D/A G/B D/A G6 D/A G/B Dm/A E7/G# G6 G/A

37 D F#m Bm G A D Bm

Don't give up! — Have a try! — Keep on reach - ing for the sky

43 D/F# G G/A D F#m Bm D/F#

— oh — yeah! Don't give up! — Have a try! — spread your wings

49 Bbmaj7 C(add9) G6 D Bm D/F# G G/A D

— you might find you can fly you can fly — oh — yeah!

No.2 And If You Fall

Majestic (♩=120)

57 Pno. Cue K: At the first hurdle Eb Gm Cm

Don't give up! Have a try!

64 Ab Bb Eb Cm Eb/G Ab Ab/Bb Eb Cm

Keep on reach - ing for the sky oh yeah!

Tim and Kirsty Chat

71 C♭maj7 Ab/C D♭ Dmaj7 B/D# E Fmaj7 D G7(b9) Cm Pno.

80 Cm D♭/F D/F# Eb/G C7/G Fm

and if you fall pick your-self up take a breath,

87 C C7 D♭ Ab B♭m Fm Eb/G Ab

count to ten, things go wrong, you can try a - gain try a - gain

Upbeat Chorus

95 Ab/Bb Eb Gm

try a - gain Don't give up! Have a try!

100 Cm Ab Bb Eb Cm

Keep on reach - ing for the sky

104 Eb/G Ab Ab/Bb Eb Gm Cm

oh yeah! Don't give up! Have a try!

109 Eb/G C \flat maj7 D \flat (add9) A \flat 5/4 Eb Cm

spread your wings_ you might find you can fly

113 Eb/G Ab Ab/B \flat Eb

you can fly_ oh_ yeah!

No.3 You Have Gifts

Reflective (♩=108)

Cue K: I feel like giving up Text

Text

120 Vln.

I feel like giving up

124 Text Cm Gm Ab Fm 7 Eb/G

Don't give up!_ Have a try!_

130 A \flat maj7 Cm Eb/G Ab Ab/B \flat Cm

Keep on reach - ing for_ the sky_ oh_ yeah! Don't give up!

135 Gm Ab Eb/G rit. C \flat maj7 D \flat (add9)

Have a try!_ spread your wings_ you might find you can

A Tempo (♩=108)

140 Eb

fly_ you have gifts_ don't you

146 Cm Eb/G A \flat (add9)

know?_ you are brave, smart and strong

153

you have gifts_ can't you see?_ in your

158 Cm Eb/G Ab(add9)

hands, in your heart in your song

162 *poco accel.*

in your song

166 **Chorus** (♩=112)

Eb Gm Cm Ab Bb Eb

Don't give up! Have a try! Keep on reach

171 Cm Eb/G Ab Ab/Bb Eb Gm Cm

- ing for the sky oh yeah! Don't give up! Have a try!

177

spread your wings spread your wings

spread your wings spread your wings

181

you might find you can fly you can

spread your wings you might find you can fly you can

186

fly oh yeah

fly oh yeah

No.1 Don't Give Up

H.Gould

J.Redwood

Punchy, Upbeat (♩=120)
Cue T: I might as well give up!

Kirsty:
Oh no! A challenge of silence. I couldn't stop myself from singing when you played your silly pipes, and you've already proved that you can't stay quiet for more than 10 seconds.

4 **Vamp for Kirsty text**

7 **Tim Text**

Tim Text

Tim:
That's true. I was hopeless before, and I'll be useless now.
There's absolutely no chance. I might as well give up...

11 **D F#m Bm G A**

Don't give up! — Have a try! —

15 D Bm D/F# G G/A

Keep on reach - ing for the sky oh

19 D F#m Bm D/F#

yeah! Don't give up! Have a try! spread your wings

23 Bbmaj7 C(add9) D Bm

you might find you can fly you can

27 D/F# G G/A Bm

fly oh yeah!

Tim and Kirsty Chat

Piano Score

31 G⁶ D/A G/B D/A G⁶ D/A G/B Dm/A E⁷/G[#]

Tim and Kirsty Chat

Tim and Kirsty:
Improvised conversation about what they've just heard...

36 G⁶ G/A D F[#]m Bm

40 G A D Bm D/F[#] G G/A

45 D F[#]m Bm D/F[#]

49 $B\flat$ maj7 C(add9) $G\flat$ D Bm

you might find you can fly you can

53 D/F# G G/A D

fly oh yeah!

No.2 And If You Fall

Majestic (♩=120)

Cue K: At the first hurdle

57 Pno. $E\flat$ Gm

Don't give up! Have a try!

Majestic (♩=120)
Cue K: At the first hurdle

mf

Ped. Ped. Ped. Ped.

63 Cm $A\flat$ Bb $E\flat$ Cm

Keep on reach - ing for the sky

67 Eb/G Ab Ab/Bb Eb Cm

oh yeah!

f

Tim and Kirsty Chat

71 Cbmaj7 Ab/C Db Dmaj7 B/D# E Fmaj7 D G7(b9)

Tim and Kirsty Chat

Tim and Kirsty:
Improvised conversation about what they've just heard...

p espress. *mf*

78 Cm Pno. Cm Db/F

p

and if you fall

Ped.

83 D/F# Eb/G C7/G Fm C C7 Db

pick your-self up take a breath, count to ten,

mf *mp warm*

Ped. Ped. Ped.

89 Ab Bbm Fm Eb/G Ab

things go wrong, you can try a - gain try a - gain try a -

96 Ab/Bb Eb Gm

gain Don't give up! Have a try!

Upbeat Chorus

mf

100 Cm Ab Bb Eb

Keep on reach

103 Cm Eb/G Ab Ab/Bb Eb

- ing for the sky oh yeah! Don't give up!

107 Gm Cm Eb/G

Have a try!___ spread your wings

110 C^bmaj7 D^b(add9) A^b9/8 E^b Cm

you might find you can fly

113 Eb/G A^b A^b/B^b E^b

you can fly___ oh___ yeah!

117

No.3 You Have Gifts

Reflective (♩=108)

Cue K: I feel like giving up

Text

120

Vln.

Musical notation for the violin part, measures 120-122. The melody consists of eighth and quarter notes in a descending line.

Reflective (♩=108)

Cue K: I feel like giving up

Text

Kirsty:
A Flute Can't put out a fire!

Piano accompaniment for measures 120-122. The right hand has a melodic line with eighth notes, and the left hand has a simple harmonic accompaniment with quarter notes.

Ped.

Ped.

123

Text

Text

Musical notation for the violin part, measures 123-125. The melody continues with eighth and quarter notes.

Text

Tim:
Bells can't calm rough water!

Text

Kirsty:
We have nothing
that can help us...

Piano accompaniment for measures 123-125. The right hand has a melodic line with eighth notes, and the left hand has a simple harmonic accompaniment with quarter notes.

Ped.

126

Cm

Gm

Ab

Fm7

Eb/G

Musical notation for the violin part, measures 126-128. The melody is simple, with lyrics: "Don't give up! Have a try!"

Piano accompaniment for measures 126-128. The right hand has a melodic line with eighth notes, and the left hand has a simple harmonic accompaniment with quarter notes.

Ped.

Ped.

Ped.

Ped.

Ped.

130 $A\flat maj7$ Cm Eb/G $A\flat$ $A\flat/B\flat$

Keep on reach - ing for the sky oh

Ped. Ped. Ped. Ped. Ped.

134 Cm Gm $A\flat$

yeah! Don't give up! Have a try!

Ped. Ped. Ped.

137 Eb/G rit. $C\flat maj7$ $D\flat (add9)$

spread your wings you might find you can

rit.

Ped. Ped. Ped.

A Tempo (♩=108) $E\flat$

140 fly you have

A Tempo (♩=108)

Ped. Ped. Ped. Ped.

20

144

gifts don't you know? you are

Ped. Ped. Ped. Ped.

148 Cm Eb/G Ab(add9)

brave, smart and strong

Ped. Ped. Ped. Ped. Ped.

151

you have

Ped. Ped.

154

gifts can't you see? in your

Ped. Ped. Ped. Ped.

158 Cm Eb/G Ab(add9)

hands, in your heart in your song

Ped. Ped. Ped. Ped. Ped.

162 poco accel. . .

in your song

poco accel. . .

Ped. Ped.

166 Chorus (♩=112) Eb Gm Cm Ab Bb

Don't give up! Have a try!

Chorus (♩=112)

170 Eb Cm Eb/G Ab Ab/Bb

Keep on reach - ing for the sky oh

174 Eb Gm Cm Eb/G

yeah! Don't give up! Have a try! spread your wings

178

spread your wings spread your wings

Cbmaj7 Ebm/Gb Ab(add9)

spread your wings

181

you might find you can
spread your wings you might find you can

C_bmaj7
D_b(add9)

184

fly you can fly
fly you can fly

E_b
E_b

187

oh yeah
oh yeah

Magic Flute Finale Song

Pno. **Majestic** (♩=96)

1 Eb Eb/Bb Bb Bb7 Bb7 Eb/Bb Bb7

We are grow-ing bra - ver We are grow-ing

7 Bb7/Eb Eb 4 Eb Ab6 Bb7

strong - er Brave! Strong! Fa - cing a - ny

15 Bb7/Eb Eb Eb Ab6 F7/A Eb/Bb Bb7 Eb

chall - enge Brave! Strong! U - ni - ted in song!

Magic Flute Finale Song

Majestic (♩=96)

First system of the musical score. It includes staves for Kirsty, Tim, Melody, and Piano. The key signature is three flats (B-flat major) and the time signature is 4/4. The tempo is marked as Majestic with a quarter note equal to 96 beats per minute. The lyrics for the first system are: "We are grow-ing bra - ver". The piano accompaniment features a steady bass line and chords in the right hand.

Kirsty
Tim
Melody
Piano

We are grow-ing bra - ver

We are grow-ing bra - ver

We are grow-ing bra - ver

E♭ Eb/B♭ B♭ B♭7



Second system of the musical score, starting at measure 6. It includes staves for Kirsty (K.), Tim (T.), Melody (Mel.), and Piano (Pno.). The lyrics for the second system are: "We are grow-ing strong - er, with cour-age in your heart" (Kirsty), "We are grow-ing strong - er A song in your heart" (Tim), and "We are grow-ing strong - er" (Melody). The piano accompaniment continues with chords and a bass line.

K.
T.
Mel.
Pno.

We are grow-ing strong - er, with cour-age in your heart

We are grow-ing strong - er A song in your heart

We are grow-ing strong - er

B♭7 Eb/B♭ B♭7 B♭7/E♭ E♭

12

K. *Brave! Strong! Fa - cing a - ny chall - enge*

T. *Brave! Strong! Fa - cing a - ny chall - enge*

Mel. *Brave! Strong! Fa - cing a - ny chall - enge*

Pno.



16

K. *Brave! Strong! U - ni - ted in song!*

T. *Brave! Strong! U - ni - ted in song!*

Mel. *Brave! Strong! U - ni - ted in song!*

Pno.

QoN 1 (Full)

Allegro (Fearsome!!)
Cue K: 'What Queen?'/ Cue T: 'The Queen of the Night'

Measures 1-4 of the score. The music is in 4/4 time with a key signature of two flats. The score consists of four staves: Treble Clef 1, Treble Clef 2, Bass Clef 1, and Bass Clef 2. Dynamics include *p* and *f*. The first staff has a melodic line with some rests and slurs. The second and third staves have a continuous eighth-note accompaniment. The fourth staff has a steady eighth-note bass line.

Measures 5-8 of the score. Measure 5 is marked with a '5' above the staff. The music continues with similar accompaniment. The first staff features more complex melodic figures with trills (*tr*) and slurs. Dynamics include *f* and *p*.

Measures 9-13 of the score. Measure 9 is marked with a '9' above the staff. This section features trills (*tr*) and a crescendo (*cresc.*) in the first three staves. The first staff has a melodic line with trills and slurs. The second and third staves have accompaniment with trills. Dynamics include *f* and *tr*.

Measures 14-17 of the score. Measure 14 is marked with a '14' above the staff. The music concludes with sustained chords in the first staff and a final eighth-note accompaniment in the other staves.

Elevator Song

Chorus

D G A D



El - e - va - tor, why don't you take me up up up up up?

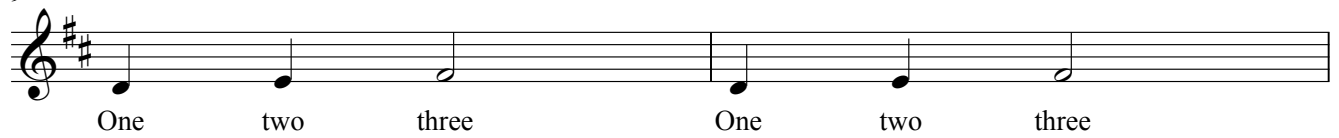
5 D G A G A D



El - e - va - tor, why don't you take me down down down down down?

9 Call

Resonse



One two three One two three

11 Call

Resonse



Three four five Three four five

13 Call

Resonse



Five Three One One One Five Three One One One

15 Call

Resonse



Five Four Three Two One Five Four Three Two One

