



Class & Project Title

Please state which of these whole school aims your project links to then delete as appropriate.

This project will ...

1. Develop children's understanding of global environmental issues at an age-appropriate level.
2. Empower pupils to take meaningful action within their school and local community.
3. Reduce the school's environmental footprint across energy, waste, and resource use.

This project links to: Sustainable Habits, Litter and Pollution, Preserving Nature

SAVE OUR
PLANET





Description of project

Our project is called called **Regenerate: Seasons for Change**. We will use Vivaldi's music to reimagine the future of our planet for the next generation through deep ecology and active listening alongside Sinfonia Cymru; a visionary ensemble of musicians – all under the age of 30 – at the forefront of redefining the classical landscape. Simmy Singh and Delia Stevens have created their own interpretation of The Four Seasons to play with Sinfonia Cymru. They have 'reimagined' the music that Vivaldi wrote and called it Regenerate: Seasons for Change. While creating the piece, they considered how the seasons have changed since Vivaldi's time and how they continue to change due to climate change.

The children will explore how to become a music earth activist and how to be an ecocentric musician.



Description of project

What is a Music Earth Activist?

A music earth activist is someone who uses the power of music to help take care of our planet. Music earth activists believe that songs can make people excited and interested in helping our planet.



Description of project

As a class we discussed what global warming was and what it meant for the world.

The earth is getting warmer overall. This warming is changing our climate (weather patterns) in different ways around the world.

What causes climate change? Human activities, especially burning fossil fuels like oil and coal, release gases into the air. These gases trap heat in the atmosphere, like a blanket around the earth.

What are the effects of climate change?

- Melting ice in polar regions
- Rising sea levels
- More extreme weather (stronger storms, hotter heatwaves, longer droughts)
- Changes in where plants and animals can live



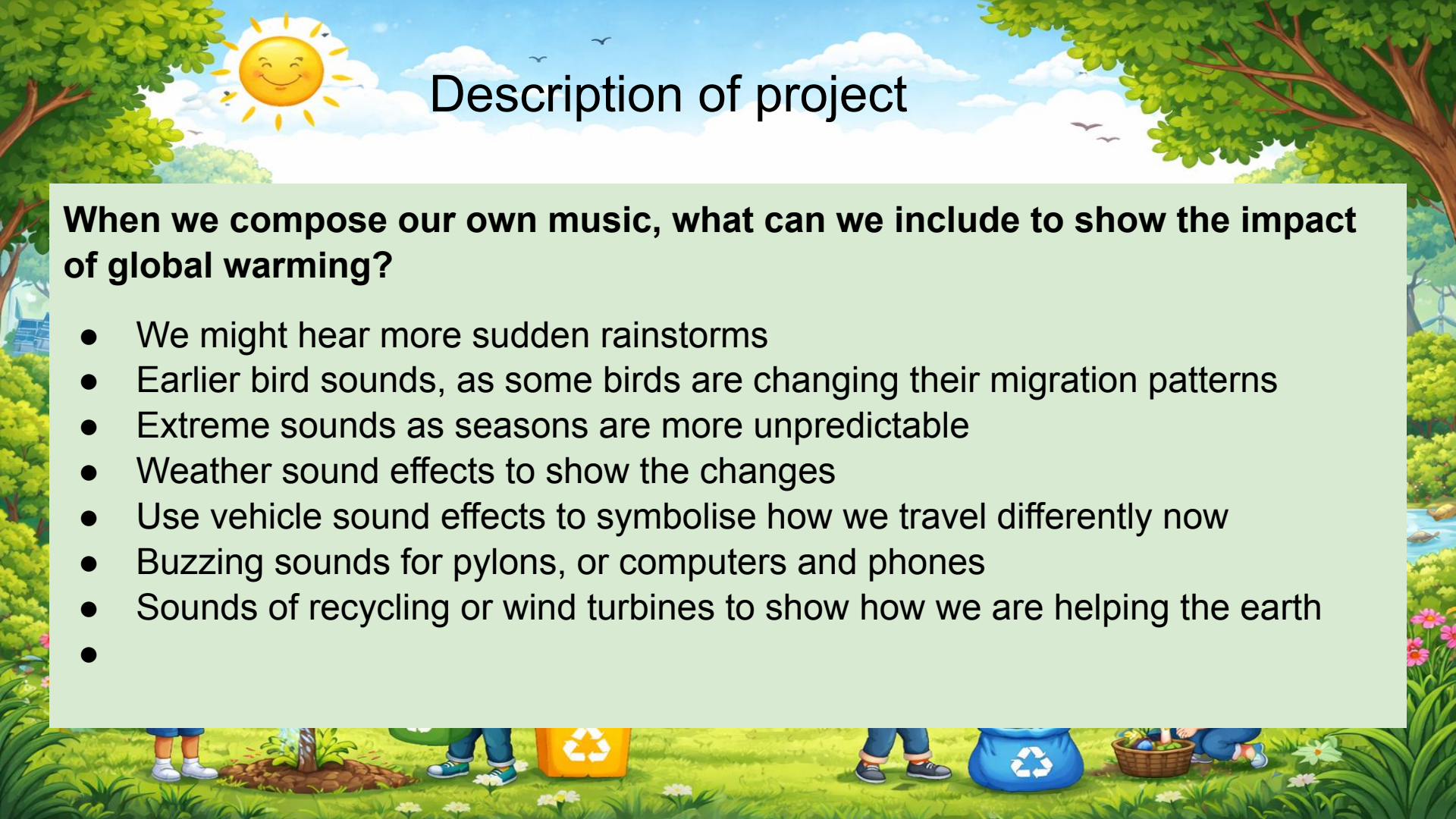


Description of project

What can be done to help stop climate change?

- Conserving energy at home and school (turning off lights, unplugging devices)
- Reducing over-consumption (buying less products like new clothes, cars and technology)
- Recycling and reducing waste at home and school
- Walking, biking or using public transport instead of cars when possible
- Eating less meat and dairy products
- Planting trees and gardens

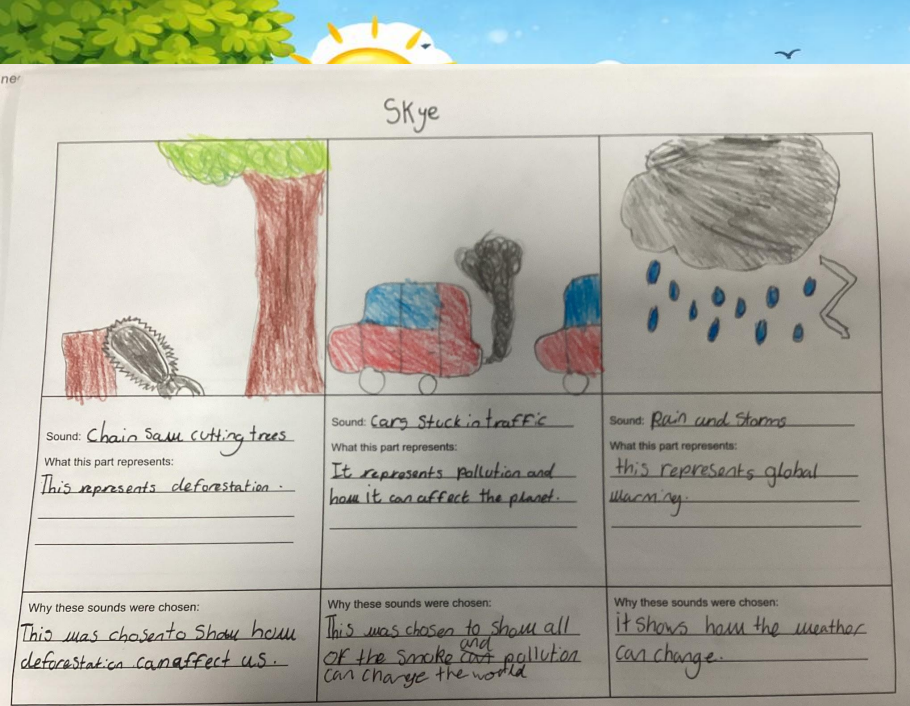




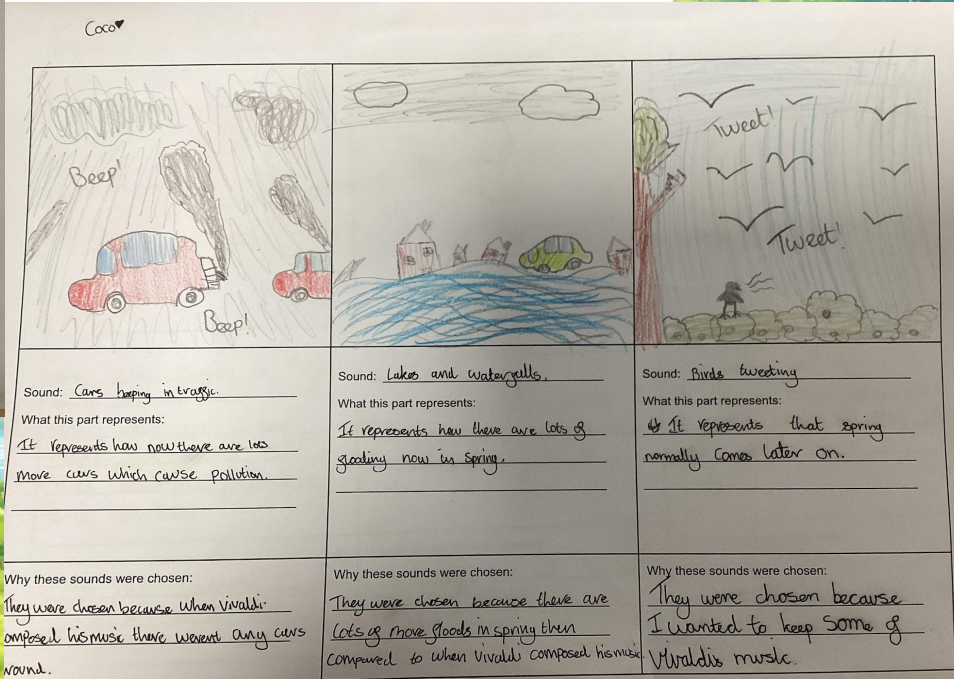
Description of project

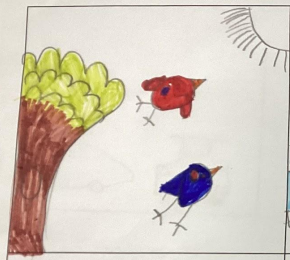
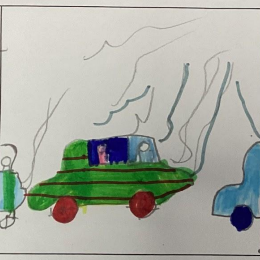
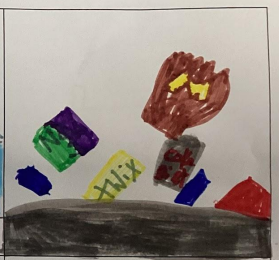
When we compose our own music, what can we include to show the impact of global warming?

- We might hear more sudden rainstorms
- Earlier bird sounds, as some birds are changing their migration patterns
- Extreme sounds as seasons are more unpredictable
- Weather sound effects to show the changes
- Use vehicle sound effects to symbolise how we travel differently now
- Buzzing sounds for pylons, or computers and phones
- Sounds of recycling or wind turbines to show how we are helping the earth
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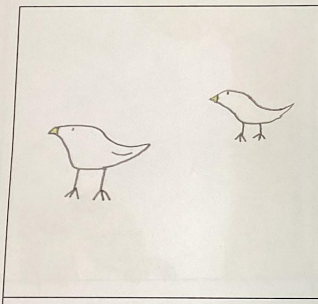
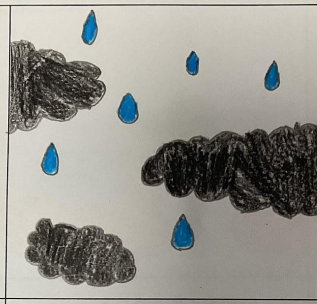
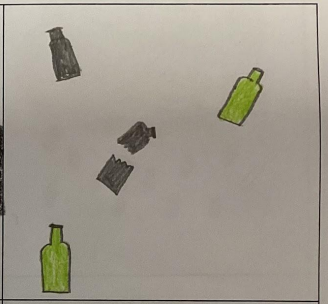
Evidence of completion



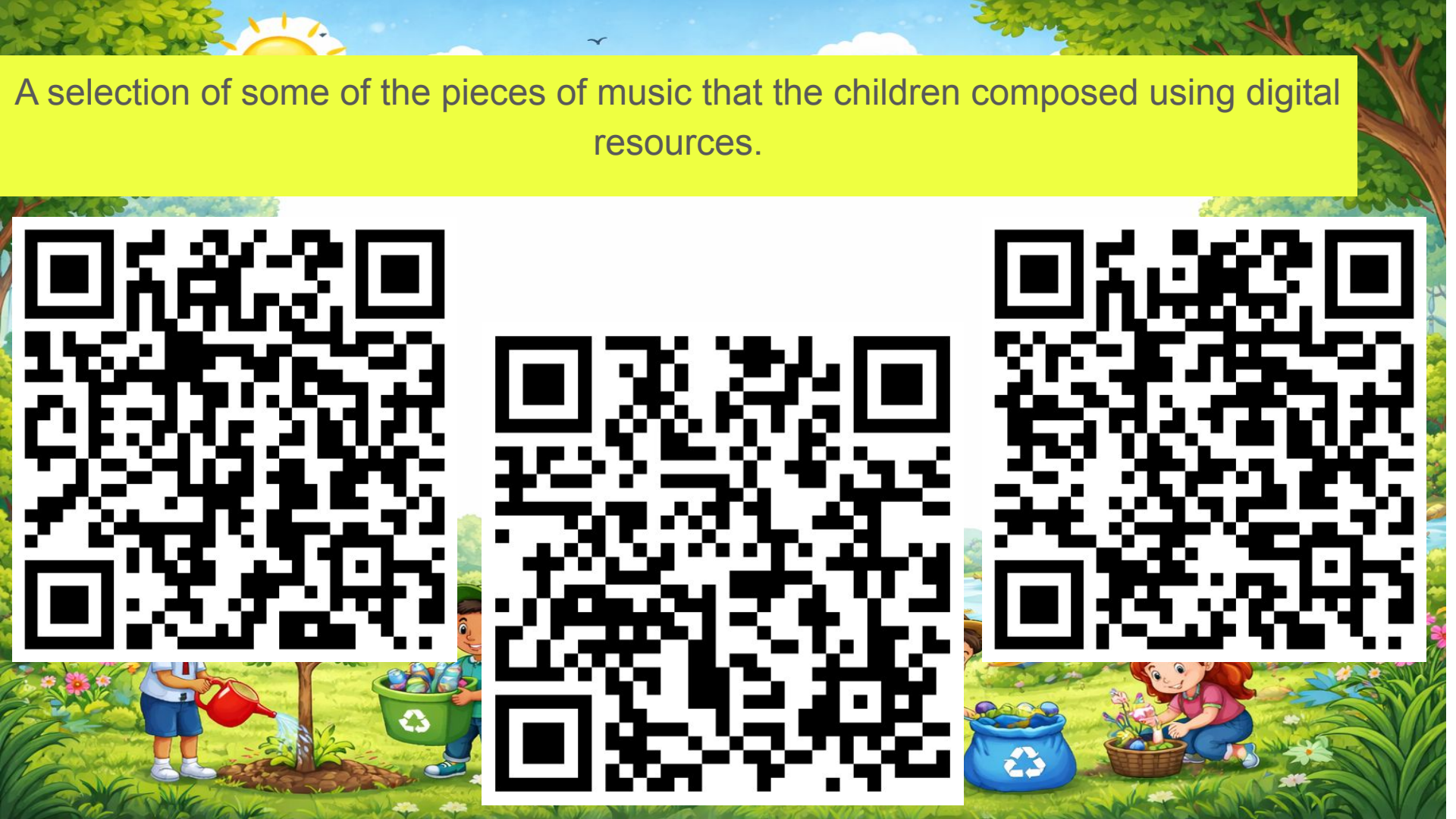
		
Sound: <u>Birds tweeting</u> What this part represents: <u>It represents the sunny, happy birds</u>	Sound: <u>cars / pollution</u> What this part represents: <u>It represents how cars have a lot of pollution in them.</u>	Sound: <u>Litter falling</u> What this part represents: <u>How a lot of people drop litter on the floor</u>
Why these sounds were chosen: <u>Because it shows the happiness of Spring.</u>	Why these sounds were chosen: <u>Because it's pollution and it makes the planet dirty.</u>	Why these sounds were chosen: <u>Because it so shows how the planet is dirty and full of litter.</u>



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Sound: <u>Birds tweeting</u> What this part represents: <u>The birds when it is warm in spring.</u>	Sound: <u>Storm/wind</u> What this part represents: <u>When it is cold in Spring and theres a storm.</u>	Sound: <u>Glass bottles</u> What this part represents: <u>When we litter and don't look after our planet.</u>
Why these sounds were chosen: <u>To show when we look after the planet the birds can be happy.</u>	Why these sounds were chosen: <u>because sometimes we think Spring is always warm but it can be cold.</u>	Why these sounds were chosen: <u>To show the damage it littering can do to our world.</u>





A selection of some of the pieces of music that the children composed using digital resources.





Pupil outcomes/impact

The project was a fantastic way to help children really think about how climate change has impacted the seasons in our country. We had in-depth discussions about issues such as flooding, changes in weather patterns, flowers blooming at different times, and changes in animal hibernation — conversations we wouldn't ordinarily have had the chance to explore and reflect upon. This project has allowed children to think about important issues in a different and creative way.

