

# TEACHERS' PACK

"The foundry on Clarence Road Leeds started production in the 1930s; its closure was announced in September 2003. From April until November 2004 Heads Together Productions facilitated the project 'Meltdown'. Foundry staff were encouraged to record and express their thoughts and memories of working in a large foundry facing closure."



The project resulted in a dynamically filmed DVD, beautifully illustrated book and a supportive website, this resource helps facilitate the use of these unique materials.

The pack provides suggested activities for Literacy, Science, History, Geography, ICT, Art, Citizenship, Music and Dance, for KS2; linked to the QCA documents. Material and activities can be adapted for KS1 and KS3.

**MELTDOWN** could easily be used as a stand alone resource to support individual areas of the curriculum above, however the materials are also suitable to be used in a cross curricular manner and could therefore be easily integrated into existing medium term planning to enhance learning.

## MELTDOWN RESOURCES

**FREE COPIES** of the **MELTDOWN** book (containing photos and first hand accounts from the people who worked there and which document the history of the foundry) are available from Artemis/ Education Leeds. The DVD 'Cast Well and True ' costs £5 from Heads Together Productions.

**WEBSITE** [www.fettling.com](http://www.fettling.com) provides **free** access to downloadable resources from the **MELTDOWN** book for you to reproduce to use with your pupils, such as, newspaper articles, photos and poems describing workers experiences.

**ORIGINAL OBJECTS** are available for loan from ARTEMIS.

This includes: protective clothing, such as gloves and goggles; large photos; signage; shadow boards and tools. These help bring the materials alive as children handle and explore them in their own classroom. **ARTEMIS: 0113 244 0497**



**ARTEMIS**  
t: 0113 244 0497  
f: 0113 242 1571  
email: [artemis@leedslearning.net](mailto:artemis@leedslearning.net)



**Heads Together Productions**  
t: 0870 990 5261  
f: 0870 055 3627  
email: [info@fettling.com](mailto:info@fettling.com)  
web: [www.heads.demon.co.uk](http://www.heads.demon.co.uk)



Teachers pack written by: Nick Cass [web: www.nick.cass.co.uk](http://www.nick.cass.co.uk)

## How is MELTDOWN relevant to teaching the Music curriculum?

There is great opportunity for studying and thinking about the sound and rhythm of the work place, which could include the people, machines, sirens, voices...



### QCA Unit

#### PLAY IT AGAIN - EXPLORING RHYTHMIC PATTERNS Unit 10

The music which accompanies the DVD contains repeating patterns which the pupils could identify. Pupils could create their own repeating patterns inspired by machine movements and sounds.

#### THE CLASS ORCHESTRA - EXPLORING ARRANGEMENTS Unit 11

The first hand accounts given by the people who have worked at the foundry, represent the diverse cross-section of the Leeds community, and how they live and work together.

#### PAINTING WITH SOUND - EXPLORING SOUND COLOURS Unit 13

To develop an understanding of how the sounds made on different musical instruments can be used expressively. They explore how sounds can describe the moods stimulated by the pictures and film of **MELTDOWN**. They create simple compositions combining rhythm and melody and share these with the class. They begin to explore the more abstract use of sounds to demonstrate temperatures and colours.

#### CYCLIC PATTERNS - EXPLORING RHYTHM AND PULSE Unit 16

The pupils learn basic rhythmic devices used in many drumming traditions. They play a variety of sounds on percussion instruments and learn how to use timbre and duration to add variety to their rhythmic ideas. They invent and improvise simple rhythmic patterns. Machine sounds and movements shown in the DVD could be used as the stimulus to this work.

#### IN THE MEDIA - WHAT'S THE NEWS? Unit 21

Pupils can develop an understanding of the process of composing by creating and performing music in response to musical and non-musical stimuli, such as the working rhythms and routines of a working foundry. Pupils will obtain stimulus through watching the DVD and reading some of the accounts of the workers at the foundry. Aim to create a representation of a working day, with shifts starting and finishing, molten metal being poured, sirens and bells being sounded. Create a soundtrack to accompany the DVD, (if it was played with no volume).