

Lessons for Challenge in Music

The participants planned these lessons during Day 3 of the Excellence in Cities Training Programme for Gifted and Talented Co-ordinators: Primary.

Many thanks to all who contributed to this work.

Music

Example 1

Year 3 Unit 13: Painting with Sound “Exploring Sound Colours”

Listening focus: Carnival of Animals

Objective: How mood and emotion can be illustrated in music

Activity: Visual – Posters of animals relating to the CD

- Ask the children to identify the animal after listening to a short extract of music
- Relate to moods – angry elephant, calm swan, etc

Group work: To create a sound relating to mood of animal
(using percussion instruments) Other groups to identify the animal

Extra:

To change the mood of the animal, eg. starting off angry and becoming calm

To create a graphic symbol/s relating to instrument

Links to

Art : use of colour

English : alliteration and adjectives

Drama / PE :

Example 2

Objective: Use and explore notations, which are linked to an understanding of elements to communicate own musical ideas, including performance instructions

I know that music can be recorded through symbols. I can compose and record my own ideas. I can perform from my recording

Week 1 Introduce idea of composition as opposed to improvisation. Discuss basic symbols and bars. Demonstrate using line and practice writing rhythms.

Challenge: Ability to work by themselves; write rhythms for class to clap

Week 2 Recap. Use knowledge to write 8 bar rhythmic composition

Challenge: Given notes of a pentatonic scale and names; children make up melody as well as rhythm

Week 3 Choose rhythms to perform in groups

Challenge: Conducting groups

Example 3

Objective: To explore different textures to evoke a mood

Lesson ideas:

1. Show visual stimulus of man landing on moon. Brainstorm moods and emotions evoked
2. In ability groups, choose ‘mood’. Experiment with instruments to create ‘mood’. Remind about pitch, volume etc
3. Produce graphic score or recording*
4. Play each others scores
5. Reflection of performances

* G&T children would be expected to show volume, pitch, etc in graphic score. Less able might not be able to represent sounds so coherently, eg. a long sound G&T might show as ‘~~~~~’, whereas less able might just draw the instrument.

Example 4

Previous lessons included:

- Work on major/minor pentatonic scales
- Sung songs based on pentatonic scales
- Explored scales to create melodies/ostinati

Objective: Create a class performance based on the pentatonic scale

All: Compose piece using pentatonic scales, tuned/un-tuned percussion to accompany an image/poem

Challenge: Present composition in a form that can be taught to others

- Invent a system of notation
- Show contrast in composition – range of moods (G&T in own group- rest in mixed ability)
- Evaluation (praise sandwich = 1 good, 1 to work on, 1 good)

Example 5

Unit 16 Cyclic Patterns: Exploring rhythm and pulse Yrs 5 & 6

Rationale for G&T pupils taken from *Challenging able and talented pupils in music*
Also, Identifying Talented Pupils – www.nc.uk.net/gt/music/index.htm

Activity:

In groups:

1. Create at least two different rhythm patterns which fit together
2. Refine and practice their rhythm patterns to performance standards and then record own performance in order to evaluate
3. To make a visual record of their performance/rhythm patterns. Decide on appropriate symbols etc
4. Give visual record to the other groups who will perform from the symbols
5. Evaluation of the performance of their music by the others. Evaluate the effectiveness of their written/visual rhythm patterns as played by others. Edit their visual record accordingly.
6. Question individual children and ask them to play back the rhythm they heard

Cross Curricular / Extension:

Poetry work (match words to rhythms/or use phrases to build rhythms)

Maths - sequencing

ICT - to record symbols

Art - visual interpretation → why rhythms are used, ie. many playing same rhythm: football chants, war cries, etc. Different rhythms diffuse this.

Example 6

Objective: How to use musical elements to describe animals.

Element: Pitch

Warm-up: Boom Chicka boom
Magic piece of string

Teach Song: 3 blind mice Sing at different pitches

Activities: 15 mins

1 group – CDE } + other tuned percussion

1 group – FGA }

AA: Full octave of Chime bars

Imagine you are a mouse – what different moods could you be in?

Sing 3 blind mice in these moods – how does this affect pitch?
Does anything else change?

Example 7

Music **Year 3 & 4** **Unit 13 QCA - Painting with Sound**

Objective: To use sounds expressively.

QCA suggest that children select a picture and compose music to describe it.

Activity: Range of pictures to choose from (do not tell other groups).
Compose the music to match the picture (notation).
Each group performs their piece and the others try to match the picture and justify why.

Homework: - listen to music and draw a picture
- create a presentation for assembly

Example 8

Objective: To be able to explore and demonstrate cyclic patterns.

Activity: Reflect on previous learning.
Listen to tape of Tabla music.
Question children about tape (ie. what type of instrument etc).
Teach that it's Tabla – from India – has its own language.
Play again – ask to listen to rhythm as they will be imitating and constructing their own language.

Group work: 5 groups – different instruments – task is for each group to perform rhythm together and to invent own language for rhythm.
Change instruments.
All play together.
Brainstorm language for different instruments.
Each group compose own cyclic pattern to perform at end of session.
Describe it (language), explain to others, write it and play it.

Homework: Choose piece of music, identify instruments and write rhythm in own language. Choose own medium to present homework.

Example 9

Objective: Learn about repeated rhythmic patterns.

Introduction: Listen to a piece of music with a clear pattern (Tubular Bells, Mike Oldfield).

Challenge: As a class identify the ostinato (repeated pattern).
Children clap along.

Activity: L.A. practical consolidation of challenge.
Majority of class – listen to Bolero (Ravel), identify the ostinato and rehearse performance.
More able/G&T – select a well known tune/melody from memory, work out and rehearse the ostinato.

Plenary: Groups perform their work. Can class identify the more able/G&T melody.
More able/G&T lead class in their ostinato.

Extension: More able/G&T change the tempo of their chosen ostinato to disguise it further and add a second rhythmic line.

Example 10

Music Year 1 & 2 Unit 3

Music is made up of long and short sounds.

Focus on movements around the room.

“UP AND DOING” (suggestions for movement)

or use a tambour to beat out main pulse and get children to move in response

(crotchets)

Big red bus goes
slowly, slowly,
Big red bus goes
on it's way (repeat)

(quavers)

Busy little motor car says
hurry, hurry, hurry, hurry
Busy little motor car says
Hurry, hurry, don't be late!

(minims)

step hold, step hold – in sticky mud

(semibreves)

Step, hold, hold, hold – very sticky mud

Then transfer the action to clapping.

Now transfer this notation to percussion instruments. Soon children are reading music.

Challenge: More able can compose their own music, write it down and play back to others.

Give a topic – Rain – begin drip, drip, drip, drip-drip, drip-drip

Clash on cymbal for sun coming out

Increase tempo and slow down as storm/rain passes. Also volume – loud/soft.

Example 11

Music KS2 Years 3 & 4 Unit 9 – Animal Magic

Assuming completion of prior tasks in QCA document children would use skills gained to fulfil learning objectives.

Objective: How to match sounds and movement descriptively.

Activity: Whole class working in pairs – teacher led animal movement and contrasting sounds and performance to class. Children match animals to movement. Teacher demonstrates and example of narration to class...crow flapping wings quickly, slowly, excitedly. Choose a different animal and sound. Do they match?

Evaluate: Record on video. Go back to class and appraise own performance.

Key movements/sound matched?

Did I look like a cow/pig?

How could it be improved?

Were the children enthusiastic?

Do any children take the lead in activities?

Go to zoo and video animals!!! Use a documentary.

Example 12

Objective: How to use narration with sounds and movement.

Activity: G&T - compose music for 3/4 animals with movement, give a choice of instruments. Perform to class and record on video. Record in ICT suite, make own sounds – audio and video. Write own narrative piece.

Middle group – compose sounds for 2 animals with movement. Use story given as narrative and add extra words.

Lower group – make sounds for 2 animals. Perform and record. Teacher gives this group story/words to use and possibly instruments to use.

Evaluate: Perform and record on video. Playback and appraise with whole class.

Example 13 KS 1

Objective: To relate sounds to symbols

Extension: selecting own symbols to represent sounds and explain reasons – compose using own symbols

KS2

Objective To relate sounds to visual images

Extension: provide two pictures, children to evaluate which picture music would match best.

Example 14

QCA	MUST	SHOULD	COULD
<ul style="list-style-type: none"> should learn about pulse rhythm and metre, and how particular techniques help create desired mood/feeling/texture 	<ul style="list-style-type: none"> use legato/stacca to singing and identify key words to identify setting and mood of song <p>KNOWLEDGE AND COMPREHENSION</p>	<ul style="list-style-type: none"> be able to use pulse, hand clap to identify strong/weak beat. Using keyboard, drum machine. <p>APPLICATION AND INTERPRETATION SYNTHESIS</p>	<ul style="list-style-type: none"> create a piece from current literacy work which creates desired/mood/feeling using voice, keyboards, etc. <p>Links with literacy SYNTHESIS Drama Speaking and listening performance from text.</p> <p>USE Video Art work as support for the more able musically</p> <p>EVALUATION</p>

Example 15

Years 3 and 4. Salt, pepper, vinegar, mustard **2 hour lesson**

Objective To make up tunes for their own singing games and add appropriate actions.

Starter: Class singing action songs

Activity:

- Groups to sing and perform one singing game
- Analyse structure of one singing game re rhythm, rhyme, pulse etc.
- Groups to receive task according to ability (written on cards)

G&T:

- Compose a singing game, making up the words and tune. Include the actions.
- Groups to perform their singing game in the plenary and evaluate and record their work