

## Music Lesson Plan topic – Pitch / Chronology

Lesson 6 of 6

Focus: R/1/2

### Key Learning Objectives:

- To notate sounds using a graphic score.
- To compose and perform a piece of music using sampled sound.
- To compose and perform a motif which suggests a looming effect.

**Inter-related music dimensions covered:** Pitch, timbre / tone colour, structure.

### Starter activity:

Children shut their eyes to listen to 'Loomings' by the contemporary Bristol Ensemble, Three Cane Whale. <https://soundcloud.com/three-cane-whale/loomings> or the excerpt from Bristol Minute of

Listening What do they visualise? What sounds can they hear? (*train, glockenspiel*). Can they describe what the glockenspiel is playing (*four rising notes*). Does it represent anything to them? (*this could be anything abstract or real*). How does it make the children feel (*again it could be anything; maybe something unfinished, sad, thoughtful, an ongoing journey*). Explain that the piece is called 'Loomings' – what does this mean? (*something emerging, becoming visible, taking shape, appearing, coming into view – just as you would experience on a train journey.*)



Tell the children that they are going to go on a train journey. As the music is played they should walk around the room with their hands behind their back. Each time the rising motif is played they should stand still and imagine what they might be seeing. At various points the teacher will tap individuals on the shoulder and they will share their ideas.

Three Cane Whale is a contemporary multi-instrumental trio, who live and compose in Bristol, playing acoustic miniatures which draw influence from folk and minimalist music. Minimal music is a twentieth century form of art music that employs limited or minimal musical materials and often reiterates musical phrases or smaller units such as figures, motifs, and cells.

### Main focus:

Tell the children that they are going to use pictures (graphic score) to map the music. They will need to work in pairs to decide what symbols might represent the train and the rising motif. Give each pair a 'long narrow' piece of paper and various coloured pens and play the piece again, giving them the opportunity to notate what they hear. Share ideas; have the children demonstrated the continuous train sound – how? Have they noticed the four rising pitches – how have they notated this? Have they left gaps between the repetitions? Can they explain why they have used chosen certain colours? Does their score indicate how the motif is repeated many times? Listen again to the 'sound cloud clip' and this time watch the lines. Do they notice when the motif appears (*just before the longer lines*).

Tell the children they are going to create their own composition using sampled sound. Listen to <http://www.salamisound.com/bus-sounds> (ID: 8894279).

What transport can they hear? (*bus*). Can they recall the structure of the piece they have already heard? (*train introduction and continuous train sound, 4 note repeated motif with gaps in between ending with just the train*). Tell the children that they are going to structure their piece in the same way. In groups

using any tuned percussion / keyboards, they need to choose 4 notes and decide what order they will play them in to create an effect of 'looming'. Groups practise their motif repeating with gaps as on the 'Three Cane Whale' recording with the bus sample looped in the background. Share compositions and decide which composition most successfully creates the effect the image of something looming. Discuss why this choice has been made.



### Plenary:

The group who were nominated by their peers can perform their composition (record) and the rest of the class could notate it using graphic score. Which graphic score best represents what has been heard? Teach the children to sing 'Get on Board'. See resource. This is the Bristol Plays Music bus song.

**Opportunities for mastery:** Sometimes music uses sampled sound as in 'Loomings'. Watch the clip 'Dogshaped'. <http://www.threecanewhale.com/videos/> Can the children list all the sounds that have been sampled by Three Cane Whale in this animation. (*box shutting opening, bird song, dog bark, running, brush, door shutting, knock, blind lowering, whistling, flapping wings, clapping, piano lid shutting.....*) Some of the music wasn't sampled e.g. the dance. How did the dance music make you feel. How did it add to the film.

Children can record / sample their own sounds e.g. the playground sounds. They can use sounds to create their own school composition inspired by 'Loomings.'

**Keywords / vocabulary:** Sampled sound, minimalism, motif, figure, cell, repeat, repetition, graphic score, structure, notate.

### Self-assessment opportunities:

- I can notate sounds using graphic score.
- I can compose and perform a piece of music using sampled sound.
- I can compose and perform a motif which suggests a looming effect.

**Resources:** Three Cane Whale website <http://www.threecanewhale.com/about/>

Tuned percussion/keyboards, paper, colouring pens, sampled bus sound.

**Opportunities for sharing work e.g. by recording, notation:** Recording composition.

**Music Assessment: R/ Year 1 and 2 Chronology Lesson 6**

You only need to note the names of children who are working towards or well above the criteria for the lesson. It will be assumed the majority of the class will achieve the objectives and you don't need to record this. Use the space below for any specific notes on achievement or evaluation of class progress.

Names of any children who do not meet the learning objectives for this lesson	'I can' assessment criteria	Names of any children who exceed the learning objectives for this lesson.
	<ul style="list-style-type: none"> <li>• I can notate sounds using graphic score</li> <li>• I can compose and perform a piece of music using sampled sound</li> <li>• I can compose and perform a motif which suggests a looming effect.</li> <li>•</li> </ul>	

Notes: