

Music Lesson Plan topic – Pitch / Chronology

Lesson 6 of 6

Focus: Year 3/4

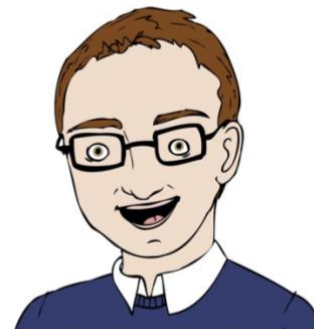
Key Learning Objectives:

- To explore minimalism through a variety of media, manipulating sounds and media.
- To compose / notate / perform a minimalist composition.

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

Starter activity:

Listen to 'Changes' by the contemporary Bristol Composer John Pitts (b 1976-) from the Bristol Minute of Listening. What instrument is being played? (*piano*). What do the children notice about the music? (*repetition, sense of movement, never ending*). Does the music change at all? (*yes, but the changes are subtle*). How does this effect the music? (*it creates a sense of gradually shifting patterns*). Tell the children that they are going to create a shifting pattern of actions. Invite the children to suggested five actions / movements (e.g. *clap, stamp, wave, blink, click, vocal shhh etc*). Repeat the five actions over and over again until they have a good sense of pulse. Then invite a child to change just one of the movements – then repeat as before. Do this again and again to create the sense of a shifting repeating pattern.



John Pitts
now and beyond!

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. John's piece uses this compositional style. Put the portrait of John Pitts on the timeline and map.

Main focus:

Tell the children that they are going to explore different ways of creating a minimalist piece using a range of media. Children will work on a carousel of five groups. These can be rotated within the lesson or over a number of lessons.

Group 1: Using beads, thread a pattern of five beads onto a string. Repeat the pattern a number of times and then make a slight change, and repeat this new pattern.

Group 2: Using colouring pens create a five colour graphic score. The children should = draw five dots using some or all of the colours. Repeat this pattern a number of times before making a slight change and repeat.

Group 3: On a tablet of playdough or clay, the children use should beans / lentils of different colours to do as above.

Group 4: Using repeating patterns of sticky shapes children create a minimalist graphic score.

Group 5: In pairs using tuned percussion, the children should select three notes and create a repeating pattern.

The pattern can be changed by either repeating a note within the pattern or adding another note into the pattern but the change should be minimal! – and repeat as before.

Share examples of minimalist work and record using photos and sound recording.



Plenary:

Listen to https://www.youtube.com/watch?v=UswDsriJL_g an example of minimalist music by the American composer Philip Glass (born 1937). Glass's compositions have been described as *minimal music*, similar to other minimalist composers Glass has described himself instead as a composer of music with repetitive structures, which he has helped evolve stylistically. How is this piece similar to the *Changes?* (*repetitive structures, subtle changes, incessant movement, shifting patterns*).

Opportunities for mastery:

Children create a vocal composition using three vocal sounds repeated as in a minimalist piece. These could be pitched or unpitched vocal sounds. The class repeats the sounds until the teacher points to a child who makes a slight change e.g. one pitch / sound in the pattern is altered or another pitch is added. The class join in with this new repeated pattern until the teacher points to another child to make another change.

Keywords / vocabulary: Minimalism, structure, repetition, timbre (tone colour), motif, figure, cell, pattern.

Self-assessment opportunities:

- I can explore minimalism through a variety of media, manipulating sounds and media.
- I can compose / notate / perform a minimalist composition.

Resources:

Changes by John Pitts.

Youtube links.

Beads, string, lentils, beans, playdough, clay, coloured pens, tuned percussion, sticky shapes, paper.

Opportunities for sharing work e.g. by recording, notation: Record group that are composing and whole class vocal piece. Photograph the patterns created by the other groups and display.

Music Assessment: Year 3 and 4 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"> • I can explore minimalism through a variety of media, manipulating sounds and media • I can compose / notate / perform a minimalist composition 	
<p>Notes:</p>		