Activities: Early level

These activity cards will enable learners at early level to:

- explore sound around a given stimulus
- connect music with moods and feelings through listening and performing
- create sound using voice, instruments and the environment.

Through composition activities, learners will be able to:

- explore the world around them through music using their natural curiosity
- make up music for their own games and activities.
Exploring Sounds – Fireworks

Learning intentions
- We are learning how to use different musical elements in our compositions.

Success criteria
- I am able to select long and short, and loud and quiet, sounds to use in my compositions.
- I am able to organise sounds into a simple structure.

Resources
- Fireworks display films online.
- A range of tuned and non-tuned instruments.

Focus

What learners are communicating: Learners are developing an understanding of the effect of loud and quiet sounds and long and short sounds and how to use these in their own compositions.

How learners are communicating: Learners are using the fireworks theme as stimulus to communicate their ideas.

Musical building blocks: Learners are exploring different timbres and develop listening skills.

Skills, knowledge and understanding

Learners will be able to:
- articulate thoughts, feelings and ideas
- develop listening skills
- respond to a visual and sonic stimulus
- improvise
- make sound with instruments, voices and bodies
- work co-operatively
- show an awareness of dynamics (loud and quiet) and form
- show an awareness of the effects of both sound and silence in a composition (through using both long and short notes).

Experiences and outcomes

Expressive arts:
- I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm. EXA 0-17a
- Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. EXA 0-18a

Links with other areas of the curriculum

Dance

Useful links

Fireworks videos on YouTube:
- https://youtu.be/bdhqzEAc80E
- https://youtu.be/H7FANXaanG4
Process/next steps

1) Watch a film of a fireworks display. The YouTube links above provide fireworks sounds you could use with the class.

2) Ask the children to describe the sounds they hear (both individual types of fireworks and from the overall display) in the quiet parts of the display and in the loud parts of the display.

3) Working as a class, the children will make their own musical fireworks display. They can decide on which instruments they want to use or they can use their voices or parts of their bodies to experiment with different sounds. They may work in smaller groups within the class as different groups of fireworks (rockets, bangers etc). This will be a noisy but fun process!

4) As a class they can decide the structure, for example, does the fireworks display start quietly with a few fireworks and work towards a big climax? Alternatively, does the fireworks display have a dramatic start followed by a mixture of loud and quiet sections?

5) Perform the different musical fireworks displays and discuss with the children which ones they liked best.

6) This could be recorded and played back to allow the children to evaluate their compositions.
Exploring Sounds – Monster

EARLY LEVEL ACTIVITY

Learning intentions
• We are learning how to represent character and movement through sound.

Success criteria
• I am able to explain my character through sound.
• I am able to represent movement using sound.
• I am able to talk about my composition.

Resources
• Pictures of fictional monster.
• A range of instruments/sound-makers.

Focus

What learners are communicating: Learners are developing an understanding of how to link sound to mood and character in their compositions.

How learners are communicating: Learners are exploring how the monster makes them feel, which will strengthen the link between music and emotion.

Musical building blocks: Learners are exploring specific techniques such as loud/soft, fast/slow to link with how the monster might move.

Skills, knowledge and understanding

Learners will be able to:
• articulate thoughts, feelings and ideas
• develop listening skills
• improvise
• create own stimulus
• work co-operatively
• show an awareness of dynamics (loud and quiet) and tone colour (choice of instrument)
• show an awareness of musical form.

Experiences and outcomes

Expressive arts:
• I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm. EXA 0-17a

• Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. EXA 0-18a

Links with other areas of the curriculum

Health and Wellbeing; Art and Design

Useful links

Make your own monster online game
http://www.ziggityzoom.com/games/monster-maker-kids-free-online-educational-game
Process/next steps

In the lead up to this activity, here is a suggested art lesson:
As a class, or in groups, the children design a monster. This could be done on paper or by using the online ‘monster maker’ link on this activity card.

1) Allow children time to experiment with loud and soft, fast and slow sounds on instruments.

2) Children will discuss what sounds might be associated with their monster such as big heavy footsteps, the noises the claws make, a mighty roar and then encourage the pupils to use their imagination to go beyond ‘stereotypical’ sounds.

3) Children explore different sound-makers such as their own voices, body percussion, percussion instruments, and found objects to create their chosen sound effects.

4) It is important that the children have time to explore the different sounds and they should be given time to talk about why they chose them.

5) These sound effects can be brought together in a group activity, where the class or group monster is brought to life through sound.

6) Record the sounds using music technology.

This process can be adapted for a whole range of other visual stimuli.
Exploring Sounds – Weather 1
EARLY LEVEL ACTIVITY

Learning intentions
• We are learning how to communicate an idea through sound.
• We are learning how to compose music as part of a group.

Success criteria
• I am able to match sounds to pictures.
• I am able to contribute to a group composition.

Resources
• Weather pictures.
• Music clips (recorded or online) – see links below.

Focus
What learners are communicating: Learners are developing an understanding of the effect of using loud and quiet sounds and long and short sounds in music composition.

How learners are communicating: Learners are able to link sounds to different types of weather and use this in their compositions.

Musical building blocks: Learners are exploring different timbres and developing listening skills.

Skills, knowledge and understanding
Learners will be able to:
• articulate thoughts, feelings and ideas
• work co-operatively
• develop listening skills
• improvise
• use music technology
• show awareness of dynamics (loud and quiet)
• use tuned and untuned percussion
• show awareness of sound and silence (long and short notes).

Experiences and outcomes
Expressive arts:
• I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm. EXA 0-17a

• Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. EXA 0-18a

Links with other areas of the curriculum
Health and wellbeing; Social studies

Useful links
https://www.youtube.com/watch?v=AXssC-jX578 Rain – (Debussy, ‘Gardens in the Rain’)

https://www.youtube.com/watch?v=6NlaYS8pQ6I Sun – (Britten, ‘Sunday Morning’ from ‘Four Sea Interludes’).
Process/next steps

1) Working in small groups, children will experiment with sound by using parts of the body to represent different types of weather, for example, tapping fingers on palm of hand to create sounds like falling rain or stamping feet to suggest thunder. Children could demonstrate ideas to class.

2) Each group should take responsibility for one type of weather to build a class weather sound picture. Agree which order the groups will perform and for how long.

3) Record the class sound picture and save for later in the activity.

4) Display weather picture cards as you play examples of music (suggested links above) and ask the children to match the picture on the card with the sounds they hear in the music. Discuss the children’s reasons for their selections and encourage differing opinions.

5) Play back the class sound picture and encourage children to talk about their composition. Try it again in a different order to provide a comparison.
Exploring Sounds – Weather 2

EARLY LEVEL ACTIVITY

Learning intentions
• We are learning how to use instruments and sound makers to represent events.
• We are learning how to identify ascending and descending sounds.
• We are learning how to give positive feedback to others.

Success criteria
• I am able to combine body percussion and instruments to create sounds.
• I am able to create a sound picture to represent different types of weather.
• I am able to tell a peer something I liked in their performance.

Resources
• A range of tuned and non-tuned percussion instruments/sound makers.
• Audio recording device.

Focus
What learners are communicating: Learners are developing an understanding of how composers use sounds and instruments to convey different types of weather.

How learners are communicating: Learners are linking sounds to different types of weather.

Musical building blocks: Learners are exploring different timbres and developing listening and leadership skills.

Skills, knowledge and understanding
Learners will be able to:
• articulate thoughts, feelings and ideas
• work co-operatively
• develop listening skills
• improvise
• use tuned and untuned percussion
• use music technology
• show awareness of pictorial use of sound.

Experiences and outcomes
Expressive arts:
• I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm. EXA 0-17a
• Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. EXA 0-18a

Links with other areas of the curriculum
Health and wellbeing; Social studies

Useful links
https://www.youtube.com/watch?v=PAGkkI6WSbs (teacher working with children using body percussion)
**Process/next steps**

1) Recap previous work using body percussion to create weather sounds.

2) Introduce tuned and non-tuned percussion to explore different sounds. Discuss concepts such as fast and slow, quiet and loud, ascending and descending. These will help to shape composition ideas.

3) Working in smaller groups, ask children to use the instruments to re-create different types of weather.

4) Discuss how the instruments sound compare to using body percussion. Is it better with or without instruments? Encourage children to use a combination of tuned, untuned and body percussion sounds.

5) Allow children time to experiment with music in pairs/groups and then create a short sequence of weather sounds.

6) Invite groups to perform weather sound pictures to the whole class. Ask other groups to comment on what they like about each sequence they hear.

7) As a class, use a sound from each group to create a class sound picture.

   The groups should decide on their sound following peer feedback and some conductors could be selected to choose the order of the sounds. It may be helpful to seat the groups in order of performance.

   The performance could then be captured using either audio or video recording.
Rhythm and pulse – Body Percussion

EARLY LEVEL ACTIVITY

Learning intentions
• We are learning how to identify long and short; loud and quiet sounds.
• We are learning how to create sound using our bodies.

Success criteria
• I am able to create long and short; loud and quiet sounds using my body.
• I am able to create a short musical picture.

Resources
• Professional Learning Resource: Exploring Body Sound Percussion

Focus

What learners are communicating: Learners are developing an understanding of how they can use their bodies to produce different sounds.

How learners are communicating: Learners are using body percussion sounds to communicate musical ideas.

Musical building blocks: Learners are developing awareness of musical pulse, rhythm and timbre.

Skills, knowledge and understanding

Learners will be able to:
• articulate thoughts, feelings and ideas
• work co-operatively
• develop listening skills
• explore sound
• use music technology
• show awareness of dynamics (loud and quiet)
• show awareness of how different sounds can work together.

Experiences and outcomes

Expressive arts:
• I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm. EXA 0-17a
• Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. EXA 0-18a

Links with other areas of the curriculum

Health and wellbeing

Useful links
• http://www.carolgreene.com/education/music/body_music.html
• http://www.bodypercussionclassroom.com
  http://youtu.be/nWelB7Oap7U
• http://youtu.be/l0XdDKwFe3k

Process/next steps
1) Ask the children to think of as many ways as they can to make sounds using their bodies, for example, clapping, tapping, stamping, vocalising, clicking and popping. See the links above for other ways to use the body percussively.

2) Have the children working in pairs to experiment with their own body percussion sounds and then ask pairs to share their favourite sounds with the class.

3) Children should explore the sounds again and create a range of different sounds – for example, a quiet sound, a medium sound and a loud sound. As a class, perform the quiet sounds together, followed by all the medium sounds and then all the loud sounds.

4) Watch some of the clips which show musical groups mixing different body percussion sounds to create complicated rhythms. Discuss the types of sounds they heard eg long/short, loud/quiet etc. Pairs should discuss what each group of sounds may have represented – what picture or story formed as they heard the sounds?

5) Children should now be encouraged to create their own simple soundscape or musical picture using body percussion.

6) Help children to use music technology through filming other children performing own musical picture.