

Activities: Third and fourth level

Third level

These activity cards will enable learners at third level to:

- provide suitable visual stimuli to allow for personalised composition
- use skills acquired through performing and listening to support composition work
- work on their own or as part of a group and use music technology to capture, share, discuss composition ideas and structure
- individually or as part of a group, develop skills in giving and accepting constructive comments.

Through composition activities, learners will be able to:

- communicate ideas, thoughts and feelings through their own music
- respond to music through composition
- develop a greater awareness of musical structure and form
- reflect during the learning process.



Fourth level

These activity cards will enable learners at fourth level to:

- develop their own compositional voice by identifying the style/genre of music in which they choose to create
- create structured composition using skills developed through performing and listening
- develop composition skills through the application of music technology, software applications and devices
- reflect and evaluate their own and others' compositions through critique as they develop and evolve.

Through composition activities, learners will be able to:

- be more confident in making creative choices and expressing themselves through their composition
- make connections between social, emotional and cultural influences to inform their own compositions
- capture their ideas through a range of methods such as music notation and music technology applications
- continue to develop the ability to critically reflect on their learning.



Exploring Sound – Developing a Motif

THIRD/FOURTH LEVEL ACTIVITY

Learning intentions

- We are learning to compose a piece based on a motif.

Success criteria

- I am able to develop variations of a motif.
- I can identify two concepts I have included in my motif.
- I am able to explain some of the changes I have made to my composition.

Resources

- Listening resources
- Range of instruments
- Music technology where appropriate

Focus

What learners are communicating: Learners are developing an understanding of how composers build a composition from initial ideas.

How learners are communicating: Learners are using sounds to convey specific ideas.

Musical building blocks: Learners are using motifs, dynamics and timbre to convey ideas.

Skills, knowledge and understanding

Learners will be able to:

- articulate thoughts, feelings and ideas
- work co-operatively
- develop and ornament
- explore theme and variation
- develop motifs using a range of concepts
- perform to an audience.

Experiences and outcomes

Expressive arts:

- I can use my voice, musical instruments or music technology to improvise or compose with melody, rhythm, harmony, timbre and structure. **EXA 3-17a**
- I can use my chosen vocal and/or instrumental skills to improvise and compose, showing developing style and sophistication. **EXA 4-17a**

Links with other areas of the curriculum

Health and wellbeing; Literacy

Useful links

<http://www.youtube.com/watch?v=uyLfrQhPR5A>
– Steve Reich, Different Trains

<http://www.youtube.com/watch?v=JoUgVORAvZU>
– Jacques Ibert, Paris, The Metro

<http://www.youtube.com/watch?v=QUPYg-Sa5IQ> – Bert Jansch, January Man

- I can use music technology to compose, record and produce music and to enhance performance. **EXA 4-17b**
- Having developed my ideas from a range of stimuli, I can create and present compositions using a broad range of musical concepts and ideas. **EXA 4-18a**

<https://www.youtube.com/watch?v=u6LyYdSQQ>
AQ – Schoenberg Pierrot lunaire no. 8 Nacht

Process/next steps

- 1) Working individually, young people will compose and notate a motif. Encourage young people to think freely about rhythm and to develop their own scale or use a pre-existing scale or mode as a basis for their motif. (The Further Ideas document provides some starting points).
- 2) To develop the motif, young people may consider using the following techniques:
 - Begin to change the rhythmic values or size of intervals.
 - Create an ornament.
 - Reorder notes of the motif (Schoenberg's *Verklärte Nacht* provides a good example).
 - Explore theme and variation with the motif.

Other concepts may be more suitable for individual learners.

- 3) In addition to the suggested operations, encourage students to listen to their phrases develop and extend ideas organically. They will begin to select, organise and layer phrases into the finished pieces.
- 4) This activity would work well as a solo piece or possibly for an ensemble.
- 5) Young people should have the opportunity to perform their music to the class through a live performance or presenting a recording.
- 6) As further development, young people could begin notate on transcript and then transpose the motif.

Exploring Sounds – Musique Concrète

THIRD/FOURTH LEVEL ACTIVITY

Learning intentions

- We are learning how to create variations of an electroacoustic composition.

Success criteria

- I am able to record source sounds.
- I am able to vary the tempo of my piece.
- I am able to use music technology to organise process recorded sounds.

Resources

- PC/mobile device/app
- Headphones/speakers
- Audacity

Focus

What they are communicating: Learners are selecting and arranging sounds.

How they are communicating: Learners are using music technology to develop composition ideas.

Musical building blocks: Learners are enhancing knowledge of how to structure music and use music technology.

Skills, knowledge and understanding

Learners will be able to:

- articulate thoughts, feelings and ideas
- work independently
- develop listening skills
- explore sound
- pace ideas effectively
- show awareness of music structure
- use music technology.

Experiences and outcomes

Expressive arts:

- I can use my voice, musical instruments or music technology to improvise or compose with melody, rhythm, harmony, timbre and structure. **EXA 3-17a**
- I can use my chosen vocal and/or instrumental skills to improvise and compose, showing developing style and sophistication **EXA 4-17a**
- I can use music technology to compose, record and produce music and to enhance performance. **EXA 4-17b**

Links with other areas of the curriculum

Health and wellbeing; Technology

Useful links

<http://superlooper.universlabs.co.uk/>

<https://itunes.apple.com/gb/app/novation-launchpad/id584362474?mt=8>

<https://soundation.com/>

<https://www.youtube.com/watch?v=R-R3F3ZVbi8> (Edgar Varèse - Poème électronique)

- Having developed my ideas from a range of stimuli, I can create and present compositions using a broad range of musical concepts and ideas. **EXA 4-18a**

<https://www.youtube.com/watch?v=C Tf0yE15zzl> (Pierre Schaeffer -- Études de bruits)

https://en.wikipedia.org/wiki/R._Murray_Schafer

Process/next steps

- 1) Provide young people with time to go outside to record samples of sounds.

Once back in the classroom, ask the young people to share some of their recorded sounds. Discuss the properties and characteristics of the sounds.

- 2) Allow time for experimentation with a range of pre-recorded sounds using music technology such as Audacity. Investigate tempo by exploring concepts such as adagio and allegro.
- 3) Young people will now use Audacity to select, order and process their sounds. Audacity provides a menu of effects to explore, for example, reversing a sound. Young people could include canon in their composition.

Refer to Pierre Schaeffer, R. Murray Schafer and Edgar Varèse's work for inspiration.

- 4) As a class, discuss structure of the piece. Consider the following questions:
 - Where is the texture most dense?
 - Are there any points of silence?
 - How many sound types are used?
- 5) Consider opportunities for performance and playback of finished pieces. It would also be useful for peers to listen to two versions of the same piece and compare and contrast the developments made by the composer.

Form and Structure – Music to Picture

THIRD/FOURTH LEVEL ACTIVITY

Learning intentions

- We are learning to compose for a moving image using at least two concepts.

Success criteria

- I am able to identify the mood and emotion of my chosen clip.
- I am able to improvise a performance in response to a visual stimulus.
- I am able to work with others to layer sounds for the overall composition.
- I am able to justify my use of specific concepts.

Resources

- Instruments/voices
- <http://scotlandonscreen.org.uk/>

Focus

What learners are communicating: Learners are exploring music to convey appropriate mood and character.

How learners are communicating: Learners are layering sounds to build mood for the audience.

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

Skills, knowledge and understanding

Learners will be able to:

- articulate thoughts, feelings and ideas
- improvise
- work co-operatively
- develop listening skills
- layer sounds
- form connections between image and sound.

Experiences and outcomes

Expressive arts:

- I can use my voice, musical instruments or music technology to improvise or compose with melody, rhythm, harmony, timbre and structure. **EXA 3-17a**
- I can use my chosen vocal and/or instrumental skills to improvise and compose, showing developing style and sophistication. **EXA 4-17a**

Links with other areas of the curriculum

Health and wellbeing; Literacy

Useful links

<http://youtu.be/uEHhb0zBRck>

<http://youtu.be/uopUyGA4FF4>

<http://www.educationscotland.gov.uk/nqmusic/concepts/index.asp>

- I can use music technology to compose, record and produce music and to enhance performance. **EXA 4-17b**
- Having developed my ideas from a range of stimuli, I can create and present compositions using a broad range of musical concepts and ideas. **EXA 4-18a**

Process/next steps

- 1) In groups, young people will compose for their chosen instrument to perform live over a selected moving image. (See useful links for examples of a live music ensemble performed over a silent film). Groups could discuss the mood and emotion of their chosen clip.

The group should work together to layer the sounds ensuring their musical piece reflects the mood and character of the moving image.

- 2) To further support, listen to examples of film music, and watch three scenes from different movies. The [Scotland on Screen](#) archive is a resource with a variety of footage from around Scotland over the past century. Ask the young people to describe the scenes they see and hear. Encourage groups to think beyond traditional stereotypes of music.
- 3) Encourage young people to include at least two concepts, for example a trill and a riff on their choice into the composition. They should begin to justify the reason for their choice.
- 4) At the end of the process, young people should perform their compositions to the class.
- 5) To further develop this activity, learners can begin to notate their compositions.

Songwriting – Styled

THIRD/FOURTH LEVEL ACTIVITY

Learning intentions

- We are learning to compose a song.

Success criteria

- I am able to notate my song using a lead sheet.

Resources

- Listening resources
- Range of instruments
- Music technology where appropriate

Focus

What learners are communicating: Learners are developing an understanding of how composers use the world around them as an inspiration.

How learners are communicating: Learners are demonstrating how to use sound to convey an idea.

Musical building blocks: Learners are developing melody and chord progressions.

Skills, knowledge and understanding

Learners will be able to:

- create a lead sheet
- compose own lyrics, melody and chords
- develop ideas through improvisation
- use music technology.

Experiences and outcomes

Expressive arts:

- I can use my voice, musical instruments or music technology to improvise or compose with melody, rhythm, harmony, timbre and structure. **EXA 3-17a**
- I can use my chosen vocal and/or instrumental skills to improvise and compose, showing developing style and sophistication. **EXA 4-17a**
- I can use music technology to compose, record and produce music and to enhance performance. **EXA 4-17b**

Links with other areas of the curriculum

Health and wellbeing; Literacy

Useful links

<http://www.youtube.com/watch?v=rt1dmt-Zqyc> – Laura Marling, Goodbye to England covered in Snow

<http://www.youtube.com/watch?v=94bdMSCdw20> – Joni Mitchell, Big Yellow Taxi

<https://www.youtube.com/watch?v=TY60XWqozDA> – Iva Davis, APRA Songwriters' Workshop

- Having developed my ideas from a range of stimuli, I can create and present compositions using a broad range of musical concepts and ideas. **EXA 4-18a**

http://www.youtube.com/watch?v=Um8tzB0saeM&list=PLWL4Zat_ZQvVklKKloFEjWmS8pwX8dGaW&index=2 – Kate Bush, Prelude/prologue

<http://www.youtube.com/watch?v=XqBOJUeGJCk> – Kate Bush, Sunset, Sea of Honey

<http://www.youtube.com/watch?v=q2o9VyuJSD4> – Pierre Schaeffer, Apostrophe

Process/next steps

- 1) In groups, young people will compose a song. They should begin by mind mapping their intentions using the following questions:
 - What do they want to communicate?
 - How will they incorporate a theme into their piece?
 - How will they communicate these ideas musically?
 - How will they connect tempo and dynamics?
 - Can they represent their ideas pictorially?
 - What stimulus are they taking inspiration from?

- 2) In any order of their choosing, learners should compose lyrics, melody and chord progression.

Listen to a variety of different pieces of music and songs.

As a class, discuss:

- What has the composer explored within the music?
- What is the composer trying to communicate?
- What does the composer do musically to share their intentions?
- What is the contour and range of the melody?
- Analyse the chord progression.

- 3) Study examples of lead sheets. Young people will now produce a lead sheet for their own song.

[Iva Davies'](#) APRA songwriters' workshop provides useful advice and support.

- 4) To further develop the song, young people should use GarageBand to create an arrangement.
- 5) More advanced learners could begin to transcribe the melody and chord progression on manuscript.