



# What's the score?

## Exploring instruments and symbols

This unit develops children's ability to recognise different ways sounds are made and changed and to name, and know how to play, a variety of classroom instruments.

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# What's the score

Exploring instruments and symbols



## MEDIUM TERM PLAN

Learning Objectives

Children should learn

Teaching Activities

With your class

Learning Outcomes

Children

### INTRODUCTION: WHAT SOUNDS CAN BE MADE BY MUSICAL INSTRUMENTS?

1<sup>st</sup>

- about classroom instruments
- to identify different ways instruments make sounds

1. Sing *Make your sound like mine* to explore a variety of sounds
2. Play the *Sound puzzle* game to identify different groups of instruments
3. Identify the instruments played in *Sextet*

- identify instruments and the way their sound can be changed
- identify different groups of instruments

### EXPLORATION: WHAT SOUNDS CAN WE MAKE?

2<sup>nd</sup>

- to identify how sounds can be changed
- to understand how symbols can be used to represent sounds

1. Play *Funny name game* to explore different ways of using the voice
2. Play *Jamaquacks* to explore how symbols can be used to represent vocal sounds
3. Play *Start conducting* to understand how symbols can be used to represent instrumental sounds

- identify how sounds can be changed
- perform together using symbols as a support

3<sup>rd</sup>

- to understand how symbols can be used to represent sounds
- how symbols can be used to describe changing sounds

1. Use the *Jamaquacks* cards to make and perform sequences of vocal sounds
2. Listen to *Cartoon strip* to experience how sounds can tell a story
3. Use voices and body percussion to create a class improvisation of *Cartoon strip*

- perform together using symbols as a support
- perform together and follow instructions which combine the musical elements

4<sup>th</sup>

- to listen carefully and respond to sounds using movement
- understand how symbols can be used to represent sounds
- how symbols can be used to describe changing sounds

1. Respond to *Cartoon strip* in movement
2. Use instruments to create a class improvisation of *Cartoon strip*
3. Play *Hairy scary sounds matching game*

- identify different sounds by matching movements to given sounds
- perform together using symbols as a support
- perform together and follow instructions which combine the musical elements

### BRINGING IT ALL TOGETHER: HOW CAN WE USE THESE DIFFERENT SOUNDS MADE ON CLASSROOM INSTRUMENTS?

5<sup>th</sup>

- to compose a class composition
- how symbols can be used to describe changing sounds

1. Learn *The Hairy Scary Castle* song
2. Make actions, vocal and body sounds for *Hairy scary rooms*
3. Play the *Hairy scary rooms* game with voices and actions

- contribute to the creation of a class composition
- perform together and follow instructions which combine the musical elements

6<sup>th</sup>

- to compose a class composition and make a score

1. Compose *Hairy scary music* using instruments
2. Notate scary room sounds
3. Rehearse and perform *The Hairy Scary Castle*

- contribute to the creation of a class composition and make their own symbols as part of a class score
- choose sounds and instruments carefully and make improvements to their own and others' work

# What's the score?

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# 1<sup>st</sup>

## LESSON PLAN

### Learning Objectives

Children should learn

- about classroom instruments
- to identify different ways instruments make sounds

### Learning Outcomes

Children

- identify instruments and the way their sound can be changed
- identify different groups of instruments

### RESOURCES AND PREPARATION

- CD tracks: 46–48
- Shakers
- Sets of wooden, metal and skin percussion instruments

### VOCABULARY:

**crescendo:** getting louder

**diminuendo:** getting quieter

**dynamics/volume:** the volume of the music, usually described in terms of loud/quiet

**duration:** the word used in music to refer to the length of a sound or silence

**playing methods:** acoustic (non-electronic) sounds are made by shaking, scraping, tapping or blowing a soundmaker

**timbre:** quality of sound, eg squeaky. All instruments, including voices, have a particular sound quality which is referred to as timbre

## Teaching Activities

### 1 Sing *Make your sound like mine* to explore a variety of sounds

This game gives practice in handling classroom instruments and explores different ways of making sounds.

### 2 Play the *Sound puzzle* game to identify different groups of instruments

The children listen to classroom instruments and identify the material they are made of: wood, metal or skin.

*SUPPORT:* place a set of wooden, metal and skin instruments in the music corner for children to explore the sounds they make. Pairs of children can play the *Sound puzzle* game to give one another practice at distinguishing between and identifying the different sounds.

### 3 Identify the instruments played in *Sextet*

After listening to this music the children recognise and identify a range of instruments and the ways their sounds were produced.

### Lesson Extension

Use the first verse of *Sound puzzle* song to identify different playing methods. Hide one instrument and play it in three different ways, eg drum skin tapped with a beater, scraped with fingernails and tapped with palm of hand. Ask the children to describe how they think the instrument was played.

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# 2<sup>nd</sup>

## LESSON PLAN

### Learning Objectives

Children should learn

- to identify how sounds can be changed
- to understand how symbols can be used to represent sounds

### Learning Outcomes

Children

- identify how sounds can be changed
- perform together using symbols as a support

### RESOURCES AND PREPARATION

- CD track: 49
- *Jamaquacks* photocopiable (p36): cut into twelve cards
- *Start conducting* photocopiable (p36): cut into four cards
- Cloth bag
- Variety of percussion instruments including maracas, guiros, tambours, chime bars

### VOCABULARY:

**duration**

**dynamics**

**pitch:** refers to the complete range of sounds in music from the lowest to the highest

**playing methods**

**tempo (plural tempi):** the speed at which music is performed, usually described in terms of fast/slow

**timbre**

## Teaching Activities

### 1 Play *Funny name game* to explore different ways of using the voice

This game explores musical elements (*duration, tempo, timbre, pitch, dynamics*) as the children find ways to change their voices.

*SUPPORT:* encourage children who find it difficult to access the full range of their voices, to explore frequently. Periodically invite them to copy you as you use a funny voice to say eg 'David, go and line up' – 'Yes, Miss Smith'. Conversely, invite them to use a funny voice for you to copy, eg 'Good morning, Miss Smith' – 'Good morning, David'.

### 2 Play *Jamaquacks* to explore how symbols can be used to represent vocal sounds



The children create vocal sounds in response to symbols, experiencing a range of musical elements as they do so.

### 3 Play *Start conducting* to understand how symbols can be used to represent instrumental sounds




As the children play this game they identify different groups of instruments and match them to symbols.

## Lesson Extension

Play *Start conducting* and sing the second verse twice to create a sequence of all four groups. As the conductor points to the cards one after the other, all four groups play their instruments in turn.

# What's the score

Exploring instruments and symbols 

# 3<sup>rd</sup>

## LESSON PLAN

### Learning Objectives

Children should learn

- to understand how symbols can be used to represent sounds
- how symbols can be used to describe changing sounds

### Learning Outcomes

Children

- perform together using symbols as a support
- perform together and follow instructions which combine the musical elements

### RESOURCES AND PREPARATION

- CD track: 50
- *Jamaquacks* cards and cloth bag (p36)
- *Cartoon strip scores* photocopyable (p38)

## Teaching Activities

### 1 Use the *Jamaquacks* cards to make and perform sequences of vocal sounds



The class practise ways of changing vocal sounds as they perform sequences of them in response to symbols.

*SUPPORT:* place the *Jamaquacks* cards in the music corner to give children extra opportunities to interpret the notation and explore different sequences of vocal sounds.

### 2 Listen to *Cartoon strip* to experience how sounds can tell a story



The changing sounds in this music describe a sequence of events for the children to recognise and identify.

### 3 Use voices and body percussion to create a class improvisation of *Cartoon strip*



The children improvise sounds with their voices and with body percussion to describe a sequence of images.

### VOCABULARY:

**body percussion:** sounds that can be made using parts of the body, eg clapping, tapping knees ...

**duration**

**dynamics**

**improvisation:** music invented as you go along

**pitch**

**tempo**

**texture:** layers of sound, eg the two layers of sound created by a melody accompanied by a drum beat

**timbre**

## Lesson Extension

Ask small groups to devise their own sounds for the *Jamaquacks* game. They can draw or write their ideas for sounds on blank cards. Play the game again with the class using the new cards.

# What's the score

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# 4<sup>th</sup>

## LESSON PLAN

### Learning Objectives

Children should learn

- to listen carefully and respond to sounds using movement
- understand how symbols can be used to represent sounds
- how symbols can be used to describe changing sounds

### Learning Outcomes

Children

- identify different sounds by matching movements to given sounds
- perform together using symbols as a support
- perform together and follow instructions which combine the musical elements

### RESOURCES AND PREPARATION

- CD tracks: 50–51
- *Cartoon strip scores* photocopiable (p38): enlarged copies of both scores
- *Hairy scary rooms* photocopiable (p40): copies for the class
- Variety of percussion instruments

## Teaching Activities

### 1 Respond to *Cartoon strip* in movement

As the children listen to the music, they create movements which describe the sequence of events.

### 2 Use instruments to create a class improvisation of *Cartoon strip*

Using a score, the children select instrumental sounds to describe the sequence of images which tell a story.

### 3 Play *Hairy scary sounds matching game*

As the children listen to sounds which describe a new sequence of events, they match the sounds to symbols.

**SUPPORT:** place cut up copies of the *Hairy scary rooms* and a recording of track 51 in the music corner for individuals to play the matching game. After shuffling the cards they place them one by one on the table, then order them as they listen to the recording.

### VOCABULARY:

**duration**

**dynamics**

**pitch**

**improvisation**

**score:** all the parts of a piece written down

**tempo**


**texture**

**timbre**

## Lesson Extension

Small groups of children may create their own sounds to create a composition based on the story illustrated in *Cartoon strip*.

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# 5<sup>th</sup>

## LESSON PLAN

### Learning Objectives

Children should learn

- to compose a class composition
- how symbols can be used to describe changing sounds

### Learning Outcomes

Children

- contribute to the creation of a class composition
- perform together and follow instructions which combine the musical elements

### RESOURCES AND PREPARATION

- CD track: 52
- *Hairy scary rooms* photocopiable (p40): enlarged and cut into eight door cards

## Teaching Activities

### 1 Learn *The Hairy Scary Castle* song

The children learn the song which describes a trip into a scary castle.

### 2 Make actions, vocal and body sounds for *Hairy scary rooms*

Using the symbols as a support, the children select vocal and body sounds to describe the images.

*SUPPORT: some children may need support at stopping their sounds at the appropriate time. Choose a stop signal, eg shutting each door with a clap and challenge everyone to stop together. Try the stop signal with a silent door-shutting action. Let a child conduct the sounds by 'opening' and 'closing' each door.*

### 3 Play the *Hairy scary rooms* game with voices and actions

This game gives practice in remembering and performing the sounds the children have selected, as they respond to the symbols in a random order.


### VOCABULARY:

duration  
dynamics/volume  
pitch  
tempo  
texture  
timbre

### Lesson Extension

Individuals or pairs of children may make their own actions, vocal and body sounds for the *Hairy scary rooms* and perform these to the class.

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# 6<sup>th</sup>

## LESSON PLAN

### Learning Objectives

Children should learn

- to compose a class composition and make a score

### Learning Outcomes

Children

- contribute to the creation of a class composition and make their own symbols as part of a class score
- choose sounds and instruments carefully and make improvements to their own and others' work

### RESOURCES AND PREPARATION

- *Hairy scary rooms* photocopiable (p40): cut into room cards
- *Hairy scary castle* photocopiable (p43): enlarged
- Large blank sheets of paper
- Variety of instruments
- Recording equipment

## Teaching Activities

### 1 Compose *Hairy scary music* using instruments

The class works in groups to compose music for each room of the scary castle. They listen to and appraise each other's music, one group at a time.

### 2 Notate scary room sounds

Each group creates a score of their music, then uses their ideas to make a class score together.

### 3 Rehearse and perform *The Hairy Scary Castle*

As you retell the story, the children follow the class score to perform their music and sing the song. The story is recorded and given to another class to enjoy.

**SUPPORT:** encourage children who have difficulty in working as a group by giving them a simple structure for their composition, eg ask them to join in one by one, make a simple sequence of loud-quiet-loud sounds, or start slowly then get faster.

### VOCABULARY:

**duration**

**dynamics/volume**

**pitch**

**tempo**

**texture**

**timbre**

**score**

**structure:** most music is underpinned by a structure which may be as simple as beginning, middle and end

### Lesson Extension

Encourage the children to extend the sounds they have chosen for each scene in the story, making more subtle choices and refining their performance of them.



# Glossary

## accompaniment

the underlying sounds used to support a melody line

## body percussion

sounds that can be made using parts of the body, eg clapping, tapping knees ...

## call and response

a style of song in which a leader sings a short melody (the call) and a chorus of singers respond with an answering short melody (the response)

## chord

two or more notes played at the same time

## conductor

the person elected to lead the group

## crescendo

getting louder

## diminuendo

getting quieter

## drone

a sound, or sounds, played constantly throughout all or part of a piece of music as an accompaniment

## duration

the word used in music to refer to the length of a sound or silence

## dynamics/volume

the volume of the music, usually described in terms of loud/quiet

## glockenspiel

a tuned percussion instrument with metal bars

## graphic score

a score in which musical intention is recorded by means of graphic symbols

## improvisation

music invented as you go along

## layering

the process of creating texture by combining layers of sound

## musical elements

pitch, rhythm, timbre, dynamics, tempo, duration, texture, structure (see definitions)

## notation

ways of writing music down

## ostinato (plural ostinatos/ostinati)

a short rhythmic or melodic pattern that is repeated over and over

## phrase

a small unit of melody, often corresponding to a line of a song in vocal music

## pitch

refers to the complete range of sounds in music from the lowest to the highest

## pitch movement

the steps and jumps by which a melody moves up and down in pitch

## playing methods

acoustic (non-electronic) sounds are made by shaking, scraping, tapping or blowing a soundmaker

## pulse/beat

pulse and beat are used synonymously to refer to the regular heartbeat of the music - the 'steady beat'

## rhythm

patterns of long and short sounds played within a steady beat

## score

all the parts of a piece written down

## soundmaker

any sound source used as a musical instrument

## sound sources

sounds in music may come from any source - there are no limitations

## structure

most music is underpinned by a structure which may be as simple as beginning, middle and end

## tempo (plural tempi)

the speed at which music is performed, usually described in terms of fast/slow

## texture

layers of sound, eg the two layers of sound created by a melody accompanied by a drum beat

## timbre

quality of sound, eg squeaky. All instruments, including voices, have a particular sound quality which is referred to as timbre

## tuned percussion

the family of instruments which includes chime bar, glockenspiel, hand chime, metallophone, tubular bell, xylophone

## untuned percussion

percussion instruments which make sounds of indefinite pitch

## xylophone

a tuned percussion instrument with wooden bars