

Objectives: **Compose and perform from graphic notation**
 Understand the need for notation
 Explore different styles of notation

| ACTIVITIES | OUTCOMES |
|---|--|
| <p>Lesson 1</p> <ul style="list-style-type: none"> • Needs to start with a discussion of what music is – it is the ordering of sounds into a structure which is in some way pleasing or meaningful to somebody • Explore sounds, ask for ideas of body sounds, practice, individually and together. • Same with vocal sounds. • Make a list of sounds that can be produced • Practice sounds • Add sequencing , dynamics • At this stage two different sounds are enough to work with <p>Lesson 2</p> <ul style="list-style-type: none"> • Divide class into groups, make sounds in sequence, alter sequence, make sounds simultaneously • Add classroom sounds as in ‘Composing Matters’ ‘The Classroom’ using longer sounds • Use untuned instruments if more appropriate • Introduce concept of notation using a blank grid • Introduce notation of sounds from above, | <ul style="list-style-type: none"> • Pupils develop in awareness of shape and sound in music • Pupils develop awareness of what constitutes music • Pupils increase in confidence to express opinions • Pupils increase in confidence to perform <p>As above but also:</p> <ul style="list-style-type: none"> • Pupils gain awareness of measures necessary to reproduce performance • Pupils increase in confidence to assert musical preferences |

Lesson 3

- **Brainstorm a set number of 'effective' sounds, list them**
- **Choose suitable symbols to represent the sounds**
- **As a group or smaller groups discuss ideas for notating certain sounds and provide a key**
- **In groups use this 'bank' of sounds to produce a composition. Try to listen to the sounds, create an order and notate afterwards rather than just making a 'pretty picture'**
- **Notate this composition on paper large enough to be pinned up and seen by the whole class (Flip board paper is a good size)**
- **And / Or record the composition**

Lesson 4

- **Groups may take turns to perform their composition, explaining the notation**
- **They may direct the rest of the class to perform this composition**
- **They may record the composition**

Lesson 5

- **The class could then look at some further examples of graphic scores, involving more complex textures. They could make their own versions of these scores with keys to what the symbols mean – use their own interpretation of the symbols**

As above but also:

- Pupils learn to produce a graphic score

As above but also:

- Pupils have experience of directing and being directed

- Pupils evaluate compositions and performance

Lesson 6

- **The class could listen to a performance of a piece and follow it on a copy of the graphic score (eg: Cathy Bebarians 'Stripsody' for Voices**

- In the light of hearing and following scores of other compositions, pupils evaluate their own compositions