

Creative Musical Projects for Years 1-5

Achievement Objectives & Strands

Developing Practical Knowledge in Music

- students will investigate ways of creating sounds using conventional and unconventional sound sources.
- students will experiment with the elements of music and begin shaping sounds into musical compositions
- through exploration of sounds, students will develop aural sensitivity and discrimination

Developing Ideas in Music

- students will use their experiences and perspectives to develop and refine musical ideas
- students will use aural skills and imagination to generate, improvise, shape and communicate musical ideas.

Essential Skills

- Social and Cooperative Skills
- Problem Solving Skills
- Work and Study Skills

PROJECT ONE: NATURAL & PEOPLE SOUNDS

Two Types of Sounds

- Develop the idea that sounds can be made by people or things that people have built and have students suggest example, e.g.
 - cars
 - clocks
 - planes
- Explain that other sounds, not made by people, are called natural or environmental sounds. Can the students give any examples of natural sounds? eg
 - wind
 - waves on the shore
 - leaves
- Divide class into two groups and go on a sound hunt around the school. One group listens for natural sounds and the other will listen for people sounds.
- Discuss and share the sounds heard. Now swap roles.
- Go to several contrasting areas eg.
 - bush area,
 - by the road
 - back fence
 - near the classrooms

Back in the Classroom

- Make a 'huge' list of all the sounds the students heard on their soundwalk.
- Now challenge the class or groups to divide the sounds into natural and people made sounds. eg a table format.

natural sounds	people sounds
wind in the trees bird song bees and wasps	talking and shouting motor bike concrete mixer

- Have groups share results. Now challenge students to draw or paint the sounds. Ask questions such as:
 - would the sound be gentle and smooth?
 - would the sound be jagged and rough?
- Make a wall display of sound pictures.

Let's Refine Our Sounds

- Have students revisit their list of sounds heard.
- Working first with natural sounds, refine the classification into...
 - loud sounds
 - medium sounds
 - soft sounds

NATURAL SOUNDS

soft sounds	medium sounds	loud sounds
leaves rustling bees flying by tap dripping	bird song	dog barking

- Do the same with people sounds.

PEOPLE MADE SOUNDS

soft sounds	medium sounds	loud sounds
gate shutting	talking	motor bike large truck digger working

- Discuss the results. Can the students make any wise statements about the sounds they heard?
 - Natural sounds are nearly always softer than people made sounds.

PROJECT TWO: MUSIC WITH NEWSPAPER

Teacher Directed Sounds

- Pick a group of about six students, have them stand in a circle and give each one of them a sheet of newspaper. The rest of the class become listeners.
- Challenge them to hold it without making any sound! All listen.
- Have one child flap paper slowly, the others follow in turn around the circle until all newspapers are being flapped.
- Signal the students to stop
- In succession have each student gently tear the paper in half. Signal to stop.
- On a signal, have all students at the same time rip their newspaper violently in half.
- In succession, have students crumple the paper into a ball. Hold the balls still for several seconds.
- On a signal, all students drop the crumpled paper on the floor.
- Discuss the different sounds made by the newspapers, **eg**
 - *which sound did they like the most? Why?*
 - *which was the loudest/softest sound?*
 - *which sound was the most interesting?*

Group Newspaper Music

- Divide the class into groups
- Issue groups of 5-6 with newspaper.
- Send groups to a quiet place to find out how many different sounds they can make from the paper.
- You may wish to discuss and list the following examples before the groups begin their experimenting.

Sounds Can Be Made By

- **hitting** - **blowing** - **crumpling**
- **tearing** - **flapping** - **ripping**
- **scraping** - **dropping**
- The challenge for the students is to put their discovered sound together in some type of order. Introduce the idea that you can have silence between the sounds.
- Have groups play their newspaper sounds to the class.
- For an ear cleaning experience, have players spread around the outside and the listeners seated in the middle with their eyes closed.
- Ask for comments. How could it have been improved?
- Allow further time for refining the sounds and invite other classes to your 'paper sounds' concert.

PROJECT THREE: FANTASTIC IN TUNE MUSIC

Teacher Information

- Most schools will have a collection of tuned percussion instruments. If you remove every F and B note from a glockenspiel or xylophone you will end up with a pentatonic scale
eg. **C D E G A.**
- When any of these notes are played together they don't clash and offend the ears. They sound positively oriental and very restful.

Making Pentatonic Music

- Give out some instruments to a group. The rest of the class use their hands as instruments.
- Start by clapping out a simple rhythm.
- The class echo claps back the rhythm.
- Clap it out again and the pentatonic players echo it back. They use any notes they wish.
- Divide the instrumentalists into three groups and give each group one simple rhythm to play over and over again. Explain that any notes can be used.
- Experiment with many variations **eg**
 - *Rhythms can be played in turn, two together and/or all at once.*
- Attach other class members to each group who help the instrumentalists with their repeated rhythm using untuned and body percussion.

Assessment

- *Students can discriminate between natural sounds and sounds made by people*
- *Students can classify sounds confidently in terms of dynamics*
- *Students showed delight in discovering and sharing found sounds.*
- *Students were able to work cooperatively to shape discovered sounds into a satisfying presentation.*
- *Students can repeat a rhythmic and melodic pattern (ostinato)*
- *Students are able to work cooperatively in groups*
- *Students showed imagination and creativity in performance*
- *Students are developing aural skills by evaluating and improving their performance*