

PROJECT ONE: METAL SOUNDS

- silence can break up the sounds
- silence can be of differing lengths
- sounds can be made together, singly and in succession.

ACTIVITY THREE: A SOUND COMPOSITION

The aim here is to have groups create a musical composition of contrasts using the concepts above and perform this composition to the class for evaluation and comment. Have students consider how effective the music was, why was it effective, how could it be improved. Rework compositions and perform for further evaluation.

ACTIVITY FOUR : FOCUS ON PERFORMANCE

Challenge students to come up with suggestions as to how the composition could be performed to really excite the listeners rather than just standing out in front of the audience as most performers do.

A Suggested Performance Format Could Be:

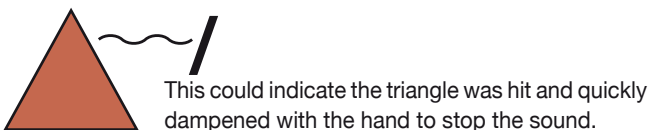
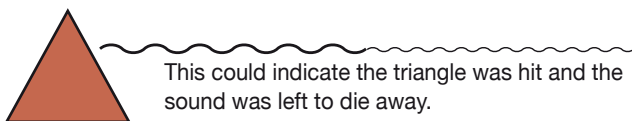
- Sit the audience in a circular group and have the performers surround them in a circle.
- Ask the audience to close their eyes as it will sound much more exciting as they will be unable to see what is going to happen.
- Performers can also move around the circle when performing to 'spread the music out'.
- Performers can quietly back away from and advance towards the audience when performing to add contrast and excitement.
- Ask the audience for comment. What parts were the most effective? Why? Do the audience have any suggestions to make to improve the performance?
- Perform the music again and invite further comment.

ACTIVITY FIVE : GRAPHIC NOTATION

Ask students if they can come up with any reasons why composers of music often write down what they have composed, eg

- they write it down so they can remember it when they play it again
- they write it down so others can play it as well

Do they think it would be possible to write down their music for triangles? Introduce the idea of graphic notation – that is using symbols to write down the music rather than notes, **eg**



Set groups the task of writing down their triangle compositions by devising their own form of graphic notation (there is no right

way – only dozens of possibilities).

Discuss the results as a class. Is there one clearest method or common set of symbols that the class could use? Agree on a class standardised method and have each group write their own graphic score to become part of a class triangle music booklet.

FURTHER ACTIVITIES

- Go through the same process with other conventional and non-conventional metal instruments.
- Combine and make music for several/many/all conventional metal instruments – gongs, cymbals etc.
- Combine conventional and non conventional instruments.
- Arrange like and unlike musical instruments into groups from the highest to the lowest sounds. Students may have difficulty doing this but the important thing is the process of careful listening that is the most important – and it will stimulate much discussion.
- Arrange instruments into three groups:
Group One: Instruments that make short sounds
Group Two: Instruments that make medium length sounds
Group Three: Instruments that make long sounds
- Compose music for each of these groups of instruments.
- Give a HEAVY METAL concert to other classes.
- Record music on four or more tape/digital recorders and spread them out around the room. Have the audience close their eyes. The performance should now include recorded and live sounds made by groups. Get the audience to close their eyes for maximum enjoyment!
- Make and/or invent 'new' musical instruments, eg
A kitchen sink suspended by a nylon fishing line and played with a tennis ball on a stick to make a booming gong. Another example could be pipes of differing lengths to make wind chimes. Let the student's imagination run riot.
- Add melodic metal sounds from metalophones and glockenspiels to any of the compositions. (TIP: Use the pentatonic scale as no note clashes with any other. Remove every F and B note to get this scale – C,D,E,G,A)
- Play music on a metal saw or use the commercial version of this called the BOING.
- Metal drums can be used to add exciting rhythms.
- Have groups add a 'metal dance' movement sequence to go with the music.

As a direct contrast to all of this, take the class on a walk to the nearest bush area. Sit still and listen to the silence, bird calls, wind, water ... that make up the music of the bush!