

SCHEME OF WORK 6: How can technology be used to enhance creative thinking skills through composing?

LESSON 3

TOPIC AND PURPOSE

Encouraging learners to move outside their comfort zone and embrace alternative models of musical composition.

OBJECTIVE

To develop collaborative skills and music technology understanding.

ENGAGEMENT

Learners will develop an understanding of collaboration through creative group work.

Learners will extend their knowledge of music technology by personally responding to the activities.

STICK-ABILITY

Learners will develop knowledge and understanding of music technology processes and how to manipulate technology to create new sounds.

DIFFERENTIATION

Embedding:

Learners will respond intuitively and analytically to the different activities. All learners will be expected to build on the activities developing their skills and knowledge.

Enhancing: Some will go further than this and may contribute more fully to group work by bringing to the piece a better awareness of ways in which sounds be creatively developed and extended.

Extending: A few may go well beyond this and be more expressive, evaluative and analytical in their contribution. They may also bring a raised awareness of music technology processes and musical knowledge.

AIMS AND OBJECTIVES

Developing music that depends on interaction rather than physical skill.

ACTIVITY ONE

Trigger game

Stage1:

Sit group in a circle with everyone having an instrument, speaker, battery, clips etc (see resources section). You can also play this with acoustic instruments/voices.

Make sure that everyone can play a short sound together.

Get everyone to choose someone else in the group who they will play after. Demonstrate what would happen if 2 people chose each other, resulting in an alternating pulse.

STARTER

Recap on the last lesson's objectives.

Commentary on Activity One:

How many different sounds can you get from this instrument?

What happens if you attach the twitching speaker to different surfaces/instruments?

Allow time to develop musical vocabulary.

ASSESSMENT

Observe the groups and offer learners opportunities to develop their skills through discussion and reflective feedback verbally and through written direction.

Use the lesson objectives to offer opportunities for pupils to self- assess their work.

HOMWORK

If possible encourage learners to develop their music technology skills through after school sessions.

ACTIVITY ONE CONTINUED

Start with one person playing a single sound. Observe what happens, there are three possible things

1. No one else plays (no one chose that person).
2. A “chain” of people play then the music stops.
3. A “loop” happens where someone chooses another who has also chosen the first person and it keeps going round until you stop them.

Possible extensions:

Play in response to the audience in a concert.

Play responding to the colours of the cars that pass the window.

Play responding to a TV programme with the sound turned off.

Play in response to people dancing.

Play in response to watching a crowd of people.

Commentary on Activity One:

Do this several times starting with different people.

Which combinations do you like?

Do you like the uncertainty of not knowing who is going to play next?

At what point does this become music ?

If it's NOT music before we play to an audience what is it?

How much pre planned structure do you feel you need? How much does the music need?

Does this music need a “theme” ?

How can you notate this music? Do you need to?

What is an appropriate performance context for this music?

Other composers to explore who use similar structures / sounds:

John Zorn
Christian Wolff
Alvin Lucier
Modified Toy Orchestra
Nic Collins

RESOURCES

- 9v batteries
- 3 crocodile clip leads per student
- 1 speaker per students (these can be any impedance, new or recycled out of old radios etc. it's good to have a variety of sizes)
- Box of paper clips

By shorting the 9v battery via the speaker you can create what is the simplest electronic oscillator in the world.

There is a tutorial here from Nic Collins that explains how to do this

<http://www.nicolascollins.com/haokingtutorial03.htm>