

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

LESSON 6

TOPIC AND PURPOSE

Utilising previous learning experience, share and help others to develop a creative composition using *Soundplant*.

OBJECTIVE

The aim of this session is to get students to draw on the experiences of the previous sessions and to use what they have explored to create some pieces.

ENGAGEMENT

Evaluation will provide examples of the learners' ability to reflect on their learning.

STICK-ABILITY

Increase the learners' skill and knowledge of *Soundplant*.

DIFFERENTIATION

Embedding:

Learners will develop work using *Soundplant* utilising knowledge gained from previous learning.

Enhancing: Some will go further than this and creatively develop work utilising previous learning.

Extending: A few may go well beyond this and develop a sophisticated and musically skilful piece utilising previous knowledge.

HOMEWORK

Encourage learners to continue to use *Soundplant* to compose.

AIMS AND OBJECTIVES

To draw on previous experience to compose a piece using *Soundplant*.

ACTIVITY ONE

Choosing from the things explored in the 5 previous sessions:

Task 1: Make a piece for twitching speaker sounds that have been recorded and are played and manipulated in *Soundplant* (a laptop orchestra!).

Task 2: Make a piece for a mixed ensemble of instruments and objects using live looping.

Task 3: Make a piece for:

- A concert where the audience sits on chairs and the performers are on a stage.
- An event in an art gallery.
- Headphones to be listened to in private
- Listening to on the internet (streaming) with a visual component or dance performance
- Twitching speakers with LED lights in the circuit to be played in the dark.

STARTER

Reflect on previous experiences.

Commentary on Activity One:

Some questions for reflection:

Q: What do we mean by 'live'? (There is a chapter on this issue in Simon Emerson's Living Electronic Music useful reading for teachers though probably a bit technical for most students)

Q: What does an audience need to see in order to 'make sense' of music made from unfamiliar sounds?

Q: What are the unique opportunities offered by hybrid (electronic and acoustic) ensembles?

Q: How important is genre in talking about music?

Q: Taste and value, how can they be separated? Should they be?

Q: Can you think of a piece of music that you don't like, but that you feel has great value?

ASSESSMENT

Using commentary questions assess learner understanding and development of *Soundplant* knowledge.

RESOURCES

Computers;
Soundplant;
Classroom instruments;
Learners' own instruments;
Recording and listening device.