

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

LESSON 1: Supporting resources

Favourite sounds (starter / warm up)

Ask everyone in the group to find a partner preferably someone they don't know very well.

Ask everyone to sit facing his or her partner.

Get each pair to decide who is going to speak first and who is going to listen first.

Tell them that the person speaking is going to tell their partner as many things about themselves as possible in a short timescale and the person listening should simply listen without speaking or struggling to remember everything they are told.

Tell the group to include two things in the information they tell their partner:

1. Something that makes them unique (a useful skill in developing the character of composition and performance);
2. What their favourite sound in the world is that ISN'T a piece of music or a 'musical instrument'! (This might start the discussion of what IS a 'musical instrument'? that we will return in later sessions).

Give the group about two minutes for the first person to speak then swap over (so the person who was listening is now speaking and the person who was speaking is now listening) so that everyone has a turn to listen and speak.

Sit the whole group in a circle with each pair sitting next to each other.

Go round the group with each person introducing their partner and saying what their favourite sound in the world was as well as the thing that made them unique.

Questions to ask:

1. What connections are there between the favourite sounds?
2. How many are natural phenomena (wind, rain, the sea), how many made by people?
3. Did you notice any similarities between the sounds chosen?
4. How many of the sounds were specific to context? (An example of this might be "the sound of the sea on Skegness beach in a storm in January" or "the sound of my baby brother laughing")