

SCHEME OF WORK 1: What pedagogic strategies are there for creative learning in music?

LESSON 1

TOPIC AND PURPOSE	OBJECTIVE	ENGAGEMENT	STICK-ABILITY
To explore creative processes leading to idea generation.	To introduce learners to the idea of building compositions by adding layers.	Learners will work collaboratively in groups, sharing and appraising ideas. Group discussion and decision making processes will be important for engagement within the lesson.	This builds skills of leading and following within an ensemble. It also encourages creative processes such as play and idea generation.

DIFFERENTIATION

Embedding:

Learners will respond to the music, offering feedback with reference to some of the key musical terminology. They will explore and experiment with ideas within their groups offering ideas and developing team working skills.

Enhancing: Some will go further than this and contribute more fully to group work by using more sophisticated layering, rhythmic and loop approaches. They will also offer ideas confidence and support their peers.

Extending: A few learners may go well beyond this and be more expressive, evaluative and analytical in their contribution.

AIMS AND OBJECTIVES

To create multi-layered textures

To develop listening and collective awareness

To develop creative leadership skills

ACTIVITY ONE

Layers of loops.

Listen: *Music for 18 Musicians: Section 1.*

Write: What you hear & what you think? **Discuss.**

One of the aims is to get the group to understand the basic fabric of this music:

- It is formed from layering simple clear elements.
- The elements are rhythmic,
- The elements loop.

STARTER

Gather all the learners in a circle. Following a leader, all make one clap in unison without talking or instruction.

Commentary on Activity One:

Music for 18 Musicians: Section 1 by Steve Reich

Listening is a focused, disciplined activity. Insist on this.

The strength of the music comes the developing fabric and complexity as a result of the interaction of simple layers

ASSESSMENT

Learners will evaluate their own learning and others progression through peer to peer discussion.

They will refine and evaluate their creative processes.

Learners will Invite feedback and deal positively with praise, setbacks and criticism.

ACTIVITY TWO

A steady pulse.

Player 1: A clapped rhythmic loop over the pulse.

Other players: Complimentary rhythmic loops, 1 by 1.

The leader conducts players in and out.

Commentary on Activity Two:

The leader should be sure the starting rhythm is clear. If the groove is initially messy, let it roll, then discuss how it could become less messy.

If the initial groove is largely unison, let it roll then discuss how it could become less unison.

- encourage experimentation
- encourage clarity
- encourage simplicity

A discussion should concern:

- the music
- the performance
- the leadership
- things that are good
- how things could be improved

ACTIVITY THREE

Group activity.

On instruments choosing one note each develop a steady pulse:

Player 1: a loop over the pulse
other players: complimentary loops, 1 by 1.

The leader will conduct players in and out. The leader should:

- explore the combined sound of the entire group
- explore the sound of varying sub-groups
- experiment with dynamics
- experiment with orchestration
(conducting players 1 by 1, or en masse, or in different groupings)

ACTIVITY FOUR

Continue to develop the pulses with different leaders aim to create 6 or more pieces.

Commentary on Activity Three:

The leader should:

- explore the combined sound of the entire group
- explore the sound of varying sub-groups
- experiment with dynamics
- experiment with orchestration
(conducting players 1 by 1, or en masse, or in different groupings)
- be an artist

Direct a few of these improvisations so the group get used to the idea of quickly creating something, and then letting it go. At this stage its all about developing a fertile creative space.

You may want to experiment by limiting all pitched players to the same note, or a set of 2 or 3 notes. The note choice will greatly affect the sound of the music.

Commentary on Activity four:

In this step, natural leaders will begin to show their hand, others will need guidance and encouragement.

ACTIVITY FIVE

Sharing.

Each group will share one conducted piece. They should agree who will be the leader. The piece can be improvised or composed.

Commentary on Activity Five:

HOMEWORK

Find a great loop from a piece you already know, or from a new one.

Identify the key elements and identify what you like about it.

It's inspiring to develop a shared listening list, to which everyone contributes. This should be an on-going activity and shared between the class on a weekly basis. A growing Spotify playlist can work well for this.

RESOURCES

Learners' instruments;

Classroom instruments;

Computer or device to play music.