**Creating and Representing - Sound Innovations**

“Fireworks”

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| **Learning Contexts:** Composing Music; Science; Literacy; Visual arts |
| **YEAR/S:** 1-3 | **DURATION:** 4 – 6 sessions |
| **CURRICULUM LEVEL:** Level Two – Level Three |

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| [***Values***](http://artsonline2.tki.org.nz/ecurriculum/curriculum/values.php) ***highlighted in this unit*** | ***How will these values be encouraged?*** |
| **Excellence** | Children will be encouraged to reflect on their choices and make changes as a result of that reflection. |
| **Innovation, inquiry and curiosity** | By valuing new and innovative ideas. Encouraging creative thought. |
| **Diversity** | Opportunities for children to respond to a range of experiences they have had. |
| **Equity** | All children able to participate at a level appropriate to their ability. |
| **Community and participation** | All children participating actively in the experiences. Contributing to discussion. |
| **Care for the environment** | Being aware of protocol around gathering natural resources. |
| **Integrity** | Willingness to listen to others and respect their views. |

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| [***Key Competencies***](http://artsonline2.tki.org.nz/ecurriculum/curriculum/key_competencies.php) ***highlighted in this unit*** | ***How will these competencies be encouraged?*** |
| **Managing self** | Showing good self-control in managing creative activities. |
| **Relating to others** | Sharing ideas, listening to others. Working well in a group. |
| **Participating and contributing** | Active participation in all activities. Tolerance and understanding of individual differences. |
| **Thinking** | Expanding ideas creatively. Problem-solving to match sounds with symbols. |
| **Using language, symbols and texts** | Using sound to communicate ideas. Interpreting and creating graphic symbols. |

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| [***Achievement Objectives***](http://artsonline2.tki.org.nz/ecurriculum/music/ao.php) ***highlighted in this unit*** |
| **Understanding Music – Sound Arts in Context (UC)** |
| **Developing Practical Knowledge in Music – Sound Arts (PK)** |
| **Communicating and Interpreting in Music – Sound Arts (CI)** |
| **Developing Ideas in Music – Sound Arts (DI)** |

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| **Learning Outcomes** |
| In this unit the children will develop the ability to:* Respond creatively to an experience they have had as a source of motivation. (UC, PK, DI)
* Explore environmental, found and instrumental sounds and make appropriate choices to reflect the source of motivation. (UC, PK, DI)
* Use graphic symbols to represent sounds. (PK, CI)
* Perform from a graphic score. (PK, CI)
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| **Information for teachers** |
| This example encourages children to explore vocal and instrumental sounds and to create and perform from a graphic score using a source of motivation. In this case the stimulus is a theme – fireworks – but it could also be a poem, a video recording, a painting, a piece of music or a recent event.If you want to extend the learning on soundscapes, there are some useful resources available online:[Creating a Soundscape](http://artsonline2.tki.org.nz/resources/lessons/music/soundscape/index_e.php)[Build a Soundscape](http://www.wildmusic.org/soundscapes/buildsoundscape)[Animal Sounds](http://www.asme.tas.edu.au/learning_centres/lc06.html) |
| **Resources**  |

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| * A range of instruments and [found sounds](http://artsonline2.tki.org.nz/ecurriculum/music/glossary.php).
* Large pieces of paper and crayons.
* An example of a [graphic score](http://www.mtrs.co.uk/graphic.htm).
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| **Games and Starters** |
| **Echo voice sounds**The teacher makes a four-beat pattern using voice sounds for the children to echo, for example, sh, sh, eek, eek/ ugh, schlop, wheee, Vary [dynamics](http://artsonline2.tki.org.nz/ecurriculum/music/glossary.php) and [pitch](http://artsonline2.tki.org.nz/ecurriculum/music/glossary.php) for added challenge.**Sounds in a circle**The children sit in a circle, each with an instrument or a sound-maker. A chosen leader suggests what kind of sounds are to be played, for example, loud, soft, wobbly, shaky, or scary sounds. Each child takes a turn at playing their instrument and interpreting the leader’s instructions. Then they all play together. Alternatively, the leader could choose a sound card showing a graphic symbol for each child to interpret with his/her instrument.**Wooden music**Give each of the children in the class an untuned wooden instrument; claves, woodblocks, guiro, castanets. If you don’t have enough to go round the whole group, add found sounds like rulers and pencils. Give the children an opportunity to explore all the different sounds they can make with their instruments. Work together to create symbols for each sound and then combine them to create a “wood symphony”. **A country walk**Tell a story about two children who set off for a walk in the country. Include action sounds such as walking, running, rain falling, thunder crashing, lightning flashing, horse galloping, sheep baa-ing, hammers hammering, trains and cars going past and encourage the children to add the sound effects using voice and body percussion. |

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| **Learning Experiences** |
| * Discuss with the children any fireworks experiences they have had.
* Get them to draw fireworks shapes with crayons on large sheets of paper and make sounds to go with the shapes.
* Help them decide on a variety of vocal, instrumental and body percussion sounds that will evoke the sounds and excitement of a fireworks display, for example, “ooh” and “aah” from the crowd, whistling and whizzing sounds, popping, clapping and banging.
* As a class or in small groups, create a graphic score for a fireworks piece. Ensure that it includes contrast, repetition, [texture](http://artsonline2.tki.org.nz/ecurriculum/music/glossary.php), and moments of silence.
* Add a key below the score to explain how each of the sounds should be made. Let the children develop the codes and symbols.
* Decide on a starting point. Choose someone to conduct the score by pointing to the different symbols. Agree on how quickly or slowly the conductor should move around the score.
* Provide an opportunity for the children to reflect on their soundscape. *What do we like best about our soundscape? Is there anything we could change to improve it? Is the graphic score easy to follow?*
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| **Assessment** |
| Conversations with children about their sound explorations and creative decision making will provide valuable information about their ability to select, combine and sequence sounds to create an effect.**Respond creatively to an experience they have had as a source of motivation (PK, DI)*** Can the children discuss an event using appropriate vocabulary and imaginative ideas?
* Do they create interesting and appropriate symbols to match their sounds?

**Explore environmental, found and instrumental sounds and make appropriate choices to reflect the source of motivation (PK, DI)*** Do the children use the sound-makers in an imaginative way?
* How well do they select and combine sounds to create a meaningful sequence?

**Use graphic symbols to represent sounds (DI, CI)*** Can the children associate sounds with symbols?
* How well can they create symbols and explain how these represent particular kinds of sounds?

**Perform from a graphic score** **(CI)*** Do the children work well together to perform the piece to a high standard?
* Can they reflect on their performance and make any changes as a result of the reflection?
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