

CREATIVITY & COMPOSITION

COMPOSING our own version

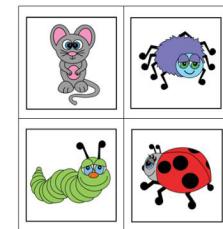
L.I. - To be able to collaborate with peers to compose and perform an interpretation of a well known piece of music.

30 min

- ♪ Settle the class.
- ♪ Explain that you are going to spend a moment re-visiting a familiar piece of music and that you want the children to listen carefully so that afterwards they might be able to identify some of the 'key features'. (in other words: 'What makes this piece special?').
- ♪ If you think it will help them to concentrate, encourage the children to put their heads down on the table or close their eyes.
- ♪ Play a minute or so of the musical extract.
- ♪ Afterwards, spend a few moments discussing the key features of the music and note them on the board. They will probably come up with phrases such as: fast, busy, loud and soft, dancing...
- ♪ Explain that now the children are going to compose their own version of whichever piece you have played, aiming to incorporate one or more of these key features. Encourage the children to use the animals that we identified in previous lessons.
- ♪ Divide the class into pairs or small groups and assign them an instrument each and a spot in the room in which to work. If you think it necessary, give groups the same instrument in order to minimise squabbling.
- ♪ Circulate and discuss with each group their aims and how they are working to achieve them.
- ♪ Stop the class at regular intervals and ask a group to perform their composition. Encourage discussion amongst the class, focussing on the positive aspects of the performance and any ways in which they can improve their piece.
- ♪ You might like to finish the exercise by having the whole class perform their composition together with the recording.

RESOURCES

- ♪ Audio recording of the 'Can-Can' or 'In the Hall of the Mountain King'.
- ♪ Whiteboard & pen.
- ♪ A selection of classroom percussion.



TEACHER'S NOTES / Date

- ♪ This lesson assumes the class have already listened to one of the pieces of music and that they are familiar with the animals used.
- ♪ This exercise works well in mixed ability groups as each child will have different strengths to share.

Assessment / Extension / Links

- ♪ Assessment of this exercise will be based on the child's capacity to identify at least one key feature from the music and how they interpret this with their instrument. Eg. fast, loud-soft.
- ♪ You may find that your most able children take a leading role within their group.