



Lesson 3: How music can be used

Introduction

During this lesson, learners will explore how music can be used in different ways to express emotions and to trigger their imaginations. They will experiment with the pitch of notes to create their own piece of music, which they will then associate with a physical object – in this case, an animal.

Learning objectives

To experiment with sound using a computer

- I can connect images with sounds
- I can use a computer to experiment with pitch
- I can relate an idea to a piece of music

Key vocabulary

Neptune, pitch, tempo, rhythm, notes

Preparation

Subject knowledge:

Gustav Holst's <i>The Planets</i> : a guide – Classic FM	www.classicfm.com/composers/holst/pictures/holsts-planets-guide
Learning to Listen: Gustav Holst's <i>The Planets</i> – YourClassical	www.yourclassical.org/story/2014/02/10/gustav-holst-the-planets-on-learning-to-listen
Musical terminology – BBC	www.bbc.co.uk/bitesize/subjects/zwxhfg8
Chrome Music Lab	musiclab.chromeexperiments.com/About

You will need:

- L3 Slides
- A1 Teacher notes – Annotated musical art example
- *Neptune* piece: archive.org/details/Holst-ThePlanets/Neptuno.mp3
- Plain A4 paper

- Colouring pens or pencils

Assessment opportunities

- **Introduction:** You can examine learners' prior knowledge and determine whether they are able to recognise that music is composed to convey an idea or emotion.
- **Activity 1:** Learners can demonstrate that they can change the pitch and duration of notes using a computer.
- **Activity 2:** Learners can demonstrate their understanding of how music can be used in different ways, i.e. to convey ideas and emotions.
- **Activity 3:** Learners can demonstrate they are able to apply the skills they've learnt in the first two activities by creating a piece of music on a given theme.

Outline plan

Please note that the slide deck labels the activities in the top right-hand corner to help you navigate the lesson.

**Timings are rough guides*

<p>Introduction (Slides 2–3)</p> <p>10 mins</p>	<p>Discussion</p> <p>Share the lesson objectives with the learners.</p> <p>Read the information about <i>Neptune, the Mystic</i> (slide 3). Explain that this piece of music was created as if the planet were a person, with a style of music that matches their personality.</p> <p>Ask the learners what they think the music will be like and why. Responses might include:</p> <ul style="list-style-type: none"> • Slow and quiet • High sharp notes • Mysterious • Scary
<p>Activity 1 (Slides 4–5)</p> <p>10 mins</p>	<p>Drawing music</p> <p>Play the first two minutes of <i>Neptune</i>. Give each learner a piece of paper and ask them to use colours to draw what they hear and how it makes them feel — does the music paint a picture in their mind? To demonstrate this activity, you could draw spiky shapes for loud and high-pitched music, or draw a face to represent an emotion.</p> <p>Note: For an annotated example, see 'A1 Teacher notes – Annotated musical art example'.</p>

	<p>Invite learners to share their musical art creations in groups of six, like a gallery. Questions could include:</p> <ul style="list-style-type: none"> • What shapes and patterns have they used? • Are there any similarities in their drawings? • Can we tell what the lines and shapes in their drawings represent?
<p>Activity 2 (Slides 6–9)</p> <p>25 mins</p>	<p>Making music by drawing</p> <p>Tell learners to go to Chrome Music Lab and open the Kandinsky page. Give learners the opportunity to experiment and make their own sounds, and see what they can deduce on their own.</p> <p>Guide learners to try lines near the top of the screen (high pitch) and near the bottom (low pitch).</p> <p>Tell learners to try drawing circles and triangles on their screens. Ask them to describe the sounds the circles and triangles make. Note: Sometimes circles will automatically become faces.</p> <p>Once learners have had time to try out different shapes and pitches, show them the option to change instruments using the button at the bottom of the screen. Allow learners time to try out different instruments with their music.</p>
<p>Activity 3 (Slide 10)</p>	<p>Creating your own music</p> <p>Ask learners to choose an object in space (stars, satellites, comets, etc.) to create their own musical composition about. They will need to combine notes of different pitches using lines and shapes. Refer learners back to what they learnt about rhythm in the previous lesson.</p> <p>Ask the learners to explain why they made the choices that they have made, and how their piece of music is associated with their chosen space object.</p> <p>Share examples with the class and invite the rest of the group to offer their thoughts on which aspect of space each piece of music could represent.</p>
<p>Summary (Slides 11–12)</p> <p>5 mins</p>	<p>Review the ‘Assessment’ and ‘Summary’ slides.</p>

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