

# New Music Alive!

## Lesson Six

### Maestro Detective Games



**Strand:** *Composing*

**Strand Units:** *Improvising and creating; Talking about compositions*

**Curriculum Objectives:**

- show a developing awareness of musical elements
- devise and use graphic symbols to record simple musical patterns and inventions
- recognise and demonstrate pitch differences
- distinguish between sounds of different duration (long or short) while listening to music
- perform with increasing understanding and control of pitch and extended vocal range
- perform as a group

**Linkage:** *Listening and Responding – Exploring sounds; Performing – Literacy, Singing*

**Concept Development:** *Duration, pitch, dynamics, timbre, texture*

**Additional Skills:** Effectively communicating one's own ideas and understanding the ideas of others

#### 'Who is Singing Our Sound?'

20 min

- ▶ This is a team game where one team draws a sound and another team sings it back.
- ▶ Divide the class into four or more teams and draw up a scoreboard. Each team works together to come up with a sound. It could simply be a combination of sounds that the individuals came up with earlier, or it could be something new.
- ▶ Each team draws a picture of their sound but they must not let the other teams know what it is! Take up each team's picture and swap them around.
- ▶ Now each team will be looking at a picture drawn by another team. They must work out what they think it sounds like and then sing it to the class.
- ▶ When the pictures have all been sung, each team must guess which of the other teams sang their sound. Award points and play again.

#### 'Who Drew My Sound?'

20 mins

*In this game each student sings a sound and another student draws a picture of it.*

- ▶ Divide the class into two even sides, A and B, and draw up a scoreboard. The teacher may need to join a side if the class is of an uneven number.
- ▶ One at a time, each individual on Side A sings their sound, while the person opposite them on Side B draws a picture of it.
- ▶ The teacher takes up all of Side B's pictures, swaps them around, and hands them out to Side A. Each member of Side A now has to figure out which picture represents their own sound. The side gets a point for each right answer.
- ▶ Play again with Side B singing this time, and Team A drawing their sounds.

#### Collecting Scores

10 mins

Consider asking the students to pick out their favourite sounds from the pictures they have drawn today. These could be set aside for later, when they could be arranged into small compositions.

Alternatively, you could select some of the more successful notations yourself. You may find that pictures drawn earlier in the class are less effective, while later ones are more communicative and musical.

# Lessons Five and Six

## Supplementary Notes

### Maestro Games

For this lesson each student will need a pencil and a few small sheets of paper to draw on. It would help the communication process if there was some indication on the page of which side was up (so that a student's picture isn't read upside-down, for example).

☞ A blank page which simply has the words "Graphic Score" written at the top can be printed off as a handout.

These games develop a student's skills of description and communication, both in getting their ideas across to others effectively and in understanding what others are trying to communicate to them.

After playing this game a few times, you will find that students soon develop a clear logic in their notation. For example, high-pitched sounds tend to appear at the top of the page, and low pitched sounds at the bottom. Long sounds tend to start on the left hand side of the page and end on the right.

Sometimes the children will use larger and smaller symbols and letters to notate loud and quiet sounds.

Often they will draw a picture of something in the real world that makes a similar sound, e.g. the rain, a bird etc.

Encourage the children to explain these things for themselves. There are no wrong answers of course, but try to guide them towards consistency in their answers, e.g. if the top of the page is used to represent sounds that are both high *and* loud, they could easily be misinterpreted.

For more advanced students, you could draw a stave (even just three parallel lines will do) onto the "Graphic Score" page before printing it out. This will enable the students to explore pitch in more detail when composing.