



10 mins

Objective and Musical Focus

Composing; exploring sounds; graphic scores

Instruments?

No

1. Warm up Activity

Pass the sound

This is great game to get the children to focus, while also training their co-ordination and rhythm skills. To play the game you will need the class to be arranged so they are sat in a circle.

The teacher begins the game by making non-rhythmic sound using their body, for example rubbing their hands together. The teacher continues to make this sound and while doing so, moves their hands slightly towards the child sat next to them on the left, as if to 'pass the sound' to them. This child can now make the same sound as the teacher and pass it onto the person to their left, and so on until everybody in the circle is making the same sound as the teacher. The only rule so far is that a child is not allowed to make the sound until the person before them has passed it over.

The teacher now ought to change the sound on the next cycle.

To make the game more advanced the teacher could start a new sound when the previous one is only half way round the circle, so there will be two different sounds happening at the same time.

Once the children have got to grips with this, try passing short and simple rhythms.





5 mins



Have a listen to the song *Spooky World*.



Teach your class this repeated line from the song:

**It's spooky - They only come out at night,
It's spooky - Yeah, they'll give you a fright!
It's spooky - They only come out at night,
It's spooky - Yeah, they'll give you a fright!**



Play the song *Spooky World* using the *Bring the Noise: Play It!* interactive tool on our website.

Extension: Compose some spooky actions to go with the singing!



25 mins

3. Main Activity

Spooky sounds

The aim of this activity is for the children to experiment with sound in response to visual images.



Take a look at the following images with your class and ask the children to come up with some words to describe each image.





Split your class into eight groups and assign one of the above images to each group.

If you have instruments distribute them to your class, although this activity can also be done using everyday objects and/or body percussion sounds. Once each group have their instruments, challenge the children to compose a short sound representation of the image they have been given.

Encourage the children to have a discussion in their groups before making sounds: what sort of sound(s) are we trying to make and why? How loud/quiet should they be? How fast/slow should they be? Does everybody play at the same time?

Allow each group time to share their creative responses to everyone.

Explain to the children that composers sometimes use images and symbols such as the ones above to represent music. When composers put these symbols together to create a piece of music, it is called a 'graphic score'.

Distribute one of the three graphic scores below to each group and challenge them to firstly come up with a sound for each image and then perform the whole piece.

Finally, get each group to perform their graphic score and while doing so, the audience have to guess which score they are playing.

Extension: Encourage the children to compose their own graphic scores.



4. Troubleshooting

When composing sounds to represent images there is no wrong answer, allow the children time to experiment and to discuss how and why they have come to composing the sounds they have.

When the groups are composing sounds for the full graphic scores, they don't have to make the same sounds other groups composed for the same images.

As the audience are guessing which graphic score each group are performing, make sure all three scores are clearly visible for all to see.

Curriculum Links

Literacy;
Art



Key words

Body Percussion: sounds made using your body.

Graphic Score: the visual representation of music using images and symbols.

Rhythm: a pattern of long and short sounds.