



## **Doctor Who Theme by Delia Derbyshire (original theme composed by Ron Grainer)**

### **ACCESSIBLE CLASSROOM RESOURCE**

The following activities can be adapted for:

- Pupils with Special Education Needs
- Pupils with Disabilities
- Inclusive Classrooms

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#### *Learning Outcomes*

Learners will:

- Listen and reflect on a piece of music
- Explore sounds
- Make creative choices
- Create their own piece of music using instruments, voice and technology
- Perform as an ensemble

Resources Required:

- Simple classroom instruments – remember some instruments are good for making long sounds (melody) others are good for short sounds (rhythm).
- Your music programme of choice on tablet or mobile device
- Some form of notation - for example, Ten Pieces Figurenotes resources available on the BBC Ten Pieces Trailblazers website
- Pens and paper

### *Important Notes*

These six sessions will guide you and your group in making and performing a creative response to the Doctor Who Theme.

Please feel free to adapt these sessions to suit the needs of your group. You may want to extend each session over 2 or 3 weeks.

Before you begin:

- Prepare your classroom by gathering the instruments you will use
- Ensure you have visuals for each instrument to allow for making choices – see the SEND/ASN 'Experimenting with Sound' film on the BBC Ten Pieces Trailblazers website for reference.
- Schedule breaks
- Repeat everything
- Use positive reinforcement

## *Session 1*

### **BEGIN**

- Watch the SEND/ASN 'Experimenting with Sound' film on the BBC Ten Pieces Trailblazers website.
- Listen to the Doctor Who Theme (mp3 available on BBC Ten Pieces Trailblazers website)

### *Questions:*

- Ask pupils what the music makes them feel?

### **EXPLORE**

#### **A – Rhythm**

The Doctor Who Theme has a great driving, repeated rhythm.

- Try to recreate this rhythm with voices or on simple instruments – you could use words “dum di dum” or you could use any form of notation that works well for your pupils.
- Begin to use any movement available to you to feel the music. Gently tap out the beat or nod your head in time. Keep listening.

#### **B – Sounds**

The Doctor Who Theme uses really interesting sounds.

- Explore with your group ideas for time travel sounds – this could be on classroom percussion, music programme on a tablet, using voices, body percussion – anything you can find that is fun to explore.
- Long, smooth sounds can work well – think of using words linked to the Tardis – perhaps “SPAAAAAAACE” “Whirring” “Spinning” machine sounds, humming voices...use your imagination.

### **SHAPE**

- Discuss the rhythm – did it go well? Was it steady? Do we need to practice?
- Discuss the sounds – which ones worked well? Do we have 3 that worked really well? Can you create simple visual resources for each sound (i.e. a picture of ‘spinning’)

### **PERFORM**

- Would anyone like to try the rhythm or making sounds on their own (it’s fine if they don’t).

## *Session 2*

### **BEGIN**

- Listen to the Doctor Who Theme (mp3 available on BBC Ten Pieces Trailblazers website)
- Find 3 pictures from Doctor Who episodes that you think would be good to go with the music – show them to pupils while playing the music.

#### *Questions:*

- Which is your favourite picture?

### **EXPLORE**

#### **A – Rhythm**

- Ask what the group remembers about the rhythm. How did it go? What instruments did we use?
- See if you can play the rhythm together
- Use the visual resources that work best for you.
- Try “Faster” “Slower” “Louder” “Quieter”
- Do we need to change anything?

#### **B – Sounds**

- See what the group remembers about the 3 sounds you chose
- Find the instruments
- Check again the best way to play them – experiment.
- Use visual resources

### **SHAPE**

- Divide the group into two.
- Half play the rhythm and half play the sounds
- Then swap over.

### **PERFORM**

- Why not try to record the sounds that you are making?
- Remember to listen back with the class and ask them what they think of the sounds.
- You could try playing the recording back with the pictures that you chose?

### *Session 3*

#### **BEGIN**

- Listen to the Doctor Who Theme (mp3 available on BBC Ten Pieces Trailblazers website)
- Show the images again to encourage looking and listening

#### **EXPLORE**

##### **A – Rhythm**

- Revisit rhythm again and see if it works well.
- Fix the rhythm by making a visual map – this could be words, notation, shape and colour – whatever works for your group.

##### **B – Sounds**

- Revisit the sounds that you chose – see how much the pupils can help with setting up and finding the right instruments/sounds.

##### **C – Melody**

The Doctor Who melody is amazing with big leaps from low to high, and big leaps from high to low.

- See if you can come up with your own version on a keyboard – find a really good “Sci-Fi” sound like a synthesizer.
- If you use Colour & Shape notation you could choose one coloured shape. Choose a different shape. Play them one after the other. Does it go up or down?

#### **SHAPE**

- Listen to different options for the melodies and choose the ones that you like best.
- Fix them by making a visual map of the melody – this could be letter names, notation, shape and colour – what ever works for your group.
- The melody does not have to be long: even 4 notes can be very effective.

#### **PERFORM**

- Try playing the melody – all together if possible
- Then if individuals want to try it they can.
- If you have time, add the rhythm to this.
- Some pupils could play their long sounds if the rhythm and melody is not possible.

## *Session 4*

### **BEGIN**

- Listen to the Doctor Who Theme (mp3 available on BBC Ten Pieces Trailblazers website)
- Watch the 'Creative Response' film by The Digital Orchestra and the BBC Philharmonic on the BBC Ten Pieces Trailblazers website

### *Questions:*

- What did you notice in the performance?
- Which was your favourite instrument?

### **SHAPE**

- Revisit the Rhythm (**A**)
- Revisit the Sounds (**B**)
- Make sure everyone has something to play - get pupils to help you setup and organise the instruments.
- Revisit the Melodies (**C**)
- Practice them – perhaps playing them to each other
- Using the visual resources you have made, start to make choices about a structure for your music.
  - What do we hear first? **A, B** or **C**
  - What comes in next – does the first sound continue?
  - Where does the melody fit in?
  - Do we need a conductor?
- Remember you can repeat ideas and sections if you want to make the music longer.
- Document your structure.

### **PERFORM**

- Try out your structure.
- Did it work well?
- What do we need to change?

## *Session 5*

### **BEGIN**

- Listen to the Doctor Who Theme (mp3 available on BBC Ten Pieces Trailblazers website)
- Watch the 'Creative Response' film by The Digital Orchestra and the BBC Philharmonic on the BBC Ten Pieces Trailblazers website

### *Questions:*

- Can you see the musicians looking at each other?
- Why do you think that is important?

### **SHAPE**

- Using visual resources – remind the group of the structure and play through.
- Discuss things that don't work well – can we improve them?
- Remember to also discuss things that go really well! Positive reinforcement!
- Are you looking at each other when you are playing?

### **PERFORM**

- Record your music – you can use your preferred method of recording, even on a mobile device. (You may need to do several takes)
- Listen back to it with the whole group
- Discuss things that don't work well – can we improve them?
- Remember to also discuss things that go really well! Positive reinforcement

## *Session 6*

### **BEGIN**

- Have one final practice of your piece

### **PERFORM**

- Find an audience – this may be the class next door or even a group of support staff/office staff
- Perform your piece
- How did it go?
- Can you develop it further?
- Why not expand your audience to a school assembly?

### **UPLOAD**

- Upload your creative response onto the BBC Ten Pieces website and inspire others to get creative with Delia Derbyshire's arrangement of the Doctor Who Theme (original theme by Ron Grainer).