



Night Ferry by Anna Clyne

SECONDARY CLASSROOM LESSON PLAN HOW TO CREATE A GRAPHIC SCORE

For:

- Key Stage 3 in England, Wales and Northern Ireland
- Third and Fourth Level, S1-S3 in Scotland

Written by John Kelleher

Learning outcomes

Learners will:

- Create a graphic score while listening to a piece of music
- Create a graphic score as a plan for an original composition
- Compose a piece of music in response to a graphic score

Curriculum checklist

The following aspects of the KS3 and 3rd Level music curriculum (for England, Scotland, Wales and N. Ireland) are encountered in this project:

- Listen and evaluate/appraise
- Performing/playing/rehearsing and reviewing
- Composing/improvising
- Singing
- Technology
- How music is created (i.e. pitch, tempo, timbre etc.)
- Notation (staff or other relevant notations)
- Identifying musical devices and concepts
- Aural skills (imitating, understanding pitch)

Required kit/space

- Classroom with breakout spaces
- Computer
- Projector
- Drawing materials (paper, coloured pens etc)
- Pitched and unpitched instruments
- Extension activities may require movie editing software

Time needed

Three to six lessons

Aims

- To encourage pupils to listen to a piece of music and represent the shapes/feelings/sounds on paper (or other medium) resulting in pieces of art that can be displayed
- Enable pupils to create a piece of artwork that can be turned into sounds
- To translate the pictures into sounds using whatever instruments are available and perform their original composition

1. Watch, Listen and discuss

Once students have watched the Anna Clyne/Night Ferry clip from the Ten Pieces website, students could also watch this [YouTube film](#) showing Anna developing Night Ferry as both music and visual art.

Pupils could respond to the questions in the Listening Lesson.

Students can also learn more about Anna and her music on the Ten Pieces website.

2. Creating a graphic score

Play the recording of the music to students while they create their own piece of art in response to it.

Organise students into groups of three so that each group can create a three-part graphic score. Each pupil in the group creates his/her own picture, which will become a part of the final piece of music. (This task could easily be set as a homework activity by providing pupils with a link to the Night Ferry audio on the BBC Ten Pieces website – either download mp3 audio or stream online).

The emphasis should be on the ‘left-to-right’ nature of the image reflecting the timescale of the piece. Students already familiar with notation should integrate some elements of notation into the artwork, e.g. time signatures, rhythmic figures, etc.

Explain to students that they will be creating their own pieces of art that will serve as the inspiration for an original piece of music.

3. Performing the graphic scores

Students should work together to interpret each other’s artwork as music. There should be an emphasis on ensuring that there is consistency between each of the three sections.

Examples of this consistency could be:

- a melodic phrase repeated in each section
- a chord progression used in each section
- a rhythmic feature used in each section

So even though pupils will create individual artworks in their groups of three, there should be consultation so that they can perhaps include a consistent artistic feature in each piece of art that can be interpreted as a recurring melodic, rhythmic or harmonic feature.

4. Recording to compositions

Students should perform their music (and ideally it should be recorded) while the artwork is displayed, either stuck on the wall next to them while they perform or with each of the three pictures presented on the projector at the relevant moment.

Students can use movie editing software (if available) to synchronise the recording of their music to image files of their graphic score using. ‘Ken Burns’ effects can be used to emphasise the point on the picture that the music is representing.

5. Applying this approach to other music

This approach could be applied to almost any piece of music using the following approach:

- listen to the piece and create an artistic impression of the sounds using whatever art materials are available
- create a new graphic score
- realise the graphic score as a piece of music

6. Further listening and Key Vocabulary

Cage: Aria

Ligeti: Artikulation

McQueen: Picnic

Loyato: Celestial Spheres Fantasy for Improvisers

Schorn: Nebula

Key vocabulary

Graphic Score

Programme Music

Form and Structure