



Figurenotes.org

A Guide to Figurenotes Ten Pieces Resources

Welcome to your guide to Figurenotes Ten Pieces resources on Laura Shigihara's Grasswalk. If you are new to Figurenotes or in need of a refresher, download the **Introducing Figurenotes Booklet**.

Activities are grouped according to musical ideas. How long each activity takes will vary greatly in different settings. We suggest you take a 'pick n mix' approach. Start where your learners are and grow from there. Repetition is helpful, so don't be afraid to repeat activities and ideas. Encourage creativity and see how far you can take an idea.

Lesson Plans:

- Rhythm
- Chromatics
- Register
- Articulation
- Composition

Please tailor these activities to improve accessibility and engagement for the people you are working with. Suggestions for adaptations are included within this document and in each lesson plan.

These resources were created by [Drake Music Scotland](#). We use [Figurenotes](#) to support learning. To find out more visit [Figurenotes.org](#). We'd love you to get in touch for more discussion and ideas. Email Figurenotes@DrakeMusicScotland.org or call 0131 659 4766.



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Adaptations

You know your own pupils best and the adjustments that are required for a successful session. We have included some general accessibility tips and some specific adaptations for elements within these lesson plans.

General:

- Consider the visual and auditory stimulation of the space you are using for your sessions.
- Try to use clear and concise language where possible when giving instruction.
- When asking a question or action, allow for processing time before moving on or repeating the ask.
- It can be helpful to have multiple ways to guide through an activity. If using flashcards for example, consider using vocal and physical gestures alongside or in place of them.
- Repetition can be very helpful for some people. Don't be afraid to do activities more than once.
- A visual timetable of your sessions can be very helpful. Breaking the session down into small tasks and showing these to your pupils can help with fear of the unknown.
- Modelling tasks before setting them can help learners and show what is expected.

Movement:

- Each movement activity can be adapted to be completed whilst seated, using small movements that are available to the person you are working with.
- For games, adapting them to be table top can work well, using a toy to guide through the movements of the game.
- Hand over hand and tracing support can be useful when appropriate.
- Digital or traditional instruments can be used instead, if movement is not right for your pupils.
- Adding tactile elements to support flashcards can work very well. For example, in the Articulation lesson plan, consider adding a spiky tactile object to represent staccato and smooth object to represent legato.

Playing:

- Having multiple versions or formats of music can help for mixed ability groups. The different stages of Figurenotes can help support this.
- Consider side-by-side support where appropriate. Having someone pointing or using vocal cues whilst moving through a score can help to keep things on track.
- Live musical accompaniment allows you to take things at the learners' pace and you can be more flexible than backing tracks.
- If someone finds performing overwhelming, consider recording them instead. You can add some video or images, get your pupils involved in capturing it, and create a music video. This evidences outcomes and can be shared with permissions.

Composition:

- Consider what kind of support is required to complete composition tasks. For example, some prep work can be done to avoid cutting complex shapes.
- Adding tactile elements or objects of reference to composition tasks can help to distinguish between different notes and sounds.
- Using set/limited palettes will help. We have suggested some within this pack, but you can reduce or expand these.
- Using drones or clicks can bring things together and help underpin compositions.

Listening:

- Consider using visuals, objects of reference, or tactile elements to help support discussions where appropriate.
- Beachballs can be held whilst listening activities are taking place to experience reverberation in the body. Speaker quality will determine the success of this, so make sure you test first.
- Be aware of volume for each activity. Consider using ear defenders or doing listening activities through headphones, if appropriate.

Stay flexible and adaptable. These resources are designed as a starting point. Take the ideas that inspire you and see how far your imagination takes you. Start each activity as simply as you can, then allow it to grow. Most of all, have fun!