

### Key Stage 3 Scheme of Work

Unit No. 1 Title : The Elements of Sound Year : 7

<b>Aim</b>	To understand the meaning of pitch, length, speed, tone and volume and how they are used in the creation of music.
<b>Required resources</b>	Pitched and non pitched instruments. Sound cards (miniature graphic scores) Booklet of graphic scores
<b>Optional resources</b>	Effects processor, oscilloscope, MIDI station, microphone, amplification
<b>Differentiation</b>	Differentiation will be largely by outcome, although more able pupils should be taught to annotate graphic scores more thoroughly.
<b>Cross curricular elements/Key Skills</b>	Science : pitch, vibration and amplitude. AON : Structure of scores into mathematical models e.g. palindrome Comm : Evaluation of own and others' compositions by appraising work. IT : Scoring of theme, Use of Effects processor to process microphone sound WWO : Throughout unit IOLP : Self evaluation of work and of 1 <sup>st</sup> performances so that editing and refining can take place effectively. PS : Composition tasks given in the form of problems to be solved.
<b>Assessment arrangements</b>	A test assessing the knowledge built up over the unit relating to the elements of sound, vocabulary and the listening excerpts addressed in this unit. The pupils write a graphic score of a piece of music which is played by the teacher.
<b>Expectations</b>	<b>Most pupils will</b> : create and perform music using a variety of sound sources, electronic and acoustic and use graphic notation to represent it. They will be able to listen and appraise their own and others music using musical vocabulary learned during the unit. <b>Some pupils will not have made so much progress and will</b> : create and perform music using a limited number of resources and use basic graphic scoring techniques to represent it. They will be able to listen and appraise their own and others music using limited vocabulary. <b>Some pupils will have progressed further and will</b> : Take the lead in creating and performing and provide suggestions for others. They will have a well developed sense of aural perception and will perform with confidence and style.
<b>Summary of learning points</b>	How to write and read a simple graphic score The meaning of the individual elements of sound How vibration is linked to pitch The basics of beat and rhythm. Notes of the treble stave

1	<p>Introductory games using rhythm and beat. Discuss difference between the two. Write elements of sound on worksheets as follows :</p> <p>TONE : hard or soft          LENGTH : long or short          VOLUME : loud or quiet          PITCH : high or low          SPEED : fast or slow</p> <p>Discuss meaning of music in terms of organised sound. What constitutes music and what is just noise. Discuss length of sounds. Try some vocal sounds which have long sounds (aaah or mmm) and some which have short sounds (ch, ch or k, k,). With a steady beat and some volunteers, make up an example piece of music which uses long and short vocal sounds. Microphones could be used to make this a little more interesting. In groups, pupils are to make up a piece of music using only long and short vocal sounds.</p>
2	<p>Introduce the principle of graphic notation. Why write music down? How do we indicate changes of volume? Introduce <i>pp</i>, <i>p</i>, <i>f</i>, and <i>ff</i>. Use hairpins to indicate crescendo and diminuendo.</p> <p>Use the sound cards to illustrate how sound can be written down and get pupils to perform the cards, turning them any way up they like.</p> <p>Use Graphic Score No. 1 to illustrate how sounds can be organised and written down logically. Get groups of pupils to perform the piece.</p> <p>After each performance, appraise by asking pupils what was good about the performance and what could be better.</p> <p>Some may now be ready to attempt graphic score No. 2 which is a palindrome. Ask pupils to look at the score and make comments on it. Some may spot that it is symmetrical, or even mention the word palindrome.</p>
3&4	<p>Pupils should now be ready to make up their own graphic score using the techniques on the example scores. The piece should be a palindrome. Insist on neat presentation and colour, since the whole point of writing out a score is to give the music to another group. Their performance of it should be identical!</p> <p>Encourage use of <i>p</i> <i>pp</i> <i>f</i> <i>ff</i> and crescendo/diminuendo (using hairpins)</p> <p>Encourage use of unusual instrumental effects, e.g. open piano, quiet cymbal roll, use of effects processor with voice.</p> <p>Each group to perform their own graphic score. Discussion - Was it successful? Was it organised? Were the dynamic changes well done? Make any revisions necessary to the scores. Graphic scores should be made attractive by using colours etc. Fill in details and quiz on worksheet.</p>
5&6	<p>Draw the scale of G major introducing the treble clef and exactly what this means. The pupils should draw the notes on the staff on their worksheets. Sing up the scale pointing out that the higher up the staff the dots go, the higher the pitch. Explain the relationship between vibration and pitch (A=440) using a vibrating ruler as an example. Worksheet activities.</p> <p>All pupils are to make up a group 'theme' using pitched instruments. One pitched instrument per group should suffice. The group is to write down their theme using standard notation as learned last week. Computer notation should</p>

	<p>be used for this. The idea must come first and the notation afterwards (i.e. sound before symbol). Emphasise the fact that themes must be simple, snappy and memorable little tunes that they must all play. Worksheet has a space for writing the notes of the theme.</p> <p>The next stage is for the group to think of a way of playing the theme in a group. They may add a beginning to the piece and an ending. They may like to add a percussion instrument to accompany the theme. They can play it in imitation, use repetition and include silences.</p> <p>Performances and appraisal.</p>
7	Unit test. Pupils will hear a graphic score being played. They are to draw it out.