

Music - Year 5

The Lady of Shalott

ABOUT THE UNIT

This unit develops children's ability to extend their sound vocabulary, including the use of ICT, and to compose a soundscape.

In this unit, children explore a wide range of sound sources, including ICT, to capture, explore, change and communicate sounds. They make expressive use of vocal and instrumental possibilities to create and structure compositions in groups and share these with the class.

EXPECTATIONS/ASSESSMENT:

most children will: recognise and make creative use of the way sounds can be changed, organised and controlled (including using ICT); extend their sound vocabulary; combine sounds expressively

some children will not have made so much progress and will: create carefully chosen sounds and linear sequences of sound

some children will have progressed further and will: demonstrate musical sensitivity in selecting sounds and structures in relation to the intended effect; refine and improve their work; demonstrate imagination and confidence in the use of sound; take advantage of ICT equipment where available

RESOURCES

Stimulus:

- photographs/video clips of space exploration
- descriptive words

Sound sources:

- electronic keyboards
- voices
- classroom instruments
- tape recorders
- multimedia computer
- basic sequencer
- sound processor

	Learning Objectives	Key Questions	Activities	Extension
1	<p>how sounds can be contrasted</p> <p>about different textures</p>	<p>What sounds can we use to describe contrasting moods?</p>	<p>Introduce the stimulus to the children, i.e. <i>The Lady of Shalott</i> and discuss significant features. Set the task of creating a soundscape. Explain that one aim of this unit is for the class to explore the widest range of sounds available to them.</p> <p>Explore and identify the 'mood' at different parts of the story and begin to consider how this could be represented musically.</p> <p>Ask the children to explore sounds on untuned instruments and choose sounds to describe two contrasting moods and/or activities. When a variety of sounds have been chosen and described, ask the children to try different ways of bringing the sounds together, eg <i>accumulative – adding sounds and creating increasing complexity, reductive – starting with a full texture and removing layers.</i></p>	<p>Put the emphasis on combining sounds and creating different textures, eg <i>open textures with a few well-spaced sounds, full textures with many layers.</i> Encourage the children to appreciate the overall effect and how this is created.</p> <p>Help children develop vocabulary for describing sounds.</p>
2	<p>how pitched sounds, when combined, can sound relaxed or tense</p>		<p>Ask the class to explore pitched sounds and how they can be combined. If possible demonstrate how some combinations sound tense and tight and others sound relaxed and loose. Ask the class to try to feel the difference as a physical sensation, tightening and loosening. Describe tight chords as 'X' chords and relaxed chords as 'O' chords. Play a sequence of combinations. Ask the children to create a sequence of 'XOXO' chords. Record and play them back to the class. Discuss the effect.</p>	
3	<p>that sounds can be captured and modified using ICT</p> <p>how to select sounds and resources to achieve an intended effect</p>		<p>Use a tape recorder to record children's voices individually and collectively on a tape recorder. Replay them. <i>Do your voices sound the same to you on the recording as when you speak?</i> Now record a cymbal struck hard and left to reverberate. Replay. Discuss how different the recording sounds. Experiment with other sounds, eg <i>suspended chimes, bells, drums.</i></p> <p>Try playing the recordings back and change the controls in different ways. Use microphones in different ways and explore a wide range of sounds.</p> <p>Help the children to record and reverse a variety of sounds (using tape recorders or computer equipment) and observe and discuss the effects, eg <i>singing, whistling, playing the glockenspiel, the recorder.</i></p>	<p>Record children's speaking voices on the computer's sound recorder. Reverse. Children predict how their names might sound when reversed, eg <i>Nageek Nivek.</i> They then record and reverse their names. <i>How close were you?</i></p>
4	<p>that pitch and duration may be altered using ICT, and that changes may be used in combination</p>		<p>Explore how sounds may be altered, eg <i>using echo, reverberation, chorus, portamento,</i> or whatever adjustable settings are available on keyboards or computer equipment.</p> <p>Listen to an atmospheric piece of music and describe how the sounds have been used to create different moods and atmospheres.</p> <p>Use ICT to create an ostinato pattern using to suggest part of the narrative from <i>The Lady of Shalott</i>. Experiment with tempo controls and different sounds (voices).</p>	
5 6	<p>to extend their sound vocabulary and achieve an intended effect</p>	<p>How can we use sounds to create a soundscape?</p>	<p>Reset the challenge of creating a soundscape to describe contrasting moods, sensations and/or events linked to <i>The Lady of Shalott</i>. Ask the children to work together to find as wide a range of sounds as possible. Encourage the use of ICT to record, alter and sequence the sounds to create an extended class composition in several sections.</p>	<p>Words could be added to provide another layer of sound. These words should be descriptive and abstract, not a narrative!</p>

Vocabulary	Resources	VAK	Curriculum Links	Learning Outcomes
<p>In this unit children will have an opportunity to use words and phrases related to:</p> <p>sounds, <i>eg pitch, attack, decay and other musical elements</i></p> <p>processes, <i>eg record, loop, reverse, layer, soundscape</i></p> <p>context, <i>eg impact of ICT, new use of sounds</i></p>	<p>Alfred Lord Tennyson's 'The Lady of Shalott'</p> <p>Untuned instruments</p>		<p>This unit links directly to Literacy work on <i>The Lady of Shalott</i></p> <p>It can also be linked to QCA Science Unit 5F: 'Changing Sounds'</p> <p>The use of computer programs/equipment means there are also possible links with ICT</p>	<p>identify contrasting moods and sensations</p> <p>explore different textures using untuned sounds</p>
	<p>Tuned instruments</p> <p>Recording equipment</p>			<p>create different effects using combinations of pitched sounds</p>
	<p>Instruments</p> <p>Recording equipment</p>			<p>change sounds using a tape recorder (and microphones)</p> <p>use ICT to change and manipulate sounds</p>
	<p>Instruments</p> <p>Recording equipment</p> <p>Atmospheric music</p>			<p>explain how sounds can create different intended effects</p>
	<p>Instruments</p> <p>Recording equipment</p>			<p>explore, select (using internalised sounds), combine and exploit a range of different sounds to compose a soundscape stimulated by literature</p>