

THE CLOCK – LEVEL 1 – PART 1

Summary:

This activity works as a short introduction to animated musical notation; using moving shapes and colour to get your class making music together and exploring different musical sounds and ideas.

Learning Objectives:

- Identify colours and numbers of colours.
- Choose a sound to represent each colour.
- perform a short piece using their chosen sounds.
- Use dynamics (loud and soft).
- Perform using crescendo and decrescendo

Materials Needed:

beta.dabbledoomusic.com

Large screen or interactive whiteboard.

Method:

(30 mins)

- On beta.dabbledoomusic.com, go to activities in the main navigation at the top of the screen. Click into The Clock/ level 1/ 1.
- Follow the instructions on screen to take the class through the first stage of identifying colours, numbers of colours and divide the group into these colour groups.
- As an introduction this lesson has two colours, blue and red, so divide the class in two and choose a sound for each. You can begin with simple vocal sounds (perhaps some you have discovered in the 'Front Door' section). If you are using instruments, try to choose very different sounding instruments to add contrast to their performance. It is also useful to use instruments made from different material so the class can discuss basic instrument construction (metal instruments vs. wooden instruments)
- NB. When a class full of students are exploring sound at the same time it will be loud and chaotic. This usually mean that they are having fun and hopefully learning at the same time. It is a good idea to have a musical signal like hitting a chime bar four times to signal silence for you to talk. This signal can become a game to see who can avoid being the last instrument making noise and also a good listening game for the students to spot the culprit!
- Before you press play, give the class a countdown to get them ready. When the hand of the clock passes over their colour have the class make their sound. This can be free and improvised for starters, with the option to refine the performance each time. Ask the class for suggestions for alternative performances.
- One very simple idea is to change the dynamics (loud and soft). First ask each half to make their chosen sound as quietly as possible. Next ask them to make thier sound as loudly as possible (hands over ears for noise sensitive children!).
- Dynamics can be used in a number of ways to enhance their performance. One group could be a quiet sound with the others being loud as a basic contrast. A technique that works well is if each group starts each colour section as quietly as possible and get as loud as possible by the end of thier colour. This creates an interesting group performacne and also gives them an opportunity to practice a very important instrument technique of gradual dynamic change (Crescendo – getting gradually louder, decrescendo – getting gradually softer).
- This is a great exercise not only for performing dynamics but also listening to the other half of the class using dynamics.