MUSIC

EARLY LEVEL

Nursery/P1

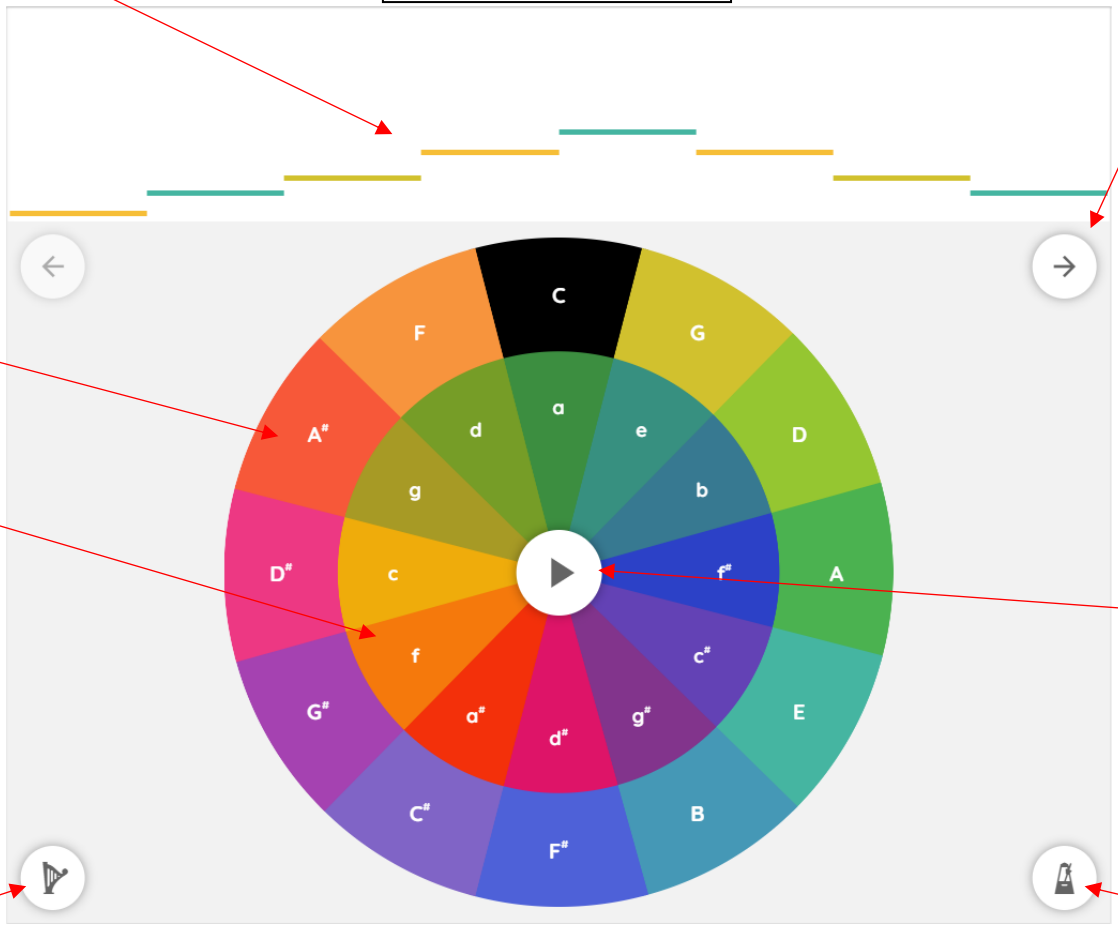
T4 Wk 10

LISTENING	INVENTING	PERFORMING
The third week of the NYCOS "Wee Summer Sing" is all about *Weather*. We have already listened to some **programme music** by *Antonio Vivaldi* about the seasons that he wrote hundreds of years ago so let's listen to some weather music from a more up to date composer.	Did you listen to "*Walking in the Air*"? The music at the start of the song opens with and continues with ***arpeggios.*** (This just means the notes are spread out rather than played in a block.) You can play these using this app. https://musiclab.chromeexperiments.com/Arpeggios/ There are instructions on how to use the app to invent your own **Arpeggio Music** on the sheet below. A grown up can help you with this. Can you make your own version of *Walking in the Air?*	The NYCOS "Wee Sing" lasts for a few weeks so I will include the links here for you to join in with the activities. This week the theme is Weather- WEEK 3 https://www.nycos.co.uk/wee-sing/summer/
Fifty years ago, English composer *Ralph Vaughn Williams* composed a whole piece of music about the ice and snow of Antarctica. Here is a short clip. You can hear the *chilly sound effects* of the *cymbals.* https://www.youtube.com/watch?v=7g_KPi-VFR8		Follow the pictures and join in with the different kinds of weather in this song. I hope the weather isn't really like this in one day! https://www.youtube.com/watch?v=6MGRkUlFZws
The Grand Canyon Suite by *Ferde Grofé*, musically describes The Grand Canyon in America. In this section, "*Cloudburst",* The music tries to describe a rainstorm over the Canyon. https://www.youtube.com/watch?v=alBPGYbYHQQ	Do you think that you can make some rain music like these people? The first video shows some grown-ups on "Italy's got Talent" making a rainstorm. https://www.youtube.com/watch?v=iumvl9CV0kc This video shows some children at school trying the same ideas. https://www.youtube.com/watch?v=VOU5gAFV9v8&t	Perform your **Arpeggio Music** for your family. Do they recognise that it sounds a bit like the music from "The Snowman"? Let your family hear your **Rainstorm** music. They can close their eyes to imagine a rainy day while you make your sounds.
I'm sure you will have heard this piece of music before. It was written specially to go with Raymond Briggs' story. Although the words of the song only briefly mention weather, when you hear it, you know it is snowing. https://www.youtube.com/watch?v=31mjvrydaLM	Using some of the same body sounds with a little help from the pictures on the page below, can you invent your own Rainstorm? *As the shape gets bigger the sound gets louder.*	Send me a photo or a short video of anything you have done. I'd love to see how you are getting on. Don't forget to add your Name, Class and School. gw08mcconochieleona@glow.sch.uk

You can see the *music map* and watch the steps your ***arpeggios*** take.

Choose the settings you prefer. Press play and click on the different coloured letters in the circles.

The left and right arrow will change the kind of **arpeggio**. The first one that appears matches "The Snowman", but you can pick any one you like.



The OUTER circle gives MAJOR or "happy" **arpeggios.**

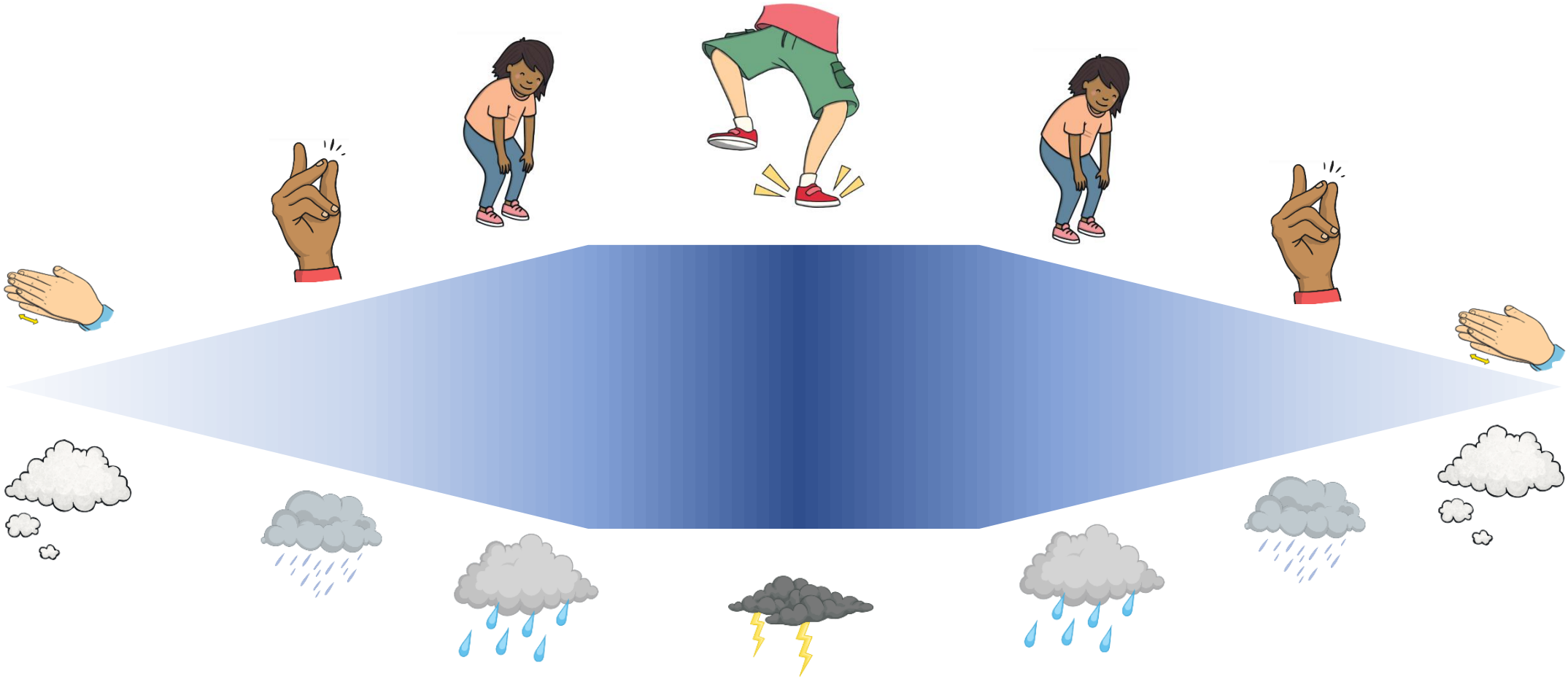
The INNER circle gives MINOR or "sad" **arpeggios.**

The **PLAY** button will keep your **arpeggios** going as you click the different colours, otherwise you will only hear one set at a time.

Click on the instrument picture to change between *Harp* and *Piano.*

You can make the music faster or slower using the *metronome* to change the *tempo.*

Rainstorm



MUSIC

FIRST LEVEL

P2 P3 P4

T4 Wk 10

LISTENING	INVENTING	PERFORMING
The 22nd of June would be the 120th birthday of *Oskar Fischinger*. He was an abstract animator, filmmaker, and painter, best known for creating musical animation years before the appearance of computer graphics and music videos. In this first clip, he cut out hundreds of different coloured shapes from bits of paper, hung them on fishing wire and filmed them one frame at a time, the same way a stop-animation cartoon is made so that his art fitted the musical sound of a piece of music by the composer *Franz Listz*. https://www.youtube.com/watch?v=6Xc4g00FFLk	You can create your own *Oskar Fischinger* style piece. By "drawing" the music, the dots and lines appear in place of the music you place on the grid. https://www.google.com/logos/doodles/2017/fischinger/fischinger17.9.html?hl=en_GB&doodle=undefined There are instructions on how to use the app on the sheet below. The notes available are limited to make the music sound as *abstract* as the pictures look, so you might not be able to make a well-known tune. The notes are also not set out in a traditional fashion.	Give a performance of your *Oskar Fischinger* piece. Make sure your audience can see the screen you are using so they can see the *abstract animation* that the music creates.
Here are a couple of shorter clips by *Oskar Fischinger*. He uses music by different composers. The first is *Hungarian Dance no.5 by Johannes Brahms* https://www.youtube.com/watch?v=tYvqlHkY6CE&t and the second is a very short section of *Paul Dukas' The Sorcerer's Apprentice* https://www.youtube.com/watch?v=9JU3GFgMWh8.	Although *Oskar Fischinger* didn't compose the music, he created the *abstract* animations to fit the music. *Wassily Kandinsky* wasn't a composer either but he was the person who is credited for inventing the idea of *abstract art* in the first place. You might recognise one of his famous paintings- see sheet below. **Musiclab** have created a *Kandinsky* app which allows you to "paint" shapes and lines and it is turned into music. **Create an abstract piece of art** using the **Musiclab** *Kandinsky app* to invent a piece of music.	Play your *Kandinsky* Art piece to your family. As before, let them see the screen. Which melody does you audience prefer? There are certainly lots of *abstract artists* and as far as musicians go, there are pieces of music out there that are *abstract* but nothing you could really "sing along" with. But give these a go. I'm sure you have heard them before. https://www.youtube.com/watch?v=tVj0ZTS4WF4 https://www.youtube.com/watch?v=29t98r7Vy_E
Lots of composers over the years have been inspired to make music and animations together in the style of *Oskar Fischinger*. This piece using computer graphics called *Composition in Blue and Green* was inspired by one *Fischinger* made decades before. https://www.youtube.com/watch?v=Tw1qmBdWbTo https://vimeo.com/showcase/3111432/video/89193540		Send me a photo or a short video of anything you have done. I'd love to see how you are getting on. Don't forget to add your Name, Class and School. gw08mcconochieleona@glow.sch.uk

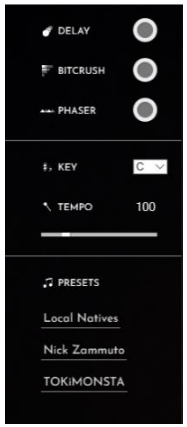
You can see the map of the music in the box at the top. You can also change the instrument and add another layer of sound and animation using this box.

Clicking on the dots on the main screen will add/take way notes, which then turn into a *Fischinger* style animation.

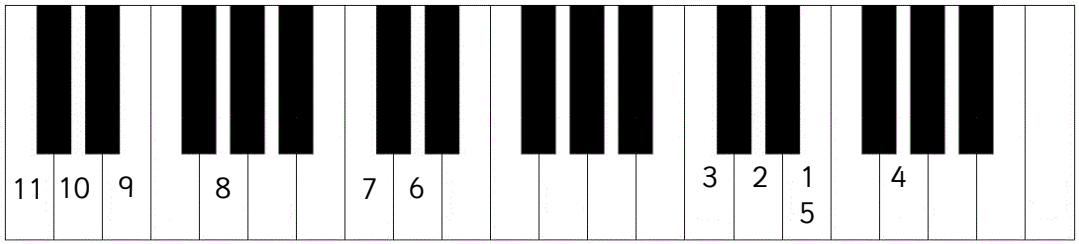
The notes are not arranged in an order you are used to hearing.

Starting from the *bottom* of the page the notes are actually *higher* in *pitch*.

The order is shown on the piano diagram below- 1 being the bottom dot.



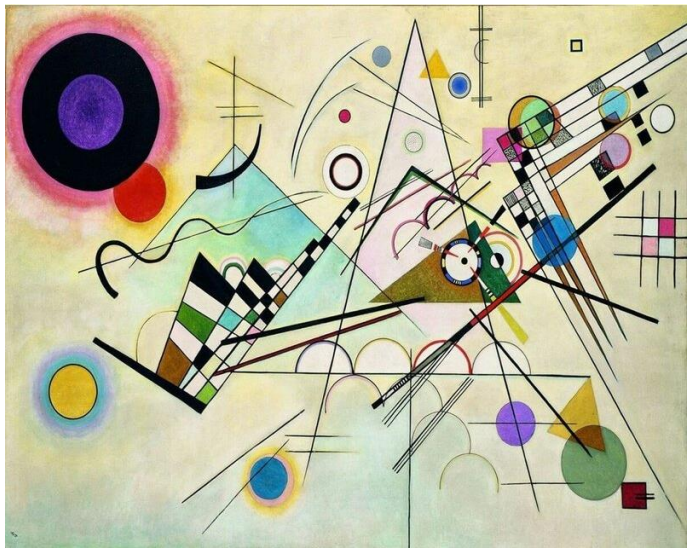
Clicking the *Modify* button allows you to add a sound effect which also alters the animation slightly. You can change the *Key,* but the note *pattern* remains the same. *Tempo* changes the speed. There are also Presets, where you can listen to music that others have created.



WASSILY KANDINSKY

Colour Study:
Squares with
Concentric Circles

1913



Composition 8

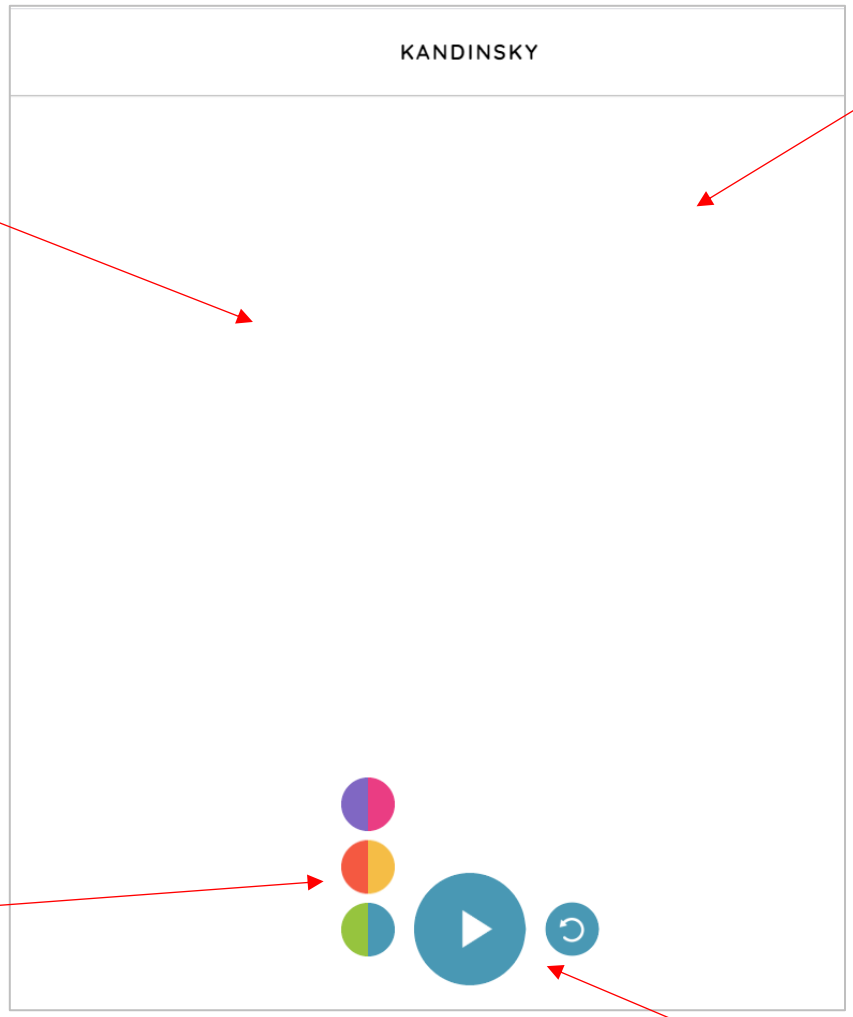
1923

Succession

1935

Using the mouse or your finger if you are using a tablet, draw *abstract shapes* in the blank space. Certain shapes "snap" to a predetermined instrument so, circles, triangles and squares will give you a different instrument,

The height of your drawing changes the *pitch* but the length of the line does not affect the note. The amount of drawings on the page going left to right determines the "beat" of the music automatically.



The style of music can be changed here.

Green and Blue- Drum and Bass

Orange and Yellow- Orchestral.

Purple and Pink- School percussion.

You can draw then play or play and draw at the same time. Your "paint" does run out so earlier drawings will disappear but you can also "undo" the last stroke.

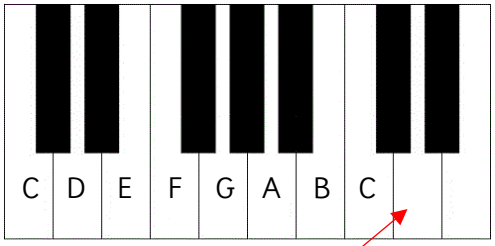
MUSIC

SECOND LEVEL

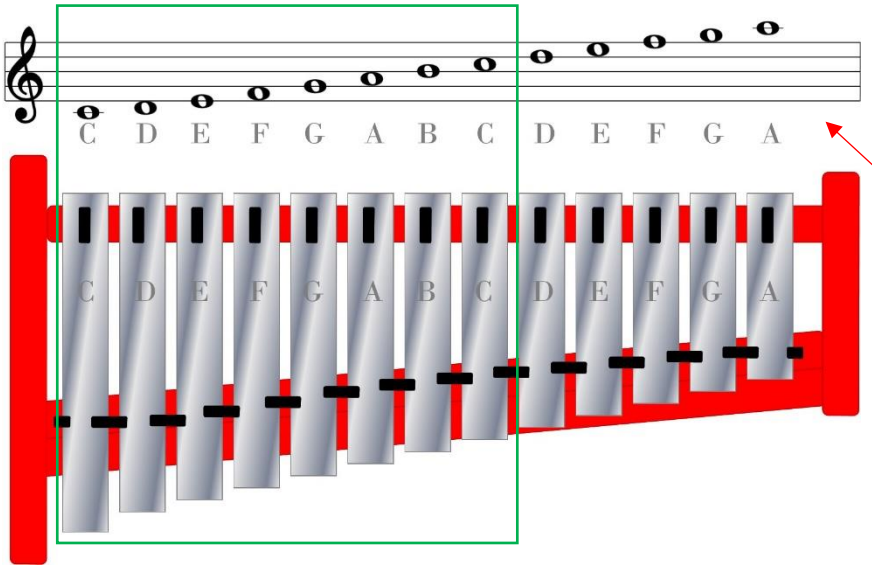
P5 P6 P7

T4 Wk 10

LISTENING	INVENTING	PERFORMING
You can listen to all of these pieces of music or choose just one. Whichever one you decide on, this will be the "backing track" for your final performance of your inventing task, so choose one you don't mind listening to a *few* times.	If you already play a musical instrument, you will probably know a lot about this already. If you used the "Let's Play" booklets with me last year, then you will recognise a lot of the information. If you remember the "Elephants and Faces" games, you should be ok too but there are help sheets attached if this is totally new.	Perform your "***Musical Words Magic***" in front of an audience. Can they tell that you are playing real words like *CABBAGE* and *DABBED* over the top of their favourite hits?
These songs all have one thing in common. They are written in the same *key* which means they all use the same *scale* of notes. In this case the songs are in the *key of C Major.* This means it is the *scale* used as the foundation of the song. You can find the *scale of C* on the pictures on the sheet below.	Once you have chosen the backing track, leave it aside for now but we will come back to it. The first thing we are going to do is write some ***musical words.*** These are words using only the letters from the musical alphabet. You will need a good selection- 8 to 12 words.	If you really want to amaze your family, you could play your "***Musical Words Magic***" along to one of the other tracks even without trying it out. When you are familiar with your word patterns you should find it easy to make them fit the beat of the music.
Taylor Swift "Ours" https://www.youtube.com/watch?v=LZ34LlaIk88 Cyndi Lauper "True Colours" https://www.youtube.com/watch?v=LPn0KFlbqX8 Train "Drops of Jupiter" https://www.youtube.com/watch?v=7Xf-Lesrkuc	Now that you have a good list of words, choose a virtual instrument, or your own instrument if you have one at home- just make sure it is in tune and not a *transposing* instrument and **play your words.** You can convert the letters to musical notes if you want to if you prefer reading actual *notation*. There is a sheet to show you how and a blank music page included.	I am sure you have all heard this song at some point. It uses the *scale of C Major* but using the words you might have used in *Kodály* classes with Mr Mac. Can you choose a virtual piano and try to play along? The words are on-screen too. https://www.youtube.com/watch?v=6LN9oIgCHOs
	Go back to your backing track. As if by magic, your ***musical words*** will fit alongside the melody of the song you chose. Choose the best places to play them as some will fit in better places than others. You can repeat them multiple times, string words together and play them with interesting rhythms.	Send me a photo or a short video of anything you have done. I'd love to see how you are getting on. Don't forget to add your Name, Class and School. gw08mcconochieleona@glow.sch.uk



This is the *C Major Scale* on a keyboard. It repeats and repeats as the keys on the keyboard continue.



You will recognise this setup from school. Here you can see the *C Major Scale* alongside the notes on the musical *stave*. I have added a green box to the *scale.*

Musical Words

The *musical alphabet* uses the letter A-G. Songs and melodies have such a wide variety of notes in them as there are *sharp* and *flat* versions of these letters. Using ONLY the letters A-G, make a list of some words. There are a PLENTY of examples here. You can use the letters more than once.

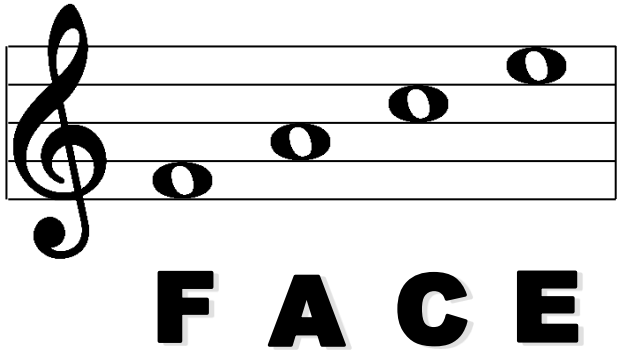
A B C D E F G

DAD	*CAFÉ*	*BADGE*	*DABBED*	*BAGGAGE*
BAD	*CAGE*	*FADED*		
EGG	*FACE*			

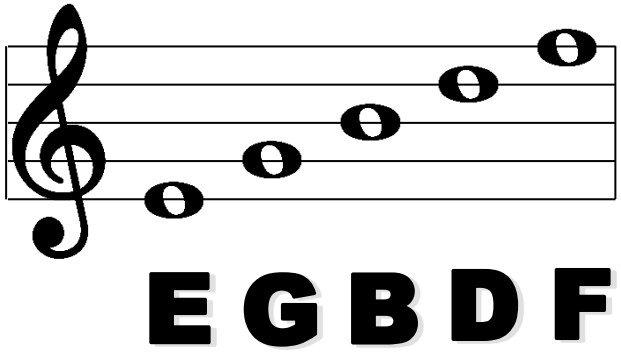
ELEPHANTS AND FACES- converting your words to music

The first 7 letters of the alphabet are used to name *notes* in music. Each note has a special place on the *stave*. Here are two ways to remember where each note goes.

The spaces going up spell.....FACE in the space

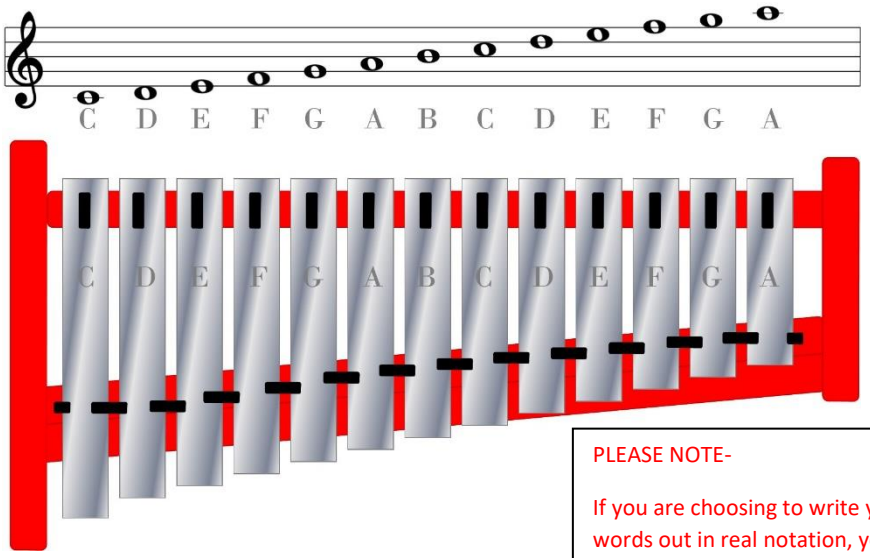


The lines going up don't spell a word, so remember: **E**lephants **G**o **B**ackwards **D**own **F**ire-escapes



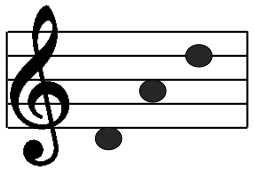
There are other ways to remember this. You can make up your own for EGBDF.

There are notes that are written below and above the *stave.* These just follow the alphabetical order of what is before and after. They sit on *ledger lines* as they are not part of the main *stave*. That's why the *scale* we see on the *glockenspiel* has notes above and below the *stave.* Here are a couple of the music words written out.

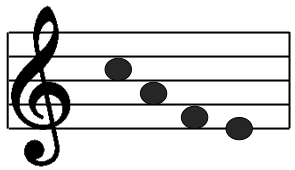


PLEASE NOTE-

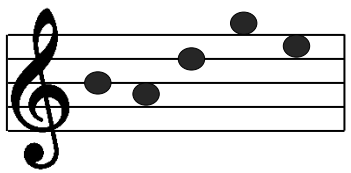
If you are choosing to write your musical words out in real notation, you do not need to work out the rhythms of your melodies. Write out your tunes in "blobs" only.



DAD- uses both the lowest D on the *stave* and the highest D.



CAFE- uses the high C rather than the lowest in this case. It depends on how you want to make it sound.



BADGE- uses the highest G. Again, you can decide if you want the highest or lowest versions. Play them both and decide which one you prefer, even if you aren't writing them out in real music.

VIRTUAL INSTRUMENTS

PIANO https://www.musicca.com/piano

This is the easiest piano to use if you need notes names.

PIANO https://recursivearts.com/virtual-piano/

There are no note names on this piano. Either, use the sheet above to help find the notes or use a different instrument.

If you like this piano, you can skip the ***musical words*** task and just *improvise* on the WHITE KEYS.

BOOMWHACKERS https://www.musick8kids.com/html/play_bw.php?bwswitch=TRUE

These have notes names and only use a one *octave C Major Scale.* If you are reading from musical notation and have notes above high C', you won't have enough Boomwhackers.

SYNTHESIZER https://midi.city/

The **bold** letters show the computer keyboard keys so read the bottom text for the REAL note names. You can ZOOM out to give a larger keyboard if you need more notes.

IF YOU ARE USING YOUR OWN PIANO OR KEYBOARD YOU SHOULD ONLY BE USING THE WHITE NOTES.