

## EYFS/KS1

# Thunderstorm composition

To compose as a class a percussive piece of music which describes a thunderstorm

### Learning Objectives

- To create a graphic score which reflects a thunderstorm theme (C3);
- To understand symbols can be used to represent sound (U3);
- To select, organise and order sounds to perform suggesting how they should be played to create a desired effect (P3).

### Learning Outcome

- To create a graphic score which reflects a thunderstorm theme (C3);
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### Lesson Activities

- Recap the rain effect created in the previous lesson using body percussion. Practise getting louder and quieter and remind the pupils of the symbols which can be used to show this.
- Explain that as a class they are going to create a piece of music which reminds us of a thunderstorm. Discuss which instruments could be used and how they could be played.
- Ask the pupils to suggest ways of building the piece, think about starting quietly, building up and then getting quieter again. Practise the piece of music listening carefully for change in dynamics.
- Once the piece has been performed think about ways of creating a score to record what has been played. If there is a clear rhythm use rhythmic notation to show this, decide what symbols are being used for each of the other instruments /sounds. Write in layers to show the texture (which sounds happen together and which are on their own). Underneath add the symbols < and > where the performance needs to get louder and quieter.
- Perform once more from the score.
- Richard Strauss' Alpine Symphony depicts one of the most famous storms in classical music. You can listen to it [here](#) performed by the Teresa Carreño Youth Symphony Orchestra of Venezuela.
- Play the video for the pupils to watch. Ask them to think about how Strauss uses the various instruments of the orchestra to build on the storm. What sounds of the storm can they hear imitated in the music (these include, raindrops, wind, thunder and lightning)! Note that Strauss does more than just imitate the sounds of the storm. He uses the music to portray the emotion and feelings of being in the storm too.



### Extension Activities

Record the performance and listen back, discuss with the children which sounds have worked well and which perhaps aren't as suitable for a thunderstorm.

### Assessment

Are the pupils able to suggest their own sounds and rhythms that are suitable for a thunderstorm? Can they control the sounds so that they are playing loud or quiet when required? Can they understand the graphic score and follow it whilst playing the different sounds and patterns they have created?

# Continuing the group samba

Pupils will start (or continue if began last week) their group samba, inventing new rhythms to accompany the basic chocolate samba beat.

## Learning Objectives

- To maintain a part within a performance showing an awareness of its contribution to a broader piece (P6);
- Compose rhythms in an eight beat pattern for inclusion within the samba performance (C6);
- Identify how different instruments can be used for different effects within a piece of music (L5).

## Learning Outcome

- All pupils will be able to play one of the key rhythms within a small group samba performance.
- Most pupils will begin to create their own samba rhythms to fit within their group samba performance.
- Some pupils will have progressed further and will be confident in playing their own and other samba rhythms within the group, leading others along the way.

## Lesson Activities

- Begin the lesson with the Name Game (introduced in the first lesson of the unit). Use a different category in the gap (e.g. colours or sports) but whatever you choose keep the pulse rhythmic and steady as a class. Follow this by playing the Don't Play This One Back game but just by clapping not with instruments.
- In the last lesson, you introduced pupils to the Chocolate Samba. Remind pupils of the four rhythms and quickly rehearse them as a class.
- This week, pupils are going to work in groups of four or eight. If pupils are confident with the rhythms, we would suggest groups of four; if some pupils need support, a group of eight might be better but this larger group would need close supervision. In each group there will be one or two pupils playing each part.
- Explain that each part of the chocolate samba relates to a particular instrument type.
- Part 1, the foundation part, relates to the Surdo (the bass drum). It is the most important part in keeping the samba beat steady.
- Part 2, the 3:2 clave part can be played on any wooden block type instrument. It needs to resonate clearly and stand out from the samba beat.
- Part 3 is a shaker part. It moves steadily across all the eight beats and needs to be played lightly with precision and a slight emphasis on beats one and five. Play it like you would say the sentence with an emphasis on 'I'.
- Part 4 is a drum or guiro part. For drums, have two key sounds: a lower sound (middle of the drum) for the 'Mmmmmm', and a lighter sound (the edge of the drum) for the 'choco-late'. For guiros, use a long scrape for the 'Mmmmmm' and two short scrapes for the 'choco-late'.



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- Ask pupils to rehearse together in their groups and supervise carefully. Share good examples of rhythmical group playing as they emerge from the class.
- Finally, ask pupils to begin to adapt the samba rhythms and create some new patterns for use within their samba piece. It is important not to change everything at once! In particular, remind pupils that the first pattern (the surdo part) is the foundation and should not be changed too drastically. However, it is important that pupils begin to create their own patterns and make their samba sound different from the one they all learnt in the previous session. You could encourage pupils to create rhymes for their patterns following the principle that if you can 'say it' then you can 'play it'!

	1	+	2	+	3	+	4	+	5	+	6	+	7	+	8	+
<b>Part 1</b>	Mars			a	Boost			a	Flake			a	Twix			a
<b>Part 2</b>	Give			me			some				choc-		late			
<b>Part 3</b>	I		love		choc-		late		I		love		choc-		late	
<b>Part 4</b>	Mmmmmmmmmmm				choc-		late		Mmmmmmmmmmm				choc-		late	

### Extension Activities

Watch the groups carefully and try and identify who is leading each one. These pupils will be important in the next lesson's activities.

### Assessment

Which pupils were able to invent new patterns easily? Which pupils are now leading their groups confidently?