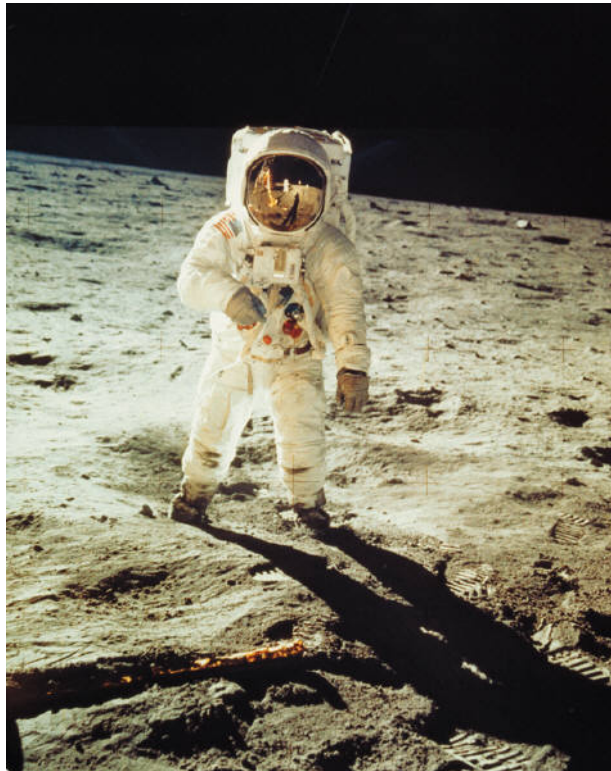




# Music Education SOLUTIONS

## Music 7-11 Resource Pack



# Space

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## Introduction

Creating descriptive or 'programme' music is a really great first route into composition for your pupils. Creating music that describes something familiar gives pupils a framework within which to make musical decisions, allowing them to be freely creative rather than restricted by the limitations of their formal musical knowledge.

## How to use this resource pack

This pack is a flexible resource which you can adapt to suit your teaching context. Instead of 'lesson plans' you will find 'activities' which you can combine or separate depending on how much lesson time you have available and how many weeks you wish the topic to run for.

This pack covers all the skill areas for the English National Curriculum for Music at KS2, but can also be used to address the requirements of many other countries' music curricula. In particular you may choose to adapt the suggested playlists, to include music from your own country for the listening activities.

This pack is designed for use with children between the ages of 7 and 11. The level of questioning, the amount of teacher modelling and whole class work and the time taken for each activity, can all be adapted to suit the age and prior musical experience of the children that you teach.





## Learning Objectives

- Listen with attention to detail and internalise and recall sounds with increasing aural memory.
- Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy & fluency.
- Compose descriptive music using the interrelated dimensions of music.

## Activity 1: Listening

Listen to & discuss music about space travel.

***Suggested Playlist:***

*Also sprach Zarathustra by Richard Strauss*

*Star Wars theme tune*

*Star Trek theme tune*

*Rocketman by Elton John*

**Key Questions:**

What is it about each piece of music that makes it sound like a journey into space?

How and why were the pieces different?

How were they similar?



## Activity 2: Discussion & Lyric Writing

**Discussion:** What would it be like to journey into space?

**Key Questions:**

How would you feel?

What would you see?

What would you hope for?

What would you fear?

In pairs, create a four line poem that could be used as lyrics for a 'Journey to Space' song.

Share with the class & select the best ideas to form a class 'Journey to Space' song (aim for an even number of lines, and rhyming if you can).

## Activity 3: Improvisation / Composition

As a class, decide what effects and musical devices you will need for your song.

**Key Questions:**

What kind of melody do we want for our piece?

What tempo will we use?

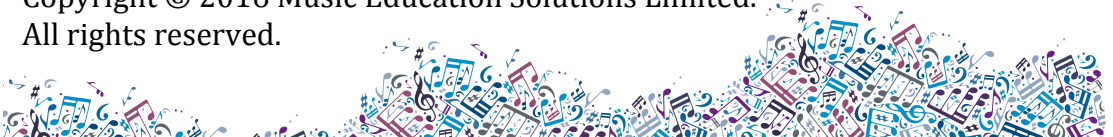
What dynamics will we use?

What timbre of voices will we use? Scared, hopeful, angry, sad?

What accompaniment will we use?

**Class Improvisation:**

Model a melody for the first two lines and learn as a class. When secure, ask children to suggest ideas for continuing the melody, and repeat the process, until all lines are composed and learnt. Add the effects you chose during the discussion above.





## Activity 4: Tuned instruments

### **Performance: Journey to Space song**

Recap the song as a class ensuring that the melody is secure.

### **Paired work: Tuned Instruments**

Hand out a skeleton score of the song, comprising of the lyrics with letter note names above, but with some notes missing.

Using whatever tuned instruments are available, ask pupils to work out how to play the tune and then fill in the blanks on the score.

### **Performance:**

Each pair to perform to the class. Have they got the melody right?

### **Discussion:**

Identify the notes that are missing from the score.

## Activity 5: Listening

**Listening:** The Planets Suite by Holst.

### **Key Questions:**

What was the feel of each piece of music?

How did the composer create that feeling (IDMs)?

## Activity 6: Group Composing

### **Group Work: Using the IDMs to create contrast**

Assign a planet to each group and tell them Holst's title. Each group should discuss the characteristics of their planet and make a list of those they are going to include. Try out ideas with tuned instruments, creating some melodies to describe their planet, using the IDMs to capture the





characteristics.

**Performance: Work in progress**

Each group to perform their work towards the end of the session and explain their musical choices.

## Activity 7: Revising your work

**Recap of learning: Journey into Space song**

Sing and play the Journey into space song using the letter name scores.

**Discussion: Letter name notation**

This helps you record your composition so that you can remember it from session to session, and also so that other people could play your music if they wanted to.

**Group Work: Planning, Notation, Rehearsal and Recording**

As a group rehearse your melody, and notate it using letter names.

## Activity 8: Performance & Assessment

After a brief rehearsal, ask each group to perform their planet music in turn, separated by the whole class playing and singing the Journey to Space song in between.

**Key Questions:**

How successful was each piece?

Did the pieces sound different? Why?

Which was the best piece?

What changes would you make to your piece after hearing the others?





## Differentiation & Extension

Activity 1: Differentiation can be achieved through the phrasing of questions, through peer support (discussing with a buddy), or through asking for a physical (dance) response rather than / in addition to a verbal response.

Activity 2: Differentiation by teacher support, and peer support for writing activities.

Activity 3: Differentiate this activity by by creating mixed ability groupings to encourage peer support.

Activity 4: Differentiate this activity by grouping the pupils by ability OR by creating mixed ability groupings to encourage peer support. Extend the learning by asking pupils who have instrumental lessons to use their own instruments.

Activity 5: Differentiation can be achieved through the phrasing of questions, through peer support (discussing with a buddy), or through asking for a physical (dance) response rather than / in addition to a verbal response.

Activity 6: Differentiation by teacher support. Extension by use of own instruments and / or by composing challenges e.g. can you add extra layers to your composition?

Activity 7: Differentiation by teacher support. Extension by use of own instruments and / or by composing challenges e.g. can you add extra layers to your composition?

Activity 8: Differentiate by peer support and the phrasing of questions.



## Assessment Record:

Objective	Assessment (Pupils' names in columns)		
Listen with attention to details and internalise and recall sounds with increasing aural memory	+	=	-
<b>Outcomes</b>			
<p data-bbox="252 898 496 1301"><b>Attention to detail:</b> Verbal explanation of the musical qualities that make the pieces sound like space / the different planets.</p> <p data-bbox="252 1346 496 1458"><b>Internalisation:</b> Skeleton Score activity</p>			
<p data-bbox="252 1554 405 1585"><b>Examples:</b></p> <ul data-bbox="252 1592 1161 1823" style="list-style-type: none"> <li>+ Responses referencing musical terminology</li> <li>+ All missing notes on score filled in correctly</li> <li>= Responses referencing emotion / simile / pictorial language</li> <li>= Most missing notes on score filled in correctly</li> <li>- Basic response e.g. 'I like it because it sounds like space'</li> <li>- Few missing notes on score filled in correctly</li> </ul>			







Objective	Assessment (Pupils' names in columns)		
Compose descriptive music using the interrelated dimensions of music – pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.	+	=	-
<b>Outcomes</b>			
Group 'Planet' Compositions.			
<b>Examples:</b> + Compositions which have a strong character and include all IDMs = Compositions which have some character and include most IDMs - Compositions which are not obviously characteristic or descriptive			





Objective	Assessment (Pupils' names in columns)		
Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy & fluency.	+	=	-
	<b>Outcomes</b>  Pair performances of Journey to Space Song (Activity 4)  Performances (recordings) of group compositions.		
<b>Examples:</b> + <b>Accurate &amp; unhesitant</b> performances of song / composition = <b>Mostly accurate / unhesitant</b> performances of song / compositions - Inaccurate / hesitant performances of song / compositions			

