



UNDERSTANDING THE 7 MUSICAL ELEMENTS and COMPOSING IN THE CLASSROOM

A musical 'skill-building' session for staff, focused on classroom percussion, composing methods and musical vocabulary.

MUSIC NATIONAL CURRICULUM AIMS

APPRECIATE STYLE / GENRE / TRADITION:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

COMPOSE / CREATE MUSIC USING VOICE & INSTRUMENTS:

- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence .

UNDERSTAND HOW MUSIC IS MADE:

- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

The 7 musical elements (‘inter-related dimensions of music’)

DURATION

SPEED

DYNAMIC

STRUCTURE

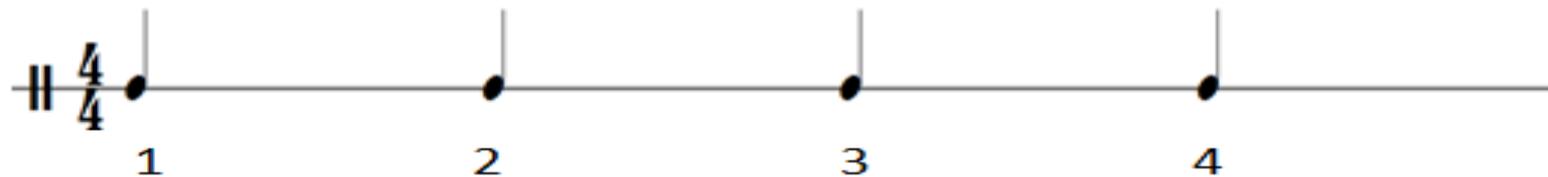
TEXTURE

PITCH

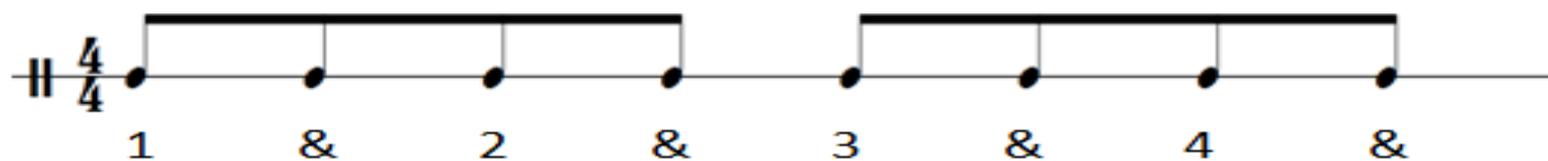
TIMBRE

Note Values (duration)

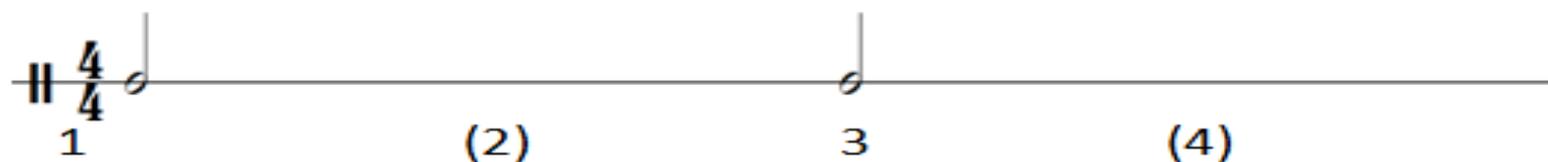
Crochet '1/4 notes'



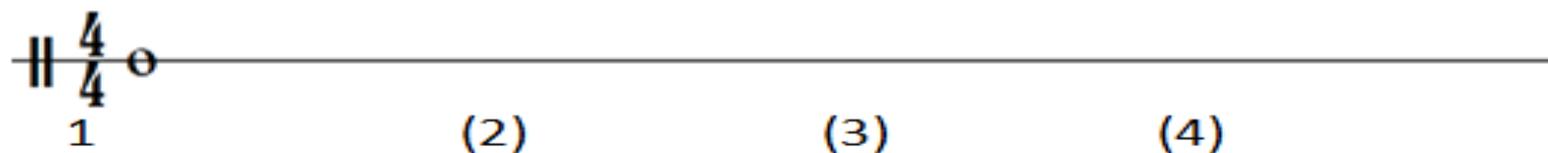
Quaver '1/8 notes'



Minim '1/2 notes'



Semibreve 'whole notes'



MUSICAL ELEMENTS ('dimensions'), COMPOSING and NOTATION references in the new NC

Under aims:

- “to create and compose music on their own and with others”
- “understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Under attainment targets / subject content / KS1:

- “use their voices expressively and creatively”
- “play tuned and untuned instruments musically”
- “experiment with, create, select and combine sounds using the inter-related dimensions of music.”

Under attainment targets / subject content / KS2:

- “develop an understanding of musical composition, organising and manipulating ideas within musical structures”
- “improvise and compose music for a range of purposes using the inter-related dimensions of music”
- “use and understand staff and other musical notations”

Three musical words / concepts to help you focus improvising & composing activity in the classroom:

- Pulse
- Patterns
- Contrast

Doing practical music activities with your class: some methods to consider

- Keep it simple and creative
- Set musical and resource parameters so that pupils are not overwhelmed with choice (see later slide for examples).
- To develop musical understanding use the MUSICAL ELEMENTS as a focus for music activity (see Musical Elements sheet)

Setting some parameters: managing the musical task

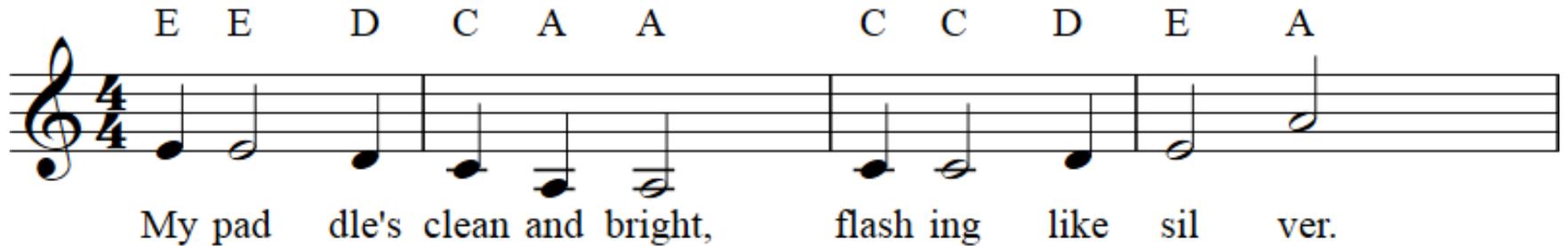
- In your class create, say, 4 groups.
- Make sure you have the same range of instruments in each group (e.g. a mixture of untuned and tuned percussion)
- Don't give them an open brief: provide some parameters e.g.
 - (i) your music should include **contrasts** of loud / soft & long / short notes
 - (ii) if using tuned percussion **agree which notes** (letter names) will be used (perhaps 3 notes for younger children and 5 for older children).
 - (iii) encourage use of **repeated rhythms & patterns**.
 - (iv) **musical speed** (pulse/beat) should remain steady, unless it is agreed by the group that the piece should get gradually faster or slower.

Musical progression: a few points for discussion:

- **Setting musical objectives**... aim to improve musical understanding through **sound**
- **Differentiation**...create easier and harder 'parts' for one piece of music
- **How to judge 'quality'**...focus on making progress, not on 'grading' work

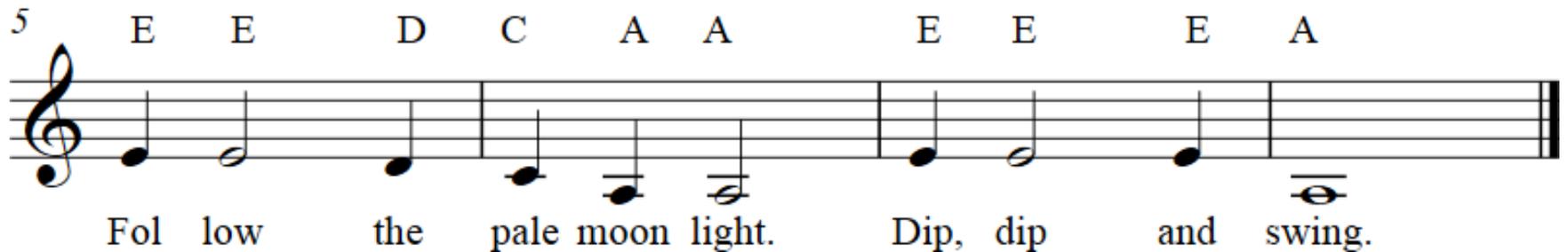
My Paddle's Clean and Bright

E E D C A A C C D E A



My pad dle's clean and bright, flash ing like sil ver.

5 E E D C A A E E E A



Fol low the pale moon light. Dip, dip and swing.

A pentatonic (5 note) melody. Removing F and B from tuned percussion creates an A minor pentatonic scale.