

Creating a soundscape *continued*

Lesson sequence

Start and finish each session with a favourite song

Warm-ups

- 'Hip Hop, Diddly Pop' for music elements.
- Graphic notation cards – see Resources list for ideas.
- Beat and rhythm activities – teachers develop their own, or use ideas from pages 36–37 of *Into Music 1*, or pages 40–41 of *Into Music 2*.

Listening

- *Star Wars* soundtrack– listen for contrasts and use of texture, and ask students to map the texture.
- 'High action' and 'Romantic music' (Tracks 2 and 3, *Into Music 2*) – discuss how music sets the mood, and ask "What devices does the composer use?"
- 'Two-day wonder' (Track 35, *Into Music 2*) – link the mood of the music to the music elements used, and ask "How does the soundscape reflect the mood of the poem?"

Creating and representing

- Newspaper sounds – explore range of sounds that can be made by manipulating newspaper, devise symbols to notate these sounds, and create a class composition.
- Read the poem 'Two-day wonder' (*Into Music 2*, page 60, or pages 26–27 of *School Journal* Part 2, No. 2, 2000) – link mood and images in the poem to music elements and structures.
- In groups, students create soundscapes that reflect the mood of the poem.
- Notate soundscapes as a graphic score.

Playing

- Students perform their soundscapes to the rest of the class.
- Peer review and self-reflection activities, leading to refinement of soundscapes.