

**MODULE 2: Description**

Module 2 is a variation of Module 1, where instead of working on their own the children work in groups of five. Again they work with their own musical bodies, surroundings and instruments.

The aim of this Module is to:

- develop the individual repertoire from Module 1 to a group repertoire of body/voice, natural and musical sounds.
- reinforce and develop the musical expression and creative learning skills introduced in Module 1
- develop skills of articulation, listening to each other and sharing work
- develop collaborative skills so that the final composition can be an expression of the entire group.

There are 3 Exercises in the Module. Each exercise should be completed within the same session. The duration of a session should be at least an hour long. In this module the children work together.

In Exercise 1 “Us” each group combines the resources gathered in Module 1 to create an orchestra of body/voice, natural and musical sounds.

In Exercise 2 “Our Environment”, the children explore and record sounds from various environments nearby (e.g., school, park, field, sea-side).

In Exercise 3 “Listen to Us”, the children combine all the music, sound animations and environmental sounds they have collected and compose a final group composition as a class.

At the end of the Module, the schools are in [video conference](#) with each other. The teacher selects sample groups to perform their compositions for the other schools and they then discuss their experiences.

**Module 2****Exercise 1: “Us”****Introduction**

In Exercise 1: “Us”, the children consider what they have done on their own and how they could collaborate to create an orchestra of sounds. They will:

- work in groups of 5, with a mini disc and sound log charts for each group
- within each group they perform for each other what they can/ want to work with from their own repertoire
- they jam with each other within the group to create new compositions.

Instruction**EXPLORE:**

The teacher and children explore the human tracks in the [music and sound exchange](#), and the '[World Symphony](#)' <symphony.html> on CD or on the project web site as they did in Module 1. They then as individual groups explore the sounds they can create together. Consider rap on the streets of New York as an image and sound to work with, or physical work i.e digging, rowing etc. that has a rhythm to its movement: calls and responses. The children will record the various compositions as they create them.

ARTICULATE:

The groups sit in the round on the floor and assess the various possibilities they created for a final composition. Using a roll of black sugar paper stretched on the floor or wall of their classroom, they create a symbol for each sound, resulting in a glossary of symbols for their repertoire of sounds. They will improvise using the symbols until they are reasonably happy with their composition. They will then score the composition on the sugar paper, deciding what timing they will perform it in (2/4 bars, 4/4 bars etc.). They may also record all the sounds and edit them in Sound forge to listen to the developed composition possibilities. The final composition may be on the computer or live for the class audience

EXPRESS:

This is the performance of their final group compositions for the other members of the class – either played on the computer or live. The performers must also present their score to the class as they do the performance. The final composition is recorded to mini disk, with samples uploaded to the project web site.



Exercise 2: “Our Environment”

Introduction

In Exercise 2: “Our Environment”, the children concentrate on an environment outside themselves.

They will:

- work in groups of 5, with a mini disc and sound log charts
- choose an environment near their school where they can record sounds (e.g., in the school, the playground, a wood, a field, a shopping centre etc)
- record 3 minute sounds and short sound bites that they can later edit with the long backing sounds.

When selecting an environment, it is necessary to consider whether there will be varied sounds and enough of them there to record.

Instruction

EXPLORE:

The teacher and children explore nature and manufactured tracks of the [music and sound exchange](#), and the ‘[World Symphony](#)’ on CD or on the project web site as they did in Module 1.. The teacher takes the children on a field trip to a park, wood, city, village, factory etc. to explore, log and record the sounds.

ARTICULATE:

The children record the sounds onto the media workstation, create files and name them accordingly. They begin to edit their sounds into various compositions until they decide on the composition they want to develop for their final group composition. Using sugar paper they create a glossary for the individual sounds in their final composition. They then score the composition they have created in Sound Forge.

EXPRESS:

Here they perform their final group compositions for the other groups in their class and present their score. The final composition is recorded to mini disk, with samples recorded to the project web site schools page.



Exercise 3: “Listen to Us”

Introduction:

In Exercise 3: “Listen to Us”, the children work together as a class. They will

- combine all the music, sound animations and environmental sounds together
- at the end of the articulation session join in a video conference to discuss the possibilities for their final composition.

Instruction

EXPLORE:

Here the children explore musical instruments. They explore music tracks in the [music and sound exchange](#), and the [‘World Symphony’](#) on CD or on the project web site as they did in Module 1. They also explore the [Interactive Music Map](#) on the project web site developing a sense and awareness of cultural rhythms. They record the session.

ARTICULATE:

They listen to the recording, discuss their exploration and articulate how they might develop it for a final composition. Using a roll of black sugar paper stretched on the floor or wall of their classroom, they create a symbol for each instrument, resulting in a glossary of symbols for their repertoire of instruments. They will improvise using the symbols until they are reasonably happy with their composition. They will then score the composition on the sugar paper, deciding what timing they will perform it in (2/4 bars, 4/4 bars etc.). Professional musicians may come to the schools at this stage in the exercise and further develop the children’s ideas by listening to their compositions. The children go through the process of selecting and developing their ideas for the final composition

EXPRESS:

The class performs their composition for their class groups.

At the end of this session the children rehearse the Articulation and the Express stages so that they are prepared for their video conference. The final composition is recorded to mini disk, with samples recorded to the project web site schools page.

Video conference:

The schools will be in video conference with each other to discuss and perform composition possibilities for their final performance. Each school will have on average 4-5 groups of 5. For each school, the teacher selects one of the groups to go forward as the representative for the session while the others sit in the round. The selected group will perform their repertoire of sounds from the exploration session. They will then select what sounds/rhythms they want to work with. They will rehearse the various possibilities for the final composition and select one, using a strip of black sugar paper as the canvas for the composition score. The group then performs their composition. The selected group in each of the other schools will go through the same process. They will then discuss the experience with each other

It is important that the children decide how to represent their composition prior to the web cast.

REFLECTION:

The teacher may ask the children to reflect in groups or as individuals their experiences of the Module. This could be an open discussion in the classroom or as homework. It’s the teacher’s decision.