

## MUSIC ACTIVITY NINE: SETTING THE SCENE

LINKS TO ART ACTIVITY 3, ENGLISH ACTIVITY 5, AND P.E. ACTIVITY 5

### Learning Objectives

- To discover how music can be used as a descriptive art form;
- To learn about different structures of music;
- To develop a piece of music

### Resources

- Selection of instruments (untuned or tuned percussion, any instruments)
- Paper and pencils

### Prior knowledge

Some understanding of musical form or structure is helpful, but not necessary. Key points to note are that a particular melody/mood/idea might be represented by one theme A and then a counter theme whether contrasting or not, is theme B. See Task 2. below to look at various options of how they can be used in a range of musical structures.

### Introduction

As you can see from [Historical Context 21. Creative responses](#), composers had many different reactions to the war. This activity links to ART 3, ENGLISH 5, and P.E. 5 and enables you to create your own compositional response to the war.

## MAIN TASKS

1. Decide as a group what feelings you would like to explore in the piece. Is there more than one emotion that you wish to explore?
2. Decide the form that the piece should take – is it a one movement piece? Do you wish to use a structure such as *Binary Form* (only using A and B sections – e.g. AABB), *Ternary Form* (ABA), *Rondo form* (where the A section repeats in between differing sections e.g. ABACA or ABACADA) or perhaps you wish to do a Theme and Variations?
3. Map out your thoughts against each section – e.g. Section A = Anger. Instruments: Drums, Cymbals, Trumpets. Ideas: Irregular beat played on Drums punctuated by Cymbal crashes. Trumpet plays sharp jagged melody.
4. Start working on the different sections – what melodies are you going to play? Are any of them repeated in different instruments? Can you layer them? What about harmonies? Try it out – if it sounds great, keep it, if it sounds terrible, try again! Nothing is wrong – this is your response.
  - a. Make sure you note everything down – you don't want to forget!!

5. Rehearse as a group – make sure that everyone knows what they are doing.
6. Perform to the class

**Review**

What do you think that each group did well? Can you identify the emotions or the pictures that they are creating through the music?