

Musical Recipes (TS&PC-infused activity)

Learning Intentions

Pupils are learning to:

- **identify** simple musical structures;
- **describe** how musical elements are used;
- **compose** using a range of specified ingredients; and
- **listen actively** and share opinions when composing and performing a piece of music (Working with Others).

Suggested Success Criteria

Pupils can:

- recognise simple musical structures (*binary, ternary for example*);
- describe the elements of music;
- compose within set parameters;
- perform compositions; and
- listen to and evaluate group compositions.

Resources

Worksheet 2 Musical Recipes Listening Exercise

Learning Activities

Introduction

Discuss the learning intentions and success criteria. Introduce the lesson by challenging your pupils to 'cook' a piece of music using only the ingredients they are given.

To determine what your pupils can recall about musical structures and musical elements, ask questions such as: Can you identify different musical structures? (For example, binary, ternary, song or rondo.) Play some examples of music you find online and ask your pupils to identify the structure.

Discuss the importance of working together, listening to each other and sharing ideas to create and perform your piece of music at the end of the class.

Activity

Revise 12-bar blues with the class and discuss its structure. For example, in the key of C Major:

C major Chord I	C major Chord I	C major Chord I	C major Chord I
F major Chord IV	F major Chord IV	C major Chord I	C major Chord I
G major Chord V	F major Chord IV	C major Chord I	C major Chord I

Working together, give your pupils opportunities to listen to examples of:

- AB – binary form;
- ABA – ternary form; and
- ABACA – rondo.

Discuss how sections in a piece of music can change in terms of the elements of music, for example:

- Tempo
 - How does the speed of the music change?
 - Can you identify an *accelerando* in the music?
- Pitch
 - What is the difference in the pitch of the melody between the verse and chorus, for example?
 - Can you identify steps, leaps or repeated notes?
- Timbre
 - Which instruments can you hear in the music?
 - Do the instruments use any specific performance techniques?
- Tonality
 - Is this music in a major or minor key?
 - How does the tonality or mood of the music make you feel?
- Dynamics
 - How does the volume of the music change?
 - Can you identify any *crescendos* or *diminuendos*?

Listening Exercise (in pairs or small groups)

Use **Worksheet 2 Musical Recipes Listening Exercise** to listen to five extracts. Encourage your pupils to discuss each piece of music, share their ideas about which musical recipe it belongs to and match each example to the descriptions in the different boxes.

Composing Exercise

Ask your pupils to form groups and give each group a musical recipe card from Worksheet 2. Tell them not to show their card to other groups. These recipe cards should have some of the following:

- a set tempo;
- range and variation in pitch;
- instrumentation to be used;
- dynamic contrasts; and
- tonality or mood.

Make sure your pupils have access to percussion instruments, computer-based software, keyboards, their own instruments or a combination of these.

Challenge each group to compose a piece of music using their list of ingredients. Remind them that they need to work together to complete this activity, to listen to each other and share their ideas in order to come up with the best possible composition.

Ask one group to perform their composition. Encourage the other groups to try to identify the ingredients on that group's recipe card. Then display the musical recipe cards and evaluate the group's performance.

Plenary

Evaluation of the performances should relate back to the original elements of music and what was in their musical recipe as Suggested Success Criteria.

Potential questions:

- Based on the musical recipe you were given, how successful is your composition?
- How did you use the elements of music to make your piece more interesting?
- When working with others, what did you enjoy and what did you find most challenging?

Pupil Worksheet 2

Musical Recipes Listening Exercise

Use the musical recipes below to identify which musical recipe belongs to which piece of music.

(Each recipe refers to the first minute of each piece of music.)

Finale from Symphony no. 5 – Shostakovich
Voodoo Chile – Jimi Hendrix
Take Five – Dave Brubeck
Movement no. 2 from Double Violin Concerto – Bach
Ride of the Valkyries – Wagner



Sounds like a
March

Has a
crescendo at
the start

Brass section
plays the first
tune in unison

Timpani plays
loudly



Only one
instrument
plays at
the start

Bass drum plays
along with the
rhythm of the
melody

Has a moderate
tempo

Uses a special
effect to create
a distorted
sound



Saxophone
plays
the main
melody

An ostinato
accompaniment
is used

Piano is played
staccato

Introduction is
played by
drumkit, piano
and double
bass



In a minor key

The melody is
legato
throughout

Accompanied
by a string
orchestra and a
harpichord

Has a slow
tempo



Music is very
loud

Music uses a lot
of trills

3 beats in a bar

French horn
plays main
melody first