

## Clyde Waterfront Education curriculum resources

### Lesson/project idea

#### 'Communities'

<p><b>Title</b></p> <p>Making a music CD and putting on a performance: 'A journey through the history of the Clyde'</p>	<p><b>Curricular area</b></p> <p>Expressive Arts</p>	<p><b>Age group</b></p> <p>Upper Primary</p> <p><b>Time allocation</b></p> <p>10 periods</p>
<p><b>Lesson/project focus</b></p> <p><b>Lesson:</b> Scottish music/ composition</p> <p><b>Project:</b> Composing, recording and performing a piece of music</p>	<p><b>Cross curricular links</b></p> <p>Language Technologies Social Studies</p>	<p><b>Cross cutting themes</b></p> <p>Curriculum for Excellence; Enterprise in Education; Personal and Social Development</p>
<p><b>Short description</b></p> <p>To apply both historical and musical knowledge in order to compose and record a piece of music which will be performed in the local community and a CD sold to fund raise.</p>		
<p><b>Description</b></p> <p>This lesson/project idea will allow pupils to research Scottish music based on themes along the Clyde e.g. shipbuilding etc, and apply this knowledge in order to produce a recording. The pupils will carry out research on their topic and put on a final performance for the elderly in a residential care home or at a good companions club which would give the project a real life input. The pupils will work responsibly in small groups to research, compose and record their piece of music. The CDs may be sold as part of an enterprise project for fund raising.</p>		
<p><b>Aims of learning</b></p> <ul style="list-style-type: none"> <li>• To meet learning objectives of this Expressive Arts topic 'Journey through the history of the Clyde'</li> <li>• Achieve and identify the four capacities of A Curriculum for Excellence through working responsibly, becoming better citizens and also developing enterprising skills</li> <li>• Gain purposeful understanding by learning in a real life context, researching the history of the Clyde in order to make music which reflects this theme</li> </ul>		

## Outcomes of learning

- Subject knowledge gained and enhanced by working on a specific theme, identifying appropriate instruments to be used. Developed musical, instrumental and performance skills as well as an increased knowledge of recording equipment
- Enterprising skills improved by developing creativity, confidence, motivation towards their own learning, decision making skills, responsible attitudes, considering others and working as part of a team
- Employability skills: planning, communication, time management, researching, recording evidence, co-operating, contributing and presenting
- Confidence of working independently demonstrated by researching in groups, selecting appropriate instruments, composing and noting down group ideas. Expressing their own thoughts, opinions and research through the medium of their own music
- Pupils take responsibility for their learning through making decisions about which area/trade from the Clyde-side to focus on, the style to which their music will follow, who they will perform to, the design of their CD cover, the other details to be decided on as a class/group
- Pupils have developed four capacities of ACfE:
  - confident individuals as they are developing their own skills, working with others and performing
  - successful learners because they can identify their own successes throughout the project resulting in their own CD recording
  - effective contributors by contributing to their group composition and the decision making processes
  - responsible citizens as they develop their awareness of the history of the Clyde as well as the future. Meeting and researching with elders who were parts of the trades, communities and life of along the Clyde years ago

## Resources for research

- Refer to 'Arts and Culture' support materials
- [www.bbc.co.uk/radio3/makingtracks](http://www.bbc.co.uk/radio3/makingtracks)
- [www.musicinscotland.com](http://www.musicinscotland.com)
- ICT lesson on recording onto a computer – using a microphone, sound package, blank CDs etc
- Business Partners - explain how members of a team work together on a project
- CDs of Scottish music in order to gain inspiration
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## Resources for project

- Blank CDs and CD cases
- Microphone
- Recording package (built into Microsoft)
- Art materials for cover design
- Musical instruments

## Relevance to curriculum

Supports 5-14 Expressive Arts guidelines

Relevance of how curriculum topic on Scottish music is relevant to the history of where we live and how this subject knowledge can be put into practice in a real situation (recording/making a CD)

## How to develop an *enterprising* lesson

### Developing confident individuals

#### How will you put this into a *real* context for pupils to learn?

- Pupils put their learning into a real life context by forming their own company and developing their own CD product
- By performing in the local community
- Partners in learning: make contacts with a local recording studio as well as local residential homes in order to seek advice and support in their work
- Look at the jobs related to the music industry: recording, radio, performing, producing, composing etc

### Developing responsible citizens

#### How will you share *responsibility* with pupils for their learning?

- Independent learning was demonstrated through researching, composing and recording.
- Pupils took responsibility for this learning by contacting organisations as well as being responsible for their own recording and research.
- Pupils made decisions about their style of music, which instruments/effects to use, the design of their cover, the theme that they would be choosing e.g. Shipbuilding.
- Pupils co-operated in the task by sharing with their peers in a team decision making, combining ideas/opinions, researching together, working collaboratively on group tasks.

### Developing effective contributors

#### How will you develop *relationships*?

- Pupils will work together to make a recording
- Pupils will be encouraged to work in a team to compose a piece of music
- Pupils will take on roles by looking at their strengths and qualities of each position
- Pupils will communicate with one another through short 'team briefings' at the beginning of each lesson
- Pupils will work with adults from out with their school environment

### Developing successful learners

#### How will you *reflect* on this learning?

- Test knowledge and understanding at the end with a 'Who wants to be a millionaire' style quiz
- Reflect on the process: feedback sessions from all groups at various stages of the process
- Peer and self assessment.
- Evidence will be recorded (CD)
- Identify skills developed and ways in which we can continue to develop in composition

## Developing lifelong and employability skills

**How will you establish links with external partners in order to put this into a real context and make this more relevant for young people?**

- Employers/business - recording studio (local/community based); Clyde-side companies (research); local composer (when possible); links with local pipe band (hints on composition/features of Scottish music)
- Local community – residential care homes; individuals who worked in the ship building industry; Good Companion clubs (targeting an elderly audience)
- Families - researching family history – did any of your relatives work along the Clyde-side? What do your relatives remember about the Clyde when growing up? etc

**Is there an opportunity to highlight career opportunities?**

Working with the organisations above will highlight opportunities to possible careers such as composing music, recording music/working in a recording studio, working for a music based company etc

Pupils will become more aware of the skills they are developing as well as the purpose of their learning

## Reviewing the process

**How could you involve other curricular areas?**

### Language

Writing to organisations

Planning ideas

Talking and listening within groups

### Technologies

ICT skills for recording

Keyboard skills – typing up letters and information for CD cover

### Design

Designing the CD cover

Posters promoting a performance (if this is chosen by the pupils)

**Could it be incorporated into an activity/project with a higher profile (for example, presentation, competition, production of materials, event)?**

Sent to radio stations (local and wider) to promote the project

Presented to a recording company – possibility of giving the CDs out within the community to the residential care homes etc

Presented to parents and the wider community along with research to support it – followed by a live performance

### Brief outline of plan

Timing	Input and content	Teacher activity	Pupil activity
1-2 periods	<p>Introduce topic</p> <p>Establish learning outcomes</p> <p>Examine the composition of music</p> <p>Different instruments</p> <p>Sounds from the Clyde</p>	<p>Introduce lesson on the history of the Clyde by asking:</p> <ul style="list-style-type: none"> <li>• Which area does the River Clyde cover?</li> <li>• Which main trades were along the Clyde?</li> <li>• What music would the shipbuilders have listened to?</li> <li>• Which sounds would have been heard a lot along the Clyde (trades, animals, ships, people etc)</li> </ul>	<ol style="list-style-type: none"> <li>1. Pupils research using internet/books/papers etc in order to find answers to questions 1 and 2</li> <li>2. Group discussions/research followed by a report back. (link with language at this point)</li> <li>3. Working individually making a mind map of sounds heard along the Clyde. Discuss results with a peer</li> <li>4. Teacher plays samples of Scottish music</li> <li>5. Pupils discuss prominent features</li> </ol>
2-3 periods	<p>Outline of music project brief</p> <p>Individual 'thought showering'</p> <p>Which teams will work together</p> <p>Skills required</p> <p>Contact with residential home</p>	<p>Introduce lesson on music composition by asking:</p> <ul style="list-style-type: none"> <li>• What style will we follow?</li> <li>• Which instruments will we use?</li> <li>• What is the focus of your theme? (which sounds?)</li> </ul>	<ol style="list-style-type: none"> <li>1. Listen to various styles of Scottish music</li> <li>2. Decide on theme and instruments that will be used</li> <li>3. In groups begin to compose short segments relating to chosen theme</li> <li>4. Research the chosen theme further</li> <li>5. Contact Residential Home (a small scale visit could be arranged at this point – research purposes)</li> <li>6. Decide on final composition of music and notate (so that there is evidence on paper)</li> </ol>

<p><b>3 periods</b></p>	<p>Visit from outside agency</p> <p>Skills being applied in a real context</p> <p>Produce a recording</p> <p>In groups discuss the various musical themes and the impact on their audience</p> <p>Design a CD cover</p> <p>Evaluate</p>	<p>Introduce recording task by:</p> <ul style="list-style-type: none"> <li>• Explaining the rules and setting the scene</li> <li>• How will you allocate specific roles?</li> <li>• Organisation of the task</li> <li>• Monitoring use of recording equipment as well as managing time constraints</li> </ul>	<ol style="list-style-type: none"> <li>1. Class form working groups</li> <li>2. Roles and responsibilities allocated</li> <li>3. Pupils should work on communication skills as well as team working skills in order to record successfully (ICT and tech link here)</li> <li>4. Pupils should work to strict timing slots</li> <li>5. CD covers should be designed by each group (art links here)</li> <li>6. All decisions made by pupils (although teacher has overall supervision of the task)</li> </ol>
<p><b>1 period</b></p>	<p>Rehearsal of all composition pieces for each group</p> <p>Preview the recordings</p> <p>Evaluation of process (team and individual input)</p>	<ul style="list-style-type: none"> <li>• Organise the rehearsal programme (timing/order of groups)</li> <li>• Supervise rehearsal</li> <li>• Preview audio recording</li> <li>• Organise peer/self/group evaluation</li> <li>• process</li> </ul>	<ol style="list-style-type: none"> <li>1. Organise their own performances, taking responsibility for their own learning</li> <li>2. Focus on own achievements as well as the achievements of others</li> <li>3. Pupils should identify what they have learned and progress made in music</li> </ol>
<p><b>1 period</b></p>	<p>Live performance for adults from residential home</p> <p>Donation of recordings to the Elderly</p> <p>Reflect on the process and the impact it has had</p>	<ul style="list-style-type: none"> <li>• Introduce the pupils and their compositions</li> <li>• Reflect on the experience with the children</li> <li>• Converse with the elders about their thoughts</li> <li>• Support the pupils</li> </ul> <p>Consider: Additional enterprise activity linked to this – selling the CDs and donating the profits to a charity or for school funds</p>	<ol style="list-style-type: none"> <li>1. Show a responsible attitude towards their work</li> <li>2. Perform, reflecting on their theme</li> <li>3. Ask the elders to evaluate the music (what are their thoughts? Does it remind you of your working days? etc)</li> <li>4. Donate a copy of the recording to the Home</li> </ol>