

Graphic Score

Year 2

Spring 1

Unit Overview

Lesson One - An Introduction to Graphic Score

- Play the 'Graphic Score' video in its entirety.
- When the video has finished, the children will have a clearer idea on how graphic scoring works.
- Lead a quick discussion on the video. What does graphic scoring mean? Do you draw the instrument? (No, just a simple drawing of the sound you can hear). Which 4 instruments did we hear at the start? Triangle, Guiro, Drum and Cabasa. How do we make all of the sounds play at the same time? Make a chart whopping 4 levels of instruments.
- In this first lesson, we are going to have a go with creating our own drawings for the separate sounds you hear on the video. Play the video from 2.10m so the children can draw the sound of each instrument on a whiteboard or a piece of paper. This will take you up to 4.23m on the video at which point you could ask children to come to the front of the class and show their drawings for each instrument.
- In the second half of the lesson, ask children to come to the front to play an instrument to the class. This must be an instrument they haven't heard yet. Again, as the instrument is played, ask the children to draw its sound. Paying attention to how soft or loud the player is playing and what kind of sound is being made.

Lesson Two - Making a 4 Line Graphic Score

- Recap the previous lesson. What is a Graphic Scoring?
- In today's lesson the children will create their own 4 line Graphic Score.
- Hand out the blank Graphic Score templates. Show the 'Graphic Score' video from 4.23m to the end. This will remind the children how they can create 4 lines of music.
- Watch the 'Percussion' tutorial. Ask the children to pick 4 instruments from this tutorial to use for their composition.
- Place one instrument in each of the left hand side boxes as shown on the 'Graphic Score' video. Then going along each line, the children decide where they would like their music to be played. Making sure to leave gaps and to change the size of the drawing depending on how Loud they would like their music to be played.
- If the children wish they can colour code each line. For example, the Vibraslap line could be in red, the Bell Tree line in blue and so on.
- When the children have finished ask them to come to the front one at a time and show their work. If you have the instruments available have a go with playing one of the scores. This can be achieved by asking the composer to conduct 4 children of their choosing. Each child has an instrument and the conductor points to where in the score the players should be looking. Much like the arrows on the Graphic Score video.

Lesson Three - Continue to Perform the Scores

- In this lesson the children continue to finish their scores and each child has the opportunity to pick 4 players with which they can conduct their mini orchestra.
- Children who have finished can start a second Graphic Score using different instruments.

Lesson Four - Playing Along to a Graphic Score

- Previously in the year, the class sang and played along to a melody of Sea Shanties. The children will revisit this as we now see a Graphic Score in action.
- Hand out the appropriate instruments and ask the children to play along with the score.
- The second play along video is more of a challenge. This time, each child is in charge of a percussion station. They each have 5 instruments to play during the piece. Make sure each child is in a group and ask one child at a time to play in the percussion station of their group. If you don't have the correct instrument don't worry. You can use your imagination with whatever instruments you have at your disposal.

Lesson Five - Painting With Sound

- Watch the Ten Pieces 'Painting With Sound' video.
- Give each child a blank piece of paper and a choice of colouring pencils.
- Play a piece of music that evokes a strong emotional response like 'Mars' from 'The Planets' by Holst or 'In the Hall of the Mountain King' by Grieg. You can find these on YouTube.
- Let the children draw on the page as they hear the music. This should be a natural response to the music and should need no prompting from the teacher. The children will each have their own ideas on colour and the how their strokes are drawn on the page.
- When the music has finished ask one child at a time to come to the front and evaluate what they have drawn. What colours did they use and why? What parts of the picture went with the softer parts of music? What parts went with the louder sections? How did the music make them feel and did they establish that with their drawing?

Lesson Six - Full Class Graphic Score

- To finish the unit, children are going to create a full class Graphic Score!
- Firstly, each table is going to create a score. Tape together two A3 pieces of paper and place them on each table in the class. Make sure there are plenty of coloured pencils available for each table.
- Play a piece of music, different to the last lesson. This time, the children can start anywhere on the page they wish. They can move around the table and colour on any part of the page.
- When the music finishes ask the children to stop drawing.
- Hand out percussion instruments and ask the children to stand by a section they particularly like and play when they think it's their turn. For example, if there is a strong red colour that is scribbled with a fierce stroke this might be played during a particularly loud section of the music. Or if there is a light blue stroke drawn, this could be when a solo violin is heard.
- At the end of the lesson ask the children to bring their sheets to the floor and the teacher can place all of the scores together to see one large class score.