



MusicPlayOnline Wednesday Webinar

January 8th
4.30pm UK GMT
Led by Ruth McCartney

Music, Literature & Literacy

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Music & Literacy

Literature

Phrase

Story

Letters

Alphabet

Prose

Paragraph

MUSIC

Pattern

Rhyme

Structure

Pictures

Literacy

Syllables

Phonics

Sequence

Poems

Reading



Denise's webinars on Music & Literacy using materials from MPO

Denise's videos on music & literacy, show how the two areas of learning can support each other through sound, phonics & literacy. They are available on the MusicPlay YouTube channel.

Remember, of course, that our primary aim is to teach music but we can develop and explore musical skills through literacy too - musical skills such as listening, beat, rhyme, rhythm, phrase, dynamics, tempo, texture and timbre as well as exploring and inspiring creativity.

Music and Literacy Part 1

<https://www.youtube.com/live/0RX5Uhx8cjk?si=jfY2OiteaYcdgmKT>

Music and Literacy Part 2

<https://www.youtube.com/live/TDUv8nzZ4d0?si=ZlmK3g-nEwqTKiPS>

Music & Literature

MUSIC

Literature

Discussion

Phrase

Story

Instruments
Timbre

Letters

Combining
sound
Texture

Compare
& contrast

Projection

Paragraph

Prose

Group work

Performance
analysis

rhyme

Reading

Structure

Pitch

Metre
Beat & Tempo

Ideas & Choice

Memory skills

Performance &
performing skills

Pictures

Dynamics

Creativity

Form &
Structure

Literacy

Score reading
Graphic scores

Colour & Mood

Listening

Syllables

Practice

Sequence

Poems

Music & Literacy

Webinar Objectives



- To explore and develop creative links between music, literature and literacy

- To use words from stories, songs and rhymes as the stimulus for encouraging creative composition in the infant & primary classroom



- To use suitable material for very basic structured composition

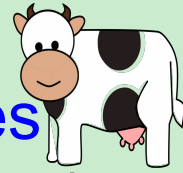
- To find simple ways to inspire creative classroom composition



eg. Sound effects, word painting, sequencing, ostinato, improvised composition, copying a musical form eg. opera

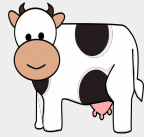
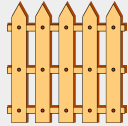
Composing using songs, poems and rhymes

Sound effects to add to the song, create the song only in sound.



Old MacDonald had a farm

Encourage the children to recreate the animal sound effects during the song. Talk through the story of the class piece. Give it a title: **'The Farmer's Farm'** Create a story so the farmer comes out of his house and walks around the farm to check on his animals? Decide which animals he is going to visit.



Talk about what sound could be used for walking, for opening a gate etc. greeting each animal etc.

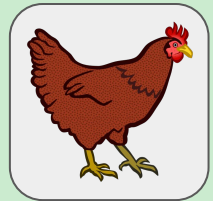
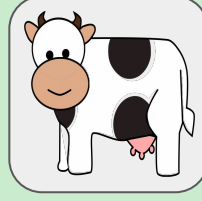
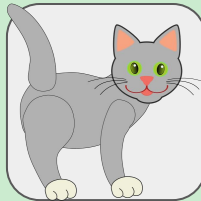
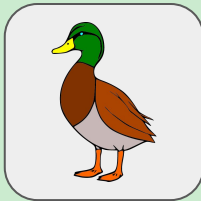
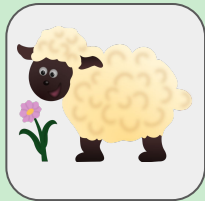
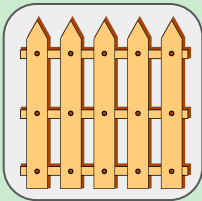
Developing conversational skills: does he need to close the gate? Why? What sort of food will be poured into the feeding trough? What will it sound like? Can we add another box and picture to remind us of the sound? Can we insert our sound effects into the song?

Composing from the song Old MacDonald



Encourage your children to compose their own piece from Old MacDonald

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Incy Wincy Spider - teacher led Word Painting

Phrase 1 ideas

Say 'Incy Wincy' or spider or climb 5 times from a low pitch to high. Groups - each child starts one after other - with actions
Or use isolated letters or blends eg. cl cl cl cl

Phrase 2 ideas

Speak onomatopoeic sounds of water - splassssshhhh
whoosssh wasssshhh drip drip drip drip - with actions

Phrase 3 ideas

Lots of actions showing a circle/the sun - ask class if the phrase 3 words sound like the sun coming up - if not what sounds could we use? Eg. water evaporating into steam low to high sssssss with wiggling fingers going up.

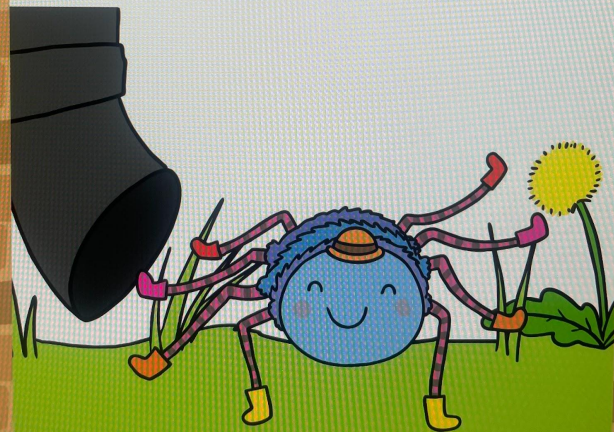
Phrase 4

As phrase 1

Incy Wincy Spider

Incy Wincy Spider climbed up the water spout.
Down came the rain and washed poor Incy out.

Out came the sun and dried up all the rain,
And Incy Wincy Spider climbed up the spout again.



Composing using songs, poems and rhymes

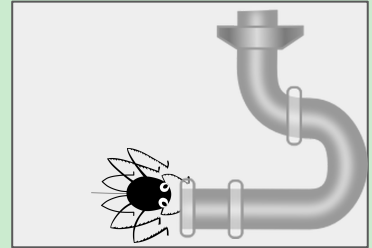
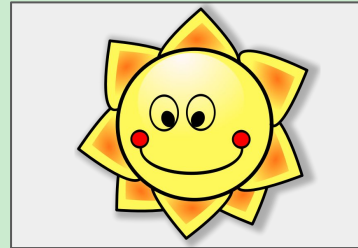
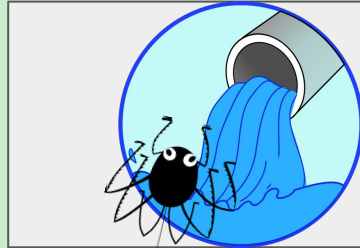
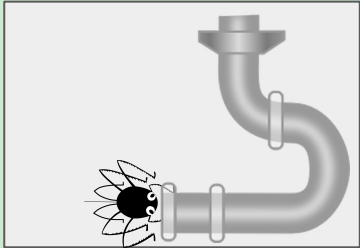
Sequencing and following a simple score

Give out the four pictures

Can groups of children create the rhyme in sound alone?

Can the children choose tuned and untuned percussion instruments to create their piece?\

Can they rehearse and recreate their own composition so it can be performed?



Composing using songs, poems and rhymes

Word Painting

Rain on the Green Grass



Learn the song

What sound can you make for the rain falling on
the green grass
the tree
the roof tops
the umbrella



Class or Groups

Transfer the piece onto
instruments

Development

Can you give the piece
A beginning
A middle &
An end

Group Piece

When does the rain start?
How long does it last?
Are the drops light or heavy?
Are the drops always quiet or
always loud?
Does the rain sound different
when it lands on an umbrella?
Is it still raining on the grass?

Development

Perform your piece without any
sung or spoken words

Rain

Rain Rain story

This story is perfect for helping children to work as a class and in groups to vocalise and describe words through creative sound exploration.

Encourage your children to read the story out loud at the same time as the video vocalising all of the water sounds.

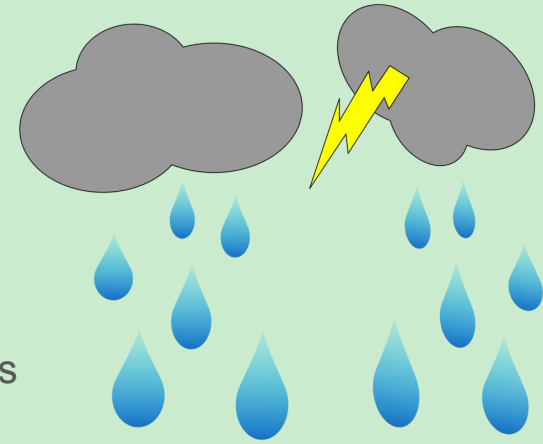
Can they read the story silently and only create the water sounds

Can they create their own rain using verbal sound & body percussion?

Rubbing hands together / clicking / tapping knees

Inspire your class <https://youtu.be/iumvI9CV0kc?feature=shared>

Rain song with sound effects <https://youtu.be/7nyodsrtasSQ?feature=shared>



Ideas

- Groups create their own rain for their chosen poem or story
- Practice & perform
- Record
- Listen

Rain Composition Beginning

Middle

End

click click

click click click

click click

click click click

click click

click click click

click click

click click click

click click

click click click click

drip drip tap tap tap

tap tap tap

drip drip tap tap tap

stamp tap tap tap

pp p p pp p pp p p pp

p p p p p ppp ppp ppp pp p p

click click

click click click

click click

click click click

click click

click click click

click click

click click click

click click

click click click

click click

click click click click

How could I prepare my class for composing from text?

- Decide how much of the text you want to use.
- What do you need to hear before you start to play?
- Can you divide your composition into sections?
- How many characters are involved?
- How do they move?
- What can you hear?
- How do you represent this on your score?
- Think about the texture (layers) of the scene
- How long should each sound last?



Choose a Poem

Or listen to the rain

With older children we might start with the poem

Listen to the rain as you read

Rain

by Robert Louis Stevenson

The rain is raining all around,
It falls on field and tree,
It rains on the umbrellas here,
And on the ships at sea.

Close your eyes and listen -

Then show the video

<https://youtu.be/29qaN0M0o0s?feature=shared>

Rubbing hands together / clicking /
tapping knees / conductor crucial -
jump as a group for thunder -
reverse

Validation of body percussion !!!

Start at 0.41 seconds

<https://youtu.be/iuvmvI9CV0kc?feature=shared>

Choral performance with body
Percussion Father Thunder

<https://youtu.be/7nyodsrtasSQ?feature=shared>

Rain...Rain...Rain

by Indira Babbellapati

Rain on tinned roof
Rain on concrete
Rain soaking into sands
Rain on soft earth
Rain on metal road
Rain on windscreen

Rain falling into the sea
Rain in the river

Rain on flowers
Rain on leaves
Rain under trees
Rain on hills

Rain on my skin...

Each with its own unique raga
Reverberates across the sky
On to the earth...

Creating a Composition from a piece of text

Instead of using a song or sound bite to compose groups can explore composing a piece using a piece of text - instruments, body percussion and classroom objects.

- Choose the text, discuss it within the group.

How many characters are involved?

- How do they move?
- What can you hear?
- How do you represent this on your score?
- Think about the texture (layers) of the scene
- How long should each sound last?
- What do you need to hear before you start to play?

Composing using ostinato patterns

Today is Monday This song should be taught aurally, by rote.

It teaching the days of the week, consonant sounds and alliteration.

It encourages memory skills and listening skills.

It encourages the use of instruments for ostinato accompaniment or for inserting a rhythm and also track to practice.

- Monday - meatballs
- Tuesday - turkey
- Wednesday - watermelon (NB in UK Wed-nes-day has 3 syllables te-te ta)
- Thursday - thick shake
- Friday - French fries
- Saturday - spaghetti
- Sunday - soup

The day& food rhythm sheet is available as a printable download https://musicplayonline.com/media/01026_today_m4-pdf/



Composing using ostinato patterns from Today is Monday

Development:

Encourage your students to compose & design their own weekly menu

Can each pattern fit into 4 beats

Say each ostinato - does it fit into a 4 beat pulse?

Development:

Try a longer pattern:

Monday meatballs mixed in sauce

Tuesday turkey carrots and potatoes

Create a **simple** graphic score to help play/perform it until it is memorized

Add a structure to the piece beginning - middle - end

Challenge: try to coordinate each ostinato pattern with the pulse. Add one at a time. It's tricky!!

My Weekly Menu Composition - start simple!!

Start with the pulse - add one pattern - when the ensemble is correct add another ostinato.

Keep the beat throughout with a strong sound eg. claves or drum



Ensure each box has only 4 beats of food rhythm

1 2 3 4

Monday

Meatballs in a hot sauce te-te te-te ta ta			Meatballs in a hot sauce te-te te-te ta ta
Cheese on toast ta ta ta Z	Cheese on toast ta ta ta Z	Cheese on toast ta ta ta Z	
	Thai crab cakes ta-a ta ta		Thai crab cakes ta-a ta ta

Tuesday

Wednesday

Thursday

Friday

Improvised Compositions based on an easy story

Sing a story - Improvisation

- Encourage the children to improvise/compose a song journey
- Use a well known 'catchy' song with lots of repetition eg. The Farmer's in his dell / Here we go round the Mulberry Bush
- Take the children on a journey, creating the song story as you go
- What happens next? How will we get there?
- What sort of voice should we use? Timbre / Dynamic / Tempo
- Encourage the children to vary the singing

Jack & The Beanstalk

Tune: The Farmer's in the Dell.

Set out the pictures in sequence around the room.

Ask the children to set the scene, describing it in their own words.

Encourage a sung answer to the teacher's question

everyone sings the response.

1. Who did Jack meet today? *How was Jack feeling? Can we sound excited?*
2. How did he get home? *How shall we move to the next picture? Should we sing in a happy voice? Faster or slower?*
3. What happened to the beans?
4. What did Jack do next? *Can we sing as we climb?*
5. Was Jack very scared? *How can we sing so we sound scared?*
6. etc.



Composing Glossary

Composing - the act of conceiving a piece of music, the art of creating music, making something up

Composition - the finished product as a result of creating a piece.

Sound Effects - a reproduction of sound or sounds intended to accompany an action and suggest a realism

Word Painting - also known as tone painting or text painting, is the musical technique of composing music that reflects the literal meaning of a song's lyrics or story elements in programmatic music.

Sequence of the story - the order of events

Ostinato - a repeated pattern, ostinato patterns can be added to create a thicker texture, accompaniment

Improvise - creating something 'on the spot'

Sound & Sequencing- Composing from a complete story

Choose a book with enough obvious pictures to inspire sound

Read the story, read it again and discuss sound possible effects & word painting

Allocate each picture to each group of 2 or 3 children

Give them time to discuss and explore instrumental sounds

The language and discussion at this stage is the real benefit of this activity.

Show the pictures in the book with each group performing & **RECORD** the sound

Play the recording and show the book story simultaneously.

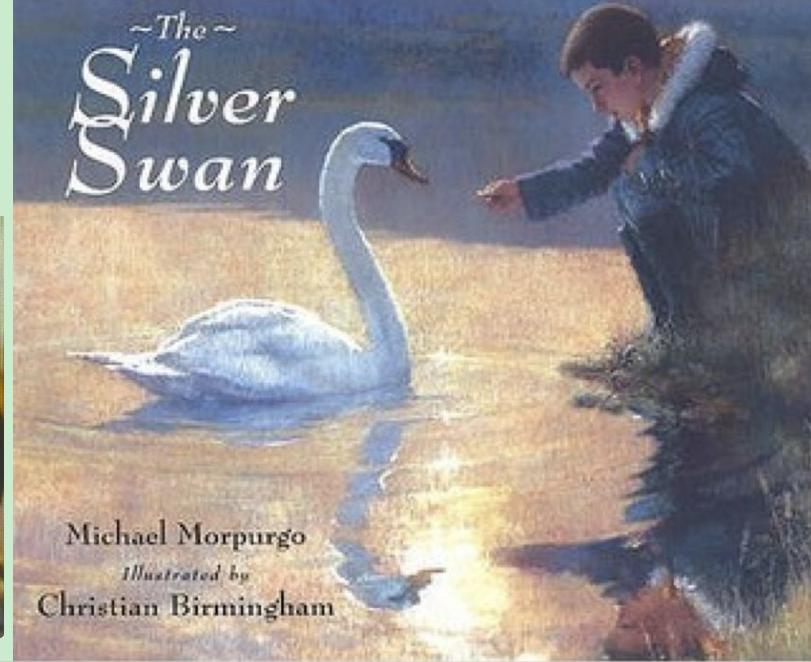
Jasper's Beanstalk by Mick Inkpen

On Monday Jasper found a bean
On Tuesday he planted it
On Wednesday he watered it
On Thursday he dug & raked & sprayed & hoed it
On Friday night he picked up all the slugs
On Saturday he even mowed it
On Sunday Jasper waited and waited and waited
When Monday came around again he dug it up
'That bean will never make a beanstalk', said Jasper
But a long, long, long time later....
It did! It was on a Thursday I think
Now Jasper is looking for giants.

The Silver Swan by Michael Morpurgo

Photos from The Scarborough News

<https://www.thescarboroughnews.co.uk/news/children-shine-at-silver-swan-opera-833243>



A boy living by a Scottish loch sees a beautiful silver swan land on the water. She remains at the loch, mates and there are soon five cygnets too. The boy watches them in awe and pride. When snowy winter sets in, all the birds and animals around the loch must scavenge desperately for food. The fox also has cubs to feed...

Thank you

Any further questions please do contact me

Website <https://primarymusic.consulting>