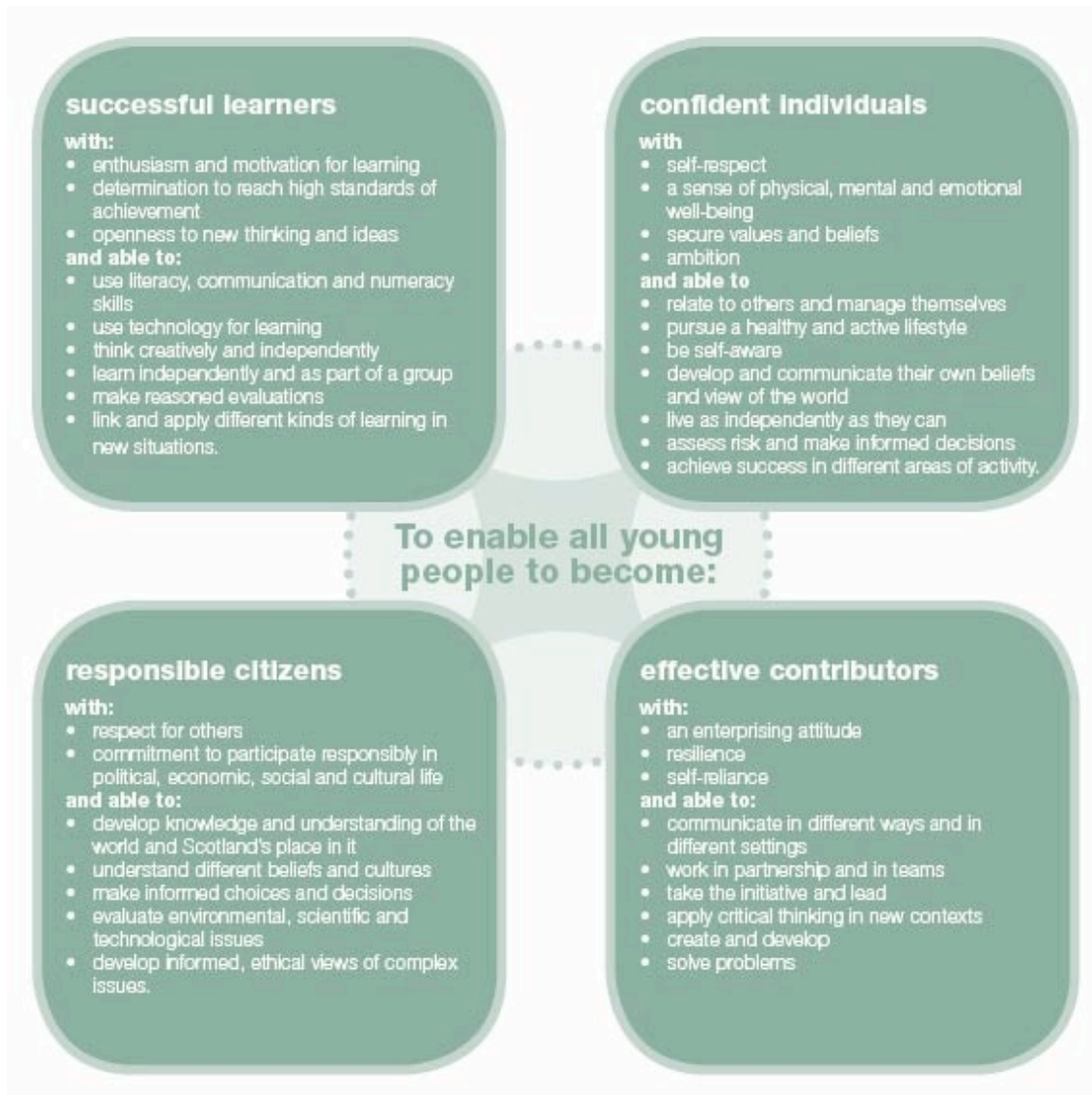


Using ABC Resources for Cross Curricular Work

In Scotland Curriculum for Excellence introduces 4 Capacities:



Potential for Creative Music to develop all 4 capacities–

putting children in control, decision-making, listening to and respecting each others ideas and opinions, developing confidence in their own abilities, performance, and confidence that they can create things that other people understand and enjoy.

Composition ideas for interdisciplinary learning:

Composition Idea 1: Insert Word, Sound or Movement/Gesture from a Class Topic into an activity-

Many ABC Music activities involve co-ordinating a sound, movement or gesture with a musical or visual cue. Adapt the sound, movement or gesture in an established ABC activity to make it relate to a topic.

Ask children to choose which sounds, movements or gestures you could try- and discuss which they like best and why?

eg **Boing Song** (Rec-Year1 /P1-P2/Y1-2 (int))

Count To Four

Parrot Song

Development:

You can expand this to create a topic based performance piece- eg the Boing Sound with costumes, words, signs, vocal and body percussion or instrumental sounds, posters and cue cards that can be held up with the 'Boing' sound.

Shh/Noise Game (Reception/P1/Yr1(Int))

Ask children to help create a topic-based cue card for sounds:

- i) Draw 3 large circles-
with a smaller Shhh circle on a piece of Flipchart paper.
- ii) Decide 3 different ideas/categories/words from your topic,
one for each large circle.

Example Topic: Emergency Services,

Categories: Police, Ambulance, Fireman

Symbols: Police- Policeman's Hat/black check/whistle/truncheon

Ambulance- Red Cross

Fire Engine- Fireman's yellow helmet- ladder and hose/ flame

- iii) Agree a symbol for each- draw one symbol in each circle (+/- text)
- iv) Agree a sound that can be made with the voice, body percussion or instruments for each circle.
- v) Perform sound sequences using your cue card- with children conducting.

Composition Idea 2: Explore Materials Strands-

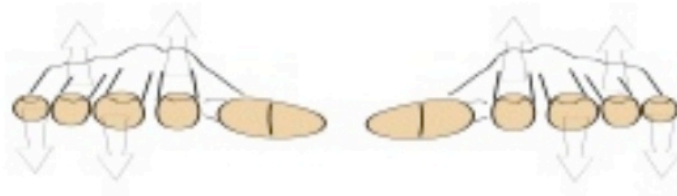
You can find these in the following courses.

Course	Material
Rec-P1	Paper
Yr1-P2	Wood
Yr2-P3	Plastic
Yr3-P4	Hands & Mouth

These activities are exploring making sounds with different types of materials and are easy to link with Science/Ecology.

Conducted Percussion/Vocal sounds

Wagging fingers means play, and putting your finger to your lips means Shh.



waggle



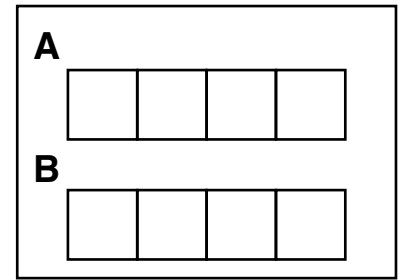
shh!

Once established attach this process to a story/poem- use different groups of performers, each with their own conductor with different sounds or instruments / vocal sounds or words- choose sounds/activities to illustrate the story/poem.

Use as a starting point for a discussion.

Core Musical Creative Process:

A central ABC process is to compose with Icon/Word/Action Sets on an AB grid-



NB THIS CAN RELATE TO ANY TOPIC-

Compose a topic-related chant, vocal/percussion piece or melody as a class or in groups using this process. (You can also create a choreography with movement/gestures).

This can be useful for remembering words, phrases, vocabulary or facts.

Step1 : Choose a Sound Set:

Choose 3-5 sounds or words (or movements/gestures).

TIP: To make it sound good use contrasting sounds/words- long/short sounds, 1, 2, 3 syllable words.

Step 2: Compose Ideas A and B:

Draw an AB grid on a piece of flipchart paper-

Ask class/group to compose a sequence of sounds for Idea A,
and a different sequence for Idea B.

Ste 3 Decide an AB pattern- eg AABA or 4A4B

Practice A x 4, then B x4 until confident.

Then practice your AB pattern till confident- eg AABA

Or When using ABC Online you can find a Word Composer Interactive in Teachers Toolkit 2 which will allow you to build compositions using any words you want. You enter the words on the first screen by typing them in (NB You can only input text when not i full screen mode).

DEVELOPMENT:

Percussion/Body Percussion

Perform rhythm of the syllables of the words by clapping/playing percussion....

Pitch

Add pitch- notated by letters written on each chime bar.

Make a set of 2 or 3 chime bars- eg E, G, A.

Choose a different chime bar (letter) for each beat-

TIP: Different combinations of chime bars- create different moods/sounds.

Ask children to experiment with different combinations to create different sounds.

Backing Groove- make a drum kit from several children with percussion instruments playing a steady beat. Try using a backing groove from Teacher Toolkit 1.

Some Simple Ideas on Musical Form:

Repetition: “Do It Again” creates Recognition- **AAAAA**

You can repeat thing several times .If there is too much repetition- it can be boring.

Contrast : “Do Something Different” breaks repetition and creates interest- **AAAB**

Return “Going back to the first idea” . Eg an AABA phrase structure contains repetition, contrast/, and return

Variation- ‘Same but Different’- you essentially repeat an idea but change something about it so that it is still recognisably the same but is interesting because something has changed.- high/low voice, loud/soft, different instruments.

Record chants/songs

TIP: Make several sounds sets of 3-4 different sounds/words (3-4 different icon designs- make approx 6 of each design), not one large set of 8-10 sounds/designs.

Self and Peer Assessment

Reflective Discussion–

Was that better? Why was it better? How did it get better?

Exploit Explicit Links

Creativity- as a class, in groups and in pairs and individually

- a rich hub for PSD and communication skills.

Put on a performance–

Hub for cross-curricular activity

Record or video the performance-

sell CD or DVD of resulting performance-

Present performance as part of a cross-curricular themed presentation at a viewing area of the school or listening station in public

Publicise the performance in the school, or amongst parents-

compose/design invites / flyers / posters- work out what information is required and advertising in your community? how to distribute it? Study

Detailed Notes on Reception/P1 & Year 3/P4- to get your juices flowing.....

Reception/P1/Year 1 (Int.) Examples

Monster and Fairy Dance:

PE . Using different Movements, ie shapes, Heavy and Light movements, fast and slow, big and small- concentrate on feet or arms.

Environmental Studies :

Insects, Minibeasts, Trees, Birds/ Birds of Prey, Animals, Mammals, Fish, Dinosaurs.

Drama : Act out any of the above to the music.

The Boing Song:

This can be linked with any area- by choosing words/movement from a topic and saying/doing with the boing. The choosing and discussing is as important as the saying and doing.

PE - Explore different actions and movements.

Drama - You could act out different emotions with gestures ("Be Happy on the Boing")

Language - Phonetics – Using different sounds sh – th- ch- vowel sounds etc.

Use words in different languages

Maths - Draw shapes in the air.

Learn to Walk:

This is already cross curricular. Once the class has learnt the song, develop it by using different letters and numbers, so this would be linked with language and maths, this could also be done with phonetic sounds.

Left Hand – Right Hand Song --

PE/Drama : Using lots of body movements – arms, legs, feet, hands, eyes, ears, nostrils.

Count to Four Song –

Language: Use numbers or words in different languages, French, German, Italian, Spanish, one to four.

(WE HAVE A SPANISH VERSION OF COUNT TO FOUR AVAILABLE).

Maths : Once you have learnt the song, develop with other number sequences and words, eg could be used to teach tables-

In 2's, We're going to count to 8,

and clap where we say 6, over and over, 2,4,6,8,2,4,6,8 etc,

RME: Adapt the words to suit different themes in Festivals, and special times of the year.
Christmas, Easter, Hindu, Sikh, Jewish and Chinese Festivals. Etc.

The Shhh/Noise Game

Language : Discuss words relating to loud and soft.

Eg. Screech whisper, etc. build up a word bank.

Citizenship : When would it be appropriate to be loud and soft.

Environmental Studies: Sounds we hear outside. Traffic, Football/Rugby matches. Machines within the home, eg Washing machine, vacuum cleaner etc.

RME: How our tone/volume of voice is appropriate at different times- How do we recognise others emotions by their voices.

The Animal Noise 5 Circles Game

–

This can be altered to any topic- draw your own circles on a sheet of flipchart paper- ask children to help fill in the circles, and then ask a child to conduct.

Language : Using other animal names, or words from themes and topics, that are being used in class at any given time.

eg. Weather, time, winter, spring, summer, autumn, harvest, This could also be adapted into other languages, French, German, Italian, Days of the week, months of the year etc.

Maths : Using different shapes, numbers.

PSD: Emotions- Happy/sad/Angry- what sounds might we make for each one?

The Parrot Song

This can be altered to any topic- ask children to discuss which choices you will choose from- they could be words or movements or gestures relating to a theme or topic in the classroom. Children could also choose a way to respond to a choice-

eg PSD- If someone has to choose between making a happy sound or a sad sound- what response might we choose- Happy- laugh with them, Sad- say "There, there' What's the matter?"

Maths- Draw a shape in the air with your finger, give two simple sums- eg $6-3$, or $5-1$, $4\div 2$, $9\div 3$, Play the answer on a piece of percussion (the correct number of sounds).

Language : Using pairs of words from themes and topics, that are being used in class at any given time. Children can discuss which words they will choose from- and choose words to respond- eg Individual child chooses from days of the weeks in English- the class respond with the same day of the week in French.

eg. Weather, time, winter, spring, summer, autumn, harvest, This could also be adapted into other languages, French, German, Italian, months of the year etc.

Icons on the Floor

Art: Help children to make their own icon sets, exploring different themes and topics, and the idea of sequences.

Language: Names of colours/shapes/animals in different languages- eg 'This time let's say the colour names in German". Change the language to learn numbers, days, months in French, German Italian, etc.

Maths: You could use this in sequencing the learning of tables

eg make icons with numbers 6, 12, 18, 24, 30, 36, 42, 48, 54, 60, to learn the 6 times table. Walk in order on the correct numbers for the 6 times table.

RME: Adapt accordingly- eg festival names

Environmental Studies: Journeys through history, countries in geography, and modern studies.

Citizenship: Steps in making good citizens.

Enterprise: In any enterprise project, the steps we need to make to make our enterprise successful.

PSD: Sequence in growth and understanding.

The Animal Noise Composition Game

Art / Drama : You could make masks, costumes, backdrops, acting out each animal, you personalise the animals, if they were a person what would they be like.

Dance/PE: Movement dance of each animal, and how would they dance with one another. How do they get on with one another.

Citizenship: How animals help one another, think of the film jungle book, or Born Free, how could our animals help one another?

PSD: Communication How do animals communicate to one another. What does their sounds represent? How do we communicate our feelings and wishes.

The Clap Stomp Jump Woo Song

Once you have learned the song, add your own words to adapt to a topic.

eg. Emotions

We're going to smile on the beat together, how many smiles are we going to do-oo

Language: Building up a word bank of words- use one word for each verse- ask a child to choose the numbers- we're going to

Maths: Tables Adding Subtraction, and multiplication /dividing.

How many claps- let's do 3 minus 1 claps....Diddley pom pom... Clap Clap

Other Cross-Curricular Examples

The Animal Noise Song (Year 3/P4/Year4 (Int.) :

This can be developed within topics or themes relating to

Language: Using different animals, birds, fish, dinosaurs, farms, wild animals, etc.

Say the names of the animals, or make their sound.

You could use groups of words from topics/themes:

Egyptians, Vikings, Scottish History, Solar System, Rainforest, Recycling etc using particular words to represent what you are learning.

Discuss with the class which words could be used- or asks groups to come up with their own set of words relating to the topic.

Language- discuss the number of syllables in each word chosen. How does this effect the sound of the composition.

Count to Four Song (Upper Primary) (Year 3–7/ P4–7/ Year 4–7 (Int))

–

Language: Use numbers or words in different languages, French, German, Italian, Spanish, one to four.

Maths : Once you have learnt the song, develop with other number sequences and words, eg could be used to teach tables-

In 2's, We're going to count to 8,

and clap where we say 6, over and over, 2,4,6,8,2,4,6,8 etc,

In 3's, We're going to count up to 12.....

and clap where we say 9, 3, 6, 9, 12

In 7's, We're going to count to 28,

and clap where we say 14..... 7, 14, 21, 28, 7, 14, 21, 28

Biddley–Bop–Bee (Year 1–2/P2–3/Year 2–3(Int)):

This can be developed within topics or themes, to create sound compositions or choreographies, using:

i) Words-

eg languages- days of the week in French

topic related words- can be written on cards and held up.

NB: The rhythm of the words can be played on body percussion or percussion instruments- play a sound for each syllable of the word.

RME- religious festivals, saints names- each group could explore a different religion.

ii) Numbers-

Maths- each group could take a different times table, use even numbers for your Bee Idea, and odd numbers for your Boo Idea.

iii) Movements/Gestures

Drama/PE/Dance- Explore different types of movements relating to a topic, emotion theme. Ask groups to come up with their own movements based on the topic/theme, to create their choreography.

Can children choose different music on CD to perform their AABA phrases to.

PSD- explore emotional/communication/relationship issues around group working and performing.

Wibbly–Wobbly Loud Soft Dance (Year1/P2/Year 2(Int))

Drama/PE/Dance/PSD

Help the class develop their own version of this game-

Which two contrasting states/ideas do you want to explore- like loud and soft.

Happy/Sad? Angry/frightened? Relaxed/Stressed.

What body shape can contestants make to show their guess? Why?

What pairs of sounds can you play for the right answer? Why?

eg relaxed- a few shakes of a shaker stressed- 5 fast tings on a cymbal

Play the CD for the wibbly wobbly dance- then pause, and play the 'right answer' sound on a percussion instrument or using voice or body percussion

Cross the Floor (Year 3/P4/Year 4(Int)):

-

PE / Dance- explore different ways of moving across a space, moving in time with a beat. Make a movement every beat, every two beats, every three beats.

PSD - Talk about being different, walking to a different beat- explore being out of step with a group- being in step with a group

Language- say numbers in French German- eg say 'trois' when you take every third step.

Maths- ask children to take a step with every $9 \div 3$ beats- If someone takes the same size step, and steps every four beats, how much longer will they take to cross the floor than someone stepping every three beats. Do an experiment, and time it with a stopwatch.

Science: Explore issues of time, speed and clocks.

Loud and Soft Song-

Language- make a word bank for synonyms of loud and soft. When might you use these words in creative writing? Write a short story using ideas of loud and soft, or ideas of other contrasts.

PSD- When do people talk with a loud or soft voice? How might they be feeling? How does it make you feel? How can you respond to them?

Maths- discuss contrasts and amounts and how they are measured and written in maths using numbers- discuss greater than, less than etc.

Science- discuss the science of sounds- what makes a sound louder or softer? what is the mechanics behind playing a loud sound or a soft sound on a chime bar- brain, nerves, muscles, vibration, energy etc

Tick Tock–

Language: This is a starting point to open up a discussion about time, and weather, seasons, growth etc.

Maths: Learning of tables, sequencing.

Environmental Studies: Changes in our environment through time.

PSD: How we change- as we learn and grow- different ways of communication.

Percussion High and Low –

Language: Build up a word bank that describes high and low sounds.

Maths: High and low numbers, weights, measurements. Etc.

Science: What is pitch? What is sound? What is frequency?

Chime Bar Pick a Number 1–8 (Year 3/P4/Year 4(Int)):

Language: numbers in diff languages.

Maths: units, tens, hundreds, thousands etc. Times Tables.

PSD: Rules, How we like to be treated, order of preference, making our own choices, playing together in time with other people- wanting to fit in, wanting to stand out.

Explore Sounds a) Materials (Year 3/P4/Year 4(Int)):

Language: What words we use to describe sound and materials, build up a word bank.

Environmental Studies: What are the materials made of. Where do they come from? What do they feel like to touch?

PSD: What do you feel about the materials, do you like the feel of them? If not, what is it you do not like? If you do what do you like about them?

Explore Sounds b) Sequences (Year 3/P4/Year 4(Int)):

Language: What is a sequence? How do we create a sequence? What examples of sequences are there you can think of?

Environmental Studies: What sequences happen within our environment, that happen on a daily basis. Or a weekly or yearly basis.

PSD: How do things grow? How do we grow? What make us grow from babies to adults? What changes about us, and our lives?

Shapes and Rhythm (Year 3/P4/Year 4(Int)):

Language: Words and syllables. Shapes in different languages. Choose different sets of words with 1, 2 and 3 syllables, to construct rhythms.

Maths: Shape sequences how they are formed. symmetry

PSD: Rules, How we like to be treated, order of preference, making our own choices, playing together in time with other people- wanting to fit in, wanting to stand out.

Art / Drama / Dance: How can we visually represent Shapes and rhythm, in dance drama and art. Use them as graphic scores, dance sequences and dramatic events.

Shapes in Groups (Year 3–6/P4–7/Year 4–7(Int)):

Language: Add Lyrics, discuss syllables- use the same number of syllables in your lyrics as there are in the shapes.

Maths: How many?

Environmental Studies: Add Lyrics representing different aspects of the environment. Our understanding of “Green” Issues.

Citizenship: Building up of confidence and self-esteem through the performance and production of projects learning to work in teams, building up skills of working together.

PSD- explore emotional/communication/relationship issues around group working and performing.