

School grounds focus:

- Where are we now?
- Where do we want to be?
- How can we get there?
- Making the changes
- Using your grounds

Curriculum focus:

- Music
- Art
- Language and literacy

Purpose of this activity:

- To explore how music can be used to express shapes and patterns

Equipment and materials:

- Paper and clipboards
- Pencils
- A range of musical instruments – tuned and untuned

Preparation:

- Experiment with different musical instruments to create different sounds – discuss, for example, how short high-pitches can sound sharp and hard, and long, low sounds are soft and undulating.
- Look at pictures of different landscapes – for example, rolling hills, city roof tops etc.
- Talk about the different lines, patterns and shapes created by these.

What to do:

- On a walk around your school grounds, to a local park or on a visit to the seaside or countryside, get the children to observe the different shapes made by the landscape. Look for example, at the soft, undulating lines of low hills and fields, or the sharp hard lines formed by a city landscape.
- Ask them to record on paper these shapes, patterns and outlines. They could use the table over the page.
- Using their drawings as a form of musical notation, get the children to experiment with musical instruments and create a short piece of music that is inspired by and represents the shapes and patterns they have recorded.

Extensions:

- Get the children to listen to each other's music and describe the patterns and shapes they hear.
- Go out into the school grounds and listen to the different noises – cars, birds, children etc. Get the children to record these sounds on paper using lines, patterns and shapes, then use their drawings as musical notation to create a piece of music.

My shapes and patterns

Record the landscape with marks, lines, texture and colour in preparation for composing a piece of music.

Hill	Tree	Office block
House	Tower block	Roof
Church spire	Clouds	Other

