

Experiences and Outcomes

I can sing and play music from a range of styles and cultures, showing skill and using performance directions and/or musical notation. EXA 2-16a

I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics. EXA 2-17a

Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. EXA 2-18a

I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 2-19a

I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances. EXA 2-01a

Learning Experiences

During this sequence of lessons, learners will have opportunities to:

- Listen to 'Tam O Shanter Overture' by Malcolm Arnold
- Articulate thoughts, feelings and ideas in response to the music
- Create/find images to illustrate parts of the Tam O' Shanter story.
- Work collaboratively to create sound effects using percussion/body percussion and spoken word.
- Create a sound picture for a section of the poem 'Tam O' Shanter' by Robert Burns as a stimulus.
- Use music technology to record and edit sound using Garageband
- Evaluate own and others' compositions.

Skills from CREATE Music Framework

- Use digital technology to record sound (video and/or sound).
- Explore rhythm by copying, creating and layering patterns of sound.
- Use instruments to produce higher/lower pitches and control changes in tempo and dynamics with increased accuracy.
- Use music technology to create compositions experimenting with an increasing range of pitch, rhythm, dynamics, tempo and timbre.
- Work individually and/or with a group to create soundscapes, sound effects and sound tracks which incorporate an increased range of musical elements to reflect the mood/atmosphere of a given stimulus.
- Use music technology to create simple compositions experimenting with contrasts in pitch, rhythm, dynamics, tempo and timbre.
- Listen to and watch musicians perform a range of musical genres e.g. Classical, Musical Theatre, Pop/rock, Jazz, Scottish, World music.
- When creating music, explain choice of instruments/voices, sound/silence, dynamics, tempo, pitch, legato/staccato, structure and texture.
- Use instruments to lead others in keeping the pulse.
- Demonstrate a secure sense of pulse and rhythm when singing or playing percussion instruments.

Links with other curricular areas

- Literacy and English
- Health and wellbeing
- Social Studies

Lesson 1 – Listening & Responding

Learning Intentions

- We are learning to understand how musical elements are used to create different effects
- We are learning to convey mood/atmosphere through sound
- We are learning to record sound using digital technology

Resources

- Smartboard
- Speaker
- Drawing and colouring materials
- Various percussion instruments

Useful Links

Tam O' Shanter overture:

<https://www.bbc.co.uk/programmes/p01166dg>

The story of Robert Burns:

<https://www.youtube.com/watch?v=qMxIBqpryG0>

Key vocabulary

Sound picture: motion-picture film with sound effects and dialogue recorded on it.

Tempo: The speed of a piece of music.

Dynamics: The volume of sound –the loud or soft passages in a piece of music.

Process / Activities

Listening: Listen and watch BBC Scottish Symphony Orchestra Perform 'Tam O Shanter Overture' by Malcolm Arnold.

1. Watch the introductory video which introduces the poem 'Tam O Shanter' and highlights the key parts of the story.

2. Listen to the music and identify the characters and what is happening in the action of the story:

- Ask your class general questions about the music and their enjoyment and comprehension of what they heard.
- How has the composer made the music sound different in each section? Here the children should identify musical devices e.g. speeding up tempo; changing volume (dynamics); different combinations of instruments.

You can refer back to these aspects in Lesson 3 when your class compose their own music.

Lesson 1 cont.

3. In small groups, create or find images to represent:

- The main characters: Tam, Meg, Cutty Sark
- The market
- The pub
- The road home from the pub
- The ceilidh in Alloway Kirk
- The chase
- Brig o' Doon - Meg loses her tail

Think about the story and choose adjectives to describe each scene. Keep notes to use in Lesson 3.

4. Back in groups - choose a scene from the story and a mood to convey. Keep it a secret!

- Ask each group to write a sketch plan BEFORE you give them instruments. This plan could include directions such as approximate timings/volume/speed etc.
- Remind them to choose appropriate instruments for the mood they want to create.
- After a short practice, each group performs their 'scene' to the rest of the class, who can try to work out which scene is being depicted.
- Record each performance on GarageBand - instructions are included in the introductory video.
- Discuss which performances were easiest to identify and why.

Additional resources to explore:

- Tam O' Haggis - In this delightful adaptation of Burns' narrative poem Tam O'Shanter, children are given an enchanting introduction to the poetry of the Scottish Bard. The adorable Tam O'Haggis character helps make learning about Robert Burns much more fun and understandable for children: <https://books.apple.com/gb/book/tam-ohaggis-tam-oshanter-for-children/id458077816>.
- James Rottger narrates a 21st Century tale inspired by Robert Burns' classic poem, Tam O'Shanter: <https://www.bbc.co.uk/programmes/p08zql34>.

Lesson 2 – creating & performing

Learning Intentions

- We are learning to demonstrate a secure sense of pulse and rhythm when chanting.
- We are learning to perform as part of a group with 2 or more parts.
- We are learning to record and edit sound using music technology.

Resources

- iPad(s) ideally one per group.
- Percussion instrument to keep a steady beat e.g. Claves/drum.
- Individual whiteboards and pens

Key vocabulary

Beat: The basic regular pulse you feel in music.

Rhythm: A pattern of sounds in time which can be long or short or of equal duration.

Process / Activities

In this lesson the children will compose and record a piece of rhythmic vocal music.

1. Warm up game: Ane, Twa, Three Cludgie! (see introductory video for instructions)

Prepare for this activity by having a discussion about Scots words. Which Scots words do we know and use? Make a class list.

2. Read and discuss this verse from Tam O' Shanter (see translation [here](#)):

But here my Muse her wing maun cour;
Sic flights are far beyond her pow'r;
To sing how Nannie lap and flang,
A souple jade she was, and strang,

And how Tam stood, like ane bewitch'd,
And thought his very een enrich'd;

Even Satan glowr'd, and fidg'd fu' fain,
And hotch'd and blew wi' might and main;
Till first ae caper, syne anither,
Tam tint his reason a' thegither,
And roars out, "Weel done, Cutty-sark!"
And in an instant all was dark.

Lesson 2 cont.

- Ask your class to choose 4 lines from this verse. They don't have to be consecutive.
 - Practise chanting them in time with a beat.
 - Divide into lines/chant in groups. One group at a time at first, then try combining 2 or more groups (listen to the example in the video).
- 3. Build up group by group keeping a steady beat. At the sign, designated pupil calls out 'Weel done Cutty Sark!... and in an instant, all was dark.'**
- 4. Record each part separately with Garageband. For ease, record each in a separate track on one iPad.**
- 5. Finally, you can edit together all of the 4 lines (see the Garageband tutorial video) or you can share the project for each group to make their own versions.**
- Finish by 'performing' the final arrangement or arrangements.

Lesson 3 – creating and performing

Learning Intentions

- We are learning how to use playing techniques to produce contrasting sounds with instruments.
- We are learning to convey mood/atmosphere through sound.
- We are learning to record and edit sound using music technology

Resources

- Drawing and colouring materials (or digital) or use the artwork from lesson 1.
- iPad(s)
- Various percussion instruments.
- Individual whiteboards and pen.
- Claves/drum to keep a steady beat.

Key vocabulary

Sound picture: motion-picture film with sound effects and dialogue recorded on it.

Tempo: The speed of a piece of music.

Dynamics: The volume of sound –the loud or soft passages in a piece of music.

Process / Activities

In this lesson the children will compose and record sound pictures to illustrate key images from the story.

1. **Warm up - 123 Cludgie!** Have another go at the game.
2. **Choose a group to play contrasting music to match each image from Lesson 1.**
 - Start by exploring the different sounds that your instruments can make. Particularly quiet sounds!
 - Ask the class to find contrasting sounds by experimenting with playing techniques e.g. rubbing or scratching with fingernails.
 - Who can find the most interesting sound on their instrument?
3. **Tam's tune - Malcolm Arnold chose the trombone to play the part of Tam in his Overture.**
 - Can you select an instrument and compose a short musical phrase to represent Tam shouting 'Weel done Cutty Sark!' at the end of the ceilidh section.
4. **Record each section onto Garageband, one at a time.**
Edit the music, including the spoken build-up from Lesson 2, and visuals together in iMovie (watch the accompanying tutorial video).

Lesson 3 cont.

5. Evaluate – watch the final edits of the sound pictures. Ask the class the following questions:

How effectively does the sound picture convey the atmosphere/story?

What has worked well?

Would you change anything?

Would you do anything differently next time?

Tam O' Shanter – excerpt

Scots language:

But here my Muse her wing maun cour;
Sic flights are far beyond her pow'r;
To sing how Nannie lap and flang,
(A souple jade she was, and strang),

And how Tam stood, like ane bewitch'd,
And thought his very een enrich'd;

Even Satan glowr'd, and fidg'd fu' fain,
And hotch'd and blew wi' might and main;
Till first ae caper, syne anither,
Tam tint his reason a' thegither,
And roars out, "Weel done, Cutty-sark!"
And in an instant all was dark:

Translation:

But here my tale must stoop and bow,
Such words are far beyond her power;
To sing how Nannie leaped and kicked
(A supple youth she was, and strong);

And how Tom stood like one bewitched,
And thought his very eyes enriched;

Even Satan glowered, and fidgeted full of lust,
And jerked and blew with might and main;
Till first one caper, then another,
Tom lost his reason all together,
And roars out: ' Well done, short skirt! '
And in an instant all was dark;