Generate-Sort-Connect-Elaborate Concept Maps

Select a topic, concept or issue for which you want to map your understanding.

- **Generate** a list of ideas or initial thoughts
- **Sort** your ideas according to how central or important they are
- **Connect** your ideas by connecting lines and explain how the ideas are connected
- **Elaborate** on any of the ideas you have written so far by adding new ideas that expand, extend or add to your initial thoughts.

Composing using a keyboard or glockenspiel

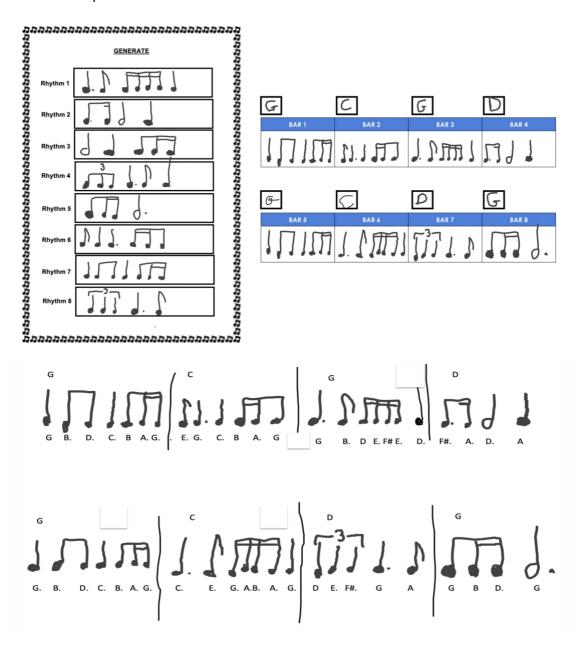**GENERATE** – Choose the notes you'd like to use – A B C D E F G.

SORT – Organise your notes in an order and choose a rhythm that you like. Either write down the letter names or the letter names and rhythms on a piece of paper.

CONNECT – Does the chord C, F or G work with any of your musical ideas? If so, write it above the SORT information in a chord box. If not, try Am or ask your teacher for other chord suggestions.

ELABORATE – Continue this task for another 3 musical ideas.

CREATE – Try playing your music on a keyboard or glockenspiel or have someone else in the class perform your music. Does it sound correct? Do you need to add something to your notes?

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During lockdown I utilised Microsoft Teams Class Notebook/OneNote to use Generate Sort Connect Elaborate to give pupils a structure to plan and create their own music. This was done in small steps (Generate and sort in one lesson then Connect and Elaborate in the next). Thinking Routines do not need to be exclusively in one lesson, they can provide learners with a routine/process to follow over a number of lessons. This also allows the task to give each pupil the opportunity to complete the task at their own pace. I have extended this Thinking Routine to have a CREATE stage beyond Elaborate to provide challenge and next steps in their composition.

Laura MacMillan

Pupils can complete this task on their own or with others. A group may choose to create eight 'Generate' boxes before coming together (Using MicroLab Protocol Routine) to select two boxes they would like to use for the group composition. The discussion and collaboration can help pupils extend their decisions and knowledge of note values/rhythm.

Some pupils prefer to work solely using a worksheet but others like to use instruments to experiment and try out their ideas before finalising them on the sheet.

A next step for this Thinking Routine could include pupils using music notation software such as Sibelius or MuseScore to insert and amend their music.

BGE Scottish Music - Waltz Composition

Generate

Sort

Connect

| C | | | | | | C |

Elaborate

| C | G | F | C |

| G | F | C | G |

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My Playlist

This task is best done on a piece of paper but if you prefer to use Word/PowerPoint etc, save each stage separately.

Generate

List all your favourite songs/pieces of music. You may need to take time to look over and listen to your YouTube favourites, playlists you have made or listen to the radio for inspiration.

Sort

Organise your list into an order of preference – number 1 should be your most favourite song...

Connect

Read over your list and make connections between any that are; of a similar genre/style, by the same artist/band, have similar themes for lyrics etc. *It may be easier to draw lines, make a table or colour code your work to make it easy for others to see the connections.*

Elaborate

Take time to listen to each piece of music/song and answers the following questions;

- *WHY did you select this piece of music?*
- *What is it you really like about it?* (lyrics, a certain instrument is used, you like the tempo etc)

Create a headline to summarise what the piece of music/song is about using less than 7 words.

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+ Create 1

Choose one of the songs/pieces of music on your list and research the band/artist/composer. Set your own success criteria for this task but try to cover at least 5 different areas to make your work interesting for others to read. Aim for 50-100 word count approx.

+ Create 2

Design an album cover for your 'My playlist' CD or design 'My playlist' tour memorabilia to be bought at the gig. How much would you charge for each item? Use paper or PowerPoint for this task.

+ Create 3

If you were to interview the band/artist, what three questions would you ask them?

+ Create 4

Many bands/artists collaborate with others. If you could suggest one collaboration (possible or not!) who would it be and what makes you say that? What song/piece of music would they perform?

Share

Use the POSTS section in our class Microsoft Teams page to discuss your work and find out how everyone is getting on with the task. Discuss your tasks with someone else in your home, do they have a similar music taste to you? If not, ask them to share their favourite pieces of music and listen to them. You never know, you might enjoy some of them and find new musical styles you like.

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Feel free to ask any questions about this task on Microsoft Teams, Show My Homework or email.

Submit your work, where possible, to Microsoft Teams Assignment tab or email files and/or photographs of your work to laura.macmillan@south-ayrshire.gov.uk

Laura MacMillan

What has the impact been on learning and the learners?

Learners engaged with the task better than the previous approach which had them delve deep into the planning stage and doing two steps in one. The impact has been that the task is much more progressive and has given pupils a process to follow.

How did the thinking routine add value to learning?

Using the concept map it has added value by giving clear structure for thinking and investigation and there is a process they must follow. This has allowed learners to progress seamlessly through the planning stage and prepared themselves with a guide to develop their ideas.

What difference did it make to my teaching?

This task was additional to my planning and creation of the unit which initially raised a time constraint concern. This has actually eradicated the time misused in the explanation and more time given to thinking and discussing the task.

Laura MacMillan