

Approach: Team

Focus: Composing music to match a video sequence

Resources: Silent video recording on laptop computer; sheet with selected scenes from video; 4 party whistles;  
4 balloons; chime-bar set; box of instruments (3 beaters; 1 set bells; 1 pair cymbals; 1 agogo; a hand drum;  
2 coconut shells; 2 egg maracas; 1 triangle; 1 woodblock; 2 claves)

**Questions / instructions:****This activity uses the computer.****Put out the box of instruments, balloons and whistles.**

In this activity we are going to watch a video of a clown performing. The video doesn't have any music. Your team is to make up some music that will sound good because it suits the movements the clown is making. In this box are some instruments you can use for making the music.



**Show instruments but do not give them to the students yet.**

Let's watch the video now. While it's on, look at all the different movements the clown makes and think about the musical sounds that might suit the movements.

**Show and read through sequence card.**

This card shows the sequence of movements in the video. You might find it useful.

**Click the *Clown* button to start the video.**

Now I'm going to play the video three times. You need to work together to make up some music which goes with the video because it suits the movements the clown is making. You need to work out what music you will make for each section of the video. By the end of the time you need to have planned exactly what each person is going to play during the video.

**Give out instruments.****Use the *Pause/Play* button to play the video three times.**

**During this time, stay with the group, encouraging them to work together.**

Now talk about your music, and how you have made it fit the movements the clown is making. Tell me why your music goes with the video.

**Allow time for answers. Encourage all team members to speak.**

Are there any changes you would like to make before you perform your clown music for me?

**If "yes", allow a short time. If "no", carry on.**

Now I would like you to perform your clown music for the last time.

**Click the *Pause/Play* button again.****Interpretation:**

*(sequence and choice of sounds to give meaningful representation of each scene)*

consistently strong

mainly strong

moderate

weak

**Differentiation:**

*(consistent pattern for "choruses", different patterns for verses)*

very well differentiated

moderately well differentiated

not differentiated

**Inventiveness:**

*(appropriate and diverse use of sounds)*

strong

moderate

weak

**Delivery:**

*(co-ordination and presentation)*

strong

moderate

weak

**Total score:**

8-9

6-7

4-5

2-3

0-1

% response  
2004 ('00)

year 4 | year 8

0 (0) | 7 (9)

14 (6) | 28 (24)

36 (25) | 44 (40)

50 (69) | 21 (27)

15 (7) | 32 (36)

30 (21) | 39 (40)

55 (72) | 29 (24)

6 (0) | 16 (18)

46 (37) | 61 (55)

48 (63) | 23 (27)

12 (4) | 29 (25)

40 (26) | 49 (48)

48 (70) | 22 (27)

**Commentary:**

About half of the year 4 teams had little success with this challenging task, compared to about one quarter of the year 8 teams. The year 4 results were a little better in 2004 than in 2000 but there was no noticeable change for year 8 teams.