

Approach: One to one

Year: 4 & 8

Focus: Interpretation and representation of symbols to sounds

Resources: 5 cards, agogo woodblock, beater, answer sheet

Questions / instructions:

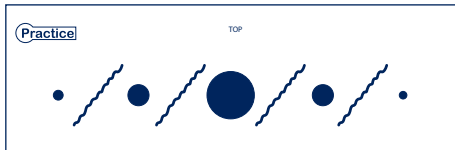
Hand out agogo woodblock.

In this activity you are going to make up a piece of music for this instrument which is called an agogo woodblock. First, have a go at making as many different sounds as you can. Try using the stick in different ways.



Allow time.

After student has experimented, place the practice card in front of the student.



1. Think about the sounds you could make with the agogo woodblock to go with these symbols, then have a go at playing them.
2. Why did you make those sounds? What was it about the symbols that made you choose those sounds?

% responses	
y4	y8
strong	47 57
moderate	37 34
weak	16 9

Practice card interpretation:
(link between symbols and sounds)

Set out cards 1 to 4 in order.

I've put these cards in order from card 1 to card 4. Take some time to try out playing sounds for each row, starting with card 1 and carrying on to card 2, 3, then 4. After you have practised, I'll ask you to play your music.

Allow time.

Now play your music starting from card 1 then carrying on to card 2, 3, then 4.

CARDS 1 – 4:

Interpretation:

strong and consistent for same symbols on different cards	34	46
strong on each card but not consistent	29	30
moderate	27	19
weak (random) or no response	10	5

Inventiveness:

strong (at least 3–4 different sounds)	49	57
moderate	42	36
weak	9	7

Hand out paper and pencil.

Now you can compose your own piece of music. On this piece of paper I want you to draw some symbols for your music. Take time to try some different combinations and think about how you can draw them on the paper. When you are ready, you can play your piece for me to listen to.

Allow time.

Now you can play your music for me to listen to.

Student plays music.

To finish off, I would like you to tell me about the symbols you made up, and why you played them the way you did.

OWN COMPOSITION:

(symbols, performance and explanation)

Representation:

(link between symbols and sounds)

% responses	
y4	y8
strong	55 74
moderate	34 21
weak	11 5

Inventiveness:

strong	36 43
moderate	53 48
weak	11 9

Effectiveness as a musical composition:

(consider performance for sense of unity and completion, appropriate range and repetition of sounds, cohesiveness and confidence)

strong	32 48
moderate	58 47
weak	10 5

Explanation/justification:

strong *(using musical terms)*

strong (using musical terms)	12	24
moderate	65	64
weak	23	12

Total score: 12–13 18 29

10–11 22 27

8–9 27 25

6–7 17 12

4–5 8 5

0–3 8 2

Commentary:

About 40 percent of year 4 students and 55 percent of year 8 students performed quite strongly on this task. The weakest element was the verbal explanation for the choice of symbols and why they were played the way they were.