

Lesson Classroom's Got Talent

Lesson time - across three 40 minute sessions for 4 or more pupils



In this lesson

- Familiarise pupils with using the Skoog and its various functions
- Learn about the different sounds that musical instruments make, and how they can be used effectively in music
- Encourage pupils to explore the Skoog and develop their creative ideas
- Create music and perform in groups
- Listening to and evaluating each others' performance



Learning Outcomes

Reference with Music Curriculum for Excellence:

- **THIRD (EXA 3-16a)** I can sing and/or play music from a range of styles and cultures and perform my chosen music confidently using performance directions, musical notation and/or playing by ear.
- **THIRD (EXA 3-17a)** I can use my voice, musical instruments or music technology to improvise or compose with melody, rhythm, harmony, timbre and structure.
- **FOURTH (EXA 4-18a)** Having developed my ideas from a range of stimuli, I can create and present compositions using a broad range of musical concepts and ideas.
- **THIRD (EXA 3-19a)** I have listened to a range of music and can identify features and concepts. I can give constructive comments on my own and others' work, including the work of professionals.

Support Materials

You will need:

- Colours Sample Set Folder (distributed with this lesson plan)
- Musical instrument flash cards (included in this plan)
- Plenty of A3 paper
- Colouring pens - particularly in red, blue, yellow, green, and orange
- Skore Notation Pack (Available at: <http://www.skoogmusic.com/sites/default/files/downloads/SkoreNotationPack.zip>)
- Loops Pack 2 (Available at: <http://www.skoogmusic.com/sites/default/files/Loop%20Pack%202.zip>)

Lesson with progression and or differentiation.

Lesson plan designed by Maggie Tam
Applications Developer - Skoogmusic Ltd



Session 1

The aim of the first session is to familiarise the pupils with the Skoog and its software. By the end of this session, they should feel confident enough to work with the Skoog independently.

1. Introducing the Skoog



This step should familiarise the pupils with the shape, colours, and the feel of the Skoog.

1. Present a disconnected Skoog (to avoid distraction) to the pupils. Ask them what they think it is and have them guess what it can do.
2. Talk about the way the Skoog looks - ask pupils to identify the colours on the Skoog, and describe where they are located.
3. Invite pupils to touch and feel the Skoog and ask them to describe what it feels like.
4. Now plug the Skoogs on to the computer and load in the [Colours Sample Set Folder](#):
 1. Go to the [Sampling Panel](#)
 2. Locate the [Colours Samples Set Folder](#) in your computer file browser
 3. Drag the file across to the software, and drop it in one of the colour boxes on the [Sampling Panel](#)
5. Place a connected Skoog in front of each pupil, with the red side facing them. Invite them to touch the Skoog again and see (hear) what happens! They should notice that by pressing on each side, they could hear the Skoog shout out the side they are pressing on.
6. We are going to play twister: call out a colour of the Skoog, and ask pupil to press on that colour. Do this until all the colours have been covered and the pupils are starting to get fast at doing it.
7. Now call out two colours at a time - encourage them to use both hands at the same time. Repeat this until all colour combinations have been covered.
8. Call out three colours at a time - ask them how they think they should play that. Encourage them to press on the corner as well.
9. Now ask them how else they can interact with the Skoog - for example: poking, hitting, using their chin, using their feet...Encourage them to create new ways of playing the Skoog!



2. The Instrument

We will now show the pupils the basics of the software:

1. Instruct pupils to click on the [Instrument Panel](#) 
2. Click on the Flute, then invite the pupils to play their Skoog
3. Put up a picture of the flute on the board, and ask pupil if they know anything about the flute. Write down any facts or funny stories they know about the flute next to the picture.
4. Select the High Twist mode - invite pupils to play again and listen out for how their movement is affecting the sound. 
5. Go through each of the instruments and repeat the above steps. You might wish to do this for at least one instrument from each instrument family (i.e., one wind instrument, one brass, one percussion, one bowed string, one plucked string).

3. Recording samples

1. Show pupils the [Sampling Panel](#) in the Skoogmusic software
2. Make sure there's a built-in microphone, or that there's a microphone connected to the computer.

3. Invite a pupil to come forward and have them select a side of the Skoog. Click on the Record button next to the corresponding colour box. Now get the pupil to make some noises into the microphone - they could blow raspberries, clap, sing...anything they wish!
4. Invite another pupil to do the same and repeat until all five sides have samples recorded on to them.
5. Now invite pupils to touch the Skoog - they should be able to hear the sounds that they created!
6. Explore with the different sampling modes too -



4. Split into groups

Now split the class into groups - with at least 2 people in each group and ideally a Skoog per person. Explain to the class that in the next two sessions, each group will create and prepare a piece on the Skoog to perform in front of the class.



Session 2

In this session, the groups will create and prepare their performance. Pupils should work together, as assigned from the last session. Again, ideally each person should have their own Skoog, and the teacher can help with setting them up.

The teacher's role in this session will be to support the pupils on developing their own ideas. Below are some tips for you to help with your pupils' creative process:

Notations

Encourage your pupils to write down their composition. This can be done by handing out some A3 size paper and colouring pens to each group - encourage them to decorate their Skores also, so that they are not just musical notations, but beautiful works of art that they can proudly hang on the classroom wall!

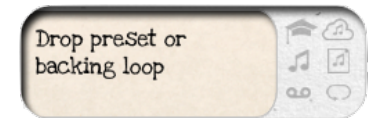
For pupils that prefer to be more precise with their notations, they can also use the [Skore Notation Pack](#) available on the Skoogmusic website.

Backing Tracks

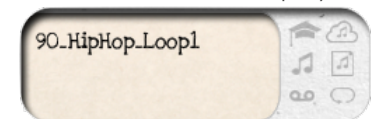
For pupils that need a bit of inspiration, you might want to assign them with a backing loop which they could create their music with. The Loops Pack 2 available on the Skoogmusic website contains many loops with different instruments in various styles, and should serve as a good starting point for your pupils.

To load in a backing track:

1. Locate your backing track of choice in your file browser.
2. Click and drag your backing track sound file across to the Skoogmusic Window (top of screen), and drop it in the bubble that says [Drop preset of backing loop](#).



3. Your audio file is loaded and ready to use when the display reads the name of the file. Your controls are to the right of the bubble - just press play to start!



Session 3

In our final session, each group takes turn to perform in front of the class and talks about their piece.

1. Final rehearsal

The first 15 minutes of the session should be reserved for everyone to practise their piece for the final time before the performance.

2. The Performance

Time for each group to showcase their piece! This can take on the typical reality TV talent show format, with each group introducing themselves and their piece 'on stage', then performing their piece.

This can then be followed by comments, and questions from the audience. Encourage the following questions to be asked:

- What was the inspiration behind this piece, is there a story behind it?
- What made you decide on the instruments / sounds you have chosen?
- In what situation / event can you envision this piece being used? (in a film, in an art gallery, in a night club...)

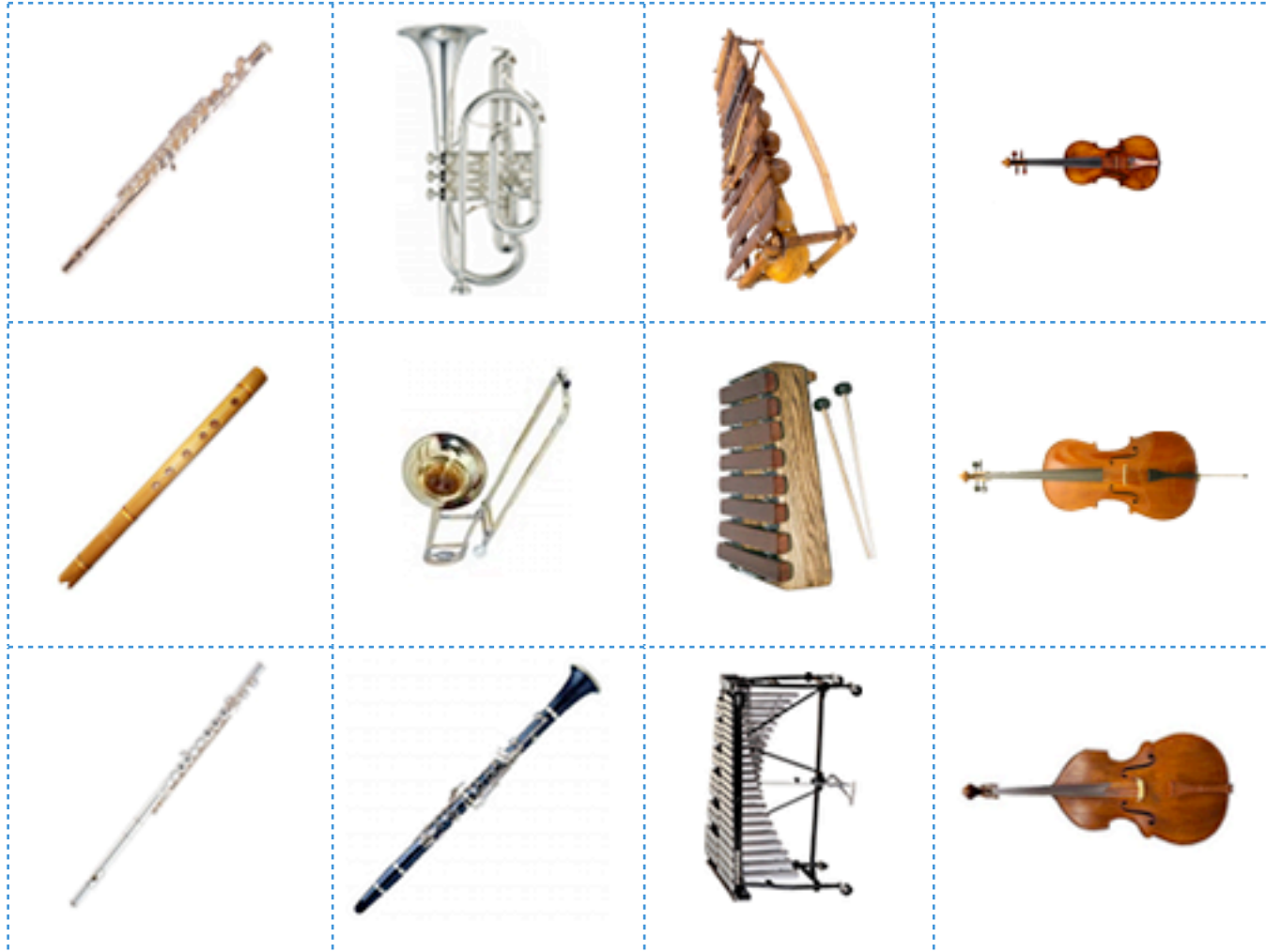
- How did you intend your music to make other people feel? And how did you achieve that?
- What other sounds or instruments would you add to it?

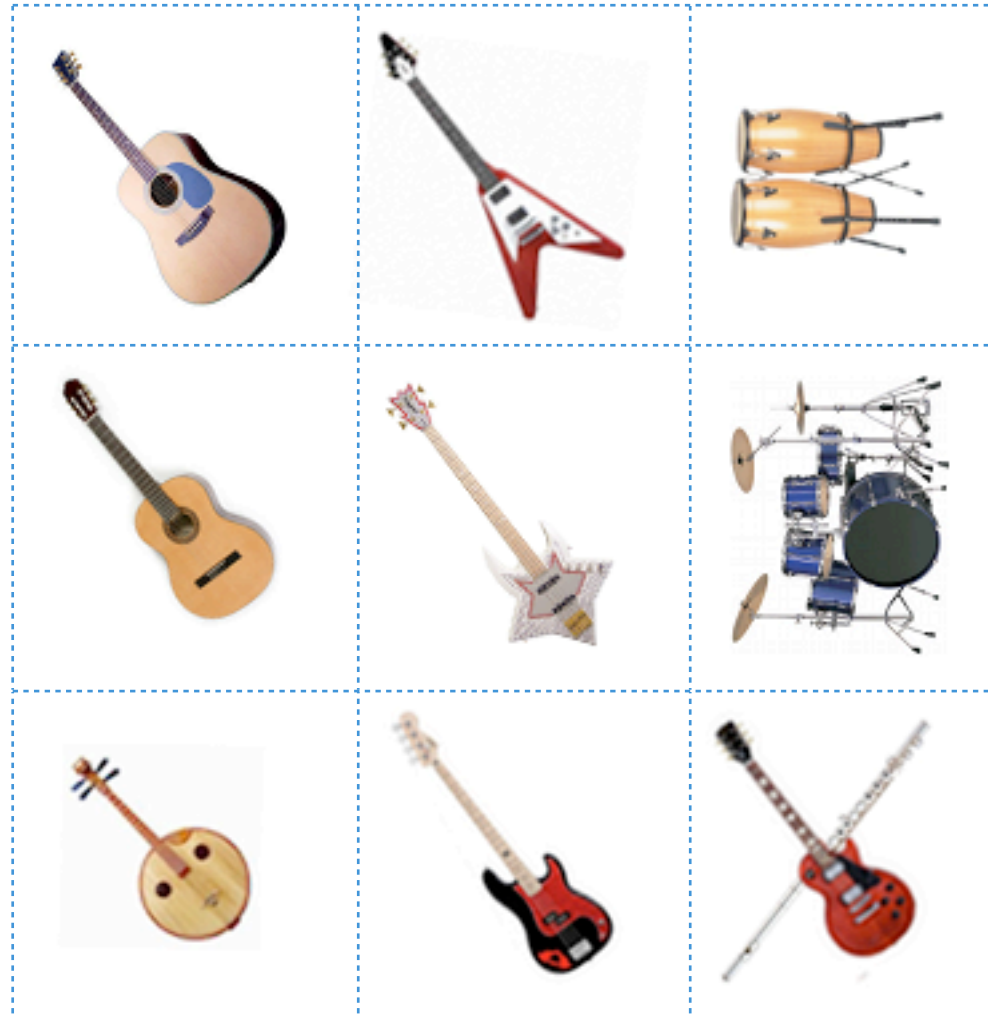
Teacher should also ask the audience if they can recognise any musical concepts used in the performance. Encourage them to comment on the rhythm, the tempo, and the dynamics.

Each group should be commended on their performance, and that the teacher should conduct the discussion in such a way that each pupil feels proud and inspired by their own achievement.

FOLLOW UP ACTIVITIES Consider recording the pieces. This can be done in the Skoog software - please refer to Chapter 2.1 in the User Guide for further instructions.







For more information

You can also find comprehensive information about procedures and concepts in the Skoogmusic User Guide. To access the Skoogmusic User Guide, choose Help menu > User Guide...

To access Skoog related resources on the web, visit <http://www.skoogmusic.com/resources>

© 2008-2014 Skoogmusic Ltd. All rights reserved.
Skoogmusic Ltd
27 Albert Street, Edinburgh, EH7 5LH, Scotland

Skoogmusic, Skoog and the skoog logo, are trademarks of Skoogmusic, Ltd. in the U.K. and other countries. All other trademarks are the property of their respective owners.

Skoogmusic documentation is copyrighted. You are not authorised to make additional copies or distribute this documentation without written permission from Skoogmusic Ltd. You may use this documentation solely with a valid licensed copy of Skoogmusic software.

Credits are listed in the Acknowledgements documents provided with this software. Mention of third-party products and URLs are for informational purposes only and constitutes neither an endorsement nor a recommendation. Skoogmusic Ltd assumes no responsibility with regard to the performance of these products. For more information, visit our website at www.skoogmusic.com.

