

#### 4) Travelling through the Dales: The barge leaves the town behind and travels slowly along the canal through the countryside where it passes other barges, animals and birds. (Track 7)

##### Multisensory aims and outcomes

1. To listen to the backing track which creates a calm rural atmosphere
2. To play sounds you might hear in the countryside

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##### Musical aims and outcomes

1. Timbre - to play a variety of sound makers
2. Composition - to create a piece together
3. Structure - to give the piece a structure
4. Notation - to create a graphic score to show the structure and when each instrument plays (pre-notation skills)

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##### Props

1. Big Mac switches for recording and playing countryside sounds on
2. Long canes with long blue ribbons attached
3. RSPB stuffed birds which sing bird song when squeezed

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##### Musical instruments

1. Keyboard with string sounds
2. Soundbeam (or switches) with long sustained sound on it based on EGBD (E minor 7th)
3. iPad with bird song on
4. Ocean drum, flat drums with grains in (so long as the group don't eat them) guiro frogs, bird whistles: duck, crow, swanee whistle, nightingale
5. Tuned percussion - chime bars, glockenspiel, xylophone, hand bells and gamelan if available

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##### Multisensory activity (backing track 7)

1. Listen to the backing track (track number 7). Can they hear the passing barges and ducks?
2. Move the ribbon sticks in the air above the children to give the impression of movement along the water
3. Add in the sound of moving water using an ocean drum
4. See how many of the bird and animal sounds the pupils can make themselves using Big Mac switches, Ipad, the stuffed birds, and bird whistles
5. Add in long notes using a soundbeam or switches
6. They play when the leader walks past and stop playing when the leader walks back again.

##### Musical activities:

1. Using backing track 7, add in tuned percussion using the notes EGBD and create short repeated patterns of notes such as: E G E B E B E D played one after another slowly
2. Add in a drone on bass E and B
3. Put all these sounds together to create a group improvisation – each pupil playing in turn over the background music and then together in small groups.
4. Create a grid to show when everyone plays and then play the piece again using the grid like a graphic score or map of the piece.

##### Cross curricular ideas:

###### Geography:

1. Look at the map of the canal in chapter 7. Look at the route noting where the town and countryside sections are. Create your own map of a section or of the canal mark on towns and places of interest.
2. See where the route is very bendy because it follows the contour of the land instead of taking the most direct route. Look at the hills and valleys on a 3D satellite picture of the area.
3. Arrange a trip on a section of the canal. Safe Anchor Trust in Mirfield run accessible canal trips see [www.safeanchortrust.org.uk](http://www.safeanchortrust.org.uk)

## Travelling through The Dales - suggested ideas using a grid score to go with backing track 7

Backing track of quiet sounds based on EGBD (E min 7th chord) including duck and barges One barge enters from the left ..... another barge passes it from the right											
Instrument	1	2	3	4	5	6	7	8	9	10	11
RSPB bird sounds	.....	Tweet			Tweet			Tweet			
Bird whistles			Cuckoo							Swanee whistle	
Ocean drum				Swish	.....	.....	.....	.....	.....	.....	.....
Bass note E (Drone)					E.....	E.....	E.....	E.....	E.....	E.....	E.....

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## 5) Passing the Mills: The barge travels through industrial towns past mills and warehouses (track 8)

### Multisensory

1. To experiencing the feel and texture of objects used in the mills.
2. To exploring the sound they make when shaken or hit with another object.

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### Multisensory activity

Explore objects related to the textile industry. Listen to the backing track (track no 8) and play along to it

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### Musical Aims and possible outcomes

1. To play an instrument - Many will manage to hit the objects in time with the words
2. Rhythm - Many will be able to play the rhythm patterns of the words
3. Dynamics and tempo - Some will be able to conduct the group and show dynamics and tempo changes
4. Structure - Decide when each pattern will be heard
5. Pre-notation skills - Place the different rhythms into a graphic score and replay it
6. Performing - Some will be able to create a graphic score and perform their piece.

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### Musical instruments/props

1. Collect items to do with the textile industry and use as junk percussion: wooden bobbins, spools, shuttles, plastic cones with textured sides, pearls, plastic bins. Make improvised drum sticks eg plastic tubing
2. You may also want to use hand held percussion instruments

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### Musical Activity

Create a Samba piece using your collected items. Use the backing track no 8

1. Repeat short word patterns using words relating to the mills and then play these word patterns on the junk items or on hand held percussion.
2. Suggested word patterns to use for the rhythms: Carding, carding; Shuttle, shuttle; Spin the thread; Weave
3. Give each object/percussion instrument a different word pattern.
4. Build these up adding in a pattern at a time.
5. Pupils conduct in turn. They could show the dynamics by opening their arms wide for loud and close together for quiet.
6. See if they can find a way to demonstrate faster and slower.
7. Decide on an order for the instruments to join in and show this on a chart (graphic score) - play this back

### Cross curricular ideas:

**Geography/History:** if possible, visit a mill which exists or developed because of the canal.

Examples include: Armley Industrial museum, the largest mill in the world in 1804. It sits between the River Aire and the canal; Salts Mill in Saltaire, the Burnley Triangle and Wigan Peer.

**Find out** - other examples of mills along the canal ?

These mills which expanded after 1800 along with other industries, were able to develop because the canal made it easier to bring in raw materials and export the finished goods.

**Find out** - what raw materials were needed and how far they had come. (*Coal, limestone, iron ore and raw wool were mostly from the local area. Cotton which doesn't grow in Britain came from Egypt or America*)

**Find out** - the different processes used in making woollen or cotton cloth.

**Art activity:** make felt

**Grid score showing the structure of the middle section of the Junk Percussion Samba piece:  
Use track 8 to learn the patterns. Track 9 to play along with and track 10 to create new patterns**

Backing Samba loop.....		Loop continues							
Instrument	1	2	3	4	5	6	7	8	9 and onwards
Voice	Carding carding								
Junk Percussion 1 (maracas)		carding pattern	Cont'd						
Voice			Shuttle Shuttle						
Junk Percussion 2 (clatterpillar)				Shuttle pattern	Cont'd				
Voice					Spinning thread				
Junk Percussion 3 (wood block)						Spinning thread pattern			
Voice							Weave		
Junk Percussion 4 (jingle ring)								Weave pattern	

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