



**Sample Lesson Plan**  
**The Big Bus Module: Music and Fireworks**



**Music and  
Fireworks**

**Title**

Using *The Big Bus Music and Fireworks* to explore and develop musical ideas.

**Introduction**

Children compose and modify their own pieces from a selection of instruments and phrases. Co-ordinating the visual effects of a range of fireworks, leads them to creating their own performance on screen.

**In this lesson**

The children are shown how to use the software to create and modify their own compositions. They then work in small groups to compose a piece of music to coordinate with a firework display.

**Age Range:** 7 - 11 years

**Lesson Plan**

**Learning objectives**

Having completed this module most children will have developed their ability to:

- Use graphic representations of music
- Create and modify a sequence of musical phrases
- Organise and reorganise sounds by manipulating appropriate icons.

**Technical preparation**

Install the CD-ROM on to the computer. If you are presented with a choice of Worlds to visit select Bo Bear's World, Adventurers' World or Explorers' World as appropriate.

If you are in Adventurers' World or Explorers' World, open the Information Booklet index and scroll through the available modules to find the module. Select **Music and Fireworks**.

**Previous experience**

If possible, use a previous lesson to explore with the children different families of music. Consider the qualities of the sounds and discuss how different instruments and pieces of music can create different atmospheres. Listen to pieces together that create different moods.

**Introducing the module**

Gather the children around a large computer monitor or interactive whiteboard.

Remind the children about their previous work on families of music and the qualities of sound they produce.

Direct the children's attention to the computer monitor or whiteboard then select **start the module**.

Point out the different instruments represented on the screen. Explain that the **icons** on each represent a **phrase** of music. Show them how to listen to each phrase by clicking on the arrow to the right of each icon.

Demonstrate how to click and drag icons onto the music line to create their own composition, and then click on **Start display** to hear their composition.

Point out the indicator moving along the bottom of the screen showing which phrase is being played.

Now demonstrate how the piece can be modified by dragging and moving the tiles, before playing it again.

Remind the children how music can reflect different moods: sad, exciting, scary etc. Then explain to them that they are going to use the software to create their own composition to go with a firework display.

Show the children how to click on the **Set fireworks** button to see all the different fireworks they can add to the piece.

These drag on to the firework line in the same way as the music tiles do. Drag a few fireworks down, and then **start display** so the children can see and hear the whole performance.

Ask them to consider whether the music is appropriate for the display, and whether the fireworks should be moved to tie in with certain highlights. Do they need a grand finale? Allow them to modify the piece according to their ideas then play it again.

After the initial demonstration, and if more than one computer is available, the children could now break into working groups and undertake the module for themselves. Remind them to think about the mood of the music and the timing of the fireworks. Working in twos or threes, they should review and modify their piece until they are happy with it.

Allow the children about 15-20 minutes to complete the module, and then gather them back together to discuss how they got on. What changes did they make to their composition as they worked on it? If possible, share the compositions with the rest of the class so they can discuss their merits.

#### **Classroom management**

A single classroom computer running *The Big Bus*, using a large monitor or interactive whiteboard, is an effective whole class teaching resource. Introduce the module to the whole class before pupils break into their groups.

If you have access to a computer suite this module can be completed as a whole class lesson. If you have access to only one or two computers, pupils will need to complete the module on a rotational basis.

#### **Duration**

Each group of children will require approximately 15-20 minutes of computer time. The teacher introduction and follow-up time will take approximately 15 minutes and 10 minutes respectively.

#### **Differentiation**

This module can be used to create and review musical compositions, without the added feature of the firework display.

#### **Extending the module**

Further work can be undertaken using this software, exploring other moods, repetition and the use of pauses without engaging the firework feature.

#### **Curriculum Information**

**QCA Scheme of work (ICT):** Unit 3B  
Manipulating sound.

#### **National Curriculum in England for Music**

Creating and developing musical ideas - composing skills. Responding and reviewing - reviewing skills. Listening and applying knowledge and understanding.

#### **The Scotland 5-14 Guidelines for Expressive Arts**

**Music: Level A, B, C.**

#### **The Scotland 5-14 Guidelines for ICT Controlling & Modelling: Level B.**

#### **The Northern Ireland Curriculum for Music (KS2)**

Composing: a, b, c, d. Listening and Responding: a, b, c.

#### **The National Curriculum in Wales for Information Technology (KS2)**

It1: 1.1, 1.2.

#### **The National Curriculum in Wales for Music (KS2)**

Mu1: 2.1, 2.2, 2.3, 2.4, 3.1, 3.2.

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