

Sea and Learn – Lesson Plan: The Sounds of the Sea

Key Stage: One

National Curriculum Links: 1a, 1b, 1c, 2b, 3b, 4b, 4c

Main Subject Focus: Music

Learning Outcomes:

Children will:

- Be able to produce a class composition that reflects the changing moods of the sea.
- Be given opportunities to comment on music related to the sea.
- Be able to perform their composition to an audience.

Resources Required:

- A variety of tuned and untuned instruments
- A selection of musical compositions
- A selection of Monet's seascapes or their own painted seascapes
- Whiteboard and pens
- Large classroom/music room or Hall

Lesson Structure:

1. Introduce the lesson by showing children examples of Monet's seascapes work (See Teacher's Notes) and discuss how he has portrayed the sea. Ask the children to think of suitable adjectives that describe the sea and note these on a whiteboard.
2. Now play a selection of the musical compositions and add any further adjectives that children think of to the list. Discuss the mood created by the music and ask the children to match the Monet seascapes to the music.
3. In your working area, ask the children to stand and then arrange them so that taller children stand at the back and shorter children stand in a line in front of them. Then tell them that you are the conductor and that they must follow your actions.
4. Firstly begin by tapping two fingers on the palm of the opposite hand. Then show them the signal for stop – for example, holding both hands flat, circling the arms once and then bringing hands into a fist. You may wish to devise a signal to start as well. It will be important to share your conductor signals with the class as you go.
5. Start the tapping once again and then progress to a clap – the class should be copying your lead – after the clap, you should tap the top of your thighs and then progress to stamping feet. Slowly bring the class back through the actions (feet, thighs, hands, fingers, STOP)

6. Tell the children that we are going to create sounds of the sea – they will begin gently and build up into a violent storm before becoming calm again. Ask the children to suggest instruments that would use to show a calm sea and those which could be used to depict a stormy sea.
7. Split the 2 lines in half and ask one half to select instruments to depict a calm sea and the other half to select instruments that will show a stormy sea.
8. As the conductor, get the children to begin with the quiet tapping – you can be quite flamboyant in your actions as this activity progresses! Children with calm sea instruments (triangles, rain-sticks, bells) can begin creating their quiet sounds. Some children may devise their own melodies using tuned instruments like a glockenspiel, xylophone or chime bars. 'Stormy Sea' children should still be tapping and then clapping throughout this part.
9. Now the sea needs to become stormy – conduct all 'Calm Sea' children to slowly stop their playing (you may wish to devise a signal to slow the children down as well as signals to increase and decrease the volume)
10. Conduct these children to begin tapping their thighs, with some 'Stormy Sea' players beginning to play their instruments (woodblocks, castanets, tambourine, maracas).
11. As you conduct the children to stamp their feet, ask the rest of the 'Stormy Sea' instruments (snare and bass drums, cymbals etc) to join in.
12. On your signal, conduct the children to begin to decrease in volume and speed and go back to the thigh taps, then the hand claps (with the Stormy Sea instruments fading out) and then the hand taps (calm instruments playing quietly) and then no instruments at all, only hand taps.
13. Record the composition and play it back. Discuss as a class whether they have managed to capture all the descriptive words they first thought of.

Extension/Homework Ideas:

- Perform the composition to another class in the year group or to the school.
- Ask a child to become the conductor.
- Ask children to record the sequence using their own form of notation.
- Suggest children build in some movement (if space allows). This may mean that instruments have to be moved and children have to travel towards them in order to play them.

Sea and Learn – Teacher’s Notes (1)

Monet’s Seascapes

The following seascapes painted by Monet will provide an excellent stimulus:

- 1866 - Marine, Effet de Nuit / Seascape, Night Effect
- 1872 - Soleil Levant / Impression Sunrise
- 1874 - Les Barques, régates à Argenteuil / Boats, Regatta at Argenteuil
- 1881 - Mer Agitée / Rough Sea – View from the Beach
- 1883 - Etretat, mer agitée / Rough Sea at Etretat
- 1886 - Storm off the Belle Ile Coast

Useful Websites:

www.monet-on-canvas.com

www.the-athenaeum.org/art/disp_by_artist.php?Artist_ID=13

www.personal.kent.edu/~rberrong/monetgallery/monetweb.htm

These websites provide excellent examples of the seascapes, which you can share with the children.