

TOGETHER

A song for Wiltshire Schools

wiltshire
music
connect

Teacher's Resource: Create Your Own Music




Create Your Own Section



After we sing the chorus for the third time, there is an “instrumental” section. This section can be filled with anything at all, and we hope that this will mean that each school’s performance of the song will be unique.

Below are some ideas for creating your own section which vary in challenge. The section is only 32 bars long (and the bars in this song are very short) so it might be best to keep ideas simple and concise.

 **To help you practice your own sections there are two mp3s you can use.** Both of these have a 4 beat count in:

[Clip of the instrumental section on its own](#)

[Practice clip](#)

loop of the instrumental section 4 times

Suggestion 1:

Using body percussion

Body percussion can be a really interesting and effective musical activity.



Inspire Works [free teacher guide and 30 x video body percussion examples](#) differentiated for ages 5-14 year olds

- **Work on keeping a steady pulse with a simple pattern** (e.g. knees – clap – click – clap). Work on listening to each other and not speeding up. A backing track can help with this.
- **Create (or get a child to create) a simple 4-beat rhythm**, and get the class to repeat it back.
- **Once you have a few 4-beat rhythms that you know securely, you can create an arrangement.** Perhaps this could be 2 rhythms that are played at the same time (in 2 groups), or in sequence together.



Other body percussion examples for teaching inspiration:

[Get2learnmusic](#) – free body percussion youtube resources for the classroom

[Ollie Tunmer from Beat Goes On teaches body percussion](#) on CBeebies “Let’s Go Club”

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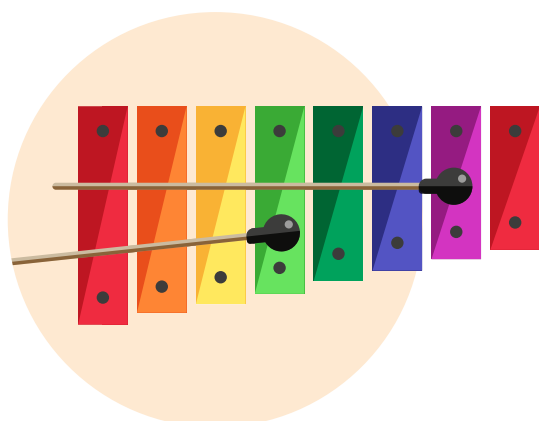


Suggestion 2: playing along with instruments from a music score

The chords in the verses of the song change quite a lot, but in this section they change every 4 bars (which feels like every 4 beats given the length of the bars). This makes it a perfect section to practice with beginner ukuleles. There is also a recorder part which can be used throughout, or just in this section. Perhaps a class could be divided up into singers and instrumentalists, with this section being the “spotlight moment”.

For ukuleles, or any other instrument which plays chords (e.g. keyboards) **use the vocal score**, which has chord names above the staff.

For recorders, or any other instrument which can play a “counter-melody” (e.g. glockenspiel), **use the recorder score**.



Suggestion 3: improvising along with instruments

Free improvisation can be quite daunting, and not always create good results, but adding a few rules and restraints can – paradoxically – be very freeing and create some really interesting music.

Whether you are using glockenspiels, recorders, ukuleles, xylophones or saxophones, the following restraints can be really useful:

- **Pitch:** musicians are only allowed to use 2 or 3 notes. For this song, I would suggest C and E, or C, D and E.

Encourage players to think creatively about how to make the notes sound good even though you only have 2 or 3 options.



- **Duration:** musicians are only allowed to play very long or very short notes. Depending on age, it may be better to refer to these as fast and slow notes. Again, this can encourage very creative responses!
- **Structure:** musicians have to pause for at least two beats at some point during the improvisation.

You can add in any more of these activities that you like. If improvising together as a class, perhaps you might like to have a conductor, who will signal when to change from long notes to short, or when to rest, or loud/quiet etc.

Many of these activities can also be done using drums and percussion.

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Suggestion 4: Create a soundscape

Another idea is to create a soundscape which reflects Wiltshire. This could be made using percussion (rain sticks?), body percussion (stamping, clicking, slapping knees), and voices (the sound of the wind, the sound of rain, the sound of birds).

- Think about how to structure the soundscape to tell a story.
- Consider working collaboratively in groups.
- Perhaps the soundscape could be recorded for example, on paper as a graphic score.



Suggestion 5: Lyric-writing

Finally, you might like to try writing your own lyrics to fit to this section. For more ideas and tips on lyric-writing, take a look at our [Lyrics and Lyric writing teacher resource!](#)

All the **Together** resources can be found here:

[wiltshiremusicconnect.org.uk/
songwriting/together/](http://wiltshiremusicconnect.org.uk/songwriting/together/)

Please let us know how you get on –
and share your school's lyrics, music and recordings with us!

info@wiltshiremusicconnect.org.uk