ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: Music UNIT: Darwin's Daring Discoveries TERM: Spring 1 YEAR GROUP: 6

THE BIG QUESTION	
Why is Delia Derbyshire a Trailblazer?	
END OF UNIT OUTCOME	Pupils will **compose and perform an original electronic-style piece of music** using found sounds and technology, explaining how Delia Derbyshire's innovative approach challenged traditions and influenced modern music.
OBJECTIVES	**Learners will:** • listen and reflect on a piece of orchestral music • create their own piece of music using instruments, voice and technology • perform as an ensemble • learn musical language appropriate to the task **Curriculum checklist:** • play and perform in ensemble contexts, using voices and playing musical instruments • improvise and compose music for a range of purposes using the interrelated dimensions of music • listen with attention to detail and recall sounds with increasing aural memory
CONCEPT: Legacy	Delia Derbyshire's legacy is that her innovative use of technology and sound changed how music could be created, influencing modern electronic music and inspiring future generations of composers.
LESSON 1 QUESTION	Who was Delia Derbyshire and what makes her music different?
KEY KNOWLEDGE	• Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music
RICH TASK	Introduce The Big Question – what do they already know? • Watch the film • Listen to the performance • Make a **graphic score** 1. **Prepare your class** Explain to your class that you are going to begin a six-week music project focusing on a fantastic piece of music by a composer called Delia Derbyshire, and listen to the Doctor Who Theme.

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<table>
<tr><td></td><td colspan="3">Ask them if they recognise it!
Listen to the opening credits of the Doctor Who Theme arranged by Delia Derbyshire.
2. Watch the BBC Ten Pieces Trailblazers film and have a discussion about Delia Derbyshire. Ask your class to think about:
• Why there were so few women composers in the past
• What working at the BBC Radiophonic Workshop and inventing sound effects might have been like
• How Delia must have felt after receiving no public recognition for her work
3. Listening task

Listen or watch the full orchestra performance again and point out that it is constructed from two musical ideas, can your children identify them?
There is a pounding bass line and a swooping melody.
4. Give out art materials and ask your children to choose two colours, one to represent the bass line and one for the melody. A3 paper will work best for this task, placed landscape on their desks. As you listen again, challenge the class to draw the bass line running across the bottom of the page. They must make shapes that represent the shape of the music. Make sure they focus just on the bass line.
5. Listen again and this time, your children must draw the famous, swooping melody. This can cover the top half of the page, running from left to right.
6. Take a look at the resulting artwork and explain that these are 'graphic scores' – music doesn't have to be written out using lines and dots, and the original version of this theme wasn't written out like that for many, many years.
7. FINALLY, end your session by discussing the instruments used in the Doctor Who theme. Which instruments can they spot and which sounds are new to them? Perhaps these are made by something other than a traditional instrument? If you have time play them another version of the theme for a quick compare and contrast activity. The 2005 version by Murray Gold (available online) features more 'traditional' instruments whereas Delia's original version from 1963 features none!</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">Support: guided listening questions, modelled graphic score

Challenge: identify how the music breaks traditional rules</td></tr>
<tr><td>KEY VOCABULARY</td><td>Composer, graphic score, bass line, melody, electronic, texture, rhythm</td><td>RESOURCES</td><td>BBC Ten Pieces Trailblazers film, Doctor Who Theme recordings, art materials</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 2 QUESTION</td><td colspan="3">How can we recreate music using unusual sounds?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">• Listen with attention to detail and recall sounds with increasing aural memory
• Improvise and compose music for a range of purposes using the interrelated dimensions of music</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Retrieval practice activity

• Play the Doctor Who theme on 'found sounds'</td></tr>
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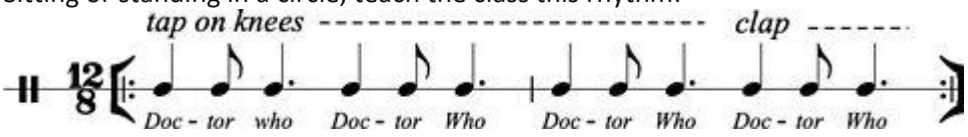
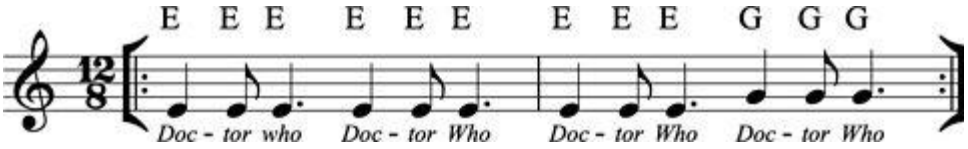
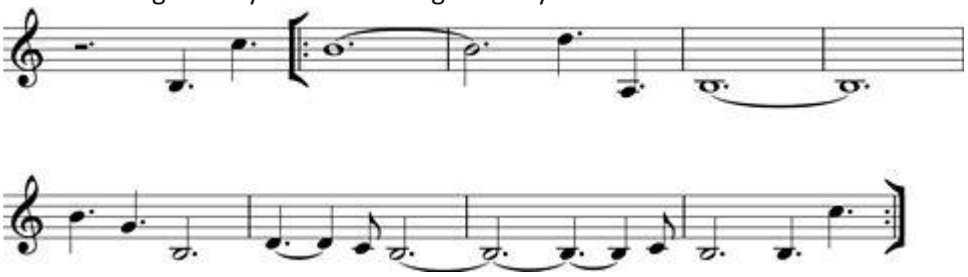
	1. **Warm up** Sitting or standing in a circle, teach the class this rhythm:  *This is the pounding bass line of the original theme* 2. **Remind your class** that Ron Grainer wrote this theme and then asked Delia to 'realise' or 'arrange' it electronically. Their task is to realise (play) it live using whatever sounds they can find in the classroom, not necessarily conventional sounds from musical instruments. 3. **Perform the rhythm above again** and ask your children to suggest two contrasting sounds to play it. They could, for example use two drums, and on a xylophone it could look like this:  *…but can they instead choose two unconventional sounds to perform it? Ask them to look at the everyday objects in the classroom for inspiration. Maybe they could tap a pencil on the seat of a chair and then the legs of the chair for example.* 4. **When this is achieved** (you can have as many versions and players as you wish), teach the **melody**. Here it is written down, but your children can probably all sing it straight away without having to study it!  *Begin by singing it with a swooping 'ooo' sound.* 5. **Try singing it** along with the bass line. You could divide the class in two to do this. 6. **Again, challenge your class** to find everyday sounds in the classroom to replicate it. This is a much harder task! They might have to find different sounds for each pitch and create the rough shape of the tune rather than try to match it exactly. *You could split the class into small groups at this point and challenge them to find sounds for both elements to make their own versions of the tune or you could keep everyone working together. You can include some 'real' instruments too if the children run out of ideas.* 7. **FINALLY,** create a class version of the theme by putting the bass line and the **melody** together. If you are working in small groups, bring the class back together at this point.
SUPPORT AND CHALLENGE	**Support:** teacher-led rhythm practice

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	Challenge: create contrasting sounds using only found objects		
KEY VOCABULARY	Found sounds, rhythm, pulse, pitch, arrangement, ensemble	**RESOURCES**	Classroom objects, percussion instruments, whiteboard visuals
LESSON 3 QUESTION	How did Delia Derbyshire create music using technology?		
KEY KNOWLEDGE	• Listen with attention to detail and recall sounds with increasing aural memory		
RICH TASK	Retrieval practice activity - begin with a quick play, or sing through your class version of the Doctor Who theme. If time is short, do this just using body percussion and voice. 2. **Explain** to children that Delia Derbyshire also **'found sounds'** for her version of the theme. She chose objects rather than traditional instruments and instead of playing them live she recorded them and manipulated the recordings. 3. **Listen to Delia's original version of the theme -** It is widely available online. Afterwards explain that the **melody** was made from one electronic note and the rhythm from one plucked string. 4. **Split class into pairs** and ask each pair to find and record some interesting sounds – just the sounds of everyday objects they find around the classroom or school. Challenge each pair to record as many sounds as they like but then select their favourite three and name them. Ideally they should aim for a short sound, a long sound and something else. 5. **FINALLY, bring the class back together.** Hear and discuss the sounds you have found and write their names down on the board. Check that each group or pair have different sounds from each other and that they are as contrasting as possible. Between lessons, upload these sounds to the desktop of the computers you are going to use next lesson or teach the children to do this for themselves. It will help enormously if the files are clearly labelled with their names and ready for use.		
SUPPORT AND CHALLENGE	**Support:** paired work with adult support **Challenge:** select and categorise sounds by length and texture		
KEY VOCABULARY	Recording, manipulate, electronic, texture, sound source	**RESOURCES**	Tablets / phones, recording apps, speakers
LESSON 4 QUESTION	How can technology change and transform sound?		
KEY KNOWLEDGE	Digital tools can edit and manipulate sound Effects can change pitch, duration and texture		
RICH TASK	**Retrieval practice activity** – recap the found sounds recorded last lesson.		

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<table>
<tr><td></td><td colspan="3">
1. Open GarageBand

• Select Audio Recorder (microphone icon)
• Choose Voice or No Compression

2. Import or record sounds

• If sounds were recorded last lesson, tap Loops → Files and import recordings
or
• Re-record found sounds directly into GarageBand using the microphone

3. Editing sounds
Show pupils how to:

• Trim sounds by dragging the ends of the audio region
• Split a sound (tap region → Split → swipe down)
• Delete unwanted sections

4. Manipulating sounds
Introduce Smart Controls:

• Tap the knob icon
• Experiment with:
○ Pitch
○ Echo / reverb
○ Filters
○ Distortion

Explain that experimenting without knowing the outcome mirrors how Delia Derbyshire worked.

5. Challenge
Each group must create three new contrasting sounds:

• One short
• One long
• One unusual/experimental

6. FINALLY
Class listening session: can pupils guess the original object?
</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">Support: step-by-step modelling in Audacity

Challenge: experiment independently with multiple effects</td></tr>
<tr><td>KEY VOCABULARY</td><td>Edit, effect, waveform, pitch, manipulate, software</td><td>RESOURCES</td><td>Computers, Audacity software, saved sound files</td></tr>
</table>

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LESSON 5 QUESTION	How can we build a complete piece of music from sounds?		
KEY KNOWLEDGE	Repeating patterns (ostinato) form the structure of music Sounds can be layered to create melody and texture		
RICH TASK	**Retrieval practice activity** – quick listen to last lesson's manipulated sounds. 1. **Create a rhythmic loop** • Select a short sound • Turn on **Loop** (drag to repeat) Explain: *This is an ostinato, like the Doctor Who bass line.* 2. **Create a melody** • Duplicate a short pitched sound • Change the **pitch** using Smart Controls • Arrange sounds in a rising or falling pattern to match the *shape* of the melody 3. **Add electronic-style sounds** • Tap **Loops** • Explore **Synths / FX** • Drag a sound into the project Explain these are similar to the electronic tones Delia worked with. 4. **Experiment and compose** Groups continue layering: • Rhythm • Melody • Electronic effects		
SUPPORT AND CHALLENGE	**Support:** teacher modelling of loops and pitch change **Challenge:** combine rhythm, melody and electronic sounds effectively		
KEY VOCABULARY	Ostinato, loop, melody, layer, compose, structure	**RESOURCES**	Audacity software, headphones, saved sound projects
LESSON 6 QUESTION	How does our music show that Delia Derbyshire was a trailblazer?		
KEY KNOWLEDGE	• Improvise and compose music for a range of purposes using the interrelated dimensions of music		

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<tr><td>END OF UNIT OUTCOME</td><td colspan="3">Revision of key knowledge

1. Structure the piece
Groups arrange sections into:

• Introduction
• Main section
• Ending

Use drag-and-drop to move regions.

2. TV Theme Challenge
Each group:

• Names their TV show
• Writes one sentence explaining what it's about
• Explains how their music fits the programme

3. FINALLY – Perform and Share
Groups present:

• TV show title
• Short explanation
• Play their finished GarageBand composition

Class discussion:

• How is this similar to Delia Derbyshire's work?
• What makes her a trailblazer?
• What is her legacy?</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">Support: suggested structure (intro–middle–end)

Challenge: explain how their music reflects Delia's innovative approach</td></tr>
<tr><td>KEY VOCABULARY</td><td>Trailblazer, innovation, conflict, electronic music, composition</td><td>RESOURCES</td><td>Computers, speakers, Audacity files, performance space</td></tr>
</table>