

PROJECT ONE DOT

Winter Snow

Friday Afternoons



SHAPE
MALTINGS

Overview

RESOURCE

Musical resources plus more information on this song and the composer can be found [HERE](#)

Teacher Skill Development

- How basic **harmony** works, the principle of **tonic** and **third**

Assessment

- Students can play a short, given **melody** on a tuned instrument
- Students can harmonise a short melody on a suitable instrument
- Students can sing a simple melody in two-part **harmony** to varying levels of accuracy

National Curriculum Mapping

- Play and perform in solo and ensemble contexts, using voice and musical instruments with increasing accuracy and control
- Compose music using the **interrelated dimensions of music**: [emphasis on pitch, texture and appropriate musical notations]

NOTE: Parallel harmony (2 or more notes moving together at the same time) is an advanced concept for some students. This is just the start of exploring how this concept works, and should be regularly revisited in order to allow all students the opportunity to get to grips with this quite tricky skill.

Singing the Song

Snow

This beautiful **melody** relies on smooth, held notes. To get the students engaged with their breath, practise the following pattern, making sure the shoulders stay relaxed and not tense or raised throughout. Working in partners facing each other can help students notice whether shoulders are staying relaxed.

- Breathe in for a steady count of 4
- Hold the breath for a steady count of 4
- Breathe out for a steady count of 4
- Increase duration of the outward breath by 2 counts e.g. out for 6 counts, then 8 counts, 10 counts and finally 12 counts
- Now repeat the whole exercise replacing the outward breath with a gently sung 'ahh' on any comfortable note

See video demonstration here: 

Singing the Song

- When it comes to singing *Snow* and you reach the final held note of the piece, remind the students of how they successfully completed the exercise on page 16, and apply the same control to the last note of the song
- The word 'snow' contains a **diphthong**. Make sure the children are singing holding onto the first open vowel sound 'uh', closing to the 'ow' on the final beat of the note

Musical Explorations

Simple Two-Part Harmony

Look at the vocal score for *Snow*. You will notice that there is an optional higher part for the vocal **melody** which begins at bar 10. It is in fact simply the original tune moved up a **third** (2 notes higher)

This is a very popular and straightforward way to add a **harmony** part to a song.

ACTIVITY

Explore adding this type of harmony to a tune in two ways...

1. Allocate two players to a keyboard [or glockenspiel/xylophone/chime bars]. Instruct the first student to play an original **melody**, while the second player copies by simultaneously playing the tune two notes higher on the same instrument.

See video demonstration here: 

Musical Explorations

2. By using a note chart such as the one below we can convert the original tune into a harmonised version following the principal of creating the same pattern as the original, but moved up by 2 notes.

HARMONY NOTES	E	F	G	A	B	C'	D'	E'
ORIGINAL TUNE	C	D	E	F	G	A	B	C

TOP TIP

It may be easier to do this activity in smaller groups so students can clearly hear the harmony working together

For example, if we take the tune *Frère Jacques*, here is the first phrase with the harmonised part shown in blue:

HARMONY NOTES	E	F	G	E	E	F	G	E
ORIGINAL TUNE	C	D	E	C	C	D	E	C
<i>Frere Jacques</i>	Fre-	re	Jac-	ques	Fre-	re	Jac-	ques

Musical Explorations

These two melodies can now be played/sung together on any combination of instruments, creating two-part **harmony**.

Develop this idea by asking the students to try harmonising any well-known tune or nursery rhyme using this method, or use a tune they have created themselves.

In addition to playing on instruments, it is important that the students try and sing the harmonies as well. This is a more advanced step and may not be achieved immediately or by all students, but is good to include and can be used as a point for differentiating assessment.

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