

Harry Potter Ostinati

Primary: (ages 7 – 11)

Music

Students work in small groups to create compositions of layered rhythmic ostinati based on characters from a familiar book.

Time allocation 2-3 lesson periods

Subject content Perform layers of rhythmic ostinati
Compose layers of rhythmic ostinato

Creativity and critical thinking This unit has a **creativity** and **critical thinking** focus:

- Make connections to other disciplines and play with unusual ideas
- Compose music with expressive qualities or relating to personally novel subject matter
- Reflect on and explain both strengths and limitations of compositions

Other skills Collaboration

Key words composition; 4/4 time; ensemble skills; timbre; dynamics; notation

Products and processes to assess

Students compose, notate, and perform their own ostinato as well as taking part in a series of discussions to appraise different compositions. At the highest levels of achievement, not only are students able to troubleshoot problems with their own compositions and the compositions of others, their work process demonstrates a willingness to explore a variety of ideas and the ability to make connections with other domains. Their final output is imaginative and there is good awareness of the areas of personal novelty and why final choices have been made. They show a clear understanding of the strength and limitations of both their own and other compositions and an openness to the ideas, critique or feedback of others where relevant.

Teaching and Learning plan

This plan suggests potential steps for implementing the activity. Teachers can introduce as many modifications as they see fit to adapt the activity to their teaching context.

Step	Duration	Teacher and student roles	Subject content	Creativity and critical thinking
1	Lesson period 1	Teacher introduces or reviews ostinato (a repeated part that happens over and over and does not change).	Introducing or reviewing ostinato	
2	Lesson period 2	Teacher shows Harry Potter Puppet Pals—the Mysterious Ticking Noise on Youtube (http://tinyurl.com/3bk7nfu)		
3	Lesson period 3	Teacher teaches by rote or literacy activity the four parts of the Harry Potter ostinato worksheet (each box is a beat, each circle is a sound or note, everything repeats as many times as you choose). Students perform, having the opportunity to try each part. Teacher should model process of deciding when and how each part should come in (how many times does the group before you say their part join in?).	Learning and performing ostinato	
4	Lesson period 4	Students break into small groups of 4 to compose their own based on the example, with characters from a favorite or an assigned book. They use the blank table in Harry Potter ostinato worksheet to notate their own ostinato in pencil, and practice performing the parts together (this can involve standard notation or invented notation depending on level and experience of the class)	Developing small group ensemble skills Composing and performing ostinato	Making connections to other disciplines and playing with unusual and radical ideas when preparing to perform or compose Composing music with expressive qualities or relating to personally meaningful subject matter
5	Lesson period 5	After some work time, teacher calls class back to address the most common problems. Teacher has children share and troubleshoot some of the problems with some of the draft compositions. Most obvious problems: There is too much going on (nearly every part makes sound on every beat); there is not much variety in how many sounds are within a beat (all are either 0, 1, or 2). Teacher reviews takeaways from finding these problems:	Analyzing and improving compositions	Considering several perspectives on a musical composition Explaining both strengths and limitations of a composition Reflecting on chosen way of composing relative to possible alternatives

		E.g. Do not have every part make a sound on every beat. Rests are really important. Try to have multiple different numbers of sounds within a beat.		
6	Lesson period 6	Students return to refine their compositions and practice in their small groups. Teacher prompts with ensemble skill questions: Does everyone know when it is their turn to come in? How will the first person know that everyone is ready to start? What will you do if you get off? Are you making eye contact? How will the audience know you are ready to begin? To end? And musical questions: Will all parts be the same volume/dynamic? Will these stay the same or change over the composition? Will all parts be said in the same type of voice?	Refining and practicing compositions Reviewing ensemble skills	Reviewing compositions Analyzing gaps in knowledge and reflecting on musical choices relative to alternatives
7	Lesson period 7	Students perform their compositions for each other.	Developing performance and audience etiquette	Performing music with expressive qualities
8	Lesson period 8	Students respond to the written prompt as an exit ticket before leaving: <i>In this project, my group compromised when _____.</i>	Reflecting on process	Reflecting on steps taken to create compositions and performances

Resources and examples for inspiration

Web and print

- A means to show Youtube clip *Harry Potter Pals and the Mysterious Ticking Noise*
<http://tinyurl.com/3bk7nfu>
- Photocopies of needed worksheets
- Writing utensils

Opportunities to adapt, extend, and enrich

- Further links can be made to the literature and language curriculum through the theme of Harry Potter

Creativity and critical thinking rubric for music

• Mapping of the different steps of the lesson plan against the OECD rubric to identify the creative and/or critical thinking skills the different parts of the lesson aim to develop

	CREATIVITY Coming up with new ideas and solutions	Steps	CRITICAL THINKING Questioning and evaluating ideas and solutions	Steps
INQUIRING	Make connections to other musical styles concepts or conceptual ideas in other disciplines	4-8	Identify and question assumptions and conventional rules in a musical performance, composition or analysis	
IMAGINING	Play with unusual and radical ideas when preparing to perform, compose, orchestrate, or analyse a music piece	4	Consider several perspectives on a musical performance, composition, interpretation or analysis	5,6
DOING	Perform, compose, or analyse music with expressive qualities or relating to personally meaningful subject matter	4,7	Explain both strengths and limitations of a performance, a composition or an analysis of a music piece	5,6
REFLECTING	Reflect on steps taken to create performances, compositions or analyses of a music piece	8	Reflect on the chosen way of performing, composing or analysing a music piece relative to possible alternatives	5

Harry Potter Example

 Albus	 Dumble		 -dore
	 Snape		
			  Hermione
 Harry		 Potter	

Blank Table:

What is wrong with this composition?

 Har-	 -ry	 Pot-	 -ter
 Al-	 -bus	  Dumble-	 -dore
  Hermi-	 -o-	 -ne	
  Ginny		 Weas-	 -ley