

Scotland's Burning song revision

Primary: (ages 7 – 11)

Music

Students learn the traditional folk song Scotland's Burning and perform it as a round with gestures. They then work in small groups to create new lyrics for a new version, and again perform it as a round with gestures.

Time allocation About 4 lesson periods

Subject content Creating appropriate song lyrics
Singing, alone and with others in canon (round)
Using movement to accompany music

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

- Considering several perspectives on a musical performance
- Generate unusual and radical ideas for lyrics and compose and perform music with expressive qualities

Other skills Communication, Collaboration, Persistence/Perseverance

Key words nursery rhyme; round; canon; singing; lyrics; gestures; London's burning; ensemble; composition

Products and processes to assess

Students provide and perform their own version of 'Scotland's Burning' by changing the lyrics and accompanying gestures. At the highest levels of achievement, their lyrical composition and movements are imaginative and unusual. Their work process shows that they are willing to explore a variety of ideas and see connections with other ideas or domains. They show good awareness of the areas of personal novelty and of why final choices have been made. They are able to consider several perspectives on each version they hear, take a specific personal position and demonstrate a clear understanding of the strength and limitations of the chosen and alternative positions in each piece. They are open to the ideas, critiques, or feedback of others when 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	<p>Teacher spends approx. 30 minutes teaching (through rote, or a literacy activity that fits in with the students' curriculum and previous experiences) the folk song Scotland's Burning (sheet music readily available online).</p> <p>Teacher discusses that Scotland's Burning's meaning is not known for sure, but people have been singing it for a long time. NB: If the version London's Burning is used, this can also be an opportunity to teach about the Great Fire of London as appropriate. Teacher may also take this opportunity to discuss with students what they think about the song or why they think singing rounds has such a long history and what other examples of repetition or call and response they can think of in music.</p>	Singing in tune and together with proper technique	<p>Identifying and questioning conventional rules in musical performance</p> <p>Making connections between musical styles and concepts</p>
2		Teacher spends approx. 15 minutes teaching the song as a 3-part canon (through whatever means canons are normally taught).	Singing in tune and together with proper technique	
3	Lesson period 2	<p>Students are assigned to groups of 3, and spend approximately 25 minutes practice performing the song together as a round, 1 per part.</p> <p>Teachers should pose the following questions to get ready for sharing: Are you making eye contact? How will you know when to begin? How will you know when the performance is over? How will the audience know? Does everyone in the group agree? Are there any parts that don't seem right? If so, practice only those parts (not the entire song again).</p>	Developing ensemble skills (beginning and ending together), and performing etiquette	<p>Considering several perspectives on a musical performance</p> <p>Reflecting on steps taken to create a performance</p>
4		Each student group performs for class.	Developing performing and audience etiquette	Performing music with expressive qualities

5	Lesson period 3	Teacher explains that the melody for Scotland's Burning can be used with more pleasant words that they will create. Students break into the same or different groups of 3 and rewrite the lyrics to the song about a topic of their choosing, or that the teacher assigns. The teacher can challenge students to create really unusual, imaginative, or surprising lyrics as appropriate.	Working together to create lyrics to fit the rhythm of the melody	Generating unusual and radical ideas for song lyrics
6		Whole class reconvenes and teacher prompts students to add gestures to accompany each of the sections of the song, and then after that is clear, to practice singing the song (with the new lyrics) in a 3-part canon.	Working together to fit movements to melody and lyrics Singing in tune, together, and developing Ensemble skills	Generating unusual and radical ideas for gestures
7	Lesson period 4	Each student group performs for class. The teacher may choose to facilitate a discussion about the strengths and possible limitations of each piece according to different criteria (e.g. most unusual, most beautiful, best performance, best composition etc.)	Developing performing and audience etiquette	Performing music with expressive qualities Explaining both strengths and limitations of a performance and composition according to different criteria
8		Students complete exit ticket: <i>Circle the answers that fit what YOU did in this project.</i> <i>Today, I worked on the following things:</i> <i>Reflection</i> <i>Persistence</i> <i>Planning ahead</i> <i>Compromising with others</i> <i>Expressing a message</i> <i>Exploring</i> <i>Thinking creatively</i>		Reflecting on steps taken to create performances and compositions
9		Teacher calls students, asks them for one thing that they circled, and an example of when that happened		Reflecting on steps taken to create performances

Resources and examples for inspiration

Web and print

- Sheet music for Scotland's Burning if required
- Exit ticket

Other

- N/A

Opportunities to adapt, extend, and enrich

- Further links could be made to history (history of Scotland/London), visual arts (creating art to accompany new lyrics or sets for the performances), science (fire and fire safety)

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	1,5,6	Identify and question assumptions and conventional rules in a musical performance, composition or analysis	1
IMAGINING	Play with unusual and radical ideas when preparing to perform, compose, orchestrate, or analyse a music piece	5,6	Consider several perspectives on a musical performance, composition, interpretation or analysis	3,7
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	7
REFLECTING	Reflect on steps taken to create performances, compositions or analyses of a music piece	3,8,9	Reflect on the chosen way of performing, composing or analysing a music piece relative to possible alternatives	7