

Total (Aural) Recall

This is an activity to improve student recall.

TO THE TEACHER:

There are just two ways of completing this task listed below – you may find endless variations that will suit your students. Essentially, this task requires the student to hear a piece of music in their head, whilst not actually listening to it. A few variations are listed after the two main options for completing the task.

OPTION 1 (Individual Task)

1. Student chooses a song they know extremely well. It should be a song they have listened to many times and may even prefer to choose a piece they have performed recently.
2. They are given 5-10 minutes to write a *musical* description of the first 20-30 seconds of music, ensuring they use appropriate musical terminology whenever possible.
3. They are then to locate the song on YouTube or iPod and read their description as they listen – How accurate is their description? Were there things they missed? Was anything described inaccurately? How could the description be improved?

OPTION 2 (Cooperative Task)

1. Student chooses a song they know extremely well. They need to be sure their friend knows it too.
2. They are given 5-10 minutes to write a *musical* description of the first 20-30 seconds of music, ensuring they use appropriate musical terminology whenever possible.
3. They are then to swap the description with their friend and each student attempts to identify the piece of music the other has chosen.

Variations:

- After completing the task in pairs, students may want to listen to a recording of the other student's chosen song and provide feedback regarding accuracy of description, ideas for different terminology or additional observations.
- Teachers could dictate the style/period/composer the piece is chosen from
- Students could complete the description whilst *listening* to the recording – avoiding the recall part of the task, but still participating in the more 'enjoyable' identification and feedback activities
- Many more follow up questions could be posed to students, as well as class discussions or even ongoing competitions amongst students.

Total (Aural) Recall

(Individual Task)

This is an activity to improve your ability to recall musical information.

It will help you focus your thinking during an exam - especially when you are given writing time after listening to an excerpt.

1. **Choose a song you know extremely well.** It should be a song you have listened to many times and you may even prefer to choose a piece you have performed recently.
2. **Take 5-10 minutes to write a *musical* description of the first 20-30 seconds of music,** ensuring you use appropriate musical terminology whenever possible. This will usually take the form of an extended response, using full sentences. If you would prefer to set it out in another way, that is fine too.

Name of song: _____ Composer / Performer: _____

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3. Listen to a recording of the song and read through your description as you listen...

- a) How accurate is your description? Did you forget anything? Name two things that are slightly (or very!) different.

- b) How could your description of the piece be improved?



(Aural)

(Cooperative Task)

This activity tests your friend's ability to recall musical information and your ability to hear the music using a written description!

It will help you focus your thinking during an exam - especially when you are given writing time after listening to an excerpt.

1. **Choose a song you are sure that your friend knows extremely well.** It shouldn't be their favourite song that they've just finished listening too – try not to make it too obvious!
2. **Take 5-10 minutes to write a *musical* description of the first 20-30 seconds of music,** ensuring you use appropriate musical terminology whenever possible. This will usually take the form of an extended response, using full sentences. If you would prefer to set it out in another way, that is fine too.

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3. **Swap your description with your friend** (the below questions should be answered by a person other than who wrote the description above)

a) Which piece of music does the above description represent?

b) In the description above, circle two sentences that are accurate and really help you identify the piece of music

c) How could the description be improved?

d) Identify any terminology in the description you didn't quite understand and discuss this with your friend and then your teacher.

