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## ФTECes <br> TRAILBLAZERS

Music Lesson 9

LI: I can listen and reflect on a piece of orchestral music.
This week we are going to explore a piece of music by a Polish composer:


## Grażyna BACEWICZ (1909-1969)

was a Polish composer and violinist. She was ne of the first Polish female composers to achieve international recognition. Grażyna Bacewicz, wrote music at a time when being a female composer was very unusual, during the Second World War.
$\square$ lesson

TRAILBLAZERS
LI: I can listen and reflect on a piece of orchestral music.

Watch the clip to find out more about Grażyna Bacewicz and her composition: Overture
Watch the first clip here

- Written in 1943, during World War 2. Bacewicz was writing her music in secret at this point and giving underground concerts.
- Bacewicz had to wait until the war was over to hear this piece.
- An overture is a short, often exciting piece that acts as an opener to a concert or an opera.
- This overture begins with secret messages in Morse Code and then becomes an exciting burst of energy.
- Morse code replaces letters of the alphabet with dots and dashes.
- Bacewicz used Morse code for $V$ standing for victory. What is the Morse code for $V$.

LI I I can listen and reflect on a piece of orchestral music.
Watch the orchestral performance of the piece. Listen out for the timpani playing the rhythm pattern

Now watch the second clip


Think about what exciting story this music might be describing. You could think about these things:


Ending

LI: I can listen and reflect on a piece of orchestral music.
Music can be written with secret messages, using Morse code. A long note for a dash and a short note for a dot. This is like the symbols we used to write our rhythm patterns

| A | .- | 'dit dah' |
| :--- | :--- | :--- |
| B | $-\ldots$ | 'dah dit dit dit' |
| C | ..-- | 'dah dit dah dit' |
| D | $-\ldots$ | 'dah dit dit' |
| E | . | 'dit' |
| F | $\ldots-$. | 'dit dit dah dit' |
| G | .-- | 'dah dah dit' |
| H | $\ldots .$. | 'dit dit dit dit' |
| I | $\ldots$ | 'dit dit' |
| J | .--- | 'dit dah dah dah' |
| K | .-- | 'dah dit dah' |
| L | .$-\ldots$ | 'dit dah dit dit' |
| M | -- | 'dah dah' |


| N | -. | 'dah dit' |
| :---: | :---: | :---: |
| 0 | --- | 'dah dah dah' |
| P | .--. | 'dit dah dah dit' |
| Q | -- | 'dah dah dit dah' |
| R | - - | 'dit dah dit' |
| S | ... | 'dit dit dit' |
| T | - | 'dah' |
| U | ..- | 'dit dit dah' |
| V | ...- | ${ }^{\prime}$ dit dit dit dah' |
| W | .-- | 'dit dah dah' |
| X | -..- | 'dah dit dit dah' |
| $Y$ | -. -- | 'dah dit dah dah' |
| Z | --.. | 'dah dah dit dit' |

$\square$ Lesson
LI: I can listen and reflect on a piece of orchestral music.
Use the Morse code on the previous page, turn a short word into a Morse code pattern and play it!

For example: CAT


Click here to find the boomwhackers
Can you use musical notation to write down your word?
You have now composed another short piece.
Challenge: Can you use the boomwhackers to add a melody to your rhythm pattern? Can you add dynamics?

