

<p>LEARNING OBJECTIVES <i>(Pupils should know/understand/be able to do/be aware of by the end of the lesson)</i></p> <ul style="list-style-type: none"> Explore some of the pieces of music, or “pictures”, inspired by paintings from Mussorgsky’s “Pictures at an Exhibition” 	<p>LEARNING OUTCOMES <i>(The evidence to show that pupils have achieved the learning objectives)</i></p> <p>Level 3 (working towards) All Pupils : Identify some of the musical features and devices used by Mussorgsky in some of his pieces from “Pictures at an Exhibition”</p> <p>Level 4 (working at) Most Pupils Describe how the elements of music and instrumentation is used to create different moods in “Pictures at an Exhibition”</p> <p>Level 5/6+ (working beyond/GAT) Some Pupils : Describe how musical features such as structure and form, rhythm and timbre are used in “Pictures at an Exhibition”</p>
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LESSON STRUCTURE

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Starter Activity	<p>Listening to “Gnomus” – Audio 5 & Starter/Plenary 2 & Video 4 Introduce the first of Mussorgsky’s pictures that he stops to look at following the opening “Promenade” theme depicting him coming into the art gallery – “Gnomus”. Gnomus was based on Hartmann’s design for a Christmas tree nutcracker and the music depicts a grotesque little imp creeping through a murky background, pausing, lunging suddenly from the shadows, performing a “mad” dance. Starter/Plenary 2 gives some background information and pupils are invited to respond to the questions in short answers when listening to the music given on Audio 5. Share responses. Next, watch Video 4, showing an animation to the music of “Gnomus” and compare this to the features pupils identified on Starter/Plenary 2. (5 mins)</p>	<p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</p> <p>Listen with increasing discrimination to a wide range of music from great composers and musicians</p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>
Core Main Activities	<p>1. Learning about the Pictures that make up “Pictures at an Exhibition” – Worksheet 2 Link the starter to the development of the lesson by distributing Worksheet 2 which shows the order and titles of the ten pictures Mussorgsky wrote pieces of music to describe from “Pictures at an Exhibition”. Briefly look at the structure of the piece and discuss the following with pupils:</p> <ul style="list-style-type: none"> <i>Excluding the opening “Promenade”, how many “Pictures” does Mussorgsky write pieces of music to describe?</i> <i>How many times does the “Promenade” theme occur during the entire piece?</i> <i>Why do pupils think the “Promenade” theme occurs again during the piece but at irregular intervals?</i> <p>Next, allow pupils time to match the correct picture with the correct title. Refer back to lesson 1 (and the information from the starter activity above regarding “Gnomus”) and explain that some of the pictures here are not the originals as some of Hartmann’s pictures are lost and substitute illustrations have had to be used. (10 mins)</p> <p>2. Listening to some of the “Pictures” from “Pictures at an Exhibition” – Worksheet 11 & Audio 9 Write the words TEMPO, INSTRUMENTS, DYNAMICS and PITCH on the board and revise the meaning of each. Next, distribute Worksheet 11 and explain that pupils are going to use their knowledge of “Pictures at an Exhibition” so far, to see if they can “predict” how Mussorgsky will use the elements of Tempo, Instrument, Dynamics and Pitch in five of the “pictures” listed. Allow pupils to work either in pairs, or individually, to note down their thoughts on Worksheet 11 before playing the five extracts from Audio 9 where pupils identify how Mussorgsky uses the elements in his “pictures”. Discuss any similarities and differences between pupils’ predictions and how Mussorgsky uses the elements of music in his pieces. (15 mins)</p> <p style="text-align: right;"><i>Continued...</i></p>	<p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p> <p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</p> <p>Listen with increasing discrimination to a wide range of music from great composers and musicians</p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>

<p>Core Main Activities Continued</p>	<p>3. Learning about “Baba Yaga” – Worksheet 8 & Audio 12 Introduce pupils to another of Mussorgsky’s pictures – Baba Yaga or “Hut on Fowl’s Legs”. Read through the information at the top of Worksheet 8 before learning the six rhythms shown by clapping the crotchets and quaver rhythm patterns. Explain the MINIM REST symbol for a bar of silence and explain the TIME SIGNATURE of 2 crotchet beats in a bar. Play the opening of Audio 12 and allow pupils to attempt to put the rhythms in the correct order referring to lesson 2, where pupils encountered a similar rhythm dictation exercise using the “Promenade” theme. Discuss responses as a class making corrections as required. Next, divide pupils into groups with a selection of untuned percussion instruments and ask groups to perform the 4-line rhythm of “Baba Yaga” before performing as a class. (15 mins)</p> <p>4. Listening to “Bydlo” and “The Great Gate of Kiev” – Worksheet 10 & Audio 10 & Audio 13 Explain to pupils that they will listen to two other “pictures” from Mussorgsky’s “Pictures at an Exhibition”. Distribute Worksheet 10 and explain the terms CRESCENDO and DIMINUENDO and the dynamic markings PP and FF. Next, play Audio 10 and allow pupils to follow the listening map on Worksheet 10 through the gradual crescendo and diminuendo. Next, look at the STRUCTURE of “The Great Gate of Kiev” shown by the letters A & B and look at the dynamic markings. Explain that this piece is based on some of the material from the “Promenade” theme and play Audio 13 encouraging pupils to identify the “Promenade” theme and the structure of the piece as a whole. (10 mins)</p>	<p>Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</p> <p>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p> <p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</p> <p>Listen with increasing discrimination to a wide range of music from great composers and musicians</p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p> <p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</p> <p>Listen with increasing discrimination to a wide range of music from great composers and musicians</p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>
<p>Plenary</p>	<p>Watching an “Animusic” performance of “The Great Gate of Kiev” – Video 6 & Worksheet 10 Play Video 6 and allow pupils the chance to experience another “Animusic” arrangement of “The Great Gate of Kiev” from Mussorgsky’s “Pictures at an Exhibition”. Pupils will no doubt enjoy watching this animated arrangement and ask pupils to listen out for the use of the “Promenade” theme in the piece and also the overall structure of the piece from Worksheet 10 in the previous activity. (5 mins)</p>	<p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</p> <p>Listen with increasing discrimination to a wide range of music from great composers and musicians</p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>
<p>CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT Literacy – folklore and legends <i>e.g. Baba Yaga</i> Art – photos, pictures, images, media, art gallery, exhibitions Geography – Kiev, Limogés, Tuileries, Catacombs at Paris</p>		<p>EAL/SEN/GAT (GAT) Higher ability pupils can attempt to perform the melody to “Baba Yaga” or any of the other pictures explored during this lesson, free scores are often available from the internet. (EAL) Words such as “Bydlo”, “Baba Yaga”, “Tuileries”, may be familiar to pupils who are more familiar with other languages</p>
<p>LANGUAGE FOR LEARNING – spell/use/understand 2/4 metre, Chorale, Crescendo, Crotchet, Diminuendo, Dynamics, Fortissimo, Instruments, Minim Rest, Movement, Pair of Quavers, Pianissimo, Pitch, Quaver, Rhythm, Structure, Suite, Tempo, Theme, Time Signature</p>		<p>HOMEWORK SUGGESTIONS What other connections are there between music and painting? Pupils could be asked to research other pieces of music that have been inspired by paintings. Then they could find out the connection between Impressionism in painting and music?</p>
<p>LESSON RESOURCES – xxx Y7U9A5 – “Gnomus” from ‘Pictures at an Exhibition’</p>		<p>Y7U9SP2 – Listening to “Gnomus”</p>

[Y7U9VID4 – Gnomus Animation](#)[Y7U9W11 – Listen to Pictures at an Exhibition](#)[Y7U9W8 – Baba Yaga Rhythm Challenge](#)[Y7U9W10 – Listening to Bydlo and The Great Gate of Kiev](#)[Y7U9A13 – The Great Gate of Kiev](#)[Y7U9W2 – Picture Matching](#)[Y7U9A9 – Listening to Pictures at an Exhibition](#)[Y7U9A12 – Baba Yaga](#)[Y7U9A10 - Bydlo](#)[Y7U9VID6 – The Great Gate of Kiev Animusic](#)