

LEARNING OBJECTIVES	LEARNING OUTCOMES
<p><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"> Investigate how composers have used the elements of music to create the feeling of morning in their music. To use the elements of music in a structured group composition describing morning and sunrise Evaluate “Morning Mood” pieces in terms of the elements of music 	<p><i>(The evidence to show that pupils have achieved the learning objectives)</i></p> <p>Level 3 (working towards) All Pupils : Listen to and identify some of the elements in music in different pieces of programme music describing the morning and sunrise Compose a piece of descriptive music as part of a group describing morning and sunrise with some awareness of how the elements of music are used to create an intended effect</p> <p>Level 4 (working at) Most Pupils : Listen to and identify the expressive use of elements in a variety of programme music describing the morning and sunrise Compose a piece of descriptive music in three separate sections showing clear awareness of how the elements of music have been used to create musical contrasts between each section</p> <p>Level 5/6 (working beyond/GAT) Some Pupils : Comment on the effectiveness of the elements and instrumentation in different pieces of programme music describing morning and sunrise Take on a leading role in group compositions using ideas from listening activity in own morning mood compositions selecting appropriate sound sources and manipulating the elements of music to create an intended effect</p>

LESSON STRUCTURE

		NC KS3 POS
Starter Activity	<p>Introducing Morning Music – “Dawn Interlude” Score 1 & Audio 6 Refer back to lesson 3, where pupils met “Dawn Interlude” and copy and distribute the graphic score on Score 1. Practice following the graphic score from left to right along with Audio 6, stopping the audio track at different places to ensure that pupils are in the correct place on the score.</p> <p style="text-align: right;">(5 mins)</p>	<p>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p>
Core Main Activities	<p>1. Listening to Morning Music – Worksheet 2 & Audio 3 Link the starter to the development of the lesson by explaining that pupils are going to listen to three different pieces of music which describe morning and the sunrise as a starting point before composing their own piece of “morning mood” music using the elements of music. Pupils listen to, and answer questions relating to the elements of music on “Dawn Interlude”, “Morning Mood” and “The Morning Symphony” on Worksheet 2</p> <p style="text-align: right;">(15 mins)</p> <p>2. Composing a “Morning Mood” Piece – Worksheet 3 Assemble pupils in small groups and distribute Worksheet 3 one per group (or per pupil). Set the challenge: Working in groups, compose a piece of music that describes the sun rising over the sea. Your piece will need to have THREE separate sections. Think about which instruments you will use to create the best effect and also how you will use the elements of music in each section so that they are different from each other. Allow pupils time to select appropriate sound sources and recording their ideas on Worksheet 3 so that the three separate sections are clearly defined and the use of the elements of music is considered in each section. Allow each group to perform their “morning mood” piece to the rest of the class recording performances.</p> <p style="text-align: right;">(30 mins)</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>Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, 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>
Plenary	<p>Assessing “Morning Mood” Pieces – Worksheet 4 Distribute Worksheet 4 and play back recordings of “morning mood” pieces. As pupils listen, ask them to listen out for the three separate sections of the piece making suggestions and any other comments on Worksheet 4.</p> <p style="text-align: right;">(10 mins)</p>	
<p>CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT Literacy – reading a graphic score from left to right like reading a book Numeracy – Shapes and Symbols to represent sound ICT – Some pupils could use computer software or a sequencer to compose and record their morning mood pieces experimenting with layering and looping. Literacy – Subject specific vocabulary relating to the elements of music is used throughout this unit building a foundation for all music work at KS3. Literacy – Pupils justify their evaluations of “Morning Mood” compositions using subject specific vocabulary.</p>		<p>EAL/SEN/GAT (SEN) Lower ability pupils may need more help with the listening task and could be asked simpler questions such as <i>does the music have a fast or slow tempo? Does the music have a thick or thin texture?</i> (GAT) Higher ability pupils may be able to use music specific words such as <i>crescendo</i> and <i>diminuendo</i> to describe gradations of the elements of music. (GAT) Higher ability pupils can use their own instruments in group compositions or record their ideas using graphic notation (EAL) Pupils can be asked to indicate their opinions on own and other group’s compositions using a thumbs up, thumbs in the middle and thumbs down system instead of written assessment.</p>

<p>LANGUAGE FOR LEARNING - spell/use/understand Attack & Decay, Duration, Dynamics, Graphic Score, Pitch, Silence, Sound, Tempo, Texture, Timbre</p>	<p>HOMEWORK SUGGESTIONS Pupils could be asked to investigate further pieces of music or songs to do with “morning”, “dawn” and “sunrise” perhaps popular songs taking this as a theme. If time is short in the lesson, pupils can be asked to write a short evaluation of their group’s “Morning Mood” piece as a homework activity describing how they used the elements of music in their pieces to create an intended effect and how they selected and combined their chosen sound sources for each of the three separate ideas.</p>
<p>LESSON RESOURCES – full range of tuned and untuned classroom percussion instruments including keyboards; recording and playback equipment</p> <p> Y7U1S1 – Dawn Interlude Graphic Score Y7U1W2 – Listening to Morning Music Y7U1W3 – Composing a Morning Mood Piece </p> <p> Y7U1A6 – Dawn Interlude Complete Y7U1A3 – Listening to Morning Music Y7U1W4 – Evaluating Morning Mood Pieces </p>	