

<p><b>LEARNING OBJECTIVES</b> (Pupils should know/understand/be able to do/be aware of by the end of the lesson)</p> <ul style="list-style-type: none"> <li>• Know and understand the term raga</li> <li>• Understand the nature of ragas and how they have different moods</li> <li>• Perform and compose own ragas</li> </ul> <p>Appreciate how improvisations are based on the notes of a raga</p>	<p><b>LEARNING OUTCOMES</b> (The evidence to show that pupils have achieved the learning objectives)</p> <p><b>Level 4 (working towards) All Pupils :</b> Perform the notes from one Indian raga Contribute towards the composition of own Indian raga scale</p> <p><b>Level 5 (working at) Most Pupils</b> Perform the notes from two Indian ragas Improvise on the notes of a raga with some awareness of mood Are able to describe the term raga with an Indian musical scale Compose own Indian raga scale and notate using letter notation</p> <p><b>Level 6/7 (working beyond/GAT) Some Pupils :</b> Perform the notes from three Indian ragas Improvise on the notes of a raga in a suitable mood Compose Indian raga scale using stag notation</p>
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**LESSON STRUCTURE**

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<b>Starter Activity</b>	<p><b>Introducing the word “Raga” - <a href="#">Lesson 2 Presentation Slides 2-4</a> &amp; <a href="#">Score 3</a> &amp; <a href="#">Audio 17</a> &amp; <a href="#">MIDI 2</a> &amp; <a href="#">MIDI 3</a> &amp; <a href="#">MIDI 4</a></b></p> <p>Using slides 2 and 3, introduce how the melody of Indian music is based on a pattern of notes called a <b>raga</b>. Some teachers may like pupils to copy down the information from the slides and/or below. The following basic script may help.</p> <p>“A raga is more like a melody than a scale. Each raga is intended for a particular time of day and has its own special mood such as happiness, courage, humour, peace, sadness or anger. Ragas are often left completely to the performer. According to the mood, each raga belongs to a particular season, for example, planting crops or monsoon rains or a different time of day (there are morning, afternoon and evening ragas)”.</p> <p>Score 3 gives three different ragas, each belonging to a different part of the day. Demonstrate the differences between these ragas to the class using an appropriate instrument or the supporting MIDI files.</p> <p>Next, demonstrate, using Audio 17 how, at the start of a raga performance, the melody player plays up and down the notes of the raga to test the various shapes and features of the melody.</p> <p>Move onto explaining that once the performer has announced and explored the notes of the Raga, next follows a section where he improvises using these notes. Recap and revise the word <b>IMPROVISATION</b> (slide 4) and demonstrate a short improvisation on one of the ragas on Score 3. Explain to pupils that they will get the chance to perform and compose their own Ragas during this unit and have the opportunity to improvise on the notes of the Raga in due course. (10 mins)</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>
<b>Core Main Activities</b>	<p><b>1. Performing an Indian Raga – <a href="#">Lesson 2 Presentation Slide 5</a> &amp; <a href="#">Worksheet 2</a> &amp; <a href="#">Score 3</a></b></p> <p>Allow pupils to work in pairs choosing a suitable instrument (such as a glockenspiel, xylophone or an appropriate timbre on a keyboard) to play up and down the notes of Raga Vihbas. Once pupils are confident, they can start to experiment with the various shapes that the melody makes and begin to improvise using the notes of Raga Vihbas. Highlight the importance of the mood of this raga being a morning raga and encourage pupils to use this “feeling” in their improvisations. Allow time for each pupil in the pair to have the chance to improvise and select different pupils (perhaps across the ability range) to perform their improvisations to the rest of the class. As pupils listen, ask them to consider how the morning mood of the raga has been expressed (or not!) in the improvisations. (20 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>Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</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>

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