

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"> To introduce and define the term 'orchestra' To aurally identify the four main families of instruments For pupils to study one traditional seating plan for a standard sized symphony orchestra <p>To introduce the conductor as director, and begin work on beating patterns as a whole class.</p>	<p><i>(The evidence to show that pupils have achieved the learning objectives)</i></p> <p>Level 3 (working towards) All Pupils : Be able to identify basic orchestral instruments visually and aurally Understand that the instruments can be divided into orchestral sections/families and put an orchestral instrument into the correct section/family</p> <p>Level 4 (working at) Most Pupils : Be able to correctly identify all orchestral instruments both visually and aurally Know the correct seating position of an orchestral instrument in a modern day symphony orchestra</p> <p>Level 5/6 (working beyond/GAT) Some Pupils : Be able to identify the different timbres of orchestral instruments in listening tasks</p>

LESSON STRUCTURE

NC KS3 POS

Starter Activity	Instrument Anagrams – Starter/Plenary 1 Prior to the lesson, stick up the 15 instruments of the orchestra anagrams around the classroom. Ask pupils to out the names of the orchestral instruments using the pictures as clues if required. <p style="text-align: right;">(5 mins)</p>	Develop a deepening understanding of the music that they perform and to which they listen, and its history
Core Main Activities	<p>1. Introducing the Orchestra - Worksheet 0 & Audio 1 Link the starter to the development of the lesson by playing Audio 1, an extract of an orchestra “tuning up” to an Oboe “A”. Ask pupils:</p> <ul style="list-style-type: none"> <i>What can they hear?</i> <i>What different instruments make up the sound they can hear?</i> <i>What is the name of this group of instruments?</i> <p>Introduce pupils to the orchestra as a flexible group of instrumentalists. The definition adopted is 'a large group of musicians playing together, normally under the direction of a conductor'. Using Worksheet 0, encourage pupils to think of the orchestra as a grouping together of four main families of instruments (strings, woodwind, brass and percussion), who’s individual members share common sound characteristics, playing techniques and construction. <p style="text-align: right;">(10 mins)</p></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>2. Learning about the sections/families of the Orchestra – Video 1 or Audio 2 & Audio 8 Play pupils Video 1, or alternatively play the opening of Audio 2, to describe the four different sections which make up the orchestra – strings, woodwind, brass and percussion. Next, play Audio 8, which contains twenty examples of orchestral instruments. As pupils listen to each example, ask them to write down the name of the instrument and the section/family to which it belongs, giving a total of 40 marks. <i>(Answers – 1. Flute (woodwind), Triangle (percussion), Violin (strings), Clarinet (woodwind), Cello (strings), Harp (strings), Trumpet (brass), French Horn (brass), Tambourine (percussion), Oboe (woodwind), Trombone (brass), Xylophone (percussion), Double Bass (strings), Tubular Bells (percussion), Gong (percussion), Bassoon (woodwind), Tuba (brass), Viola (strings), Piccolo (woodwind), Timpani (percussion).</i> <p style="text-align: right;">(15 mins)</p></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>3. Learn about the seating plan of an Orchestra - Worksheet 1 & Presentation 1 & Starter/Plenary 10 Using Worksheet 1, allow pupils to complete follow the instructions to complete the traditional seating plan of the orchestra using coloured pens, pencils. A structured answer is given on Presentation 1. Next, copy, cut out and distribute the “seating cards” given on Starter/Plenary 10 – you’ll need to ensure that each member of the class has a card duplicating the most common instruments (e.g. the strings!). Using the class as the “orchestra”, ask pupils to rearrange themselves, following the instructions given on the cards, into the correct positions, referring to Worksheet 1. Some teachers may like to photograph the class “posed” and “seated” as members of the orchestra! <p style="text-align: right;">(20 mins)</p></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>Learning a song about Instruments of the Orchestra – Song Sheet 1 & MIDI 1 & MIDI 2 Song Sheet 1 contains an adapted version of the song “I am the Music Man”; to the words “I am the conductor”. Using MIDI 1, teach pupils the melody of the song and then introduce each new instrument, performing different actions if desired. A full piano accompaniment for the 8 repetitions of the song, needed to include all of the instruments given, is provided on MIDI 2. (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>CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT Numeracy – Grouping and Setting Literacy – Introduces pupils to subject specific words regarding instruments of the orchestra Science/Technology – methods of construction and sound production on different orchestral instruments/families of instruments</p>	<p>EAL/SEN/GAT (SEN) The starter activity is helped by the use of pictures and illustrations to help lower achieving pupils identify orchestral instruments visually.</p>			
<p>LANGUAGE FOR LEARNING - spell/use/understand Brass, Conductor, Family, Orchestra, Percussion, Section, Strings, Timbre, Woodwind</p>	<p>HOMEWORK SUGGESTIONS Pupils could be asked to:</p> <ul style="list-style-type: none"> • To find out the names of three famous conductors • Any pupils who play orchestral instruments (particularly strings) can be asked to bring them in for the next lesson where they can demonstrate them to the class (see note below) • Complete Cover/Homework 5 to reinforce their knowledge about families/sections of instruments • Complete Cover/Homework 11 on the history of the orchestra • Start work on an instrument research project on an orchestral instrument of their choice, using Worksheet 3, the submission date which can be agreed upon at any point within the unit. 			
<p>LESSON RESOURCES – <i>These lessons are enhanced considerably by pupils bringing in instruments that they are learning and demonstrating these to the class. It is normally the case that within each class there will be a number of pupils learning string, woodwind and brass instruments. The school may also have a number of these instruments available for pupils to try out during these lessons (as far as possible within health grounds). Pupils playing their instruments to each other and demonstrating various techniques are an integral (and interesting) part of these lessons. Lesson timings may be flexible in order to accommodate those pupils willing to contribute in this way. Coloured pens and pencils; hardware/software/projection equipment capable of playing .mpg videos (or from the Musical Contexts YouTube® Channel).</i></p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <p>Y7U5SP1 – Instrument Anagrams Y7U5A1 – Tuning Up Y7U5VID1 – YPGO Introduction Y7U5W1 – The Layout of the Orchestra Y7U5SP10 – Instrument Seating Cards Y7U5MIDI1 – I am the Conductor (song melody) Y7U5CH5 – Families of Instruments Y7U5W3 – Instrument Research Project</p> </td> <td style="vertical-align: top;"> <p>Y7U5W0 – Unit Introduction & Keywords Y7U5A8 – Guess the Instrument Quiz (20 extracts) Y7U5A2 – Young Person’s Guide to the Orchestra Y7U5PPT1 – The Layout of the Orchestra Y7U5SS1 – I am the Conductor Y7U5MIDI2 – I am the Conductor (piano accompaniment) Y7U5CH11 – The History of the Orchestra</p> </td> </tr> </table>			<p>Y7U5SP1 – Instrument Anagrams Y7U5A1 – Tuning Up Y7U5VID1 – YPGO Introduction Y7U5W1 – The Layout of the Orchestra Y7U5SP10 – Instrument Seating Cards Y7U5MIDI1 – I am the Conductor (song melody) Y7U5CH5 – Families of Instruments Y7U5W3 – Instrument Research Project</p>	<p>Y7U5W0 – Unit Introduction & Keywords Y7U5A8 – Guess the Instrument Quiz (20 extracts) Y7U5A2 – Young Person’s Guide to the Orchestra Y7U5PPT1 – The Layout of the Orchestra Y7U5SS1 – I am the Conductor Y7U5MIDI2 – I am the Conductor (piano accompaniment) Y7U5CH11 – The History of the Orchestra</p>
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