

<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"> Learn about the “Promenade” theme in Mussorgsky’s ‘Pictures at an Exhibition’ Compare and contrast different versions of the “Promenade” theme from ‘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 : understand the role of the Promenade theme in Mussorgsky’s “Pictures at an Exhibition” attempt basic rhythm dictation with assistance perform the “promenade” rhythm and melody with support</p> <p>Level 4 (working at) Most Pupils understand how rhythm and the elements of music are used in the “Promenade” theme distinguish between crotchets and quavers in rhythm dictation perform the “promenade” rhythm and melody individually</p> <p>Level 5/6+ (working beyond/GAT) Some Pupils : identify distinct musical features between different musical arrangements of the “Promenade” theme</p>
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LESSON STRUCTURE

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Starter Activity	<p>Introducing the “Promenade” theme – Audio 3 & Video 5 Explain to pupils that Mussorgsky’s music, “Pictures at an Exhibition”, starts off with a section called “Promenade” that describes Mussorgsky walking into and around the gallery (pupils met this in the starter activity of lesson 1, accompanied by a video animation). Mention that this theme returns and that it represents the viewer moving between paintings, stopping to look at some and moving on to others Play the “Promenade” theme through in its entirety on Audio 3 and discuss:</p> <ul style="list-style-type: none"> <i>What makes you think of someone walking at the beginning?</i> <i>What happens next? (some pupils may be able to describe the difference between the “thick” and “thin” texture parts in the music)</i> <p>Next, watch Video 5, a fun “Animusic” arrangement of the “Promenade” theme showing the different textural layers. Discuss with pupils:</p> <ul style="list-style-type: none"> <i>Which version of the “Promenade” theme do they prefer and why?</i> <i>What are the similarities and differences between each version?</i> <p style="text-align: right;">(10 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 rhythms in the “Promenade” Theme - Worksheet 4 & Audio 1 & Audio 2 & Score 1 Link the starter to the development of the lesson by distributing Worksheet 4 which contains a rhythm dictation exercise that focuses pupils’ attention on the opening rhythms of the ‘Promenade’ theme. Pupils listen to Audio 1 or teachers can play the opening two bars from Score 1 and record the rhythm using the words tea or coffee and then draw crotchets or a pair of quavers to notate this. This is then developed by pupils attempting the second phrase which is given on Audio 2, or teachers can play bars 5 and 6 from Score 1. (10 mins)</p> <p>2. Performing the “Promenade” rhythm –Score 2 & MIDI 1 Using Score 2 and MIDI 1 to support learning, teach pupils the opening four phrases of the “Promenade” theme. This can be done in a variety of ways; dividing the class into 4 and asking them to learn a line each and perform this in succession, teaching each line by rote using the tea/coffee (refer back to Worksheet 4), clapping at different tempi or in different moods to describe Mussorsgky walking in different styles around the gallery or performing on untuned percussion instruments with each group selecting a different timbre. (10 mins)</p> <p style="text-align: right;"><i>Continued....</i></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>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>Core Main Activities Continued</p>	<p>3. Performing “Promenade” from ‘Pictures at an Exhibition’ – Score 3 & MIDI 2 Pupils work in pairs using Score 3 to learn to play the opening of “Promenade” from ‘Pictures at an Exhibition’ on keyboards and/or tuned percussion. This is modelled on MIDI 2 to support learning. Allow suitable time to rehearse and invite pairs to perform to the rest of the class. (15 mins)</p> <p>4. Listening to “Promenade” from ‘Pictures at an Exhibition’ – Worksheet 7 & Audio 3 Distribute Worksheet 7 and play Audio 3 to focus pupils’ attention on the mood created by the “Promenade” theme at the opening on ‘Pictures at an Exhibition’. Activity 1 focuses encourages pupils’ own responses to the music. Move onto Activity 2 playing the “Promenade” theme from Audio 3 a second time which focuses on the musical aspects of the piece. Share responses as a class or collect in for formal assessment (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>Plenary</p>	<p>Two Different “Promenades” – Starter/Plenary 7 & Audio 3 & Audio 4 Starter/Plenary 7 is a card sort activity that compares Mussorgsky’s original “Promenade” to a contemporary version but the group Emerson, Lake and Palmer. Cut up and shuffle the cards and distribute to small groups. Play pupils Audio 3, the original Mussorgsky version followed by Audio 4, the Emerson, Lake and Palmer version and ask them to arrange the cards in two columns identifying musical features heard in each other two pieces. Briefly discuss responses and similarities and differences between the two pieces. (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 Numeracy – Crotchets/Quavers in “Promenade” theme; Irregular grouping of beats 5/4 and 6/4 alternating time signatures ICT – Pupils could the “Promenade” theme along to a pre-recorded backing track to help them with timing</p>		<p>EAL/SEN/GAT (GAT) Higher ability pupils can be given Score 1 where a full two-stave piano version of the “Promenade” theme is given. (GAT) Higher ability pupils can perform the “Promenade” theme on their own instrument. (SEN) Lower ability pupils could be grouped with higher ability pupils during the performing task</p>
<p>LANGUAGE FOR LEARNING - spell/use/understand Beat, Crotchet, Dynamics, Form/Structure, Instrumentation, Melody, Phrase, Quavers, Rhythm, Texture, Theme</p>		<p>HOMEWORK SUGGESTIONS Pupils could be asked to complete Cover/Homework 2 to explore how the “Promenade” theme is used throughout “Pictures at an Exhibition” as a whole.</p>
<p>LESSON RESOURCES – Untuned and Tuned Chromatic Percussion Instruments and/or Keyboards; Own Instruments Y7U9A3 – “Promenade” from ‘Pictures at an Exhibition’ Y7U9W4 – ‘Promenade’ from “Pictures at an Exhibition” Y7U9A2 – Second phrase of “Promenade” Y7U9S2 – “Promenade” – Rhythm Score Y7U9S3 – “Promenade” Melody Y7U9W7 – Listening to “Promenade” from ‘Pictures at an Exhibition’ Y7U9A4 – “Promenade” Emerson, Lake and Palmer Version</p>		<p>Y7U9VID5 – Promenade Theme Animusic Y7U9A1 – Opening phrase of “Promenade” Y7U9S1 – Teacher’s (Piano) Score of “Promenade” Y7U9MIDI1 – Promenade Rhythm Y7U9MIDI2 – Promenade Melody Y7U9SP7 – Two Different “Promenades” Y7U9CH2 – Pictures at an Exhibition</p>