

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"> Learn about the instruments in the woodwind section of the orchestra Examine the common features of their construction and playing techniques Perform woodwind parts as part of a class orchestra performance 	<p><i>The evidence to show that pupils have achieved the learning objectives)</i></p> <p>Level 3 (working towards) All Pupils : Are able to name some of the instruments found in the woodwind section of the orchestra Can perform an easy melodic part, with support, as part of a class orchestra piece</p> <p>Level 4 (working at) Most Pupils : Are able to aurally identify and name the instruments found in the woodwind section of the orchestra Perform a more complex part as part of a class orchestra piece</p> <p>Level 5/6 (working beyond/GAT) Some Pupils : Are able to distinguish between the different timbres and playing effects of instruments found in the woodwind section of the orchestra. Perform independent melodic and rhythmic parts as part of a class orchestra</p>

LESSON STRUCTURE

Starter Activity	Introducing the Woodwind Section of the Orchestra – Starter/Plenary 6 OR Starter/Plenary 7 .	NC KS3 POS
	<p>Either use Starter/Plenary 6 and allow pupils to fill in the gaps to introduce the woodwind section of the orchestra or ask pupils to find the woodwind-related words from Starter/Plenary 7 (5 mins)</p> <p><i>If pupils have brought in their own orchestral instruments, particularly woodwind, time could also be spent at the start of the lesson in demonstrating these to the rest of the class.</i></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 Woodwind Section of the Orchestra – Audio 10 & Video 4 & Audio 5 Link the starter to the development of the lesson by explaining that during this lesson, pupils are going to explore the instruments found in the woodwind section. Taking a woodwind instrument, as an example, (or a woodwind instrument that is hopefully played by at least one class member or that is available to you), demonstrate to pupils the construction of a woodwind instrument. Point out the various parts of the instruments and different playing techniques – the mouthpiece, reed (single/double), keys and holes. IMPORTANT NOTE – emphasise hygiene when playing woodwind instruments! Demonstrate the sounds of the instruments in the woodwind section using Audio 10 Watch Video 4 which demonstrates the brass section, as part of YPGO, referring to lesson 2, where pupils met YPGO. Next, listen to Audio 5, as Yehudi Menuhin describes and demonstrates the instruments of the woodwind section. (25 mins)</p> <p>2. Performing Woodwind Section Parts of “Miniature March” – Score 2 & MIDI 5 & Score 3 & MIDI 6 & Score 4 & MIDI 7 Divide the class into three groups, the first group are to form the string section, which the whole class performed during lesson 3. Using Score 2, copy and distribute first and second violin, viola, cello, double bass and harp (GAT) parts. Assemble pupils in the correct sitting positions as found in the string section (refer back to lesson 1), and allocate a string instrument (if available), or a suitable string timbre on a keyboard (pupils may share), or a melodic percussion instrument (pupils will have to “imagine” they are playing a string instrument). MIDI 5 can be used to revise the string parts. The second group are to form the brass section, which was performed during lesson 4. Using Score 3, copy, distribute trumpet, trombone, French horn and tuba parts to the remaining half of the class. Assemble the brass section in the correct seating positions as found in the brass section (behind the strings, referring back to lesson 1) and allocate a brass instrument (if available), or a suitable brass timbre on a keyboard. MIDI 6 can be used to revise the brass parts. The third group are to form the woodwind section using Score 4, allocate a piccolo, flute, oboe, clarinet and bassoon part assembling pupils in the correct woodwind seating positions (refer back to lesson 1) and allocate a woodwind instrument (if available) or a suitable woodwind timbre from a keyboard (pupils may share), or a melodic percussion instrument (pupils will have to “imagine” they are playing a woodwind instrument). MIDI 7 can be used to support learning. Finally, perform “Miniature March” with the string and brass sections of the class orchestra. (25 mins)</p>	<p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p> <p>Listen with increasing discrimination to a wide range of music from great composers and musicians</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>Plenary</p>	<p>Other Instruments of the Orchestra – Worksheet 6 & Audio 7 Worksheet 6 introduced pupils to some less-familiar instruments found in the orchestra – the bass clarinet, cor Anglais, double bassoon and saxophone (from the woodwind section) and the tubular bells and celesta (from the percussion section, preparing pupils for lesson 6). Read through the information given on Worksheet 6 and listen to the six extracts given on Audio 7 identifying each of the instruments. (5 mins)</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 – subject-specific musical vocabulary relating to sound production methods on woodwind instruments – mouthpiece, reeds – single/double, column or air, keys and holes Science/Technology – methods of construction and sound production on different woodwind instruments the relationship between the length of the column of air inside the instrument alters the pitch of a note.</p>		<p>EAL/SEN/GAT (GAT) Any pupils who play brass, string or woodwind instruments can be encouraged to demonstrate these to the class and perform on these during the class ensemble of “Miniature March” during both this and subsequent lessons. (SEN) Lower ability pupils can be given woodwind parts with the note names written on, included on Score 4 (EAL) Pupils from other nationalities or ethnic backgrounds can be asked to talk about any woodwind instruments which their culture uses and describe their similarities and differences between woodwind instruments found in a symphony orchestra</p>		
<p>LANGUAGE FOR LEARNING - spell/use/understand Bass Clarinet, Bassoon, Clarinet, Column of Air, Cor Anglais, Double Bassoon, Double Reed, Flute, Holes, Keys, Mouthpiece, Oboe, Piccolo, Reed, Saxophone, Single Reed, Woodwind</p>		<p>HOMEWORK SUGGESTIONS Pupils could be asked to:</p> <ul style="list-style-type: none"> • Continue 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. • Any pupils who play orchestral instruments (particularly percussion) 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 6 revising their knowledge and understanding of instruments covered in lessons to date 		
<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. Glockenspiels/Xylophones, tuned percussion; Brass, String and Woodwind Instruments; Keyboards (with ‘string’, ‘brass’, and ‘woodwind’ timbres); 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>Y7U5SP6 – Woodwind Instruments Fill in the Gaps Y7U5A10 – Demonstrating the Woodwind Section Y7U5A5 – Investigating the Woodwind Section Y7U5MIDI5 – Miniature March – String Parts Y7U5MIDI6 – Miniature March – Brass Parts Y7U5MIDI7 – Miniature March – Woodwind Parts Y7U5A7 – Other Instruments of the Orchestra Y7U5W3 – Instrument Research Project</p> </td> <td style="vertical-align: top;"> <p>Y7U5SP7 – Woodwind Instrument Word Search Y7U5VID4 – The Woodwind Section Y7U5S2 – Miniature March – String Parts Y7U5S3 – Miniature March – Brass Parts Y7U5S4 – Miniature March – Woodwind Parts Y7U5W6 – Other Instruments of the Orchestra Y7U5CH6 – Timbre Puzzle Sheet</p> </td> </tr> </table>			<p>Y7U5SP6 – Woodwind Instruments Fill in the Gaps Y7U5A10 – Demonstrating the Woodwind Section Y7U5A5 – Investigating the Woodwind Section Y7U5MIDI5 – Miniature March – String Parts Y7U5MIDI6 – Miniature March – Brass Parts Y7U5MIDI7 – Miniature March – Woodwind Parts Y7U5A7 – Other Instruments of the Orchestra Y7U5W3 – Instrument Research Project</p>	<p>Y7U5SP7 – Woodwind Instrument Word Search Y7U5VID4 – The Woodwind Section Y7U5S2 – Miniature March – String Parts Y7U5S3 – Miniature March – Brass Parts Y7U5S4 – Miniature March – Woodwind Parts Y7U5W6 – Other Instruments of the Orchestra Y7U5CH6 – Timbre Puzzle Sheet</p>
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