

<p><b>LEARNING OBJECTIVES</b>  <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"> <li>Rehearse, refine and perform a piece of descriptive music, as part of a group, using a chosen image/photo/picture/painting as a stimulus as part of a class “Pictures at an Exhibition”</li> </ul>	<p><b>LEARNING OUTCOMES</b>  <i>(The evidence to show that pupils have achieved the learning objectives)</i></p> <p><b>Level 3 (working towards) All Pupils :</b>                  Rehearse, refine and perform a piece of descriptive music, as part of a group, using a chosen image as a stimulus, showing some sense of awareness between linking the picture to music, as part of a class “Pictures at an Exhibition”</p> <p><b>Level 4 (working at) Most Pupils</b>                  Rehearse, refine and perform an effective piece of descriptive music, as part of a group, using a chosen image as a stimulus and using the elements of music and choosing sounds and timbres to match the picture closely to the music, as part of a class “Pictures at an Exhibition”</p> <p><b>Level 5/6+ (working beyond/GAT) Some Pupils :</b>                  Rehearse, refine and perform refined and well-planned piece of descriptive music, taking on a lead role as part of a group, using a chosen image as stimulus and using more complex sounds and musical features, as part of a class “Pictures at an Exhibition”</p>
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**LESSON STRUCTURE**

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<b>Starter Activity</b>	<p><b>“Movements” &amp; “Suites” – <a href="#">Worksheet 9</a> &amp; <a href="#">Worksheet 2</a></b>                      Begin the lesson by holding a class discussion putting each of the “inspirational” paintings on the board together with their titles. During this discussion, decide on the running order for performing the pieces. The “Promenade” theme (either the “promenade group” (see GAT notes on lesson 5) who have been working on composing their own “promenade” theme, a small selected group performing a section of Mussorgsky’s “Promenade” could also be used as Mussorgsky’s actual “Promenade) will be performed first to represent the people walking into the gallery. Recall that Mussorgsky used the “Promenade” theme at various points throughout his <b>SUITE</b> between some, but not all, of his <b>MOVEMENTS</b>. <a href="#">Worksheet 2</a> could be used to describe Mussorgsky’s “running order”. Decide with the class at which point the “Promenade” theme should separate some of the pictures and display an agreed performance programme on the board. (5 mins)</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 a class “Pictures at an Exhibition” - <a href="#">Worksheet 9</a> &amp; <a href="#">Starter/Plenary 4</a></b>                      It is a good idea to record completed work, not only to show your pupils how they did but also for assessment purposes, for pupil portfolios and as something that can be shared with the school. You could record it onto audio cassette/CD/mini-disc or, more ambitiously, onto a video/DVD (a member of the class could act as “video engineer”).                      Groups set up their instruments in designated areas of the classroom according to the agreed order of performance (see Starter Activity) and the appropriate picture should be displayed clearly next to each group (easels from the art department greatly add to the visual impact here!)                      Allow pupils suitable time to rehearse and refine their compositions as time is available.                      Assemble the class outside the room, except for the pupils performing the “Promenade” who should be inside. When you are ready to record, the “Promenade” theme is performed and pupils walk into the room and approach the first picture. Members of the group who are to play the first piece take up their places and perform their piece of music as the rest of the class looks at the picture, displayed next to them. The class then either moves to the next painting, accompanied by the “Promenade” theme, or looks at the next group as the members perform their piece. (30 mins)</p> <p><b>2. Evaluating the class performance of “Pictures at an Exhibition”</b>                      Listen to or watch the recording of the class performance of “Pictures at an Exhibition”.                      Discuss with the class how they felt about their own work and that of others. They can also make suggestions for improvements and identify and describe particular musical features they liked or found effect. (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>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> <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><b>3. Listening to Pictures and Music – <a href="#">Worksheet 6</a> &amp; <a href="#">Audio 14</a></b>                  Distribute <a href="#">Worksheet 6</a> and allow pupils to look at three different pieces of visual art answering the questions on page 1. Next play <a href="#">Audio 14</a> and ask pupils to make each musical extract with the picture from page 1 which they think most appropriately describes the music and note down their reasons why. This activity could be used for formal assessment purposes or responses discussed as a class.                  (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>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Plenary</b></p>	<p><b>Review of Learning – “My Pictures at an Exhibition Learning” – <a href="#">Starter/Plenary 9</a></b>                  Pupils review their learning of Pictures at an Exhibition from the unit by completing <a href="#">Starter/Plenary 9</a>. Space is provided for teachers to issue pupils with a “level” and provide AFL comments as well as a “ticklist” feature for pupils to track their own learning and outcomes.                  (5 mins)</p>	
<p><b><u>CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT</u></b>  <b>Art</b> – photos, pictures, images, media, art gallery, exhibitions  <b>ICT</b> – Pupils could record compositions as .wav files and present images with sound as a computer-based slide show of their own art and music work. This could become an online exhibition as part of the school website. Collaboration with ICT teachers is recommended for this activity.</p>	<p><b><u>EAL/SEN/GAT</u></b>  <b>(GAT)</b> A group of higher ability pupils could be set the challenge to compose a class “promenade” theme to introduce and link all the pieces composed by the different groups in the class. Remind them of the features that Mussorgsky used in his “promenade” theme – slow tempo, stately character, almost march-like, contrasting textures – and encourage the group to use these in their theme. Alternatively, Mussorgsky’s “Promenade” theme from lesson 2 could be performed by selected pupils.  <b>(GAT)</b> Higher ability could perform parts of their descriptive pieces on their own instruments  <b>(GAT)</b> Higher ability pupils could be asked to record and perform their ideas using an appropriate notation  <b>(EAL)</b> Pictures and images from other cultures could be included</p>	
<p><b><u>LANGUAGE FOR LEARNING</u></b> - spell/use/understand                  Duration, Dynamics, Form, Instruments, Melody, Mode, Mood, Movement, Pitch, Scale, Sound, Sound Source, Structure, Tempo, Texture, Timbre</p>	<p><b><u>HOMEWORK SUGGESTIONS</u></b>                  Pupils could be asked to write a short evaluation about their own composition based on their picture. This could include what instruments they used, how the elements of music were used and the structure/form of the piece. Pupils could be asked to reflect on their learning by listing two things they liked about their pieces and two things that they could improve on.</p>	
<p><b><u>LESSON RESOURCES</u></b> – selection of tuned and untuned percussion instruments, keyboard, other sound sources as available, own instruments; video or audio recording and playback equipment  <a href="#">Y7U9W9 – “Pictures at an Exhibition” Composing Sheet</a>  <a href="#">Y7U9W2 – Picture Matching</a>  <a href="#">Y7U9A14 – Pictures and Music Listening</a></p>		