

<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 ways in which pictures have inspired music Learn about Mussorgsky and his work “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 : Know some basic facts about the composer Mussorgsky and his work “Pictures at an Exhibition” Understand how art has been used as a stimulus for composers</p> <p>Level 4 (working at) Most Pupils Are able to explain how and why Mussorgsky reacted to visual stimuli through music Use a picture as a stimuli for a short composition of “descriptive music” using the elements of music to create an intended effect</p> <p>Level 5/6+ (working beyond/GAT) Some Pupils : Take on a leading role in a short group composition based on a picture as stimuli manipulating and refining timbres and the elements of music to create an effective piece</p>
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LESSON STRUCTURE

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Starter Activity	<p>Introducing the Unit – “Pictures at an Exhibition” – Video 3 Without telling the pupils what they will be exploring in this unit, play Video 3 to introduce “Pictures at an Exhibition”, showing an animation of an art gallery along with the “Promenade” theme from Mussorgsky’s “Pictures at an Exhibition” Begin with a class discussion on the following questions:</p> <ul style="list-style-type: none"> <i>Have you ever been to an art gallery or exhibition of art work? If so, what and where?</i> <i>What did the gallery look like on the outside?</i> <i>How did you feel when you walked in?</i> <i>How did you feel when you were looking around?</i> <i>What kind of art did you see?</i> <i>Which pictures can you remember?</i> <p>Ask pupils to close their eyes and conjure up any images they choose, in as much detail as possible. Then, while keeping their eyes closed, ask them to add a mental “soundtrack” to go with the image. Invite several volunteers to share their audio-visual images while you write responses on the board. This can lead to a more detailed discussion of how music can represent visual images. For instance, one pupil’s image of a racing car revving up at the starting line may lead to a discussion of how low, rumbling strings or thundering percussion might imitate the sounds the car makes.</p> <p style="text-align: right;">(10 mins)</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. Introducing Mussorgsky and “Pictures at an Exhibition” – Worksheet 3 Link the starter to the development of the lesson by explaining the focus of the unit – “Pictures at an Exhibition” using Worksheet 3 and introduce pupils to Mussorgsky and his work “Pictures at an Exhibition”. The questions on this worksheet can be attempted at this point, as time permits, or set as a homework task if preferred. (15 mins)</p> <p>2. Pictures and Music – Worksheet 5 Distribute Worksheet 5 and allow pupils a few moments to study each of the four pictures. Discuss as a class (using the questions on Worksheet 5):</p> <ul style="list-style-type: none"> <i>What is in the picture?</i> <i>What does it show?</i> <i>What is going on?</i> <i>Does it present a mood, feeling, action or a shape?</i> <i>Does it present contrasts or a single idea?</i> <i>Does it present or suggest a story?</i> <i>If the picture were presented to an audience for one minute, how could music be used to enhance, add to, or support the image?</i> <p style="text-align: right;"><i>Continued...</i></p>	<p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</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>Core Main Activities Continued</p>	<p>Next, ask pupils to work in groups and to compose a short piece of descriptive music to describe ONE of the images from Worksheet 5 without letting any of the other groups know which “picture” they have chosen. Allow groups suitable time to use the discussion above to create their own “sound picture” using time and resources as available. Then, allow each group to perform their “picture piece” to the rest of the class. As the rest of the class listen, they are to work out which of the four pictures, given on Worksheet 5 they think the group are describing through sound. Illicit, through questioning, WHY pupils think they are listening to music describing a particular picture with reference to the elements of music – pitch, tempo, dynamics, duration, timbre, attack and decay, texture and timbre.</p> <p>(25 mins)</p>	
<p>Plenary</p>	<p>Listening Quiz – Pictures at an Exhibition – Starter/Plenary 6 & Audio 15 Prior to the lesson, copy, cut out and shuffle the four “descriptive cards” given on Starter/Plenary 6 and give a set of the four cards to each pair of pupils. Explain that pupils are going to hear four short extracts from Mussorgsky’s “Pictures at an Exhibition” and they are to arrange the cards in the order they think most closely matches each extract. Play Audio 15 and discuss the outcome as a class, referring the parts of the lesson where the connection between art and music was elicited.</p> <p>(10 mins)</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 Literacy – Words/Music vs. Pictures/Music Art – photos, pictures, images, media, art gallery, exhibitions</p>		<p>EAL/SEN/GAT (GAT) Higher ability pupils could be encouraged to use their own instruments to add other timbres to their “sound pictures” (SEN) Lower ability pupils may need more help in using musical vocabulary to describe the elements of music <i>e.g. high/low; fast/slow; loud/soft etc.</i></p>
<p>LANGUAGE FOR LEARNING - spell/use/understand Arrangement, Attack & Decay, Duration, Dynamics, Instrumentation, Mussorgsky, Pitch, Programme Music, Suite, Tempo, Texture, Timbre</p>		<p>HOMEWORK SUGGESTIONS Pupils could be asked to:</p> <ul style="list-style-type: none"> • Complete the comprehension questions on Mussorgsky and “Pictures at an Exhibition” from Worksheet 3 if this wasn’t completed during the lesson. • Complete Cover/Homework 1 to further their knowledge and understand of Mussorgsky
<p>LESSON RESOURCES - Tuned & Untuned Percussion, Keyboards, Other instruments as available Y7U9VID3 – Promenade Animation Y7U9W5 – Pictures and Music Y7U9A15 – Listening Quiz - Pictures at an Exhibition Y7U9W3 – Mussorgsky Biography & Pictures at an Exhibition Y7U9SP6 – Listening Quiz – Pictures at an Exhibition Y7U9CH1 – Mussorgsky Biography & Questions</p>		