LEARNING OBJECTIVES	LEARNING OUTCOMES
(Pupils should know/understand/be able to do/be aware of by the end of the lesson)	*(The evidence to show that pupils have achieved the learning objectives)*
• Explore one of the pictures from Mussorgsky's "Pictures at an Exhibition" in more detail to learn about the connection between music and art • Perform and compose melodies and songs in the style of a Medieval Troubadour based on "The Old Castle" from Mussorgsky's "Pictures at an Exhibition"	**Level 3 (working towards) All Pupils :** Identify some of the musical features and devices used by Mussorgsky in "The Old Castle" from "Pictures at an Exhibition" **Level 4 (working at) Most Pupils** Describe how the elements of music and instrumentation is used to create a specific mood in "The Old Castle" from "Pictures at an Exhibition" **Level 5/6+ (working beyond/GAT) Some Pupils :** Describe how musical features such as texture, legato phrasing and timbre are used in "The Old Castle" from "Pictures at an Exhibition"

LESSON STRUCTURE

NC KS3 POS

Starter Activity	**Introducing "The Old Castle"** –**Starter/Plenary 8** & **Audio 7** Explain to pupils that during this lesson they are going to be exploring one of Mussorgsky's pieces from his "Pictures at an Exhibition" in more detail – "The Old Castle". Introduce the piece by distributing **Starter/Plenary 8** and play **Audio 7** encouraging pupils to answer the questions relating to the overall mood of the piece. (5 mins)	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 Listen with increasing discrimination to a wide range of music from great composers and musicians Develop a deepening understanding of the music that they perform and to which they listen, and its history
Core Main Activities	**1. Performing the theme from "The Old Castle"** – **Score 4** & **Audio 11** & **MIDI 3** & **MIDI 4** Link the starter to the development of the lesson by distributing **Score 4** and looking at the opening melody from "The Old Castle" played by the saxophone. Play **Audio 11** a couple of times asking pupils to follow the score as they listen. Explain the long **PHRASE MARK** over the melody, instructing the player to perform the melody **LEGATO**. Also, point out the **GRACE NOTES** added for melodic decoration. Some teachers may like to go into more details of the 6/8 **COMPOUND TIME** signature used for this piece. Next, direct pupils to the melody in the middle of **Score 4** which has been **TRANSPOSED** into a different key making it easier to perform. Model this using **MIDI 3** before allowing pupils time, using a keyboard or chromatic tuned percussion instrument, to learn the opening melody to "The Old Castle", select a few examples to listen to and point out good examples of **LEGATO** playing. Recall the class and play **Audio 11** asking pupils to listen out for the **ACCOMPANIMENT** to the melody line. Identify this as a **DRONE** and direct pupils to **Score 4** where a drone accompaniment is added to the melody using the notes E and B. Establish the 6/8 drone rhythm and explain the **UPBEAT** at the beginning, where the melody has a "one note lead" before the drone enters. Allow pupils time to work in pairs adding a drone accompaniment to their melodies before performing to the rest of the class. (25 mins) *Continued…*	Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions 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 Listen with increasing discrimination to a wide range of music from great composers and musicians Develop a deepening understanding of the music that they perform and to which they listen, and its history

Core Main Activities Continued	**2. Performing and Composing a Troubadour Song – Song Sheet 1 & MIDI 5** **Song Sheet 1** contains a Medieval Troubadour song "Song for a Lady". Begin by reading the words and ask pupils to establish the subject of the song – *lost love*. Explain the Troubadours often sang songs on this subject matter with slow, often sad, melodies, like Mussorgsky used in "The Old Castle". Next, look at the **PHRASE** structure of the song – there are 4 phrases, the first, second and fourth (starting two bars at the end of line 3). being the same (8 bars) with a different phrase on the third line (6 bars). Ask pupils do draw/add **LEGATO PHRASE MARKS** on the score as they saw in the score of "The Old Castle". Teach the song to pupils, using **MIDI 5** to support learning, encouraging good **LEGATO** singing. Next, ask pupils to work in small groups and imagine they are a Troubadour singing outside an old castle. They are to compose a short Troubadour-style set of lyrics to match with the melody of "The Old Castle", given at the bottom of **Song Sheet 1**. Remember that Troubadours often sang about "lost loves" and pupils can use some of the words from "Song for a Lady" in their lyrics. Invite groups to perform their short Troubadour-style songs to the rest of the class. As pupils listen, discuss: • *How suitable were the group's words/lyrics?* • *Did they "fit" with the melody of "The Old Castle"?* • *Did the group perform their song with good LEGATO PHRASING?* • *Do you think these words could be added to Mussorgsky's "The Old Castle"?* (25 mins)	Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions 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 Develop a deepening understanding of the music that they perform and to which they listen, and its history
Plenary	**Preparing for next lesson! – Worksheet 9 & Starter/Plenary 4** **Set the Challenge:** Explain to pupils that they have been exploring Mussorgsky's work "Pictures at an Exhibition" and for the remaining time in the unit, they are going to be creative composers, firstly selecting a picture/image/photo and then composing a piece of music based on this. The next lesson will be given as composing time and during the final lesson, the class will perform their own "Pictures at an Exhibition" suite. Issue **Worksheet 9** and read through briefly with pupils so they are aware of the task ahead. There are some sample images given on **Starter/Plenary 4** but this task in enhanced by pupils' selection of their own images. At this stage, ask pupils to establish their working groups and issue the task of image research and collection for homework. Each pupil should be encouraged to source an image that inspires them. These will then be presented to the group during the starter activity in lesson 5, where the group will select one of the images to use as the stimulus for their descriptive piece of music. (5 mins)	

CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT **Art** – photos, pictures, images, media, art gallery, exhibitions **History** – the Medieval period – Troubadours and travelling musicians **Geography** – Medieval castles **Literacy** – lyrics of Medieval Ballads and Troubadour songs	**EAL/SEN/GAT** **(GAT)** Higher ability pupils could be asked to devise a simple accompaniment *e.g. drone* to accompany the song "Song for a Lady" on **Song Sheet 1** **(SEN)** Lower ability pupils could be allocated the drone part to "The Old Castle" from **Score 4** to perform alongside a higher ability pupils performance of the melody **(EAL)** Pupils who speak other languages can be asked to describe if they know any traditional songs, such as ballads or songs about lost love, from their culture.
LANGUAGE FOR LEARNING - spell/use/understand 6/8 metre, Accompaniment, Compound Time, Drone, Grace Notes, Legato, Phrase Mark, Time Signature, Transposed, Troubadour, Upbeat	**HOMEWORK SUGGESTIONS** Pupils could be asked to take **Worksheet 9** with them and research and source an image/photo/illustration/painting/picture which could be used as their group's stimulus for their "picture" piece.

LESSON RESOURCES – keyboards and/or tuned chromatic percussion instruments

Y7U9SP8 – The Old Castle	Y7U9A8 – The Old Castle	Y7U9S4 – The Old Castle
Y7U9A11 – Opening Theme from The Old Castle"	Y7U9MIDI3 – The Old Castle Opening Theme (transposed)	
Y7U9MIDI4 – The Old Castle Opening Theme with Drone	Y7U9SS1 – Song for a Lady	
Y7U9MIDI5 – Song for a Lady (song melody)	Y7U9W9 – Pictures at an Exhibition Composing Sheet	
Y7U9SP4 – Picture Bank		