

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 percussion section of the orchestra and the difference between “tuned” and “untuned” percussion instruments Explore the difference in timbre and sound production methods in a range of percussion instruments found in an orchestra Perform percussion 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 percussion section of the orchestra Classify a range of percussion instruments according to whether they are “tuned” or “untuned” percussions 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 most of the instruments found in the percussion section of the orchestra Classify a range of percussion instruments according to timbre using heading such as “wood”, “metal”, “scrape”, “shake” etc. 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 percussion section of the orchestra Perform independent melodic and rhythmic parts as part of a class orchestra</p>

LESSON STRUCTURE

		NC KS3 POS
Starter Activity	<p>Introducing Percussion Instruments - Starter/Plenary 9 OR Starter/Plenary 16 Prior to the lesson, copy, cut up and put into envelopes the percussion instruments given on either Starter/Plenary 9 OR Starter/Plenary 16. Assemble pupils into pairs with an envelope containing a set of percussion instrument cards.</p> <ul style="list-style-type: none"> Ask pupils to sort cards into groups of tuned/untuned percussion instruments Ask pupils to re-sort cards into instruments that are – <i>struck, shaken, scraped</i> Ask pupils to re-sort cards according to timbre – <i>wood, metal, other</i> Make an extra set of cards saying “loud”, “soft”, “long” and “short” and ask pupils to re-sort cards – some instruments may belong to more than one category and can be positioned in an overlapping position. <p>There are more ideas on how these percussion instrument cards can be used, including the use of the “clock” template, given on Starter/Plenary 16. (10 mins) <i>If pupils have brought in their own orchestral instruments, particularly percussion, 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 Percussion Section of the Orchestra –Video 6 & Audio 6 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 percussion section. Watch Video 6 which demonstrates the percussion section, as part of YPGO, referring to lesson 2, where pupils met YPGO. Next, listen to Audio 6, as Yehudi Menuhin describes and demonstrates the instruments of the percussion section. (15 mins)</p> <p>2. Performing Percussion Section Parts of “Miniature March” – Score 2 & MIDI 5 & Score 3 & MIDI 6 & Score 4 & MIDI 7 & Score 5 & MIDI 8 & Score 1 & MIDI 4 Pupils will be familiar with the format of adding sections of the orchestra to form their own class orchestra in a performance of “Miniature March”. Divide the class into 4 groups – strings, brass, woodwind and percussion. Where possible each section should have as many genuine orchestral instruments as available/possible, but use keyboards with suitable timbres as an alternative. Allocate parts as follows:</p> <ul style="list-style-type: none"> String - Score 2 & MIDI 5 Brass - Score 3 & MIDI 6 Woodwind - Score 4 & MIDI 7 Percussion - Score 5 & MIDI 8 <p>A piano accompaniment to “Miniature March”, which may be useful to lead the “class orchestra”, is given on Score 1 and MIDI 4. Arrange the class into the correct seating positions (refer to lesson 1), equip with instruments/keyboards, rehearse and perform “Minuatre March” assuming the role of the conductor. (20 mins)</p> <p>3. Instruments of the Orchestra Assessment – Worksheet 7 & Audio 14 Distribute Worksheet 7 allowing pupils time to complete the ten questions testing knowledge and understanding for part A and using Audio 14 for the listening task in Part B. (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>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 style="writing-mode: vertical-rl; transform: rotate(180deg);">Plenary</p>	<p>Review of Learning – “My Instruments of the Orchestra Learning” – Starter/Plenary 17 & Starter/Plenary 15</p> <p>Pupils review their learning of Instrument of the Orchestra from the unit by completing Starter/Plenary 17.</p> <p>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.</p> <p>Finally, enlarge and display Starter/Plenary 15 asking pupils to decide which of the percussion instruments in each of the boxes the “odd one out” is and why. (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</p> <p>Literacy – subject-specific musical vocabulary relating to sound production methods on percussion instruments – timbre, tuned, untuned, scrape, shake, hit etc.</p> <p>Science/Technology – methods of construction and sound production on different percussion instruments</p>		<p>EAL/SEN/GAT</p> <p>(GAT) Any pupils, who play orchestral instruments, from any of the orchestral sections, can be encouraged to demonstrate these to the class and perform on these during the final class orchestral performance of “Miniature March”.</p> <p>(EAL) Pupils from other nationalities or ethnic backgrounds can be asked to talk about any percussion instruments which their culture uses and describe their similarities and differences between percussion instruments found in a symphony orchestra or the classroom.</p>		
<p>LANGUAGE FOR LEARNING - spell/use/understand</p> <p>Agogo Bells, Bass Drum, Bongos, Cabasa, Castanets, Chime Bars, Claves, Congas, Cowbell, Cymbal, Glockenspiel, Gong, Guiro, Indian Bells, Maracas, Metal, Percussion, Sand Blocks, Scrape, Shake, Shaker, Sleigh Bells, Slit Drum, Snare Drum, Strike, Swanee Whistle, Tambour, Tambourine, Timbre, Timpani/Kettle Drums, Triangle, Tubular Bells, Tulip Block, Tuned, Untuned, Vibraslap, Windchimes, Wood, Woodblock, Xylophone</p>		<p>HOMEWORK SUGGESTIONS</p> <p>Pupils could be asked to complete Cover/Homework 12, visually identifying different percussion instruments learned about during the lesson.</p>		
<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.</i> Glockenspiels/Xylophones, tuned and untuned percussion; Brass, String, Woodwind and Percussion Instruments; Keyboards (with ‘string’, ‘brass’, and ‘woodwind’ timbres); Hardware/software/projection equipment capable of playing .mpg videos (or from the Musical Contexts YouTube® Channel).</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <p>Y7U5SP9 – Cutup Percussion Instrument Cards</p> <p>Y7U5VID6 – The Percussion Section (YPGO)</p> <p>Y7U5S5 – Miniature March – Percussion Parts</p> <p>Y7U5S2 – Miniature March – String Parts</p> <p>Y7U5S3 – Miniature March – Brass Parts</p> <p>Y7U5S4 – Miniature March – Woodwind Parts</p> <p>Y7U5S1 – Miniature March – Piano Accompaniment</p> <p>Y7U5W7 – Instrument of the Orchestra Assessment</p> <p>Y7U5SP17 – My Instruments of the Orchestra Learning</p> <p>Y7U5CH12 – The Percussion Family</p> </td> <td style="vertical-align: top; width: 50%;"> <p>Y7U5SP16 – Percussion Instrument Cards (with other ideas sheet)</p> <p>Y7U5A6 – Investigating the Percussion Section</p> <p>Y7U5MIDI8 – Miniature March – Percussion Parts</p> <p>Y7U5MIDI5 – Miniature March – String Parts</p> <p>Y7U5MIDI6 – Miniature March – Brass Parts</p> <p>Y7U5MIDI7 – Miniature March – Woodwind Parts</p> <p>Y7U5MIDI4 – Miniature March – Piano Accompaniment</p> <p>Y7U5A14 – Instruments of the Orchestra Assessment</p> <p>Y7U5SP15 – Odd Instrument Out</p> </td> </tr> </table>			<p>Y7U5SP9 – Cutup Percussion Instrument Cards</p> <p>Y7U5VID6 – The Percussion Section (YPGO)</p> <p>Y7U5S5 – Miniature March – Percussion Parts</p> <p>Y7U5S2 – Miniature March – String Parts</p> <p>Y7U5S3 – Miniature March – Brass Parts</p> <p>Y7U5S4 – Miniature March – Woodwind Parts</p> <p>Y7U5S1 – Miniature March – Piano Accompaniment</p> <p>Y7U5W7 – Instrument of the Orchestra Assessment</p> <p>Y7U5SP17 – My Instruments of the Orchestra Learning</p> <p>Y7U5CH12 – The Percussion Family</p>	<p>Y7U5SP16 – Percussion Instrument Cards (with other ideas sheet)</p> <p>Y7U5A6 – Investigating the Percussion Section</p> <p>Y7U5MIDI8 – Miniature March – Percussion Parts</p> <p>Y7U5MIDI5 – Miniature March – String Parts</p> <p>Y7U5MIDI6 – Miniature March – Brass Parts</p> <p>Y7U5MIDI7 – Miniature March – Woodwind Parts</p> <p>Y7U5MIDI4 – Miniature March – Piano Accompaniment</p> <p>Y7U5A14 – Instruments of the Orchestra Assessment</p> <p>Y7U5SP15 – Odd Instrument Out</p>
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