

<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"> Compose 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” 	<p>LEARNING OUTCOMES <i>(The evidence to show that pupils have achieved the learning objectives)</i></p> <p>Level 3 (working towards) All Pupils : compose 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>Level 4 (working at) Most Pupils compose 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>Level 5/6+ (working beyond/GAT) Some Pupils : compose a 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

NC KS3 POS

Starter Activity	<p>Choosing and selecting an image for a composition - Worksheet 9 & Starter/Plenary 4 Allow pupils time to reassemble into their groups and pool their images they have collected for consideration towards the group composition. Starter/Plenary 4 contains a bank of abstract images that could be provided if pupils need further inspiration or have not brought anything to contribute! Ask groups to select ONE image as a stimulus for their descriptive piece using the following questions as given on Worksheet 9 to aid discussion.</p> <ul style="list-style-type: none"> <i>Music that supports the overall mood or atmosphere</i> <i>Music that portrays or enhances the action</i> <i>Music that represents contrasts inherent in the picture</i> <i>Music inspired by shapes and textures in the picture.</i> <p style="text-align: right;">(10 mins)</p>	
Core Main Activities	<p>1. Composing “Pictures at an Exhibition” Worksheet 9 Link the starter to the development of the lesson by explaining that Worksheet 9 forms the basis of what pupils will be working on over the remaining lessons of the unit. Allow pupils to work in groups, using Worksheet 9 to guide them through the composing process. Circulate as pupils work, encouraging them to describe their ideas, sound sources and how they are using the elements of music to create their descriptive piece. Any of the musical features and devices which Mussorgsky used in his “Pictures at an Exhibition” which pupils have learned about should be encouraged! (See GAT below for “Promenade” suggestions).</p> <p style="text-align: right;">(45 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>
Plenary	<p>The Gallery – Starter/Plenary 1 Starter/Plenary 1 is a photo of an art gallery with ten pictures representing the ten pictures that inspired Mussorgsky to write his suite. A picture of Hartmann is shown over the left hand door and a picture of Mussorgsky over the right hand one. Hartmann’s pictures have been used where possible with substitutions for the missing ones (left to right – Market at Limogés; Bydlo; The Old Castle; Tuileries). See if pupils can name the pictures from what they have learned during the unit (answers on Starter/Plenary 1)</p> <p style="text-align: right;">(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 Art – photos, pictures, images, media, art gallery, exhibitions ICT – 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>EAL/SEN/GAT (GAT) 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. (GAT) Higher ability could include their own instruments as part of their group compositions. (GAT) Higher ability pupils could be asked to record their ideas using and appropriate notation (EAL) Pictures and images from other cultures could be included</p>

LANGUAGE FOR LEARNING - spell/use/understand Duration, Dynamics, Form, Instruments, Melody, Mode, Mood, Movement, Pitch, Scale, Sound, Sound Source, Structure, Tempo, Texture, Timbre	HOMEWORK SUGGESTIONS Pupils could be asked to write up a music diary/journal describing what they have completed during the composition process in the lesson and targets for next lesson in order to rehearse and refine their work.
LESSON RESOURCES – selection of tuned and untuned percussion instruments, keyboard, other sound sources as available, own instruments Y7U9W9 – “Pictures at an Exhibition” Composing Sheet Y7U9SP1 – The Gallery showing Hartmann’s Pictures	
Y7U9SP4 – Picture Bank	