

<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"> To identify the pulse in a variety of different music To know and recognise the shapes, names and values of some basic musical notes 	<p>LEARNING OUTCOMES <i>(The evidence to show that pupils have achieved the learning objectives)</i></p> <p>Level 3 (working towards) All Pupils : Aurally identify pulse in a wide variety of music from different times and different places Understand a crotchet and minim in terms of shape, name and duration Perform as part of a rhythmic texture in an ensemble piece where keeping a steady beat is essential</p> <p>Level 4 (working at) Most Pupils : Respond to the pulse in a wide variety of music from different times and different places Understand a semibreve and quaver in terms of shape, name and duration Show an awareness of pulse in class and group performances</p> <p>Level 5/6 (working beyond/GAT) Some Pupils : Understand a pair of quavers and a breve in terms of shape, name and duration Perform own rhythmic line without support accurately and in time</p>
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LESSON STRUCTURE

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Starter Activity	<p>Ball Games – Audio 15 & Audio 11 Assemble pupils in a standing circle and play the first extract from Audio 15 asking them to clap/tap the pulse of the music (pupils met this in lesson 1). This extract has a powerful 4/4 feel with an accent on the first beat of the bar. Referring to prior learning, clap along to the pulse of the extract emphasising the first beat with the use of an ACCENT. Now introduce a ball (soft!) into the circle and ask pupils to throw the ball to another person in the circle on the 1st beat of the bar, in time with the music. Try adding 2, 3 and 4 balls. Repeat this activity with as many of the extracts on Audio 15 as time allows. Finally play Audio 11, the popular song “Hung Up” by Madonna. This audio track begins with the sound of clock ticking to establish the beat (refer back to work on clocks and the connection of pulse from lesson 3). Try passing one, or a number of balls within the circle to the pulse of the music. (5 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>
Core Main Activities	<p>1. Learning about Note Values/Duration – Starter/Plenary 13 & Worksheet 3 & Starter/Plenary 14 Link the starter to the development of the lesson by introducing pupils to some basic note values using Starter/Plenary 13 (available either in a .ppt presentation or as a .pdf handout). Pupils could be asked to copy down the shapes, names and duration of a crotchet, minim, semibreve, breve, quaver and pair of quavers given on Starter/Plenary 13 or this could be established through class discussion. Next, using Worksheet 3, allow pupils to explore the connection between music and maths by completing the “sums” given on Worksheet 3. Finally, using slide/page 1 of Starter/Plenary 14 (available either in a .ppt presentation or as a .pdf handout), add crotchets over the words “tea” and pairs of quavers over the words “coffee”. Clap each line of the rhythms first separately and then all the way through (try clapping it backwards, with and without chanting ‘tea’ and ‘coffee’). Ask the pupils how many musical beats does each line add up to? =4. Some teachers may like to introduce time signatures at this point. Move onto side 2 of Starter/Plenary 14 which adds the word “soup” for minims and repeat the above process. (20 mins) Continued...</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);">Core Main Activities</p>	<p>2. Performing a rhythm piece using different Note Durations “Talking Drums” – Score 3 & MIDI 2 & MIDI 3 & MIDI 4 & MIDI 5 & MIDI 6 Score 3 is a four-part polyrhythmic piece – “Talking Drums” which develops the above concepts of note duration. The performance of this piece could be approached by teachers in a variety of ways using the supporting MIDI files which demonstrate each of the four rhythmic lines separately and then together.</p> <ol style="list-style-type: none"> 1. Pupils could be put into groups of four with each pupil being allocated a given rhythmic line where they need to work out their own rhythm (using tea, coffee and soup from above). Pupils could annotate their score if necessary. 2. The piece could be approached as a class performance piece, dividing the class into four groups, learning each different rhythmic line and then swapping lines. 3. Pupils could be placed into larger groups with 2-3 players performing each part, working out their own rhythmic lines before combining with the other parts. <p style="text-align: right;">(20 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>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>In the Beat Game – Starter/Plenary 1 Using Starter/Plenary 1, prepare some musical note flashcards with one note per card – use only the semibreve (4 beats), minim (2 beats) and crotchet (1 beat). Issue each pupil with a card and clarify the number of beats each note represents. Call out a number (over 4!) and pupils must assemble themselves into groups that total that number using the number of beats that their note represents on their card. Once groups have the total they are to sit down and hold cards up. Any “spare notes” are out. Vary the game by adding a number of quaver (half beat) flashcards and breves and call out numbers that sometimes end with “...and a half”.</p> <p style="text-align: right;">(10 mins)</p>	<p>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p>		
<p>CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT Numeracy – This lesson links in with previous work on rhythms and beats in particular note duration Literacy – correct musical names for notes of different duration</p>		<p>EAL/SEN/GAT (GAT) Instrumental players and more able pupils may be able to come out and draw the corresponding rest to each of the musical notes learned about in this lesson. (SEN) – Lower ability pupils can be given more simple note values in the plenary game (crotchet), may need extra help in the “Musical Maths” worksheet and guidance and support in the performing task</p>		
<p>LANGUAGE FOR LEARNING - spell/use/understand Beat, Breve, Crotchet, Duration, Minim, Notation, Pair Of Quavers, Quaver, Semibreve, Value</p>		<p>HOMEWORK SUGGESTIONS Pupils could be asked to complete Starter/Plenary 4 as a homework task to revise note names, durations and shapes.</p>		
<p>LESSON RESOURCES – selection of untuned classroom percussion instruments/drums; 3 soft balls</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Y7U2A15 – Finding the Pulse Y7U2SP13 – Learning about Note Values (presentation) Y7U2W3 – Musical Maths Y7U2SP14 – Tea, Coffee, Soup (handout) Y7U2MIDI2 – Talking Drums part 1 Y7U2MIDI4 – Talking Drums part 3 Y7U2MIDI6 – Talking Drums all parts together Y7U2SP4 – Note Values Notation Matching</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Y7U2A11 – Madonna “Hung Up” Y7U2SP13 – Learning about Note Values (handout) Y7U2SP14 – Tea, Coffee, Soup (presentation) Y7U2S3 – Talking Drums Y7U2MIDI3 – Talking Drums part 2 Y7U2MIDI5 – Talking Drums part 4 Y7U2SP1 – Note Value Flashcards</p> </td> </tr> </table>			<p>Y7U2A15 – Finding the Pulse Y7U2SP13 – Learning about Note Values (presentation) Y7U2W3 – Musical Maths Y7U2SP14 – Tea, Coffee, Soup (handout) Y7U2MIDI2 – Talking Drums part 1 Y7U2MIDI4 – Talking Drums part 3 Y7U2MIDI6 – Talking Drums all parts together Y7U2SP4 – Note Values Notation Matching</p>	<p>Y7U2A11 – Madonna “Hung Up” Y7U2SP13 – Learning about Note Values (handout) Y7U2SP14 – Tea, Coffee, Soup (presentation) Y7U2S3 – Talking Drums Y7U2MIDI3 – Talking Drums part 2 Y7U2MIDI5 – Talking Drums part 4 Y7U2SP1 – Note Value Flashcards</p>
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