

<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 recognise different instrumental timbres Identify orchestral instruments in a piece of orchestral music <p>Sing, as part of a class, a song about instruments of the orchestra</p>	<p>LEARNING OUTCOMES <i>(The evidence to show that pupils have achieved the learning objectives)</i></p> <p>Level 3 (working towards) All Pupils : Understand that an orchestra is made up of different sections and many individual instruments Maintain the melody part as part of a group in a class song</p> <p>Level 4 (working at) Most Pupils : Are able to recognise orchestral instruments according to their timbre Can sing an echo as part of a group in a class song</p> <p>Level 5/6 (working beyond/GAT) Some Pupils : Are able to fluently identify all orchestral instruments aurally Take a lead role when singing with a group</p>
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LESSON STRUCTURE

		NC KS3 POS
Starter Activity	<p>Learning a song about Instruments of the Orchestra – Song Sheet 1 & MIDI 1 & MIDI 2 Begin the lesson by revising “I am the Conductor” learned during the plenary of lesson 1 using Song Sheet 1. Using MIDI 1, revise the melody of the song and then introduce each new instrument. A full piano accompaniment for the 8 repetitions of the song, needed to include all of the instruments given, is provided on MIDI 2. <i>Many pupils will already know this fun song that has been adapted to sing some of the instruments of the orchestra. Begin by teaching pupils the refrain. This can be done by rote and by splitting the class in two halves whereby one group can sing the echo effect – “What can you play?” Now sing through the whole song as written on the song sheet going back to the refrain each time a new instrument is added. Adding mimes/actions of the instruments being played with heighten the fun!</i></p> <p style="text-align: right;">(10 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>
Core Main Activities	<p><i>If pupils have brought in their own orchestral instruments, time could also be spent at the start of the lesson in demonstrating these to the rest of the class.</i></p> <p>1. Learning about Orchestral and Instrumental Timbres Link the starter to the development of the lesson by writing the names of the following instruments on the board: - VIOLIN, VIOLA, CELLO, CLARINET, FLUTE, TRUMPET, TUBA, BASSOON, OBOE, TROMBONE. Pupils work in pairs on keyboards exploring the different tones and timbres available and write down the tone number of each orchestral instrument. Select some pairs to demonstrate the sound of each of the instruments to the class. <i>How do the sounds and timbres on a keyboard compare with traditional instruments?</i></p> <p style="text-align: right;">(10 mins)</p> <p>2. Learning about the Instruments of the Orchestra – Worksheet 2 & Audio 2 & Video 2 Distribute Worksheet 2 and play Audio 2, a recording of Benjamin Britten's “A Young Person's Guide to the Orchestra”. Following the worksheet, name the different sections of the orchestra and instruments playing. This lasts approximately 17 minutes and pupils may need verbal instructions as to when to listen for the next instrument. The instruments in the percussion section occur very quickly and teachers may need to replay this bit of the audio track. Next, watch Video 2 which explains the structure of the fugue section at the end of the piece re-introducing each of the instruments.</p> <p style="text-align: right;">(30 mins)</p> <p>3. Learning about the role of the Conductor in the Orchestra – Video 8 Briefly discuss the role of the conductor and watch Video 8, showing the conductor Simon Rattle and members of the orchestra describing his role. If pupils were asked to research the names of famous conductors as homework (see lesson 1), they could present their findings here.</p> <p style="text-align: right;">(5 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>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>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>

Plenary	<p>Consolidating Knowledge on Instruments and Sections of the Orchestra. Select a suitable activity from the following list to complete to summarise learning:</p> <ul style="list-style-type: none"> • Instrument Crossword – Starter/Plenary 2 • Instrument Word Search - Starter/Plenary 3 • Tuning Up – fill in the gaps – Starter/Plenary 4 • Instrument names and pictures card marching – Starter/Plenary 11 & 12 • Instrument Blockbusters – Starter/Plenary 13 • Instruments complete the name – Starter/Plenary 14 <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 Numeracy – Grouping and Setting Literacy – Introduces pupils to subject specific words regarding instruments of the orchestra Science/Technology – methods of construction and sound production on different orchestral instruments/families of instruments</p>		<p>EAL/SEN/GAT (SEN) Lower achieving pupils may need extra help in the listening part of this lesson. Pupils could work in pairs and discuss their answers together. (EAL) Pupils from other nationalities or ethnic backgrounds can be asked to talk about their native musical instruments</p>																								
<p>LANGUAGE FOR LEARNING - spell/use/understand Brass, Conductor, Family, Orchestra, Percussion, Section, Strings, Timbre, Woodwind</p>		<p>HOMEWORK SUGGESTIONS Pupils could be asked to:</p> <ul style="list-style-type: none"> • Start work on an instrument research project on an orchestral instrument of their choice, using Worksheet 3, the submission date which can be agreed upon at any point within the unit. • Any pupils who play orchestral instruments (particularly strings) can be asked to bring them in for the next lesson where they can demonstrate them to the class (see note below) • Complete any of the following cover and homework activities to reinforce knowledge and understanding of orchestral instruments and families of instruments from the lesson: • Cover/Homework 1 - Instrument Riddles • Cover/Homework 2 – Instruments of the Orchestra Research • Cover/Homework 3 – Instrument Matching • Cover/Homework 4 – Instrument Code Breakers • Cover/Homework 5 – Families of Instruments 																								
<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> Keyboards with a variety of different “voices” or “tones”; Hardware/software/projection equipment capable of playing .mpg videos (or from the Musical Contexts YouTube® Channel).</p> <table style="width: 100%; border: none;"> <tr> <td>Y7U5SS1 – I am the Conductor</td> <td>Y7U5MIDI1 – I am the Conductor (song melody)</td> </tr> <tr> <td>Y7U5MIDI2 – I am the Conductor (piano accompaniment)</td> <td>Y7U5W2 – YPGO Listening Sheet</td> </tr> <tr> <td>Y7U5A2 – Young Person’s Guide to the Orchestra</td> <td>Y7U5VID2 – YPGO – The Fugue</td> </tr> <tr> <td>Y7U5VID8 – The Conductor</td> <td>Y7U5SP2 – Instrument Crossword</td> <td>Y7U5SP3 – Instrument Word Search</td> </tr> <tr> <td>Y7U5SP4 – Tuning Up fill in the gaps</td> <td>Y7U5SP11 – Instrument names</td> <td>Y7U5SP12 – Instrument Pictures</td> </tr> <tr> <td>Y7U5SP13 – Instrument Blockbusters</td> <td colspan="2">Y7U5SP14 – Instruments complete the name</td> </tr> <tr> <td>Y7U5CH1 – Instrument Riddles</td> <td colspan="2">Y7U5CH2 – Instruments of the Orchestra Research</td> </tr> <tr> <td>Y7U5CH3 – Instrument Matching</td> <td colspan="2">Y7U5CH4 – Instrument Code Breakers</td> </tr> <tr> <td>Y7U5CH5 – Families of Instruments</td> <td colspan="2">Y7U5W3 – Instrument Research Project</td> </tr> </table>			Y7U5SS1 – I am the Conductor	Y7U5MIDI1 – I am the Conductor (song melody)	Y7U5MIDI2 – I am the Conductor (piano accompaniment)	Y7U5W2 – YPGO Listening Sheet	Y7U5A2 – Young Person’s Guide to the Orchestra	Y7U5VID2 – YPGO – The Fugue	Y7U5VID8 – The Conductor	Y7U5SP2 – Instrument Crossword	Y7U5SP3 – Instrument Word Search	Y7U5SP4 – Tuning Up fill in the gaps	Y7U5SP11 – Instrument names	Y7U5SP12 – Instrument Pictures	Y7U5SP13 – Instrument Blockbusters	Y7U5SP14 – Instruments complete the name		Y7U5CH1 – Instrument Riddles	Y7U5CH2 – Instruments of the Orchestra Research		Y7U5CH3 – Instrument Matching	Y7U5CH4 – Instrument Code Breakers		Y7U5CH5 – Families of Instruments	Y7U5W3 – Instrument Research Project	
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