

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 lullabies and how composers have used the elements of music to create the feeling and mood of night through music Learn about pitch by performing a melodic part as part of a group lullaby performance 	<p><i>(The evidence to show that pupils have achieved the learning objectives)</i></p> <p>Level 3 (working towards) All Pupils : Identify elements of music in a variety of music describing night Perform a simple melodic part such as the bass line within a group lullaby performance</p> <p>Level 4 (working at) Most Pupils : Identify the expressive use of the elements of music in a variety of music describing night Accurately perform a melodic part such as the ostinato or melody part within a group lullaby performance with an awareness of how their part fits with others as a whole in a group</p> <p>Level 5/6 (working beyond/GAT) Some Pupils : Accurately describe how elements of music have been used to create an intended effect using subject specific vocabulary Take on a leading role in a group performance of a lullaby performing more complex parts such as the descant melody or piano accompaniment or performing on their own instrument</p>

LESSON STRUCTURE

		NC KS3 POS
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Starter Activity</p>	<p>The Tambourine Game Assemble pupils in a circle and position a chair in the middle of the circle. Imagine that it is the middle of the night and that there is a baby asleep on the chair. Take one tambourine and begin to pass it around the circle in SILENCE. Anyone who makes a sound when passing the tambourine from one pupil to the next is out and the baby will wake up! As one tambourine makes its way around the circle, introduce a second and third (perhaps in opposite directions!). Discuss with pupils <i>What is a lullaby? What function does a lullaby have? Can they remember any lullabies?</i> Sing some famous lullabies with pupils E.g. “Hush little baby, don’t you cry” or “Rock-a-bye Baby”. (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 style="writing-mode: vertical-rl; transform: rotate(180deg);">Core Main Activities</p>	<p>1. Listening To “Night Music” – Worksheet 5 & Audio 4 Link the starter to the development of the lesson by explaining that pupils are now going to listen to a variety of music inspired by the theme of night. Use Worksheet 5 and Audio 4 answering questions relating to the expressive use of the elements of music. (15 mins)</p> <p>2. Performing a Lullaby – Score 4 & MIDI 1 & MIDI 2 & MIDI 3 & MIDI 4 & MIDI 5 & MIDI 6 Begin this performing task by playing pupils MIDI 6, a version of Brahms’ “Lullaby” asking if pupils recognise the piece. Next, allow pupils to work in groups using the parts given on Score 4 to put together a performance of the “Lullaby” paying particular attention to the TIMBRES which they choose (keyboard voices) and the DYNAMICS to create the correct feeling and mood of a lullaby. Parts can be distributed to those working at different levels as below: Level 3 (SEN) – Bass Line (modelled on MIDI 4) Level 4 – Ostinato (modelled on MIDI 3) or Melody Line (modelled on MIDI 2) Level 5/6+ (GAT) – Descant Melody (modelled on MIDI 1) or Piano Accompaniment (modelled on MIDI 5) Allow pupils time to rehearse and put together their performances before performing to the rest of the class. As each group performs, discuss with the class:</p> <ul style="list-style-type: none"> Were the TIMBRES which the group selected appropriate for a lullaby? Were the DYNAMICS suitable for a lullaby? Did the group use any of the other ELEMENTS OF MUSIC in a particular way during their performance? What did you like about the group’s lullaby performance? What could they have done to improve their lullaby performance? <p>(30 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>Singing a Night Song – “The Music of the Night” – Song Sheet 3 & MIDI 9 Teach pupils “The Music of the Night” using Song Sheet 3 & MIDI 9 and discuss how this song creates the feeling of night time (<i>lyrics, low pitch, slow tempo, notes of long duration</i>) (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>

<p>CROSS CURRICULAR - LITERACY/NUMERACY/CITIZENSHIP/ICT Literacy – “Nocturne” as a type of night music in relation to other words e.g. “nocturnal”</p>	<p>EAL/SEN/GAT (GAT) Some pupils may perform their part of Brahms’ “Lullaby” on their own instruments or pianists may attempt the piano accompaniment. (SEN) The “Listening to Night Music” worksheet is slightly more open-ended (especially the question relating to Chopin’s “Nocturnes”) and less able pupils may need more help and may only write one-word answers relating to each of the elements of music.</p>		
<p>LANGUAGE FOR LEARNING - spell/use/understand Attack & Decay, Duration, Dynamics, Graphic Score, Lullaby, Nocturne, Pitch, Serenade, Silence, Sound, Tempo, Texture, Timbre</p>	<p>HOMEWORK SUGGESTIONS Pupils can be asked to complete Cover/Homework 3 – The Elements of Music Activity Sheet to consolidate their knowledge and understanding of the elements of music covered so far during this unit.</p>		
<p>LESSON RESOURCES – 3 tambourines for starter; full range of tuned instruments including keyboards and pitched percussion</p> <table border="0"> <tr> <td data-bbox="150 533 715 678"> <p>Y7U1W5 – Listening to Night Music Y7U1S4 – Brahms’ Lullaby Y7U1MIDI2 – Brahms’ Lullaby Melody Y7U1MIDI4 – Brahms’ Lullaby Bass Line Y7U1MIDI6 – Brahms’ Lullaby All Parts Together Y7U1MIDI9 – The Music of the Night</p> </td> <td data-bbox="721 533 1447 678"> <p>Y7U1A4 – Listening to Night Music Y7U1MIDI1 – Brahms’ Lullaby Descant Melody Y7U1MIDI3 – Brahms’ Lullaby Ostinato Y7U1MIDI5 – Brahms’ Lullaby Piano Accompaniment Y7U1SS3 – The Music of the Night Y7U1CH3 – Elements of Music Activity Sheet</p> </td> </tr> </table>		<p>Y7U1W5 – Listening to Night Music Y7U1S4 – Brahms’ Lullaby Y7U1MIDI2 – Brahms’ Lullaby Melody Y7U1MIDI4 – Brahms’ Lullaby Bass Line Y7U1MIDI6 – Brahms’ Lullaby All Parts Together Y7U1MIDI9 – The Music of the Night</p>	<p>Y7U1A4 – Listening to Night Music Y7U1MIDI1 – Brahms’ Lullaby Descant Melody Y7U1MIDI3 – Brahms’ Lullaby Ostinato Y7U1MIDI5 – Brahms’ Lullaby Piano Accompaniment Y7U1SS3 – The Music of the Night Y7U1CH3 – Elements of Music Activity Sheet</p>
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