

<p>LEARNING OBJECTIVES (Pupils should know/understand/be able to do/be aware of by the end of the lesson)</p> <ul style="list-style-type: none"> Learn about the elements of music Compose and perform simple demonstrations in pairs to illustrate the elements of music 	<p>LEARNING OUTCOMES (The evidence to show that pupils have achieved the learning objectives)</p> <p>Level 3 (working towards) All Pupils : Identify some of the uses of the elements of music compose and perform musical demonstrations to illustrate the elements of music with support following suggestions</p> <p>Level 4 (working at) Most Pupils Identify the elements of music using correct musical vocabulary compose and perform effective demonstrations with instrument specific techniques</p> <p>Level 5/6+ (working beyond/GAT) Some Pupils : Know correct musical vocabulary for expressive contrasts between the elements of music Use own instruments to compose clear, effective demonstrations</p>
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LESSON STRUCTURE

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Starter Activity	<p>Elements of Music Card Sort – Starter/Plenary 1 (& Starter/Plenary 3 (GAT)) Prior to the lesson, copy, cut up and put into envelopes the cards given on Starter/Plenary 1. Distribute one envelope per pair of pupils and ask them to match the correct definition to each of the elements of music (given in bold). Pupils can retain their envelopes for the remainder of the lesson correcting any mistakes or wrongly matched elements. Higher ability pupils can be issued with a more complex card sort task given on Starter/Plenary 3 (see GAT below)</p> <p style="text-align: right;">(5 mins)</p>	<p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</p>
Core Main Activities	<p>1. Learning About the Elements of Music – Presentation 1 & Audio 8 & Audio 9 & Audio 10 Link the starter to the development of the lesson by explaining that pupils will be exploring and learning about all of the keywords and definitions in the card sort activity during the lesson. Using Presentation 1 - “The Elements of Music”, issue pupils with paper (or use music books) and draw a grid 8 rows by 2 columns. Work through the slides and interactive pupil activities to introduce each of the elements in turn. Pupils add them to their grids together with a short description e.g. “High/Low” for “Pitch”</p> <p>Pitch – Listen to Piccolo & Tuba playing – discuss differences (slides 4-6) Tempo – Listen to “Feel the Beat” by Darude from (use Audio 8 if having problems with embedded sound) – what happens to the speed of the music? (slides 7-9) Dynamics – Play opening section of “Jaws” (use Audio 10 if having problems with embedded sound) with a crescendo and ask what happens to the volume of the music? Arrange five different places into “volume order” to confirm (relate to lesson 1 – sound) (slides 10-13) Duration – Time how long it takes for Cymbal/Gong and Claves to vibrate. (slides 14-15) Attack & Decay – Starting and stopping the sound of a cymbal in different ways. Listen to a variety of different keyboard sounds and discuss the attack and/or decay of each (use Audio 9 if having problems with embedded sound) (slides 16-17) Texture – Class hum vs. one pupil humming – different in “amount” of sound. (slides 18-19) Timbre – Guess the instrument – Tambourine, Maracas, Bongos (drums) – illustrate tone quality (slides 20-22) Silence – relate to lesson 1 where silence was established as the opposite of sound. (slides 23-24)</p> <p style="text-align: right;">(25 mins)</p> <p>2. Demonstrating the Elements of Music – Starter/Plenary 2 & Starter/Plenary 6 Pupils work in small groups to compose a brief piece of music to illustrate one of the elements of music using the help and support from the cards on Starter/Plenary 2 if required. Encourage simple demonstrations focusing on one of the elements of music. Display Starter/Plenary 6 and invite each group to perform their demonstration to the rest of the class who guess which element (or elements!) the group is demonstrating using the posters on Starter/Plenary 6 to inform and give reasons for their choice(s).</p> <p style="text-align: right;">(20 mins)</p>	<p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</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 Elements of Music Lucky Dip Machine – Starter/Plenary 9 Display and start the presentation given on Starter/Plenary 9. Invite pupils to come to the front of the class stopping the lucky dip machine and answering the question that is displayed to revise knowledge and understanding of the lesson.</p> <p style="text-align: right;">(10 mins)</p>	<p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</p>
<p>CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT Literacy – Descriptive words and adjectives could be used when</p>		<p>EAL/SEN/GAT (GAT) Higher ability pupils can be given Starter/Plenary 3 as an</p>

<p>listening and identifying different sounds.</p>	<p>alternative card sort activity in the starter. Here, pupils use the shaded “Elements of Music” cards as column headings and sort the various other cards under the appropriate headings. Some of the cards may apply to more than one heading and can be positioned covering two of the applicable columns. (SEN) Some pupils may need more help during the practical part of the lesson or with the help of “composing cards” (GAT) Pupils may perform simple demonstrations to illustrate one of the elements of music on their own instruments (GAT) Higher ability pupils may be able to combine more than one of the elements of music into their demonstrations</p>		
<p>LANGUAGE FOR LEARNING - spell/use/understand Attack & Decay, Duration, Dynamics, Pitch, Silence, Tempo, Texture, Timbre</p>	<p>HOMEWORK SUGGESTIONS Pupils complete “Elements of Music” homework sheet filling in the gaps to revise key vocabulary and knowledge and understanding of learning covered during the lesson on Cover/Homework 1</p>		
<p>LESSON RESOURCES – full selection of classroom percussion (tuned and untuned) and other available instruments; keyboards; hardware and software capable of displaying PowerPoint presentations to the class</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Y7U1SP1 – The Elements of Music Card Sort Y7U1PPT1 – Presentation 1 – “The Elements of Music Y7U1A9 – Assorted Attack & Decay Sounds Y7U1SP2 – Elements of Music Demo Cards Y7U1SP9 – Elements of Music Lucky Dip Machine</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Y7U1SP3 – Elements of Music Column Card Sort (GAT) Y7U1A8 – Tempo Example Y7U1A10 – Dynamics Example Y7U1SP6 – Elements of Music Display Posters Y7U1CH1 – The Elements of Music</p> </td> </tr> </table>		<p>Y7U1SP1 – The Elements of Music Card Sort Y7U1PPT1 – Presentation 1 – “The Elements of Music Y7U1A9 – Assorted Attack & Decay Sounds Y7U1SP2 – Elements of Music Demo Cards Y7U1SP9 – Elements of Music Lucky Dip Machine</p>	<p>Y7U1SP3 – Elements of Music Column Card Sort (GAT) Y7U1A8 – Tempo Example Y7U1A10 – Dynamics Example Y7U1SP6 – Elements of Music Display Posters Y7U1CH1 – The Elements of Music</p>
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