

<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"> Learn about the instruments in the string section of the orchestra Examine the common features of their construction and playing techniques Perform string parts as part of a class orchestra performance 	<p>LEARNING OUTCOMES <i>(The evidence to show that pupils have achieved the learning objectives)</i></p> <p>Level 3 (working towards) All Pupils : Are able to name some of the instruments found in the strings section of the orchestra Can perform an easy melodic part, with support, as part of a class orchestra piece</p> <p>Level 4 (working at) Most Pupils : Are able to aurally identify and name the instruments found in the strings section of the orchestra Perform a more complex part as part of a class orchestra piece</p> <p>Level 5/6 (working beyond/GAT) Some Pupils : Are able to distinguish between the different timbres and playing effects of instruments found in the strings section of the orchestra Perform independent melodic and rhythmic parts as part of a class orchestra</p>
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LESSON STRUCTURE

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Starter Activity	<p>Introducing the Strings Section of the Orchestra – Starter/Plenary 8</p> <p>Distribute Starter/Plenary 8 and allow pupils to fill in the gaps to introduce the string section of the orchestra and its constituent instruments – first and second violins, violas, cellos, double basses and harp.</p> <p style="text-align: right;">(5 mins)</p> <p><i>If pupils have brought in their own orchestral instruments, particularly strings, time could also be spent at the start of the lesson in demonstrating these to the rest of the class.</i></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 the Strings Section of the Orchestra - Audio 9 & Video 2 & Video 3 & Worksheet 5 & Audio 3</p> <p>Link the starter to the development of the lesson by explaining that during this lesson, pupils are going to explore the instruments found in the string section. Describe that this is the largest family of instruments in the orchestra (<i>why?</i>); string instruments have also been part of the 'orchestra' for longer than any other instruments (<i>why?</i>)</p> <p>Taking a string instrument an example (or a string instrument that is hopefully played by at least one class member or that is available to you), demonstrate to pupils the construction of a string instrument. Point out the various parts of the instruments and different playing techniques – arco (bowed), pizzicato, harmonics, glissando (harp) etc.</p> <p>Demonstrate the sounds of the instruments in the string section using Audio 9 Watch Video 2 which demonstrates the string section and Video 3 which demonstrates the harp, as part of YPGO, referring to lesson 2, where pupils met YPGO.</p> <p>Next, distribute Worksheet 5 and play Audio 3 asking pupils to complete the questions as Yehudi Menuhin describes and demonstrates the instruments of the string section.</p> <p style="text-align: right;">(30 mins)</p> <p>2. Performing String Section Parts of “Miniature March” – Score 2 & MIDI 5</p> <p>Explain to the class that they are going to start work on performing a “class orchestra piece” called “Miniature March”. As they explore different families of orchestral instruments, during each subsequent lesson, they are going to “add” the families of instruments to their performance. Using Score 2, copy and distribute first and second violin, viola, cello, double bass and harp (GAT) parts. Assemble pupils in the correct sitting positions as found in the string section (refer back to lesson 1), and allocate a string instrument (if available), a suitable string timbre on a keyboard (pupils may share), or a melodic percussion instrument (pupils will have to “imagine” they are playing a string instrument). Use MIDI 5 to support teaching and attempt to perform “Miniature March” as a string orchestra.</p> <p style="text-align: right;">(20 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>
Plenary	<p>Revising the String Section – Worksheet 4</p> <p>Either distribute Worksheet 4 and ask pupils to answer the questions, or use verbally questioning to elicit answers and to revise knowledge and understanding of string instruments of the orchestra from the lesson.</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 Literacy – subject-specific musical vocabulary relating to sound</p>		<p>EAL/SEN/GAT (GAT) Any pupils who play string instruments can be encouraged</p>

<p>production methods on string instruments – bowed, arco, col legno, pizzicato, glissando etc. Science/Technology – methods of construction and sound production on different string instruments including instrumental effects; vibration and frequency</p>	<p>to demonstrate these to the class and perform on these during the class ensemble of “Miniature March” during both this and subsequent lessons. (GAT) Higher ability pupils can be given the “Harp” part and asked to perform using gentle glissandos selecting an appropriate “Harp” keyboard timbre. Alternatively, higher ability pupils can be given the Viola part, written traditionally in the C-clef and asked to work out the correct pitches of the notes. (SEN) Lower ability pupils can be given string parts with the note names written on, included on Score 2; the second violins and viola parts are particularly suited for lower-ability pupils (EAL) Pupils from other nationalities or ethnic backgrounds can be asked to talk about any string instruments which their culture uses and describe their similarities and differences between string instrument found in a symphony orchestra</p>
<p>LANGUAGE FOR LEARNING - spell/use/understand 1st Violins, 2nd Violins, Arco, Bowed, Cello, Col Legno, Double Bass, Glissando, Harmonics, Harp, Pizzicato, Strings, Viola, Violin</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 brass) can be asked to bring them in for the next lesson where they can demonstrate them to the class (see note below) • Complete Worksheet 4 as a homework task if time was short during the lesson
<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> Glockenspiels/Xylophones, tuned percussion; String Instruments; Keyboards (with ‘string’ timbres); Hardware/software/projection equipment capable of playing .mpg videos (or from the Musical Contexts YouTube® Channel). Y7U5SP8 – String Instruments fill in the gaps Y7U5A9 – Demonstrating the String Section Y7U5VID2 – The String Section (YPGO) Y7U5VID3 – The Harp (YPGO) Y7U5W5 – Investigating the String Section Y7U5A3 – Investigating the String Section Y7U5S2 – Miniature March – String Parts Y7U5MIDI5 – Miniature March – String Parts Y7U5W4 – String Instruments of the Orchestra Y7U5W3 – Instrument Research Project</p>	