

<p><b>LEARNING OBJECTIVES</b>  <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"> <li>• Sing and perform melodic parts from different songs to do with morning</li> <li>• Revise all learning regarding sounds and the elements of music</li> </ul>	<p><b>LEARNING OUTCOMES</b>  <i>(The evidence to show that pupils have achieved the learning objectives)</i></p> <p><b>Level 3 (working towards) All Pupils :</b>                  Sing unison songs with a morning theme as part of the class and perform simple melodic parts from these songs                  Identify the elements of music in a variety of different pieces of music from different times and places</p> <p><b>Level 4 (working at) Most Pupils :</b>                  Sing and perform morning songs with accuracy of pitch and rhythm                  Identify the expressive use of the elements of music in a variety of different pieces of music from different times and places</p> <p><b>Level 5/6 (working beyond/GAT) Some Pupils :</b>                  Take on a leading role in singing and performing melodic parts of songs with a morning theme                  Describe how composers manipulate and use the elements of music in a variety of music to create an intended effect</p>
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**LESSON STRUCTURE**

		NC KS3 POS
<b>Starter Activity</b>	<p><b>Exploring Sounds “Show me...” – Warm-up – <a href="#">Starter/Plenary 5</a></b>                      Prior to the lesson, copy, cut up and shuffle the cards on <a href="#">Starter/Plenary 5</a> and put into a container. Assemble pupils in a circle and invite a volunteer to pick a card out. Pupils have 20 seconds to select an appropriate sound source from the available classroom instruments and to follow the instructions on the card to create a spontaneous improvisation. Ask pupils to see if they can guess what instructions might have been on the card. (10 mins)</p>	<p>Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</p>
<b>Core Main Activities</b>	<p><b>1. Singing Morning and Night Songs – see resources below.</b>                      Link the starter to the development of the lesson by explaining that pupils are going to sing a variety of songs dealing with morning and night moods. Sing a variety of morning and night songs in unison with the class using the resources below to support learning. Encourage accuracy of pitch and clear diction.</p> <p>a) <b>Revise “The Music of the Night”</b> from lesson 5, using <a href="#">Song Sheet 3</a> &amp; <a href="#">MIDI 9</a> and discuss how this song creates the feeling of night time (<i>lyrics, low pitch, slow tempo, notes of long duration</i>)</p> <p>b) <b>Learn “Oh, what a beautiful morning”</b> using <a href="#">Song Sheet 2</a> &amp; <a href="#">MIDI 7</a> &amp; <a href="#">MIDI 8</a> and discuss how this song is appropriate for a morning mood (<i>lyrics, mix of long and short notes, descending and then ascending pitch, moderate tempo, moderate waltz rhythm</i>)</p> <p>c) <b>Learn “Morning has Broken”</b> using <a href="#">Song Sheet 4</a> and compare this with “Oh, what a beautiful mornin” (<i>both in ¾ time, ascending pitch in first line to match words “Morning has Broken”, mixture of long and short notes, lyrics, moderate tempo</i>) (15 mins)</p> <p><b>2. Performing “Morning Has Broken” – <a href="#">Score 3</a></b>                      Go around the class numbering pupils 1-8 until all pupils have an allocated number. Assemble all “number 1’s” together and so forth distributing <a href="#">Score 3</a> to pupils. Each “number” is to spend a brief time rehearsing their part to form a complete performance of “Morning has Broken” which will be performed by the 8 groups sequentially. Set the pulse and act as the conductor bringing in each group when it is their time to play. Encourage pupils to “feel” the pulse of the song and try performing without a conductor. Once secure, experiment with the following ideas relating to the elements of music:</p> <ul style="list-style-type: none"> <li>• Can pupils perform their parts at a higher or lower pitch?</li> <li>• Can pupils perform the whole piece at a faster or slower tempo?</li> <li>• Can pupils perform their parts using different timbres?</li> <li>• Can pupils repeat their parts over and over as each new part is added creating a thick texture?</li> <li>• Can pupils perform their parts with different attack and decay e.g. staccato or legato playing?</li> <li>• What effect does changing one or more of the elements of music have on the overall sound of the piece?</li> </ul> <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>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>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>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>Core Main Activities continued</p>	<p><b>3. Sounds and Element of Music Assessment – <a href="#">Worksheet 7</a> &amp; <a href="#">Audio 11</a></b>                  Distribute <a href="#">Worksheet 7</a> allowing pupils to complete Part A individually within an agreed time frame. Next, play <a href="#">Audio 11</a>, and ask pupils to answer the questions in Part B relating to the elements of music and the effect created by each.                  (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>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>Plenary</p>	<p><b>Review of Learning – “My Sounds &amp; Elements of Music Learning” – <a href="#">Starter/Plenary 11</a></b>                  Pupils review their learning of Sounds and the Elements of Music by completing <a href="#">Starter/Plenary 11</a>. Space is provided for teachers to issue pupils with a “level” and provide AFL comments as well as a “ticklist” feature for pupils to track their own learning and outcomes.                  (5 mins)</p>			
<p><b>CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT</b>  <b>Literacy</b> – Subject specific vocabulary relating to the elements of music is used throughout this unit building a foundation for all music work at KS3.</p>		<p><b>EAL/SEN/GAT</b>  <b>(GAT)</b> Higher ability pupils may be able to perform melodic parts of “Morning has Broken” on their own instruments</p>		
<p><b>LANGUAGE FOR LEARNING</b> - spell/use/understand                  Attack &amp; Decay, Duration, Dynamics, Pitch, Silence, Sound, Tempo, Texture, Timbre</p>		<p><b>HOMEWORK SUGGESTIONS</b>                  Pupils could be asked to complete <a href="#">Starter/Plenary 11</a> as homework if time is short during the lesson</p>		
<p><b>LESSON RESOURCES</b> – full range of tuned instruments including keyboards and pitched percussion</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><a href="#">Y7U1SP5 – Exploring Sounds “Show Me...” Cards</a>  <a href="#">Y7U1MIDI9 – The Music of the Night</a>  <a href="#">Y7U1MIDI7 – Oh, what a beautiful mornin’</a>  <a href="#">Y7U1SS4 – Morning has Broken</a>  <a href="#">Y7U1W7 – Sounds and Elements of Music Assessment</a>  <a href="#">Y7U1SP11 – My Sounds and Elements of Music Learning</a></p> </td> <td style="width: 50%; vertical-align: top;"> <p><a href="#">Y7U1SS3 – The Music of the Night</a>  <a href="#">Y7U1SS2 – Oh, what a beautiful mornin’</a>  <a href="#">Y7U1MIDI8 – Oh, what a beautiful mornin’</a>  <a href="#">Y7U1S3 – Morning has Broken</a>  <a href="#">Y7U1A11 – Sounds and Elements of Music Assessment</a></p> </td> </tr> </table>			<p><a href="#">Y7U1SP5 – Exploring Sounds “Show Me...” Cards</a>  <a href="#">Y7U1MIDI9 – The Music of the Night</a>  <a href="#">Y7U1MIDI7 – Oh, what a beautiful mornin’</a>  <a href="#">Y7U1SS4 – Morning has Broken</a>  <a href="#">Y7U1W7 – Sounds and Elements of Music Assessment</a>  <a href="#">Y7U1SP11 – My Sounds and Elements of Music Learning</a></p>	<p><a href="#">Y7U1SS3 – The Music of the Night</a>  <a href="#">Y7U1SS2 – Oh, what a beautiful mornin’</a>  <a href="#">Y7U1MIDI8 – Oh, what a beautiful mornin’</a>  <a href="#">Y7U1S3 – Morning has Broken</a>  <a href="#">Y7U1A11 – Sounds and Elements of Music Assessment</a></p>
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