

<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>Learn about the instruments in the brass section of the orchestra</li> <li>Examine the common features of their construction and playing techniques</li> <li>Perform brass parts as part of a class orchestra performance</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>                  Are able to name some of the instruments found in the brass section of the orchestra                  Can perform an easy melodic part, with support, as part of a class orchestra piece</p> <p><b>Level 4 (working at) Most Pupils :</b>                  Are able to aurally identify and name the instruments found in the brass section of the orchestra                  Perform a more complex part as part of a class orchestra piece</p> <p><b>Level 5/6 (working beyond/GAT) Some Pupils :</b>                  Are able to distinguish between the different timbres and playing effects of instruments found in the brass 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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<b>Starter Activity</b>	<p><b>Introducing the Brass Section of the Orchestra – <a href="#">Starter/Plenary 5</a></b>                      Distribute <a href="#">Starter/Plenary 5</a> and allow pupils to fill in the gaps to introduce the brass section of the orchestra and its constituent instruments – trumpet, trombone, French horn and tuba. (5 mins)  <i>If pupils have brought in their own orchestral instruments, particularly brass, 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>
<b>Core Main Activities</b>	<p><b>1. Learning about the Brass Section of the Orchestra – <a href="#">Audio 11</a> &amp; <a href="#">Video 5</a> &amp; <a href="#">Audio 4</a></b>                      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 brass section. Taking a brass instrument, as an example, (or a brass instrument that is hopefully played by at least one class member or that is available to you), demonstrate to pupils the construction of a brass instrument. Point out the various parts of the instruments and different playing techniques – the harmonic series/ valves/slides, embouchure.  <b>IMPORTANT NOTE</b> – emphasise hygiene when playing brass instruments!                      Demonstrate the sounds of the instruments in the string section using <a href="#">Audio 11</a>                      Watch <a href="#">Video 5</a> which demonstrates the brass section, as part of YPGO, referring to lesson 2, where pupils met YPGO.                      Next, listen to <a href="#">Audio 4</a>, as Yehudi Menuhin describes and demonstrates the instruments of the brass section. (25 mins)</p> <p><b>2. Performing Brass Section Parts of “Miniature March” – <a href="#">Score 2</a> &amp; <a href="#">MIDI 5</a> &amp; <a href="#">Score 3</a> &amp; <a href="#">MIDI 6</a></b>                      Explain to the class that they are going to continue their 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. Divide the class into two, the first half are to form the string section, which the whole class performed during lesson 3. Using <a href="#">Score 2</a>, 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), or 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). <a href="#">MIDI 5</a> can be used to revise the string parts. Next, using <a href="#">Score 3</a>, copy, distribute trumpet, trombone, French horn and tuba parts to the remaining half of the class. Assemble the brass section in the correct seating positions as found in the brass section (behind the strings, referring back to lesson 1) and allocate a brass instrument (if available), or a suitable brass timbre on a keyboard. <a href="#">MIDI 6</a> can be used to support the learning of the brass parts. Finally, perform “Miniature March” with the string and brass sections of the class orchestra. (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>

<p><b>Plenary</b></p>	<p><b>Learning a Song about Brass Instruments – “Seventy-Six Trombones” – <a href="#">Song Sheet 2</a> &amp; <a href="#">Audio 15</a> &amp; <a href="#">MIDI 3</a></b>                  Teach pupils the song “Seventy-six Trombones” from ‘The Music Man’. <a href="#">MIDI 3</a> supports this by giving the complete song melody line and an audio example of the song is given on <a href="#">Audio 15</a>.</p> <p style="text-align: right;">(10 mins)</p>	<p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>		
<p><b>CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT</b>  <b>Literacy</b> – subject-specific musical vocabulary relating to sound production methods on brass instruments – the harmonic series, embouchure, valves and slides  <b>Science/Technology</b> – methods of construction and sound production on different brass instruments including instrumental effects e.g. glissandi on trombones and how the relationship between the length of tubing, affected by valves and slides alters the pitch of a note.</p>		<p><b>EAL/SEN/GAT</b>  <b>(GAT)</b> Any pupils who play brass and string instruments can be encouraged to demonstrate these to the class and perform on these during the class ensemble of “Miniature March” during both this and subsequent lessons.  <b>(SEN)</b> Lower ability pupils can be given brass parts with the note names written on, included on <a href="#">Score 2</a>  <b>(EAL)</b> Pupils from other nationalities or ethnic backgrounds can be asked to talk about any brass instruments which their culture uses and describe their similarities and differences between brass instruments found in a symphony orchestra</p>		
<p><b>LANGUAGE FOR LEARNING</b> - spell/use/understand                  Brass, Embouchure, French Horn, Slides, The Harmonic Series, Trombone, Trumpet, Tuba, Valves</p>	<p><b>HOMEWORK SUGGESTIONS</b>                  Pupils could be asked to:</p> <ul style="list-style-type: none"> <li>• Start work on an instrument research project on an orchestral instrument of their choice, using <a href="#">Worksheet 3</a>, the submission date which can be agreed upon at any point within the unit.</li> <li>• Any pupils who play orchestral instruments (particularly woodwind) can be asked to bring them in for the next lesson where they can demonstrate them to the class (see note below)</li> <li>• Complete either <a href="#">Cover/Homework 7</a> – Brass Instruments of the Orchestra or <a href="#">Cover/Homework 10</a> – Brass Instruments to reinforce learning from the lesson</li> </ul>			
<p><b>LESSON RESOURCES</b> – <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; Brass &amp; String Instruments; Keyboards (with ‘string’ and ‘brass’ timbres); Hardware/software/projection equipment capable of playing .mpg videos (or from the Musical Contexts YouTube® Channel).</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><a href="#">Y7U5SP5 – Brass Instruments fill in the gaps</a>  <a href="#">Y7U5VID5 – The Brass Section (YPGO)</a>  <a href="#">Y7U5S2 – Miniature March – String Parts</a>  <a href="#">Y7U5S3 – Miniature March – Brass Parts</a>  <a href="#">Y7U5SS2 – Seventy-six Trombones</a>  <a href="#">Y7U5MIDI3 – Seventy-six Trombones (song melody)</a>  <a href="#">Y7U5CH7 – Brass Instruments of the Orchestra</a></p> </td> <td style="width: 50%; vertical-align: top;"> <p><a href="#">Y7U5A11 – Demonstrating the Brass Section</a>  <a href="#">Y7U5A4 – Investigating the Brass Section</a>  <a href="#">Y7U5MIDI5 – Miniature March – String Parts</a>  <a href="#">Y7U5MIDI6 – Miniature March – Brass Parts</a>  <a href="#">Y7U5A15 – Seventy-six Trombones</a>  <a href="#">Y7U5W3 – Instrument Research Project</a>  <a href="#">Y7U5CH10 – Brass Instruments</a></p> </td> </tr> </table>			<p><a href="#">Y7U5SP5 – Brass Instruments fill in the gaps</a>  <a href="#">Y7U5VID5 – The Brass Section (YPGO)</a>  <a href="#">Y7U5S2 – Miniature March – String Parts</a>  <a href="#">Y7U5S3 – Miniature March – Brass Parts</a>  <a href="#">Y7U5SS2 – Seventy-six Trombones</a>  <a href="#">Y7U5MIDI3 – Seventy-six Trombones (song melody)</a>  <a href="#">Y7U5CH7 – Brass Instruments of the Orchestra</a></p>	<p><a href="#">Y7U5A11 – Demonstrating the Brass Section</a>  <a href="#">Y7U5A4 – Investigating the Brass Section</a>  <a href="#">Y7U5MIDI5 – Miniature March – String Parts</a>  <a href="#">Y7U5MIDI6 – Miniature March – Brass Parts</a>  <a href="#">Y7U5A15 – Seventy-six Trombones</a>  <a href="#">Y7U5W3 – Instrument Research Project</a>  <a href="#">Y7U5CH10 – Brass Instruments</a></p>
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