

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 dynamics in music Learn about graphic scores as a way of representing different sounds using symbols Follow and perform from a graphic score using dynamics 	<p><i>(The evidence to show that pupils have achieved the learning objectives)</i></p> <p>Level 3 (working towards) All Pupils : Recognise dynamics as volume in music using basic musical vocabulary (<i>loud, soft, getting louder, getting softer</i>) Follow and perform from a graphic score as part of a group</p> <p>Level 4 (working at) Most Pupils : Use correct musical vocabulary to describe dynamics (<i>piano, forte, mezzo</i>) Follow and perform from a graphic score using dynamics</p> <p>Level 5/6 (working beyond/GAT) Some Pupils : Use correct musical vocabulary (<i>crescendo, diminuendo</i>) to describe gradations of dynamics Comment on how dynamics and other elements of music have been used in a piece of music to create an intended effect</p>

LESSON STRUCTURE

		NC KS3 POS
Starter Activity	<p>Circle Game – “Hotter/Colder” Assemble pupils in a circle each with a handheld untuned percussion instrument. One pupil leaves the classroom while the rest of the class decide where to hide a small object. Establish a simple 4-beat ostinato and play this as the pupil comes in. They move around the classroom trying to find the object in a “hide and seek – getting hotter/getting colder” formation. As the pupil gets closer to the hidden object the class uses dynamics (getting louder) to let the pupil know that they are near and (getting softer) when they are away.</p> <p style="text-align: right;">(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>
Core Main Activities	<p>1. Learning about Dynamics- Presentation 2 or Starter/Plenary 4 Using either Presentation 2 or Starter/Plenary 4 introduce pupils to the different dynamic levels in music and related Italian terms including <i>crescendo</i> and <i>diminuendo</i>. Allow pupils to perform on their instruments which they had in the starter activity at different dynamic levels emphasising the care needed when playing at loud dynamic levels! Practice class crescendo and diminuendos in response to an agreed hand signal from a conductor – either you or a pupil.</p> <p style="text-align: right;">(10 mins)</p> <p>2. Listening – “Dawn Interlude” Score 1 & Video 1 & Audio 5 & Audio 6 Issue Score 1, a graphic score of “Dawn Interlude” from ‘Peter Grimes’ by Benjamin Britten. Practice following the first line of the graphic score using Video 1 & Audio 5 until pupils are confident in their ability to follow the sounds pictorially and understand the matching sound to symbol concept. Point out the three distinct ideas each with their own pitch register, tempo, dynamics, duration, attack and decay, texture and timbre. Explain how the sounds in the piece are represented by symbols on the page and that, in order to follow the music, pupils will need to read each of the three lines of symbols across the page as if it were a sentence in a book. Play “Dawn Interlude” whole version on Audio 6 and encourage pupils to follow the graphic score in its entirety. Discuss the composer’s use of the different elements to create a musical picture of the sea, using the score as a point of reference. The excerpt consists of three distinctive musical ideas which pupils could consider as visual images, e.g. <i>hazy light speeds across a calm sea; the sunlight races across the surface of the water; dark clouds line the horizon</i>. Ask them for their ideas and play the piece again.</p> <p style="text-align: right;">(15 mins)</p> <p>3. Performing from a Graphic Score – “Night Storm” – Score 2 Distribute Score 2 to pupils and explain that their task, working in groups of 5, is to “realise” the graphic score turning the shapes and symbols into sound. Begin by discussing the 5 different layers explaining that they will be performed simultaneously from left to right (like reading a book) – <i>What is different about the footsteps and rain and lightning graphics?</i> They increase/decrease in size where pupils could alter the dynamic level. Allow each group a short time to select instruments/sound sources suitable to their allocated part – emphasis here can</p> <p style="text-align: right;"><i>Continued...</i></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>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>Core Main Activities Continued</p>	<p>be on careful selection of timbres to achieve an intended effect – before allowing each group to perform back to the rest of the class. The teacher could move their hand across the score to indicate the passing of time or groups could be encouraged to “feel” the passing of time and to come in and out on their own accord. Discuss effectiveness of each group’s performance – <i>was it easy to follow the graphic score as each group performed?</i></p> <p>(15 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>
<p>Plenary</p>	<p>Musical Recipes Card Sort – Starter/Plenary 10 & Audio 7 Prior to the lesson, copy and cut out the four “musical recipe” cards given on Starter/Plenary 10. Play Audio 7 explaining to pupils that they are to work out which card contains the correct musical recipe for the four different extracts of music they are about to listen to and sequence them in the correct order. Discuss answers reinforcing the different uses of the elements of music in each piece of music</p> <p>(5 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>CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT Literacy – reading a graphic score from left to right like reading a book Numeracy – Shapes and Symbols to represent sound</p>		<p>EAL/SEN/GAT (GAT) Higher ability pupils can be encouraged to “realise” parts of “Night Storm” on their own instruments (SEN) Lower ability pupils can be groups with higher ability pupils when “realising” the “Night Storm” piece performing simpler parts such as the clock ticking, clock striking or door slamming. (GAT) Higher ability pupils can experiment with features such as <i>pitch bend</i> to alter sounds electronically</p>
<p>LANGUAGE FOR LEARNING - spell/use/understand Crescendo, Diminuendo, Dynamics, Forte, Getting Louder, Getting Softer, Graphic Score, Loud, Mezzo, Ostinato, Piano, Soft, Volume</p>		<p>HOMEWORK SUGGESTIONS Pupils could be asked to complete Cover/Homework Sheet 2 “Graphic Scores” reinforcing their understanding of relating shapes and symbols to sounds and the difference between graphic and staff notation.</p>
<p>LESSON RESOURCES – selection of untuned handheld percussion instruments; full range of tuned and untuned classroom percussion instruments including keyboards Y7U1PPT2 – Dynamics & Graphic Scores Y7U1S1 – Dawn Interlude Graphic Score Y7U1A5 – Dawn Interlude First Line Y7U1SP10 – Musical Recipes Card Sort Y7U1CH2 – Graphic Scores</p> <p>Y7U1SP4 – Dynamic Levels Poster Y7U1VID1 – Dawn Interlude First Line Graphic Animation Y7U1A6 – Dawn Interlude Complete Y7U1A7 – Musical Recipies</p>		