

<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>• Know and have a basic understanding of Indian culture with regards to Indian music</li> <li>• Recognise Indian musical instruments and their function within ragas</li> </ul>	<p><b>LEARNING OUTCOMES</b>  <i>(The evidence to show that pupils have achieved the learning objectives)</i></p> <p><b>Level 4 (working towards) All Pupils :</b>                  listen to and appreciate music from another culture                  name the three most common Indian musical instruments</p> <p><b>Level 5 (working at) Most Pupils</b>                  Identify Indian musical instruments visually and aurally</p> <p><b>Level 6/7 (working beyond/GAT) Some Pupils :</b>                  Identify the roles of different Indian musical instruments                  Describe how Indian music has influences western music</p>
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**LESSON STRUCTURE**

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<b>Starter Activity</b>	<p><b>Introducing Indian Music – <a href="#">Starter/Plenary 1</a> &amp; <a href="#">Audio 1</a></b></p> <p>Distribute Starter/Plenary 1 and play students a traditional piece of Indian Classical music from Audio 1 and discuss what they can hear focusing their attention to the questions on the sheet. Some answers might include:  <i>Tempo</i> – starts off slowly and gets faster  <i>Texture</i> – instruments added gradually; starts off thin and gets thicker  <i>Instruments</i> – some may hear 4 some only 3; <i>sitar, tambura and tabla</i> (traditional Indian instruments)  <i>Venue</i> – responses may vary but include a religious setting, concert etc. (try to avoid the obvious response of “<i>In an Indian restaurant!</i>”)</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>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>
<b>Core Main Activities</b>	<p><b>1. Performing Indian Music – <a href="#">Video 1</a></b></p> <p>Watch Video 1 which shows two short excerpts of raga performances. First, watch the excerpts straight through and invite initial responses and reactions from pupils. Now watch the first excerpt again and ask pupils <b>How many instruments are there?</b> (this is the Jhalla section of a raga and has 3 instruments - a <i>sitar</i> (right), <i>tambura</i> (centre) and <i>tabla</i> (left)); <b>Describe the music in three words.</b> Now watch the second excerpt showing Sitar virtuosi Ravi Shankar and his daughter Anoushka performing the Gat section of a raga. As pupils watch, ask them if there are <b>any Indian musical instruments which they saw on the first excerpt?</b> (both Ravi and Anoushka are playing <i>sitar</i>s; there are two <i>tabla</i> players at either side and the <i>tambura</i> players are harder to see sat at the back in the darkness). Ask pupils <b>what is different about this excerpt from the first?</b> (slower tempo, thinner texture, less dramatic). Finally, point out the “Q&amp;A dialogue” between the two <i>sitar</i> players and the facial expressions that Ravi and Anoushka use while playing – <b>what do pupils think the musical “dialogue” is all about? Do pupils think that the performers are performing music that has been written down? What is the name for previously unprepared performances?</b> – discuss and reinforce <b>IMPROVISATION</b> in Indian music.</p> <p style="text-align: right;">(10 mins)</p> <p><b>2. Learning about Indian Musical Instruments – <a href="#">Presentation 1</a> &amp; <a href="#">Audio 2</a>, <a href="#">Audio 3</a> &amp; <a href="#">Audio 4</a></b></p> <p>Use Presentation 1 to introduce pupils to the three most commonly used Indian musical instruments – <i>sitar, tabla</i> and <i>tambura</i>. Pupils will have met these aurally in the starter activity and visually in the activity above. The presentation contains information about the structure of each instrument and how the sound is produced as well as a solo audio example of each of the instruments contained within the presentation and on separate audio files. There are also some pictures of other Indian music ensembles where pupils visually identify the instruments they have learned about (see SEN below).</p> <p style="text-align: right;">(10 mins)</p> <p style="text-align: right;"><i>Continued...</i></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>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>Core Main Activities Continued</p>	<p><b>3. Listening to Indian Music – <a href="#">Worksheet 1</a> &amp; <a href="#">Audio 5</a></b>                  Pupils consolidate their learning by reading about the structure of an Indian raga on worksheet 1. Identify and clarify any new vocabulary such as “raga” and “tala” contained in the text and play the “Raga Durga” on a piano/keyboard to familiarise pupils with its pentatonic sound. Demonstrate how a sitar player could improvise on the notes of the Raga Durga. Now demonstrate the notes of the drone and invite suggestions as to how a continuous sound could be played. Now listen to Audio 5 and answer the questions on the reverse side of worksheet 1.                  (10 mins)</p> <p><b>4. Performing Rupak Tala - <a href="#">Worksheet 1</a> &amp; <a href="#">Audio 6</a></b>                  Listen to Audio 6, a recording of the Rupak Tala and perform the 7-beat tala worksheet 1 as a class. First practice saying the drum words (<i>bol/s</i>), clapping or waving the beats as shown in the diagram. Then divide the class into large groups and ask each group to perform Rupak Tala with only a few moments rehearsal time (untuned percussion, drums or Tabla can be used if available and as time requires). Groups perform the Rupak Tala to the rest of the class.                  (15 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>Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</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>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>Plenary</p>	<p><b>East Meets West –<a href="#">Starter/Plenary 4</a> &amp; <a href="#">Audio 1</a> &amp; <a href="#">Audio 7</a></b>                  Pupils listen to Audio 1 – “Rag Pilu” followed by Audio 7 - a dance remix version of Kelly Rowland’s “Work” by The Freemasons - and identify similarities, differences and influences of Indian music on western club dance music in the twenty-first century. Alternatively, this may be done as a simple class listening exercise where pupils are invited to think about similarities and differences as they listen to both pieces of music.                  (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> <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><b>CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT</b>  <b>Numeracy</b> – structure of a raga  <b>ICT</b> – how sound effects e.g. pitch bend, can be used to re-create authentic Indian timbres  <b>Literacy</b> – words describing the characteristics and timbres of Indian music; concept of musical dialogue between instruments; improvisation  <b>Citizenship</b> -This lesson introduces pupils to music from another culture from a far away part of the world. This culture is relevant to pupils as lots of people in our society are of Indian origin indeed some pupils in the class maybe of Indian origin or pupils have friends of Indian origin. The lesson gives pupils the opportunity to listen to and analyse a piece of music from a culture and style that they otherwise would not be exposed to. The music in this lesson is also an example of music that has developed over a long period of time  <b>Geography</b> - India</p>		<p><b>REAL/SEN/GAT</b>  <b>(SEN)</b> Lower ability pupils who are having difficulty in aurally identifying the new timbres of Indian musical instruments can play a game of “which instrument?” using the top 3 instrument flashcards on <a href="#">Starter/Plenary 3</a> and Audio tracks <a href="#">2</a>, <a href="#">3</a> &amp; <a href="#">4</a> at random to familiarise themselves with these new sounds that they will need to be familiar with throughout the unit.  <b>(GAT)</b> Higher ability pupils can be asked to include a short rhythmic improvisation during their performances of Rupak Tala when performing to the rest of the class.</p>
<p><b>LANGUAGE FOR LEARNING</b> - spell/use/understand Clap, Dialogue, Improvisation, Pentatonic, Pitch, Question and Answer, Raga, Scale, Sitar, Tabla, Tala, Tambura, Tempo, Texture, Wave</p>		<p><b>HOMEWORK SUGGESTIONS</b>                  Pupils could be asked to complete <a href="#">Cover/Homework 1</a> to further their knowledge and understanding of Indian Music or <a href="#">Cover/Homework 2</a> where they are asked to put historical events in chronological order regarding the history of India..</p>
<p><b>LESSON RESOURCES</b> - Traditional Indian musical instruments if available or drums similar to tabla.</p>		

<a href="#"><u>Y8U7SP1 – “Introducing Indian Music”</u></a>	<a href="#"><u>Y8U7A1 – “Rag Pilu”</u></a>	<a href="#"><u>Y8U7VID1 – “Raga Megh” and “Raga Rangeela Piloo”</u></a>
<a href="#"><u>Y8U7PPT1 – “Indian Musical Instruments”</u></a>	<a href="#"><u>Y8U7A2 – Sitar Solo</u></a>	<a href="#"><u>Y8U7A3 – Tabla Solo</u></a>
<a href="#"><u>Y8U7A4 – Tambura Solo</u></a>	<a href="#"><u>Y8U7SP3 – Indian Musical Instrument Flashcards</u></a>	
<a href="#"><u>Y8U7W1 – Listening to Indian Music</u></a>	<a href="#"><u>Y8U7A5 – “Raga Durga”</u></a>	<a href="#"><u>Y8U7A6 – “Rupak Tala”</u></a>
<a href="#"><u>Y8U7A7 – “Work” – Kelly Rowland (Freemasons Arabic Mix)</u></a>		<a href="#"><u>Y8U7SP4 – “East meets West”</u></a>
<a href="#"><u>Y8U7CH1 – Indian Music</u></a>	<a href="#"><u>Y8U7CH2 – The History of India</u></a>	