

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"> <li>Rehearse, refine, adapt and perform a group STOMP-inspired “junk percussion” piece based on “The Kitchen”</li> <li>Use a rhythmic ostinato, as part of a group composition, to provide unity within a structured piece</li> <li>Evaluate own and other’s junk-percussion pieces</li> </ul>	<p><i>(The evidence to show that pupils have achieved the learning objectives)</i></p> <p><b>Level 3 (working towards) All Pupils :</b> Contribute towards a group junk-inspired composition and performance, exploring and selecting different sound sources Identify different sounds and sound sources when evaluating others’ group junk percussion pieces</p> <p><b>Level 4 (working at) Most Pupils</b> Contribute more fully towards a junk-inspired composition and performance, combining sound sources and producing a piece with a clear sense of structure using a rhythmic ostinato with sense of effect Identify musical features, such as ostinato, and structure when evaluating others’ group junk percussion pieces.</p> <p><b>Level 5/6+ (working beyond/GAT) Some Pupils :</b> Take on a leading role in a group junk-inspired composition and performance allocating parts, roles and responsibilities to other members Comment on the use and effectiveness of sounds, sound sources, ostinato and form and structure when evaluating other’s group junk percussion pieces</p>

**LESSON STRUCTURE**

		NC KS3 POS
<p><b>Starter Activity</b></p>	<p><b>STOMPing in the Kitchen – <a href="#">Video 6</a></b> Briefly watch <a href="#">Video 6</a>, as shown in lesson 3, to show how STOMP have used “The Kitchen” as a stimulus for their own junk-inspired percussion piece.  (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>Core Main Activities</b></p>	<p><b>1. Composing &amp; Performing a “STOMP” inspired piece – “The Kitchen” – <a href="#">Worksheet 2</a></b> Distribute <a href="#">Worksheet 2</a> from lesson 3 and assemble pupils in the groups they were working in from the previous lesson, together with their “kitchen” sound sources (which were recorded on <a href="#">Worksheet 2</a>). Refresh the challenge : <b>pupils are to work in groups to compose their own STOMP-inspired piece called “The Kitchen” based on sounds and sound sources found in the kitchen with a unifying OSTINATO.</b> Allow each group a moment to recall and perform their “kitchen ostinato” pattern (which were recorded on <a href="#">Worksheet 2</a>), before allowing suitable time for pupils to refine, adapt, rehearse and perform their “kitchen” pieces to the rest of the class. Record performance using either sound recording or video recording equipment as available.  (40 mins)</p> <p><b>2. Evaluating “STOMP” inspired “kitchen” pieces – <a href="#">Worksheet 3</a></b> Distribute <a href="#">Worksheet 3</a> and play back recordings of each group’s “kitchen” junk-inspired percussion piece. Ask pupils watch/listen to each performance, ask them to record their responses on <a href="#">Worksheet 3</a>.  (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> <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>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>

<b>Plenary</b>	<p><b>Review of Learning – “My Recycled Rhythms Learning” – <a href="#">Starter/Plenary 6</a></b>                  Pupils review their learning from the unit by completing <a href="#">Starter/Plenary 6</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.</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><b>CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT</b>  <b>Science/Geography/Technology/Citizenship</b> – Recycling “junk” objects and the effect on the environment  <b>Food Technology</b> – utensils, machines and objects found in a kitchen which make a variety of sounds and can be used as sound sources  <b>Dance</b> – Use of movement and choreography in STOMP performances  <b>Drama</b> – Sense of staging, use of props in STOMP performances</p>		<p><b>EAL/SEN/GAT</b>  <b>(GAT)</b> Higher ability pupils may wish to add dance/drama/movement to their “kitchen” pieces, in the style of STOMP, although this should not detract from the overall effect of the music!  <b>(SEN)</b> Lower ability pupils may need further support when composing their group’s “kitchen ostinato”. Emphasise that the most simple ostinato patterns are often the best and use mnemonics to help lower-ability pupils remember the ostinato e.g. “<i>whisk, whisk, el-ec-tric mix-er</i>” or “<i>chop, chop, chop, chop, in the pan!</i>” performing first with pupils reciting the words and then without.</p>		
<p><b>LANGUAGE FOR LEARNING</b> – spell/use/understand                  Form and Structure, Ostinato, Rhythmic Ostinato, Sound, Sound Source, Timbre</p>		<p><b>HOMEWORK SUGGESTIONS</b>                  If time is short during the lesson, pupils could be asked to complete a self-evaluation of their junk percussion piece using a template such as <a href="#">Music Documents 14</a></p>		
<p><b>LESSON RESOURCES</b> – see <a href="#">Notes on using Junk Percussion Instruments in this Unit</a> from the <a href="#">Scheme of Work</a>. This lesson is particularly enhanced by any junk percussion objects with a “KITCHEN” theme. The school/college kitchen may be able to help in this respect or pupils could be asked to bring in an object from their own kitchen which they could use as a sound source, as part of their group composition.</p> <p>Hardware/software/projection equipment capable of playing .mpg video files or from the Musical Contexts YouTube® Channel                  Recording/video and playback equipment to record/film junk-inspired “kitchen” pieces</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><a href="#">Y8U5VID6 – STOMP – The Kitchen</a>  <a href="#">Y8U5W3 – The Kitchen Evaluation Sheet</a>  <a href="#">Y8U5VID4 – STOMP – The Shack</a>  <a href="#">Y8U5VID7 – STOMP – Brooms (Full Version)</a>  <a href="#">Y8U5SP6 – My Recycled Rhythms Learning</a></p> </td> <td style="width: 50%; vertical-align: top;"> <p><a href="#">Y8U5W2 – The Kitchen – Composing Sheet</a>  <a href="#">Y8U5VID2 – STOMP - The Truck</a>  <a href="#">Y8U5VID5 – STOMP - Basketballs</a>  <a href="#">MDPL14 – Pupil Self-Assessment Sheet</a></p> </td> </tr> </table>			<p><a href="#">Y8U5VID6 – STOMP – The Kitchen</a>  <a href="#">Y8U5W3 – The Kitchen Evaluation Sheet</a>  <a href="#">Y8U5VID4 – STOMP – The Shack</a>  <a href="#">Y8U5VID7 – STOMP – Brooms (Full Version)</a>  <a href="#">Y8U5SP6 – My Recycled Rhythms Learning</a></p>	<p><a href="#">Y8U5W2 – The Kitchen – Composing Sheet</a>  <a href="#">Y8U5VID2 – STOMP - The Truck</a>  <a href="#">Y8U5VID5 – STOMP - Basketballs</a>  <a href="#">MDPL14 – Pupil Self-Assessment Sheet</a></p>
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