

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"> Explore the themes from Holst’s movement “Jupiter” from ‘The Planets’ learning to sing and perform one of the themes Identify tempo, dynamics and instrumentation in further movements from Holst’s “The Planets” 	<p><i>(The evidence to show that pupils have achieved the learning objectives)</i></p> <p>Level 4 (working towards) All Pupils : sing “I vow to Thee, My Country” as part of a class with good vocal control and perform part of the melody line of the song identify basic orchestral instruments when listening to contrasting pieces of music</p> <p>Level 5 (working at) Most Pupils sing “I vow to Thee, My Country” as part of a class, and perform most of the melody line using different dynamics including a crescendo identify correctly words relating to tempo, dynamics and instrumentation when listening to different pieces of music</p> <p>Level 6/7 (working beyond/GAT) Some Pupils : take on a lead role in singing and performing “I vow to Thee, My Country”, with an awareness of pitch, phrasing and musical expression be able to give musical opinions on Holst’s use of instrumentation using the word “orchestration”</p>

LESSON STRUCTURE

		NC KS3 POS
<p>Starter Activity</p>	<p>Listening to “Mercury” ‘The Planets’ – Starter/Plenary 2 & Audio 3 Begin the lesson by explaining to pupils that they are going to move on to explore the next two “Planets” in Holst’s SUITE in the order in which they appear – Mercury and Jupiter. Distribute Starter/Plenary 2 and read through the list of statements relating to “Mercury, The Winged Messenger” clarifying key musical vocabulary – <i>tempo, duration, texture, pitch and instrumentation/orchestration</i>. Next play Audio 3, which contains the complete movement (due to its short duration!) and ask pupils to decide whether they think each of the statements given on Starter/Plenary 2 is true or false. Discuss answers as a class.</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>
<p>Core Main Activities</p>	<p>1. Listening to “Jupiter from ‘The Planets’ – Worksheet 4 & Audio 4 Link the starter to the development of the lesson by distributing Worksheet 4 and explaining to pupils that they are going to move onto the next “Planet” in Holst’s Suite, firstly by listening to the complete movement, and then singing and performing one of the THEMES from the piece. Use Worksheet 4, which again focuses on the key elements of the unit – tempo, dynamics and instrumentation playing Audio 4 allowing pupils to fill in the missing words. Discuss answers as a class including:</p> <ul style="list-style-type: none"> <i>Holst refers to Jupiter as “The Bringer of Jollity” – How does he create this mood of laughing and fun in the music?</i> <i>Did pupils recognise any of the THEMES in the piece?</i> <p style="text-align: right;">(10 mins)</p> <p style="text-align: right;"><i>Continued...</i></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>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 style="writing-mode: vertical-rl; transform: rotate(180deg);">Core Main Activities Continued</p>	<p>2. Singing and Performing a Theme from “Jupiter” – “I vow to Thee My Country” – Song Sheet 1 & Score 2 & Score 3 & MIDI 2 & Audio 5 & Audio 6 Refocus pupils’ attention to the slower section in “Jupiter” and play Audio 5. <i>Do any of the pupils recognise the melody?</i> Some pupils might be able to recognise the melody set to the words “I vow to thee my country”, a famous hymn. Distribute Song Sheet 1 and teach pupils the song in unison as a class. MIDI 2 contains the song melody which can be used to support learning along with an example by the singer Katherine Jenkins, given on Audio 6. Some teachers may want to accompany the song on the piano and a piano accompaniment is given on Score 3. Once the words and melody are secure, refer to the DYNAMICS and revise the musical symbols used given on Song Sheet 1, including the CRESCENDO hairpin! Sing the song again, this time paying close attention to the dynamic markings – <i>what effect does this have on the song and the meaning of the words?</i> Next, ask pupils to work in pairs and attempt to perform the melody of “I vow to Thee, My Country” on keyboards/recorders/own instruments from Score 2 (see GAT/SEN below). Encourage pupils to follow the DYNAMICS given, which can be varied by touch on some keyboards or even using the volume control during the performance! Allow creative exploration of the manipulation of dynamics since it is a central theme of this unit as a whole! Invite suitable pupils/pairs to perform their pieces to the rest of the class. After each performance, briefly discuss:</p> <ul style="list-style-type: none"> • <i>How would the class rate the performance?</i> • <i>Could they hear the different DYNAMICS in the piece?</i> • <i>What could the pupil/pair do to improve their performance?</i> <p style="text-align: right;">(30 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>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>Listen with increasing discrimination to a wide range of music from great composers and musicians</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Plenary</p>	<p>Listening for Themes in “Jupiter” from ‘The Planets’ – Starter/Plenary 3 & Audio 4 To review learning, distribute Starter/Plenary 3 and demonstrate each of the four themes given. Next, play Audio 4, the complete movement from “Jupiter” from ‘The Planets’ again asking pupils to listen out for the order in which the themes occur and using the letters A, B, C and D, put these into the correct order in the grid at the bottom of the sheet.</p> <p style="text-align: right;">(10 mins)</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>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 – Rhyming scheme and subject matter of words to “I vow to thee my country” Science – The Solar System/The Planets History – The Roman pantheon of gods and connections with the planets</p>		<p>EAL/SEN/GAT (SEN) Lower ability pupils can be provided with the score of “I vow to thee my country” from Score 2 with the note names given. (GAT) Higher ability pupils can be provided with the score of “I vow to thee my country” given on Score 2 without the note names and be asked to work out the pitches. (GAT) Higher ability pupils can perform “I vow to Thee, My Country” on their own instruments – a B flat melody part is also provided on Score 2. More advanced pupils (pianists) can be given Score 3 which contains the piano accompaniment from which to perform.</p>
<p>LANGUAGE FOR LEARNING - spell/use/understand Duration, Dynamics, Melody, Movement, Phrase, Rhythm, Suite, Syncopation, Tempo, Texture, Theme</p>		<p>HOMEWORK SUGGESTIONS Pupils could be asked to research into the scientific aspects of the Planets and could be asked to present six facts (orbit, mass, diameter, colour, size, photo or illustration) for lesson work in the next lesson. Reference to the school library or learning resources centre and the use of the internet as a source of research can be encouraged.</p>
<p>LESSON RESOURCES – keyboards/tuned percussion instruments Y8U6SP2 – Listening to “Mercury” from ‘The Planets’ Y8U6W4 – Listening to “Jupiter” from ‘The Planets’ Y8U6SS1 – “I vow to Thee, My Country” Y8U6S3 – “I vow to Thee, My Country” (piano accompaniment) Y8U6A5 – “I vow to Thee, My Country” Theme from “Jupiter”</p>		<p>Y8U6A3 – “Mercury” from ‘The Planets’ - Holst Y8U6A4 – “Jupiter” from ‘The Planets’ - Holst Y8U6S2 – “I vow to Thee, My Country” Y8U6MIDI2 – “I vow to Thee, My Country” song melody Y8U6A6 – “I vow to Thee, My Country” (Katherine Jenkins)</p>

[Y8U6SP3 - Themes from "Jupiter" from 'The Planets'](#)