

<p><b>LEARNING OBJECTIVES</b> (Pupils should know/understand/be able to do/be aware of by the end of the lesson)</p> <ul style="list-style-type: none"> <li>Learn how different moods can be achieved through music</li> <li>Learn about ostinato and crescendo</li> </ul>	<p><b>LEARNING OUTCOMES</b> (The evidence to show that pupils have achieved the learning objectives)</p> <p><b>Level 4 (working towards) All Pupils :</b> are able to express moods created by music through visual art, identifying basic orchestral instruments perform an ostinato as part of a group</p> <p><b>Level 5 (working at) Most Pupils</b> take on the role of a conductor in leading a group performance of a repeated ostinato pattern including contrasting dynamics know some basic facts about the composer Holst and The Planets</p> <p><b>Level 6/7 (working beyond/GAT) Some Pupils :</b> are able to give musical opinions on Holst’s use of instrumentation and may take this further to comment on orchestration confidently perform in 5/4 time with flair and accuracy</p>
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**LESSON STRUCTURE**

NC KS3 POS

<b>Starter Activity</b>	<p><b>Sound Pictures – <a href="#">Audio 1</a></b> Begin work on this unit by providing each pupil with a large sheet of paper and coloured pens or pencils. Ask pupils to fold their sheet of paper in half making two separate sections. Inform pupils that they will hear two pieces of music, each approximately three minutes in length. Don’t tell them anything about each piece before playing them! They are to listen carefully and draw/write what they hear, feel, and see in their imaginations, while listening to each piece of music – creating a “sound picture”. Encourage pupils to be creative using shapes, symbols, drawings, illustrations, words or doodles and try to capture the <b>MOOD</b> of the music. Play <a href="#">Audio 1</a> which contains the opening extracts from “Mars” and “Venus” from “The Planets” by Holst. Each extract is introduced so pupils know when to move onto their second “sound picture”.</p> <p>The end results will be quite varied, some pupils will just hear the instruments, but others will see images. Ask for volunteers to share what they heard and describe the differences in their sound pictures between the first and second piece of music. There are no right or wrong answers! Give pupils a chance to talk about their sound pictures while showing them to the rest of the class.</p> <p>Reveal to pupils that the two pieces of music that they have listened to are taken from the musical suite “The Planets” written by an English Composer – Gustav Holst. Tell the pupils a little bit about Holst (see background information in SOW) and then tell them the names the composer gave to the two movements they have heard Mars, The Bringer of War, Venus, The Bringer of Peace.</p> <p style="text-align: right;">(15 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>
<b>Core Main Activities</b>	<p><b>1. Learning about Holst and ‘The Planets’ – <a href="#">Worksheet 1</a></b> Link the starter to the development of the lesson by distributing and reading through <a href="#">Worksheet 1</a>. Spend a few moments introducing the key vocabulary given in bold type on <a href="#">Worksheet 1</a> and the connections with the Roman pantheon of gods which Holst refers to in the sub-titles of each movement.</p> <p style="text-align: right;">(15 mins)</p> <p style="text-align: right;"><i>Continued....</i></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);"><b>Core Main Activities Continued</b></p>	<p><b>2. Listening and Performing – The ‘Mars’ Ostinato – <a href="#">Audio 2</a> &amp; <a href="#">Score 1</a> &amp; <a href="#">MIDI 1</a></b>                  Assemble pupils in a circle and first listen again to the opening of “Mars” from <a href="#">Audio 2</a> and point out the use of the opening ostinato – confirm meaning of the word to pupils. Either copy and distribute, or enlarge and display <a href="#">Score 1</a> showing the ‘Mars’ Ostinato rhythm. Briefly discuss the 5/4 time signature and the triplet opening rhythm. Begin by teaching pupils to clap the “Mars” ostinato pattern until all pupils have established the rhythm. <a href="#">MIDI 1</a> may be used to support learning. Next, build up a musical texture by going round the circle with one pupil after another joining in. Play <a href="#">Audio 2</a> and ask pupils to count how many times they hear the ‘Mars’ Ostinato being repeated. This is quite tricky, especially when more instruments are added to the texture towards the end of the extract and pupils should count somewhere around 60 repetitions. Now, revise the word <b>DYNAMICS</b> and the words <b>CRESCENDO</b> and <b>DIMINUENDO</b>. Ask pupils to clap the “Mars” ostinato together while the you use agreed hand signals to show crescendo and diminuendos to conduct the class. Invite pupils to take on the role of the conductor and lead the rest of the class. Next, distribute a selection of untuned hand held percussion instruments and repeat the above steps focusing on controlled playing and the importance of watching the conductor. Finally, allow pupils to work in groups (about 6) to briefly rehearse the ‘Mars’ Ostinato selecting a member of the group to take on the role of the conductor and to lead a short performance including <b>CRESCENDOS</b> and <b>DIMINUENDOS</b>. Invite each group to perform to the rest of the class, commenting on the effectiveness of the <b>DYNAMICS</b> in each group’s performance.</p> <p style="text-align: right;">(25 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);"><b>Plenary</b></p>	<p><b>Review of Learning</b> – discuss the following questions with pupils to review learning.</p> <ul style="list-style-type: none"> <li>• <i>Can you name the nine planets?</i></li> <li>• <i>Which of the planets did Holst not write pieces of music for?</i></li> <li>• <i>Why not Earth?</i></li> <li>• <i>Why not Pluto? (clue, Holst finished writing “The Planets” in 1918</i> (5 mins)</li> </ul>	<p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>
<p><b>CROSS CURRICULAR</b> - LITERACY/ NUMERACY/CITIZENSHIP/ICT  <b>Numeracy</b> – Patterns &amp; Ostinato, 5/4 time signature  <b>Literacy</b> – words/adjectives can be encouraged during the starter activity as part of pupils’ sound pictures  <b>Science</b> – The Solar System/The Planets  <b>History</b> – The Roman pantheon of gods and connections with the planets</p>		<p><b>EAL/SEN/GAT</b>  <b>(SEN)</b> Lower ability pupils will find the open-ended starter activity of this lesson well within their capabilities since there are no right or wrong answers. They may also need help in the performing activity so that they perform with confidence and accuracy.  <b>(GAT)</b> Pupils could perform the “Mars Ostinato” on their own instruments using the note “G”.</p>
<p><b>LANGUAGE FOR LEARNING</b> - spell/use/understand                  Composer, Ostinato, Crescendo, Diminuendo, Dynamics, Suite, Movement</p>		<p><b>HOMEWORK SUGGESTIONS</b>                  Pupils could be asked to design a new CD cover for a recording of Holst’s “The Planets” using the information on <a href="#">Worksheet 1</a> to provide a track listing and some brief, accompanying notes about Holst and the seven movements which make up “The Planets”.</p>
<p><b>LESSON RESOURCES</b> – A3/A4 paper with coloured pens and pencils; selection of untuned classroom percussion instruments  <a href="#">Y8U6A1 – Pictures of Sound – “Mars” and “Venus” from ‘The Planets’ - Holst</a>      <a href="#">Y8U6S1 – The ‘Mars’ Ostinato</a>  <a href="#">Y8U6W1 – Learning about Holst and ‘The Planets’</a>      <a href="#">Y8U6MIDI1 – The ‘Mars’ Ostinato</a>  <a href="#">Y8U6A2 – Opening of “Mars” from ‘The Planets’ – Holst</a></p>		