

<p>LEARNING OBJECTIVES <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"> Evaluate own and others soundscape compositions and performances Improvise an effective group soundscape to describe the planet Pluto with attention to the intended mood 	<p>LEARNING OUTCOMES <i>(The evidence to show that pupils have achieved the learning objectives)</i></p> <p>Level 4 (working towards) All Pupils : Evaluate own and others soundscape compositions identifying basic musical features Improvise, as part of a group, a soundscape to describe the planet Pluto selecting appropriate sounds to create an intended mood</p> <p>Level 5 (working at) Most Pupils Improvise, as part of a group, a soundscape to describe the planet Pluto, combining sounds effectively and using dynamics to create an intended mood</p> <p>Level 6/7 (working beyond/GAT) Some Pupils : Take on a leading role in a group improvisation to describe the planet Pluto, leading the group towards an effective soundscape that pays close attention to the intended mood</p>
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LESSON STRUCTURE

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Starter Activity	<p>Listening to another piece of “Space Music” – ‘The X-Files’ – Audio 10 Begin the lesson by telling pupils that they are going to listen to a piece of music which creates a particular space like sci-fi mood. Play Audio 10, the theme from ‘The X-Files’ by Mark Snow and ask pupils to think about how the composer has achieved this mood through the music, identifying any particular musical features that led to this conclusion. Share responses as a class highlighting the following features:</p> <ul style="list-style-type: none"> The minor mode The 'diddly dum' ostinato, with its echoing delay effect The drone in the bass and its gradual crescendo The melody with its alien 'whistle' timbre (sound) and its disjointed phrases <p style="text-align: right;">(7 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>
Core Main Activities	<p>1. Evaluating “The Missing Moon” Electronic Soundscape Pieces – Worksheet 9 or Evaluating the class “Planets Suite” – Worksheet 10 Link the starter to the development of the lesson by explaining that pupils are going to listen to and evaluate their compositions and performances which they have been working on over the last two lessons. Distribute either Worksheet 9 if you’ve followed the music technology pathway allowing pupils to create their electronic soundscape compositions for “The Missing Moon”, or Worksheet 10 if you’ve followed the class “Planets Suite” soundscape composition pathway. Play the recordings of each group’s piece from lesson 5 and allow pupils time to evaluate each piece using the relevant worksheet.</p> <p style="text-align: right;">(25 mins)</p> <p>2. Pluto – The Missing Planet – Worksheet 11 Either copy and distribute, or enlarge and display Worksheet 11 giving some facts about the planet Pluto. Briefly discuss why Holst didn’t write a movement for Pluto in his “The Planets” (it hadn’t been discovered yet!). The final task of this unit required pupils to put together a soundscape improvisation to describe the planet Pluto using the information given on Worksheet 11. Invite a selection of pupils to come to the front of the class and allow them a given period of time (e.g. one minute) to select appropriate sound sources for their improvisation. Since this will be completely improvised, pupils will need to decide when to perform their sounds and possible include varying or appropriate dynamics to create the intended mood for the piece. The length of the piece will depend entirely on how the improvisation is going. Briefly discuss the effectiveness of each group’s improvisation after each performance referring to MOOD and DYNAMICS. Mixing lower ability pupils with higher ability pupils works well for this task. Allow pupils to use their skills, knowledge and understanding of creative composition from the unit to enjoy this final soundscape activity. Performances could be recorded if desired</p> <p style="text-align: right;">(20 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>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>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>

Plenary	<p>Review of Learning – “My Music and Space Learning “ – Starter/Plenary 7 or Starter/Plenary 8</p> <p>Pupils review their learning of Music and Space from the unit by completing Starter/Plenary 7 (if the music technology pathway has been followed) or Starter/Plenary 8 (if the class planets suite pathway has been followed). 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;">(8 mins)</p>	<p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>		
<p><u>CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT</u></p> <p>Science – The Solar System/The Planets/The Moon/The discovery of Pluto History – The Roman pantheon of gods and connections with the planets Media –use of “space-like” themes and soundtracks to accompany Sci-Fi films and TV programmes</p>		<p><u>EAL/SEN/GAT</u></p> <p>(GAT) & (SEN) During the improvisation task in core 2, lower ability pupils could work in higher ability pupils to create an improvised soundscape describing the planet Pluto. (GAT) Higher ability pupils could perform sounds from their own instrument during the Pluto improvisation task.</p>		
<p><u>LANGUAGE FOR LEARNING</u> - spell/use/understand Crescendo, Dynamics, Effect, Improvisation, Mood, Movement, Sound, Sound Source, Suite</p>		<p><u>HOMEWORK SUGGESTIONS</u></p> <p>Pupils could be asked to complete Cover/Homework 1 or Cover/Homework 2 to revise key musical vocabulary covered during the unit</p>		
<p><u>LESSON RESOURCES</u> – recordings of class soundscape compositions from lesson 5; playback equipment; a range of tuned and untuned classroom percussion instruments, keyboards and sound sources</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <p>Y8U6A10 – Theme from ‘The X-Files’ Y8U6W10 – Evaluating the class “Planets Suite” Y8U6SP7 – My Music and Space Learning (Music Tech Pathway) Y8U6SP8 – My Music and Space Learning (class Planets pathway)</p> </td> <td style="width: 50%; border: none;"> <p>Y8U6W9 – Evaluating “The Missing Moon” soundscapes Y8U6W11 – Pluto – The Missing Planet Improvisation Sheet Y8U6CH1 – Music and Space Key Words Word Search Y8U6CH2 – Music and Space Key Words Kriss Kross</p> </td> </tr> </table>			<p>Y8U6A10 – Theme from ‘The X-Files’ Y8U6W10 – Evaluating the class “Planets Suite” Y8U6SP7 – My Music and Space Learning (Music Tech Pathway) Y8U6SP8 – My Music and Space Learning (class Planets pathway)</p>	<p>Y8U6W9 – Evaluating “The Missing Moon” soundscapes Y8U6W11 – Pluto – The Missing Planet Improvisation Sheet Y8U6CH1 – Music and Space Key Words Word Search Y8U6CH2 – Music and Space Key Words Kriss Kross</p>
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