

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 sounds and sound sources from a non-musical stimulus i.e. “The Kitchen” • Recreate “kitchen” sounds using these to compose own STOMP-inspired “junk percussion” piece based on “The Kitchen” • Learn more about the junk percussion group STOMP 	<p><i>(The evidence to show that pupils have achieved the learning objectives)</i></p> <p>Level 3 (working towards) All Pupils : Identify sounds and sound sources when listening Contribute towards a group junk-inspired composition exploring and selecting different sound sources Know some basic facts about STOMP and their music</p> <p>Level 4 (working at) Most Pupils Contribute more fully towards a junk-inspired composition combining sound sources and commenting on their effectiveness Compose a rhythmic ostinato, recording it using suitable notation Know more in-depth facts about STOMP and features of their music</p> <p>Level 5/6+ (working beyond/GAT) Some Pupils : Identify how sounds and sound sources can be manipulated, combined and layered to provide contrasting musical textures Take on a leading role in a group junk-inspired composition allocating parts, roles and responsibilities to other members Compose, record and perform an effective rhythmic ostinato that works well to unify the groups’ junk percussion composition.</p>

LESSON STRUCTURE

		NC Ref & POS
Starter Activity	<p>Kitchen Music – Video 9 Play pupils Video 9, showing a young musician, called Damon Scaife, accompanying a “back beat” with sounds made from the kitchen. As pupils watch, ask them to list, or remember, all of the different sounds the musician uses in his music. Discuss how many sound sources pupils can remember – <i>Chop Sticks, Knives, Forks, Cabinet Door, Drawer, Fridge, Knife Sharpener, Microwave</i> (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>
Core Main Activities	<p>1. STOMPing in the Kitchen – Video 6 Link the starter to the development of the lesson by explaining that pupils are going to be using “The Kitchen” as a stimulus for sound sources to put together a STOMP-inspired piece of rhythmic junk percussion music. Watch Video 6, which shows how STOMP have used the Kitchen as a room with a wealth of different sound sources, again asking pupils to list, or remember, the different sounds they can see and hear from the video as they watch. Discuss sound sources as a class – <i>Pots & Pans, Kitchen Utensils, “Order In”, Hoses/Water Jets, Knives, and Blenders</i>. Watch the video again asking what happens to the music after pupils hear/see the three blenders – <i>change of tempo/rhythm and a new ostinato being introduced</i>. Revise the word Ostinato from lesson 2. (10 mins) Continued...</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>2. Composing a “STOMP” inspired piece – “The Kitchen” – Worksheet 2 Distribute Worksheet 2 and set the challenge for the next two lessons: 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. Assemble pupils into groups and begin by asking pupils to make a list of all of the different sounds and sound sources which they’d find in a kitchen (referring to the two videos watched above). Some teachers may like to enhance the learning experience, by taking the class to spend five minutes observation time in the school/college kitchen noting down the different sounds they hear (speak with the Kitchen Manager first and observe Health & Safety!), alternatively, the class could observe sounds from the hall/dining hall adjacent to the kitchen. Next, ask pupils to select certain sounds which they are able to recreate on a selection of “junk” percussion materials (see note below and SOW), or from other sound sources e.g. special effects on keyboards, recording these on the space provided in the worksheet. At this point, each group could be asked to demonstrate their chosen “kitchen” sound(s) to the rest of the class and the effectiveness of each discussed. Finally, ask pupils to compose their own “Kitchen Ostinato”. Refer back to lesson 2, where pupils learned about ostinato and emphasise how STOMP and Weapons of Sound use Ostinato to unify their piece giving it a sense of structure rather than just a “mass of unorganised sound”. Explain that the best ostinato patterns are normally simple and easily remembered and that they must be repeated over and over again. Once each group has composed their own “Kitchen Ostinato” and recorded it on the space provided on Worksheet 2, ask them to perform it to the rest of the class and comment on the effectiveness of each ostinato, pointing out examples which work well and are easily remembered and those which need refinement. Explain that pupils will be working, and completing their “Kitchen” junk-percussion piece during the next lesson.</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>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>Plenary</p>	<p>STOMP! True or False Quiz – Starter/Plenary 5 Distribute Starter/Plenary 5 and ask pupils to read each of the statements, relating to the junk percussion group STOMP, deciding whether they are true or false. If statements are false, ask pupils to write a correct version of what the statement should read. Discuss answers as a class:</p> <ol style="list-style-type: none"> 1. <i>Stomp is a melodic piece of music - False it generally doesn't have a melody</i> 2. <i>Stomp uses orchestral instruments - False this means violins, clarinets etc</i> 3. <i>Stomp means that you stomp a lot to make music - False</i> 4. <i>Rhythm describes how fast or slow sounds follow one another - True</i> 5. <i>Stomp is a well rehearsed style of music - True</i> 6. <i>Stomp is played using found and made instruments - True</i> 7. <i>Stomp is good fun - Own opinion (discuss reasons why/why not)</i> 8. <i>Stomp has a strong pulse - True</i> 9. <i>Stomp uses different ostinato patterns to create their music - True</i> 10. <i>Stomp explores different types of timbres from their instruments – True</i> <p style="text-align: right;">(10 mins)</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 Science/Geography/Technology/Citizenship – Recycling “junk” objects and the effect on the environment Food Technology – utensils, machines and objects found in a kitchen which make a variety of sounds and can be used as sound sources Dance – Use of movement and choreography in STOMP performances Drama – Sense of staging, use of props in STOMP performances</p>		<p>EAL/SEN/GAT (GAT) Higher ability pupils may be able to use ICT to record and manipulate different sounds to given them a more “kitchen” feel (SEN) 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>LANGUAGE FOR LEARNING - spell/use/understand Form and Structure, Ostinato, Rhythmic Ostinato, Sound, Sound Source, Timbre</p>		<p>HOMEWORK SUGGESTIONS Pupils could be asked to bring in an object from their kitchen from home (a safe object of course!) for use in their continuing “Kitchen” compositions during lesson 4.</p>
<p>LESSON RESOURCES – see Notes on using Junk Percussion Instruments in this Unit from the Scheme of Work. 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 Y8U5VID9 – Kitchen Music Y8U5W2 – The Kitchen – Composing Sheet</p> <p style="text-align: right;">Y8U5VID6 – STOMP – The Kitchen Y8U5SP5 – STOMP! True or False Quiz</p>		

