

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>Learn how different composers have portrayed the moon through music</li> <li>Create an electronic soundscape about the moon, using a range of pre-recorded synthesised sounds and creating own sound effects manipulated through Audacity</li> </ul>	<p><i>(The evidence to show that pupils have achieved the learning objectives)</i></p> <p><b>Level 4 (working towards) All Pupils :</b>                      identify basic orchestral instruments when listening to contrasting pieces of music describing the moon                      use Audacity software to import pre-recorded sounds and to structure these to form an electronic soundscape describing the moon</p> <p><b>Level 5 (working at) Most Pupils</b>                      use correct musical vocabulary relating to tempo, dynamics and instrumentation when listening to different pieces of music describing the moon                      use Audacity software to create and record sounds, manipulating these with some of the effects available to form an electronic soundscape describing the moon</p> <p><b>Level 6/7 (working beyond/GAT) Some Pupils :</b>                      be able to give musical opinions on how different pieces have described contrasting aspects of the moon                      use Audacity software to use both pre-recorded and original recorded sounds manipulating them with a level of sophistication and an overall sense of structure and mood in an electronic soundscape describing the moon.</p>

**LESSON STRUCTURE**

NC KS3 POS

Starter Activity	Lesson 4 – “The Moon” Brainstorm – <a href="#">Starter/Plenary 4</a> Use a picture of the moon, or enlarge and display <a href="#">Starter/Plenary 4</a> as a way of opening a discussion about what pupils already know about the moon eliciting key words such as <i>orbit, alone, cold, dead, light, round, silver etc.</i> through class discussion and record them on the class brainstorm. <p style="text-align: right;">(5 mins)</p> <b>Lesson 5</b> – provide a brief recap on the task, equipping pupils with <a href="#">Worksheet 6</a> from lesson 4 and the necessary resources required to work on their composition task <p style="text-align: right;">(5 mins)</p>	
Core Main Activities	<p><b>Lesson 4 – 1. Listening to Moon Music – <a href="#">Worksheet 5</a> &amp; <a href="#">Audio 7</a></b>                      Link the starter to the development of the lesson by explaining that Holst didn’t write a piece of music to describe the moon (not officially a planet!) in his suite. (He also didn’t write a piece to describe earth or Pluto (not discovered in Holst’s time and now not officially a planet either!). Before pupils start work on creating their own soundscape describing the moon, using music technology, explain that they are going to explore how other composers have described the moon using music. Distribute <a href="#">Worksheet 5</a> and play <a href="#">Audio 7</a> answering the questions and discuss responses as a class.                      (10 mins)</p> <p><b>Lessons 4 &amp; 5 – 2. “The Missing Moon” Audacity Project – <a href="#">Worksheet 6</a></b>  <b>Set the Challenge</b> – Explain to pupils that they are going to spend the next two lessons working on an electronic soundscape describing the moon, using Audacity software and music technology. <a href="#">Worksheet 6</a> takes pupils through the basic skills of using the software to both record and manipulate their own vocal sounds (using some of the words and phrases from the starter activity) and to use and manipulate a selection of pre-recorded sound files (given in .wav format) which teachers might want to upload to a shared area for pupils to access prior to the lessons.  <b>Lesson 4</b> (40 mins); <b>Lesson 5</b> – (50 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>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>

<b>Plenary</b>	<p><b>Lesson 4 – Sharing of Work</b> – ensure all pupils understand how to <b>SAVE THEIR WORK!!!!</b> Invite suitable pairs/groups of pupils to play their “Missing Moon” soundscapes to the rest of the class and briefly invite comments on the effectiveness of each (5 mins)</p> <p><b>Lesson 5 – Audacity Skills Checklist – Starter/Plenary 5</b> Once pupils have saved their work for performance and evaluation in lesson 6, distribute <a href="#">Starter/Plenary 5</a> as a means of assessing and evaluating skills learned using Audacity software (5 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><b>CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT</b>  <b>Literacy</b> – words/adjectives can be encouraged during the starter activity which can then be recorded and manipulated, using Audacity, as part of pupil’s soundscape compositions  <b>Science</b> – The Solar System/The Planets/The Moon  <b>History</b> – space travel and missions to the moon e.g. <i>challenger and Apollo 13</i>  <b>Media</b> – the use of music in films about space travel  <b>ICT</b> – using a software application – importing files, copying and pasting, applying effects, muting and soloing tracks, navigation – play, stop, pause, record, fast forward, saving project, exporting as .wav/.mp3 file</p>		<p><b>EAL/SEN/GAT</b>  <b>(GAT)</b> Higher ability pupils may be able to create a presentation using software such as Power-Point, exporting their electronic soundscape composition and using it as a soundtrack to accompany a slide-show of appropriate images which may be taken from site such as - <a href="http://www.nasa.gov/">http://www.nasa.gov/</a>; <a href="http://www.panoramas.dk/moon/mission-apollo.html">http://www.panoramas.dk/moon/mission-apollo.html</a> <a href="http://www.historyplace.com/usa/apollo11/">http://www.historyplace.com/usa/apollo11/</a>  <b>(GAT)</b> Higher ability pupils may be able to record sounds from their own instrument and manipulate these, applying some of the different effects available from Audacity to create new and interesting sounds for use in their electronic soundscape  <b>(SEN)</b> Lower ability pupils may need more help and assistance in using the Audacity software and may rely more on importing and sequencing the pre-recorded .wav files to form their soundscape rather than attempting to record their own sounds.</p>
<p><b>LANGUAGE FOR LEARNING</b> - spell/use/understand                  Copy, Delay, Dynamics, Effects, Export, Fast Forward, Import, Instrumentation, Mute, Paste, Pause, Play, Record, Reverb, Save, Solo, Stop, Tempo, Time Shift</p>		<p><b>HOMEWORK SUGGESTIONS</b>                  Pupils could be asked to write a short account on how they approached their electronic composing task. A template such as the <a href="#">Composition Assessment</a> could be used for this task. Pupils could be asked to design a CD cover for a recording of their electronic “Missing Moon” soundscape composition</p>
<p><b>LESSON RESOURCES</b> – this lesson requires considerable ICT resources. Pairs or groups of pupils should have access to a computer or laptop with the option of a microphone or recording device and a set of speakers/internal speaker. Audacity software (available <a href="#">HERE</a>) is also required on each computer used. Prior to the lesson, the selection of pre-recorded .wav files should be uploaded to a shared area on the network, so that pupils can access these during the composing process. Other classroom (and own) instruments can be used, especially in recording original sounds, before manipulation using Audacity.</p> <p> <a href="#">Y8U6SP4 – “The Moon” Brainstorm template</a>      <a href="#">Y8U6W5 – Listening to “Moon” Music</a>  <a href="#">Y8U6A7 – Listening to “Moon” Music</a>            <a href="#">Y8U6W6 – “The Missing Moon” Audacity Project</a>  <a href="#">Y8U6SP5 – Audacity Skills Checklist</a>            <a href="#">MDPL11 – Composition Assessment Sheet</a>  <a href="#">Y8U6WAV1 - Countdown and Lift Off</a>            <a href="#">Y8U6WAV2 - One Small Step for Man</a>  <a href="#">Y8U6WAV3 - JFK Space Announcement</a>        <a href="#">Y8U6WAV4 -Jupiter Bowshock</a>  <a href="#">Y8U6WAV5 - Echoes from Titan</a>                 <a href="#">Y8U6WAV6 - Spooky Sounds from Saturn</a>  <a href="#">Y8U6WAV7 - Curves of Saturn</a>                   <a href="#">Y8U6WAV8 - Moon Landing Plaque Announcement</a>  <a href="#">Y8U6WAV9 - Moon Whistle</a>                      <a href="#">Y8U6WAV10 - The Final Frontier</a>  <a href="#">Y8U6WAV11 – Ganymede</a>                         <a href="#">Y8U6WAV12 - Enceladus</a> </p>		