

<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"> Learn about rhythmic ostinato patterns Identify different rhythmic ostinato patterns when listening Perform different rhythmic ostinato patterns and create own ostinato 	<p>LEARNING OUTCOMES <i>(The evidence to show that pupils have achieved the learning objectives)</i></p> <p>Level 3 (working towards) All Pupils : Know that an ostinato is a repeated musical pattern Recognise some rhythmic ostinato patterns when listening Perform basic rhythmic ostinato patterns with support</p> <p>Level 4 (working at) Most Pupils Recognise more complex rhythmic ostinato patterns when listening Perform rhythmic ostinato patterns selecting different sounds to represent different rhythms, selecting and combining patterns to form a group ostinato</p> <p>Level 5/6+ (working beyond/GAT) Some Pupils : Correctly identify rhythmic ostinato patterns showing a degree of accuracy in aural dictation skills Select, combine and refine an effective group ostinato pattern from a selection of rhythmic ostinato motifs selecting different sounds and combining them with an awareness of effect.</p>
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LESSON STRUCTURE

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Starter Activity	<p>Introducing Curry House Rhythms – Starter/Plenary 2 Distribute Starter/Plenary 2 as pupils enter the classroom and ask them to look through the menu to create a “mental order” or something they might like to order. Assume the role of the restaurateur at the front of the class (using a telephone prop if available) and ask one of the pupils to “ring through” a simple order of two or three items from the menu, writing these on the board. Next, ask pupils if they can create a RHYTHM PATTERN for one of the items ordered, first by chanting the words and clapping, and next only through clapping. Establish a rhythm (in 4/4 time) for each of the items ordered and try clapping each one as a class, then try “clapping the order” through rhythmically. Ask another pupil to “place an order”, again writing this on the board and creating rhythmic patterns which fit which each of the items and then try “clapping the order”, first with chanting and then only through clapping. Next, ask another pupils to “place an order” (start off with a single item!), only this time ask the pupils placing the order, to only “clap” the rhythm of the item without speaking. Discuss with the class:</p> <ul style="list-style-type: none"> Can any of the pupils identify which item on the menu the pupil wants to order by listening only to the rhythm? Is it clear which item the pupils wants to order, or could there be other items which could have the same rhythm pattern? <p>Try adding two, three or more items to an order asking pupils to use only rhythms when placing their order.</p> <p style="text-align: right;">(10 mins)</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>
Core Main Activities	<p>1. Order Please? –Worksheet 4 & Audio 4 & Audio 5 Link the starter to the development of the lesson by explaining to pupils that they are going to take some orders for the MC Indian take away. Distribute Worksheet 4 and explain that pupils are first going to gear each of the different rhythms relating to the different dishes before they begin to take orders. Either clap through the different rhythms shown on Worksheet 4 or play Audio 4 which demonstrates each of the different rhythms. Next, use Audio 5 which contains four different rhythmic orders asking pupils to note down each order on Worksheet 4. Answers – Order 1: <i>Chicken Balti, Mango Chutney</i>; Order 2: <i>Tandoori Mixed Grill, Poppadum, Mango Chutney</i>; Order 3: <i>Chicken Rogan Josh, Chicken Balti, Plain Naan Bread, Mango Chutney</i>; Order 4: <i>Tandoori Mixed Grill, Chapati, Keema Naan, Plain Naan Bread, Mango Chutney</i></p> <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>Core Main Activities Continued</p>	<p>2. Performing Take Away Ostinato Patterns - Audio 4 & Score 2 Prior to the lesson, copy, cut out and assemble the “curry house rhythms” given on Score 2 into envelopes or “packs”. Assemble pupils into groups of about 4, together with a set of “curry house rhythm cards” and a selection of “junk percussion” instruments. Begin by playing Audio 4 asking pupils to identify the order/sequence of the rhythms, which will be familiar from the listening activity above. Next, ask one person in the group to become the person placing the order and the other group members to see if they can work out which dishes that pupil wants to order, in the style of the starter activity and listening activity above. Repeat as time allows. Next, ask pupils to create a sound for each of the rhythms on the rhythm cards using a different junk percussion instrument to represent each “dish”. Each group can create their own order for the seven cards and perform their sounds to the rest of the class. Next, ask pupils to experiment with “layering” the rhythms – repeating them to turn them into an OSTINATO rhythm pattern – and adding them gradually until they have established an ostinato pattern. Explain that pupils don’t have to use all seven rhythms, they can select and combine ones which they find effective. Allow each group to perform their ostinato pattern to the rest of the class. Discuss:</p> <ul style="list-style-type: none"> • Which ostinato pattern works well? Why? • Can you identify any of the rhythms the group used in their ostinato pattern? • Can you identify any of the rhythms the group chose to leave out in their ostinato pattern? <p>Ask each group to record their ostinato pattern, using whatever form of notation is most appropriate – the names of the dishes, rhythm grid notation, graphic symbols or single-line rhythm notation. Next, swaps notated ostinato patterns among groups and ask them to attempt to perform other group’s ostinato patterns. Discuss:</p> <ul style="list-style-type: none"> • How easy was it to read and perform another group’s ostinato pattern? • Which group had the most effective ostinato pattern? (35 mins) 	<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>Watching further STOMP performances – Video 2, Video 4, Video 5, Video 7 To consolidate learning on STOMP and their use of junk percussion in their music, watch some or all of the following video sequences as time allows.</p> <ul style="list-style-type: none"> • The Truck – Video 2 • The Shack – Video 4 • Basketballs – Video 5 • Brooms (Full Version) – Video 7 <p style="text-align: right;">(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>
<p>CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT Science/Geography/Technology/Citizenship – Recycling “junk” objects and the effect on the environment Dance – Use of movement and choreography in Weapons of Sound performances Drama – Sense of staging, use of props in Weapons of Sound performances Geography – India Food Technology – Indian Food</p>		<p>EAL/SEN/GAT (SEN) Lower ability pupils may need further support with the listening activity, particularly in relation to their aural listening. (GAT) Higher ability pupils could be asked to add solo improvisations on a “junk” sound source to accompany their group’s rhythmic ostinato (EAL) Any pupils who are from Indian-ethnic background may be able to help with the correct pronunciations of some of the Indian food dishes used during this lesson.</p>
<p>LANGUAGE FOR LEARNING - spell/use/understand Notation, Ostinato, Rhythm, Rhythmic Ostinato, Sound, Sound Source</p>		<p>HOMEWORK SUGGESTIONS Pupils could be asked to identify the junk instruments used by “The Junkman” from Cover/Homework 2</p>
<p>LESSON RESOURCES – see Notes on using Junk Percussion Instruments in this Unit from the Scheme of Work Y8U5SP2 – MC Indian Take Away Menu Y8U5W4 – Order Please? Listening Sheet Y8U5A4 – Curry House Rhythms Y8U5A5 – Order Please? Y8U5S2 – Curry House Rhythm Cards Y8U5VID2 – STOMP - The Truck Y8U5VID4 – STOMP – The Shack Y8U5VID5 – STOMP - Basketballs Y8U5VID7 – STOMP – Brooms (Full Version) Y8U5CH2 – The Junkman and his Kit</p>		