

<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"> To compose, perform and evaluate a group “Mars” piece, creating a suitable mood and emotion, using an ostinato and other musical features as used by Holst in his movement “Mars, the Bringer of War” from ‘The Planets’ Identify tempo, dynamics and instrumentation in two contrasting pieces of music 	<p>LEARNING OUTCOMES <i>(The evidence to show that pupils have achieved the learning objectives)</i></p> <p>Level 4 (working towards) All Pupils : contribute ideas as part of a group, perform and evaluate “Mars” compositions using some features used by Holst identify basic orchestral instruments when listening to contrasting pieces of music</p> <p>Level 5 (working at) Most Pupils adapt and refine own and others ideas to form a musically balanced composition incorporating most of the compositional features required by the composing brief identify correctly words relating to tempo, dynamics and instrumentation when listening to different pieces of music</p> <p>Level 6/7 (working beyond/GAT) Some Pupils : take on a lead role in the organisation and refinement of musical ideas to produce a composition that contains all of the required compositional features used by Holst. be able to give musical opinions on Holst’s use of instrumentation using the word “orchestration”</p>
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LESSON STRUCTURE

Starter Activity	<p>“War” Brainstorm - Audio 2 & Score 1 & MIDI 1 Write the word “WAR” on the board and invite pupils to think of any words or images relating to the word in a class brainstorm. Next, play the opening of Audio 2, referring back to lesson 1, and revise how Holst uses an OSTINATO pattern to describe to tension in his music. Display, or distribute Score 1, showing the “Mars” Ostinato from lesson 1 and revise with pupils using MIDI 1 to support learning if required. Work with pupils to use some of the words they have come up with in their “WAR” brainstorm to set to the rhythm of the ostinato e.g.</p> <div style="text-align: center;"> <p style="text-align: center;">Practice clapping and chanting these “rhythm phrases” along with MIDI 1. (10 mins)</p> </div>	<p style="text-align: center;">NC KS3 POS</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>
Core Main Activities	<p>1. Composing & Performing – “Mars, The Bringer of War” – Worksheet 2 Divide pupils into groups (the same groups as pupils work in lesson 1?) and set the challenge as given on Worksheet 2: Groups are to compose a short piece called “Mars, The Bringer of War” using features that Holst uses in his music. This must include an ostinato (pupils can use Holst’s “Mars” ostinato or a one of their own, giving it a “rhythm phrase” as modelled in the starter activity; include the use of dynamics with a build up to a gradual crescendo (lesson 1); a very loud ending with a bang or an explosion. Allow groups time to explore their ideas, encouraging creative use of sound sources, before performing their “Mars” compositions to the rest of the class which can be recorded for assessment purposes (30 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>Core Main Activities Continued</p>	<p>2. Listening and Evaluating “Mars” compositions – Worksheet 3 Distribute Worksheet 3 and play back the recording of each group’s “Mars” compositions allowing pupils time to evaluate each piece using the assessment criteria given on Worksheet 3. (10 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>Plenary</p>	<p>Listening to “Mars” and “Venus” from ‘The Planets’ – Starter/Plenary 1 & Audio 1 Distribute Starter/Plenary 1 and explain to pupils that they are going to listen to “Mars” and “Venus” again from Holst’s “The Planets” but this time, focus on three ELEMENTS of music – TEMPO, DYNAMICS and INSTRUMENTATION. Play Audio 1 and ask pupils to sort the features given on Starter/Plenary 1 into the appropriate rows and under the correct column as to whether the description correctly matches that heard in “Mars” or “Venus”. (10 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 Numeracy – Patterns & Ostinato, 5/4 time signature Literacy – words/adjectives can be encouraged during the starter activity to help pupils compose their own rhythmic ostinato patterns in the composing task Science – The Solar System/The Planets History – The Roman pantheon of gods and connections with the planets</p>		<p>EAL/SEN/GAT (GAT) Higher ability pupils can be encouraged to use their own instruments in group compositions and to turn their rhythmic ostinato into a melodic ostinato (SEN) Lower ability pupils can use the “rhythm phrases” in the starter activity to help them perform the “Mars” ostinato or in composing their own ostinato pattern in group compositions.</p>
<p>LANGUAGE FOR LEARNING - spell/use/understand Ostinato, Crescendo, Dynamics, Mood, Tempo, Instrumentation</p>		<p>HOMEWORK SUGGESTIONS Pupils could be asked to research other works that Holst composed including their names and what instruments they were composed for e.g. orchestra, wind band, vocal. Reference to the school library or learning resources centre and the use of the internet as a source of research can be encouraged.</p>
<p>LESSON RESOURCES - Keyboards, Electronic Sound Sources; selection of tuned and untuned classroom percussion; Recording and playback equipment Y8U6S1 – The ‘Mars’ Ostinato Y8U6A2 – Opening of “Mars” from ‘The Planets’ – Holst Y8U6A1 – “Mars” and “Venus” from ‘The Planets’ - Holst Y8U6SP1 – Listening to “Mars” and “Venus” from ‘The Planets’</p> <p style="text-align: right;">Y8U6MIDI1 – The ‘Mars’ Ostinato Y8U6W2 – “Mars, The Bringer of War” – Composing Sheet Y8U6W3 – “Mars, The Bringer of War” – Evaluation Sheet</p>		