

<p><b>LEARNING OBJECTIVES</b> (Pupils should know/understand/be able to do/be aware of by the end of the lesson)</p> <ul style="list-style-type: none"> <li>Identify tempo, dynamics and instrumentation in three movements from Holst’s “The Planets”</li> <li>Create a musical soundscape describing one of the Planets using features which Holst uses in his music, selecting, refining and combining sounds and sound sources towards an effective descriptive piece following a composing brief.</li> </ul>	<p><b>LEARNING OUTCOMES</b> (The evidence to show that pupils have achieved the learning objectives)</p> <p><b>Level 4 (working towards) All Pupils :</b> identify some basic orchestral instruments when listening to three movements from Holst’s “The Planets” contribute some ideas towards a group “Planet” soundscape following most of the ideas given on the composing brief with some sense of intended effect</p> <p><b>Level 5 (working at) Most Pupils</b> identify features of tempo, dynamics and instrumentation when listening to three movements from Holst’s “The Planets” carefully select sounds and sound sources, closely following the composing brief to produce an effect “Planet” soundscape clearly showing some ideas used by Holst in his corresponding piece.</p> <p><b>Level 6/7 (working beyond/GAT) Some Pupils :</b> identify gradations of tempo and dynamics and correctly identify all instruments when listening to three movements from Holst’s “The Planets” work effectively in groups, taking on a leading role in manipulating and combining sounds effectively to produce an effective programmatic “Planet” piece using all ideas from composing brief</p>
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**LESSON STRUCTURE**

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<b>Starter Activity</b>	<p><b>Lesson 4 – “The Planets” Discussion</b> Briefly discuss with pupils:</p> <ul style="list-style-type: none"> <li>Which movements from Holst’s suite, “The Planets” have we already listened to? (Mars, Venus, Mercury and Jupiter)</li> <li>Which Planets did Holst NOT write a piece of music to describe? (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!).)</li> <li>Which other three planets did Holst write a piece of music for which we’ve not yet listened to? (Saturn, Uranus and Neptune)</li> </ul> <p style="text-align: center;">(5 mins)</p> <p><b>Lesson 5</b> – provide a brief recap on the task, equipping pupils with the relevant composing card from <a href="#">Worksheet 8</a> and the necessary resources required to work on their composition task</p> <p style="text-align: right;">(5 mins)</p>	<p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>
<b>Core Main Activities</b>	<p><b>Lesson 4 – 1. Listening to “Saturn”, “Uranus” and “Neptune” from ‘The Planets’– <a href="#">Worksheet 7</a> &amp; <a href="#">Audio 8</a></b> Link the starter to the development of the lesson by explaining that before pupils start work on creating their own “Planet” soundscape, they are going to explore the three remaining movement’s in Holst’s suite “The Planets”. Distribute <a href="#">Worksheet 7</a> and play <a href="#">Audio 8</a> asking pupils to identify five musical features, mainly relating to instrumentation, tempo and dynamics in each movement. Discuss answers as a class.</p> <p style="text-align: center;">(10 mins)</p> <p style="text-align: right;"><i>Continued...</i></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 style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Core Main Activities Continued</b></p>	<p><b>Lessons 4 &amp; 5 – 2. “The Planets” – Composing Task – <a href="#">Worksheet 8</a></b>                  Divide pupils into 6 groups. Allocate each group a “Planet” composing card from <a href="#">Worksheet 8</a> and stress that their task is to create a piece of music to describe that planet. Remind them to draw on what has been explored through the unit. Each composing card contains a “composing brief” as to what features should be included in the music – instrumentation, dynamics, tempo etc. It is up to individual teachers how rigidly they ask pupils to adhere to these (see GAT below). Ask groups to select instruments and sound sources carefully to match their intended efforts or to exploit the range of sounds and techniques possible from their own instruments. Encourage pupils to explore beginnings and endings, musical features, electronic sounds, instrumental techniques and possibilities. Encourage pupils to constantly refine their work during the composition process, referring back to the features they have learned that Holst used in his movements from “The Planets”. Towards the end of lesson 5, allow pupils time to perform their “planet” compositions to the rest of the class which should be recorded for evaluation purposes in lesson 6.</p> <p style="text-align: center;"><b>Lesson 4 (40 mins); Lesson 5 – (45 mins)</b></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 style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Plenary</b></p>	<p><b>Lesson 4 – Sharing of Work</b> – Invite suitable pairs/groups of pupils to play their “Planet” soundscapes to the rest of the class and briefly invite comments on the effectiveness of each <span style="float: right;">(5 mins)</span></p> <p><b>Lesson 5 – The Planets Card Sort – <a href="#">Starter/Plenary 6</a> &amp; <a href="#">Audio 9</a></b>                  Prior to the lesson, copy, cut out and put into envelopes the seven “planet cards” given on <a href="#">Starter/Plenary 6</a>. After each group has performed and recorded their “Planet” soundscape, distribute a set of these “planet cards” between pairs/groups and explain to pupils that they are going to hear an extract from each of the seven movements of Holst’s “Planets” suite. Play <a href="#">Audio 9</a> and as pupils listen to each extract, they are to sequence the cards in the order in which they think they hear each piece. Holst’s sub-titles have also been given on the cards and the correct answer reads left to right on the original <a href="#">Starter/Plenary 6</a>. <span style="float: right;">(10 mins)</span></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>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><b>CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT</b>  <b>Science</b> – The Solar System/The Planets/The Moon  <b>History</b> – The Roman pantheon of gods and connections with the planets</p>		<p><b>EAL/SEN/GAT</b>  <b>(GAT)</b> Higher ability pupils can be asked to research one of the many moons that belong to certain planets that also have mythological connections. Pupils could use the Internet or the School/College Learning Resources Centre to collect their information and then be given the opportunity to create a “free composition” to represent their findings through sound.  <b>(GAT)</b> Higher ability pupils could be asked to present a graphic score of their composition using different textured materials (foil, pasta shapes, and straws) on large A3/A2 sheets of coloured paper. This will look very impressive as a wall display.  <b>(GAT)</b> Higher ability pupils can be encouraged to use their own instruments as part of their group “Planet” soundscape compositions  <b>(SEN)</b> Lower ability pupils could continue to work on rehearsing their “Mars, The Bringer of War” compositions from lesson 2 and add these to the class “Planets” performance at a suitable point</p>
<p><b>LANGUAGE FOR LEARNING</b> - spell/use/understand                  Movement, Suite, Tempo, Dynamics, Instrumentation, Timbre, Mood, Sound, Sound Source</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 “Planet” soundscape composition</p>
<p><b>LESSON RESOURCES</b> – selection of tuned and untuned classroom percussion instruments; own instruments; keyboards; recording equipment  <a href="#">Y8U6W7 – Listening to “Saturn”, “Uranus” and “Neptune”</a>  <a href="#">Y8U6W8 – The Planets – Composing Cards</a>  <a href="#">Y8U6A9 – The Planets Card Sort</a></p> <p style="text-align: right;"><a href="#">Y8U6A8 – “Saturn”, “Uranus” and “Neptune” from ‘The Planets’</a>  <a href="#">Y8U6SP6 – The Planets Card Sort</a>  <a href="#">MDPL11 – Composition Assessment</a></p>		