

<p>LEARNING OBJECTIVES (Pupils should know/understand/be able to do/be aware of by the end of the lesson)</p> <ul style="list-style-type: none"> Learn about, understand and identify dynamics, getting louder/quieter through the exploration of Egyptian pyramid graphic scores 	<p>LEARNING OUTCOMES (The evidence to show that pupils have achieved the learning objectives)</p> <p>All Pupils will (working towards): Demonstrate accuracy and control on a full range of untuned percussion instruments playing LOUD and QUIET sounds in response to basic shapes and symbols from a graphic score</p> <p>Most Pupils will (working at): Use an increased range of classroom instruments with the correct technique playing a gradation of sounds from LOUD to QUIET in response to different sized shapes and symbols from a graphic score, recording own ideas using appropriate symbols.</p> <p>Some Pupils will (working beyond/GAT): Use own instrument or pitched/tuned percussion instruments to combine elements of PITCH and DYNAMICS in response to symbols from a graphic score when performing and creating and recording own ideas using appropriate symbols</p>
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“All...Most...Some” Learning Outcomes replace the now obsolete “National Curriculum Level Descriptors”

LESSON STRUCTURE

Starter Activity	<p>Dynamic Circle Game Assemble pupils in a circle equipping each one with a handheld untuned percussion instrument (vary instruments between adjacent pupils). Begin the lesson by asking pupils to play on their instrument as QUIETLY as they can individually in turn, around the circle.</p> <ul style="list-style-type: none"> How did you feel waiting? Which sound was the loudest? Which sound was the softest? <p>Next, repeat this activity asking pupils to play as LOUD as they can but this time they must play the instrument <i>use/not use beaters, explore different parts of the instrument etc.</i> Now, ask pupils to play the LOUDEST sound on their instrument (a word on instrument care and respect could be issued before proceeding with this activity!) Ask pupils to pass their instruments around the circle (e.g. “pass your instrument three times to your left”) so that they end up with a different one. Repeat the QUIETEST and LOUDEST sound task above. Discuss with the class:</p> <ul style="list-style-type: none"> Was it easier to make QUIET or LOUD sounds on your instrument? Which instrument in the class makes the LOUDEST sound? Which instrument in the class makes the SOFTEST sound? <p align="right">(10 mins)</p>	<p align="center">NC KS2 POS</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>
Core Main Activities	<p>1. Exploring Pyramid Graphic Scores Link the starter to the development of the concept of a graphic score by displaying the first “square” pyramid graphic score copies to pupils. Identify the symbols and begin with the lowest level asking a pupil to improvise two sounds on tuned or untuned percussion instruments in response to the two star symbols in the lowest left box.</p> <ul style="list-style-type: none"> How could the LARGE and SMALLER stars be represented through sound? <p>Encourage the use of DYNAMICS from the starter activity encouraging the pupil to perform their two sounds again with first a LOUD and then a QUIETER sound. Reading left to right across the base of the pyramid, ask the class:</p> <ul style="list-style-type: none"> How many times does this sequence of sounds need to be repeated? (4) <p>Next, ask another pupil to improvise two sounds for those “wavy lines” on the next level up of the pyramid – again reinforcing the QUIETER sound suggested by the smaller line in the middle box. Invite a pupil to become the conductor and to trace their finger SLOWLY across the base of the pyramid. The first “stars” pupil begins first, then the “wavy line” pupil performs their sounds, ending with the “stars” pupil again. By now, pupils will have seen that the pyramid is being used as a GRAPHIC SCORE to construct a piece of music. Repeat this process with the remaining two levels of the pyramid, inviting pupils to improvise sounds for the flowers (a series of loud-soft-loud-soft-loud sounds could be used here to represent the flower and bud) and the arch bridge (a gradual getting louder and getting softer as the pupils venture “over” the bridge). Invite the conductor to lead the performance combining the sounds created by all four pupils together as the conductor traces his finger SLOWLY across the base of the pyramid, each pupil entering as their sound is indicated by the symbol.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p>

Also includes coverage of the new National Curriculum for Music Key Stage 2 Programme of Study (effective from September 2014).

Suggested time guidance for activities based on a one hour lesson

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Core Main Activities Continued...</p>	<ul style="list-style-type: none"> • <i>Could pupils hear the different DYNAMICS when the pupils were performing?</i> <p style="text-align: right;">(10 mins)</p> <p>2. Performing from a Pyramid Graphic Score using Dynamics - Score 2 Assemble pupils in groups of 4 and distribute each group with a copy of the “triangle” pyramid from Score 2 and set the challenge: pupils are to repeat the process above in their groups, selecting and using instruments as appropriate to “realise” the shapes and symbols on the pyramid. Each pupil performs from one of the four “levels” and should be encouraged to use QUIET and LOUD sounds as suggested by the symbols. The piece is performed in the same way by following the base of the pyramid from left to right although pupils (without a conductor) will need to “feel” when to add their parts. Allow each group time to select and rehearse their “pyramid pieces” before allowing each group the chance to perform them to the rest of the class. If groups are struggling to perform their pieces with a sense of structure, then assume the role of the conductor and lead the performance by tracing your finger from left to right, along the base of the pyramid on an enlarged or displayed copy of the “triangle pyramid” on the board.</p> <p style="text-align: right;">(15 mins)</p> <p>3. Composing a Pyramid Graphic Score - Score 2 Allow pupils to work in the same groups as the previous activity and distribute each group with EITHER the blank “square pyramid” or the blank “triangle pyramid” from Score 2. Explain the challenge: selecting appropriate instruments to play something Egyptian and try to create a few ideas and to rehearse their pieces before displaying the copy of each group’s pyramid graphic score for the rest of the class, as each group performs their “pyramid piece”. Discuss briefly: <i>Could the class see which pupil was performing which “layer” of the pyramid? Was there a contrast between LOUD and QUIETER sounds? Which group’s “pyramid piece” was the most effective? Why?</i></p> <p style="text-align: right;">(15 mins)</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Plenary</p>	<p>Ongoing Sounds Game Reassemble pupils in a circle, as in the starter activity, reequipping each one with a handheld untuned percussion instrument. Nominate a pupil to start who must play the LOUDEST sound they can. Then, each subsequent pupil must get progressively QUIETER, creating a chain of “ongoing sounds” without a break. At first the pupils may only be able to link three or four sounds before the last sound is too quiet to play. The challenge then is to make the next chain longer. Repeat as time allows starting the “big bangs” with</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>
<p>CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT</p> <ul style="list-style-type: none"> • History – Ancient Egypt, The Egyptians, Pyramids, • Literacy – comparative and superlative adjectives e.g. <i>louder, loudest; quieter, quietest</i> • Numeracy – Shapes and Symbols • RE - Burial and the Afterlife 		<p>EAL/SEN/GAT</p> <p>GAT – Higher ability pupils may be able to “realise” sounds more fully on their own instruments combining the elements of dynamics of the “square pyramid” could be used that the “square pyramid” is divided into its sub-divisions along each “layer”, this may assist when performing with others.</p>
<p>LANGUAGE FOR LEARNING - spell/use/understand Dynamics, Getting Louder, Getting Quieter, Getting Softer, Graphic Scores, Loud, Louder, Loudest, Quiet, Quieter, Quietest, Soft, Softer, Softest</p>		<p>HOMework SUGGESTIONS</p> <p>Pupils could be asked to create their own “pyramid graphic score” using one of the templates on Score 2 (perhaps the one they didn’t use in the lesson?). They could be encouraged to create symbols (both LOUD and QUIETER) for all four levels of the pyramid. This could then be presented to the rest of the class during the next lesson and four pupils asked to “realise” the score in the manner of which they did in core 1 above.</p>
<p>LESSON RESOURCES – a variety of handheld untuned percussion instruments (keyboards) classroom tuned and untuned percussion instruments (keyboards) Score 2 – Pyramid Graphic Scores (2 complete and 2 blank)</p>		<p>Lesson Resources clearly identified</p>

Lesson Plans are available in both .pdf and .doc formats so teachers and schools can edit and customise them to suit their individual needs and preferences

EAL/SEN and GAT opportunities together with Homework Suggestions

Cross-Curricular Links identified and Language for Learning lists Key Words and Musical Vocabulary