

<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 different types and styles of music in the medieval period Learn to sing and perform the melody line of a traditional medieval song 	<p>LEARNING OUTCOMES (The evidence to show that pupils have achieved the learning objectives)</p> <p>All Pupils will (working towards): Recall basic information about medieval history and music Aurally identify between medieval vocal and instrumental music Sing and perform a simple medieval melody as part of a class</p> <p>Most Pupils will (working at): Aurally identify between medieval sacred and secular music Show awareness of the types of people and difference places where medieval music was performed and composed Sing and perform a simple medieval melody by ear as a group</p> <p>Some Pupils will (working beyond/GAT): Demonstrate an awareness of the social and historical contexts of the medieval musical style. Correctly aurally identify the context of a variety of medieval music Sing and perform a simple medieval melody as a solo</p>
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“All...Most...Some” Learning Outcomes replace the now obsolete “National Curriculum Level Descriptors”

LESSON STRUCTURE		NC KS3 POS
Starter Activity	<p>Who? What? When? Why? – Starter/Plenary 1 Show pupils the image showing an ornate letter gilded with bright colours and gold leaf and neumes taken from a medieval set of psalms or bible. Allow pupils a few moments (working with talk/learning partners) to think about the questions given. Develop this into a class discussion. The image raises producing a text on Medievalism.</p> <ul style="list-style-type: none"> WHO? Jesus, saints (f) WHAT? Ornatly deco (note 4 lines on stave & note shapes) WHEN? Medieval period (in music commonly from c.1066-1450) WHY? As a way of recording music similar to staff notation today <p>Other points for discussion could include:</p> <ol style="list-style-type: none"> The gold coloured bits on the manuscript are actually gold leaf... real gold! The manuscripts were originally made from the skin of animals, stretched really thin. The picture is actually a letter ‘A’ and is the first letter of the first word. <p align="right">(10 mins)</p>	<p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>
Core Main Activities	<p>1. Listening to Medieval Music – Worksheet 4 & Audio 1 Link the starter activity by discussing the top of the sheet clarifying the linked extract of four different picture/statement that best describe each piece of music they have listened to. Discuss as a class.</p> <p>ANSWERS – Extract 1 – Picture A, Secular, (d) A Minstrel’s Folk Song; Extract 2 – Picture D, Sacred, (c) Religious chant; Extract 3 – Picture B, Secular, (b) A Stately Dance; Extract 4 – Picture C, Secular, (a) Music from a Medieval Inn (10 mins)</p> <p>2. Singing a Medieval Song – ‘Orientis Partibus’ – Songsheet 1 & Audio 2 Introduce a traditional medieval song, ‘Orientis Partibus’ (or ‘Song of the Ass’) by playing pupils Audio 2 – a reconstructed medieval performance of the song. Discuss with pupils:</p> <ul style="list-style-type: none"> Did they notice the strong beat? Can they beat/clap/stamp in time with it? Could they identify any musical instruments? What language is the song sung in? What do they think the song is about? <p>Introduce the song using Songsheet 1 which gives some historical background about the song at the bottom of the sheet. Help pupils with the Latin pronunciation as required and perform as little or as much of the song as time allows. (15 mins)</p> <p align="right"><i>Continued...</i></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>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p>

<p>Core Main Activities Continued</p>	<p>3. Performing a Medieval Song – ‘Orientis Partibus’ – Score 1 & MIDI1 Allow pupils to work in pairs using keyboards or tuned percussion to learn to play the melody line to ‘Orientis Partibus’. There are no chromatics required since the song has been written in the MIXOLYDIAN MODE (G, A, B, C, D, E, F, G). Score 1 contains two versions of the melody – one with note names, one without and can be issued to pupils depending on ability. There is a MIDI file to accompany this task which may help lower ability pupils (see below). Percussion Ostinato and Drone are given on Score 1 for pupils who have completed the task but this will be added to a complete perform (15 mins)</p> <p style="text-align: center;">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</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>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>4. Class Singing and Performing – ‘Orientis Partibus’ - Songsheet 1 & Score 1 Bring the class together in a whole class performance of ‘Orientis Partibus’. Divide roles according to ability – adding drone and ostinato percussion parts (bells work well and give a good medieval timbre!) if time allows – and perform the song both vocally and instrumentally. When all resources have been put away. Allow pupils two to three minutes to note down or think about as much as they can recall from the information covered in this lesson, ready to feed back to the rest of the class. Go round the class, or invite pupils to respond, taking one item from each and recording accurate items on the board. Continue until no more items are forthcoming. Use the opportunity to address misconceptions and gaps in understandings. (10 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>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p>
<p>CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT Literacy – Latin words, Ballads & Folk Songs Numeracy – Neumes as form of musical notation Citizenship – Medieval culture – church vs people RE –biblical manuscripts; “sacred”; festivals and traditions History – Social and cultural links in the Medieval period; the</p>		<p>EAL/SEN/GAT (GAT) higher ability pupils can be given the version of ‘Orientis Partibus’ on Score 1 without the note letter names and ask to work them out. They could attempt to perform the melody of ‘Orientis</p>
<p style="text-align: center;">Cross-Curricular Links identified and Language for Learning lists Key Words and Musical Vocabulary</p>		<p style="text-align: center;">EAL/SEN and GAT opportunities together with Homework Suggestions</p>
<p>Ballad, Chant, Drone, Medieval, Middle Ages, Minstrel, Neumes, Ostinato, Sacred, Secular, Troubadour</p>		<p>HOMWORK SUGGESTIONS Learning from this lesson can be supported by issuing Cover/Homework Sheet 1 which develops pupils’ understanding of music in the medieval period.</p>
<p>LESSON RESOURCES – keyboards and/or tuned percussion with optional untuned percussion for ostinato parts Starter/Plenary 1 – Who? What? When? Why? Worksheet 1 – Listening to Medieval Music Score 1 – “Orientis Partibus” Cover/Homework 1 – “Medieval Music”</p>		<p>Song Sheet 1 – “Orientis Partibus” Audio 1 – Four Extracts of Various Medieval Music MIDI 1 – “Orientis Partibus” Melody Audio 2 – “Orientis Partibus”</p>

Lesson Resources clearly identified