

Lesson 3

Year: 9	Duration: 60 minutes
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Scheme of work: **Song Writing.**

Lesson: **Listening and appraising AT2. 6e**

Identify different rhythms used and respond musically to two contrasting pieces.

Learning Outcomes:

Pupils will learn how to respond to and evaluate music from contrasting times using musical terms. Furthermore pupils will learn different rhythmic accompaniments – block chords, arpeggios, oom-cha chords and broken chords.

Structure of lesson

(5mins)

Register

State aims – Today we are going to look at two different pieces. The first is *Prelude and Variations on Carnival of Venice* by a composer called Lalliet. The second is a popular song called *Being for the Benefit of Mr Kite* by John Lenon and Paul McCartney. We will answer various questions about both pieces to learn about different rhythms and ways to compose music. After this we are going to look in more detail at the different ways we can write chords.

(5mins)

Give out listening worksheet – Chords and Rhythms and files.

Explain task by reading through the questions on the worksheet. Allow opportunity for pupils to ask questions about the task before starting.

(15mins)

Listen to each excerpt twice and answer provided questions.

Class discussion afterwards – go through each question and ask for a volunteer to answer.

(10mins)

Written exercise – Writing out different chords.

State aims – Task 1, question 4 shows four different ways to play chords. We are going to learn what each of these are called and then compose our own.

Firstly the teacher should demonstrate each on the piano and then ask if anyone knows the name given to the way each chord is played.

- (i) = Block chord
- (ii) = Arpeggio chord
- (iii) = oom-cha chord
- (iv) = Broken chord.

Recap on chords – we are going to use three chords D minor, E major and A minor, what notes would we play in each chord?

The teacher should write the pupils responses on the board for those who are unsure.

D minor – D, F, A
E major – E, G#, B
A minor – A, C, E

Explain task –

- 1) Write out the D minor chord in block chord style
- 2) Write out the E major chord in arpeggio style
- 3) Write out the A minor chord in oom-cha style
- 4) Write out any of the above chords in broken chord style

State that every pupil has 15 minutes to complete the task. Everyone must complete questions 1 and 2 before the end of the lesson. This week's homework will be to complete this task at home.

(15mins)

Manuscript paper should be given out and then pupils should start the task.

The teacher should monitor pupil's work to make sure pupils understand what they are doing.

(10mins)

Homework from lesson 1 should be handed in.

The teacher should go through the answers with the whole class. Allow time for pupils to ask questions about the homework.

Pack up and wait for the bell.

Differentiation

The listening exercise allows for differentiation within the questions. There is an incline of difficulty within the questions. Moreover, Q2 of task two allows for a variety of answers, which allows the lesser able pupils to feel confident about writing something down. The written exercise is differentiated through expectations of individual pupils. They will know within themselves how much work is expected from them. At this point however it is important that the teacher ensures that the more able pupils are actually working and not thinking that 'I don't need to do this as I can do it at home'.

Assessment

Assessment can be made through the pupils written responses to the listening extracts, as well as through their participation within class discussion. Without being aware of being assessed this listening worksheet will give the teacher lots of information about which pupils do or do not understand the concepts of music. The teacher should make notes referring to this during the lesson and then write up their responses in more detail afterwards. Continual assessment of the pupils file can also be should be made. The teacher should always check the files and mark work regularly. The homework given will also act as a method of assessment.