

## Lesson 9

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

Lesson: **Performing and Composing AT1. 5c, 5d**

Performing songs.

Learning Outcome:

Pupils will develop an understanding of the importance of refining their work prior to performing it. Furthermore, pupils will take part in a group performance, developing a sense of ensemble.

### Structure of lesson

(5mins)

Register – hand out files and paper

State aims – Today everyone is going to perform their songs to the rest of the class.

While other groups are performing pupils should be quiet and listen. Also pupils should fill in a self-evaluation form during this lesson.

Points to consider once you have completed your self-evaluation form:

Listening to the other performances –

What do you like about their song?

Is the melody catchy?

If it were a pop song would you listen to it?

Does the melody fit in with the chords?

(45mins)

Group performances assessed by the teacher.

(10mins)

We have now learnt the processes to go through when composing our own song.

Feedback should be given to the pupils about their performances and their song/ chords, melody and lyrics.

(5mins)

Hand in self-assessments and song grids.

Pack up and wait for the bell.

### Differentiation

Lower ability pupils can perform simpler parts than higher ability pupils can. However it is entirely up to the group who performs each part. The majority of pupils are expected to participate in group performances.

### Assessment

A formal assessment will take place at this part of the unit. The teacher should formally assess each song and each individual pupil, stating which parts they played and how they performed. Assessments will be made in response to the Outcomes in the Music Planning Sheet.