



# School Radio

Secondary - Music

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The date	The subject Music		Class		Teacher	
Starter	Levels/Criteria	Whole class input:	Differentiated/ target groups:	Plenary:	AFL:	Class list:
<p>Discuss possible topics and ideas. Use table/pair talk to formulate ideas. *Template attached.</p>	<p><b>Level 3</b> Pupils recognise and explore the ways sounds can be combined and used expressively. <u>They sing in tune with expression and perform rhythmically simple parts that use a limited range of notes. They improvise repeated patterns and combine several layers of sound with awareness of the combined effect.</u> They recognise how the different musical elements are combined and used expressively and make improvements to their own work, commenting on the intended effect.</p> <p><b>Level 4</b> Pupils identify and explore the relationship between sounds and how music reflects different intentions. <u>While performing by ear and from simple notations, they maintain their own part with awareness of how the different parts fit together and the need to achieve an overall effect.</u> They improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures. They describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. <u>They suggest improvements to their own and others' work, commenting on how intentions have been achieved.</u></p> <p><b>Level 5</b> Pupils identify and explore musical devices and how music reflects time, place and culture. <u>They perform significant parts from memory and from notations, with awareness of their own contribution such as leading others, taking a solo part or providing rhythmic support.</u> They improvise melodic and rhythmic material within given structures, use a variety of notations, and compose music for different occasions using appropriate musical devices. They analyse and compare musical features. They evaluate how venue, occasion and purpose affect the way music is created, performed and heard. They refine and improve their work. SOURCE <a href="http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199601/music/attainment">http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199601/music/attainment</a></p>	<p>Class to be organised in groups/pairs. Each group to choose a song from a selected list (based on resources and availability). They sing this song (The song may include rap to help include those that may struggle to access a developed melody)?</p> <p>Each group should be selected either to mix or pair ability. Mixed will produce a more even output.</p> <p>Each group will rehearse this song: Using harmony where appropriate.</p> <p>USING RADIO EQUIPMENT, the group can use this to play the background track whilst recording their performance. LEVEL 5 Extension: Some groups will enable an opportunity for solo work also, to highlight any natural talents and progression.</p>	<p>SEN: Provide support where appropriate.</p>	<p>Identify the successful aspects of all performances. Did the pupils enjoy this task? If not, why? If so, why?</p>	<p>Whole class learning?</p>	
<p>Table resources: Blank scripts.</p>			<p>Lower ability: As above.</p>			
			<p>Middle ability: Mixed support with other more able pupils?</p>	<p><b>Key question:</b></p>	<p>FURTHER DEVELOPMENT: To continue this cycle giving opportunities to improve performances.</p> <p><b>4.1 Speaking and listening</b> h. <u>participate actively in drama workshops and discuss with actors, playwrights, directors and other drama professionals the impact and meaning of different ways of performing and staging drama, wherever possible</u> SOURCE <a href="http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199601/music/attainment">http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199601/music/attainment</a></p>	
			<p>Higher ability: Independent work.</p>	<p>Listening to your own performance is critical to improving your skills. Hearing your own voices and how they blend/harmonise will sound very different when you are listening to a recording: It allows you to identify any weaknesses that you can improve on.</p>		

Resources, useful links:	NOTES/RESOURCES	
Useful links: <a href="http://www.spurin.co.uk/Lesson%20Plans.htm">http://www.spurin.co.uk/Lesson%20Plans.htm</a>	Further topics:	
Further ideas: <a href="http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eOrderingDownload/0478-2006PDF-EN-03.pdf">http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eOrderingDownload/0478-2006PDF-EN-03.pdf</a>		
Further activities: <a href="http://www.bbc.co.uk/blast/music_audio/">http://www.bbc.co.uk/blast/music_audio/</a>		