

SCHEME OF WORK 4: How do we introduce music to young people that they don't already know and make it relevant to their learning with reference to both musical and extra-musical contexts?

LESSON 6

TOPIC AND PURPOSE

To develop the learners' awareness, understanding, and appreciation of compositional elements contained in their own compositions and compare it to 'Worm Gear (Gadget III)'.

OBJECTIVE

To compare, contrast and draw conclusions from the group, reflecting on the impact of the project on the students.

ENGAGEMENT

Group performances and evaluation will example the learners' ability to work collaboratively, reflect on learning and perform.

STICK-ABILITY

Increase the learners' skill levels in composition and musical understanding.

DIFFERENTIATION

Embedding:

Learners will be able to compare their work to 'Worm Gear', and demonstrate some understanding of how their piece developed.

Enhancing: Some will go further than this and perform their part in their final piece with additional confidence, and demonstrate a clear understanding of comparison between their work and worm gear, appraising over the course of the project.

Extending: A few may go beyond this and will perform strongly within their group composition and demonstrate a full understanding of musical material, with use of mature musical vocabulary. They will be able to compare and contrast their work with Worm Gear, explaining the musical similarities and differences.

AIMS AND OBJECTIVES

To listen to the newly created work of the students and compare to Worm Gear (Gadget III), noting similarities and differences.

ACTIVITY ONE:

Listen to a recording of the new work made by the learners.

Listen to Worm Gear.

Compare and contrast the responses.

ACTIVITY TWO:

Reflection and Evaluation:

Invite open, general comments from the group as well as answers to specific questions that compare their work with 'Worm Gear (Gadget III)'.

STARTER

Prepare the class for listening. This could be a short warm up, one of the listening exercises from earlier in the project, or a short list of things to listen out for.

Commentary on Activity One:

It might be helpful to make a note of the initial responses that arise without specific questioning at this stage.

It might be useful to remind the group about the focus of the project and the journey they made from sessions 1-6.

Note any initial responses.

Commentary on Activity Two:

What are the elements that Gadget and the learners' composition have in common?

How are the two pieces different?

How was it different listening to Worm Gear a second time?

ASSESSMENT

Throughout the scheme of work, formative assessments and analysis of recorded musical material offer a view of the learners' progression.

Learner peer and self-assessment, through discussion and written appraisal, will have allowed teacher insight into the range of skills and knowledge within the group.

ACTIVITY TWO CONTINUED

Reflect on the whole process and to remind learners of where they started from and certain events along the way. It may be useful to review comments or questions made throughout the process and well as to talk about the student's own thoughts and feelings on their performance and/or recording too...

Commentary on Activity Two:

What did we learn about composing?

What did we learn about performing?

What did we learn about working together?

What did we learn about hearing something new?

What did we learn from working with a composer?

What were the unexpected outcomes?

In what ways was this project relevant to you?

How will it influence the way you compose, perform or listen to music in the future?

How might it influence the way we teach or learn in the future?

HOMEWORK:

RESOURCES:

Link to recording of Worm Gear (Gadget III) by Fraser Trainer:
<https://soundcloud.com/fraser-trainer/04-gadget-3-worm-gear>

Classroom instruments.
Learners' own instruments.
Recording and listening devices.