

SCHEME OF WORK 3: What is the role of listening and reflection in the creative process?

LESSON 5

TOPIC AND PURPOSE

Fifth session of six exploring listening as a key activity in the composing process.

OBJECTIVE

To complete group compositions, refining melodic material, dynamics and articulation.

ENGAGEMENT

Group work will be completed with the assistance of detailed constructive feedback and constructive class discussions.

STICK-ABILITY

That a score can be a combination of notation styles, and can retain elements of improvisation if appropriate.

DIFFERENTIATION

Embedding:

Learners will demonstrate an understanding of the impact of dynamics and articulation, and to contribute to refining their group piece.

Enhancing: Some will go further than this and demonstrate growing confidence in their contribution to refinement, through the articulation of ideas and more confident performance.

Extending: A few may go well beyond this and be able to synthesize group ideas, and confidently refine musical material.

AIMS AND OBJECTIVES

Refine group compositions through reflection on the melodic material, dynamics and articulation.

Completion of group composition.

ACTIVITY ONE

Ask one group to perform their material from last week.

With feedback from the class, help this group begin to refine any remaining musical and melodic material, demonstrate how dynamics and articulation can make a huge difference to the success and shape of the piece.

Discuss/demonstrate how these might be notated. You might find the resources from lesson 4 and 5 useful here.

ACTIVITY TWO

Groups to work independently on completing their pieces, and notating as much as necessary.

STARTER

Recap on last lesson's objectives.

Commentary on Activity One:

Demonstrate examples of possible notation (see examples in lesson 5 resources)

Commentary on Activity Two:

ASSESSMENT

Observation of learners' ability to notate musical ideas. Written composition diaries will also inform assessment and the learners ability to analyse and make constructive comments about the compositions of others, and to take on board critical appraisal relating to own compositions.

ACTIVITY THREE

Groups to perform their compositions to the class.

Groups should write down their ideas for how the other groups could improve their work using the Composition Diary 4 worksheet.

Commentary on Activity Three:

Groups may have ended up with different levels of improvisation remaining – some may have eliminated it completely!

HOMEWORK

Final group rehearsals

RESOURCES

Classroom instruments and pupils' own instruments