

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 4

TOPIC AND PURPOSE	OBJECTIVE	ENGAGEMENT	STICK-ABILITY
<p>Sharing New Material</p> <p>This session is about getting right to the heart of the composing process. The learners are using the very same materials or building blocks from which Worm Gear is constructed, but are reinventing them for themselves, their instruments, their group and their own musical environment.</p> <p>At the centre of this is bringing the elements together and utilising the skills they have learnt in the large group work or as an individual contributing their own material to whole in order to find inventive ways that the material can work together.</p>	<p>To build on previous learning experiences.</p> <p>The importance of continuing to revise, rehearse and refine compositions.</p> <p>To respond flexibly to the new structure, the new set of instruments or the new set of people the group etc.</p>	<p>Explore, reflect, and analyse creative thinking processes.</p> <p>Refine the structure of the composition.</p>	<p>The development of reflective processes both of learning and how to refine ideas.</p>

DIFFERENTIATION

Embedding:

Learners will begin to reshape and expand their compositions. They will critically appraise their work, recognising areas to improve.

Enhancing: Some will go further than this and reflect more deeply on their compositions, recognising areas for improvement. They will creatively explore their compositions and reshape their work into new and refined forms.

Extending: A few may go well beyond this and confidently refine their work and reshape their compositions creatively. Their compositions will be creative and have refined forms.

AIMS AND OBJECTIVES

To layer different strands of material.

To look more deeply into different ways of handling the compositional tools.

To take existing material into new contexts and re-shape or re-work it.

ACTIVITY ONE

Bring all the groups back together and play the new work of each small group to each other.

Encourage active listening by identifying the ways that each group has used the material and gone about the task as well as highlighting significant contributions to the performance.

STARTER

Discussion and reflection on least lesson and recap on musical and creative processes explored.

Commentary on Activity One:

What do you notice about the music?

Are the 3 layers or elements in the music clear to the listener?

Could it work to hear all the groups play together?

If not, can two groups play together?

What happens if people from every group who play the same kind of material, all play together?

Does it build up or do we start more than one group together?

What is the music missing?

ASSESSMENT

Assessment of individual musical ideas used in the composition and their ability to work collaboratively with others.

Explore the learners' ability to offer feedback and critically reflect.

RESOURCES

Classroom instruments;

Learners' own instruments.