

SCHEME OF WORK 1: What pedagogic strategies are there for creative learning in music?

LESSON 6

TOPIC AND PURPOSE

The development and realisation of creative learning processes for the development of a composition.

OBJECTIVE

To conclude the scheme of work with a composed piece which will be performed.

ENGAGEMENT

The learners will perform their composed pieces realising their creative ideas.

STICK-ABILITY

Learners will develop creative approaches to composition either leading to or enabling future original work.

DIFFERENTIATION

Embedding:

Learners will have a piece they have composed performed. The piece will demonstrate some understanding of key musical and creative learning processes.

Enhancing: Some will go further than this and will have developed a piece which is creative and personal.

Extending: A few may go well beyond this and develop and refine a composition which examples strong musical skill and high performance quality.

AIMS AND OBJECTIVES

To rehearse and perform composition.

ACTIVITY ONE

In groups, refine and rehearse compositions.

ACTIVITY TWO

Performance.

ACTIVITY THREE

Discussion and evaluation.

A discussion should concern the music, the performances, the groups and the composing and artistic leadership skills developed throughout the scheme.

STARTER

Recap on last lessons objectives.

Commentary on Activity One:

If time allows, spend more weeks working through the content of LESSON FIVE.

LESSON SIX is a culmination.

Commentary on Activity Two:

This could be:

- A recording session which culminates into a class album;*
- An internal shared performance;*
- A show for a visiting audience.*

Commentary on Activity Three:

ASSESSMENT

Final assessment of learners' composition and performance considering their creative skills, dynamic collaborations, personalised musical voice and whether the extent to which they worked like composers and artistic directors.

RESOURCES

Classroom instruments;

Learners' instruments;

Recording device;

Space for a performance.