

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

LESSON 4

TOPIC AND PURPOSE

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

OBJECTIVE

Groups to begin notating their piece, with a focus on rhythm and harmonic ideas.

ENGAGEMENT

Initial introduction leading to class exploration of ideas.

Explore, reflect, and analyse creative thinking processes.

Refine the structure of the composition.

Development of collaboration between the group through sharing ideas and constructive reflections.

STICK-ABILITY

That the learners can begin to use notation as an aid (they do not have to necessarily fully notate the whole piece).

DIFFERENTIATION

Embedding:

Learners will contribute to discussion relating to harmonic and rhythmic material, and contribute to their group performance.

Enhancing: Some will go further than this and will play a larger part in refining the musical material, and perform more confidently in their group performance.

Extending: A few may go well beyond this and demonstrate better awareness of how to refine and develop rhythmic and harmonic material, of how to notate their musical ideas, and will perform with confidence as part of their group.

AIMS AND OBJECTIVES

Begin to refine ideas through notation with a focus on rhythm and harmony.

ACTIVITY ONE

Ask one group to perform their material from last week. Ask the class to pick out the core musical elements. With feedback from the class, help this group begin to refine time signatures, tempo, and specific rhythmic and harmonic ideas.

Discuss and demonstrate how these might be notated.

ACTIVITY TWO

Groups work independently on their pieces, with a focus on refining rhythmic and harmonic elements.

STARTER

Recap on last lesson's objectives.

Commentary on Activity One:

For example what key are they in? What chord patterns will they use? What rhythmic patterns will they now stick to?

Demonstrate some different approaches to notation that the groups could use (see following pages for examples). Melodic material does not have to be fixed as yet.

Commentary on Activity Two:

Groups should find a way to notate within their capabilities (see Lesson 4 resource 1)

ASSESSMENT

Informal teacher observation of group progress reflecting on learners' ability to notate musical ideas in progress.

Ascertain the support individual groups require, in order to develop and refine musical material.

ACTIVITY THREE

Groups reconvene as a whole class to perform their work in progress. Record these performances and encourage class feedback.

Commentary on Activity Three:

It is possible that groups may not want to write their material down – this is fine, as long as players can remember their material.

HOMEWORK/FOLLOW UP BEFORE NEXT PRACTICAL SESSION

Development of class listening (see Lesson 4 resource 2).

No composition diary this week.

RESOURCES:

Classroom instruments and pupils' own instruments.

Recording devices for each group.

Playback facility for each group if appraisal work is to be done in class.