

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

### **LESSON 6**

#### **TOPIC AND PURPOSE**

Sixth and final session exploring listening as a key activity in the composing process.

#### **OBJECTIVES**

To perform final compositions.  
  
Evaluate the creative process and final outcome.

#### **ENGAGEMENT**

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

#### **STICK-ABILITY**

That visual stimuli can be a starting point for a composition; that improvisation can also be used as a starting point for a composition that might become fixed; that regular listening and appraisal of work can help develop a composition.

## DIFFERENTIATION

### **Embedding:**

Learners will perform an essential role in their group composition, and demonstrate some understating 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 the role of improvisation, listening and 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.

## AIMS AND OBJECTIVES

To give final performance of compositions.

Evaluate the creative process and outcomes of learning.

### **ACTIVITY ONE:**

Each group will perform their final composition twice.

Both performances by each group should be recorded.

The rest of the class should give verbal feedback on the other groups pieces.

## HOMEWORK

Final Composition Diary to be completed (see lesson resources)

## STARTER

Recap on last lesson objectives.

### *Commentary on Activity One:*

*Encourage a discussion of each group's starting point (the visual stimuli), how it developed over the sessions, if there are any elements of improvisation and how or what part improvisation played in the process.*

## RESOURCES

Classroom instruments and pupils' own instruments

One recording device in class.

## ASSESSMENT

Throughout the scheme of work, teacher-led diagnostic assessment and analysis of recorded musical material will have guided the project.

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, thus informing the future planning and teaching of listening and composition activities appropriate to GCSE requirements.