



## **SCHEME OF WORK 3**

### **Key Question:**

*What is the role of listening and reflection in the creative process?*

### **What are the specific aims of this project/scheme?**

- To introduce improvisation and playing by ear as a tool for small group composition.
- Promote listening, reflection and appraising as an important tool in the compositional and creative process.
- Use visual stimuli as a starting point to generate ideas.
- Develop critical and constructive assessment for learning approaches through group and peer-to-peer discussion.

### **Key outcomes:**

- The learners will develop reflective approaches on the creative process, which will enrich the final composition.
- Learners will be able to compose group ensemble pieces, which may be used for future GCSE coursework.
- Learners will be able to describe the compositional process both verbally and through written forms.

### **Expectations and Differentiation:**

**Embedding:** all learners will have contributed to a group composition that used improvisation as a starting point and found ways to discuss the music in simple terms.

**Enhancing:** most learners will be able to musically respond to visual stimuli and create a group composition that uses improvisation as a starting point. They will be able to reflect on the creative process and discuss their progress and outcomes.

**Extending:** some learners will be able to use visual stimuli and improvisation as a starting point to experiment, explore and develop ideas for a composed piece. They will be able to critically reflect on the creative process, developing a composed piece, which they will perform confidently.

### **Success Criteria:**

- **Engagement:** Learners will demonstrate and understand the use of group improvisation as a starting point and actively engage with the creative and compositional process.
- **Listening:** Learners will listen and appraise others' work as well as their own, assessing and evaluating progress.
- **Reflection:** Learners will be able to reflect on the creative process, evaluate experiences and learning to inform future progress.
- **Assessment for learning:** Learners will be able to demonstrate confidence in discussing and appraising compositions using key musical terms.
- **Confidence:** Learners will develop their confidence in improvisation leading to more independent and original compositions.
- **Creative process:** Learners will develop creative approaches to composition, try out alternatives or new solutions and follow ideas through and connect their own and others ideas in inventive ways.

### **Prior learning**

It is helpful if learners have:

- Experience playing a live instrument,
- Know key musical terms such as; structure, dynamics, melody to use whilst discussing and appraising work.

### **Personalised learning**

**Differentiation:** Are there learners who will need specially adapted materials or resources that break down processes into understandable forms? Adapt the worksheet materials to help support different literacy abilities. Are there learners who play instruments? If so who, which, and to what standard?

**Effective teaching and learning:** Use wide and variety repertoire of teaching approaches that supports diversity. Offer mentoring between learners as a form of peer support. Vary the experiences of the learners for collaborations to enable peer-to-peer support.

**Beyond the classroom:** Could you offer learners opportunities to develop their skills in/outside the music context to continue support the experience? Could you encourage the learner to join local networks or develop collaborations?

### **Personal Learning and Thinking Skills**

This scheme of work explores the role of **listening** and **reflection** in the **creative process**. It prepares learners to think creatively by generating and exploring ideas and making original connections. The learners will expand this through becoming reflective, being able to evaluate their strengths and limitations and setting themselves realistic goals for success. They will also become active listeners and effective participators communicating their learning in relevant ways. The learners will **work confidently with others** forming collaborative and **reflective** relationships where they will review their progress and act on outcomes.