

LESSON PLAN 1 by Rachel Hocking
Planning for Learning and Teaching
“..for people who have 5 legs” (Schifrin)

Subject: Music _____ **Time:** _____ **Date:** _____

Stage of Learner: 4 _____

Class: Year 8 Non-Elective Music or Elective Music (with extension activities) _____

Topic: Music for Radio, Film, Television and Multimedia - Film Music _____

Outcomes	Assessment	Students learn about	Students learn to
<ul style="list-style-type: none"> • 4.1, 4.3, 4.4, 4.7, 4.9 • Students will extend knowledge/ experience of rhythm to complex time • Students will listen, clap, think, play four different rhythmic units • Students will perform cross-rhythms, complex time, syncopation 	<ul style="list-style-type: none"> • Observation of student involvement • Observation and listening to rhythmical performance, correcting for accuracy 	<ul style="list-style-type: none"> • Complex time signatures (specifically 5/4), cross-rhythms, syncopation, pulse • Film music themes • Orff time names and body percussion 	<ul style="list-style-type: none"> • Perform cross-rhythms using body percussion • Read rhythmic patterns • Use time names • Play in ensembles
<p>Preparation - <i>Mission Impossible</i> sheet music, YouTube of themes</p>			

Prior Knowledge: Students will have experience using body percussion, keeping time, basic co-ordination, and using time names. They will have read and clapped rhythm patterns before, and be able to swap between beat and rhythm. This lesson could be used as an early body percussion exercise, but with less focus on reading and more on co-ordination.

Timing	Teaching & Learning	Organisation	Resources
<ul style="list-style-type: none"> • 5 minutes • 10 minutes 	<ul style="list-style-type: none"> • Discuss today's lesson and activities. • Warm up using Keith Terry's body percussion exercise in complex time using 3, 5, 7, 9 beats (see YouTube resource). Extend this by playing 3, 5, 7, 9 against each other as ensemble (if too difficult, keep to 3, 5). 	<ul style="list-style-type: none"> • Students at desks • Students standing. Split into groups for playing combinations against each other. 	<ul style="list-style-type: none"> • Keith Terry/ Crosspulse complex time signature exercise http://www.youtube.com/watch?v=FOaJTH1jOto • ORIGINAL Mission Impossible Theme http://www.youtube.com/watch?v=tGSUjuSBt1A • U2 Mission Impossible Theme http://www.youtube.com/watch?v=XAYhNHhxN0A • Mission Impossible sheet music for easy piano (Schifrin, Arr. Keveren, published by Hal Leonard) • Rhythmic units reference sheet (for teacher) • Keyboards if using extension activities.
<ul style="list-style-type: none"> • 5 minutes 	<ul style="list-style-type: none"> • Discuss complex time. • Hand out the sheet music and listen to the original theme. 	<ul style="list-style-type: none"> • Students at desks 	
<ul style="list-style-type: none"> • 5-10 minutes 	<ul style="list-style-type: none"> • Revise time names. Look at main theme, write theme down. Discuss quaver pulse, and as a class, work out how many pulses per note value. Write this out (individually and on board). Clap first with accents/pulse, then remove pulse. Increase tempo. 		
<ul style="list-style-type: none"> • 10 minutes 	<ul style="list-style-type: none"> • Listen to theme, clap with theme, listen for other rhythmic units. Look at the sheet music, identify these (can use teacher reference sheet if needed). Clap each of these patterns. 		
<ul style="list-style-type: none"> • Remainder of lesson 	<ul style="list-style-type: none"> • Practise and perform the sheet music as a percussion score (class in groups for each pattern, using different body percussion). • Extension activities: Clap the riff alongside the beat as a class and then individually (each knee). Practise and play the sheet music on keyboard (aim for at least first page to be covered). Listen to the two versions of the themes (original and U2 version), identify time differences between these (5/4 and 4/4) - rewrite the rhythm as 4/4. Improvise patterns in 5/4 time. 	<ul style="list-style-type: none"> • Students at desk or standing 	

Conclusion: Class body percussion performance of the score.

Reflective Questions

How do I know if the learning was effective in terms of:

- Outcomes?
- Content?
- Timing?
- Resources?
- Was the introduction motivating & relevant to learners' lives?
- Did most of the learners engage in the learning?
- Was group work the most effective strategy to enhance learning?
- Was the text Stage appropriate?
- What strategies proved most effective?
- Will this learning experience transfer to learners' lives at school/playground/home?
- Are learners demonstrating achievement of the outcomes?
- What further planning will consolidate attainment of syllabus outcomes?
- How does this learning impact beyond the classroom?