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| <b>Lesson Title: That song is rubbish!</b>  | <b>Key Stage: 3</b>  |
| <b>Curriculum Links:</b> KS3 – Unit 1 section 1,2,3,4 and 5   |  |
| <b>Key Words: Stimuli, compose, environment, inspiration, exploration</b>   |  |
| <b>Key Questions:</b>   |  |
| <ul style="list-style-type: none"> <li>• How do composers begin to compose?</li> <li>• What starting points can be used to stimulate composition?</li> </ul>  |  |
| <b>Objectives</b>   |  |
| <ul style="list-style-type: none"> <li>• Pupils should know how music is composed from a variety of stimuli.</li> <li>• Pupils should understand how images and objects can be represented by different sounds/moods.</li> <li>• Pupils should be able to represent sounds descriptively.</li> </ul> <p>Pupils should be able to use different starting points to compose a piece of music.</p>   |  |
| <b>Possible Activities:</b> This lesson fits in with composing a piece of music or song   |  |
| <u>Starter</u>  |  |
| <ul style="list-style-type: none"> <li>• Ask pupils to look out the window and pick three words to describe what they see. Then think of a song that reminds them of what they are thinking. Discuss these in pairs. Link back to the idea that all songs originated with a feeling or thought.</li> </ul>  |  |
| <u>Main</u>   |  |
| <ul style="list-style-type: none"> <li>• Pupils will be asked to begin to compose some music or a song based around recycling and rubbish.</li> <li>• Pupils will use the picture resources as the starting point to stimulate them. They can write down thoughts, words and sounds that are brought to mind.</li> <li>• Pupils can also use actual pieces of rubbish and recycling to enhance the stimuli.</li> <li>• Pupils should begin to think how different pictures might be represented by different sounds – link the mood of the picture into this.</li> <li>• Pupils should then draw how these sounds could be represented by pictures to create a simple score, and think what instruments could create the sounds.</li> <li>• Pupils should then compose a short piece of music or song.</li> </ul> |  |
| <u>Plenary</u>  |  |
| Ask pupils to play their compositions – and ask them to identify what were the key stimuli?   |  |
| <b>Extension Activities</b>   |  |
| Ask pupils to think about the environments that influenced different composers.   |  |
| <b>Cross Curricular Links</b>   | <b>Points to note</b>  |
| Geography, citizenship  | Good to bring in some actual rubbish and recycling for pupils to touch and feel. |
| <b>Homework ideas</b>   |  |
| Find pieces of music or songs about recycling or rubbish.   |  |
| <b>Resources</b>  |  |
| <ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Recycling and rubbish</li> <li>• Access to instruments.</li> </ul>   |  |