

# **Remote education lesson example: key stage 3 music**

**October 2020**

## Lesson overview

This lesson is:

- on rhythm and pulse
- for key stage 3

## Lesson outcomes

By the end of the lesson, pupils should be able to:

- understand accents and offbeat rhythms
- rehearse and perform complex rhythm patterns

## Making music remotely

This lesson is designed so that pupils complete all tasks through body percussion or some form of homemade percussion.

There will be a variety of resources available to pupils when they are working remotely. It may be helpful for teachers to audit what pupils have available at home as part of their planning and preparation.

It's also possible for pupils to make use of digital tools for music making, either online using websites such as [Virtual Piano](#) and [Musicca](#), or through phone apps and virtual instruments within digital audio workstations.

## Example music lesson for remote education

This lesson plan was provided by United Learning to help teachers consider how they might adapt their usual classroom practice for remote teaching.

Schools have shared a range of lesson plans annotated with tips and ideas they have found useful when teaching remotely.

The purpose of the lesson plans is to help teachers consider how they might adapt their teaching practice for the remote context. The examples are intended as a source of ideas, not as teaching resources or lessons the department expects schools to teach. They do not reflect departmental endorsement of any particular approach to remote teaching.

The department does not expect teachers to create formal lesson plans.

Task	Adaptation for remote teaching
<p><b>Introduction: title slides (2 minutes)</b></p> <p>The teacher displays the title slide, which includes the theme (rhythm and pulse) and the lesson roadmap:</p> <ul style="list-style-type: none"> <li>● understanding and reviewing accents, pulse and offbeat</li> <li>● learning about rhythm in the Rite of Spring by Stravinsky</li> </ul>	<p>Teachers should share their screen and talk through the slides.</p> <p>This is an additional routine for remote teaching, allowing pupils to gather together what they need and prepare them for what they will be learning and doing.</p>
<p><b>Memory platform (5 minutes)</b></p> <p>Pupils complete the 'memory platform', a series of questions displayed on a slide by the teacher, to review prior knowledge:</p> <ol style="list-style-type: none"> <li>1. What is the organisation of pulse called?</li> <li>2. What does the time signature tell us about the music?</li> <li>3. In a simple time signature, what is each beat divided into?</li> <li>4. In a compound time signature, what is each beat divided into?</li> </ol>	<p><b>Familiar routines</b></p> <p>This is the routine we follow in our classrooms. We have been careful to mirror that routine when teaching remotely to provide pupils with a familiar structure even when the context is unfamiliar.</p>

<p><b>Do now: Musicianship (5 to 10 minutes)</b></p> <p>Pupils follow the teacher through a short warm-up exercise displayed on a slide that reinforces pulse and introduces off beat accents.</p> <p>This practical activity is designed to ensure pupils engage with music as soon as possible in the lesson – aiming for ‘musical immersion’ as would be typical in the classroom.</p>	<p>This is a warm-up activity, part of our usual classroom routine. It links this lesson to prior knowledge of rhythm and pulse. The activity is also linked to the stimulus for the lesson, The Rite of Spring.</p> <p>This lesson is designed so that pupils complete all tasks through body percussion or some form of homemade percussion.</p> <p>It’s also possible for pupils to make use of digital tools for music making.</p>
<p><b>Key terms and music in context (5 minutes)</b></p> <ul style="list-style-type: none"> <li>● Pupils learn about the main musical concept for the lesson: accents – notes with increased emphasis</li> <li>● offbeat – notes that are played in between the main pulse</li> </ul> <p>These are also included in a knowledge organiser with other key terms.</p> <p><b>Music in context</b></p> <p>Pupils are also introduced to the context of the set work in the lesson: The Rite of Spring.</p> <p>Igor Stravinsky was:</p> <ul style="list-style-type: none"> <li>● born in Russia, 1882</li> <li>● wrote 3 ballets in the 1910s</li> <li>● experienced a riot at his first performance</li> </ul> <p><b>Listening</b></p> <p>Audio is embedded into the lesson through the PowerPoint slides.</p> <p><b>Putting the concept in context</b></p>	<p>Being aware of key terms that pupils might not understand is central to the lesson plan. A glossary of key terms is created for the unit and stored on each PowerPoint or in a knowledge organiser.</p> <p>The first 15 minutes of the remote lesson have focused on building routine and creating a base for pupils’ learning, rooted in the subject discipline.</p> <p>References to prior knowledge and key vocabulary have been made in the first few slides of the lesson to build pupils’ confidence and allow them to continue to work through the rest of the lesson as they discover new content.</p> <p><b>Maintain online engagement</b></p> <p>Building this routine into every lesson will help pupils navigate online resources - see the <a href="#">Education Endowment Fund’s Rapid Evidence Assessment</a>. Content is also front-loaded in the lesson to avoid a loss of engagement later in the lesson.</p>



The Rite of Spring:

- was written as a ballet score
- is the story of a pagan ritual
- has clashing notes, jagged rhythms and extremes

**Task 1: Offbeat rhythm within an ostinato (10 minutes)**

Step by step, pupils learn and rehearse Spring Dance from Stravinsky's Rite of Spring, playing a continuous quaver pulse with accented notes.

The teacher displays supporting PowerPoint slides, which display the music and help embed musical understanding through immersion.

Pupils rehearse section by session and this is clearly scaffolded and modelled.

Using the PowerPoint as the main resource and embedding other resources within the slides makes the lesson easier to navigate for pupils. For example, audio files are embedded where copyright allows.

**Teacher audio commentary**

Teacher audio commentary in time with the beat provides clear modelling. For example, using 'Are you ready? Off I go.' Or, 'Are you ready? Off we go.'

This recreates the role of the teacher-conductor. Offering pause points in the lesson allows pupils to review small sections of the video if needed.

**Formative assessment**

Pupils play 11 phrases from Spring Dance - with a potential recording opportunity.

**Task 2: Offbeat rhythms in context (5 minutes)**

Pupils perform the music in context, with the correct offbeat rhythm (no longer a continuous pulse, so counting/internal pulse is now necessary) and optional addition of pitch.

A [YouTube play-along](#) from the London

In the classroom we would usually spend longer on tasks like these, and break down each section in more detail. However, we have found that chunking tasks and keeping them relatively snappy is helpful for engagement when teaching remotely.

**Vary methods of participation**

<p>Philharmonic Orchestra is used.</p>	<p>Pupils are given options for participation that encompass either body percussion, home instruments or voice.</p>
<p><b>Formative assessment</b></p> <p>Pupils play phrases from Spring Dance with a potential recording opportunity. This is a more challenging performance, with flexible instrumentation.</p> <p>A PowerPoint slide is displayed, which asks pupils to:</p> <ul style="list-style-type: none"> <li>● play rhythms</li> <li>● use an instrument to play a note cluster</li> <li>● sing a note from the cluster</li> </ul>	
<p><b>End of lesson routine</b></p> <p>The lesson ends with a summary of key points displayed on a PowerPoint slide:</p> <ul style="list-style-type: none"> <li>● an accent is a note that is stronger, with more emphasis</li> <li>● Stravinsky was a composer from Russia on the early 20th century</li> <li>● he wrote music for a ballet called The Rite of Spring</li> <li>● Spring Dance, from the ballet, features offbeat rhythms using accents</li> </ul> <p>Pupils are provided with next steps to develop activities further. These are:</p> <ul style="list-style-type: none"> <li>● a knowledge quiz</li> <li>● a practical performance</li> </ul>	<p><b>Microsoft Forms</b></p> <p>Link to knowledge quiz in Microsoft Forms, provided as lesson review. There is potential to submit audio (through Microsoft Forms or other online learning platforms)</p>