Key Stage 3 (Y8)

Stomp

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Unit Overview:

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| Lesson | Focus | Resources Required |
| 1 | Cross-rhythms (ostinati), timbre, texture  (Music) How do you start a ‘Stomp’ composition?  (Character) What makes a good ensemble? | <https://www.youtube.com/watch?v=Zu15Ou-jKM0>  <https://www.youtube.com/watch?v=tZ7aYQtIldg>  Listening activity sheets – resource bundle 1  Notation example template ppt 1 – resource bundle 3  Cross-rhythms composition sheets – resource bundle 2  5\* Evaluation sheets – resource bundle 1  Tracking sheet – resource bundle 1  Differentiated discussion prompts  Homework activity – resource bundle 2 |
| 2 | Cues, solos  (Music) What do you do and when do you do it?  (Character) How do you create a musical community? | <https://www.youtube.com/watch?v=EULpbJQLzSg>  5\* Evaluation sheets – resource bundle 1  Listening activity sheets – resource bundle 1  Cues ppt 2 – resource budle 3  Tracking sheet – resource bundle 1 |
| 3 | Structure (through composed)  (Music) How do you put a Stomp piece together?  (Character) How can you make someone a better neighbour? | <https://www.youtube.com/watch?v=1u37-MmecQE>  Listening activity sheets – resource bundle 1  Composition sheets – resource bundle 2  Tracking sheet – resource bundle 1  Students own 5\* Evaluation sheets |
| 4 | Stomp compositions  (Music & Character) What makes a successful Stomp performance? | <https://www.youtube.com/watch?v=93t6bCnAvk4&index=5&list=PLRaEeOmtH5zGzdAro9_WyuOo77PovwbBH>  Listening activity sheets – resource bundle 1  Tracking sheet – resource bundle 1  Groups own composition sheets  Students own 5\* Evaluation sheets |
| *Before the final lesson have 1-2 lessons to allow students to complete their compositions and practise for their final performances.* | | |
| 5 | Performances and evaluations  (Music) What makes a successful Stomp performance?  (Character) Have you risen to the civic challenge? | Evaluation sheets – resource bundle 1  Tracking sheet – resource bundle 1  Groups own composition sheets  Students own 5\* Evaluation sheets |

*NB: There are notes in italics throughout this scheme of work. These show where opportunities to gather information and evidence can take place.*

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| **Lesson 1** |
| **Objective/s:** | | (Music) How do you start a ‘Stomp’ composition?  (Character) What makes a good ensemble? |
| **Musical**  **outcomes:** | | Students will be introduced to Stomp. They will look at how Stomp musicians use everyday objects to create complex rhythmic compositions. They will look specifically at cross-rhythms and how simple repeating patterns are overlapped to create the overall complex effect. They will also look at the way different rhythms are introduced one at a time to start a piece. They will demonstrate their understanding by composing cross-rhythms pieces and performing them. |
| **Virtue**  **outcomes:** | | This lesson will give students a starting point from which they will build their understanding and application of the civic virtues community spirit and neighbourliness. |
| *Before the start of this lesson select groups (of 4-6) for students to work in.*  Students select (or are given) a differentiated sheet as they enter.  **Activity 1:**  Students watch ‘Stomp Out Loud’ (<https://www.youtube.com/watch?v=Zu15Ou-jKM0>) and complete their sheet. Students then discuss their answers in pairs/small groups before feeding back their ideas to the whole class. Write their answers up (these will be the lesson success criteria). At the end of this activity introduce the lesson objective.  *During practical and discussion based activities monitor how students engage with others using the ‘monitoring’ sheet to make simple notes. Monitor will be put next to possible opportunities throughout this scheme of work.*  **Activity 2:** *Monitor*  Put together a whole class cross-rhythms piece of 3 rhythms (making sure that the piece reflects the success criteria). Model writing the rhythms down (using the PowerPoint slide 1 template). This piece could involve the use of everyday objects such as tables and chairs or could use body percussion.  **Activity 3:** *Monitor*  Display groupings. Students split into their pre-organised groups and work on creating their own set of cross-rhythms using the success criteria to guide them. Each student should select a notation sheet (differentiated) to write their groups ideas down (as demonstrated in activity 2).  **Activity 4:** *Monitor*  Students return to their differentiated sheets from activity 1. They watch ‘Stomp Brooms’ (<https://www.youtube.com/watch?v=tZ7aYQtIldg>) and complete the mid-lesson question. Students have paired discussion time and then ideas are fed back. Add these to the success criteria.  **Activity 5:** *Monitor*  Students return to their groups and work on a suitable introduction to their cross-rhythms piece.  **Activity 6:** *Monitor*  Students perform their cross-rhythm pieces. Others evaluate the pieces against the success criteria.  **Activity 7:**  Introduce students to the concept of a virtue (character strength). Explain that in this scheme of work students will be applying not only the musical understanding that they gain to their work but also their understanding of civic virtues (neighbourliness & community spirit). Students have a short discussion about what they think the key terms mean. At this point explain that at the front of the room you have ‘Developing’ and ‘Getting Started’ discussion prompts which students can come a select if they need help work out the definitions. Students then have time to discuss where others in their group showed one of these civic virtues in the way they worked. Feedback ideas.  Definitions:   * Community Spirit: “A willingness and desire to participate in activities that promote a community.” * Neighbourliness: “To be friendly and helpful to those around you.”   **Homework:**  Explain that all students will need to understand what the key words community spirit and neighbourliness mean in order for them to successfully progress. Ask them to select a differentiated homework (which gets students to think about their understanding of what the words community spirit and neighbourliness mean and how they are applied in music). Due in next lesson. | | |

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| **Lesson 2** |
| **Objective/s:** | | (Music) What do you do and when do you do it?  (Character) How do you create a musical community? |
| **Musical**  **outcomes:** | | Students will continue to look at Stomp focusing on the role that cues play in performances. Students will identify different changes that occur when cues are given (this will include changes of dynamics, texture and the introduction of solos). Students will then demonstrate their understanding by using cues to develop their cross-rhythm pieces from last lesson. |
| **Virtue**  **outcomes:** | | Students will show that they have a knowledge of what community spirit and neighbourliness mean (civic virtues) through a discussion of their homework. Their ideas will be collated into a larger list from which they will be able to select their first target (‘civic challenge’) which will give them the opportunity to begin putting their understanding into practise. |
| *At the start of the lesson have the set of cues (ppt slide 2) projected/written up on the board (do not make any reference to them).*  Students select (or are given) a differentiated sheet as they enter. They should also be given a 5\* evaluation sheet.  **Activity 1:** *Monitor*  Ask students to get out their homework and explain that they should discuss their ideas in groups. Students then feedback their ideas (write these up under the two headings: neighbourliness and community spirit). Explain that students will be trying to put their understanding of civic virtues into practise during this scheme of work and that at the start of every lesson they will set themselves a ‘civic challenge’. Explain that at the start of this lesson they can select one of the ideas on the collated list from their homework to be their ‘civic challenge’.  **Activity 2:** *Monitor*  Continuing to make no reference to the projected/written up cues take the register giving the cues throughout Following this explain that students should watch the video: “Stomp dishwashers are crazy” (<https://www.youtube.com/watch?v=EULpbJQLzSg>) and complete the sheet that they have chosen. Students then discuss their answers in pairs/small groups before feeding back their ideas to the whole class. Write their answers up (these will be the lessons success criteria). At the end of this activity introduce the music lesson objective.  **Activity 3:** *Monitor*  Explain that the students will be adding cues to their cross-rhythms pieces from the previous lesson. Students return to their pre-organised groups from the previous lesson. They develop their existing cross-rhythms piece by including cues.Make sure you continue to highlight the ‘civic challenges’ that students have set themselves.  **Activity 4:** *Monitor*  Students perform their cross-rhythms and cues pieces to another group. Their peers evaluate the pieces against the success criteria.  **Activity 5:**  Students return to their 5\* evaluation sheets. Go through the star system and then give students time to evaluate how effectively they have applied their understanding of the civic virtues. | | |
| **Lesson 3** |
| **Objective/s:** | | (Music) How do you put a Stomp piece together?  (Character) How can you make someone a better neighbour? |
| **Musical**  **outcomes:** | | Students will look at how Stomp pieces are structured so that they follow a simple story. They will also look at how Stomp performers are more than just musicians. To demonstrate their understanding they will plan and begin to compose their own Stomp compositions. |
| **Virtue**  **outcomes:** | | Students will continue to develop their ability to apply community spirit and neighbourliness to their work. In this lesson they will begin by discussing, in their groups, their experiences of the previous lesson. They will look at whether the 5\* evaluations were accurate and will then set each other a target (‘civic challenge’). This will allow them the opportunity to demonstrate that they are able to put their understanding into practise. |
| Students select (or are given) a differentiated sheet as they enter. They should also receive their 5\* evaluation sheet.  **Activity 1:**  Students return to their practical groups. Explain that they now have time to discuss how well each member of the group applied their understanding of community spirit and neighbourliness in the previous lesson. Students should compare what the others think with what they gave themselves on their 5\* evaluation. Each member of the group should then be set a target (‘civic challenge’) by the others for them to work on in this lesson. They should write this onto their 5\* evaluation sheets.  **Activity 2:**  Students watch “Stomp Matchsticks” (<https://www.youtube.com/watch?v=93t6bCnAvk4&index=5&list=PLRaEeOmtH5zGzdAro9_WyuOo77PovwbBH>) and complete their starter sheet. Students then discuss their answers in pairs/small groups before feeding back their ideas to the whole class. Write their answers up (these will be the lessons success criteria). Introduce the term ‘through composed’. At the end of this activity introduce the lesson objective.  **Activity 3:** *Monitor*  Show students the Stomp planning sheet. Explain that they will use this to write down all of their composition ideas. Ask them to begin by planning out a simple 3-4 part story and then think about the everyday objects that they will need to source for their performance. Students work on this in their groups.  **Homework:**  Students assign themselves everyday objects to bring in.  **Activity 4:** *Monitor*  Students have time to work on creating ideas for the different parts of their story. Ask them to think carefully about how the dimensions of music will be used and where they will include the key features of Stomp (ie: cross-rhythms, cues, solos etc).  **Activity 5:**  Remaining in their group students return to their 5\* evaluation sheets. They have time to discuss how they and the others feel that they have applied their understanding of the civic virtues, completing the evaluation part of the 5\* evaluation. | | |

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| **Lesson 4** |
| **Objective/s:** | (Music & Character) What makes a successful Stomp performance? |
| **Musical**  **outcomes:** | Students will use the understanding that they have gained in previous lessons to work on their own Stomp composition in preparation for their final performance. They will also look again at how Stomp is more than just a performance of rhythms. |
| **Virtue**  **outcomes:** | Students will continue to develop their ability to apply community spirit and neighbourliness to their work. They will set their own target (‘civic challenge’), without any help or prompts, which will allow them the opportunity to demonstrate that they are able to put their understanding into practise. |
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| Students select (or are given) a differentiated sheet as they enter. They should also receive their 5\* evaluation sheet.  **Activity 1:**  Students read through their 5\* evaluation from the previous lesson and use it to complete their “civic challenge” for this lesson.  **Activity 2:**  Students watch “Stomp Newspapers” (<https://www.youtube.com/watch?v=1u37-MmecQE>) and complete their starter sheet. Students then discuss their answers in pairs/small groups before feeding back their ideas to the whole class showing that they understand that Stomp is acted as well as performed. Encourage them to make links with the civic virtues as well here.  **Activity 3:** *Monitor*  Students return to their groups and, using their planning sheet, work on their final Stomp composition. At the start of this part of the lesson they should agree a musical target and should write this on the planning sheet. This, alongside their own civic challenge, should be their focus for the lesson.  **Activity 4:** *Monitor*  Select a student group to perform. Their peers evaluate the pieces against the success criteria and suggest targets for next lesson.  **Activity 5:**  Students return to their 5\* evaluation sheets. They evaluate their own performance in the lesson including addressing whether they have improved against their own ‘civic challenge’.  **Homework:**  In preparation for the final lesson students should create a list of ideas about how they could apply their understanding of community spirit and neighbourliness outside of music lessons. | |

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| Before the final lesson students should have enough time to work on their compositions and performances. This will probably be over 1 or 2 more lessons. The focus for these lessons should be (both musical and character) “What makes a successful Stomp composition”  .  Students should continue to complete their 5\* evaluations in these lessons without help or prompts. |

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| **Final lesson** |
| **Objective/s:** | (Music) What makes a successful Stomp performance?  (Character) Have you risen to the civic challenge? |
| **Musical**  **outcomes:** | Following a short practise students will demonstrate their understanding of the key features of Stomp by performing their own Stomp compositions and evaluating the success of their own and others work. |
| **Virtue**  **outcomes:** | During the evaluation process students will be given the opportunity to think about the progress they have made with applying their understanding of community spirit and neighbourliness. They will also be asked how they could continue to progress with their application of civic values outside of music lessons. |
| Students select (or are given) a differentiated evaluation sheet as they enter. They should also be given their 5\* evaluation sheet from the previous lesson.  **Activity 1:**  Students read through their 5\* evaluation from the previous lesson and use it to complete their (final) “civic challenge”.  **Activity 2:** *Monitor*  Students return to their groups. They have a small amount of rehearsal time in which to finalise their Stomp performance.  **Activity 3:** *Monitor*  Student groups take it in turns to give their final Stomp performances (on a stage if possible). Whilst they are not performing the students should evaluate their own and others work using the differentiated evaluation sheet taken at the start of the lesson.  **Activity 4:**  Students complete a second evaluation focusing on how they think they have developed in their application of civic virtues. They should use their homework (set in lesson 4) when thinking about how they can apply their understanding outside of music lessons. | |