Differentiation explained

Challenge

This level gives little support and is designed to challenge students when they think about or create music.

Developing

This level provides some support to help develop student’s musical thinking and making skills.

Getting Started

This level provides much more support to help less confident students when they are creating or thinking about music.

Lesson 1

Activity 7

Discussion prompts (Developing & Getting Started)

Getting Started

Complete the statements using the words below to find out what the terms ‘Community Spirit’ and ‘Neighbourly’ mean.

* A community is a \_\_\_\_\_\_\_\_\_ of people who \_\_\_\_\_\_\_\_ in the same place and/or \_\_\_\_\_\_\_\_\_ a set of \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_.
* Someone who is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ has a desire to promote the \_\_\_\_\_\_\_\_\_\_ to which they belong.
* Being \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is to be \_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_ to those around you.

|  |
| --- |
| ideals friendly community spirited group share community  values helpful neighbourly |

Developing

Use the words below to help you explain what the terms ‘Community Spirit’ and ‘Neighbourly’ mean.

Community Helpful

Friendly

Neighbour Group

Values

Together

All lessons

‘5 Evaluations

(for students)

Name:

5 Evaluation

At the end of every lesson you will be asked to show how ‘community spirited’ or ‘neighbourly’ you have been by completing a 5 star evaluation. All you need to do is shade the number of stars you think reflects how you have worked, giving reasons for your choice.

0 stars shaded = No community spirit was shown in the way I worked

1 star shaded = There were only a few moments where I showed community spirit in the way I worked

2 stars shaded = There were a number of occasions where I showed community spirit in the way I worked

3 stars shaded = I showed community spirit in most tasks and have begun to think about it during the lesson

4 stars shaded = I worked with community spirit in mind during part of this lesson

5 stars shaded = I worked with community spirit in mind during the majority of this lesson

At the start of each lesson you will be asked to read your evaluation from the previous lesson and set a ‘Civic Challenge’. This will be a target to improve the way you apply your understanding of ‘community spirit’ and ‘neighbourliness’.

Date: / /

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| --- |
| My ‘Civic Challenge’ is: |

Score yourself:

|  |
| --- |
| Give examples of when the way you worked **did** reflect ‘community spirit’ and ‘neighbourliness’ in this lesson. |

|  |
| --- |
| Give examples of when the way you work **did not** reflect ‘community spirit’ and ‘neighbourliness’ in this lesson. |

Date: / /

Tick to confirm that you have read your evaluation from the previous lesson

|  |
| --- |
| My ‘Civic Challenge’ is: |

Score yourself:

|  |
| --- |
| Give examples of when the way you worked **did** reflect ‘community spirit’ and ‘neighbourliness’ in this lesson. |

|  |
| --- |
| Give examples of when the way you work **did not** reflect ‘community spirit’ and ‘neighbourliness’ in this lesson. |

Date: / /

Tick to confirm that you have read your evaluation from the previous lesson

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| --- |
| My ‘Civic Challenge’ is: |

Score yourself:

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| --- |
| Give examples of when the way you worked **did** reflect ‘community spirit’ and ‘neighbourliness’ in this lesson. |

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| --- |
| Give examples of when the way you work **did not** reflect ‘community spirit’ and ‘neighbourliness’ in this lesson. |

Date: / /

Tick to confirm that you have read your evaluation from the previous lesson

|  |
| --- |
| My ‘Civic Challenge’ is: |

Score yourself:

|  |
| --- |
| Give examples of when the way you worked **did** reflect ‘community spirit’ and ‘neighbourliness’ in this lesson. |

|  |
| --- |
| Give examples of when the way you work **did not** reflect ‘community spirit’ and ‘neighbourliness’ in this lesson. |

Date: / /

Tick to confirm that you have read your evaluation from the previous lesson

|  |
| --- |
| My ‘Civic Challenge’ is: |

Score yourself:

|  |
| --- |
| Give examples of when the way you worked **did** reflect ‘community spirit’ and ‘neighbourliness’ in this lesson. |

|  |
| --- |
| Give examples of when the way you work **did not** reflect ‘community spirit’ and ‘neighbourliness’ in this lesson. |

Date: / /

Tick to confirm that you have read your evaluation from the previous lesson

|  |
| --- |
| My ‘Civic Challenge’ is: |

Score yourself:

|  |
| --- |
| Give examples of when the way you worked **did** reflect ‘community spirit’ and ‘neighbourliness’ in this lesson. |

|  |
| --- |
| Give examples of when the way you work **did not** reflect ‘community spirit’ and ‘neighbourliness’ in this lesson. |

All lessons

Student Tracking Sheet

(for teachers)

Student Tracking Sheet

Lesson:

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| --- | --- | --- |
| Names  (8 focus students) | Stars they awarded for this lesson | Notes |
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| Other student observations |  | |

L1

Listening

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| --- | --- | --- | --- | --- | --- |
| Name:   |  | | --- | |  |   CHALLENGE  Starter:  **Why can this piece be described as rubbish?**  **Why is this a successful piece? Justify your answers.**  Mid-lesson:  **What happens during the introduction to this piece?** | Name:   |  | | --- | |  |   CHALLENGE  Starter:  **Why can this piece be described as rubbish?**  **Why is this a successful piece? Justify your answers.**  Mid-lesson:  **What happens during the introduction to this piece?** | Name:   |  | | --- | |  |   CHALLENGE  Starter:  **Why can this piece be described as rubbish?**  **Why is this a successful piece? Justify your answers.**  Mid-lesson:  **What happens during the introduction to this piece?** |
| Name:   |  | | --- | |  |   DEVELOPING  Starter:  **Why can this piece be described as rubbish?**  **Describe how each of the key features below are used in this piece.**  Tempo  Pitch  Silence  Dynamics  Devices  Mid-lesson:  **What happens to the texture during the introduction to this piece?** | Name:   |  | | --- | |  |   DEVELOPING  Starter:  **Why can this piece be described as rubbish?**  **Describe how each of the key features below are used in this piece.**  Tempo  Pitch  Silence  Dynamics  Devices  Mid-lesson:  **What happens to the texture during the introduction to this piece?** | Name:   |  | | --- | |  |   DEVELOPING  Starter:  **Why can this piece be described as rubbish?**  **Describe how each of the key features below are used in this piece.**  Tempo  Pitch  Silence  Dynamics  Devices  Mid-lesson:  **What happens to the texture during the introduction to this piece?** |
| Name:   |  | | --- | |  |   GETTING STARTED  Starter:  **Why can this piece be described as rubbish?**  **Underline the statements which correctly identify features found in this piece.**  This piece is made up entirely of ostinatos.  The dynamics stay the same throughout this piece.  Each of the performers plays a very complicated set of rhythms in this piece.  Cross-rhythms (overlapping patterns) are used in this piece.  The performers are all in time with each other.  The performers use the same sound throughout.  Mid-lesson:  **Tick the statement which correctly identifies how texture is used at the start of this piece.**  The texture gets thicker at the start of this piece.  The texture gets thinner at the start of this piece. | Name:   |  | | --- | |  |   GETTING STARTED  Starter:  **Why can this piece be described as rubbish?**  **Underline the statements which correctly identify features found in this piece.**  This piece is made up entirely of ostinatos.  The dynamics stay the same throughout this piece.  Each of the performers plays a very complicated set of rhythms in this piece.  Cross-rhythms (overlapping patterns) are used in this piece.  The performers are all in time with each other.  The performers use the same sound throughout.  Mid-lesson:  **Tick the statement which correctly identifies how texture is used at the start of this piece.**  The texture gets thicker at the start of this piece.  The texture gets thinner at the start of this piece. | Name:   |  | | --- | |  |   GETTING STARTED  Starter:  **Why can this piece be described as rubbish?**  **Underline the statements which correctly identify features found in this piece.**  This piece is made up entirely of ostinatos.  The dynamics stay the same throughout this piece.  Each of the performers plays a very complicated set of rhythms in this piece.  Cross-rhythms (overlapping patterns) are used in this piece.  The performers are all in time with each other.  The performers use the same sound throughout.  Mid-lesson:  **Tick the statement which correctly identifies how texture is used at the start of this piece.**  The texture gets thicker at the start of this piece.  The texture gets thinner at the start of this piece. |

L2

Listening

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| Name:  What makes a successful cue?   |  | | --- | |  |   CHALLENGE  Starter:  **Explain (with examples) how the performers know when to make changes to what they are playing during the performance?** | Name:  What makes a successful cue?   |  | | --- | |  |   CHALLENGE  Starter:  **Explain (with examples) how the performers know when to make changes to what they are playing during the performance?** | Name:  What makes a successful cue?   |  | | --- | |  |   CHALLENGE  Starter:  **Explain (with examples) how the performers know when to make changes to what they are playing during the performance?** |
| Name:  What makes a successful cue?   |  | | --- | |  |   DEVELOPING  Starter:  **Cues are used to signal a change in the music.**  **Describe how each of the key features below change following a cue**  Dynamics  Texture  Timbre (sound)  Rhythm  Any other feature/s that change: | Name:  What makes a successful cue?   |  | | --- | |  |   DEVELOPING  Starter:  **Cues are used to signal a change in the music.**  **Describe how each of the key features below change following a cue**  Dynamics  Texture  Timbre (sound)  Rhythm  Any other feature/s that change: | Name:  What makes a successful cue?   |  | | --- | |  |   DEVELOPING  Starter:  **Cues are used to signal a change in the music.**  **Describe how each of the key features below change following a cue**  Dynamics  Texture  Timbre (sound)  Rhythm  Any other feature/s that change: |
| Name:  What makes a successful cue?   |  | | --- | |  |   GETTING STARTED  Starter:  **Cues are used to signal a change in the music.**  **Underline the changes that cues signal in this performance:**  The dynamics suddenly get quieter  The tempo changes suddenly from slow to fast  The performers change instruments (or sounds)  The texture changes from thick to thin as they all play the same rhythm.  A player starts a solo  One player leaves the stage  Extra players come onto the stage | Name:  What makes a successful cue?   |  | | --- | |  |   GETTING STARTED  Starter:  **Cues are used to signal a change in the music.**  **Underline the changes that cues signal in this performance:**  The dynamics suddenly get quieter  The tempo changes suddenly from slow to fast  The performers change instruments (or sounds)  The texture changes from thick to thin as they all play the same rhythm.  A player starts a solo  One player leaves the stage  Extra players come onto the stage | Name:  What makes a successful cue?   |  | | --- | |  |   GETTING STARTED  Starter:  **Cues are used to signal a change in the music.**  **Underline the changes that cues signal in this performance:**  The dynamics suddenly get quieter  The tempo changes suddenly from slow to fast  The performers change instruments (or sounds)  The texture changes from thick to thin as they all play the same rhythm.  A player starts a solo  One player leaves the stage  Extra players come onto the stage |

L3

Listening

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| Name:  How do you put a Stomp piece together?   |  | | --- | |  |   CHALLENGE  Starter:  **Explain how this piece is structured.** | Name:  How do you put a Stomp piece together?   |  | | --- | |  |   CHALLENGE  Starter:  **Explain how this piece is structured.** | Name:  How do you put a Stomp piece together?   |  | | --- | |  |   CHALLENGE  Starter:  **Explain how this piece is structured.** |
| Name:  How do you put a Stomp piece together?   |  | | --- | |  |   DEVELOPING  Starter:  **Explain how the music matches the acting of the performers.** | Name:  How do you put a Stomp piece together?   |  | | --- | |  |   DEVELOPING  Starter:  **Explain how the music matches the acting of the performers.** | Name:  How do you put a Stomp piece together?   |  | | --- | |  |   DEVELOPING  Starter:  **Explain how the music matches the acting of the performers.** |
| Name:  How do you put a Stomp piece together?   |  | | --- | |  |   GETTING STARTED  Starter:  **This piece of music follows a simple story. Explain what happens in the story.** | Name:  How do you put a Stomp piece together?   |  | | --- | |  |   GETTING STARTED  Starter:  **This piece of music follows a simple story. Explain what happens in the story.** | Name:  How do you put a Stomp piece together?   |  | | --- | |  |   GETTING STARTED  Starter:  **This piece of music follows a simple story. Explain what happens in the story.** |

L4

Listening

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| Name:  What makes a successful Stomp performance?   |  | | --- | |  |   CHALLENGE  Starter:  **What makes this piece a successful stage performance?** | Name:  What makes a successful Stomp performance?   |  | | --- | |  |   CHALLENGE  Starter:  **What makes this piece a successful stage performance?** | Name:  What makes a successful Stomp performance?   |  | | --- | |  |   CHALLENGE  Starter:  **What makes this piece a successful stage performance?** |
| Name:  What makes a successful Stomp performance?   |  | | --- | |  |   DEVELOPING  Starter:  **Use the headings below to explain how this Stomp performance has been made to entertain an audience.**  Musical key features:  Acting key features: | Name:  What makes a successful Stomp performance?   |  | | --- | |  |   DEVELOPING  Starter:  **Use the headings below to explain how this Stomp performance has been made to entertain an audience.**  Musical key features:  Acting key features: | Name:  What makes a successful Stomp performance?   |  | | --- | |  |   DEVELOPING  Starter:  **Use the headings below to explain how this Stomp performance has been made to entertain an audience.**  Musical key features:  Acting key features: |
| Name:  What makes a successful Stomp performance?   |  | | --- | |  |   GETTING STARTED  Starter:  **Which key features of Stomp that we have learnt about are heard in this performance?**  **What do the performers do to make their performance funny?** | Name:  What makes a successful Stomp performance?   |  | | --- | |  |   GETTING STARTED  Starter:  **Which key features of Stomp that we have learnt about are heard in this performance?**  **What do the performers do to make their performance funny?** | Name:  What makes a successful Stomp performance?   |  | | --- | |  |   GETTING STARTED  Starter:  **Which key features of Stomp that we have learnt about are heard in this performance?**  **What do the performers do to make their performance funny?** |

Final Lesson

Evaluations

Name: Date: / /

Stomp Evaluation

|  |
| --- |
|  |

CHALLENGE

Write a paragraph, justifying the choices you made, to explain how your final composition performance reflects what you know about Stomp.

Select another group and evaluate how successful their final Stomp performance was. You should make sure that you find at least two examples of what went well and one example of an area they could improve.

Group:

Name: Date: / /

Stomp Evaluation

|  |
| --- |
|  |

DEVELOPING

In the space below list the key features of Stomp, including definitions of key terms, that you have used in your final performance.

|  |
| --- |
|  |

Select another group and evaluate how successful their final Stomp performance was. You should find two examples of what went well and one example of an area they could improve.

Group:

What went well:

1.

2.

An area to improve:

Name: Date: / /

Stomp Evaluation

|  |
| --- |
|  |

GETTING STARTED

Tick to show which of the following key features found in Stomp you have used in your final performance. Write the definitions next to each of them.

Ostinato

Call and response

Cross-rhythms

Cueing

Instruments made

from rubbish or

everyday objects

A story or theme

Select another group and give two examples of how they successfully used the key features of Stomp.

Group:

1.

2.

Name: Date: / /

Character Strength Evaluation

1. Did you know what the words ‘community spirit’ and ‘neighbourliness’ meant before you started learning about Stomp?

Yes No

2. Did you regularly think about ‘community spirit’ and ‘neighbourliness’ in Music lessons before you started learning about Stomp?

Yes No

3. Has setting a target related to ‘community spirit’ and ‘neighbourliness’ in each lesson (the ‘Civic Challenge’) changed the way you think and work in Music lessons?

Yes No

If yes please explain how:

4. How could the ability to apply your understanding of ‘community spirit’ and ‘neighbourliness’ be used in other lessons and outside of school?