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ITY TEACHING HONESTY RESPECT RESILIENCE CURRIC
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RIT THROUGH SUBJECTS MOTIVATION FOCUS OPTIM



MUSIC

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Teaching Character Through Subjects – Music Suite 1 Key Information

Teacher	Chris Drake	School	The Winston Churchill School
Overview			
Curriculum Area	Music		
Subject Focus	<p>Stomp</p> <p>This topic links to the National Curriculum for Music and is appropriate for any KS3 year group (although most suited to Y8 or Y9)</p>		
Identified Key Character Qualities	<p>Civic Virtues</p> <p>Neighbourliness</p> <p>Community Spirit</p>		
Character Focus	<p>In this scheme of work students’ work through the stages: acquiring, developing, consolidating and applying.</p> <p>In lesson 1 the focus on the civic virtues comes towards the end of the lesson where students reflect on how they have worked and realize they are not considering the community they work in or how neighbourly they are. This, alongside the homework activity, sees them acquire knowledge of the key civic virtues.</p> <p>In lesson 2 the opening discussion activity and the setting of a ‘civic’ challenge sees students develop their understanding of the character focus. This continues in lesson 3 where students work together to set targets. In both lessons they begin to apply their understanding in practical work.</p> <p>In lesson 4 students are left to set their own ‘civic challenge’ and have a longer period of practical work allowing them to consolidate and apply their understanding.</p> <p>In lesson 5 students are able to apply their understanding in their final performances and reflect on their application in the evaluation.</p>		
Differentiation	<p>All of the musical materials have been differentiated using a 3 tier system (Challenge, Developing, Getting Started). Each of these levels provides students with different levels of support (rather than different tasks). A full explanation of the levels is included in ‘resource bundle 1’. The same differentiation has been used for the first character homework which is split into a challenge and a developing task. Other character material isn’t differentiated so as to avoid influencing student decisions.</p>		
Adaptability	<p>This topic has been written with Year 8 in mind, however it is easily deliverable to Year 7 or 9 classes.</p>		

	<p>Each of the lesson plans is 1 hour in length. These could easily be adapted to suite longer sessions by either combining lesson plans or giving students greater practical time (and including mid-lesson performances and evaluations). Shorter lessons would require either splitting the lesson plans provided or only playing a short part of the listening material.</p>
<p>Affect on School Priorities</p>	<p>I have been really pleased with the impact that these lessons have had on the students involved. Of a total of 28 students who completed the final lesson (one student was absent with illness) 25 said that they felt setting lesson by lesson character related targets had changed the way that they worked.</p> <p>Students wrote comments such as:</p> <ul style="list-style-type: none"> - "I've started thinking about how I act around others and how I treat those around me and I have started listening to what people say" - "I have learnt to think about how other people might respond to my actions" - "made me less bossy and controlling and let people say and use their ideas" - "made me think about being the one that helps others". <p>My own observations of the group also reflect this. In lessons 1 and 2 the groups worked far less effectively than in the final 3 lessons with some students changing dramatically. One student in particular, who likes to shout out and talk at inappropriate moments, made huge strides and by the end of lesson 5 was working extremely well with his peers, being polite and keen that the whole group achieved.</p> <p>Of the 3 students who said they hadn't changed the way that they worked my own observations disagreed. One of those students went from being extremely quiet and disengaged within her group to contributing some excellent ideas whilst another went from being giggly and silly to concentrating fully.</p> <p>The groups Stomp compositions were some of the best rhythmic pieces that any class I have taught have produced. There are a number of musicians in the group but the majority do not play so I suspect that the focus on civic virtues had an impact. Indeed one student wrote: "I concentrated on the way my group and I worked. This improved our last piece of work."</p>
<p>Things That Worked Well</p>	<p>Subject: The differentiated material works well, especially giving students the choice about which sheet they select.</p> <p>The videos really engage students, much more than listening to an example would. I found that by lesson 4 they were looking out for key characters from the Stomp cast.</p> <p>Character:</p>

	<p>Setting a 'civic challenge' each of lessons 2-5 worked really well. In lessons 2 and 3, in particular, it was great to be able to remind students about their target as it re-focused them. By lesson 4 students were reminding each other which was fantastic.</p> <p>The first homework activity (what do the key terms neighbourliness and community spirited mean) was well completed and generated a brilliant discussion at the start of lesson 2.</p> <p>Changing the way that students set their targets also worked well. In particular getting them to discuss the targets that they would set members of their group in lesson 3 really focused them.</p>
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Things That Might Be Improved	<p>Subject: Writing their musical ideas down in lesson 1 did work well but I wonder whether this was necessary? It allowed students to add cues in the next lesson but I found that most groups changed their cross-rhythms in lesson 2 anyway.</p> <p>Character: Ensuring students set a quality 'civic challenge' was something I needed to focus more on. I needed to make more of this at the start of lesson 2, maybe providing students with a draft writing frame for their target that lesson.</p>
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Lessons

Subject Focus	<p>Lesson One: How do you start a 'Stomp' composition? (focus on ostinati, cross-rhythms, thickening the texture & correct timbre)</p> <p>Lesson Two: What do you do and when do you do it? (focus on cues & solos)</p> <p>Lesson Three: How do you put a Stomp piece together? (focus on structure)</p> <p>Lesson Four: What makes a successful Stomp performance?</p> <p>Lesson Five: What makes a successful Stomp performance?</p>
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Character Focus	<p>Lesson One: What makes a good ensemble?</p> <p>Lesson Two: How do you create a musical community?</p> <p>Lesson Three: How can you make someone a better neighbour?</p>
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	<p>Lesson Four: What makes a successful Stomp performance?</p> <p>Lesson Five: Have you risen to the civic challenge?</p>
<p>Lesson Activities</p>	<p>Lesson One: 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.</p> <p>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. They will not look at this until the end as they will use their experiences in the lesson as a starting point. Students will then complete a homework activity showing their understanding of the key civic terms.</p> <hr/> <p>Lesson Two:</p> <p>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.</p> <p>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.</p> <hr/> <p>Lesson Three:</p> <p>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.</p> <p>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.</p>

	<p>Lesson Four:</p> <p>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.</p> <p>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 apply their understanding. They will also be set a homework activity which asks them to think about how they can apply their understanding outside of music lessons.</p> <hr/> <p>Lesson Five:</p> <p>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.</p> <p>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 (using their homework).</p>
<p>Notes on Differentiation and Adaptability</p>	<p>Lesson One: The material is differentiated so that less able and higher ability students alike can access the work. If teaching a very high ability music group it may be worth not offering the green (getting started) sheets whilst a less able group may benefit from not having the challenge sheet to select.</p> <p>(I would suggest that if students are not used to selecting their own sheet that these are given out in lesson 1).</p> <p>Lesson Two: As lesson 1 (I would not attempt to get students to select their own sheets if they are not used to it in this lesson as explaining it would eat into time which is extremely tight).</p> <p>Lesson Three: As lesson 1 (If students haven't been selecting sheet then introduce this here).</p> <p>Lesson Four: As lesson 1</p> <p>Lesson Five: As lesson 1</p>

Other Points Worth Noting

Having a class set of drumsticks is very useful for the cross-rhythms and cues demonstrations (although not necessary as body percussion/beaters could be used). I tend to use drumsticks on the chairs as this really engages. The drumsticks can then be used by students during their composition work.