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CREATIVE ARTS LESSON PLAN

School Name: _____

Name of Educator: _____

ARTFORM: MUSIC

GRADE: 7

TERM: 1

DATE:	WEEK: 5&6	DURATION: 2hrs
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TOPIC2: Music listening

CONTENT/CONCEPT/SKILL:

- *Active listening* to a variety of recorded or live music by clapping or humming or moving along
- Following simple musical scores while listening to music
- *Listening* to a variety of recorded or live music and describing the:
 - *Meter* of the music as duple (2 beats) or triple (3 beats) or quadruple (4 beats) time
 - *Tempo* (fast/slow; faster/slower)
 - *Dynamics* (soft/loud; softer/louder)
 - *Meaning* or story of the music

LANGUAGE ACROSS CURRICULUM (Definitions, Spelling, Terminology, Vocabulary etc.)		INCLUSIVITY (Simplified activities to address learning barriers)	
TEACHER'S ACTIVITIES		LEARNERS' ACTIVITIES	
• Teacher teaches all the groups on how the sound is produced from various orchestral instruments. • Show the learners the pictures of the family of the orchestral instruments and explains how sound is produced by each of the instruments. Explains the orchestra seating plan to the earners. 1. Brass instruments 2. Percussion instruments		A. LISTENING TO MUSIC • There are many kinds of music and they are, inter alia, classical, jazz, reggae, fusion (smooth jazz), hip hop, kwaito, isicathamiya, gospel and umbhaqanga. • Music has blended with us as part and parcel of our lives. • People listen to music for various reasons and their objectives are influenced by a number of intrinsic and extrinsic factors. • People's moods play a major role in the kind of music they listen to, during a particular time.	

- 3. Strings instruments
- 4. Woodwind instruments

B. AIM

- Listening forms an integral part of music learning and in this setting; it is not evoked by mood or influenced by any factor.
- Listening is done for a purpose which is mainly analytical in nature. In this activity participants will listen to different sounds produced by orchestral instruments and then explain how these sounds are produced.
- This activity aims at enabling the participants to identify the sounds of instruments by ear without seeing the actual instruments.
- The sounds that participants will listen to are those of the families of instruments of the orchestra. Participants will then have to describe how sound is produced.

C. FAMILIES OF ORCHESTRAL INSTRUMENTS.

SOUND PRODUCTION

- Brass

- Brass instruments are made of brass, thus their name.
- The sound of Trumpets, Trombones, French Horns and Tubas is produced by vibration of air in a tubular resonator in sympathy with the vibration of the player's lips.
- These instruments are also called 'labrosones' and that means, 'lip-vibrated instruments'.
- The player blows air, into the instrument, with the mouth on the mouthpiece and a sound is produced.

Listen to the sounds produced by brass instruments and pay attention to their relationship within their class.

- Percussion

- These musical instruments have the sound produced by literary being struck by a beater.
- They can also be struck, scraped or rubbed by hand or struck against another similar instrument.
- **These are the oldest instruments, following the human voice:**

Timpani, Xylophone, Marimba Tubular Bells or Chimes, Bass Drum, Snare, Side Drum, Tom Tom, Cymbals, Triangle and Tamborine

	Listen to the recording of the percussion instruments and note how they sound. -Strings • These musical instruments require different playing techniques for them to produce sound. The most common playing technique is: • Bowing: A bow is used to play these instruments and as it is moved on top of the strings, it causes them to vibrate thus producing a sound or sounds. • Plucking: these instruments can also produce sound by being plucked by a finger or plastic plectra. • Striking: Players are occasionally instructed, by the composer, to strike the string with the side of the bow. This technique is called <i>col legno</i> (Italian for “hit with the wood”) and it yields a percussive sound along with the pitch of the note. • The Violins, Violas, Cellos (Violoncellos) and the Double Basses (Contra Basses) are musical instruments that produce sound from vibrating strings. They have four strings. Listen to the recording (video/cd) of the string instruments and pay attention to their relationship, in sound, within their class. - Woodwind Flutes, Clarinets, Oboes and Bassoons are woodwind instruments divisible to two main types of flutes and reed instruments. Flutes produce sound by directing a focused stream of air across the edge of a hole in a cylindrical tube. Reed instruments produce sound by focusing air into a mouthpiece which then causes a reed or reeds to vibrate. • Flute, Clarinet, Oboe and Bassoon. Listen to the recorded sounds produced by brass instruments and pay attention to their relationship, to one another, within their family grouping.
	Informal Assessment (can also be adapted to Formal Assessment) Listening Assessment Activity 1. Give a brief description of how sound is produced in the following classes of instruments: a) Brass. (3) b) Percussion. (3) 2. What are the two main types of woodwind instruments? (4)

3. Describe how sound is produced in each of the two main types of woodwind instruments. (4)

4. Give one answer for the following questions:

a) A technique in which a bow is moved on top of the strings, causing them to vibrate thus producing a sound or sounds is called _____ ? (2)

b) When you produce sound by plucking a string with your finger or plastic plectra, you are applying a technique called _____ ? (2)

c) _____ is a technique of striking the string with the side of the bow. (2)

Total 20 Marks

Memo (POSSIBLE ANSWERS)

1. a) In brass instruments a sound is produced when the player blows air, into the instrument, with the mouth on the mouthpiece. (3)

b) Percussion instruments produce sound by literary being struck by a beater. They can also be scraped, rubbed by hand or struck against another similar instrument. (3)

2. Flutes and Reed instruments. (4)

3. In flutes sound is produced by directing a focused stream of air across the edge of a hole in a cylindrical tube and in reed instruments sound is produced by focusing air into a mouthpiece which then causes a reed or reeds to vibrate. (4)

4. a) Blowing (2)

b) Striking (2)

c) Plucking (2)

Total Marks (20)

ASSESSMENT: Strategies (tick v)									
Formal task/activity			Informal task/activity						
Form of assessment					Assessment				
Project		Demonstration		Dance		TOOLS		PURPOSE	
Simulation		Interview		Drama		Checklist		Baseline	
Presentation		Questionnaire		Drawing		Grid		Diagnostic	
Test/Exam		Poster /Design		Music/song		Rubric		Formative	
Case study		Poetry/rhyme		Oral question		Oral Answer		Summative	
Survey		Assignment		Observation		Observation sheet		METHOD	
Role-play		Research		Construction		Answer sheet		Self- assessment	
Investigation		Performance		Exhibition		Score card		Peer –assessment	
Written work		Structured questions		Discussion		Memorandum		Group-assessment	
Worksheets		Model making		Listening				Teacher- assessment	
Resource/ Media (Please specify name & page)									
Textbook		Artworks		Musical instruments: (Drum			Other:		
Brochure/ pamphlet		Booklet		Flute/whistle/pipes/recorder					
Encyclopaedia		TV/Video &Radio		Guitar					
Worksheet		Equipment		Keyboard/piano/organ					
Transparency		Story book(s)/scripts		Marimba					
Pencils		DVD player & DVDs		Shakers/scrapers)					
Crayons/oil pastels/water crayons/colour pencils		Internet		Sheet music/ledger paper/staff paper/manuscript paper					
Paints & Brushes		Magazines/ newspapers		Music CD's					
Canvas/white sheets/charts		Projector							

TEACHER REFLECTION**(General successes/challenges and Intervention)**

HOD's comments**(Input / Monitoring / Support)**

HOD's signature: _____