**Year:8**

**Term:5**

**Project:Band Project**

**Project Aim:**

This SOW will provide students with an opportunity to select an instrument from a range including bass guitar, drums, keyboard, guitar and vocals and prepare a performance as an ensemble.

**Lesson Objective & Assessment Opportunity**

* There is a specific Lesson Objective for each lesson.
* There should be a Baseline Assessment at the start of the Project & one further Formal Assessment Opportunity.

**Resources**

* Teacher choice of popular music for listening exercises
* Teacher to choose a popular song(s) that can be rehearsed and put together for ensemble performance.
* A range of instruments and amps
* Assessment of the Performance can take place in Lesson 5.
* Another Performance can take place in Lesson 6, including class recording that can be listened to.

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| **Lesson Overview** |
| **Lesson 1**  **Learning Objective**: To recognise the skills needed to be a successful ensemble.  **Key Questions:**   * What is an ensemble? * What skills do we need to be a successful ensemble?   **Key Words:**   * **Ensemble** * **Co-operation** * **Team Work** * **Listening** * **Rehearsal**   **Success Criteria:**   * **Band 3:**   I can keep my own part going in a group performance   * **Band 4:**   I can demonstrate a high level of confidence in performance  I can maintain an appropriate role within a group (leading, solo part or support)   * **Band 5**   I can show awareness of the needs of others in a group task   * **Band 6**   I can coordinate my part with the other performer(s), considering timing   * **Band 7**   I am sensitive to my role in the group and can make appropriate adjustments to my part, taking the lead where appropriate   * **Band 8**   I can collaborate effectively with other performers, showing the ability to direct an ensemble  **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria and instrumental development. * Teacher verbal feedback on progress and feedback for improvement   **Starter**   * Watch this video <https://www.youtube.com/watch?v=3kvJ1aceD6s> * What went wrong?   **Main**   * What makes a good ensemble?   + Listening   + Communication   + Rehearsal   + Ability to play and hold your part   + Co-operation and support   + Teamwork * Introduction to the project   + Listen to the chosen song   + Students to select their instruments. All students will be working on the same song.   + Each instrumental group to be put together to be talked through how to read their music before beginning rehearsals.   + Drummers to work together in the live room, keyboards in the main classroom, guitars in practice room 1, bass in practice room 2 and vocals in practice room 3 where possible.   + Teacher to work around the groups providing support and encouraging students to work together to support each other. * Plenary   + Students to complete a short self-assessment explaining where they started, what they can now do and set a target for next lesson.   + Possible opportunity for groups to perform their work so far. |
| **Lesson 2**  **Learning Objective:** To develop your instrumental skills in preparation for an ensemble performance.  **Key Words**   * **Ensemble** * **Co-operation** * **Team Work** * **Listening** * **Rehearsal**   **Success Criteria:**   * **Band 3:**   I can keep my own part going in a group performance   * **Band 4:**   I can demonstrate a high level of confidence in performance  I can maintain an appropriate role within a group (leading, solo part or support)   * **Band 5**   I can show awareness of the needs of others in a group task   * **Band 6**   I can coordinate my part with the other performer(s), considering timing   * **Band 7**   I am sensitive to my role in the group and can make appropriate adjustments to my part, taking the lead where appropriate   * **Band 8**   I can collaborate effectively with other performers, showing the ability to direct an ensemble  **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria and instrumental development. * Teacher verbal feedback on progress and feedback for improvement   **Starter**   * Divide the class into 2 and introduce 2 different clapping exercises. * Students to discuss what skills they need to use to ensure that they clap correctly and stay together.   **Main**   * Students to recap the targets that they set last week and continue to work in their instrumental sections. * Teacher to work around the groups providing support and encouraging students to work together to support each other.   **Plenary**   * Students to complete a short self-assessment explaining where they started, what they can now do and set a target for next lesson. * Possible opportunity for groups to perform their work so far. |
| **Lesson 3**  **Learning Objective:** To develop your instrumental skills in preparation for an ensemble performance.   * **Ensemble** * **Co-operation** * **Team Work** * **Listening** * **Rehearsal**   **Success Criteria:**   * **Band 3:**   I can keep my own part going in a group performance   * **Band 4:**   I can demonstrate a high level of confidence in performance  I can maintain an appropriate role within a group (leading, solo part or support)   * **Band 5**   I can show awareness of the needs of others in a group task   * **Band 6**   I can coordinate my part with the other performer(s), considering timing   * **Band 7**   I am sensitive to my role in the group and can make appropriate adjustments to my part, taking the lead where appropriate   * **Band 8**   I can collaborate effectively with other performers, showing the ability to direct an ensemble  **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria and instrumental development. * Teacher verbal feedback on progress and feedback for improvement   **Starter**   * <https://www.youtube.com/watch?v=LyFmJxApKRA> * Why is this such an impressive ensemble?   **Main**   * Students to recap the targets that they set last week and continue to work in their instrumental sections. * Teacher to work around the groups providing support and encouraging students to work together to support each other. * Students to begin to group up with other instrumentalists to form bands. This can be teacher led to ensure that stronger students are grouped with weaker students to give the best opportunity for all groups to succeed or it could be student led. * Each group to be allocated a room to work in with a keyboard, bass and guitar. Groups will have to take turns in the rooms with drums in.   **Plenary**   * Students to complete a short self-assessment explaining where they started, what they can now do and set a target for next lesson. * Possible opportunity for groups to perform their work so far. |
| **Lesson 4**  **Learning Objective:** To begin to rehearse as an ensemble in preparation for a performance.  **Key Words**   * **Ensemble** * **Co-operation** * **Team Work** * **Listening** * **Rehearsal**   **Success Criteria:**   * **Band 3:**   I can keep my own part going in a group performance   * **Band 4:**   I can demonstrate a high level of confidence in performance  I can maintain an appropriate role within a group (leading, solo part or support)   * **Band 5**   I can show awareness of the needs of others in a group task   * **Band 6**   I can coordinate my part with the other performer(s), considering timing   * **Band 7**   I am sensitive to my role in the group and can make appropriate adjustments to my part, taking the lead where appropriate   * **Band 8**   I can collaborate effectively with other performers, showing the ability to direct an ensemble  **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria and instrumental development. * Teacher verbal feedback on progress and feedback for improvement   **Starter**   * [**https://www.youtube.com/watch?v=YV5KAbV34NU**](https://www.youtube.com/watch?v=YV5KAbV34NU)   **Main**   * Students to recap the targets that they set last week before getting into their bands. * Each group to be allocated a room to work in with a keyboard, bass and guitar. Groups will have to take turns in the rooms with drums in. * Teacher to be based in the main classroom rehearsing with each group in turn providing advice and feedback.   **Plenary**   * Students to complete a short self-assessment explaining where they started, what they can now do and set a target for next lesson. * Possible opportunity for groups to perform their work so far. |
| **Lesson 5**  **Learning Objective:** To perform as an ensemble  **Key Words**   * **Ensemble** * **Co-operation** * **Team Work** * **Listening** * **Rehearsal**   **Success Criteria:**   * **Band 3:**   I can keep my own part going in a group performance   * **Band 4:**   I can demonstrate a high level of confidence in performance  I can maintain an appropriate role within a group (leading, solo part or support)   * **Band 5**   I can show awareness of the needs of others in a group task   * **Band 6**   I can coordinate my part with the other performer(s), considering timing   * **Band 7**   I am sensitive to my role in the group and can make appropriate adjustments to my part, taking the lead where appropriate   * **Band 8**   I can collaborate effectively with other performers, showing the ability to direct an ensemble  **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria and instrumental development. * Teacher verbal feedback on progress and feedback for improvement   **Starter**   * Students to make a note on their sheets – what makes a successful ensemble?   **Main**   * Students to recap the targets that they set last week before getting into their bands. * Each group to be allocated a room to work in with a keyboard, bass and guitar. Groups will have to take turns in the rooms with drums in. * Teacher to be based in the main classroom working with each group in turn recording the first performance and providing advice and feedback.   **Plenary**   * Students to complete a short self-assessment explaining where they started, what they can now do and set a target for next lesson.   Possible opportunity for groups to perform their work so far. |
| **Lesson**  **Learning Objective:** To perform as an ensemble  **Key Words**   * **Ensemble** * **Co-operation** * **Team Work** * **Listening** * **Rehearsal**   **Success Criteria:**   * **Band 3:**   I can keep my own part going in a group performance   * **Band 4:**   I can demonstrate a high level of confidence in performance  I can maintain an appropriate role within a group (leading, solo part or support)   * **Band 5**   I can show awareness of the needs of others in a group task   * **Band 6**   I can coordinate my part with the other performer(s), considering timing   * **Band 7**   I am sensitive to my role in the group and can make appropriate adjustments to my part, taking the lead where appropriate   * **Band 8**   I can collaborate effectively with other performers, showing the ability to direct an ensemble  **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria and instrumental development. * Teacher verbal feedback on progress and feedback for improvement   **Starter**   * Students to make a note on their sheets – what makes a successful ensemble?   **Main**   * Students to recap the targets that they set last week before getting into their bands. * Each group to be allocated a room to work in with a keyboard, bass and guitar. Groups will have to take turns in the rooms with drums in. * Teacher to be based in the main classroom working with each group in turn recording the first performance and providing advice and feedback.   **Plenary**   * Students to complete a short self-assessment explaining where they started, what they can now do and set a target for next lesson.   Possible opportunity for groups to perform their work so far. |