**Sample Lesson Plan for analysis: AT1b**

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| **Lesson Plan** | | | | | |
| **Course: Stage 4 Music:** **Year 8** **Topic: Graphic Notation (Repertoire: Art Music)** | | | | | |
| **Lesson focus/Goal:** To gain a deep understanding on how to use graphic notation to construct a score to depict musical concepts. Background information: Students have already done a unit on Electronic Music and Program music and have now started to learn about different forms of notation. For this lesson, they will be learning about graphic notation to interpret musical concepts. | | | | | |
| Lesson length: 60 minutes | | | | | |
| **Element Focus** | **Syllabus outcomes** | **Sequence of Activities** | **P** | **C** | **L** |

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| ● Duration  ● PItch  ● Dynamics  ● Articulation  ● Improvisation | 4.3, 4,4, 4.5, 4.7, 4.9  (2003)  MU4-PER-01  MU4-LIS-01  MU4-COM-01  (2024) | ● Greet students and mark the roll. Settle class down and draw their attention to you.  ● Ask students: What is Graphic notation? There may be some students that know the meaning of graphic notation. Praise student/s if they are on the right track and expand and explain to the class a brief of what it is and what it is used for. More detail will come later.  ● Draw 2 very opposite examples of graphic notation on the board. For example, one could be a jagged line ascending and the other could be a long straight-line descending. Play on the piano or sing with voice as an example of both, but don’t tell the class which one you are playing. Ask for a hands up who thinks the first example was the first playing? Ask some of those students why they think the example sound points to that graphic. Ask the students that didn’t agree as to why they thought it pointed to the other graphic. Announce the correct answer and demonstrate again, showing and confirming how the sound points to that graphic.  ● Demonstrate and draw examples of standardised examples of how pitch, duration and dynamics are shown. For example, pitch is shown higher or lower on the page according to higher or lower pitch, duration is shown by length and dynamics by size.  ● Show students a series of graphic notation examples. Each graphic is on a different card. Place in a random order and demonstrate an example of how these may be expressed using only your voice or body percussion. Make sure there is at least one example of dynamics, articulation, duration etc.  ● Ask the students which concept of music the graphic/s is an example of.  ● Repeat with another example played on at least 2 different instruments (if possible - for example on a piano and then on a guitar. A stringed instrument is useful as it can do slides of notes ascending and descending.  ● Show an existing example from a known composer. Discuss the ideas used in the score and how it matched to the parts in the music.  ● Go around the class and point to a graphic and students need to show through their voice or body percussion how they interpret that graphic. If a student needs more assistance, give them a simple graphic. If they don’t quite understand, demonstrate an example and ask them to try again. If a student seems to have understood the concept of how it works, give them a harder graphic or some extra context to the graphic such as it is from a piece about a thunderstorm.  ● Ask students to form a group of 3 -5  ● Give students a printout of all the graphic cards that are displayed on the board. Provide at least 12 different examples for them to choose from on the page.  ● Students in their group are to choose up to 7 cards and as a group, use their voices and body percussion to interpret the score.  ● More proficient students can use a musical instrument. Or can add a 2nd layer/texture to the group’s arrangement or could make their own graphic to add to the group’s selections.  ● Once their set time for group work is up, students will perform for each other in their groups in front of the whole class. After each performance, the class will try to guess which cards were used. The group will then reveal which cards were used and perform one more time to the class.  ● Review the lesson key points and have time for questions. Ask students why they think graphic notation is useful and what are its limitations. Discuss until the end of the lesson. | ✔  ✔ | ✔  ✔ | ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔ |
| **Resources/Equipment** | | | | | |
| **Resources/Equipment**  At least 12 x laminated A4 pages, each with a different graphic notation example on it. Must include an example of duration, pitch and dynamics as a minimum.  **Example of existing composers and graphic notation can be found here:**  Penderecki - Threnody (Animated score): <https://www.youtube.com/watch?v=HilGthRhwP8>  Penderecki Instructions: <https://www.youtube.com/watch?v=2DD7gzDYBgY>  Ligeti - Artikulation/Rainer Wehinger visual listening score <https://www.youtube.com/watch?v=71hNl_skTZQ>  Stravinsky, The Rite of Spring animated graphical score: <https://www.youtube.com/watch?v=02tkp6eeh40> | | | | | |
| **Evaluation Strategies** | | | | | |
| ● Class discussion  ● Immediate feedback verbally  ● Student performance  ● Group collaboration | | | | | |