

# Underground Music

This course is designed as a taster to the world of making music. It gives teacher a chance to evaluate the level at which the student understands the element of rhythm, and gives the student a chance to develop ideas they would have learnt from KS2. The rhythm and meter of London underground station names are used as a basic for their work

## LESSON 1:

**Lesson One must also contain an introduction to departmental staff, housekeeping, instrumental / vocal lessons, and what students will be learning throughout the year. It will also include handing out folders and an audit of prior learning with any instrumental or vocal experience or grades untaken.**

LO: Understand how the mnemonic sounds represent rhythms.

Starter: Rhythmic warm up could be based on: Bank (as Crotchets), Charing cross (semi quavers, quaver) Piccadilly circus (semi quavers and pair of quavers) or any combination of London Underground stations. Lots of fun with this!

## LESSON 2:

LO: Understand how rhythms interlock to 'feel' and sound different.

(Demo Leicester square with Hounslow Central, you may split the class in half links to dynamics, pitch, music terms terms)

Starter: List 5 or 6 underground stations which contain exciting rhythms that you could use.

## LESSON 3:

LO: Learn how to lay out and choose musical ideas through mind mapping & compose an introduction. (Rehearsal continues). Add links to pitch of instruments - non-verbal communication.

Starter: Play performance of last years group (TBC) Lesson may end with questions, what have I learnt on the wall.

## LESSON 4:

LO: Understand how instruments including percussion have their own frequency range. (Rehearsal continues).

*Hi, Medium and Low Etc... Compare to string instruments family.*

Starter: Answer questions from questions board.

## LESSON 5:

LO: How to run a rehearsal. What makes a good rehearsal? Non-verbal communication. (Rehearsal continues). Think about dynamics?

Starter: Class discussion what makes a good musician?

## LESSON 6:

LO: Performance & recording.

Starter: Rhythmic warm up: 1 is a stamp, 2 on the knees, 3 Chest, 4 clap, 5 click and 6 'Hay'. Lesson may end by

adding questions to the question board.

## LESSON 7:

LO: Conduct a self-evaluation and peer assessment. *Refer to levelling sheets using the recordings.*

Starter: Questions from the question board.

### ASSESSMENT CRITERIA

Performance assessment in groups of 3-6 members. We are looking for the ability to select four different stations with differing rhythms as part of a bigger structure.

**Level 2** I can play basic rhythms and control the sticks or beaters.

**Level 3** Perform repeated sections. Rhythms will be controlled and flow. Limited creative ideas may be evident. Performances have a good start and ending.

**Level 4** Perform in a group with each member able to maintain his/her part whilst listening to what others are doing. Performances will also have consistent flow and a good time feel and be performed by memory or using notation. Performances have a very good start and ending.

**Level 5** You will have used at least six different underground stations, and have an excellent time flow and feature a solo section.