

Lesson: **Music: Dictation**

Date: _____

Year: 12 or 13	Group (set, etc)	Room	Time from: to:
No. of students	Boys: Girls:	Period:	

Context (i.e. no. 2 of 6 lessons)

Include – what the students already know, general title of the lesson, etc.

This is the first lesson that the students have had in dictation at KS 5. It is an introduction, but intended to build on knowledge and basic practice established at KS 4. It should serve as a refresher to the basic principles. It currently forms part of the Edexcel GCE units 6703/31 and 6706/61 Listening.

Learning Objectives:

At the end of the lesson, pupils will have begun to learn:

- ♪ How to recognise intervals and develop rhythmic perception.
- ♪ An effective strategy for answering dictation questions.
- ♪ How to assess and develop own learning outside as well as inside lessons.

How?

- ♪ Use of dictation guide and work at the keyboard.
- ♪ Practise of dictation exercises.
- ♪ Homework which builds on tasks completed in class and allows for development of these skills between lessons.

Assessment for learning:

- ♪ Creation of graduated learning pathway through which students can build and extend on prior understanding.
- ♪ Chunking of main task into smaller units.
- ♪ Students are in control of their own learning and can reflect on and identify their own areas for development.

Equipment and materials needed

(teacher & student)

- ♪ Access to Philharmonia dictation resource
- ♪ Computers with headphones
- ♪ Paper and printer for handwriting, if desired
- ♪ Keyboard or piano (optional)

Special Needs /Differentiation:

- ♪ Inclusive involvement of all students
- ♪ A suitable learning pathway can be devised for students of differing abilities using resource.
- ♪ Extension can easily be given to more able students, allowing a students to work at tailored individual pace.

<p><u>Core (C) standards addressed:</u></p> <p>Professional knowledge and understanding: 17, 19 Professional skills: 27, 28, 29 (a), 29 (b), 33, 34, 37 (c)</p>	<p><u>Health and Safety:</u></p> <p>Carefully check levels of audio equipment to ensure correctly set.</p>
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Further Detail on Core Standards:

Use of this resource could be said to meet the following new Core Standards as published by the Training and Development Agency for Schools (TDA):

C17: Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

C19: Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.

C27: Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.

C28: Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.

C29(a): Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they: use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.

C29(b): Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they: build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.

C33: Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.

C34: Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

C37 (c): Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.

Plan for a 60 minute Introductory Lesson:

Time	Activity	Resources
10 mins	<p><u>Starter:</u> Brief Practical Activity to show the importance of dictation as a practical skill. Students sit in a circle with their instruments. Each student is assigned an interval (e.g. major 3rd, perfect 4th etc.) The teacher plays an interval and when the student hears their interval, they must respond by repeating it. As the students grow in confidence, this game can be speeded up. As an extension to this, students can imitate a short melodic phrase played by the teacher (they should be told the starting note at his stage), perhaps even building to a brief class piece! This activity is one that could be built on over several lessons as dictation skills improve.</p>	
15 mins	<p><u>Introduction and objectives</u> Using a Smartboard showing the webpage, the teacher uses the dictation guide to explain a possible strategy and approach to dictation, and makes a link with the opening exercise, drawing the lesson objectives out of this initial exercise. This should lead on to a simple plenary exploring intervals and how to recognise them, led by the teacher at the keyboard. Individual work: to reinforce this, the students should then look at the "intervals guide" on the website and complete the "intervals test" to check their understanding and identify areas which need strengthening.</p>	
10 mins	<p><u>Dictation Tasks</u> Class work: this should lead on to some simple keyboard tests to identify conjunct and disjunct ascending and descending movement by the teacher. Learning should be checked by asking individual students to clarify this process.</p> <p>Individual work: then, following the on-screen instructions and keeping a record of the results, students should complete the first two dictation exercises. They should be allowed to listen as many times as they need to, although it may help to limit the time available so that the class can be drawn back together for reflection.</p>	
10 Mins	<p><u>Review and Reflection</u> It is a good idea at this stage to stop and invite the students to engage in some self-diagnosis, rather than</p>	

just rushing ahead and guessing at possible solutions. Some of the following questions may be useful here:

- ♪ What went well?
- ♪ What did you struggle with?
- ♪ Did you get ascending and descending movement confused?
- ♪ Did you spot repeating notes?
- ♪ Where did the rhythm break down?
- ♪ Did you have a clear sense of pulse?

Before moving on, students should really work at trying to identify their own strategies to help them next time and at setting some expectations about what they would like to achieve.

5

mins

Consolidation

In order to consolidate their self-review, if time allows it would be good to complete at least one more exercise, but it is important this is not rushed!

10

mins

Final Plenary and Suggestions for Self-Supported Study

Before the end of the lesson, draw together some of the threads from the individual work that has been taking place, so that the whole class can learn from it. Focus on:

- ♪ How everyone approached the task (make sure all students are included in this and not made to feel inadequate).
- ♪ What they have learnt
- ♪ What their strategy is

Structured homework should be set, but at this stage if you are planning to develop this resource over a scheme, it would be best to emphasise that students should only complete what you have set. Later there will be more scope for greater pace and progression and even reworking of early attempts, allowing for greater variety of task and further differentiation.

Homework suggestion:

Two further dictation exercises to be attempted, both incorporating an element of self assessment and record keeping.

Conduct a brief evaluation of your lesson (1= high, 5= low):

Evaluation	1-5	Reasons
<ol style="list-style-type: none">1. Did the lesson meet its objectives?2. Was it a smooth running lesson?3. Were there any discipline problems?4. Were the resources well managed?5. Were the lesson notes adequate?6. Were there adequate checks on understanding?		