

My name is Lynsey Dunn and I am studying Music at Post- Primary level at the University of Ulster at Coleraine. I play the piano and violin and enjoy singing in a choir. Special Educational Needs is my subsidiary subject in this PGCE course. Before entering this course I had no previous knowledge of SEN, but after a one-week Primary placement and eight-week placement in a secondary school I was given the opportunity to work with SEN pupils and am gaining a lot of new and useful information.



This lesson comes under the unit, Music of the British Isles for year 8. The countries that were studied over an eight-week period were England, Scotland, Wales, Southern Ireland and Northern Ireland. I took each country in turn, gave the pupils some background info on each country and allowed them to listen to music specific of each country and for them to identify certain features in the music. This unit introduces pupils who would have been unfamiliar with music at primary school to listening skills, performing and composing skills, which are central to the Northern Ireland curriculum. Pupils will get the opportunity to listen to English music, perform some English music through singing and compose a short story on a pretend visit to England using rhythm on percussion instruments.

Lesson plan:

This is a differentiated lesson plan for a class with pupils who have emotional and behavioural problems and I dealt with inclusively in the classroom.

YEAR: 8

GROUP: Middle stream, mixed ability with emotional behavioural problems

DATE & TIME:

PLACE: Room no.

UNIT OF WORK: Music of the British Isles, England

AIMS:

- Pupils will listen to English music
- Pupils will learn about English composers
- Pupils will learn info on The Beatles
- Pupils will use percussion instruments with relation to RHYTHM

LEARNING OBJECTIVES:

- Listening
- Performing
- Composing

NORTHERN IRELAND CURRICULUM:

- Geography
- History
- EMU

LEARNING OUTCOMES:

Pupils will be competent in recognising English music, have learned about a 20th century composer as well as an English rock group and have sang a song by them as well as making up a pretend visit to England using rhythms of towns in England displayed on the white board.

RESOURCES: C.D player, and c.d of *Ralph Vaughan Williams English Folk Song Suite* and *The Beatles No.1's* album. Class work books, my handout of info on The Beatles. Words of *Yellow Submarine* on OHP. Percussion instruments.

INTRODUCTION: Begin by introducing the topic of England by showing the flag and playing the national anthem. Pupil may hold up flag in front of the class. Copy down some short info on England, such as capital, population. Explain the importance of folk songs in England contributing to the identity of the country and put up aims on board:

- Listen to music by Ralph Vaughan Williams and complete quiz
- Listen to The Beatles, complete quiz
- Sing Yellow submarine
- Make up short musical story

This breaks the lesson into smaller parts rather than one full topic and pupils maybe find more enjoyment in listening to The Beatles.

FIRST ACTIVITY:

Play English Folk Song Suite and explain importance of 20th century composers in relation to the countryside and folk music. Read out a short paragraph, or indeed, allow the pupil to read one paragraph. Then ask one or two questions on that paragraph. Note down answers in class work book. When complete, mark the answers and note the results down for assessment.

SECOND ACTIVITY:

Explain the rising popularity of “music for the working class”. Put up visual aid of a pic of The Beatles. Read out info on them as before. This time the questions relate to band members, where they were form, where they first performed, their original name and their musical influences and names of sons. Play a short selection of 5 songs each extract 40seconds long and try to name the song.

1. Let it Be
2. Hey Jude

3. Eleanor Rigby
4. Imagine
5. Can't Buy Me Love

Allow pupils to give the correct answers and then mark these correct. This is independent learning. Pupils must listen to the teacher in order to hear the answers and must not discuss with others.

THIRD ACTIVITY:

Put up words of Yellow Submarine on the OHP and play through the melody on the piano. Pupils then say what word I ended on when I stopped playing the piano. As the lesson develops, the pupil will perhaps sing the melody line with a small group of others to demonstrate to the whole class. When pupils have learned the melody, they will sing through as a class and if time permits, percussion instruments may be handed out. The pupil can assist with bringing instruments out of the store and handing them out to the rest of the class. Rhythms will be demonstrated and pupils copy.

FOURTH ACTIVITY:

I put rhythms of certain towns in England on the board. E.g London would be two minims, Manchester is quaver quaver crotchet. I demonstrate rhythms and pupils guess the town from the board. I read out a short story on my pretend visit to England. Make it as interesting as possible. Pupils work in pairs and I go round the class helping those with difficulties. When finished, selected pupils demonstrate their story; one person reads the other taps the rhythm. This is collaborative learning. Pupils work in pairs to make the story exciting and interesting and to help tap rhythms if one finds it difficult.

ASSESSMENT:

Questioning, quiz marks, group work, working in pairs and short story

CONCLUSION:

Ask general questions on England geography. Name dates of Ralph Vaughan Williams, name a piece he wrote, his influences. Play Beatles songs again. Can they remember the names of the songs from before? Name the members of the Beatles. Where are they from? How many beats does a semibreve last, minim, crotchet, quaver? This reinforces all learning from the lesson and revises the key elements of the lesson.

HOMEWORK ACTIVITY:

Pupils could investigate more info on another rock group from England: The Rolling Stones, or another English composer Benjamin Britten, Edward Elgar and display a short profile on them in the next lesson. Parents will have to help the pupils on any info they may know about these people or give the pupil access to books, library, music, cds or the Internet.

EVALUATION:

This lesson had enough stimulation and variety in methods of learning to keep the pupil focused and well behaved during the lesson. Pupils learned using kinaesthetic, visual, auditory skills as well as singing and answering questions to a quiz. The pupil with emotional and behavioural problems felt they were involved and were given extra little tasks to do such as helping with instruments, reading information. This lesson was quite practical. Pupils were given the opportunity to sing as a whole class and then work in pairs on the short musical story. I learned that cutting the written work down as much as possible helps keep a child with behavioural and emotional problems on task.

I think if I were to carry this lesson out again, I would definitely spend more time on the practical aspects such as singing and playing a classroom arrangement of Yellow Submarine using all my resources available. Although there is a certain danger in practical work in class, as the pupils have the freedom to move around the room and are not sitting writing at their desk, they enjoy the lesson much more and have a sense of achievement if they have learned how to play a simple, fun melody on a classroom instrument. The class could have been divided into groups and worked as a little unit on perfecting their performance of the song and how to make theirs different than the other groups, by using different instruments, rhythms etc. The pupils with emotional and behavioural problems have to be entertained and kept on task. If as teacher, you see them getting restless or unsettled, change the programme. If they are writing too much, allow some practical time and vice versa. I think that in a long lesson, it is even a good idea to allow pupils to stand behind their chairs, perhaps even for two or three minutes and just to stretch. A particularly good musical game is “head and shoulders, knees and toes”.

[Worksheet](http://www.socsci.ulster.ac.uk/education/scte/sen/articles/beatles_worksheet.pdf) - (http://www.socsci.ulster.ac.uk/education/scte/sen/articles/beatles_worksheet.pdf)