

Sample Lesson/Session Plan Template B: ARSM Unit 1a

Name of Candidate Grade 6 Student	Number of participants 1	Age/Year Group 15	Date of Lesson 1 October 2024
<p>Learning Objectives/Outcomes:</p> <ul style="list-style-type: none"> • Learning techniques for a successful realization of the Bagatelle in F by Fanny Hensel • Creating a skeletal outline of the piece to understand its structure and shape • Playing crotchet/quaver line without bumps • Balancing and shaping the voices • Listening to the decay of the note and matching the tone 			
Activity	Timings	How Learning Objectives are met	
<p>Starter/Warm-up</p> <ol style="list-style-type: none"> 1. Fanny Hensel Context. Discuss who she was, what was going on in history and the lack of societal expectations of female musicians Listen to some of her other pieces. 	5 mins	<ol style="list-style-type: none"> 1. Find article in Guardian Newspaper 2. Recordings, suggested pieces on ClassicFM website 	
<p>Main activity/activities</p> <ol style="list-style-type: none"> 1. Skeletal outline; textures and key analysis 2. Learning to play a scale in 6/8 without bumps firstly separate hands and then in 6ths hands together 3. Shaping and balancing the voices 4. Listening to the decay of the sound 	5 mins	<ol style="list-style-type: none"> 1. Locating thematic material and the transition sections 2. Marking up the score 3. Practicing overlapping fingers with heavier crotchets and lighter quaver in the bottom of the key 	
	5 mins		
	10 mins		
	5 mins		
<p>Plenary and review</p> <p>Discuss how much time to spend on each element</p> <p>Discuss note learning strategies</p> <p>Discuss expected outcomes for the next lesson</p>	2 mins	<p>Discuss time management for next week, when can they practice and what should their focus be?</p>	
<p>Notes on differentiation, including potential extension activities</p> <ul style="list-style-type: none"> • Possible redistribution of alto lines in the left hand, bars 9-12 • Possible change of sound quality in the coda – playing staccato in a pedaled phrase 			
<p>Resources required</p> <ul style="list-style-type: none"> • Grade 6 music • Piano • Access to internet • Guardian Article • My choices for other repertoire by Hensel 			
<p>Additional notes</p> <p>The section from bar 29 through to the coda would be the best starting point for note learning, as in performance, the more emotional areas of music are the ones that can slip and need to be internalised. If pupil doesn't spot this in the lesson, mention it in the review section. Followed by the exercises as discussed.</p>			

