

Teacher	Adrian Worsfold				
Date					
Time					
Place and room	PGCE imaginary lesson exercise in using CD Music				
Group	KS3 RE				
Subject and topic	Music and Religious message: 2 movements of Gorecki's Third Symphony				
Resources	CD, individual wipeboards, rough paper, exercise books				
Aim of Lesson	To combine musical appreciation with lyrics to consider a religious message. NOTE: The student is told that this may NOT be a Christianity lesson!				
Objectives (to go on board)	<p>Note that these objectives are written down by students up to the brackets to be completed at the end.</p> <p>The lesson today:</p> <ul style="list-style-type: none"> ☉ Music itself generates a thinking response in words. ☉ Music and words raise awareness of religious and historical meaning. ☉ Gorecki's Third Symphony relates to (personal experience relating to Christian belief, Mary and Crucifixion, motherhood and suffering with children, and wider historical experiences of tragedy). 				
Timing	Point (Objective)	Task	Added Task (if relevant)	Assessment method	Resources
11 minutes: start track 1 at 8 mins fade at 19 mins.	Play CD Tr. 1 to gain individual responses	Listen. Write down date, objectives 1 and 2, part of 3 in books; put individually on paper thoughts on tempo, volume, rhythm, whistle-ability, Voices, mood following guidance sheet.	Write down on paper thoughts on function, historical period, tradition	Paper notes	CD Gorecki's Third Symphony. Note: 14 mins hears voice. Paper Exercise books
6 mins	Subjective reflection in pairs	Write on wipeboards, whether happy or sad, what religion might it be? Where could it be used?	What it might advertise if anything? When was it composed?	Wipeboards shown (next)	Individual Wipeboards
5 mins	Plenary views on what this music conveys	Questions and answers Do not give the religion but say when composed!		Wipeboards held up and answered questions from them	Individual Wipeboards, main wipeboard

5 mins	The words (first verse) and responses to them	Pairs work on wipeboards again, straight into questions and answers	What religion and why	Wipeboards (next)	Individual Wipeboards
5 mins	Plenary views on what the words convey	Questions and answers		Wipeboards held up and answered questions from them	Individual Wipeboards, main wipeboard
6 minutes: track 2 start at 3 mins fade at 9 mins.	Play CD Tr. 1 to gain individual responses	Listen. Write down individually on paper thoughts on tempo, volume, rhythm, whistle-ability, Voices, mood following guidance sheet again. Is it different from track 1?	Write down on paper thoughts on function, tradition. How different is it from track 1?	Paper notes	CD Gorecki's Third Symphony. Paper
4 mins	Subjective reflection in pairs	Write on wipeboards again whether happy or sad. What religion might it be? Where could it be used?	What it might advertise if anything? When was it composed?	Wipeboards shown (next)	Individual Wipeboards
5 mins	Plenary views on what this music conveys and where it can be used (try and push this)	Questions and answers Convey that this music (Dawn Upshaw version) has been top of the classical charts late 1990's consistently.		Wipeboards held up and answered questions from them	Individual Wipeboards, main wipeboard
5 mins	The words and now focus on the religion	Questions and answers but also teacher explanation			Main wipeboard
6 mins	Summarise thoughts and put Third Objective completion into books	Writing third objective to completion	I like/ I dislike this music because...		Own exercise books

Evaluation:

To Continue: It may be an idea to continue with the Third Movement, perhaps if only as a punctuation to another lesson, and revision of findings. The words have their own deeper experience in rebellion and still Christian overtones, thus community memory.

Notes. Henryk Gorecki (1976), *Symphony number 3, Op. 36 (Symphony of Sorrowful Songs)*, Zofia Kilanowicz (Soprano), Polish national Radio Symphony Orchestra, Antoni Wit (Conductor), Naxos, DDD, 8.550822.

The Music is Polish and relates to Roman Catholic Christianity, but keep back this information until the end.

First Movement: Lamentation of the Holy Cross Monastery (15th century)

My son, chosen and loved,
Let your mother share your wounds
And since, my dear son,
I have always kept you in my heart,
And loyally served you,
Speak to your mother,
Make her happy,
Though, my dear hope,
You are now leaving me.

The Mother of Christ is begging her dying son to speak to her. This need not be immediately obvious and this is no matter.

Second movement:

Mother, no, do not cry
Queen of Heaven most chaste
Help me always
Hail Mary.

A prayer scratched on the wall of a Gestapo cell by an eighteen year old Roman Catholic girl seeking the protection of the Queen of Heaven.

The third verse is as mother seeking the body of her son. It has clear Christian overtones but is actually a folk song. This may be referred to.

Where has he gone,
My dearest son?
Killed by the harsh enemy, perhaps,
in the rebellion.
You bad people,
In the name of the Holy God,
Tell me why you killed
My dear son.

Never more
Will I have his protection,
Even if I weep
My old eyes away,
Or if my bitter tears
Were to make another Oder,
They would not bring back
My son to life.

He lies in the grave
I know not where
Though I ask people
Everywhere
Perhaps the poor boy
Lies in a rough trench
Instead of lying, as he might,
In a warm bed.

Sing for him,
Little song-birds of God,
For his mother
Cannot find him,
And God's little flowers,
May you bloom all around
So that my son
May sleep happy.