

**BBC LEARNING AND THE BBC PHILHARMONIC ORCHESTRA PRESENTS**

## Ten Pieces Secondary Live Lesson

**Date:** Thursday 26<sup>th</sup> November

**Time:** 11:00am

**Duration:** 35 minutes

**Repertoire:** Symphony No. 10 by Shostakovich, Concerto for Turntables and Orchestra by Gabriel Prokofiev and the 'Toreador Song' from 'Carmen' by Bizet

**Location:** [bbc.co.uk/livelessons](http://bbc.co.uk/livelessons)

(**Note:** if you can't watch the webcast live, you will be able to watch the recording on the Ten Pieces website)

### SETUP

#### How much space is needed?

The lesson can be completed in a classroom or a music room with a large screen linked to a decent broadband connection. Good audio equipment is not essential but will make the event more enjoyable.

#### How many students can participate?

It's completely up to you how many students you have participating in the session. We want to get as many students as possible engaged in Ten Pieces. Just be mindful of the fact that we will be asking the students to get involved with dance, writing their own poetry and creating their own art pieces, so space might be a consideration if you have a very large group.

#### What equipment is needed?

You don't need anything to tune into the lesson and get the students inspired. However, it would enhance the experience and allow the students to get involved if they had the materials to create their own art and write down a few poetry ideas.

For this you may need some simple art materials such as pencils, charcoals, paints and paper as well as a notepad and writing materials for the poetry activities. If you have any young dancers in your school, they could also participate in the dance response activity if the space allows.

### HOW TO PREPARE FOR THE LESSON

#### Before the lesson:

Watch the Ten Pieces Secondary film which is available on [bbc.co.uk/tenpieces](http://bbc.co.uk/tenpieces) or on [DVD](#). The class could also listen to the three pieces of music covered in the lesson beforehand on the [Ten Pieces website](#) if they would like to prepare their own responses in advance.

#### Symphony No. 10 by Dmitri Shostakovich

Listen to the piece in advance on the [Ten Pieces website](#), or [download the mp3](#). During the lesson, students will be encouraged to create their own art, inspired by the music. Students could be asked to note down the style, tone and rhythm of the music and think about motifs that those elements inspire. They could also select the medium that they would like to work with in their responses.

[Reading more](#) about the composer's background and why he wrote the piece can also help to add to students' appreciation of the music.

## Concerto for Turntables and Orchestra by Gabriel Prokofiev

Students can listen to the piece in advance on the [Ten Pieces website](#), or [download the mp3](#). In the Live Lesson, students will get to watch a dance choreographed to the music. Before the lesson, students can be encouraged to think and discuss about the mood of the piece and how this can be interpreted in dance. They can then compare their ideas to the dance when watching it live.

If space allows, young dancers in the group can also pre-choreograph their own dances to the piece and showcase their interpretations to their friends and classmates during the Live Lesson. Students can [read more](#) about the composer and the piece to see if it inspires any new ideas.

## 'Toreador Song' from 'Carmen' by Georges Bizet

Ask students to listen to the piece in advance on the [Ten Pieces website](#) or [download the mp3](#), and think about words and phrases that spring to mind. During the Live Lesson, poet Lemn Sissay will take us through how music can inspire poetry, and how students can develop their own poetic responses to the piece. Students can try and use the words and phrases that have been inspired by the music to create short poems before and during the Live Lesson.

Students can also [read more](#) about the composer and why Carmen was such a controversial opera in his day.

## General preparation

There are great resources and deeper analysis of the three pieces we'll hear in the music lesson on the Ten Pieces website. So if you have the time it's worth looking at the information available there. In addition to this, ask pupils to think of questions they might like to ask our experts. These can be specifically about the pieces or more generally about music making, performance poetry, contemporary dance or art. Schools will be invited to submit questions live to the event and we'll aim to answer as many as possible.