

<p><b>LEARNING OBJECTIVES</b>  <i>(Pupils should know/understand/be able to do/be aware of by the end of the lesson)</i></p> <ul style="list-style-type: none"> <li>Learn about the C minor scale</li> <li>Understand how the minor scale is made up using a pattern of tones and semitones</li> <li>Understand how a melody can be made up using the notes of the C minor scales</li> <li>Tell the difference between music which uses a Major scale and music which uses a minor scale</li> </ul>	<p><b>LEARNING OUTCOMES</b>  <i>(The evidence to show that pupils have achieved the learning objectives)</i></p> <p><b>Level 3 (working towards) All Pupils :</b>                  Perform the notes of the C minor scale ascending and descending in time with a sense of rhythm and pitch                  Perform the melody to “Twinkle, Twinkle Little Star” in the keys of both C Major and C minor                  Evaluate own and other’s performances</p> <p><b>Level 4 (working at) Most Pupils</b>                  Perform the notes of the C minor scale on a keyboard using the correct finger technique ascending                  Understand how the C minor scale is constructed of a pattern of tones and semitones                  Add suitable accompaniments to “Twinkle, Twinkle Little Star” which fit with major and minor versions of the melody                  Aurally distinguish between music in major and minor tonalities</p> <p><b>Level 5/6 (working beyond/GAT) Some Pupils :</b>                  Perform the notes of the C minor scale on a keyboard using the correct finger technique both ascending and descending                  Work out scales of other home or tonic notes using the minor scale pattern of tones and semitones                  Put together a refined and well structured and rehearsed performance which clearly shows the difference between major and minor tonalities</p>
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**LESSON STRUCTURE**

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<b>Starter Activity</b>	<p><b>Minor to Major to Minor – <a href="#">Audio 10</a></b>                      Play pupils Audio 10 which contains a song by Schubert song “Der Wegweiser” (the guidepost from “Die Winterreise” (the winter journey). It begins in the minor key, the middle section has the same melody in the major key and then the melody returns in the minor key. Ask pupils to indicate when the piece changes key by putting their hand up. (5 mins)</p>	<p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</p> <p>Listen with increasing discrimination to a wide range of music from great composers and musicians</p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>
<b>Core Main Activities</b>	<p><b>1. Introducing the Minor Scale – <a href="#">Starter/Plenary 8</a> &amp; <a href="#">Starter/Plenary 9</a> &amp; <a href="#">Worksheet 7</a> &amp; <a href="#">Starter/Plenary 5</a></b>                      Link the starter to the development of the lesson by displaying <a href="#">Starter/Plenary 8</a> &amp; <a href="#">Starter/Plenary 9</a> together and ask pupils <i>what are the differences between the two sets of scales?</i> – some notes have been altered. Explain that the scales on the “Major Scales” poster are the same as those on the “Minor Scales” poster but they have had some notes changed turning them from major to minor. (It’s a matter of debate whether teachers want to relate the major scale to “happy” sounding and the minor scale to “sad” sounding – I’ll leave this one up to you! – Rob) Issue <a href="#">Worksheet 7</a> and read side 1 to allow pupils to understand the construction of the C minor scale. Allow pupils a few moments to try playing the C minor scale on keyboards or tuned chromatic percussion. Encourage pupils to play the C major scale followed by the C minor scale using the correct fingering as shown on <a href="#">Starter/Plenary 5</a>. Invite suitable pupils to perform their scales to the rest of the class and then perform the C minor scale together at an agreed pulse ascending and descending – remember the large leap of 3 semitones at the top of the scale! Allow pupils time to complete side 2 of <a href="#">Worksheet 7</a> where they construct various minor scales. Pupils who have completed this activity can try performing the different minor scales on keyboards. (20 mins)</p> <p style="text-align: right;"><i>Continued...</i></p>	<p>Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</p> <p>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p> <p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Core Main Activities Continued</b></p>	<p><b>2. Performing using the notes of the C minor scale – <a href="#">Audio 11</a> &amp; <a href="#">Score 7</a></b>                  Play pupils the opening of <a href="#">Audio 11</a> and ask them to identify the famous melody – “Twinkle, Twinkle Little Star” – from a set of variations for piano by Mozart. Next, play the remaining extract and ask pupils to <i>describe what has happened to the KEY or TONALITY of the music?</i> The music has been changed from the scale of C major to C minor – again the “happy” vs. “sad” analogy can be used here if preferred.  <b>Set the Challenge:</b> Distribute <a href="#">Score 7</a> and explain to pupils that this contains the melody to “Twinkle, Twinkle Little Star” both in the key (or using the scale of) C major and C minor as pupils have heard on Audio 11. Model the task by performing each melody ensuring pupils are aware of the difference. Pupils work in pairs/small groups to create a performance using both the C major and C minor versions and exploring appropriate accompaniments such as Drone (as in <i>Pavane for Jack Point</i>) Ostinato or Chords (<i>Ode to Joy</i>) or Broken Chords (<i>Für Elise</i>). Emphasise the need for contrasting keyboard voices and timbres to show the <b>MOOD</b> of each version. Allow pupils time to learn both melodies and rehearse their performance before each pair/group performs to the rest of the class. Performances can be assessed using <a href="#">Worksheet 8</a> (30 mins)</p>	<p>Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</p> <p>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p> <p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</p> <p>Listen with increasing discrimination to a wide range of music from great composers and musicians</p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Plenary</b></p>	<p><b>Major or Minor? – <a href="#">Audio 12</a></b>                  Establish agreed hand/arm signals – one to represent “Major” and one to represent “minor”. Play <a href="#">Audio 12</a> and as pupils listen to each extract they have to decide whether they think the music is in Major or minor tonality and make the agreed signal. (5 mins)</p>	<p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</p> <p>Listen with increasing discrimination to a wide range of music from great composers and musicians</p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>
<p><b>CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT</b>  <b>Numeracy</b> – patterns and sequences  <b>Literacy</b> – melodies to nursery rhymes  <b>Citizenship</b> – working together as a team towards a common goal</p>		<p><b>EAL/SEN/GAT</b>  <b>(GAT)</b> Higher ability pupils may be able to perform the melodies of “Twinkle, Twinkle Little Star” on their own instruments  <b>(SEN)</b> Lower ability pupils may find performing the C minor scale easier on chime bars or tuned percussion instruments with the addition of the necessary chromatic bars and other bars removed  <b>(GAT)</b> Higher ability pupils can attempt to notate their accompaniments and experiment with chords I, IV &amp; V when creating their accompaniments to “Twinkle, Twinkle Little Star”</p>
<p><b>LANGUAGE FOR LEARNING</b> - spell/use/understand                  Key, Major, Minor, Mood, Octave, Pitch, Scale, Semitone, Tonality, Tone</p>		<p><b>HOMEWORK SUGGESTIONS</b>                  Pupils could be asked to write an evaluation of their “Twinkle, Twinkle Little Star” performances as homework if time doesn’t allow this during the lesson.                  Pupils could be asked to research other pieces of music, such as popular songs, which use the minor key.</p>
<p><b>LESSON RESOURCES</b>                  Keyboards enough for one between each pair of pupils; (chime bars or tuned percussion instruments (including chromatics) for lower ability pupils)  <a href="#">Y7U10A10 – Minor to Major to Minor</a>  <a href="#">Y7U10SP9 – Minor Scales Ladders Poster</a>  <a href="#">Y7U10SP5 – C Major and minor Scale Warm-ups</a>  <a href="#">Y7U10S7 – Twinkle, Twinkle Little Star</a>  <a href="#">Y7U10A12 – Major or minor?</a></p> <p style="text-align: right;"><a href="#">Y7U10SP8 Major Scales Ladders Poster</a>  <a href="#">Y7U10W7 – Minor Scales</a>  <a href="#">Y7U10A11 – Twinkle, Twinkle Little Star Major &amp; minor</a>  <a href="#">Y7U10W8 – Assessing Twinkle, Twinkle Little Star</a></p>		