

<p>LEARNING OBJECTIVES (Pupils should know/understand/be able to do/be aware of by the end of the lesson)</p> <ul style="list-style-type: none"> • Compose melodies based on the notes of the Pentatonic Scale to fit with a rhythm • Perform own and other's Pentatonic melodies • Learn how the composer Debussy uses the Pentatonic Scale in his music • Sing Pentatonic songs 	<p>LEARNING OUTCOMES (The evidence to show that pupils have achieved the learning objectives)</p> <p>Level 3 (working towards) All Pupils : Compose and perform simple Pentatonic melodies and add sound effects to a given poem Sing Pentatonic songs as part of the class</p> <p>Level 4 (working at) Most Pupils Perform and compose more effective Pentatonic melodies recording ideas using note letter names Describe how Pentatonic scales create a certain effect in music Sing Pentatonic songs with an awareness of Pentatonic scale on which they are based</p> <p>Level 5/6 (working beyond/GAT) Some Pupils : Perform and compose Pentatonic melodies with a sense of structure and phrasing using staff notation Comment on the mood and tempo of a piece of music based on the Pentatonic scale Take on a leading role in performing and singing Pentatonic songs</p>
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LESSON STRUCTURE

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Starter Activity	<p>From Poem to Song – Starter/Plenary 3 Begin the lesson by dividing the pupils into groups of four or five distributing each group with one of the poems from Starter/Plenary 3. Pupils recite their poems and list features which suggest sounds e.g. footsteps – short, regular sounds such as a two-tone woodblock playing a steady beat; tripping over – a dull thudding sound such as a flam palm hitting a tambour; smashing and crashing – long, high sounds such as a cascade of metal instruments such as Indian bells and triangles. Discuss the qualities that each sound associated with the poem might have. <i>Are the sounds loud or quiet? Fast or slow? Gentle or abrasive? Long or Short? High or Low?</i> Pupils select instruments that reflect the sounds associated with their poem. Next, distribute one tuned percussion instrument/keyboard per group with the notes of the pentatonic scale of F marked (C, D, F, G, A, c, d). Groups make up pentatonic tunes to fit with the words of their poem e.g. A c A A c A G F <i>Don't slip on the grass, with a glass</i> Groups put the words, tune and accompaniment together and present it to the rest of the class.</p> <p style="text-align: right;">(10 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>Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, 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>
Core Main Activities	<p>1. Composing using the Pentatonic Scale – Score 1 & MIDI 3 & Worksheet 1 Link the starter to the development of the lesson by explaining that pupils will be composing their own Pentatonic melodies to fit with the rhythm of the words to “Once a Man”. Begin by clapping and reciting the words to “Once a Man” keeping to a steady pulse. Next, revise the song by singing it through (using MIDI 3 for support). Divide pupils into groups of 2-3 and issue each group with Worksheet 1. Explain that pupils are able to use only the notes of the Pentatonic Scale – C, D, E, F & G – to compose their melodies which must fit with the rhythm of “Once a Man”. They should end the first line on G and begin and end on the note C. Pupils can notate their compositions using note letter names or staff notation (see GAT). Allow suitable time for groups to compose and record their melodies and then perform to the rest of the class who could clap the rhythm to “Once a Man” as other groups perform. Discuss the effectiveness of each group’s melody. <i>Did the melody move mainly by step, or leap, or a combination of both? Which group’s melody “worked” the best, why?</i> Next, collect in each group’s composition and shuffle distributing an alternative melody for each group to perform. <i>Was it difficult to read and perform from another group’s score?</i></p> <p style="text-align: right;">(30 mins) <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>Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</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);">Core Main Activities Continued</p>	<p>2. Listening to Music which uses the Pentatonic Scale – Worksheet 3 & Audio 3 Distribute Worksheet 3 and explain the term “pagoda” and read the background to Debussy’s composition “Pagodes” at the top of Worksheet 3. Explain that the opening of the piece is based on three different Pentatonic Scales. Identify the notes and demonstrate (or invite pupils to perform) the different Pentatonic Scales used in the opening of the piece writing the notes on the diagrams of the keyboard on Worksheet 3. Next, play Audio 3, and ask pupils to answer the questions at the bottom of Worksheet 3 as they listen. Discuss answers as a class paying particular attention to the responses to question 4a in relation to how Debussy creates an “oriental” or “eastern” effect with his use of the Pentatonic Scale. (10 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 style="writing-mode: vertical-rl; transform: rotate(180deg);">Plenary</p>	<p>Singing Pentatonic Songs – Score 3 Score 3 contains four well-known songs based on the Pentatonic scale. Explain to pupils that they have been using the Pentatonic scale of C, D, E, F & G but any combination of five notes can be classed as a Pentatonic scale. Sing as many of the songs from Score 3 as time and ability allows, first playing the notes of the Pentatonic scale used in each song and then performing as a class. Encourage good singing techniques in posture and breathing, accuracy in pitch and diction. (10 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>CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT Numeracy – “Pentatonic” – “Pentagon” – 5-sided shape Literacy – Word-rhythms in word setting; syllables Geography – Pagodas in the East; Debussy as a French composer; links with Javanese Gamelan History – Folk Songs/Spirituals and their use of Pentatonic Scale</p>		<p>EAL/SEN/GAT (GAT) Higher ability pupils can be asked to consider using repeated notes, notes moving by step (notes which are next to each other) or notes grouped to fit with the flow of the words during the starter activity. (GAT) Higher ability pupils can be asked to perform the different Pentatonic scales which Debussy uses in “Pagodes” to the rest of the class (GAT) Higher ability pupils may be able to accompany the class during the singing of Pentatonic songs during the plenary (SEN) Lower ability pupils should notate their “Once a Man” Pentatonic melodic compositions using note letter names (GAT) Higher ability pupils can be encouraged to record their “Once a Man” Pentatonic melodic compositions using staff notation</p>
<p>LANGUAGE FOR LEARNING - spell/use/understand Ascending Scale, Folk Song, Mood, Pentatonic, Pitch, Rhythm, Scale, Spiritual, Staff Notation, Tempo</p>		<p>HOMEWORK SUGGESTIONS Pupils could be asked to draw out a neat version of their groups’ “Once a Man” melodic composition or instrumental players can be given a copy of one or more of the songs given on Score 3 to rehearse as homework.</p>
<p>LESSON RESOURCES Keyboards/Tuned Percussion Instruments Y7U10SP3 From Poem to Song Y7U10MIDI3 – Song Melody to Once a Man Y7U10W3 – Listening to Pagodes Y7U10S3 – Pentatonic Songs and Melodies</p> <p style="text-align: right;">Y7U10S1 – Once a Man Melodic Score & Chords Y7U10W1 – Once a Man Composing Sheet Y7U10A3 – Pagodes - Debussy</p>		