

<p>LEARNING OBJECTIVES <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"> Learn about the Chromatic Scale Learn about Semitones Sing and Perform song melodies which use the Chromatic scale 	<p>LEARNING OUTCOMES <i>(The evidence to show that pupils have achieved the learning objectives)</i></p> <p>Level 3 (working towards) All Pupils : Understand that the chromatic scale uses all 12 notes consisting of black and white notes Sing as part of the class a song which uses parts of the chromatic scale Perform one simple melody which uses the chromatic scale</p> <p>Level 4 (working at) Most Pupils Identify how composers and songwriters have used the chromatic scale in music from different times and places Understand that the chromatic scale is made of up semitones Sing a song which uses parts of the chromatic scale showing good sense of pitch and diction Perform two simple melodies which use the chromatic scale</p> <p>Level 5/6 (working beyond/GAT) Some Pupils : Understand the distance between two adjacent notes on a keyboard is that of a semitone including between notes that don't have a black note in between e.g. E & F and B & C Take on a leading role in singing and performing all of the given melodies which use the chromatic scale showing flair and accuracy</p>
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LESSON STRUCTURE

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Starter Activity	<p>Introducing the Chromatic Scale – Starter/Plenary 4 & Audio 4 Distribute Starter/Plenary 4 and listen to opening 8 bars of Mozart's Prague Symphony (No. 38 in D) from Audio 4. Although the movement is in G major within the first three and a half bars Mozart includes all twelve notes of the chromatic scale. Play the chromatic scale on a piano/keyboard and ask pupils <i>What do you think the purpose of using the chromatic scale is within the music? (to add more colour and interest/create drama or tension)</i> Next, play pupils "The Phantom of the Opera", "Chromatic Fantasy" and "Rhapsody in Blue" from Audio 4, following the selected parts of the score on Starter/Plenary 4. (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>
Core Main Activities	<p>1. Learning about Semitones – Worksheet 2 Remind word 'scale' is from Latin word (which means ladder, staircase or flight of stairs). Write the word CHROMATIC SCALE on the board and explain how it moves entirely by semitones and therefore can start on ANY note and has 12 notes in total. Briefly mention the word CHROMATIC from Greek word meaning 'coloured'. Using a diagram of the keyboard revise the names of the black notes (enharmonic) and explain the distance (interval) between two adjoining notes (including E and F and B and C with no black notes in between!) is called a SEMITONE. Distribute Worksheet 2 and allow pupils to complete the ten exercises to revise counting up and down in semitones. (15 mins)</p> <p>2. Learning a Song which uses parts of the Chromatic Scale – Song Sheet 3 & MIDI 5 & Audio 1 Introduce pupils to The Beatles and teach students 'When I'm Sixty-Four' which uses some parts of the chromatic scale within it. Concentrate on diction and phrasing and encourage good technique. MIDI 5 supports this activity containing the song melody while the original song (with verses) is given on Audio 1. (10 mins)</p> <p style="text-align: right;"><i>Continued....</i></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>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 style="writing-mode: vertical-rl; transform: rotate(180deg);">Core Main Activities Continued</p>	<p>3. Performing Melodies which use the Chromatic Scale – Score 2 & Audio 2 & MIDI6 & MIDI7 & MIDI8 Distribute Score 2 and direct pupils to the melody line from “When I’m Sixty-Four” in the middle of the sheet. Demonstrate this melody on the piano/keyboard or use MIDI 7 to show how the notes of the chromatic scale are used. Next, play Audio 2 which contains extracts of other songs which use the Chromatic Scale: the opening of “We’ll Meet Again”, “When I’m Sixty-Four” and the opening of “Consider Yourself” from the musical “Oliver”. Divide pupils into pairs with a keyboard between each pair and allow pupils time to rehearse one or more of the chromatic melodies given on Score 2. MIDI files can be used to support this activity. (20 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);">Plenary</p>	<p>Performing Chromatic Melodies – Score 2 Invite suitable pupils/pairs of pupils to perform their chromatic melodies to the rest of the class. To dismiss pupils from the lesson, play a quick fire game giving each pupil the name of a note from the chromatic scale and ask them to move up or down a certain number of semitones, naming the note they end up on. Correct answers ensure pupils leave the classroom immediately; incorrect answers need to try another question. (5 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>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 – counting up and down in semitones History – The Beatles and the 1960’s; Dame Vera Lynn & WWII Drama/Dance – Musicals – “Oliver”; “The Phantom of the Opera”</p>		<p>EAL/SEN/GAT (GAT) Higher ability pupils may be asked to perform one or more of the chromatic melodies used in the lesson on their own instruments (SEN) Lower ability pupils may need more help in identifying the black notes used in the performing activities. Stickers or markings on some of the keys may help pupils navigate their way around the keyboard easier or using a tuned percussion instrument (chromatic) with only the bars needed removing the rest</p>
<p>LANGUAGE FOR LEARNING - spell/use/understand Chromatic, Enharmonic, Flat, Interval, Pitch, Scale, Semitone, Sharp</p>		<p>HOMEWORK SUGGESTIONS Pupils can be asked to complete further work on The Beatles using Cover/Homework 1 (suitable for levels 3 & 4), Cover/Homework 3 (suitable for levels 5+), Cover/Homework 2 (a word search of 26 songs by The Beatles) or Cover/Homework 4 (an extension activity in counting up and down in semitones)</p>
<p>LESSON RESOURCES Keyboards/Tuned Percussion Instruments Y7U10SP4 – Introducing the Chromatic Scale Y7U10W2 - Semitones Y7U10MIDI5 – When I’m Sixty-Four Song Melody Y7U10S2 – Three Chromatic Melodies to Perform Y7U10MIDI6 – We’ll Meet Again Melody Y7U10MIDI8 – Consider Yourself Melody Y7U10CH2 – The Beatles Word Search Y7U10CH4 - Chromaticism</p> <p style="text-align: right;">Y7U10A4 – Introducing the Chromatic Scale Y7U10SS3 – When I’m Sixty-Four Y7U10A1 – When I’m Sixty-Four (Full Song) Y7U10A2 – Three Chromatic Melodies Song Samples Y7U10MIDI7 – When I’m Sixty-Four Melody Y7U10CH1 – The Beatles (Levels 3 & 4) Y7U10CH3 – The Beatles (Levels 5+)</p>		