


LEARNING OBJECTIVES	LEARNING OUTCOMES
<p><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 Pentatonic Scale Use the correct fingering on a keyboard when performing using the Pentatonic Scale Learn about composing a Pentatonic melody to fit with rhythms of words 	<p><i>(The evidence to show that pupils have achieved the learning objectives)</i></p> <p>Level 3 (working towards) All Pupils : Understand that a Pentatonic Scale is constructed of 5 notes Sing and perform a simple Pentatonic melody with accuracy of pitch</p> <p>Level 4 (working at) Most Pupils Sing and perform, using the correct fingering, a simple Pentatonic melody with accuracy of rhythm and awareness of phrasing Compose lyrics to fit with the rhythm of a Pentatonic melody</p> <p>Level 5/6 (working beyond/GAT) Some Pupils : Sing and perform confidently and accurately, a simple Pentatonic melody taking a leading role in group performances Perform the chords of C major and G major Comment on the effectiveness of own and other's work</p>

LESSON STRUCTURE

		NC KS3 POS
Starter Activity	<p>Knock Knock! – Starter/Plenary 1</p> <p>Using notes of the pentatonic scale (C, D, E, F & G) , pupils set a <i>Knock, Knock!</i> joke to music. Begin by dividing the class into pairs or groups. Each pair or group requires at least two untuned percussion instruments, one tuned instrument and a <i>Knock Knock!</i> joke (another four examples are given at the bottom of Starter/Plenary 1).</p> <p>Pupils play the rhythm of the words on untuned percussion instruments. Encourage them to perform it as a conversation, taking turns to say each line of the joke. Examples are giving on Starter/Plenary 1. Next, pupils make up pentatonic tunes on tuned instruments to fit the rhythm of the words of their <i>Knock Knock!</i> Jokes. If necessary to give everyone a turn to play, delegate different lines of the joke to tuned and untuned instruments.</p> <p>Ask pupils to present their spoken joke first and then their instrumental piece 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. Learning to Sing “Once a Man” – Score 1 & MIDI 3</p> <p>Link the starter to the development of the lesson by introducing pupils to the Pentatonic song “Once a Man” given on Score 3 (the song melody is given on MIDI 3 for support). Draw a pentagon on the board and relate this to Numeracy. Explain to pupils that the scales that they will be learning about over the next two lessons have only 5 notes. Identify the five notes used in “Once a Man” – C, D, E, F & G. <i>Which two notes have been left out this Pentatonic Scale?</i></p> <p>Teach pupils the song lyrics (explaining the drown-éd accent!) and sing as a class. Next, replace the lyrics with the note names and sing using these. (10 mins)</p> <p>2. Performing “Once a Man” - Score 1 & MIDI 3</p> <p style="text-align: center;">Right Hand</p>  <p>Divide the class into pairs with one keyboard between them. Allow pupils time to rehearse the melody line to “Once a Man”. Invite suitable pairs to perform to the rest of the class and then lead a class performance repeating the melody an agreed number of times. Next, draw the following diagram on the board and explain to pupils that they are going to learn to use the correct fingering when playing “Once a Man” – 1 (or thumb) for C, 2 for D, 3, for E, 4 for F and 5 for G. Pupils can “hold” their fingers over the correct Pentatonic notes before playing. Allow suitable time for pupils to rehearse and perform the melody line to “Once a Man” using the correct fingering when performing with the Pentatonic Scale. (10 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>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>

Core Main Activities Continued	<p>3. Composing Verses to “Once a Man” - Score 1 & MIDI 3 Refer pupils to the bottom of Score 3 and to the composing task. Here pupils write/compose accompanying verse(s) to “Once a Man” e.g. “<i>Once a Man went up a Tree</i>”, or “<i>Once a Man Went Back to School</i>”. Refer back to the starter activity where pupils added Pentatonic melodies to the rhythm of the words and emphasise that their new set of lyrics must “fit” with the rhythm of “Once a Man”. Combine pairs of pupils to form groups of 4 and allow pupils suitable time to compose their extra verse(s) and then perform back to the rest of the class, performing the original lyrics first, then their additional verse(s) commenting on the effectiveness (or otherwise!) of each through class discussion. Performances can be sung a cappella or accompanied by a member(s) performing the melodic line (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>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>
Plenary	<p>Which notes are these? – Starter/Plenary 2 & MIDI 4 This song is sung to the tune of <i>Who Built the Ark?</i> (given on MIDI 4). Write the following song words on the board or issue/display Starter/Plenary 2</p> <p style="text-align: center;">Which notes are these? ? ? ? ?</p> <p style="text-align: center;">Which notes are these? Can you tell me what they are?</p> <p>Begin by learning the song asking pupils to clap four times in time for the second line of the song. Next, using a tuned percussion instrument with the notes of the pentatonic scale of C, D, E, F & G) make up a four-note tune to take the place of the second line. The other pupils identify its notes by listening. Invite a volunteer to come and create their own four note tune for the second line asking pupils to identify and name the order in which the notes were played. (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>CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT Numeracy – “Pentatonic” – “Pentagon” – 5-sided shape Literacy – Word-rhythms in word setting; syllables</p>		<p>EAL/SEN/GAT (GAT) Higher ability pairs of groups of pupils could be encouraged to use untuned percussion instruments more imaginatively when setting their <i>Knock, Knock!</i> jokes to music by adding appropriate sound effects e.g. at the end of the <i>Isabel!</i> joke on Starter/Plenary 1, ring a bell quietly before simulating a crash (on a cymbal?) to prove that a bell is necessary on a bicycle! (SEN) Lower ability pupils may find it easier to perform the melodic line to “Once a Man” on a tuned percussion instrument with only the bars/notes of C, D, E, F & G available. (SEN) Lower ability pupils may find it easier to write the recommended fingering on Score 3 as they perform. (GAT) Higher ability pupils could add the chords of C and G major to their performance of “Once a Man” following the “Extension Work” section on Score 3. (GAT) Higher ability pupils could increase the number of notes played in the plenary activity from 4 to 8</p>
<p>LANGUAGE FOR LEARNING - spell/use/understand Chord, Chord of C, Chord of G, Melody, Pentatonic Scale, Pitch, Scale</p>		<p>HOMEWORK SUGGESTIONS Pupils could be asked to write up and illustrate their “Once a Man” additional verses as a song sheet.</p>
<p>LESSON RESOURCES Keyboards or tuned percussion instruments with the notes of the Pentatonic Scale – C, D, E, F & G marked (other bars removed) Y7U10SP1 – Knock, Knock! Y7U10S1 – Once a Man Melodic Score & Chords Y7U10MIDI3 – Song Melody to Once a Man Y7U10SP2 – Which notes are these? Y7U10MIDI4 – Song Melody to “Which notes are these?”</p>		