<ul> <li>LEARNING OBJECTIVES (Pupils should know/understand/be able to do/be aware of by the end of the lesson) <ul> <li>Understand how a melody can be made up using the notes of the major scale.</li> <li>Understand how a drone can be used as an accompaniment for a melody</li> <li>Compose a melody using notes of the C major scale</li> </ul></li></ul>	LEARNING OUTCOMES (The evidence to show that pupils have achieved learning objectives) Level 3 (working towards) All Pupils : Perform a drone accompaniment to Pavane for J Compose a basic 4-bar melody using the notes of scale Level 4 (working at) Most Pupils Perform the melody to Pavane for Jack Point in p drone accompaniment Compose an effective 4-bar melody using the not scale with awareness of pitch and duration Level 5/6 (working beyond/GAT) Some P Perform further parts to Pavane for Jack Point wit timbre, phrasing and dynamics Produce stylistic and effective 4-bar melodies ba of the C major scale recording ideas in staff nota	lack Point of the C major pairs using a tes of the C major <b>Pupils :</b> ith attention to sed on the notes
LESSON STRUCTURE		NC KS3 POS
<b>Revising the C major scale warm-ups – <u>Starter/Plenary 5</u></b>		Play and perform confidently in a range of solo and ensemble

LES	SON STRUCTURE	NC KS3 POS
	Revising the C major scale warm-ups – <u>Starter/Plenary 5</u>	Play and perform confidently in a range
	Sing the scale of C. Stop on the note B. Ask pupils to discuss the effect. (Unfinished,	of solo and ensemble
	needs to move on to the note C). Stress that the note C is the main note, and that a	contexts using their voice, playing
	piece of music based on the scale of C major will use the note C as its foundation,	instruments
	revise the vocabulary – HOME NOTE or TONIC NOTE.	musically, fluently and with accuracy
	Ask the pupils to use keyboards to play the notes of the C major scale which they	and expression
	learned during lesson 5. <u>Starter/Plenary 5</u> can be given to pupils who need further	Use staff and other
~	help in remember the order of notes or the correct fingering.	relevant notations appropriately and
Starter Activity	Play up (and down) the scale in a variety of rhythms and repeating the notes of the	accurately in a range
ctiv	scale an agreed number of times until pupils are fully aware of the construction and	of musical styles, genres and traditions
Ă	sound of the C major scale. (5 mins)	Identify and use the
ter		inter-related
tar		dimensions of music expressively and with
Ś		increasing
		sophistication, including use of
		tonalities, different types of scales and
		other musical devices
		Develop a deepening understanding of the
		music that they
		perform and to which they listen, and its
		history
	1. Performing "Pavane for Jack Point" using the C major Scale – <u>Score 6</u> &	Play and perform confidently in a range
	<u>MIDI12</u> & <u>MIDI13</u>	of solo and ensemble contexts using their
	Link the starter to the development of the lesson by mentioning how pupils performed	voice, playing
	"Ode to Joy" during lesson 5 as an example of a piece that was based on the scale of	instruments musically, fluently
	C major and moved mainly by step. Distribute Score 6 and introduce pupils to Jack	and with accuracy and expression
	Point's Melody (MIDI12 can be used to support learning). Go through the music	•
	notation from Score 6 and discuss how the melody uses notes from the C major	Use staff and other relevant notations
s	scale and how the notes move down he stave which means the pitch starts high and	appropriately and accurately in a range
itie	becomes lower as the melody is played. Explain how easy the melody is because the	of musical styles,
ti	tune starts on C and all the notes are next to each other moving by <b>STEP</b> (refer to the	genres and traditions
AC	"Step" or "Leap" Plenary activity in lesson 5). Allow pupils time to learn the melody	Identify and use the inter-related
Core Main Activities	and choose selected pupils to perform to the rest of the class. Discuss each	dimensions of music
Ма	performance briefly – did the pupil use the correct notes? Were the notes of the	expressively and with increasing
e	correct duration? Did they use the correct fingering when performing the notes of the	sophistication,
ပိ	C major scale?	including use of tonalities, different
	Next, demonstrate a drone using the notes C and G and how it can be used with JP's	types of scales and other musical devices
	melody (using MIDI13 to support learning). Get pupils to now work as a pair playing	
	the drone and melody and give them suitable time to practise this together. Explain	Develop a deepening understanding of the
	that now pupils are playing two different parts together they need to listen carefully to	music that they perform and to which
	each other while they play to make sure they are playing in time together. Further	they listen, and its
	instrumental parts are given on side 2 of Score 6 – see GAT below. (20 mins)	history
	Continued	
L	Commuea	

			Play and perform	
Core Main Activities Continued	<ul> <li>2. Composing a melody using the C major Scale – Worksheet 6 Discuss how many famous tunes are based around the major scale, Eastenders is a good example to use. Demonstrate how to improvise a simple melody starting on the note C and ending on the note C accompanied by a drone or ostinato. Explain how a good melody moves in step without big gaps between notes just like JP's tune. Distribute Worksheet 6 explaining to pupils that they are going to compose a short 4-bar melody using the notes of the C major scale to perform between the first and second lines of Pavane for Jack Point. Give pupils suitable time to compose/improvise their melodies in pairs playing the drone/ostinato and melody. Pupils who complete this task quickly can swap between the accompaniment and melody. Perform to the rest of the class discussing effectiveness of each composed melody: Did the "B" section melody provide a contrast to the two "A" sections? Did the melody move mainly by Step or Leap or a mixture of both? Did the "B" section melody "fit" or "work" with the drone accompaniment?</li> </ul>			
Cor			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	
Plenary	Frozen Food – <u>Song Sheet 1</u> & <u>MIDI 1</u> To consolidate work on major scales, in particular the C major scale, teach pupils the song "Frozen Food" given on <u>Song Sheet 1</u> using <u>MIDI 1</u> to support teaching if required. This fun song emphasises the sound and construction of the C major scale as pupils "sing up" using different frozen foods which they may find in their freezer! (5 mins)		Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression Use staff and other relevant notations appropriately and accurately in a range of musical styles,	
History Numera Dance	CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT         History – Pavanes, court jesters and the medieval period         Numeracy – patterns and sequences         Dance – Pavane         Food Technology – Frozen Food found in people's freezers!         GAT) Higher ability pupils can use chime bars or tuned percussion (with unused bars removed) to perform Pavane for Jack Point         (GAT) Higher ability pupils may be able to perform the melody or other parts of Pavane for Jack Point on their own instruments         (GAT) There are a range of other parts given on side 2 of Score which more able pupils can add to their performances			
LANGUAGE FOR LEARNING       - spell/use/understand         C major, Drone, Home Note, Major Scale, Melody,       Pupils could produce a self-assessment (using MDPL14 - self assessment sheet) on how they tackled the composition activity during the lesson.         Pupils could also be asked to complete Cover/Homeword issued during lesson 5 where they compose their own merevising the concepts of stepwise and leaping movement			<u>IDPL14</u> – Pupil composition <u>omework 6</u> if not r own melody	
LESSON RESOURCES         Keyboards enough for one between each pair of pupils; (chime bars or tuned percussion instruments for lower ability pupils)         Y7U10SP5 - C Major scale warm-up       Y7U10S6 - Pavane for Jack Point         Y7U10MIDI12 - Melody to Pavane for Jack Point       Y7U10MIDI13 - Drone & Drone with Melody of Pavane for Jack Point         Y7U10W6 - Pavane for Jack Point Composing Sheet       Y7U10SS1 - Frozen Food       Y7U10MIDI1 - Frozen Food         Y7U10CH6 - Step and Leap Composing Sheet       MDPL14 - Pupil Self Assessment Sheet       Y7U10MIDI1 - Frozen Food				