

<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"> Understand how a melody can be made up using the notes of the major scale. Understand how a drone can be used as an accompaniment for a melody Compose a melody using notes of the C major 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 : Perform a drone accompaniment to Pavane for Jack Point Compose a basic 4-bar melody using the notes of the C major scale</p> <p>Level 4 (working at) Most Pupils Perform the melody to Pavane for Jack Point in pairs using a drone accompaniment Compose an effective 4-bar melody using the notes of the C major scale with awareness of pitch and duration</p> <p>Level 5/6 (working beyond/GAT) Some Pupils : Perform further parts to Pavane for Jack Point with attention to timbre, phrasing and dynamics Produce stylistic and effective 4-bar melodies based on the notes of the C major scale recording ideas in staff notation</p>
---	---

LESSON STRUCTURE

		NC KS3 POS
Starter Activity	<p>Revising the C major scale warm-ups – Starter/Plenary 5 Sing the scale of C. Stop on the note B. Ask pupils to discuss the effect. (Unfinished, needs to move on to the note C). Stress that the note C is the main note, and that a piece of music based on the scale of C major will use the note C as its foundation, revise the vocabulary – HOME NOTE or TONIC NOTE. Ask the pupils to use keyboards to play the notes of the C major scale which they learned during lesson 5. Starter/Plenary 5 can be given to pupils who need further help in remember the order of notes or the correct fingering. Play up (and down) the scale in a variety of rhythms and repeating the notes of the scale an agreed number of times until pupils are fully aware of the construction and sound of the C major scale. (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>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>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>
Core Main Activities	<p>1. Performing “Pavane for Jack Point” using the C major Scale – Score 6 & MIDI12 & MIDI13 Link the starter to the development of the lesson by mentioning how pupils performed “Ode to Joy” during lesson 5 as an example of a piece that was based on the scale of C major and moved mainly by step. Distribute Score 6 and introduce pupils to Jack 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 scale and how the notes move down he stave which means the pitch starts high and becomes lower as the melody is played. Explain how easy the melody is because the tune starts on C and all the notes are next to each other moving by STEP (refer to the “Step” or “Leap” Plenary activity in lesson 5). Allow pupils time to learn the melody and choose selected pupils to perform to the rest of the class. Discuss each performance briefly – <i>did the pupil use the correct notes? Were the notes of the correct duration? Did they use the correct fingering when performing the notes of the C major scale?</i> Next, demonstrate a drone using the notes C and G and how it can be used with JP’s 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 that now pupils are playing two different parts together they need to listen carefully to each other while they play to make sure they are playing in time together. Further instrumental parts are given on side 2 of Score 6 – see GAT below. (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>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>

