LEARNING OBJECTIVES

(Pupils should know/understand/be able to do/be aware of by the end of the lesson)

- · Learn about the C major scale
- Understand how the major scale is made up using a pattern of tones and semitones
- Understand how a melody can be made up using the notes of the C major scale
- Distinguish between melodies which move by step (like a scale) and those which move by leap

LEARNING OUTCOMES

(The evidence to show that pupils have achieved the learning objectives)

Level 3 (working towards) All Pupils:

Perform the notes of the C major scale ascending and descending in time with a sense of rhythm and pitch

Understand the difference between tones and semitones Sing and Perform "Ode to Joy" using the scale of C major

Level 4 (working at) Most Pupils

Perform the notes of the C major scale on a keyboard using the correct finger technique ascending

Understand how the C major scale is constructed of a pattern of tones and semitones

Perform "Ode to Joy" either (or both) the melody and chordal accompaniment parts in the key of C major

Aurally distinguish between melodies which move by step and those which move by leap

Level 5/6 (working beyond/GAT) Some Pupils :

Perform the notes of the C major scale on a keyboard using the correct finger technique both ascending and descending Work out scales of other home or tonic notes using the major scale pattern of tones and semitones

Perform "Ode to Joy" in a variety of different major keys Comment on how leaping melodies affect a melody

LESSON STRUCTURE

Introducing the C Major Scale & Warm-ups - Starter/Plenary 5

Either display an enlarged copy or distribute copies of Starter/Plenary 5 having keyboards ready enough for one between two as pupils enter with Starter/Plenary 5 on display.

Recap on how to find the note C on the keyboard and demonstrate how to play the C major scale. Refer pupils to Starter/Plenary 5 and give them a few minutes to find the notes and play the C major scale.

Stop the pupils after a suitable period of time and ask some to perform the scale to the rest of the class. Try performing the C major scale as a class in a variety of rhythms.

Now demonstrate how a pianist would use the correct finger technique when playing the scale. Use the finger diagram on Starter/Plenary 5 to demonstrate how to play the scale using the correct fingers. Give pupils time to practise the scale using the correct finger technique.

Choose pupils to perform their scale to the class for assessment. Explain that the class are going to assess their performance you will be awarding levels for the correct notes (level 3) and correct use of fingers (level 4) and phrasing (level 5) (10 mins)

1. Learning About Major Scales – Worksheet 5 & Starter/Plenary 8

Link the starter to the development of the lesson by writing the words **SEMITONE** and **TONE** on the board and refer back to lessons 3 & 4 when pupils learned about the chromatic scale to revise the meaning of each. Next, distribute Worksheet 3 reading through the text with pupils and allow them to complete the activities which follow to help them learn about the pattern of semitones and tones which make up the major scale. Pupils learn about the pattern of tones and semitones which make up the major scale, using the words **HOME NOTE** or **TONIC** to refer to the note on which a scale starts and ends on, before constructing notes of different major scales.

Starter/Plenary 8 can be displayed throughout this activity and in subsequent learning posts as support. (15 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

NC KS3 POS

Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions

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

Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions

Develop a deepening understanding of the music that they perform and to which they listen, and its history

Continued..

Core Main Activities

Starter Activity

Sore Main Activities Continued

Plenary

2. Performing a Melody made up of a Major Scale – "Ode to Joy" – Audio 8 & Song Sheet 5 & MIDI10 & MIDI11 & Score 5

Play pupils <u>Audio 8</u>, an excerpt from Beethoven's 9th Symphony (Choral Symphony) and ask them if they can identify the melody which moves mainly by **STEP** – like the scale of C major. Distribute <u>Song Sheet 5</u> which contains a version of "Ode to Joy" called "Joyful, Joyful" which can be taught using <u>MIDI10</u> for support. Sing as many verses as time/ability allows until pupils are familiar with the melody and how its stepwise movement relates to that of the scale of C major they have learned about. Next, distribute <u>Score 5</u> which contains the melody line of "Ode to Joy" and "sing through" the note names (paying particular attention to "low G" at the end of the third line). Now, allow pupils to work in pairs to rehearse "Ode to Joy". Pupils can divide the melody in half or play alternate lines, add a chordal accompaniment (given on <u>Score 5</u> and demonstrated on <u>MIDI11</u>), or attempt to play "Ode to Joy" in different keys – D major, G major, F major and A major – all of which are given on <u>Score 5</u>.

Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluency and with accuracy and expression

Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions

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

Listen with increasing discrimination to a wide range of music from great composers and musicians

Develop a deepening understanding of the music that they perform and to which they listen, and its history

Step or Leap? - Audio 9

Agree on certain hand/arm signals to identify **STEPWISE MOVEMENT** and **LEAPING MOVEMENT**. Reinforce how melodies which move by step (like scales!) use "next-door-neighbour notes", whereas melodies the move by leap, use notes that are a far distance (or **INTERVAL**) apart. Play Audio 9 and ask pupils to identify whether the melody they are listening to moves by **STEP** or **LEAP** giving the agreed signal for each.

Discuss with the class: What effect does leaping movement have on a melody?

(5 mins)

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

Listen with increasing discrimination to a wide range of music from great composers and musicians

Develop a deepening understanding of the music that they perform and to which they listen, and its history

CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT Numeracy — Patterns and sequences

RE – "Joyful, Joyful" as a Christian hymn of praise

EAL/SEN/GAT

(GAT) Higher ability pupils may be able to perform the melody and chordal accompaniment to "Ode to Joy" given on <u>Score 5</u> either in pairs or individually

(GAT) Higher ability pupils may be able to perform the melody of "Ode to Joy" on their own instruments

(SEN) Lower ability pupils may find performing the C major scale easier on chime bars or tuned percussion instruments

LANGUAGE FOR LEARNING - spell/use/understand

Flat, Home Note, Interval, Leap, Major Scale, Octave, Pitch, Semitone, Sharp, Stepwise Movement, Tone, Tonic Note

HOMEWORK SUGGESTIONS

Pupils could be given a home or tonic note and asked to construct the major scale of that note using the pattern of tones and semitones learned about during the lesson.

Pupils could be asked to compose their own step and leap melody using the notes of the C major scale on Cover/Homework 6

LESSON RESOURCES

Keyboards enough for one between each pair of pupils; (chime bars or tuned percussion instruments for lower ability pupils)

<u>Y7U10SP5 - C major scale warm-up</u> <u>Y7U10W5 - Major Scales</u> <u>Y7U10A8 - "Ode to Joy"</u> Y7U10SS5 - <u>Joyful, Joyful</u> <u>Y7U10MIDI10 - Ode to Joy/Joyful, Joyful Melody Line</u>

Y7U10MIDI11 - Ode to Joy Melody & Chordal Accompaniment Y7U10A9 - Step or Leap?

Y7U10CH6 - Step & Leap Composing Sheet