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| <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 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 | <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 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</p> <p>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</p> <p>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</p> |
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LESSON STRUCTURE

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| Starter Activity | <p>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)</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> |
| Core Main Activities | <p>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 NOTE 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)</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>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p> |

