

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 GROUND BASS and how this is used to provide musical variation Perform a piece that uses a GROUND BASS as part of a class 	<p><i>(The evidence to show that pupils have achieved the learning objectives)</i></p> <p>Level 3 (working towards) All Pupils : perform as part of a group the GROUND BASS part of “Pachelbel’s Canon” distinguish between repetitions of a ground bass and variation techniques that use the basis elements of music</p> <p>Level 4 (working at) Most Pupils : perform as part of a group a more complex melodic part of “Pachelbel’s Canon” with a sense of ensemble recognize changes of melody and accompaniment within music in variation/ground bass form with reference to structure</p> <p>Level 5/6 (working beyond/GAT) Some Pupils : perform as part of a group with a sense of style and accuracy any part of “Pachelbel’s Canon” understand the effect that variations/ground bass repetitions have on the mood of a piece</p>

LESSON STRUCTURE

		NC KS3 POS
<p>Starter Activity</p>	<p>Introducing Ground Bass – C U When U Get There - Audio 1 & Audio 9 Introduce pupils to a new type of musical variation, the Ground Bass, by playing the opening of, “C U When U Get There” by the artist Coolio from Audio 1. Ask pupils to see if they can identify the famous melody used as a basis for this piece? It’s based on Pachelbel’s “Canon” – demonstrate by playing the opening of Audio 9 to illustrate this.</p> <p style="text-align: right;">(5 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>Listen with increasing discrimination to a wide range of music from great composers and musicians</p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>
<p>Core Main Activities</p>	<p>1. Performing Ground Bass Piece – Pachelbel’s Canon – Audio 9 & Score 2 & MIDI 4 & MIDI 5 & MIDI 6 & MIDI 7 & MIDI 8 & MIDI 9 & MIDI 10 Link the starter to the development of the lesson by explaining that the entire piece is based upon a Ground Bass – a repeating bass line and model this by playing the opening of Audio 9. Next, distribute Score 2 and explain that pupils are going to work on performing a group arrangement of Pachelbel’s famous “Canon” in groups. Begin by modelling the Ground Bass line, given on MIDI 4 and illustrate where this is on Score 2. Emphasise the importance of this being the fundamental upon which the entire piece is written. The other parts, when enter one after the other, are musical variations based in some way on this Ground Bass part. First, allow pupils to work in pairs using a keyboard or tuned percussion instrument to ensure that all pupils can perform the Ground Bass part fluently, in time, and at the correct pitch! (emphasise that it is called a Ground BASS part as it forms the bass line of the music). Next, model the other parts which enter sequentially, one after the other, repeating as each new part is entered and which gradually increase in difficulty. Here, teachers may wish to group pupils so that lower ability pupils can perform the easier (but still vitally important!) parts (Ground Bass and Parts 1 & 2), mid-level ability pupils perform parts moving in minims with a slightly larger pitch range (Parts 3 & 4) and higher ability pupils to perform more complex parts (Parts 5 & 6). Relate to pupils that Part 6 can be sung as this is taken from the song “C U When U Get There” which pupils met during the starter activity. The various MIDI files which accompany this task model how each part is added to the overall texture with MIDI 10 containing a complete performance of all parts together. Allow groups to rehearse their own arrangements of Pachelbel’s “Canon” and share work towards the end of the lesson for continuation, refinement and performance during lesson 5.</p> <p style="text-align: right;">(45 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>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>Listen with increasing discrimination to a wide range of music from great composers and musicians</p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>

<p>Plenary</p>	<p>Listening to “Chaconne” – Worksheet 5 & Audio 4 Consolidate learning by listening to an example of ground bass variations, the Chaconne from Holst’s <i>Suite No. 1 in E flat for Wind Band</i> (Audio 4). Play the ground bass theme a number of times so that pupils are familiar with the sound and then attempt the listening task on Worksheet 5 which focuses pupil’s attention on a single feature including instrumentation, elements and mood in each of the variations. The grandeur of the piece contrasts with the more relaxed and intimate style of Pachelbel’s “Canon” . (10 mins)</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>Listen with increasing discrimination to a wide range of music from great composers and musicians</p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>
<p>CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT ICT – some parts of Pachelbel’s “Canon” can be recorded into a sequencer to help pupils perform in time, the MIDI files which accompany the performing task could be used to support this. Literacy – specific words relating to the mood of each of the ground bass variations could be discussed</p>		<p>EAL/SEN/GAT (GAT) Higher ability pupils can perform on of the parts to Pachelbel’s “Canon” on their own instruments. (GAT) Higher ability pupils can be asked to perform more complex parts of Pachelbel’s “Canon” from Score 2 as described above e.g. Parts 5 & 6 and be put into groups with lower ability pupils to enable a complete performance of the piece (SEN) Lower ability pupils can be given either the Ground Bass or parts 1 or 2 from Score 2 as described above and put into groups with higher ability pupils to enable a complete performance of the piece. These parts, however seemingly “easy” form a fundamental upon which the harmony of the piece and each variation is based.</p>
<p>LANGUAGE FOR LEARNING - spell/use/understand Accompaniment, Canon, Chords, Ground Bass, Melody, Pitch, Repetition, Tempo, Texture</p>		<p>HOMEWORK SUGGESTIONS Pupils can be asked to</p> <ul style="list-style-type: none"> • find out the meaning of the words “Canon” and “Chaconne” using the internet or dictionaries. • complete Cover/Homework 1 to consolidate knowledge on the elements of music and variation technique
<p>LESSON RESOURCES – Keyboards and/or tuned percussion instruments</p> <p>Y8U3A1 – C U When U Get There - Coolio Y8U3S2 – Pachelbel’s Canon Y8U3MIDI5 - Pachelbel’s Canon – Ground Bass & Part 1 Y8U3MIDI7 - Pachelbel’s Canon – Ground Bass & Parts 1, 2 & 3 Y8U3MIDI9 - Pachelbel’s Canon – Ground Bass & Parts 1-5 Y8U3W5 – Listening to Chaconne Variations Y8U3CH1 – Element Matching and Variation</p> <p>Y8U3A9 – Canon in D - Pachelbel Y8U3MIDI4 – Pachelbel’s Canon – Ground Bass Part Y8U3MIDI6 - Pachelbel’s Canon – Ground Bass & Parts 1 & 2 Y8U3MIDI8 - Pachelbel’s Canon – Ground Bass & Parts 1-4 Y8U3MIDI10 – Pachelbel’s Canon – All Parts Together Y8U3A4 – Chaconne - Holst</p>		