| LEARNING OBJECTIVES | LEARNING OUTCOMES |
|---|---|
| *(Pupils should know/understand/be able to do/be aware of by the end of the lesson)* | *(The evidence to show that pupils have achieved the learning objectives)* |
| • Compose pieces over a ground bass and chord sequence that demonstrate an understanding of chords and chord progressions, textural layering and variation | **Level 3 (working towards) All Pupils :** compose pieces over a ground bass demonstrating an basic understanding of chords, textural layering and variation **Level 4 (working at) Most Pupils :** compose pieces over a ground bass demonstrating an understanding of chords, textural layering and variation including the ability to compose structures melodies **Level 5/6 (working beyond/GAT) Some Pupils :** compose pieces over a ground bass demonstrating an understanding of chords, textural layering and variation including the ability to demonstrate contrast, imagination and flair, manipulating more varied backing ideas with a high degree of musicianship and self-critical analysis evident in redrafting the original idea |

## LESSON STRUCTURE

NC KS3 POS

| | | |
|---|---|---|
| **Starter Activity** | **Listening to Pachelbel's "Canon" Performances at different levels – Pupil Audio Notes 2 & Pupil Audio 6 & Pupil Audio 7 & Pupil Audio 8 & Pupil Audio 9 & Pupil Audio 10 & Score 2** <br> Using the **Pupil Audio Notes 2** for guidance, explain to pupils that they are going to listen to a range of examples completed by pupils who have been working on the same Pachelbel's "Canon" performing task. Play each of the Pupil Audio examples, ranging from a Level 2 to a Level 6 and discuss with the pupils for each example: <br> • *Comment on the accuracy of the performance of the Ground Bass. Is this played at the correct pitch and rhythm? Is this repeated all the way through as a Ground Bass should be?* <br> • *Using Score 2, identify how many and which parts each group have included in their performance.* <br> • *Comment on the effectiveness of the texture achieved by adding the different parts and the timbres chosen by each group for their performance.* <br> • *Suggest how the pair could have achieved a higher level (AFL)* <br> (10 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 |
| **Core Main Activities** | **1. Performing a Ground Bass Piece – Pachelbel's Canon – Audio 9 & Score 2 & MIDI 4 & MIDI 5 & MIDI 6 & MIDI 7 & MIDI 8 & MIDI 9 & MIDI 10** <br> Link the starter to the development of the lesson by explaining that pupils are going to refine and rehearse their group performances of Pachelbel's "Canon", built over a repeating Ground Bass, as pupils have done in the starter activity. They will then compose their own additional parts to add to their performance. <br> Begin by revising the concept of Ground Bass and Variations from lesson 4, by playing **Audio 9** and pointing out how the Ground Bass line is repeated many times, each repetition being varied with the addition of new melodies of increasing complexity as pupils performed from **Score 2**. Reassemble pupils into the groups they were working with in lesson 4, one pupil to a part and allow suitable time for pupils to refine and rehearse their group performance of Pachelbel's "Canon" which can be performed to the rest of the class. The supporting MIDI files can be used to facilitate learning of parts together with a complete performance of all the parts given on **Score 2** modelled on **MIDI 10**. <br> (20 mins) <br><br> *Continued….* | Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression <br><br> Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions <br><br> Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions <br><br> 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 |

<table>
<tr><td rowspan="2">Core Main Activities Continued</td><td>

**2. Composing Melodies to fit with a Ground Bass - Worksheet 6 & MIDI 11 & MIDI 12 & MIDI 13 & MIDI 14**
Using Pachelbel's "Canon" as a model, issue **Worksheet 6** and read through page 1 to ensure pupils are aware of how the Ground Bass and parts 1 and 2 form the chord progression, modelled on **MIDI 11**. Allow pupils time to practice playing the chord progression, then move onto the "smoother" version, modelled on **MIDI 12**. Model activity 5b by playing **MIDI 13** showing how extra chord notes have been added to a melody and **MIDI 14** to show how passing notes have added more variation to the melody. Allow groups suitable time to compose their own melodies to fit with the Ground Bass before making melodic alterations to these as described by activity 5b & 5c on **Worksheet 6**.

(25 mins)
</td><td>

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

Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions

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
</td></tr>
</table>

| | | |
|---|---|---|
| **Plenary** | **Sharing of Work**<br>Invite suitable groups to perform their melodies to the rest of the class. As the class listen, discuss the following:<br><br>• *Did the melody "fit" with the Ground Bass?*<br>• *Could you hear extra notes, or passing notes, which have been added to the melody?*<br>• *Did the melody move mainly by step or leap, or a mixture of both?*<br>• *What could the group have done to improve their melody?*<br><br>(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<br><br>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 |

| | |
|---|---|
| **CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT**<br>**ICT** – groups could program their melodies into a computer, completing the composition task using the various functions of the computer software to facilitate the construction of their piece. | **EAL/SEN/GAT**<br>**(GAT)** Higher ability pupils can perform on of the parts to Pachelbel's "Canon" on their own instruments.<br>**(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<br>**(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.<br>**(GAT)** Higher ability pupils can be encouraged to compose and perform their ground bass variations on their own instruments |
| **LANGUAGE FOR LEARNING -** spell/use/understand<br>Accompaniment, Canon, Chord Progression, Chords, Ground Bass, Melodic, Passing Notes, Pitch, Repetition, Rhythm, Tempo, Texture | **HOMEWORK SUGGESTIONS**<br>Pupils can be asked to complete either **Cover/Homework 2** or **Cover/Homework 3** to consolidate knowledge and literacy of key words learned about during the unit. |

**LESSON RESOURCES** – Keyboards and/or tuned percussion instruments

| | |
|---|---|
| Y8U3PA2 – Pupil Audio Notes 2 | Y8U3PA6 – Canon Level 2 Example |
| Y8U3PA7 – Canon Level 3 Example | Y8U3PA8 – Canon Level 4 Example |
| Y8U3PA9 – Canon Level 5 Example | Y8U3PA10 – Canon Level 6 Example |
| Y8U3A9 – Canon in D - Pachelbel | Y8U3S2 – Pachelbel's Canon |
| Y8U3MIDI4 – Pachelbel's Canon – Ground Bass Part | Y8U3MIDI5 - Pachelbel's Canon – Ground Bass & Part 1 |
| Y8U3MIDI6 - Pachelbel's Canon – Ground Bass & Parts 1 & 2 | Y8U3MIDI7 - Pachelbel's Canon – Ground Bass & Parts 1, 2 & 3 |
| Y8U3MIDI8 - Pachelbel's Canon – Ground Bass & Parts 1-4 | Y8U3MIDI9 - Pachelbel's Canon – Ground Bass & Parts 1-5 |
| Y8U3MIDI10 – Pachelbel's Canon – All Parts Together | Y8U3W6 Ground Bass Composing Sheet |
| Y8U3MIDI11 – Pachelbel's Canon Chord Progression | Y8U3MIDI12 – Pachelbel's Canon "smooth" chords |
| Y8U3MIDI13 – Pachelbel's Canon melody with chord notes | Y8U3MIDI14 – Pachelbel's Canon melody with passing notes |
| Y8U3CH2 – Variations Key Words Word Search | Y8U3CH3 – Variations Key Words Crossword |