LEARNING OBJECTIVES	LEARNING OUTCOMES
(Pupils should know/understand/be able to do/be aware of by the end of the lesson) • Investigate ways of making a musical contrast by using a VARIATION of a simple melody. • Perform a simple melody on keyboard or tuned percussion • Start composing own variations in pairs	*(The evidence to show that pupils have achieved the learning objectives)* **Level 3 (working towards) All Pupils :** perform a simple melody on keyboard or tuned percussion **Level 4 (working at) Most Pupils :** are able to identify and articulate some of the ways in which contrast and variety is achieved on a musically varied theme. **Level 5/6 (working beyond/GAT) Some Pupils :** start work on composing a variation on this using identified variation conventions

LESSON STRUCTURE

NC KS3 POS

Starter Activity	**Variations on "A" -** Introduce the idea of theme and variation by giving pupils blank piece of A4 paper and coloured pens and write on board: **"How many different ways can your write the letter 'A'?** Give pupils 3 minutes to see what they come up with and share responses inviting pupils to come out and write their "variation" letters on the board. Explain that each of them is the letter A, but they have been "varied" in some way to make them appear slightly different. (5 mins)	
Core Main Activities	**1. Introducing Variations – Audio 5** Link the starter to the development of the lesson by playing the opening of the Adagio from Mahler's Symphony No.1 and ask the class to identify the well-known tune disguised by the composer in this piece. Once identified, discuss how "Frère Jacques" has been transformed, pointing out the following :- *The addition of extra notes; the extreme low **pitch**; the very slow **tempo**; the **minor tonality**; the treatment as a **round*** Discuss the following question with the class: ***How many ways can we vary the way we play a theme/melody?*** Brainstorm ways to "vary" music – try to use the **elements** of music in answers and draw on ideas from the Mahler variation. (10 mins) **2. Composing and Performing Variations on "Frère Jacques"** – **Worksheet 1** & **MIDI 1** Distribute **Worksheet 1** and invite pupils to work in pairs and learn to play the theme of "Frère Jacques" on keyboards/tuned percussion. Check to ensure each pupil can play the theme accurately using correct pitches (low G's at the end!!). The melody to "Frère Jacques" is modelled on **MIDI 1**. Next, set the composing task – to compose a set of four variations on the melody "Frère Jacques" changing something from the melody in each **Variation**. Encourage pupils to use the planning sheet at the bottom to note down ideas for next lesson. (35 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 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

Plenary	**A. Performance of good variations** - select one or two pairs who have composed effective variations and perform these to the rest of the class. Discuss what musical features/elements of music have been "varied" in each performance. (5 mins) **B. Variations when singing - Worksheet 1** Sing "Frère Jacques" (as it was originally a song!) to the French or English words given at the bottom of **Worksheet 1**, first in unison, and then try as a 2 and then a 4-part round. Now try singing the song by introducing some **Variation** techniques – *rapping, change pitch, drone to "Dong".* Have fun and experiment with pupils' ideas. (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 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 Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions

CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT • **Numeracy** – Variation form can be explained using letters A, A1, A2, A3 and has links to sequences. • **ICT** – Pupils could work on music ICT programmes using MIDI1 as their melody and add computer generated effects to their variations	**EAL/SEN/GAT** **(GAT)** Higher ability pupils can perform parts of their "Frère Jacques" Theme and Variations on their own instruments or use their own instruments to vary the timbre in one of their variations **(SEN)** Lower ability pupils can add simple musical techniques in their variations e.g. a simple drone on the note "C" or a simple ostinato on the notes "C" and "G".
LANGUAGE FOR LEARNING - spell/use/understand Dynamics, Melody, Pitch, Rhythm, Round, Tempo, Texture, Theme, Timbre, Variation	**HOMEWORK SUGGESTIONS** Pupils could be asked to choose their favourite piece of music (classical or popular) and describe the different ways that the piece of music could be varied. What effects would the different versions achieve?

LESSON RESOURCES – A4 Paper and coloured pens, keyboards and/or selection of tuned percussion instruments
Y8U3A5 – Funeral March from First Symphony - Mahler   Y8U3W1 – Frère Jacques Performing/Composing Sheet
Y8U3MIDI1 – Frère Jacques Melody