

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 how to change a theme from major to minor tonality as a type of musical variation To plan and compose, refine, rehearse, perform and record a short set of variations on a given musical theme Identify how different musical devices have been used in variation form 	<p><i>(The evidence to show that pupils have achieved the learning objectives)</i></p> <p>Level 3 (working towards) All Pupils : Compose and perform simple musical variations using limited basic musical features e.g. drone and ostinato</p> <p>Level 4 (working at) Most Pupils : Compose and perform more advanced musical variations using some of the elements of music such as a change from major to minor tonality Listen to and identify devices used in variation form</p> <p>Level 5/6 (working beyond/GAT) Some Pupils : Compose and perform several contrasting variations in contrasting moods and styles, selecting and combining a number of different elements of music</p>

LESSON STRUCTURE

		NC KS3 POS
Starter Activity	<p>Learning about Major to Minor variations – Audio 5 & Score 1 & MIDI 2</p> <p>First, play Audio 5 again (pupils heard this during lesson 1) and establish that the “Frère Jacques” theme has been transposed to the MINOR KEY. Distribute Score 1 and allow pupils to reassemble into their working pairs together with a keyboard (or tuned chromatic percussion instrument) and attempt to perform Mahler’s “Funeral March” variation of “Frère Jacques”. Pupils will need to change all the E’s to E flats and A’s to A flats and there is also some dotted rhythms introduced on the second line. This is modelled on MIDI 2.</p> <p>(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> <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>
Core Main Activities	<p>1. Composing and Performing “Frère Jacques” Variations - Worksheet 1 & Score 1 & MIDI 1</p> <p>Link the starter to the development of the lesson by explaining that pupils are going to continue working on their “Frère Jacques” theme and variations task, started during lesson 1 and work towards a complete performance of their variation. Encourage pupils to use a major to minor variation, as learned above, as part of one of their set of variations on the “Frère Jacques” theme.</p> <p>Distribute Worksheet 1 from lesson 1 where pupils recorded their initial ideas on how they are going to vary the melody before allowing suitable time for pairs/groups to refine, rehearse and then perform their theme and variations composition to the rest of the class, recording performances for use in the following lesson.</p> <p>(35 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>

Plenary	<p>Listening to Variations – Starter/Plenary 4 & Audio 6</p> <p>Prior to the lesson, copy, cut up and distribute the card sort activity from Starter/Plenary 4 between pairs/small groups of pupils. Ask pupils to lay the cards “Theme”, “Variation 1” etc. out in a horizontal line, left to right. Now, play Audio 6 and ask pupils to match one correct card to each of the variations of “Twinkle, Twinkle Little Star” heard. You may need to help pupils keep track of which variation is being heard as there are some repeats. The correct answer is given on the sheet as it stands. (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><u>CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT</u></p> <ul style="list-style-type: none"> 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 	<p><u>EAL/SEN/GAT</u></p> <p>(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</p> <p>(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”.</p>
<p><u>LANGUAGE FOR LEARNING</u> - spell/use/understand Dotted Rhythm, Drone, Duration, Key, Major, Melody, Minor, Ostinato, Pitch, Theme, Tonality, Variation</p>	<p><u>HOMEWORK SUGGESTIONS</u></p> <p>Pupils could be asked to write up their theme and variations composition neatly on manuscript paper or using graphic notation as appropriate.</p>	
<p><u>LESSON RESOURCES</u> – Keyboards and/or selection of tuned chromatic percussion instruments; recording equipment</p> <p>Y8U3A5 – Funeral March from Symphony No.1 - Mahler Y8U3MIDI2 – Funeral March from Symphony No.1 - Mahler Y8U3MIDI1 – Frère Jacques Melody Y8U3A6 – Variations on Twinkle, Twinkle - Mozart</p> <p>Y8U3S1 – Funeral March from Symphony No.1 - Mahler Y8U3W1 – Frère Jacques Performing/Composing Sheet Y8U3SP4 – Variations on Twinkle, Twinkle Card Sort</p>		