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| **Subject: Music** | **Course/Year group:8** | **Topic: Theme and Variation** |

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| Overview:  This unit develops pupils’ ability to recognise, explore and make creative use of the elements of music found in variation form.  Pupils begin this unit by working with a famous theme and exploring different musical ways in which this can be varied and developed, using the elements of music and exploring changes in tonality and rhythm. Pupils explore how composers have used variation form in a selection of music from different times and places.  Finally, pupils learn about the concept of Ground Bass, as a type of Variation Form, performing Pachelbel’s “Canon” and composing their own Ground Bass Variations before looking at how Ground Bass has been used in popular songs. |

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| Literacy Focus  **Writing**  **Reading**  **Speaking and Listening** | Numeracy Focus  **Data handling**  **Number**  Use of number and fractions connected with understanding notation in music.  Variation form can be explained using letters A, A1, A2, A3 and has links to sequences.  **Shape and space**  Understanding shape and space in terms of musical structure  **Statistics**  **Algebra** | Habits of Mind Focus  (delete as appropriate and add brief details)  **Inquisitive -** Wondering & questioning, Exploring possibilities, Challenging assumptions: **Discovery of the origins of popular music through the Blues genre**  **Collaborative -** Co-operating appropriately, Giving & receiving feedback, Sharing the ‘product’:Students collaborate on performances of Blues pieces and share ideas on this.  **Persistent -** Sticking with difficulty, Daring to be different, Tolerating uncertainty: **Students have to discover resilience through continued practise of techniques involved with this genre e.g. blues scale and 7th chords.**  **Disciplined -** Crafting & improving, Reflecting critically, Developing techniques: **Students discover that they have to improve certain instrumental techniques in order to improve in this unit**  **Imaginative -** Using intuition, Making connections, Playing with possibilities:**Students will use need to make connections with the genre and how it relates to so many other genres in popular music.** |

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| Key Concepts and Processes | Expectations and Assessment Objectives | Cross-curricular and inter-disciplinary links |
| **Key concepts:**  Knowledge, Skills & Understanding: **1.1a** Developing knowledge, skills and understanding.  **1.1b** Participating, collaborating and working with others as musicians.  **1.2a** Understanding musical traditions and the part music plays in national and global culture and in personal identity. **1.2b** Exploring how ideas, experiences and emotions are conveyed in arange of music from different times and cultures. **1.3a** Engaging with and analysing music, developing views and justifying opinions.  **1.3 b** Drawing on experience of a wide range of musical contexts and styles to inform judgments. **1.4a** Using existing musical knowledge, skills and understanding for new purposes and in new contexts. **1.4b** Exploring ways music can be combined with other art forms and other subject disciplines.  **1.5a** Exploring how thoughts, feelings, ideas and emotions can be expressed through music.  **Key Processes: 2.1a** sing in solo or group contexts, developing vocal techniques and musical expression.  **2.1b** perform with control of instrument-specific techniques and musical expression.  **2.1c** practise, rehearse and perform with awareness of different parts, the roles and contributions of different members of the group, the audience and venue. **2.1d** create, develop and extend musical ideas by selecting and combining resources within musical structures, styles, genres and traditions,  **2.1e** improvise, explore and develop musical ideas when performing.  **2.1f** listen with | |  | | --- | | **Level 3 (working towards) All Pupils will:**  **\_Compose and perform simple musical variations using**  **limited basic musical features e.g. drone and ostinato**  **\_Be able to vary a melody using ONE of the techniques of retrograde,**  **augmentation, diminution, inversion or sequence**  **\_Identify some musical variations when listening**  **\_Perform as part of a group the GROUND BASS part of**  **“Pachelbel’s Canon”**  **\_Compose pieces over a ground bass demonstrating an**  **basic understanding of chords, textural layering and variation**  **\_Understand that a Ground Bass pattern is a repeated pattern**  **in the bass part upon which musical variations can be added**  **\_Perform a Ground Bass part of a popular song with assistance**    **Level 4 (working at) Most Pupils will:**  **\_Compose and perform more advanced musical variations using**  **some of the elements of music such as a change from major to minor**  **tonality**  **\_Be able to vary a melody using TWO OR MORE of the techniques**  **of retrograde, augmentation, diminution, inversion or sequence**  **\_Identify how the elements of music have been manipulated in**  **musical variations when listening**  **\_Perform as part of a group a more complex melodic part of**  **“Pachelbel’s Canon” with a sense of ensemble**  **\_Compose pieces over a ground bass demonstrating an**  **understanding of chords, textural layering and variation**  **including the ability to compose structured melodies**  **\_Correctly identify different Ground Bass parts in a range**  **of music from different times and places**  **\_Perform a Ground Bass and chords part of a popular song with**  **awareness of pitch and rhythm**  **Level 5/6 (working beyond/GAT) Some Pupils will :**  **\_Compose and perform several contrasting variations in contrasting**  **moods and styles, selecting and combining a number of different**  **elements of music**  **\_Be able to vary a melody using ALL of the techniques of retrograde,**  **augmentation, diminution, inversion or sequence**  **\_Describe how variation has been achieved through correct**  **identification of instruments, timbres and more advanced variation**  **techniques when listening**  **\_Perform as part of a group with a sense of style and accuracy**  **any part of “Pachelbel’s Canon”**  **\_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**  **\_Identify Ground Bass patterns as being “Baroque” or “Modern” and correctly identifying different instruments performing Ground** | | **Cross curricular:**  Creativity and critical thinking  Technology and Media.  **PLTS:**  Independent enquirers  Creative thinkers  Self managers  Reflective learners  Team workers  Effective participators |

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|  | Learning Objectives  including literacy, numeracy and habits of mind (as appropriate) | Differentiated teaching pints/activities including stretch and challenge | Suggested resources | Suggested AfL activities and formal assessment (when appropriate) | Extended enquiry |
| Week 1 | * **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** | **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 | * Recording of Mahlers 1st Symphony. * Frere Jacques performing and composing worksheet. | All activities linked to levels 3, 4,5 & 6. | Homework booklet |
| Week 2 | * **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** | **Level 3 (working towards) All Pupils:**  Compose and perform simple musical variations using limited basic musical features e.g. drone and ostinato  **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  **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 | * Score of funeral march * Frere Jacques worksheet * Recording of Mozart's variations on Twinkle Twinkle... | All activities linked to levels 3, 4,5 & 6. |  |
| Week 3 | * **Evaluate own and others theme and variations compositions** * **Learn about different ways to vary a melody** * **Identify variation techniques when listening to a piece of music** | **Level 3 (working towards) All Pupils :**  can vary a melody using **ONE** of the techniques of retrograde, augmentation, diminution, inversion or sequence  identify some musical variations when listening  **Level 4 (working at) Most Pupils :**  can vary a melody using **TWO OR MORE** of the techniques of retrograde, augmentation, diminution, inversion or sequence  identify how the elements of music have been manipulated in musical variations when listening  **Level 5/6 (working beyond/GAT) Some Pupils :**  can vary a melody using **ALL** of the techniques of retrograde, augmentation, diminution, inversion or sequence  describe how variation has been achieved through correct identification of instruments, timbres and more advanced variation techniques when listening | * Listening evaluation sheet to help pupils understand their levels. * Frere Jacques self evaluation sheet. * Exploring further variation techniques worksheet. * Variations on America by Charles Ives listening worksheet. | All activities linked to levels 4,5 & 6.  Self evaluation of performance |  |
| Week 4 | * **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** | **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  **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  **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 | Pachelbels Canon worksheet.  Chaconne by Gustav Holst, listening sheet |  |  |
| Week 5 | * **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 | * Pupil evaluation information sheet. * Ground bass composing sheet. | Self assessment with targeted levels |  |
| Week 6 | * **Listen and identify Ground Bass Variations in a range of music from different times and places** * **Learn how Ground Bass is used to structure a popular song** | **Level 3 (working towards) All Pupils:**  understand that a Ground Bass pattern is a repeated pattern in the bass part upon which musical variations can be added  perform a Ground Bass part of a popular song with assistance  **Level 4 (working at) Most Pupils :**  correctly identify different Ground Bass parts in a range of music from different times and places  perform a Ground Bass and chords part of a popular song with awareness of pitch and rhythm  **Level 5/6 (working beyond/GAT) Some Pupils :**  identify Ground Bass patterns as being “Baroque” or “Modern” and correctly identifying different instruments performing Ground Bass patterns when listening | Variation Keyword starter sheet.  Ground bass listening sheet  With or without you performing worksheet.  Trout qunitet listening test.  Self assessment worksheet | Self assessment and listening to graded performances in order to understand which levels students are achieving |  |
| Week 7 |  |  |  |  |  |