

Key Stage 3 Scheme of Work

Unit No. K4 Title : Musical Patterns

Year : 8

Aim	To understand the functions of various patterns used in music and the conventions of patterns used in various styles and genres.
Required resources	Keyboards. Unit booklet, Unit worksheets
Optional resources	Recorded excerpts of Pentatonic music, walking bass and minimalist music by Glass or Reich.
Differentiation	Pupils who have a good degree of keyboard skill should be encouraged to compose more complex music using, for example, two hands at the keyboard, sequenced tracks and multi sectional pieces.
Cross curricular elements	AON : Relating musical sequence to number sequence. Comm : Evaluation of own and others' compositions by appraising work. IT : Use of recording function of keyboard where appropriate WVO : Throughout unit IOLP : Self evaluation of work and of 1 st performances so that editing and refining can take place effectively. Evaluating pieces on worksheet. PS : Composition tasks given in the form of problems to be solved.
Assessment arrangements	Assessment will require pupils to compose music based on a walking bass pattern (Card 4)
Expectations	Most pupils will : Understand the principles of pentatonic scales, walking bass, melodic sequences and minimalism. They will have an appreciation of the conventions and contexts of these techniques and will be able to compose and perform music based on the techniques. Some pupils will not have made so much progress and will : Have an understanding of some of the topics covered in this unit. They will be able to explain verbally how these conventions are used. They will have experienced composing and performing using some of these styles. Some pupils will have progressed further and will : Take a lead in creating and performing and provide suggestions for others. They will be able to play with confidence and have a full understanding of the conventions in which the patterns take place. They will be able to relate the knowledge gained in this unit to past and future musical experiences.
Summary of learning points	Pentatonic scales and their use in Pacific rim music Musical sequences, ascending and descending Walking bass Improvising over a walking bass Basic Minimalist compositional techniques

Card 1	<p>Introduce what is meant by patterns in music. Play some riffs that are familiar to the pupils to illustrate patterns.</p> <p>Card 1 deals with the pentatonic scale. Play the scale and make up a short pattern with it so they get the flavour of the pentatonic scale. Ask where in the world that music reminds them of. China is the answer when you can talk about 5 notes used in Chinese music. Also relate PENTA to 5. What other words begin with penta?</p> <p>Make up a short pattern in RH and a simple one in LH. Use a simple style to keep it in time. Emphasise simplicity.</p> <ul style="list-style-type: none"> • 10 minutes - pupils make up a riff with simple bass using black notes. • 10 minutes - change riff (section 2) • 5 minutes - put it all together. • Perform and evaluate on sheet.
Card 2	<p>Introduce sequences. Illustrate by using number sequences 2 4 6 ? and 3 5 7 ?. Use more difficult ones, like 1, 2, 3, 5, 8, 13 ?</p> <p>Look at sequence No. 1 and explain that this is an ascending sequence. Move fingers up one note every time.</p> <ul style="list-style-type: none"> • 5 minutes - play sequence 1 with a beat • 10 minutes- play sequence No. 2 • 10 minutes - play sequence No. 3 <p>Pupils should choose one of the sequences and perform it. Allow 10 minutes for this.</p> <p>At this stage, some pupils will move quickly to card 3 before the end of the lesson. Only move pupils on when you are satisfied that they have done their best on this card.</p>
Card 3	<p>Explain sequences again to recap. An excerpt of Vivaldi or Corelli to further illustrate sequences here is useful.</p> <p>Explain that each of the exercises is a pattern which needs to be made into an ascending or descending sequence (they choose which). Use No. 1 as an example and elicit answers from the pupils ("what two notes do I need next?")</p> <p>Some pupils may have started this, so just check that it is being done correctly. All of them should be played in unison if there are 2 pupils at a keyboard and with a beat to encourage playing in time.</p> <p>The worksheet has a checklist where they can tick off the pattern they have made into a sequence.</p> <p>More able pupils can be encouraged to make up their own patterns and convert them into sequences.</p>
Card 4	<p>Play an excerpt of music which uses a walking bass.</p> <p>Play the given walking bass to the class in time to a swing or big band beat. Put a small change into the bass part to illustrate how you can make it more interesting. A little run between the final E and first A is useful. Also, play each note with a dotted beat rhythm etc.</p> <p>5 minutes - Get pupils to play the given pattern in time</p> <p>10 minutes - Put some changes to it. Able pupils can put several in</p> <p>10 minutes - Top part ascends, bottom part descends. Experiment with 2 parts a little</p>

	<p>At this point, explain improvisation and do a little demo (perhaps with an assistant playing the walking bass) making up a solo using white notes starting on A</p> <p>Explain that this is in the key of A minor, so A is the "home", and feels like the resting place for the music.</p> <ul style="list-style-type: none"> • 10 minutes - experimenting with this idea • Short progress check • 10 minutes reworking ideas • Write up in worksheet <p>Begin assessment of work according to agreed criteria.</p>
<p>Card 5</p>	<p>Begin by playing a piece of minimalist music, such as Steve Reich.</p> <p>Comments from class. Some will hate it others love it.</p> <p>Explain principle of minimalist music - a repeated pattern which has changes built into it to make it interesting.</p> <p>Make an analogy with modern dance music.</p> <ul style="list-style-type: none"> • 5 minutes - Pupils make up a short pattern • 5 minutes - rehearse pattern with beat and put in a small change • 10 minutes - work through idea by inserting more changes • Short performance and appraisal • 10 minutes - editing and refining • Write up piece and perform