

Title: *Frère Jacques and beyond*

A music-based unit derived from the Music Starters Template: **Frère Jacques**

Generative topic:

Major and minor tonalities provide contrasts of mood and atmosphere in music

Rewritten as a question:

How do changes in tonality provide contrasts of mood and atmosphere in music?

Overview:

Students will listen to and learn to sing and play *Frère Jacques* and the Mahler theme (slow movement from *Symphony No. 1 in D major*) and compare and contrast the two versions of the tune.

D minor - slowly
(Mahler)

C major

Intended grades: 5/6

Standards: 3 / 4

Duration: 4 - 5 x 40 minute lesson

Connections with Cognitive, Personal and Social Development:

- Understands the ways in which arts forms communicate for different purposes, audiences and contexts
- Understands how to use particular thinking and problem-solving strategies, recognising that emotions, motivations and beliefs of themselves and others influence the process of making choices
- Understands how to explore, refine and communicate more effective ways of thinking and acting mathematically in familiar situations

Throughlines	Understanding goals
There is a contrast between major and minor tonalities that affects mood and atmosphere.	1. Elements in music can be combined to create contrasts in mood and atmosphere.
	2. Mood in music can be manipulated by changes in tonality, tempo, dynamics and texture.

This unit makes provision for:

- ✓ establishment and consolidation of prior learning
- ✓ whole class activity
- ✓ small group activity
- individual activity
- ✓ guided / scaffolded activity
- ✓ self-assessment
- peer-assessment
- ✓ independent student demonstration of understanding.

Development of understanding of these concepts:

Concept	Specific aspects
	Students can:
✓ Beat	perform with a regular beat
Rhythm	
Meter	
✓ Tempo	change tempo to create contrast
✓ Melody	play the two melodies on pitched instruments observe the melodic contour of the two pieces
✓ Harmony	play the accompaniment parts using chords I and V understand harmony in a round
✓ Tonality	compare and contrast the major and minor forms of the melody
Dynamics	
✓ Tone Colour	experiment with tone colour
✓ Texture	investigate texture in a round
✓ Structure	recognise the secondary theme in the Mahler movement
✓ Style / Context	investigate Mahler and the late Romantic period.

Development of these skills:

Skill	Specific aspects
	Students can:
✓ Vocal	sing both tunes as unison and as a round
✓ Instrumental	play both tunes as unison and as a round
Movement	
Reading Notation	
Writing Notation	
✓ Listening / Aural Discrimination	develop an awareness of the differences in tonality recognise the difference between major and minor
Improvising	
Composing	
✓ Arranging / Transcribing	participate in whole class discussion of possible arrangement for performance
✓ Commenting	comment as part of listening exercises, tuning in and guided inquiry This also applies to arranging for performance.

Warming up / Tuning in: engaging the students in the inquiry

UGs	Learning experiences	Ongoing assessment and feedback
	Sing the song <i>Frère Jacques</i> in unison, with an ostinato and as a round.	Discuss the structure of a round.

Guided / scaffolded inquiry: enabling students to acquire, process and represent information, to further develop understanding and challenge thinking

UGs	Learning experiences	Ongoing assessment and feedback
1,2	Transfer the melody to tuned instruments.	Students study melodic contour similarities in phrasing, steps and jumps, repeats.
	Manipulate the piece by changing the tempo or the instruments or using accidentals to change the tonality.	Ask students to recognise aural differences in tonality in known tunes played in both major and minor keys. Discuss the effects of changing tempo and/or instrumentation
	Listen to a recording of the Mahler	Observe class discussion, reactions and comments.
	Compare this with the original nursery rhyme <i>Frère Jacques</i> .	Create a class brainstorm of similarities and differences.

Culminating performances: enabling students to demonstrate insights and demonstrate their understanding

UGs	Learning experiences	Ongoing assessment and feedback
1,2	Create an arrangement of the piece <i>Frère Jacques</i> which includes major and minor tonalities.	Facilitate planning for contrasts in mood and atmosphere.
	Record the performance.	The class revisits the tape and makes their own critical judgements.

Tips for teachers

Activities work best when undertaken in the order set out above.
Make sure *Frère Jacques* is really secure before performing as a round.

Resources and references

Sound system and recording of Mahler *Symphony No 1 in D major*
Video recorder and playback equipment if available
Tuned percussion instruments