











# Springdale First School





*Imagine, Believe, Achieve*

Year 3 – Combining rhythm and pitch - instrumental  
*How is music used for an effect?*

 Children's prior learning in this area	 Cultural Capital Opportunities	 Key vocabulary and glossary
<ul style="list-style-type: none"> <li>- The children can follow a simple rhythmic score.</li> <li>- The children know that rhythm is a combination of long and short notes and that these can be written down for others to know how to play.</li> <li>- The children know that music is written on a stave.</li> <li>- The children know that a crotchet and crotchet rests show when a beat is playing or not played.</li> <li>- The children know that a crotchet represents 1 beat and that a rest shows when not to play.</li> <li>- The children know that allegro means fast and adagio means slow.</li> </ul>		<p><b>Anchor:</b> orchestra, conductor, composer, stave, crotchet, crotchet rest, pitch, rhythm</p> <p><b>Goldilocks:</b> woodwind, strings, brass, percussion, texture, Romantic era, Mussorgsky</p> <p><b>Step on:</b></p>
<b>Enquiry Question: What is an orchestra?</b>	<b>Enquiry Question: What was music like in the past?</b>	<b>Enquiry Question: How is music written down?</b>
<b>Concept: Critical listening</b>	<b>Concept: Appreciative listening</b>	<b>Concept: Notation</b>
<p> <i>Students will learn that an orchestra is a large musical ensemble. They will learn that an orchestra has 4 sections: strings, woodwind, brass and percussion.</i></p> <p><b>By the end of this lesson, the children should be able to define an orchestra, conductor and name the 4 sections of an orchestra.</b></p> <p>Watch: <a href="#">CBBC - Ten Pieces, Full orchestral performance: A Night On The Bare Mountain</a></p> <p>What is the name for this musical ensemble? An orchestra. Show a picture of an orchestra. Watch - <a href="https://youtu.be/M0Jc4sP0BEE">https://youtu.be/M0Jc4sP0BEE</a> (Sydney opera house, George meets the orchestra).</p> <p>Explain that there are 4 sections in the orchestra:</p> <ul style="list-style-type: none"> <li>- The strings (up to 60 players)</li> <li>- Woodwind (20 players)</li> <li>- Brass (15 players)</li> <li>- Percussion (5 or more players)</li> </ul> <p>Sorting activity in teams of 4. Each person is a section of the family. Take a card off the pile, which section does it go to? <a href="#">cfe-mu-1-orchestra-instrument-families-sorting-cards.pdf (twinkl.co.uk)</a></p>	<p> <i>Students will learn that Mussorgsky was a famous composer during the 'Romantic Period' in music.</i></p> <p><b>By the end of this lesson, the children should know who Modest Mussorgsky was. They should know that music is split into time frames and that he is found in the 'Romantic' era.</b></p> <p>Recap an orchestra – recall and retrieve the 4 sections of an orchestra. Show twinkl powerpoint on the history of music (see resources file). As you discuss each era, play a short clip from each. What do they notice about how the music changes? More instruments are added, the <b>texture</b> is developing, the <b>rhythms</b> are becoming more sophisticated.</p> <p>Early Music – Greensleeves Baroque – Hallelujah Chorus from Messiah (Year 1 key listening piece) Classical - Moonlight Sonata (Beethoven) Year 3 listening piece in Summer Romantic – Night on the Bare Mountain – Mussorgsky 20<sup>th</sup> Century – Bolero – Ravel (Year 2 listening piece) Contemporary – Hoedown (Copland) Year 1 key listening piece music</p> <p>Explain that, for this unit of work, we will be focussing on the <b>Romantic era</b>. Recap the word <b>composer</b> (a person who writes</p>	<p> <i>Students will learn that music is written on a stave. They will learn that 1 beat is represented by a crotchet.</i></p> <p><b>By the end of this lesson, the children will be able to follow a simple melodic score containing crotchets.</b></p> <p>What is pitch? How high or low a note is. (Watch video) What is rhythm? Patterns of long and/or short sounds that fit over a steady pulse or beat. (Watch video)</p> <p>Explain that we have learnt about both of these musical elements in Year 1 and 2. We are now going to begin combining them alongside our growing knowledge of reading music (notation).</p> <p>Watch notation video. Remember that a <b>stave</b> is made of 5 lines. If we want to play for 1 beat, we use a crotchet to represent it. The coloured in circle with a stick pointing straight up or down means we play 1 note on that beat (this is called a crotchet). When we don't play, like on beat 2, we put in a symbol to show we rest. This is called a crotchet rest.</p> <p>Using the app, music explorer, model on a glockenspiel following a crotchet rhythm with just 1 note (all G). Explain how at the moment, this is a rhythmic score but we are going to change it to a melodic score, that has a melody (a tune). Style menu – Orchestral, slow.</p>

<p>Plenary – watch the first 2 minutes of Benjamin Britten’s ‘Young Person’s Guide to the Orchestra’. Can the children spot which section is playing? (Order is woodwind, brass, strings, percussion).</p>	<p>music). Address the potential misconception of a composer vs a conductor. A composer writes music, a conductor leads an orchestra, keeping them in time. Our focus composer is Modest Mussorgsky. Go through key facts about him - Born in Russia, where his mother was a piano teacher, Mussorgsky started to compose at the age of 12, often basing his music on traditional folk songs and stories. He also liked to try out new and original sounds. Night on a Bare Mountain was written in 1867 for symphony orchestra. It describes witches dancing throughout the night, casting spells as part of a wild and wicked party.</p> <p>Now listen to ‘Night on a Bare Mountain’ again. How does the music bring to life a mountain packed full of trolls and creepy creatures?</p>	<p>Have the children join in with this crotchet rhythm, just playing G on their glockenspiels. Now model changing the <b>pitch</b> of this phrase to GGGG,FFFF,GGGG,FFFF etc. I do, we do approach. Keep going until you have the following melody:</p>  <p>Now click on the button at the bottom that says</p> 
<p><b>Enquiry Question: What is a composer?</b></p>	<p><b>Enquiry Question: How can rhythm and pitch be combined?</b></p>	
<p><b>Concept: Composition</b></p>	<p><b>Concept: Composition</b></p>	
<p> <i>Students will learn that a composer creates and writes new music.</i></p> <p>Remind the children that ‘Night on a Bare Mountain’ was written in 1867 for symphony orchestra. It describes witches dancing throughout the night, casting spells as part of a wild and wicked party. Ask your pupils to identify some of the instruments they can hear as you listen again and to describe the character of this powerful music. How does the music bring to life a mountain packed full of trolls and creepy creatures?</p> <p>Cover again the word <b>composer</b>. A composer creates and writes new music. Mussorgsky wrote his music to represent a wild and wicked party. Explain that Mussorgsky’s piece ends as the sun rises, signalled by six strikes of the church bell. Show 4 pictures – a calm sea, a small boat on that sea, a stormy sea and a sea at night time.</p> <p>Today we are going to be <b>composers</b>. We are going to create a short piece of music in groups. Divide your class into four groups, allocating each of them a collection of untuned instruments (percussion) and 1 glockenspiel.</p>	<p> <i>Students will learn how to compose using rhythmic notation with letter names.</i></p> <p>Cover again the word <b>composer</b>. A composer creates and writes new music. Today we are going to look at the technical side of composing. Present the children with stave cards (see powerpoint in the resources file). Using listening skills, can the children identify which stave card you are playing to them? Stave cards on tables, children hold the cards up. Now model playing two cards in a row, can they hear which have been played together? Build up until they can order a whole sequence of 4 bars.</p> <p>Now model combining these cards in different orders. Explain that this forms part of the technical side of composing. Knowing the pitches that you want to use to form an accompaniment. This pitch fits over the <b>music explorer app</b> used in lesson 3 so now model playing this over the slow tempo.</p>	<p>-</p>

<p>Group 1 – a calm sea  Group 2 – a small boat on that sea  Group 3 – a stormy sea  Group 4 – a sea at night time</p> <ul style="list-style-type: none"> <li>• Set the task to create a musical picture (composition) using their instruments that will represent the picture they have. Explain that everyone else is going to guess what picture they have from the music they play.</li> <li>• Perform their compositions and guess which picture they are representing.</li> <li>• <b>Plenary: Arrange and rehearse the pieces in order and record for assessment.</b></li> </ul>	<p>In pairs, the children are to decide on an order for their stave cards before practising their composition.  Perform these compositions to the class over the slow tempo of the music.</p>  	
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