

Music AUTUMN 1 MTP/STP Year 3/4 (2021-22)

Lesson 1	Lesson 2	Lesson 3
MyLO: I can perform with expression and in tune as part of a group. <u>(This may take more than one lesson)</u> <u>Music Aut1 Lesson 1 Songs SMART</u> Explain that the class are going to learn to sing simple songs with others or individually, remembering the melody (tune) and keeping in time to the beat. Teach the three songs that link to our topic - “We Will Rock You” (Alternative version), “Stone Age Stomp” and “The Flintstones” song. Focus on some children working as soloists and the rest as an ensemble. They need to project their voices and sing was intonation/expression. They must perform in tune and remember the melody, keeping in time to the beat and rhythm. Confident children may wish to attempt part of the song as a soloist or lead part of “We will Rock You”, clapping to the beat. Extension: Add instruments such as drum or tambourine for the beat as well as body percussion for “We will rock you”.	MyLO: <u>Can I listen carefully and recall sounds heard in our local environment?</u> <u>Music Aut1 Lesson 2 Songs SMART</u> Slide 1-6 only 1.The Sound Around and on the Ground (Musical Listening and Singing Walk). Discuss with RP what are natural sounds – sounds found outside within nature. Make a list on Flipchart of what they might hear outside on a walk. Would any of these sounds be also heard during the Stone Age? Underline these. What type of improvised instruments may have been used in Stone Age times (bone instruments, rocks, skins) 2. Explain that they are going for a walk in 3 different environments and are listening carefully for natural sounds. They are also collecting natural/found materials to create music when they return. Task 1 = go for class walk in the playground, field and woodland. Listen carefully for natural sounds (leaves rustling, birds singing, sounds of feet walking on different surfaces, twigs snapping.) Compare the pitch, volume and tempo of each sound. Teacher take a class photo to add to each child's book. Task 2: Collect natural materials such as leaves, ferns, twigs, sticks, stones, rocks, feathers, grass to be used to create untuned instruments next lesson. Task 3: Make a list of the materials found and draw them and add a class photo of the listening walk *Children can bring in rocks from home too.	MyLO: <u>Can I create a short composition using natural materials and perform as part of a group?</u> <u>Music Aut1 Lesson 3 Songs SMART</u> 1.In groups, use the found/natural materials from last week to demonstrate musical elements on request (volume, pitch and tempo). 2.Show the children the musical symbol for high and low, fast and slow, loud and quiet; they must select and play a natural material to represent that sound. Tasks 1* In groups, use natural instruments to create own composition based on a Stone Age picture or painting = record ideas by creating own symbols to represent different sounds and instruments. Provide some “bone instruments” to use in each group. 2*: Perform to each other from memory and symbols. 3* Evaluate others' work, thinking about mood, rhythm, pitch and tempo.

Lesson 5

MYLO: I can create a short composition relating to how rocks are formed.

Discuss with partner what they know about Rocks. What are the 3 rocks and how are they formed? Feedback to class.

Explain that the class are going to create their own composition using polyrhythms. Explain what a polyrhythm is and practise stomping feet to a continuous rhythm (1,2,3,4) At the same time, quietly say the words “rocks...rocks...rocks...rocks...” Practise and repeat.

Add another layer or note to the composition and choose two children to be the second layer on number 2. EG
1..layer...3....4....1...layer....3.....4. Repeat.

Now add a third layer with a few children to say “years” on number 3 - “1...2....years....4”.

Finally try the layers together “Rocks
..layer...years.....rocks” whilst stamping their feet.

Tasks:

In groups, create own polyrhythm with a given rock adding 3 layers to the piece, thinking about the dynamics of how the words are said (loud/soft). They must decide:

- Which words to say.
- Who is going to say which word on which number?
- Practise when each different layer is going to start.
- Decide how loud and soft the words are said.

Practise and then perform to each other. Evaluate each other's performances – On which numbers have children chosen to say the words? How many layers have each group used? How could they improve the performance?

