

# Springdale First School

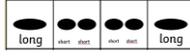


*Imagine, Believe, Achieve*

Year 2 – Exploring simple patterns

*How do musicians all play together?*

 Children's prior learning in this area	 Cultural Capital Opportunities	 Key vocabulary and glossary
<p><b>Expressive Arts- Reception</b></p> <ul style="list-style-type: none"> <li>Names of common percussion instruments – tambourine, triangle, bells, maracas, castanets</li> <li>Lyrics to a growing number of songs</li> <li>Sing the melodic shape of familiar songs</li> <li>Keep a steady pulse</li> </ul> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>The children can respond to the pulse in recorded/live music through movement and dance.</li> <li>They can begin to make the correct sound for each instrument used.</li> <li>They can walk, move or clap a steady beat with others.</li> <li>They can repeat rhythm patterns and short, pitched patterns.</li> <li>They can perform word pattern chants.</li> </ul>	<p>Upcoming – Live and inspired concert in November Live saxophone in lesson 5.</p> <p>Explore Duke Ellington (Famous Saxophonist from Lesson 5).</p> <p>Find out about his career as a Saxophonist.</p>  <p>Investigate the role of Saxophone in bands / orchestras. Discuss which learning values would be needed to learn an instrument and why.</p>	<p><b>Anchor:</b></p> <p>rhythm beat pulse melody accompaniment ostinato</p> <p><b>Goldilocks:</b></p> <p>crotchets quavers crotchet rests</p> <p><b>Step on:</b></p> <p>dynamics texture, baroque classical, flute clarinet bassoon cor anglais trumpet saxophone</p>

Enquiry Question: What is a simple pattern?	Enquiry Question: What is an ostinato rhythm?	Enquiry Question: How does texture affect how music sounds?
<b>Concept: Rhythm</b>	<b>Concept: Listening and playing (instrumental)</b>	<b>Concept: Rhythm/ structure</b>
<p> <i>Students will learn that rhythm means patterns that fit over a steady pulse or beat in songs. The children will learn that rhythms are dictated by the arrangement of syllables into combinations of long and short.</i></p> <p><u>Suggested route on charanga:</u>  Listening centre – Bolero by Maurice Ravel.  Respond: Do you like the music? How did the music make you feel inside? What can you hear? How did you move your body to the music? Do you think the music was fast, slow or in between?  English Model Curriculum:</p> <ul style="list-style-type: none"> <li>- Recap pulse/ beat and what these mean. Autumn term, year 2, lesson 5 – hello. Understanding music game – just the instrumental games.</li> <li>- What is rhythm? When long and short sounds are combined.</li> <li>- Improvise together – explain how we will now see notation. Our short notes are being shown by a quaver (two sticks joined together. This plays two half notes). The long notes are being joined together by a crotchet – 1 stick on it's own. This plays 1 tap or note on the beat.</li> </ul>  <ul style="list-style-type: none"> <li>- Explore combining long and short notes on the rhythm grid section.</li> <li>- long, long, long long</li> <li>- long long, short/short long</li> <li>- long long short/short, short/short</li> <li>- long, short/short, long, short/short etc.</li> </ul>	<p> Students will learn that a repeated rhythm is called an ostinato. The children will learn that a piece of music can have a melody and an accompaniment.</p> <p><u>Suggested route:</u>  Listening centre – Bolero by Maurice Ravel.  Respond: How did you move your body to the music?  From music model curriculum example lessons. Listen to the opening of Bolero. Can the class hear how the drummer keeps a steady beat? The drummer plays this beat for 15 minutes! When a phrase or a rhythm is repeated constantly like this, we call it an <b>ostinato</b>. Discuss the rhythm he is playing – recap rhythm from lesson 1. Discuss the challenges of keeping a beat steady, without getting faster or slower (have to keep a steady <b>tempo</b>). Invite the class to walk in time to the drum (long, long, short, short – left, right, left, right). Can the class imagine dancing to the music? What kind of dancing would they do?  Introduce the words <b>melody and accompaniment</b>. Now focus on the first five minutes of the piece. This time focussing on the sounds of the different instruments that play the <b>melody (tune)</b> – flute, clarinet, bassoon, E flat clarinet, cor anglais, trumpet). Show each of these instruments and discuss the sound of each. Introduce the word <b>texture</b> (The overall effect of how melody, harmony and rhythm are combined in a piece of music.)</p>	<p> <i>Students will learn that texture is an overall affect of how melody, harmony and rhythm are combined. They will learn that ostinato rhythms are a repeated rhythm and will learn how to read rhythm patterns.</i></p> <p><u>Suggested route:</u>  Listening centre – Bolero by Maurice Ravel.  From music model curriculum example lessons. Listen to bolero – can you hear the drummer's ostinato rhythm?  What about the ostinato pitch rhythm in the double bass? That goes long, long, long, long, long, short/short.  Work in groups of six to learn an ostinato pattern.</p> <p>Give rhythm pattern cards  with long/short rhythms to support.</p> <p>Hear each group's simple pattern ostinato composition.  Now listen to Bolero again and notice how different instruments are added at different times, with the whole group finally playing at the end. Can they create an order to play in so the <b>texture</b> of their pieces changes? Can they each choose a different instrument to play to add to the <b>texture</b>?</p> <p><b>Record for assessment.</b></p>

Enquiry Question: How do all musicians play together?	Enquiry Question: Why is some music loud and some quiet?	Enquiry Question: How is music created?
<b>Concept: Pulse/ beat, playing instrumental</b>	<b>Concept: Listening, dynamics.</b>	<b>Concept: Composition</b>
 <p><i>Students will learn how to play copycat rhythms, copying a leader, and how to invent rhythms for others to copy on untuned percussion.</i></p> <p><u>Suggested route on charanga:</u>  Listening centre – Bolero by Maurice Ravel.  From music model curriculum example lessons.  Notice how two saxophones join in at 4:40. Look at a picture of the orchestra family. Can you spot any saxophones? They are not normally in an orchestra and are normally heard in jazz. Listen to ‘Take the A train’ by Duke Ellington (1938). This song was only written 10 years after Bolero. Does it sound similar or different? Why? How?  What is rhythm? Explore combining different arrangements of long and short syllables.  Year 2 autumn 1, lesson 1, music is in my soul, understanding music.  Improvise together.  Rhythm grids – explore different combinations of long and short. Which were easy to play? Which were hard to play?  Change onto notation function (display mode – notes).  Discuss how we use sticks and dots to show our rhythms.</p>	 <p><i>Students will learn forte (loud), piano (soft) and crescendo (getting louder).</i></p> <p><u>Suggested route on charanga:</u>  Listening centre – Bolero by Maurice Ravel. Listen again and notice how the music gets very gradually louder and louder (crescendo) with more instruments joining (texture). Each child to have the instruments used in front of them on picture cards. Ask the children to listen and add what instrument they can hear playing the melody as it arrives. After 15 minutes, the entire orchestra is playing with energy. Notice how the drum player finally gets to play a different pattern in the closing seconds.  What is an ostinato? A repeated rhythm. What is a crescendo? Getting louder. We are going to create a class ostinato and get louder (crescendo).</p> <p>Discuss how composers do this in two ways.</p> <ul style="list-style-type: none"> <li>- Everyone plays all together quietly and gradually gets louder.</li> <li>- 1 person starts playing and more are slowly added in.</li> </ul> <p>Explore both ways of creating a crescendo affect, like in Bolero.</p> <p>E.g. Take the phrase “We love Springdale School”. Repeat over and over, without getting faster.</p>	 <p><i>Students will learn how to combine simple rhythms, ostinato and dynamics to create a composition. Work with a partner to compose a simple musical phrase with a 3 note range.</i></p> <p><u>Suggested route on charanga</u>  Listening centre – Bolero by Maurice Ravel – tap the ostinato rhythm on your knees.  Who is Maurice Ravel? Share some facts about him and when this music is from – 1928.</p> <p>Working in groups of 6, each group is to compose an ostinato rhythm. Give long/short flashcards to choose from and combine.  Different stages of composition</p> <ul style="list-style-type: none"> <li>- Create ostinato rhythm and become technically proficient</li> <li>- Add in different instruments (texture)</li> <li>- Decide structure (1 player added in at a time. in pairs etc).</li> <li>- Introduce a crescendo (getting louder).</li> <li>- Perform to the class</li> </ul> <p>Record for assessment.</p>

