

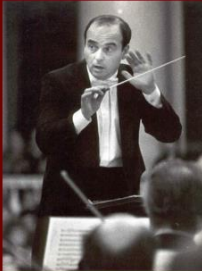






 Children’s prior learning in this area	 Cultural Capital Opportunities	 Key vocabulary and glossary
<p>Expressive Arts</p> <ul style="list-style-type: none"> -Lyrics to a growing number of songs -Tempo refers to the speed of music - Play instruments with increasing control to express their feelings and ideas -Play instruments within a song <p>The children know how to walk or move to a steady beat where the tempo does not change.</p>	<p>Upcoming – Live and inspired concert in November.</p> <p>Investigate the different roles in an orchestra, focus on conductors.</p> <div data-bbox="775 560 1684 1249" style="background-color: #800000; color: white; padding: 10px;"> <p style="text-align: center;"><i>Components of the Orchestra</i></p> <ul style="list-style-type: none"> - An orchestra generally has 80 to 100 musicians. - A <i>chamber orchestra</i> is smaller, with about 40 or fewer musicians. - The <i>conductor</i> directs the musical performance with visible gestures, e.g. hands and facial expressions. The conductor is also called the musical director. - The <i>concertmaster</i> is the 1st principle violin player. This person is second in command to the conductor. - Each instrumental section has a leader known as the <i>principle</i>.  </div>	<p>Anchor: beat, pulse</p> <p>Goldilocks: body percussion, classroom percussion</p> <p>Step on: Handel, Baroque, string family, choir, violins, viola, cello, harpsichord, organ, oboe, bassoon, trumpet</p>

Enquiry Question: What is the pulse/beat?	Enquiry Question: Who is George Handel?	Enquiry Question: Does the pulse always sound the same?
Concept: Pulse/ beat	Concept: Listening and playing (instrumental)	Concept: Listening, pulse/beat.
 <p><i>Students will learn that the pulse/ beat of the music is the basic unit of time that sets the speed of the music. It is the feeling when you tap your foot or nod your head along to the music.</i></p> <p><u>Suggested route on charanga:</u></p> <p>Listening centre - listen by era – baroque – Hallelujah chorus from Messiah by George Handel.</p> <p>Respond: Do you like the music? How did the music make you feel inside? How did you move your body to the music? Do you think the music was fast, slow or in between?</p> <p>English Model Curriculum:</p> <ul style="list-style-type: none"> - Year 1 Autumn 1, lesson 1 - Introduce the song – find the beat. Model what it means by find the beat, with your feet – stamp, stamp, stamp, stamp. Explain that this is the pulse/beat. - Go through the song and swap out different ways to find the beat (e.g with your feet, with your hands, with your fingers etc). Name this body percussion. - Musicianship options – understanding music, year 1, unit 1. 	 <p><i>Students will learn that the pulse/ beat is steady and does not speed up.</i></p> <p><u>Suggested route on charanga:</u></p> <p>Listening centre - listen by era – baroque – Hallelujah chorus from Messiah by George Handel.</p> <p>Respond: How did you move your body to the music?</p> <ul style="list-style-type: none"> • What is the pulse/beat? Can we find the beat of this song? • Who is George Handel? Show timeline of when this music was created. Significant knowledge – he was 7 when he started to play the harpsichord. He played whenever he had the chance. <p>Year 1 Autumn 1, lesson 1 - Recap ‘find the beat’ song.</p> <p>Introduce classroom percussion. Aim for instruments they can hit/tap.</p> <p>Concepts to cover:</p> <ul style="list-style-type: none"> - Play the instrument with appropriate care. - Begin to make the correct sound for each instrument. - Play a steady beat with others. 	 <p><i>Students will learn that the pulse stays the same in a piece of music but can change from piece to piece, depending on the style.</i></p> <p><u>Suggested route on charanga:</u></p> <p>Listening – listen to a reworked version of Hallelujah – this has been turned into a gospel tradition. Hallelujah! - YouTube Do you like the music? How did the music make you feel inside? How did you move your body to the music? Do you think the music was fast, slow or in between?</p> <p>Compare to the original – how did it sound different? Were all of the same instruments used?</p> <p>Freestyle – creative apps – music explorer – glockenspiel.</p> <p>Select orchestral, medium, select pulse (hearts)</p> <p>Explore moving along to a classical piece of music, following the pulse. E.g. march along to the pulse, clap, stomp etc. Progress onto classroom percussion.</p>

Enquiry Question: How do all musicians play together?	Enquiry Question: What was music like when Handel was alive?	Enquiry Question: Why do we need a steady beat?
Concept: Pulse/ beat, playing instrumental	Concept: Listening	Concept: Playing (instrumental)
<p> Students will learn that an orchestra has a conductor that keeps everyone from speeding up or slowing down. The conductor keeps them in time.</p> <p><u>Suggested route on charanga:</u></p> <p>Listening centre - listen by era – baroque – Hallelujah chorus from Messiah by George Handel.</p> <p>Now listen to another piece by George Handel – La Rejouissance from Music for the Royal Fireworks. This song was written 7 years after Hallelujah. Händel: Music for the Royal Fireworks 'La Réjouissance' / Rinaldo Alessandrini · OCM · Palau Música - YouTube</p> <p>Respond: Do you like the music? How did the music make you feel inside? How did you move your body to the music? Do you think the music was fast, slow or in between?</p> <p>What is the pulse/beat? Can we find the beat of this song? The pulse is faster in this song.</p> <p>When people play an instrument, they are called a musician. How do all of these musicians play together as a group, as an orchestra? Watch the video again. Who are all of the musicians looking at? The conductor! What is the conductor doing? Showing the pulse/ beat! Show children how to conduct. In 4, you start with your hand in the air, then bring it down for 1, across to the right for 2, then to the left for 3 and back up for 4.</p> <p>Creative apps – Rhythm grids, 4/4, classical. Practise conducting using the red squares moving on the boxes. Now practise playing on each beat, when the red square moves.</p>	<p> Students will learn that Handel was famous during the Baroque period. They will learn that the Baroque period used strings, harpsichords, trumpets and oboes.</p> <p><u>Suggested route on charanga:</u></p> <p>Listening centre - listen by era – baroque – Hallelujah chorus from Messiah by George Handel.</p> <p>Explore the instruments used in the original. Listen to what each sounds like.</p> <ul style="list-style-type: none"> - Violins (there are some in the music room in the bungalow!) *VIOLIN* Musical Instruments Nursery Rhymes TV Music For Kids - YouTube - Harpichord Bach - Invention No. 13 in A minor BWV 784 - Anna Kuvshinov Netherlands Bach Society - YouTube - Trumpet – link on charanga lesson resources <p>Now listen to Hallelujah again. When they hear a violin, play a pretend violin. Now listen in to the harpsichord. Then the trumpet (about 1 min 30).</p>	<p> Students will learn that musicians all play together by following a steady beat. They will learn that one part of the orchestra is usually playing the beat and others have to listen to hear it.</p> <p><u>Suggested route on charanga</u></p> <p>Listening centre – Haydn symphony no94. This piece of music is fantastic for hearing a steady beat. Click on example percussion section on the percussion grid on charanga (linked in resources).</p> <p>Everyone clap along to the steady beat/pulse. Progress onto classroom percussion – instruments they can hit or tap.</p> <p>We are all playing on every beat. We group these beats into counts of 4. 1,2,3,4. We are now going to try and just play on 1. Introduce counting to 4 while playing and take out 1 beat at a time. Eg practise 1,2,3,4 then 1,2,3 then 1,2 then 1 until everyone can play 1 and wait 3 counts.</p> <p>Split the class in half. Have 1 half on wooden classroom percussion (e.g claves, wood blocks etc) and the other on a metal percussion instrument (triangles). The wooden instruments are going to play 1,2,3,4 and then metal on just 1. Try each group on their own then try together.</p>

