




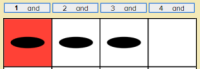
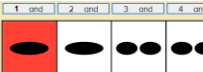


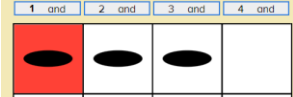
 Children's prior learning in this area	 Cultural Capital Opportunities	 Key vocabulary and glossary
<ul style="list-style-type: none"> - Rhythm means patterns that fit over a steady beat. - Rhythms are dictated by syllables of long and short patterns. - Repeated rhythm is called an ostinato. - A piece of music can have a melody and an accompaniment - Texture is an overall effect of melody, harmony and rhythm combined. - Forte means loud, piano means soft. - Crescendo means getting louder. 		<p>Anchor: ostinato, ensemble, orchestra, pitch, texture, steady beat, pulse</p> <p>Goldilocks: gamelan, javanese, Indonesia</p> <p>Step on: melodic phrase</p>
<p>Enquiry Question: What is gamelan music?</p>	<p>Enquiry Question: What kind of instruments are heard in gamelan music?</p>	<p>Enquiry Question: How is ostinato used in different music?</p>
<p>Concept:</p> <p> <i>Students will learn that Gamelan is a popular form of traditional music from Indonesia.</i></p> <p>Listen to: Baris - YouTube</p> <p>How does this make you feel? Is this music loud or soft? Fast or slow? What is the texture of this music like?</p> <p>What is the name for this musical ensemble? Is it an orchestra? Explain that this is Gamelan. Gamelan is the Javanese word for Orchestra or sometimes hammer. Gamelan is a popular form of traditional Indonesian music. Indonesia is a country that is made up of islands in Asia.</p> <p>Look at where Indonesia is on a map. Key learning: Begin to show an understanding of music originating from different traditions and social contexts.</p> <p>Gamelan is played at celebrations. What music do you listen to when you are celebrating? Compare a few songs that the children suggest to the Gamelan example above.</p>	<p>Concept:</p> <p> <i>Students will learn that metal percussion instruments, xylophones, drums, flutes and string instruments are heard in gamelan music.</i></p> <p>Listen to: Baris - YouTube again. Recap – what is the name of this style of music?</p> <p>Where does the music originate? Gamelan is played at _____.</p> <p>Now listen critically. What instruments can you hear? What does the texture of these instruments sound like? Is it a wooden or metal texture?</p> <p>Look at a Gamelan ensemble. Introduce instruments. Gamelan music is played on metal percussion instruments, often hit with hammer-shaped mallets. A percussion instrument is one that you play by hitting it. Examples of the instruments in gamelan music include xylophones, drums and gongs. Sometimes, bamboo flutes, stringed instruments and voices are added to the music.</p> <p>Introduce Bamboo tamboo to the class. Explain that these instruments do not originate from Indonesia, they infact originate from the Caribbean but we play them in a similar style. See for more info Drummingworkshops Bambootambo</p> <p>Using the rhythm grid on Charanga, first practise bouncing the bamboo tamboos off the floor in time to the beat. Focus on keeping a steady beat.</p> <p>Now do the same with the bamboo tamboo on the floor and using the stick to tap the side of it. What do they notice about the sound created now? Is the pitch higher or lower? Extend to 1 bounce on the first beat and then a tap for the next 3.</p> <p>Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</p>	<p>Concept:</p> <p> <i>Students will learn Gamelan music often has a rhythmic ostinato.</i></p> <p>Listen to: Baris - YouTube again. Recap – what is the name of this style of music? Where does the music originate?</p> <p>Gamelan is played at _____. Last time, we learnt how to play a _____.</p> <p>Warm up with bamboo tamboos. Find the pulse again with both bouncing and tapping (one after the other). Explain that the use of repeated musical ideas is a key feature of gamelan. Rhythmic ostinato is used to create textures based on layers of sound. Where have we heard an ostinato before? Support children to remember that they heard it in Bolero by Ravel in Autumn 1. Listen to Bolero again Ravel: Boléro – BBC Proms 2014 - YouTube. That was a melodic ostinato but this is now a rhythmic ostinato.</p> <p>We are going to create an rhythmic ostinato on our bamboo tamboos today. Now use the rhythm 'I love chips.' Explain that we are going to play this rhythm on repeat (ostinato). Play just by bouncing.</p> <p></p> <p>Play until all are playing together. Use the rhythm grid for support. Now change it to 'I love macaroni'. Play by tapping. Repeat the rhythm (ostinato).</p> <p></p> <p>Split the class in half. Can one half bounce their bamboo tamboos to 'I love chips' and the other tap with their sticks the rhythm 'I love macaroni'. Record for assessment.</p> <p>Take care of each instrument, playing with an awareness of control Perform as class. Create and perform their own chanted rhythm patterns with the same stick notation as in playing and performing above.</p>

Enquiry Question: How is pitch used in Gamelan Music?	Enquiry Question: How do musicians play together?	
Concept:	Concept:	
<p> <i>Students will learn in Gamelan music, long notes are played on lower pitch instruments and solos are played on higher pitch instruments.</i></p> <p>Listen to: Baris - YouTube again.</p> <p>Recap – what is the name of this style of music? Where does the music originate? Gamelan is played at _____.</p> <p>Recap the word pitch (how high or low the note is). Watch the pitch video on charanga again.</p> <p>Explain that in gamelan music, long notes are played on instruments with lower pitches. Solos are performed by instruments with higher pitches.</p> <p>Using just the notes EFAB on a glockenspiel, the children are to create a melodic ostinato. They are to play the 5 note scale going up and back continuously.</p> <p>Now add in the bamboo tamboos. They are going to play the steady beat by bouncing off the floor while the teacher plays the melodic ostinato over the top. Invite a child to now be the soloist playing the higher pitched instruments. Split the class in half. One half is the low pitch bamboo tamboos. The other half is the high pitch solo. One at a time, ask the children to play their EFABC melodic phrase while the others play the steady beat. Swap over.</p> <p>Begin to develop facility in playing tuned percussion or a melodic instrument</p>	<p> <i>Students will learn an ensemble keeps in time together to a steady beat.</i></p> <p>In gamelan music, music is learnt as opposed to being written down. An important part of gamelan is playing together as a group.</p> <p>Recap the melodic phrase EFABC on a glockenspiel. We are now going to play this together as an ensemble. EFAB EFAB EFAB EEEE EFAB EFAB EFAB EEEE</p> <p>Bring bamboo tamboo rhythmic ostinato back in 'I love chips'.</p>  <p>Have the class play 'I love chips' while the teacher models playing the melodic phrase above over the top. Explain that, just like in gamelan music, we have to perform as a group. Explain that half will be the low pitch instruments and half will be the high pitch solos. Introduce bamboo tamboos first then bring in the xylophones. Use the metronome on the rhythm grid app if needed to keep a steady beat.</p> <p>Begin to develop facility in playing tuned percussion or a melodic instrument. Perform as class.</p>	-