











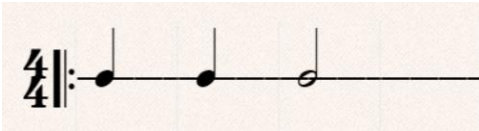



# Springdale First School



















*Imagine, Believe, Achieve*









Year 4 – Pitch, texture and notation  
How does music connect us with our planet?









 <b>Children's prior learning in this area</b>	 <b>Cultural Capital Opportunities</b>	 <b>Key vocabulary and glossary</b>
<ul style="list-style-type: none"> <li>- In music, two numbers sit on top of each other next to the clef. These specify how many beats are contained in each musical bar and which note value is equivalent to a musical beat.</li> <li>- Perform simple rhythmic scores to a steady beat.</li> <li>- Maintain individual parts.</li> <li>- Ostinato rhythm is repeated constantly.</li> <li>- Music can be grouped into beats of 2,3,4 or 5.</li> <li>- Pentatonic scale consists of a note range of</li> </ul>		<p><b>Anchor:</b> pulse, rhythm, texture, pitch, crotchet, crotchet rest</p> <p><b>Goldilocks:</b> minium, quaver, paired quaver, bhangra, classical indian music, sitar, tabla</p> <p><b>Step on:</b> dhol, raga,</p>
<b>Enquiry Question: What is Bhangra music?</b>	<b>Enquiry Question: What is a minim?</b>	<b>Enquiry Question:</b>
<b>Concept: Appreciative listening</b>	<b>Concept: Musical notation – form</b>	<b>Concept:</b>
<p> <i>Students will learn that there are many different styles of Indian Music, including classical and dance music called Bhangra.</i></p> <p>Knowledge to be taught: Recall and retrieve – Autumn 2021 Classical indian music performance</p>  <p><a href="https://youtu.be/zWAUGcngKw?i=279">https://youtu.be/zWAUGcngKw?i=279</a>. Recall and retrieve the names of these instruments – Sitar and tabla. A sitar is an instrument traditionally used in Indian music as well as in some other nearby countries.</p> <p>There are many different styles of Indian music, including classical and a dance music called Bhangra.</p> <p>Bhangra is a popular style of music in India. It is very lively and good to dance to. Bhangra has become popular across the world. Over the last 50 years, Bhangra music has been interweaved with instruments and production techniques from the UK such as synthesisers and sampling. This fusion has become what is now classified as modern Bhangra today. Listen to: <a href="#">Bhabie Akh Larr Gayee - YouTube</a></p> <p>Beat/Pulse: Does the music have a steady beat?</p> <p>Rhythm: Can you pick out one of the rhythms being played and tap it on your knees?</p> <p>Tempo: Is the tempo (speed) fast, slow or medium?</p> <p>Style: How does Bhangra compare to classical indian music?</p>	<p> <i>Students will learn that a minim is a note worth two beats, represented by a hollow dot with a stem.</i></p> <p>Indian music isn't written down using musical notation but patterns of notes called raga are learnt off by heart. Traditionally, Indian musicians learn to play patterns of notes - ragas - by imitating and memorising music passed on from their teachers.</p> <p>As we learnt in Year 3, Music can be written down. Recall and retrieve, what is a crotchet? A crotchet is a note worth one beat. It is represented by a solid dot with a stem. Charanga – creative apps, rhythm grid. Settings – Bhangra and notes. Tempo = 100. Put in a crotchet on each beat. What do they notice? By placing a crotchet on each beat, we are actually just clapping the pulse (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).</p> <p>Now introduce the word 'minim'. A minim is a note worth two beats, represented by a hollow dot with a stem – see video on charanga. The rhythm grid feature doesn't let you set minims so you may want to swap to Music Explorer app, glockenspiel (don't use glockenspiels at this stage, bollywood). Show a crotchet on each beat here, hear it and clap it before then changing beats 3 and 4 into a minim. Explore placing the minim in different places, how does</p>	<p> <i>Students will learn that a quaver is a note value that is worth half a beat. Paired quavers are 2 quavers next door to each other, with a horizontal line joining the two note stems together.</i></p> <p>Recall and retrieve – crotchet, crotchet rest, minim (see videos on charanga).</p> <p>Assessment opportunity – can the children read notation that includes crotchets and minims where the minim changes position in the bar? Give the pitch of the note for this assessment, this is purely assessment the rhythmic reading of notation. 2 videos available to use (video shows guitars, use glockenspiels).</p>  <p>Now introduce the word <b>quaver</b> (see video on charanga). A quaver is a note worth half a beat (half a crotchet), represented by a solid dot, a stem and a tail.</p>  <p>Explain that when you have two quavers side by side, they are called <b>paired quavers</b>. They are joined by a horizontal line.</p> 

<p>Charanga – Old scheme, In the groove, step 4, Bhangra, warm up games, In challenge 6.</p> <p>Show an interest and inquisitive nature towards the origins, traditions, history and social context of the music they are listening to, singing and playing.</p>	<p>this change the feel of the music?</p>  <p>Introduce and understand the differences between minims, crotchets, paired quavers and rests.</p>	<p>Charanga – creative apps, rhythm grid. Settings – Bhangra and notes. Tempo = 100. Put in a crotchet on each beat. What do they notice? By placing a crotchet on each beat, we are actually just clapping the pulse (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).</p> <p>Now swap the 4<sup>th</sup> crotchet to be two paired quavers. Model clapping this rhythm now. What do they notice? I do, we do, you do, model moving the pair quavers around from beats 1-4. Model placing another pair of quavers in so there are 2 crotchets and 4 quavers (2 pairs) in a bar. Ensure the children know that the quaver is shorter in length than a crotchet so it sounds faster.</p>
<p><b>Enquiry Question:</b></p>	<p><b>Enquiry Question:</b></p>	
<p><b>Concept:</b></p>	<p><b>Concept:</b></p>	
<p> <i>Students will learn how to follow and perform simple rhythmic scores to a steady beat, maintaining individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</i></p> <p>Recall and retrieve – what is Bhangra music? Bhangra is a popular style of music in India. It is very lively and good to dance to. Bhangra has become popular across the world. Over the last 50 years, Bhangra music has been interweaved with instruments and production techniques from the UK such as synthesisers and sampling. This fusion has become what is now classified as modern Bhangra today. Listen again to: <a href="#">Bhabie Akh Larr Gayee - YouTube</a>.</p> <p>What is the texture like in this piece? Remind of the meaning of <b>texture (The overall effect of how melody, harmony and rhythm are combined in a piece of music – see video)</b>. What instruments can you hear?</p> <ul style="list-style-type: none"> <li>A sitar is an instrument traditionally used in Indian music as well as in some other nearby countries.</li> <li>A dhol is worn on a strap across the body. The strings can be tightened to make the drum sound higher or lower. A dhol is played with two sticks, one at either side.</li> </ul> <p>Recall and retrieve – what is a crotchet? A minim? A quaver?</p> <p>The focus for this lesson is to follow and perform simple rhythmic scores to a steady beat, maintaining individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p> <p>Model the following rhythmic grid. Children to clap the rhythm back. Explain this is rhythm 1.</p>	<p> <i>Students will learn how to play and perform a melody that contains CDEFG from a stave.</i></p> <p>Recall and retrieve – what is a crotchet? A minim? A quaver?</p> <p>Perform again last lesson's rhythmic 2 part score. Can they still maintain individual parts?</p> <p>Recap the word <b>pitch (see video – how high or low a note is)</b>. Recap from year 3, <b>stave (see video - A set of five horizontal lines and four spaces.)</b>.</p> <p>Explain that we are going to use the pitch, E to start with. Explain this this sits on the bottom line of the stave. Some pitches sit on the lines, some sit in between the lines.</p> <p>E is the easiest to see as it sits on the bottom stave. Now teach the next two notes systematically. It moves up with one step, like climbing the stairs. You can only climb 1 step at a time so now F sits in between the lines of the stave. G then sits on the 2<sup>nd</sup> line. Now work your way up from C. Explain that C sits on a line but not within the 5 line stave.</p>  <p><u>You may way to print out this stave for children to refer to as a scaffold</u></p> <p>Show the following melody. Model the thinking out loud. I can see the first crotchet is sat on the line. Model looking at the above stave</p>	<p>-</p>

1 and	2 and	3 and	4 and
			
			
			
			

Rhythm 2 is going to be a drone effect. A drone is a sustained sound, which could be a single note or a chord. For this, we are going to play 2 minims in a row to create a drone.

1 and	2 and	3 and	4 and
			
			

Swap parts so the children all get a chance to play the drone and the rhythmic line.

for reference. Find E on a glockenspiel. Now what is the rhythm telling us? Does the next bar look the same? The crotchet is now in between the two bottom lines. What pitch/note is this? Repeat this model until you have 'read' the whole 4 bars. Explain that reading music is just like reading a book, the symbols have meaning and we read from left to right.



See resource file for more melody phrases. The rhythms are kept simple for these as the focus is to read the pitch of the note correctly.

Listen to each group and make notes for assessment for Spring 2.