

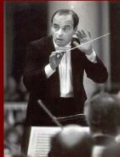







 <b>Children’s prior learning in this area</b>	 <b>Cultural Capital Opportunities</b>	 <b>Key vocabulary and glossary</b>
<p><b>Expressive Arts</b></p> <ul style="list-style-type: none"> <li>-Lyrics to a growing number of songs</li> <li>-Tempo refers to the speed of music</li> <li>- Play instruments with increasing control to express their feelings and ideas</li> <li>-Play instruments within a song</li> </ul> <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.</p> <p>Investigate the different roles in an orchestra, focus on conductors.</p> <div data-bbox="965 555 1496 954" style="background-color: #800000; color: white; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center;"><i>Components of the Orchestra</i></p> <ul style="list-style-type: none"> <li>- An orchestra generally has 80 to 100 musicians.</li> <li>- A <i>chamber orchestra</i> is smaller, with about 40 or fewer musicians.</li> <li>- 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.</li> <li>- The <i>concertmaster</i> is the 1<sup>st</sup> principle violin player. This person is second in command to the conductor.</li> <li>- Each instrumental section has a leader known as the <i>principle</i>.</li> </ul>  </div>	<p>Pulse - 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.</p> <p>composer - someone who creates new music</p> <p>conductor – someone who keeps a group of musicians playing or singing in time together.</p> <p>musician - When people play an instrument, they are called a musician.</p> <p>percussion – instruments that are played by striking with your hand, a stick or a beater or by shaking them.</p> <p>Baroque music – in the 1600s.</p>

Enquiry Question: What is the pulse/beat?	Enquiry Question: What are classroom percussion instruments?	Enquiry Question: Does the pulse always sound the same?
<p>Concept: Composers, style and history and listening Key element: Pulse</p> 	<p>Concept: Playing (instrumental) Key element: Pulse</p> 	<p>Concept: Playing (instrumental) Key element: Pulse</p> 
<p> Students will know 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.</p> <p>Students will know how to walk, move or clap a steady beat with others.</p> <p><b>For each of these lessons, the associated Charanga links are saved in Schemes – Springdale’s Music Curriculum.</b></p> <p><u>Listening:</u> Charanga: Listening centre - listen by era – baroque – Hallelujah chorus from Messiah by George Handel.</p> <p><u>Biography:</u> George Frederik Handel was a composer from the Baroque time period. He created new music for others to play. He was 7 when he started to play music. He played whenever he had the chance.</p> <p><u>Key Element:</u> Pulse - 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.</p> <p><u>Teach:</u> 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 <b>pulse/beat</b>.</p> <p><u>Practise:</u> 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 <b>body percussion</b>. Body percussion is when you tap your body.</p> <p><u>Apply:</u> Charanga - understanding music, year 1, unit 1. <a href="https://soundstorm.charanga.com/c/1370757-english-model-music-curriculum-scheme/1370758-year-1/1370759-my-musical-heartbeat/lessons/612511-find-the-beat">https://soundstorm.charanga.com/c/1370757-english-model-music-curriculum-scheme/1370758-year-1/1370759-my-musical-heartbeat/lessons/612511-find-the-beat</a></p>	<p> Students will know that when people play an instrument, they are called a musician. Students will know how to play the instrument with appropriate care.</p> <p><u>Listening:</u> Listening centre - listen by era – baroque – Hallelujah chorus from Messiah by George Handel.</p> <p><u>Recall and retrieve:</u> What is the <b>pulse/beat</b>? Can we find the beat of this song? Who is George Handel?</p> <p><u>Biography:</u> Show timeline of when this music was created. Handel was 7 when he learnt the harpsichord. Look at pictures and videos of a harpsichord. When a person plays an instrument or sings, they are called a <b>musician</b>.</p> <p><u>Key Element:</u> Pulse: Year 1 Autumn 1, lesson 1 - Recap ‘find the beat’ song.</p> <p><u>Teach:</u> Introduce <b>classroom percussion, wooden box and metal box</b>. Introduce names, how to hold and how to hit with appropriate care, how to hold the beater etc. Hold it with a fist, bounce it on the instrument and then lift it back up so the sound resonates. Names: wooden – wooden agogo, wood block, two-tone, castanet metal – metal agogo, guiro, ganza, triangle</p> <p><u>Practise:</u> Charanga - understanding music, year 1, unit 1. <a href="https://soundstorm.charanga.com/c/1370757-english-model-music-curriculum-scheme/1370758-year-1/1370759-my-musical-heartbeat/lessons/612511-find-the-beat">https://soundstorm.charanga.com/c/1370757-english-model-music-curriculum-scheme/1370758-year-1/1370759-my-musical-heartbeat/lessons/612511-find-the-beat</a> Change words of the first verse of the song to <b>Find the beat, with your instrument: tap, tap, tap, tap</b>. Whole class initially then swap around between groups.</p> <p><u>Apply:</u> Verse 2 – tap their instruments to verse 2 – Pat your head, tap, tap. Whole class initially then swap around between groups.</p>	<p> Students will know how to make the correct sound for each instrument.</p> <p><u>Listening:</u> Listen to a reworked version of Hallelujah – this has been turned into a gospel tradition. <a href="#">Hallelujah! - YouTube</a> 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? Compare to the original – how did it sound different? Were all of the same instruments used?</p> <p><u>Biography:</u> Handel was a famous composer from the Baroque period. The Baroque period used strings, harpsichords, trumpets and oboes.</p> <p><u>Key Element:</u> Pulse - the pulse/ beat is steady and does not speed up.</p> <p><u>Recap classroom percussion, wooden box and metal box.</u> Introduce names, how to hold and how to hit with appropriate care, how to hold the beater etc. Hold it with a fist, bounce it on the instrument and then lift it back up so the sound resonates. Names: wooden – wooden agogo, wood block, two-tone, castanet metal – metal agogo, guiro, ganza, triangle</p> <p><u>Practise:</u> Charanga - Freestyle – creative tools – music explorer – glockenspiel (do not use the glockenspeils – use the percussion instruments listed above). Select orchestral, medium, select pulse (hearts). Explore moving along to a classical piece of music, following the pulse. E.g. march along to the pulse, clap, stomp etc. Progress onto <b>classroom percussion</b>.</p> <p><u>Apply:</u> Sitting in a circle, play the pulse for 8 beats, swap instruments in the next 8 beats, play the pulse for 8 beats.</p>

## Enquiry Question: How do all musicians play together?

Concept: Playing (instrumental)  
Key element: Pulse



 *Students know that an orchestra has a conductor that keeps everyone from speeding up or slowing down. The conductor keeps them in time. Students will know how to walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.*

Listening: Listening centre - listen by era – baroque – Hallelujah chorus from Messiah by George Handel. 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](#). 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?

Key Element: What is the **pulse/beat**? Can we find the beat of this song? The pulse is **faster** in this song.


Teach: 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! Musicians all play together by following a steady beat set by the conductor. The percussion family in the orchestra are usually playing the beat and the others have to listen to hear it. Show children how to conduct.

Practise: Creative apps – Rhythm grids, 4/4, classical. Have a small group of children playing the pulse. The others have to march in time to the pulse, listening to the percussion section. 1 child is then to be the conductor to also keep them in time, watching the conductor and listening to the percussion section. Swap which group is marching and which are on their instruments.

## Enquiry Question: Why do we need a steady beat?

Concept: Playing (instrumental)  
Key element: Pulse



 *Students will know 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.*

Listening: 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).

Key Element: 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. The pulse/ beat is steady and does not speed up. 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.

Teach: 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.

Practise: Everyone clap along to the steady beat/pulse. Progress onto **classroom percussion** – wooden – wooden agogo, wood block, two-tone, castanet metal – metal agogo, guiro, ganza, triangle.

Apply:  
Split the class in half. Have 1 half on wooden classroom percussion and the other on a metal percussion instrument. 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.