




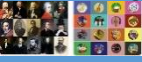












# Springdale First School



Imagine, Believe, Achieve

## Year 1 – Exploring composition How are songs created?

 Children's prior learning in this area	 Cultural Capital Opportunities	 Key vocabulary and glossary
<ul style="list-style-type: none"> <li>- The pulse/beat of the music is the basic unit of time that sets the speed of the music.</li> <li>- An orchestra has a conductor. They keep everyone in time.</li> <li>- Musicians all play together by following a steady beat.</li> </ul>	<p>Ma Rainey and her band</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>blues - The Blues is a type of music. The Blues often tells a story. Blues singers express their feelings. These feelings are sometimes sad.</p> <p>sound effects - sounds (other than speech or music) that can be added to stories to make us feel as though we are in the scene</p> <p>graphic score - a way of writing down our compositions that uses symbols instruments</p>
<p><b>Enquiry Question: What is Blues music?</b></p>	<p><b>Enquiry Question: How do composers create new sounds?</b></p>	<p><b>Enquiry Question: How do composers create new sounds?</b></p>
<p><b>Concept: Composers, style and history and listening</b></p> <p><b>Key element: Pulse</b></p>  	<p><b>Concept: Composition</b></p> <p><b>Key element: Texture</b></p>  	<p><b>Concept: Composition</b></p> 
<p> Students will know that that Ma Rainey was a famous Blues singer. Students will know how walk, move or clap a steady beat with others.</p> <p><b>Listening:</b> Listen to Gertrude 'Ma' Rainey - Runaway Blues – YouTube <a href="https://www.youtube.com/watch?v=Fm5qmMRx20s&amp;feature=youtu.be">https://www.youtube.com/watch?v=Fm5qmMRx20s&amp;feature=youtu.be</a>. Do you like the music? What can you hear? How old do you think this music is? How does this music make you feel?</p> <p><b>Biography:</b> Ma Rainey was an American blues singer and influential early blues recording artist. The sound of the blues is hugely influential on much of the popular music that followed it. The Blues is a type of music. The Blues often tells a story. Blues singers express their feelings. These feelings are sometimes sad.</p> <p><b>Key Element:</b> 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><b>Teach:</b> Musicians all play together by following a steady beat. Listen to pulse in 'In the groove – blues'. <a href="https://soundstorm.charanga.com/resources/9030-learn-to-sing-the-song-in-the-groove-blues/play">https://soundstorm.charanga.com/resources/9030-learn-to-sing-the-song-in-the-groove-blues/play</a>. Model walking, moving and clapping a steady beat along to Runaway blues Chn to copy.</p> <p><b>Practise:</b> <a href="https://soundstorm.charanga.com/resources/34081-warm-up-games-in-the-groove-blues/play">https://soundstorm.charanga.com/resources/34081-warm-up-games-in-the-groove-blues/play</a> 'In the groove, blues version'. - Warm up game 1 – first 2 finding the pulse tasks – stop when rhythm patterns need to be clapped back.</p> <p><b>Apply:</b> Recap percussion instruments - these are small hand held instruments. Now play along to a the steady beat of 'I am in the groove</p>	<p> Students will know that a composer is someone who creates new music. Students will know how to combine sound effects to make a story, choosing and playing classroom instruments.</p> <p><b>Listening:</b> <a href="#">Down at the station - BBC Teach</a>. Teach the lyrics to the song 'Down at the station'. Add in actions with the song.</p> <p><b>Key Element:</b> Texture – the word texture will be introduced in Year 2. Today introduce 'sound effects' - sounds (other than speech or music) that can be added to stories to make us feel as though we are in the scene. Today we will be combining sound effects to make a story, choosing and playing classroom instruments.</p> <p><b>Teach:</b> A composer is someone who creates new music. Not to be confused with a conductor who keeps a group of musicians in time together. A composer can be inspired in many ways. We are going to be inspired by a train journey. Draw the children's attention to the sound effects that have been used to describe the train moving. Using classroom instruments, model using a wood block to create a clickety-clack sound and a chime bar to create the Choo choo sound.</p> <p><b>Apply:</b> Assign groups of children a sound effect and an instrument that the children think fits the sound effect (same instrument for that group). Play the song now with each group playing when it is their sound effect. Sound effects: puff puff + peep peep – scraper metal instruments – ganza, guirp (use some wooden scrapers too if needed) chuff chuff + toot toot – shaker eggs and chime bars (pitched instrument) clickety clack – wooden instruments (wood block, two tone, wooden agogo)</p> <p><b>Deepen:</b> Sing the song and play with sound effects.</p>	<p> Students will know that a composer is someone who creates new music. Students will know how to combine sound effects to make a story, choosing and playing classroom instruments.</p> <p><b>Listening:</b> <a href="#">Gertrude 'Ma' Rainey - Runaway Blues - YouTube</a> again.</p> <p><b>Knowledge:</b> A composer is someone who creates new music. Not to be confused with a conductor who keeps a group of musicians in time together. Often in songs, they are telling a story. In pieces of music without words, they want to create a story with the sounds they use.</p> <p><b>Recall and retrieve:</b> <a href="#">Down at the station - BBC Teach</a>. Give chn same instruments and sound effects again like in lesson 2.</p> <p><b>Teach:</b> Today, we are going to create a journey with our musical instruments. Play this clip with no sound: Youtube kids link (preferable to use this link – start at 0.27 and stop at 2.00) - <a href="#">Toy Trains Galore 4! – YouTube Kids</a>. If no youtube kids, then here is the youtube link but please freeze/ mute for adverts. <b>Watch until 2 minutes:</b> <a href="https://youtu.be/OortiZu_STI?t=50">https://youtu.be/OortiZu_STI?t=50</a> Model using classroom instruments to create a 'story' for this train journey. Model creating a story where the train needs to start slowly from the station (wood block, clickety-clack but getting faster), then travel quickly, sound the horn (chime bar – choo choo, shakers and chime bars for puff puff, choo choo) and then come back to a stop.</p> <p><b>Apply:</b> Chn are to create a composition (a new piece of music) for a train journey. The train needs to start slowly from the station, then travel quickly, sound the horn and then come back to a stop. Work in groups of 4 or 5. Each child to be a different sound effect. Discuss how the clickety clack sound effect would need to be heard</p>

<p><a href="https://soundstorm.charanga.com/resources/9030-learn-to-sing-the-song-in-the-groove-blues/play">https://soundstorm.charanga.com/resources/9030-learn-to-sing-the-song-in-the-groove-blues/play</a> you may need to slow the tempo down to 80)</p> <p>wooden – wooden agogo, wood block, two-tone, castanet  metal – metal agogo, guiro, ganza, triangle  shaker – maraca, bells, tambourines</p> <p><u>Deepen:</u> Listen to only the wooden instruments playing, then metal, then shakers. Bring in different groups.</p>	<p>Note down which child played which sound effect and instrument as they will need to play this again in lesson 3.</p>	<p>throughout as that represents the train moving constantly. The other sound effects come in every now and then.  Film for assessment.</p>
<p><b>Enquiry Question: How do composers write their music down?</b></p>	<p><b>Enquiry Question: How do composers write their music down?</b></p>	
<p><b>Concept: Notation</b></p> 	<p><b>Concept: Notation</b></p> 	
<p> <i>Students will know that a graphic score is a way of writing music using shapes and symbols.  Students will know how to recognise how graphic notation can represent created sounds.</i></p> <p><u>Knowledge:</u> A composer is someone who creates new music. Not to be confused with a conductor who keeps a group of musicians in time together. Often in songs, they are telling a story. In pieces of music without words, they want to create a story with the sounds they use.</p> <p><u>Teach:</u> Show slide one on the powerpoint in the resource file. Explain that this is a graphic score. It is a way of writing down our compositions. Musicians sometimes read music to know what to play and when. This graphic scores is showing our train journey from last week.</p> <p>Using the paper flip chart, draw a simple graphic score (idea on slide 2 of powerpoint) for the children to follow. Assign each group a different symbol and a different group of percussion instruments (wooden, metal, shaker, pitched). Using a ruler, start the ruler at the left and slowly move it along. As it reaches a symbol, the group who play that symbol need to play for as long as the ruler is there.</p> <p><u>Apply:</u> Repeat with a different sequence of symbols. KEEP BOTH OF THESE FOR NEXT TIME.</p>	<p> <i>Students will know that a graphic score is a way of writing music using shapes and symbols.  Students will know how to recognise how graphic notation can represent created sounds.</i></p> <p><u>Knowledge:</u> Recap that a composer is someone who creates new music. Not to be confused with a conductor who keeps a group of musicians in time together. Often in songs, they are telling a story. In pieces of music without words, they want to create a story with the sounds they use.</p> <p><u>Recall and retrieve:</u> Using the same flip chart from last lesson, as a class, follow the simple graphic score, with each group having a different symbol. Using a ruler, start the ruler at the left and slowly move it along. As it reaches a symbol, the group who play that symbol need to play for as long as the ruler is there.</p> <p><u>Teach</u> – Show two symbols sat on top of each other. This means two sound effects will be played at once. Create a new graphic score together as a class, with two symbols at a time being played and sometimes one symbol being played. Use a ruler again from left to right to play as a group.</p> <p><u>Apply:</u> Using large sugar paper, the children are to create their own symbol graphic score. See slide 3 for ideas for this. Use a key to support the children (e.g a triangle for a triangle, a wiggly line for a shaker, a square for a drum, a circle for a tambourine etc). One child in the group will be the conductor while the others are in the band, performing their compositions.</p> <p><b>Record for assessment.</b></p>	