







 <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>- The pulse/beat of the music is the basic unit of time that sets the speed of the music.</li> <li>- The pulse can change depending on the style 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> <li>- Rhythm means patterns that fit over a steady pulse or beat.</li> <li>- Musicians play together by following written symbols.</li> </ul>	<p>Watching videos of each of the focus songs Experiencing a symphony orchestra</p> <p><a href="#">CBBC - Ten Pieces, Hoe-Down by Aaron Copland: The full performance</a></p> <p><a href="#">CBBC - Ten Pieces, Full orchestral performance: The Firebird - suite (1911) (Finale)</a></p>	<p>tempo – the speed or pace of the music - fast, slow, faster, slower.</p> <p>pulse – sets the speed of the music. It is the feelign when you tap your foot or nod your head along to the music.</p>
<b>Enquiry Question: What is tempo?</b>	<b>Enquiry Question: Why does some music make us want to dance?</b>	<b>Enquiry Question: Can a song be fast and slow?</b>
<b>Concept: Composers, style and history and listening</b> <b>Key element: Tempo</b> 	<b>Concept: Composers, style and history and listening</b> <b>Key element: Tempo</b> 	<b>Concept: Performance (vocal)</b> <b>Key element: Tempo</b> 
<p> <i>Students will learn that the tempo is the speed or pace of the music. The children will know how to identify if a pulse is fast or slow – show an awareness through their actions (e.g. run to fast music, crawl to slow music etc).</i></p> <p><b>Listening:</b> Listen to <b>Hoedown by Aaron Copland</b>. 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> of Aaron Copland to learn: He was an American composer. This song is part of a ballet.</p> <p><b>Key Element:</b> Pulse - Can we find the pulse of this song? March around the room to the pulse of this music? What do they notice about how fast their feet are moving? It is fast! We have a word to help us talk about how fast or slow music is. This is called the <b>tempo</b> of the music.</p> <p><b>Teach:</b> New vocabulary to introduce: Tempo. The tempo is the speed or pace of the music (fast/slow/faster/slower). See video on charanga.</p> <p><b>Practise:</b> Use the rhythm grid. Settings – orchestral. Tempo 128. This is the tempo of the song we listened to. Look at how fast our red pulse box is having to move. Do you think this music is hard or slow to play? Place one dot in each box. Can we clap along to this pulse? How did you get on? Check the children aren’t just speeding up because it feels fast. Can they clap? Stomp? Nod their head? Sing doo.</p> <p><b>Apply:</b> Introduce percussion instruments - these are small hand held instruments. Now play along to a fast tempo and a slow tempo on the instruments (see below): wooden – wooden agogo, wood block, two-tone, castanet metal – metal agogo, guiro, ganza, triangle shaker – maraca, bells, tambourines</p> <p><b>Deepen:</b> Listen to only the wooden instruments playing, then metal, then shakers. Bring in different groups.</p>	<p> <i>Students will learn that the tempo is the speed or pace of the music. The children will know how to identify if a slow melody.</i></p> <p><b>Listening:</b> Listen to <b>Firebird by Igor Stravinsky</b>. Do you like the music? What can you hear? How old do you think this music is? How does this music make you feel? <b>What is the tempo of this music like? Let’s remember, tempo is the speed of the music. Is this tempo fast or slow?</b></p> <p><b>Biography</b> of Igor Stravinsky to learn: He was a Russian composer. He was born in 1882 (18 years before Aaron Copland). He is a composer.</p> <p><b>Teach:</b> New vocabulary to introduce: composer. A composer is someone who creates new music for others to play.</p> <p><b>Practise:</b> Some pieces of music make us want to dance. Can you imagine dancing to this piece of music? How would you move to this piece compared to the piece we heard last week?</p> <p><b>Apply:</b> Teach the song ‘Marching band’. Sing it at tempo 100. This is a steady tempo. We can sing this comfortably.</p>	<p> <i>Students will show an awareness of tempo through actions to a fast and slow song.</i></p> <p><b>Listening:</b> Listen to <b>Hoedown by Aaron Copland</b>. What is the tempo of this music like? Listening: Listen to <b>Firebird by Igor Stravinsky</b>. What is the tempo of this music like?</p> <p>Which piece of music is your favourite? Why? Establish that it is ok to like different pieces. There is no right or wrong answer. It’s also ok to not like either. We can appreciate different styles of music and different opinions.</p> <p><b>Teach:</b> Recap that we have a word to help us talk about how fast or slow music is. This is called the <b>tempo</b> of the music. The tempo is the speed or pace of the music (fast/slow/faster/slower). See video on charanga.</p> <p><b>Practise:</b> Carrying on from lesson 2, the children will practise the song ‘Marching band’. Sing it at tempo 100.</p> <p>We are going to sing at a <b>faster</b> tempo now. Change the tempo to 130. Now sing the song, marching around while singing.</p> <p>We are going to sing at a <b>slower</b> tempo now. Change the tempo to 80. Now sing the song, marching around while singing.</p> <p><b>Apply:</b> can they sing and march to the song while the teacher changes the tempo at every break in the music (when the words go <b>toot, toot etc</b>). Video and record for assessment on tempo.</p>