






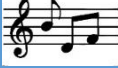








Year 4 – Notation, performance and stage craft How do musicians all play together?

 Children’s prior learning in this area	 Cultural Capital Opportunities	 Key vocabulary and glossary
<p>Crotchet - A crotchet is a note worth one beat. It is represented by a solid dot with a stem</p> <p>Minim - A minim is a note worth two beats, represented by a hollow dot with a stem</p> <p>Quaver - A quaver is a note worth half a beat (half a crotchet), represented by a solid dot, a stem and a tail.</p> <p>Paired quaver - two quavers side by side, joined by a horizontal line.</p> <p>Stave - A set of five horizontal lines and four spaces.</p> <p>Time signature - Two numbers sit on top of each other next to the clef and specify how many beats are contained in each musical bar, and which note value is equivalent to a musical beat</p>	<p>Live and inspired BSO concert May 2024 – live stream. Link back to trip to watch this concert in 2023.</p> <p>Watch the full explanation of the orchestra here in Benjamin Britten’s Young Guide to the Orchestra: https://www.youtube.com/watch?v=rbUbx9cJPXO</p>	<p>Motif – a short musical phrase that is repeated during the piece.</p> <p>Symphony orchestra – a large group of 60 musicians with 4 sections divided into strings, woodwind, brass and percussion.</p> <p>Symphony - A symphony is a long piece of music for an orchestra, usually split into four sections known as movements.</p> <p>Notation - the word for when music is written down</p> <p>Pitch pattern - a pitch pattern is a series of sounds that are high or low</p>
<p>Enquiry Question: What is a symphony orchestra?</p> <p>Concept: Composers, style and history and listening</p> 	<p>Enquiry Question: How is music written down?</p> <p>Concept: Notation Key element: Pitch</p>  	<p>Enquiry Question: How do musicians all play together?</p> <p>Concept: Notation, Performance (Instrumental) Key element: Pitch</p>   
<p> <i>Students will know that an orchestra is a large musical ensemble. Students will learn that an orchestra has 4 sections: strings, woodwind, brass and percussion.</i></p> <p>Listening: Symphony No.5 By Ludwig van Beethoven on Charanga.</p> <p>Listen + appraise questions on charanga:</p> <ul style="list-style-type: none"> - Listen out for – the opening 4 notes of the piece. You can hear it played by different groups of instruments throughout the piece. - How does the music make you feel? - What does the music make you think of? - Does the music tell a story? - What can you hear? - <p>Recall + retrieve from year 3 - What is the name for this musical ensemble? An orchestra.</p> <p>Teach: Show a picture of an orchestra. Watch - https://youtu.be/M0Jc4sPOBEE (Sydney opera house, George meets the orchestra). A symphony orchestra has 4 groups of instruments called families – brass, woodwind, strings, percussion.</p> <ul style="list-style-type: none"> - The strings (up to 60 players) - Woodwind (20 players) - Brass (15 players) - Percussion (5 or more players) <p>The string section contains: violins, violas, cellos and double basses. The woodwind section contains: flutes, clarinets, bassoons, oboes and more.</p>	<p> <i>Students will know that if an instrument can play different pitches, then it can play a pitch melody. Students will know how to read and perform pitch notation with the 2 or 3 pitches.</i></p> <p>Listening: Watch Symphony no5 – 2nd video on this page https://www.bbc.co.uk/teach/ten-pieces/KS2-ludwig-van-beethoven-symphony-no-5-1st-movement/zrsf3k7</p> <p>Teach: Each of those musicians know what to play because they are reading notation. This is the word for when music is written down. We now know about the following note values: crotchet, minim, quaver, paired quavers.</p> <p>Crotchet - A crotchet is a note worth one beat. It is represented by a solid dot with a stem</p> <p>Minim - A minim is a note worth two beats, represented by a hollow dot with a stem</p> <p>Quaver - A quaver is a note worth half a beat (half a crotchet), represented by a solid dot, a stem and a tail.</p> <p>Paired quaver - two quavers side by side, joined by a horizontal line.</p>	<p> <i>Students will know that Beethoven was a famous composer who wrote symphonies. A symphony is a long piece of music for an orchestra. Students will know how to read and perform pitch notation with 3 pitches.</i></p> <p>Listening: Watch Symphony no5 – 2nd video on this page https://www.bbc.co.uk/teach/ten-pieces/KS2-ludwig-van-beethoven-symphony-no-5-1st-movement/zrsf3k7</p> <p>Teach: This piece of music is called a symphony. A symphony is a long piece of music for an orchestra, usually split into four sections known as movements. When Beethoven wrote his 5th Symphony, he had a musical idea that would turn out to be one of the most famous motifs in musical history! Motif – a short musical phrase that is repeated during the piece. This motif has been reused in pop music many times.</p> <p>Recall and retrieve: Recap knowledge from lesson 2 (note names and pitches). Play BAG Come together (from last lesson) – watch for who is struggling, who can remember it easily, who is using the notation etc – make notes for assessment.</p> <p>Practise: Introduce the piece – BAG One more time. What is the time signature? Can the children clap the rhythm to their partner before it is modelled? How is their rhythm notation reading? You may need to</p>

The brass section has trumpets, trombones, horns, tubas and more.
The percussion section has tuned and untuned percussion such as xylophones, cymbals etc.

Practise: Sorting activity in teams of 4. Each person is a section of the family. Take a card off the pile, which section does it go to? [cfe-mu-1-orchestra-instrument-families-sorting-cards.pdf](https://www.twinkl.co.uk/resources/musical-instruments/families-sorting-cards.pdf) (twinkl.co.uk)

Apply: Listen to Benjamin Britten's 'Young guide to the Orchestra'. Each team has to hold up their section of the orchestra when it is featured.
<https://www.youtube.com/watch?v=rbUbx9cJPX0> (Only watch up until 3.25).

Key Element: pitch (see Charanga video – how high or low a note is). Recap from year 2, stave (see video - A set of five horizontal lines and four spaces.). **If you need to repeat the steps from year 3, spring 1, lesson 5 here, please do.**



Use the following scaffold again to support reading CDEFG.

Practise: We are going to learn how to play pitch melodies on glockenspiels. Glockenspiels are in the percussion family of the orchestra. Remind how to hold the beater correctly (held at the end of the stick, hand clasped around like holding a wand) and how to play it correctly (tap the beater against the metal note and lift the beater back up so the sound 'rings'). Model playing B, A and G correctly.

Apply: Charanga instrument course, glockenspiels, act 1, Learn Glockenspiel B,A,G. Look at the score. What is the time signature (remind from Autumn 1 - Two numbers sit on top of each other next to the clef and specify how many beats are contained in each musical bar, and which note value is equivalent to a musical beat)? This is in 4/4. It has 4 beats in the bar, so we count in 4. There will be an introduction before we play. This means we count to 4, 4 times. Let's look at the pitch rhythm we will play. Clap the rhythm. Sing the rhythm. Play on glockenspiels. Play with music.



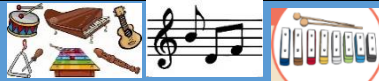
explain what a minim rest is. This symbol means we rest for 2 beats.

Let's look at the pitch pattern (a pitch pattern is a series of sounds that are high or low) we will play. Clap the rhythm. Sing the rhythm. Play on glockenspiels. Play with music.

Apply: Use this piece as a chance to hear soloists, duets or groups playing. If anyone feels confident, play as a solosit. Video for assessment.

Enquiry Question: How do we play in different time signatures?

Concept: Notation, Performance (Instrumental)
Key element: Pitch



Students will know that in music, two numbers sit on top of each other next to the clef and these specify how many beats are contained in each musical bar, and which note value is equivalent to a musical beat.
Students will know how to maintain a steady beat when playing a simple melody.

Knowledge: Ludwig Van Beethoven was a German composer who lived from 1770 to 1827. He wrote 9 symphonies of which this was his 5th. He wrote this symphony in his thirties when he was beginning to lose his hearing. **Watch video 1** on this page - <https://www.bbc.co.uk/teach/ten-pieces/KS2-ludwig-van-beethoven-symphony-no-5-1st-movement/zrsf3k7>

Teach: In music, two numbers sit on top of each other next to the clef and these specify how many beats are contained in each musical bar, and which note value is equivalent to a musical beat. Charanga instrument course, glockenspiels, act 1, Learn Glockenspiel B,A,G – BAG In three. Look at the score. What is the time signature? This is in 3/4 (pronounced three four). This means the bar is divided into crotchets and there are 3 crotchet length beats in each bar. It has 3 beats in the bar, so we count in 3. There will be an introduction before we play. This means we count to 3, 4 times.

Practise: Let's look at the pitch pattern we will play. Clap the rhythm. Sing the rhythm. Play on glockenspiels. Play with music.

Apply: Use this piece as a chance to hear soloists, duets or groups playing. If anyone feels confident, play as a solosit. Video for assessment.