

# French Music

A Music Plan

Year Five		Spring Term				
Topic Link						
This unit links to the topic 'Vive la France' (an integrated unit with a geography focus).						
Overview						
This unit introduces children to a range of different French music.						
Musical Dimensions						
Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure
Recognise and identify a range of different scale patterns.	Understand more complex rhythmic patterns and metres.	Understand how a wide range of dynamics can be manipulated for expressive effect.	Understand how a wide range of tempi can be manipulated for expressive effect.	Identify families of instruments and different ensemble combinations. Refine use of percussion instruments.	Begin to understand types of harmony.	Understand a wider range of musical structures.
Skills						
Listening, Describing & Discussing	Singing		Playing & Rehearsing		Composing	
Compare and contrast music heard and performed with an awareness of the music's context, purpose and composer's intent. Further extend music vocabulary in relation to the learning.	Sing simple part songs.		Further develop instrumental skills and techniques and perform simple parts with accuracy and with awareness of pitch, metre and balance. Develop rehearsal and practice routines and strategies.		Use rhythmic and pitched notation including basic stave notation.	

Lesson	Dimensions	Skills	Lesson Content	Resources
<b>Lesson 1</b>  <b>LO:</b> To listen to a range of French music and discuss differences in style.	Dynamics: Understand how a wide range of dynamics can be manipulated for expressive effect. Timbre: Identify families of instruments and different ensemble combinations.	Listening, Describing and Discussing: Compare and contrast music heard and performed with an awareness of the music's context, purpose and composer's intent. Further extend music vocabulary in relation to the learning.	Listen to a selection of French music. Produce a response to each one on paper – could be a written response, or some kind of drawing. There are no wrong responses to this. Discuss each one after hearing it and look at some basic information about each piece. Children should come away from this lesson with the knowledge that French music is not all the same but covers a huge range of styles and ideas.	Claude Debussy – Clair De Lune Yann Tiersen Daft Punk Edith Piaf – Non, Je Ne Regrette Rien Francoise Hardy - Tous les Garacons et les Filles
<b>Lesson 2</b>  <b>LO:</b> To sing and accompany a French song in a round.	Pitch: Recognise and identify a range of different scale patterns. Structure: Understand a wider range of musical structures.	Singing: Sing simple part songs. Playing & Rehearsing Further develop instrumental skills and techniques and perform simple parts with accuracy and with awareness of pitch, metre and balance. Develop rehearsal and practice routines and strategies.	Listen to 'Frere Jacques'. Are we familiar with this tune? Do we know it with any other words? Talk about the structure of the song: Introduction Once through in unison Twice through in three part round Explain that the melody for each part of the round is the same, but each part of the round starts at a different time. Song the song together in unison as a class. Split the class into three groups and sing along with the recording in a three part round. This song is written in the key of C – this means it can be accompanied by a steady 'C' note playing a drone. Demonstrate this on the glockenspiel, then sing the song again with accompaniment from some of the children on the glockenspiels.	'Frere Jacques' recording

<p><b>Lesson 3</b></p> <p><b>LO:</b> To play an ostinato to accompany a song.</p>	<p>Structure: Understand a wider range of musical structures.</p>	<p>Playing &amp; Rehearsing: Further develop instrumental skills and techniques and perform simple parts with accuracy and with awareness of pitch, metre and balance. Develop rehearsal and practice routines and strategies.</p>	<p>What is an ostinato? (A repeated phrase that can be heard again and again in a piece of music.) Look at the beginning of Frere Jacques – the first line uses a repeated four-note pattern (C, D, E, C). Where are these notes on a glockenspiel? Practise playing these four notes at a steady tempo. This phrase can be used as an ostinato throughout the whole song – because the whole song is based around a C chord, it will work alongside any part of the song. Practise playing the ostinato along to the recording of the song. Practise singing the song at the same time. When secure with this, children may be able to sing the song and play the ostinato without the backing track.</p>	
<p><b>Lesson 4</b></p> <p><b>LO:</b> To perform a melody using written notation.</p>	<p>Structure: Understand a wider range of musical structures.</p>	<p>Playing &amp; Rehearsing: Further develop instrumental skills and techniques and perform simple parts with accuracy and with awareness of pitch, metre and balance. Develop rehearsal and practice routines and strategies.</p>	<p>Look at the sheet music for Frere Jacques. This shows the notes on a staff (and the words). How do we know which notes are which? Frere Jacques starts on a C. Using this as a starting point, can children work out the rest of the tune? Work out the melody by trial and error / by ear, and label the notes on the staff. Give children an annotated version of the staff – were they right? Practise playing the melody – accurate notes, and with a steady tempo.</p>	

<p><b>Lesson 5</b></p> <p><b>LO:</b> To combine sections of music.</p>	<p>Structure: Understand a wider range of musical structures.</p>	<p>Playing &amp; Rehearsing: Further develop instrumental skills and techniques and perform simple parts with accuracy and with awareness of pitch, metre and balance. Develop rehearsal and practice routines and strategies.</p>	<p>Practise playing the melody of 'Frere Jacques' – split the class into two – half sing while the others play. Split the class into four groups and work on a whole class performance – groups 1 &amp; 2 start the performance (one group sing, one group play), then groups 3 &amp; 4 come in afterwards to sing / play the second part of the round. Swap group roles over so everyone gets a chance to play / sing.</p>	
<p><b>Lesson 6</b></p> <p><b>LO:</b> To compose and combine sections of music.</p>	<p>Structure: Understand a wider range of musical structures.</p>	<p>Composing: Use rhythmic and pitched notation including basic stave notation.</p>	<p>In small groups, create a short two-bar composition: four notes in each bar will be perfectly adequate. Start on C and stay away from the sharps / flats. As a group, practise playing the two-bar composition. Then – split into two-subgroups – the second group should play when the first group has reached the end of bar one, turning the composition into a round.</p> <p>Practise, perform and (ideally) record the results of this work.</p>	