

Dragon Scales

A Music Plan

Year Three		Autumn Term				
Topic Link						
This is a stand-alone music unit.						
Overview						
This unit introduces children to the pentatonic scale and shows how the different notes in a scale can be combined in different ways.						
Musical Dimensions						
Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure
Identify steps, leaps and repeated notes in melodies.	Begin to understand 2, 3 and 4 metre and how rhythms fit to a steady beat.	Understand getting louder and quieter in finer graduations.	Understand getting faster and slower in finer graduations.	Identify a range of non-percussion instruments by name and the way they are played. Extend the use of percussion instruments.	Recognise different combinations of layers in music.	Develop understanding of repetition and contrast 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. Use an appropriate music vocabulary in relation to the learning.	Sing rounds and partner songs.	Develop instrumental skills and techniques and maintain steady beat. Copy and match patterns in 2, 3 and 4 metre. (Rehearsal: start to develop rehearsal and practice routines and strategies.)		Use rhythmic notation including basic stave notation. <i>(note lengths – grid to standard symbols)</i>		

Lesson	Dimensions	Skills	Lesson Content	Resources
<p>Lesson 1</p> <p>LO: To recognise pentatonic scales.</p>			<p>‘Follow the Hand’ as a warm up. Sing a note together, than follow the pitch up or down as the teacher raises or lowers their hand.</p> <p>Learn ‘Old MacDonald Had A Glock’. Invite children to play the notes identified at the end of the lines. Work out the melody of ‘Old MacDonald’ by ear. Start on a ‘C’ for ‘Old’. Is the next note higher, lower or the same? Look at each note one at a time – use a glockenspiel to test ideas. Use your hand to map out the melody – raise / lower your hand along with the melody. As you work the melody out as a class, label the lyrics on the whiteboard.</p> <p>Count the number of different notes in the song (there are 5 – G, A, C, D and E). Explain that these five notes are called the C Pentatonic Scale.</p>	<p><i>‘Old MacDonald Had A Glock’.</i></p>
<p>Lesson 2</p> <p>LO: To accompany a song using notes from the correct scale.</p>			<p>Sing through ‘Old MacDonald’ from last week as a warm up.</p> <p>Learn ‘What You Got’. Explain that, like ‘Old MacDonald’, this song uses the five notes in the C Pentatonic Scale. Accompany the song by using the notes in the scale – play a steady beat using the ‘E’ note on a glockenspiel. Then try other notes.</p> <p>Try accompanying the song with a 2-part drone using the notes C and G. Other children can accompany the song with a steady beat on untuned percussion.</p> <p>Use the backing track to perform the song along with the drone and the untuned percussion.</p>	<p><i>‘Old MacDonald Had a Glock’</i></p> <p><i>‘What You Got’</i></p>

<p>Lesson 3</p> <p>LO: To improvise melody and rhythm.</p>			<p>Sing 'What You Got' from last week as a warm up.</p> <p>Learn 'Which Notes Are These?' Again, this uses notes from the C Pentatonic Scale. Invite children to play in the gap using one of the given patterns.</p> <p>Learn 'What Pattern's This?' Invite children to clap a pattern in the gaps (use the example to help'). Sing the song several times – allow a number of children to improvise a pattern.</p> <p>Combine melody and rhythm in another version of 'What Pattern's This?' Listen to the example, then allow children to improvise a pattern on the glockenspiel – any rhythm using the C Pentatonic Scale notes.</p>	<p><i>'What You Got'</i> <i>'Which Notes are These'</i> <i>'What Pattern's This'</i></p>
<p>Lesson 4</p> <p>LO: To perform with others keeping a steady beat.</p>			<p>Warm up with 'Switch'. Clap a steady rhythm, children to clap along. Change your rhythm, but the children clap their previous rhythm until you've called 'Switch'.</p> <p>Sing through 'Old MacDonald' and 'What You Got' again. Listen to a performance of both songs together. Explain that this works because they share the same notes (the C Pentatonic Scale). Divide the class in half, and sing along to the performance track in two groups.</p> <p>Listen out for the cue to come in – 'What You Got' gives the note 'E' four times on a glockenspiel, and 'Old Macdonald' gives the note 'C' for times on a piano. These are the song's starting notes. Try without the backing track – provide the lead in using these notes.</p> <p>Add an accompaniment to the group performance – follow the diagrams to add a melodic ostinato, and a rhythmic ostinato. You might want some children to clap a steady beat in addition to this.</p> <p>Record and appraise a whole class performance of this.</p>	<p><i>'Old MacDonald Had a Glock'</i> <i>'What You Got?'</i></p>

<p>Lesson 5</p> <p>LO: To contribute towards a piece of music.</p>			<p>Repeat the 'Switch' warm up from last week.</p> <p>Brainstorm 'Dragons'. What do children know? Discuss contrasting perceptions throughout the world. Watch the Chinese Dragon video clip. Notice the waves of movement. Brainstorm some noticeable characteristics. Use the words you have brainstormed to create a piece of class poetry about dragons – eight lines of simple text. Look at the example – use it as a beginning if you want to. Listen to the example track. Identify 5 metre rhythm, and look at the way the melody fits the lyrics (notes go up for 'reaches high' and down for 'swoops low', for instance). Divide the class into eight groups and give them one line of the song each. Let them adjust their words to a five beat pattern (they can create set of five beats or more than one set). Then compose a melody for their words using the C Pentatonic Scale notes. Practise the melody, and share it with the class. Make a record on paper for next week.</p>	<p><i>'Chinese Dragon Song'</i></p>
<p>Lesson 6</p> <p>LO: To contribute towards a piece of music.</p>			<p>Warm up by singing 'Old MacDonald' and 'What You Got' together, splitting the class into two groups.</p> <p>Listen to the 'Chinese Dragon Song' backing track. This provides a repeating 5 beat pattern which will accompany last week's work. Practise last week's compositions over the backing track. Once they are confident, arrange the groups in order, and see if they can perform their line one after the other without gaps.</p> <p>Rehearse several times, then perform the class dragon song to a friendly audience. Record it if possible, then evaluate your performance.</p>	<p><i>'Old MacDonald'</i> <i>'What You Got'</i> <i>'Chinese Dragon Song'</i></p>