

# Play It Again

A Music Plan

Year Three			Spring Term			
Topic Link						
This is a stand-alone music unit.						
Overview						
This unit extends children's understanding of rhythm through the use of different rhythmic patterns and ostinati.						
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><b>Lesson 1</b></p> <p><b>LO:</b> To recognise repeated rhythmic patterns.</p>	<p>Duration: Begin to understand 2, 3 and 4 metre and how rhythms fit to a steady beat.</p> <p>Pitch: Identify steps, leaps and repeated notes in melodies.</p>	<p>Listening, Describing &amp; Discussing: 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.</p> <p>Playing &amp; Rehearsing: 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.)</p>	<p>Listen to 'Play In the Gap'. Play along with it – four beats of body percussion and four silent beats. Practise counting along to the silent beats and coming in at the right time. Listen to the second version. Explain that the performer has improvised in the silent beats. Sit in a circle, play along to the first track again. Go round the circle, allowing each child to fill the gap. Extend the game by calling on children at random.</p> <p>Listen to 'Kartal'. Count how many times the performer plays the opening rhythm before changing to a new one. Listen again, and try to join in the rhythm by tapping figures on need. Tell children that a repeated pattern in music is called an ostinato.</p> <p>Listen to Chiacona and identify the melodic pattern, played on a xylophone. Listen to the sung version, and join in singing the melody. Look at the diagram and pick out the ostinato on the glockenspiels. Listen to the full extract, and see how the ostinato works with the other instruments.</p>	<p>'Play In The Gap' 'Kartal' 'Chiacono' (from Music Express 4)</p>

<p><b>Lesson 2</b></p> <p><b>LO:</b> To repeat rhythmic patterns.</p>	<p><b>Duration:</b> Begin to understand 2, 3 and 4 metre and how rhythms fit to a steady beat.</p> <p><b>Pitch:</b> Identify steps, leaps and repeated notes in melodies.</p>	<p><b>Listening, Describing &amp; Discussing:</b> 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.</p> <p><b>Playing &amp; Rehearsing:</b> 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.)</p>	<p>Listen to Suo-gan and identify it as a lullaby. Listen to the first half, and identify the most common rhythm pattern. How many times is this pattern played? Repeat with the second half. How are the two patterns different? Listen to the song again and find the final rhythmic phrase. Learn the song as a sung piece (English version, unless you're feeling very ambitious).</p> <p>Listen to the instrumental. Explain that the triangle plays the 'Now With Me' phrase as an ostinato throughout the song. Listen to the second instrumental. How does the drum ostinato fit the rest of the song? Invite children to create their own ostinatos to accompany the song.</p> <p>Create a performance to the Suo-gan backing track. Sing the words first time through, then hum the melody and play an ostinati throughout. Record and evaluate.</p>	<p>'Suo-Gan' (Music Express 4)</p>
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<p><b>Lesson 3</b></p> <p><b>LO:</b> To perform rhythmic patterns.</p>	<p><b>Duration:</b> Begin to understand 2, 3 and 4 metre and how rhythms fit to a steady beat.</p> <p><b>Pitch:</b> Identify steps, leaps and repeated notes in melodies.</p>	<p><b>Listening, Describing &amp; Discussing:</b> 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.</p> <p><b>Playing &amp; Rehearsing:</b> 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.)</p>	<p>Sing through 'Suo-Gan' as a warm up.</p> <p>Listen to 'Jelly on a Plate'. March, or clap the steady beat. Explain that each line of the song is a separate musical phrase. Listen again, and clap the rhythm. Which lines have matching rhythms? (1, 2 and 4). Sing the song. Look at the notation to 'Jelly On A Plate'. Follow each syllable as you listen. Explain the 'rest' symbol. As you sing the song, mark the rests with a 'shh', or by putting a finger to the lips.</p> <p>Listen to further verses of 'Jelly On A Plate'. Divide the class into groups: one group to clap or stamp a steady beat, one group to tap the rhythm of the words 'jelly on a plate' on untuned percussion as an ostinato, one group to play the rhythm of the words 'wibble wobble, wibble wobble' as an ostinato, another group to sing. Swap around, and experiment with different ways of combining the pieces.</p>	<p>'Suo-Gan' 'Jelly On A Plate' (from Music Express 4)</p>
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<p><b>Lesson 4</b></p> <p><b>LO:</b> To perform rhythmic patterns.</p>	<p><b>Duration:</b> Begin to understand 2, 3 and 4 metre and how rhythms fit to a steady beat.</p> <p><b>Pitch:</b> Identify steps, leaps and repeated notes in melodies.</p>	<p><b>Listening, Describing &amp; Discussing:</b> 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.</p> <p><b>Playing &amp; Rehearsing:</b> 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.)</p> <p><b>Composing:</b> Use rhythmic notation including basic stave notation. (<i>note lengths – grid to standard symbols</i>)</p>	<p>Sing Jelly on a Plate as a warm up (with as much accompaniment as you like).</p> <p>Listen to 'Unsquare Dance'. Identify the ostinatos (one clapped, one on the double bass). Listen to the ostinato and follow it with the diagram. Stamp in time to the three note double bass pattern. Now try adding the double clap (following the second diagram). Split the class in half and perform both sections together. Listen to the next track, and learn the pattern using the diagram. Then divide into halves – one group stamps, one group claps. Swap over.</p> <p>In pairs create a pattern to fit the seven beats of 'Unsquare Dance' using the notation provided. (Seven beats is a complicated number to use – it may take some time, and some practise).</p> <p>Using the backing track, children to perform their ostinatos to the class. Invite some pairs to teach their ostinatos to everyone else.</p>	<p>'Jelly On A Plate' 'Unsquare Dance' (from Music Express 4)</p>
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<p><b>Lesson 5</b></p> <p><b>LO:</b> To compose lyrics to fit a rhythmic pattern.</p>	<p><b>Duration:</b> Begin to understand 2, 3 and 4 metre and how rhythms fit to a steady beat.</p> <p><b>Pitch:</b> Identify steps, leaps and repeated notes in melodies.</p>	<p><b>Listening, Describing &amp; Discussing:</b> 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.</p> <p><b>Playing &amp; Rehearsing:</b> 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.)</p> <p><b>Composing:</b> Use rhythmic notation including basic stave notation. (<i>note lengths – grid to standard symbols</i>)</p>	<p>Listen to 'Hip Hoppy Kid'. Discuss the meaning of the rhyme. Listen to the version which has the beat counted. Perform the body percussion to the rap (see diagram). Break the lyrics into separate lines, and distribute to pairs or threes. Perform the rap to the backing track, each pair / three saying their line. Look at the two rhythm patterns on the board. Both can be heard at the end of some of the lines – where is each one found? Perform the rap again, all clapping the rhythmic phrases where appropriate.</p> <p>In the same pairs / threes, write a substitute line for your lyrics. As a class, you are writing a rap about keeping the school clean.</p>	<p>'Hip Hoppy Kid' (Music Express 4)</p>
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<p><b>Lesson 6</b></p> <p><b>LO:</b> To perform with an awareness of different parts.</p>	<p><b>Duration:</b> Begin to understand 2, 3 and 4 metre and how rhythms fit to a steady beat.</p> <p><b>Pitch:</b> Identify steps, leaps and repeated notes in melodies.</p>	<p><b>Listening, Describing &amp; Discussing:</b> 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.</p> <p><b>Playing &amp; Rehearsing:</b> 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.)</p> <p><b>Composing:</b> Use rhythmic notation including basic stave notation. (<i>note lengths – grid to standard symbols</i>)</p>	<p>Rehearse the lines written last week for 'Clean School Rap'.</p> <p>As a class, put the lines together and perform the rap through. Include the body percussion from last week. Record the performance, and evaluate it.</p> <p>As a class, create some movements to accompany the rap. Rehearse them together, then perform and record again. Evaluate the performance.</p>	<p>'Hip Hoppy Kid' (Music Express 4)</p>
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