

Roman March

A Music Plan

Year Three		Summer Term				
Topic Link						
This unit links to the topic 'The Roman Empire'.						
Overview						
This unit allows children to practise, develop, refine and create rhythmic patterns.						
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. Start to develop rehearsal and practice routines and strategies.		Use rhythmic notation including basic stave notation.		

Lesson	Dimensions	Skills	Lesson Content	Resources
Lesson 1 LO: To maintain an ostinato over a steady beat.	Duration: Begin to understand 2, 3 and 4 metre and how rhythms fit to a steady beat.	Playing & Rehearsing: Develop instrumental skills and techniques and maintain steady beat. Copy and match patterns in 2, 3 and 4 metre. Start to develop rehearsal and practice routines and strategies.	Clap a steady beat together, or round a circle. Count in 2s as you clap. Using 'Wake Up', establish this steady beat, fade the music out for 10 seconds, then fade it back in – can you maintain your beat through the silence? Try again, with longer gaps! Split the class into groups. In groups, create a pattern (ostinato) you could play over the top of a steady beat (keep them simple). Then, perform your ostinato while the rest of the class keep the beat strong. Build up a wall of sound – teacher keeps a steady beat, then adds one group's ostinato, then another, then another, until all the groups are playing together. Can you maintain the beat you are playing?	<i>'Wake Up'</i> by Mark & Helen Johnson (Out of the Ark)
Lesson 2 LO: To understand the purpose of a march.	Timbre: Identify a range of non-percussion instruments by name and the way they are played. Extend the use of percussion instruments. Texture: Recognise different combinations of layers in music.	Listening, Describing & 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.	Listen to 'The Great Escape' and 'Pomp & Circumstance 4'. How would you describe this music. How does it make you feel? Why do you think the music makes you feel this way? What is meant by a march? Identify concept (musical, and non-musical). In music, a march is piece of music with a strong rhythm written to be marched to. Why would this be useful if you were a marching army. Listen to the example tracks again – see if you can march to them? What would make a good march? (Strong beat, sensible tempo so you'd move at a good speed but not get too tired).	<i>'The Great Escape'</i> by Elmer Bernstein. <i>'Pomp and Circumstance 4'</i> by Edward Elgar.

<p>Lesson 3</p> <p>LO: To understand dynamics in music.</p>	<p>Dynamics: Understand getting louder and quieter in finer graduations.</p>	<p>Listening, Describing & 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 & Rehearsing: Develop instrumental skills and techniques and maintain steady beat. Copy and match patterns in 2, 3 and 4 metre. Start to develop rehearsal and practice routines and strategies.</p>	<p>Listen to 'Mars' from the Planet Suite. What do you notice about the music? How does it make you feel? How does the music make you feel this way? Explain what is meant by 'dynamics' in music – an increase, or decrease in volume. How do the dynamics work in this piece of music? Are they caused by the addition of more instruments, or existing instruments playing at a greater volume?</p> <p>Play some dynamics games. Get into a circle. Clap a steady beat. For four beats, step into the circle, and increase the volume of your claps. For the next four, step backwards, and decrease the volume of your claps. Next, choose a child to conduct. Find a way of making a noise as a class (this could be humming a note, tapping on knees – anything). Ask the conductor to raise or lower their arm – the noise should increase or decrease in response.</p>	<p>'Mars' by Gustav Holst.</p>
<p>Lesson 4</p> <p>LO: To experiment with rhythmic patterns and dynamics.</p>	<p>Duration: Begin to understand 2, 3 and 4 metre and how rhythms fit to a steady beat.</p> <p>Dynamics: Understand getting louder and quieter in finer graduations.</p>	<p>Composing: Use rhythmic notation including basic stave notation.</p>	<p>Choose Roman topic words that can be turned into rhythm patterns (such as "Ro-mans March-ing" or "Ha-drian's Wall"). Try saying these phrases as a class – can you fit them to a 2-metre pattern? Remember – a 2 metre pattern can contain more than two syllables – see the examples on the flipchart.</p> <p>Experiment with chanting the phrases to a marching beat – march on the spot at the same time. Experiment with dynamics – getting louder (as your army approaches) and quieter (as your army moves away).</p>	

<p>Lesson 5</p> <p>LO: To compose a march with varied dynamics.</p>	<p>Duration: Begin to understand 2, 3 and 4 metre and how rhythms fit to a steady beat.</p> <p>Dynamics: Understand getting louder and quieter in finer graduations.</p>	<p>Composing: Use rhythmic notation including basic stave notation.</p> <p>Playing & Rehearsing: Develop instrumental skills and techniques and maintain steady beat.</p> <p>Copy and match patterns in 2, 3 and 4 metre.</p> <p>Start to develop rehearsal and practice routines and strategies.</p>	<p>In small groups, pick a rhythmic phrase from last lesson – or create one of your own. Turn this phrase into a composition following a given structure:</p> <p>Part 1: Percussion, increasing in volume.</p> <p>Part 2: Percussion and vocals.</p> <p>Part 3: Percussion, decreasing in volume.</p> <p>More adventurous groups may choose to play a different beat on their percussion to the one they are chanting.</p> <p>Spend some time selecting instruments, the creating, rehearsing and refining compositions.</p>	
<p>Lesson 6</p> <p>LO: To refine a march with varied dynamics.</p>	<p>Duration: Begin to understand 2, 3 and 4 metre and how rhythms fit to a steady beat.</p> <p>Dynamics: Understand getting louder and quieter in finer graduations.</p>	<p>Composing: Use rhythmic notation including basic stave notation.</p> <p>Playing & Rehearsing: Develop instrumental skills and techniques and maintain steady beat.</p> <p>Copy and match patterns in 2, 3 and 4 metre.</p> <p>Start to develop rehearsal and practice routines and strategies.</p>	<p>Groups to review their compositions from last week. Rehearse them again, and make any necessary changes. Then, perform to the class. Record each march if possible, then evaluate the performances given.</p>	