

The Iron Man

A Music Plan

Year Three		Spring Term				
Topic Link						
This music unit is loosely linked to the Iron Man topic, particularly through the associated art unit: just as we can create visual art from junk, we can also use it for music.						
Overview						
This unit extends children's understanding of rhythm through the use of different rhythmic patterns and ostinati. It builds on the 'Play It Again' unit.						
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 explore simple rhythms using instruments with different timbres.</p>	<p>Timbre: Identify a range of non-percussion instruments by name and the way they are played. Extend the use of percussion instruments.</p> <p>Duration: Begin to understand 2, 3 and 4 metre and how rhythms fit to a steady beat.</p> <p>Texture: Recognise different combinations of layers in music.</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.</p> <p>Use an appropriate music vocabulary in relation to the learning.</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>Make a link to children's current art work. They have been building iron man models out of junk which parallels the way the Iron Man in the story collects junk to eat.</p> <p>When making music, we can also use junk – this can be very effective.</p> <p>Watch the 'Stomp' video.</p> <p>What items did you see being played in the video? Why do you think they were chosen?</p> <p>Even untuned percussion comes in a range of pitches – some instruments make a higher sound, some make a lower sound.</p> <p>Get out some of the percussion instruments in the room, and investigate the different sounds they make. Can you tell the difference between a higher / lower sound? What other differences in sound can you hear?</p> <p>Watch the two videos of 'We Will Rock You' (you don't need to watch these all the way through).</p> <p>In the first video, the percussion noises are largely made by stomps and claps. Can the children play along by stomping and clapping?</p> <p>In the second, the rhythm is played on low toms and snare. To play along to 'We Will Rock You', divide the percussion into high / low sounds and play through as a class (the children might want to sing as well!)</p> <p>Explain that, next week, children will be able to use 'instruments' of their own, supplementing school percussion with junk. What will they be able to find?</p>	<p>Stomp – examine percussion types</p> <p>'We Will Rock You' by Queen (official video)</p> <p>'We Will Rock You' by Queen (live at Wembley, 1986)</p>

<p>Lesson 2</p> <p>LO: To explore simple rhythms using instruments with different timbres.</p>	<p>Duration: Begin to understand 2, 3 and 4 metre and how rhythms fit to a steady beat.</p> <p>Texture: Recognise different combinations of layers in music.</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>Watch the Coldplay video. Where is the rhythm coming from? (The drummer, Will Champion, can be seen playing a bass drum and timpani for the lower sounds and a bell for the higher sounds. Are they all played all the way through?</p> <p>The lower part is a pulse: it plays a steady beat throughout the whole song (on a 1, 2, 3, 4 count). 'Play along' with the video by banging hands on laps.</p> <p>During the chorus, the higher sounds are on the 2nd / 4th beat. Play along to a chorus by clapping on these beats.</p> <p>Now, put the song together with the 'instruments' children have bought in – divide them up into high and low sounds (supplement with normal percussion as necessary).</p>	<p>Coldplay – 'Viva La Vida' Coldplay – 'Viva La Vida' (live recording)</p>
<p>Lesson 3</p> <p>LO: To combine different rhythmic ideas.</p>	<p>Duration: Begin to understand 2, 3 and 4 metre and how rhythms fit to a steady beat.</p> <p>Texture: Recognise different combinations of layers in music.</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>Watch the video of 'Happy' by Pharrell Williams. What can you hear making the rhythm track here?</p> <p>You'll hear a bass drum, a snare, a hi-hat and clapping.</p> <p>Look at the main pattern for the song: bass drum on beats 1 and 3, snare drum on beats 2 and 4, and a hi-hat on 3.</p> <p>Break the class into three groups to play these sounds. Slowly, build the pattern (start with children playing the bass part, then add in the snare, then add in the hi-hat). Then, look at the middle section of the song. Practise the clapping rhythm – slowly at first, then speed it up.</p> <p>Can the whole track be put together now? The 'snare' and 'hi-hat' groups can become clappers during the middle section.</p>	<p>Pharrell Williams – 'Happy'</p>

<p>Lesson 4</p> <p>LO: To combine different rhythmic ideas.</p>	<p>Duration: Begin to understand 2, 3 and 4 metre and how rhythms fit to a steady beat.</p> <p>Texture: Recognise different combinations of layers in music.</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>Watch the video to 'Uptown Funk'.</p> <p>As this is a busier track, it's harder to hear how the rhythm is put together.</p> <p>However, most of the song can be accompanied by a simple bass / snare pattern. During the middle section, the rhythm is pulled back to a simple bass pulse which then builds up into a faster bass / snare beat before coming to a stop. Look at the patterns which show this and work through the song, playing along on percussion in groups like last week.</p>	<p>Mark Ronson (feat Bruno Mars) – 'Uptown Funk'</p>
<p>Lesson 5</p> <p>LO: To combine different rhythmic and melodic ideas.</p>	<p>Duration: Begin to understand 2, 3 and 4 metre and how rhythms fit to a steady beat.</p> <p>Texture: Recognise different combinations of layers in music.</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>Watch the video to 'Seven Nation Army'.</p> <p>Most of the rhythm here comes from a low beat on a bass drum / floor tom, and a high beat on a snare drum. There are three different parts to this – break the children into two groups and try to work out how the three parts fit together.</p> <p>As an extension – if time allows – there is also a melodic riff that is repeated throughout the song. Some children may wish to try it!</p>	<p>The White Stripes – 'Seven Nation Army'</p>
<p>Lesson 6</p> <p>LO: To compose and combine rhythmic patterns.</p>	<p>Duration: Begin to understand 2, 3 and 4 metre and how rhythms fit to a steady beat.</p> <p>Texture: Recognise different combinations of layers in music.</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>Composing: Use rhythmic notation including basic stave notation. (<i>note lengths – grid to standard symbols</i>)</p>	<p>Break children into small groups (six-ish).</p> <p>Each group should then divide down into three parts (three pairs, ideally).</p> <p>Each group needs to compose three rhythm parts that can be combined into one performance: a low part, a middle part, and a high part.</p> <p>Give each group a 'box-score' sheet to record their composition.</p> <p>Allow children time to rehearse, then allow them the chance to perform to each other.</p> <p>(These performances could be recorded.)</p>	<p>Composition 'box-score' sheet.</p>