

Camel Driver

A Music Plan

Year Five		Autumn Term				
Topic Link						
This unit links to the topic 'The Magi' (an RE unit).						
Overview						
This unit shows children the difference between major and minor keys through the song 'Camel Driver'.						
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
Lesson 1 LO: To sing a song with an awareness of pitch.	Pitch: Recognise and identify a range of different scale patterns.	Listening, Describing & Discussing Compare and contrast music heard and performed with an awareness of the music's context, purpose and composer's intent. Singing: Sing simple part songs.	Warm up voices with 'Boom Chicka Boom'. Listen to <i>Bacchanale</i> from Saint-Saens' <i>Samson et Dalila</i> Op47, and <i>Follow The Star</i> from 'Stable Manners'. Where do they think this music is from? What is about the music which makes it sound Egyptian? How is it different to other western music? Discuss the similarities and differences-use the language of the musical elements as a starting point. Listen to 'Camel Driver'. Follow the words while listening, then try to sing along.	'Boom Chicka Boom'. 'Bacchanale' from <i>Samson et Dalila</i> . 'Follow The Star' from Stable Manners. 'Camel Driver' by Bryan Fitzgerald.
Lesson 2 LO: To understand that the melody of a tune moves in intervals.	Pitch: Recognise and identify a range of different scale patterns.	Singing: Sing simple part songs.	Warm up voices with 'H.E.L.L.O.' Discuss with the children what structure means in music. Relate this to what they learnt about in their previous unit. This song is made up of 3 sections. Each successive section begins with the next note of the E minor chord (E G B). Look at what this means – what is a minor chord? When singing the song it will help to play the starting notes of each line on a xylophone or piano/keyboard to help keep the children in tune. Sing the song slowly tracing the ups and downs with your hands. Close intervals between notes should be smaller than large intervals between notes. Compare and contrast the shape of the melody in each line. Possible questions could be: Which melody moves up and down most? Is there a melody which doesn't move much? Which melody is the hardest to sing? Continue to practice the 3 sections of the song.	'H.E.L.L.O.' 'Camel Driver' by Bryan Fitzgerald.

<p>Lesson 3</p> <p>LO: To play a scale on a tuned instrument.</p>	<p>Pitch: Recognise and identify a range of different scale patterns.</p>	<p>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.</p>	<p>Warm up with 'H.E.L.L.O.' from last week. Ask the children if they know what a scale is? The most common scale can be found by just playing the white notes from any C to the next C above or below. Allow the children time to play C major scale, ascending and descending. Play the children E harmonic minor scale. Through listening, ask them to compare the scale they have been playing with yours. What is different? (One sounds bright and happy - major, the other is more mysterious and sad - minor.) Which one do they prefer? See if the children can play E minor harmonic scale by ear. Give them the starting note and allow them time to explore. The children will need a full chromatic instrument to do this. (That means the notes which have sharps and flats written on them.) Where possible, children to use 2 beaters. Explain to them what a chromatic instrument is. (an instrument which contains all the sharp / flat notes) At the end of the lesson sing Camel Driver to keep the tune fresh in the children's minds.</p>	<p>Example scales.</p>
<p>Lesson 4</p> <p>LO: To play a melody on a tuned instrument.</p>	<p>Pitch: Recognise and identify a range of different scale patterns.</p>	<p>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.</p>	<p>Explain that today the children will be attempting to play the 3 different sections from camel driver on their instruments. Sing the 3 different parts first. Remind the children of the E minor harmonic scale particularly the D# & F#. Give the children the first note to the first section and see if the children can play the tune by ear. Match children who are confident with those who are not and get them to play a 'copy and match' game. If this doesn't work, provide the children with the notation cards. Do the same for the other sections.</p>	

<p>Lesson 5</p> <p>LO: To play a chordal accompaniment.</p>	<p>Pitch: Recognise and identify a range of different scale patterns.</p>	<p>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.</p>	<p>Discuss with the children what they think a chord is? Explain that a chord is a layering of notes which are all played at the same time. If the notes complement each other (E G B) they sound nice, if they don't (E F G) they sound horrid! Allow children time on to discover notes which sound nice together and those which don't. Just stick to the E minor harmonic scale. Show children the score to camel driver and point out the chords written above the staff (Em & B7). Show the children which notes are required for these chords. E minor = E G B and B7 = B D# F# A. Pair children up – they won't be able to play all three / four notes of the chord on their own. If you can't manage to play all the notes in the chord, which ones can you get rid of? Does it make a difference? The chords alternate between the song, on the 1st and 3rd beat of each bar. Organise the children appropriately so this can happen. Practice playing in time to a steady 4 beat pulse.</p> <p>1 2 3 4, 1 2 3 4, etc... X X X X</p> <p>The slow pulse is supposed to evoke the slow movement of the camel's feet.</p> <p>See if the children can hum the tune over the top of their chordal accompaniment.</p>	
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<p>Lesson 6</p> <p>LO: To maintain a part with an awareness of others.</p>	<p>Pitch: Recognise and identify a range of different scale patterns.</p>	<p>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.</p>	<p>Split the children in half. Ask one group to choose a section of the song which they will continually repeat to create a vocal ostinato (repeated phrase or rhythm). The other group should sing the melody all the way through over the top of the ostinato. Swap over. Once children are confident with this, they should be ready to sing a round. First sing in 2 parts and then move on to three. Make sure the children listen to each other as they are singing so that their parts fit well with each other. You could invite a small group of children to play their chordal accompaniment along with the singing. Discuss ways they could end the piece of music.</p>	
<p>Lesson 7 (if time allows)</p> <p>LO: To perform, and reflect on a performance.</p>	<p>Pitch: Recognise and identify a range of different scale patterns.</p>	<p>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.</p>	<p>Record a performance of the song with accompaniment. Review it in for the accuracy of pitch, accuracy of balance of part singing, and use of tuned percussion. Encourage use of musical vocabulary in the discussion. Does the singing sound in tune? Do all of the parts blend together or is one stronger than the other? Do we all stay together (in time) ? What comments can you make about the accompaniment? How could our performance be improved?</p>	