

MUSIC MAESTRO PRIMARY

UNIT 3.1 – AUTUMN TERM 1 – MAKE NOTES

UNIT OVERVIEW

In this unit of work, pupils will continue to grow their understanding of the relationship between sounds and how they are represented in music. They will learn about the note lengths of minims, crotchets and quavers and learn how to draw each. They will represent these notes using a staff and clef. They will plot the notes C, D and E on the treble clef and locate them on a glockenspiel, and play simple 3 note melodies from written music.

LINKS TO PRIOR LEARNING

This will be the first time pupils have seen formal notation. However, in Unit 2.4, they will have explored graphic symbols to represent sound, and latterly, with dot and stick notation (without the staff).

ESSENTIAL LEARNING SUMMARY

Lesson	Learning Intention/Activity	What will be known and remembered	Revisited vocabulary	New vocabulary
1	RECAP Remind pupils that in Y2 they used graphic scores and dots/sticks to represent some of the musical sounds they made. How did that help them to record and play the music they wrote? LEARN In this order, introduce the following musical concepts: Crotchet, Minim, Quaver Give pupils to opportunity to draw crotchets, minims and quavers on their white boards. When they are secure, give them the Note value Maths worksheet for them to refine these further. As a class, practice clapping each note type, in a bar of 4 beats: Eg 4 x crotchets, 2 x minims, 8 x quavers Then, as a class, make up 2 bars of 4 beats and clap this together. You can do this on the IWB so everyone can see clearly. (Tips – A bar is one block of musical beats. Each bar is separated by a bar line. End the 2nd bar with a minim to end the piece nicely)	✓ Know the names, representations and values of crotchets, minims and quavers ✓ Draw them accurately ✓ Know that beats can be arranged in bars of music to keep the beat steady	Graphic score	Crotchet Minim Quaver Bar (line)

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	REVIEW How many beats is each note worth? What is a bar and bar line?			
2	RECAP Brain dump: Can the children draw a crotchet, minim and quaver? Can they make a bar of 4 beats? Can they make two bars of 4 beats? Re-rehearse clapping some 2 bar phrases using crotchets, minims and quavers. LEARN Introduce the stave and treble clef. Tell pupils that these help musicians know how high or low notes need to be played. Demonstrate the tricky drawing of the treble clef. Ask the pupils to draw some themselves, using the tracing worksheet . Show the position of the notes Middle C, D and E on a stave, using crotchets. When these notes are played upwards in order, we can sing 'do, re, mi'. On the way down, we can sing 'three blind mice'. Middle C sits below the 5 lines of the stave and has its own special line called a ledger line. D goes in a space, E on the bottom line. REVIEW Can pupils name the note and its length from examples given?	✓ Know that the stave and clef help musicians to know which notes to play ✓ Can draw a treble clef accurately ✓ Can place the notes C, D and E on a stave, with a treble clef.	Crotchet Minim Quaver	Stave Treble Clef Ledger line Lines and spaces
3	RECAP Quick quiz: 5 questions relating to lessons 1 and 2 so far. LEARN Pupils will draw a series of 2 and 4 bar phrases using crotchets, minims and quavers, and the notes C,D,E. When they have done this, they will share their phrases with other pupils, who will attempt to play them on chime bars, keyboard or glockenspiel. Once rehearsed, selected pupils will perform these to the class. The class will appraise the accuracy of the work.	✓ Know the names, representations and values of crotchets, minims and quavers ✓ Can draw them accurately ✓ Can perform notation on tuned percussion	Crotchet Minim Quaver Stave Treble Clef Ledger line Lines and spaces	

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	REVIEW Who do pupils think the star performer was? Why? Whose melody sounded the best? What made this the case?			
4	This lesson takes on a very similar form to lesson 3. Teachers may determine that this session needs repeating in its entirety, to ensure knowledge and skills are secure. If pupils are progressing well, you can pull together a class composition, using a range of 8-bar melodies generated by pupils and sticking them together to form a whole class composition. This could act as a useful assessment opportunity as set out below.	✓ Know the names, representations and values of crotchets, minims and quavers ✓ Can draw them accurately ✓ Can perform notation on tuned percussion	Crotchet Minim Quaver Stave Treble Clef Ledger line Lines and spaces	
5	RECAP Why are we learning to write notes on a stave? What key vocabulary have we been focussing on in the past lessons in this unit? LEARN Teach pupils that the notes in the remaining spaces of the treble clef spell FACE. Teach pupils that the notes on the lines of the treble clef are E,G,B,D,F. (Demonstrate both of these on the board). Share some mnemonics to remember this; Every Good Boy Deserves Football or Elephants Go Bouncing Down Fields. You can use the phrase 'Faces in the spaces, rhymes on the lines' to help them remember which is which. Pupils can then invent their own mnemonic to help them remember. They could write 'Give me 10 mnemonics for EGBDF' into an Ai tool such as Copilot or ChatGPT. Then, using the template provided, design a poster with an illustration of their mnemonic. REVIEW Pupils can share their posters with each other.	✓ Know the names of all notes on the treble clef ✓ Use rhymes to help remember note positions on the treble clef	Lines and spaces	FACE EGBDF

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6	ASSESSMENT:	Exceeded	Secured	Below
	Can draw crotchets, minims and quavers, using the notes C,D and E Can play a simple tune from musical notation			
What does this assessment information tell me about the impact of the curriculum? What do I need to do next as a result?				

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UNIT GLOSSARY	
Crotchet	A note worth 1 count.
Minim	A note worth 2 counts.
Quaver	A note worth half a count. Two quavers equal 1 count
Stave	5 lines, equally apart, upon which musical notes are placed
Treble Clef	A symbol to show where to place notes on a stave. The treble clef is sometimes called the G Clef as it centres on the G line.
Ledger line	An extra line added above or below the stave