

MUSIC MAESTRO PRIMARY

UNIT 1.5– SUMMER TERM 1 – BODY ORCHESTRA

UNIT OVERVIEW

In this unit of work, pupils will learn to represent sounds using their bodies. They will think about how they can use their bodies to create sounds, such as their voice, clapping, stamping, clicking etc. Before that, they will continue to explore a range of untuned percussion instruments with a view to matching how they can be played/sound in response to the story of The Hungry Caterpillar. They will work to read and perform simple 4 beat rhythms from a graphic score.

LINKS TO PRIOR LEARNING

In Early Years, pupils will have experienced performing music and experimenting with sounds. In the previous unit, children experimented with musical instruments to help them depict seasons of the year.

ESSENTIAL LEARNING SUMMARY

Lesson	Learning Intention/Activity	What will be known and remembered	Revisited vocabulary	New vocabulary
1	<p>RECAP Can the children remember the names of any musical instruments they played in the last unit? Can they say what they look like and what sounds they make?</p> <p>LEARN Read the story of the Hungry Caterpillar. Ask the pupils to make chomping and biting noises with their voices at each point that the caterpillar eats something.</p> <p>Once you have completed this, tell the children that they are going to work in groups to use musical instruments to help them depict each of the different foods that the caterpillar eats. Encourage them to think about what happens if they hit, scrape or pluck different instruments.</p> <p>How might they choose to represent 4 strawberries or a lollipop? Break the children into groups and assign them to one of the food items. Each group can experiment then agree on their choice. Each table can then</p>	<ul style="list-style-type: none"> ✓ Know that instruments can be used to describe parts of a story ✓ Can select instruments to match a character or event 	Pitch High Low Percussion Wood block Tambourine Cymbal Indian Bells Guiro Cabassa Maracas Sleigh Bells Triangle Glockenspiel (metal) Xylophone (wooden) Chime bars Claves Drums (various)	Ukulele or guitar

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	<p>take it in turn to play their word/words and explain why they chose this way. Once you have done this, read the story again, this time using the musical instruments to accompany the eating of each piece of food!</p> <p>REVIEW Do you think you would use any different instruments for other animals, such as a huge elephant, or a tiny mouse? Explain why.</p>			
2	<p>RECAP Which instruments did we scrape, hit and pluck in our last lesson?</p> <p>LEARN This lesson runs in a very similar way to lesson 1, however, this time, we are only allowed to use our bodies to make the sounds.</p> <p>Ask the pupils to experiment in making their bodies make different sounds. Perhaps they come up with some of these ideas;</p> <p>Clapping, clicking, using their voice, stamping, patting their tummies, clicking their tongue, whistling etc</p> <p>Encourage pupils in their groups to come up with new motifs for each of the foods. When ready, ask the pupils to demonstrate and explain their choices. Finally, add these accompaniments to the retelling of The Hungry Caterpillar.</p> <p>REVIEW Which is their favourite body sound? Can they explain why?</p>	<p>✓ Use different parts of the body to make percussive sounds</p>	<p>Clap Click Stamp Pat Whistle</p>	
3	<p>RECAP Can pupils list the percussion instruments that they played in the first lesson? Use the glossary page at the bottom of this document to help.</p> <p>LEARN</p>	<p>✓ Speak simple words to a beat, keeping in time with others</p>	<p>Beat Tempo Rhythm</p>	

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	<p>Explain to the pupils that they are going to be saying some words associated with the Hungry Caterpillar story, but this time, the caterpillar is going to be eating some cabbage! They are going to say the following words or phrases together, following a steady beat (remind children that in Unit 1.3, they marched and moved to different pieces of music, keeping a steady beat):</p> <p>'Find some food' 'Munch! Crunch' 'Cabbages' Creeping, crawling' 'Caterpillar' 'Burp!'</p> <p>Using the prompt sheet, demonstrate each of these phrases within a 4-beat section. For example, for 'find some food' you place one word on each of the first 3 beats, with nothing on the 4th one. Get the children to chant this with you a few times, pointing at the word/number as you go.</p> <p>Then, work through the rest of the prompt sheet and explore the rhythms for each of the 6 phrases. Once secure, try stitching all of the phrases together, by moving down a row each time to make one whole piece of music? You might need to rehearse this a few times.</p> <p>Finally, if the pupils are ready, you can keep the music going by pointing at different phrases in a different order. Can the pupils get a really confident feel for the rhythm of each phrase?</p> <p>REVIEW How well did you perform together? What was the hardest part of this task? Why?</p>			
4	<p>RECAP Can pupils recall the phrases they were saying in the last lesson, relating to the sounds make by the Hungry Caterpillar?</p>	<p>✓ Speak simple words to a beat, keeping in time with others</p>	<p>Beat Tempo Rhythm</p>	

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	<p>'Find some food' 'Munch! Crunch' 'Cabbages' Creeping, crawling' 'Caterpillar' 'Burp!'</p> <p>LEARN Repeat the activity you did in the last lesson of stitching together the phrases into one single piece of music. When secure, you are ready to move on. Use the prompt sheet to help.</p> <p>This time, split the class into 2 groups. Assign one group one phrase and the other an alternative. Count to 4 and then see if they can say their own rhythm at the same time. Use the prompt sheet to help.</p> <p>Depending on how that goes, you may be able to increase the number of groups, each with a different phrase. Can you build up layers of phrases by each group repeating their phrase over and over again?</p> <p>REVIEW How hard was it to keep your rhythm going when someone else was performing something different? Why was this, do you think?</p>	<p>✓ Perform music in more than one part</p>		
<p>5 and 6</p>	<p>If lesson 3 and 4 prove challenging, you can use an additional lesson to rehearse and grow confidence in the rhythms and performing them.</p> <p>Finally, prepare a performance of the piece of music. To do this, assign a piece of body orchestra for each phrase. Tap/clap etc using the same rhythm as the words you have built up. Keep saying the words, but perform the body percussion at the same time. I.e Caterpillar = woodblock, cabbages = tambourine, crawling = guiro etc</p> <p>You can then build the piece by adding phrases one by one, so that eventually, all 6 phrases are being performed at the same time, in time with each other. Make sure you continue to keep a steady beat and</p>	<p>✓ Perform music in more than one part</p>	<p>Beat Tempo Rhythm</p>	

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	<p>constantly count 1-2-3-4 so pupils can see/hear when they should be playing. You can then decrease the number of phrases back down to just one and end the performance.</p> <p>When secure, perform this to an audience and gain feedback.</p>			
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6	ASSESSMENT:	Exceeded	Secured	Below
	<p>Use different parts of the body to make percussive sounds</p> <p>Perform music in more than one part</p>			

**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	
Pitch	How high or low a sound is.
Percussion	Instruments that are typically played by striking or scraping them
Beat	The pulse of a piece of music
Rhythm	A pattern of sounds
Tempo	The speed of the beat
Clap	Slapping two hands together
Click	Flicking two fingers together
Stamp	Planting feet on the floor heavily
Pat	Gently placing a flat hand on a surface
Whistle	Blowing through the lips



Wood Block



Tambourine



Cymbal



Chinese Bells



Guiro



Cabassa



Maracas



Sleigh Bells



Glockenspiel (Metal)



Triangle



Maracas



Xylophone (Wooden)



Claves



Drums (Various)