

# MUSIC MAESTRO PRIMARY

## UNIT 2.4 – SUMMER TERM 1 – DOT TO DOT

### UNIT OVERVIEW

In this unit of work, pupils will begin to listen to rhythms and record them using dot notation. They will not yet be introduced to the stave, but they will be encouraged to record sounds by the beat, using 4 beat rhythms. This will prepare them for their first Y3 unit where they encounter formal notation but also develop their listening and improvisation skills.

### LINKS TO PRIOR LEARNING

This unit of work builds on Unit 2.4 where pupils began to link the representation of sounds with symbols. In this unit of work, pupils will reinforce previous learning around maintaining a steady beat. They were introduced to visual scores which showed them how to clap and tap beats in different combinations. They clapped and tapped beats in 3 and 4 beat bars. They learnt that musical beats can increase in tempo and they will respond to this in their own movements.

### ESSENTIAL LEARNING SUMMARY

| Lesson | Learning Intention/Activity  | What will be known and remembered                   | Revisited vocabulary   | New vocabulary |
|--------|--|---|------------------------|----------------|
| 1      | <p><b>RECAP</b><br/>Look back on Unit 2.3 and remind the children how they used the two different ‘hand’ symbols to determine whether to clap hands or tap the table. Have another go at a couple of examples. Can the pupils still <a href="#">read and perform these</a>?</p> <p><b>LEARN</b><br/>Explain to the pupils that they are going to be listening to rhythms and marking down what they have heard.</p> <p>To begin with, we are going to refine our listening skills. Use <a href="#">this video</a> to listen to each 4-beat phrase and ask the pupils to immediately repeat each phrase they hear. You might need to demonstrate first. (NB – You will hear a 4-beat rhythm, and there is a gap immediately after this for the pupils to repeat this. Keep in time, as the next 4-beat rhythm is coming quickly behind!) It doesn’t matter about reading the notes, it is more important to listen and then clap them back.</p> | <p>✓ Can repeat simple clapped musical patterns</p> | <p>Beat<br/>Rhythm</p> |                |

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|                 | <p>Then, ask individual pupils to offer their own rhythm claps to the rest of the class. Can the other pupils copy this accurately? Try to keep them simple. Go round the class and repeat each child's example together. Then break into pairs or small groups and continue to ask pupils to share and repeat clapping phrases.</p> <p>Finally, ask pupils to think of a fruit or vegetable. Get them to clap the rhythm of the word (for example, cauliflower will have 4 fast claps and cabbage will have two, but the first one will be fast). Can the children correctly identify the fruit/vegetable? Make a list of all the possible examples that a pupil's claps COULD represent. (Eg Orange and Cabbage might sound the same, and grapes and plums would too!)</p> <p><b>REVIEW</b><br/>Who was the best listener? Why do you think this? Did you find it easy to repeat someone else's pattern? Why?</p>   |   |   |   |   |   |      |   |   |  |   |      |   |  |   |   |   |                        |                 |
|-----------------|---|---|---|---|---|---|------|---|---|--|---|------|---|--|---|---|---|------------------------|-----------------|
| <p><b>2</b></p> | <p><b>RECAP</b><br/>Clap some simple <a href="#">4 beat rhythms</a> for the pupils to repeat, as per lesson 1.</p> <p><b>LEARN</b><br/>Give the pupils a whiteboard each. Divide the board into 4 columns and label each column 1,2,3 or 4. Tell the children that you are going to clap up to four times in a simple phrase. Sometimes you will miss a clap. They should put an x in any column where you clap, leaving any column where you don't clap blank. When you miss a clap, simply put both hands facing forwards (as in a stop signal), without making a sound, for that beat. This will indicate a silent beat with no x in the column.</p> <p>Use the rhythms below, and on each occasion count the 1,2,3,4 aloud:</p> <table border="1" data-bbox="293 1393 1133 1505"> <thead> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>Eg 1</td> <td>x</td> <td>x</td> <td></td> <td>x</td> </tr> <tr> <td>Eg 2</td> <td>x</td> <td></td> <td>x</td> <td>x</td> </tr> </tbody> </table> |   | 1 | 2 | 3 | 4 | Eg 1 | x | x |  | x | Eg 2 | x |  | x | x | <ul style="list-style-type: none"> <li>✓ Can repeat simple clapped musical patterns</li> <li>✓ Can write simple 4-beat phrases using symbols</li> </ul> | <p>Beat<br/>Rhythm</p> | <p>Composer</p> |
|                 | 1   | 2 | 3 | 4 |   |   |      |   |   |  |   |      |   |  |   |   |   |                        |                 |
| Eg 1            | x   | x |   | x |   |   |      |   |   |  |   |      |   |  |   |   |   |                        |                 |
| Eg 2            | x   |   | x | x |   |   |      |   |   |  |   |      |   |  |   |   |   |                        |                 |

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|      |   |  |   |   |
|------|---|--|---|---|
| Eg 3 | x |  |   | x |
| Eg 4 | x |  | x |   |

After you have performed each, look at what the pupils have recorded and agree on the answer. Write the pattern on the board and ask all pupils to perform it together.

Tell the pupils that we are now going to repeat the activity, but this time you will not count the 4 beats aloud. They need to listen carefully and count in their own heads.

Use the rhythms below:

|      | 1 | 2 | 3 | 4 |
|------|---|---|---|---|
| Eg 1 | x |   | x | x |
| Eg 2 | x | x | x |   |
| Eg 3 | x |   |   | x |
| Eg 4 |   | x | x | x |

Break into small groups and ask the pupils to repeat this exercise, taking it in turns to be the clapper and the listener. Each child should prepare their own pattern (tell them that someone who writes music is called a 'composer') on their whiteboard and perform it to the group. Everyone else in the group should record the pattern they hear. Pupils may choose to say the 4 counts at the same time, but this is up to them.

## REVIEW

Who was the best performer? What made it this way?

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## RECAP

Clap some simple [4 beat rhythms](#) for the pupils to repeat, as per lesson 1.

## LEARN

This lesson builds on the previous one. On this occasion, we will do the same activities, but for one of the beats, there will be two fast claps, rather than one slow one. Whilst this should be reasonably easy to pick up, however it is important that you always maintain a steady beat.

Give the pupils a whiteboard each. Divide the board into 4 columns and label each column 1,2,3 or 4. Tell the children that you are going to clap up to **five** times in a simple phrase, a bit like the last lesson where we did four claps. In order to fit them all in, two of the claps will be quicker than the rest. They should put an x in any column where you clap a slow beat, and two x's where you have quick claps.

Use the rhythms below, and on each occasion count the 1,2,3,4 aloud:

|      | 1   | 2   | 3   | 4   |
|------|-----|-----|-----|-----|
| Eg 1 | x   | x   | x x | x   |
| Eg 2 | x   | x x | x   | x   |
| Eg 3 | x   | x   | x   | x x |
| Eg 4 | x x | x   | x   | x   |

After you have performed each, look at what the pupils have recorded and agree on the answer. Write the pattern on the board and ask all pupils to perform it together.

Tell the pupils that we are now going to repeat the activity, but this time you will not count the 4 beats aloud. They need to listen carefully and count in their own heads.

Use the rhythms below:

- ✓ Can listen to music and mark its beat
- ✓ Can write simple 4-beat phrases using symbols

Beat  
Rhythm  
Composer

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|  | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 10%;"></th> <th style="width: 10%;">1</th> <th style="width: 10%;">2</th> <th style="width: 10%;">3</th> <th style="width: 10%;">4</th> </tr> <tr> <td>Eg 1</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x x</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> </tr> <tr> <td>Eg 2</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x x</td> </tr> <tr> <td>Eg 3</td> <td style="text-align: center;">x</td> <td style="text-align: center;">X</td> <td style="text-align: center;">x x</td> <td style="text-align: center;">x</td> </tr> <tr> <td>Eg 4</td> <td style="text-align: center;">x x</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x x</td> <td style="text-align: center;">x</td> </tr> </table>  |     | 1   | 2   | 3 | 4 | Eg 1 | x | x x | x    | x | Eg 2 | x   | x | x    | x x | Eg 3 | x | X | x x | x | Eg 4 | x x | x | x x | x |   |   |  |                                     |  |
|--|---|-----|-----|-----|---|---|------|---|-----|------|---|------|-----|---|------|-----|------|---|---|-----|---|------|-----|---|-----|---|---|---|--|-------------------------------------|--|
|  | 1   | 2   | 3   | 4   |   |   |      |   |     |      |   |      |     |   |      |     |      |   |   |     |   |      |     |   |     |   |   |   |  |                                     |  |
| Eg 1   | x   | x x | x   | x   |   |   |      |   |     |      |   |      |     |   |      |     |      |   |   |     |   |      |     |   |     |   |   |   |  |                                     |  |
| Eg 2   | x   | x   | x   | x x |   |   |      |   |     |      |   |      |     |   |      |     |      |   |   |     |   |      |     |   |     |   |   |   |  |                                     |  |
| Eg 3   | x   | X   | x x | x   |   |   |      |   |     |      |   |      |     |   |      |     |      |   |   |     |   |      |     |   |     |   |   |   |  |                                     |  |
| Eg 4   | x x   | x   | x x | x   |   |   |      |   |     |      |   |      |     |   |      |     |      |   |   |     |   |      |     |   |     |   |   |   |  |                                     |  |
| <p>Break into small groups and ask the pupils to repeat this exercise, taking it in turns to be the clapper and the listener. Each child should prepare their own pattern on their whiteboard and perform it to the group. Everyone else in the group should record the pattern they hear. Pupils may choose to say the 4 counts at the same time, but this is up to them.</p> <p><b>REVIEW</b><br/>Is it easier to perform your clapping when you count aloud, or when you don't? Why do you think this is?</p> |   |     |     |     |   |   |      |   |     |      |   |      |     |   |      |     |      |   |   |     |   |      |     |   |     |   |   |   |  |                                     |  |
| <b>4</b>   | <p><b>RECAP</b><br/>Use the rhythms below, and on each occasion count the 1,2,3,4 aloud:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 10%;"></th> <th style="width: 10%;">1</th> <th style="width: 10%;">2</th> <th style="width: 10%;">3</th> <th style="width: 10%;">4</th> </tr> <tr> <td>Eg 1</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x x</td> <td style="text-align: center;">x</td> </tr> <tr> <td>Eg 2</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x x</td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> </tr> </table> <p>After you have performed each, look at what the pupils have recorded and agree on the answer. Write the pattern on the board and ask all pupils to perform it together.</p> <p><b>LEARN</b><br/>In this final lesson of the sequence, we will increase our patterns to 8 beats. Use the same principles as in previous lessons, but for 8 counts, rather than 4. However, this time, rather than listening for the sounds, we are going to draw them and perform together. Model this on the board using the examples below. After each, ask the pupils to perform them together, as a class, a group, or individual:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">4</td> <td style="width: 10%; text-align: center;">5</td> <td style="width: 10%; text-align: center;">6</td> <td style="width: 10%; text-align: center;">7</td> <td style="width: 10%; text-align: center;">8</td> </tr> </table> |     |     |     |   | 1 | 2    | 3 | 4   | Eg 1 | x | x    | x x | x | Eg 2 | x   | x x  | x | x |     | 1 | 2    | 3   | 4 | 5   | 6 | 7 | 8 | <p>✓ Read basic notation to perform a clapping pattern</p> | <p>Beat<br/>Rhythm<br/>Composer</p> |  |
|  | 1   | 2   | 3   | 4   |   |   |      |   |     |      |   |      |     |   |      |     |      |   |   |     |   |      |     |   |     |   |   |   |  |                                     |  |
| Eg 1   | x   | x   | x x | x   |   |   |      |   |     |      |   |      |     |   |      |     |      |   |   |     |   |      |     |   |     |   |   |   |  |                                     |  |
| Eg 2   | x   | x x | x   | x   |   |   |      |   |     |      |   |      |     |   |      |     |      |   |   |     |   |      |     |   |     |   |   |   |  |                                     |  |
|  | 1   | 2   | 3   | 4   | 5 | 6 | 7    | 8 |     |      |   |      |     |   |      |     |      |   |   |     |   |      |     |   |     |   |   |   |  |                                     |  |

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|             |   |     |   |   |   |     |   |   |
|-------------|---|-----|---|---|---|-----|---|---|
| <b>Eg 1</b> | x | x   | x |   | x | x x | x | x |
| <b>Eg 2</b> | x | x x | x | x | x | x   | x |   |

Break into small groups and ask the pupils to repeat this exercise, taking it in turns to be the clapper and the listener. Each child should prepare their own pattern on their whiteboard and perform it to the group. Everyone else in the group should record the pattern they hear. Pupils may choose to say the 8 counts at the same time, but this is up to them.

**REVIEW**  
Is it easier to do 4 beat or 8 beat patterns? What makes it that way? Did you enjoy composing the patterns, listening for them, or writing them down when they were being performed? What do you say that?

| <b>ASSESSMENT:</b>  | <b>Exceeded</b> | <b>Secured</b> | <b>Below</b> |
|---|-----------------|----------------|--------------|
| <ul style="list-style-type: none"> <li>✓ Can listen to music and mark its beat using basic notation</li> <br/> <li>✓ Can write simple 8-beat phrases using simple notation</li> </ul> |                 |                |              |

**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

|                 |  |
|-----------------|--|
| <b>Beat</b>     | The pulse of a piece of music. It keeps us all in time to the music.   |
| <b>Rhythm</b>   | A group of sounds that make a pattern. They follow a steady beat, but there could be more than one sound per beat. |
| <b>Composer</b> | Someone who writes music   |