

MUSIC MAESTRO PRIMARY

UNIT 5.2 – AUTUMN TERM 2 – ROUND AND ROUND AND ROUND AGAIN

UNIT OVERVIEW

In this unit of work, pupils will continue to learn a range of rounds from their work in Year 4. They will explore rounds with a greater vocal range and learn to sing phrases musically. They will appraise the work of some composers, thinking about how their music evokes specific feelings. They will learn basic facts about the Renaissance Period.

LINKS TO PRIOR LEARNING

Pupils will have studied, learnt and performed rounds, particularly in Y4 where they performed them in multiple parts. They will have developed a more accurate pitching of notes but will still need support to pitch higher notes more accurately. The range of pitch is greater in this unit of work. They will need to be encouraged to open their mouths and sing higher notes slightly louder.

ESSENTIAL LEARNING SUMMARY

Lesson	Learning Intention/Activity	What will be known and remembered	Revisited vocabulary	New vocabulary
1	RECAP Remind pupils that in Y4 the sang rounds such as Music alone shall live and Hey, ho, nobody home. A round is a melody that is performed in layers, with groups beginning their layer at different times. Choose one or both of these pieces to sing back as a warm-up to the session. LEARN Listen to This Little Babe from Ceremony of Carols (Britten) (see facts on Assembly Listening Database). This is a round. Can the children hear when each group begin their melody? What effect does the round have at this fast speed? (Eg chasing, cat and mouse, excitement, a skirmish or battle etc) Introduce the composer Thomas Tallis. Use an AI tool together as a class to generate a simple fact file about him, including his dates of birth/death, his musical style and the musical period he worked in. Include some interesting facts too!	✓ Learn and perform a melody using musical phrasing ✓ Describe how composers use rounds to create different moods	Round Crescendo Decrescendo Renaissance	phrasing

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	We are now going to learn a new round. All praise to thee (Thomas Tallis) is a hymn that is traditionally sung at the end of the day, before bedtime. How do pupils predict this might be different from the one they have just heard? Not only will we focus on learning the melody and the words, but we will also think about how smooth we can make our singing. We will practice starting a phrase quietly, building up a crescendo in the middle and dying back with a decrescendo at the end of each phrase. It might help to think of each phrase as a music rainbow in shape. Watch this video to see how each musical phrase grows and recedes. Second time round, learn the melody by singing along to the video. When you are ready, use All praise to thee (Thomas Tallis) to sing the main melody line with piano accompaniment, but without the singers on the video. (adjust the tempo to 80) (In the next lesson, we will recap this melody and then start to put it together as a round.) REVIEW What do we mean in music when talking about ‘phrasing’? How does it help to think of a rainbow when adding phrasing to a melody? What does crescendo and decrescendo mean?			
2	RECAP Sing Music alone shall live. Can you add some good musical phrasing to this? LEARN Take a few minutes to revise the melody of All praise to thee by singing along to the video once more. Once secure, move onto All praise to thee (Thomas Tallis) and allocate 4 groups of singers. (reduce tempo to 80) Each group begins singing the ‘All praise to thee’ melody at different times. These are indicated in the numbered boxes. Keep singing over and over again until secure. Once secure, you might consider moving into 8 different groups, as above, but indicated with the numbers 1-8 across the top of the music. Don’t	✓ Can sing a melody and maintain it as part of a round	Round Crescendo Decrescendo Phrasing Renaissance	Recede

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	forget to rehearse the phrasing, with crescendo and decrescendo within each sentence. REVIEW What are the main challenges when singing rounds? Who do you think is the best in your class at singing rounds? Why do you think this? What tips would you give to others to sing rounds well?			
3	RECAP Perform All praise to thee (Thomas Tallis) and allocate 4 or 8 groups of singers. Remember to smoothly phrase each sentence with crescendo and decrescendo. LEARN We are now going to learn another round. This one is a Jewish song, sung in Hebrew. The translation is 'Peace friends, until we meet again'. Use the rehearsal video to learn the melody. Work on the pronunciation of the words too, which you can learn by rote. When learning the melody, encourage the pupils to open their mouths widely on the high sha-lom note. This will help them maintain a strong sound. When ready, progress to the performance version of the song and break into 3 different groups. Put the song together with those 3 groups joining in at the allotted time. REVIEW How do we sing high notes? What do we do differently than for low or mid-ranged notes?	✓ Sing a 3-part round in Hebrew ✓ Can open mouth wider and sing louder when singing higher-pitched notes	Round Crescendo Decrescendo Phrasing Recede	
4	Lesson 4 is an opportunity for pupils to perform the songs that they have learnt in this unit. Perhaps they could sing a short concert to parents near the end of the day? Alternatively, they might perform to the Y4 class who have also been learning about rounds.	✓ Sing a range of rounds ✓ Can open mouth wider and sing louder when singing higher-pitched notes	Crescendo Decrescendo Phrasing Recede Renaissance	

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5	Recap Sing Shalom LEARN We are moving away from rounds for the time being and thinking about how many songs are arranged in verses and choruses. Use the glossary below to help pupils identify and explain the difference between the two. Can they think of any songs they sing in Collective Worship that have a repeated chorus? Listen to Yellow Submarine (The Beatles). Can the children write down the words to the chorus, based on what they hear? How do they know this is the chorus and not a verse? The children can sing along to the song, joining in at the chorus each time, once they are familiar with it. Remind them that for the higher notes, they need to open their mouths and sing a little louder. REVIEW Give a singing lesson you a partner. Tell them how they can create musical phrasing, how to sing smoothly and how to sing higher notes confidently.	✓ Know that a chorus is a catchy section in a song that often repeats ✓ Know that a verse is a section of a song that repeats but has different words	Crescendo Decrescendo Phrasing Recede	Verse chorus
6	ASSESSMENT: ✓ Can sing a melody and maintain it as part of a round	Exceeded	Secured	Below

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UNIT GLOSSARY	
Crescendo	Gradually getting louder
Decrescendo	Gradually getting softer
Accelerando	Gradually getting faster
Rallentando	Gradually getting slower (often at the end of a piece of music)
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
Phrasing	Shaping a music sentence so that it is smooth, with a gradual crescendo and decrescendo
Renaissance Period	The music period between 1400-1600 approx. During this time, polyphony became common, where, unlike with plainchant, (like which you might expect to hear monks sing) music was written with more than just one note at a time and with several layers.
Verse	A section of a song that repeats but has different words
Chorus	A catchy section in a song that often repeats