

MUSIC MAESTRO PRIMARY

UNIT 1.3– SPRING TERM 1 – ON THE PLUSE

UNIT OVERVIEW

In this short unit of work, pupils will learn to listen to music to find its beat. They will tap out these beats. Pupils will then learn to mark out beats in groups of 2, 3 and 4. Pupils will then use their knowledge of beats to become a robot that moves in time to the music, keeping a strong, steady and accurate beat.

LINKS TO PRIOR LEARNING

In Early Years, pupils will have experienced performing music with a conductor, keeping to a steady beat. In Year 1, pupils have already experienced ‘beat’ in unit 1.1, where they had to use a steady beat against an ostinato pattern, and fit word pattern chants into steady beats.

ESSENTIAL LEARNING SUMMARY

Lesson	Learning Intention/Activity	What will be known and remembered	Revisited vocabulary	New vocabulary
1	<p>RECAP</p> <p>Can the children remember the work they did in Unit 1.1? Can they recall and perform some simple word pattern chants, or even alongside the ostinato they worked on in Unit 1.1? Do they remember what the word ‘beat’ means?</p> <p>LEARN</p> <p>Explain that the word ‘beat’ refers to a constant ‘pulse’ in music. It is like a heartbeat or a ticking clock. It helps to make the song the same speed throughout the music. In this unit, we are going to be learning how to keep a steady beat when we are performing music.</p> <p>Listen to a clock clicking. Can pupils clap along (using two fingers onto the palm of the hand). Can they keep the beat steady with the clock?</p> <p>Now, watch this video that demonstrates our own human pulse. Note that the pulse is steady and the beat is very predictable. Can pupils clap along (using two fingers onto the palm of the hand). Can they keep the beat steady with the pulse sound?</p>	<ul style="list-style-type: none"> ✓ Know that the beat of a piece of music is its pulse ✓ Can identify the beat of a piece of music 	Beat	Pulse

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	<p>We can group beats into different amounts. We are going to group them into 2s, 3s and 4s. Use this online metronome to create steady beats. You can alter the speed (recommended no faster than 60bpm) and the number of beats in each bar (change between 3 and 4 for each exercise below).</p> <p>Encourage pupils to make marks using this worksheet. They can use a pencil to connect each point of each shape, including groups of 3 in a triangle and 4 in a square. Demonstrate each by moving from one point to another, in clockwise motion, for each beat. Then give the pupils to opportunity to try this for themselves. The most important aspect of this activity is moving the pencil to the beat, so don't let the shapes/beat groupings get in the way if this is too difficult for some.</p> <p>REVIEW What is our definition of 'beat'?</p>			
2	<p>RECAP Recall the last lesson and the activities we did to show how to keep a steady beat. What does the word 'beat' mean in this context? What other things can we listen out for that have a steady beat?</p> <p>LEARN This lesson is best delivered in a larger space, such as the school hall. If this is not possible, you may wish to move desks to create a good space for all pupils to move freely and safely.</p> <p>Tell the children that they are going to move their bodies to the beat of the music that they hear. It is best that they do this on the spot. You can use the following ideas for any of the pieces listed:</p> <ol style="list-style-type: none"> 1. Stomp your feet 2. Robot arms 3. Jump 4. Clap 	<ul style="list-style-type: none"> ✓ Know that the beat of a piece of music is its pulse ✓ Can identify the beat of a piece of music ✓ Can respond to the beat of a piece of music 	Beat Pulse	

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	<p>Using these pieces of music, encourage the pupils to move to the strong beats of each: (You will most likely need to demonstrate and lead this, and it is absolutely fine for pupils to copy you!)</p> <p>Radetzky March Surprise Symphony (beware of the occasional surprise!) Rondo Alla Turk (the music is fast, but the beat is actually quite steady)</p> <p>REVIEW Can the pupils use their fingers to draw shapes in the air to trace the beats like they did in the last lesson? For the Radetzky March, they will need to go up and down in 2s.</p>			
3	<p>RECAP Can the pupils use their fingers to draw shapes in the air to trace the beats like they did in the previous lessons? For the Radetzky March, they will need to go up and down in 2s. For the Surprise Symphony, they can draw a square.</p> <p>LEARN Watch this video about Ralph the rusty robot. Watch it a second time and ask pupils to gently tap the beat on the table as you watch.</p> <p>We are going to use the beat of a piece of music to create our own robot. Each child will decide what their robot machine is going to do/make and select a range of movements for their robot to make. Their robot might be making: A car, a cake, furniture etc</p> <p>Use this version of the Viennese Musical Clock as your background music.</p> <p>When pupils have had time to rehearse their performance, take time to watch and listen to some selected performances, and appraise each (select the ones with the clearest link between beat and movement). What could they improve further?</p>	<ul style="list-style-type: none"> ✓ Can identify the beat of a piece of music ✓ Can respond to the beat of a piece of music 	Beat Pulse	

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	REVIEW How do you help yourself to keep a steady beat? What do you find hard about this? Which group machine did you like the best? Why?			
4	RECAP Can the pupils use their fingers to draw shapes in the air to trace the beats like they did in a previous lessons? For the Radetzky March , they will need to go up and down in 2s. For the Surprise Symphony , they can draw a square. LEARN We are going to create the sound of our own mechanical clock, using percussion instruments. Remind the pupils of the work they did when tracing beats onto the shapes on this worksheet. Today, we are going to start to play notes using untuned percussion to the beat of the music, to make it sound like the ticking of a mechanical click. Each child should select an instrument to play. Place each child in a group with others who have the same instrument, ie all the tambourines together. You should select one child to play the two-tone wood block (or similar) to depict the tick-tock sound. (They should be a stronger musician). Using the square from this worksheet , decide which instruments will play on each of the 4 counts. ie Drum on 1, tambourines on 2 and triangle on 4 etc. (the tick-tock will be on all counts). Together, rehearse slowly, counting 1,2,3,4 aloud and helping the pupils to play their instrument on the correct number. When ready, introduce this online metronome again and play along in time. If and when the pupils are confident, you could try this again with different combinations. Equally, you could make it even more challenging by having some instruments playing on more than one count within the 4 (ie on both counts 2 and 4). REVIEW	Can identify the beat of a piece of music Can play to the beat of a piece of music ✓	Beat Pulse	Percussion Triangle Wood Block Tambourine Drum

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	How do you help yourself to keep a steady beat? What do you find hard about this? Which group machine did you like the best? Why?			
5	ASSESSMENT: Know that the beat of a piece of music is its pulse Can identify the beat of a piece of music Can respond and play to the beat of a piece of music	Exceeded	Secured	Below
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

Beat	The pulse of a piece of music. It keeps us all in time to the music.
Pulse	The regular pattern of the beat (like a heartbeat)
Percussion	Any instrument that is played by striking or hitting it with a stick or beater
Wood block	A wooden block, sometimes with two different tones, which makes a distinctive short sound when struck
Triangle	A metal, three-sided instrument which rings like a bell when struck
Drum	An instrument with one end covered in a tightened skin which vibrates to make a sound when struck with a drumstick.
Tambourine	An hand-held instrument that often comes with either bells attached to the side, or a tight skin over one end which can be struck with the hand or a beater.