

MUSIC MAESTRO PRIMARY

UNIT 3.6 – SUMMER TERM 2 – CHOIR LEADER AND CLASS CHOIR

UNIT OVERVIEW

In this unit of work, pupils will continue to grow their experience of singing. They will learn a classic Australian nursery rhyme and learn to sing accurately within an octave (8 note) range. They will also learn to conduct in 4 time, giving and receiving performance instructions as either the choir leader or choir member. They will use changes in tempo and volume in their performances.

LINKS TO PRIOR LEARNING

Pupils have engaged in singing since Y1 . They have encountered unison singing and worked on pitch (high/low) and tempo (fast/slow). They may remember crescendo and decrescendo from the Y2 singing unit (2.5), although it was not an expectation that they remember the Italian terms. Until now, they have sung either call and response songs, or in unison. They will begin to sing rounds with 2 parts.

ESSENTIAL LEARNING SUMMARY

Lesson	Learning Intention/Activity	What will be known and remembered	Revisited vocabulary	New vocabulary
1	<p>RECAP Play a clapping game where you clap a simple rhythm and the pupils have to repeat it exactly. Start it simple and gradually get more complex.</p> <p>LEARN Explain to the pupils that they will be learning a new song, and that they will be learning how to be a good choir leader (conductor). Not only will we be learning to be a conductor, but we will also be learning to follow the instructions of a conductor too!</p> <p>Show the pupils that when there are 4 beats in a bar, the conductor will move their hand into 4 different positions, one after each other. Show this graphic and ask the pupils to trace the shape in the air, as you slowly say 1-2-3-4. Ask them to move their hands in time to your counts. When a little more confident, try counting a little faster or slower and asking them to keep their movements in time.</p>	<ul style="list-style-type: none"> ✓ Can conduct a 4 beat bar ✓ Can follow the conductor 	Conduct Conductor Beats Volume Tempo	

MUSIC MAESTRO PRIMARY

	<p>When secure, give each pupil a percussion instrument and break them into groups of 4 or 5. Take it in turns for the conductor to conduct some bars of 4 counts. Use the following rules:</p> <ol style="list-style-type: none"> 1. The conductor will conduct the first 4 beats without anyone playing 2. The instrumentalists begin after the first 4 beats 3. The instrumentalists will count 1-2-3-4 aloud, throughout the piece 4. When they are ready, the conductor will stop the piece after the 4th count in the last bar. <p>Once secure, show the pupils that the conductor can vary the tempo by steadily speeding up or slowing down the beat. Challenge the pupils to still follow the 4 beats with the variation of speed? Tip – don't change the tempo too drastically as this will be difficult to adjust.</p> <p>Finally, show the pupils that they can also ask the instrumentalists to play loudly (f-forte), or softly (p – piano). They can do this by presenting their spare hand flat facing up (louder) or flat facing down (softer). Look at this graphic to help them remember.</p> <p>Now try the previous activity again, but with changes in tempo and dynamics.</p> <p>REVIEW What makes round singing more difficult than unison singing? What could we do to make it easier?</p>			
<p style="text-align: center;">2</p>	<p>RECAP Can pupils explain/demonstrate how to conduct in 4 time and to get performers to sing louder and softer.</p> <p>LEARN Remind pupils of the basics of singing:</p> <ol style="list-style-type: none"> 1. Stand up straight with feet slightly apart 2. Breathe deeply before singing 3. Singing should be 'Never louder than lovely' 4. Open mouth and sing slightly louder on higher notes 	<ul style="list-style-type: none"> ✓ Can describe and demonstrate the basic techniques of singing ✓ Can conduct a 4 beat bar ✓ Can use gestures to change volume ✓ Can follow the conductor 	<p>Conduct Conductor Beats Volume Tempo</p>	

MUSIC MAESTRO PRIMARY

	<p>Learn the melody for Kookaburra sits on the old gum tree. (Tell the pupils that the word 'gay' in this song means to be happy)</p> <p>When they are secure, ask the pupils to try and conduct this piece. It is a little faster than what they will have experienced so far, so be ready! This piece is also in 4 time, so the first beat should fall on the following words:</p> <p>Verse 1: Kookaburra, old, merry, bush, laugh, laugh, gay, be Verse 2: Kookaburra, old, eating, he, stop, stop, save, me Verse 3: Kookaburra, old, counting, he, laugh, laugh, that's, me Verse 4: Kookaburra, old, merry, bush, laugh, laugh, gay, be (Repeat all)</p> <p>Can someone come out and conduct the whole class, and also use some loud and soft gestures? Can the rest of the class follow the conductor accurately?</p> <p>REVIEW How does it feel to keep the beat going for so long, especially when it is fast?</p>			
<p>3</p>	<p>RECAP Recap the melody for Kookaburra sits on the old gum tree.</p> <p>LEARN Like in the previous lesson, we will sing the Kookaburra song. However, this time, we will do it as a round. This means that the class will be split into two halves. We will need a conductor for each half. The first group start singing as we have done previously. The second group start singing when the first group get to the end of the first line. However, they sing the first line, whilst the initial group move onto the 2nd line and so on. This is called a round. The second group follows the first group throughout the song. You will need to try this several times to get it confidently! Change conductors from time to time.</p> <p>REVIEW What makes it easier and harder to sing in a round? Why?</p>	<ul style="list-style-type: none"> ✓ Can describe and demonstrate the basic techniques of singing ✓ Can conduct a 4 beat bar ✓ Can follow the conductor 	<p>Conduct Conductor Beats Volume Tempo</p>	<p>Round</p>

MUSIC MAESTRO PRIMARY

4	<p>PERFORM</p> <p>Find a suitable audience to sing to. Make sure you follow all the top tips for singing below:</p> <ol style="list-style-type: none"> 1. Stand up straight with feet slightly apart 2. Breathe deeply before singing 3. Singing should be 'Never louder than lovely' 4. Open mouth and sing slightly louder on higher notes 	<ul style="list-style-type: none"> ✓ Can describe and demonstrate the basic techniques of singing ✓ Can conduct a 4-beat bar ✓ Can follow the conductor 	<p>Conduct</p> <p>Conductor</p> <p>Beats</p> <p>Volume</p> <p>Tempo</p> <p>Round</p>	
	<p>ASSESSMENT:</p> <p>Can conduct a 4-beat bar whilst adding loud and soft instructions</p> <p>Can follow a conductor accurately</p> <p>Can describe the basic techniques of singing</p>	Exceeded	Secured	Below
<p>What does this assessment information tell me about the impact of the curriculum?</p> <p>What do I need to do next as a result?</p>				

MUSIC MAESTRO PRIMARY

UNIT GLOSSARY

Round	A single melody where different parts join in at different times, to make musical layers
Conduct	To give instructions to performers so they play or sing in time, and with expression
Conductor	The person who gives instructions to performers about how and when to sing/play
Beats	The number of counts in each bar of music.
Volume	The loudness, or softness of sounds
Tempo	The speed of the beat in a piece of music