

MUSIC MAESTRO PRIMARY

UNIT 2.3 – SPRING TERM 2 – BEAT IT!

UNIT OVERVIEW

In this unit of work, pupils will reinforce previous learning around maintaining a steady beat. They will be introduced to visual scores which show them how to clap and tap beats in different combinations. They will clap and tap beats in 3 and 4 beat bars. They will learn that musical beats can increase in tempo and they will respond to this in their own movements.

LINKS TO PRIOR LEARNING

Pupils will already be familiar with listening to music and marking a steady beat, which they covered in Y1.

ESSENTIAL LEARNING SUMMARY

Lesson	Learning Intention/Activity	What will be known and remembered	Revisited vocabulary	New vocabulary
1	<p>RECAP Do pupils remember clapping to the beat when they were in Y1? Try clapping the beat of these piece of music: 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>LEARN Remind the children that the beat of the music is a bit like a pulse. It is steady and ‘ticks’ like a clock. Show the children the Strong and Weak Beat Score, and together see if you can tap and clap the three count motif. This may need some practice. Explain to the children that when music has 3 beats per bar, the strongest beat is nearly always the first beat.</p> <p>Then, tell the children you are going to perform one of the two 4-beat examples. Can they work out which you chose? Can they explain why? Together, clap the two 4-beat examples so that they are performed accurately.</p>	<ul style="list-style-type: none"> ✓ Can listen to music and mark its beat ✓ Can write simple 4-beat phrases using symbols 	Beat	Bar

MUSIC MAESTRO PRIMARY

	<p>Ask the children to make up their own pattern on a white board. (They can use up and down arrows if this is easier than drawing hands)</p> <p>You can try this with one bar (4 beats) and/or two bars (2 x 4 beats). Try and perform some of the pupils' combinations of claps and taps.</p> <p>REVIEW How can we make sure we don't get quicker as we clap and tap beats?</p>			
<p>2</p>	<p>RECAP Quickly re-rehearse the Strong and Weak Beat Score from the last lesson.</p> <p>LEARN Show the children the Strong and Weak Beat Score 2. Tell them you will perform one of the lines of music. Which one is it? How do they know?</p> <p>On their tables, ask the children to rehearse performing each of the three examples. Make sure that one of the team members counts to 4 before everyone begins each one. It is important that this count is slow, as this will be the speed of the beat throughout the performance.</p> <p>Review examples from each table. Can everyone work out which one they are performing?</p> <p>REVIEW How does the speed and volume of the music help to create the intended mood?</p>	<p>✓ Can perform simple 4-beat phrases using symbols</p>	<p>Beat Bar</p>	

MUSIC MAESTRO PRIMARY

<p>3</p>	<p>RECAP What is a 'bar' in music? How can it help us to make our own music?</p> <p>LEARN Tell the children that we will be listening to some pieces of music that we can clap a beat to. Using the Strong and Weak Beat sheet, see if you can find the beat of each of these pieces of music and perform using the relevant combinations listed:</p> <p>Clockwork Waltz – 3 beats Navy march – 4 beats Slow turn of time – 4 beats</p> <p>REVIEW How easy do you find it to find and keep a beat? Is there anything we could do to make it easier for each other? Do you think it would be easier or harder if the music was faster?</p>	<ul style="list-style-type: none"> ✓ Can listen to music and mark its beat ✓ Can write simple 4-beat phrases using symbols 	<p>Beat Bar</p>	
<p>4</p>	<p>RECAP Can the children find and clap the beat for these pieces of music? Jazz Waltz (Dmitry Shostakowic) 3 beats Can't stop the feeling (Justin Timberlake) 2 or 4 beats</p> <p>LEARN Listen to this version of New York, New York. Ask the children to link arms and kick their legs alternately in time to the music. Can they keep in time?</p> <p>Explain to the children that sometimes the beat of a piece of music gets faster or slower, but this is quite rare. Tell them they are going to listen to a piece of music called 'Zorba the Greek'. Listen to it and see how the beat gets quicker over time.</p> <p>Play the piece again, and this time, clap the beat throughout the piece. Notice the increase in speed of the beat. Children can tap knees</p>	<ul style="list-style-type: none"> ✓ Can listen to music and mark its beat ✓ Appreciate that a beat can speed up or slow down in some pieces of music 	<p>Beat Bar</p>	

MUSIC MAESTRO PRIMARY

<p>and then hands in a 1-2-1-2 fashion to get the 4 beat phrases. (This gets quick!)</p> <p>REVIEW What made that hard?</p>			
--	--	--	--

	Exceeded	Secured	Below
<p>ASSESSMENT:</p> <ul style="list-style-type: none"> ✓ Can listen to music and mark its beat ✓ Can write simple 4-beat phrases using symbols 			

**What does this assessment information tell me about the impact of the curriculum?
What do I need to do next as a result?**

MUSIC MAESTRO PRIMARY

UNIT GLOSSARY

Beat	The pulse of a piece of music. It keeps us all in time to the music.
Bar	A group of sounds with a specific number of beats. Music is made up of lots of different bars in each piece. Each bar is separated by a bar line to show when one bar ends and the next begins