

MUSIC MAESTRO PRIMARY

UNIT 4.1 – AUTUMN TERM 1 – DOING THE ROUNDS

UNIT OVERVIEW

In this unit of work, pupils will continue to grow their experience of singing, mostly through rounds. With a greater vocal range, an increased number of time signatures, and an expectation of finer pitching and tuning, pupils will build on previous units of work. They will use the Italian terms crescendo, decrescendo, accelerando and rallentando, both in terms of vocabulary, and in response to the music they perform.

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 from here, in an increasing number of parts.

ESSENTIAL LEARNING SUMMARY

Lesson	Learning Intention/Activity	What will be known and remembered	Revisited vocabulary	New vocabulary
1	RECAP Remind pupils that in Y1 and Y2 they encountered call and response songs such as Book Chikka Boom (Y1) and action songs (Over the deep blue sea, Y3). Can they recall either of these, or any more? LEARN Explain to the pupils that they will be learning to perform to rounds. Explain that they will all sing the same music, but at different times. They will 'chase' other singers. Show them how this works by examining the score for Music alone shall live. (Note time signature of $\frac{3}{4}$ means 3 crotchet beats in a bar) Learn the melody and, when more confident, see if you can perform this in 2 parts. Is it possible in 3 yet? Use the score for pupils to follow whilst performing. REVIEW What makes round singing more difficult than unison singing? What could we do to make it easier?	✓ Know that a round is a single melody where different parts join in at different times, to make musical layers ✓ Know and perform a 2 or 3 part round	Pitch Tempo	Round

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2	RECAP Remind pupils that that a round is a single melody where different parts join in at different times, to make musical layers .Sing Music alone shall live and see how much the pupils have retained. LEARN Learn the melody for Hey, ho, nobody home. Examine the score (Note time signature of 4/4 means 4 crotchet beats in a bar). Note also that this song has groups of quavers which run fast. It is important not to let them run away. Keep the tempo the same. We do not want an unintended 'accelerando'. Learn the melody and, when more confident, see if you can perform this in 2 parts. Is it possible in 3 yet? Use the score for pupils to follow whilst performing. REVIEW What does 'accelerando' mean? Why is it important in a round that everyone keeps the same tempo as each other?	✓ Know that a round is a single melody where different parts join in at different times, to make musical layers ✓ Know and perform a 2 or 3 part round ✓ Know that accelerando means 'gradually getting faster'	Round	Accelerando
3	RECAP Finish these sentences: A round is..... An example of a round we have sung is A time signature of $\frac{3}{4}$ means that..... LEARN Repeat the two rounds we have learnt so far. When confident, experiment with speed and dynamics. Use the toggle on the metronome to gradually increase/decrease the tempo. Can the pupils react to this accurately? REVIEW What do you like most/least about singing rounds? Why?	✓ Know that 'accelerando' means 'gradually getting faster' ✓ Know that 'rallentando' means 'gradually getting slower'	Accelerando	Rallentando
4	Recap 'Accelerando' means 'gradually getting faster' and 'rallentando' means 'gradually getting slower' LEARN	✓ Know that 'crescendo' means 'gradually getting louder'	Accelerando Rallentando	Crescendo Decrescendo

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	Introduce the remaining vocabulary, crescendo, gradually getting louder, decrescendo – gradually getting softer. Play the video/track of Coldplay's Fix you Think about how the music gradually grows in volume, a gentle crescendo as more layers of music are added. Near the end, you will also notice the decrescendo as the music gradually dies down. What makes this happen? Show a waveform of the song section to visually represent the crescendo and decrescendo. Ask the pupils to sing along, focusing on controlling volume to match the dynamics. "How did the crescendo make you feel?", "Why do you think the songwriter used a decrescendo here?" Play a track of Ravel's Bolero. Click a couple of minutes along the track and listen to a few seconds at each point to show how the music is getting louder and louder as it goes on (you don't need to listen to the whole 15 mins!) Show a waveform picture of the song section to visually represent the crescendo and decrescendo.	✓ Know that 'decrescendo' means 'gradually getting softer' ✓ Can listen to music to find key features		
5	Recap In what way do composers and song writers create crescendo? (ie playing louder, adding layers) Play the video/track of Coldplay's Fix you and sing along with careful pitch. LEARN Listen to the famous dance theme from 'Zorba the Greek'. The song gradually accelerates from start to finish. As pupils listen, encourage them to tap the strong beats gently, to appreciate the increase in speed. Get the children to dance to the music. It might be easiest to use a 'New York, New York' style dance, whilst gathered in a circle. This will help pupils control their movement in response to the music.	✓ Know that 'accelerando' means 'gradually getting faster' ✓ Know that 'rallentando' means 'gradually getting slower' ✓ Know that 'crescendo' means 'gradually getting louder' ✓ Know that 'decrescendo' means 'gradually getting softer' ✓ Can listen to music to find key features		

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	Listen to ‘Prelude in E minor’ by Frederic Chopin. This piece of music is played with many accelerando and rallentando phrases. This means that the performer plays faster and slower across each musical phrase, ‘bending’ the regular beat of the piece. This style of playing is called ‘rubato’. This is a style typical of the Romantic Period. Check out this website to learn a little more about the Romantic Period. REVIEW When you find yourself composing your next piece, what ideas do you have about how you can use crescendo/decrescendo/accelerando/rallentando? Complete the review worksheet with your ideas.			
6	ASSESSMENT: Can sing and maintain a part in a round Can gradually increase/decrease tempo and volume and explain how this impacts the 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	
Round	A single melody where different parts join in at different times, to make musical layers
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