

# MUSIC MAESTRO PRIMARY

## UNIT 3.5 – SUMMER TERM 1 – COMPOSE YOURSELF

### UNIT OVERVIEW

In this unit of work, pupils will further develop their knowledge of notation, using a range of note lengths and names to compose their own piece of music. Their composition will be written using clear guidelines and rules to ensure they sound good! Pupils will then rehearse and perform their melodies using tuned percussion.

### LINKS TO PRIOR LEARNING

Unit 2.4, they will have explored graphic symbols to represent sound, and latterly, with dot and stick notation (without the staff). In Unit 3.1, pupils learnt about the note lengths of minims, crotchets and quavers and how to draw each. They represented these notes using a staff and clef. They plotted notes on the treble clef and located them on a glockenspiel, and played simple 3 note melodies from written music.

### ESSENTIAL LEARNING SUMMARY

Lesson	Learning Intention/Activity	What will be known and remembered	Revisited vocabulary	New vocabulary
1	<p><b>RECAP</b> Recap the note names and lengths <a href="#">of crotchets, quavers and minims</a>. Introduce the semibreve as a 4-count note.</p> <p><b>LEARN</b> Explain to the children that the aim of this unit is to write their own music and perform it on tuned percussion instruments. Remind them that someone who writes music is called a 'composer'. The pupils will compose their own melody using some rules to help them make their music sound good.</p> <p>Revisit <a href="#">the note names and placings covered</a> in Unit 3.1. Can they remember FACES IN THE SPACES and RHYMES ON THE LINES?</p> <p>Play Treble Clef Bingo. The teacher draws a note on the treble clef (from Middle C upwards). Pupils use a whiteboard and divide it into 4 sections. They put one note name in each section and cross off their note when it is drawn by the teacher. The first pupil to fill all 4 spaces shouts 'Bingo!' You could also maybe try playing this in groups once pupils are a little more confident.</p>	<p>✓ Know and place notes on the treble clef</p>	<p>Crotchet Minim Quaver Bar (line)</p>	<p>Composer Melody</p>

# MUSIC MAESTRO PRIMARY

	<p>Show the pupils <a href="#">Compose Yourself Template 1</a>. Work through with them to check how the composer has successfully (or not) applied the rules. (The following things need attention: 4/4 sign at the start of each line, double bar line missing at the end, final note is not a C, E or G)</p> <p><b>REVIEW</b> How many beats is each note worth? What is a bar and bar line?</p>			
2	<p><b>RECAP</b> Revisit <a href="#">Compose Yourself Template 1</a> and remind pupils what was missing from the checklist.</p> <p><b>LEARN</b> Give pupils the <a href="#">Compose Yourself Template 2</a> and set them off writing their own melody. Make sure that you take plenty of time to stop and check that the rules are being followed. You might wish to use talk-partners to peer-assess as you go along. Their composition should have 4, 8 or 12 bars and this can be decided by each pupil depending on their level of confidence.</p> <p><b>REVIEW</b> Ask pupils how they found this activity. What was the toughest part of it? Tell them that later in the unit, they will be able to hear what their music sounds like.</p>	✓ Compose a melody using given rules	Crotchet Minim Quaver Bar (line) Composer Melody	
3	<p><b>RECAP</b> What were the rules that we needed to stick to when writing our melodies?</p> <p><b>LEARN</b> In this lesson, we are going to think about the mood of our piece of music. We are going to learn some Italian words that composers use to tell performers how to play their music.</p>	✓ Know a range of performance directions relating to tempo and volume		Tempo Volume Allegro Lento Vivace Andante Andantino Largo Fortissimo (ff) Forte (f)

## MUSIC MAESTRO PRIMARY

	<p>Look at the <a href="#">Compose Yourself Italian Terms</a> worksheet. Take the pupils through each of the terms and help them pronounce each work accurately. Make a note of the definition of each.</p> <p>Once you have done this, ask the children to stand behind their chairs. They are going to march on the spot, but they will do this in response to different tempo and volume markings that you give them. Can they march:</p> <ul style="list-style-type: none"> <li>✓ Andante, mezzo forte</li> <li>✓ Allegro, forte</li> <li>✓ Lento, piano</li> <li>✓ Vivace, pianissimo</li> </ul> <p>Ask the pupils to complete the table at the bottom of the worksheet, firstly by suggesting tempo and volume markings for the given pieces of music. They may decide that sad music is slower than busy music, for example.</p> <p>Once they have completed the given examples, they can invent some of their own titles and suggest tempo and volume markings for these.</p> <p>Finally, they can consider the marking they want to include in their own composition. These marking are written just above the first treble clef at the start of the piece of music.</p> <p><b>REVIEW</b> Who do pupils think the star performer was? Why? Whose melody sounded the best? What made this the case?</p>			<p>Mezzo forte (mf) Mezzo piano (mp) Piano (p) Pianissimo (pp)</p>
<p><b>4 and 5</b></p>	<p>This lesson gives pupils the opportunity to play their melodies on any of the following instruments:</p> <p>Glockenspiel Chime bars Xylophone</p>	<ul style="list-style-type: none"> <li>✓ Know the names, representations and values of crotchets, minims and quavers</li> <li>✓ Can draw them accurately</li> </ul>	<p>Crotchet Minim Quaver Stave Treble Clef Tempo</p>	

## MUSIC MAESTRO PRIMARY

	<p>They can work individually or in pairs to rehearse playing their composition. It may be useful for some to write the note names next to each note, or to add counting (1,2,3,4) to each bar. There is no rush here, and it may take more than one lesson.</p> <p>Use and reinforce regularly the good rehearsal tips below:</p> <ul style="list-style-type: none"> <li>✓ Count aloud if it helps</li> <li>✓ Practice the music slowly and gradually build up speed when more confident</li> <li>✓ Practice a bar at a time and then go back to the beginning and play to the end of the bar you have been working on</li> <li>✓ Ask your partner to spot any mistakes you might be making</li> </ul> <p>Take time to listen to pupils performing their melodies. What do they think to their own melody? What do they think about others'?</p>	<p>✓ Can perform notation on tuned percussion</p>	<p>Volume Allegro Lento Vivace Andante Andantino Largo Fortissimo (ff) Forte (f) Mezzo forte (mf) Mezzo piano (mp) Piano (p) Pianissimo (pp)</p>	
<b>6</b>	<p><b>ASSESSMENT:</b></p> <ul style="list-style-type: none"> <li>✓ Compose a simple melody using given rules</li> <li>✓ Can perform notation on tuned percussion</li> <li>✓ Can suggest and use Italian terms for tempo and volume</li> </ul>	<b>Exceeded</b>	<b>Secured</b>	<b>Below</b>
<p><b>What does this assessment information tell me about the impact of the curriculum? What do I need to do next as a result?</b></p>				

# MUSIC MAESTRO PRIMARY

## UNIT GLOSSARY

<b>Crotchet</b>	A note worth 1 count.
<b>Minim</b>	A note worth 2 counts.
<b>Quaver</b>	A note worth half a count. Two quavers equal 1 count
<b>Stave</b>	5 lines, equally apart, upon which musical notes are placed
<b>Treble Clef</b>	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.
<b>Ledger line</b>	An extra line added above or below the stave
<b>Melody</b>	The main tune in a piece of music
<b>Composer</b>	Someone who write music
<b>Allegro</b>	Fast
<b>Lento</b>	Slow
<b>Vivace</b>	Fast and lively
<b>Andante</b>	At a walking pace
<b>Andantino</b>	Slightly faster than andante
<b>Largo</b>	Very slow
<b>ff</b>	(Fortissimo) Very loud
<b>f</b>	(Forte) Loud
<b>mf</b>	(Mezzo forte) Medium loud
<b>mp</b>	(Mezzo piano) Medium soft
<b>p</b>	(Piano) Sof)
<b>pp</b>	(Pianissimo) Very soft