

MUSIC MAESTRO PRIMARY

UNIT 5.4 – SPRING TERM 2 – WHAT’S THE TIME?

UNIT OVERVIEW

In this unit of work, pupils will continue to develop their understanding of time signatures, and beats. They will listen to excerpts of music and try to decipher the time signature, conducting along using standard gestures. They will then use their knowledge of note values and names to write their own pieces of music in 2, 3 and 4 time. They will use computer technology to write their own melodies digitally.

LINKS TO PRIOR LEARNING

Pupils will have encountered note names and values each year since Y3. They will have moved and clapped to musical beats in KS1. They will know that a conductor leads an orchestra or musical group, based on their exploration of ‘The composer is dead’, in Y4.

ESSENTIAL LEARNING SUMMARY

Lesson	Learning Intention/Activity	What will be known and remembered	Revisited vocabulary	New vocabulary
1	RECAP Recall the different orchestral groups studied in Y4. What role does the conductor play in an orchestra? How do their gestures help musicians to know what to do, and when? LEARN Understand that a time signature on music tells us how many beats there are in each bar and what type of beat they are. Explain that the top number shows how many beats there are, and the bottom number, the type of beat. When there is a 4 at the bottom of the key signature, this means crotchet beats. Therefore, a time signature of 3/4 means 3 crotchet beats per bar. This does not mean that every note has to be a crotchet, rather, if there are 3 crotchet beats in a bar, the notes must add up to 3 counts. (ie a minim (2) and a crotchet (1). Show the time signature infographic to explain. Practise using the conducting gesture infographics and then conduct along to: 2/4: “March of the Toreadors” from <i>Carmen</i> — Georges Bizet, “Pomp and Circumstance March No. 1” — Edward Elgar	✓ Recall orchestral families ✓ Understand that a time signature on music tells us the number and type of beat in each bar ✓ Conduct music of different time signatures	Woodwind Brass Strings Percussion	Time signature

MUSIC MAESTRO PRIMARY

	3/4 : “The Blue Danube” — Johann Strauss II, “Gymnopédie No. 1” – Erik Satie 4/4 time signatures: “Canon in D” – Pachelbel, “Trumpet Voluntary” – Jeremiah Clarke REVIEW Which time signature do you find easiest to conduct? Why? Turn to your partner and conduct one of the three time signatures we have covered today. Can they work out which one it is?			
2	RECAP Recall learning from the previous lesson, including the different gestures for 2,3 and 4 time. LEARN When conducting, the beat that starts at the top and goes down to the bottom is called the ‘downbeat’. This is the strongest beat. The beat that ends a bar when returning to the top is called the upbeat. This is usually the weakest beat. Sometimes melodies start with an upbeat. Conduct the class singing the following songs: The Grand Old Duke of York (2/4 time) – Here, ‘Oh the’ is the upbeat and ‘Grand old’ is the downbeat Happy Birthday (3/4 time) – Here, ‘Happy’ is the upbeat and ‘birthday’ is the downbeat Can you feel the love tonight? (4/4) (Begin singing/conducting when Nala enters) – Here, there is no upbeat. The downbeat is on ‘Can’ Use hand gestures for loud and soft (as per Y3) For example, pupils might ask singers to be quieter on ‘and when they were up, they were up’, and then a bit louder for ‘and when they were down, they were down’, and louder again for ‘and when they were only halfway up’ etc.	✓ Conduct known songs in 2, 3 and 4 time ✓ Use hand gestures for louder and softer passages of music	Volume Piano Forte Mezzo Piano Mezzo Forte	Downbeat Upbeat

MUSIC MAESTRO PRIMARY

	REVIEW Why is it important to watch the conductor? What might happen if we don't? Who looks to be a good conductor in this class? What makes you say this?			
3	RECAP Refer children to the note names and note lengths sheets covered from Y3. LEARN We are going to write own 4 bar melodies using 3/4 time and 4/4 time. We will use our knowledge of note names and types to help. Introduce the dotted minim, a minim with a full stop to the right of it. This is worth 3 counts. You might want to keep these on display whilst they are composing. Use the templates below if this helps: 4/4 time melody composition – Worked example , blank template 3/4 time melody composition – Blank template When complete, children should self and peer assess the compositions against the criteria listed at the bottom of the template. REVIEW The dot after a note makes its value increase by half again. So, a 2-beat minim increases by 1 beat to make 3 counts. How much would a 1-beat crotchet increase by? What about a 4-beat semibreve?	✓ Write short melodies in 3 and 4 time	Time signature	Dotted Minim
4 and 5	RECAP Perform LEARN Explore MuseScore Studio. Pupils should input their melodies from the previous lesson and then listen to them back on playback. Can they conduct as they listen to the music?	✓ Publish melodies using MuseScore Studio, Inputting: key signature, time signature, instrument lines and melody	Time signature Dotted Minim	

MUSIC MAESTRO PRIMARY

	REVIEW How did the melodies sound? Which are you most pleased with? Why?			
6	ASSESSMENT: ✓ Can conduct known songs in 2,3 and 4 time, using hand gestures to change volume ✓ Write and play simple melodies using a range of time signatures ✓ Publish melodies using MuseScore Studio, Inputting: key signature, time signature, instrument lines and melody	Exceeded	Secured	Below

MUSIC MAESTRO PRIMARY

UNIT GLOSSARY	
Volume	How loud or soft a sound is
Forte	Italian term meaning 'loud', pronounced 'for-tay'
Piano	Italian term meaning 'soft', pronounced 'pee-ar-no'
Mezzo	Italian term meaning 'quite'. Eg Mezzo Forte is quite loud
Conduct	Using arm and hand gestures to keep the beat for all musicians playing a piece of music
Downbeat	The strong downward hand gesture to mark the first beat of the bar
Upbeat	The strong upward hand gesture to mark the last beat of the bar
Time Signature	Two numbers at the start of a composition which show the number and type of beat in each bar of music
Crotchet	A note worth 1 count
Minim	A note worth 2 counts
Dotted Minim	A note worth 3 counts. It is a minim with a full stop to the right of it
Semibreve	A note worth 4 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