

# MUSIC MAESTRO PRIMARY

## UNIT 4.6 – SUMMER TERM 2 – TAKE THE TRAIN

### UNIT OVERVIEW

In this unit of work, pupils will explore the concept of programme music and how composers use musical elements to represent real-life ideas, events and journeys. Pupils will listen to examples of train-inspired programme music and discuss how composers use tempo, dynamics, rhythm, pitch and instrumentation to depict the movement and atmosphere of trains. They will experiment with tuned and untuned percussion instruments before collaboratively composing and performing a class piece entitled *Take the Train*. Pupils will create and follow a graphic score to support their performance.

### LINKS TO PRIOR LEARNING

Pupils will already have experience of using tuned and untuned instruments, maintaining simple rhythms and performing as part of a group. They will also have listened to a range of music and discussed how music can create mood, atmosphere and imagery.

### ESSENTIAL LEARNING SUMMARY

Lesson	Learning Intention/Activity	What will be known and remembered	Revisited vocabulary	New vocabulary
1	<p><b>RECAP</b> What musical instruments can children remember from previous units? Can they explain the difference between tuned and untuned instruments? Discuss how music can tell a story or represent an image.</p> <p><b>LEARN</b> Watch this short video clips of steam trains. Make a note of the key things you can see and hear:</p> <p><a href="#">Steam, smoke and 'chuffing'</a> <a href="#">The bell and more steam</a> <a href="#">Clickety-clack (created when wheels pass over joins in the track)</a></p> <p>Introduce the term <i>programme music</i> and explain that composers sometimes create music to represent places, journeys or events. Listen to the following pieces, which are all written to depict trains:</p>	<ul style="list-style-type: none"> <li>✓ Can recall the names of instruments and recognise them by sight and sound</li> <li>✓ Can describe the sound and associated effect of different instruments</li> </ul>	<p>Rhythm Pulse Tempo Dynamics Pitch Composer</p>	<p>Programme Music</p>

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	<ul style="list-style-type: none"> <li>• <a href="#">Pacific 231</a> – Arthur Honegger</li> <li>• <a href="#">Different Trains: America Before the War</a> – Steve Reich</li> <li>• <a href="#">Copenhagen Steam Railway Galop</a> – Hans Christian Lumbye</li> </ul> <p>After each piece, discuss:</p> <ul style="list-style-type: none"> <li>• Which instruments can be heard?</li> <li>• How does the music sound like a train?</li> <li>• Which musical elements help to create the feeling of movement?</li> <li>• How does the music change throughout the journey?</li> </ul> <p>Children record ideas using words and simple drawings to describe the sounds they hear.</p> <p><b>REVIEW</b> Which piece sounded most like a train? Why? Which instruments or musical features were most effective?</p>			
2	<p><b>RECAP</b> Recall the pieces listened to in the previous lesson. Which musical features represented trains most effectively?</p> <p><b>LEARN</b> Explore a range of tuned and untuned instruments available in school. Discuss which instruments might best represent:</p> <ul style="list-style-type: none"> <li>✓ Train wheels</li> <li>✓ Steam</li> <li>✓ Whistles</li> <li>✓ Railway tracks</li> <li>✓ Acceleration and slowing down</li> <li>✓ Travelling through the countryside</li> </ul> <p>Children experiment in groups with creating train-inspired rhythms and melodies. Encourage pupils to consider and share ideas around:</p> <ul style="list-style-type: none"> <li>✓ Tempo changes (Including accelerando/rallentando)</li> <li>✓ Dynamic changes (including crescendo/decrescendo)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Can recall the names of instruments and recognise them by sound</li> <li>✓ Can describe the sounds/effects created by different instruments</li> </ul>	<ul style="list-style-type: none"> <li>Pulse</li> <li>Tempo</li> <li>Dynamics</li> <li>Pitch</li> <li>Programme music</li> <li>Tuned percussion</li> <li>Untuned percussion</li> <li>Melody</li> <li>Texture</li> <li>Ostinato</li> </ul>	<ul style="list-style-type: none"> <li>Accelerando</li> <li>Rallentando</li> <li>Crescendo</li> <li>Decrescendo</li> </ul>

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	<ul style="list-style-type: none"> <li>✓ Repetition and ostinato patterns</li> <li>✓ Layering sounds together</li> <li>✓ Texture</li> </ul> <p><b>REVIEW</b> Which instruments worked best for different train sounds? Why?</p>			
3	<p><b>RECAP</b> Recall some of the rhythmic and melodic ideas explored in the previous lesson. Which ideas created the strongest image of a train journey?</p> <p><b>LEARN</b> Teacher leads a shared composition session to create a class piece entitled <i>Take the Train</i>. Together, the class plans the structure of the composition:</p> <ol style="list-style-type: none"> <li>1. Leaving the station</li> <li>2. Travelling uphill</li> <li>3. Moving quickly through the countryside</li> <li>4. Slowing down through tunnels or bends</li> <li>5. Arriving at the station</li> </ol> <p>Children contribute ideas for rhythms, melodies and sound effects for each section. Discuss how tempo, dynamics and texture may change during the journey.</p> <p>As a class, pupils create a graphic score using symbols, pictures, lines and colours to represent the structure and sounds of the composition. You may consider using a long roll of paper for this, so that all the class can see/have access to the work</p> <p><b>REVIEW</b> How does the graphic score help us remember the music? Which section of the journey is easiest to identify?</p>	<ul style="list-style-type: none"> <li>✓ Can recall the names of instruments and recognise them by sight and sound</li> <li>✓ Can describe the sound of different instruments</li> <li>✓ Can categorise brass and percussion instruments</li> </ul>	<p>Melody Texture Ostinato Dynamics Tempo Graphic score Programme music Tuned percussion Untuned percussion Accelerando Rallentando</p>	<p>Structure Dynamics</p>

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<p><b>4 and 5</b></p>	<p><b>RECAP</b> Review the sections of the class composition and the symbols used on the graphic score.</p> <p><b>LEARN</b> Practise performing <i>Take the Train</i> as a whole class using the graphic score. Focus on:</p> <ul style="list-style-type: none"> <li>• Keeping a steady pulse</li> <li>• Following the conductor or teacher cues (select pupils who might be good at leading the performance)</li> <li>• Starting and stopping together</li> <li>• Playing with appropriate dynamics and tempo</li> <li>• Listening carefully to others</li> </ul> <p>Children evaluate the performance and suggest improvements after each rehearsal.</p> <p><b>REVIEW</b> What went well in today's rehearsal? What do we still need to improve before performing?</p> <p>If required, lesson 5 can be utilised to rehearse and develop the performance further.</p>	<ul style="list-style-type: none"> <li>✓ Can recall the names of instruments and recognise them by sight and sound</li> <li>✓ Can describe the sound of different instruments</li> <li>✓ Can categorise orchestral instruments into families</li> </ul>	<p>Melody Texture Ostinato Dynamics Tempo Graphic score Programme music Tuned percussion Untuned percussion Accelerando Rallentando Structure Dynamics</p>	
<p><b>6</b></p>	<p><b>RECAP</b> Discuss performance expectations and revisit the graphic score and structure of the piece.</p> <p><b>LEARN</b> Perform <i>Take the Train</i> to a chosen audience, such as another class, parents or a school assembly. Encourage pupils to perform confidently and communicate the imagery of the train journey through their playing.</p>	<ul style="list-style-type: none"> <li>✓ Can communicate mood and imagery through music</li> <li>✓ Can evaluate a completed performance</li> <li>✓ Can reflect on their own musical progress</li> </ul>	<p>Dynamics Tempo Graphic score Programme music Tuned percussion Untuned percussion Accelerando Rallentando Structure Dynamics</p>	

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<p>After the performance, pupils reflect on the experience and discuss:</p> <ul style="list-style-type: none"> <li>• Which sections were most successful?</li> <li>• How effectively did the music represent a train journey?</li> <li>• What would they improve next time?</li> </ul> <p><b>REVIEW</b> How did it feel to perform as part of an ensemble? What skills have improved during this unit?</p>			
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<b>ASSESSMENT:</b>	<b>Exceeded</b>	<b>Secured</b>	<b>Below</b>
<ul style="list-style-type: none"> <li>✓ Can explain what programme music is</li> <li>✓ Can create rhythm, melody and structure when composing</li> <li>✓ Can contribute to, follow and perform a composition with a graphic score</li> </ul>			

**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	
<b>Crescendo</b>	Gradually getting louder
<b>Decrescendo</b>	Gradually getting softer
<b>Accelerando</b>	Gradually getting faster
<b>Rallentando</b>	Gradually getting slower (often at the end of a piece of music)
<b>Melody</b>	The main tune within a piece of music
<b>Texture</b>	The number of layers of instruments and how they sound. You can think of musical texture like layers in a sandwich – the more layers you add, the “thicker” the texture becomes.
<b>Ostinato</b>	A simple repeated rhythmic or melodic pattern which underpins a section of music
<b>Dynamics</b>	The volume of music, from loud to soft
<b>Tempo</b>	The speed of the music
<b>Graphic score</b>	A form of notation in symbols/pictures to help record and reproduce ideas for musical performance
<b>Programme music</b>	Music composed to describe a specific idea
<b>Tuned percussion</b>	A musical instrument whose pitch can be altered to play a melody
<b>Untuned percussion</b>	A musical instrument whose pitch cannot be altered to play a melody
<b>Structure</b>	The different sections to a piece of music, often containing different ideas. These sometimes follow a repeating pattern (ABAB) or sequence (ABCDE)