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| Learning Objective: Pupils should learn | Main Activities | Teacher support | Learning Outcomes: Pupils can |
| * *about pulse, rhythm and metre* | Lesson 1Warm up Beat Game/Metre Mix – metre of 4 then 8 **Main activities** Put a pattern in space – metre of 8. I model first and refer back to walk and joggings from previous term.  Identify /discuss musical terms of pulse, rhythm, metre (strong and weak beats)  Explain about Stomp project and watch video clips from Stomp website.  Using junk cans/sticks - call and response rhythm work – metre of 8  Pairs activity – create rhythm in metre of 8 using cans/sticks  **Plenary** Listen/evaluate pairs work.  Talk about bringing Junk percussion for next weeks lesson - provide egs  Evaluate learning. | Join in with all activities Help support group work and work alongside pupils who need support  Remind children to bring in junk for next lesson  Watch “Stomp” clip during the week. | * *identify different metres* * *create and perform a rhythm working with a partner* * *understand the difference between pulse, rhythm and metre* |
| * *about pulse, rhythm and metre* * *to create music using junk* * *about changes in texture* | Lesson 2Warm up Listen to Clapping Music by Steve Reich from *Listening to Music 7+* and discuss metre of 7. Remind children about strong and weak beats. Get half class to tap the pulse and others to stamp the strong beats.Main activities Put a pattern in space – metre of 8; Review discuss pulse, rhythm, metre. Ask a group to do a pulse on big bins and bin lids. Q: How can we make it visually exciting like in stomp i.e. combine movement? Change pulse children each time and play some call and response rhythms on sticks and cans. Encourage children to make their response the same dynamic and metre listening for strong and weak beats.  1. Divide rhythm children into 2 groups and ask a child to create a rhythm for the group to play. Once each group have learnt their rhythm use the pulse group and ask each group to practise their rhythm with the pulse.   **Plenary** Rehearse different ways of organising these rhythms (one by one/parts overlapping/all beginning together etc). Explain that this is texture – how many parts are playing at the same time and they can vary the texture by changing how they organise the different parts. | Join in with all activities Help support group work and work alongside pupils who need support  Encourage pupils to create and practise can/junk rhythms during the week | * *identify different metres* * *understand the difference between pulse, rhythm and metre* * *play an 8 beat rhythm in time with other parts* * *make decisions about how the music should be organised* |
| * *about timbre* * *about texture* * *to create music using junk* | Lesson 3Warm up Teach the Sugar song. Once children can sing the song ask them to tap a pulse using floor/sticks together pattern. **Main activities**   1. Discuss term ‘texture’ and explain that we are going to think about how to build up our piece to create an introduction. 2. Model the sound of small can and stick, large bin, large bin lid, tapped sticks together. Children to decide which one should begin the piece. 3. Ask children to decide what they want to play today and divide into rough groups (these can be changed in the next few weeks). 4. Group work - Ask each group to create a pattern by taking turns around the group and deciding on a final ostinato. Hear each group and ask big bins to keep pulse so combine rhythm and pulse. 5. Rehearse opening of piece by building up groups in order and notate for next week.   **Plenary** Repeat Call and Response activity from previous week with some more able pupils being the caller. Explain that this could be one section of our final piece or a refrain we keep coming back to (link with Rondo form). | Join in with all activities Help support group work and work alongside pupils who need support  Sugar song (Camptown Races tune)  I can’t take my tea without SUGAR SUGAR  I can’t take my tea without  S-U-G-A-R (spelled out)  S-U-G-A-R  S-U-G-A-R  I can’t take my tea without  S-U-G-A-R | * *maintain an independent rhythm in time with other parts* * *create and perform a rhythmic piece working in a group* * *copy a given rhythm or create a rhythm for others to copy* |
| * *about texture* * *about timbre* * *about structure* * *to create music using junk* | Lesson 4Warm up Revise the Sugar song. Add difficulty – every time they spell out the word S- U- G – A - R tap out the rhythm of the letters on the floor then go back to pulse for rest of the song.. **Main activities**   1. Revise the term ‘texture’ and remind children that we are going to continue to plan the opening of our piece today. Ask children to decide which instruments they would like to play today and sit in groups. . 2. Group work - develop ideas from previous week and improve. Be able to show the class one rhythm that works well and will be used in our final piece. I write down some rhythms for rehearsal. 3. Rehearse opening of piece by building up groups in order using big bins to give pulse. Practise going from this section to a call and response section. Explain that this will be our ‘Chorus’ and will be repeated throughout the piece.   **Plenary** Ask children to suggest how we could add movement to our rhythms to make it visually exciting. | Join in with all activities Help support group work and work alongside pupils who need support | * *maintain an independent rhythm in time with other parts* * *create and perform a rhythmic piece working in a group* * *evaluate their own and one another’s work* * *use appropriate vocabulary to describe different timbres* |
|  | Lesson 5Warm up Play ‘What’s on the Menu?’ All chant ‘What’s on the menu?’ rest rest rest rest and each child has to chant a food name after the chant in the 4 crochet rests. Once chanted round the circle, use thinking voice and clap the word rhythm. Finally play on stick and can. Explain that this is another good way to create a rhythm. ASSESS creating rhythms and relationship between rhythm/pulse. **Main activities**   1. Remind children that we are going to finalise our groups today and begin to put our piece together. Rehearse the rhythms created in previous week and children can swap groups until they choose their final group. Ask children to suggest how we could add movement to our rhythms to make it visually exciting. 2. Develop ideas for the opening of the piece. Do we want to start with a build up or an explosive noise? Try out children’s ideas and notate for next half term. 3. Develop a refrain and explain how it is like a chorus in a song (link to Rondo form). Practise this section and then link opening to the refrain.   **Plenary** Record and evaluate so far. | Join in with all activities Help support group work and work alongside pupils who need support  Smartphone/audio recorder/ipad | * *maintain an independent rhythm in time with other parts* * *create and perform a rhythmic piece working in a group* * *evaluate their own and one another’s work* * *use appropriate vocabulary to describe different timbres* |
| * *about contrasting sections of music* * *about dynamics* | **Lesson 6** Warm up Watch Clip of Stomp again and identify ways that the performers make each section different (i.e. change equipment used, more or fewer players, play loudly or softly). **Main activities**   1. Revise groupings choices and sit in groups. Revise chorus rhythms for each group. 2. Revise opening ideas created in previous half term. 3. Show f and p symbols and explain meaning. When you hold up f children clap their rhythm forte and likewise when you hold up p symbol. How does it alter the mood? Repeat with children playing their instruments one group at a time. 4. List the structure so far on whiteboard. Ask children to suggest ideas for the next section of our piece remembering that it should be contrasting. 5. Practise ideas.   **Plenary** Play from opening up to point just reached. Have we been successful in creating contrast/ How have we done this? | Join in with all activities Help support group work and work alongside pupils who need support  Need Laptop | * *maintain an independent rhythm in time with other parts* * *follow musical symbols for p and f* * *change how they create sounds on an instrument* * *memorise different musical ideas in a multi sectioned piece* |

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| * *about contrasting sections of music* * *about dynamics* * *about timbre* | **Lesson 7** Warm up Teach the ‘Human Drum Kit’ from Banana Splits. Say the words of the chorus first then say in canon.  **Main activities**   1. Show symbols for long and short sounds and give children 1 min to experiment with their equipment. Revise symbols for f, mf, p and show all symbols on the board. In pairs one child choose a duration and dynamic symbol for their partner to play on their instrument. Model this to the group first. Explain that this way of varying the sound of an instrument is called timbre and adds contrast and interest to the sounds we create. 2. List the structure so far on whiteboard. Discuss the role of movement in Stomp and ask children to share ideas of adding movement to our existing rhythms (i.e. using feet to replace a tap on the piece of equipment.) 3. Practise ideas.   **Plenary** Run piece so far. Discuss ideas for next section of the piece. | Join in with all activities Help support group work and work alongside pupils who need support  Long and short symbol cards and dynamic cards. | * *maintain an independent rhythm in time with other parts* * *follow musical symbols for p and f* * *change how they create sounds on an instrument* * *memorise different musical ideas in a multi sectioned piece* |
| * *about contrasting sections of music* * *about dynamics* * *about timbre* | **Lesson 8**  **Warm up**  Ball bouncing beat games in different metres using Froseth backing track/keyboard backing.  **Main activities**  **Rehearsal Lesson 1**   1. Scribe structure so far on board and practise each section separately. 2. Ask children to think about joins...do we want to have sudden changes into different sections or shall we link them somehow... 3. Think about how we can get movement into the chorus section. 4. Devise ending.   **Plenary** Run piece so far. Discuss ideas for next section of the piece. | Join in with all activitiesHelp support group work and work alongside pupils who need supportNotate structure/groupings/ideas for further lessons | * *maintain an independent rhythm in time with other parts* * *follow musical symbols for p and f* * *change how they create sounds on an instrument* * *memorise different musical ideas in a multi sectioned piece* |
| * *to evaluate and improve upon own work* | **Lessons 9, 10 11**  **Warm up**  Ball bouncing beat games in metre of 3 using Froseth backing track/keyboard backing. Discuss difference in feel with 4/4 (marching versus waltzing and where strong and weak beats are)  **Main activities**  **Rehearsal Lessons**  Edit/change/practise sections as necessary.  **Plenary** Run piece so far. Discuss ideas for next section of the piece. Record and evaluate as necessary. | Join in with all activitiesHelp support group work and work alongside pupils who need support Help assess children | * *explain which parts of a piece they need to improve or are particularly successful* * *change and edit their own or others music* * *use musical terms such as dynamics/timbre/texture* |

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| * *to maintain own part in an ensemble* * *to perform a prepared part in an ensemble* | **Lesson 12**  **Performance lesson.**  **Give out Pupil Evaluation and project evaluation form.** | Join in with performance or record performanceComplete assessments if relevant | * *maintain an independent part in an ensemble in time with other parts* * *follow musical symbols for p and f* * *memorise different musical ideas in a multi sectioned piece* * *perform a rehearsed part* |



# COMPOSITION PROJECT - STICKS and CANS!

# WHAT I CAN DO/KNOW…….

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| **I CAN…………** | **I CAN DO THIS REALLY WELL!** | **I CAN DO THIS WITH SOME HELP!** | **I NEED LOTS OF HELP WITH THIS!** |
| Create a repeated rhythm in a metre of 8 |  |  |  |
| Play a repeated rhythm in a metre of 8 and keep in time with the rest of the class as I play my part |  |  |  |
| Improvise a solo part as part of the class performance |  |  |  |
| Contribute ideas to the class composition and make suggestions about the structure of the class piece |  |  |  |
| Contribute ideas and work cooperatively as a member of a group |  |  |  |
| Understand and describe timbre in music |  |  |  |
| Understand and describe texture in music |  |  |  |
| Understand and describe structure in music |  |  |  |

Signed…………………………………………………………………… Class……….