**Stone Age Music**

**Project**

**For Years 3 and 4**



**Aims:** Children will learn

* About the three periods of the Stone Age, the people, wild life and changing living and working environments through song, chant, performing, listening and composing activities
* How to play tuned and un-tuned instruments
* About pitch, pulse and rhythm
* About rhythmic (stick) notation
* About performing and creating in pairs or groups

**Resources:**

Claves/ woodblocks

Chimes bars (C-C’) and /or xylophones and metallophones

A Tardis!

A Woolly mammoth!!

A variety of un-tuned instruments (last 2 weeks)

You-tube clips

* Ancient Music- cavemen
* ‘Lithophone bringen die Steinzeit wieder zum klingen’
* Petoskey Stone Lithophone

**Some children will (achieving/mastering/securing)**

Be able to differentiate between pulse and rhythm

Internalise, copy and create rhythmic phrases

Say, clap, play and move to the time values walk, jogging, stride and glide

Use stick notation to notate phrases played or heard (aurally)

Identify ascending and descending sounds and trace their movement

Play ascending and descending sounds

Use notes of the pentatonic scales to create Q&A phrases

Sing in 2 or 3 parts

Maintain an independent part within a large group

Create, organise and notate ideas

**Some children will (emerging)**

Maintain a steady beat with some help

Play simple rhythmic phrases

Understand how to notate the time values walk and jogging

Create simple rhythmic phrases using walk (and jogging)

Identify ascending and descending sounds

Use 2 or 3 notes of the pentatonic scale to create a Q&A phrase

Maintain an independent part with help

Create ideas and organise with help

**Some children will (exceeding)**

Identify the rhythm of phrases aurally and notate them using stick notation

Take words from a chant and note them rhythmically

Play and sing confidently in 3 or more parts

Create rhythmically interesting phrases using all four time values

Use 4 or 5 notes of the pentatonic scale creatively

Take a leading role in the organisation and notation of ideas

**Lesson 1: 45mins**

**Learning Intentions:** Children learn

About pitch

About pulse and metre

To work as a class, in small groups and individually

About rhythm

About Q&A phrases

**Introductory activity (15mins)**

Sing, ‘Hello children’ (GEGE and ask them to reply using the same notes.

Ask them to think of their name and to say it over a pulse of 2 knee taps and 2 claps.

E.g. Tap tap clap clap

 Phoebe - -

Now ask them to say their names over the claps.

*Which did they find easier?*

*How many actions were there altogether?*

Play a game of ‘Metre Mix’. Ask the children to clap on beats 1, 2, 3, 4

Now ask them to clap on beats 1&2 and 3&4. Repeat this in two groups.

*How are they staying together? (They are feeling the* ***pulse****)*

**Main activity (25mins)**

Introduce the topic of the Stone Age and ask the children to think of anything they know about that period of time.

Use the Tardis to play a game of, ‘What’s in the Tardis?

Everyone calls out the question and then each child thinks of an object, animal, piece of food, clothing or activity that is relevant to the Stone Age.

Practice saying the Q&A altogether so that they children can make sure that it fits over a metre of 4

E.g. 1 2 3 4

Q What’s in the Tar- dis?

 1 2 3 4

A A woolly mam- moth

Play the game in a circle and the ask the children to clap and say the Q&A

Repeat this by clapping and *thinking/internalising* the words.

Talk about the instruments that were used in the Stone Age

* The voice
* Pebbles
* Sticks
* Hollow logs
* Bones

Use claves and woodblocks to repeat the activity above using the same format

* Say and play all together
* Play and think altogether
* Play and say own answering phrases
* Play and think own answering phrases

**Plenary (5mins)**

What have they been clapping/playing during this last exercise? *(The rhythm)*

*Who can remember what they were clapping during the game of ‘Metre Mix’.*

**Learning Outcomes:** Children can

Copy sung phrases

Keep a steady beat

Maintain a part within a large group

Create a 4 beat rhythmic phrase

Internalise rhythmic phrases

Play un-tuned instruments with accuracy and control

**Lesson 2: 45mins**

**Learning Intentions:** Children learn

About pulse and rhythm

A new game

To create rhythmic phrases

About Q&A form

How to perform

**Introductory activity (15mins)**

Sing, ‘Hello children’ and tap a steady pulse along with it.

Revise the term *pulse*

Ask for a volunteer to clap the rhythm of ‘Hello children’.

*What do they notice? (It is the same as the pulse).*

Change the call to ‘Hello Eagle Class’ and ask volunteers to clap the rhythm.

Now ask them to clap and sing, ‘Hello Mrs. Knight’.

*What do they notice about the rhythm ‘Hello Eagles class’ and ‘Hello Mrs. Knight’? (It is the same).*

Ask the children to clap and say, ‘My name is…’ altogether and then individually.

Introduce the game, ‘Switch’.

The leader will ask the children to copy a 4 beat pattern but when they change the body percussion the children must continue to perform the first action until they hear the word, ‘Switch’.

**Main activity (25mins)**

Remind the children of the Q&A game, ‘What’s in the Tardis?’

Ask them to work in pairs in order to think of a food, animal, place of shelter or activity that is relevant to the Stone Age.

Remind them that it must fit within the four sides of a square.

Ask them to check that they are both clapping all the syllables of the words in the phrase.

Ask each pair to clap their phrase and then give out claves and woodblocks and ask each pair to play their phrase.

**Plenary (5mins)**

Perform the phrases as the answer to the class question. ‘What’s in the Tardis?’

Ask the children to remember the difference between pulse and rhythm.

Ask volunteers to describe it.

**Learning Outcomes:** Children learn

To discriminate between pulse and rhythm

To clap/play the syllables of words

To create a phrase that fits within 4 beats

To play with a sense of pulse

To internalise movements

**Week 3: 45mins**

**Learning intentions:** Children learn

About time values

About meter

To copy rhythmic phrases

A new game

About Stone age instruments

**Introductory activity (15mins)**

Sing, ‘Hello Eagle class’ whilst tapping the pulse and ask them to do the same as they reply.

Repeat the call and clap the rhythm of the words.

Remind the children how to clap their name within the phrase, ‘My name is…’

Listen to each one and then ask them to internalise the words and clap the rhythm out loud.

**Assess: Can clap rhythmic phrases accurately**

**Main activity (20mins)**

Talk about some of the foods that the people of the early Stone Age (Palaeolithic era) ate.

Use some to introduce different time values

1 2 3 4

Raw fish raw fish (walk/crotchet)

Nuts and berries nuts and berries (jogging/quavers)

Eggs - eggs - (Stride/minim)

Roots - - - (Glide/semi-breve)

Introduce each time value in turn and ask the children to clap and say them.

Repeat this with the claves.

Now try mixing ‘Raw fish’ with each of the other time values in turn.

*Why do I always ask the group who clap, ‘Raw fish’ to start? (Because they are clapping the pulse).*

Show the children rhythmic notation for these time values and ask them to play from the cards.

Ask the children to copy rhythms which include those rhythms e.g. ‘raw berries eggs-‘or ‘eggs- nuts and fish’.

N.B. ‘Roots’ fills up a whole 4 beats.

**Plenary (10mins)**

Remind the children that they have been clapping and playing the *rhythm* of the words. They are now going to play a passing game which involves keeping a steady beat.

The game is called ‘Hot Potato’ but we are going to change the words to, ‘Woolly Mammoth’.

They will need to find the *beat* of the song.

**Woo**lly **ma**mmoth **pass** it **on**

**Woo**lly **ma**mmoth **pass** it **on**

**Woo**lly **ma**mmoth **pass** it **on**

Get **rid** of the **Woo**lly **ma**mmoth

Ask the children to clap as they sing the song. Now ask them to tap their legs and then the floor in front of the person to their right (Tap, floor, tap, floor etc.)

Introduce a ‘Woolly mammoth’ toy to the game and ask the children to keep the beat as they pass it around.

If successful, more woolly mammoths can be introduced!!

Now watch the You Tube clip *Ancient Music- Cavemen* and discuss what they see and hear.

**Learning Outcomes:** Children can

Clap rhythmic phrases accurately

Feel a steady beat

Maintain an independent part within a large group

Read from simple rhythmic notation



**Stone Age Rap**

Palaeolithic Man ate plants and meat

Rubbing stones, gave them heat

Used leaves and grass to makes their beds

The flesh they ate was already dead! (YUK!)

*Palaeo, palaeo, Palaeolithic*

*Get the era right*

*Be specific!!*

Mesolithic Man sharpened their stones

Started to settle in their homes

For fish, nuts and berries they would roam

Made some cool flutes out of bones! (TOOT!)

*Meso, meso, Mesolithic*

*Get the era right*

*Be specific!*

Neolithic Man ploughed and hoed

In order to help their wild crops grow

Made ploughs out of antlers, stones and wood

Used pestles and mortars to grind real good!

*Neo, neo, Neolithic*

*Get the era right*

*Be specific!*

**Week 4: 45mins**

**Learning Intentions:** Children learn

About time values

How to move to different time values

How to compose and notate 4 beat rhythmic phrases

How to play 4 beat rhythmic phrases from notation

**Introductory activity (15mins)**

Sing, ‘Hello Eagles class’ using the notes G and E whilst tapping the pulse on knees.

Repeat by clapping the rhythm of the words.

*Ask volunteers to remind the class what the difference is between pulse and rhythm*

Revise the name game, ‘My name is…’ and ask the children to say and clap the phrase and then internalise the phrase whilst clapping it.

**Assess: Can clap rhythmic phrases accurately**

**Main activity (25mins)**

Remind the children of the time words that they used last week.

1 2 3 4

Raw fish raw fish (walk/crotchet)

Nuts and berries nuts and berries (jogging/quavers)

Eggs - eggs - (Stride/minim)

Roots - - - (Glide/semi-breve)

Use the Stone Age words first and practice clapping and saying each of the time values in turn.

Repeat this with the claves/woodblocks.

Play in three groups with one group always playing ‘Raw fish’ (the pulse).

Now tell the children that we don’t usually give the time values names of foods.

Tell them the time names, ‘walk, jogging, stride and glide’ and divide the class into three groups.

Group 1 will play the time value specified on the instruments.

Group 2 will move to that sound

Group 3 will observe those who move and choose someone who moved well and changed when the time value changed.

Repeat this twice more so that all three groups have the chance to play, move and observe.

**Assess: Can move to changing time values**

**Plenary (5mins)**

Finish by watching the clip on You Tube about Stone Age instruments.

**Learning Outcomes:** Children can

Clap and play rhythmic phrases accurately

Work as a class and in small groups

Move to changing time values

Play in groups with control and awareness of pulse

Compose and notate original rhythmic phrases

**Lesson 5: 45mins**

**Learning Intentions:** Children learn

About pulse and rhythm

About time values in a metre of 4

To move to changing time values

To play changing time values

How to create and notate a 4 beat rhythm

**Introductory activity (10mins)**

Sing, ‘Hello Eagle class’ using G and E chime bars (***play the notes first****)*

Ask the children to sing back and clap the rhythm of the words and then to clap the rhythm whilst internalising the words.

Remind the children of the two time values, ‘Fish’ and ‘Berries’ and ask them to work out the following rhythms

* Hello Eagle Class (fish, fish berries fish)
* Hello Mrs Lord (fish, fish berries fish)
* Hello Mrs Knight (fish, fish, berries fish)
* Wavendon Primary School (berries fish, berries fish)

**Main activity (25mins)**

Divide the class into two groups and ask one group to move to the time values ‘fish’, berries’ and ‘eggs’ whilst the other plays.

Swap over tasks.

***Remember to count in 1,2,3,4 or ‘One, two, ready play’. When starting the ‘berries’ rhythm, you might say, ‘One and two and off we go now’.***

**Assess: Can move to changing time values**

Revise the words ‘metre’ and show the children how each of the three time values they have explored fits into a bar of 4 beats

1 2 3 4

Raw fish raw fish (walk/crotchet)

Nuts and berries nuts and berries (jogging/quavers)

Eggs - eggs - (Stride/minim)

*Remind them that the word ‘berries’ has two claps or syllables****. It is two sounds in the time of one beat.***

*The word ‘egg’ has one clap or syllable.* ***It is one sound held over two beats.***

Give the children white boards in groups of 4 and ask them to write the numbers 1-4 at the top. Underneath they should either use the time names or symbols to compose a 4- beat rhythm.

They should be able to say it, clap it and then play it on the claves.

**Plenary (10mins)**

Ask each group to say their rhythm out loud, clap it and internalise the words and then to play it.

**Assess: Can compose a 4 beat rhythmic phrase**

**Can play from simple rhythmic notation**

**Learning Outcomes:** Children can

Respond to sound through movement

Play with control and awareness of those around them

Create and notate a 4 beat rhythm

Play confidently and fluently

**Lesson 6: 45mins**

**Learning Intentions:** Children learn

About rhythm

About time names

A new rap

How to play in groups

To internalise rhythmic patterns

**Introductory activity (15mins)**

Sing, ‘Hello Eagles class’ using the chime bars G and E

Hel-lo Ea-gles class

G E g g E

Ask the children to reply, ‘Hello Mrs. Lord’ (GEggE) and ask volunteers to remind everyone of the rhythm of those two phrases (walk walk jogging walk)

Give the children the following phrases to work out and ask them which is the odd one out

1. Neolithic (walk x 4)
2. Palaeolithic *(*jogging walk stride)
3. Mesolithic (walk x 4)
4. Woolly mammoth (walk x 4)

Divide the class into two groups and ask one group to move to the time values ‘fish’, berries’ and ‘eggs’ whilst the other plays.

Swap over tasks.

***Remember to count in 1,2,3,4 or ‘One, two, ready play’. When starting the ‘berries’ rhythm, you might say, ‘One and two and off we go now’.***

**Assess: Can move to changing time values**

**Main activity (25mins)**

Introduce ‘The Stone Age Rap’

Say the verses and add actions where appropriate

Say and clap the rhythm of the chorus

1. Palaeo, Palaeo, (jogging walk jogging walk)
2. Palaeolithic (jogging walk walk walk)
3. Get the era right (jogging jogging stride)
4. Be specific (walk walk walk walk)

Write these rhythms on the board

Divide the class into four groups and give each group a different un-tuned percussion instrument e.g. drums, claves, triangles and scrapers/shakers

Ask each group to play one of the rhythms from the board

***Notice who is able to read from rhythmic notation***

Swap round the rhythms and try putting two or more together

**Plenary (5mins)**

Pack away the instruments and play a game of ‘Don’t play this one back’ with the added rhythm, ‘Wavendon Primary School’

*Who can say these two phrases using rhythmic time names?*

**Learning Outcomes:** Children can

Copy sung phrases tunefully and accurately

Move to changing time values

Use time names to work out the rhythm of phrases

Play with control and a sense of pulse

Write and play form rhythmic notation

Maintain an independent part within a large group

**Lesson 7: 45mins**

**Learning Intentions:** Children learn

About rhythm and time values

How to notate rhythmic phrases

How to play from rhythmic notation

How to play in groups

How to internalise rhythmic phrases

**Introductory activity (15mins)**

Sing and clap the rhythm of ‘Hello Eagles class’

*Who can remember how to clap a steady beat or ‘walk’?*

*Who can make that sound twice as fast into a ‘jogging’?*

*Who can make that sound twice as long into a ‘stride?’*

*Who can make that sound twice as long again by clapping a ‘glide’?*

*Who can remember how to say, ‘Hello Eagles Class’ in walks and joggings?*

*(Walk walk jogging walk)*

Revise the chorus of the rap and give out white boards to pairs of children.

Say each line and then ask the children to write the rhythm on their boards using stick notation.

1. Palaeo, Palaeo, (jogging walk jogging walk)
2. Palaeolithic (jogging walk walk walk)
3. Get the era right (jogging jogging stride)
4. Be specific (walk walk walk walk)

***Observe who is able to notate the lines accurately***

**Main activity (25mins)**

Seat the children at their tables with different sets of instruments at each e.g. wood blocks/claves, maracas, triangles, scrapers, and tambourines/tambours

Ask the children to play each line on their instruments

***Assess: Can play from simple rhythmic notation***

Give each table one of the lines to play and one table the pulse. Start the pulse off and then bring each group in.

Try the pulse and two rhythms at first and then try adding more rhythms

Swap the groups around so each table has the opportunity to play the pulse and each of the rhythms

***Assess: Can maintain an independent part within a small group***

If time, give out phrases from the rap for pairs or groups to play.

Ask them to say and play and then just play their phrase.

*Can they say their phrase using our time names?*

**Plenary (5mins)**

Pack away the instruments and play a game of ‘Don’t clap this one back’ using the rhythm of the title and ‘Wavendon Primary School’.

**Learning Outcomes:** Children can

Say, clap and play the time values walk, jogging, stride and glide

Write down the rhythm of spoken phrases using stick notation

Play form stick notation

Maintain an independent part within a small group

Internalise rhythmic phrases

**Lesson 8: 45mins**

**Learning Intentions:** Children learn

To move to a steady beat

About rhythm and time names

To play in groups (2 or 3 parts)

To notate rhythmic patterns

**Introductory activity (15mins)**

Sing, ‘Hello Eagles class’ and then repeat it using the same pitch but the words, ‘walk, walk, jogging, walk’.

Ask the class to reply e.g. ‘Hello Mrs Lord’/’walk, walk, jogging, walk’

Revise the Stone Age Rap and ask the children to add actions to each verse and to move to a steady beat during the chorus (Demonstrate this)

**Main activity (20mins)**

Revise the rhythm of each line of the chorus and ask one table to play a rhythm of one line whilst another plays the pulse.

Ask the other tables to listen for a steady beat and an accurate rhythm.

*Are the children playing together with the other children on their table?*

*Are they listening to the beat?*

***Assess: Can maintain an independent part within a small group***

Repeat this until all of the children have played the pulse and one rhythm from the rap.

Now ask the children to work in pairs. They should choose one of the lines from the rap placed on their table and write the words and rhythm on their white board.

LA: wild crops grow/Leaves and grass to make their beds/made some cool flutes out of bone/stone age rap

MA: Mesolithic man sharpened their stones/Neolithic man ploughed and hoed/rubbing stones, gave them heat

HA: Pestles and mortars to grind real good/started to settle in their homes/Flesh they ate was already dead/Ploughs out of antlers, stones and wood

**Plenary (10mins)**

Ask each pair to play their line with and then without words.

***Assess: Can play from simple rhythmic notation***

**Learning Outcomes:** Children can

Move and play to a steady beat

Speak, clap and play time values/names

Notate and play from time names

Maintain a part within a small group

**Year 3/4 Stone Age Project**

**Rhythmic Assessment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name of child** | **Can clap/play rhythmic phrases accurately** | **Can move to changing time values** | **Can compose 4 or 8 beat rhythmic phrases** | **Can play from simple rhythmic notation** | **Can maintain an independent part within a small group** |
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**3 = emerging 2 = achieving 1 = exceeding**



**Week 9: 45mins**

**Learning Intentions:** Children learn

About pitch

About ascending and descending sounds

About the movement of sounds by step, skip or leap

A new song

About Stone Age pitched instruments

**Introductory activity (15mins)**

Sing, ‘Hello Eagles class’ using G, E and C (GEccC)

*How have I changed my hello call?*

*Which is the highest, middle, lowest sound?*

Introduce, ‘Scrat’s Tale’.

*Turn a xylophone on its end so the biggest keys are on the floor and the smallest on your knees*

The squirrel was born at the top of a coniferous tree in the highest and shortest branches.

His Mummy told him only to play in those highest branches and that he must only move branch-by-branch or step-by-step.

*Ask a volunteer to play only on the top/highest keys-moving by step*

When he was older he was allowed to move down to the middle branches but still by step only

*Volunteer*

… and up again

*Volunteer*

When he was older still, Scrat was allowed to move down to the middle branches by skipping over every other branch

*Volunteer*

… and back up again

*Volunteer*

When Scrat was older still, he was allowed to step all the way down to the bottom of the tree to the lowest branches

*Volunteer*

… and back up again in the same way

*Volunteer*

By the time Scrat was ready to leave home, he was able to step, skip and then leap from branch to branch as he **descended** and **ascended**

*Volunteers*

**Main activity (20mins)**

Give out chime bar sets or glockenspiels to pairs or threes of children.

Number them 1, 2 or 1, 2, 3 and then give each child a task in turn of retelling Scrat’s story on the chimes

E.g. *Can you make Scrat play on the top-most branches?*

*Can you make Scrat step all the way down to the lowest branches?*

***N.B. Try to use the words ‘high’ and low’ or ‘highest’ and ‘lowest’ frequently.***

Ask the children to put down their beaters and to listen to a new song called’ Once a Lion saw a Man’ (Based on the Kodaly song, ‘Once a man fell in a well’).

Once a lion saw a man CDEFGGG

“Yum, yum, yum, here’s dinner” CDEFGG

But the man hid in a cave CDEFGGG

So the cat got thinner! GFEDCC

Teach each line in turn, asking the children to copy the pitch and words of the song.

Trace the movement of each line in the air and ask the children to indicate whether they think the line is ascending or descending

*How is each line moving (up or down)?*

*How is it moving (by step, skip or leap)?*

*What can they hear happening on the words ‘saw a man’? (The words are repeated on the same note?)*

*Are there any other words on which this happens? (‘dinner’, ‘in a cave’ and ‘thinner’)*

Give the children the starting note ‘C’ and ask them to pick out one or more lines

LA- will pick out one line with help

MA- will pick out the first three lines

HA- will pick out all four lines and notice that the last line descends

**Assess: Can trace the pitch of ascending or descending melodies**

**Plenary (10mins)**

Watch the You-tube clips, ‘Lithophone bringen die Steinzeit wieder zum klingen’ and the ‘Petoskey Stone Lithophone’

The Petoskey Stone is fossilised coral from the state of Michigan in the USA, formed 35o million years ago.

Sing ‘Hello Eagles Class’ using GEC

*Do these notes ascend or descend?*

*How do the notes move (by step, skip or leap)?*

**Learning Outcomes:** Children learn

That the size of a wooden or metal bar can determine its pitch

The notes can descend or ascend

That they can move in different ways

To pick out the movement of a song by ear

**Lesson 10: 45mins**

**Learning Intentions:** Children learn

About pitched Stone-Age instruments

About ascending and descending sounds

How sound relates to the musical alphabet

To create rhythmic phrases

**Introductory activity (10mins)**

Sing, ‘Hello children’ using the following notes

- G and E (Hello children/GEGE)

- G and C (Hello children/GCGG)

- GF# and E (Hello children/GF#EE)

*Which one moves by step/skip/leap?*

Show the children You-tube clips of the Lithophone and talk to the children about the material from which it is made, the sound it makes and how each ‘bar’ is pitched differently.

Remind the children about Scrat’s nest in the tree and ask volunteers to show the class how he descends and ascends step-by step.

**Main activity (25mins)**

Ask the children to look at their chime bar sets and to work out how the musical alphabet begins and ends.

Look at the ‘C’s for Cave- Men’ sheet and demonstrate how this might be filled in.

Play the following phrases to the children as examples:

1,2,3,4 C’s for cave painting

1,2,3,4 D’s for domestication

1,2,3,4 E’s for eggs

1,2,3,4 F’s for farming

1,2,3,4 G’s for grinding

1,2,3,4 A’s for ancestor

1,2,3,4 B’s for berries

1,2,3,4 C’s for carvings

Ask the children to take it turns to echo each phrase i.e. Repeat the task.

Those not playing should echo by speaking and clapping the rhythm of the words.

*Which was the easiest to clap/play?*

*Which examples were hardest to play and why?*

Give each pair a sheet and ask them to fill it in with their own suggestions for each letter of the musical alphabet.

Ask the children to practise playing every syllable of their phrases and the to choose one each to play to the class.

**Plenary (10mins)**

Listen to each child play their chosen example and ask their partner to say the words loudly and clearly so that the other children can hear the words and make sure that the correct rhythm is being played.

**Learning Outcomes:** Children can

Discriminate between sounds that move by step, skip or leap

Discriminate between sounds that ascend or descend

Play rhythmic patterns on one note with control

**Lesson 11: 45mins**

**Learning Intentions:** Children learn

About pitch

To follow ascending/descending sounds

To sing in two groups

To play tuned percussion instruments

**Introductory activity (15mins)**

Sing ‘Hello Eagles class’ using steps (GFeeE), skips (GEggE) and leaps (GCggC) and ask volunteers to identify how each phrase moves.

Remind the children of the song, ‘Once a Lion saw a man’ and ask the children to follow the shape of each line with their hands.

***Assess: can follow the shape of a melodic phrase***

Ask volunteers to remind the class how each line moves.

*Does it ‘ascend’ or ‘descend’?*

Sing the whole song together in unison and then try it in two large groups in a round.

The second group starts after the first have sung the word, ‘lion’.

**Main activity (20mins)**

Remind the children of the previous week’s task.

They fund words beginning with the first 7 letters of the alphabet and used them to create phrases to play on their chime bars/glockenspiels.

Today they should finish those phrases and practice playing them. Each pair will be asked to play their favourite phrase.

**Extension activity:** Those who finish early can use the additional worksheet to write down the rhythm of their phrases using the time names they have learnt; walk, jogging, stride and glide.

**Plenary (10mins)**

Listen to each pair as they play their favourite phrase and notice whether they can play the rhythm of the words accurately.

**Learning Outcomes:** Children can

Identify the movement of pitch

Sing tunefully and confidently

Play rhythmic patterns accurately

Play tuned percussion with confidence and good technique

**Lesson 12: 45mins**

**Learning Intentions:** Children learn

To listen attentively

About the movement of pitch

To sing in parts

About the pentatonic scale

To revise Q&A phrases

**Introductory activity (10mins)**

Sing, ‘Hello Eagle class’ using a leap (GCggC), a skip (GEggE) and a step (GFeeE) and ask the children to identify which is which.

Sing, ‘Once a Lion’ in unison, two and then three parts

*How does this music move? (By step)*

**Main activity (20mins)**

Revise the game ‘What’s in the Tardis?’.

Clap the rhythm of the question

*Can anyone say that rhythm using our time names, ‘walk’ and ‘jogging’? (Walk jogging walk walk)*

Now ask pairs of children to make up their own answer and to clap it back, together as a class and then by themselves.

***Extension for year 4: can they clap and say the words and then clap and say the phrase using time names?***

Introduce the pentatonic scale to the children.

It has 5- tones or sounds. ***Scale******comes from the Italian word, ‘scala’ and means ‘ladder’.***

Show the children how to find the pentatonic scale of C. They should turn over the chime bar notes F and B. This means that they can use any of the other notes to set the words of their answering phrase to.

Ask children to copy phrases played to them on each note in turn

E.g. CccccC (walk jogging jogging walk)

ddDddD (jogging walk jogging walk)

eeeeEE (jogging jogging walk walk)

GGggG (walk walk jogging walk)

A-aaA (stride jogging walk)

Give the children the opportunity to set their phrase to notes of the scale. The children can make up their own, individual phrase or work on one as a pair.

As a class, all play the question on C (What’s in the Tardis?/CccCC) and then give the children the opportunity to play their answer alone.

***Extension activity: Return to the question, ‘What’s in the Tardis?’ and set this to notes of the pentatonic. One child will play the questions and the other the answer.***

**Plenary (10mins)**

Listen to each pair and assess: ***Can create melodic phrases using notes from the pentatonic scale***

If time, revise the song, ‘Woolly Mammoth’

Woolly mammoth, pass it on

Woolly mammoth pass it on

Woolly Mammoth pass it on

Get rid of the woolly mammoth

The children tap their knees on the word, ‘woolly’ and ‘pass’ and put their hands on the floor in front of the child to their right on the words, ‘mammoth’ and ‘on’.

***They are keeping the beat with their actions.***

When ready, introduce the woolly mammoth toy to the game!!

**Learning Outcomes:** Children can

Identify the movement of pitch by step, skip or leap

Maintain a sung part in large groups

Play notes of the pentatonic scale

Set Q&A phrases to notes of the scale

Play phrases rhythmically and accurately

**Lesson 13: 45mins**

**Learning Intentions:** Children learn

About the pentatonic scale

How to set words to music

How to organise sounds

To perform an independent part

**Introductory activity (10mins)**

Sing, ‘Hello Eagles class’ using notes that leap (GCggC ), skip (GEggE) and step (GFeeE). Ask the children to sing back and to use their hands to show the space between the different sounds.

Ask volunteers to identify each response as a leap, skip or step.

Sing ‘Once a Lion’ in unison, in two, three and then four groups. Repeat this and record it.

Revise the pentatonic scale and ask the children why it cannot be used to sing, ‘Once a Lion’ to. (The F is not used)

**Main activity (30mins)**

Revise the children’s ‘What’s in the Tardis?’ answers and ask them to clap and say the words of the question and of their answer.

Give the children a few minutes to set the question and answer to the notes of the pentatonic scale (CDEGA).

One child will play the question and one the answer.

Listen to each Q&A and **Assess: Can create melodic phrases using notes from the pentatonic scale**

Give each table a composition brief.

Explain that within their work they will need to include

* An un-tuned ostinato/pulse
* A tuned ostinato/ pulse
* One of the Q&A phrases
* Sound effects

In order to create the illustration of their cave painting they will need to think about the way in which they play their instruments

* Slowly or quickly
* Loudly or softly
* Heavily or lightly

They will also need to organise their sounds and write them on the composition sheet, showing the order and where sounds over-lap.

*Use a completed composition sheet enlarged onto A3 as an example.*

***Extension: HA children could notate their rhythms using stick notation***

Give the children plenty of time and guidance in order to complete their work and then listen to it.

**Plenary (10mins)**

Ask each group to show the class their composition sheets and to explain how the different elements of their piece have been organised. I.e. “Phoebe plays first and is then joined by Joseph. When Phoebe drops out, Louis starts to play. We all play at the end together and look at Phoebe, who tells us when to stop.”

Listen to each group

**Assess: Can create, organise and notate ideas**

Ask the other children to comment upon their favourite groups and to give reasons why they liked the sounds so much.

**Learning Outcomes:** Children can

Sing tunefully and confidently in two or more parts

Create and play pentatonic phrases

Organise and layer sounds

Notate their ideas using graphic notation

Perform with some awareness of effect

Comment on the work of others’ using musical vocabulary

**Year 3/4 Stone Age Project**

**Melodic Assessment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name of child** | **Can follow the shape of a melodic phrase** | **Can create melodic phrases using notes from the pentatonic scale** | **Can create, organise and notate ideas** | **Can rehearse and perform with a sense of ensemble and balance** | **Can perform and evaluate work with a sense of purpose and effect** |
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**3 = emerging 2 = achieving 1 = exceeding**



**Stone Age Music Project for Years 3 and 4**

**Medium Term Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Learning Intentions**Children learn… | **Activities** | **Learning Outcomes**Children can… |
| **1** | About pitchAbout pulse and metreTo work as a class, in small groups and individuallyAbout rhythmAbout Q&A phrases | **Intro:** Hello/Name game/Metre Mix**Main:** brainstorm about the Stone AgeWhat’s in the Tardis?Compose answer and play **Plenary:** Revise rhythm and pulse | Copy sung phrasesKeep a steady beatMaintain a part within a large groupCreate a 4 beat rhythmic phraseInternalise rhythmic phrasesPlay un-tuned instruments with accuracy and control |
| **2** | About pulse and rhythmA new gameTo create rhythmic phrasesAbout Q&A formHow to perform  | **Intro:** Hello (clap rhythm)Switch (beat)**Main:** What’s in the Tardis phrases- practice and perform**Plenary:** Revise rhythm and pulse | To discriminate between pulse and rhythmTo clap/play the syllables of wordsTo create a phrase that fits within 4 beatsTo play with a sense of pulseTo internalise movements |
| **3** | About time valuesAbout meterTo copy rhythmic phrasesA new gameAbout Stone age instruments | **Intro:** Hello (clap rhythm and tap pulse)My name is…**Assess: can clap rhythmic phrases****Main:** Discuss Palaeolithic foodsIntroduce time values ‘walk’ (raw fish), ‘jogging’ (nuts and berries), ‘stride’ (egg-) and ‘glide’ (roots---)Clap, say and play in groups**Plenary:** Woolly mammoth, pass it on | Clap rhythmic phrases accuratelyFeel a steady beatMaintain an independent part within a large groupRead from simple rhythmic notation |
| **4** | About time valuesHow to move to different time valuesHow to compose and notate 4 beat rhythmic phrasesHow to play 4 beat rhythmic phrases from notation | **Intro:** Hello with rhythm and pulseMy name is… (clap and the internalise)**Assess: can clap rhythmic phrases****Main:** Revise time values & change names to ‘walk’ etc.Class work and groups work3 groups- move to, play and observe movement**Assess: can move to changing time values** | Clap and play rhythmic phrases accuratelyWork as a class and in small groupsMove to changing time valuesPlay in groups with control and awareness of pulseCompose and notate original rhythmic phrases |
| **5** | About pulse and rhythmAbout time values in a metre of 4To move to changing time valuesTo play changing time valuesHow to create and notate a 4 beat rhythm | **Intro:** Hello ( clap rhythm and work out time values)Revise moving/playing/observing activity**Main:** Children write own 4 beat rhythm on white-boardSay- clap-internalise-play**Assess: Can compose a 4 beat rhythmic phrase****Can play from rhythmic notation****Plenary:** Perform | Respond to sound through movementPlay with control and awareness of those around themCreate and notate a 4 beat rhythmPlay confidently and fluently |
| **6** | About rhythmAbout time namesA new rapHow to play in groupsTo internalise rhythmic patterns | **Intro:** Hello (rhythm of responses)/Spot the odd one outMove to and play time values**Main:** Stone Age Rap- add actions and clap rhythm of the chorusDivide into 4 group and give each group one line to clap and play**Plenary:** Don’t clap this one backRevise time names | Copy sung phrases tunefully and accuratelyMove to changing time valuesUse time names to work out the rhythm of phrasesPlay with control and a sense of pulseWrite and play form rhythmic notationMaintain an independent part within a large group |
| **7** | About rhythm and time valuesHow to notate rhythmic phrasesHow to play from rhythmic notationHow to play in groupsHow to internalise rhythmic phrases | **Intro:** Hello/revisit time names and say responses using them**Main:** Revise rhythms form the chorus of Stone Age RapPlay in groups against pulseWrite in stick notationCombine rhythms**Assess: can maintain an independent part within a small group****Plenary:** Don’t clap this one back | Say, clap and play the time values walk, jogging, stride and glideWrite down the rhythm of spoken phrases using stick notationPlay form stick notationMaintain an independent part within a small groupInternalise rhythmic phrases |
| **8** | To move to a steady beatAbout rhythm and time namesTo play in groups (2 or 3 parts)To notate rhythmic patterns | **Intro:** Hello- sing responses using time namesRevise Stone Age rap- actions to the beat**Main:** 5 groups ( 4 play one of the four rhythms and the 5th the pulse)SwapGive out other lines from the rap (differentiated by ability) for pairs to write out using time names and then stick notation**Plenary:** Say and play line**Assess: Can play from simple rhythmic notation** | Move and play to a steady beatSpeak, clap and play time values/namesNotate and play from time namesMaintain a part within a small group |
| **9** | About pitchAbout ascending and descending soundsAbout the movement of sounds by step, skip or leapA new songAbout Stone Age pitched instruments | **Intro:** Hello using GEC/CEG. Introduce H/M/L soundsScrat’s tale (H/M/L – ascending/descending sounds)**Main:** Children to re-tell using tuned instruments and to explore H/M/L soundsOnce a Lion saw a Man (CDEFGGG) Sing-trace-play**Plenary:** Show in pairs**Assess: Can trace the pitch of ascending/descending melodic phrases** | That the size of a wooden or metal bar can determine its pitchThe notes can descend or ascendThat they can move in different waysTo pick out the movement of a song by ear |
| **10** | About pitched Stone-Age instrumentsAbout ascending and descending soundsHow sound relates to the musical alphabetTo create rhythmic phrases | **Intro:** Hello using G/E (skip), G/C (leap) and GFE (step)Revise Scrat’s tale and lay-out of tuned percussion**Main:** C’s for Cave menCompose phrase for notes C-C’ in pairs**Plenary:** Play chosen phrase | Discriminate between sounds that move by step, skip or leapDiscriminate between sounds that ascend or descendPlay rhythmic patterns on one note with control  |
| **11** | About pitchTo follow ascending/descending soundsTo sing in two groupsTo play tuned percussion instruments | **Intro:** hello- revise movement of pitch by step, skip and leapOnce a Lion- unison and in 2 groupsTrace shape of melody in the air **Assess: Can trace the pitch of ascending/descending melodic phrases****Main:** Practice C’s for CavemenExt: Write down the rhythm of each phrase using time names/stick notation**Plenary:** Perform favourite phrases | Identify the movement of pitchSing tunefully and confidentlyPlay rhythmic patterns accuratelyPlay tuned percussion with confidence and good technique |
| **12** | To listen attentivelyAbout the movement of pitchTo sing in partsAbout the pentatonic scaleTo revise Q&A phrases | **Intro:** hello- revise movement of pitch by step, skip and leapOnce a Lion- unison and in 2 and then 3 groups**Main:** Revise What’s in the Tardis?, Q&A phrases, time values and stick notationIntroduce the scale and the Pentatonic versionCopy played phrases and then set answering phrases to What’s in the Tardis? To notes form the Pentatonic scale (differentiated by ability)Practise answering phrases **Plenary:** Show phrases**Assess: Can create melodic phrases using notes of the pentatonic scale** | Identify the movement of pitch by step, skip or leapMaintain a sung part in large groupsPlay notes of the pentatonic scaleSet Q&A phrases to notes of the scalePlay phrases rhythmically and accurately |
| **13** | About the pentatonic scaleHow to set words to musicHow to organise soundsTo perform an independent part | **Intro:** Hello- revise movement by step, skip and leapSing and record once a lion sung in unison, 2, 3 and then 4 groups**Main:** Composition brief- Un-tuned ostinato/pulse* Tuned ostinato/pulse
* One Q&A phrase to fit theme of cave painting (Hunt/Bull/Rhinos/Men walking/Deer/Mammoth)
* Sound Effects

Practice in groups**Plenary:** Perform and talk about favourite sounds/effects, rhythms, combinations of sounds**Assess: Can create, organise and notate ideas** | Sing tunefully and confidently in two or more parts Create and play pentatonic phrasesOrganise and layer soundsNotate their ideas using graphic notationPerform with some awareness of effectComment on the work of others’ using musical vocabulary |

**Cave Painting Composition**

**The Bull**



**Question:…………………… Answer:……………………… Ostinato: cgcgcgcg**

**Sound effects:…………………………………………………………**

**Order of play…………………………………………………………………………………………..**

**Cave Painting Composition**

**The Hunt**



**Question:…………………… Answer:……………………… Ostinato: cgggcggg**

**Sound effects:…………………………………………………………**

**Order of play…………………………………………………………………………………………..**

**Cave Paintings**

**Rhinos**



**Question:…………………… Answer:……………………… Ostinato: CGCG**

**Sound effects:…………………………………………………………**

**Order of play…………………………………………………………………………………………..**

**Cave Paintings**

**Men walking**



**Question:…………………… Answer:……………………… Ostinato: CCGG**

**Sound effects:…………………………………………………………**

**Order of play:…………………………………………………………………………………………..**

**Cave Paintings**

**Mammoth**



**Question:…………………… Answer:……………………… Ostinato: CCGG**

**Sound effects:…………………………………………………………**

**Order of play:…………………………………………………………………………………………..**

**Cave Paintings**

**Deer**



**Question:…………………… Answer:……………………… Ostinato: CggCgg**

**Sound effects:…………………………………………………………**

**Order of play:…………………………………………………………………………………………..**

 **C’s for Cave Man by………………………………………….**

**1,2,3,4, C’s for……………………………… 1,2,3,4, C’s for……………………………**

**1,2,3,4, D’s for……………………………… 1,2,3,4, D’s for…………………………..**

**1,2,3,4, E’s for……………………………… 1,2,3,4, E’s for…………………………..**

**1,2,3,4, F’s for……………………………… 1,2,3,4, F’s for…………………………..**

**1,2,3,4, G’s for……………………………… 1,2,3,4 G’s for……………………………**

**1,2,3,4, A’s for……………………………… 1,2,3,4, A’s for………………………….**

**1,2,3,4, B’s for……………………………… 1,2,3,4, B’s for………………………….**

**1,2,3,4, C’s for……………………………… 1,2,3,4, C’s for…………………………**

 **C’s for Cave Man by………………………………………….**

*Can you write out the rhythm of some of your Stone Age phrase using the time names, ‘walk’, ‘jogging’, ‘stride’ and ‘glide’?*

 *1,2,3,4, C’s for Cave lion walk walk walk walk walk walk walk jogging*

*1,2,3,4 E’s for egg walk walk walk walk walk walk stride*

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