**Light and Dark – upper key stage 2**

**Year 6 Music: Week 1**

**Learning Intentions:** Children learn

About pulse and rhythm

To play in groups

About time values

About ostinato patterns

About depicting character in music

**Introductory activity (15mins)**

Play the name game and revise the game, ‘Metre Mix’

Introduce the time values; ta, te-te, ta-a and ta-a-a-a

Ask the children clap and say these rhythms in groups and then use un-tuned percussion instruments to play them on.

Swap round instruments and time-values

*Which time-value is the pulse?*

**Main activity (15mins)**

Explore rhythm with the children.

Revise the game, ‘Put a pattern in Space’ and ask them to create their own four-beat rhythmic phrases.

Repeat this with un-tuned percussion.

When rhythmic patterns are repeated they are called ‘ostinati’.

They are often used to create atmosphere in film scores/music

Put the children into groups of four or five and ask them to think of words to go with a really evil character e.g. creeping nearer through the dark/ dark shape, getting nearer

Can they choose appropriate sounds on which to play this ostinati (un-tuned)?

Listen to each group and discuss the effect.

Try layering some of them together

**Plenary (10mins)**

Pack away the instruments and talk about what they have learnt today.

They have learnt about the different time-values that make up music and have played them over a steady pulse

They have learnt about and created different rhythmic patterns

They have used rhythm to create ostinati that would give a dark or light atmosphere to a piece of film music

Next week they will be identifying good and evil ostinati and using tuned instruments.

**Learning Outcomes:** Children can

Maintain an independent part within a small group

Create their own rhythmic patterns

Select and organise sounds within a group

Talk about the sounds they hear

**Year 6 Music: Week 2**

**Learning Intentions:** Children learn

To listen attentively

To describe sounds using musical vocabulary

To create melodic phrases

About tense and relaxed sounds

About musical intentions

**Introductory activity (15mins)**

Play then name game and revise the game, ‘Put a pattern in Space’.

Listen to extracts from ‘Mars, the bringer of war’ and ‘Star Trek’ and ask the children if they can identify a repeated pattern or ostinato

*Can they clap the ostinato after a second hearing?*

*What is the difference between the two pieces?*

*Can they use musical language to describe them?*

**Main activity (20mins)**

Repeat the game, ‘Put a pattern in Space’ with the notes DF sharp AD’ and ask if the character is tense or relaxed.

Use the notes to weave a texture of sounds as a class and the ask the children to play some relaxed words on these notes and to add appropriate un-tuned sounds such as Indian bells, finger cymbals and triangles to add touches of colour.

Describe these notes as notes of a ***concord***

Repeat this with the notes D E F A and ask the children what character these notes have.

Describe these notes as notes of a ***discord***

Ask them to play the game as a class and then to play their tense ostinati on these notes with appropriate un-tuned sounds such as woodblock, claves, shakers and drums adding effects.

**Plenary (5mins)**

Pack away the instruments and ask the children if they feel they can ‘Compose an ostinato with awareness of its musical intention?’

‘Play rhythmic patterns in small and large groups?’

**Learning Outcomes:** Children can

Talk about the character, mood and use of the inter-related dimensions of music

Describe the composer’s intentions

Identify chords or sequences of notes as tense or relaxed

Play ostinato patterns on tuned or un-tuned instruments with control

 **Year 6 Music: Week 3**

**Learning Intentions:** Children learn

About time values and meter

To work in groups

About minor scales

About texture

About mood and character in music

**Introductory activity (15mins)**

Play the name game and revise the game, ‘Metre Mix’.

Divide the groups into four and ask one group to clap on every beat (ta), one group to tap their knees on beats 1 and 3 (ta-a), one group to hit the ground on beat 1 (ta-a-a-a) and one group to tap two fingers twice on the palm of one hand for every beat (te-te).

Now ask the children to repeat this activity using the note D on keyboards and tuned percussion/celli/guitars

**Main activity (20mins)**

Remind the children about their tense and relaxed ostinati

Today they will use the notes D, E, F, A and Bb to make up a simple phrase that can be repeated over and over again.

They don’t have to use all of the notes.

They must divide the group up so that one play plays each of the four time-values.

Give the children time to practise and perform their pieces.

Try layering some of the sequences together rand comment upon the effect.

Comment upon the effect of individual phrases and then try different combinations of sound.

**Plenary (5mins)**

Pack away the instruments and talk about their musical skills

*Who can compose with awareness of musical intentions?*

**Learning Outcomes:** Children learn

To maintain an independent part within a small or large group

How to clap and play time values from a meter of 4

How to play notes from the D minor scale

How to select and combine sounds

That tonality and meter can create specific musical moods and effect

**Year 6 Music: Week 4**

**Learning intentions:** Children learn

About selecting and organising sounds into phrases

About meter

How to work creatively and co-operatively in groups

To talk about the sounds they hear

**Introductory activity (10mins)**

Play a game of ‘Play a pattern in Space’, using a meter of 4 and then 8. Repeat the game using the notes that will go with the childrens’ tense ostinati, DEFABb.

**Main activity (20mins)**

Within their groups ask one child to add a ta, pulse on D, another, ta-a, another ta-a-a-a and a fourth, te-te whilst the other children take it in turns to create their tunes.

Swap over tasks.

Give the children the option to create a longer tune by organising a sequence of two tunes.

**Plenary (20mins)**

Listen to every child’s melody and assess

**Can use tense notes to create a melody**

Ask the audience to comment upon their favourite melodies

**Learning Outcomes:** Children can

Create rhythmic and melodic phrases of 4/8 beats in length

Revise their phrases and organise them into sequences

Compose music with an intention/purpose

Talk about sounds using musical language

**Year 6 Music: Week 5**

**Learning Intentions:** Children learn

About pulse and metre

To work as a class, in small groups and pairs

About minor sounds

About music that is composed for a specific reason

To comment on the work of others

To practise and perform

**Introductory activity (10mins)**

Play the name game and then revise, ‘Metre Mix’, using the time values, ‘walk’, ‘stride’, ‘glide’ and ‘jogging’.

Remind the children about the different elements they have in their dark music.

* A tense ostinati
* An accompaniment that uses the time values, walk, stride, glide and jogging
* The notes DEFABb

Today they are going to practise and perform their music and decide upon an order of performance.

We are also going to practise a short version, which we will play together.

**Main activity (25mins)**

Ask all the children who are playing soprano xylophones or glockenspiels to play the notes DEFABb as walks. Ask the children with chime bars to play them as joggings and the children playing alto xylophones/glockenspiels to play strides. Children playing bass instruments should play glides.

e.g. 1 2 3 4 1 2 3 4

 D - - - E - - -

 D - D - E - E -

1 2 3 4 1 2 3 4

 F - - - A - - -

 F - F - A - A -

 1 2 3 4 1 2 3 4

 Bb - - - - - - -

 Bb - Bb - - - - -

The crotchet D’s start the piece as a pulse, the semi-breves play a whole sequence before the minims and then finally all play again with the quaver D’s above.

This will begin and end our piece. Each group will play their ostinato and tense melodies in turn in between these two class performances.

Give the children 10 minutes to revise their pieces and then ask them to play them to the class. Give each a group another group who will be their special audience. All the children should comment upon what they have heard, describing the best sounds, melodies, rhythms, ensemble, balance, dynamics etc.

**Assess: Can use tense notes to create a melody**

**Can organise and combine sounds**

**Can talk about sounds using musical language**

**Plenary (15mins)**

Practise, perform and record the whole piece.

Pack away the instruments, listen to the recording and talk about the following

*‘The effect on the mood and feelings’*

*‘Music which reflects given intentions’*

*‘Performing an independent part within a group’*

**Learning Outcomes:** Children can

Maintain an independent part within small or large groups

Create and refine melodic phrases using the notes of a minor scale

Work co-operatively in groups

Organise and combine ideas

Perform with a sense of balance and ensemble

Use dynamics to create tension

Talk about sounds using musical vocabulary

**Year 6 Music: Week 6**

**Learning Intentions:** Children learn

A new warm-up song

About the inter-related dimensions of music

To listen to music attentively

To identify the mood/character/instrumentation of recorded music

To create a relaxed ostinato pattern

To select appropriate sounds

**Introductory activity (10mins)**

Play the name game and the walking name game.

*What did they have to keep constant? (The pulse)*

Introduce, ‘I’m alive, alert, awake, enthusiastic’.

*What two elements changed? (Pitch and tempo)*

Revise ‘Lickety Split’

*What two elements changed? (Tempo and volume)*

**Main activity (30mins)**

Listen to part of Debussy’s ‘Prelude L’apres Midi d’une Faune’ and ask the children to fill in a worksheet, describing the sounds they hear, the mood of the music and the colours/atmosphere it invokes

Today they are going to create a relaxed/heroic ostinati in order to compose music that evokes light.

*How will the rhythm of the words be affected?*

E.g. Light is coming through the darkness/Gentle brave and powerful/Riding through the dark night sky, on his gleaming horse/quickly saving his country/heroic star-fleet in the sky.

Once the children have composed their ostinati ask them what sort of sounds they will to select.

*Can they think of their duration (length) and timbre (sound colour)?*

Ask each group should play their relaxed ostinato.

**Plenary (10mins)**

Give each group time to practise their ideas and then to show.

Note down which player is playing which instrument

Revisit the assessment: **I can compose music which reflects given intentions (L4)/ I can perform my part within a group (L4)**

**Learning Outcomes:** Children can

Identify the pace, dynamics, timbre, texture and duration of sounds

Talk about music they hear using musical language

Select sounds which help reflect the intentions of the music

Play instruments with control and awareness of ensemble

**Year 6 Music: Week 7**

**Learning Intentions:** Children learn

A new song

To sing in groups

How to set a rhythmic ostinato to notes of the chord of D minor

How to organize their work

**Introductory activity (10mins)**

Play the name game and then learn ‘The Scoo-be-do song’. Learn each ‘instrumental’ line first and sing them together. The n learn the verse.

See if the children can sing the instrumental parts in four groups and then sing them accumulatively.

*What is keeping them together?*

*When they play their pieces today they will need to be aware of the pulse and who is playing it.*

*Do they think the song is in a major or minor key?*

*What is the character of the song?*

**Main activity (20mins)**

Remind the children of their task to create a calm, relaxed but heroic ostinato, which they played on un-tuned instruments last week.

They used the notes of D minor to create some tense music last term but today they are going to use the same note ( with one addition) to create some relaxed and calm sounds.

Ask the children to play the rhythm, ‘Very calm and very quiet’ on the notes DFAD’

Show them how one child might play, DFAF whilst another plays FAD’A and a third plays AD’AF.

Ask the children to take the whole of their ostinato phrase, or parts of it, and to set it to the notes DFAD’, ensuring that each member of the group starts on a different note of the chord.

Allow each group to practise and then listen to each one.

Ask each group to talk about the music of another group and to comment up the order of notes, the layering/sequencing of sounds, pace and dynamics of the music they hear.

**Plenary (10mins)**

Pack away the instruments and talk about the elements they have used and how they have affected the character of the piece.

**Learning Outcomes:** Children can

Maintain an independent sung part within a small group

Maintain an independent played part individually/in pairs

Play with awareness of pulse, ensemble and intended effect

Talk about their music and the music of others’ using appropriate language

**Year 6 Music: Week 8**

**Learning Intentions:** Children learn

To identify musical elements

To use notes of a major chord

To play ostinato patterns on tuned and un-tuned instruments

To work creatively in a group

To perform music

To comment on music

**Introductory activity (15mins)**

Play the walking hello game

*What music element kept us together? (Pulse)*

Say the hello using GEC and then GEbC

*What changed? (The tonality)*

Play a game of ‘Put a pattern in Space’

*What musical element was our hands clapping? (Rhythm)*

Play a game of ‘Lickety Split’

*What musical elements were changed during the chant? (pace and dynamics)*

Ask the children to help list the other musical elements on the board.

**Main activity (20mins)**

Ask the children to clap and say their ostinato patterns four times. Remind them that they were play all and then parts of the phrase within their groups on the notes of the D major chord.

Give the groups plenty of time to practise their ostinato and then listen to work in progress.

If time, ask them what other un-tuned sounds might make their music sound more heroic e.g. tambours/tambourines/ triangles/cymbals.

Ask some children to select un-tuned instruments on which to play their rhythmic phrases.

**Plenary (10mins)**

Listen to each group and give another group the task of commenting upon

* The choice of instruments
* The rhythmic accuracy
* -The ensemble
* The balance within the group

Ask them to make suggestion on how to improve their work Next week.

**Learning outcomes:** Children can

Move to a steady beat

Create rhythmic patterns

Play rhythmic patterns accurately

Play with control and awareness of ensemble

Work independently or in small groups

Comment upon music using musical vocabulary

**Light and Dark Project for Year 6 (Links to ‘Journey into Space’, ‘Songwriter’ and ‘Who Knows?’)**

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| Learning Intentions | Learning Outcomes | Activities | Resources |
| Can I create rhythmic patterns using different time-values? | I understand the time values (ta, te-te, ta-a and ta-a-a-a) and can use them to create my own phrases | Put a pattern in SpacePlay a Pattern in SpaceMetre MixWord rhythms | Un-tuned percussion instruments |
| Can I create my own rhythmic ostinati? | I can use word patterns to create a repeated pattern | Listen to ostinati in film musicUse word rhythms or improvisation games to create one for each group | Recorded music: MarsStar TrekElysiumDracula |
| Can I recognise the difference between tense (minor) and relaxed (major) sounds? | I can distinguish between melodies that are written to illustrate bad and good characters  | Listen to excerpts from Stars Wars and decide whether they should represent a good or bad character* Luke Skywalker’s theme
* Darth Vader’s theme
* Princess Leia’s theme
* Main theme
 | Recorded musicWorksheets |
| Can I use tense and relaxed sounds to create my own ostinati accompaniment? | I can use the notes DEFaBb to create a tense ostinatoI can use the notes D F sharp A D’ to create a relaxed accompaniment | Use the notes to create patterns using ta, ta-a or ta-a-a-a melodies (tense)Or te-te rhythms (relaxed) | KeyboardsClassroom instrumentsInstruments that the children learn |
| Can I combine my tuned and un-tuned ostinati? | I can organise my ideas within my group and discuss their combination | Discuss the combination of sounds using games such as Metre Mix and words rhythms played on body percussion/tuned and un-tuned percussion | Un-tuned percussionTuned percussion |
| Can I add a melody to our piece? | I can use tense and relaxed notes to create a melody | Play a pattern in SpaceCall and Response | Tuned instrumentsD E F A Bb /D F sharp A D’ |
| Can I add percussive effects to our piece? | I can listen to the sounds of un-tuned percussion instruments and select the most appropriate | Discuss the timbre of different percussive sounds.Demonstrate how sounds can add atmosphere to a rhythmic ostinato | Un-tuned instruments |
| Can I organise our ideas within our group? | I can work co-operatively within my group in order to organise, revise and refine our ideas | Discuss how ideas might be organised and notated | Graphic scores |
| Can I talk about my work and the work of others’? | I can talk about the sounds I hear and comment upon the most effective selection ad combination.I can give my friends and classmates positive suggestions as to how they might improve their work. | The work is recorded two weeks before the performance and the children listen to it. They are encouraged to use musical language when describing their own or the work of others’ and taught how to give constructive feed-backChildren are encouraged to refine and revise their ideas | Evaluation sheetsRecording equipment |

**Light and Dark Assessment**

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| --- | --- | --- | --- | --- | --- |
| **Name of child** | **Can create rhythmic ostinati** | **Can recognise major and minor chords** | **Can organise and combine ideas** | **Can use tense and relaxed notes to create a melody** | **Can talk about sounds using musical vocabulary** |
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**Major or Minor?** 

*Are the following pieces in a major or minor key?*

*Underline the correct answer and use some of the musical elements from the key below to describe the music (or make up your own sentence)*

1. 3rd movement of Mahler’s 1st Symphony Major/Minor…………………………………………………………
2. Saint -Saen’s 3rdSymphony

Major/minor…………………………………………………………

1. Star wars Theme by John WilliamsMajor/minor…………………………………………………………
2. Overture to Tchaikovsky’s Nutcracker Major/minor…………………………………………………………
3. Beethoven’s 5thSymphony

Major/minor…………………………………………………………

1. Handel’s Water MusicMajor/minor…………………………………………………………
2. Tchaikovsky’s 4thSymphony

Major/minor…………………………………………………………

1. Darth Vader’s Theme Major/minor…………………………………………………………
2. Susato’s Dance Major/minor…………………………………………………………

10)Mussorgsky’s Great Gate of Kiev Major/minor…………………………………………………………

Loud/quiet Short/long Fast/slow

Many sounds/one sound High/low

Strings/brass/woodwind/percussion

Creepy/sad/suspense/dramatic Calm/relaxing/jolly/happy