

Music Lesson Plan topic – Pitch

Lesson 5 of 6

Focus: R

Early Learning Goals:

- To use graphic notation to illustrate pitch.
- To describe the features of a Native American Indian music.
- To use voices expressively and creatively to sing songs and chants.

Inter-related music dimensions covered: Pitch, tempo, timbre, texture.



Starter activity:

Warm up - Breathing:

- The children pretend to be rag dolls, floppy and relaxed. Now they pretend they are puppets and that someone is pulling the string of just their heads up towards the ceiling. Remind the children that when we breathe in, our shoulders should not MOVE. They remain still. The only part of their body that should move is their diaphragm. Ask children to cross their arms across their body so that their hands are on their sides. Ask the children to breathe in. They will feel their sides grow into the palms of their hands. When they breathe out their sides will relax back into place.
- Now ask the children to blow up a bubble. They should take a big breath in and imagine their lungs are like a tank that they are filling up with air. They should then blow out gradually using their hands as the imaginary size of the bubble. As they blow into the “bubble”, their hands form a bigger bubble. The bubble gets bigger and bigger until the children run out of air and the bubble pops! When their bubble pops, they should clap their hands to reflect that they have run out of air.



Singing: Warm up voices with ‘*Dr Knickerbocker*’ (www.singup.org).

Main focus:

‘Abeeyo’: Sing through the song ‘Abeeyo’ to revise it (see lesson 4). Include the glockenspiel part as in last lesson. Show two cards. Each card will have a part of the song in notated in graphic notation. What order do the two cards need to be in order to reflect the song. Why? (The first card has two pitches moving from high to low using three notes; the second is a longer phrase with shorter note values where the pitches are not as high.

‘The River is Flowing’: This is a song from the Sun Bear tribe (a Native American Indian tribe). Native American Indian music is characteristically chant like, repetitive, has a limited vocal range and very often has a repeated percussive accompaniment. The songs often sound reflective / sad and have a spiritual meaning. They are used for ceremonial occasions.

- Teach the song in a call and response style using the recording.
- Ask the children to close their eyes and listen again to the first section of “The River is Flowing” (up to the first “down to the sea”). Have a brief discussion about the song. What is the song about? (a river). What are the features of the song? (happy or **sad**, **slow** or fast, **smooth** or bouncy, excited singing or **thoughtful singing**.) Why? **sad** the music is in a minor key. **Slow** the performance is a slow tempo. **Smooth** the notes are played joined up not detached. What instruments might play this song if there were no voices? (Harp, cello, oboe, violin etc.) Why? (because they are gentle, flowing and calm sounding, like the river in this song, not bouncy and spiky). Tell the children that when notes move smoothly from one note to another they are called **legato** notes.
- Children are going to create a picture which illustrates the music in terms of pitch. Play the phrase “The river is flowing” and show the children how this could be represented. Do this with a pen, making a big deal of starting far down with your pen for “The”, and then swooping up in a flowing line, like a river, to “river is flowing” following the pitches with your pen. (see powerpoint example)



The children copy the above phrase (*the river is flowing*) onto a strip of paper. Listen to the recording and in pairs the children then try to notate the next three phrases. Their lines will generally show the direction the music is moving in. The children can listen to the recording again.

Phrase 1 *The river is flowing*

Phrase 2 *flowing and growing*

Phrase 3 *the River is flowing* (n.b. this is a repeat of the first phrase)

Phrase 4 *down to the sea*

Look at the notation and compare with each strip. Ask the children to discuss how closely their notated strip reflects the direction of the pitch of the music. Then ask children having seen the score, to have another go. Have the children noticed the repetition of the first and third lines?

Plenary:

Listen to ‘The Earth is my Mother’ https://www.youtube.com/watch?v=Y_S93xMn_uo. What similarities are there with our song ‘The river?’ (sad/spiritual, slow, smooth, thoughtful, repetition, both sing about Mother Earth, both have a very similar tempo, the introduction is the same length). Are there any differences? (words are different – also uses made up words ‘Hey yan a’, no piano or tuned percussion, drum accompaniment).

Sing the whole song through in a legato fashion. The children should gently tap two fingers into their palms of their hands on beats 1 and 3 (*ri- flow-, flow, grow, ri- flow, down, sea*).

Opportunities for mastery:

'The River' song and 'The Earth is my mother' can be sung as partner songs. Can anyone sing 'The River' song whilst listening to 'The Earth is my mother'. Can anyone listen to and join in with the repeated rhythmic ostinato on a drum? As the introduction is the same length both songs start at exactly the same time.

Keywords / vocabulary:

Pitch, tempo, timbre (the tone colour/sounds that the instrument/voices make), notation, graphic score, *legato* (smooth), *staccato* (detached), repetition, chant, spiritual, tempo (fast/slow), phrase, ostinato, call and response.

Self-assessment opportunities:

- I can use graphic notation to illustrate pitch.
- I can describe the features of Native American Indian music.
- I can use my voice expressively and creatively to sing songs and chants.

Resources:

- Graphic notation cards for Abeeyo.
- Singup.
- Strips of paper.
- Youtube.
- Recording of 'Abeeyo' / 'The River'.
- Drums for mastery.
- White board / pen.

Opportunities for sharing work e.g. by recording, notation: Graphic notation.

Music Assessment: Year Reception Pitch Lesson 5

You only need to note the names of children who are working towards or well above the criteria for the lesson. It will be assumed the majority of the class will achieve the objectives and you don't need to record this. Use the space below for any specific notes on achievement or evaluation of class progress.

Names of any children who do not meet the learning objectives for this lesson	'I can' assessment criteria	Names of any children who exceed the learning objectives for this lesson.
	<ul style="list-style-type: none"> • I can use graphic notation to illustrate pitch • I can describe the features of Native American Indian music • I can use my voice expressively and creatively to sing songs and chants. 	

Notes: