

Music Lesson Plan topic – Pitch

Lesson 3 of 6

Focus: Year 3/4

Key Learning Objectives:

- To demonstrate an increased understanding of pitch through kinaesthetic learning.
- To perform a piece with several contrasting parts within a large ensemble.

Inter-related music dimensions covered: Pitch, duration (pulse/rhythm), dynamics, texture.

Vocal Warm: Select a few vocal warm-ups from the Vocal Warm-Up Bank.

Starter activity:

'*Bristol Pitches*' – the children should listen again and sing the note names whilst raising a hand to mirror the rising pitch. Join in with the performance track and sing '*Bristol Pitches*' together.

Main focus:

- 1) Divide the class into two equal groups. Each group performs one of the partner songs '*Land of the Silver Birch*' or '*My Paddle*' to the other. To encourage good singing, posture and breathing and to promote 'performing bodies' (focused and facing the audience, shoulders down, relaxed knees, standing tall, proud and still) ask the performing group to stand. Invite the audience group to spot the children that demonstrate these performance skills particularly well. Swap roles.
- 2) Explain that they are now going to sing both partner songs together. Sit the children in two circles (one circle (Part 1) to sing '*Land of the Silver Birch*' and the other circle (Part 2) to sing '*My Paddle*'.) Ask the children to 'put on their musical goggles' (*put on imaginary goggles*) so that, whilst wearing them, they can only focus on the other children in their circle who are singing their part. Take note that verse 1 of '*Land of the Silver Birch*' is sung on its own before '*My Paddle*' joins in at the start of verse 2. Sing both songs together, whilst sitting in the two circles.
- 3) This piece also features a xylophone part. It leaps between two notes (D and A) throughout the piece to the rhythm of the words '*hi-a-ya, hi-ya*' (D), '*hi-a-ya, hi-ya*' (A). Ensure that you place two stickers, one on the D bar, the other on the A bar, before the lesson. Play or invite a confident child to play the xylophone part to the children. Can the children recognise the interval (leap) of a 5th between the two notes from the song? Where have the children heard this interval of a 5th before? (The 'toes and head' leap on the words *Land of the Silver birch...*)
- 4) Play the 'Echo pitch game' game using the xylophone. Invite a lead child to play four notes on the xylophone (using only the notes D and A, but in any order – you can put stickers on them to make this easier). The children respond by touching their toes and head in order to mirror the pitch pattern played. Make sure that the xylophone player stands at the back of the classroom so that the rest of the pupils respond by listening carefully, rather than looking.



Examples:

Question (xylophone): D, D, A, A

Answer (children) : *toes, toes, head, head*

Question (xylophone) : A, D, A, D

Answer (children) : *head, toes, head, toes*

- 5) Bring all of the learning from this piece together to create a whole class performance using the performance/rehearsal tracks. Divide the class in half (one half to sing and the other to sing 'My Paddle'). You might like to select a 'singing leader' from each half to stand at the front and lead their group. Choose someone who can model confident, accurate, well-pitched singing to their group. Within each half, assign some of the action roles to groups of children. You could use any of the actions that were particularly successful from previous lessons, but here is a suggested division of actions:

'Land of the Silver Birch groups':

Group 1: Touching toes and head each time they hear the leap at the start of each verse.

Group 2: Clapping both hands above their head each time they hear the last 'ya' in 'hi-a-ya, hi-ya.' (Where the pitch rises).

'My Paddle' groups:

Group 1: Paddling and dipping their paddle lower into the water each time they hear the 'and' in 'dip, dip and swing.'

Group 2: Claps and finger snaps throughout.

Invite one confident child to play the xylophone part throughout. You could also invite another child to play the large and small drums from the previous lesson as well!

Plenary:

Rehearse and practise the performance, taking out individual parts where needed to polish and perfect. Perform the songs and evaluate. Can they add dynamic contrast to create a more interesting performance? Can they vary the texture by adding or taking away parts? Perform with only the Xylophone and claps/fingersnaps. How does this affect the feel of the music?



Opportunities for mastery: Challenge the children's ability to sing contrasting parts by sitting in one large circle. Move around the circle, assigning each child to either 'Land of the Silver Birch' or 'My Paddle' alternatively.

Sing both partner songs together. Can the children 'remove their musical goggles' and maintain their assigned part whilst they are sitting in-between children who are singing a contrasting part? The children should feedback how this felt.

Keywords / vocabulary: Pitch, ensemble, xylophone, performance, partner song , interval 5th , leap, pulse, texture (thick/thin), dynamic contrast, echo.

Self-assessment opportunities:

- I can demonstrate my increased understanding of pitch by moving by body to mirror what I hear when a series of notes is played.
- I can hear rises and falls in pitch within a series of notes.
- I can maintain my own singing part when performing within a large ensemble,
- *Mastery self-assessment opportunity:* I can develop my ability to maintain a part when standing between children singing another part.

Resources:

Backing and performance tracks '*Land of the Silver Birch*' '*My Paddle*'

1 xylophone (with a sticker on the D and A bars)

One large drum (the largest you can find- as used in the previous lesson)

One small drum (the smallest you can find- as used in the previous lesson)

ipad or camera to record your final performance

Vocal Warm up bank / '*Bristol Pitches*' song

Opportunities for sharing work e.g. by recording, notation: Record class performance of '*Land of the Silver Birch*' with partner song '*My Paddle*' to share.

Music Assessment: Year 3/4 Pitch Lesson 3

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.
	<p>I can demonstrate my increased understanding of pitch by moving by body to mirror what I hear when a series of notes is played.</p> <p>I can hear rises and falls in pitch within a series of notes.</p> <p>I can maintain my own singing part when performing within a large ensemble,</p> <p><i>Mastery self-assessment opportunity:</i> I can develop my ability to maintain a part when standing between children singing another part.</p>	
<p>Notes:</p>		