

Music Lesson Plan topic – Pitch

Lesson 4 of 6

Focus: Year 3/4

Key Learning Objectives:

- To listen, explore and begin to learn 'Fureem'.
- To recap that the distance between two notes is called an interval and use arms to mirror a rise and fall in pitch correctly.
- To understand how a triad is formed (notes built above one another to form chords).

Inter-related music dimensions covered: Duration (pulse/rhythm), pitch.

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

Starter activity:

Select an activity from the Pitch Starter Bank.

Main focus:

The next three lessons will focus on the exploration and performance of the partner song 'Mary Mack / Fureem'. These are two traditional Scottish folk songs. In the piece, they are sung separately and then together as partner songs.



NB- Although the lyrics of this piece may seem challenging at first glance, there is little to learn as they are very repetitive. Children master them surprisingly quickly! You may wish to use the 'Lyric Powerpoint' to support the children when singing these pieces. The lyrics are written phonetically. However, to encourage active listening, listen for the first time without the Powerpoint.

- 1) Teacher to write 'Fureem be me heen' and 'Mary Mack' on the board. Practise saying these as a class. As the children listen to the piece for the first time, listen out for these words. (*They are repeated several times throughout*). Ask the children to put a finger on their nose each time they hear either 'Fureem be me heen' or 'Mary Mack'.
- 2) Listen again to 'Fureem'. Can the children hear a change in pitch in the voice part? (*The voice part becomes noticeably higher in bar 13 with the words "Iss mae aeran faedtla."*) Continue to listen out for 'Fureem be me heen', using the Lyric Powerpoint to help. The children should whisper along with these words each time they hear them. Ask the children to try to tap the rhythm of the words on their knees as they whisper 'Fureem be me heen' each time.
- 3) Sing along to 'Fureem', using the Lyric Powerpoint. Can the children spot what happens to the pitch when they sing the words 'Fureem be me heen?' (*The pitch goes up at the end of each phrase, apart from the last time it is sung*). On which word does the pitch change? (*me*) Try pitch tracing this together by holding a flat hand in front of your tummy button as you sing 'Fureem be' and then moving it up a little into the air as you sing 'me' (chest height), and up a little again as you sing 'heen' (chin height). By doing this, your hand movements begin to mirror the intervals (distance) between the notes. Explain that each time we sing 'be me heen',



we are singing a triad. A triad consists of three notes which when piled on top of each other make up a chord.

- 4) Place the children into 'mirror partners', facing one another. Explain that one child will be the 'pitch tracer' and the other is their 'reflection'. Sing along to 'Fureem', with the 'pitch tracer' moving their hand to mirror the pitch each time they hear the tonic triad when singing 'Fureem be me heen'. Their 'reflection' must mirror the movements exactly. Swap roles. It may be helpful to place confident children with those that may find this more challenging.



Plenary:

Play 'Mary Mack / Fureem' again, with the children tapping the pulse as they listen. Teacher or confident pupil to lead this by experimenting with different body percussion sounds to reflect the pulse, which the class copy and perform in time. (*tapping on knees/heads/shoulders, clicking fingers etc*).

Opportunities for mastery: Listen carefully to the voice part at 'Zanna vis ma gorchas' in bar 9. What happens to the pitch here? Can the children hear when it rises and falls? Try pitch tracing this phrase. Split the class into two groups to perform the piece, each pitch tracing and singing one of the phrases as a call and response.

Group one: 'Fureem be me heen'

Group two: 'Zanna vis ma gorchas'

Keywords / vocabulary: Pitch, lyrics, interval, pitch tracing, triad, chord, duration (pulse/rhythm), call and response, body percussion.

Self-assessment opportunities:

- I can listen carefully to identify key lyrics in a piece of music.
- I can move my body to mirror rising pitch.
- I can understand that 'pitch tracing' using my arms demonstrates the intervals (distance) between notes.
- I can understand how a triad is formed (notes of certain intervals built above one another to form chords).

Resources:

Performance track 'Mary Mack / Fureem'

Lyrics Powerpoint.

Vocal Warm up Bank.

Pitch Starter Bank.

Opportunities for sharing work e.g. by recording, notation: The children could use ipads to record one another pitch tracing the line 'Fureem be me heen, Zanna vis ma gorchas' in order to assess whether the children have mastered this.

Music Assessment: Year 3/4 Pitch Lesson 4

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 listen carefully to identify key lyrics in a piece of music. • I can move my body to mirror rising pitch. • I can understand that 'pitch tracing' using my arms demonstrates the intervals (distance) between notes. • I can understand how a triad is formed (notes of certain intervals built above one another to form chords) 	
<p>Notes:</p>		