

Music Lesson Plan topic – Pitch

Lesson 5 of 6

Focus: Year 3/4

Key Learning Objectives:

- To further develop aural skills and understanding of how a melody moves.
- To work in small groups to 'notate' patterns of notes, using objects to mirror both rise and fall in pitch.

Inter-related music dimensions covered: Pitch.

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

Starter activity:

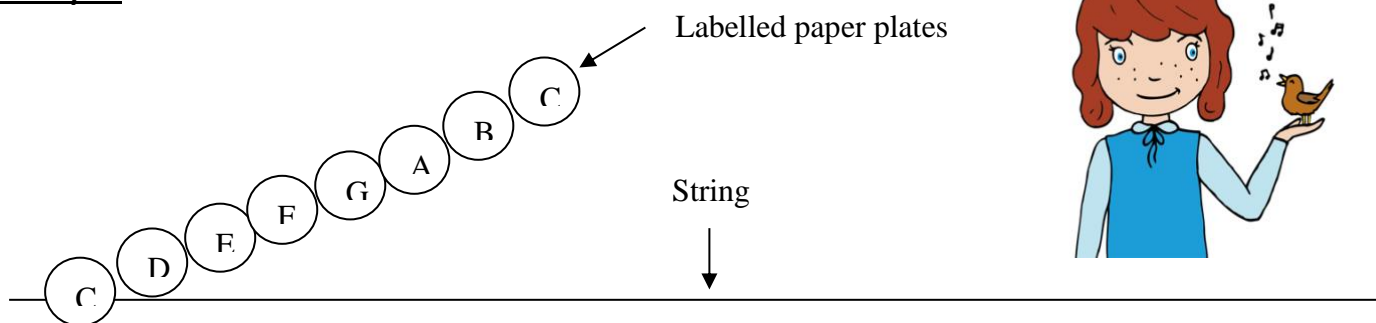
Select an activity from the Pitch Starter Bank.

Main focus:

NB: This lesson uses string and paper plates to represent patterns of notes. You may wish to use a larger space, such as the school hall, or move your classroom tables. All activities could, however, be completed at tables if you wish.

- 1) Listen to 'Bristol Pitches', with the children singing along and pitch patterning the sustained notes in the voice part C...D...E...etc (beginning with a flat hand in front of tummy buttons and gradually moving the hand upwards by step as each new note is sung). C- tummy, D –diaphragm E- chest, F – collar bone, G –chin, A – nose, B – forehead, C – just above head height.
- 2) Ask the children to help you to create an image of what this looks like using string and some paper plates labelled C, D, E, F, G, A, B, C. Place the string in a long, horizontal line on the floor at the front of the room. Place the first plate (C) onto the string, then (D) next to it, very slightly higher. Invite a child to place the next plate (E) in the correct position. Repeat, with the plates gradually getting higher each time. (*This begins to represent notes as they are placed in traditional staff notation. Do not worry about the exact placement of each plate, but ensure that each one is slightly higher than the last to show the gradual rise in pitch*).

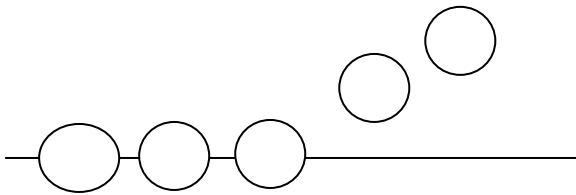
Example:



- 3) Invite a child to "dive into the piece!" The child should stand at the front, above the first paper plate (the left hand C). Listen again, with the children singing the C...D...E... line. The child at the front must jump above the next paper plate each time the singers change notes. Note how the child jumps higher above the string as the notes that are sung get higher. (Do not jump on the paper plates!)

- 4) Listen and sing along to 'Fureem', reminding the children how to pitch pattern 'Fureem be me heen'. Can the children remember the name given to the three notes sung to 'be me heen?' (*A triad forming a chord*). As a class, create this phrase using paper plates and string. (*This time, the paper plates should be unlabelled*). Work out how many plates you will need by working out how many syllables are in the line 'Fureem be me heen'. Ask the children to cup their chin with their hands and say the line. Count the "chin bumps." (*5, so they will need 5 paper plates*). Place the first plate on the string line and invite the children to help you to place the rest of the plates. Note that the first three plates are in the same place because the syllables 'Fur-eem be' are sung on the same note. The last two plates are higher to represent the rise in pitch for the syllables 'me heen'.

Example (Furrem be me heen):

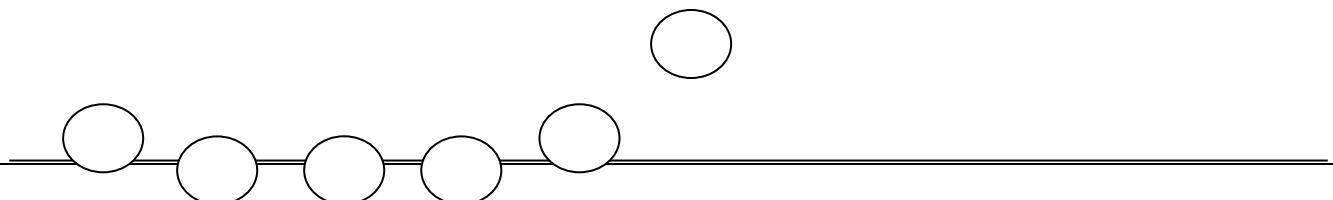


- 5) Invite a child to 'dive into the piece' and jump above each matching plate as pupils sing the line 'Fureem be me heen'.
- 6) As a class chin bump the phrase 'Zanna vis ma gorchas'. How many syllables were there? (6). Divide the class into small groups, each group with a piece of string and 6 unlabelled paper plates. Challenge the children to create the first 'Zanna vis ma gorchas' using the string and paper plates. Pitch pattern this phrase as a class first, then encourage groups to explore this freely, singing the line slowly to one another and positioning each plate one at a time.

Again, the exact placement of the plates does not matter, but encourage the children to justify their choices using musical language (*'the last plate is the highest because it is the highest note'. 'The first three plates go down and the last three go up, like the notes.'*) Illicit responses by asking groups:

- Have you considered the interval (distance) between each note? Is it a large or small distance/interval?
- Is the next note higher or lower? How could you represent this using the plates? Does it repeat / move by step or leap?
- Can you sing me the phrase, pointing to each plate? Do the plates match your singing? If not, what could you change?
- Mastery opportunity question: Are any of the notes in the phrase the same? Which ones? How could you represent this using the plates? (*the first note "Zan" and the fifth note "gor" are both G and the second note "na" and fourth note "ma" are both F, these notes will be placed at the same level*)

Example (Zanna vis ma gorchas):



Plenary:

Play 'TV remote control' as the class sing along to 'Mary Mack/Fureem'. Teacher: explain that you, the teacher are going to hold an imaginary remote control in your hand. When you, the teacher raise your thumb in the air (like a 'thumbs-up') the children must sing the words aloud. However, when you 'press mute' (by lowering your thumb) the class must mouth the words only (no sound).

Opportunities for mastery: Explore the difference between major and minor keys by listening to 'Bristol Pitches' (in C major) and *Mary Mack / Fureem* (in C minor). Can the children spot the difference? (*C major sounds happy, C minor sounds sad*).

Keywords / vocabulary: Pitch (higher/lower rise/fall), pitch tracing, interval, triad, major, minor, scale, melody.

Self-assessment opportunities:

- I can develop my understanding aural skills and melodic movement and begin to understand how the pitch of notes may be notated.
- I can work in a small group to 'notate' patterns of notes, using objects to mirror the pitch.
- I can identify whether a note is higher or lower than the last.
- I can recognise that there are different intervals (distances) between notes.

Resources:

Performance track 'Bristol Pitches'.

Performance track 'Mary Mack / Fureem'.

Lyric Powerpoint.

String.

8 paper plates labelled C, D, E, F, G, A, B, C.

6 unlabelled paper plates per group of children.

Opportunities for sharing work e.g. by recording, notation: Photograph childrens' 'paper plate pieces' to share with another class.

Music Assessment: Year 3/4 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 develop my understanding aural skills and melodic movement and begin to understand how the pitch of notes may be notated. • I can work in a small group to 'notate' patterns of notes, using objects to mirror the pitch. • I can identify whether a note is higher or lower than the last. • I can recognise that there are different intervals (distances) between notes. 	

Notes: