

Music Lesson Plan topic – Pitch

Lesson 6 of 6

Focus: Year 3/4

Key Learning Objective:

- To begin to understand that notes can move by step to form a scale.
- To further develop an understanding of intervals, exploring fifths.
- To listen carefully and perform partner songs as part of an ensemble.

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.

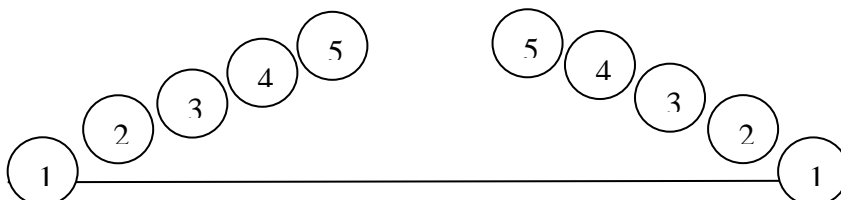
Main focus:

- 1) Play 'Elevator 1,2,3,4,5' from the Pitch Starter Bank, linking it to lesson 5 (paper plates and string). Place a long, horizontal piece of string on the floor at the front of the room. Place five paper plates (labelled 1,2,3,4 and 5) onto the string in an ascending scale. Add another group of five labelled plates in a descending scale.



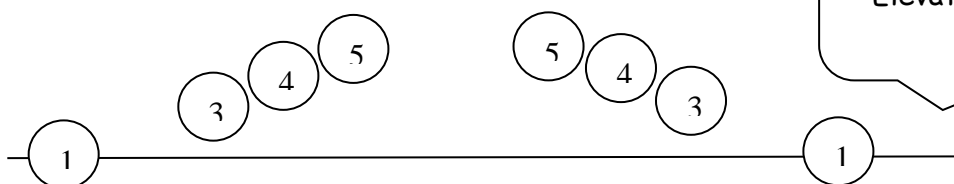
Elevator won't you take me
1,2,3,4,5...
Elevator won't you take me
5,4,3,2,1...

Example:



- 2) Explain that these are called 'the degrees of a scale'. The pitch gets higher as the numbers ascend and the pitch gets lower as the numbers descend. Invite the children to remove one number from the plates (*both 2s or both 4s etc*) and sing, this time missing out the number removed but sensing the silence. Repeat by inviting the children to remove different numbers. Encourage pupils to 'hear' the missing note in their thinking voices. (See clip)

Example:



Elevator won't you take me
1, 3,4,5...
Elevator won't you take me
5,4,3 ,1...

- 3) Remove all the plates except 1 and 5. Sing, this time missing out all of the numbers except 1 and 5.

Example:

Elevator won't you take me 1, 5...
Elevator won't you take me 5 ,1...



No the children should hear the missing notes in their ‘thinking voices’. Explain that we can see the interval (distance) between the notes clearly here. This interval is called a ‘fifth’. Can the children guess why? Because it takes five notes to get from the first note to the last note. Can you name any songs that we have sung that start with a fifth? *‘Land of the Silver Birch’* and *‘Mary Mack’ (Mary Mack’s mither’s makin’)*. Do you know any nursery rhymes that start with a fifth? *‘Twinkle twinkle little star’, ‘Baa baa black sheep’*

4) Listen to *‘Mary Mack’*, following the lyrics on the Lyric Powerpoint. Listen out for the “perfect fifths.”

5 5 5 1 1 1 1
 Ma- ry Mack’s mi-ther’s ma-kin’ (bar 21)

5 5 5 5 1 1 1 1
 need tae mair-y Ma-ry tae get (bar 25)

Listen again, this time with the children just mouthing the words. Play the track for a final time. This time, all join in and sing.

Plenary:

Sing *‘Mary Mack/ Fureem’* as a class. Divide the class into two groups and sing the entire piece. It begins with *‘Fureem,’* then *‘Mary Mack’* both sung in unison and then both songs are sung at the same time. Choose a confident ‘singing leader’ from each group to stand at the front and lead their part.

Opportunities for mastery: Select some children to play the drum part and add this to your final performance. The left hand of the piano part (a drone on C and G) could also be played by children using chime bars.

For very able children, the terms tonic and dominant could be discussed when exploring perfect fifths. (*The first note in a scale (1) is called the tonic. The fifth note (5) is called the dominant*). Can they identify that the drone in the piano part is formed from perfect fifths?

Keywords / vocabulary: Pitch, ascending (getting higher), descending (getting lower), degrees of a scale, interval, perfect fifth, tonic and dominant.

Self-assessment opportunities:

- I can begin to understand that some scales are mostly built up of notes that move by step.
- I can further develop an understanding of intervals, exploring fifths.
- I can listen carefully and perform partner songs as part of an ensemble.

Resources: String

10 paper plates (labelled 1,2,3,4,5 and 5,4,3,2,1)

Performance track '*Mary Mack Fureem.*'

Lyric powerpoint.

Chime bars and drums (mastery opportunity).

Vocal Warm Up Bank, Pitch Starter Bank.

Opportunities for sharing work e.g. by recording, notation: Record your final performance of '*Mary Mack / Fureem*' to share with another class.

Music Assessment: Year 3/4 Pitch Lesson 6

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 begin to understand that some scales are mostly built up of notes that move by step. • I can further develop an understanding of intervals, exploring fifths. • I can listen carefully and perform partner songs as part of an ensemble. 	
<p>Notes:</p>		