

Music Lesson Plan – Train Journey/Rhythm

Lesson 1 of 6

Focus: Year 5/6

Key Learning Objectives:

- To feel the pulse and identify an ostinato.
- To learn a traditional song.
- To improvise actions to the pulse / beat.

Inter-related music dimensions covered: Duration - pulse / beat and rhythm.

Starter activity:

Choose one of the pulse / rhythm activities from the rhythm starter bank.

Main focus:

Listen to the song ‘*Filimioomiooriay*’ [SingUp website]. Ask the children to pat their knees on the pulse/beat and listen out for the instruments at the end of the choruses (penny whistle, banjo, harp, cello). This song comes from Ireland at a time when many men left for America to find work. Try chanting the chorus words while trudging heavily on the beat, imagining work that will be hard and exhausting. Children could work in pairs to make up actions they might be doing while working on the railway: digging, using a pick-axe, pushing, pulling or lifting heavy equipment. Ask each pair to share their actions with the class. N.B., ‘Bad cess’ is a

traditional Irish curse – wishing 'bad luck to you.' Corduroy is a fabric and breeches are trousers. Learn the Bristol version of this song which tells the story of Bristol’s railway [see resources for music / MP3 recording and Powerpoint of lyrics].



Plenary:

Listen to the beginning of ‘*Bolero*’ by Ravel [www.youtube.com/watch?v=KdScZjx1c2w].

Tap knees on the pulse. Ask the children to notice that there is a repetitive rhythm played on the snare drum throughout (this is known as a rhythmic ostinato). Skip to near the end of the clip. Can the children hear that the snare drum player is still playing the same rhythm? Try tapping this rhythm together. Split the class into two, one half to tap the pulse / beat and the other half to clap the ostinato rhythm. Swap over. To help children understand the difference between pulse / beat & rhythm, explain that ‘pulse is a regular beat you feel but do not hear; rhythm is a pattern made up of notes of different lengths’. Teacher: refer to the Bolero rhythm cards and listen to the Bolero rhythm.



Keywords / vocabulary: Duration - pulse/beat, (rhythm), rhythmic ostinato, triplets (where three notes are played in the time of one, indicated by a small three above the notes).

Self-assessment opportunities:

- I can feel the pulse/beat.
- I can understand the difference between pulse/beat and rhythm.
- I can hear and clap a complex rhythmic ostinato.

Resources: SingUp website; YouTube link of Ravel's *Bolero*; Year 5/6 Rhythm starter bank; Year 6 rhythm cards/supporting video.

Opportunities for sharing work: The songs could be sung in an assembly.

Music Assessment: Year 5/6 Rhythm Lesson 1

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 feel the pulse/beat ● I can understand the difference between pulse/beat and rhythm ● I can hear and clap a complex rhythmic ostinato | |
| <p>Notes:</p> | | |

