**Music Lesson Plan - Train Journey/Rhythm**

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| **Lesson 3 of 6 Focus: Year 5/6** |
| **Key Learning Objectives:**   * To explore more complex rhythms and to create an ostinato. * To notate a rhythmic ostinato. * To add lyrics to match the ostinato rhythm. |
| **Inter-related music dimensions covered:** Durationpulse/rhythm. |
| **Starter activity:**  Choose one of the activities from the Rhythm Starter Bank.  **Main focus:**  Watch Honneger’s ‘*Pacific 231’*, this is a composition called a tone poem. A tone poem is a piece of music that tells a story [[www.youtube.com/watch?v=Rfysyex\_DAk](https://www.youtube.com/watch?v=Rfysyex_DAk)]. As pupils watch the clip ask them to collect and write down words and ideas inspired by the music linked to rail travel e.g. momentum, speed, motion, moving mechanical parts, power of engine reflected in the sounds of the orchestra, criss-crossing of tracks, dynamics/volume.  A picture containing building, window, drawing  Description automatically generatedA drawing of a cartoon character  Description automatically generatedThis work was written in 1923 by the French composer, Honneger at the same time Ravel was composing. Honneger said of his composition: “*Pacific 231 is not an imitation of the sounds of a locomotive, but in musical terms it is the visual impression and the physical sensation of [a train] which is translated into music. It shows the tranquil breathing of the machine in repose, the effort to start, the progressive gathering speed and a train of 300 tons hurling itself through the night at 120 mph.”* It was written for a symphony orchestra. Discuss how it sounds different to Ravel’s *Bolero* (there is no constant ostinato but instruments are played in a very percussive manner and there is no evidence of the lilting melodies in the Ravel). Revisit the rhythmic ostinato (‘*clickety clack rails on the track, keep on moving clickety clack’)* from last week. Remind the class of the rhythms from last week’s plenary that create the sense of a moving train. As a class compose a two bar rhythmic ostinato. This will need eight beats. Use the lesson 2 note values chart resource to remind children of note values. Use the grid, each box equals 1 quarter note / crotchet. Once the rhythm is composed select words linked to the railway which when spoken match / mirror the rhythm.  Set the challenge of children working in pairs to compose a new two bar rhythmic ostinato and then add appropriate words to match/mirror the rhythm.  **Plenary:**  Share rhythmic ostinatos. What works well - check that the words selected match/mirror the rhythms (as a guide every syllable links with a note). Children could annotate their grid with a funnel, wheels and steam to make it into a train! |
| **Keywords / vocabulary:** Rhythmic ostinato, duration (pulse / beat), rhythm, tempo. |
| **Self-assessment opportunities:**   * I can compose a complex rhythmic ostinato. * I can write lyrics to match/mirror a rhythm. * I can perform my rhythmic ostinato. |
| **Resources:** YouTube video, rhythm starter bank, rhythm cards, ostinato grid. |
| **Opportunities for sharing work e.g. by recording, notation:** Record ostinatos. |

**Music Assessment: Year 5/6 Rhythm 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.

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| 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. |
|  | * I can compose a complex rhythmic ostinato * I can write lyrics to match/mirror a rhythm * I can perform my rhythmic ostinato |  |
| Notes: | | |