

Music Lesson Plan topic - Train Journey/Rhythm

Lesson 4 of 6

Focus: Year 5/6

Key Learning Objective:

- To read and perform a rhythm from musical notation.
- To compose lyrics within a given meter.

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

Starter activity:

Choose one of the activities from the Rhythm Starter Bank.

Main focus:

Listen to '*Etude Aux Chemins' de Fer* by Pierre Schaeffer (from Minute of Listening Collection 2, week 6 Thursday). Schaeffer was a French composer who lived at the same time as Honneger and experimented with recorded sounds. He used pitch shifting, stretching and looping sounds and recorded the trains shunting about in the sidings. Ask the questions and then look at the information; the piece is made from steam train recordings pieced together. Pick out sounds (e.g. train whistle) or a prominent rhythm from the recording and listen to it again.

Give out the ostinato rhythms composed last week. Can different pairs of children clap / chant others work in time. The focus for this week is reading and performing notation written last week. Use the backing rhythm tracks if wanted to help maintain a pulse. After clapping use rhythm sticks / claves / other untuned percussion to develop this activity.



Select one ostinato which will be used as the foundation of this week's class train composition. Explain that the children are going to create further ideas for a train journey. Watch '*The Night Train*' by W.H. Auden [www.youtube.com/watch?v=zmciuKsBOi0] listen to the rhythmic meter especially at the beginning (refer to Year 5 Rhythm cards 8 and 9). Whisper 1,2,3,4 to keep the pulse as the poet reads the text. Read this couplet, then ask the class to chant it with you. 'This is our steam train, travellin' through Bristol, pulling out slowly after the whistle, Here's the cathedral, majestic and tall, ringing out bells to one and all'. Can pairs create poetry? (start with a couplet) in a similar style to Auden to continue a Bristol themed poem that visits major sights of Bristol. The train can go on an imaginary journey. Select one or two examples and chant them rhythmically.

Plenary:

Sing '*The Greatest Railway*' with the ostinato chant underneath as last week.

Keywords / vocabulary: Duration - pulse / beat , rhythm, tempo, rhythmic ostinato, couplet (a pair of successive lines of verse, typically rhyming and of the same length), meter (a unit of rhythm in poetry, the pattern of the beats).

Self-assessment opportunities:

- I can read a rhythmic ostinato from written musical notation.
- I can write a couplet within a given meter.
- I can perform a couplet and ostinato in an ensemble whilst maintaining a pulse / beat.

Resources: Minute of Listening, YouTube video, Rhythm starter bank.

Opportunities for sharing work e.g. by recording, notation: N/A

Music Assessment: Year 5/6 Rhythm 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 read a rhythmic ostinato from written musical notation ● I can write a couplet within a given meter. ● I can perform a couplet and ostinato in an ensemble whilst maintaining a pulse/beat. 	

Notes:

