

Music Lesson Plan topic - Train Journey/Rhythm

Lesson 5 of 6

Focus: Year 5/6

Key Learning Objective:

- To compose/notate a rhythm to illustrate an aspect of a train journey.
- To read and perform a number of notated rhythms.
- To maintain a rhythmic line and a rhythmic ostinato in an ensemble.

Inter-related music dimensions covered: Duration pulse / beat, rhythm, texture, structure, timbre.

Starter activity:

Choose one of the pulse / rhythm games from the rhythm activity sheet.

Main focus:

Revise the whole-class ostinato rhythm created in lesson 3 (this was the ostinato selected in lesson 4 as the foundation of the class train composition and will be the ostinato accompanying the class composition). Remind the class that a tone poem tells a story. The class are going to create a tone poem of a train on a journey similar to 'Pacific 231.' In groups of 2/3 compose and notate a two bar repeated rhythm that reflects an aspect of the train's journey. Each bar needs to have four beats - like the rhythm cards (one bar is one rhythm card). Use the given proforma. Remind the class that longer note values will suggest little or no movement and shorter note values will suggest momentum. Give each pair one of the below statements.

Aspects of the trains journey could include:

- Hissing of steam from the engine as it stands at rest
- The engine gradually moving off
- A massive locomotive gathering momentum
- The sense of rhythmic swaying as the train speeds along
- Rhythm suggesting the moving mechanical parts of the train
- Brakes applied
- Slowing of the engine, coming to rest



Listen to each pair and other children suggest which stage of the railway journey they were listening to. Children can perform these rhythms using voices, body percussion or suitable instruments.

Now perform as a train 'journey', starting with the hissing of steam. Then add the rhythmic ostinato with a group chanting the ostinato revised earlier in the lesson.

Plenary:

Collect ideas for other sounds that would add to the texture and contribute to portraying a train journey e.g. whistle at the station, train whistle, barrier closing, stoking coal and Collect in the rhythms and before the following lesson write out the best ideas for the aspects of the train journey as a musical line on one proforma.

Extension:

Encourage those pupils who have instrumental lessons to go away and compose a four bar train melody / theme. This can be shared in the following lesson.

Keywords / vocabulary: Duration pulse / beat, rhythm, texture, structure, rhythmic ostinato, structure, timbre.

Self-assessment opportunities:

- I can compose/notate a rhythm to illustrate an aspect of a train journey.
- I can read and perform a number of notated rhythms.
- I can maintain a rhythmic line and a rhythmic ostinato in an ensemble.

Resources: rhythmic ostinatos from previous lessons, rhythm sticks for performance of elements of the journey.

Opportunities for sharing work e.g. by recording, notation: Record each train journey as a sound file.

Music Assessment: Year 5/6 Rhythm 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 compose/notate a rhythm to illustrate an aspect of a train journey ● I can read and perform a number of notated rhythms ● I can maintain a rhythmic line and a rhythmic ostinato in an ensemble 	

Notes:

