

Music Lesson Plan topic - Train Journey/Rhythm

Lesson 6 of 6	Focus: Year 5/6
<p>Key Learning Objective:</p> <ul style="list-style-type: none"> ● To read and perform an extended rhythmic composition using traditional notation. ● I can maintain a rhythmic line and a rhythmic ostinato in an ensemble. ● To perform with sensitivity and with musicality. 	
<p>Inter-related music dimensions covered: Duration - pulse/beat, rhythm, structure, texture, timbre, dynamics.</p>	
<p>Starter activity: Rehearse each two bar rhythm using the backing tracks. Do not do this in the order they appear in the train journey– rather focus on correct reading and maintaining the pulse.</p> <p>Main focus: Use the score compiled by the teacher to perform the whole train journey composition using rhythm sticks. Notice the musical sign for a repeat. Discuss how many times each rhythm should be repeated. Perform initially without any ostinato accompaniment. Once rehearsed split into two halves so one half of the class perform the rhythmic ostinato as a chant whilst the other half perform the whole of the train composition. Swap over. You could start the whole performance with other sound effects eg a whistle.</p> <p>Discuss dynamic contrast, tempo changes, ensemble, how to start, how to stop. The different rhythms could be performed by instruments, body percussion, or voices. Share any homework compositions (train melodies).</p> <p>Plenary: Record a performance and watch / listen and evaluate. Encourage pupils to close their eyes and see if they can picture the moving train.</p>	
<p>Keywords / vocabulary: Duration - pulse/beat, rhythm, texture, structure, ostinato, timbre, dynamics, repeat.</p>	
<p>Self-assessment opportunities:</p> <ul style="list-style-type: none"> ● I can read and perform an extended rhythm composition. ● I can maintain a rhythmic line and a rhythmic ostinato in an ensemble. ● I can perform with sensitivity and with musicality. 	
<p>Resources: Recording equipment, unpitched percussion instruments (rhythm sticks), other percussion.</p>	



Opportunities for sharing work e.g. by recording, notation: You could record the train journey piece as a soundtrack using Windows Movie Maker.

Music Assessment: Year 5/6 Rhythm 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 read and perform an extended rhythm composition ● I can maintain a rhythmic line and a rhythmic ostinato in an ensemble ● I can perform with sensitivity and with musicality 	
<p>Notes:</p>		