


## Music Lesson Plan topic – Pitch

<p><b>Lesson 4 of 6</b></p>	<p><b>Focus:</b> Year 5/6</p>
<p><b>Key Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To be able to trace the pitch of a musical line.</li> <li>• To be able to sing/play and maintain a musical line as part of a performance.</li> </ul>	
<p><b>Inter-related music dimensions covered:</b> Pitch.</p>	
<p><b>Starter activity:</b> Choose an activity from the Pitch and Vocal Starter Bank.</p> <p><b>Main focus:</b> Revise the ‘<i>Young Rider</i>’ song by singing the melody part with the accompaniment. What are the key features (leap/interval of a fourth, repetitive piano part resembles the movement of the horse, Slavic ‘feel’ to the song). Look at the parts. Using the accompaniment track the children should trace the direction of the Glockenspiel part with their hands. Then sing the letter names of the notes (e.g. G, E, G, E = chest = E, chin = G, top of head = B). Ask either one or a group of glockenspiels to play this accompaniment whilst the class sings. Divide the class in two. Half of the class sing the melody, half sing or play the accompaniment.</p> <p><b>Plenary:</b> Listen to the counter melody part. The children should trace the pitch of the musical line with their hands. Does the counter melody mostly move by step or leap? (small leap – mostly 3rds). On what words is there a Slovakian feel? (‘<i>Young Rider</i>’).</p>	
	
<p><b>Opportunities for mastery:</b> Look at the counter melody line. Can children learn this either on an instrument or vocally using the backing track and then perform the counter melody as part of the song. Using only the melody of the first bar of the vocal part can the children compose their own song using Bristol as an inspiration ‘<i>In Bristol we are going</i>’.....</p>	
<p><b>Keywords / vocabulary:</b> Pitch (high/low) interval/leap, step, notation, accompaniment, counter melody.</p>	
<p><b>Self-assessment opportunities:</b></p> <ul style="list-style-type: none"> <li>• I can trace the pitch of a musical line.</li> <li>• I can sing/play and maintain an independent musical line as part of a performance.</li> </ul>	
<p><b>Resources:</b> Video/audio file – <i>Young Rider</i> Lyrics for <i>Young Rider</i> Notation for <i>Young Rider</i> Pitch Starters and Vocal Warm Up Backing tracks Glockenspiels</p>	
<p><b>Opportunities for sharing work e.g. by recording, notation:</b> Annotation on lyrics. Annotation on written music. Recording the children singing in a round / performing with an instrumental accompaniment.</p>	

**Music Assessment: Year 5 and Year 6 Pitch**

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"> <li>• I can trace the pitch of a musical line</li> <li>• I can sing/play and maintain an independent musical line as part of a performance..</li> </ul>	

Notes: