

Music Lesson Plan topic – Pitch

<p>Lesson 5 of 6</p>	<p>Focus: Year 5/6</p>
<p>Key Learning Objectives:</p> <ul style="list-style-type: none"> • To identify steps and leaps in a song. • To perform 3 vocal parts. 	
<p>Inter-related music dimensions covered: Pitch.</p>	
<p>Starter activity: Choose an activity from the vocal and pitch starter bank.</p>	
<p>Main focus: Listen to the ‘<i>Rock-a-my-Soul</i>’ (audio resource). Discuss what kind of song this is (A Spiritual). This is Religious music based on American folk music, typically marked by strong rhythms and also related to jazz. Where might you hear this music? (in an American chapel) How does it make you feel? (like singing along). How many vocal parts can you hear? (3 voices). Set children a challenge – they are going to draw a line to represent the pitch of Part 1. Ask children to draw the first four sung bars of parts 1, 2 and 3. Do they notice part 1 moves mostly by step, part 2 moves in with more leaps and part 3 has longer notes and bigger intervals. Look at the music – compare to their notation. Teach all children part 1 noting where they make steps / leaps. Teach all children part 2 again notice where steps and leaps occur. Show children the notation of the song where part 1 and 2 are sung together (bar 17), can children spot that part 2 is mostly pitched below part 1.</p> <p>Plenary: Play the first part of an aria from Handel’s ‘<i>Messiah</i>’: https://www.youtube.com/watch?v=mCRmvoM_Ego. These are the words: <i>Every valley shall be exalted, and every mountain and hill made low; the crooked straight, and the rough places plain.</i> Notice how the music goes high on ‘hill’ and even higher on ‘mountain’. Can the children identify any other examples of how the music illustrates the words? e.g. on the word crooked the music moves between two notes as if crooked, then returns to one note for straight. This is called word painting.</p>	
<p>Opportunities for mastery: Do some research into word painting, the musical technique of writing music that reflects the literal meaning of a song. For example, ascending scales would accompany lyrics about going up.</p>	
<p>Keywords / vocabulary: Pitch (high, low), interval (steps, leaps) melody, spiritual, blues, jazz, word painting.</p>	
<p>Self-assessment opportunities:</p> <ul style="list-style-type: none"> • I can identify steps and leaps as part of a melody. • I can listen and respond to a piece of music. • I can sing a part that moves in leaps. 	
<p>Resources: ‘<i>Rock-a-my-Soul</i>’ audio resource</p>	



'Rock-a-my-Soul' notation

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

Record each part separately

Music Assessment: Year 5/6 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"> • I can identify steps and leaps as part of a melody • I can listen and respond to a piece of music • I can sing a part that moves in leaps 	

Notes: