

## TODAY'S ACTIVITY

## 'The Racetrack'



## WHO IS THIS ACTIVITY FOR?

Students in years 3 - 4

## WHO CAN LEAD THIS ACTIVITY?

Class teacher, music specialist or instrumental teacher

## WHAT WILL STUDENT LEARN?

To recognise and use the dynamic marking *f*, *p*, *<* and *>*; to identify rising and falling pitches

## WHAT DO WE NEED?

- Photographs of Brands Hatch on interactive whiteboard
- Dynamic cards marked with *f*, *p* *<* and *>*
- Tuned / untuned instruments

## THE ACTIVITY

- Show pupils a photo of Brands Hatch racetrack and share knowledge/ experiences "Has anyone been there?" "What types of cars or motorbikes race there?"
- Ask a pupil to imitate the racing car 'whine'. Does the sound get higher or lower in pitch? Use term 'falling pitch' to describe this. Was the sound loud or quiet or did it get gradually louder or quieter.

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## TODAY'S ACTIVITY

### 'The Castle'



Photo: Stewart Morris

#### WHO IS THIS ACTIVITY FOR?

Students in years 3 - 4

#### WHO CAN LEAD THIS ACTIVITY?

Class teacher, music specialist or instrumental teacher

#### WHAT WILL STUDENT LEARN?

To maintain a steady pulse. To respond to changes in tempo.

#### WHAT DO WE NEED?

- Selection of drums
- Words for 'The Grand Old Duke of York'

### THE ACTIVITY

- Look at the picture of the castle. Has anyone been there? What other castles do you know? Who would have lived here?
- Think about the soldiers who may have lived in the castle. If space allows, pupils march around the room like soldiers to your 'Left-Right-HALT!' commands. Pupils practise marching in strict time, listening and responding quickly to the command to halt. (Or, tap knees, alternating left and right). You now beat a steady pulse on a drum, with 'Halt' signal replaced by silence. Pupils freeze when drum stops beating, then set off again when it restarts.

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## TODAY'S ACTIVITY

## 'The Castle'

## THE ACTIVITY

- Look at the picture of the castle. Has anyone been there? What other castles do you know? Who would have lived here?
- Think about the soldiers who may have lived in the castle. If space allows, pupils march around the room like soldiers to your 'Left-Right-HALT!' commands. Pupils practise marching in strict time, listening and responding quickly to the command to halt. (Or, tap knees, alternating left and right). You now beat a steady pulse on a drum, with 'Halt' signal replaced by silence. Pupils freeze when drum stops beating, then set off again when it restarts.
- Some pupils can volunteer to beat the drum, controlling the marching (or tapping) of the others by stopping and starting the beat.
- Imagine the castle is on a hill, so the soldiers may have marched more slowly up the hill than down. Change the pace of the marching by beating the drum slower, then faster, with the pupil's marching keeping pace. Introduce the term tempo to describe the speed of the beat.
- Sitting down as a class, talk about the marching pattern as a series of four equal beats, with the first beat stressed more than the others.

1 – 2 – 3 – 4    1 – 2 – 3 – 4    1 – 2 – 3 – 4

- Together, count 1 – 2 – 3 – 4 over and over, clapping on beat 1
- Now clap on beats 1 and 3, then all 4 beats. Divide the pupils into small groups to play these patterns on drums.

Group 1 (larger drums) – play on beat 1 only

Group 2 (medium sized drums) – play on beats 1 and 3

Group 3 (small drums / tambours) – play on all 4 beats

- Teach 'The Grand Old Duke of York' by singing each phrase for the pupils to copy. When the singing is confident, add in the drum accompaniments
- Tuned instruments can provide a simple accompaniment by repeating the key note of the song on any of the drum rhythms (e.g. C, if singing in the key of C).
- If space allows, sing 'The Grand Old Duke of York' while marching around the room, accompanied by the drums. You can change the tempo by playing the pulse on a lead drum.
- Review our learning

Did we manage to march to a steady pulse?

Did we respond quickly to the changes in tempo?

How many beats were in each pattern? (4)

In what different ways could we perform the song?

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**TODAY'S ACTIVITY****'The Castle'****How will we assess what participants have learnt?**

Pupils will be able to march and / or clap to a steady pulse

Pupils should be able to respond to changes in tempo

Pupils may be able to combine rhythm patterns in an accompaniment and use the term tempo to describe the pace of the music

## TODAY'S ACTIVITY

### 'The Cathedral'



Photo: Steve Cadman

#### WHO IS THIS ACTIVITY FOR?

Students in years 3 - 4

#### WHO CAN LEAD THIS ACTIVITY?

Class teacher, music specialist or instrumental teacher

#### WHAT WILL STUDENT LEARN?

To identify high / low pitched sounds.  
To recognise long / short sounds. To perform a round, accompanied by a drone and ostinato patterns

#### WHAT DO WE NEED?

Tuned / untuned percussion (e.g. chime bars, tone chimes, glockenspiels and other tuned instruments); photographs of Canterbury Cathedral displayed on interactive whiteboard

#### THE ACTIVITY

- Show pupils photos of the outside and inside of Canterbury Cathedral. Has anyone been there? What is it used for?
- Imagine the atmosphere inside the cathedral. Sounds echo in the cavernous space, reverberating off the ancient stones. The footsteps of pilgrims making their way to the tomb of Thomas a Becket have been heard for hundreds of years.

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## TODAY'S ACTIVITY

### 'The Cathedral'

#### THE ACTIVITY

- Sort untuned / tuned instruments into those that make a sound that rings on and those that don't. If you make a sound in the cathedral, it will carry on for several seconds. Which of our instruments make sounds that keep going once we stop playing? How long is the longest sound?

- We are going to play a repeated pattern – ostinato – to sound like the cathedral bells. Select G', G (octave below) and C on tone chimes or chime bars. You model the ostinato in this rhythm;

(crotchet, crotchet, minim)

- Select a small group of pupils to repeat this pattern on resonant tuned percussion instruments (tone chimes, chime bars, glockenspiel). This can also be played on other tuned instruments.

- Ask pupils to identify which notes in this pattern are high, low or in the middle. You use hand signals to show the high – low – middle pattern. Rest of class repeat these hand signals while ostinato played. Sing the pattern to "Ding, dang, dong" with hand signals.

- Introduce a drone – a single note that is repeated. Play on one of the tuned instruments on C against the ostinato.

Ostinato (crotchet, crotchet, minim)

Drone (semibreve)

- Teach the pupils to sing 'Frere Jacques' (French or English version), by modeling each phrase for them to sing back.

- When song can be sung with confidence, add the ostinato and drone patterns.

- As a possible extension, sing the round in 2 parts, then 3, then 4

- Rehearse and perform

- Review the learning

Can you tell which instruments make sounds that ring on, and those that don't?

Can you explain what ostinato and drone mean?

How well did we sing in parts?

How could we improve our performance?

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**TODAY'S ACTIVITY****'The Cathedral'****How will we assess what participants have learnt?**

Pupils will be able to classify instruments by the sound that they make

Pupils should be able to identify high and low notes in a repeated pattern

Pupils may be able to use the terms ostinato and drone

## TODAY'S ACTIVITY

### 'The Dockyard'



Photo: Snapshooter46

#### WHO IS THIS ACTIVITY FOR?

Students in years 3 - 4

#### WHO CAN LEAD THIS ACTIVITY?

Class teacher, music specialist or instrumental teacher

#### WHAT WILL STUDENT LEARN?

To understand what an ostinato is and how to play ostinati. To add instrumental ostinati to a song.

#### WHAT DO WE NEED?

Photographs of a dockyard in Kent and of an old sailing ship on an interactive whiteboard; tuned / untuned instruments.

### THE ACTIVITY

- Show pupils photographs of a dockyard (e.g. Chatham or Dover). Who has been there and what was it like?
- Show pupils photos of an old sailing ship and encourage them to talk about the parts of the ship, the lives of sailors etc.

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## TODAY'S ACTIVITY

### 'The Dockyard'

#### THE ACTIVITY

- Teach pupils to sing these words to the tune of 'What shall we do with the drunken sailor?':

*Setting off on a long sea voyage,  
Setting off on a long sea voyage,  
Setting off on a long sea voyage,  
Let's get this ship a ready.*

*Hammer nails into the main deck,  
Hammer nails into the main deck,  
Hammer nails into the main deck,  
Let's get this ship a ready.*

*Slosh tar to keep out water,  
Slosh tar to keep out water,  
Slosh tar to keep out water,  
Let's get this ship a ready.*

- Teach pupils appropriate rhythmic actions as they repeat the words:

*Ham-mer nails*

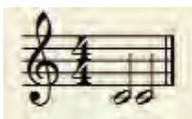


- Transfer this ostinato pattern onto instruments. If it is a tuned instrument the ostinato should be played on the starting note of the song.

- Introduce the term ostinato and ensure that pupils understand that this means a repeated rhythmic or melodic pattern.

- Repeat the process with the words:

*slosh tar*



- Divide the class into two halves. Practise each ostinato with half of the class.
- Sing the whole song again adding the relevant ostinato from each group as they sing.
- As a possible extension, repeat the song, with both ostinato played together in verse 1.
- Ask pupils to suggest and create ostinati for other sailors' activities e.g. run up the sails etc.
- Review the learning:
  - Can you describe what an ostinato is?
  - How well did your ostinato fit with your singing?
  - How could we improve our performance?

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**TODAY'S ACTIVITY****'The Dockyard'****How will we assess what participants have learnt?**

Pupils will be able to sing a simple song and add an instrumental ostinato

Pupils should be able to keep one ostinato going against a second ostinato, as they sing a simple song

Pupils may be able to use the term ostinato to describe the repeated pattern that they have played

**TODAY'S ACTIVITY****'The Racetrack'****How will we assess what participants have learnt?**

Pupils will be able to give an example of a sound with a falling pitch

Pupils should be able to explain and demonstrate the dynamic marks  $f$ ,  $p$  > and <

Pupils may be able to use the terms pitch and dynamics

## TODAY'S ACTIVITY

### 'The Racetrack'

#### THE ACTIVITY

- Introduce dynamics cards and explain that f stands for forte (loud); p stands for piano (quiet); < means gradually getting louder and > means gradually getting quieter.
- You (and then a volunteer pupil) select a dynamic card to hold up. Class make racing car whine (loud / quiet / getting louder / getting quieter) as indicated by card. Start when card raised and stop when card lowered.
- Which of our instruments can make this sound? Explore how to make the sound on tuned or untuned instruments. One pupil demonstrates at a time. Reject instruments (e.g. tambourines) that cannot make a falling pitch sound. (You may wish to extend this to include discussions about suitable timbres)
- Repeat the dynamic card activity, this time with instruments.
- Ask the pupils to help you organise the four dynamic cards into a sequence. These could be held up by four pupils, or stuck onto a flipchart.
- What could the story be behind the sequence? e.g. f > p < : the racing cars are loud at the start of the race; they then get gradually quieter as they disappear from view; we can hear them quietly in the distance before they get louder as they come past us again.
- Practise performing this sequence a few times before exploring other possible sequences.
- Review the learning
  - Can you make a sound with a falling pitch?
  - Can you explain what f, p > and < mean?
  - Can you explain what pitch and dynamics mean?

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## TODAY'S ACTIVITY

## 'The River'



Photo: Deb Collins

## WHO IS THIS ACTIVITY FOR?

Students in years 3 - 4

## WHO CAN LEAD THIS ACTIVITY?

Class teacher, music specialist or instrumental teacher

## WHAT WILL STUDENT LEARN?

To select musical sounds to represent visual images. To compare contrasting musical textures.

## WHAT DO WE NEED?

Photograph of the River Medway on interactive whiteboard; tuned / untuned instruments; flipchart or board for sketching.

## THE ACTIVITY

- Show pupils the map and photos of the River Medway and share personal knowledge/ experiences.
- Imagine that we are taking a walk along the riverbank. What could we see? Gather suggestions and list on flipchart or whiteboard.

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## TODAY'S ACTIVITY

## 'The River'

## THE ACTIVITY

- Draw a cross-section of the river on the flipchart. What would we find above the water? (e.g. birds, dragonflies); on the surface? (e.g. pondskaters, floating leaves); in the water? (e.g. fish, water snails); on the riverbed? (e.g. weeds, fish eggs). Add sketches to cross-section of river
- Ask pupils to suggest a musical sound or phrase to represent one of these. Allow them to select an instrument to demonstrate their idea. Ask the children to explain their choices. Encourage the use of musical vocabulary such as 'high-pitched' and 'timbre'.
- Repeat until there are about 8 different musical motifs representing sketches on the river cross-section.
- Use a metre rule or long stick held horizontally to descend across the picture of the cross-section of the river. Start by holding it at the top of the river cross-section, then slowly move it downwards. The pupils with instruments play their musical motif as the stick passes the sketch of their creature or item.
- Introduce the musical term texture. How is the musical texture changing as we descend into the river? Does it become thicker or thinner; i.e. are there more or fewer things going on at once? How can we make it sound like we are sinking deeper into the water? Could the pupils without instruments perhaps make a watery vocal sound when the stick moves beneath the surface?
- Now turn the stick 90 degrees and move it across the cross-section, from left to right. Allow different pupils to play the instruments. Again, children play the motif relating to their creature / item sketch as it passes it.
- Comment on the texture now. Are there more or fewer things going on at once? Are there periods of silence?
- Swap pupils so that all have a chance to play.
- Explore different ways to perform our 'score'. Perhaps move the stick across diagonally; higher achievers could suggest more complex variations of the musical phrases, incorporating different pitches and rhythms.
- Review the learning
  - Have we created a musical image of the river?
  - Can we comment on how the texture changes?
  - How did we vary our performance?

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**TODAY'S ACTIVITY****'The River'****How will we assess what participants have learnt?**

Pupils will be able to suggest musical sounds to represent sketched images

Pupils should be able to comment on the changing textures of the shared composition

Pupils may be able to use musical terms to describe their choices, and suggest pitch and rhythm variations to musical motifs

## TODAY'S ACTIVITY

## 'The Sea'

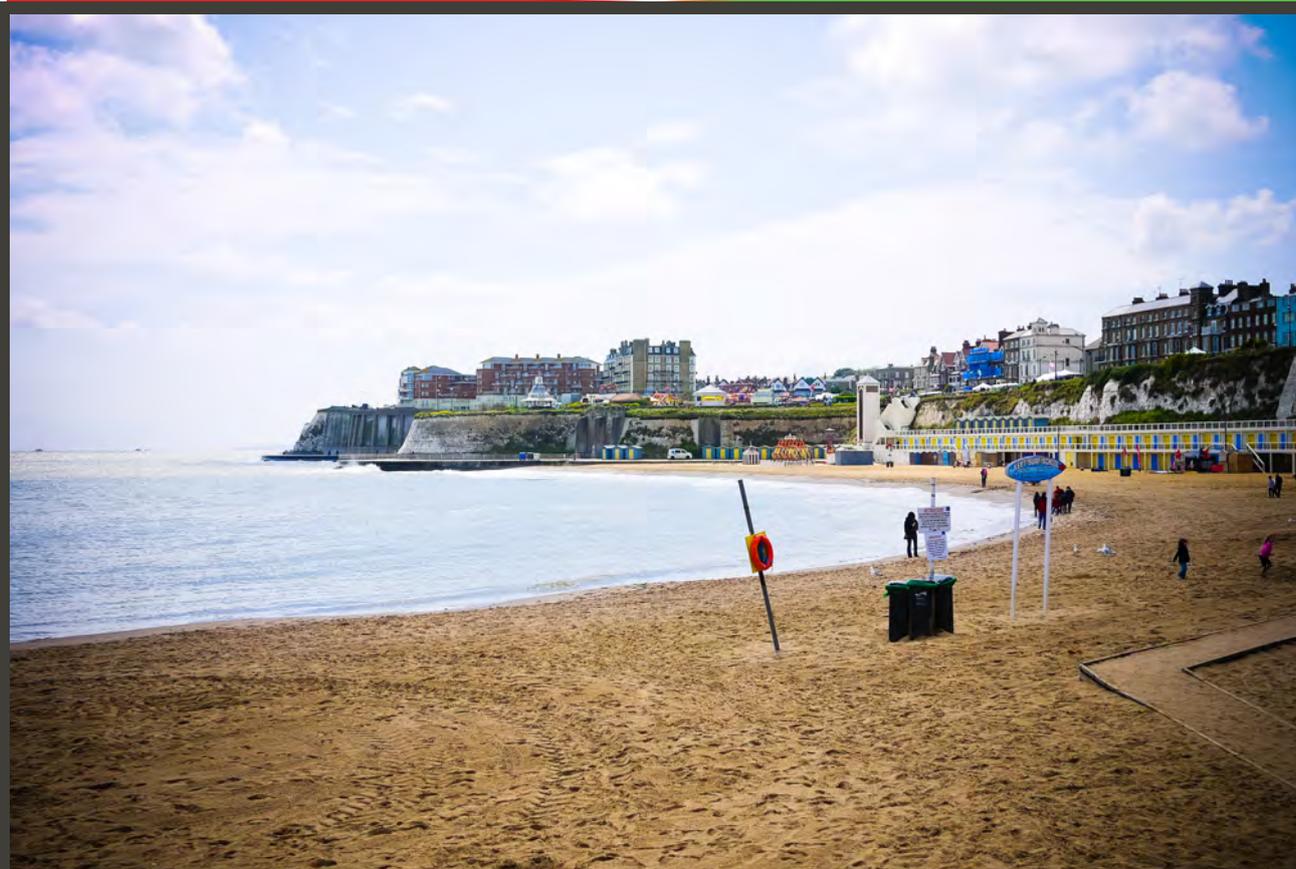


Photo: Anthony Abbot

## WHO IS THIS ACTIVITY FOR?

Students in years 3 - 4

## WHO CAN LEAD THIS ACTIVITY?

Class teacher, music specialist or instrumental teacher

## WHAT WILL STUDENT LEARN?

To respond to a conductor's hand signals indicating changes in dynamic.  
To select instruments to represent environmental sounds.

## WHAT DO WE NEED?

Photographs of seaside locations in Kent on interactive whiteboard; tuned and untuned instruments.

## THE ACTIVITY

- Show pupils photos of some seaside locations in Kent. Choose one to look at in more detail.
- Discuss with the class 'what do we hear at the seaside?' (e.g. squawking gulls, sea whooshing, sand blowing, children crying / playing)
- Experiment with vocal sounds to imitate some of these.

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## TODAY'S ACTIVITY

## 'The Sea'

## THE ACTIVITY

- Introduce hand signals to indicate changes in dynamic. Palms closed = silence, palm outstretched = very loud (ff), palms gradually moving apart = gradually getting louder (crescendo <), palms gradually coming together = gradually getting quieter (diminuendo >)
- Ask the pupils to choose one of the seaside sounds to perform when hand signals are given. You lead the performance with the dynamic hand signals.
- Pupils take turns to conduct.
- Next ask volunteers to select untuned or tuned instruments on which to represent these sounds. Encourage the pupils to use musical language, such as timbre and pitch to explain their choices.
- Perform again, led by you or pupils. Switch performers to ensure all pupils have a chance to play
- Ask the pupils to suggest what is happening on the beach as the sounds become louder and quieter e.g. At the start of the day, the beach is deserted and all is quiet. As families start to arrive to enjoy the sunshine, the beach becomes busier. As darkness falls, the families leave and all is quiet again.
- Tell the story while a pupil indicates the changes in dynamic to the performers.
- Review the learning
  - Can we make our sounds louder or quieter, following the conductor's signals?
  - Can we explain why we chose certain musical sounds to represent what we might hear at the seaside?

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**TODAY'S ACTIVITY****'The Sea'****How will we assess what participants have learnt?**

Pupils will be able to make quieter or louder sounds, following the conductor

Pupils should be able to use hand signals to lead a group performance

Pupils may be able to use the terms timbre and dynamics to describe their choices

## TODAY'S ACTIVITY

## 'The Town'



Photo: Marcel Musil

## WHO IS THIS ACTIVITY FOR?

Students in years 3 - 4

## WHO CAN LEAD THIS ACTIVITY?

Class teacher, music specialist or instrumental teacher

## WHAT WILL STUDENT LEARN?

To recognise changes in tempo. To respond to changes in tempo as indicated by a leader.

## WHAT DO WE NEED?

Photographs of a town centre (e.g. shopping street, roads, river); tuned and untuned instruments

## THE ACTIVITY

- Show pupils the photographs of town scenes.
- Discuss as a class all the different sounds you might hear in a town centre e.g. crowds chatting, shoes on the pavements, doors opening and closing etc. Contrast this with the sounds you would hear sitting by the river or in a park.

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## TODAY'S ACTIVITY

### 'The Town'

#### THE ACTIVITY

- Play body percussion copycat e.g. slap slap clap clap (pupils copy in time)
- Change to faster and slower, ensuring all copy in correct tempo
- Introduce musical term tempo to describe the speed of a piece of music
- Now all slap / clap / click a steady four beat pulse together. The leader slows down or speeds up and others follow.
- Pupils can take turns to be the leader
- Imagine taking a walk around the town. Keep the pulse going as you describe where you go e.g. 'We start off walking slowly by the river' (slow pulse) 'but then it starts to rain so we need to walk quickly to find shelter' (faster pulse). 'We wait there until the rain stops' (silence) 'and then we walk briskly to the shops' etc.
- Pupils may wish to volunteer to continue the story
- Select some pupils to play instruments to replace body percussion pulse. Agree on one note to repeat, if using tuned instruments. Continue the story in this way. Switch players so that all have a chance to perform
- Review the learning.
  - Can you explain what is meant by the musical term tempo?
  - Did we change the tempo of our steady pulse?
  - Did we do this using instruments as well as body percussion?

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**TODAY'S ACTIVITY****'The Town'****How will we assess what participants have learnt?**

Pupils will be able to respond to directions to play to a faster or slower pulse

Pupils should be able to use tuned and untuned instruments to play notes in time with a pulse

Pupils may be able to use the term tempo to describe the pace of the music

## TODAY'S ACTIVITY

## 'The Zoo'



Photo: Mark Bridge

## WHO IS THIS ACTIVITY FOR?

Students in years 3 - 4

## WHO CAN LEAD THIS ACTIVITY?

Class teacher, music specialist or instrumental teacher

## WHAT WILL STUDENT LEARN?

To create rhythms from words and vary tempo and timbre. To perform a class composition using a simple, linear graphic score.

## WHAT DO WE NEED?

Photographs of a zoo and animals on interactive whiteboard; tuned / untuned instruments

## THE ACTIVITY

- Show pupils a photo of a zoo in Kent (Howletts or Port Lympne). Ask pupils to list the animals they might see in the zoo. Choose some of these (e.g. gorilla, tiger etc.) and encourage pupils to include some more unusual names which have several syllables or a particular sound quality (e.g. African elephant, water buffalo, dhole etc.). Write these on the class whiteboard.

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## TODAY'S ACTIVITY

## 'The Zoo'

## THE ACTIVITY

- Choose one animal name at a time. You should maintain a steady beat (e.g. clapping or tapping) and ask pupils to repeat the name of the animal four times, keeping in time with your beat (e.g. African elephant, African elephant, African elephant, African elephant). Give a count in of 1, 2, 3, 4 each time.
- Ask the pupils to suggest how they might make each animal's name sound like the actual animal (e.g. a loud, low sound for an African elephant with the syllables vocalised very slowly) and, again, ask the pupils to repeat each animal name four times to your steady beat.
- Draw an imaginary path around the zoo on the whiteboard and ask pupils to suggest where on the path each animal will have an enclosure e.g.



- Make your finger walk along the path on the whiteboard with the pupils saying each animal's name four times to a steady beat when you reach the name on the path (making the way they say the animal's name reflect its size, character etc. as before).
- Divide the class into groups of about 4. Give each group the name of a different animal from those along the path. With instruments, each group should try and copy the spoken sounds they made (e.g. African elephant, African elephant, African elephant, African elephant). If they are playing tuned instruments suggest that they all play the same note.
- Each group plays their animal pattern to the rest of the class, who then evaluate the pattern and suggest improvements (e.g. how the pattern might be made to sound more like the animal by changing pitch, tempo, dynamic etc.).
- As a possible extension, repeat your finger walking along the path but this time each group play their instruments when you reach their enclosure.
- Review the learning
  - Have we created rhythm patterns relating to different animals' names?
  - Did we vary the tempo and timbre of these to reflect the character of the animals?
  - Did we successfully combine these into a class composition using a simple, linear graphic score?

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**TODAY'S ACTIVITY****'The Zoo'****How will we assess what participants have learnt?**

Pupils will be able to participate in a class performance following a simple linear graphic score

Pupils should be able to suggest changes to the rhythm patterns to reflect the character of different animals

Pupils may be able to use musical terms (tempo, timbre, structure) to describe the separate patterns and the class composition