

# MUSIC MADE SIMPLE

## YEAR 4 IPC UNIT TITLE: TEMPLES, TOMBS & TREASURES AUTUMN TERM (1) LESSON 1\_2 3

CONTENT	TEACHING AND LEARNING
<b>Musical learning</b>	<ul style="list-style-type: none"> <li>• arrange a song using tuned accompaniments developed from the song: perform to a friendly audience</li> <li>• use tuned percussion instruments with increasing confidence to accompany songs and improvise</li> </ul>
<b>Resources</b>	(a) PowerPoint slides: <b>KING TUT; EGYPTIAN LIFE; EGYPTIAN SONGWRITING KIT</b> (b) mp3 recording: <b>EGYPTIAN LIFE</b> (c) Tuned percussion (chime bars) try to borrow all the schools' sets
<b>Introduction/ warm up</b>	<b>KING TUT</b> A chant with a pulse-passing clapping action (words on the following page). You might need to explain that the old-fashioned expression, ' <i>tut, tut</i> ', means oh dear! Display the PowerPoint of <b>KING TUT</b> and practise saying the words rhythmically while clapping on the pulse (underlined syllables). Listen to the mp3 for guidance. Follow the instructions on the next page to play the passing game.
<b>Main part of the lesson to include some aspects of:</b>  <b>Singing</b>  <b>Composing</b>  <b>Performing</b>  <b>Listening</b>  <b>Appraising</b>	1) Display the PowerPoint slide of <b>EGYPTIAN LIFE</b> and listen to the mp3 recording, sung to the familiar tune 'Head, shoulders, knees and toes' (song lyrics on page 2.)  2) Sing with the recording. Make sure that the third and fourth lines, containing the highest notes, are sung with the same energy and tone quality as the rest of the song.  3) Move all the notes of a chime bar set, except C E G C into the lid. Model playing the notes in order, lowest to highest, using <u>BOTH</u> beaters, for part of the third line:  <p style="text-align: center;"><b>C E G C</b></p> (Kings are) <b>bur-ied deep in</b> .... and ask a group to learn this part; introduce the term <u>octave</u> – the pitch interval between the two Cs, which are eight notes apart.  4) Point out that the first, second and fourth lines of each verse are made up of one, two and three-syllable words. Display the PowerPoint slide <b>EGYPTIAN SONGWRITING KIT</b> , asking pupils to add other related topic words to the lists.  5) Organise pupils into small groups to write new verses, retaining the original third line. Share performances and encourage pupil evaluation (WWW and EBI)
<b>Ideas for revisiting in the week</b>	Practise <b>KING TUT</b> , increasing the speed, to give a slick and accurate performance.  Encourage pupils to add untuned percussion accompaniments to their songs.

## KING TUT

Tutankhamun was king of the Nile, but  
Tut Tut ruled for a very short while, oh!  
Dear, dear, tut, tut, Tut was king, but  
Tut Tut's life was cut cut short!

## INSTRUCTIONS ON PASSING THE PULSE

Everyone sits in a circle, crossed-legged, with knees almost touching. Everyone's left hand is placed, palm up, on their left knee (this hand does not move); the right hand sits on top of the right-hand neighbour's hand, also palm uppermost. The leader demonstrates, taking her right hand, moving it across her body to clap her left-hand neighbour's hand (resting on her left knee), then returning her right hand to its original position. The child on her left copies the action, straightaway, passing the pulse on round the circle, anticlockwise, to a regular steady beat. Once the pattern is mastered, perform with the chant ....keep it steady and slow at first!

## EGYPTIAN LIFE Familiar tune: Head, shoulders, knees and toes

Kings, Pharaohs, mummified, mummified  
Kings, Pharaohs, mummified, mummified  
**Kings are buried deep inside their desert tombs**  
Kings, Pharaohs, mummified, mummified

Prayers, shabti, amulets, amulets  
Prayers, shabti, amulets, amulets  
**Kings are buried deep inside their desert tombs**  
Prayers, shabti, amulets, amulets