

MUSIC MADE SIMPLE

YEAR 4

IPC UNIT TITLE: SEE THE LIGHT

AUTUMN TERM (2)

LESSON 1 2 3

CONTENT	TEACHING AND LEARNING
Musical learning	<ul style="list-style-type: none"> • compose a simple melody from a selected group of notes (pentatonic scale) • compose a accompaniment reflects atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect
Resources	(a) PowerPoint slide: SKYLIGHTS (b) Sing Up website: CANDLELIGHT (c) tuned percussion: chime bars – try to borrow all available school sets (d) untuned percussion (e) WWW and EBI cards
Introduction/ warm up	SKY LIGHTS revisit this little song and sing it without the mp3 recording, adding the straightforward chime bar accompaniment.
Main part of the lesson to include some aspects of: <i>Singing</i> <i>Composing</i> <i>Performing</i> <i>Listening</i> <i>Appraising</i>	(1) Display the lyrics of CANDLELIGHT (Sing Up) play the performance track and join in with the echoed lines. The song is very simple and quick to learn but the real musical task this week, lies in the creation of descant melodies and accompaniments. (2) Demonstrate the pentatonic scale, using the notes: C D E G A. Play this on a set of chime bars, using two beaters, and removing other notes to the lid) (3) Organise pupils into small groups and ask them to compose an 8-note tune using the pentatonic scale, starting and ending on low C (the longest bar). Make sure that each member of the group contributes ideas and can play the final tune. (4) Play the backing track of CANDLELIGHT and ask someone from each group to play their melody to this musical ‘backdrop’: the backing track will accommodate 8 groups’ pieces. Pentatonic tunes fit together harmonically so the outcome will always be pleasing to the ear! (5) The final task is for the same groups to create their own backing arrangement for the song. They can incorporate their new melody (descant) and add more pentatonic improvisations plus appropriate atmospheric sounds and rhythms on untuned instruments, such as bells, triangles or shakers. Every group member should play an instrument. (6) The finished ‘backing’ piece should reflect the quiet, calm unhurried and gentle nature of the song, so this should be considered when peers evaluate others’ compositions using WWW and EBI.
Ideas for revisiting in the week	This unit is taught in the second half of the autumn term so these compositions would make very appropriate contributions for any Diwali, Christmas or seasonal end-of term concert. The whole school could join in with the echoed sung lines. Have real (or model candles with batteries and ‘fake flames’) and ‘light’ them, one by one as the song progresses, to add to the atmosphere of the performance.