

# MUSIC MADE SIMPLE

YEAR 4

IPC UNIT TITLE: **CHOCOLATE**

SUMMER TERM 1

LESSON 1 2 3

CONTENT	TEACHING AND LEARNING
<p><b>Musical learning</b></p>	<ul style="list-style-type: none"> <li>recognise the combined effect of layers of sound by listening to their own arrangements</li> <li>follow a leader, stopping / starting, playing faster/ slower and louder / quieter</li> <li>perform to an audience of adults, an assembly or other classes with increasing confidence</li> </ul>
<p><b>Resources</b></p>	<p>(a) Sing Up website: <b>CHOCOLATE MOLINILLO</b>            (b) PowerPoint slide: <b>CHOC FEST</b>            (c) PowerPoint slide: <b>IMAGE OF A MOLINILLO</b>            (d) mp3 recording <b>CHOC FEST</b></p>
<p><b>Introduction / warm up</b></p>	<p><b>CHOC FEST</b>            Revisit this warm-up song and suggest that pupils substitute their own favourite chocolate bars for those in the original lyrics, to make a new version. <i>NB: Please ensure that pupils see this as a humorous activity and not an invitation!!!</i></p>
<p><b>Main part of the lesson to include some aspects of:</b></p> <p><i>Singing</i></p> <p><i>Composing</i></p> <p><i>Performing</i></p> <p><i>Listening</i></p> <p><i>Appraising</i></p>	<p>(1) <u>Revision (this song was introduced in Y3 – summer term)</u>            Display the words for the Spanish song <b>CHOCOLATE MOLINILLO</b> (Sing Up). A ‘molinillo’ (image available as a PowerPoint slide) is a whisk, rotated between the palms and used by Mexican children to whisk up their chocolate breakfast drink.</p>  <p>(2) Play the performance track to remind pupils of the melody and words.</p> <p>(3) <b>DEVELOPING THE SONG</b> Ask pupils to explore and select short clapped ostinati (repeated patterns) to accompany the song. Remember that words or syllables can be used to guide initial ideas. e.g. ‘cho-co’ or ‘cor-re-ras’. Invite pupils to play these on untuned percussion and then experiment by layering two/three patterns together, evaluating the combined effect. Choose examples that blend well to accompany the song. (Pupils may recall how to play the chime bar accompaniment learnt last year.)</p> <p>(5) Traditionally, the song is sung many times, getting faster, and faster. Sing unaccompanied, appointing a pupil conductor to lead as the piece accelerates.</p> <p>(6) Finally, learn the second part: the Sing Up harmony track, will help enormously. Divide singers into two groups and listen for a good balance between the parts.</p>
<p><b>Ideas for revisiting in the week</b></p>	<p>Prepare a well-rehearsed performance for the whole school, singing in two parts. Perhaps you could introduce your song in Spanish? <i>Aquí hay una canción sobre un batidor para hacer una bebida de chocolate.</i> (Here’s a song about a whisk used for making chocolate drinks.)</p>