

Experiences and Outcomes

I can sing and play music from a range of styles and cultures, showing skill and using performance directions and/or musical notation. **EXA 2-16a**

I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics. **EXA 2-17a**

Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. **EXA 2-18a**

I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. **EXA 2-19a**

I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances. **EXA 2-01a**

Learning Experiences

During this sequence of lessons, learners will have opportunities to:

- Watch and listen to a range of Scottish instruments being performed
- Reflect on what context they may have heard these instruments before
- Experience the history of where these traditional instruments originate from and have time to reflect
- Explore how the body can be used to make sounds with music
- Learn about the Scottish icon Robert Burns and have a chance to discuss previous knowledge
- Play instruments to a piece of traditional poetry
- Embrace the Old Scots language
- Listen to and reflect upon songs by Robert Burns being played by Scottish musicians
- Working collaboratively to play a game incorporating the keeping of a steady beat
- Learn about and use a rhythm grid with body percussion and/or instruments
- Record themselves performing on the iPad to watch back and reflect upon
- Reading stick notation from provided stimulus

Skills from CREATE Music Framework

- Explore rhythm by copying, creating and layering patterns of sound
- Continue to show respect for classroom instruments
- Use digital technology to record sound (video and/or sound)
- Listen to recordings of own/others work and respond with constructive feedback
- Recognise the timbre of different instruments by how they are played e.g. shaken, struck, blown or strummed
- Use instruments to accompany songs/enhance music of different styles
- Listen to a range of live and/or recorded music and respond by expressing personal views
- Understand and convey the mood/character of the song with increasing depth, e.g. using body language, facial expression
- Listen to different styles of music from Scotland and comment on musical concept including instruments, voices, tempo, dynamics, pitch, structure (intro, verse, chorus, outro, repetition) and texture (unison, harmony, solo, ensemble, with/without accompaniment)
- Express a response to music through other areas of Expressive Arts by creating a piece of art, drama or dance.

Links with other curricular areas

- Literacy and English
- Health and well-being
- Social Studies

Lesson 1 – Listening and Responding

Learning Intentions

- We are learning to listen to music from Scotland and identify traditional instruments
- We are learning to understand the history of instruments and how they are played

Resources

A device for playing video on a big screen with amplified sound.

Useful Links

Bagpipes

Stuart Liddell - <https://m.youtube.com/watch?v=Ogb5LadoEts>

Breabach - <https://m.youtube.com/watch?v=DiHa6zdfNcY>

Red hot chilli - <https://m.youtube.com/watch?v=1jL-5tRQilo>

Fiddle

Battlefield band - <https://m.youtube.com/watch?v=mNaddz9cuV8>

Accordion

Accordion Paganini - <https://m.youtube.com/watch?v=NYnYrsQPX1M>

Pirates of the Caribbean - <https://m.youtube.com/watch?v=CgCMBFcfiVE>

Key vocabulary

Bagpipes – A bag you blow air into through a reed. It has three drones for the sound to come out and a chanter with holes for fingers to cover which alter the pitch.

Fiddle – a stringed instrument played with a bow and fingers pressing strings to alter the pitch. (Fiddle is the Scottish name for a violin)

Accordion – a hand held box that has keys on one side and buttons on the other. The sound is produced by air being sucked into the instrument and blown out again through reeds.

Process / Activities

1. Watch the intro clip showing the class images of Scotland. Pause when it feels relevant to discuss and reflect on the images presented.
2. The next clip introduces the bagpipes. The video can be run until the end and will show sections on fiddle and accordion, or can be paused at any time to prompt discussion.
3. At the end of the video there will be some listening questions, these are accompanied by music examples to give the children an opportunity to both reflect on what they have heard and discuss the answers in groups or as a class.
4. Extension activity – children could draw the instruments and label with what they have learned about each one.

Lesson 2 – Creating and Performing

Learning Intentions

- We are learning to read stick notation and perform rhythm patterns using instruments/body percussion
- We are learning how to keep a steady beat
- We are learning to share ideas and respond to each other's performances

Resources

- A device for playing video on a big screen with amplified sound.
- 'Hot Peas and Barley-O' - *Children's songs and games from Scotland* by Susan Brumfield
- A selection of percussion instruments (optional)
- iPad (optional)

Key vocabulary

Stick notation – where lines and dots are used to introduce the reading of musical beat and rhythm

Beat – the steady pulse in the background to a piece of music

Rhythm – an irregular pattern of movement or sound

Process / Activities

1. The lesson will begin with the Scottish rhyme 'Eetle Otle Black Bottle' as demonstrated in the video. The children will engage with the learning of stick notation adhering to the rhythm of the words (the rhythm emphasizes the syllables of the words). The children can either clap the rhythms, or play the rhythms on percussion instruments.
2. The children will then go on to watch a video showing the poem 'Sam the Skull'. The children can learn the poem with words provided on the screen.
3. There is further opportunity to play body percussion to the poem and perform as is detailed in the video. This can then be recorded on the iPad and played back to the class for constructive discussion.
4. Using the video demonstration the class can copy the words and actions for 'Have you ever?'

Lesson 3 – Listening and Responding

Learning Intentions

- We are learning to keep a steady beat
- We are learning to perform poems/songs from Scotland with expression
- We are learning to identify traditional Scottish instruments

Resources

- A device for playing video on a big screen with amplified sound.
- A bouncy ball

Useful Links

My Love is Like a Red Red Rose (with lyrics)

<https://www.youtube.com/watch?v=QK9WK0QhejA>

My Love is Like a Red Red Rose - Aly Bain

<https://www.youtube.com/watch?v=zW9IE65MH3w>

My Love is Like a Red Red Rose - vocal harmonies and flute intro (no video)

<https://www.youtube.com/watch?v=h7kDRk5TA3c>

Key vocabulary

Beat – the steady pulse in the background to a piece of music

Process / Activities

1. Learn the Scottish rhyme 'Eachy Peachy' and watch the instructions for the game as demonstrated in the video. Pause the video to play the game.
2. Watch the introduction video about Robert Burns, pause the video for a discussion where the children can share their knowledge and experiences of Robert Burns.
3. Continue to play the video showing 'Ae Fond Kiss' being performed. The words are provided so the class can learn and perform the poem. Their performance of the poem could be recorded to allow the children to watch it back for reflection and positive discussion.
4. There will be a recap of the instruments previously learned in Lesson 1 and the children will be encouraged to identify any of these instruments in the clips.
5. The video will conclude with Auld Lang Syne – ask questions to prompt discussion e.g.:
 - Has anyone ever heard this song at a party or event?
 - Any particular time of year?
 - Do they like/dislike it?

Discuss that the song is about friendship, old friends, new friends and how important kinship and friendship are.