

I can sing and play music from other styles and cultures, showing growing confidence and skill, while learning about musical notation and performance direction. **EXA 1-16a**

I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics. **EXA 1-17a**

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 1-18a**

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 1-19a**

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 1-01a**

Learning Experiences

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

- engage with a stimulus (Music of Scotland) and share their ideas.
- experience the pulse/beat of music through songs, rhymes and body percussion.
- follow pictorial notation to perform a body percussion accompaniment to a piece of music.
- use appropriate vocabulary when talking about instruments, dynamics and tempo (e.g. instrument names, forte, piano, moderato, accelerando)
- work collaboratively and/or individually to create a body percussion piece using a sixteen beat grid.
- experience the rhythm of a rhyme using body percussion and observe how this differs from the pulse/beat.

Skills from CREATE Music Framework

- Keep a steady beat with movement and body percussion
- Respond to a leader/conductor by following performance directions to start/stop or to sing/play louder or quieter, faster or slower
- Internalise the words of song/rhyme
- Perform sounds to go with songs, pictures, stories, poems and videos using an increasing range of body percussion, vocal effects, instruments and objects.
- Use a form of music notation to write down compositions for performance, e.g. pictures, graphic score, stick notation
- Listen to a range of live and/or recorded music and respond by expressing personal views, e.g., reasons for likes and dislikes: 'I liked it because...!', 'It made me think of...'

Links with other curricular areas

- Literacy and English
- Health and wellbeing
- Social Studies

Lesson 1 – Music of Scotland – Keeping a Steady Beat (P4)

Learning Intentions

- We are learning to respond to music through movement.
- We are learning to keep a steady beat.
- We are learning to create sounds using body percussion.

Resources

Binbags/cloth sheets

Useful Links

Recording of 'Scotland the Brave' – <https://youtu.be/h7VXSPgubgQ>

Waulking Song video – <https://www.bbc.co.uk/bitesize/guides/z9h92nb/revision/9>

Recording of 'Western Isle Dance' by Breabach -
<https://www.youtube.com/watch?v=ezhtOJc-H-Y>

Bookbug Website – 'Slow Air', <https://www.scottishbooktrust.com/songs-and-rhymes/slow-air-instrumental>

Key vocabulary

Steady Beat – to move/play at the same speed throughout, not getting faster or slower.

Waulking Song – a Scottish song sung in Gaelic by women while they waulked (worked) woollen cloth to soften and shrink it.

Conductor – person who leads a group of musicians, in order to help them play together, get louder and softer and so on.

Process / Activities

1. Play a piece of recorded music (something with a strong beat, such as 'Scotland the Brave') and encourage the children to follow the leader, who will perform different actions to a steady beat (e.g., clapping, stamping, waving). The first leader will be the teacher. Whilst the music is playing, encourage different children to come up and be the leader. Five children will be invited on the video, one at a time. After each child finishes their turn, give them a round of applause and suggest they take a bow!

Lesson 1 cont.

2. Explain that our next few lessons will have a 'Scottish' theme. Also explain that in this lesson, we will be working on keeping a steady beat. Hopefully this concept will already be familiar to the children. We can remind them that a steady beat is a bit like our heart beating or like a clock ticking at the same steady speed.

Explain that we are going to watch and listen to a 'Waulking Song', and explain what that is. Show the children a video of a 'Waulking Song' using the following link:

<https://www.bbc.co.uk/bitesize/guides/z9h92nb/revision/9>

Observe that when the women are pounding the cloth, they are doing so to a steady beat.

3. Next, watch the video, where Mrs Thomas explains how we are going to perform our own version of a waulking song, to a piece of music by Breabach, called 'Western Isle Dance'. Encourage the children to keep the beat to the music in the same way the women did in the 'Waulking Song' video. They could pretend that they are also waulking the cloth, using bin bags/towels/cloth sheets to do so.

4. Learn the rhyme 'Plainie, Clappie'.

The words are as follows:

Plainie, clappie

Rolling pin to backie

Touch your knees, touch the ground

Clap your hands and turn around.

Demonstrate the rhyme to the children. Then, learn it line by line, with the actions (have words displayed on one side of the screen so they can see). Next, say the whole rhyme, with corresponding actions.

5. Conclude the lesson with a roundup of what we did today. Finish with a calming piece of music, played on the clarsach. The example we will use is 'Slow Air', which can be found on the following link: <https://www.scottishbooktrust.com/songs-and-rhymes/slow-air-instrumental>

Lesson 2 - Music of Scotland – Introduction to Pictorial Notation (p4)

Learning Intentions

- We are learning to internalise the words of a rhyme.
- We are learning to share our ideas in response to music.
- We are learning to play a beat pattern, reading from a body percussion grid.

Resources / Useful Links

- Recording of 'Auld Lang Syne' (Dougie MacLean) - <https://www.youtube.com/watch?v=14mFabPpk80>
- Recording of 'Auld Lang Syne' (Mairi Campbell and Dave Francis) - <https://www.youtube.com/watch?v=PK-E1f-YKBA>
- Recording of 'Auld Lang Syne' (Red Hot Chilli Pipers) - <https://www.youtube.com/watch?v=Pn2tj49DOWY>
- Who was Robert Burns?
https://www.youtube.com/watch?v=qMxIBqpryG0&index=6&list=PLpSig80QuOTHChCX9LOW_unGRLkcnbEBb

Key vocabulary

Body Percussion - using your body to make a sound and putting these sounds together to create music.

Melody - a sequence of notes to create music, also known as 'the tune'!

Lyrics – the words set to a piece of music.

Composition - a piece of music that has been created/composed.

Accompaniment – a musical part (vocal or instrumental/body percussion) that supports or provides background for the main musical theme.

Process / Activities

1. Pass the Beat – activity. Learn the line, 'Pass the beat around the ring'. Explain to the children that each child will say one syllable of the rhyme, working their way around the circle (i.e., 'pass-the-beat-a-round-the-ring-[stamp]'). Once the first set of children get to the end of the rhyme, start again with the next person. Practise this with the video to assist. (It should be noted that this activity is done at a faster speed on the video, than the p3 version).

Lesson 2 cont.

2. Explain to the children that this week we will be listening to a piece of music with words by Robert (Rabbie) Burns. We will be doing this because Burns' Night is approaching. Watch the following video to find out a little more about Burns.

https://www.youtube.com/watch?v=qMxlBqpryG0&index=6&list=PLpSig80QuOTHChCX9LOW_unGRLkcnbEBb

3. Listening Activity – 'Auld Lang Syne'. Listen to the following three versions of 'Auld Lang Syne':

- Dougie McLean (male solo singer plus guitar)
- Mairi Campbell and Dave Francis (female solo singer plus guitarist)
- Red Hot Chilli Pipers (bagpipes, drums, bass guitar, keyboard, electric guitar)
- After listening to each version, ask about musical features. For example, the teacher could ask about which instruments are heard, whether there are any vocals, how the music makes the children feel, about the speed/tempo of the piece. There may be other features you may wish to ask about too. Compare and contrast the similarities/differences between each version.

4. Body Percussion Activity.

- Show the children a completed body percussion grid (seen on the video but also see link [here](#).) Show a video demonstrating how they could perform this pattern alongside the Red Hot Chilli Pipers version of 'Auld Lang Syne'. Encourage them to join in with the actions.
- Next, show the children another version of the grid, using different actions (see [here](#)). Again, show a video demonstrating how this version could be performed and encourage the children to join in. Which version do they find more difficult to perform? Hopefully, they will notice that the second version is harder/more complicated. Highlight the patterns and repetition used in the first version to the children. (It is the use of patterns and repetition which may make the first version simpler to perform).
- Explain that they are now going to work either in small groups, or individually (if preferred), to create their own body percussion accompaniment to 'Auld Lang Syne'. Encourage them to use patterns and repetition, as seen in the first completed example.

Lesson 2 cont.

- A blank grid can be found [here](#). The children could either write their own words in the boxes (stamp, clap, click, knees), or they could use cut-outs of the pictures to stick down in their grids. Please find the relevant pictures [here](#) and [here](#), which could be photocopied and cut out.
- The children should practise the pattern slowly, without the music to begin with. When they can perform it confidently without the music, they should practise performing it with the music.
- They can perform their compositions back to the class and could record these on an iPad.

Lesson 3 – An Introduction to Rhythm

Learning Intentions

- We are learning how to use body percussion to internalise a rhyme.
- We are learning how to use different tempi.
- We are learning how to keep a beat and clap the rhythm along to a rhyme.

Resources / Useful Links

Recording of 'My Bonnie' (moderato version) -
https://youtu.be/fyKV_Ne3ziQ

Recording of 'My Bonnie' (allegro version) -
<https://youtu.be/Zf0nAfngCxE>

Tempo slides at the end could be printed and displayed in class:

[Slide 15](#)

[Slide 16](#)

[Slide 17](#)

Key vocabulary

Steady Beat – to move/play at the same speed throughout, not getting faster or slower

Rhythm – the rhythm of the syllables of the words in a rhyme, performed over a steady beat. A combination of long and short sounds that give a piece of music its own unique pattern and sound.







Tempo – The speed at which the music is to be performed. Italian terms used by musicians (moderato – moderately, allegro– bright and lively, accelerando – getting faster)

Process / Activities

1) We will recap the concept of the steady beat using the rhyme "Pass the Beat Around the Ring" from Week 2.

Recap the game from last week and have a go at passing the beat again, ensuring each child says a word in turn.

In today's game we are going to omit one of the words ("beat") and replace it with a clap. It will sound/look like this (see next page):

			
Pass	the		a-
-round	the	ring	

Finally, try the full game without the teachers help! You will hear the ticking beat and the clap and stamp, but the children will add the words themselves.
Extension – this activity can be extended by swapping out more words for different actions!





















2. Listen to the performance of the song “My Bonnie Lies Over the Ocean”. Every time the children hear a word the begins with a ‘b’ , they have to either stand up or sit down.

- Begin from a sitting position. Begin with a moderate tempo version (*moderato*) and enjoy playing the game and familiarising with the music.
- Progress to the quicker tempo version of the same song (*allegro*). After the quicker version ask the children what they notice. They should notice it is performed at a faster tempo (beat) – explain the beat is still steady all the way through, it’s just set at a faster tempo from the start.
- Finish with an *accelerando* version, where the music speeds up!
- (The relevant recordings can be found on the video but links to the pieces of music only, can be found under ‘Resources/Useful Links’ for practise purposes).





• **Lesson 3 cont.**

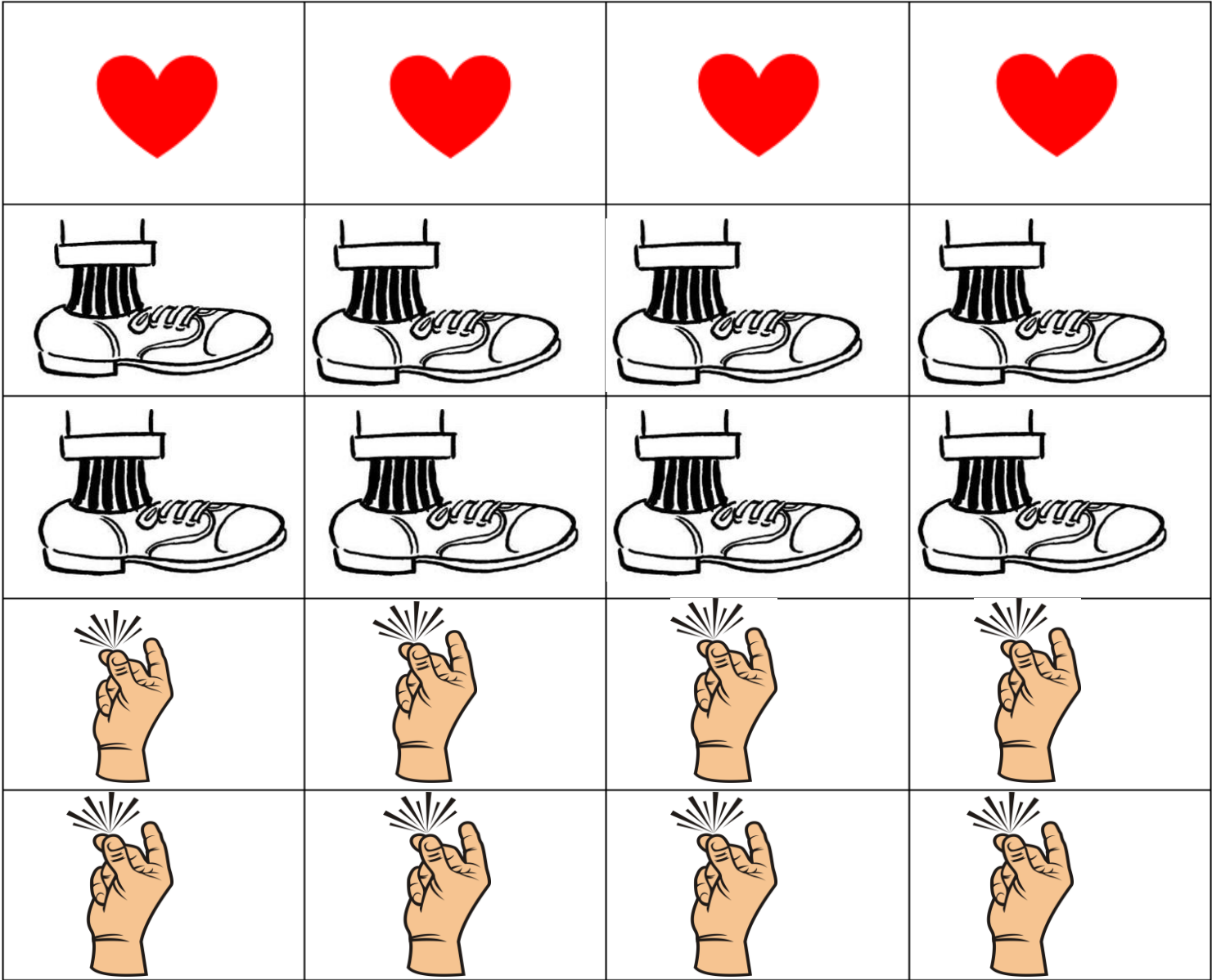
3. We will move onto an introduction to rhythm, following on from Plainie Clappie from Lesson 1.





















- Recap the rhyme and actions as last time.
- Next, ask the children to clap the rhythm of the words in the rhyme. Explain/remind them that what they have just heard is the RHYTHM of the music. Here, the rhythm is being made by clapping every syllable in every word of the rhyme.
- Ask the children to clap the RHYTHM along with the video.
- Finally, split the class into two groups. Each group will be assigned a part; either they will stamp a steady beat or clap the rhythm (following the teachers on the video). Swap over!

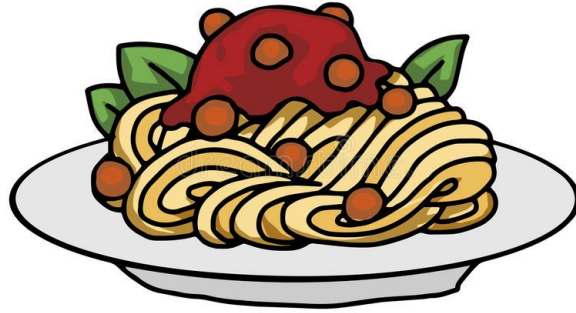
			
			
			
			
			







Lots of Italian words are used in music!



- Tempo = the speed
- Moderato = moderately (or medium speed)
- Allegro = bright and lively

- Accelerando = getting faster

(Think about an accelerator in a car! Push down on it and the car goes faster.....)

