Year 5 ICT and Music Project – Garage Band in Space – Year 5 Kents Hill Park

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| Week | Learning Objectives | Activities | Assessment / Resources etc |
| 1 | To revise the difference between pulse and rhythm.  To be able to pitch match vocally.  To add a pitched pattern to a melody. | Intro: Demonstrate with a small group, each child says one after another ‘My name is …’ over 4 beats. Phrases to be divided by 4 equal clapped beats. Then clap the ‘pattern of the words’ instead of saying them. Revise the difference between the pulse and rhythm.  Main: Warm up voices using Kodaly handsigns. (Soh, me, la, low doh, high doh). Introduce re.  Learn to sing ‘See the Planets’ (tune In the Jungle). Words below.  Arrange the song as a rondo and sing again in the form ABACA. Give out pitched percussion. Play in pattern C F C G on beat (underlined words and similar).  Plenary: Revise vocabulary - pitch, pulse, rhythm, rondo, form. | Keyboard (optional to accompany song).  Pitched percussion notes CFG and beaters |
| 2 | To revise written rhythmic values.  To be able to pitch match vocally.  To know the difference between a chord and a note. | Intro: Name game as last week but this time after the activity has been done, show Dalcroze or standard notation for rhythms. (Walk, jogging, stride, walk rest as appropriate).  Main: Warm up voices using Kodaly handsigns. (Soh, me, la, low doh, high doh, re).  Sing ‘See the Planets’. Experiment with different sections of the song being the main theme (section A). Perform with a variety of structures. Rondo form A B A C A.  Show black and red letter names below. Explain how the black letters are the chord names and the red are the notes that make up those chords. Using chime bars first play notes C F C G. Then play chords C F C G. Discuss the differences. Which chime bars are played most (CG). Which chime bars played the least (BDFA). Swap chime bars around. Play chordal accompaniment.  Plenary: Revise and discuss vocabulary – pitch, pulse, rhythm, rondo, form, chord, note. | Keyboard (optional)  Chime bars and beaters |
| 3 | To be able to play a rhythm on I pad drum kit within a given structure.  To be able to sustain a chordal accompaniment on I pad whilst others sing. | Intro: After revising the Name Game as in week 1, play the rhythms on I pad – acoustic drum kit. Instead of clapping 4 beats all say, ‘Can you tell me what’s your name’. Go round the class to include all names.  Main: Using the I pad acoustic guitar chord section, demonstrate how to play chords CFCG as an ostinato. Children to use this pattern to accompany the song See the Planets. Half sing, half use I pad then swap. Discuss arranging the song to have two sections sung together; I pad solo verse etc.  Plenary: Revise the features used on I pad today and relate back to the practical work done previously on tuned percussion. | MKMF I pads (acoustic drum kit and acoustic guitar sections) |
| 4 | To be able to record a repeating chordal pattern.  To be able to recognise aurally a major and a minor chord.  To be able to record, save and name their work. | Give out I pads to pairs of children, making a note of which pair has which numbered I pad so they can use it every week.  Intro: Name Game using I pad drum kit to play the rhythm of their names as week 3.  Main: Using the I pad classic clean guitar, start a new track, record an alternating 2 chord pattern. Children to experiment to find their favourite chord sequences. Discuss the difference between the sound of the major and minor chords. Emphasise the need to keep in time to beat. Record an 8 bar example. Demonstrate how to name their work and save.  Plenary: Some groups to show their work. Constructive feedback etc. | MKMF I pads (acoustic drum kit and classic clean guitar sections) |
| 5 | To be able to play a rhythm based on the syllables in their name, in groups.  To be able to import a pre-recorded loop.  To be able to retrieve their work and add to it.  To explore how textures change when more parts are added. | Ensure the children have the same I pad as last week.  Intro: Vocally first and then on I pad acoustic drum section, ‘Play Your Name’. See notes below.  Main: Looking at the thumbnails, select their composition from last week. Using the loop section (loop on top tool bar), play a variety of the rhythmic examples. Choose one that they like and import it into their pre-recorded chords. Discuss the efficacy of staggered entries. Discuss ‘less is more’. Discuss texture.  Plenary: Some pairs to show their work. Constructive feedback etc. | MKMF I pads (loop section) |
| 6 | To be able to add a melody to their chord pattern. | Ensure the children have the same I pad as before.  Intro: Play Your Name game using I pad acoustic drum section.  Main: On one of the guitar pages (eg acoustic) show how notes from the chord can be played on individual strings. Choose an easily remembered rhythm (I like fish and chips) and play this rhythm on the strings of alternating chords. Children to make up a rhythm of 4 beats and use their alternating chord pattern to play this pattern over. Make new track to record this chord pattern. Record. Discuss staggered entries. Discuss why notes have to be from the same chord as the underlying chord.  Plenary: Recap the importance of using the same chord for the melody and accompaniment. | MKMF I pads (guitar section) |
| 7 | To explore the timbre of the I pad string instruments.  To explore the texture of the I pad string instruments. | Ensure the children have the same I pad as before.  Intro: T to demonstrate the features of the string section eg chords in auto play feature (off 1 2 3 4).  Omit one instrument to leave others remaining in auto play section.  Main: Ch to explore some of these features in pairs. Show how to increase the number of bars in each section. T to circulate and support. Show how to make a section B. Work on 2 contrasting sections.  Plenary: Some pairs to show their work. Constructive feedback. | MKMF I pads (string section, increasing section length) |
| 8 | To begin to understand the origins of electronic music.  To begin to plan the I pad composition. | Intro: Using BBC Ten Pieces Doctor Who, (link below) listen to how electronic music was started.  Main: Start to plan own paired I pad composition, using the prompt sheet below. Composition should include, structure, timbre, imported loops, texture, dynamics as outlined on the prompt sheet.  Look back at the saved I pad tracks they have made for ideas. Begin to work on composition.  Plenary: T to outline any common problems or issues. Pairs to share some ideas. Constructive feedback. | MKMF I pads  Paper prompt sheet  Link to BBC Ten Pieces |
| 9 | To listen to and discuss Sprach Zarathustra by Richard Strauss. (A Space Odyssey).  To continue to plan the I pad composition. | Intro: Using YouTube recording of A Space Odyssey, listen to different timbres, varying sections, repeated items. See brief outline of start of film below. T to demonstrate how to copy and paste ideas on I pad.  Main: Pairs to continue to work on own space composition using the prompt sheet. T to circulate and support.  Plenary: T to outline any common problems or issues. Good examples of work to be shown and discussed. | MKMF I pads  Paper prompt sheet  Link to A Space Odyssey |
| 10 | To listen to and discuss Mars from The Planets Suite by Holst.  To continue to plan the I pad composition. | Intro: Using BBC Ten Pieces Mars, listen to the rhythmic ostinato in 5. Discuss how a repeated rhythm can be effective.  Main: Pairs to continue to work on own space composition using the prompt sheet. T to circulate and support.  Plenary: T to outline any common problems or issues. Good examples of work to be shown and discussed, including any finalised compositions. | MKMF I pads  Paper prompt sheet  Link to Mars |
| 11 - 12 | To complete and show the I pad compositions. | Intro: T to recap features that should form part of the composition – structure, timbre, imported loops, texture, dynamics.  Main: Pairs to show their work. Constructive feedback.  Plenary: General points to remember for next composition. | T to assess completed work |

Nicola Rose, MKMF.

Notes for teachers

Weeks 1 & 2 intro. x = clap

xxxx My name is Nicola xxxx My name is Susan xxxx My name is Isabella xxxx My name is Kate

Section A:

See the planets, the distant planets, look through your telescope (x2)

Section B:

Planet Earth (x7)

Section C:

Oh yes, wonder and awe we feel each day (x2)

Tune – In the Jungle.

Rondo = sing above in this order: A B A C A

Notes in black; chords in red. Play on beat - beats underlined.

C F C G

CEG FAC CEG GBD

Week 5. Play your Name:

Play your name if you’ve got one sound. My name is Sam. My name is Sam.

Play your name if you’ve got two sounds. My name is Ashley. My name is Ashley.

Play your name if you’ve got three sounds. My name is Nicola. My name is Nicola.

Play your name if you’ve got four sounds. My name is Isabella. My name is Isabella.

My name is Rebecca will have a different rhythm, but include in three sounds. Etc.

Week 8. Doctor Who by Ron Graner and Delia Derbyshire

<https://www.bbc.co.uk/teach/ten-pieces/classical-music-delia-derbyshire-doctor-who-theme/zfh792p>

Week 9. Sprach Zarathustra by Richard Strauss from the film 2001: A Space Odyssey

The film 2001 – A Space Odyssey starts with two rival stone age tribes at a watering hole. One tribe is shown how to make a hunting tool from an animal bone by beings from a monolith that has arrived from space. They hunt successfully and they drive the other tribe away.

<https://www.bing.com/videos/search?q=sprach+zarathustra+2001+a+space+odyssey&ru=%2fsearch%3fPC%3dLV03%26q%3dsprach%2bzarathustra%2b2001%2ba%2bspace%2bodyssey%26FORM%3dLVSBRD&mmscn=vwrc&view=detail&mid=E2884536A8AEC74A4A50E2884536A8AEC74A4A50&rvsmid=AA03262ED31EB99F9353AA03262ED31EB99F9353&FORM=VDQVAP>

Week 10. Mars from the Planets Suite by Holst

https://www.bbc.co.uk/teach/ten-pieces/KS2-gustav-holst-mars-from-the-planets/zf6hsrd

Upper Key Stage 2 Project – I pads in Space.

Composition Plan.

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| People in my group. | Names - |
| What is going to happen in the story of your piece? Outline the plot in sections (at least 3). | Section A = |
| Outline the sections in which your music will be organised. Remember to include –  Structure  Timbre (sound quality / instrument)  Imported loops  Texture (solo, duet, trio)  Dynamics (loud, quiet)  Major, minor  Length of sections  Mrs Rose. MKMF | Write on the back of this sheet if you need more room |

Upper Key Stage 2 Project – I pads in Space.

Assessment sheet.

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| Name | Assessment – see below | Comment |
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X is able to compose a piece of music using some of the inter-related dimensions of music, particularly structure, timbre, imported loops, texture, dynamics, on an I pad.

1 = Above expectation; 2 = Expected level; 3 = Working towards expected level

Nicola Rose, Milton Keynes Music Faculty.