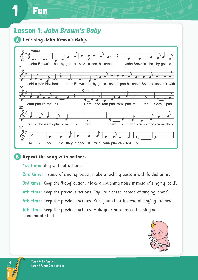
**Unit 1: September (Fun)**

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| **Lesson** | **Resource** | **Musical Concepts** | **Strand** | **Strand Unit** | **Content Objectives (The child will be able to …)** |
| 1 | John Brown’s Baby  *(song 1)* | Pulse; Pitch; Duration; Tempo; Structure; Dynamics | Performing | Song Singing | * Sing the song *John Brown’s Baby* with actions * Differentiate between the marching pulse and the rhythm * Mark the long notes ending each phrase * Differentiate between verse and chorus and loud and soft dynamics. |
| 2 | Tick Tock  *(literacy)* | Pulse; Pitch  Rhythm | Performing | Performing | * Sing the chant *Tick Tock* with a steady pulse * Differentiate between beat and rhythm |
| Literacy | * Sing the song using hand signs and solfa syllables * Read the notes *s*, *m* and *l* from a 2-line stave. |
| 3 | Toy Symphony (Movement 1)  *(listen, respond)* | Pulse; Tempo; Dynamics; Timbre | Listening and Responding | Listening and Responding to Music | * Listen to an excerpt of *Toy Symphony* by Malcolm Arnold and describe its mood and musical style * Consider the pulse, tempo, dynamics and timbre * Identify different instruments * Differentiate between playing ‘in tune’ and ‘out of tune’. |
| 4 | Composing a toy symphony  *(listen, respond)* | Rhythm; Pitch; Dynamics | Composing | Improvising and Creating | * Compose, sing and play 4-beat phrases using *ta*, *ti-ti* and *Z* * Perform along with a recording |
| Talking about Compositions | * Discuss and evaluate the performance |
| 5 | Rattlin’ Bog  *(song 2)* | Pulse; Tempo; Structure | Performing | Performing | * Sing the song *Rattlin’ Bog* * Understand its cumulative structure * Clap/tap the pulse * Differentiate between ‘getting faster’ and ‘getting slower’. |
| **Curriculum Integration** | | **Literacy / Oral language / 1. Engagement, listening and attention** | | | |

**Lesson 1: *John Brown’s Baby* (Song 1)**

This action song is a parody of the well-known *Battle Hymn of the Republic* (see Unit 10), which itself is a parody of an earlier civil war song *John Brown’s Body*. Apart from its more child-centred text, *John Brown’s Baby* can be used to introduce several curriculum musical concepts such as pulse, structure, and dynamics in a fun way.



**Resources**

Lesson 1: *John Brown’s Baby* (digital)

Lesson 1: Introduction to Sheet Music(digital)

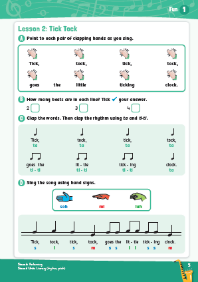
Pupil book: Page 4

**Steps / Teaching Notes**

* ***Digital activity – Introduction To Sheet Music;* Pupil Book, p. 4**: Play the video explaining sheet music or use the pupil book to discuss with the children. Explain that sheet music communicates to a musician how to play or sing a piece of music. Sheet music indicates the pitch (high/low), rhythm and dynamics (loud/soft) of a piece of music. Point out that the five lines where the notes are written is called a five-line stave. Explain to the children that we can use a stave (lines) to represent different musical notes and show if a note is higher or lower than another.
* ***Digital activity – John Brown’s Baby:*** Listen to the song and talk briefly about the lyrics. Explain that years ago camphorated oil (now known as camphor oil) was rubbed into a person’s chest if they had a bad cold. It had a very strong smell. The children may be familiar with similar products (e.g. Vicks vapour rub) used today.
* Ask the children to march and/or tap to the pulse of the music. Draw attention to the even regular pulse of the music.
* Learn the song phrase by phrase.
* Listen again to the song. Ask the children to sing along silently in their heads until they reach the last word of each line/phrase which they should sing aloud. Tapping out the rhythm of the silent words will make it easier. You may need to demonstrate. The only words the children should sing aloud are ‘chest’, ‘oil’ and ‘---ted’. Ask the children what they notice about these words: are they longer or shorter than the other ones? The final notes of musical phrases are generally longer. Point out that this gives a sense of ending like a comma or a full stop in reading and writing.
* Discuss verse and chorus with the children. Ask them how you can tell one from the other. Point out that sometimes we can sing ‘loudly’ and ‘softly’ to mark the difference between verse and chorus. Experiment and decide whether the verse or chorus in *John Brown’s Baby* should be loud or soft.
* Perform the song six times as a memory game with the actions given in the pupil book.

**Lesson 2: *Tick Tock***

This chant provides an opportunity to engage the children in revising previously learnt literacy skills. Children will already be familiar with the notes *soh (s)*, *mi (m)* and *lah (l)* as well as the rhythm syllables *ta* and *ti-ti* from 1st and 2nd class. In addition to revising these concepts, they will learn to differentiate between pulse and rhythm. Pulse is the steady beat underlying a tune the whole way through that you might naturally clap along to. Rhythm is the actual sound or time value of the notes, which in a song would also be the same as the words.

**Resources**

Lesson 2: *Tick Tock* (digital)

Lesson 2: Pulse and Rhythm Video (digital)

Lesson 2: *Soh, Mi, Lah* Flashcards (digital)

Lesson 2: *Soh, Mi, Lah* Video (digital)

Pupil book: Page 5

**Steps / Teaching Notes**

* ***Digital activity – Tick Tock:*** Listen to the chant. Draw attention to the musical pulse/beat.
* ***Digital activity – Pulse And Rhythm Video:*** Usethe video to explain the difference between pulse and rhythm.
* **Pupil book, p.5**: Play the song again and tell children to look at the words of the chant in the pupil book. Do they notice that each clock/pair of clapping hands over the words represents the beat/pulse of the chant?

**Pulse**

A close-up of a hand

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Description automatically generated with medium confidenceA close-up of a hand

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Description automatically generated with medium confidence

**Tick, tock, tick, tock**,

A close-up of a hand

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Description automatically generated with medium confidence

**goes the little ticking clock**.

* Ask the children how many beats are in each line and get them to tick the answer in the pupil book. (four) Then ask how many beats there are altogether in the chant. (eight)
* Invite the children to clap the pulse while singing the chant. Then ask them to sing the chant and point to each beat indicated by the clap pictures in the pupil book. Vary the activity by alternating clapping with slapping knees, e.g., clap, slap, clap, slap.
* Now turn the children’s attention to the rhythm of the chant. Listen to the chant again and invite them to clap the rhythm of the words.

**Rhythm**

A close-up of a hand

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**Tick, tock, tick, tock**,

A close-up of a hand

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**goes the little ticking clock**.

* **Pupil book, p.5**: Next, invite the class to look at Activity C in their pupil book and perform the chant while clapping/tapping the rhythm using *ta* and *ti-ti*.
* Divide the class into groups and invite each group to sing a phrase of the song like a call-and-response, e.g.

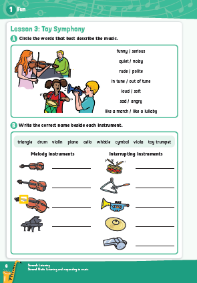
**Group 1**: *Tick, tock, tick, tock,*

**Group 2**: *Goes the little ticking clock.*

* Alternate groups and sing the chant until all the children have had a chance to perform each line.
* ***Digital activity – Soh, Mi, Lah Flashcards***: Point out that the chant uses three solfa notes *s, m* and *l*. Use the flashcards to revise the solfege hand signs for *soh, mi* and *lah* with the children.
* ***Digital activity – Soh, Mi, Lah Video:*** Explain to the children that we can use a stave (lines) to show if a note is higher or lower than another. Use the video to explain that when *soh* is on a line, *lah* is on the space above and *mi* is on the line below.
* **Pupil book, p.5:** Practise singing the chant using the hand signs and then the solfa names.

**Lesson 3: *Toy Symphony***

Malcolm Arnold’s *Toy Symphony* (1957) is a witty and fun piece of music. It is composed for a string quartet, piano and several toy instruments, e.g. whistles (imitating the calls of the cuckoo and quail), toy trumpets that play only one note and dulcimers pitched in different keys, triangle, cymbal and drum. Because of the interactions between real musical instruments (strings and piano) playing real tunes and toy instruments with their limited sounds and noises, the music creates a chaotic impression – like a two-way conversation with one character rudely interrupting all the time. This piece provides an excellent opportunity to engage the children in language development and creative writing.

**Resources**

Lesson 3: *Toy Symphony* (digital)

Pupil book: Page 6

**Steps / Teaching Notes**

* ***Digital audio file – Toy Symphony:*** Listen to the excerpt and ask the children for their immediate reactions to the music. Don’t reject responses like ‘crazy’ or ‘weird’ but steer attention towards the musical concepts. Has the music a strong steady beat/pulse? Does the tempo/speed change or does it remain the same throughout? Does the music sound like a lullaby or a march?
* Invite the children to try marching to the music. Then ask them to show a steady beat by alternating tapping and clapping as they listen to the music.
* Discuss the following musical concepts:
* *Dynamics*: Are some parts of the music loud and some parts soft or do the dynamics remain the same throughout?
* *Texture:*  Does everybody play all the time or are there times when we only hear some players?
* *Timbre* (*Instruments*): The string quartet and piano play real tunes, but the toy instruments are either making noise effects (e.g. triangle, cymbal, drum) or playing the only notes they can play (e.g. toy trumpets and dulcimers). How would you describe the sound of the toy instruments? How would you describe the sound of the real instruments? Select words from those presented in the pupil book (e.g. noisy, rude, not in tune, argumentative, in tune, melodic.)
* Listen again to the music and talk about the mood of the music. Ask the children if the music is happy or sad. Are there parts that sound funny? Are there parts that sound angry?
* Explain this symphony as a story about two competing musical groups (one group playing correctly in tune and the other noisy and out of tune tries to interrupt the correct performance). This story has a beginning, middle and end.
* *Beginning*: The toys begin the symphony. Then we hear the main tune played by the strings but the toys rudely interrupt. The piano then tries to play the tune, but the toys interrupt it also.
* *Middle*: The middle part begins with the cuckoo. Then we hear a new and stronger tune on the strings, but guess what? The toys interrupt again in an impatient and rude manner.
* *End*: The strings attempt to play the first tune again. Predictably, the toys interrupt and the musical argument between strings and toys continues. Can you say who wins the argument?
* **Pupil book, p.5:** Have the children complete the activities in the pupil book.

**Lesson 4: Composing a *Toy Symphony***

This composing lesson is a logical follow-on from Lessons 2 and 3. Prepare in advance by asking children to bring to the lesson any toy instruments they have at home.

**Resources**

Lesson 3: *Toy Symphony* (digital)

Lesson 4: Rhythm Pattern Flashcards (digital)

Percussion Instruments; Toy Instruments

**Steps / Teaching Notes**

* ***Digital audio file – Toy Symphony:*** Review the *Toy Symphony* the children listened to in the previous lesson. What part did the toy instruments play? (The rude noisy interruptions) What part did the strings and piano play? (The melodies) Was there a steady beat throughout? (Yes) Were all the toy instruments/melody instruments playing together throughout? (No) Inform the children that their contribution to the *Toy Symphony* will follow the same rules.
* ***Digital activity – Rhythm Pattern Flashcards:*** Use the flashcards to review *ta*, *ti-ti* and *Z* (rest). Invite the children to compose their own rhythm patterns/
* Next, divide the children into two groups. *Group A* clap and play rhythms on drum, cymbals, triangle, maracas, rattles, etc. *Group B* sing and play 3-note melodies on chime bars, melodicas, toy keyboards, etc. (The three notes C, A and D are the notes *soh*, *mi* and *lah* in the key of F, the key of *Toy Symphony*).
* Instruct the children that they sing and perform with the interrupters during the musical excerpt.
* Decide what group will begin and how the other group will follow. Both groups may need to be prompted when to begin and when to stop.
* Rehearse and perform along with the *Toy Symphony* recording.
* Discuss the performance with the children. Was it a good performance? Did it begin well? Could any parts be improved? Were we too noisy or not noisy enough? Did the performance end well? Could it be improved? Were the interrupters good?

**Lesson 5: *Rattlin’ Bog (Song 2)***

This witty Irish folk song is built on the notes of the pentatonic scale (*d, r, m, s, l*). It is a cumulative or add-on song that will not only test memory but, as the speed increases in the final verses, it often ends up being a tongue twister as well. ‘Rattling’ is a slang word meaning ‘great’ or ‘splendid’.

**Resources**

Lesson 5: *Rattlin’ Bog* (digital)

**Steps / Teaching Notes**

* ***Digital activity – Rattlin’ Bog:*** Listen to the song and explain words as necessary. Teach the chorus phrase by phrase. Invite the children to sing along with the chorus.
* Ask children questions about the song. E.g., Does the chorus change or remain the same every time it is sung? Do the verses change? In what way do they change? Do they get longer, or shorter, or remain the same length?
* Explain the cumulative shape of the verses, i.e. each new verse has an additional line that makes it longer than the one before. There is only one new phrase to learn for each verse.
* Listen to the song again and teach the verses phrase by phrase.
* Invite the children to sing along with the song and mark the pulse by alternating tapping on tables and clapping hands. Comment on the tempo/speed. Ask the children what they notice? Does the song remain at the same speed throughout or does it get faster or slower? (It gets progressively faster in verses 5, 6 and 7. It gets slower at the end of the final chorus.)
* Try having a contest between different groups in the class to see which one gets closest to the end before getting the words mixed up. Allow space and time for group rehearsal beforehand. Great fun before going home time on a Friday!