

Year 4 – Music

Unit: Lean on Me

Style: Gospel/Soul

[http://www.essexonlinemusic.co.uk/c/1311889-scheme/1312062-year-4/1313450-](http://www.essexonlinemusic.co.uk/c/1311889-scheme/1312062-year-4/1313450-lean-on-me)

[lean-on-me](#) Interactive resources

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Resources/Instruments

- A class set or half of tuned instruments/ glockenspiels - this is the most important resource along with any un-tuned percussion instruments you might have in school
- iPad app – glock or un-tuned percussion app can be used e.g. *Garage Band* if resources are limited
- Recorders – use if you have experienced playing and teaching this instrument
- A combination of the above

LESSON 1 – LISTEN AND APPRAISE

WALT: identify basic music styles through discussions about music

You will see the tabs *Listening, Appraising, Extended Listening, Fast Facts and History* on the screen.

LISTENING

All stand. Play the song, find and move to the pulse. Use the questions below as a focus. Talk about them after listening.

- How does the song make you feel?
- Does the song tell a story?
- What does the song make you think of?
- How old do you think this piece of music is?

Encourage the children to stand up to internalise the pulse using their bodies, stand in a circle or behind desks and take part in the activity. Then provide children with a copy of a 'listening guide' and ask children to complete the questions.

APPRAISING

After listening to the song, answer questions. These questions are for all abilities. Encourage the use of correct musical language when responding.

- **What Can You Hear?**
- **The vocal line: how many singers? Male/female?** Male, with some backing vocals in the chorus.
- **The backing/accompaniment: how many instruments? Which ones?** Mainly piano, bass and

LESSON 2 – GAMES

WALT: understand timbre by recognising the sound of musical instruments

Every that every piece of music has a heartbeat, a musical heartbeat. Play the backing track of the song being learnt to internalise pulse, rhythm and pitch and later, other dimensions. Explain that today we will learn about pulse, rhythm and pitch within the context of our song.

PULSE, RHYTHM AND PITCH

Re-visit the terms pulse, rhythm and pitch and explain they make up the first three interrelated dimensions of music. All of this combined is when we get a song. If we sing a song, we need all three - the pulse keeps the steady beat, the words of the song are rhythmic (long and short sounds) but we need high and low sounds (pitch) to sing them. [If not done so already, record these term in key skills books].

Things We Like

In the circle, choose 6-10 children who are standing next to each other. Ask them: "Tell me the name of something you like" eg bananas, sunshine, running races, zebras etc. Child One (Atul) says, "I like bananas", then claps the rhythm. Everyone then says "Atul likes bananas" and claps the rhythm. Continue until all the children have named their idea. Try to keep the pulse and rhythm going without a break between ideas. Play any variation on this e.g. things connected with music, what you're wearing today, etc. Ask for children's ideas.

GAMES TRACK

Use the Games Track throughout the whole of the pulse/rhythm/pitch games. Starting with the Bronze Challenge and moving to Silver and Gold over time, clap, sing and play through

LESSON 3 – SINGING

WALT: sing together and in time with a group

Provide each child with a copy of the lyrics (pdf resource).



Lean On Me
Lyrics.pdf



Lean On Me
Glockenspiel - easy.pc

VOCAL WARM UP

Work through the vocal warm-ups, revisit how and why we warm up our voices and bodies to get a good quality sound and projection. Support the children to learn to sing each song, stressing the need to interpret it, sing with good diction, a good sense of pulse and rhythm, listening carefully to copy the example.

Quality singing is important. Without getting technical, encourage the children:

- to sing out (to project their voices) but never to shout; to stand with straight backs, feet hip-width apart and to breathe from deep inside.
- Remind them that shouting comes from the throat and ends up hurting the voice.
- to aim for a good sound (a round sound).
- to breathe at the ends of phrases/lines and in the same places as each other (if necessary, have a discussion about places to breathe).
- to take care over diction and to enunciate consonants carefully and together.

Children can record these in their key skills books as a poster informing the reader.

SINGING

All listen to the recording of the song, "Make you Feel my love". Encourage the children to move in time to the music: swaying bodies,

Hammond organ with a light drum backing strings are added too.

- **Is there a hook?** Yes: the words are in the chorus, "Lean on me".
- **The texture: is it thick, thin or inbetween?** Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? At the start of the song the texture is thin using piano and organ; as the song progresses the texture becomes thicker with the entry of different instruments, eg strings.
- **The tempo: is it fast, slow or inbetween?** Quite slow.
- **The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary?** The song is louder in the bridge section.
- **The arrangement: which voices/instruments sing/play in which sections?** Strings enter in the first chorus then come in and out. The bridge section uses piano, bass and drums all playing the same rhythm together.
- **What is the style of this music?** A soul song that has been covered and interpreted as a gospel song because of its lyrics.
- **Further questions:**
- **How is the song put together?**

Did you like the song?

It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.

Ask children to record answer to questions in their key skill books.

Listen and Appraise: I'll Be There

How does this song make you feel?

Does this song tell a story?

What does the song make you think of?

How old is this piece of music?

Think about these questions while you listen to the music, and try and find and move to the pulse. Click the play button below to start the music.

Listen Appraise Extended Learning Fast Facts History

FAST FACTS

[this could be completed in the 3rd hour]

Ask children to use their research to find and record information about the song 'Lean on Me' in their key

the Copyback and Question and Answer Activities.



Bronze Challenge

Rhythm and Pitch Copy Back and Question and Answer Games. Your answer must be different to the question. Respond all together, it does not matter that all your answers will be different.

Silver Challenge

Rhythm and Pitch Copy Back and Question and Answer Games. Use 2 notes on glocks, recorders and other C instruments Your answer must be different to the question. Respond all together, it does not matter that all your answers will be different. Let's have solos!

Gold Challenge

Rhythm and Pitch Copy Back and Question and Answer Games. Let's have some solos! Use three notes on glocks, recorders and other C instruments.

INTERRELATED DIMENSION - TIMBRE

Introduce children to the interrelated dimension of 'timbre': Ask if children can demonstrate or explain what is meant by this term. <http://www.essexonlinemusic.co.uk/freestyle/1312394-ks2-units-of-work/1312312-glockenspiel-stage-1/lessons/141695-glockenspiel-stage-1-step-1#tab-4> Explain that 'timbre' is what makes a particular musical sound have a different sound from another, even when they have the same pitch and loudness. For instance, it is the difference in sound between a guitar and a piano playing the same note at the same volume.

Now play the interrelated dimensions question – timbre video and answer.

Set up a large screen or a space somewhere in class where a pupil is out of sight of the class. Provide the child standing behind the screen with an instrument and ask them to play a note or beat once. The rest of the class have to hold up an

moving shoulders, tapping feet etc. Sing along if they already know the song.

On the screen you will have the option to break the song down into manageable learning sections. There is also a tempo controller that will slow the song down to aid learning.

Add movement to the song and have fun. Let the children use their imaginations to choreograph movement to the rap/song.

Verse 1

In my hands, in my feet, in my heart,
Music is in me,
In my hands, in my feet, in my heart,
Music is in me.

Discuss the structure (shape) of the song. You might want to follow the suggestion for learning the song, or you might just want to sing the whole song straight away as the children will know it and will have listened to it lots already. There are options to sing with or without the singer on the track.

If you are teaching a second vocal part, learn line by line or as instructed in the lesson plan. If you wish, add some stylised movement to a song. Search YouTube for clips of other performers singing this song and others like it; invite small groups to create their own routines and perform them to each other. The children could create a dance for the song.

CONTRASTS IN TIMBRE

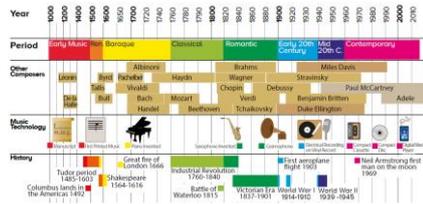
Once you have listened to the song as a class, allow children to practise the song in their creative links groups. Ensure children in the group all have an opportunity to sing as an ensemble and as a soloist.

EXTENDED LISTENING

Model how to take children through the song structure as the song is playing, showing keywords on the screen that relate to each section of the song (e.g. verse, chorus bridge).

skills books. They can use bullet points to record facts.

Provide each group with a history of music timeline and ask children to plot song details: work, composer, year, country and style.



Using their research, ask children to write an information text about their chosen song and provide information on the style of music (e.g. Soul/Gospel).

APPLICATION WEEKS

Ask children to create a painting or drawing using colour and a piece of music to accompany their artwork, which portrays a particular mood. Children must consider a suitable instrument. **[this could be completed in the 3rd hour]**

LESSON 4 – PLAYING

WALT: practise playing a classroom instrument using a sound-before-symbol approach

USING TUNED INSTRUMENTS

If you are using tuned percussion (glockenspiels, xylophones, etc.), begin the lesson by showing the instruments to the children. Allocate them (one instrument per child if possible) and explain how to:

- Place instruments on the floor or on a desk; children stand in a circle/horseshoe or behind their desks to sing and do musical activities and sit cross-legged or stand behind their desks to play.
- Hold the beater as if holding the handlebars of your bike (not like a pencil or a knife).
- Bounce the head of the beater on the note-bar to produce a good sound (leaving the head on the note-bar will deaden the sound).
- Tap the head of the beater gently in the centre of the bar.

instrument card that represents the sound made. Guide pupils through the attached PowerPoint presentation for further understanding of timbre.



Harry-Potter-Symphony-Suite.pptx

CLASSIFYING INSTRUMENTS

Provide children with a range of flashcards of different instruments, which belong to the following families of instruments: *percussion, brass, string and woodwind*. Get children to sort them into categories and then record in their key skills books in a similar diagram to the one below.



Children record definition for each family of instruments and use a colour code.

- What section of the orchestra would you use for music to accompany a little mouse?
- Would you use the same section of the orchestra to accompany a big heavy elephant?

LESSON 5 – IMPROVISATION

WALT: create and explore simple musical sounds with voices and instruments

Please note that no written music is supplied for the improvising activity.

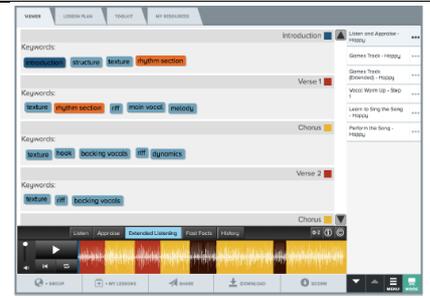
All Clap, Solo Improvise

Begin the lesson by sitting children in a circle. In this game and the extensions, make all improvisations one bar in length – the equivalent of counting 1, 2, 3, 4.

All clap the pulse (1, 2, 3, 4), then Child One improvises (makes up) a rhythm; all clap the pulse (1, 2, 3, 4), then Child B improvises a rhythm round the circle.

To extend the children:

- All clap, solo improvise, all copy improvisation
- All clap the pulse (1, 2, 3, 4), then Child A improvises, then all copy the improvisation; all clap the pulse (1, 2, 3, 4), then Child B improvises, then all copy the improvisation round the circle.



To help children internalise the song structure and think musically, ask them to complete the table, discussing what to listen out for and what to remember in relation to the keywords on the screen.

LESSON 6 – COMPOSITION AND PERFORMING

WALT: compose a section of music using crotchets and quavers

CROTCHETS AND QUAVERS (20mins)



Crotchet

Quaver



t-mu-1-lesson-1-crotchets-and-quavers-pov

Use the accompanying PowerPoint resource to introduce children to two new graphic notations: *crotchets and quavers*. Explain that the **crotchets** lasts for one beat. Model clapping a beat together using the PowerPoint examples. Now explain that a **quaver** is worth **half a beat** and has a little tail so we can tell the difference.



Show the following notation: what's the same, what's different. Explain that sometimes we see two quavers together so they add up to one beat, but arer

- Produce a good round sound: tone quality is more important than a lot of notes.
- Respect this instrument as much as any other instrument.



<http://www.essexonlinemusic.co.uk/freestyle/1312394-ks2-units-of-work/1313450-lean-on-me/lessons/162069-lean-on-me-flexible-pathway>

On the screen at the above link, you will see animated glocks and recorders playing easy and medium differentiated parts by ear. Ask children to play the easy and medium parts on their tuned instrument by ear to try and find the right notes. Teach the easy part to everyone to assess understanding then differentiate using the medium part when necessary. Allow children to practice in their groups. If you discover that there are children in your class that need an even easier part, use the first note from the instrumental part that is played on the screen and play it in time with the other parts repeated.

The sheet music tab on your resource will give you access to three differentiated parts for all band/orchestral instruments. These notated parts can be shown on-screen if you are teaching a KS2 class.

NOTATION

Please note: an understanding of notation does not necessarily mean reading music; some children will and some will not.

Show the children the notated scores so they can see the patterns and notes they have played; some will see relationships and some will not. If all the parts are too easy for a particular child, ask them to learn a part from memory and give them a mentoring role with the other children in the class. That child may not have experience playing in an ensemble or learning music from memory. Improvisation is a sure way of extending their skills.

Ask children if anyone can remember the musical term for what they just did. Remind them of the term **'improvisation'** and explain that when someone improvises, they make up their own tune that has never been heard before. It is not written down and therefore will never be heard again.

What is it called when you write your improvisation down?

Remind children that if you write your improvisation down in any way, it becomes a composition and you can play it again with your friends. The music comes from inside the performer and belongs to them; it is not a question of doing it 'right' or 'wrong'. If the activity is set up properly within correct musical boundaries, children can only succeed.

Children may wish to improvise using their voice, their instrument or both – although not both at the same time. Some may feel more confident using one and not the other.

In order to set the children up to succeed, they will need clear boundaries from you within which to improvise.

These include:

- Anyone who is improvising must listen to the music at the same time as improvising, so they know when to stop and what riff would be suitable.
- Clear use of pre-arranged signals showing the person playing when they should start and stop.
- Clear information as to which note(s) you may use for the improvisation, if playing an instrument.

Children can record the definition of improvisation and the above bulleted list as a success criteria in their key skills books.

IMPROVISE WITH THE SONG

On the interactive resource, children will learn riffs (a short repeated phrase in popular music and jazz, typically used as an introduction or refrain in a song) and use them as building blocks to make up their own tunes, to improvise! Take your time to play through the Bronze, Silver and Gold challenges -the notes needed will be written on the screen. Each

twice as fast because they need to fit into the same one beat as a crotchet. Their tails are joined together. In groups, get children to practice playing a crotchet and quaver and a combination of both using an instrument of their choice or by clapping the beat.

MODEL USING THE COMPOSITION TOOL

Select the button next to the Rhythm Notation button (4th button) on the composition tool near the bottom of the screen. This button is the Grid button. This will bring up eight empty bars on the screen. You can fill in those bars together. Drag and drop four 1's into the first bar and one 1 into the second bar. Repeat this onto the next three lines and click play. Clap along together then ask children to use their instruments to play the notes.

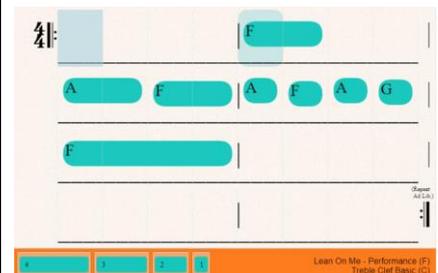


Fig 1.

COMPOSE WITH THE SONG

Once modelled how to compose using bars (above), allow children to create their own melodies, within the context of their song, using formal notations, including **crotchets and quavers**. Pupils can use voice, sounds, technology and instruments in creative ways. Give children the flexibility to notate music in different ways, using graphic/pictorial notation, video, ICT (such as GarageBand); however, they must contain some formal notations. Using a combination of the notes learned in this unit (C, F and G) children must use formal notations (crotchets and quavers,) to compose a short piece of music. Revisit the 4x4 grid children completed in lesson 4 and show how they can convert to show graphic notations and the note to play using a colour code e.g.



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|  | | <p>learning process, not just the final outcome.</p> <ul style="list-style-type: none"> • Which performance option will you use? Ask the children which activity they most enjoy. You can record the others. • Consider how best to use the concert space, e.g lengthways, sideways or in the round. • Who will announce the piece? What will they say? • What actions/ dance/ movement will you include, if any? • Will you include the second vocal part? • Encourage the children to be still and silent immediately before and after their performance. • Above all, encourage everyone to enjoy it! <p>Children respond very well to an approaching performance; they love to be given the opportunity to shine and will always rise to the occasion.</p> |
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Application of Skill

For the second half of the unit, children will select their own song with the same/similar style of music from the taught sessions e.g. 'Lean On Me' by Bill Withers, 'He Still Loves Me' by Walter Williams and Beyoncé, 'Shackles' by Mary Mary, 'Amazing Grace' by Elvis Presley, 'Ode To Joy Symphony No 9' by Beethoven, 'Lean On Me' by The ACM Gospel Choir

TASK SHEET

1. **Listen and appraise** – play and listen to your chosen song completing the listening guide sheet. Answer the appraise questions about your song. Research about your song and write a short information text about it.
2. **Games** – Within the context of your chosen song, practice finding the pulse, rhythm and pitch. Apply what you have learnt about timbre to create a visual art piece or poster representing it. **HLP** –design a short rhythmic game to model to the class
3. **Singing** - Listen to the recording of your chosen song and practise singing it as part of a group or parts as a soloist. Be ready to perform it in the final session.
4. **Improvisation** – Create a rhythmic pattern using one, two or three notes by playing riffs that other children can copy and play back.
5. **Composition** – Use formal music notations including *crotchets* and *quavers* to record a composition from your song using a grid. You must think about the structure of the song by listening to the backing track and have a copy of the lyrics.
6. **Playing** - demonstrate confidence and fluency when playing your composition using a tuned instrument of your choice.
7. **Perform** - Play your instrument, improvise and play your compositions, and sing as part of this performance with as much confidence and accuracy as possible.