

Music



Chinese New Year

Essential Knowledge

By the end of this unit children will

- Match their movements to the music, explaining why they chose these movements.
- Accurately notate and play a pentatonic melody.
- Play their part in a composition confidently.
- Work as a group to perform a piece of music.

Vocabulary

Accuracy, crescendo, control, composition, dynamics, duration, expression, features, fluency, folk music, glockenspiels, grid notation, harmony, layered melodies, letter notation, melody, musical terminology, notation, notes, octaves, pentatonic melody, pentatonic scale, phrases, scale, tempo, timbre, untuned percussion

Pentatonic melodies and composition Intention

To learn about the music used to celebrate the Chinese New Year festival.

To play a pentatonic melody on a tuned percussion instrument.

To write and perform a pentatonic melody.

To perform a group composition.

To perform a piece of music as a group.

Key objectives:

Using letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions. Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.

Understanding that music from different parts of the world, and different times, has different features.

Recognising and explaining the changes within a piece of music using musical vocabulary.

Describing the timbre, dynamic and textural details of a piece of music, both verbally and through movement.

Beginning to show an awareness of metre.

beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.

Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).

Using letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions.

suggesting and implementing improvements to their own work, using musical vocabulary.

Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.

Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.

Offering constructive feedback on others' performances.

Session 1

Focus:	Success criteria
<ul style="list-style-type: none">To learn about the music used to celebrate the Chinese New Year festival.	<ul style="list-style-type: none">I know the story of Chinese New Year.I can describe the features of Chinese New Year music using musical terminology, including: crescendo (gradually getting louder), tempo (speed), duration (length), dynamics (volume), timbre (sound).I can show the features of Chinese New Year music through dance.

Before the lesson

- *Audio: Celebration (see Main event).*
- *Audio: Lion dance (see Main event).*
- *Audio: Happiness (see Main event).*
- *Audio: New Year is coming (see Main event).*
- *Audio: Fireworks (see Main event).*
- *A large space suitable to dance in (see Main event).*
- *Pupils may want to change into PE shoes (see Main event).*
- *Elastic to secure the dragon mask.*
- *Link: Dragon Dance on Videolink.**
- *Link: The story of Nian by Learn How to Chinese on Videolink.**

** These are external websites and we do not have control over their content – please check before showing them to the children.*

- *Activity: Dragon mask (one per pupil).*

Recap and recall

Before starting this unit you might want to check children can recall:

- Strategies to sing together, such as look at the leader to know when to start and stop.
- Singing techniques, such as posture, breathing and voice warm ups.

Attention grabber

Watch The story of Nian by Learn How to Chinese video that explains the Chinese New Year Story. Remind the children that Chinese New Year is celebrated on a different date from our New Year.

Ask the children to retell the story of Nian:

- What is Chinese New Year?
- What happened in the story of Nian?
- What kind of music would we need to frighten Nian away?

Main event

Revise the following terms and definitions:

- *Crescendo* - gradually getting louder.
- *Tempo* - speed.
- *Duration* - length.

Ask pupils to think about showing these terms through their movement to the music. Give them the following examples:

- *Crescendo* - make movements bigger and bigger to match the crescendo in the music.
- *Tempo* - make movements faster or slower to match the tempo of the music.
- *Duration* - make short or long movements to match the short and long notes (or rhythms) in the music.

Listening and dancing activity

Play parts of the audio tracks below written for Chinese New Year below and ask the children to dance to the music.

Pause the music at various points and ask individuals to model and explain their movements.

Change the music to another track.

Audio: Celebration

Audio: Lion dance

Audio: Happiness

Audio: New Year is coming

Audio: Fireworks

Dragon dance activity

Watch the Dragon Dance video.

Point out how the music and the dance movements complement each other.

Ask the children to describe some of the features of the music, using musical terminology such as:

- Dynamics (how loud or quiet the piece of music is).
- Tempo (pace or speed at which a section of music is played).
- Timbre (what makes a particular musical sound have a different sound from another).

Explain that in a few weeks time the children will create their own music for a dragon dance.

Wrapping up

Hand out the *Activity: Dragon mask template*. The children colour these in, ready to use in their final performance.

Ask the children to look for brightly-coloured scarves or similar material they have at home that they could borrow for the rehearsal in the last two lessons.

Vocabulary definitions

crescendo

The gradual increase in volume of the music.

duration

How long a tone is played or sung for.

dynamics

How loud or quiet the piece of music is.

tempo

The pace or speed at which a section of music is played.

timbre

What makes a particular musical sound have a different sound from another.

Assessing progress and understanding

Pupils with secure understanding indicated by: matching their movements to the music; describing why they made their movement choices.

Pupils working at greater depth indicated by: using musical terminology to describe their movement choices.

Adaptive teaching

Pupils needing extra support

Could work with a more confident partner.

Pupils working at greater depth

Should be able to verbalise their movement choices using key vocabulary.

Session 2

Focus:	Success criteria
<ul style="list-style-type: none">• To play a pentatonic melody on a tuned percussion instrument.	<ul style="list-style-type: none">• I can play a five-note (pentatonic) scale.• I can play melodies using the five notes of the pentatonic scale.

Before the lesson

Teacher video: Pentatonic scale

- *Presentation: Gimme five!*
- *Audio: Jasmine Flower (see Attention grabber).*
- Tuned percussion instruments, such as glockenspiels, chime bars, a set of boomwhackers, a set of handbells, or a pBuzz with the letter names labelled on the notes (one between two).
- Children who have instrumental lessons can bring their own instruments.
- *Activity: Pentatonic scale and melodies (one between two).*

Recap and recall

Display the *Presentation: Gimme five!* and give the children some time to talk to their partner.

Presentation: Gimme five!

Take feedback.

Answers may include:

- The story is about the Spring festival (Chinese New Year).
- Nian was a big monster, looking like a lion with a horn on his head.
- Nian came to the village every year on New Year's Eve, destroying crops and eating animals.
- The villagers were hiding in the mountains every year.
- Once a poor man came to the village and asked to stay in a granny's house.
- The poor man scared Nian away with red colour, fire and loud noises.
- The poor man was actually a god who came to help people.
- People now celebrate New Year with red colour and firecrackers.

Attention grabber

Play the *Audio: Jasmine Flower*, a traditional Chinese melody played on violin, zither & harp:

Explain that traditional Chinese music, as well as traditional folk music from around the world, is based on a five-note scale. This is called a **pentatonic scale**.

Main event

Arrange the children in pairs.

Hand out the *Activity: Pentatonic Scale and Melodies* and one glockenspiel to each pair.

Ask the pupils to play the scale on the first page together at a very slow pace.

When most of the children can securely play a pentatonic scale, ask them to use the second sheet on *Activity: Pentatonic Scale and Melodies* (titled 'Pentatonic Melodies') to play with their partner.

Encourage children who brought their own instruments to try playing the scale on their instrument, providing they know how to play all the notes of the scale.

Questions

- What is a pentatonic scale? (A scale made up of five notes)
- How many notes does a pentatonic scale have? (Five.)
- Is it only Chinese music that uses pentatonics? (No, many other cultures use the pentatonic scale, particularly in their folk music.)

Wrapping up

Ask each pair to perform one of the pentatonic melodies.

Discuss what went well and what aspect they might need to work on:

- Fluency (reducing hesitation).
- Accuracy (getting the melody right).

- Control (instrumental technique - not miss-hitting or bashing the instrument).

Vocabulary definitions

The vocabulary for this lesson has already been introduced in Lesson 1.

Assessing progress and understanding

Pupils with secure understanding indicated by: accurately playing a pentatonic melody.

Pupils working at greater depth indicated by: playing several pentatonic melodies accurately, fluently, and with technical control and expression.

Adaptive teaching

Pupils needing extra support

Could be grouped together and supported by the teacher while practising; could put stickers on the correct notes of their glockenspiel.

Pupils working at greater depth

Should focus on playing with fluency, control and expression; could experiment with harmonies using the notes of the pentatonic scale.

Focus	Success criteria
<ul style="list-style-type: none">• To write and perform a pentatonic melody.	<ul style="list-style-type: none">• I can write a pentatonic melody using letter notation.• I can play my pentatonic melody from letter notation.

Before the lesson

Teacher video: Pentatonic letter notation

- Tuned percussion instrument, e.g. glockenspiel or other instruments with the notes CDEGA (one between two pupils).
- A whiteboard (one for the teacher).
- Children who have instrumental lessons can bring their own instruments.

- Activity: Pentatonic melody grid.
- Activity: Pentatonic melody grid: support version (optional - see Adaptive teaching).

Recap and recall

Display the *Presentation: Agree or disagree?* and use the activity to recap learning from the previous lesson.

Presentation: Agree or disagree?

Gather feedback.

Answers may include:

- Yes, as it sounds similar to music from the previous lessons.
- Yes, there are Chinese lanterns in the picture and the music sounds like from the Story of Nian which is also Chinese.
- Yes, the lanterns are for celebrating Chinese New Year and the music sounds happy and festive.

Attention grabber

Draw a grid of five squares in a row on a whiteboard.

Ask the children to help you fill in the grid with the letter names of the pentatonic scale (C, D, E, G, A).

Referring to the completed grid, ask a pupil to try and play the notes on a tuned instrument. Are they in the right order?

Questions

- Which notes are in a pentatonic scale? (C, D, E, G, A.)
- What order do they go in? (C, D, E, G, A.)

Main event

Arrange the children in pairs and explain that they will create and write down their own pentatonic melodies.

Model this by playing a few notes, deciding what order they sound best in and then writing their letter names down in the same order.

Hand out a tuned instrument and the *Activity: Pentatonic melody grid* or *Activity: Pentatonic melody grid (support)* to each pair.

Explain that the grid is separated into four 'phrases' which together make up a melody. Some children will work at a slower pace so they can play one or two phrases as a melody if they need to (see Adaptive teaching).

Ask the children to create, notate and rehearse a pentatonic melody using the *Activity: Pentatonic melody grid*, as demonstrated before.

Ensure that the children write their melodies onto the grid and keep them safe for the next lesson.

Listen to their work in progress during the lesson and suggest improvements or move them onto the next stage of writing performance directions (relating to dynamics and tempo) to their grid.

Wrapping up

Ask the children to swap their score with another pair and try playing each other's pieces. Ask the pupils to give each other marks out of five for accuracy.
Remind pupils to bring in their colourful scarves or materials from home for the next lesson.

Vocabulary definitions

The vocabulary for this lesson has already been introduced in Lesson 1.

Assessing progress and understanding

Pupils with secure understanding indicated by: accurately notating (with letters) and playing a pentatonic melody.

Pupils working at greater depth indicated by: notating and playing a pentatonic melody accurately, fluently, and with technical control and expression; playing someone else's melody at sight with minimal hesitation.

Adaptive teaching

Pupils needing extra support

Could be grouped together and supported by the teacher with their melody creation and notation; should use the *Activity: Pentatonic melody grid (support)*; could create fewer phrases to form their melody.

Pupils working at greater depth

Should add performance directions to their score, including dynamic markings, tempo markings and other performance indications; could practise following these when they perform.

Focus:	Success criteria
<ul style="list-style-type: none">• To perform a group composition.	<ul style="list-style-type: none">• I can understand what layered melodies are.• I can perform a group composition made up of three-layered pentatonic melodies.• I can perform using untuned percussion.

Before the lesson

- *Presentation: Odd one out.*
- *Completed Activity: Pentatonic melody grids from Lesson 3: Letter notation.*
- *Dragon masks from Lesson 1: Dragon dance complete with elastic and ready to wear.*
- *Pentatonic grid scores/tunes from Lesson 3: Letter notation.*
- *Tuned percussion instruments (one between two).*
- *Untuned percussion instruments (one between two).*
- *Children who have instrumental lessons can bring their own instruments in.*
- *Link: Dragon Dance on Videolink - this is an external website and we do not have control over its content - please check before showing it to the children.*

Recap and recall

Display the presentation *Odd one out*.

Play the audio clips and give the children some time to decide which one doesn't belong.

Presentation: *Odd one out*

Gather feedback.

Answers may include:

- The second clip doesn't belong because it's using different instruments.
- The second clip doesn't belong because it doesn't use pentatonic melodies.
- The second clip doesn't belong because it doesn't sound like what we have been listening to when learning about traditional Chinese music.

Attention grabber

Ask the children to sit down, put their dragon masks on and hold their scarves above their heads.

Watch the video on Link: Dragon Dance.

While the children watch the video, ask them to make body and head movements to match the music.

Tap the children on the shoulder one by one to indicate that they should get up and move around the room. Gradually add children until everyone is up and dancing.

Main event

Explain that the children will create a piece of music called 'Enter the Dragon'. The piece will start calmly with the pentatonic tunes from last lesson and then the dragon will suddenly appear. The children will use lots of crashing percussion to frighten the dragon away, just like the villagers frightened Nian away in the story.

Arrange the children in the same pairs as the last lesson.

Hand out their completed *Activity: Pentatonic Melody Grid* from Lesson 3 to each pair.

Ask the pairs to join together to make groups of six (three pairs in each group). Ensure that each group has three pentatonic melodies to play (one per pair).

Explain that their task will be to play these at the same time.

Hand out the tuned instruments and allow some time to practise playing their respective melodies.

Once the children are more confident with their melodies, ask them to practise playing them simultaneously in their group - each child using an instrument. If they are sharing a glockenspiel, two of them can play their melodies at the same time at different octaves.

Once the children can do this confidently, ask them to choose three of the children to play the layered pentatonic melodies.

Hand out untuned percussion instruments to the remaining children in each group and explain they will play these when the dragon appears.

Decide when to add the percussion instruments and practise until they sound well together.

Questions

- How do we play our melodies? (Answers may include: start and stop at the same time, at a similar dynamics and tempo.)
- How do we play the untuned instruments? (Really loud to scare the dragon away.)
- How do we know when to start and stop? (By looking at each other or the group leader.)

Wrapping up

Choose one or two groups who have done particularly well at the main activity to play their piece to the rest of the class.

Ask the other pupils to join in with their dragon dance when the crashing percussion sounds start.

Invite the class to reflect on their performance with these questions:

- What was good about the music?
- What could be improved?

Vocabulary definitions

The vocabulary for this lesson has already been introduced in Lesson 1.

Assessing progress and understanding

Pupils with secure understanding indicated by playing their part in the composition confidently and in time with other group members.

Pupils working at greater depth indicated by: playing their piece accurately, fluently, and with technical control and expression.

Adaptive teaching

Pupils needing extra support

Could play the untuned instruments; could put stickers on the notes of their pentatonic scale.

Pupils working at greater depth

Should play the tuned instruments; could act as a group leader, making sure all three layers sound good together.

Session 5

Focus:

- To perform a piece of music as a group.

Success criteria

- I can perform a piece of music about Chinese New Year as part of a group.
- I can evaluate my own work and the work of my peers.

Before the lesson

- *Presentation: 3, 2, 1.*
- *Completed Activity: Pentatonic melody grids from Lesson 3: Letter notation.*
- *Tuned and untuned percussion instruments pupils have used to practise previous performances (including pupils' own instruments where applicable).*
- *Video or audio recording equipment.*
- *Dragon masks from Lesson 1: Dragon dance.*
- *Scarves and material brought in from home.*
- *Link: Assessment - Music Y3: Pentatonic melodies.*

Recap and recall

Display the *Presentation: 3, 2, 1.*

Give the children some time to talk to their partner.

Presentation: 3, 2, 1.

Gather feedback.

Answers may include:

- It's a story about the Chinese New Year. Nian was a monster which was scaring villagers every year. The villagers learnt to scare Nian away with red colour, fire and loud noises.
- They comprise of five sounds. They are used in folk music.
- Make loud noise with their instruments.

Attention grabber

Ask the children to form their groups from the last lesson and hand out their instruments.

Give them time to rehearse their pieces of music.

Remind the children that this is the time to make any changes or improvements to their piece.

Main event

Ask the children to get their masks and scarves.

Invite each group in turns to perform their piece of music. Record their performance.

Encourage other pupils to start their dragon movements (seated) when they hear the percussion start.

Invite each group to evaluate their own performance before inviting the other pupils to comment. Remind them to comment on the piece of music itself and on the way it was performed. Ask the performing group (and then the audience):

- What was the best part of the music?

- What was the best thing about the performance?
- What could they improve?

Invite the children to vote for their favourite piece. Ask the most popular group to perform their piece again, with everyone standing up and dancing like a dragon. Record this performance.

Wrapping up

Discuss with the children what they have learned during this unit. Focus on the musical skills that the children have developed and encourage them to use musical terminology in their answers.

Optional: Provide each child with the Quiz - pupil answer sheet and display the Unit quiz (see link: *Assessment - Music Y3: Pentatonic melodies*). Read each question aloud and allow the children time to answer. Reveal the answers and ask them to self/peer mark their answer sheets.

Questions:

- How many notes does a pentatonic scale have? (Five.)
- How did you make your dance movements match the music?
- How did you create music as part of a group? (Answers can include: listening to each other, choosing a group leader.)
- How did you combine your pentatonic melodies?

- How did you use grid notation? (To help remember the melodies.)

Vocabulary definitions

The vocabulary for this lesson has already been introduced in Lesson 1.

Assessing progress and understanding

Pupils with secure understanding indicated by: working as a group to perform a piece of music; playing their instruments accurately and with control.

Pupils working at greater depth indicated by: taking a lead role in a group to perform a piece of music; showing understanding of layered melodies.

Adaptive teaching

Pupils needing extra support

Could play the untuned instruments; could put stickers on the notes of their pentatonic scale.

Pupils working at greater depth

Should play the tuned instruments; could act as a group leader, making sure all three layers sound good together.

Through this unit of work the following essential skills will be developed:

Literacy

talk clearly and confidently about their thoughts, opinions and ideas, listening carefully to others so that they can refine their thinking and express themselves effectively.

Learning and thinking skills

create and develop, using their imagination to explore possibilities and generate ideas. They try out innovative alternatives, looking for patterns, recognising differences and making generalisations, predicting outcomes and making reasoned decisions

evaluate, developing criteria for judging work and suggesting refinements and improvements

Personal and emotional skills

reflect on past achievements and experiences to manage future learning and behaviour

set goals for their personal development and learning, and work towards them

work independently, knowing when to seek help, dealing with pressures and deadlines

control their own physical movements in a range of contexts with skill, dexterity and confidence

Social skills

take turns and share as appropriate, stating their own views and needs

give constructive support and feedback to benefit others as well as themselves.