

In this unit the children learn about 'beat' music. The rock/pop group the Beatles are known for 'beat music'. 'Beat music' is known for having a strong beat on each beat. By learning about beat music the children develop their understanding about the beat/pulse and metre (where the beat is split into regular groups). This builds on their knowledge of beat developed in year 1 in Autumn A (*Marching Music*), Autumn B (*Samba*) and Spring B (*Ostinato I*) and beat/metre studied in the first unit of year 2 (*Ostinato I*).

By studying the Beatles' song, 'Yellow Submarine' the children develop their understanding of beat and metre. They learn to sing the song and in doing so also learn how a song can have a verse/chorus structure. They discover how a melody can be accompanied by instruments in a band and create their own accompaniment for 'Yellow Submarine' using tuned and untuned percussion instruments. By comparing the song with another famous Beatles' song, 'Help!' they understand how metre can move at different speeds (tempo). This builds on their developing knowledge of the effect of varying speed, encountered in the first unit of year 2 (*Ostinato I*).

The study of beat and metre allows the children to be introduced for the first time to how we can use symbols to represent rhythm patterns in music. They learn stick notation for 'ta' (a crotchet) and a crotchet rest (silence) both of which last for one beat. They practise using these symbols to understand what rhythm to clap and then use these symbols to add tuned percussion to their rendition of the chorus of 'Yellow Submarine'.

Lesson Sequencing

In lesson 1 the children are introduced to the pop/rock group the 'Beatles'. The 'Beatles' were an English pop/rock band who started in Liverpool in England in 1960. The members of the band were John Lennon, Paul McCartney, George Harrison, and Ringo Starr. Lots of people think that they are the most successful and influential band in the history of popular music. In this lesson the children listen to 'Yellow Submarine' which was a song written by John Lennon and Paul McCartney for Ringo Starr (the drummer in the band) to sing as a solo. It was written as a children's song. The type of music which the Beatles are known for is 'beat music'. 'Beat music' is known for having a strong beat on each beat. The children use 'Yellow Submarine' in this lesson to find the regular beat and metre of the song. They then start to learn to sing the song by learning the chorus.

In lesson 2 the children continue to explore the Beatles' song 'Yellow Submarine' and learn how it has a verse/chorus structure. A verse is a part of a song which has different words but the same tune each time it appears. A chorus is a part of a song which is usually repeated after each verse (or two verses) and has the same lyrics and tune each time it appears. The children go on to learn how to sing three of the verses of the song and put this together with the chorus.

In lesson 3 the children continue to investigate 'Yellow Submarine', in particular thinking about what accompanies the melodic line of the song. The melody of the song is accompanied by a guitar, bass guitar and drums. They continue to practise their own version of the song and use untuned percussion instruments to start creating their own accompaniment for their singing. Untuned percussion instruments are instruments which you tap or strike to make a sound and which do not play a specific pitch. Pitch means how high or low a sound is.

In lesson 4 the children learn that we can use symbols to represent rhythmic patterns in music. They learn stick notation for 'ta' (a crotchet) and a crotchet rest (silence) both of which last for one beat. They practise using these symbols to understand what rhythm to clap and then use these symbols to add tuned percussion (percussion instruments which play at a particular pitch) to their rendition of the chorus of 'Yellow Submarine'.

In lesson 5 the children are reminded what 'metre' (how the pulse/beat of a piece of music can be split into regular groups) and 'tempo' (speed) means and compare the metre/tempo in 'Yellow Submarine' and another famous Beatles' song, 'Help!'. They go on to explore how sound effects (a recorded sound which isn't singing or an instrument being played) are used in 'Yellow Submarine' and how some of these were made, before adding their own sound effects to their rendition of the song.

In lesson 6 the children practise and perform 'Yellow Submarine' as a class using untuned/tuned percussion to accompany the singing as well as sound effects developed in lesson 5. They learn that we can evaluate a performance to make it better next time. By practising the song so it is ready for performance they develop their skills in singing and playing together in a group, following the directions of the teacher who acts as a leader to keep the music together.

Musical Focus

Pulse/Beat/Metre/Tempo

- Finding the pulse
- Beat music

- Metre—grouping beats in 4s
- Steady and fast tempo

Structure and Form/Texture

- Verse and chorus
- Melody and accompaniment

Notation

- Stick notation showing crotchets and rests

Links to Prior/Following Units

Year 1

Autumn A—*Marching Music* (Pulse/Beat—marching to the beat)

Autumn B—*Samba* (Pulse/Beat—finding the pulse; Rhythm—layered over a pulse, using percussion in rhythms)

Spring B—*Ostinato I* (Pulse/Beat—finding a beat/pulse; Texture—Layering different rhythmic patterns)

Year 2

Autumn A—*Ostinato II* (Metre—grouping beats in 2s and 3s; Tempo—Constant and changing tempo)

Summer A—*Emotions in Sound* (Rhythm—rhythmic ostinato; Notation—stick notation to show ta, ti and rests)

Year 3

Autumn A—*Off-beat* (Pulse/Beat—off-beat; Metre—grouping beats in 4s and the downbeat; Rhythm—stick notation to show crotchets, paired quavers and minims; Texture/Structure and Form—songs with accompaniments, verses/chorus)

Summer A—*Stories in Sound II* (Stick notation showing crotchets, paired quavers and minims)

Links to other PKC subjects

This unit links to the Geography curriculum, where in Spring A of year 1 the children learn about the UK. Liverpool, where the Beatles originated from is in England on the West coast.

Outcomes

Learn and perform a song with accompaniment on untuned/tuned percussion and sound effects using stick notation to read crotchets and rests.

Key Learning Points

- The Beatles wrote and performed 'Yellow Submarine' and 'Help!' and are known for creating 'beat' music which often places a strong emphasis on each beat.
- A song can be split into verses and a chorus and can have a melody and accompaniment
- 'Metre' means how the pulse/beat of music is split into regular groups
- 'Tempo' means the speed of a piece of music
- 'Untuned percussion' means a percussion instrument which does not play pitch
- 'Tuned percussion' means a percussion instrument which plays pitch
- Symbols can be used to represent rhythmic patterns

Progression: Technical, Constructive, Expressive

Singing

Children learn and sing call and response and action songs, to warm up at the beginning of each lesson. They also learn to sing the song 'Yellow Submarine' over the course of six lessons. This develops their technical singing skills which include posture hold, breath control, singing with a pulse, imitating rhythms, varying speed, holding a particular pitch and singing together in an ensemble. Practising songs over the course of six lessons ensures familiarity and increasing sophistication of musical expression. The children use the songs which they sing at the beginning of the lesson to develop their skills in identifying pulse.

Listening

Children practise 'active' listening, developing their technical skills of feeling, clapping, tapping, using actions and moving to the beat at different speeds (tempo) allowing them to identify metre. By listening to songs by the Beatles they begin to have conscious understanding of how music is constructed, focussing on the dimensions of pulse, metre, rhythm, tempo, texture and structure/form. By studying these songs, they begin to develop an increasing understanding of the expressive qualities of music from a particular culture/genre.

Practising

Practising singing a song which makes use of tuned and untuned percussion instruments to create rhythms over a pulse develops technical motor skills and an internal sense of pulse and rhythm. Creating a song which uses a verse/chorus structure and layers different rhythms over a pulse develops knowledge of handling pulse, rhythm, metre, tempo and texture as component dimensions of making music. Practising the skills required for building the song gradually over the course of the unit, ensures increasing confidence and sophistication in the expressive quality of musical outcomes.

Performing

Working towards performance of a song with accompaniment over the course of six lessons ensures increased technical accuracy, confidence, fluency, expression and the ability to play securely in an ensemble, following a leader.