

Lessons

1. Listen and Focus
2. Explore
3. Investigate and Practise (1)
4. Investigate and Practise (1)
5. Practise
6. Perform and Evaluate

Musical Focus

Structure/Form and Texture

- Ostinato bassline
- Canon—layering parts

Pitch

- Contrasting pitch of violin/'cello
- Using hand signals and symbols to show pitch
- Using letters A-G for a musical scale

Notation

- Dot notation for F, A, and C on the staff

National Curriculum Coverage

Pupils should be taught to:

- sing and play musically with increasing confidence and control
- develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Outcomes/ Key Learning Points

Play and perform a version of Pachelbel's Canon using ostinato and canon parts on glockenspiels/xylophones. Sing a simple song in a four-part round. Read dot notation on a staff for do, me and sol (F, A, and C).

- An ostinato is a short phrase which is repeated throughout a piece of music
- A canon is where a melody is played and then imitated shortly afterwards by another part. A round is a simple canon.
- Music can have lots of parts layered on top of each other. A bassline is the lowest part of the music.
- Pachelbel's Canon was written for four stringed instruments, one 'cello and three violins. It has an ostinato bassline.
- A violin has a higher pitch. A 'cello has a lower pitch.
- We can use hand signals with words and symbols to represent pitch.
- The staff is like a frame which we can put dots on to show pitch.
- A scale is when pitch is ordered to go up and down, step by step. We can give pitches in a scale letter names

Repertoire/Genre Focus

Baroque

Pachelbel—Canon

Instrumentation

Listening—Strings (violin/'cello)

Playing—Tuned percussion, voice

Link to Prior/ Following Units

Year 2

Autumn A—Ostinato II (Rhythm—Rhythm ostinato)

Spring A—Peter and the Wolf (Pitch—using major triad to create pitch patterns; Dot notation to show pitch patterns)

Summer A—Emotions in Sound (Rhythm—Rhythmic ostinato; Texture—Layering sound, singing in rounds)

Summer B—Lullabies (Texture—singing in parts)

Year 3

Spring A—Vivaldi's Winter (Texture/Structure and form—solo and layered texture ; Dot notation for a triad on the staff)

Summer A—Stories in Sound II (Dot notation for do-mi range on the staff)

Year 4

Autumn A—Working Songs (Texture—Solo/Chorus; melody with rhythmic accompaniment)

Autumn B—Take the 'A' Train (Texture—Melody and accompaniment; Dot notation on staff in treble clef showing do-so range)

Spring A—Beethoven's 5th (Texture—Unison v layered; Dot notation on staff in treble clef showing do-so range)

Spring B—Solo (Pitch and Melody—Phrases moving by jump and by step)

Summer A—Stories in Sound III—(Texture—building layers of texture, ostinato bassline, rhythmic ostinato; Dot notation on staff showing do-so range)

Teacher Knowledge

In this lesson the children are introduced to Pachelbel's Canon. This very famous piece was written by the German, baroque composer Pachelbel sometime between 1680 and 1706. It is a canon written for four parts for three violins and one 'cello. It has an ostinato bassline which is played by the 'cello (written with an apostrophe because this is a shortened version of the whole word 'violincello'). An ostinato is a short phrase which is repeated throughout a piece of music. In this lesson the children learn to play the bassline on glockenspiels/xylophones. Whilst Pachelbel's music is written in the musical key of D (it is known as 'Canon in D') the children will play the bassline in the key of C as this key does not include any sharps and flats.

Knowledge Objective

To know that an ostinato is a short phrase which is repeated throughout a piece of music

Knowledge Goals

An ostinato is a short phrase which is repeated throughout a piece of music

A bassline is the lowest part of the music

Pachelbel's Canon has an ostinato bassline played by the 'cello

Lesson Detail

Warm up: As soon as the children come into the classroom ask them to stand in a circle facing each other. Start by warming up with three call and response songs. Encourage the children to stand with two feet flat on the floor with their arms by their sides. Start by revising the songs the children already know and teach the songs they don't know (see videos for guidance). Before you start each call and response song chant "I sing, you sing".

Call and response songs: 'Boom chicka boom', 'Che che kule' and 'Sorida'.

Prior Learning: Establish prior knowledge about stringed instruments. Ask: *What is a violin?* (A four-stringed instrument, played under the chin, with a bow—show a picture of a violin.)

Vocabulary: Go through the knowledge objective, define the key vocabulary for this lesson using Knowledge Organiser and content of the teach section below and ask children repeat the words out loud.

Listen/Respond/Explore: Ask the children to lie down, close their eyes and listen to Pachelbel's Canon from the year 3 playlist. As they listen ask them to think about these questions:

· *How does the music make you feel? Why?*

· *What can you say about the tempo of this piece of music?* (Remind them that tempo means the speed of the music—it is played at a medium tempo, not too fast and not too slow.)

· *What do you think is playing the music?* (It is being played by stringed instruments, 3 violins and a 'cello.)

Teach: Explain to the children that this famous piece of music called 'Canon' by the composer, Pachelbel. Remind the children that a composer is someone who writes, or composes music. It was written a long time ago—sometime between 1680 and 1706. It is being played by stringed instruments—this means musical instruments with four strings, like the violin and the 'cello. Show the children a picture of a (or if possible a real) violin and 'cello. Point out that the cello is bigger than the violin. This means the strings of the 'cello are longer which means they make a lower sound than the violins.

Listen/Respond/Explore: Listen to the beginning of the piece again—up until 1.34. As they children listen ask them to consider:

· Which instrument do you think starts playing first? (It is the 'cello—we know this because it is lower than the other instruments which join in.)

· What do you notice about the music that this instrument is playing? (It plays a phrase which repeated again and again.)

Teach: Explain that the 'cello is playing a bassline—this is the lowest part of the music. The bassline is an ostinato bassline—an ostinato is a short phrase which is repeated throughout a piece of music. A musical phrase is like a musical idea or a sentence in writing. The 'cello plays the same phrase for the whole of the piece of music. It is 8 notes long.

Create: Explain to the children that they are going to learn to play the ostinato bassline from Pachelbel's Canon. They will use xylophones/glockenspiels to do this. The children should share one instrument between two. The ostinato will be made up of 8 notes (c, g, a, e, f, c, f, g) played at a steady, even pulse of about 45 beats per minute. Find this pulse on an online metronome. One child will play the first four notes (group 1: c, g, a, e) and one child will play the next four notes (group 2: f, c, f, c) in time with 8 beats of the pulse. If possible allow each child to have one beater each so they do not have to hand it over. Use the diagram of a xylophone/glockenspiel in the resources to show the children where the notes are on the instrument. The red notes should be played first, followed by the green notes. The sequence of notes can be followed in as indicated in the tables in the resources for beats 1-8 (indicated with hearts). Children should practice playing the ostinato over and over again until they are fluent at playing it repeatedly.

Partner teach/Plenary: Ask: *What is a bassline? What is an ostinato? What plays the ostinato bassline in Pachelbel's Canon?*

Vocabulary

- composer
- stringed
- 'cello
- violin
- phrase
- ostinato
- bassline

Composer/Artist/ Music

Pachelbel
Canon in D

Resources

Year 3 playlist. 15 xylophones/glockenspiels with low C to high C (8 notes) range with one beater for each child.

Misconceptions

Not playing the glockenspiel/xylophone in time with the pulse (rushing or slowing down) or hitting the wrong note/getting the notes out of sequence.

Teacher Knowledge

In this lesson the children listen to Pachelbel's Canon again and learn about what a canon is. A canon is where a melody is played and then imitated shortly afterwards by another part. A round is a simple form of canon. When lots of parts are layered on top of each other in music, as in a canon, we call this 'texture'. Pachelbel's Canon is perhaps the most famous example of a canon. The children learn to sing a round to get first hand experience of a canon and go on to start to build the parts of their own version of Pachelbel's Canon.

Knowledge Objective

To know that a canon is where a melody is played and then imitated shortly afterwards by another part

Knowledge Goals

A canon is where a melody is played and then imitated shortly afterwards by another part

A part in music is a line which can be played by one or more players. Music can have lots of parts layered on top of each other

A round is a simple canon

Lesson Detail

Warm up: As soon as the children come into the classroom ask them to stand in a circle facing each other. Start by warming up with the call and response songs from last week. Encourage the children to stand with two feet flat on the floor with their arms by their sides. Before you start each call and response song chant "I sing, you sing". Try varying the speed, volume and starting pitch of the call and response songs, encouraging the children to match your speed, volume and starting pitch.

Revise the solfa hand signals for do, me and sol learnt in year 2 and add these in when singing '[Sorida](#)' (see song videos for guidance). Remind the children that these show us the pitch of the notes in the song, or how high or low the notes are.

Teach '[I am but a melancholy flower](#)' to add to the children's repertoire of songs (see song video). Once they have learnt it try singing this as a two-part round with the second group starting to sing after the first group have sung 'I am but a' twice.

Prior Learning: Ask: *What is a bassline? What is an ostinato? What plays the ostinato bassline in Pachelbel's Canon?*

Vocabulary: Go through the knowledge objective, define the key vocabulary for this lesson using Knowledge Organiser and content of the teach section below and ask children repeat the words out loud.

Listen/Respond/Explore: Play Pachelbel's Canon to the children from the year 3 playlist. Ask: *What do you remember about this piece of music?* Remind the children that this piece has an ostinato bassline played by the 'cello. Three violins play over the bassline.

Play the music again to 0.42 seconds. Ask the children: *When do the violins start playing? Do they start all at once or gradually?* Explain they start gradually, a new violin comes in every 8 beats. This is because this piece is a canon.

Teach: Explain a canon is where melody is played and then imitated shortly afterwards by another part. A part in music is a line which can be played by one or more players. Music can have lots of parts layered on top of each other. We call this the 'texture' of the music. In Pachelbel's Canon there are four parts, the ostinato bassline played by the 'cello and a three-part canon played above the bassline by three violins.

Point out to the children that a round is a simple type of canon. 'I am but a melancholy flower' sung at the beginning of the lesson can be sung as a canon. After 'I am but a' has been sung twice the second group started singing. The children sang the canon as a two-part canon.

Create: Explain that the children are going to build up a canon, similar to Pachelbel's canon (but not quite the same!) playing on their xylophones/glockenspiels. They learnt the ostinato last lesson. Now they will learn another part (the first half of the canon melody) to go on top of ostinato. First, practise playing the ostinato as the children did last lesson. Then take half the class and teach them a new line which will go over the top of the ostinato. Like the ostinato this is played for 8 notes, at the same pace as the ostinato, i.e. in time with a pulse of 45 beats per minute. Children will share the instrument they are playing on, the first child playing 4 notes, and the second child playing the next 4 notes. Use the diagram of a xylophone/glockenspiel in the resources to show the children where the notes are on the instrument. The red notes should be played first, followed by the green notes. The sequence of notes can be followed in as indicated in the tables in the resources for beats 1-8 (indicated with hearts). Children should practice playing the ostinato with the first half of the canon melody over and over again until they are fluent at playing it repeatedly together.

Partner teach/Plenary: Ask: *What is a canon? What is a part in music?*

Vocabulary

- canon
- imitate
- part
- texture
- round

Composer/Artist/Music

Pachelbel
Canon in D

Resources

Year 3 playlist. 15 xylophones/glockenspiels with low C to high C (8 notes) range with one beater for each child.

Misconceptions

Not playing the glockenspiel/xylophone in time with the pulse (rushing or slowing down) or hitting the wrong note/getting the notes out of sequence.

Teacher Knowledge

In this lesson the children revise what they have learnt about Pachelbel's Canon, in particular recalling their understanding about the instruments the piece was written for (three violins and a 'cello) and how the pitch (how high or low a sound is) of these instruments is different. A violin has a higher pitch and a 'cello has a lower pitch. The violin and 'cello are stringed instruments, each with four strings which are played with a bow. The bow, which is traditionally made of wood and horse-hair scrapes along the strings to make a noise. The children continue to build up their own version of the canon using glockenspiels/xylophones.

Knowledge Objective

To know Pachelbel's Canon was written for stringed instruments

Knowledge Goals

Pachelbel's Canon was written for four stringed instruments. A violin and a 'cello are stringed instruments.

A violin has a higher pitch. A 'cello has a lower pitch.

Stringed instruments are played with a bow

Lesson Detail

Warm up: Repeat the warm up activities from last lesson. Remind the children that the sol-fa hand signals for 'Sorida' show us the pitch of the notes in the song, or how high or low the notes are.

Try singing 'I am but a melancholy flower' this time as a four part round rather than 2 part round. Each group will need to start after the previous group has sung 'I am but a' twice. Ask: Can you hear the other meaning of the words? (I am butter, melon, cauliflower!)

Prior Learning: Ask: *What is a canon? What is a part in music? What do we mean by 'pitch'?*

Vocabulary: Go through the knowledge objective, define the key vocabulary for this lesson using Knowledge Organiser and content of the teach section below and ask children repeat the words out loud.

Listen/Respond/Explore: Play the children the whole of Pachelbel's Canon from the year 3 playlist and ask them to answer these questions:

- *What do you remember about this piece?*
- *How does it make you feel? Why?*
- *What instruments can you hear playing? What plays the lowest part?*
- *The instruments come in gradually and imitate each other. What do we call this?*

Teach: Remind the children that this is a canon where the melody is played and then imitated shortly afterwards by another part. The 'cello, which has a low pitch plays an ostinato bassline. Three violins, which have a higher pitch, imitate each other in a canon. The 'cello and the violin are stringed instruments. This means that that they have four strings and are played with a bow. The bow, which is traditionally made of wood and horse-hair scrapes along the string to make a noise. The violin is played under the chin and the 'cello is played between the legs. Show the children a picture of a violin and a 'cello and a close up of a bow. Also show them a video of both of these instruments being played so they can hear the difference in pitch.

Create: Explain that the children are going to continue to build up their canon, similar to Pachelbel's canon playing on their xylophones/glockenspiels. They learnt the ostinato last lesson and the first part of the canon in the last two lessons. Now they will learn the second half of the canon to go on top of ostinato. First, practise playing the ostinato as the children did in lesson 1 with half of the class. With the other half of the class practice playing the first half of the canon which they learnt last lesson and put this together with the ostinato. Then, with this group learn the second half of the canon melody which will be played after the first part. Like the first half of the canon this is played for 8 notes, at the same pace as the ostinato, i.e. in time with a pulse of 45 beats per minute. Children will share the instrument they are playing on, the first child playing 4 notes, and the second child paying the next 4 notes. Use the diagram of a xylophone/glockenspiel in the resources to show the children where the notes are on the instrument. The red notes should be played first, followed by the green notes. The sequence of notes can be followed in as indicated in the tables in the resources for beats 9-16. Put this together with the first half of the canon melody so the children can play it all the way through, from beats 1-16. Next, ask the children play it with the other half of the class playing the ostinato, played twice to accompany the whole of the canon melody.

Partner teach/Plenary: Ask: *What are stringed instruments played with? What instruments play Pachelbel's Canon?*

Vocabulary

- stringed instruments
- violin
- 'cello
- bow
- pitch

Composer/Artist/Music

Pachelbel
Canon in D

Resources

Year 3 playlist. 15 xylophones/glockenspiels with low C to high C (8 notes) range with one beater for each child.

Misconceptions

Not playing the glockenspiel/xylophone in time with the pulse (rushing or slowing down) or hitting the wrong note/getting the notes out of sequence.

Teacher Knowledge

In this lesson the children watch four musicians reading music to be able to play Pachelbel's Canon and use this as a vehicle to start to think about representing pitch with symbols. They learn that the staff is like a frame which we can put dots on to show pitch and sing a simple and familiar song to match the dots on the staff with sol-fa words and hand signals for do, me and sol. For teacher information about the [sol-fa](#) method for pitch and dot notation for pitch see teacher videos.

Knowledge Objective

To know that we can use hand signals, words and symbols to represent pitch

Knowledge Goals

We can use hand signals with words to represent pitch

We can use symbols to represent pitch

The staff is like a frame which we can put dots on to show pitch

Lesson Detail

Warm up: Repeat the warm up activities from last lesson, in particular using the hand signals for 'Sorida'. Remind the children that the hand signals and the accompanying words (do, me, sol) indicate the pitch (how high and low) the different notes in the tune are.

Prior Learning: Ask: *What instruments play Pachelbel's Canon? What plays the ostinato bassline?*

Vocabulary: Go through the knowledge objective, define the key vocabulary for this lesson using Knowledge Organiser and content of the teach section below and ask children repeat the words out loud.

Listen/Respond/Explore: Watch a version of Pachelbel's Canon being played so the children can see the instruments playing the music (see [video](#)). As you watch ask the children to identify the 'cello, and the violin that comes in first, second and third. Point out how they hold their instruments and how they are sitting. Ask: *What have they got in front of them that they are looking at?* (A music stand holding music which they are reading to be able to play the piece.)

Teach: Explain that written music is made up of symbols which tell musicians what to play. Remind the children that in year 2 and in the first of term year 3 the children learnt that we can use symbols to be able to represent rhythms. Remind them that a rhythm is like a pattern in sound. As well as telling us what rhythm to play or sing symbols can tell us what pitch to play or sing.

In year 2 children followed dots in boxes to indicate high to low pitch. Show them such symbols to indicate the pitch of the first part of 'Sorida' and get them to sing the song again (see resource 1). As they sing point to the dots which show the pitch: note that the higher pitch appears higher up in the box, and the lowest appears lowest in the box. The pitch in the middle appears half way between the two. Point out that we read the dots from left to right like reading words. Next show them 'Sorida' but this time with the words sol, me, do (see resource 2). Get the children to practise singing the tune with the words sol, me, do with the sol-fa hand signals at the same time as pointing to the dots indicating the pitch.

Next, introduce a blank staff (see resource 3). Explain that a staff is like a frame which we can put dots on to show pitch. Musical notes indicated by dots on the frame can either sit in the spaces between the lines OR actually on the lines themselves. The nearer to the top of the staff the higher the pitch of the note, the nearer to the bottom of the staff the lower the pitch of the note. Show the children the staff with 'Sorida' on and ask them to practise singing the song whilst pointing at the notes (see resource 4). Point out that all the notes are in spaces. Repeat the activity with sol, me, do and the corresponding hand signals (see resource 5).

Explain that the children will use these symbols next lesson.

Create: Practise the canon which the children put together in the last lesson. Start by playing the ostinato part and the canon line at once, in two parts layered on top of each other. Then split the 'canon' group into two (canon group 1 and canon group 2) so that the children can play the piece with staggered entries. Follow this pattern for when the different parts join in:

1. Ostinato group: play their part through 4 times in total.
2. Canon group 1: start after the ostinato has been played once through for a total of 16 beats (they will finish 8 beats before everyone else).
3. Canon group 2: start after the ostinato has been played through twice, for a total of 16 beats (they will finish at the same time as the ostinato).

Partner teach/Plenary: Ask: *What is a staff?*

Vocabulary

- pitch
- symbols
- staff
- line
- space
- dots

Composer/Artist/ Music

Pachelbel
Canon in D

Resources

Year 3 playlist. 15 xylophones/glockenspiels with low C to high C (8 notes) range with one beater for each child.

Misconceptions

Not playing the glockenspiel/xylophone in time with the pulse (rushing or slowing down) or hitting the wrong note/getting the notes out of sequence. Coming in to play a part at the wrong time.

Teacher Knowledge

In this lesson the children revise what they have learnt so far about symbols that are used to show rhythm and pitch in music and then learn that musical pitch can be ordered into a scale (when pitch is ordered to go up and down in steps), which can be given the letter names A-G. They go on to learn the letter names for the dot notation that they have used so far for the song, 'Sorida'. Using this notation they play part of this song on their glockenspiels/xylophones. They finish by practising their version of Pachelbel's Canon which they will record next lesson. For teacher information about dot notation for pitch see teacher video.

Knowledge Objective

To know that we can give different pitches letter names, which we can show with a dot on a stave

Knowledge Goals

A scale is when pitch is ordered to go up and down, in steps

We can give pitches in a scale letter names (A-G)

A note is a dot on a stave which shows a musician what pitch to play

Lesson Detail

Warm up: Repeat the warm up songs/activities used in the last lesson in particular using the hand signals for 'Sorida'. Remind the children that the hand signals and the accompanying words (do, me, sol) indicate the pitch (how high and low) the different notes in the tune are. Revise singing '[Rain on the Green Grass](#)' (see video for guidance) which the children learnt in Autumn A in the 'Off-Beat' unit. Repeat the song and ask the children to clap the rhythm of the words as they sing. Remind the children that we can use symbols for rhythm and show them resource 1 which they used in Autumn A. Remind them of the different symbols for ta, ti, ta-a and a rest and practise saying the words of the song and clapping following the symbols in the resource. Repeat the activity but this time using ta, ti, etc instead of the words.

Prior Learning: Ask: *What is a stave?*

Vocabulary: Go through the knowledge objective, define the key vocabulary for this lesson using Knowledge Organiser and content of the teach section below and ask children repeat the words out loud.

Explore: Point out to the children that at the beginning of the lesson they revised what they learnt in Autumn: using symbols to show rhythm. Last lesson they started to see how we can also use symbols to represent pitch. Remind the children that a stave is like a frame which we can put dots on to show pitch. Musical notes indicated by dots on the frame can either sit in the spaces between the lines OR actually on the lines themselves. The nearer to the top of the stave the higher the pitch of the note, the nearer to the bottom of the stave the lower the pitch of the note. Show the children the stave with 'Sorida' on and ask them to practise singing the song whilst pointing at the notes (see resource 4 for lesson 4). Point out that all the notes are in spaces. Repeat the activity with sol, me, do and the corresponding hand signals (see resource 5 for lesson 4).

Teach: Explain that musical pitch can be ordered so that we can sing or play up and down, step by step. We call this a scale. We can give pitches in the scale letter names. The letter names that used are A, B, C, D, E, F and G. Remind the children that they are using a glockenspiel/xylophone to create different pitches for their version of Pachelbel's Canon. It is easy to see a scale on a glockenspiel/xylophone because the pitches are often labelled. Show the children a xylophone/glockenspiel with these notes labelled with their letter names and let the children experiment with playing up and down step by step on their instrument with their partner. (Note that the children should NOT play any of the chimes on the instruments that are for sharps or flats.) Next, explain that the pitches for 'Sorida' singing have letter names. Show the children resource 2 which labels the pitches in the song with their letter names. These are F, A and C. Explain that the dots on the stave show us which pitches to sing or play without us having to have the letter names underneath. We call these notes. Show the children resource 3 which has the song without the lesson names. Show the children F, A and C on their glockenspiels/xylophones. Show them there is a note in between F and A (G) and between A and C (B). This means the melody does not move by step but by hopping over one note.

Create: Use resources 2 and then resource 3 so the children can practise playing 'Sorida' on their glockenspiels/xylophones, reading the notes to guide their playing. As half the class play get the other half of the class to sing the song, and then swap over.

Finally, practise the canon which the children put together in the last lesson, ready for recording the performance in the next lesson.

Partner teach/Plenary: Ask: *What letters do we use for the different pitches which make up a scale?*

Vocabulary

- stave
- dot
- scale
- note

Composer/Artist/ Music

Pachelbel
Canon in D

Resources

15 xylophones/glockenspiels with low C to high C (8 notes) range with one beater for each child.

Misconceptions

Not playing the glockenspiel/xylophone in time with the pulse (rushing or slowing down) or hitting the wrong note/getting the notes out of sequence. Coming in to play a part at the wrong time.

Teacher Knowledge

In this lesson the children perform, record and evaluate their version of Pachelbel's Canon.

Knowledge Objective

To know that we can evaluate a performance to make it better next time

Knowledge Goals

'Perform' means playing a piece to an audience

A 'conductor' is a person who everyone watches to keep the music together

Lesson Detail

Warm up: Repeat the warm up songs/activities used in the last lesson. As well as using the hand signals when singing 'Sorida' ask the children to play the first part of the song on their glockenspiels/xylophones using the notation which they learnt last lesson, using the notes C, A and F.

Prior Learning: Ask: *What letters do we use for the different pitches which make up a scale?*

Vocabulary: Go through the knowledge objective, define the key vocabulary for this lesson using Knowledge Organiser and content of the teach/create/evaluate section below and ask children repeat the words out loud.

Listen/Respond/Explore: Remind the children that they have been learning about Pachelbel's Canon. As the children listen to the music again and using information from lesson 1 and 2 create a fact file about the piece with these headings:

- Composer
- Name of piece
- Date piece written
- Instruments the piece was written for
- Description of distinguishing musical features (Ostinato/Canon)

Teach: Remind the children that they have been creating their own version of Pachelbel's Canon. Today the children will practise and then perform and record their piece. Explain that 'perform' means playing a piece to an audience as best as they can. The teacher/a chosen child can act like a 'conductor', who everybody has to watch to keep the music all together. Remind the children that a 'conductor' is a person who everyone watches to keep the music together.

Create: Rehearse the canon with the children watching a conductor and practise performing it. If possible ask some other children into the class to listen to the children performing their piece. Take a recording of it so that the children are able to listen back to it and evaluate it.

Evaluate: Explain that part of getting better at music is listening carefully, evaluating (or assessing) what went well and what didn't and practising to make some things better. Listen carefully to the recording of the children's performance as a class. In pairs ask the children to choose one thing that went well and one thing that they think can be improved. Practise getting the things right that need to be improved (taking note of likely misconceptions below) and record the piece for a final time.

Vocabulary

- perform
- evaluate
- conductor

Composer/Artist/Music

Pachelbel
Canon in D

Resources

Year 3 playlist. Recording device. 15 xylophones/glockenspiels with low C to high C (8 notes) range with one beater for each child.

Misconceptions

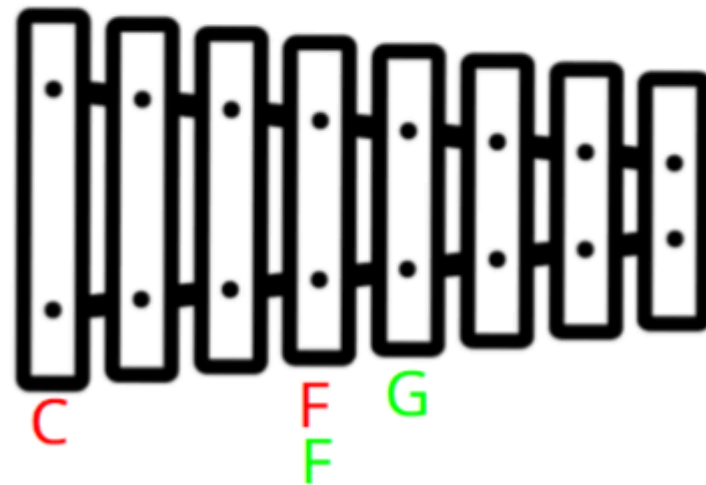
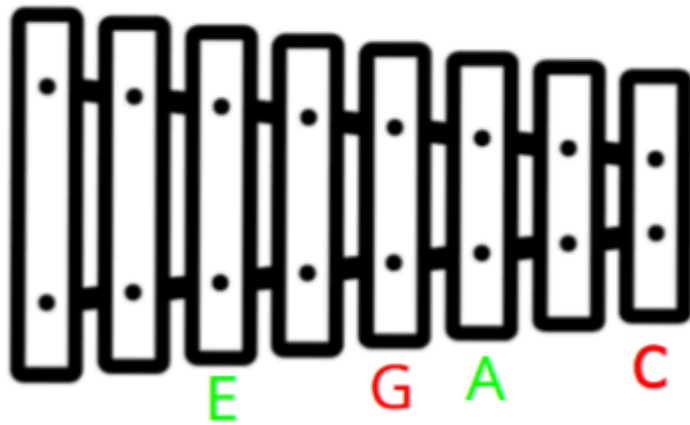
Not playing the glockenspiel/xylophone in time with the pulse (rushing or slowing down) or hitting the wrong note/getting the notes out of sequence. Coming in to play a part at the wrong time. Failing to watch the 'conductor' and talking while the piece is being performed/recorded.

Resources

Xylophone/Glockenspiel Ostinato

| | | | |
|--------|--------|--------|--------|
| 1 ♥ | 2 ♥ | 3 ♥ | 4 ♥ |
| C | G | A | E |

| | | | |
|--------|--------|--------|--------|
| 5 ♥ | 6 ♥ | 7 ♥ | 8 ♥ |
| F | C | F | G |

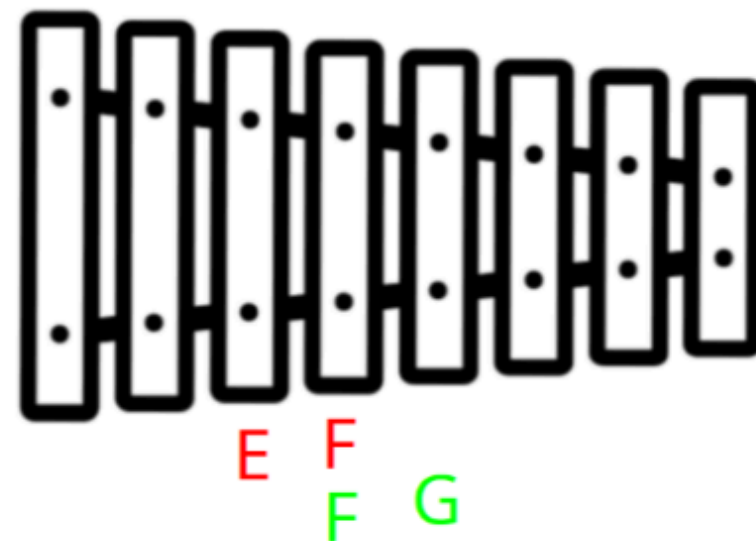


Resources

Xylophone/Glockenspiel Canon

| | | | |
|--------|--------|--------|--------|
| 1 ♥ | 2 ♥ | 3 ♥ | 4 ♥ |
| C | B | A | G |

| | | | |
|--------|--------|--------|--------|
| 5 ♥ | 6 ♥ | 7 ♥ | 8 ♥ |
| F | E | F | G |

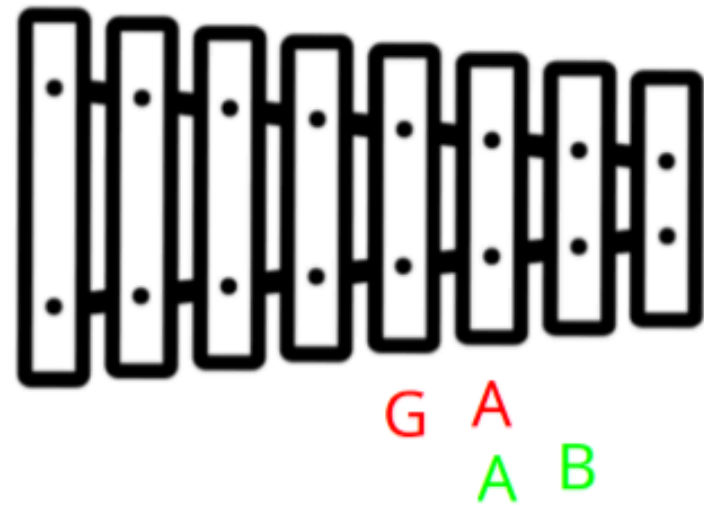
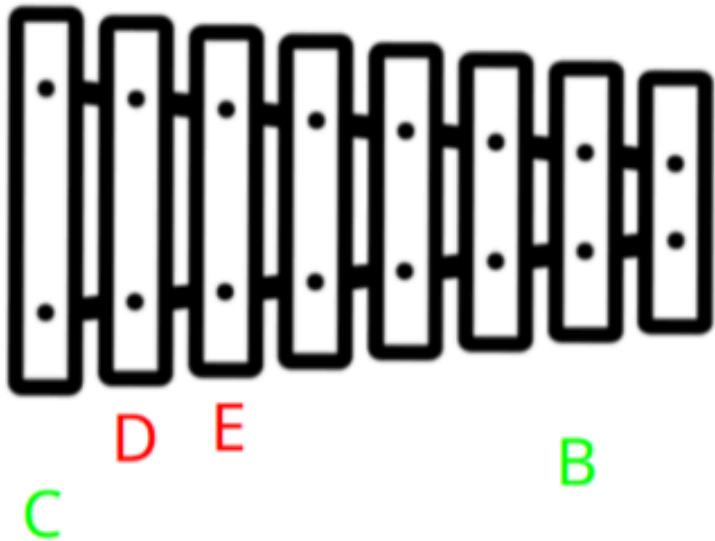


Resources

Xylophone/Glockenspiel Canon




| | | | |
|--------|---------|---------|---------|
| 9 ♥ | 10 ♥ | 11 ♥ | 12 ♥ |
| E | D | C | B |

| | | | |
|---------|---------|---------|---------|
| 13 ♥ | 14 ♥ | 15 ♥ | 16 ♥ |
| A | G | A | B |






Resources

1. 'Sorida' with dot notation

| | | |
|---|--|---|
|  |  |  |
| So -ri -da | So -ri -da | -ri -da -ri -da |

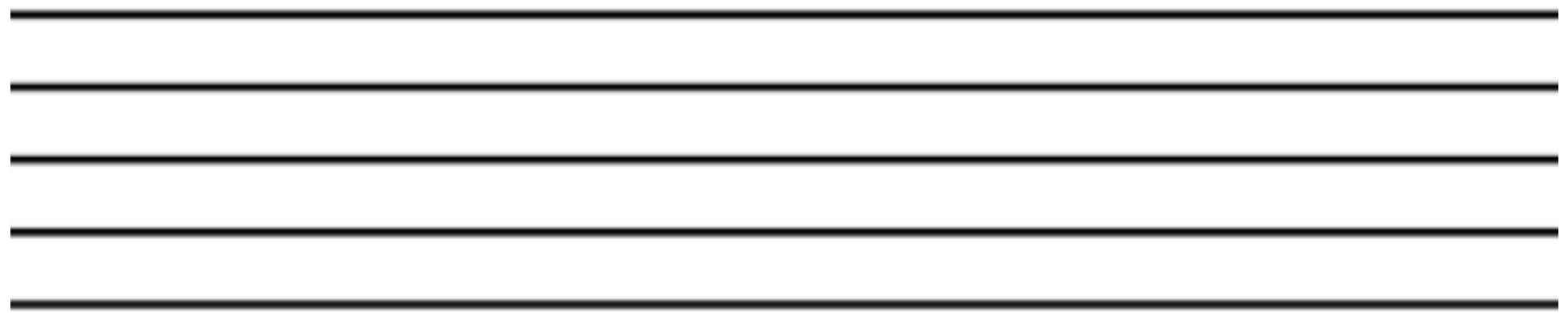
Resources

2. 'Sorida' with dot notation and sol, me, do

| | | |
|---|--|---|
|  |  |  |
| sol me do | sol me do | me do me do |

Resources

3. Example Stave



Resources

4. Stave with 'Sorida'



A musical staff with five lines. The notes are placed on the following lines from top to bottom: 2nd, 3rd, 4th, 1st, 2nd, 3rd, 4th, 1st, 2nd, 3rd, 4th, 1st, 2nd, 3rd, 4th, 1st. Below the staff, the lyrics are written in a syllabic style: So -ri -da So -ri -da -ri -da -ri -da.

Resources

5. Stave with dot notation and sol, me, do

sol me do sol me do me do me do

Resources

1. Rain on the Green Grass



Rain
ta



on the
ti - ti



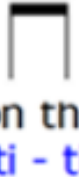
green
ta



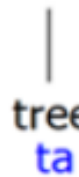
grass
ta



Rain
ta



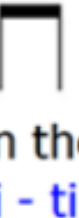
on the
ti - ti



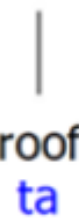
tree
ta



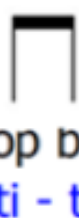
Rain
ta



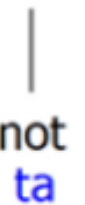
on the
ti - ti



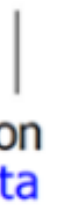
roof
ta



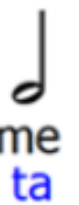
top but
ti - ti



not
ta



on
ta



me
ta

- a

Resources

2. Stave with dot notation for 'Sorida' and letter names

The image shows a musical staff with four lines. Below the staff, the syllables 'So -ri -da' are written. The first two syllables are aligned with the first two lines of the staff, and the last two syllables are aligned with the last two lines. Red letters C, A, and F are placed above the staff to indicate the pitch of each syllable. The first syllable 'So' has a C on the first line, 'ri' has an A on the second line, and 'da' has an F on the third line. The second syllable 'So' has a C on the first line, 'ri' has an A on the second line, and 'da' has an F on the third line. The third syllable '-ri' has an A on the second line and 'da' has an F on the third line. The fourth syllable '-ri' has an A on the second line and 'da' has an F on the third line.

So -ri -da So -ri -da -ri -da -ri -da

Resources

3. Stave with dot notation for 'Sorida'



A musical staff with five lines. The notes are represented by black dots. The first note is on the second line from the bottom. The second note is on the first space. The third note is on the second line. The fourth note is on the first space. The fifth note is on the second line. The sixth note is on the first space. The seventh note is on the second line. The eighth note is on the first space. The ninth note is on the second line. The tenth note is on the first space. The eleventh note is on the second line. The twelfth note is on the first space. The thirteenth note is on the second line. The fourteenth note is on the first space. The fifteenth note is on the second line. The sixteenth note is on the first space. The seventeenth note is on the second line. The eighteenth note is on the first space. The nineteenth note is on the second line. The twentieth note is on the first space. The twenty-first note is on the second line. The twenty-second note is on the first space. The twenty-third note is on the second line. The twenty-fourth note is on the first space. The twenty-fifth note is on the second line. The twenty-sixth note is on the first space. The twenty-seventh note is on the second line. The twenty-eighth note is on the first space. The twenty-ninth note is on the second line. The thirtieth note is on the first space. The thirty-first note is on the second line. The thirty-second note is on the first space. The thirty-third note is on the second line. The thirty-fourth note is on the first space. The thirty-fifth note is on the second line. The thirty-sixth note is on the first space. The thirty-seventh note is on the second line. The thirty-eighth note is on the first space. The thirty-ninth note is on the second line. The fortieth note is on the first space. The forty-first note is on the second line. The forty-second note is on the first space. The forty-third note is on the second line. The forty-fourth note is on the first space. The forty-fifth note is on the second line. The forty-sixth note is on the first space. The forty-seventh note is on the second line. The forty-eighth note is on the first space. The forty-ninth note is on the second line. The fiftieth note is on the first space. The fifty-first note is on the second line. The fifty-second note is on the first space. The fifty-third note is on the second line. The fifty-fourth note is on the first space. The fifty-fifth note is on the second line. The fifty-sixth note is on the first space. The fifty-seventh note is on the second line. The fifty-eighth note is on the first space. The fifty-ninth note is on the second line. The sixtieth note is on the first space. The sixty-first note is on the second line. The sixty-second note is on the first space. The sixty-third note is on the second line. The sixty-fourth note is on the first space. The sixty-fifth note is on the second line. The sixty-sixth note is on the first space. The sixty-seventh note is on the second line. The sixty-eighth note is on the first space. The sixty-ninth note is on the second line. The seventieth note is on the first space. The seventy-first note is on the second line. The seventy-second note is on the first space. The seventy-third note is on the second line. The seventy-fourth note is on the first space. The seventy-fifth note is on the second line. The seventy-sixth note is on the first space. The seventy-seventh note is on the second line. The seventy-eighth note is on the first space. The seventy-ninth note is on the second line. The eightieth note is on the first space. The eighty-first note is on the second line. The eighty-second note is on the first space. The eighty-third note is on the second line. The eighty-fourth note is on the first space. The eighty-fifth note is on the second line. The eighty-sixth note is on the first space. The eighty-seventh note is on the second line. The eighty-eighth note is on the first space. The eighty-ninth note is on the second line. The ninetieth note is on the first space. The ninety-first note is on the second line. The ninety-second note is on the first space. The ninety-third note is on the second line. The ninety-fourth note is on the first space. The ninety-fifth note is on the second line. The ninety-sixth note is on the first space. The ninety-seventh note is on the second line. The ninety-eighth note is on the first space. The ninety-ninth note is on the second line. The hundredth note is on the first space.

So -ri -da So -ri -da -ri -da -ri -da