

# Music Unit Planner

Year 4–6 Teacher syndicate \_\_\_\_\_

Suggested duration: 5 weeks

<p><u>Unit / Topic / Theme</u></p> <p><b>“Blame it on the Boogie”</b></p>
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<p><u>The focus</u></p> <p><b>Playing, improvising and reading rhythmic patterns.</b></p>
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Achievement Objective	Level 2–3	Students will be able to
<b>Practical Knowledge</b>	2	- identify sounds through focused listening;
	3	- explore the musical elements of beat, rhythm, pitch, tempo, dynamics and tone colour; experiment with contrasts.
<b>Developing Ideas</b>	2	- invent and represent musical ideas, drawing on imagination;
	3	- respond to sources of motivation; express mood, using shape and contrast.
<b>Communicating and Interpreting</b>	2	- share music making with others;
	3	- use basic performance skills and techniques; respond to live or recorded music; prepare and present music.
<b>Understanding in Context</b>	2	- identify music as part of everyday life;
	3	- recognise that it serves a variety of purposes; investigate characteristics of music associated with particular contexts, purposes styles in past and present cultures.

<p><u>Elements</u></p> <p><i>Beat</i></p> <p><i>Rhythm</i></p> <p><i>Pitch</i></p> <p><i>Tempo</i></p> <p><i>Dynamics</i></p> <p><i>Tone colour</i></p>
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<p><u>Skills</u></p> <p><i>Listening</i></p> <p><i>Moving</i></p> <p><i>Singing</i></p> <p><i>Playing</i></p>
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<p><b>Learning outcomes</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• read and play simple rhythmic patterns maintaining beat and tempo (PK);</li> <li>• experiment with contrasts by using elements of music in different ways to suit new settings (PK);</li> <li>• use body percussion to interpret rhythmic patterns, by playing along to music with a disco beat using more than one type of body percussion, e.g., hands and fingers (PK);</li> <li>• use rhythmic notation to create simple original rhythmic patterns of more than one part, i.e. 2 or more lines (DI);</li> <li>• perform as a member of a music group by playing original rhythmic patterns in time with others and to recorded music with a disco beat, e.g., KCHF (CI).</li> </ul>
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<p><u>Conventions</u></p> <p><i>Creating music</i></p> <p><i>Performing music</i></p> <p><i>Interpreting musical works</i></p>
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<b><u>Learning experiences</u></b>	
<ul style="list-style-type: none"><li>• Listen to music and sing songs with a disco beat and play the beat somewhere on their bodies.</li><li>• Play Beat Detective (<i>Into Music 1</i>, p. 36) in time to “Blame it on the Boogie”.</li><li>• Use vocabulary (rhythm in words) that helps the children get a feel for different note durations (<i>Into Music 1</i>, p.36; <i>Junior Handbook</i>, p. 108; <i>Senior Handbook</i>, pp. 110-118).</li><li>• Recreate rhythmic patterns using words in poems and read the notated rhythmic patterns (“Hailstones” in <i>Into Music 1</i>, p. 40), (“The Gorse Fire” in <i>Junior Handbook</i>, pp. 171-2), (“Internet Skipping Rhyme” in <i>School Journal</i> Part 1, Number 2, 1999), (“Hokitika Bill” in <i>Senior Handbook</i>, p. 113).</li><li>• Use current topic words and class names to make flash cards of rhythmic notation (<i>Junior Handbook</i>, p. 174), (<i>Senior Handbook</i>, pp. 110 and 150).</li><li>• Use song lyrics to make flash cards of rhythmic patterns, e.g., “Blame it on the Boogie”, “At the Car Wash Yeah”, “Do the Bus Stop”, “Night Fever”, “Boogie Nights”, “Boogie on the Dance Floor”.</li><li>• Play Rhythm Detective and use Music Grids (<i>Junior Handbook</i>, p. 109).</li><li>• Play and read rhythmic patterns along with disco music (<i>Senior Handbook</i>, p. 121).</li><li>• Play body percussion patterns represented in “Disco Beat One” (<i>Our Music</i>, p. 46), along to “Blame it on the Boogie”. Use flash cards first and then play along to Jack Body’s score.</li><li>• Repeat above activity using S Club 7, Five, Hear Say, or Back Street Boys.</li><li>• In groups, notate original rhythmic patterns using body percussion as in “Disco Beat One” and perform these patterns as a group to the class. Possibly combine with other patterns and perform to an audience.</li></ul>	
<b><u>Formative assessment opportunities</u></b> <ul style="list-style-type: none"><li>• Ability to recreate and read rhythms in relation to words (self and peer, class and group interpretations of agreed criteria) using “Hailstones” and “Hokitika Bill”– Jack Body’s “Disco Beat One” patterns.</li></ul>	<b><u>Summative assessment opportunities</u></b> <ul style="list-style-type: none"><li>• “Topic Words” group performance.</li><li>• Performance of original “Disco Music” patterns – agreed class criteria, teacher, self and peer assessment.</li></ul>
<b><u>Reflective questions</u></b> <ul style="list-style-type: none"><li>• How well can students sustain a rhythmic pattern to accompany a song or poem, using body percussion or untuned percussion instruments?</li><li>• How well can the children read and respond to simple rhythmic notation?</li></ul>	<b><u>Essential skill development</u></b>  Communication <ul style="list-style-type: none"><li>• <b>Social and co-operative</b> Problem-solving Self-management and competitive</li><li>• <b>Physical</b> Information</li><li>• <b>Numeracy</b> Work and Study</li></ul>
<b><u>Curriculum links – dance</u></b> <ul style="list-style-type: none"><li>• Imitate and create simple disco movements. Repeat a sequence of movements, keeping in time with others.</li></ul>	
<b><u>Resources</u></b> <ul style="list-style-type: none"><li>• Kerr, E. (1989). <i>Our Music</i>. Wellington: Department of Education, School Publications Branch.</li><li>• <i>Music education for young children</i> and <i>Music education Std 2 – Form 2</i>, 1992 Handbooks for the 1990 Music Syllabus. Wellington: Learning Media Ltd.</li><li>• Rohan, T. (2001). <i>Into Music 1: Classroom music for years 1 – 3</i>. (Ed.) Maxine Rose. Wellington: Learning Media Ltd.</li><li>• Recorded disco music and popular music, e.g., Jacksons, Gloria Gaynor, Bee Gees, S Club 7, Five, Back Street Boys, Hear Say, (<i>ABC Sing 2002</i> has “Blame it on the Boogie” and “We are Family”).</li></ul>	
<b><u>Teacher reflection</u></b>	