



EYFS/KS1

[LMT Curriculum – Year 1, Unit 3, Lesson 4]

Different Trains

Pupils will learn two trained theme songs; listen to a piece of music about a train and identify instruments and how tempo is used to create an effect.

Learning Objectives

- To identify the pulse in a song (L2)
- To understand and correctly identify the tempo of a piece of music

Learning Outcome

- All pupils will be able to follow the pulse of a song
- Most pupils will be able to recognise changes in tempo
- Some pupils will have progressed further and will be able to describe the effect caused by changes in tempo

Lesson Activities

- Teach the children the rhyme Engine Engine

Engine Engine coloured black
Going slowly down the track
Engine engine coloured green
Fastest train I've ever seen

- Repeat the rhyme several times, altering the tempo each time. Ask the children to march, walk, tap or clap to the pulse of the rhyme. Ask them what they notice about the tempo?
- Repeat the rhyme but this time clap the rhythm not the pulse. Ask the children what they noticed? Ask the children to clap the rhythm of the words. Split the class into two groups and have 1 group tap the pulse and the other clap the rhythm and then swap over.
- Teach the children the new song train coming.
Train coming faster, faster, faster, faster,
Train coming fast along the track.
Train coming faster, faster, faster, faster,
Train coming fast along the track.
Train coming slower, slower, slower, slower
Train coming slowing to a stop.

<https://youtu.be/LK5i3rC15EM>

- Ask the children to describe what happens to the tempo and explain why.
- Listen to Orient Express by Philip Sparke (<https://youtu.be/9qWP5cMhvEw>)
- Talk about the instruments used and how it is made to sound like a train journey. Listen to how the tempo changes as the train leaves the station. Identify the train rhythm played on the train.



'Live' Lessons for School Delivery
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- Using body percussion, voices or percussion instruments ask the children to create their own train rhythm, they can work individually, in pairs or small groups.

Extension Activities

Listen to Reich's Different trains <https://youtu.be/JYEwslW-zsQ> Can the children identify which sounds are made by the string instruments and which are recorded. Where do the recorded sounds come from?

Learn the song Down at the station <https://www.bbc.co.uk/teach/school-radio/primary-school-songs-down-at-the-station/zfkvscw>

Assessment

Can children keep a steady pulse? Can they recognise changes in tempo?



KS2

[LMT Curriculum – Year 4, Unit 3, Lesson 1]

Pictures at an Exhibition

Pupils will listen to and analyse excerpts from Mussorgsky's *Pictures at an Exhibition*. These will include 'Promenade', 'Ballet of the Unhatched chicks' and 'Castle'

Learning Objectives

- Sing and play with an awareness of different parts (P5)
- Evaluate different styles of music and describe using musical vocabulary (L5)

Learning Outcome

- All pupils will use the correct musical vocabulary when describing movement and mood.
- Most pupils will express personal preference using the correct musical vocabulary.
- Some pupils will have progressed further and will use extended musical vocabulary to describe personal preference and instruments used.

Lesson Activities

- Ask the pupils to stand. Establish a pulse and get the pupils to walk on the spot in time. Every four steps a pupil claps a one bar pattern over the pulse set by the feet and this is followed by all walking to the pulse for four steps again. This is followed by the next pupil who claps their rhythm and so on until everyone in the group has clapped a 4-beat rhythm.
- Play the 'Promenade' section of *Pictures from an Exhibition*. The promenade theme opens the piece and lasts for the first 90 seconds. Pause the music at different points to discuss how the character may be feeling about what he/she is looking at? How do you think they are moving in one straight line or left, then right etc? Is this a confident person? (The trumpet's sound may suggest this) <https://youtu.be/oN2j-5ZB3ZQ>
- Listen to the opening a couple of times if necessary and then explain that Mussorgsky was trying to create music to show someone looking at an exhibition of pictures. Listen again to the promenade section, pausing to ask pupils to comment on how Mussorgsky has achieved this effect.

Play the Old Castle excerpt and the Ballet of the Unhatched Chicks: Ask pupils to describe the movements and the moods suggested. Get them to make notes using the interrelated dimensions of music to analyse the two movements. You may need to display a list of prompt words.

After listening to the two pieces discuss with the class any similarities / differences? Have any of the children written similar things.

<https://youtu.be/QSomvC6rwgU> - Old Castle

https://youtu.be/VWwGK2x4_v0 - Ballet of the Unhatched Chicks



Extension Activities

- Listen to other movements of Mussorgsky's Pictures at an Exhibition
- Create their own piece of music for the picture of the Old Castle or Ballet if the unhatched groups using percussion instruments or voices and body percussion. Think carefully about pitch, tempo, timbre, texture and dynamics.

Assessment

Listen carefully to the walking rhythms. Are the pupils keeping a steady pulse? Are the clapping patterns accurately fitting into the gap? Can pupils use the correct musical vocabulary to describe the movement/mood of the music?