



Introduction to Music: Contrasts Module

In this module pupils will learn key describing words in music, in the form of contrasts, covering the following:

- Loud and Quiet (Forte and Piano)
- High and Low
- Fast and Slow (Allegro and Adagio)
- Smooth and Jumpy

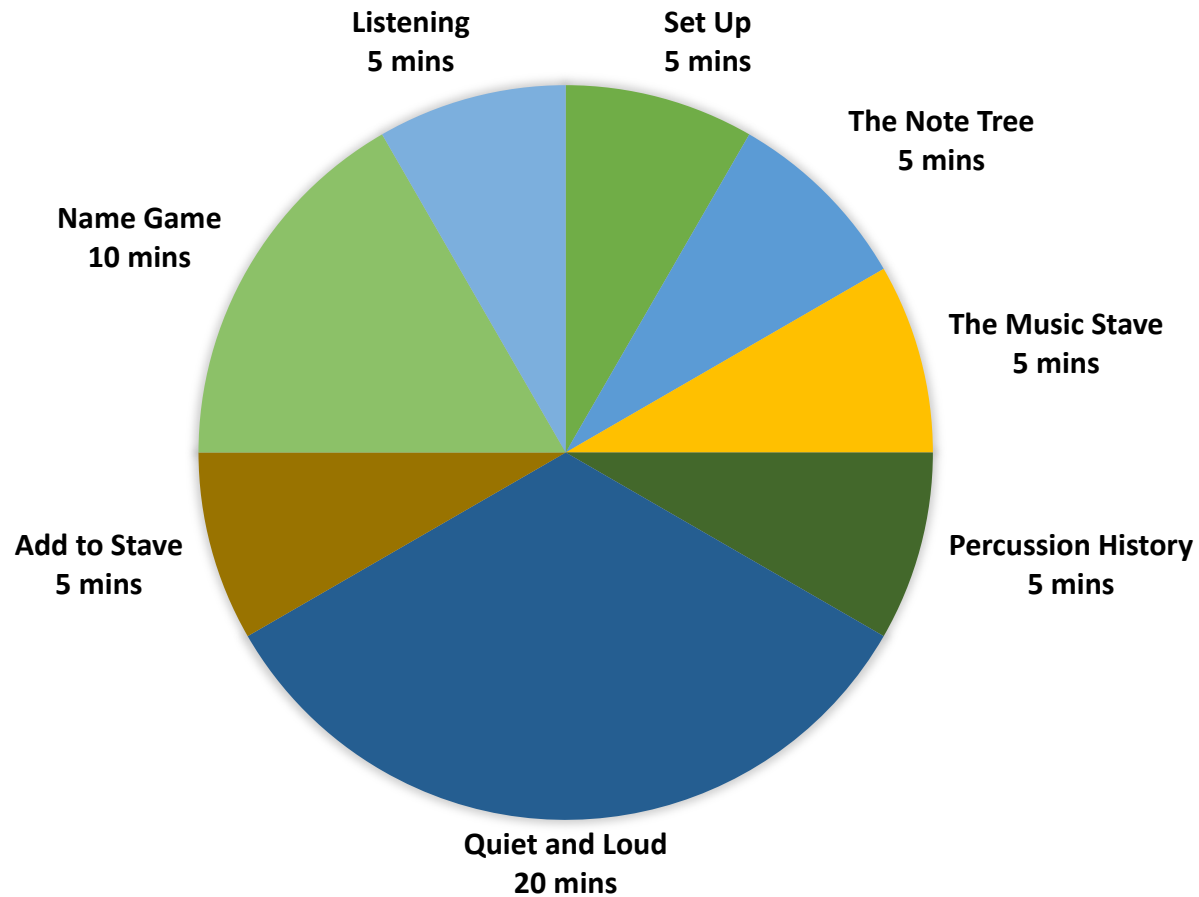
This will be taught using movement, games and listening with pupils learning the additional following basics

- The music stave, note names and time signature.
- How to read, write, play and transpose rhythms, using semibreves, minims, crotchets, quavers and semi-quavers.

Contrasts - Lesson 1 - Loud/Quiet

Step	Overview	Details
1	Set Up	<ul style="list-style-type: none"> • Clear enough space in the room for students to move freely and have them sit on the floor facing the white board. Make sure to have a tambourine / drum for later.
2	The Note Tree	<ul style="list-style-type: none"> • On a white board draw a note tree running from 1 semibreve to 8 quavers. • Teach the students the name of one note at a time and show them how to clap a few bars of each. Do this by writing the numbers 1234 beneath the notes and underling the numbers that need to be clapped (at this stage you do not need to teach students note lengths, just on which beats they will be clapped). • Once students can clap each line on a loop, have them clap one bar of each note, by pointing at the board and moving from the top to the bottom of the tree.
3	The Music Stave	<ul style="list-style-type: none"> • On the board draw a music stave. Teach the class what it is called (do not write the name on the board) and that it has 5 lines. • Divide the stave in two and explain that the middle line is called a bar line. • Draw on a 4/4-time signature. Explain that this means there are 4 beats in each bar. • Draw 4 crotchets in the first bar and two minims in the second and have the class clap the rhythm. Congratulate the students on already being able to read music!
4	Percussion History	<ul style="list-style-type: none"> • Ask if they know what family of instruments your drum/tambourine is from? • Explain that percussion is anything you strike or shake. • It is the earliest form of instrument, along with our voice, as we are born with it (you can demonstrate by striking your chest like a Gorilla!). Explain that this then went on to striking other things, to making simple drums. • Ask the students if they know any other percussion instruments? • Let them know why the piano is a percussive instrument (hammers striking inside)
5	Loud and Quiet Contrast	<ul style="list-style-type: none"> • Play your drum / Tambourine as crotchets quiet then loud, then ask the students what the difference was? • Explain that Loud & Quiet will be our first musical contrast. • Explain what a contrast is (the two extreme ends of a spectrum). <p>Quiet</p> <ul style="list-style-type: none"> • Have the children stand up and play the drum quietly as crotchets. Then ask the students how they think they should walk quietly? • Once someone begins to tip toe, use them as an example for the others. Ask that they also walk with their finger over their lips, and that they walk in time with the quiet beat. • Explain that the musical word for quiet is PIANO • Play again and point to some good examples. <p>Loud</p> <ul style="list-style-type: none"> • Ask the students how they think they should walk when you play loudly. You are looking for someone to answer march! • Explain that the musical word for quiet is FORTE • Have the students March in time with the beat pointing to good examples. <p>Contrast</p> <ul style="list-style-type: none"> • Play loud and quiet crotchets changing every few bars, and have students go from their tiptoes to Marching when the dynamics change. Every time they do have them say Piano or Forte.
6	Add this to the Music stave.	<ul style="list-style-type: none"> • On the board explain that Piano is indicated by a P beneath the stave. Add this to your stave from earlier and have the students clap the two bars quietly. • Do the same for Forte by changing the P to an F and have the students clap loudly. • Replace this with a Crescendo sign across the two bars and see if the students can guess what it means (gradually getting louder). Have them clap this.
7	Name Game <u>If there is time!</u>	<ul style="list-style-type: none"> • To finish the class, get everyone back into a circle. • Tap your name out on the tambourine emphasising each syllable. • Pass the tambourine around the circle and every child should tap their name out on the tambourine. Have them whisper or shout for quiet and loud.
8	Listening / Music History	<ul style="list-style-type: none"> • Play a short clip of Bolero by Maurice Ravel. • Explain that He was a French composer, and the music was written in 1928 as a Ballet • Ask that the teacher play it to pupils this week in full. <ul style="list-style-type: none"> • Questions for students to answer for next week. <ol style="list-style-type: none"> 1. Describe how Ravel used loud and quiet (forte and piano) dynamics are used throughout the piece? 2. What do the drums do in the throughout the piece? 3. How did the piece make you feel?

CONTRASTS: LESSON 1 SUMMARY



Listening Maurice Ravel: Bolero

1. Describe how Ravel used loud and quiet (forte and piano) dynamics are used throughout the piece?
2. What do the drums do in the throughout the piece?
3. How did the piece make you feel?

