

**Step 1 – Full Lesson Plan – Hoedown (Part 1)**

In the next two lessons, all the musical learning and activities will be focused around the song **Hoedown**.

This 20th and 21st Century Orchestral Pop song was created to be danced to. A hoedown is an American tradition where people can gather to dance and socialise with each other. When you sing, play and dance with this song, think about where it might come from.

**The unit question: How Does Music Bring Us Together?**

In each unit, children are asked a question related to a theme. Each theme takes and follows them on their musical journey. The unit question evolves as they grow, while encouraging them to be responsible and kind citizens of the world. Please refer back to this question as you move through the lessons and the unit. Perhaps ask the children to talk about it in performances and assessments.

**The Musical Features in this lesson:****Musicianship - Understanding Music:**

- Time Signature: 4/4
- Key Signature: C major
- Copy back and create rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers
- Copy back and create melodic patterns using: C, D, E

**Musicianship - Improvise Together:**

- Time Signature: 4/4
- Key Signature: C major
- Improvise section using: C, D, E, G, A

**Some musical information about the song:**

- Musical Style: 20th and 21st Century Orchestral
- Key: F major
- Time signature: 2/2

**The Musical Activities in this song:**

- Play instruments with the song, using the notes F, G, A, B $\flat$ , C

**Musical Elements:**

- Pulse/Beat/Groove
- Rhythm - long and short sounds over a steady beat or pulse
- Pitch (Melody) - high, low, rising, falling, start to recognise major and minor
- Tempo - fast (allegro), slow (adagio), getting faster (accelerando), getting slower (rallentando)
- Dynamics and Articulation - getting louder (crescendo), getting softer (decrescendo), legato (smooth), staccato (detached)
- Timbre - differentiate between different instrumental and vocal sounds
- Texture - duet, melody and accompaniment
- Structure (Form) - introduction, verse, chorus, introduction, ostinato, riff, call and response, question and answer, copy back/echo
- Harmony - static, moving
- Crotchets
- Paired quavers
- Minims
- Rests
- Time signatures 2/4, 3/4 and 4/4
- Stave, lines and spaces, clef
- Bar and barline

**The Lesson** (45 minutes or one hour) *This colour denotes deeper learning possibilities*

Please read the **KS2 Lesson Guide** and the **Musical Progression Guide** for complete information about each activity.

The documents you will need for this lesson:

- Year 4 Unit 1 Understanding Music Guide
- Year 4 Unit 1 Listen and Respond Guide, Hoedown

For support with composition and theory, you will find these documents useful:

- Theory Guide (for your year group)
- Composition Guide (including extension activities)

## Quiz

### Baseline Quiz - Year 4

This theory quiz will give you a snapshot of each individual child's musical knowledge at entry-level into each year. There is also a more summative, general music quiz at the end of each unit and year. Each quiz has a different number of questions and can be used to suit lesson pacing and scheduling appropriately. The questions will include music theory, listening questions and generalised questions about different styles of music. Each question is multiple-choice and allows you to select the correct answer before moving on.



#### Learning Focus

To have fun revising and consolidating the learning that has taken place in the previous year. If students have not covered the material before, you may wish to note down areas for development.

#### Knowledge and Skills

- Confidently choose the answer to the question
- Demonstrate a range of appropriate musical knowledge and understanding

#### Notes

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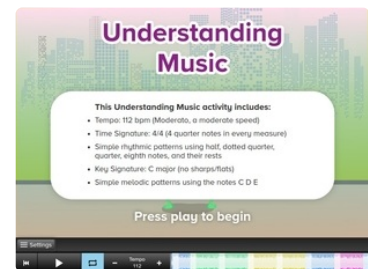
## Musicianship Options

As a class, complete the Understanding Music activity in each step. The musical learning in Understanding Music is central to each unit, so please use *Improvise Together* as an optional activity for variation and enrichment.

### Understanding Music - Year 4 Unit 1

Understanding Music starts every lesson in every unit. Its aim is to bring everyone together at the beginning of the lesson to learn, embed and revisit all the musical learning for the unit. It features a specially-created activity track with different musical activities that teach the beginnings of music theory needed for the unit.

In each lesson, the activities are repeated and therefore musical skills are also repeated, so the learning deepens.



#### Learning Focus

- Steady beat
- Metre 4/4
- Rhythmic and melodic patterns
- Recognising and/or reading simple notation and tonic sol-fa
- *Tonal centre is C major*
- The first three notes of the C major scale are used (C, D, E)
- Minims, dotted crotchets, crotchets, quavers

#### Knowledge and Skills

- Internalise, *keep* and move in time with a steady beat in 4/4 time
- Copy back rhythms from memory *or with notation*
- Listen to the rhythms provided and create a rhythmic answer. Create *and/or identify rhythm patterns* using simple combinations of minims, dotted crotchets, crotchets and quavers
- Listen to and copy back three-note melodic patterns using the notes C, D, E from memory and *with notation*
- Listen to the melodic patterns and create a simple melodic answer. Create melodic patterns using rhythmic combinations of C and D or *C, D and E*
- Begin to understand the importance of warming up your face, body and voice
- Copy back melodic patterns using voices (sol-fa option in settings)

#### Notes

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## Improvise Together - Year 4 Units 1,2

This activity gives you the opportunity to practise improvising together. There isn't an improvise activity with every song, so here you can practise your ideas together.

### Learning Focus

Children will practise improvising using the notes:

- C, D
- C, D, E
- C, D, E, G, A

### Knowledge and Skills

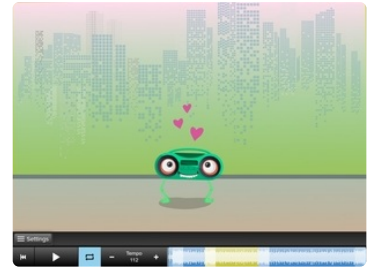
- Begin to create personal musical ideas using the given notes. Using one or two notes confidently is better than using five
- Improvisation is about making up your own tunes on the spot
- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them
- Play with increasing confidence
- Improvise simple riffs using question and answer phrases
- Share and talk about their improvisation

### Notes

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## Listening

### Listen and Respond - Hoedown

The Listen and Respond activity has five on-screen tabs to work through:

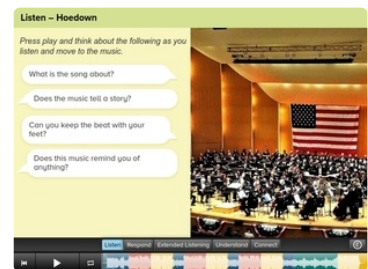
1. Listen
2. Respond
3. Extended Listening
4. Understand
5. Connect

Encourage the children to stand up and internalise the music using their bodies.

**Please use the Listen and Respond Guide, but here are some discussion points for extension:**

Encourage the children to move to the music in the way they feel most comfortable. Allow them to respond to the music with movement. Discuss what you all think the composer's intentions were, using musical vocabulary.

Discuss the music you have listened to, with the musical features for this lesson in mind.



### Learning Focus

- Talk about the song together
- Explore its musical style through the style indicators of this music and its performers
- Embed a deeper understanding of the musical concepts related to the song
- *Find an understanding and/or connection to the song or music*

### Knowledge and Skills

- Share your thoughts and feelings about the music
- Analyse, explore and discover the song/piece's musical concepts and style
- *Focus on the deeper musical learning with the song/piece*
- Place the song/piece in its historical, cultural and global context
- *Understand and explore where the song/piece fits in the global musical narrative*
- *If you like this song/piece, see the suggested artists and music to listen to and learn about*

### Notes

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## Singing

### Learn to Sing the Song - Hoedown

The on-screen resource will assist you with listening and learning to sing the songs. A flexible approach gives you the option to listen to, learn and/or sing along with the songs.

On the screen, you will have the option to break the song down into manageable learning sections. Add movement to the song and have fun. Let the children use their imaginations to choreograph movement to the song.

There are options to sing with or without the singer on the track and to change the tempo. The score is available for you to follow on the screen, too.



#### Learning Focus

- Learn to sing the song as part of an ensemble/choir
- Follow a leader/conductor
- Understand the meaning of the song
- Demonstrate and maintain correct posture and breath control

#### Knowledge and Skills

- Understand the emotion/feeling/intent of the song
- Understand the importance of vocal warm-ups
- Singing as part of an ensemble or large group is fun, but you must listen to each other
- To learn by ear or *from notation* that the song is in 2/2 time and is in F major
- Learn the design/structure of the song
- *Enjoy singing a solo*

#### Notes

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## Playing

### Play Your Instruments with the Song - Hoedown

In the 'Play your Instruments with the Song' app, you have the option to choose which glockenspiel and/or recorder parts you want to learn. These parts are differentiated, Part 1 usually being the most difficult and Part 4 usually being the easiest. Please start with the part/s that are relevant for your class and then differentiate accordingly. The children can learn the parts by ear and with the notated parts (also available in the app), if appropriate.

When performing the song with instruments, there is a specified section to play over - this part of the lesson gives the children the opportunity to learn their parts over that particular section of the song.

Differentiated notated parts are available on the unit homepage for all band/orchestral instruments.



#### Learning Focus

To play and perform an instrumental part by ear or *from standard notation* and as part of the song being learnt.

#### The Glockenspiel parts use the following notes:

- Part 4: F, G
- Part 3: F, G, A, B $\flat$ , C
- Part 2: F, G, A, B $\flat$
- *Part 1: F, G, A, B $\flat$ , C*

#### The Recorder parts use the following notes:

- Part 4: F, G
- Part 3: F, G, A, B $\flat$ , C
- Part 2: F, G, A, B $\flat$
- *Part 1: F, G, A, B $\flat$ , C*

### Knowledge and Skills

- Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part *or the melody of the song* from notation
- To rehearse and perform their part within the context of the Unit song
- To listen to and follow musical instructions from a leader
- Learn to treat instruments carefully and with respect

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## Performing

### Perform the Song - Hoedown

#### Unit Question: How Does Music Bring Us Together?

Here, you have the opportunity to share the fun you had in the lesson. You can sing and add any of the musical activities you have practised with the song. Create and present a holistic performance. This will be a short performance for sharing at the end of the lesson. As a class, you can perform at any time to an audience. You might decide to choose some of your songs to perform as part of your Step 6 assessment. You might decide to organise a special concert at a different time. It's up to you! Talk together about each element of your lesson and what you would like to perform. Share thoughts and feelings.



It's a good idea to record your 'end of lesson' sharing as part of the **formative assessment** process. You will have the option to revisit and perform a song/s of your choice in Step 6 as part of the **summative assessment** process. Talk about the progress you have made.

### Learning Focus

Share a performance of the learning that has taken place in the lesson.

### Knowledge and Skills

- Create and present a holistic performance with an understanding of the song you are singing and where it fits in the world
- Present what has been learnt in the lesson with confidence
- Introduce the performance with an understanding of what the song is about and anything else connected to it and you

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