ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: Music UNIT: Gods, Monsters and Mortals TERM: Autumn 1 YEAR GROUP: 5

THE BIG QUESTION	
How has minimalist music left a legacy in modern composition and performance?	
END OF UNIT OUTCOME	Children will perform and record their own minimalist-inspired composition, making clear links to John Adams' *Short Ride in a Fast Machine*. They will articulate how minimalist music has influenced later music, and reflect on its lasting legacy.
OBJECTIVES	**Play and perform in solo and ensemble contexts**, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression. **Improvise and compose music for a range of purposes**, using the interrelated dimensions of music. **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**.
CONCEPT: Legacy	Minimalist composers like John Adams, Steve Reich and Philip Glass changed music. Their ideas of pulse, repetition and layering are still used today in film music, pop and dance tracks. Their music has left a legacy that we can hear all around us.
LESSON 1 QUESTION	What is "Short Ride in a Fast Machine" about?
KEY KNOWLEDGE	**Dimensions** **Duration:** Identify and understand more complex rhythm patterns and metres **Structure:** Use a broader range of developmental structures and expressive structures (minimalist)
RICH TASK	**Explore, deepen and apply the learning** Introduction to *Short Ride in a Fast Machine* Listen to the music (if using the Ten Pieces DVD through a whiteboard blank the projector screen – you can enjoy watching it later to help check some of your answers!) • What do you think the music is about? Do you think the music sounds like a fast machine? What features of the music represent a machine well? (the prominent steady beat, the fast moving repeated patterns) • Choose key words to describe the music e.g. fast, busy, exciting… • Identify the instruments - which instrument families feature in the music (percussion, strings, brass, woodwind) • Identify and respond to the steady beat throughout the music (played by the woodblock), mime playing the woodblock each time it is heard or tap the beat on your knees

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<table>
<tr><td></td><td colspan="3">Identify the opening metre (the music is counted in 2 for the first 19 bars)
Identify and copy some of the repeated rhythmic patterns played by the brass instruments</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">Support: Teacher claps / mimes beat to help children keep in time

Challenge: More confident pupils notate the opening metre in 2, adding symbols for rests and repeats

https://www.bbc.co.uk/programmes/articles/3xwJ8Zpzz44vNJlZfqtxbbX/short-ride-in-a-fast-machine-by-john-adams</td></tr>
<tr><td>KEY VOCABULARY</td><td>Pulse, rhythm, beat, metre, repeated patterns, brass, percussion, woodwind, strings</td><td>RESOURCES</td><td>BBC Ten Pieces DVD / online link

Whiteboard, speakers, topic books</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 2 QUESTION</td><td colspan="3">What is minimalist music?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">Playing: Demonstrate precise and confident instrumental skills and use them to articulate and perform with musical awareness</td></tr>
<tr><td>RICH TASK</td><td colspan="3">RETRIEVAL ACTIVITY:
Quick-fire quiz – recall features of Short Ride in a Fast Machine (pulse, instruments, patterns).

Learn about minimalist music
Explain what minimalist music is (see above)
Listen to other examples of minimalist music e.g. Metamorphosis III by Philip Glass or Music for 18 Musicians – beginning by Steve Reich (both available on YouTube). Listen out for the hypnotic effect created by the pulse and the use of repeated patterns
Explore minimalist music practically using conventional rhythmic notation
As a class explore combining a steady beat with layers of rhythm patterns – try doing this in 2, 3 and 4 metre making sure the rhythm patterns contain the right number of beats and the parts fit together. If possible use conventionally notated rhythm patterns to do this (crotchets, quavers, minims and semi breves)
In groups choose a metre and then plan and notate 2 or 3 rhythm patterns to be performed in layers by the whole class</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">Support: Provide pre-written rhythm cards for children to use
Challenge: Pupils write their own patterns using crotchets, quavers, and rests</td></tr>
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KEY VOCABULARY	Minimalism, pulse, layering, metre, repetition, hypnotic, rhythm	**RESOURCES**	• YouTube (Glass/Reich) Percussion instruments, whiteboard, rhythm cards
LESSON 3 QUESTION	How can we compose our own minimalist piece?		
KEY KNOWLEDGE	**Notating** Understand, select and use a range of notation for specific purposes including precise graphic notation and stave notation with time signatures		
RICH TASK	**RETRIEVAL** **ACTIVITY:** Review: What is minimalism? List three features (pulse, repetition, layers). Create minimalist compositions • In groups create own minimalist compositions to represent a "short ride in a fast machine" – this could be done using acoustic instruments or electronically e.g. using Garage band on iPads ○ Choose whether to use 2, 3 or 4 metre or combinations of these ○ Include a hypnotic pulse ○ Carefully select and notate rhythmic or rhythmic and melodic patterns to layer ○ Plan a fixed structure to follow, notate this so it can be carefully followed during each rehearsal and the performance		
SUPPORT AND CHALLENGE	**Support:** Provide templates for graphic notation (e.g. grids) **Challenge:** Use stave notation with time signatures and bar lines		
KEY VOCABULARY	Notation, stave, time signature, composition, graphic score, structure	**RESOURCES**	iPads (GarageBand) Acoustic instruments Notation templates
LESSON 4 QUESTION	How does performance help us understand music?		
KEY KNOWLEDGE	**Listening and responding** Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify the composer's intent and how this was achieved *Short Ride in a Fast Machine* by John Adams (one of the BBC Ten Pieces)		
RICH TASK	• Rehearse then perform and record performances		

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Rehearse to be “the best it can be”, perform and record your performance
Listen to the recording you have made

Does it include the key features of minimalist music? (hypnotic rhythm and layers of simple patterns)

Does it “work” as a musical representation of a short ride in a fast machine?
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<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">Support: Checklist of success criteria to guide rehearsal

Challenge: Evaluate another group’s performance, giving constructive feedback</td></tr>
<tr><td>KEY VOCABULARY</td><td>performance, rehearsal, intent, success criteria, hypnotic, evaluate</td><td>RESOURCES</td><td>Ipad for recording

Instruments for performance</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 5 QUESTION</td><td colspan="3">How can we share and discuss our music?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">Describe and discussing
Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composers musical intent and how it was achieved using a fluent musical vocabulary</td></tr>
<tr><td>RICH TASK</td><td colspan="3">RETRIEVAL ACTIVITY:
Mini whiteboard quiz – identify three minimalist composers and one of their works.

Perform to an audience. Can the audience identify which metre each group has chosen and how many different patterns they have included? Discuss whether intent was achieved.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">Support: Sentence starters for discussion (“I think this piece represents…” / “The metre is…”)

Challenge: Use subject-specific vocabulary (pulse, repetition, layering, hypnotic) fluently</td></tr>
<tr><td>KEY VOCABULARY</td><td>Intent, opinion, impact, legacy, audience, context</td><td>RESOURCES</td><td>Performance space

Instruments

Feedback sheets for audience</td></tr>
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<tr><td>LESSON 6 QUESTION</td><td colspan="3">What is the legacy of minimalist music?</td></tr>
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KEY KNOWLEDGE	Consolidate knowledge of minimalist features, composers, and techniques Reflect on influence and legacy		
END OF UNIT OUTCOME	Key knowledge quiz Children explain links between *Short Ride in a Fast Machine* and minimalist legacy Reflect in books: "What links to our concept (Legacy) have you found?"		
SUPPORT AND CHALLENGE	**Support:** Provide word bank for reflections **Challenge:** Pupils make wider links to film, electronic, or popular music influenced by minimalism		
KEY VOCABULARY	legacy, influence, impact, minimalist, composition, performance	**RESOURCES**	Ipads, topic books