



The long and the short of it

Exploring duration

This unit develops children's ability to discriminate between longer and shorter sounds, and to use them to create interesting sequences of sound.

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Glossary

For definitions of musical vocabulary, click here.

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For alternative themes and activities, click here!

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MEDIUM TERM PLAN

Learning Objectives

Children should learn

Teaching Activities

With your class

Learning Outcomes

Children

INTRODUCTION: HOW CAN WE USE OUR VOICES TO MAKE A RANGE OF LONG AND SHORT SOUNDS?

1st

- how to use their voices to make a variety of long and short sounds
- that music is made up of long and short sounds

1. Sing *Some sounds are short* and make sequences of long and short vocal sounds
2. Recognise long and short vocal sounds in *Dipidu*
3. Accompany *Jackass wid him long tail* with a long-short action sequence

- recognise long and short sounds and make longer and shorter sounds with their voices
- perform long and short sounds in response to symbols
- respond to long and short sounds through movement

EXPLORATION: HOW CAN WE USE INSTRUMENTS TO MAKE LONG AND SHORT SOUNDS?

2nd

- how to make sounds of different duration on untuned percussion instruments
- how to use instruments to create sequences of long and short sounds

1. Accompany *Dipidu* with long and short instrumental sounds
2. Sing *Some sounds are short* and make sequences of long and short instrumental sounds
3. Accompany *Jackass wid him long tail* with a long-short instrumental sequence

- explore long and short sounds on classroom instruments
- perform long and short sounds in response to symbols
- how to use instruments to create sequences of long and short sounds

3rd

- that music is made up of long and short sounds
- how to combine long and short sounds to fit in with a steady beat

1. Focus on the long and short sounds in *Tinga layo*
2. Learn to sing *Tinga layo*
3. Learn word rhythms from *Tinga layo*

- identify long and short sounds in music
- perform long and short sounds in response to symbols

4th

- to explore long and short sounds on classroom instruments
- that music is made up of long and short sounds
- how to combine long and short sounds to fit in with a steady beat

1. Identify sequences of long and short sounds in the *Tinga layo rhythms*
2. Accompany *Tinga layo* with instruments playing sequences of long and short
3. Listen to *Mi caballo blanco* and mark long and short sounds with actions

- explore long and short sounds on classroom instruments
- perform long and short sounds in response to symbols
- identify long and short sounds in music

5th

- how to combine long and short sounds to fit with a steady beat
- that music is made up of long and short sounds
- how to use instruments to create sequences of long and short sounds

1. Listen to galloping rhythms in *The jockeys' dance*
2. Learn to sing *Mi caballo blanco*, focusing on the beat and the word rhythms
3. Listen to *Mi caballo blanco* and identify the accompanying instruments

- create long and short sounds on instruments
- recognise long and short sounds in music
- create a sequence of long and short sounds

BRINGING IT ALL TOGETHER: CAN WE WORK TOGETHER TO MAKE EXTENDED SEQUENCES COMBINING LONG AND SHORT SOUNDS?

6th

- how to combine long and short sounds to fit with a steady beat
- how to use instruments to create sequences of long and short sounds

1. Sing *Mi caballo blanco* and learn the instrumental accompaniments
2. Perform *Mi caballo blanco* with voices and percussion
3. Put on a class concert entitled *Four-legged friends*

- create long and short sounds on untuned and tuned percussion instruments
- create a sequence of long and short sounds

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1st

LESSON PLAN

Learning Objectives

Children should learn

- how to use their voices to make a variety of long and short sounds
- that music is made up of long and short sounds

Learning Outcomes

Children

- recognise long and short sounds and make longer and shorter sounds with their voices
- perform long and short sounds in response to symbols
- respond to long and short sounds through movement

RESOURCES AND PREPARATION

- CD tracks: 1–3
- *Long short long* photocopiable (p9): enlarged and cut into cards

Teaching Activities

1 Sing *Some sounds are short* and make sequences of long and short vocal sounds



The children explore making long and short sounds with their voices in response to symbols.

2 Recognise long and short vocal sounds in *Dipidu*



The children identify and compare the long and short sounds in the melody.

3 Accompany *Jackass wid him long tail* with a long-short action sequence



As the children listen to a recording of the song they respond in movement to identify the sequence of long and short sounds in the melody.

SUPPORT: some children will need practice at coordinating the actions for the 'long tail' sequence so that everyone claps together on 'tail'. Practise the phrase on its own, without the CD, at a slower speed. Ask the children to watch your actions carefully and aim to make one coordinated clap at the end.

VOCABULARY:

duration: the word used in music to refer to the length of a sound or silence

Lesson Extension

Place the *Long short long* photocopiable cards from activity 1 in the music corner to give individuals and small groups opportunities to interpret the symbols using their own choice of vocal sounds.

The long and the short of it

Exploring duration



2nd

LESSON PLAN

Learning Objectives

Children should learn

- how to make sounds of different duration on untuned percussion instruments
- how to use instruments to create sequences of long and short sounds

Learning Outcomes

Children

- explore long and short sounds on classroom instruments
- perform long and short sounds in response to symbols
- how to use instruments to create sequences of long and short sounds

RESOURCES AND PREPARATION

- CD tracks: 1–2, 4–9
- *Long short long* photocopiable (p9): enlarged and cut into cards
- Cloth bag
- Variety of percussion instruments
- Tambour, cymbal, woodblock, chime bar, and one rubber-headed beater

Teaching Activities

1 Accompany *Dipidu* with long and short instrumental sounds



The children select percussion instruments to add long and short sounds as an accompaniment to the song.

2 Sing *Some sounds are short and make sequences of long and short instrumental sounds*



This game gives the opportunity to explore percussion instruments and create patterns of long and short sounds in response to symbols.

SUPPORT: some children may need help relating the sounds they are making to the written pattern of long and short lines on the cards. Ask a child who is having this difficulty to choose a card, eg long short long, and make a long short long vocal sound while drawing their index finger along the lines on the card. When they can match the beginning and end of their vocal sound with the beginning and end of the lines traced with their finger, try again with an instrument. This time, you trace the line with your finger while the child plays a matching sound on the instrument.

3 Accompany *Jackass wid him long tail* with a long-short instrumental sequence



The children explore ways of making sequences of long and short sounds using instruments.

VOCABULARY:

duration

pulse/beat: pulse and beat are used synonymously to refer to the regular heartbeat of the music – the 'steady beat'

rhythm: patterns of long and short sounds played within a steady beat

Lesson Extension

Place the *Long short long* photocopiable cards from activity 2 in the music corner with a selection of percussion instruments to give individuals and small groups opportunities to interpret the symbols using their own choice of instrumental sounds.

The long and the short of it

Exploring duration



3rd

LESSON PLAN

Learning Objectives

Children should learn

- that music is made up of long and short sounds
- how to combine long and short sounds to fit in with a steady beat

Learning Outcomes

Children

- identify long and short sounds in music
- perform long and short sounds in response to symbols

RESOURCES AND PREPARATION

- CD tracks: 10–11
- *Tinga Layo rhythms* photocopyable (p 12)

Teaching Activities

1 Focus on the long and short sounds in *Tinga layo*



As they listen to the song the children identify sequences of long and short sounds and respond with matching actions.

2 Learn to sing *Tinga layo*



As the children learn the song they focus on the long and short vocal sounds.

3 Learn word rhythms from *Tinga layo*



The children tap word rhythms from the song then combine these with the beat.

SUPPORT: some children will need extra practice in order to tap the word rhythms (they may only be tapping the beat of the song, or they may not be tapping on every syllable of the word rhythms, eg tapping once instead of twice on 'don-key'). Notice the children who are having difficulty, and give them extra practice at pointing to each symbol on the Tinga layo rhythms photocopyable as they say the words.

VOCABULARY:

pulse/beat

duration

rhythm

Lesson Extension

Place the *Tinga layo rhythms* photocopyable in the music corner with two or three tambours to give small groups the opportunity to play the word rhythms in combinations of their own choice. They may like to perform these as an accompaniment as the class sing the song.

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4th

LESSON PLAN

Learning Objectives

Children should learn

- to explore long and short sounds on classroom instruments
- that music is made up of long and short sounds
- how to combine long and short sounds to fit in with a steady beat

Learning Outcomes

Children

- explore long and short sounds on classroom instruments
- perform long and short sounds in response to symbols
- identify long and short sounds in music

RESOURCES AND PREPARATION

- CD tracks: 12–15
- *Tinga layo rhythms* photocopyable (p 12)
- Variety of percussion instruments, eg Tibetan bells, scraper, cymbal and brush, claves

Teaching Activities

1 Identify sequences of long and short sounds in the *Tinga layo rhythms*



The children explore symbols which represent sequences of long and short sounds, then create their own sequences and find ways to notate them.

2 Accompany *Tinga layo* with instruments playing sequences of long and short



Using symbols, the children combine word rhythms with the beat and play them as ostinato accompaniments to the song.

SUPPORT: place the *Tinga layo rhythms* photocopyable and CD track 11 in the music corner to give children further opportunities of practising the rhythms and finding ways of playing the long and short sounds on a variety of instruments.

3 Listen to *Mi caballo blanco* and mark long and short sounds with actions



As the children listen to the song, they identify sequences of long and short sounds and respond with matching actions.

VOCABULARY:

pulse/beat

duration

ostinato (plural ostinatos/ostinati): a short rhythmic or melodic pattern that is repeated over and over

Lesson Extension

Place the *Tinga layo rhythms* photocopyable in the music corner where individuals or small groups can practice the sequences on a variety of percussion instruments. Provide the children with extra blank cards so that they can create their own sequences and devise ways of notating them.

The long and the short of it

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5th

LESSON PLAN

Learning Objectives

Children should learn

- how to combine long and short sounds to fit with a steady beat
- that music is made up of long and short sounds
- how to use instruments to create sequences of long and short sounds

Learning Outcomes

Children

- create long and short sounds on instruments
- recognise long and short sounds in music
- create a sequence of long and short sounds

RESOURCES AND PREPARATION

- CD tracks: 15–18
- Copies of *Mi caballo blanco* photocopyable chart from lesson 5, activity 3 (book p 14)

Teaching Activities

1 Listen to galloping rhythms in *The jockeys' dance*



The children identify the short sounds in this piece of music and respond by tapping the beat.

2 Learn to sing *Mi caballo blanco*, focusing on the beat and the word rhythms



The children mark the beat of the song with actions, then learn the song, paying particular attention to the word rhythms. They combine singing the song with marking the beat.

SUPPORT: some children will need extra practice at playing the 'white as snow' pattern, which marks the beat. Give them extra opportunities to accompany the pattern with other actions, eg stamp clap clap, or clap nod nod.

3 Listen to *Mi caballo blanco* and identify the accompanying instruments



As they listen the children notice the accompanying rhythms and identify the instruments.

VOCABULARY:

pulse/beat

duration

rhythm

tempo (plural tempi): the speed at which music is performed, usually described in terms of fast/slow

timbre: quality of sound, eg squeaky. All instruments, including voices, have a particular sound quality which is referred to as timbre

tuned percussion: the family of instruments which includes chime bar, glockenspiel, hand chime, metallophone, tubular bell, xylophone

Lesson Extension

Ask a small group of children to devise a dance to perform to *The jockeys' dance music*.

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6th

LESSON PLAN

Learning Objectives

Children should learn

- how to combine long and short sounds to fit with a steady beat
- how to use instruments to create sequences of long and short sounds

Learning Outcomes

Children

- create long and short sounds on untuned and tuned percussion instruments
- create a sequence of long and short sounds

RESOURCES AND PREPARATION

- CD tracks: 15, 18
- Recording equipment
- Chime bar sets: notes E F G A
- Claves or woodblocks
- Drums

Teaching Activities

1 Sing *Mi caballo blanco* and learn the instrumental accompaniments



The children use tuned and untuned percussion to play the beat and two rhythm patterns as ostinato accompaniments to the chorus of the song.

SUPPORT: before combining all three patterns, some children may find it easier to practise their group's body percussion pattern with one other pattern instead of two. Sustaining all three instrumental patterns at once may also need to be prepared by combining two patterns at a time, then all three.

2 Perform *Mi caballo blanco* with voices and percussion



Different groups of children accompany the song with tuned and untuned percussion and the class evaluate and discuss arrangements of the song.

3 Put on a class concert entitled *Four-legged friends*

The children arrange and perform a concert using the music they have prepared in previous lessons.

VOCABULARY:

pulse/beat

duration

ostinato

rhythm

structure: most music is underpinned by a structure which may be as simple as beginning, middle and end

tempo

timbre

tuned percussion

untuned percussion: percussion instruments which make sounds of indefinite pitch

Lesson Extension

Ask a small group to make a pictorial plan of the *Four-legged friends* performance, showing the order of music and any other information they might need, eg instruments, names of groups.

Glossary

accompaniment

the underlying sounds used to support a melody line

body percussion

sounds that can be made using parts of the body, eg clapping, tapping knees ...

call and response

a style of song in which a leader sings a short melody (the call) and a chorus of singers respond with an answering short melody (the response)

chord

two or more notes played at the same time

conductor

the person elected to lead the group

crescendo

getting louder

diminuendo

getting quieter

drone

a sound, or sounds, played constantly throughout all or part of a piece of music as an accompaniment

duration

the word used in music to refer to the length of a sound or silence

dynamics/volume

the volume of the music, usually described in terms of loud/quiet

glockenspiel

a tuned percussion instrument with metal bars

graphic score

a score in which musical intention is recorded by means of graphic symbols

improvisation

music invented as you go along

layering

the process of creating texture by combining layers of sound

musical elements

pitch, rhythm, timbre, dynamics, tempo, duration, texture, structure (see definitions)

notation

ways of writing music down

ostinato (plural ostinatos/ostinati)

a short rhythmic or melodic pattern that is repeated over and over

phrase

a small unit of melody, often corresponding to a line of a song in vocal music

pitch

refers to the complete range of sounds in music from the lowest to the highest

pitch movement

the steps and jumps by which a melody moves up and down in pitch

playing methods

acoustic (non-electronic) sounds are made by shaking, scraping, tapping or blowing a soundmaker

pulse/beat

pulse and beat are used synonymously to refer to the regular heartbeat of the music - the 'steady beat'

rhythm

patterns of long and short sounds played within a steady beat

score

all the parts of a piece written down

soundmaker

any sound source used as a musical instrument

sound sources

sounds in music may come from any source - there are no limitations

structure

most music is underpinned by a structure which may be as simple as beginning, middle and end

tempo (plural tempi)

the speed at which music is performed, usually described in terms of fast/slow

texture

layers of sound, eg the two layers of sound created by a melody accompanied by a drum beat

timbre

quality of sound, eg squeaky. All instruments, including voices, have a particular sound quality which is referred to as timbre

tuned percussion

the family of instruments which includes chime bar, glockenspiel, hand chime, metallophone, tubular bell, xylophone

untuned percussion

percussion instruments which make sounds of indefinite pitch

xylophone

a tuned percussion instrument with wooden bars