

# Roundabout

## Exploring rounds

This unit develops children's ability to sing and play music in two (or more) parts. They explore the effect of two or more pitched notes sounding together – harmony. They experiment with clusters of pitched notes and discover which combinations are 'comfortable' (concord), and which 'clash' (discord). They sing rounds and experiment with melodic ostinati to provide accompaniments. They play drones and single note accompaniments.

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# Roundabout

Exploring rounds 

## MEDIUM TERM PLAN

Learning Objectives

Children should learn

Teaching Activities

With your class

Learning Outcomes

Children

### INTRODUCTION: PLAYING NOTES TOGETHER

1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• about rounds</li> </ul>	<ol style="list-style-type: none"> <li>1. Play <i>Round game</i></li> <li>2. Learn <i>The human drum kit</i></li> <li>3. Perform <i>The human drum kit</i> as a round</li> </ol>	<ul style="list-style-type: none"> <li>• perform a round in two or more parts and identify how the parts fit together</li> </ul>
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### EXPLORATION: SINGING SIMPLE ROUNDS

2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• about the effect of different pitched notes played together</li> </ul>	<ol style="list-style-type: none"> <li>1. Revise <i>The human drum kit</i> then sing <i>Autumn leaves</i></li> <li>2. Perform <i>Autumn leaves</i> on tuned percussion</li> <li>3. Use <i>Autumn leaves</i> to explore different combinations of pitch</li> </ol>	<ul style="list-style-type: none"> <li>• describe the effect of different combinations of pitched notes using the terms tense, tight, relaxed, loose and comfortable</li> </ul>
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3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• about rounds</li> <li>• to sing a simple round in two or more parts and accompany it with a three-note chord (triad)</li> </ul>	<ol style="list-style-type: none"> <li>1. Learn the round, <i>Shalom</i></li> <li>2. Add an accompaniment to <i>Shalom</i></li> <li>3. Perform <i>Shalom</i> with the chord accompaniment</li> </ol>	<ul style="list-style-type: none"> <li>• sing a round in two or more parts and identify how the parts fit together</li> <li>• sing a round with confidence and accompany their singing with a repeated chord</li> </ul>
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4 <sup>th</sup>	<ul style="list-style-type: none"> <li>• to sing a simple round in two parts and accompany it with two three-note chords (triads)</li> </ul>	<ol style="list-style-type: none"> <li>1. Learn the round, <i>Come and sing together</i></li> <li>2. Add an accompaniment to the round</li> <li>3. Perform <i>Come and sing together</i> with the accompaniment</li> </ol>	<ul style="list-style-type: none"> <li>• sing a round with confidence and accompany their singing with a simple chord structure</li> </ul>
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5 <sup>th</sup>	<ul style="list-style-type: none"> <li>• how to create a class performance through practice and rehearsal</li> </ul>	<ol style="list-style-type: none"> <li>1. Learn a calypso rhythm pattern</li> <li>2. Learn the round, <i>Calypso</i></li> <li>3. Perform <i>Calypso</i> as a round with accompaniments</li> </ol>	<ul style="list-style-type: none"> <li>• practise their own parts and rehearse with others, showing that they know how to contribute appropriately to the overall effect</li> <li>• improve their performance through listening, internalising and analysing (in their own minds) what changes need to be made</li> <li>• achieve a quality performance</li> </ul>
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### BRINGING IT ALL TOGETHER:

6 <sup>th</sup>	<ul style="list-style-type: none"> <li>• how to create a class performance through practice and rehearsal</li> </ul>	<ol style="list-style-type: none"> <li>1. Revise the song, <i>Calypso</i></li> <li>2. Rehearse <i>Calypso</i></li> <li>3. Perform <i>Calypso</i></li> </ol>	<ul style="list-style-type: none"> <li>• practise their own parts and rehearse with others, showing they know how to contribute appropriately to the overall effect</li> <li>• improve their performance through listening, internalising and analysing (in their own minds) what changes need to be made</li> <li>• achieve a quality performance</li> </ul>
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# Roundabout

Exploring rounds 

# 1<sup>st</sup>

## LESSON PLAN

### Learning Objectives

Children should learn

- about rounds

### Learning Outcomes

Children

- perform a round in two or more parts and identify how the parts fit together

### RESOURCES AND PREPARATION

- CD tracks: 18–19
- Copies of the *Round drum kit* photocopiable (book, p17)
- CD-ROM videoclip 5
- Recording equipment to record the performance

## Teaching Activities

### 1 Play Round game

The class perform a round using only body percussion. This gives them the opportunity to experience a physical representation of a round.

*SUPPORT:* play a steady beat or use a keyboard backing track throughout to help the group to keep together.

### 2 Learn *The human drum kit*

The class learn a chant and listen to it performed as a round. They learn the difference between the terms 'round' and 'unison'.

### 3 Perform *The human drum kit* as a round

The class perform a chant in unison and as a four-part round. This improves their sense of rhythm and musical memory.

### VOCABULARY:

body percussion

entry point

rhythm

round

tempo (plural tempi)

unison

### Lesson Extension

Invent a series of movements and perform them in unison and as a round.

# Roundabout

Exploring rounds 

# 2<sup>nd</sup>

## LESSON PLAN

### Learning Objectives

Children should learn

- about the effect of different pitched notes played together

### Learning Outcomes

Children

- describe the effect of different combinations of pitched notes using the terms tense, tight, relaxed, loose and comfortable

### RESOURCES AND PREPARATION

- CD tracks: 20–22
- Copies of the *Exploring pitch* photocopyable (book, p19)
- Tuned percussion and electronic keyboards and recorders (if available) notes C D E F G A B C'
- Encourage children to bring in their own instruments

## Teaching Activities

### 1 Revise *The human drum kit* then sing *Autumn leaves*

The class revise the terms 'unison' and 'round'. They learn a song in unison then listen to it performed by two voices starting one after the other. They describe the effect of the different note combinations.

### 2 Perform *Autumn leaves* on tuned percussion

The class use their musical memory to learn to play the melody of the song by ear from a given starting note, using tuned percussion and any instruments they are learning to play.

### 3 Use *Autumn leaves* to explore different combinations of pitch

By playing the song in two parts the class explore the effect of combining notes of different pitches. They learn to listen carefully with attention to detail and to describe the sounds they hear. They experiment with playing the song as a round.

*SUPPORT: encourage the players to sing the song quietly to themselves as they play.*


### VOCABULARY:

entry point  
 melody  
 pitch  
 pitch movement  
 round  
 tuned percussion  
 unison

### Lesson Extension

Play *Autumn leaves* in three parts to explore different combinations of three notes.

# Roundabout

Exploring rounds 

# 3<sup>rd</sup>

## LESSON PLAN

### Learning Objectives

Children should learn

- about rounds
- to sing a simple round in two or more parts and accompany it with a three-note chord (triad)

### Learning Outcomes

Children

- sing a round in two or more parts and identify how the parts fit together
- sing a round with confidence and accompany their singing with a repeated chord

### RESOURCES AND PREPARATION

- CD tracks: 23–26
- Tuned percussion notes D F and A
- Recording equipment to record work in progress

## Teaching Activities

### 1 Learn the round, *Shalom* (23–24)

The class learn a new round to develop their repertoire of songs and to practise singing rounds. They identify melodic phrases and how they fit together.

### 2 Add an accompaniment to *Shalom* (25–26)

The class learn the notes of the chord used to accompany the round and learn the terms *drone* and *chord*. The children practise singing and performing the chord accompaniment at the same time. (They devise new accompaniment patterns by reordering the notes of the chord.)

### 3 Perform *Shalom* with the chord accompaniment

The class perform the round and record it for discussion. They have an opportunity to reflect on the quality of their work, its expressiveness and technical accuracy.

*SUPPORT:* some children can repeat the last phrase, 'sha-lom, sha-lom', as an *ostinato* throughout on tuned percussion: A D A D. This *ostinato* will provide a simple, effective accompaniment and help the singers keep in time with each other.


### VOCABULARY:

accompaniment  
chord  
drone  
entry point  
melodic phrase  
ostinato  
round  
unison

### Lesson Extension

Discuss in what context it might be appropriate to sing this song – the word 'shalom' is Hebrew for peace.

# Roundabout

Exploring rounds 

# 4<sup>th</sup>

## LESSON PLAN

### Learning Objectives

Children should learn

- to sing a simple round in two parts and accompany it with two three-note chords (triads)

### Learning Outcomes

Children

- sing a round with confidence and accompany their singing with a simple chord structure

### RESOURCES AND PREPARATION

- CD tracks: 27–29
- Copies of the *Dancing boots* photocopyable (book, p22)
- Tuned percussion and keyboards, notes A C E and C E G

## Teaching Activities

### 1 Learn the round, *Come and sing together*

The class learn a slightly harder round to develop their repertoire of songs and to practise singing rounds.

### 2 Add an accompaniment to the round

The class learn the notes of two new chords to accompany the round. They play untuned percussion on the steady beat.

### 3 Perform *Come and sing together* with the accompaniment

The class perform the round in an agreed arrangement and record it for discussion. *(They have an opportunity to reflect on the quality of their work, its expressiveness and technical accuracy.)*

*SUPPORT: instead of playing all the notes of the chord, some children could play a single note from each chord, eg A (CE) C (EG).*

### VOCABULARY:

accompaniment

balance

chord/triad

entry point

melodic phrase

pulse/beat

round

tempo

unison

### Lesson Extension

Invent a dance which reflects the structure of the round and perform it with the song.

# Roundabout

Exploring rounds



# 5<sup>th</sup>

## LESSON PLAN

### Learning Objectives

Children should learn

- how to create a class performance through practice and rehearsal

### Learning Outcomes

Children

- practise their own parts and rehearse with others, showing that they know how to contribute appropriately to the overall effect
- improve their performance through listening, internalising and analysing (in their own minds) what changes need to be made
- achieve a quality performance

### RESOURCES AND PREPARATION

- CD tracks: 30–32
- Copies of the *Performing calypso* photocopyable (p24)
- A selection of bongos, claves or other untuned percussion
- Tuned percussion and keyboards, notes D G A

## Teaching Activities

### 1 Learn a calypso rhythm pattern

The class learn a specific rhythm pattern that features in this and the next lesson.

*SUPPORT:* it will help the children to play the calypso rhythm if they say the words 'carnival carnival dancing' as they play it.

### 2 Learn the round, *Calypso*

The class learn a three-part round.

### 3 Perform *Calypso* as a round with accompaniments

The children learn a simple melodic accompaniment part by ear and from notation and practise playing it with the song.


### VOCABULARY:

accompaniment  
notation  
rhythm  
round  
tuned percussion  
unison  
untuned percussion

### Lesson Extension

Find out about other Caribbean musical styles, eg reggae.

# Roundabout

Exploring rounds 

# 6<sup>th</sup>

## LESSON PLAN

### Learning Objectives

Children should learn

- how to create a class performance through practice and rehearsal

### Learning Outcomes

Children

- practise their own parts and rehearse with others, showing they know how to contribute appropriately to the overall effect
- improve their performance through listening, internalising and analysing (in their own minds) what changes need to be made
- achieve a quality performance

### RESOURCES AND PREPARATION

- CD tracks: 31, 33
- Copies of the *Performing calypso* photocopyable (book, p24)
- A selection of bongos, claves or other untuned percussion
- Tuned percussion and keyboards, notes C D E F G and A'
- Recording or filming equipment to record the performance

## Teaching Activities

### 1 Revise the song, *Calypso*

The class revise the round they learnt in lesson 5. They learn three chords that will be used to accompany the song.

### 2 Rehearse *Calypso*

The class prepare their performance, making musical decisions about the organisation of the song. The class listen carefully and make improvements to their work.

### 3 Perform *Calypso*

The class perform the *Calypso* and record it as evidence of achievement. The performance combines several layers of sounds.

*SUPPORT:* ensure that there are confident singers and players in each group.

### VOCABULARY:

accompaniment  
balance (between parts)  
chord  
dynamics/volume  
expression  
improvisation  
ostinato  
round  
structure  
unison

### Lesson Extension

When *Calypso* is sounding confident and is performed well, invite individuals to add rhythmic improvisations using the notes of the chords.



# Glossary

## accent

a stress or extra push on a note to emphasise it and make it sound slightly louder

## accompaniment

the underlying sounds used to support a melody line

## acoustic sound

any sound made without electronic amplification or processing

## articulation

the formation of clear and distinct sounds

## attack

the way a sound starts, usually described in terms of hard/fast or soft/slow

## balance

the appropriate relative volume of the parts

## bass

the lowest part in a musical composition/the lowest note in a chord

## body percussion

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

## call and response

the call may differ, but the response is always the same

## chord

three or more notes played at the same time

## chord sequence

two or more chords played one after the other in a deliberate order

## cluster

a group of notes that are close in pitch and sounded together

## coda

end section

## conductor

the person elected to lead the group

## cue

a musical signal used to control aspects of the piece, eg starting and stopping or changing speed

## cyclic pattern

a melodic or rhythmic pattern that repeats itself over and over again

## decay

the time a sound takes to die away, usually described in terms of long or short

## drone

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

## drum machine

a piece of musical hardware which contains drum sounds and enables sounds to be sequenced and layered

## 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

## electronic music

music produced entirely by electronic means

## ensemble

performance by a group

## entry point

point in a round when the next performer may begin

## expression

when a singer or instrumentalist sings or plays with feeling, using changes in dynamics, tempo and timbre

## free/arhythmic

music which has no discernible steady beat

## glockenspiel

a tuned percussion instrument with metal bars

## graphic notation

a form of notation in which the composer freely invents symbols which give an impression of sound

## graphic score

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

## harmony

any number of changing layers of sound, sung or played at the same time

## improvise

inventing music as you go along

## improvisation

music invented as you go along

## jazz

a style of music which originated in the 19th century characterised by use of improvisation

## layers

individual lines of music performed together to create texture

## layering

the process of creating texture by combining layers of sound

## lyrics

the words of a song

## melody instrument

usually refers to an instrument which plays a single line of melody, eg clarinet, recorder, flute

## melodic phrase

a short section of melody

## metre

the grouping of beats into twos, threes, fours, etc. Waltz music is grouped in threes: ①2 3 ①2 3

## musical elements

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

## notation

ways of writing music down

## orchestration

the specific instruments chosen by a composer to perform the different parts of a piece of music

## ostinato (plural ostinatos/ostinati)

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

## phrase

a short section of 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 melody moves up and down

## polyrhythm

more than one rhythm played at the same time

### prelude

a substantial musical introduction to a piece

### processed sound

a sound that has been changed by means of an electronic device

### pulse/beat

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

### rest

a silence

### rhythm

patterns of long and short sounds played within a steady beat

### rhythmical

music which is underpinned by a steady beat

### riff

a repeated pattern

### rondo

a musical structure which alternates contrasting sections of music with repeated sections, eg A B A C A D A

### round

a piece of music in which two or more performers or groups start one after the other. As each performer reaches the end of the music, they start again - the music going round and round - hence the name

### sampling

the act of recording sounds, digitally encoding them and altering them electronically

### score

all the parts of a piece written down

### soundmaker

any sound source used as a musical instrument

### soundscape

a picture in sound

### strong beat

any accentuated beat or beats, usually the first in the group, eg ①2 3 ①2 3

### structure

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

### synthesising

the process of creating new sounds electronically

### 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

### triad

refers to a particular type of three note chord, examples of which are C major (C E G) or A minor (A C E)

### tuned

pitched

### tuned percussion

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

### unison

when everyone sings or chants the same thing at the same time

### untuned

of indefinite pitch

### untuned percussion

percussion instruments which make sounds of indefinite pitch

### volume

see dynamics

### word rhythms

rhythms created in the course of saying a word, or by creating a pattern of words which may be repeated, making a rhythm

### word setting

how the words relate to the music

### xylophone

a tuned percussion instrument with wooden bars