



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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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?

1 st	<ul style="list-style-type: none"> • how to use their voices to make a variety of long and short sounds • to respond to long and short sounds through movement 	<ol style="list-style-type: none"> 1. Sing <i>Some sounds are short</i> to explore making long and short vocal sounds 2. Listen to fireworks and create firework sound effects with reference to <i>Fireworks bingo</i> 3. Play the <i>Fireworks bingo</i> game to focus listening 	<ul style="list-style-type: none"> • recognise long and short sounds and make longer and shorter sounds with their voices
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EXPLORATION: HOW CAN WE USE INSTRUMENTS TO MAKE LONG AND SHORT SOUNDS?

2 nd	<ul style="list-style-type: none"> • how to use their voices to make a variety of long and short sounds • how to make sounds of different duration on untuned percussion instruments 	<ol style="list-style-type: none"> 1. Explore instruments to make firework sounds 2. Add actions and vocal sounds to the song, <i>It's bonfire night</i> 3. Add instrumental sounds to <i>It's bonfire night</i> 	<ul style="list-style-type: none"> • recognise long and short sounds • explore long and short sounds on classroom instruments in response to symbols
3 rd	<ul style="list-style-type: none"> • that music is made up of long and short sounds and silences • how to make sounds of different duration using voices and instruments 	<ol style="list-style-type: none"> 1. Listen to the duration of sounds made by different instruments in the song, <i>Fade or float?</i> 2. Sing <i>Fade or float?</i> and predict the duration of sounds made by different instruments 3. Use the rhyme, <i>Bubble</i>, to perform long and short vocal and body sounds, and whole body movements 	<ul style="list-style-type: none"> • identify long and short sounds in music • explore long and short sounds on classroom instruments
4 th	<ul style="list-style-type: none"> • that music is made up of long and short sounds and silences • how to use instruments to make sequences of long and short sounds 	<ol style="list-style-type: none"> 1. Explore making long and short instrumental sounds then play the <i>Bubble</i> game to focus listening 2. Listen to <i>Rippling rhythm</i> to identify long and short sounds heard together 3. Listen to <i>Ho! Jack Frost</i> and join in with words and actions 	<ul style="list-style-type: none"> • identify long and short sounds in music • create a sequence of long and short sounds
5 th	<ul style="list-style-type: none"> • that music is made up of long and short sounds and silences • how to use instruments to make sequences of long and short sounds 	<ol style="list-style-type: none"> 1. Sing <i>Ho! Jack Frost</i> and listen to long and short sounds in the accompaniment 2. Choose long and short sounds to accompany <i>Ho! Jack Frost</i> 3. Listen and move to the song, <i>Coming down</i>, singing the repeated lines 	<ul style="list-style-type: none"> • identify long and short sounds in music • create a sequence of long and short sounds on instruments

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

6 th	<ul style="list-style-type: none"> • how to use instruments to create sequences of long and short sounds 	<ol style="list-style-type: none"> 1. Sing <i>Coming down</i> and perform it with movements 2. Choose and order sounds to represent each of the <i>Sounds of winter</i> pictures 3. Perform <i>Coming down</i> and <i>Sounds of winter</i> 	<ul style="list-style-type: none"> • 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
- to respond to long and short sounds through movement

Learning Outcomes

Children

- recognise long and short sounds and make longer and shorter sounds with their voices

RESOURCES AND PREPARATION

- CD 1 tracks: 12–14
- Beanbag
- Photocopiable p 17

Enlarge the photocopiable onto A3 (activity 2)

Make enough sets of the photocopiable cut into six cards for each child or pair to have one set (activity 3)

Teaching Activities

1 Sing *Some sounds are short* to explore making long and short vocal sounds



The children make and recognise long and short sounds using their voices.

Support: if individual children are lacking in confidence when it is their turn to contribute a sound, support them by making a new sound with your own voice for them to join in with.

2 Listen to fireworks and create firework sound effects with reference to *Fireworks bingo*



The children listen to recorded firework sounds, discover how to make them using their voices, then add movements. They match these sounds to pictures.

3 Play the *Fireworks bingo* game to focus listening



The children listen to a sequence of sounds and match them to pictures.

VOCABULARY:

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

Lesson Extension

Ask individual children to contribute a sequence of long and short sounds after you sing *Some sounds are short*.

Can the class identify the sequence?

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2nd

LESSON PLAN

Learning Objectives

Children should learn

- how to use their voices to make a variety of long and short sounds
- how to make sounds of different duration on untuned percussion instruments

Learning Outcomes

Children

- recognise long and short sounds
- explore long and short sounds on classroom instruments in response to pictorial symbols

RESOURCES AND PREPARATION

- CD 1 track: 15
- Photocopiable p 17
 - One copy each of the catherine wheel, rocket and banger firework cards
- Large selection of tuned and untuned classroom instruments

Teaching Activities

1 Explore instruments to make firework sounds



The children make and recognise long and short sounds using instruments. They choose sounds in response to the pictures (pictorial symbols) of fireworks.

Support: allocate appropriate instruments to each group to help them choose the sounds which match their firework card. Spend time with each group as they explore their sounds, helping them to listen carefully and decide whether their sounds match the pictures accurately.

2 Add actions and vocal sounds to the song, *It's bonfire night*



The children learn the chorus of the song, and use their voices and actions to accompany the verses on the recording.

3 Add instrumental sounds to *It's bonfire night*



Small groups add instrumental sounds to the verses, while the class sings and performs vocal sounds and actions.

VOCABULARY:

duration

Lesson Extension

Perform *It's bonfire night* without the CD.

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3rd

LESSON PLAN

Learning Objectives

Children should learn

- that music is made up of long and short sounds and silences
- how to make sounds of different duration using voices and instruments

Learning Outcomes

Children

- identify long and short sounds in music
- explore long and short sounds on classroom instruments

RESOURCES AND PREPARATION

- CD 1 track: 16
- A cymbal, woodblock, tambour, chime bar and a rubber-headed beater (activity 1)
- Rubber-headed beater and a larger selection of instruments (activity 2)
- Bubble mixture

Teaching Activities

1 Listen to the duration of sounds made by different instruments in the song, *Fade or float?*



The children identify long or short sounds in a recording of the song, then perform long or short sounds on a variety of percussion instruments.

Support: as they listen, encourage the children to count silently together on their fingers to decide whether the sound they have heard is long or short and to compare sounds.

2 Sing *Fade or float?* and predict the duration of sounds made by different instruments



The children learn which instruments will make longer or shorter sounds when struck once with a beater.

3 Use the rhyme, *Bubble*, to perform long and short vocal and body sounds, and whole body movements

The children learn a rhyme and add long and short sounds and movements. They respond in sound and movement to real bubbles.

VOCABULARY:

duration

Lesson Extension

Make a class graph showing the comparative lengths of sound made by each instrument when struck once and allowed to vibrate freely.

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4th

LESSON PLAN

Learning Objectives

Children should learn

- that music is made up of long and short sounds and silences
- how to use instruments to make sequences of long and short sounds

Learning Outcomes

Children

- identify long and short sounds in music
- create a sequence of long and short sounds

RESOURCES AND PREPARATION

- CD 1 tracks: 17–18
- Selection of instruments, including tambour, maraca, cymbal and soft beater
- Screen

Teaching Activities

1 Explore making long and short instrumental sounds then play the *Bubble* game to focus listening

The children explore more ways of producing long and short sounds on classroom instruments. They play a listening game identifying the length of a sound and responding in movement.

2 Listen to *Rippling rhythm* to identify long and short sounds heard together

The children identify long and short sounds in a piece of recorded music, and respond in movement. They develop their listening skills by identifying two sounds combined.

Support: place a recording of Rippling rhythm in the music corner for children to become familiar with the long and short sounds you have noticed as a class.

3 Listen to *Ho! Jack Frost* and join in with words and actions

The children join in with the repeated line, 'Ho! Jack Frost', using their voices expressively to emphasise the short sounds.

VOCABULARY:

duration

Lesson Extension

Ask the class to combine the long and short sounds in *Rippling rhythm* like this:

- one half nods and says 'tick tock tick tock' as the other half makes the violin sliding action and vocal sound.

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5th

LESSON PLAN

Learning Objectives

Children should learn

- that music is made up of long and short sounds and silences
- how to use instruments to make sequences of long and short sounds

Learning Outcomes

Children

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

RESOURCES AND PREPARATION

- CD 1 tracks: 18–19
- Selection of instruments or soundmakers, eg bell tree, claves, glockenspiel, wind chimes, metal spoons

Teaching Activities

1 Sing *Ho! Jack Frost* and listen to long and short sounds in the accompaniment

The children identify the instruments which play the long and short sounds in the accompaniment to the song, and discuss their effectiveness.

2 Choose long and short sounds to accompany *Ho! Jack Frost*

The children select instruments to make long and short sounds, which they add as an accompaniment to the song.

Support: place a photocopy of the chart for the activity (book page 21) in the music corner for small groups to practice their sequences.

3 Listen and move to the song, *Coming down*, singing the repeated lines

The children respond in movement to the song, *Coming down*, matching long and short movements to the sounds they hear during the instrumental repeat of each verse.

VOCABULARY:

accompaniment
duration

Lesson Extension

Use the chart of *Ho! Jack Frost* (book page 21) to create a piece of instrumental music which can be played without singing the song.

The long and the short of it

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6th

LESSON PLAN

Learning Objectives

Children should learn

- how to use instruments to create sequences of long and short sounds

Learning Outcomes

Children

- create a sequence of long and short sounds

RESOURCES AND PREPARATION

- CD 1 tracks: 19–20
- Photocopiable p23
Make four copies and cut into four separate sets of picture cards
- Large selection of classroom instruments

Teaching Activities

1 Sing *Coming down* and perform it with movements

The children practise singing the song and a small group add movements to each verse.

2 Choose and order sounds to represent each of the *Sounds of winter* pictures

In groups, the children choose sounds to describe each of the winter scenes and select an order in which to perform them.

Support: place the picture cards in the music corner for pairs or small groups to play.

3 Perform *Coming down* and *Sounds of winter*

Coming down and *Sounds of winter* are combined to create a class performance, which includes singing, movement and instrumental sounds.

VOCABULARY:

duration

Lesson Extension

All sing *Coming down* without the CD, accompanied only by the four groups' sounds.

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 ...

conductor

the person elected to lead the group

dot notation

a simple form of western staff notation. The dots are placed in height and distance relation to each other to indicate pitch and duration

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 or quiet

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 symbols

melodic phrase

a small unit of a melody, often corresponding to a line of a song

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

pitch

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

pizzicato

the technique of playing a string instrument, eg violin, by plucking the strings rather than bowing them

pulse/beat

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

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

rhythm

patterns of long and short sounds played within a steady beat

rhythm pattern

a short section of rhythm

rhythmical

music which is underpinned by a steady beat

score

all the parts of a piece written down

soundmaker

any sound source used as a musical instrument

steady beat, see pulse/beat

structure

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

symbol

any written representation of a sound

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