

Title: *Christmas Crackers*

A music-based unit derived from the Music Starters Template: Christmas Crackers

Starting Point: Christmas

Generative topic:

Patterns are all around us

Rewritten as a question:

How can we use the patterns we find in music?

Overview:

Students will use un-pitched instruments to investigate and then play given patterns. They will combine the patterns in different ways to make an A section, later creating further sections for a rondo.

Intended grades: 3/6

Standards: 3/4

Duration: 3 x 40 minute weekly lessons

Connections with Cognitive, Personal and Social Development

- Understands the ways in which arts forms communicate for different purposes, audiences and contexts
- Understands how to explore, refine and communicate more effective ways of thinking and acting mathematically in familiar situations
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- Understands how to select and use appropriate methodologies to identify relevant questions and plan and carry out discipline-based investigations
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- Understands that behaviours, attitudes and choices affect identity and relationships
- Understands the scope of personal choice in weighing up competing factors when making wellbeing decisions for themselves and others in their immediate environment

Throughlines	Understanding goals
Combining patterns creates texture	1. Rondo form
	2. Patterns can be combined in many ways
	3. Word patterns can be notated as music

This unit makes provision for:

- ✓ establishment and consolidation of prior learning
- ✓ whole class activity
- ✓ small group activity
- ✓ individual activity
- ✓ guided / scaffolded activity
- ✓ self-assessment
- ✓ peer-assessment
- ✓ independent student demonstration of understanding.

Development of understanding of these concepts

Concept	Specific aspects
	Students can:
✓ Beat	keep a steady beat
✓ Rhythm	understand, create, notate and play patterns using crotchets, quavers, dotted notes and equivalent rests
✓ Meter	use duple and triple meter
Tempo	
Melody	
Harmony	
Tonality	
✓ Dynamics	perform selected dynamics
✓ Tone Colour	select instruments with different tone colours
✓ Texture	layer patterns to produce different textures
✓ Structure	describe the structure of rondo
✓ Style / Context	manipulate elements of rhythm to produce particular effects.

Development of these skills

Skill	Specific aspects
	Students can:
✓ Vocal	create ostinati speech patterns
✓ Instrumental	use un-pitched percussion
Movement	
✓ Reading Notation	read the score (crotchets, quavers, dotted notes and equivalent rests)
✓ Writing Notation	notate their own patterns for their composition
✓ Listening / Aural Discrimination	identify instrumentation
Improvising	
✓ Composing	work as group to create musical motifs
Arranging / Transcribing	
✓ Commenting	participate in group discussion during preparation and in evaluation after the performance.

Warming up / Tuning in: engaging the students in the inquiry

UGs	Learning experiences	Ongoing assessment and feedback
3	Play some Christmas songs, carols and raps. Brainstorm a list of Christmas words and phrases which may provide the basis for suitable patterns.	Create a class brainstorm / concept map.
	Notate the patterns for the chosen words or phrases.	Students notate simple words and phrases.

Guided / scaffolded inquiry: enabling students to acquire, process and represent information, to further develop understanding and challenge thinking

UGs	Learning experiences	Ongoing assessment and feedback
2	Explore patterns using body percussion.	Assess if students keep the beat.
	Transfer the patterns to un-pitched instruments Learn the arrangement.	Assess if students maintain the integrity of the parts.
	Take turns at conducting and shaping the piece.	Observe student participation in leading their peers.

Culminating performances: enabling students to demonstrate insights and demonstrate their understanding

UGs	Learning experiences	Ongoing assessment and feedback
1,2,3	Compose a rubric.	Facilitate student discussion.
	In small groups children will compose contrasting motifs in preparation for the class performance of the rondo.	Students notate their episode Direct the class in reflecting on the success of the compositions.
	Students take the opportunity to lead a group in their composition – they may like to conduct the whole performance.	Class and teacher assessment of the conductor and performances.
	Record the performance.	Review by teacher and students.

Tips for teachers

When teaching the parts, work with the guiros, bells and maracas as a group, and with tambours and cabasa together.

Use a wide range of un-pitched instruments to create interesting possibilities.

Try to balance the abilities in the groups.

Be prepared with a list of carol titles before attempting to brainstorm.

Create a chart of the words and rhythm patterns.

Create individual pattern charts for each group in a way that allows them to be put together for all to see.

Resources and references

Christmas songs and carols

Raps: Found in **ABC song books**

Synergy percussion group recordings

Rock On Kirstie Bell 1992

Evelyn Glennie: www.evelyn.co.uk

Video *Stomp*

Tap dogs: Fusion of dance and rhythmic percussion (Australian)

BBC Sound effects recordings