

SING UP MUSIC – Year 4: *Fanfare for the common man*

Musical focus: Fanfare, timbre, dynamics, texture, silence. Pieces: <i>Fanfare for the common man</i> by Aaron Copland. Number of lessons: 3 x 50-minute lessons. About the unit: This listening unit is based around the piece <i>Fanfare for the common man</i> by Aaron Copland. It provides the foundation for investigating how unique music is in creating dramatic effect and atmosphere, and is an excellent starting point for exploring the use of pitch, melody, texture, and timbre. • Lesson 1: Explore the features of Aaron Copland’s <i>Fanfare for the common man</i>. • Lesson 2: Improvise fanfare melodies based around three notes and repeated rhythms. • Lesson 3: Compose a short fanfare piece for a special occasion using melody, rhythm, texture, and silence. Written for Sing Up by Elena Browne with contributions from Libby Lane.			Each lesson you will need to: • Enable PowerPoint content. • Double check video links work and any online content is still available. • Review lesson objectives. • Gather together the resources needed. • Set up room/space. • Log in to Sing Up account.
Lesson outcomes	Resources	Before the lesson...	My notes
1	• Sing Up Music PowerPoint – Year 4: <i>Fanfare for the common man</i> (slides 4 –15). • Song Bank – <i>Nanuma</i>. • Video/audio – Extract from <i>Fanfare for the common man</i> by Aaron Copland. • Video/audio – Introduction to timpani by Andy Smith. • Video/audio – Introduction to percussion by David Corkhill (Bass drum) • Video/audio – Introduction to percussion by David Corkhill (Tam-tam) • Stationery – large sheets of craft paper, a selection of coloured pens/pencils/crayons.	• Listen to <i>Fanfare for the common man</i> and try out the doodle board activity yourself. You will need to retain the children’s doodles for lesson 3. • Listen and sing through the song <i>Nanuma</i>. • Get familiar with the instruments playing. • Think through leading the activity creating your own rainstorm soundscape.	
2	• Sing Up Music PowerPoint – Year 4: <i>Fanfare for the common man</i> (slides 16 – 23). • Song Bank – <i>Nanuma</i>.	• Try singing each phrase on repeat with the performance track of <i>Nanuma</i>.	

	• Compose a group fanfare melody using texture, melody, and rhythm for impact.	• Video/audio – Extract from <i>Fanfare for the common man</i> by Aaron Copland. • Instruments – a selection of tuned percussion e.g. chime bars, glockenspiels, boom whackers, bells etc. (enough for the whole class).	• Practise tracking the shape of the melody with your hand. Imagining drawing a line through each note in the score will help reveal its shape if you find it hard to do by ear. • Try out the improvising activity yourself. • The class will be working in small groups, plan the groupings.	
3	• Identify and talk about the pitch shape of a fanfare melody. • Compose a fanfare melody in a group. • Demonstrate how melody, rhythm, dynamics, and texture can be used for impact when composing a fanfare melody.	• Sing Up Music PowerPoint – Year 4: <i>Fanfare for the common man</i> (slides 24 – 31). • Song Bank – <i>Nanuma</i>. • Video/audio – Extract ‘Main theme’ from <i>Superman</i> by John Williams. • Instruments – a selection of tuned percussion e.g. chime bars, glockenspiels, boom whackers, bells etc. (enough for the whole class). • Instruments – a selection of untuned percussion. • Pupil work – doodle board work from Lesson 1. • Equipment – audio/video recording device.	• You’ll need pupils doodles from lesson 1. • The class will be working in small groups, plan the groupings. • Plan where groups will work in your space and set out the instruments.	