

MUSIC MAESTRO PRIMARY

UNIT 2.2 – SPRING TERM 1 – OFF TO THE MOON (What a performance 2)

UNIT OVERVIEW

In this unit of work, pupils begin to make links between what they can hear and how this might depict an image, a feeling or an event. They will develop listening skills to identify key features of music, thinking particularly about its speed, instrumentation and mood. They will use this knowledge to begin to depict a rocket launch through an untuned instrumental and vocal piece that they design and perform together.

LINKS TO PRIOR LEARNING

In Early Years, pupils will have experienced performing body orchestra and trash orchestra music as part of their wider-provision. They will now extend this to include their voices and respond to pictorial stimulus.

ESSENTIAL LEARNING SUMMARY

Lesson	Learning Intention/Activity	What will be known and remembered	Revisited vocabulary	New vocabulary
1	RECAP Repeat LEARN Explain to the children that music can be used to describe different things. Music is often written for a specific reason, like a wedding, for a film, or for everyone to sing along to. Depending on what the purpose of the music is, it might be fast or slow, happy or sad or anything in between. We are going to listen to 4 very different pieces of music. For each, follow the same approach: 1. Listen to the track 2. Draw a simple picture on a whiteboard to show what you think the music represents 3. Listen to each other's ideas and explanations 4. Teacher explains the intention the track (see below) 5. Listen back to the track to see if you can hear what the composer intended	✓ Can listen to music and describe what it might depict ✓ To explain how music and instruments are used to create moods and scenes		Composer Track

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	<p>There are no right or wrong answers to this, but here is a description of the actual theme of each piece:</p> <p>Track 1 – A cathedral or large church with beams of light through the windows</p> <p>Track 2 – A production line of robots in a factory</p> <p>Track 3 – A sad event like a funeral or saying a long goodbye</p> <p>Track 4 – Skipping through the countryside</p> <p>REVIEW</p> <p>What might a piece of music sound like to describe our school? Explain your answers.</p>			
2	<p>RECAP</p> <p>Use the skills that we used in the last lesson to describe what this track might be about.</p> <p>LEARN</p> <p>Explain to the pupils that you are going to listen to a piece of music written to describe a mission to space.</p> <p>Play a section of this track named 'Mythodia', by Vangelis. What can the pupils hear that makes this piece of music sound like it is set in space?</p> <p>Explain to the pupils that they are also going to make a piece of music about space. They are going to compose and perform some music in response to 6 different pictures in a storyboard about a space rocket.</p> <ol style="list-style-type: none">1. Getting the rocket ready2. Blast Off!3. Flying into the sky4. Floating in space5. Returning to earth6. Splashdown in the ocean	✓ Can		

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	<p>Read the Journey into space narrative to the pupils. This will help them start to envisage each section of the music they will compose. Use the 6 photos to help them picture the scene as you read.</p> <p>REVIEW Can the children remember the 6 different parts of our storyboard?</p>			
3	<p>RECAP Read back the story from the last lesson, with the pictures on the board. Remind the pupils that they are going to be making a piece of music to depict the story.</p> <p>LEARN Give pupils a copy of the 6 pictures on their tables. They can work in groups with a range of musical instruments.</p> <p>Encourage them to experiment with a range of instruments with a view to finding different ways to play them and creating different sounds and effects.</p> <p>Encourage the pupils to begin to note which instruments would be good for a particular picture in the storyboard.</p> <p>At suitable points of the lesson, stop and take feedback/demonstrations/explanations from the pupils.</p> <p>Make a note on a class document of the ideas they generate.</p> <p>REVIEW Might they have other instruments at home that pupils could bring to use in this project? If so, what? Why would they be suitable?</p>	✓ Can		

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4	TBC			
5	Prepare to perform the music to an audience			
6	Perform to an audience			
6	ASSESSMENT: Perform 'Down by the Bay' and 'What have you found in the bag'? Can accurately echo in a call and response song Can improvise a response to a call	Exceeded	Secured	Below
What does this assessment information tell me about the impact of the curriculum? What do I need to do next as a result?				

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UNIT GLOSSARY	
Beat	The pulse of a piece of music. It keeps us all in time to the music.
Rhythm	A pattern of sounds in music.
Pitch	Pitch tells us if a sound is high or low.
Chant	A song or phrase that we sing over and over again
Echo	A repeat of a phrase or sound
Response	A different phrase or sound based on a previous phrase
Improvise	To make something up in response to a stimuli