

# MUSIC MAESTRO PRIMARY

## UNIT 4.5 – SUMMER TERM 1 – HAPPY FAMILIES

### UNIT OVERVIEW

In this unit of work, pupils will learn about the different musical instrument families. They will begin to understand what each instrument looks and sounds like. They will determine which family each instrument belongs to. Pupils will listen to music and talk about how each instrument sounds, and the typical role each has in an orchestra.

### LINKS TO PRIOR LEARNING

Pupils will already be familiar with a range of musical instruments, although this will be the first time they have been formally introduced to instrument families.

### ESSENTIAL LEARNING SUMMARY

Lesson	Learning Intention/Activity	What will be known and remembered	Revisited vocabulary	New vocabulary
1	<p><b>RECAP</b> Which instruments can children remember and name? Make a list. Can they describe the instrument and the sound it makes? Once you have a list, is it possible to put these instruments into groups? If so, what groups can children come up with?</p> <p><b>LEARN</b> Using a visualiser, use the book 'The Composer is dead' by Lemony Snicket, to explore the instruments of the orchestra. Use <a href="#">this video</a> to play alongside the story. Explain to the children that the story looks at different parts of the orchestra; these parts are called 'sections'. As they listen, ask the children to think about how the instruments sound, how they are being played and how the composer of the music is using them to tell a story.</p> <p>Listen to the first section of the video up to the end of the string section. (12'36") Once finished, discuss pupils' thoughts and reinforce some of the messages about the instruments and their roles in the orchestra.</p> <p>Share the <a href="#">written article</a> on the instruments of the orchestra. Read the section on the strings. Then, using <a href="#">the template</a> (or freehand if</p>	<ul style="list-style-type: none"> <li>✓ Can recall the names of instruments and recognise them by sight and sound</li> <li>✓ Can describe the sound of different instruments</li> <li>✓ Can categorise string instruments</li> </ul>	Violin Orchestra	Composer Viola Cello Double Bass Principal Violin player

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	<p>desired), write some comments about the string section. (leave the harp; we will come back to this one later in the unit)</p> <p><b>REVIEW</b> What is the role of a composer? What about the Principal Violin player?</p>			
<b>2</b>	<p><b>RECAP</b> Can you name the instruments in the string family? What are their characteristics?</p> <p><b>LEARN</b> Using a visualiser, use the book 'The Composer is dead' by Lemony Snicket, to explore the instruments of the orchestra. Use <a href="#">this video</a> to play alongside the story.</p> <p>Listen to the second section of <a href="#">the video</a> from 12'36'' up to the end of the woodwind section. (15' 40'') Once finished, discuss pupils' thoughts and reinforce some of the messages about the instruments and their roles in the orchestra.</p> <p>Share the <a href="#">written article</a> on the instruments of the orchestra. Read the section on the woodwind. Then, using <a href="#">the template</a> (or freehand if desired), write some comments about the woodwind section. .</p> <p><b>REVIEW</b> How does the speed and volume of the music help to create the intended mood?</p>	<ul style="list-style-type: none"> <li>✓ Can recall the names of instruments and recognise them by sight and sound</li> <li>✓ Can describe the sound of different instruments</li> <li>✓ Can categorise woodwind instruments</li> </ul>	<p>Orchestra Composer Violin Viola Cello Double Bass Principal Violin player</p>	<p>Flute Clarinet Oboe</p>

<b>3</b>	<p><b>RECAP</b> Recall the names of instruments within the string and woodwind section. How is a viola different to a violin (larger and lower) How is a clarinet different to an oboe? (clarinet has 1 reed, oboe has 2)</p>	<ul style="list-style-type: none"> <li>✓ Can recall the names of instruments and recognise them by sight and sound</li> </ul>	<p>Orchestra Composer Violin Viola Cello</p>	<p>Trumpet French Horn Trombone Tuba Timpani</p>
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	<p><b>LEARN</b> Using a visualiser, use the book 'The Composer is dead' by Lemony Snicket, to explore the instruments of the orchestra. Use <a href="#">this video</a> to play alongside the story.</p> <p>Listen to the final section of the video, to the end, starting from 15' 40''. Once finished, discuss pupils' thoughts and reinforce some of the messages about the instruments and their roles in the orchestra. Share the <a href="#">written article</a> on the instruments of the orchestra. Read the section on the brass and percussion sections. Then, use the <a href="#">brass</a> and <a href="#">percussion</a> templates (or freehand if desired), write some comments about the brass and percussion sections.</p> <p><b>REVIEW</b> Tell a partner everything you know about either the percussion or brass family. When you have done, swap roles and your partner can talk about the other family. Did they forget anything?</p>	<ul style="list-style-type: none"> <li>✓ Can describe the sound of different instruments</li> <li>✓ Can categorise brass and percussion instruments</li> </ul>	<p>Double Bass Flute Clarinet Oboe Principal Violin player</p>	<p>Drum Kit Xylophone</p>
<b>4</b>	<p><b>RECAP</b> Recall the names of instruments within the brass and percussion section. How does a trumpet differ from a trombone? (size, valves v slider, trombone lower)</p> <p><b>LEARN</b> Complete any outstanding work from the previous 3 lessons. Whilst doing this, play the whole <a href="#">video</a> for enjoyment.</p> <p>Finally, watch and listen to <a href="#">The Young Person's Guide to the Orchestra</a>, by English composer Benjamin Britten. Which instruments can you see? How are the instruments played? How would you describe the sound they make?</p> <p><b>REVIEW</b> Which instruments of the orchestra do you like the most? Why is this? If you were to play an instrument, which one do you think you would be best at? Which might be the hardest to play?</p>	<ul style="list-style-type: none"> <li>✓ Can recall the names of instruments and recognise them by sight and sound</li> <li>✓ Can describe the sound of different instruments</li> <li>✓ Can categorise orchestral instruments into families</li> </ul>	<p>Orchestra Composer Violin Viola Cello Double Bass Flute Clarinet Oboe Principal Violin player Trumpet French Horn Trombone Tuba Timpani Drum Kit Xylophone</p>	

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	<b>ASSESSMENT:</b>	<b>Exceeded</b>	<b>Secured</b>	<b>Below</b>
	<ul style="list-style-type: none"> <li>✓ Can recall the names of instruments and recognise them by sight and sound</li> <li>✓ Can describe the sound of different instruments</li> <li>✓ Can categorise orchestral instruments into families</li> </ul>			

**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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