

MUSIC MADE SIMPLE

YEAR 4

IPC UNIT TITLE: **FREEZE IT!**

SPRING TERM 1

LESSON 1 2 3

CONTENT	TEACHING AND LEARNING
Musical learning	<ul style="list-style-type: none"> • identify the use of metre in 2 or 3 in a piece of recorded or live music • identify whether a song has a verse/chorus or call and response structure • recognise the combined effect of layers of sound by listening to their own arrangements and compositions
Resources	<p>(a) PowerPoint slide: MR. FREEZE</p> <p>(b) mp3 recording: I SEE ICICLES; MR. FREEZE</p> <p>(c) tuned and untuned percussion (borrow all the school sets if possible)</p>
Introduction/ warm up	<p>I SEE ICICLES sung to the familiar tune: Frère Jacques. The melody has echoing phrases, so pupils can access the song immediately by copying: the words are on page 2. Sing in a spiky manner with detached notes, as demonstrated by the mp3 recording.</p>
<p>Main part of the lesson to include some aspects of:</p> <p><i>Singing</i></p> <p><i>Composing</i></p> <p><i>Performing</i></p> <p><i>Listening</i></p> <p><i>Appraising</i></p>	<p>(1) For pupils who are not familiar with the comic book hero, Batman, and his adversaries - tell the story of Mr. Freeze (second page).</p> <p>(2) Display the words and play the mp3 recording of MR FREEZE. Notice that after every verse, the tune changes its metre (number of beats) from 4 to 3 and becomes a waltz rhythm for the chorus. Ask pupils to indicate when they hear this change.</p> <p>(3) Be aware of the chilly sound and that there are interludes between verses. Can pupils identify the number of beats? (8)</p> <p>(3) Once the song is mastered, organise pupils into pairs and ask each pupil to select a metallic percussion instrument, if possible. Their task is to compose an ICICLE INTERLUDE – a rhythmic pattern created to act as a ‘bridge’ passage between verses.</p> <p>(4) Share these paired interlude compositions with particular reference to dynamic shading (contrasts of loud and quiet) and then try layering several interludes together. Talk about the effect of layered performance – do they sound better with a greater or thinner texture? Is an atmosphere of cold and iciness conveyed?</p>
Ideas for revisiting in the week	<p>Experiment with performances of MR FREEZE using varied combinations of ICICLE INTERLUDES and record the most successful versions. You might consider sharing roles within the song with small solo groups for individual lines or verses?</p>

I SEE ICICLES (every line echoes)

I see icicles
Silver shards
Icy, cold and pointed
Frozen hard

BACKGROUND STORY TO MR FREEZE

Freeze (originally Fries, a German name pronounced 'freeze') was a technician working with cryogenics, a system of freezing people, with life-threatening diseases, so that they could be 'thawed' in the future, once cures had been found. Mr Freeze's wife had been frozen but someone caused an explosion and she died. The disaster lowered Fries' body temperature to a critical level and he has had to wear a cryogenic suit in order to survive. Now as Mr. Freeze, he takes his revenge on anyone by freezing them with his freeze ray gun!

MR FREEZE

Verse 1:

Mister Freeze is cold as ice
He's never, ever warm; he's never, ever nice
He hunts for victims one by one
Freezing them with his freeze ray gun

Chorus: Mister Freeze, Mister Freeze
Your heart's as cold as a stone.
Mister Freeze, Mister Freeze
A cold-hearted villain who fights alone

Verse 2:

Batman knows why you've been bad
He understands it all - and why you've been so sad
But freezing people, that won't do
Batman is coming after you! **Chorus**

Verse 3:

He can help you make amends
Your story will be better and have a happy end
So just surrender, while you can
Change yourself – be a warmer man! **Chorus**