

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"> • sing songs showing musical expression (phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context)
Resources	<p>(a) YouTube: www.youtube.com/watch?v=moSFlvxnbgk&itct...yc2WsPLMnFo%3D from Disney's film 'Frozen'</p> <p>(b) Sing Up website: LET IT GO</p>
Introduction/ warm up	<p>I SEE ICICLES sung to the familiar tune: Frère Jacques. This week sing in two halves: leaders and echoes</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) This lesson is focused solely on improving vocal work, appraisal and enhancing performance. Many pupils will be very familiar with Disney's film 'Frozen' and may know the song LET IT GO.</p> <p>(2) Play the YouTube clip and expect pupils to join in, but at the end ask them these questions:</p> <p>Why is it such a good/successful song? How does the soloist manage to get the words/message over to the audience? Does the cartoon make a huge difference to the presentation? Does the style of singing change during the song e.g. quiet, loud, forceful or reflective?</p> <p>(3) Display the words of LET IT GO (Sing Up) and play the performance track. Talk about differences between the film and the children's choir versions.</p> <p>(4) Learn the song thoroughly and discuss ideas about how your pupils can make their performance as dazzling and audience-grabbing as the film version, by incorporating some of Disney's approaches.</p> <p>(5) Sing LET IT GO to an audience; record/film your performance and invite pupils to critique their work. Perform to a different audience and incorporate any improvements.</p>
Ideas for revisiting in the week	<p>Share a viewing of the whole film with your class as a celebratory sing-a-long!</p>