

MUSIC MADE SIMPLE

YEAR 6 IPC UNIT TITLE: **GO WITH THE FLOW** SPRING TERM 2 LESSON 1 2 3

CONTENT	TEACHING AND LEARNING
Musical learning	<ul style="list-style-type: none"> compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences compose music that reflects its given intentions
Resources	<p>(a) PowerPoint slides: MISSISSIPPI</p> <p>(b) mp3 recording: MISSISSIPPI</p> <p>(c) YouTube: HORNPIPE Handel's Water Music www.youtube.com/watch?v=1h4mAceHmrl</p> <p>(d) You Tube: VTLANA (The River Moldau) by Smetana https://www.youtube.com/watch?v=JcDzRjMIDvo</p> <p>(e) Tuned percussion (borrow all the school sets of chime bars, if possible)</p>
Introduction/ warm up	<p>MISSISSIPPI Say the chant as every pupil performs their individual body percussion accompaniment. Organise small group performances and vote on the best examples for everyone to learn.</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) Watch and listen to the YouTube clip of the orchestra playing HORNPIPE from Handel's Water Music. The piece was written in 1717 almost exactly 300 years ago, when Handel responded to a request from George I for a concert on the River Thames. Collect pupils' about the piece – its formality, instrumentation and the fact that there is no descriptive element suggesting water.</p> <p>(2) Contrast this piece with the YouTube clip of Smetana's VTLANA (The River Moldau) c. 1878, composed approximately 140 years ago. This piece describes the fast-flowing river Vtlana: you can hear the river currents and eddies portrayed by the rapid woodwind movement in the opening phrases.</p> <p>(3) Arrange pupils i to pairs and give out chime bars sets. Ask them to work one after the other improvising sequences, entitled THE RAPIDS, suggesting fast-moving water. Encourage peer-to-peer critique and share examples with the class.</p>
Ideas for revisiting in the week	<p>Allow time for THE RAPIDS improvisations to be developed into compositions. Record these on iPads for pupils to hear, amend and improve.</p>