

MUSIC MADE SIMPLE

YEAR 3 IPC UNIT TITLE: **LAND, SEA AND SKY** AUTUMN TERM 1 LESSON 1 2 3

CONTENT	TEACHING AND LEARNING
Musical learning	<ul style="list-style-type: none"> perform a composed piece to a friendly audience listen to their own compositions and use musical language to describe what happens in them compose music that uses repetition/echo
Resources	(a) tuned percussion – all the schools’ sets of chime bars if possible (b) untuned percussion (c) mp3 recording : DEEP SEA MAGIC (d) PowerPoint slide: DEEP SEA MAGIC (e) YouTube: soundtrack ‘Blue Planet II’ film music by Filip Oleyka https://www.youtube.com/watch?v=X1ZWmT2m72c
Introduction/ warm up	ANIMAL ANTICS (Singing Breakfast club sheets) This week sing this song to a slightly faster <i>tempo</i> (pace)
Main part of the lesson to include some aspects of: Singing Composing Performing Listening Appraising	SEA (1) Listen to the soundtrack BLUE PLANET II ...it opens with slow-moving quiet music but 44 seconds into the soundtrack, you will hear a piano enter, first playing one repeated note and then changing to repeated simple 4-note patterns. Some of these are incorporated into the song to be learnt next. If pupils are unused to listening to music, you might like to fade it out at 1 minute 38 seconds: the whole piece last for 2 minutes 20 seconds. (2) Listen to the mp3 recording of DEEP SEA MAGIC , encouraging pupils to echo each short phrase. Once this is mastered, ask a small group to accompany the song with improvised patterns played on the notes of the pentatonic scale: C D E G A with another group playing ‘sea sounds’ on untuned percussion e.g. shakers, maracas, bells. (3) Arrange pupils into groups of 4 and give out at one least set of chime bars per group with a selection of untuned percussion available. Explain that they are to compose an echo piece called OCEAN WAVES . Ask them to place notes F and B in the lid and only use the remaining bars. The piece is to have the same structure as the song DEEP SEA MAGIC i.e. four <i>phrases</i> , and that each phrase is to be echoed by another player (echoing is another feature of the song.) The remaining pupils in each group add ‘sea sounds’ on untuned percussions as they did earlier: ensure that players swap roles. These compositions could be notated (written down) using the letters of selected notes. Encourage pupils to describe their music. Can they incorporate any musical terms in their description?
Ideas for revisiting in the week	Interestingly the suggested listening piece is not from the David Attenborough BBC soundtrack – this music was inspired by the film but is an original offering by Filip Oleyka. It would lend itself very well to dance, with wave patterns and sea creature movements. The music is pentatonic and so pupils could improvise over it, using the notes of the pentatonic scale: C D E G A.

DEEP SEA MAGIC

Deep sea magic (echo)

Ocean view (echo)

Creatures swimming (echo)

In the blue (echo)

To create additional verses, children choose other sea creatures e.g. dolphins, sea-lions, penguins etc.