

# MUSIC MADE SIMPLE

YEAR 5 IPC UNIT TITLE: **WEATHER AND CLIMATE** SUMMER TERM (1) LESSON 1 2 3

CONTENT	TEACHING AND LEARNING
<b>Musical learning</b>	<ul style="list-style-type: none"> <li>• talk about music they hear using musical terms</li> <li>• compose music for a special occasion (e.g. to accompany a silent film)</li> <li>• perform own compositions to an audience of adults or for a school assembly</li> </ul>
<b>Resources</b>	<p>(a) YouTube <a href="https://youtu.be/ORoXJIL82jq">https://youtu.be/ORoXJIL82jq</a> or find on <a href="http://www.nmpat.co.uk">www.nmpat.co.uk</a> (Polar regions composition project)</p> <p>(b) Tuned percussion (borrow all the school's chime bar sets)</p> <p>(c) Untuned percussion (borrow all percussion boxes if possible)</p> <p>(d) WWW and EBI card</p>
<b>Introduction</b>	<p><b>POLAR REGIONS COMPOSITION PROJECT</b></p> <p>Explain to pupils that this week's lesson is devoted entirely to creating a musical backdrop to accompany a film of a frozen world. Collect pupils' descriptive words and phrases for an icy landscape e.g. <i>craggy silhouettes, towering icebergs, white world, ice mountains</i> etc. Record and display these on the whiteboard to support pupils' creative compositions.</p>
<p><b>Main part of the lesson to include some aspects of:</b></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) Explain that secondary students in Northampton have worked on a <b>POLAR REGIONS COMPOSITION PROJECT</b>, creating music to accompany polar scenes. Locate the YouTube link <a href="https://youtu.be/ORoXJIL82jq">https://youtu.be/ORoXJIL82jq</a> to watch and listen to Laura Morgan's composition.</p> <p>2) Play the clip and if time allows do this twice. Ask pupils key questions after an initial hearing: Did the music convey a bleak, icy landscape? How was this achieved? Could they hear single repeated notes running throughout the piece? Did they notice repeated phrases? Did the music vary in dynamics (volume) or texture? What other musical features did they notice?</p> <p>3) Explain that small groups (4-5 players) will create their own accompaniment to this film. Their compositions will not be as long as Laura's (3+mins), but should aim to be about 20 seconds in length and then repeated as 'looped' sequences. Discuss which percussion instruments would be best suited to interpreting the scene musically e.g. extreme cold (bells, triangles, chime bars), cracking ice (guiros)... Play the film clip, silently, as many times as pupils need to guide and shape their compositions.</p> <p>4) Each group should each have <u>two</u> chime bars sets, plus a selection of untuned percussion from which to choose their instrumental sounds. Record pupils' draft ideas and final compositions on iPads, if possible, to show progression.</p>
<b>Ideas for revisiting in the week</b>	<p>Hold a film fest where each group plays and repeats their short piece to the 'silent' film clip, Use WWW and EBI to celebrate and critique each performance.</p>