

Year 1 – Autumn - Musical Appraisal and appreciation

Inspiration:

Partnership with parents – invitation to watch children’s musical performances on seesaw

Key Questions

- How can music create pictures in our minds?
- What can we hear that reminds us of certain images?
- What instruments are used?
- Why do we think it reminds us of that image?
- What instruments does a composer use to create these images?
- How can we use sounds from objects and instruments within school to replicate pictures?

Concepts

- Formal orchestral instruments and sounds
- High and low
 - Soft and loud (piano and forte)
 - How to mix sounds to create short musical images

Skills

- With the support of the teacher, children are able to express music in terms of an image
- Children are able to identify basic instruments of the orchestra
- Children can demonstrate through a variety of mediums why a sound creates a particular image - e.g. words, pictures, movement spoken and socially distant (non-singing) vocal sounds
- With encouragement, children can mimic or reproduce a sound that creates an image in their minds using either their voice or using available instruments in school.
- With support from the teacher, children to create their own short animal compositions using different sounds from available instruments.

Also covered in:

- Singing assembly (pre/post covid)
- Musical elements of other subjects (e.g. short songs in MFL)

By the end of this unit, children will be able to:

- Understand that certain composers try to create an image in our minds with their music
- Understand why certain sounds create certain images in our minds
- Respond appropriately to a piece of programme music expressing the image it creates in their mind and why.
- Visually and aurally identify basic instruments

Knowledge

Composer

- Saint Saens produced lots of different types of music. His most famous work is Carnival of the Animals which was written specifically with children in mind. A full recording with narration can be found here: <https://www.youtube.com/watch?v=xN5ThS83sbw>
- Using different basic orchestral instruments in small groups, he takes elements of animals’ movements/sounds and tries to create the images of these through each short piece of music – e.g. the use of the xylophone in “The Fossils” represents the rattling of bones, the use of the clarinet in “The Cuckoo” mimics the call of the bird. A simple explanation of the instruments used to create each animal is available here: https://facts.kiddle.co/Carnival_of_the_Animals#Movements

Listeners – appraise and appreciate

- Introduce the children to one or possibly more pieces of the music without telling them what they are about. What images do the children create from the pieces of music? Do the children recognise any of the instruments independently? Children can create drawings of the images that come into their minds. Children may also wish to act out through movement what comes into their minds (potential evidence for floorbooks)
- Share the theme of each piece with the children and think about how each animal moves/sounds
- Children to visually identify basic instruments, drawing the basic shapes of the instruments/matching instruments to their names (potential evidence for floorbooks)
- Each piece was originally titled in French – the children can learn the names of each animal in English and French using flash cards of each animal.

Create – introduction to composition

- Using a mixture of body percussion/untuned percussion/created instruments/non-singing vocalisation, children to create their own short musical animal piece. Explore different sounds made by available instruments (for example the wood blocks could be used to create the rattling of bones heard in “The fossils”, the chime bars to represent the trickling of the water in “The Aquarium”) – photographs to be placed in floorbooks
- Children to draw their animal and the sounds/instruments they used to create them – this evidence can be placed in the floorbook

Examples of instruments that should be visually and aurally recognised:



Topic Specific Vocabulary

Music, animals, picture, violin, cello, flute, xylophone, piano, flute, clarinet, sound, loud, soft, high, low

NC Subject content

- Listen with concentration and understanding to a range of high quality live and recorded music (live music will need to be concert performances viewed on screen at the present time)
- Play untuned instruments musically
- Experiment with, create, select and combine sounds

Subject Specific/Academic Vocabulary

This vocabulary should be explicitly taught in context. Other tier 2 words should also be explored as they are encountered.

EYFS

Year 2

Sound/music/song

Violin, cello, glockenspiel, piano, clarinet, flute, xylophone, piano (quiet), forte (loud), high, low, crotchet, minim

We are listeners/musicians/performers

Audience: parents to be shown performances on seesaw