

Year 2- Musical Appraisal and appreciation

Inspiration

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

Key Questions

- How can music create specific 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 these?

Concepts

- Formal orchestral instruments and sounds
- High and low
 - Soft and loud (piano and forte)
 - Timbre – i.e. the quality of the sound that makes us think of a certain image (the oboe sounds like a duck quack etc.)
 - How to mix sounds to create short musical images

Also covered in:

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

Skills

- With the support of the teacher, children are able to express music in terms of a specific image
- Children are able to identify basic instruments of the orchestra and more unusual ones (bassoon)
- 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 fairy tale compositions using different sounds from available instruments.

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 specific 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

- Sergei Prokofiev produced a huge number of different types of music including pieces specifically for children. One of his most famous works was Peter and the Wolf which was produced to introduce children to the basic instruments of the orchestra. A recording with narration (Disney) can be found here: <https://www.youtube.com/watch?v=Va8Uz6MoKLg> or a live action version made in the covid era can be found here: <https://www.youtube.com/watch?v=6fBjh42PQdk>
- Using different instruments of the orchestra, Prokofiev provides music to a narrated version of the fairy tale with each instrument representing a specific character in the story. A child friendly explanation of the work can be found here: https://kids.kiddle.co/Peter_and_the_Wolf

Listeners – appraise and appreciate

- Discuss fairy tales with the children generally to establish what they know and how they think music might be helpful (use famous Disney examples such as Sleeping Beauty/Snow White/Frozen as a stimulus).
- Read the children the story of peter and the wolf without music. Script can be found in here: <https://3w7puh2tyor248tb3tvj8lak-wpengine.netdna-ssl.com/wp-content/uploads/2020/01/Prokofiev-Peter-and-the-Wolf.pdf> (there are a couple of versions including a simplified version which could potentially be used for SEND children).
- Discuss with the children how they think each character might sound in terms of the timbre of their voice – for example how men’s voices are deeper than ladies how some animals have deep roars while others have high pitched squeaks.
- Ask them to think about each character in the story and come up with vocal sounds to try and express that character.
- Share the musical recording with animation from Disney to help the children visualise what is happening.
- Children to visually identify basic instruments, and some more unusual ones drawing the basic shapes of the instruments/matching instruments to their names (potential evidence for floorbooks). Examples of people playing the instruments in Peter and the Wolf can be found here: <https://www.youtube.com/watch?v=6fBjh42PQdk>

Create – introduction to composition

- Using a mixture of body percussion/untuned percussion/created instruments/non-singing vocalisation, children to create their own short fairy tale piece. Explore different sounds made by available instruments (for example they could use a triangle to demonstrate a fairy or princess) – photographs to be placed in floorbooks
- Children to draw their characters and the sounds/instruments they used to create them – this evidence can be placed in the floorbook

Examples of instruments that should be visually 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.

Year 1

Year 2

Violin, cello, glockenspiel, piano, clarinet, flute, xylophone, quiet, forte, high, low

Violin, cello, glockenspiel, piano, bassoon, clarinet, flute, xylophone, piano (quiet), forte (loud), high, low, timbre

We are listeners/musicians/performers

Audience: parents to be shown performances on seesaw

DRAFT