

Year 3 – Musical Appraisal and appreciation

Inspiration

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

Key Questions

- How can music create specific stories 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 stories?
- How can we use sounds from objects and instruments within school to replicate a story?

Concepts

- Formal orchestral instruments and sounds
- High and low
 - Soft and loud (piano and forte)
 - Tempo – changes in speed affect the mood and pace of a story.
 - Timbre – i.e. the quality of the sound that makes us think of a certain idea/emotion (the bassoon sounding sneaky.)
 - 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 story sequence
- Children are able to identify/recall 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/feeling - e.g. words, pictures, movement spoken and socially distant (non-singing) vocal sounds at different speeds and pitches
- 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 story board 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 a more extended story 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 story sequence it creates in their mind and why.
- Visually and aurally identify key orchestral instruments

Knowledge

Composer

- Paul Dukas most famous piece is the Sorcerer’s Apprentice. It is called a ‘musical poem’ because it tells a specific story through the music. A child friendly biography of the composer can be found here: https://kids.kiddle.co/Paul_Dukas#Orchestra
- The original poem that the piece is based on can be found here: <https://www.oxfordlieder.co.uk/song/4163> which correlates with the way the story is animated by Disney in Fantasia.
- Using the full orchestra, Dukas tells the story of the lazy apprentice who waits until his master has left and brings a broom to life to do his work. Unfortunately he loses control of the magic and the broom takes over until the master returns.

Listeners – appreciate and appraise

- Discuss magical/fantasy stories with the children to establish what they know. Play them examples of magical music and ask them why they think it is magical. A good example is Dance of the Sugar Plum Fairy by Tchaikovsky.
- Play The Sorcerer’s apprentice to the children without the animation/telling the children what it is about and ask them to create a short story board with pictures and short descriptions demonstrating what they think it is about. Ask the children to try and explain why they have made these based on the sounds they have heard. Encourage children to mimic the sounds and express the action through sound and movement.
- Share the animated version from Disney’s Fantasia and think about how their story boards are similar or different.
- Children to visually identify basic instruments, and some more unusual ones drawing the instruments/writing their names and describing the sound they make using appropriate adjectives (potential evidence for floorbooks). This can be done through interactive quizzes as a full class.

Create – introduction to composition.

- Using vocal/body percussion/untuned percussion/tuned percussion, children create their own short magic story – introduction, build up, problem, resolution, ending. Encourage children to give reasons for their choices of sounds, using tempo, timbre and pitch as a basis for their explanations. Encourage children to use fast/slow rhythms and vary the speed throughout their pieces.

Instruments to be visually and aurally recognised



Topic Specific Vocabulary

Music, story, violin, cello, flute, piano, flute, clarinet, sound, loud, soft, high, low, timbre, pitch, tempo, rhythm

NC Subject content

- Listen with attention to detail and recall sounds with increasing aural memory
- Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.
- Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increased accuracy

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 2

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

Year 3

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

We are listeners/musicians/performers

Audience: parents to be shown performances on seesaw

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