



Key Question: Can my music create a mood or feeling?

	Objectives, Activities and Questioning
Lesson 1	Objectives: to listen with concentration and understanding to a range of high-quality live and recorded music; Create sequences of movements in response to sounds; Identify how different sounds can give a message Activities: 1. Start session with a still image of a snowy scene on the screen and then children listen to 1st movement of Winter Concerto by Vivaldi. Allow children to move on the spot if they feel they want to (many children may emulate the pitch, tempo and dynamics through their movement, note any children who are particularly responsive.) 2. Questions: 3. Show a picture of a violin on the computer. Show ppt about Baroque music and info about Vivaldi. 4. Explain that the music is about Winter. Ask the children to tell you what they think about when they think of Winter? What do we see? What do we do? List their ideas on a flipchart (snow, icicles, icy roads, sliding, slipping, chattering teeth, shivering, dress up in warm clothes, frozen lakes, skating, skiing, rubbing hands together to keep warm) 5. Mime getting ready to go outside in cold snowy weather. Putting on items of clothing (gloves, hats, scarves, boots etc.) Put the music on again and get the children to act out some of the activities you listed a moment ago. 6. Listen to Vaughan Williams Sinfonia Antarctica - The Symphony, music for film Scott of the Antarctic (audio can be found on youtube) Questioning: How did the music make you feel and why? What did the music make you think about? Was it fast or slow? Do you know what instrument was playing the main tune? Ask the children to tell you what they think about when they think of Winter? What do we see? What do we do? What is similar/different when we compare Vivaldi's Winter to Williams 'Sinfonia Antarctica'?
Lesson 2	Objectives: Compose a piece of music based on a theme (e.g. a film or a special event); Improvise and compose music for a range of purposes using the interrelated dimensions of music. Activities: Warm Up rhythm work https://www.youtube.com/watch?v=2V9dPe5WXgs Pre school Prodigies Winter rhythms . Look at a selection of instruments. Ask the children to think about which instruments they think would be good for making the sounds to match the following pictures: Sliding on ice, Chattering

Knowledge and Skills:

Singing

- Sing with a sense of the shape of a melody.
- To represent sounds with symbols.
- To improvise in making sounds with the voice.
- Perform songs using creativity and expression and create dramatic effect.

Playing and Performing

- Perform simple patterns and accompaniments keeping to a steady pulse.
- Recognise and explore how sounds can be organised.
- Respond to starting points that have been given
- Understand how to control playing a musical instrument so that they sound, as they should.

Listening

- Notice how music can be used to create different moods and effects and to communicate ideas.
- Listen and understand how to improve own composition.
- To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.

Notation To confidently represent sounds with a range of symbols,



	teeth, Snow falling , Icicles, Skiing/tobogganing down a mountain Either individuals try out an instrument and then discuss its sound as a whole class OR arrange the children in small groups and hand out a selection of instruments to them! Jot down their choices on a flip chart ready for next lesson. Use a poem about winter to create a vocal soundscape. Use the words expressively in many different ways eg whispering, adding instruments, echoing (canon) add instruments. Questioning: Which instrument matches this sound? What kind of sound does this ...make? Is it high/low? Bright/mellow? Can we make sounds in different ways using just one instrument? Do we need just one instrument or more than one to create this sound picture?
Lesson 3	Objectives: Choose carefully and order sounds in a beginning, middle and end. Listen to Programme music about Winter; listen with attention to detail and develop awareness of great composers and their compositions Activities: Warm Up: The Penguin Song use graphic score symbols as a vocal warm up - can they make a vocal sound for each symbol? • Weather cymbal conducting activity - point to a symbol and make sounds to match the symbol • create a graphic score for their compositions https://www.bbc.co.uk/teach/bring-the-noise/thunder-jam-weather/zk6pxyc Listen to Vivaldi's music The Four Seasons and discuss how instruments are used to match different types of weather. Create a whole class plan for the piece, what happens first, what happens next etc. Divide into groups and give each one a section of the sound picture to rehearse. Make sure each group has opportunity to select their chosen instruments. Match winter words to rhythms (activity ideas on sheet) Questioning: Which instruments will you choose? Why? How will you play the instrument to create the sound you want? How loud do you need to play? How many of you need to play at any one time? Who will lead you? How could your music be written down?
Lesson 4	Objectives: Understand how to control playing a musical instrument so that they sound, as they should; Recognise and explore how sounds can be organised; respond to starting points that have been given Activities: In groups, refine and rehearse their section of the whole class piece. Share to the whole class. Questions: How can we improve our performance? Which dynamics do we need to use? How can we improve our performance?

Composing and Improvising

- Choose carefully and order sounds in a beginning, middle and end.
- Use sounds to achieve an effect. (including use of ICT) Create short musical patterns.
- Investigate long and short sounds
- Explore changes in pitch to communicate an idea.



Lesson 5	Objectives: Choose carefully and order sounds in a beginning, middle and end; choose and combine sounds to create a particular effect; listen to famous recorded music and be able to talk about it in terms of its instrumentation and musical intent. Activities: Sleigh Ride body percussion warm up by Leeroy Andersson and watch the Kidenza Orchestra Performance. Practice winter rhythms and magical melodies Google classroom activities. Watch video which shows you what to do and then open the Winter Interactive Melodies power point and as a class, play the interactive games. Compose a winter melody using the melody cards and a glockenspiel. Questioning: How did the music make you feel and why? What did the music make you think about? Was it fast or slow? Do you know what instrument was playing the main tune? Ask the children to tell you what they think about when they think of Winter? What do we see? What do we do? Which part of the song was the hardest to perform with body percussion? How could we improve our performance?
Lesson 6	Objectives: As per lesson 5. Activities: Compose, rehearse, refine and perform Winter melodies. Questioning: as per last session.

Wintery Music

Let it go; Do you want to build a snowman; Vivaldi's 'Winter' violin concerto; 'Troika' Prokofiev;

<https://www.youtube.com/watch?v=VaT2iJqckgw> Winter Music Instrumental - Land of Frost

<https://www.youtube.com/watch?v=rSr1YFvtgEE> Winter Instrumental Music - Snowflake Woods

<https://www.youtube.com/watch?v=6Dakd7ElgBE> Let It Go (Disney's "Frozen") Vivaldi's Winter - The Piano Guys

https://www.youtube.com/watch?v=TI_P7pnZrJs Frozen on Chinese instruments

