

Year 1 – Listening unit

<p>Vocabulary</p> <p>Pulse/beat</p> <p>Octave</p> <p>Sound effects</p> <p>Riffs</p> <p>Interpret</p> <p>Origins</p>	<p>Resources</p> <p><i>Music</i></p> <p><i>Western Classical Tradition and Film</i></p> <p>Mars from The Planets – Hoist</p> <p>Ronda alla Turca - Mozart</p> <p><i>Popular Music</i></p> <p>Wild Man – Kate Bush</p> <p><i>Musical Traditions</i></p> <p>Fanfarra (Cabua-Le-Le – Sergio Mendes/Carlinhos Brown</p> <p>Video – military parade</p> <p>PowerPoint to provide background/information for each musical piece/artist.</p> <p>Pencils/pencil crayons</p>
<p>Lesson 1</p> <p>Song:</p> <p>Ronda alla Turca - Mozart</p> <p>Learning Challenge:</p> <p>Can I use my listening skills to maintain a beat?</p>	<p>Prior: Which songs did you enjoy listening to in Reception?</p> <p>I: Teacher to present information about this piece of music/artist.</p> <p>For example, Ronda alla Turca was written for piano by Mozart in 1783. It is partly inspired by the sounds of the Turkish Janissary bands. These were the elite infantry units that formed the Ottoman Sultan’s household troops. They were the first modern standing army in Europe. Show chn images.</p> <p>Provide information about Mozart – Born in 1756 in Salzburg, Austria. He was a child prodigy and began picking up the basics of piano playing when he was just three years old. Show chn images.</p> <p>We: Listen to a recording of this work. Explore the concept of an octave. An octave is made up of 8 notes. Clap along 1-2-3-4-5-6-7-8.</p> <p>Explain to the chn that this song is a type of military march. Show the chn a video clip of a military parade and point out how the soldiers march in time with one another. Ask whether the chn can imagine marching along together, in time to the music? Invite the chn to march along to the music. Remind chn not to speed up or slow down but maintain the steady beat in time with the music.</p> <p>You: Chn to create their own marching band. Practise marching forward for 8 steps, before pausing and marching forward again. Chn to march in time to the music.</p>

<p>Lesson 2</p> <p>Song: Wild Man – Kate Bush</p> <p>Learning Challenge: Can I interpret a song?</p>	<p>Recap: What can you tell me about the last piece of music we listened to? What is an octave?</p> <p>I: Teacher to present information about this piece of music/artist. For example, Wild Man was written by Kate Bush. This song tells of the sightings of the mythical Yeti in the Himalayas and of efforts to protect and hide him. Show chn images.</p> <p>We: Listen to a recording of this work. Tch to model their thinking out loud – highlight the sound effects, riffs and spoken words. Tchr to read the lyrics to the chn. Allow partner talk. Ask chn to think about this song - what impression do they have of the Wild Man? Share ideas and feedback. Listen to the song again.</p> <p>You: Chn to create a piece of art based on this song– draw their interpretation of the Wild Man. What do they think he looks like/acts like etc?</p>
<p>Lesson 3</p> <p>Song: Mars from The Planets – Hoist</p> <p>Learning Challenge: Can I recall facts about the origins of a piece of music?</p>	<p>Recap: What can you tell me about the last piece of music we listened to?</p> <p>I: Teacher to present information about this piece of music/artist. After listening to this piece of music, tchr can also share the following video with the children: https://www.bbc.co.uk/programmes/p02fls7d</p> <p>Teacher to explain background and context to this composition – the planets were named after Roman Gods. Briefly explain who the other planets were named after (Neptune was named after the God of the Sea. Mercury was named after the God of Travel etc.)</p> <p>Explain that Mars was the son of Jupiter and Juno. Mars was tall and handsome but mean and selfish. He was the God of War. Mars did not care who won or lost a battle. He just liked to see bloodshed. Most of the other Gods stayed as far away as possible from Mars. However, Mars was very popular in our world. The men in the Roman military loved him and prayed that Mars would fight on their side. The Ancient Romans loved myths and legends. As the Roman Empire grew, the Romans decided to use Mars to explain why they had the right to rule everyone else. They said that Mars was the father of Romulus and Remus – the twin brothers who were the founders of Ancient Rome.</p> <p>We: Listen to a recording of this work. Tchr to explain that Hoist composed this piece of music (and other musical pieces about other planets) to convey the different ‘personalities’ of the planets. Tchr to narrate their thought process and model how they think this song represents Mars’ personality. Allow partner talk and question chn –</p>

	<p>what is their impression of this song? Do they think it represents Mars well? What do they like/dislike about it?</p> <p>You: Chn to create a poster about this piece of music - using images and simple sentences to recall facts about it.</p>
<p>Lesson 4</p> <p>Song: Fanfarra (Cabua-Le-Le – Sergio Mendes/Carlinhos Brown)</p> <p>Learning Challenge: Can I identify different instruments?</p>	<p>Recap: What can you tell me about Mars from The Planets?</p> <p>I: Teacher to present information about this piece of music/artist. For example, this is a Brazilian song and its layering of rhythms creates a lively, carnival song. The Samba is a traditional dance which accompanies this song. Show chn a video clip of the Samba being danced along to this song.</p> <p>We: Mix, Pair, Share – ask chn to share what instruments they can hear? The overall feeling/energy of this song? Etc.</p> <p>You: Chn to listen to the song and create a mind map showing all the different instruments they can hear. This can be recorded in the form of pictures/labels.</p>