**Music KS2**

**ANGLO SAXONS and CELTS**



**OVERVIEW OF PROJECT:**

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| **The Learning** | |
| **Inter-related dimensions (elements)** | * Duration – understand metre and how rhythms fit to a steady beat * Dynamics – understand getting quieter and louder in finer gradations * Tempo - understand getting slower and faster in finer gradations * Texture – understand how to vary texture and the impact it has on dynamics and atmosphere * Timbre –understand how choices of instruments affect a piece of music |
| **Skills** *(playing and composing)* | * Structure sounds with a beginning, middle and end * Use musical devices such as ostinato |
| **Rehearsing** | * Continue to develop rehearsal and practice routines |
| **Notating** | * Uses notation to show changes in tempo/dynamic * *(some may be able to show changes in pitch)* |
| **Listening and responding** | * Responds to change in pace or dynamics * Expresses likes and dislikes backed up by reasoning |
| **Key words to use and understand** | *Rhythmic ostinato, dynamics (crescendo/diminuendo), tempo (accelerando/rallentando), various instrument names and playing techniques, pedal note* |

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| **Planned musical milestones** |
| * Class performs accompaniment to a scene from a story from Beowulf * Group performance of music to represent an Anglo-Saxon pagan god |

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| **Assessment** |
| * *Understand, use and maintain a steady beat and/or rhythmic ostinato* * *Understand gradations of tempo and dynamics* * *Develops rehearsal techniques and strategies* * *Uses notation to record ideas (some may use basic staff notation)* |

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| **Activities to deepen and widen the learning** |
| **Warm ups:**   * Play steady beat and rhythm games * Keep the beat (or rhythm) to a piece of music that gets faster and louder (Hall of Mountain King) |
| **Exploring and developing playing skills:**   * Develop skills on instruments used (including those on which they have lessons if applicable) * Follow direction for tempo and dynamics * Singing ‘A Hero Comes Home’ from the film ‘Beowulf’ (12A) with developing sense of pitch, occasion |
| **Applying playing/composing skills:**   * Use instruments to create a musical backdrop to a scene from a story * Listen and appraise |
| **Listening and responding:** *(including applying learning to the group composition)*   * Listen to ‘Mars’ from the Planets Suite * Compare and contrast with another planet * Groups plan music about an Anglo Saxon god * Rehearse, building appraisal opportunities * Record using graphic notation * Perform to the class, refine, improve and record a final performance |

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| **Cross-curricular links:**  ***History.....****Anglo Saxon art and culture, including religion and gods*  ***Literacy.....****The story of Beowulf, a gallant hero who puts monsters and dragons to death* |
| **Resources:**  Recording and words/music to ‘A Hero Comes Home’, CD of ‘The Planets Suite’, resources for notation (pens, card etc.) |

Topic Title: **Anglo Saxons and Celts** Key stage 2:

**PROJECT A: Class Composition (Musical background to a Beowulf story/scene)**

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| **Week** | **Learning Intentions:** *Children Learn* | **Activities week by week** | **Learning Outcomes:** *Children can* |
| **1** | *Respond to changes in pace*  *Play with awareness of ensemble (start/stop together etc.)* | Intro:   * Tap the pulse of a piece of music in 2 * Repeat but with a slower/faster piece of music * Discuss the difference & introduce the words *allegro largo*   Main:   * Introduce ‘Anglo Saxon’ project and then show children clip from YouTube that introduces them to the types of instruments they would have played search ‘*Anglo-Saxon Musical Instruments’* * Show a range of instruments from the class. Ask children to suggest instrument comparable with the Anglo Saxon * Introduce signs for ‘Get Ready’, ‘Start’ and ‘Stop’. Invite pupils to play a steady beat *(extension - play rhythm)* as you play a steady beat (Extension-ask a pupil to keep a steady beat or even get faster or slower) * Ask class how could this music be arranged – *introduce dimensions such as dynamics, texture*   Plenary:   * Play the music according to the pupils’ suggestions. Discuss structure | * *Understand, use and maintain a steady beat and/or rhythmic ostinato* * *Stops and starts at the correct time* |
| **2** | ***Develop idea of rhythm and pulse*** | Intro:   * Play ‘What’s in the Tardis’. Show model/picture of Dr Who Tardis and explain we are going back in time. Ask children in pairs to think of an Anglo Saxon ‘object’ that could be in the Tardis. All chant ‘What’s in the Tardis?’. Choose a few children who respond with saying ‘*There’s a/some ……’* filling in space with their topic word   It helps some children to imagine a square of the Tardis for each part of the sentence i.e.  There’s  Hut a    Saxon  This way they fit their words accurately to 4 beats.   * Repeat game but this time children have to clap their word rhythm (use the thinking voice to help). Go round the circle either sharing all rhythms or just volunteers depending on ability of class.   Main:   * Listen to ‘In The Hall of the Mountain King’. Ask pupils what they notice. Introduce *accelerando, rallentando.* Also, talk about what might be happening * Using class instruments teacher keep a steady beat and class play their beat or rhythm from earlier in the lesson * Extension – choose a pupil that can vary the speed of the beat   Plenary:   * Repeat activity above but show pupils how to conduct in 2 (or 4) | * *Say and clap rhythms in 2 or 4* * *Understand gradations of tempo* |
| **3** | *Appreciate importance music has on creating an atmosphere* | Intro:   * Listen to a rap version of ‘Twinkle, Twinkle’. Ask pupils what style of music it is and what’s the purpose – it tells a story * Show how to recite a nursery rhythm (story) to a steady beat in a similar way. Set a steady beat or backing track and perform   Main:   * Tell pupils about ‘Beowulf’ (a Swedish Prince during Saxon times) * Read a story involving him * Listen to song from the film, ‘*A Hero Comes Home’.* Discuss (pedal note, D minor so sounds ‘sad’, lyrics, verse and chorus) * Learn various parts of the song, actions to the chorus   Plenary:   * Return to the story read earlier, choose a scene and discuss structure, atmosphere, feelings etc. * Ask what instruments might work in creating a musical backdrop and how they could be played. Make a list for next week | * *Pupils perform rhythmically* * *Pupils make choices* |
| **4** | *How to compose using various inter-related dimensions (elements)* | Intro:   * Listen again to ‘Twinkle’. Using variety of tempo and a major/minor backing beat tell a nursery rhyme in 2 different ways. Ask the pupils for further ways to vary the ‘mood’. (Show difference on a keyboard or guitar)   Main:   * Explain that as a class we are going to create a musical backdrop to a section of the Beowulf story using the idea of and combing different sounds (timbres) and putting them together in various ways (texture). * Referring to the list from last week pupils suggest ways music could be put together, including narrator. Discuss and appraise effect as composition is put together. Make new notes.   Plenary:   * Sing ‘A Hero Comes Home’ and improve as necessary. This can be used as ‘opening music’ for the composition | * *Pupils learn to rehearse* * *Pupils sing with awareness of character and mood* |
| **5** | *Develops rehearsal techniques and strategies* | Intro:  Listen to CD recording of a ‘Hero Comes Home’. Ask children to tap the beat in which ever they wish. Extension - Compose a short repeating rhythm (ostinato) to accompany  Main:   * Look over composing notes from last week’s lesson * Continue rehearsing and improving * Establish that the texture is built up as different parts or layers of sound are brought in. DO a first recording   Plenary:   * Listen to the piece. How effective was it in conveying the mood of the story. Decide on changes and note for next week | *Pupils can compose a 4-beat rhythm* |
| **6** | *Develops rehearsal techniques and strategies* | Intro: Listen to recording of music from last week. Remind what was said  Main:  Make the improvements and rehearse. Either perform to an audience or record (audio or video)  Plenary:   * Listen to the piece. How effective was it in conveying the mood of the story | * *Is able to offer ideas to improve a composition* |

**PROJECT B: Group Composition (compose music depicting an Anglo-Saxon god)**

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| **Week** | **Learning Intentions:** *Children Learn* | **Activities week by week** | **Learning Outcomes:** *Children can* |
| **1** | *To respond to music heard, using appropriate musical vocabulary* | Intro:   * Listen to Mars. Discuss what it may be about – ask why pupils think how they do.   Main:   * Pupils listen again to ‘Mars’. This time let them draw, doodle and write key words as they do so. Share ideas * Now listen to ‘Venus’ (goddess of love). Do the same as for Mars. * Compare the results. Show and discuss how the music was written to make you think this. Refer to the doodle sheets, Bring in musical elements/dimensions   Plenary:   * Explain that they are going to compose in groups and that the music will portray a Saxon god or goddess. List them and discuss what the music could sound like | *Woden – chief of the gods*  *Tiw-god of war*  *Frige – goddess of love and wife of Woden*  *Baldaeg – god of light*  *Eostre – goddess of springtime, dane and rebirth*  *Thunor – god of thunder*  *Think of words/phrases that describe the music*  *Pupils will use music vocabulary* |
| **2** | *Pupils can compose music for a purpose using inter-related dimensions (elements)* | Intro:   * Watch YouTube clip of Thunor and listen to the music <https://m.youtube/?gl=CO&hl>= * Show pupils a planning sheet. * Discuss the music’s tempo, instruments used, structure etc. * Demonstrate how it could look for one of the gods/goddesses by working through it and writing prompts based on what was heard.   Main:   * Group the children into suitable groups (ask teacher/TA for help with this) * Pupils to decide which god/goddess and start completing the sheet   Plenary:   * Invite groups to share their planning and to demo sounds/rhythmic patterns they would use. Discuss what could be added/changed * Collect in sheets | *Pupils can layer and combine sounds* |
| **3** | *Pupils can compose music for a purpose using inter-related dimensions (elements)* | Intro:   * Give out planning sheets * Discuss with pupils which instruments they’d use * Send to get instruments group at a time   Main:   * Groups rehearse * Stop periodically to ask questions and ensure pupils are updating their planning sheet   Plenary:   * Show how sounds can be notated to make a score. Pupils add to their planning sheet various notations | *Pupils can sequence sounds* |
| **4** | *Pupils can compose music for a purpose using inter-related dimensions (elements)* | Intro:   * Have an example score for pupils to play from *(‘This is one I made earlier’)*. Choose a small group to demo. Go through sheets from previous week before handing out   Main:   * Groups rehearse, Stop periodically   Plenary:   * Groups play where they are and rest of class offer suggestions * Groups amend sheets as necessary and hand in | *There is a structure to the music* |
| **5** | *Pupils can compose music for a purpose using inter-related dimensions (elements)* | Pupils finalise notation score and rehearse. Record performances and listen. Have questions for all groups to refer to.. e.g.   * *Did the music make you think of the god/goddess?* * *Why/why not* * *Was there a clear structure* |  |

**Resources**

CD with

* ‘Mars’ from Holst Planets Suite (also on BBC Ten Pieces website)
* Hall of the Mountain King
* Twinkle (rap version)
* A Hero Comes Home (or use YouTube)

A Tardis (or pictures of a Tardis!)

Beowulf stories

Paper and colouring pens for doodles

Saxon god composition planning sheet

Example score

**SAXON GOD/GODDESS**

***COMPOSITION PLANNING SHEET* Names of musicians in the group:**

**Name of god/goddess:**

**Words/phrases to describe him/her:**

**Describe the music you want to compose to depict this god/goddess:**

**Which instruments will you use and who will play them?** *(Think of the timbre you want; the sounds)*

**Describe the structure you are going to compose to (***e.g. AB, ABA)*

**Texture –** will everyone play at the same time?

**Tempo -** will the speed stay the same?

**Dynamics** – will your music get louder or quieter?

**Other musical elements -**  think about pitch, rhythm, pulse

**Notation:** *Draw some of the notations you will be using in your* ***musical score***

**Musical Score of Saxon God/Goddess Music**

Player 5

Player 3

Player 1

Time in seconds

Player 2

Player 4