**Topic Title: Vikings Year/Key stage: YEAR 3 / 4**

**NB there will be pair and group work in this project so in week 1, Class teacher or TA should put the children into pairs that will be the same every week.**

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| **Week** | **Learning Intentions:** *Children Learn* | **Activities week by week** | **Learning Outcomes:** *Children can* |
| **1** | **To copy vocal phrases accurately****To explore different timbres** | Intro: introduce Vikings topic and teach ‘Row Boys Row’ song (see below). Add actions – row in pairs/groups/circle. Show Sol Fa signs. Explore pulse/rhythm of words etc etc Main: Give some background on the Vikings i.e. they sailed from Scandanavia to conquer the British Isles. Use pictures to illustrate. Ask children to imagine they are on the Viking long ship and play excerpts from storm themed music e.g. ‘Storm’ from Britten’s *Sea Interludes* (BBC Ten Pieces website) or Debussy’s La Mer.What musical ‘clues’ can they hear that tells them this is about a storm? (Dynamics/mood/timbre/tempo/texture etc.Show word cards for RAIN WIND THUNDER & LIGHTNING and CRASHING WAVES and a range of percussion instruments. Ask children to suggest suitable sounds for each word card using voices/bodies/percussion/children’s own instruments. Invite a few to model sounds to the class.Divide circle into 4 groups (RAIN/WIND/THUNDER/WAVES) and give out appropriate instruments. Ask each group to create appropriate sounds when you hold up their word card.Plenary: Ask children to comment on each group’s sounds. Discuss the need for dynamics/rhythm/starting and stopping together and improve each group. | **Demonstrate the difference between pulse and rhythm****Learn to copy vocal phrases using sol fa or hand signs****Play a range of untuned percussion instruments with good technique** |
|  | **To explore different timbres****To organise sounds within a structure** | Intro: Teach ‘Down by the Ocean’ from SGR Middle Years. Invite children to take the solo parts and repeat several times.Main: Play excerpts from storm themed music e.g. ‘Storm’ from Britten’s *Sea Interludes* (BBC Ten Pieces website) or Debussy’s La Mer. Ask children to describe the way it makes them feel or what they imagine when they hear it.Revise storm sounds created in previous lesson. Brainstorm together how the storm pieces we listened to began. Establish the storm needs a quiet beginning and which group will open the piece. Practise.Repeat this process for each element of the storm and practise each group.Discuss layering sounds and how each group will know when to start/stop.Perform and record class ‘storm’ composition.Plenary: Ask children to comment class performance. What worked well/could be improved? Children evaluate class performance.  | **Contribute to discussion about structure****Play a range of untuned percussion instruments with good technique****Evaluate and improve own performance**  |
| **3** | **To be able to chant to a steady pulse****To be able to maintain own part in an ensemble****To understand the difference between pulse and rhythm** | Intro: Play ‘Switch’ games 1 and 2 (Music Express Year 3, Unit 1 Exploring Rhythmic patterns, Lesson 1)Main: Ask children to imagine soldiers chanting/singing as they march (as they do today). Why do they sing? (so they stay together, keep the pulse). Ask children to think of Viking themed words to create our own marching chant.Together create 4 different lines of the chant i.e. Heave – Ho Heave – HoWe are Viking Warriors We are Viking Warriors Thor and Odin Thor and OdinPillage and Plunder Pillage and PlunderChant whole chant with pulse on drum. Explore different ways of performing i.e. call and response, canon, 4 parts simultaneously etcPlenary: Listen to Bizet’s L’Arlisienne Suite No.1 - Prelude. Ask children to create their own way of showing a 2/4 pulse on their bodies. Assessment opportunity. | **Children can clap a word rhythm****Children can identify when where the pulse is (drum/Heave Ho) and that where the rhythm is****Children can chant own words whilst others chant different words****Children can chant to the steady pulse**  |
| **4** | **To be able to move and play instruments to the steady pulse****To be able to maintain own part in an ensemble****To select appropriate sounds and instruments**  | Intro: Learn My Bonnie song. Explore 6/8 metre using scarves/body actions/swaying etc.Main: Revise and revisit chant from previous week. Explore timbres of different instruments (children’s own and class percussion). Discuss which make a good rhythmic sound / which could play pulse.Devise starting/stopping signals and assign each group a word rhythm and instruments. Groups practise own part as you play the steady pulse (more able children could take over and be the pulse group)Lead a performance of the word rhythms chant. Can have intro/coda of sea sounds i.e. waves lapping or wind blowing etc Plenary: Perform and record if appropriate. Children self assess own ability to maintain own part and play with the pulse | **Children can play their word rhythm with a sense of pulse****Children can play their rhythm whilst others play another rhythm****Children select appropriate instruments to represent the sea and /or play a rhythm** |
| **5** | **To create word rhythms****To compose using a given structure** | Intro: Revise ‘My Bonnie’ song and 6/8 metre. Add in the game where you stand/sit every time you sing a word beginning with ‘B’ i.e. Bonnie/Bring Back etcMain: Learn to sing the first verse of ‘Roll the Old Chariot Along’ from Bristol Folk Song website. Ask children to …As a class make up own verses. Chant words and then as a class fit them to the existing melody of the song.Plenary:  |  |
| **6** |  | Intro: Teach a new Sea Shanty or revise songs from the unit.Main: Performance week – choose activities from the unit and perform.Plenary: |  |
| **6** | **To be able to maintain own part in an ensemble****To be able to evaluate and improve upon own work** | Intro: Down by the Ocean from SGR Middle Years. Can change the words to Roman theme i.e. Sally met a Roman and took him home for tea… Teach song then play game as in the book.Main: Put together some kind of class composition/performance using rhythm grids and songs learnt over the unit i.e. Sing Hold High the Eagles and each group performs rhythm grids alternately to create a class performance. Children should focus on maintain their own part within the ensemble. Video if no live audience to perform to.Plenary: Evaluate own ability to maintain own part. What could we have improved? Assessment opportunity. | **Children can maintain their own part and know when to play and stop****Children can make suggestions about what went well and what could be better****Children can self evaluate their own performance**  |

**Resources**

**Singing Games and Rhymes for Middle Years (SGR)**

**‘Just Like a Roman’ song from the Sing Up Website**

**‘Hold High the Eagles’ song from The BBC School TV series ‘Watch’**

**‘Mars’ from Holst Planets Suite (also on BBC Ten Pieces website)**

**Music Express Year 3**

**‘Prelude’ from Bizet’s L’Arlisienne Suite No.1**

**A Tardis (or pictures of a Tardis!)**

**Long and Short picture cards or other rhythm cards**

**Rhythm Grid**

**Hold High the Eagles**

**We’re marching back to Rome**

**Hold High the Eagles**

**Our legion’s going home**

**Each man’s a Roman**

**We’ve fought with every Foe man**

**We bowed our knee to no man**

**And no we’re marching home**

Romans Rhythm Grid

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |
| Player 1 |  |  |  |  |
| Player 2 |  |  |  |  |
| Player 3 |  |  |  |  |
| Player 4 |  |  |  |  |
| Player 5 |  |  |  |  |