ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: Music UNIT: Anglo Saxon Gods TERM: Autumn 1

YEAR GROUP: 4

THE BIG QUESTION	
How can we use dynamics in a piece of music to represent a Anglo Saxon god?	
END OF UNIT OUTCOME	Perform group performances of music to represent pagan Anglo Saxon gods
OBJECTIVES	• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the interrelated dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
CONCEPT: Transformation	Linking playing an instrument and using dynamics to create a sound.
LESSON 1 QUESTION	**What are instrumental skills and playing techniques that I can use?**
KEY KNOWLEDGE	Have fluency when using instrumental skills and techniques Play techniques include tapping, shaking or scraping an instrument. Untuned instruments include Tuned instruments include: Glockenspiel, marimba and xylophone Untuned instruments include: Snare drum, tambourine, cymbals, bass drum, maracas and timpani.
RICH TASK	Introduce The Big Question – what do they already know? Have an instrument selected from a variety of untuned and tuned percussion and practise starting and stopping altogether. Use a red, orange and green card traffic light system the orange or amber card means to get ready, the green means play and red means stop. Develop these into hand signals and invite children to direct and lead the class. Sort the instruments into a variety of different groups e.g. by playing technique such as tap, shake or scrape or by material such as wood, metal or skins. Describe the resulting sounds in terms of the mood and character of the sounds.

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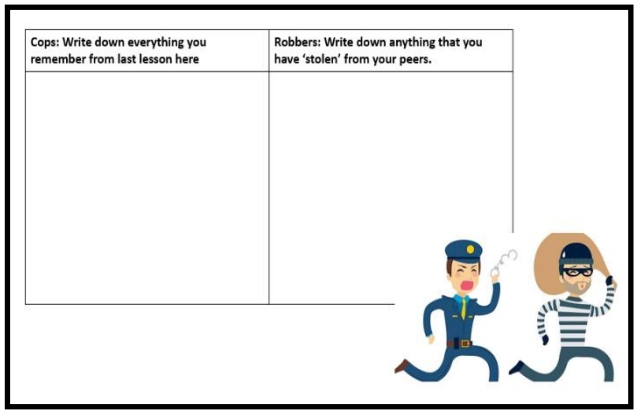
<table>
<tr><td></td><td colspan="3">Create a mood board in groups for each instrument.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S-Give children mood cards to support for their mood board
C-Give explanations why the play techniques create the mood.</td></tr>
<tr><td>KEY VOCABULARY</td><td>rhythmic ostinato, dynamics (crescendo / diminuendo) tempo (accelerando / rallentando)</td><td>RESOURCES</td><td>Untuned and tuned instruments.

Traffic light cards.

Examples of graphic notations.</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 2 QUESTION</td><td colspan="3">What can we use for expressive effect?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">Composers use dynamics to change the mood and volume of the music.
Another word for dynamics is volume.
Changing the volume might make the listener feel different emotions.</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Retrieval practice activity- What are our playing techniques? What are our tuned and untuned instruments?


Use a variety of signals to control dynamics – these can be verbal in the first instance but visual signals will be more useful when directing music.

Start with palms together and gradually move them apart to indicate that the playing should get louder (crescendo). Bring the palms together again to control getting quieter (diminuendo). Dynamics may also be controlled by crouching down to play quietly increasing the dynamic as you stand up and vice versa

Follow a leader to explore changing dynamics. The leader plays a steady beat on a loud instrument gradually increasing or decreasing in volume– everyone else follows their lead.

Children explore doing this in small groups with an instrument of their groups choice.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S-Have visual signals written down as images.
C- Create own visual signals.</td></tr>
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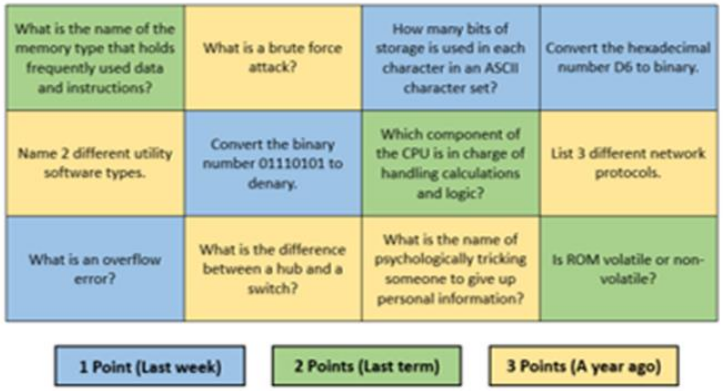
KEY VOCABULARY	Crescendo Dimminendo Dynamics	**RESOURCES**	Tuned and untuned instruments. Leader in groups. Visual signals.

LESSON 3 QUESTION	**How is sound used for different purposes?**
KEY KNOWLEDGE	Mars from the Planets by Holst – The music was composed pre1919 depicting Roman god of War. It is the relentlessness of the rhythmic ostinato and the gradually increasing dynamics which are the main features to point out. Venus from the Planets by Holst -depicting Roman god of Love.
RICH TASK	Retrieval practice activity- Retrieval Practice Grids  Listen to extracts from the Planets by Gustav Holst Listen to “Mars” and “Venus” from the Planets Ask the children to predict what they think the music for the gods of war and peace / love will be like and then listen to find out if they are right. Give the children plain paper and a choice of pens and ask them to doodle with colours and symbols as they listen Ask the children to listen and respond with movement to each piece – this can help formulate a graphic notation depending on how they move in response to the music Share the resulting colours, symbols or movements with the class

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<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S- Give children emotion cards again. Show teacher model.
C- Be able to explain why they have used particular colours and symbols. Able to explain what the purpose of the sound was to create.</td></tr>
<tr><td>KEY VOCABULARY</td><td>Dynamics
Movement
Predict</td><td>RESOURCES</td><td>Paper and pens
Venus- Gustav Holst - Venus
Mars - Gustav Holst - Mars</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 4 QUESTION</td><td colspan="3">How can I present in a performance?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">A professional Anglo Saxon musician was known as a “gleeman” and they were held in very high esteem. Often required to juggle and entertain whilst performing.

Anglo Saxon had their own Gods:
Woden – the chief of the gods, sometimes described as “the furious” also god of war, poetry and inspiration

Tiw – also known as god of war

Frige – goddess of love (wife of Woden)

Baldaeg – god of light

Eostre – goddess of springtime, dawn and rebirth

Thunor – god of thunder</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Retrieval practice activity

Walkabout Bingo Walk about the room and ask your peers one of the questions. Each pupil can only answer one question for one other pupil. Once your sheet is full shout BINGO!

<table><tr><td>Q: (Put questions here)

A:
Name:</td><td>Q:
A:
Name:</td></tr><tr><td>Q:

A:
Name:</td><td>Q:
A:
Name:</td></tr><tr><td>Q:

A:
Name:</td><td>Q:
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Name:</td></tr></table>
Introduce a number of Anglo Saxon gods

As a class discuss what the music for each god might sound like.</td></tr>
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<tr><td></td><td colspan="3">Next think about the instrumentation and how to use dynamics to create the right mood and character for your music

Write the name of each god and who they are along with a few ideas that came up about them in the class discussion on a card placed in an envelope. Each group blindly picks a card and does not reveal which god they have got.

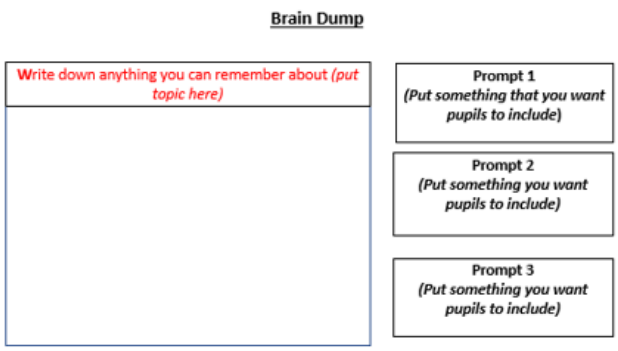
As a group complete one composing planning sheet before they collect their instruments

Each group begins to compose and create the music for their god.

Using class model- each group creates a graphic score to support their piece of music.

Use either a stick or a blank sheet of paper to gradually move from left to right across the score. Sounds are performed as the stick moves over the notations or as the paper is drawn back to reveal them</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S- Children have teacher model to use for support.
C- Be able to explain how they have used dynamics on their graphic score to support their piece of music.</td></tr>
<tr><td>KEY VOCABULARY</td><td>rhythmic ostinato, dynamics (crescendo / diminuendo) tempo (accelerando / allentando)</td><td>RESOURCES</td><td>Page 27 of the HMS publication Making Music Exemplification of Creativity from Year R to Year 6.

Images of Anglo Saxon gods</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 5/6 QUESTION</td><td colspan="3">How can I create group performances of music to represent pagan Anglo Saxon gods?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3"></td></tr>
<tr><td>RICH TASK</td><td colspan="3">Revision of key knowledge



Perform to the class, listen, appraise, refine and improve</td></tr>
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<tr><td></td><td colspan="3">Ask each group to perform to the class in turn. If the groups have managed to keep secret which God their music is about, the rest of the class can make a guess.

How many groups did the class guess correctly? Talk about the composer intentions and if they were achieved?

Listening to feedback from the class- groups go back and refine and improve.

Record the final performances. Watch back.

Outcome linked to The Big Question- Children in discussion, reflect how they used dynamics to represent a Anglo Saxon God.

Diversity- What links to our concept have you found?</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S- Work with partner, to see how they perform using their graphic score.
Pre practise with class teacher before the session.

C- Has opportunities to refine and improve performance and explain why.</td></tr>
<tr><td>KEY VOCABULARY</td><td>rhythmic ostinato, dynamics (crescendo / diminuendo) tempo (accelerando / allentando)
performance
refine
improve</td><td>RESOURCES</td><td>Graphic score sheets
Composing sheets
Untuned/ Tuned instruments.
iPad to record</td></tr>
</table>