ST LAWRENCE C.E. PRIMARY SCHOOL SUBJECT MANAGER OVERVIEW

SUBJECT: Music UNIT: Carnival of the animals CONCEPT: Leadership YEAR:2

BIG QUESTION	How might music represent an animal?	
END OF UNIT OUTCOME	A postcard written to parents about the Carnival of the Animals and a description of their favourite movement (include QR code link to the movement)	
NC OBJECTIVES	• play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.	
WEEK	**KEY KNOWLEDGE**	**RESOURCES**
1	To know that music can inspire movement: To know that music can be created to portray a certain character or animal by listening to examples	
RICH TASKS	Annotate key question to identify prior knowledge. Play each piece of music one at a time and ask the children to move around the room in a way that reflects that piece of music. Display on the interactive whiteboard pictures of: a bee, snake, cat, elephant, sloth. Ask the children to move around the room in the way in which that animal moves. Introduce a range of percussive instruments and allow children time to experiment with them.	Fast music - Vivaldi - 'Storm' www.youtube.com/watch?v=RlqI_lAkIfM Slow music - Beethoven - 'Moonlight Sonata' www.youtube.com/watch?v=4Tr0otuiQuU Quiet music - Holst - 'Venus' from 'The Planets' suite www.youtube.com/watch?v=K1f8HjIkU3M Loud music - Prokofiev - 'Dance of the Knights' www.youtube.com/watch?v=K1f8HjIkU3M

	Then, explore how they could use different instruments to represent an animal. Ask them to explain their choices each time. In small groups, the children practise representing the different animals with different instruments. Then swap instruments. Listen as a class and provide feedback.	percussion instruments
2	To know that music can be created to portray a certain character or animal To know that Sains-Saens was a French composer (1835-1921) To know that Natural History fascinated Saint Saens, who liked nothing better than a day out at the zoo. To know that fourteen short movements are scored for just eleven performers: • two pianos • two violins, viola, cello, double bass • flute /piccolo • clarinet (C and Bb) • glass harmonica (now usually glockenspiel) • xylophone	
RICH TASKS	Introduce the composer Camille Saint Saens and the Carnival of the Animals. Show images of all animals Saint Saens wrote about. Then, put up pictures of: Lions Elephants Kangaroos Aquarium Birds Fossils / dinosaur skeletons And discuss what we know about each of these animals. How do they move? What do they do? In pairs, listen to each of the movements above and ask children to predict which animal it is and why. Reveal answers and explore the instruments that are used for each movement. Finish with the listening game and see if we can match animals and the movement.	https://www.youtube.com/watch?v=ec69Qh-OkGA Carnival of the animals listening game https://www.youtube.com/watch?v=ZFJf3rHd69c&list=PL5EDDC3CD0593C9E0&index=10 (Youtube playlist)

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3	To know that Saint-Saens wrote each movement to depict a particular animal using tempo, duration, dynamics, pitch, rhythm & melody to portray these.	
RICH TASKS	What do we know about tortoises? Birds? Listen to the tortoise and then the aviary movements. What is the same? What is different? Introduce tempo, dynamics, pitch, rhythm, melody. Use percussion instruments to play at different tempos and dynamics. Practise slowing down/speeding up and maintaining dynamic. Practise getting louder/ quieter but maintaining tempo. Ask a child to play a rhythm and for others to copy. Return to the tortoise and aviary. Can we make a comparison now, using these new musical terms? Pupils choose 2 other movements to compare.	percussion instruments
4	To know that music can be created to portray a certain character or animal by listening to examples	
RICH TASKS	Which movement of the Carnival of the Animals is your favourite? Why? Listen to favourite movement using ipads and headphones. Respond by drawing images and writing words that the movement makes you think of. Remind pupils of the musical terms we learnt last session to help them describe the movement. Children write a short paragraph explaining which is their favourite movement and why,	https://www.youtube.com/watch?v=ZFJf3rHd69c&list=PL5EDDC3CD0593C9E0&index=10 (Youtube playlist)
5	Revision of key knowledge	
END OF UNIT OUTCOME	Children create postcards to send their parents about The Carnival of the Animals. Include: composer, facts about the musical suite, their favourite movement and why. Illustrate with corresponding animal and include QR code so parents can listen to movement at home.	