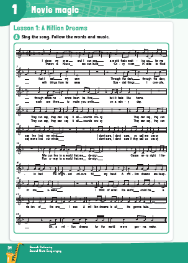
**Unit 1: Film music (September)**

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| **Lesson** | **Resource** | **Musical Concepts** | **Strand** | **Strand Unit** | **Content Objectives (The child will be able to …)** |
| 1 | A Million Dreams  *(song 1)* | Structure; Pitch | Performing | Song Singing | * Sing the song ‘A Million Dreams’ * Understand the structure of the song |
| 2 | ‘The Imperial March’ from *Star Wars*  *(listening)* | Timbre; Structure | Listening and Responding | Listening and Responding to Music | * Listen appreciatively to ‘The Imperial March’ from *Star Wars* * Develop an understanding of structure * Invent a choreography for the music |
| 3 | Colors of the Wind  *(song 2)* | Style; Structure; Pitch | Performing | Song Singing | * Sing the song ‘Colors of the Wind’ from *Pocahontas* * Develop a sense of musical style: popular musical |
| 4 | A Phrase from Colors of the Wind  *(literacy)* | Rhythm; Pitch; Dynamics | Performing | Literacy | * Read and perform a phrase from ‘Colors of the Wind’ in solfa notation * Sing this phrase using hand signs * Read the same music using simplified staff notation (dots without rhythm) * Compose a melody using simplified staff notation |
| 5 | Percussion Instruments | Timbre; Texture; Duration | Performing | Playing Instruments | * Be familiar with the various categories of percussion instruments and their characteristic sounds * Play a range of classroom percussion instruments |
| Composing | Improvising and Creating | * Invent short compositions individually and in pairs |
| 6 | Rapunzel  *(composing)* | Timbre; Texture; Duration; Structure | Performing | Performing | * Accompany the story of ‘Rapunzel’ with music * Perform the composition in groups * Create a graphic score of the composition |
| **Curriculum Integration** | | **Literacy / Oral language / 1. Engagement, listening and attention** | | | |

**Lesson 1: *A Million Dreams* (Song 1)**

*A Million Dreams* is a popular song taken from the film *The Greatest Showman* (2017)*. The Greatest Showman* tells the story of P.T. Barnum, a dreamer who founded Barnum’s circus along with many other shows. *A Million Dreams* is about the beauty of believing in your dreams. This song provides an opportunity for children to engage with the idea of film music. The children will also be introduced to sheet music and revise the concept of a five-line stave.



**Resources**

Lesson 1: *A Million Dreams* (digital)

Lesson 1: Introduction to Sheet Music (digital)

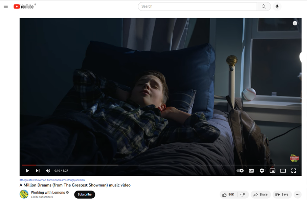
Pupil book: Page 34

**Steps / Teaching Notes**

* Discuss the story of *The Greatest Showman* with the children. It is possible that some of them will have seen the film and will be familiar with the music. Discuss *A Million Dreams* in particular. Ask the children what the title of the song tells them about it. (*The song is about positive thinking and the beauty of believing in your dreams*.)
* ***Digital activity – Introduction to Sheet Music;* Pupil Book, p. 4**: Play the video explaining sheet music or use the pupil book to discuss with the children. Explain that sheet music communicates to a musician how to play or sing a piece of music. Sheet music indicates the pitch (high/low), rhythm and dynamics (loud/soft) of a piece of music. Point out that the five lines where the notes are written is called a five-line stave. Explain to the children that we can use a stave (lines) to represent different musical notes and show if a note is higher or lower than another.
* ***Digital activity – A Million Dreams:*** Listen to the song and have the children follow the sheet music in their pupil book.
* Listen to the song again and encourage the children to sing along with any parts they may be familiar with.
* Learn the song phrase by phrase.

**Weblinks**

Children may enjoy watching this music video of *The Greatest Showman* song *A Million Dreams*:



<https://www.youtube.com/watch?v=fBjVZ16XMng>

**Lesson 2: *The Imperial March***

*The Imperial March* is from the film *The Empire Strikes Back* (1980)*,* which is part of the *Star Wars* film series. It was composed by John Williams and is also known as ‘Darth Vader’s Theme’ as it is often played when he appears in the films. Darth Vader is a frightening villain who wears a suit of black armour with a helmet which causes his breathing to make a strange, mechanical sound. In this lesson, the children will explore the way music can shape our perception of a character/film. They will also practise identifying different types of instruments through listening.

**Resources**

Lesson 2: *The Imperial March* (digital)

Lesson 2: John Williams Profile (digital)

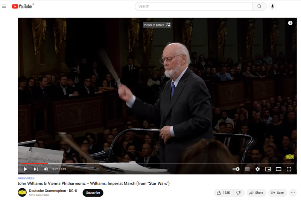
Lesson 2: Film Music – Setting the Tone (digital)

**Steps / Teaching Notes**

* ***Digital audio file – The Imperial March:*** Play the track and ask the children to identify as many instruments as they can. At the beginning of the track, ask the children what type of instruments they can hear. (*Brass instruments such as trumpets and trombones*.) At about 1 minute into the track, there is a quieter section. Ask the children if they hear any other type of instruments. (*Flutes and violins*.) Toward the end of the track, ask the children if they can hear any new instruments that they didn’t hear at the beginning of the track. (*Drums and cymbals.*) If the children can’t identify the drums or cymbals at the end, play the track again and ask them to listen carefully.
* ***Digital activity – Film Music – Setting the Tone:*** This video clip from the film *The Empire Strikes Back* is an effective way of demonstrating the importance of music in setting the tone of a film. In the video, the same clip from the film plays with two different musical accompaniments - *The Imperial March* and then clown music! The contrast between the two pieces of music demonstrates the importance of music in setting the tone of a film. *The Imperial March* is serious and menacing - very much in keeping with the character Darth Vader - whereas the clown music is light-hearted and playful.
* ***Digital audio file – The Imperial March:*** Play the first 50 seconds of trackagain and ask the children to invent a movement to the beat. This could be a fully body movement if there is space or an upper body movement only. Play the track again and ask some of the children to lead the rest of the class with their movement. Switch movements every ten seconds to create a choreography for *The Imperial March.*
* ***Digital presentation – John Williams Profile:*** Click through the John Williams PowerPoint and discuss with the children.

**Weblinks**

Children may enjoy watching this video clip of John Williams conducting *The Imperial March:*



<https://www.youtube.com/watch?v=vsMWVW4xtwI>

**Lesson 3: *Colors of the Wind* (Song 2)**

*Colors of the Wind* is the theme song from the Disney film *Pocahontas* (1995). The song expresses the Native American viewpoint that the earth is a living being. This lesson will provide children with an opportunity to learn more about Native Americans and the importance of the environment. They will also revise the differences between verse and chorus.

**Resources**

Lesson 3: *Colors of the Wind* (digital)

**Steps / Teaching Notes**

* ***Digital activity – Colors of the Wind:*** Listen to the song and teach it to the children. Explain to the children that there are several repeated melodies within the song. The first two verses of the song have the same melodies but different lyrics:
  + - ***You think you own whatever land you land on…***
    - ***You think the only people who are people…***
* Discuss verse and chorus with the children. Ask them how you can tell one from the other. (Verses change throughout a song while the chorus remains the same.) Point out that sometimes we can sing ‘loudly’ and ‘softly’ or ‘higher’ and ‘lower’ to mark the difference between verse and chorus.
* Ask the children to make cards for the verse and chorus sections for a listening and responding activity. On one card have the children write the word ‘verse’ and on the other the word ‘chorus’. Use different coloured paper to help differentiate them. Listen to the song again and have the children raise the cards identify the different sections of the song as either verse or chorus.

**Weblinks**

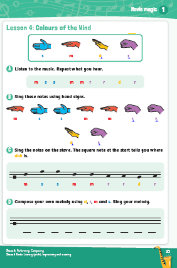
Children may enjoy watching this video clip of Pocahontas singing *Colors of the Wind*:



<https://www.youtube.com/watch?v=O9MvdMqKvpU>

**Lesson 4: A Phrase from *Colors of the Wind***

This musical literacy lesson is a logical follow-on from lesson 3. The children will revise the concepts of the solfa notes and solfege hand signs *for d, r, m, s*, and *l,* using a phase from Colours of the Wind. They will also be introduced to simple staff notation and encouraged to compose their own melodies based on the solfa notes they already know (*d, r, m, s, l*).



**Resources**

Lesson 4: Phrase from *Colors of the Wind* (digital)

Lesson 4: *Colors of the Wind* Tonic Solfa(digital)

Lesson 4: *Soh, Mi, Lah, Doh, Re* Flashcards (digital)

Pupil book: Page 35

**Steps / Teaching Notes**

* ***Pupil Book, p. 5:*** Use the pupil book to show the children that there are many ways of writing music. There are the solfa notes (*d, r, m, s, l*) and solfege hand signs.
* ***Digital activity – Soh, Mi, Lah, Doh, Re Flashcards:*** Use the flashcards to revise solfege hands signs for *soh, mi, lah, doh and re.* Explain to the children that we can also use a stave (lines) to show if a note is higher or lower than another.
* Point out to the children that the phrase they will be listening to from *Colors of the Wind* uses the notes *soh, mi, re* and *doh* but not *la.*
* ***Digital audio file – Phrase from Colors of the Wind:*** Play the phrase from the song and encourage the children to repeat what they hear.
* ***Digital audio file –Colors of the Wind Tonic Solfa:*** Play the recording and ask the children to follow the solfa notes in Activity A of the pupil book. Repeat this a few times and then ask the children to sing the same melody using the solfege hand signs. Ask individual children to come to the top of the class and lead the hand signs. Don’t worry too much about the rhythm patterns here, this activity is concentrating on pitch.
* **Pupil Book, p. 5:**Ask the children to read and sing the same music using the notes on the stave in Activity B. The box at the start shows the *doh* position.
* Display the stave from Activity C on the whiteboard and invite the children to practice finding the location of the five notes (*d, r, m, s, l)* on the stave.
* Ask the children to compose their own melodies in their pupil book using the stave in Activity C. Encourage them to practice their tunes and sing them for the class.

**Lesson 5: Introduction to Percussion Instruments**

This activity focuses on an imaginative introduction to classroom percussion instruments. Children will experiment with different types of instruments and different ways of playing them. This lesson also provides an opportunity for children to compose their own music with a focus on musical concepts such as dynamics (loud/soft), texture (single or multiple instruments) and tempo (fast/slow).

**Resources**

Lesson 5: Percussion Instruments (digital)

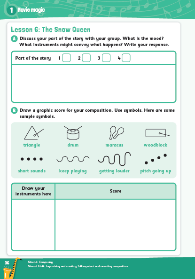
Percussion Instruments: Any percussion instruments you have available in the classroom

**Steps / Teaching Notes**

* Have the children explore and play with any percussion instruments you have in the classroom.
* ***Digital Activity –Percussion Instruments:*** If you don’t have classroom instruments click through the digital flashcards to introduce the children to a range of percussion instruments.
* Invite the children to choose a percussion instrument and to experiment with different ways of playing it. Ask them to think about dynamics. (*Loud, moderate, quiet*.)
* Ask the children to create their own short composition (about ten seconds) using the percussion instruments that they will play for the class. Ask them to come up with a title for their composition.
* Invite each child in turn to perform their compositions. Ask the rest of the children to guess what the title of composition is just from listening. Then have the performer reveal the title they invented.
* Ask the children to choose a different percussion instrument and to work in pairs to create another short composition (ten to fifteen seconds). The children should discuss in their pairs how to choose their instruments. Ask them to think about whether two similar or two different instruments would sound better. Should one of them play short sounds and the other one longer sounds? Should they take turns playing or play at the same time? Ask them to make use of dynamics. (*Loud, moderate, quiet*.) Tell the pairs to come up with a title together for their composition.
* Ask the pairs of children to perform their compositions and again ask the rest of the class to guess what title they chose for their composition. Then have the performers reveal the title they came up with.

**Lesson 6: *Rapunzel***

In this lesson, the children will respond creatively to the story of *Rapunzel. Rapunzel* is a famous German fairytale written by the Brothers Grimm and first published in 1812. Children may be familiar with the Disney film *Tangled* which is loosely based on the fairytale. This lesson provides an opportunity for the children to engage with creative writing and artwork as well as musical composition.

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**Resources**

Lesson 6: *Rapunzel*

Lesson 6: *Rapunzel* Illustrations(digital)

Pupil book: Page 6

**Steps / Teaching Notes**

* Discuss the background to the story of *Rapunzel* with the children if they are not already familiar with it.
* ***Digital Audio File – Rapunzel:*** Play the story of Rapunzel for the children
* ***Digital Activity – Rapunzel Illustrations:*** Discuss the four illustrations on the whiteboard. Ask the children what part of the story does each picture show.
* ***Pupil Book, p. 6:*** Divide the class into four groups or two lots of four groups, depending on numbers. Assign one part of the story to each group. Ask the children to work together in their groups to discuss their part of the story. Ask them to complete Activity A in the pupil book.
* Review this material for the whole class and invite comments from the children. This preparatory work can be integrated with creative writing and artwork.
* Discuss with the children what kind of music would suit the story. Ask them what the mood of the story is? (*scary, lonely*) What instruments would best match *Rapunzel*? (*Chime bars, glockenspiel, triangles, Indian bells*.)What tempo (speed) will we use? How can we use dynamics? (*Begin moderately loud (mezzo forte) and get gradually quieter (diminuendo)*.) How long should the music last? *(20 to 30 seconds.)* Answers given are merely suggestions, encourage individual responses from the children.
* **Pupil Book, p. 36:**Ask the children to create a graphic score based on *Rapunzel* in Activity B of their pupil books. A graphic score is like a drawing of a musical composition. Ask the children to use the symbols for the instruments in the first column and use the other symbols to show how that instrument should be played in the second column.