



Kindness

Positivity

Respect

<u>MUSIC MEDIUM TERM PLANNING</u>		
Year Group: Y5	TERM: Spring 2	Theme: Exploring the Orchestra
<p>National Curriculum:</p> <ul style="list-style-type: none"> - listen with attention to detail and recall sounds with increasing aural memory - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music. 		
<p>Context: (why is this unit being taught? How is it building up pupils' knowledge and understanding over time? Are there meaningful links to other areas of the curriculum?)</p> <p>This block of work is being taught as a lead-up to a year group visit to Sheffield City Hall to listen to the Halle Orchestra play (arranged through Sheffield MusicHub). This topic prepares the children by teaching them about the different sections of an orchestra, how different instruments sound, both individually and in combination. Through listening to 'Peter and the Wolf', the children can see how different instruments can be used to represent different sounds.</p> <p>Literacy link: 'Peter and the Wolf' story</p>	<p>Concepts:</p> <p><i>Listening</i></p> <p>Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to.</p> <p>Listening to recorded performances should be complemented by opportunities to experience <i>live music</i>.</p>	<p>Vocabulary:</p> <p>Orchestra, strings, woodwind, brass, percussion, families, conductor (& instrument names)</p> <p>Pitch, timbre, texture, dynamics, staccato, legato, motif</p>
<p>Prior Knowledge: (What specifically have pupils learned that is relevant to this unit that they are building upon?)</p>	<p>Future Knowledge: (What specifically will pupils learn in the future that is relevant to this unit?)</p>	

<p>Y4 listening: As part of the ‘Good Vibrations’ topic, children listened to instruments from the string family play. They recognised that the pitch of the instruments was different because of their relative size. They also understood how the pitch of the notes made by each instrument could be altered. They also listened to two woodwind instruments (recorder and clarinet) and discussed how the notes are created and how pitch can be changed.</p>	<p>Whole school listening: as part of the fortnightly music appreciation sessions carried out through school, children are regularly being reminded of the history of music, as the pieces selected in each term work through the different historical periods, from Baroque to Modern. Video clips are provided for each session so children can see a variety of musical groups, from soloists to full orchestras, performing the selected piece.</p>		
<p>End points /by the end of this unit pupils will... (NB Crucial/sticky knowledge is highlighted):</p> <ul style="list-style-type: none"> - be more confident with identifying parts of the orchestra and the sounds of instruments individually and in combination. - recognise how the sound of a particular instrument of family can be used to represent a character - enjoy the experience of live orchestral music 			
Learning Objective	Teaching Input/ Activities	Key Questions	Resources
<p>1a What is an orchestra?</p> <p>1b What are the members of the string, woodwind, brass and percussion families?</p>	<p>In a given amount of time, see how many instruments children can name (in pairs). Compare lists and discuss. Do any children play instruments?</p> <p>Show the children the layout of a modern symphony orchestra. Show how the instruments sit in sections (strings, woodwind, brass and percussion).</p> <p>Show children pictures of different instruments.</p> <p>Explain that each section of the orchestra would sound very different if listened to separately.</p> <p>Use this clip below for useful facts: https://www.twinkl.co.uk/teaching-wiki/four-families-of-the-orchestra</p> <p>What do the instruments sound like? Use the clip below to hear each instrument played separately:</p>	<p>Can you match the instruments with the correct section?</p> <p>Why do the instruments sound different? (they are made of different materials, played in a different way etc.)</p>	<p>Video clips</p> <p>Resource cards showing different instruments and full orchestra</p>

	https://www.bbc.co.uk/teach/bring-the-noise/orchestral-families/zfbyy9q		
3 What does an orchestra sound like when instruments are combined?	<p>Give children the opportunity to watch a variety of clips where a full orchestra plays. Stop at points to see if children can identify the instrument being played and the family it belongs to.</p> <p>Useful clip: https://www.bbc.co.uk/teach/bring-the-noise/philharmonic-bring-the-noise-theme/zv2md6f</p>	<p>What instrument is being played? How is it being played? (loudly, softly, fast / slow melody, staccato (short notes), legato (long notes))</p>	Video clips
4 How can orchestral instruments be used to tell a story? (Focus: motif, timbre)	<p>Children now listen in parts to 'Peter and the Wolf', looking first at how each instrument has been chosen to depict a certain character. Match a picture of the character with a picture of the instrument.</p> <p>Children now watch a full performance of 'Peter and the Wolf'. This is an excellent example by Vancouver Symphony Orchestra as it contains full narration by the composer of the orchestra: https://vimeo.com/398579758</p>	Why have certain instruments been chosen to represent those characters?	<p>Video clip of 'Peter and the Wolf'</p> <p>Cards showing pictures of instruments and characters</p>
5 The concert	If information is available, children attending the concert by the Halle Orchestra can listen to snippets of the pieces of music being played at the concert.	Which piece did you like the most? Why?	Evaluation sheet to be completed after the concert