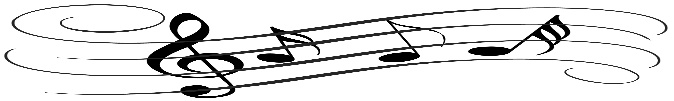
Music – KS2 Pomp and Ceremony Term 6 June/July 2020



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|  | NC links:   * Children should be able to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians * understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate 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 * listen with attention to detail and to develop a critical engagement with music |  |
| Lesson 1 | Why do you listen to music? How does music make you feel? Do different types of music make you feel different? Why do you think this happens?  By changing elements of music, you can change the mood of a song. Songs can make you feel different emotions**.** Some songs make you feel happy or excited, while others make you feel sad or scared. These feelings come from how the song is composed, the instruments used and how performers play them. Think about how your favourite songs make you feel. When you have time, listen again and see if you can spot what is causing those feelings.  In our music lessons this term, we are going to listen to music from a variety of composers and reflect upon how different styles of music can evoke various emotions plus how a certain type of music needs to be suitable to the occasion.  The composer, Edward Elgar started this composition with the instruments starting to play quietly but getting louder and louder which builds up our emotions. This piece of music is usually played at state occasions, such as Remembrance Day.  You will notice there are periods of silence in these musical pieces, why do you think the composer uses silence?  *Music depends on silence, in some form or another, to distinguish other periods of sound and allow* [*dynamics*](https://en.wikipedia.org/wiki/Dynamics_(music))*,* [*melodies*](https://en.wikipedia.org/wiki/Melody)*, and* [*rhythms*](https://en.wikipedia.org/wiki/Rhythm) *to have greater impact. For example, most music scores feature* [*rests*](https://en.wikipedia.org/wiki/Rest_(music))*, which denote periods of silence. In addition, silence in music can be seen as a time for contemplation. The audience feels the effects of the previous notes and melodies, and can intentionally reflect on what they have heard.* | Watch this clip which explains how music can make us feel:  <https://www.bbc.co.uk/bitesize/topics/zcbkcj6/articles/zc7m7p3>  Listen to Nimrod. What occasion do you think this piece of music would be suited to? A wedding? A parade? A sad occasion such as Remembrance day? After listening to this, how did you feel?  <https://www.youtube.com/watch?v=sUgoBb8m1eE>  Another example of music which you will recognise as soon as you hear it is this: <https://www.youtube.com/watch?v=2weDBlOTgmo>  Last Post and Rouse – remember how Mr Lacey always plays this on his bugle at our Remembrance Day service at school. This was composed by Joseph Hayden. |
| Lesson 2 | Today, we are going to looking at a piece of music from another great composer, Richard Wagner and this piece is called ‘Rise of the Valkyries’. Listen to the music, with your eyes closed. What do you notice about the music? How does it make you feel? What occasion do you think this piece of music would be suited to?  *This piece of music is well known for being used in films to accompany scenes of planes, tanks, ships in war films. It is a very powerful piece of music which is taken from the second of 4 operas entitled ‘Der Ring des Nibelungen’. It was written in 1851.*  What do you notice about the speed of the music (the tempo)?  *Tempo is the most important structural feature of music as it affects emotional expression; different tempos help convey different emotions. Extremely fast tempos, for example, can help musicians express a sense of excitement or a feeling of energy, just like ‘Ride of the Valkyries.’* | <https://www.youtube.com/watch?v=V92OBNsQgxU> |
| Lesson 3 | Listen to Flight of the Bumblebee by Nikolai Rimsky-Korsakov. He composed it as orchestral interlude for his opera ‘The Tale of Tsar Saltan in 1899-1900.  Why do you think the tempo is so fast?  *It is meant to remind us of the seemingly chaotic and rapidly changing flying pattern of a bumblebee. Its rhythms move quickly and dynamically which help us to picture the bumblebee in our heads as we listen to this piece.*  Do you think this music would be suitable to evoke pictures of bigger animals such as elephants? Listen to this clip, what does this make you think of?  It is taken from ‘The Jungle Book’ when the tiger, Shere Khan, is stalking through the jungle when a group of elephants start to march past him. Can you see how the composer uses different instruments, tempos and pitch to conjure up images of the tiger prowling and the elephants stomping their way through the jungle?  *(Pitch is the quality that makes it possible to judge sounds as "higher" and "lower" in the sense associated with music)* | <https://www.youtube.com/watch?v=X14kC-sEH0I>  <https://www.youtube.com/watch?v=oaYH-W_2rx0> |
| Lesson 4 | Today we are going to compare 2 very different important musical events – The Last Night of the Proms and The Ibiza proms.  The Last Night of the Proms is the climax to The Proms, or the BBC Proms, that is more formally known as the Henry Wood Promenade Concerts and which is an eight-week summer season of daily orchestral classical music concerts and other events held annually in the Royal Albert Hall in central London. Traditionally the last night involves the audience joining the orchestra to sing well-known British songs such as 'Land of Hope and Glory', composed by Elgar and Rule Britannia by Thomas Arne. These musical compositions are seen as traditionally patriotic and singing along with them makes us feel happy and proud.  Now, watch the clip of the BBC Ibiza Proms. The Ibiza Proms is held in the same place as the BBC Proms, The Royal Albert Hall but is it the same style of music? Is there anything the same?  *Both have orchestras playing the music.*  *Both types of Proms play music which is classed as favourites to their audiences but the styles are very different.*  Which Proms do you prefer? Why? Would you like to watch both sorts of Proms? Can you explain your choice to an adult? | 1. <https://www.youtube.com/watch?v=akbzRuZmqVM>   Rule Britannia   1. <https://www.youtube.com/watch?v=R2-43p3GVTQ> Pomp and circumstance 2. <https://www.youtube.com/watch?v=xs3BXVTF7mw>   Ibiza Proms |
| Lesson 5 | Today’s task is to try to replicate any of the styles of music we have been learning about at home using instruments you might have at home or you could make your own instruments.  Remember to think about the emotion you are trying to convey with your music, the pitch of your music, the tempo, use of silence or rhythms/melodies you are replicating.  You could ask your adult to film you performing your music choice and send it to our class email so we can upload it to our class page. We look forward to seeing these.  Have fun with your performances! | Remember the vocabulary associated with music:  Tempo – speed of the music  Pitch – how loud or quiet your music is  Rhythms - the length of time between each major "beat", or accent, such as in a piece of music. It is the sequence of sounds and silences which make up the rhythm.  Melodies – the tune/musical composition  These clips will give you some useful tips about making your own instruments at home:   1. <https://www.youtube.com/watch?v=pFfBrCyHfWs> 2. <https://www.youtube.com/watch?v=BWJALMLziOQ> 3. <https://www.youtube.com/watch?v=0NHM5JtacKU> |