

Linlithgow Primary School
Music Plan
Main Theme: BBC Ten Pieces

Learning Outcomes	Learning activities/experiences	Resources	Assessment
<p>Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. EXA 2-18a</p> <p>I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics. EXA 2-17a</p>	<p><u>Launch the concept of Ten Pieces!</u></p> <ul style="list-style-type: none"> • Introduce this exciting initiative to the class through the Ten Pieces website in order to communicate the size of the project. Explore aspects of the website to grasp the scope of the project. • Ask the class to think of their top three pieces of music, theme tunes, film sores, adverts etc. What makes a piece good? <p><u>Piece one: Mars by Holst</u></p> <ul style="list-style-type: none"> • Watch and listen to the piece, noticing key aspects of rhythm, dynamics, instrumentation and mood. • In groups make Mars posters using words and similes to describe the music_ Link to Literacy ; draw any instruments which stood out. • Watch Ten Pieces Extra to find out more about Mars including how the strings are played! Ask the class to find another way of playing a percussion instrument! • In groups, experiment with rhythms and dynamics and try to create a piece with a rhythm going on all the way through. 	<p>Ten Pieces Ten Pieces Extra</p> <p>Ten Pieces Ten Pieces Extra</p>	<p>Listen well and be able to give an opinion on music heard.</p> <p>Contribute to the discussion about "good" music; share personal choice with others and qualify it.</p> <p>Listen well and display understanding of musical concepts being discussed.</p> <p>Show creativity in using instruments.</p> <p>Show confidence and control when playing rhythms on instruments.</p>

Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities.

EXA 2-18a

Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities.

EXA 2-18a

Piece two: In the Hall of the Mountain King, Greig

- Watch and listen to piece, noticing tempo, dynamics and the sense of story.
- Introduce concept of Incidental Music which tells a story; in groups create own incidental music for familiar story e.g. Jack and Beanstalk; show use of tempo, instruments and dynamics to "tell" the story!
- **Link musical stories with simple drama/ movement images** to further highlight the role of the music.
- Listen to other groups work and evaluate their success.

Piece three: Night on the Bare Mountain, Mussorgsky

- Watch and listen to piece, noticing instrumentation, tempo, dynamics and the sense of mood.
- Discuss how music can make you feel and how it can manipulate you as in advertisements.
- In groups choose three different moods to represent in music; try to record ideas in picture/ symbolic format and make use of rests like Mussorgsky!

Ten Pieces
Ten Pieces Extra

Variety of instruments/
sounds

Ten Pieces
Ten Pieces Extra

Variety of instruments/
sounds

Listen well and display understanding of musical concepts being discussed.

Display creativity and organisation when playing with others.

Display an awareness of the link between music and movement in telling a story.

Listen well and display understanding of musical concepts being discussed

Show an awareness of music to convey a mood; record ideas in organised sequence.

Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities.

EXA 2-18a

Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities.

EXA 2-18a

Piece four: Short Ride in a Fast Machine, John Adams

- Watch and listen to piece, noticing instrumentation, tempo, dynamics, rhythm and pulse.
- Discuss instruments used in the piece and what element/ elements are like the "machine"?
- Introduce the concept of Minimalism with lots of repeated patterns and notes. [Link to minimalism in Art.](#)
- Create a group piece of minimalist music with repeated rhythms, pulse and fanfare tune of 4 notes; write a "score" showing how these parts play together.
- Explore sounds made with our mouths/ bodies.

Piece five: Storm Interlude from Peter Grimes, Britten

- Watch and listen to piece, noticing instrumentation, genre, tempo, dynamics and the sense of character.
- Discuss the genre of Opera and Interlude to set the scene; what is the picture of this interlude? [Link to sea scapes in Art.](#)
- Discuss instruments used in the piece and their effectiveness; create "storm" music as whole class with different groups playing/ speaking different sounds; use body sounds

Ten Pieces
Ten Pieces Extra

Variety of instruments/ sounds

Ten Pieces
Ten Pieces Extra

Listen well and display understanding of musical concepts being discussed

Explore repeated sounds and movements

Display creativity in composing own rhythms and tunes; also create own ideas for mouth/ body sounds.

Listen well and display understanding of musical concepts being discussed

Have an understanding of genre in music and name some examples;
Work well in group and select appropriate instruments/ sounds for storm music.

I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances.

EXA 2-01a

Overarching experience:

My learning enables me to experience the magic, wonder and power of the arts.

for effect.

Perform favourite "piece" from the first five activities to wider audience with an explanation of the inspiration behind it.

Find out which "piece" is the most favourite so far....

Perform with confidence and awareness of audience.