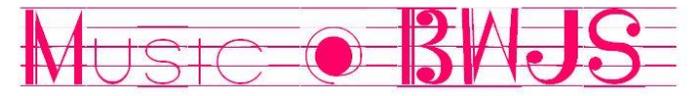


Disney Songs

A Music Plan

Year Three		Summer Term				
Topic Link						
This unit links to the topic 'Florida: Minnie & Mickey's Magical Kingdom'.						
Overview						
This unit allows children the opportunity to Investigate the way that Disney has used music to tell stories through film.						
Musical Dimensions						
Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure
Identify steps, leaps and repeated notes in melodies.	Begin to understand 2, 3 and 4 metre and how rhythms fit to a steady beat.	Understand getting louder and quieter in finer graduations.	Understand getting faster and slower in finer graduations.	Identify a range of non-percussion instruments by name and the way they are played. Extend the use of percussion instruments.	Recognise different combinations of layers in music.	Develop understanding of repetition and contrast structures.
Skills						
Listening, Describing & Discussing	Singing	Playing & Rehearsing	Composing			
Compare and contrast music heard and performed with an awareness of the music's context, purpose and composer's intent. Use an appropriate music vocabulary in relation to the learning.	Sing rounds and partner songs.	Develop instrumental skills and techniques and maintain steady beat. Copy and match patterns in 2, 3 and 4 metre. Start to develop rehearsal and practice routines and strategies.	Use rhythmic notation including basic stave notation.			



Lesson	Dimensions	Skills	Lesson Content	Resources
Lesson 1 LO: To think about the purpose of music, and identify differences in timbre.	Timbre: Identify a range of non-percussion instruments by name and the way they are played.	Listening: Compare and contrast music heard and performed with an awareness of the music's context, purpose and composer's intent.	What Disney songs do we know (from what films)? Why do Disney use music in their songs? (To tell the story, to convey emotions, to make people remember the film!) How has the music Disney uses changed over time? Listen to 'I Know You' from Sleeping Beauty and 'Love Is An Open Door' from Frozen. How is the music different? Remind children of the term 'Timbre' – this will help them to think about comparing the two songs. Think about the instruments you can hear in each – how do they create different effects? Which piece of music do you prefer? Why?	<i>'I Know You'</i> from <i>Sleeping Beauty</i> (clip & song) <i>'Love Is An Open Door'</i> from <i>Frozen</i> (clip & song)
Lesson 2 LO: To sing a song with accurate pitch.	Pitch: Identify steps, leaps and repeated notes in melodies.	Singing: Sing rounds and partner songs.	Watch 'Under The Sea' from The Little Mermaid after looking at the context. What effect does the music create in this scene? Using the Sing-Up performance and backing track, learn to sing the song one section at a time. Look at the repeats in the melody (first pair of lines are repeated, third pair of lines are repeated as are other phrases – 'Baby it's better / down where it's wetter, etc).	<i>'Under The Sea'</i> from <i>The Little Mermaid</i> (clip, song, Sing-up version)
Lesson 3 LO: To follow a bass line on a glockenspiel.	Timbre: Identify a range of non-percussion instruments by name and the way they are played.	Listening: Compare and contrast music heard and performed with an awareness of the music's context, purpose and composer's intent.	Listen to different versions of 'The Bear Necessities'. How are they different? Look at the chord sequence for the Wilson version. Can we 1 note-per beat. Play along on Glockenspiels.	<i>'The Bear Necessities'</i> (clip, song, Brian Wilson version)

<p>Lesson 4</p> <p>LO: To follow a bass line on a glockenspiel.</p>	<p>Pitch: Identify steps, leaps and repeated notes in melodies.</p> <p>Tempo: Begin to understand 2, 3 and 4 metre and how rhythms fit to a steady beat.</p>	<p>Playing & rehearsing: Develop instrumental skills and techniques and maintain steady beat.</p> <p>Copy and match patterns in 2, 3 and 4 metre.</p> <p>Start to develop rehearsal and practice routines and strategies.</p>	<p>Work through the grid from last week giving children the chance to practise and rehearse their work on the glockenspiels. By the end of this session, children should be confident in at least playing the chorus.</p>	<p><i>'The Bear Necessities'</i> (clip, song, Brian Wilson version)</p>
<p>Lesson 5</p> <p>LO: To think about how music serves a purpose.</p>	<p>Dynamics: Understand getting louder and quieter in finer graduations.</p> <p>Timbre: Identify a range of non-percussion instruments by name and the way they are played.</p>		<p>Look at the Coronation scene from Frozen. Think about the music that goes with this scene. How does it reflect the occasion? How does it reflect the feelings of the characters who are involved?</p> <p>Listen to 'Zadok The Priest' by Handel, written for the coronation of King George II and used at every coronation since. What do you notice about this piece? How do the two pieces compare?</p> <p>What if we were writing a piece of music for a coronation scene in a Disney film? What would we want it to sound like? Start to collect ideas.</p>	<p><i>'Coronation Day'</i> from <i>Frozen</i> (clip, music)</p> <p><i>'Zadok The Priest'</i> by Handel</p>

<p>Lesson 6</p> <p>LO: To create a piece of music with varied timbre and dynamics.</p>	<p>Dynamics: Understand getting louder and quieter in finer graduations.</p> <p>Timbre: Identify a range of non-percussion instruments by name and the way they are played.</p>		<p>Think back to the pieces of music from last week. This week, we're going to create a class composition for a coronation.</p> <p>As you create together, put together a graphic score that children can follow – it doesn't matter what this looks like.</p> <p>Step One – choose a four / eight beat melodic phrase. Let children experiment to create one of these using the glockenspiels, then choose a good one. Stick to the notes G, C, D, A, E which they used earlier in the unit.</p> <p>Step Two – consider how to build up the composition – start quietly, and add more players to increase volume.</p> <p>Step Three –add other instruments (or other ideas on the same instrument) to vary the timbre of the music.</p> <p>Step Four – use the graphic score to rehearse.</p> <p>Step Five – film the children playing the composition using a digital camera.</p>	
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