

ACET Junior Academies'

Scheme of Work for music

Year 4 Unit 3.1: Viking Saga songs



About this unit:

This unit of work is linked to the History scheme of work HT 3.1 Vikings and Anglo Saxons and is an introduction to music linked to the Viking era. It uses Viking stories known as sagas to depict emotion and action within the music. Children will learn to sing different styles of songs considering rhythm such as syncopation and repeating patterns using arpeggios. They will move on to learn about duration of notes and how pauses can create effect in music.

Unit structure

This unit is structured around six sequential music enquiries:

1. Loki the joker?
2. Odin, mighty world-creator?
3. Goblins a go-go!
4. Thor on a journey?
5. Birds of the North?

National Curriculum objectives:

Links to previous and future National Curriculum units/objectives

KS2

- Listen with attention to detail and recall sound with increasing aural memory.

[Type here]

- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Play and perform in solo ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improve and compose music for a range of purposes using the inter-related dimensions of music.
- Use and understand staff and other musical notations.

Unit

Y4 South America HT 2.1

KS3

- Listen with increasing discrimination to a wide range of music from great composers and musicians.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.
- Play and perform in solo and ensemble contexts, using their voices and playing, musical instruments with increasing accuracy, fluency, control and expression.
- Use and understand staff and other musical notations.

Enquiry 1: Loki the joker?

Links to previous learning	Knowledge and second order concepts	Musical skills:	Assessment criteria:	Curricular links:
<p>Children should now have acquired a knowledge of a variety of rhythms that are linked with tradition and culture in Brazil, including syncopation and rhythmical breaks which are then performed within their own musical compositions</p>	<p>Substantive knowledge: <i>(What the children should know.)</i> Understand what a chorus and a verse is. Know what a coda is. How to sing using expression and accurate diction.</p> <p>Second order concepts: <i>(What students should understand)</i> Listening Practise Representation Performance</p>	<ul style="list-style-type: none"> • Sing in a group with increasing accuracy. • Listen with attention to detail. • Sing with expression to represent mystery and energy. <p>Key concepts:</p>	<p>Can your children:</p> <ul style="list-style-type: none"> • Sing in time with others? • Sing with energy and mystery? • Sing syncopated rhythm patterns? 	<p>Horizontal:</p> <p>Vertical:</p>

[Type here]

		Rhythm Chorus Verse Expression Tempo Pause Dynamics Coda Structure		
Suggested activities:		Resources:	Useful links:	
<p>Children could start by watching 'Loki the joker' BBC Viking saga songs (up to 4:10) What do they know about Loki? What did they notice about the rhythm tapped?</p> <p>Next, watch the video from 4:10- 6:39, listening to the song about Loki the joker (click fingers on the beat). Then children should learn the chorus using call and response (follow the leader) following the video. repeat and practise until the children know the melody, lyrics and actions. Then the children should learn the verses, listening carefully to the video: What do they notice about the notes for the verses? (only two notes) What do they notice about the tempo? (slows down at the end and pauses on the last note) What about dynamics? Children should learn the verses using call and response up to 8:30: What do you think happens after the verse? Children should sing the verse and chorus together along with the video. Then, move onto the 2nd verse - think about expression, diction and dynamics. Followed by verse 3 - think how to use voices to represent places and weather. The final part of the song is the coda: What does this mean? (tail). The coda has 2 phrases which are quite simple to sing. Remember to add dynamics into their singing.</p> <p>Finally, children should sing the song all the way through along to the vocal track. Once they are secure with the lyrics, melody and structure children should sing along to the backing track in order to work on expression, dynamics and tempo: How did they use dynamics to enhance their performance? What happened with the tempo of the verses?</p>		<p>Use safeyoutube.net</p> <p>'Loki the joker' BBC video: https://www.bbc.co.uk/programmes/articles/3TxwMDxKCK28tKRjG1qxsj/viking-saga-songs-1-loker-the-joker</p> <p>Loki the joker lyrics.</p> <p>Loki the joker music.</p> <p>Loki the joker video transcript.</p> <p>Pupils pamphlet.</p> <p>Loki the joker vocal track (on the website).</p> <p>Loki the joker backing track (on the website).</p>	<p>Use safeyoutube.net</p> <p>Viking Saga songs: https://www.bbc.co.uk/programmes/articles/2Tc1vdVTZJfvXPPGp2jSjWY/ks2-music-viking-saga-songs-info</p> <p>Information about Viking music: http://www.viking.no/e/life/music/e-musikktyper.html</p> <p>BBC Who were the Vikings?: https://vimeo.com/120476170</p>	

[Type here]

Enquiry 2: Odin, mighty world creator?

Links to previous learning	Knowledge and second order concepts	Musical skills:	Assessment criteria:	Curricular links:
<p>Children should have acquired the knowledge to be able to sing a song linked to a Viking saga, using call and response to learn lyrics and with expression to enhance a performance.</p>	<p>Substantive knowledge: <i>(What the children should know.)</i> That music can represent action and events. That strategies such as chanting or call and response can be used to learn lyrics. How to add dynamics and expression to voices to enhance a performance. How to sing melodies with repeating patterns and arpeggios.</p> <p>Second order concepts: <i>(What students should understand)</i> Listening Appraising Expression Representation Practise</p>	<ul style="list-style-type: none"> • Appraise a piece of music and be able to discuss what the sounds represent. • Using chanting as a strategy to learn lyrics. • Add dynamics to voices to add interest to the performance. • Sing melodies with repeating patterns and arpeggios. <p>Key concepts: Arpeggios Call and response Introduction Verse chorus Pause Dynamics Echo Structure</p>	<p>Can your children:</p> <ul style="list-style-type: none"> • Chant word echoes? • Sing using strong and quiet voices? • Sing arpeggios and repeating patterns? 	<p>Horizontal:</p> <p>Vertical:</p>
Suggested activities:		Resources:	Useful links:	

[Type here]

<p>To begin with children could listen to the extract from 'Das Rheingold' by Richard Wagner: Can they hear the lightning strikes? Can they hear the rolls of thunder? Can they hear the shimmering music of the Bifrost? Why is this music suitable to depict the rainbow bridge? What instruments are used a lot in the music? (horns) Why do they think Wagner used horns?</p> <p>Next, watch the video 'Odin, mighty world-creator' BBC Viking saga songs up to 1:20: What do they know about Odin? What do they think his song/music will be like? Why? Children watch from 1:20 - 1:57 and learn the song step by step as in the video:</p> <ul style="list-style-type: none"> • Introduction to the song (a chant) along with the video: What did they notice about the notes played? (just two notes - both quite long especially the second note) What did they notice about the dynamics? (loudly then softly) • Verse 1 using call and response (follow the leader). Following on from this join the introduction and verse 1 together (sing along with the video). • Verse 2 - read the lyrics carefully. Think about making voice icy, frosty and cold to represent the lyrics. • Verse 3, think about making voice flowing and smooth as in nature. • Verse 4 - sing with a strong loud voice to represent the gods. • Verse 5 - mysterious voice • Verse 6 - dark, gloomy voice • Verse 7 - elegant, rising up voice • The song ends with the echoes from the introduction - the last note needs a pause to fade away into the distance. <p>Finally, children should sing the song all the way through along to the vocal track. Once they are secure with the lyrics, melody and structure children</p>	<p>Use safeyoutube.net</p> <p>Richard Wagner - 'Das Rheingold' (on the website).</p> <p>'Odin, mighty world-creator' BBC video: https://www.bbc.co.uk/teach/school-radio/music-ks2-viking-saga-songs-2-odin/z6x7jhw</p> <p>Odin, mighty world-creator backing track (on the website).</p> <p>Odin, mighty world-creator vocal track (on the website).</p> <p>Odin, mighty world-creator sheet music.</p> <p>Odin, mighty world-creator song lyrics.</p> <p>Odin, mighty world-creator video transcript</p> <p>Odin, mighty world-creator story transcript.</p>	<p>Use safeyoutube.net</p> <p>Story: Odin creates the world (on the website) https://www.bbc.co.uk/teach/school-radio/music-ks2-viking-saga-songs-2-odin/z6x7jhw</p> <p>Richard Wagner - 'Das Rheingold': https://safeyoutube.net/w/OFdI</p>
--	--	--

[Type here]

<p>should sing along to the backing track in order to work on expression, dynamics and tempo: How did they use dynamics to enhance their performance? What happened with the tempo of the verses?</p>		
---	--	--

Enquiry 3: Goblins a go-go!

Links to previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
<p>Children should have acquired the knowledge to be able to sing a song linked to a Viking saga, adding tempo changes and dynamic changes to enhance a performance.</p>	<p>Substantive knowledge: <i>(What the children should know.)</i> How tempo and dynamics effect a piece of music. Understand what syncopation is. How to sing a syncopated rhythm. How to add expression, tempo and dynamics to enhance a performance. How to add a percussion accompaniment.</p> <p>Second order concepts: <i>(What the children should understand)</i> Listening Improvise Experiment Expression Practise</p>	<p>Musical skills:</p> <ul style="list-style-type: none"> • Appraise a piece of music and describe what might be happening. • Recognise how tempo and dynamics might affect a piece of music. • Sing a variety of rhythms including syncopated rhythms. • Use inter-related dimensions of music to enhance a performance. <p>Key concepts: Tempo Accelerando Dynamics</p>	<p>Can your children:</p> <ul style="list-style-type: none"> • Sing syncopated rhythms? • Add actions to melodies and lyrics to enhance a performance? • Sing in a 'blues and jazz' style? • Add percussion instruments to a song? 	<p>Horizontal:</p> <p>Vertical:</p>

[Type here]

		<p>Crescendo Rhythm Syncopation Pitch Call and response</p>	
Suggested activities:		Resources:	Useful links:
<p>Firstly, children could listen to 'In the hall of the mountain king' - by Edvard Grieg: What do they notice about the tempo (accelerando) and the dynamics (crescendo)? What do they think may be happening in the hall of the mountain king?</p> <p>Next, should watch the video <i>Goblins a go-go</i> BBC video up to 0:53: What do they know about Viking stories? What kind of creatures were in their stories? What do they think the <i>Goblin</i> song will be like? Why? Children should listen to the words of the <i>Goblin</i> song. Then children should the verses of the song:</p> <ul style="list-style-type: none"> • Verse 1 - try call and response first - slowly at first. The rhythm is jerky and syncopated. Put it all together. • Verse 2 - the tune is basically the same but higher in pitch - try and keep the 'tap's in time. Do it using call and response to start with. Put it all together - remember to say the tapping rhythms. • Verse 3 - starts off higher again but still based on just 3 notes. The rhythm of the second part changes. Don't forget to make a rude face on the last word. Put that verse together but don't forget the 'bad manners' part has an even rhythm. • Verse 4 - the words are in the same even rhythm as the previous 'bad manners' bit, Melody is sung to 2 notes. Use call and response to learn it. Practise 'air kissing' to a steady beat. Put it all together. <p>Finally, sing all of the song together, perform with lots of character and energy. Children could use untuned percussion instruments in the spoken parts</p>		<p>Use safeyoutube.net</p> <p>'Goblins a go-go!' BBC video: https://www.bbc.co.uk/teach/school-radio/music-ks2-viking-saga-songs-3-freya-and-the-goblins/zf4rbdm</p> <p>'Goblins a go-go!' backing track</p> <p>'Goblins a go-go!' vocal track.</p> <p>'Goblins a go-go!' sheet music.</p> <p>'Goblins a go-go!' song lyrics.</p> <p>'Goblins a go-go!' video transcript.</p> <p>Untuned percussion instruments.</p> <p>'Freya and the goblins' story transcript - part 1.</p> <p>'Freya and the goblins' story transcript - part 2.</p>	<p>Use safeyoutube.net</p> <p>'In the hall of the mountain king' - Edvard Grieg: https://safeyoutube.net/w/7ZdI</p> <p>In the hall of the mountain king information: https://en.wikipedia.org/wiki/In_the_Hall_of_the_Mountain_King</p> <p>Information about Edvard Grieg: https://en.wikipedia.org/wiki/Edvard_Grieg</p> <p>Information about Peer Gynt Suite: https://en.wikipedia.org/wiki/Peer_Gynt_(Grieg)</p> <p>Edvard Grieg - Kobold: https://safeyoutube.net/w/JXdI</p> <p>Edvard Grieg - 'The Goblin's Bridal Procession': https://safeyoutube.net/w/VaeI</p> <p>'Freya and the goblins story' (on the website).</p> <p>Story questions (on the website).</p>

[Type here]

of the song: Which instruments could they use? Which instruments would sound like the spoken sounds?		
--	--	--

Enquiry 4: Thor on a journey?

Links to previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
<p>Children should have acquired knowledge of how to sing a syncopated rhythm in a song and how the structure of a song works. They should also have an awareness of how tempo and dynamics might effect a performance.</p>	<p>Substantive knowledge: <i>(What the children should know.)</i> How instruments are used to create affect in a piece of music. To use body percussion to learn and perform rhythms. The structure of a song i.e. chorus, verses, coda etc. How to use dynamics and tempo to change the mood and effect of the music. How pauses can create expression.</p> <p>Second order concepts: <i>(What the children should understand)</i> Collaboration Practise Expression</p>	<p>Musical skills:</p> <ul style="list-style-type: none"> • Listening to music and identifying instruments used. • Describing why certain instruments are used and the effect this has. • Use body percussion to create rhythms. • Clap word rhythms. • Learn the structure of a song and how it fits together. • Use inter-related dimensions of music to enhance a performance. 	<p>Can your children:</p> <ul style="list-style-type: none"> • Identify instruments in a piece of music? • Clap word rhythms? • Change tempo and dynamics in their vocal performance? • Use pauses in music for affect? 	<p>Horizontal:</p> <p>Vertical:</p>

[Type here]

Key concepts:

- Instruments
- Fanfare
- Body percussion
- Chorus
- Melody
- Verse
- Coda
- Scale
- Pizzicato
- Pause
- Tempo
- Dynamics

Suggested activities:

Children could start by listening to Leos Janacek - 'Sinfonietta': Can they say what family of instruments is playing? (brass) Can they name any of the instruments? (horns, trumpets etc) What is a fanfare? What function do they serve and at what sort of occasions would you hear one?

Next, children should watch the 'Thor on a journey' BBC video: What do they notice about the instruments in the start of the song? (gongs, anvils, horns and fanfares). Add body percussion to match the pitch of the starts f the song.

- Chorus - the melody goes up and down and ranges widely - use hands to measure pitch going up and down. Thunder bang and crash' - melody goes down. 'Thunder bang and crash' - melody goes up. Sing the whole

Resources:

Use [safeyoutube.net](https://www.safeyoutube.net)

Leos Janacek - 'Sinfonietta':
<https://www.bbc.co.uk/music/worlds/b9c55462-3467-481c-bfa0-355ed806c69e>

'Thor on a journey' BBC video:
<https://www.bbc.co.uk/programmes/articles/Kg81QgpTYkxQxVY89Lw8sC/viking-saga-songs-5-thor-on-a-journey>

Useful links:

Use [safeyoutube.net](https://www.safeyoutube.net)

Information about Leos Janacek:
https://en.wikipedia.org/wiki/Leo%C5%A1_Jan%C3%A1%C4%8Dek

The saga: Thor and the giants - Part 1 (on the website).

The saga: Thor and the giants - Part 2 (on the website).

[Type here]

<p>chorus together - tempo quite slow and steady. Listen for electric guitar, drums and big gongs for Thor's mighty power.</p> <ul style="list-style-type: none"> • Verse 1 - the music is quite a bit slower, more free and flexible, slows on the last note. Melody made from 4 notes in a scale, step by step. Listen for some scary pizzicato (plucking strings) sounds to make it scary, make your singing creepy and scary too. • Repeat the chorus, make sure timings is tight. Listen out for the instruments that make the sound effects and remember the actions. • Verse 2 - melody goes up step by step as previous verse. Remember to exaggerate the slowing down at the end. • Verse 3 - vary your voice between loud and strong (Thor strong and mighty) and quiet and playful (the cat and bag of bones). Not too fast. Remember to slow down at the end. • Coda - repeat the phrase from the beginning of the chorus x 3, getting quieter, then thunder bang and crash loudly. <p>Finally, children should perform the whole song together. Ask them to put actions in the chorus. Record on an iPad and play back: What do they think? How could they make it better? (Thinking about dynamics, tempo, actions, sound effects etc.) How does the song make them feel?</p>	<p>'Thor on a journey' backing track</p> <p>'Thor on a journey' vocal track.</p> <p>'Thor on a journey' sheet music.</p> <p>'Thor on a journey' song lyrics.</p> <p>'Thor on a journey' video transcript.</p> <p>Untuned percussion instruments.</p>	<p>The saga: Thor and the giants - Part 3 (on the website).</p>
--	--	---

Enquiry 5: Birds of the North?				
Links to previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
Children should now understand how to adapt tempo and	Substantive knowledge: <i>(What the children should know.)</i>	Musical skills: <ul style="list-style-type: none"> • Appraising music to describe how 	Can your children:	Horizontal: Vertical:

[Type here]

<p>dynamics to enhance a performance and how to use pauses in a piece of music for affect.</p>	<p>The structure of the song i.e. what a chorus, verse and coda are. How to sing in tune with others whilst maintaining the correct rhythm. How the melodies are made up i.e. using how many notes and the pitch of the tune. How to use the duration of certain notes to effect the overall performance.</p> <p>Second order concepts: <i>(What the children should understand)</i> Listening Performance Collaboration Evaluation Practise</p>	<p>instruments and melodies are used to represent actions.</p> <ul style="list-style-type: none"> • Learn a structure of a song. • Sing accurately, keeping in tune with others and singing the correct rhythms at the right time. • Singing and identifying melodies that rise and fall in a pentatonic way. • Use duration to enhance a performance. <p>Key concepts: Arpeggios Rhythm Tempo Phrase Chorus Verse Coda Dynamics Pentatonic Duration</p>	<ul style="list-style-type: none"> • Sing with control, accurately and in tune? • Identify rising and falling pitches in melodies? • Identify and sing longer and shorter notes? 	
--	--	---	---	--

[Type here]

Suggested activities:	Resources:	Useful links:
<p>Children could start by listening to Jena Sibelius - 'Call of Swans' video: What can they say about the rhythm and tempo of the music? Which part may have been inspired by the swans' call? What aspects of the music might be said to create the image of the swans in flight?</p> <p>Next, children should listen to the 'Birds o the North' BBC video.</p> <ul style="list-style-type: none"> • Sing 'windward drifting' x 3 - think about holding the notes. • Chorus - keeps returning. Introduction gently flowing, rising and falling using arpeggios on harp and guitar. Song words have the phrase 'Birds of the North' which is sung 4 times to the same notes each time. Children should sing this phrase. In between this phrase is another phrase whose melody goes up and down to suggest different bird movements. Use call and response to learn the chorus. Notice the last 'drifting' lasts a bit longer, hold onto that note. Sing in a soft controlled voice. • Verse 1 - uses just 5 notes, gently fall and rise, fall and rise. Next phrase has same notes but hold onto the last note. Practise all the verse together. Melody is played by the guitar, with some little flicks from the harp. Sing the words gently but sing all the bird names clearly. • Then followed by the chorus (short introduction). Sing very quietly to match the flute and 'echoey' whistle. • Verse 2 - melody falls and rises and falls and rises like a bird in flight. Hold on the last note again. • The chorus again 	<p>Use safeyoutube.net</p> <p>Jean Sibelius - 'Symphony No. 5 - Call of Swans': https://safeyoutube.net/w/s1sI</p> <p>'Songs of the North' BBC video: https://www.bbc.co.uk/program/mes/articles/2qT9nqGsKmhQGt9br6h7qN/viking-saga-songs-7-birds-of-the-north</p> <p>'Songs of the North' backing track</p> <p>'Songs of the North' vocal track.</p> <p>'Songs of the North' sheet music.</p> <p>'Songs of the North' song lyrics.</p> <p>'Songs of the North' video transcript.</p>	<p>Use safeyoutube.net</p> <p>Information about Jean Sibelius: https://en.wikipedia.org/wiki/Symphony_No._5_(Sibelius)</p> <p>https://en.wikipedia.org/wiki/Jean_Sibelius</p> <p>Apples of Iduna story - Part 1.</p> <p>Apples of Iduna story - Part 2.</p> <p>Apples of Iduna story - Part 3.</p> <p>Apples of Iduna story - Part 4.</p>

[Type here]

<ul style="list-style-type: none"> • Verse 3 - Straight on from chorus. Same melody as last 2 verses. Don't forget the long note. After verse 3 make sea sounds (shhhh) into another chorus. • Chorus - sing gently. • Coda - 'windward drifting' x 4 but hold onto the last note until it gradually fades away. Hold onto the last night until the flutes notes have finished. <p>Finally, children should perform all the Viking Saga songs in a special performance to another class or in assembly. Which did they like the best? Why? Which did they find easier?</p>		
---	--	--

END POINTS:			
Knowledge and second order concepts:		Key concepts developed:	
<p>Substantive knowledge: (What the children should know)</p> <p>This is not an exhaustive list but an outline of what might be expected:</p> <ul style="list-style-type: none"> • Understand what a chorus and a verse is. • Know what a coda is. • How to sing using expression and accurate diction. • That music can represent action and events. • That strategies such as chanting or call and response can be used to learn lyrics. • How to add dynamics and expression to voices to enhance a performance. • How to sing melodies with repeating patterns and arpeggios. • How tempo and dynamics effect a piece of music. • Understand what syncopation is. • How to sing a syncopated rhythm. • How to add expression, tempo and dynamics to enhance a performance. • How to add a percussion accompaniment. 	<ul style="list-style-type: none"> Accelerando Arpeggios Body percussion Call and response Chorus Coda Crescendo Duration Dynamics 	<ul style="list-style-type: none"> Expression Fanfare Instruments Melody Pause Pentatonic Phrase Pitch 	<ul style="list-style-type: none"> Pizzicato Rhythm Scale Structure Syncopation Tempo Verse
		Key musical skills developed:	
		<p>By the end of the unit, children will have studied a series of question led enquiries. In doing so, children will have had the opportunity to:</p> <ul style="list-style-type: none"> • Sing in a group with increasing accuracy. • Listen with attention to detail. • Sing with expression to represent mystery and energy. 	

[Type here]

- How instruments are used to create affect in a piece of music.
- To use body percussion to learn and perform rhythms.
- The structure of a song i.e. chorus, verses, coda etc.
- How to use dynamics and tempo to change the mood and effect of the music.
- How pauses can create expression.
- The structure of the song i.e. what a chorus, verse and coda are.
- How to sing in tune with others whilst maintaining the correct rhythm.
- How the melodies are made up i.e. using how many notes and the pitch of the tune.
- How to use the duration of certain notes to effect the overall performance.

Second order concepts:

Children should start to have an understanding of:

Listening

Representation

Performance

Experimentation

Appraising

Practising

Collaboration

Evaluation

Expression

Improvisation

- Appraise a piece of music and be able to discuss what the sounds represent.
- Using chanting as a strategy to learn lyrics.
- Add dynamics to voices to add interest to the performance.
- Sing melodies with repeating patterns and arpeggios.
- Appraise a piece of music and describe what might be happening.
- Recognise how tempo and dynamics might affect a piece of music.
- Sing a variety of rhythms including syncopated rhythms.
- Use inter-related dimensions of music to enhance a performance.
- Listening to music and identifying instruments used.
- Describing why certain instruments are used and the effect this has.
- Use body percussion to create rhythms.
- Clap word rhythms.
- Learn the structure of a song and how it fits together.
- Use inter-related dimensions of music to enhance a performance.
- Appraising music to describe how instruments and melodies are used to represent actions.
- Learn a structure of a song.
- Sing accurately, keeping in tune with others and singing the correct rhythms at the right time.
- Singing and identifying melodies that rise and fall in a pentatonic way.
- Use duration to enhance a performance.

The next step ...

This is the last unit of work for Year 4 and has linked to the History unit Vikings and Anglo Saxons. This unit will have allowed the children to focus on singing using a variety of strategies to improve their singing abilities and performance and will have developed musical devices such as rhythm, tempo, duration and expression. In the next unit in Year 5 HT 1.1 'A Musical Masque' children will be learning about music in Tudor times, looking at the instruments used and the style of music played and danced to such as Pavan's and Madrigals.

[Type here]

[Type here]