

ACET Junior Academies'

Scheme of Work for music

Year 2 Unit 2.1: Orchestral Instruments



unit:

Work is an introduction to the instruments of the orchestra. Pupils identify the instruments within existing classical pieces and learn how they are used to represent ideas and actions. The unit provides opportunity to practise experimenting with timbre and sounds in order to create representations of characters, actions and emotions. Inter-related musical dimensions such as dynamics are introduced to represent changes and detail in character, actions and emotions when storytelling.

Structure

Structured around six sequential music enquiries:

- What is an orchestra?
- How can music help tell a story?
- How can we use timbre, tempo and dynamics to help tell a story?
- How can we use to create a musical story?
- What improvements can we make to our performance?

National Curriculum objectives:

- Listen with concentration and understanding to high-quality live and recorded music.
- Experiment with, create, select and combine the inter-related dimensions of music.
- Use their voices expressively and creatively in songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.

Links to previous and future National Curriculum units/objectives

Unit

Y2 Animals HT 1.1

KS2

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

Enquiry 1: What is an orchestra?

Previous []	Knowledge and second order concepts	Musical skills:	Assessment criteria:	C
<p>now</p> <p>hythm</p> <p>be used</p> <p>e.</p>	<p>Substantive knowledge: <i>(What the children should know.)</i></p> <p>What an orchestra is.</p> <p>What an orchestra consists of.</p> <p>The families of instruments within an orchestra and the sounds that they make.</p> <p>What the instruments look like.</p> <p>The sounds individual instruments make.</p> <p>Second order concepts: <i>(What students should understand)</i></p> <p>Listening</p>	<p>Musical skills:</p> <ul style="list-style-type: none"> • Listen to and describe music. • Recognise the sounds of instrument families and specific instruments. <p>Key concepts:</p> <p>Orchestra</p> <p>Instruments - individual instruments</p> <p>String section</p> <p>Woodwind section</p> <p>Brass section</p> <p>Percussion section</p> <p>Pitch</p>	<p>Can your children:</p> <ul style="list-style-type: none"> • Understand that an orchestra is a group of musicians who play instruments together? • Name the four sections of families of the orchestra? • Say that each section has a number of different instruments? • Begin to identify specific musical instruments when listening to a piece of music? 	<p>Hor</p> <p>Ver</p>
Activities:		Resources:	Useful links:	

start by discussing:

know any instruments of the orchestra?
sort them into groups? How would we do that?
do they sound like?

children the 'George Meets the Orchestra' clip that introduces
different families of the orchestra (strings, woodwind, brass
What different instruments did you see? What do they look
like? What do they sound like?

could listen to 'The Three Bears: A Phantasy'. Pause it at various
points. Do you think the music sounded like? Below are suggested
descriptions and what the children may describe hearing:

Goldilocks steals quietly downstairs (quiet, creeping music)
The clock strikes five (clock strike music)
Goldilocks runs on her way (energetic music)
Goldilocks knocks on the door (knocking sound)
Goldilocks goes into the house (exciting, energetic music)
Goldilocks starts to fall asleep (slow, sleepy music)
Goldilocks is found asleep (scary music!)

From this, children could look at the 'Instruments of the
Orchestra' site which summarises the different sections of the orchestra.
To build their understanding, encourage them to describe how each section
sounds and they would identify it in a piece of music. Hand out
copies of the *instruments of the orchestra flashcards* to prompt their thinking while
listening again. Stop at various points and ask the children to work in
groups to identify the instruments that they have heard by holding up the
flashcard.

Flutes and oboes (woodwind)
Trumpets and trombones (brass)
Discussion (the sound of Goldilocks knocking on the door)
French horns (brass)
Tuba (brass)

Use safeyoutube.net

'The Three Bears: a Phantasy':
<https://safeyoutube.net/w/bmIE>

'Oboe and Clarinet Duet':
<https://safeyoutube.net/w/XqDe>

'George Meets the Orchestra':
<https://safeyoutube.net/w/ggDe>

'Instruments of the orchestra':
https://www.classicsforkids.com/music/instruments_orchestra.php

Trombone:
<https://safeyoutube.net/w/LHU5>

French Horn:
<https://safeyoutube.net/w/arDe>

Tuba:
<https://safeyoutube.net/w/crDe>

Cymbals:
<https://safeyoutube.net/w/frDe>

Instruments of the orchestra
flashcards.

Use safeyoutube.net

Information about the orchestra:
<https://safeyoutube.net/w/O>

<https://safeyoutube.net/w/nz>

<https://safeyoutube.net/w/6z>

<https://safeyoutube.net/w/bC>

Benjamin Britten's 'The Young Person's Guide to the Orchestra':

<https://safeyoutube.net/w/yC>

<p>cymbals (percussion)</p> <p>which instrument family is missing? (strings). This piece is for a, which has woodwind, brass and percussion, but no strings.</p> <p>They say which instruments have the highest pitch? (high notes) Which instruments have the lowest pitch? (low notes)</p> <p>Students should watch a few seconds of the following videos which show instruments played in 'The Three Bears Phantasy': oboe and French horn, tuba and cymbals: What do the instruments sound like? What are they called? What do they sound like: do you like the sound? Do the sounds remind you of?</p>		
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Enquiry 2: How can music help tell a story?

Previous learning	Knowledge and second order concepts	Musical skills:	Assessment criteria:	Curriculum
<p>Students have knowledge of what instruments are and how they are used. They should be able to identify instruments used by...</p>	<p>Substantive knowledge: (What the children should know.) Listening and being able to describe what is happening in a musical piece noting musical changes and inter-related dimensions of music. Identifying the musical instruments within an orchestra, the sections/families they belong to and the sounds that they make. How the instruments are used.</p> <p>Second order concepts: (What students should understand) Appraising Listening Interpretation</p>	<ul style="list-style-type: none"> Listening and appraising - what is happening in the music including any changes. Identifying sounds of different instruments of the sections of the orchestra. <p>Key concepts:</p> <p>Sound effects Orchestral instruments - name of individual instruments</p>	<p>Can your children:</p> <ul style="list-style-type: none"> Explain how music is used to support the story? Use musical and instrumental vocabulary to describe a piece of music? Recognise different orchestral instruments and 	<p>Horizontal Vertical</p>

			the sounds they make?	
Activities:		Resources:		Useful links:
<p>Teacher should go outside the room and knock on the door. Come see anything in the room that could make a door knocking sound (knocking on the tables, chairs, or walls). Then show children the pictures and ask them to spot any which might make a knocking sound? (e.g. tables, chairs, etc). Draw out the understanding that in music we use 'real' sounds, like someone knocking on a surface, or we can use 'instrumental' sounds, like the woodblocks or claves.</p> <p>Students could watch the first few seconds of 'Do you want to build a snowman' from the film 'Frozen' - up to the point where the young Anna knocks on the door. Draw attention to the fact that because there are visuals, not all sound has to be in the music. Remind them of the previous session where we used an instrument made the sound of Goldilocks knocking on the door (e.g. a xylophone). Explain that this isn't necessary for a film because we can see the character knocking on the door. This is called a sound effect. Students should continue to watch the video, pausing each time there is a sound effect in the story to discuss what happens in the music:</p> <p>Can you describe the changes in the music?</p> <p>When Anna knocks on the door (piano, woodwind and percussion are used to show how gentle and small she is).</p> <p>When Anna rides her bike (the music gets louder and more instruments are used to make a thicker texture).</p> <p>When Anna lies on the floor and makes tick tock sounds (the music is used to show how bored she is).</p> <p>When Anna sees her parents she is scared (music becomes more tense).</p> <p>When Anna says goodbye to her parents (music is happy to reflect her feelings).</p> <p>When Anna sinks (brass and percussion instruments are used loudly to show that something bad has happened).</p>		<p>Use safeyoutube.net</p> <p>Snowman Storyboard.</p> <p>Snowman Storyboard - Answer sheet.</p> <p>Instruments of the orchestra flashcards.</p> <p>'Do you want to build a snowman': https://safeyoutube.net/w/cPU5</p> <p>Untuned percussion instruments.</p>		<p>Use safeyoutube.net</p>

trait is covered and the memorial takes place (strings and oboe play quietly and sadly).
 sings to Elsa through the door (music has only vocals and piano to show sad Anna is - compared to the bouncy music that accompanied her).

children the *Snowman storyboard*, which shows each of the main parts of the song as discussed in the main section of the lesson. Using the *orchestra flashcards* children should put these in the order they heard in the song. Encourage pupils to describe why they placed them in this order and to share which specific instruments they think you put them in the right order? (see answer sheet).

Enquiry 3: How can we use timbre, tempo and dynamics to help enhance a story?

Previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
<p>Children have knowledge of how to be a character and how different characters are.</p>	<p>Substantive knowledge: <i>(What the children should know.)</i> Understand the sounds of instruments and be able to choose an appropriate instrument to represent a character, action or an emotion. Know and understand what tempo, dynamics and timbre are. Create a piece of music using tempo, timbre and dynamics to represent characters, actions and emotions.</p> <p>Second order concepts: <i>(What the children should understand)</i> Listening Representation</p>	<p>Musical skills:</p> <ul style="list-style-type: none"> Creating a piece of music with some appropriate tempo, dynamics and timbre changes. <p>Key concepts: Tempo Dynamics Timbre Characters Emotions Actions</p>	<p>Can your children:</p> <ul style="list-style-type: none"> Select appropriate timbres to represent characters? Select appropriate tempo changes to represent actions? Select appropriate dynamics to 	<p>How can we use timbre, tempo and dynamics to help enhance a story?</p>

			represent emotions?	
Activities:		Resources:		Useful links:
<p>could choose any instrument and play it fast and then slow: describe what happened? What is this called in music?</p> <p>lay the instrument loudly and then quietly: Can they describe difference was this time? What is this called in music? (Dynamics)</p> <p>choose a different instrument and alternate between playing instruments: What is the difference? What is this called in music?</p> <p>could look at the <i>Red Riding Hood storyboard</i>: Can you identify characters? (Red Riding Hood, the Wolf, the Huntsman and the Huntsman's dog) What timbre of sound would be appropriate for each character? How should children look at the different parts of the story: How should characters be feeling at each point? How could we show this with music? How should children look at the actions within the story: How could we present them? Split the children into groups of four. Children should be assigned a character each: What instrument would be appropriate for each character? Working together children should tell the story through music using dynamics and timbre as appropriate.</p> <p>capture lots of details in their story.</p> <p>group could perform their Red Riding Hood music, while the rest of the class listen: What choices did each group make for the different parts of the story? Encourage the children to use musical elements (pitch, tempo, timbre, dynamics) to describe how effectively they were able to represent different feelings, characters or events in the story.</p>		<p>Use safeyoutube.net</p> <p>Tuned and untuned instruments.</p> <p>Red Riding Hood storyboard.</p> <p>Tips for Red Riding Hood storyboard.</p>		<p>Use safeyoutube.net</p> <p>Examples of Little Red Riding Hood music: https://safeyoutube.net/w/JL...</p> <p>https://safeyoutube.net/w/dn...</p> <p>https://safeyoutube.net/w/Cn...</p>

Enquiry 4: What will we use to create a musical story?

Previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Key concepts
<p>Children have knowledge of the sequence of a story, how to add a script to a story, that different instruments could be used to represent characters, and that timbre, tempo and dynamics could be used to represent character, actions and emotions.</p>	<p>Substantive knowledge: <i>(What the children should know.)</i> The sequence of a story How to add a script to a story That different instruments could be used to represent characters. That timbre, tempo and dynamics could be used to represent character, actions and emotions.</p> <p>Second order concepts: <i>(What the children should understand)</i> Representation Interpretation Rehearsal Performance</p>	<p>Musical skills:</p> <ul style="list-style-type: none"> • Experiment and select appropriate musical instruments to represent characters. • Experiment and select appropriate timbre, tempo and dynamics to enhance a musical piece. <p>Key concepts: Experiment Select Timbre Tempo Dynamics Characters Actions Emotions</p>	<p>Can your children:</p> <ul style="list-style-type: none"> • Write a script for the story of Jack and the Beanstalk? • Suggest suitable musical sounds to go with the script? 	<p>How to use these concepts to create a musical story.</p>
Activities:		Resources:	Useful links:	

Start by watching the 'Jack and the Beanstalk' video or read a story. When watching the video point out to the children that the video is telling the story but stays the same throughout the story.

Children should work in groups of six, one pupil per role: Jack, his mother, the Cow, the Golden Goose and a Narrator. Using the *Jack and the Beanstalk storyboard* as a prompt, the children could describe what happens at each point of the story. Start them off by describing what happens in the first picture. Jack's mother gives him the cow to sell at the market. Children should write simple text underneath each picture ready for the next day. Encourage the children to keep their descriptions as simple as possible. The aim is to be able to represent the characters' feelings and actions using music. Following this, the children could write under each picture the instruments they will want to use, as well as fast/slow, loud/quiet and how they are going to play their instruments within the different parts of the story.

Children should share their ideas about how they will play their instruments differently depending on the part of the story they are telling and compare their instrument choices for different characters, justifying their selections: What might the character sound like? How might they be feeling at different points in the story? Throughout the lesson encourage pupils to use musical vocabulary and remind them to use timbre for character, tempo for action and dynamics for

Use safeyoutube.net

'Jack and the Beanstalk' video:
<https://safeyoutube.net/w/NrDe>

Jack and the Beanstalk storyboard.

Tip sheet for Jack and the Beanstalk.

Use safeyoutube.net

Jack and the Beanstalk stories:
<https://safeyoutube.net/w/JM>
<https://safeyoutube.net/w/uN>
<https://safeyoutube.net/w/OC>

Enquiry 5: What improvements can we make to our performance?

Previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
		Musical skills:	Can your children:	How

<p>now to or a music to present n and</p>	<p>Substantive knowledge: (<i>What the children should know.</i>) That different instruments could be used to represent characters. That timbre, tempo and dynamics could be used to represent character, actions and emotions. Add more detail to a piece of music to create a better performance.</p> <p>Second order concepts: (<i>What the children should understand</i>) Listening Representation Performance Collaboration Evaluation</p>	<ul style="list-style-type: none"> • Select and combine appropriate musical instruments to represent characters. • Select and combine appropriate timbre, tempo and dynamics to enhance a musical piece. <p>Key concepts: Experiment Select Timbre Tempo Dynamics Characters Actions Emotions</p>	<ul style="list-style-type: none"> • Work as part of a group? • Add the right music to the story at the right time? • Perform confidently? 	<p>Ve</p>
<p>Activities:</p>		<p>Resources:</p>	<p>Useful links:</p>	
<p>start by working in their groups from the previous session to keyboards they created. Today they will be performing these to class. Children should collect the instrument they chose to character and rehearse their part, listening to the narrator to through the story.</p> <p>rehearse their performances with the narrator reading the session and intonation to reflect what's happening. The ctors need to decide whether they feature in the part of the cribed and if they do, how prominent a part are they playing at</p>		<p>Use safeyoutube.net</p> <p>Story scripts from session 4.</p> <p>Tuned and untuned instruments.</p> <p>IPad to record performances.</p>	<p>Use safeyoutube.net</p>	

How can they use their instrument/s to show their character's...

They add musical details to their performance by using...
al sounds to describe some of the other things happening in the...
ound of Jack panting as he climbs the beanstalk?

Choose a leader (perhaps the narrator) to point to each picture...
progresses, so that all the performers know when to move on to...
f the story. Remind children to keep the loud sections 'musical'
n uncontrolled banging. Once they are ready, each group...
musical version of the story, while the rest of the class follows...
nce, matching up the sounds they heard to the characters.

Should evaluate the performances: Were the instruments used...
ere the techniques used for playing them good? Could you...
anges in timbre, tempo and dynamics? Did the timbre, tempo...
represent the story well?

TS:

and second order concepts:

Knowledge:
(*children should know*)
Exhaustive list but an outline of what might be expected:
An orchestra is.
An orchestra consists of.
Families of instruments within an orchestra and the sounds that they...
The instruments look like.
Sounds individual instruments make.
Listening and being able to describe what is happening in a musical piece
Musical changes and inter-related dimensions of music.

Key concepts developed:

Actions	Experiment	So
Brass section	Instruments - individual	Str
Characters	instruments	Te
Dynamics	Orchestra	Tim
Emotions	Percussion section	Wa
Pitch	Select	

Key musical skills developed:

By the end of the unit, children will have studied a series of questions and enquiries. In doing so, children will have had the opportunity to:

- Listen to and describe music.

...ing the musical instruments within an orchestra, the
.../families they belong to and the sounds that they make.
...e instruments are used.
...and the sounds of instruments and be able to choose an
...iate instrument to represent a character, action or an emotion.
...d understand what tempo, dynamics and timbre are.
...a piece of music using tempo, timbre and dynamics to represent
...ers, actions and emotions.
...uence of a story
...add a script to a story
...fferent instruments could be used to represent characters.
...mbre, tempo and dynamics could be used to represent character,
...and emotions.
...fferent instruments could be used to represent characters.
...mbre, tempo and dynamics could be used to represent character,
...and emotions.
...re detail to a piece of music to create a better performance.

...r concepts:

...start to have an understanding of:

- Recognise the sounds of instrument families and specific instruments.
- Listening and appraising -what is happening in the music and how it changes.
- Identifying sounds of different instruments of the section in an orchestra.
- Creating a piece of music with some appropriate. tempo, dynamics and timbre changes.
- Experiment and select appropriate musical instruments to represent characters.
- Experiment and select appropriate timbre, tempo and dynamics to enhance a musical piece.
- Select and combine appropriate musical instruments to represent characters.
- Select and combine appropriate timbre, tempo and dynamics to enhance a musical piece.

nd unit in Year 2 and is a 'stand-alone' unit based on children learning the instruments of the orchestra and how composers use their emotions and actions.

r children will take inspiration for their music from Kenya and will explore how to create sounds using three contrasting landscapes, ve sounds to create their own soundscapes using a variety of musical instruments.
