



EYFS/KS1

[LMT Curriculum – Year 1, Unit 3, Lesson 5]

Take a journey on a train

Pupils will use percussion instruments and sounds to compose a piece of music which recreates the sounds of a train journey.

Learning Objectives

- To perform a simple ostinato (P2)
- To play untuned and tuned percussion with an awareness of tempo and dynamics (P2)

Learning Outcome

- All pupils will be able to play a simple ostinato on untuned percussion.
- Most pupils will be able to create a simple ostinato; perform a piece of music with an awareness of tempo and dynamics.
- Some pupils will have progressed further and will be able to describe how dynamics and tempo can be used to describe a train journey.

Lesson Activities

- Begin by recapping the train song from last lesson. Ask the class to clap, tap, stamp to the pulse matching the change in tempo. Make sure children understand there are different tempos in the song and why they are there.

Train coming faster, faster, faster, faster,
Train coming fast along the track.
Train coming faster, faster, faster, faster,
Train coming fast along the track.
Train coming slower, slower, slower, slower
Train coming slowing to a stop.

<https://youtu.be/LK5i3rC15EM>

- Clap different ostinatos for the children, asking them to join in after they have heard each ostinato a couple of times.
- Demonstrate how you could clap / play an ostinato to sound like the wheels moving on a train.
- In pairs, if possible, ask the children to compose an ostinato which sounds like a train. Encourage the children to think about how tempo and dynamics can be used to make it sound more realistic. Ask different pairs to demonstrate their ostinato.
- If small group work is possible split the class into groups of 6 but if not possible work as a whole class to compose a longer piece of music about a train journey. Begin by discussing what happens / what you may see on the journey, make a list. Don't forget to pull in and out of stations. Decide what sounds you want to represent each of the things along the journey and then decide if they need to be louder or quieter sounds and what tempo they need to be. Put the entire journey



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together and perform the piece. Discuss if the piece works and if there are any improvements to be made.

Extension Activities

Alongside a consideration of tempo and dynamics, ask the pupils to consider the use of specific individual sounds (timbre) for particular effects, and the combination of different sounds (texture) at key moments in their piece. Can they exploit timbre and texture in subtle ways to achieve an expressive effect?

Assessment

Can children create and play an ostinato? Have they used changes in tempo and dynamics to reflect the train's journey?



KS2

[LMT Curriculum – Year 4, Unit 3]

La Mer

Pupils will listen to a piece of music written about a specific piece of art. Explain the mood and images created by the music and respond using descriptive language and musical vocabulary.

Learning Objectives

- Evaluate different styles of music and describe using musical vocabulary (URE5)
- When listening to music identify how the different effects are created by the combination of sounds used. (L5)

Learning Outcome

- All pupils will offer a response to the song using descriptive language.
- Most pupils will express personal preference using descriptive and the correct musical vocabulary.
- Some pupils will have progressed further and will describe personal response backed up using descriptive, musical vocabulary.

Lesson Activities

- Begin with *Boom Chick a Boom* to warm up and experiment with different timbres of voice focusing on mood created by different voices.
- Show the children the picture 'The Great Wave off Kanagawa' by Hokusai - <https://www.metmuseum.org/art/collection/search/45434> Discuss the picture with the children and ask them to complete a mind map or list of how the picture makes them feel, descriptive words they could use about the picture, musical words they could use.
- Play part of La Mer by Debussy to the children <https://youtu.be/ZoRSTRwGUSY> and whilst they are listening ask them to note down any words that spring to mind when they are listening.
- After they have listened to the piece, discuss the different words the children have come up with. Explain that the piece of music they have just listened to is La Mer by Debussy and he composed the music using Hokusai's picture of The Great Wave as his inspiration.
- Working as a whole group or in smaller groups where possible, compose a piece of music to describe a painting. You may wish to use The Great Wave or Hokusai's storm below Mount Fuji, <https://www.metmuseum.org/art/collection/search/36492> or a picture connected with a topic in school. You may not have instruments available so children will have to be creative in using voices and body percussion to create different timbres or textures.



Extension Activities

- Show children Van Gogh's starry night and play them Symphony No 6 Vincentiana by Rautavaara
<https://www.moma.org/collection/works/79802> - Starry Night Picture
<https://youtu.be/qZcUqTvH6tM> - Symphony No. 6.

Assessment

Listen carefully to the comments made. Do they refer to mood, effects, tempo, timbre, texture, dynamics? Can pupils combine descriptive language with their knowledge of musical terminology effectively? Can they explain why they like / dislike the song and explain their reasoning?