

Learning Objectives	Before the Lesson
<p>To listen to and analyse a film musical version of a traditional story</p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>I can explain how music is used to support the story</li> <li>I can use musical and instrumental vocabulary to describe a piece of music</li> <li>I can recognise different orchestral instruments</li> </ul> <p><b>National curriculum links:</b></p> <ul style="list-style-type: none"> <li>Listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul>	<ul style="list-style-type: none"> <li>'Do you want to build a snowman?' video: <a href="http://www.youtube.com/watch?v=V-zXT5blBM0">www.youtube.com/watch?v=V-zXT5blBM0</a></li> <li><i>Snowman Storyboard</i></li> <li><i>Snowman Cheat Sheet</i></li> <li>Untuned percussion instruments</li> <li><i>Instruments of the Orchestra Flashcards</i> (one set between two pupils) from Lesson 1</li> </ul>
Attention Grabber (5 minutes)	Key Questions
<p>Ask the children to sit down, then go outside the room and knock on the door. Come back in and ask if they can see anything in the room that could make a door knocking sound (ie: knocking on the tables, chairs, or walls).</p> <p>Get the instruments out and ask pupils to spot any which might make a knocking sound (woodblocks, claves, etc).</p> <p>Draw out the understanding that in music we sometimes use 'real' sounds, like someone knocking on a surface, or we can replace these sounds with 'instrumental' sounds, like the woodblocks or claves.</p>	<p>Can you make a knocking sound with anything in the room?</p> <p>Can you make a knocking sound with an instrument?</p> <p>Do you remember the knocking sound in 'The Three Bears'? Was that a sound effect or an instrumental sound?</p>
The Main Event (15 minutes)	Differentiation
<p>Watch the first few seconds of '<a href="#">Do you want to build a snowman?</a>' from the film 'Frozen' up to the point where the young Anna knocks on the door.</p> <p>Draw attention to the fact that because there are visuals, not everything has to be in the music. Remind them of the previous lesson where the percussion instrument made the sound of Goldilocks knocking on the door in '<a href="#">The Three Bears: A Phantasy</a>' and 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.</p> <p>Continue to watch the video, pausing each time there is a development in the story to discuss what happens in the music:</p> <ul style="list-style-type: none"> <li>'Toddler' Anna knocks on the door (piano, woodwind and percussion are used to show how gentle and small she is).</li> <li>'Young' Anna rides her bike (the music gets louder and more instruments are used to make a thicker texture).</li> <li>'Young' Anna lies on the floor and makes tick tock sounds (the music stops to show how bored she is).</li> <li>Elsa tells her parents she is scared (music becomes more tense)</li> <li>Anna says goodbye to her parents (music is happy to reflect her character).</li> <li>The ship sinks (brass and percussion instruments are used loudly to show that something bad has happened).</li> <li>The portrait is covered and the memorial takes place (strings and oboe are used quietly and sadly).</li> </ul>	<p><b>Pupils needing extra support:</b> May benefit from being paired with a more confident talk partner</p> <p><b>Pupils working at greater depth:</b> Should use musical vocabulary - such as the interrelated dimensions of music - to describe what they hear.</p>

- Anna sings to Elsa through the door (music has only vocals and piano to show how sad Anna is - compared to the bouncy music that accompanied her earlier).

### Wrapping Up (10 minutes)

Display the *Snowman Storyboard*, which shows each of the main scenes from this song as discussed in the main section of the lesson.

Hand out the *Instruments of the Orchestra Flashcards* and ask pupils to put these in the order they are heard in the song. Encourage pupils to describe why they placed the flashcards in this order and to share which specific instruments they think they heard.

Hand out the flashcards showing the type of music that appears at each point in the song. Can the children put them in the right order on the board? We have provided a cheat sheet for you to use if you're not sure yourself!

### Assessing Pupils' Understanding and Progress

### Next Steps

**Pupils with secure understanding indicated by:** Explaining what is happening in the music using language relating to emotion as well as identifying sounds of different sections of the orchestra.

**Pupils working at greater depth indicated by:** Using musical and instrumental vocabulary consistently to describe changes in the music as well as recognising different orchestral instruments.

Music > Year 2 > Traditional Stories  
> Lesson 3: Red Riding Hood