


ANIMAL CRACKERS



Key Stage	2	Unit	3	 MUSICAL CONTEXTS
General Topic	Exploring Descriptive Music			
Element Focus	Rhythm		Pitch	√ Texture
	Timbre & Dynamics	√	Melody & Harmony	Structure & Form
Scheme of Work Overview	<p>This unit takes, as its starting point, Saint-Saëns’ programmatic suite “Carnival of the Animals” as a musical starting point to explore how composers have created descriptive music based on animals. Pupils begin to explore how animal characteristics would inspire musical ideas, and study different movements from “Carnival of the Animals” including “The Aquarium” and create their own descriptive movement based on a fish or sea animal. Pupils then explore another descriptive and programmatic work, Prokofiev’s “Peter and the Wolf” where different animals and characters are represented by different instruments of the orchestra, each with a unique timbre. There are a range of “animal-inspired” songs to accompany the unit, and pupils are also given the opportunity to listen to other “non-animal related” pieces of descriptive music from different times and places by other composers.</p>			
Unit Learning Objectives	<ul style="list-style-type: none"> • Learn how composers have created programme music/descriptive music based on the stimulus of animals • Learn about the importance of timbre and how the elements of music can be manipulated and used to create the characteristics of animals in a range of animal-inspired descriptive music • Explore how animals can be described through music and how different sounds and the elements of music can be used to effectively describe an animal’s size, shape, appearance and special characteristics 			
Cross-Curricular Links	<p>This unit provides cross-curricular links to:</p> <ul style="list-style-type: none"> • Science – Animals, Fish and Birds • Literacy – Storytelling and animals and characters within stories being represented through sounds and music • 			
Prior Learning	<p>It is helpful if pupils have:</p> <ul style="list-style-type: none"> • Experienced playing instruments and creating different sounds and ideas. • Students have knowledge of different animals and how they move and their characteristics • Students have experience of listening to others and taking turns 			

Expectations & Learning Outcomes

All Pupils will:

- Understand that music can be inspired by many things and that animals have been used by different composers as a stimulus for creating music
- Perform
- Create a basic “sound picture” based on some musical features when listening and work as part of group when creating a piece of descriptive music based on a fish or sea animal
- Sing a fish-inspired song in unison as part of the class
- Understand that Prokofiev uses different instruments of the orchestra to describe different animals and characters in “Peter and the Wolf”
- Create a piece of descriptive music based on an animal/character
- Perform part of the “March of the Royal Lion” Theme or the accompaniment pattern
- Match appropriate animals with different pieces of descriptive music when listening

Most Pupils will:

- Understand that descriptive music is music which describes something specific through sound
- Identify some musical instruments when listening and create an effective piece of descriptive music based on a fish or sea-animal selecting sound sources and instruments carefully to match characteristics of their chosen creature
- Sing a fish-inspired song as a round as part of a group
- Identify different orchestral instruments used by Prokofiev to describe different animals and characters in “Peter and the Wolf”
- Create an effective piece of descriptive music with attention on Timbre in selecting appropriate sound sources to describe an animal or character from “Peter and the Wolf”
- Perform all of the “March of the Royal Lion” Theme individually using an appropriate timbre and tempo to create an intended effect
- Describe how composers have used the elements of music in a range of animal-inspired descriptive music
- Create and perform an effective piece of descriptive music, as part of a group, using a range of timbres and using the elements of music effectively to create an animal-inspired movement

Some Pupils will :

- Identify a range of orchestral instruments used in different pieces
- Take on a leading role in effectively organising a group pieces of descriptive music based on a fish or sea-animal including awareness of form and structure of the movement and effectively responding to all the characteristics of the given creature
- To say how Prokofiev used tonal qualities of orchestral instruments to describe different animals and characters in “Peter and the Wolf”
- Take on a leading role in creating an effective piece of descriptive music based on an animal/character
- Perform the “March of the Royal Lion Theme”
- Take on a leading role within a group in organising roles and responsibilities when creating and performing a structured piece of animal-inspired descriptive music which effectively portrays different characteristics of the animal through a range of contrasting sounds.

Language for Learning/Glossary

Through the activities in this unit, pupils will be introduced to :

DESCRIPTIVE MUSIC – Music which tells a story or paints a picture through sound or which describes a particular thing *e.g. person or animal, place, mood or emotion*

DURATION – The length of a particular sound *e.g. long/short*

DYNAMICS - The volume of a sound/piece of music *e.g. loud/soft; getting louder/getting softer*

PITCH – The highness or lowness of a sound

PROGRAMME MUSIC - Music which tells a story or paints a picture through sound or which describes a particular thing *e.g. person or animal, place, mood or emotion*

TEMPO – The speed of a piece of music *e.g. fast/slow; getting faster/getting slower*

TEXTURE – The thickness (or thinness) of a sound/piece of music. When lots of instruments or sounds are playing together, the texture can be described as *thick*, when a solo instrument or just a few instruments are playing, the texture can be described as *thin*

TIMBRE – Each instrument or sounds’ unique quality

Future Learning

Pupils could go on to:

Create a whole class dance that expresses the feeling and mood of “The Swan” from ‘Carnival of the Animals’, focusing on musical phrase length. Long ribbons can be used as an added visual component.

Explore *othe animals not included in either of these pieces – canbe historical (dinosaur) or just a favourite or even imaginary.*

Enrichment

Learning could be enriched through:

- Attending a concert to hear a live performance of ‘Carnival of the Animals’ by Saint-Saëns
- Watching a performance of an orchestra performing ‘Carnival of the Animals’ by Saint-Saëns, many of which are available on sites like YouTube®

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Key listening materials

Peter and the wolf – Prokofiev

Features – bird, duck, cat, wolf

Carnival of the animals – Sains saens

Aquarium

Swan

Tortoise

March of the Lions

Kangaroos

Donkeys

Birds

Key performance activities

An animal story (group)

The Lion's march and the Kangaroos hop

The animal blues

Rainforest aleatoric piece

Key Composing activities

Aquarium based piece – fish or other marine creature – 2 creatures meet

Individual animal piece – can be based on 3 part story

Using sounds to reflect animal movements and qualities

Lesson	Learning Objectives	Suggested Teaching & Learning Activities	Learning Outcomes	Key Words	National Curriculum KS2 Music Programmes of Study Covered
<p style="text-align: center;">1</p> <p style="text-align: center;">Exploring Birdsong</p>	<p>Learn how birdsong and birdcalls have been used by composers as a stimulus for creating Descriptive Music Learn about Programme Music</p>	<p>Starter Activity – Play pupils ‘The Aviary’ from ‘Carnival of the Animals’ by Saint-Saëns asking them to identify what type of animals are being described through the music 1. Listen to further examples of ‘bird-inspired descriptive music’ from ‘Carnival of the Animals’ e.g. <i>Hens and Cocks, The Cuckoo in the Depths of the Woods</i> and <i>The Swan</i> identifying how Saint-Saëns has used instrumentation and the elements of music to create contrasting pieces of descriptive/programme music creating the sound, character or movement of the different types of birds 2. Perform a variety of simple birdsongs on tuned percussion or keyboards selecting suitable timbres and sound sources. Combine these, together with additional birdsongs or improvised bird-pieces to form a “class Aviary Soundscape” 3. Sing a “bird-inspired” song as a round adding optional ostinato and chord accompaniment patterns. Plenary – Listen to further examples of “bird-inspired” music e.g. “<i>The Cuckoo</i>” by Daquin and “<i>On Hearing the First Cuckoo in Spring</i>” by Delius identifying the birdcalls as they occur and comparing in terms of effectiveness.</p>	<p>Level 2 (working towards) All Pupils : Understand the birdsong is a type of music and has been used by different composers as a stimulus for creating music Perform simple birdcalls e.g. <i>The Cuckoo</i> or <i>The Robin</i> and sing a bird-inspired song in unison as part of the class Level 3 (working at) Most Pupils Understand that descriptive music is music which tells a story or paints a picture, describing something specific through sound Perform more complex birdcalls e.g. <i>The Song Thrush</i> or <i>The Rooster</i> selecting appropriate sounds and timbres to imitate bird calls effectively and sing a bird-inspired song as a round as part of a group Level 4 (working beyond/GAT) Some Pupils : Identify a range of orchestral instruments used in different pieces of bird-inspired descriptive music including how composers have used the elements of music to achieve and intended effect Perform all birdcalls accurately in terms of pitch and rhythm and create/improvise own bird-inspired calls/music as part of a class “Aviary soundscape”</p>	<p>Accompaniment, Descriptive Music, Duration, Dynamics, Instrumentation, Melody, Movement, Ostinato, Pitch, Programme Music, Rest, Round, Suite, Tempo, Texture</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music</p>
<p style="text-align: center;">2</p> <p style="text-align: center;">Exploring The Aquarium</p>	<p>Learn how fish and sea life have been used by composers as a stimulus for creating Descriptive Music Create a movement to form a class “Aquarium Suite” based on a fish or sea creature</p>	<p>Starter Activity – Play pupils “The Aquarium” from ‘Carnival of the Animals’ by Saint-Saëns asking them to complete an image of a blank fish bowl/aquarium with animals/fish/items they can hear in the music discussing responses as a class 1. Pupils create a “Class Aquarium” suite working in groups and creating a movement as part of this suite which effectively describes a fish or sea animal focusing on capturing its size, movement and characteristics through sound. The movements are then put together to form a “journey through a class aquarium” in sound, which is performed and recorded and evaluated in terms of effectiveness. Plenary –Sing a “fish-inspired” song as a round e.g. “<i>Baby Sardine</i>”</p>	<p>Level 2 (working towards) All Pupils : Create a basic “sound picture” based on some musical features when listening and work as part of group when creating a piece of descriptive music based on a fish or sea animal Sing a fish-inspired song in unison as part of the class Level 3 (working at) Most Pupils Identify some musical instruments when listening and create an effective piece of descriptive music based on a fish or sea-animal selecting sound sources and instruments carefully to match characteristics of their chosen creature Sing a fish-inspired song as a round as part of a group Level 4 (working beyond/GAT) Some Pupils : Take on a leading role in effectively organising a group pieces of descriptive music based on a fish or sea-animal including awareness of form and structure of the movement and effectively responding to all the characteristics of the given creature</p>	<p>Accompaniment, Descriptive Music, Duration, Dynamics, Instrumentation, Melody, Movement, Ostinato, Pitch, Programme Music, Rest, Round, Suite, Tempo, Texture</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music</p>
<p style="text-align: center;">3</p> <p style="text-align: center;">Exploring Peter and the Wolf</p>	<p>Learn how animals and characters have been described in music using different instruments of the orchestra Learn about the word TIMBRE</p>	<p>Starter Activity – Introduce the animals and characters in Prokofiev’s ‘Peter and the Wolf’ by identifying the different orchestral instruments (and sections/families) used 1. Listen to the complete version of Prokofiev’s “Peter and the Wolf” exploring how the instruments identified in the starter activity have been used descriptively to describe the various animals/characters within the story and how the elements of music have been used 2. Pupils work in groups to create a short piece of descriptive music based on one of the animals/characters from “Peter and the Wolf”. They perform this to the rest of the class who guess which animal/character that group’s piece is describing. Plenary – Play some other examples of descriptive or programme music by other composers from different times and places asking pupils to match examples with appropriate titles, descriptions or images.</p>	<p>Level 2 (working towards) All Pupils : Understand that Prokofiev uses different instruments of the orchestra to describe different animals and characters in “Peter and the Wolf” Create a piece of descriptive music based on an animal/character from “Peter and the Wolf” as part of a group with some sense of effect Level 3 (working at) Most Pupils Identify different orchestral instruments used by Prokofiev to describe different animals and characters in “Peter and the Wolf” Create an effective piece of descriptive music with attention on Timbre in selecting appropriate sound sources to describe an animal or character from “Peter and the Wolf” Level 4 (working beyond/GAT) Some Pupils : Are able to effectively define the word TIMBRE and how Prokofiev used tonal qualities of orchestral instruments to describe different animals and characters in “Peter and the Wolf” Take on a leading role in creating an effective piece of descriptive music based on an animal/character from “Peter and the Wolf”</p>	<p>Bassoon, Brass, Clarinet, Descriptive Music, Dynamics, Flute, French Horn, Instrument, Kettle Drums, Oboe, Orchestra, Percussion , Pitch, Programme Music, Strings, Texture, Timbre, Woodwind</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music</p>

Lesson	Learning Objectives	Suggested Teaching & Learning Activities	Learning Outcomes	Key Words	National Curriculum KS2 Music Programmes of Study Covered
4 Exploring the March of the Royal Lion Theme	Learn how Saint-Saëns uses the "March of the Royal Lion" Theme to open his suite 'Carnival of the Animals' Explore how the elements of music have been used by composers in a variety of animal-inspired descriptive music	Starter Activity – Play the "March of the Royal Lion" Theme from Saint-Saëns' 'Carnival of the Animals' Suite asking pupils to identify the animal which the music is describing 1. Pupils perform the "March of the Royal Lion" theme on suitable instruments paying attention to the slurs at the beginning of each line that describe the lion's roar. 2. Listen to other movements from Saint-Saëns' 'Carnival of the Animals' Suite identifying how the elements of music have been used in different ways to describe different animals Plenary – Listen to a piece of "animal-inspired" descriptive music by a contemporary composer e.g. "The Tiger" by Henry Cowell identifying the animal being described and comparing this to Saint-Saëns' music.	Level 2 (working towards) All Pupils : Perform part of the "March of the Royal Lion" Theme or the accompaniment pattern Match appropriate animals with different pieces of descriptive music when listening Level 3 (working at) Most Pupils Perform all of the "March of the Royal Lion" Theme individually using an appropriate timbre and tempo to create an intended effect Describe how composers have used the elements of music in a range of animal-inspired descriptive music Level 4 (working beyond/GAT) Some Pupils : Perform the "March of the Royal Lion Theme" with effective slurs describing the 'lion's roars'	Accompaniment, Chord of D minor, Descriptive Music, Duration, Dynamics, March, Melody, Movement, Pitch, Slur, Structure, Suite, Tempo, Texture, Theme, Timbre	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music
5 Composing a class 'Carnival of the Animals' Suite	Explore how animals can be described through music and how different sounds and the elements of music can be used to effectively describe an animal's size, shape, appearance and special characteristics	Starter Activity – Set the challenge: pupils are going to use their skills, knowledge and understanding of how Saint-Saëns created a SUITE of descriptive music describing different animals to create their own SUITE describing particular animals forming a complete "Class Carnival of the Animals" piece. Each of the MOVEMENTS will be describing a different animal and the MOVEMENTS will be linked together by a repeated section – the "March of the Royal Lion" theme pupils have learned from lesson 4 which will open the suite as well as being performed as a repeated section at points throughout the piece. 1. Allow the remainder of this lesson for pupils to create and compose their own animal-inspired descriptive movements Plenary – Establish a "running order" of "animals" for performance during lesson 6, starting the "class Suite" with the "March of the Royal Lion" and interspersing it between some of the movements.	Level 2 (working towards) All Pupils : Contribute ideas, as part of a group, as to how an animal can be effectively described using a range of sounds and sound sources which convey some of the chosen animal's characteristics Level 3 (working at) Most Pupils Create an effective piece of descriptive music, as part of a group, using a range of timbres and using the elements of music effectively to create an animal-inspired movement Level 4 (working beyond/GAT) Some Pupils : Take on a leading role within a group in organising roles and responsibilities when creating a structured piece of animal-inspired descriptive music which effectively portrays different characteristics of the animal through a range of contrasting sounds.	Descriptive Music, Duration, Dynamics, Instrumentation, Melody, Movement, Ostinato, Pitch, Programme Music, Suite, Tempo, Texture, Timbre	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music
6 Performing a class 'Carnival of the Animals' Suite	Explore how animals can be described through music and how different sounds and the elements of music can be used to effectively describe an animal's size, shape, appearance and special characteristics	Starter Activity – Listen to the "Finale" from Saint-Saëns' 'Carnival of the Animals' and discuss how the class can create their own "Finale" to their Suite by combining some/all of the movements. Revise the running order for the class "Carnival of the Animals" 1. Perform the class "Carnival of the Animals" Suite, interspersing some of the movements with the "March of the Royal Lion" Theme and ending with the "Finale" 2. Evaluate the class "Carnival of the Animals" Suite 3. EITHER – Listen to further examples of how composers have created descriptive music from different times and places OR sing further animal-inspired songs as rounds Plenary – Allow pupils time to reflect on their own learning from the unit	Level 2 (working towards) All Pupils : Contribute ideas, as part of a group, as to how an animal can be effectively described using a range of sounds and sound sources which convey some of the chosen animal's characteristics Level 3 (working at) Most Pupils Create and perform an effective piece of descriptive music, as part of a group, using a range of timbres and using the elements of music effectively to create an animal-inspired movement Level 4 (working beyond/GAT) Some Pupils : Take on a leading role within a group in organising roles and responsibilities when creating and performing a structured piece of animal-inspired descriptive music which effectively portrays different characteristics of the animal through a range of contrasting sounds. Perform the "March of the Royal Lion" Theme during the class performance of 'Carnival of the Animals'	Descriptive Music, Duration, Dynamics, Instrumentation, Melody, Movement, Ostinato, Pitch, Programme Music, Suite, Tempo, Texture, Timbre	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music