

Learning objective	Success criteria
<ul style="list-style-type: none"> <li>To explore listening and analysing a piece of music in relation to a story.</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise changes in the tempo of the music.</li> <li>I can describe tempo as <b>fast</b> or <b>slow</b>.</li> <li>I can describe dynamics as <b>soft</b> or <b>loud</b>.</li> <li>I can recognise changes in the dynamics of the music.</li> </ul>
<b>Before the lesson</b>	
<p><b>Watch</b></p> <p>Teacher skills: Tempo Teacher skills: Dynamics</p> <p><b>Have ready</b></p> <ul style="list-style-type: none"> <li>Link: Eric Coates - The Three Bears: A Phantasy on VideoLink - <b>this is an external website and we do not have control over its content - please check before showing it to the children.</b></li> </ul> <p><b>Print</b></p> <ul style="list-style-type: none"> <li>Resource: Knowledge organiser: Music - Musical storytelling (one between two - see Teacher knowledge).</li> <li>Resource: Key vocabulary (optional - one class set for display).</li> </ul>	
<b>Recap and recall</b>	
<p>Before starting this unit, you might want to check the children can recall how to:</p> <ul style="list-style-type: none"> <li>Engage with and respond to longer pieces of music.</li> <li>Begin to explain why the music has a certain effect on them.</li> <li>Talk about the tempo of music using the vocabulary <b>fast</b> and <b>slow</b>.</li> <li>Talk about the dynamics (volume) of music using the vocabulary <b>soft</b> and <b>loud</b>.</li> </ul>	
<b>Attention grabber</b>	
<p>Play the first two minutes of the link: Eric Coates - The Three Bears: A Phantasy on VideoLink.</p> <p>Prompt the children to discuss the following questions in pairs and take feedback:</p> <p><b>Questions</b></p> <ul style="list-style-type: none"> <li><b>How is the music making you feel?</b></li> <li><b>Do you think the music helps to tell the story? How?</b> (Examples may include when the music is fast, something in the story moves fast or when something is scary, the music becomes loud.)</li> <li><b>Are you enjoying the performance?</b> (Reassure the children that they can say they do not like the performance.)</li> </ul>	
<b>Main event</b>	
<p>Play the link: Eric Coates - The Three Bears: A Phantasy on VideoLink from the beginning again.</p>	

Ask the children to discuss with their partners what the music sounded like, encouraging them to notice any changes in volume (dynamics) and tempo (speed). Below are suggested stopping points and what the children may describe hearing:

- 00.26 minutes – Goldilocks steals quietly downstairs (quiet music).
- 00.35 minutes – The clock strikes five (loud clock strikes music).
- 00.45 minutes – Goldilocks runs on her way (fast music).
- 01.32 minutes – Goldilocks knocks on the door (loud knocking sound).
- 01.59 minutes – Goldilocks enters the house (fast and loud music).
- 02.31 minutes – Goldilocks starts to fall asleep (slow and soft music).
- 04.10 minutes – Goldilocks is found asleep (loud, scary music).

Listen to the first four minutes of the video again, asking the children to use their hands to demonstrate the changes in the music using the following gestures:

- Loud (hands out wide).
- Quiet (hands closer together).

Continue to listen to the video until the music ends at 10:02, pausing when appropriate to discuss with the children how the narrator uses his voice, hands and body to emphasise the events happening in the story. Focus the discussion on how his movements match the tempo and/or dynamics of the music. For example, at 4:17, the narrator waves his hands fast as Goldilocks runs away, this matches the tempo of the music and the pace of the event in the story.

### Questions

- **How does the narrator use his body to match the events happening in the story?**
- **How do the narrator's actions match the music that is being played?**

## Wrapping up

Watch the video: Eric Coates - The Three Bears: A Phantasy on VideoLink from 10.02 to the end.

In pairs, invite the children to share what they notice, which may include:

- At the point when the music has finished, the audience is clapping to show that they appreciate the music they heard.
- The conductor and narrator take a bow on behalf of all the musicians to thank them for listening to their performance.
- There is chanting from the crowd to encourage the musicians to play an encore so that the audience can enjoy some more music.

Play the link from 10.20 until 10.30 and invite the children to stand and practice bowing with the conductor and narrator.

Share with the children that in this unit, they will be creating, practising and performing their own music.

Discuss how receiving applause (clapping) from their classmates after their performance in *Lesson 5: Musical story performance* might make them feel.

## Vocabulary

### Dynamics

The volume of the music (loud or quiet).

### Encore

When the audience claps and asks musicians to play more music.

### Tempo

The speed of the music (fast or slow).

## Assessing progress and understanding

**Pupils with secure understanding indicated by:**  
being able to identify sections of the music where the tempo changes and correctly describe these sections as

## Adaptive teaching

### Pupils needing extra support

Should use the *Resource: Knowledge organiser: Music* -

fast or slow; being able to point out moments in the music where the dynamics change and accurately describe these moments as soft or loud; giving specific examples of how the music corresponds to actions in the story (e.g. "The music was fast when Goldilocks was running").

**Pupils working at greater depth indicated by:** providing comparisons of different music sections, discussing how varying tempos affect the storytelling and mood; relating dynamic changes to the actions and events in the narrative with clear examples.

*Musical storytelling* to help to recall the key vocabulary, fast and slow and loud and soft, could have verbal support to interpret the music where the dynamics change. (e.g, "Is the music fast or slow here"?)

**Pupils working at greater depth**

Could compare and contrast different sections of the music, discussing how the changes in tempo and dynamics influence the storytelling.

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