

## TERM 4 OVERVIEW Years 3 and 4 – Music

### Term 4 book: The Ironman

Topic(s) - The world beyond us – To create a musical depiction of the Ironman

Guide Time = 3 weeks

#### Assessment:

Children to create and perform a short musical theme (leitmotif) for the Ironman, using their voices and musical instruments in a small group (up to 4 people). They will allocate a leader to direct the music and demonstrate that they can follow the leader's direction.  
 Children should be able to talk about the sounds they are making and how they link to the character of the Ironman.  
 Music will be recorded to evidence progress.  
 Children will evaluate their performance at the end of this sequence.

#### Year 3

To be able to recognise notes of different pitches and sounds.  
 To be able to stop and start singing / playing when following a leader.  
 To find creative ways of using bodies (body percussion / movement), voices and musical instruments.  
 To confidently perform the Ironman theme to an audience.  
 To verbally evaluate their performance.

#### Year 4

To be able to recognise notes of different pitches and sounds.  
 To be able to stop and start singing / playing when following a leader.  
 To find creative ways of using bodies (body percussion / movement), voices and musical instruments.  
 To confidently perform The Ironman theme to an audience.  
 To give a written evaluation of their performance.  
 The music will be recorded as evidence of this unit.

#### Very Important Points (VIPs):

In films, often characters are portrayed using musical themes and ideas that repeat,

Music is made up of the inter-related dimensions of music.

Music can be written down using notes on a staff.

Music can also be written down using graphic notation (pictures and patterns).

After a performance, it is important to evaluate what went well and what could be improved.

#### Fat Questions:

Why is music often used in audio books and films to depict characters / themes in the story?

How does music influence our experience of films / TV?

Can you think of any examples of places or situations where music is used to influence our behaviour?

<b>Links to prior learning (sequencing) and canon book</b>	<p>Children are aware of the importance of a leader when creating music together.</p> <p>Children are familiar with how to use the percussion instruments creatively.</p> <p>In Operation Gagetman, Yrs 3 and 4 were introduced to graphic scores, so will be familiar with the term and able to utilise this concept with relative ease.</p>	
<b>Links to other learning (cross fertilisation)</b>	<p><u>The World Beyond Us:</u>      Holst created music to depict the planets.      If aliens existed, do you think they would understand and enjoy music in the ways that we do?</p> <p><u>The World Around Us:</u>      To know that in more recent musical history, composers have become more experiemetal in the way that music has been both written down and played eg the German 20C composer, Stockhausen's electronic music.</p> <p><u>Modern Britain:</u>      In recent times,composers have created music using instruments in a more experimental way. For example, John Cage invented the 'prepared piano' using objects such as forks which were placed inside the piano to create a different sounds. Can you think of any other ways that you could adapt an instrument to create a new sound?</p> <p><u>Healthy Bodies Healthy Minds:</u>      Music can help to lift our mood, and help to bring people together. Why does music have such a powerful effect on our mood? Singing in a choir is evidenced to have a positive effect on wellbeing. Why do you think this is? Singing also promotes diaphragmatic breathing and breath control, which have a positive effect in emotional regulation.</p> <p><u>Culture:</u>      Music and culture are interrelated. Music is used in celebrations, in worship, to bring people together, to communicate, as a means of self-expression. It continues to evolve. Traditional music often tells</p>	

	<p>us a story of what life was like. The stories are passed down through generations.</p> <p><u>Technology in Action</u></p> <p>Composers sometimes create music using computers. It is called computer generated music. Koenig is an example of a composer who uses computers to create music. Can you come up with any other examples? Can you create a piece of music using garage band? Music in the media eg film often uses a mix of both orchestral and electronic / synthesised sounds.</p>	
<b>Links to future learning</b>	<p>'Our Castle by the Sea' is the canon book. The learning around performance of the Ironman theme links to the next stage, as it identifies what is important in a performance and allows children to practice performing in a low stake environment, performing and evaluating each others performances.</p>	
<b>Character/Wider Development ('50 things', cultural capital, skills)</b>	<p>Children will develop an appreciation for film music, appraising a variety of examples of famous 'themes' or musical character depictions. They will also practice using graphic notation as a way of recording musical ideas.</p> <p>Children will recognise the impact of music in day-to-day life – particularly in relation to film scores and audio books.</p> <p>Children will understand how the inter-related dimensions of music powerfully create mood / atmosphere.</p>	

## OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
<p><b>Lesson 1 -</b></p> <p><b>Children will know that:</b></p> <p>The inter-related dimensions of music can be used to identify characters / themes in films.</p> <p>Music can be used to portray characters. Music in films and the media creates atmosphere and suspense.</p>	<p>LO: To appraise a range of musical extracts taken from films.</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Understand and explore how music is created through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, structure.</p>	<p>Inter-related dimensions of music; Pitch Duration Dynamics Tempo Timbre Structure Leitmotif</p>	<p><b>SEND:</b></p> <p><b>Year 3 –</b> Children will work as a group and have the adult record the results. Allow the children to explore, talk and ask questions. Take pictures of children working and any 'writing' to be completed as a group.</p> <p><b>Year 4 –</b> Children will complete the table with adult support. Allow children time to discuss answers before writing it down independently.</p> <p><b>GD:</b></p> <p><b>Year 3 –</b> Children will not be needed for teacher model and allow children to complete table how they see fit. They can find one other theme tune to compare the three they have already looked at.</p> <p><b>Year 4 –</b> Children will have more opportunity</p>	<p><b>Children may think that:</b></p> <p>Music is not a necessary part of film and media.</p> <p>Music brings nothing to film and media.</p>	<p>Children will start by thinking of as many examples of places and situations where music has been used to influence mood or behaviour. After a class discussion, the class teacher will reintroduce key vocabulary that has been taught in previous lessons to see how much children have remembered.</p> <p>The children will then be introduced to the class task with the template provided. Class teacher to model how this will be filled in. After each theme tune, children will have opportunity to work with their shoulder partner to discuss the key questions on the slides.</p> <p>Finally, children will recap on their learning from that lesson and be introduced to how this is linked to our next lesson.</p> <p><b>Other useful resources:</b>  <a href="https://youtu.be/1qHDWdGPomw">https://youtu.be/1qHDWdGPomw</a>  <a href="https://youtu.be/A9QTSyLwd4w">https://youtu.be/A9QTSyLwd4w</a>  <a href="https://youtu.be/qNLQoKF0wOA">https://youtu.be/qNLQoKF0wOA</a></p> <p><b>Year 3 Tasks &amp; Year 4 Tasks</b>          Both year groups will complete the same task but differentiation through year groups will be based on outcomes. Year 3 children will have more scaffolding and supporting materials, whereas year 4 children will be expected to work more independently.</p>

				to research their own theme tunes and record these how they wish in their books. Allow children to work in same ability group to promote deeper thinking and discussions.		<p><b>Year 3 Tasks</b> To recognise the repeating theme in the film and describe the qualities of it eg sad, happy, scary.</p> <p><b>Year 4 Tasks</b> To recognise the repeating theme in the film and pick out some of the inter-related dimensions of music that are used to depict a character or an atmosphere.</p> <p><b>Year 3 Deepening the Moment:</b> Is music in films important? Explain your reasoning.</p> <p><b>Year 4 Deepening the Moment:</b> Using a musical example from the lesson today, describe how the composer uses the inter-related dimensions of music to tell us something about their character.</p>
<p><b>Lesson 2 -</b></p> <p>Children know that:</p> <p>Using different sounds and effects can create a musical 'character'.</p> <p>How to create a graphic score to indicate how the music will be made.</p> <p>A graphic score is made up of</p>	<p>LO: To compose a leitmotif of Ironman, using a graphic score.</p> <p>How can I musically represent The Ironman?</p> <p>What are his key personality traits?</p>	<p>Use and understand staff and other musical notations.</p> <p>Understand and explore how music is created through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, structure.</p>	<p>Character Personality Pitch Duration Dynamics Tempo Timbre Structure Graphic score Notation Leitmotif</p>	<p><b>SEND:</b></p> <p><b>Year 3 –</b> Children will work as a group with an adult to experiment with different instruments. Allow the children to explore, talk and ask questions. Take pictures of children working and create a graphic score as a group.</p> <p><b>Year 4 –</b> Children will be able to pick instruments which represent Iron Man and explain their choices. Allow children to work in pairs to create a graphic score.</p>	<p><b>Children may think that:</b></p> <p>A character can only be depicted using words.</p> <p>Music has to be written down using notes on a stave.</p>	<p>Children will start by looking at what a graphic score looks like and they will complete the starter question. They will look at the VIPs and talk about how these will support them in meeting the LO. Next, children will link their learning to the reading cannon book of 'The Iron Man' by answering questions about him as a character. They will then have opportunity to experiment with different instruments to help them construct a graphic score about Iron Man. Finally, they will complete the task stated below.</p> <p><b>Other useful resources:</b>  <a href="https://youtu.be/1qHDWdGPomw">https://youtu.be/1qHDWdGPomw</a>  <a href="https://youtu.be/A9QTSyLwd4w">https://youtu.be/A9QTSyLwd4w</a>  <a href="https://youtu.be/qNLQoKF0wOA">https://youtu.be/qNLQoKF0wOA</a></p> <p><b>Year 3 Tasks &amp; Year 4 Tasks</b></p>

<p>lines and patterns to show the shape and movement of the music.</p>				<p><b>GD:</b>  <b>Year 3</b> – Children will not be needed for teacher model and allow children to complete the graphic score independently. Allow children to give reasons for their choices.</p> <p><b>Year 4</b> – Children will have the opportunity to understand how the inter-related dimensions of music contribute to an effective character portrayal. Allow them to write down these ideas after completing their graphic score.</p>		<p>Both year groups will complete the same task but differentiation through year groups will be based on outcomes. Year 3 children will have more scaffolding and supporting materials, whereas year 4 children will be expected to work more independently.</p> <p><b>Year 3 Task</b>  Musical ideas can be written down using a graphic score. Music to sound like the Ironman. Theme can be replicated over and over.</p> <p><b>Year 4 Task</b>  Musical ideas can be written down using a graphic score. Music sounds like the Ironman. Theme can be replicated over and over.</p> <p><b>Year 3 Deepening the Moment:</b>  How does a graphic score allow us to write music effectively?</p> <p><b>Year 4 Deepening the Moment:</b>  Which of the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, structure) is most important in creating a musical ‘picture’ of the Ironman? Explain your reasoning.</p>
<p><b>Lesson 3 –</b></p> <p>Children will know that:</p> <p>- To help people play together, it is important to have someone to lead the music. This person is</p>	<p>LO: To perform the musical representation of the Ironman</p> <p>What is needed to create a good performance?</p> <p>How will people in the group</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Experiment with, create, select and combine sounds using</p>	<p>Performance  Graphic score  Instrumentation  Conductor  Pitch  Duration  Dynamics  Tempo  Timbre  Structure  Graphic score  Notation  Leitmotif</p>	<p><b>SEND:</b>  <b>Year 3</b> – Children will work as a group with an adult and have more time to rehearse. Lots of scaffolding in place to support children.  <b>Year 4</b> – Children will work in smaller groups and have an adult decide what role each person will take.  <b>GD:</b></p>	<p><b>Children may think that:</b></p> <p>A performance is just about playing what is written down.</p> <p>Group music does not need a leader.</p>	<p>Children will start by completing the starter question by identifying the difference between ‘playing’ and ‘performing’. They will then look at the VIPs and discuss how it will support them in reaching the LO. Class teacher will go over the terms ‘rehearse’ and model what this will look like in group ensuring that children are aware of the importance of working as a team. Once they’ve had sufficient time rehearsing, children will perform to the rest of the class at the same time as being filmed. Finally, children will evaluate their performances after this has being modelled by class teacher.</p>

<p>called a conductor.</p> <p>- A performance should engage the audience.</p> <p>- After a performance, it is important to evaluate what went well and what could be improved.</p>	<p>know what to do / how to play?</p> <p>Will there be a 'leader'?</p>	<p>the interrelated dimensions of music.</p> <p>Play tuned and un-tuned instruments musically.</p>		<p><b>Year 3</b> – Children will have a clear role and support other children in the group with their role. They will understand and explain the emotions behind performance and show this when completing the recorded version.</p> <p><b>Year 4</b> – Children will have the opportunity to take a lead on a group and explain the reasons how instruments and voices can be used to create the Iron Man theme tune.</p>	<p><b>Other useful resources:</b>  <a href="https://youtu.be/1qHDWdGPomw">https://youtu.be/1qHDWdGPomw</a>  <a href="https://youtu.be/A9QTSyLwd4w">https://youtu.be/A9QTSyLwd4w</a>  <a href="https://youtu.be/qNLQoKF0wOA">https://youtu.be/qNLQoKF0wOA</a></p> <p><b>Year 3 Tasks &amp; Year 4 Tasks</b>  Both year groups will complete the same task but differentiation through year groups will be based on outcomes. Year 3 children will have more scaffolding and supporting materials, whereas year 4 children will be expected to work more independently.</p> <p><b>Year 3 Task</b>  To allocate a leader and to work in small groups using percussion instruments / voices and bodies to rehearse and perform the Ironman representation. Verbally evaluate performance. After children have played, talk about what went well and what could be improved.</p> <p><b>Year 4 Task</b>  To allocate a leader, and to work in small groups using percussion instruments / voices and bodies to rehearse and perform the Ironman representation. To justify instrument choices through making reference to The Ironman and his character in the story. Critically evaluate performance, writing down what went well and what could be improved</p> <p>PERFORMANCES TO BE RECORDED TO KEEP AS EVIDENCE OF LEARNING AND TO SHOW PROGRESSION.</p> <p><b>Year 3 Deepening the Moment:</b>  How can you use performance to convey emotion? Use examples in your explanation.</p>
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						<b>Year 4 Deepening the Moment:</b> I don't think there is any point in evaluating a performance. Do you agree? Justify your answer..
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**Context (big picture learning)**

Children have an awareness and appreciation for the use of music in the media having been exposed to a variety of different musical themes. They will understand that music is influential in our day-to-day life and that our behaviours in for example a shop can be influenced by the kind of music that is being played. Children will also develop awareness of how much more present music is in life than they had previously thought and notice how commonly music is used to create effects / moods/ atmospheres and to change behaviours. Finally, they will be able to recognise what music brings to the media and how it enhances film for example, by creating a mood / atmosphere / tension or portraying a character or a theme.

**Folder name (Trust shared > Primaries > KS2 > Year 3/4 Planning > Cycle B > Summer 1 - The Iron Man > Music)**

Week 1 L1

Week 2 L2

Week 3 L3



# Year 3/4 Iron Man Music Knowledge Organiser

## VIPs (Very Important Points)

### Lesson 1:

Music can be used to reflect themes and characters in films and other media.

Music can create suspense and atmosphere.

### Lesson 2:

A graphic score is made up of lines and patterns that show the shape and movement of the music.

Music can create suspense and atmosphere.

### Lesson 3:

A good performance should be well-rehearsed. Players should listen to one another and play with confidence.

A conductor / leader shows the group when to play and when to stop.

## Fat questions

Why is music often used in films and other media to depict characters and themes in the story?

How does music influence our experience of films / TV?

Can you think of any examples of places or situations where music is actively used to influence our behaviour?

## Key Vocabulary

Leitmotif – a repeated musical idea that represents a person / place / mood

Graphic score – a form of notation using shapes, lines and patterns to represent the music.

Dynamics – How loud or soft

Duration – How long the sound is

Pitch – How high or low the sound is

Tempo – How quick or slow

Texture – Layers of sound in the music

Timbre – The tone colour

Structure – How the music is built up

Conductor – Leads the music

Evaluation – What worked/what could be improved?

## Intents

- Recognise how music influences our day-to-day lives.
- Understand that music in media eg films creates atmosphere / mood / suspense.
- Create a musical graphic score to reflect the characteristics of Ironman and to inform how the leitmotif will sound.
- Perform Ironman leitmotif within a small group.
- Evaluate my group performance



Examples of graphic scores.

