

Music Lesson Plan topic – Chronology

Lesson 3 of 6

Focus: Year 1/2

Key Learning Objective:

- Explore and creatively respond to a well-known piece of music from the Romantic Period.

Inter-related music dimensions covered: Pitch, timbre.

Starter activity:

Go onto <http://www.nyphilkids.org/> and choose 'instrument storage room' (this may not work on Chrome but should on Safari or Explorer). Briefly take a "tour" of the different instrument families – the children will know many already. Pick an instrument from each family and click the 'ear picture.' Tell the children that they will use their imagination to "play" it; mime playing the instrument. Pay particular attention to the celeste, the cellos, and the flute and bassoon as these are featured heavily in the '*Dance of the Sugarplum Fairy*'.

Main focus:

Play '*Dance of the Sugarplum fairy*' by Tchaikovsky on YouTube.

<https://www.youtube.com/watch?v=Poe4i4BP24k>.

Have the children ever heard this before? Some of them may have danced to it. How do the children describe what they heard? High or low, floating or heavy, flowing or bouncy, like a comedy or like a tragedy, or something else? Make a mind map of their answers on the flipchart. Lead them to think about what kind of mood the composer was trying to create: Magical? Wonderland? Story like? Fantasy? Where might it take place? Fairyland? In a wood? In space?

Tell them that this music was part of a bigger piece, called the '*Nutcracker*',

written by a man called **Peter Ilyich Tchaikovsky** over 100 years ago in a country called Russia. Can they say his name? Show Russia on the map and

put a picture of Tchaikovsky on the map and timeline to show where he is in relation to the other

composers. Tell the children that this time in history was called the "**Romantic era**". This was music for dance, called a "ballet" and it is now danced all over the world by professional ballerinas.



Pyotr Ilyich Tchaikovsky
1810 - 1900

Play the piece again. This time when they hear each different instrument, the children should decide how best to dance to it. Play them from the beginning but stop after each distinct section e.g.: plucking strings, glockenspiels, or celestas, oboes, bassoons, flutes and give some ideas as to how they might move to each one e.g.: for the very fast high part at the end they might, like the ballerina in the clip, want to spin around very lightly on their tiptoes, or for the very low (bassoon) part they may want to crawl along the ground or roll. It is important to try and listen to the way the music makes them feel. Also remind them that ballerinas never make a sound because they are concentrating on their movement and listening to the music so they know how to dance to it. Highly praise children who are really listening and responding appropriately. If possible, from time to time during the dance, have everyone freeze where they are and evaluate.



Divide the class into groups of about 6 and give the children coloured floaty scarves or equivalent. Tell the children that they are going to be creating a dance performance in their groups using the music '*Dance of the Sugarplum fairy*.' They can make their dance into a story if they want, but just like the last

time, they need to think about what the music is saying, and how it might be best danced to. Refer to the words they came up with at the beginning to remind them what kind of music this is. Teamwork is very important here! Explain that everyone in their group needs to be involved, and everyone should know what they are doing. Tell them that you will play the music a few times, so they can practise their dance, and at the end everybody will perform for everyone else. Have them perform and have the children give two stars and a wish at the end of each performance.

Watch a clip from the Ballet Dance of the Sugarplum Fairy

https://www.youtube.com/watch?v=Wz_f9B4pPtg

Are there any similarities between this and their own group dance.

Opportunities for development: If possible, if there is more time in the day, you can tell the story of the Nutcracker (ideal for Christmas).

Plenary:

Tell the children that they will now listen to Tchaikovsky's *Swan Lake*,

<https://www.youtube.com/watch?v=CShopT9QUzw> and the children should think about what

instruments they can hear. As they are listening, ask the children to call out the instruments (violins, cellos, double basses, flutes, oboes, cor anglais, clarinets, bassoons, trumpets, trombones, tubas, timpani, percussion, harp,) and write them on the board or a flipchart. As they hear the music they should choose an instrument and stand up to mime 'playing it', and walk around playing their chosen instrument. Explain that when you call "switch" they must switch instruments with the person who is closest to them and mime playing a different instrument. Then, have the names of all the instruments in a bag, and at a certain point, stop the music and draw out a name. If they are playing that particular instrument, they are out and must sit to the side.

Opportunities for mastery: Select one of the listening examples. Ask the children to close their eyes and listen out for any of the same instruments or musical moods that they heard in the '*Dance of the Sugar Plum Fairy*'. What do they think is different? Do they think this would be good music to dance to? Why / Why not? Can anyone remember the name of the period given to the time when Tchaikovsky wrote his music.

Keywords / vocabulary: Ballet, Romantic Period, strings, wind, brass, percussion.

Self-assessment opportunities:

- I can recognise a well-known piece of music from the Romantic Period.
- I can use my body to reflect different pitches and timbres in a piece of music.
- I can respond creatively to a piece of Romantic Ballet music.

Resources: YouTube, timeline, map, 2 pictures of Tchaikovsky, (see resources) coloured scarves (optional) Story of Nutcracker (<https://www.youtube.com/watch?v=HEdNd2mTVWQ>)

Opportunities for sharing work e.g. by recording, notation: Recording the children's small group performances on an ipad or a camera.

Music Assessment: R / Year 1 and 2 Chronology Lesson 3

You only need to note the names of children who are working towards or well above the criteria for the lesson. It will be assumed the majority of the class will achieve the objectives and you don't need to record this. Use the space below for any specific notes on achievement or evaluation of class progress.

Names of any children who do not meet the learning objectives for this lesson	'I can' assessment criteria	Names of any children who exceed the learning objectives for this lesson.
	<ul style="list-style-type: none"> • I can recognise a well-known piece of music from the Romantic Period • I can use my body to reflect different pitches and timbres in a piece of music • I can respond creatively to a piece of Romantic Ballet music 	

Notes: