

# WATER MUSIC



<b>Key Stage</b>	<b>2</b>	 <b>MUSICAL CONTEXTS</b>	
<b>General Topic</b>	<b>Exploring Melodic Shape</b>		
<b>Element Focus</b>	Rhythm		√ Texture
	Timbre & Dynamics	√	√ Melody & Harmony Structure & Form
<b>Scheme of Work Overview</b>	<p>This unit provides pupils with the stimulus of water as a basis for singing, performing, composing, improvising and listening and appraising to a wide variety of water-inspired music.</p> <p>Pupils begin by creatively composing in response to a variety of images of water in its various forms before exploring how the composer Smetana describes the course of a river in his tone poem “Vltava”. Pupils explore the concept of melodic shape, identifying melodies which move by step and leap and compose their own “wandering river” melody using entirely stepwise motion which is used as part of a larger-scale composition describing the various stages of the water cycle.</p> <p>Pupils move onto the sea and make connections between music and art learning about the impressionist music of Debussy’s “La Mer” and use Monet’s sea paintings as the basis of an improvisation. Dynamics is a key concept throughout the using including gradations of dynamics and the crescendo. Finally, pupils use their learning from the unit to add “water sound effects” to a traditional North American-Indian legend before listening to Handel’s “Water Music”.</p>		
<b>Unit Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Use the theme/stimulus of “water” in various forms – images, rivers, the water cycle, the sea – as a basis for creative composition and improvisation work</li> <li>• Explore how composers have used the theme of “water” to create their own descriptive music</li> <li>• Learn about melodic shape and dynamics exploring how these can be used to represent and describe water in various forms.</li> </ul>		
<b>Cross-Curricular Links</b>	<p>This unit provides cross-curricular links to:</p> <ul style="list-style-type: none"> <li>• <b>Geography</b> - tributary, waterfall, oceans, seas, rivers, the river Vltava, Prague in the Czech Republic; North-American Indian folklore</li> <li>• <b>Science</b> – water, rainfall, the water cycle, evaporation, precipitation</li> <li>• <b>Literacy</b> – describing pictures using words such as adjectives; expressing moods and emotions; North-American Indian storytelling</li> <li>• <b>Numeracy</b> – graphs, X and Y axis, plotting points on a graph, co-ordinates</li> <li>• <b>History</b> – King George I, Handel, the Baroque period</li> </ul>		
<b>Prior Learning</b>	<p>It is helpful if pupils have:</p> <ul style="list-style-type: none"> <li>• had the opportunity to compose music from a variety of different stimuli, either earlier in key stage 2 or from key stage 1</li> <li>• sung a variety of songs in rounds or in different parts</li> <li>• explored the connection between melodic shape and pitch</li> </ul>		

**Expectations & Learning Outcomes**

**All Pupils will: (working towards)**

- Respond to a variety of starting points on the theme of water, singing, performing and improvising using a variety of musical features and places
- Indicate using appropriate signals whether a melody has stepwise or leaping movement and sing, perform and compose a basic stepwise melody with assistance
- Correctly identify some of the pitches in melodic dictation
- Use and recognise dynamics – soft and loud – in singing, performing and composing and listening to music based on the theme of water
- Respond to music and art describing the sea through drawing and improvising as part of a group in response to a conductor with an appropriate sound or sound source to describe the sea
- Recognise and explore how sounds can be organised which give some sense of a descriptive element of the theme of water

**Most Pupils will: (working at)**

- Use musical features such as timbre, dynamics and pitch in response to a variety of music from different times and places
- Indicate using shapes and words whether a melody has stepwise or leaping movement and sing, perform and compose stepwise melodies individually
- Identify stepwise and leaping melodies in a piece of music describing a river's course and effectively use stepwise melodies as part of a piece of music describing the water cycle
- Use and recognise dynamics – getting louder and getting softer – in singing, performing, improvising, composing and listening to music based on the theme of water
- Create stylistic illustrations in response to music describing the sea relating drawings to features of the music, responding to different dynamic levels when improvising, singing and performing
- Recognise and explore the ways sounds can be combined and used expressively, including some use of dynamics, giving an effective descriptive element of the theme of water

**Some Pupils will: (working beyond/GAT)**

- Combine and expressively use more complex musical features, taking on leaping and crescendo in music from different times and places
- Be able to describe the effect that stepwise and leaping melodies have on music, fluently performing and composing stepwise melodies and correctly identifying all of the pitches in melodic dictation
- Take on the role of the conductor to lead a sea picture improvisation showing effective and responsive use of dynamics
- Identify and explore the relationship between sounds and how music reflects different intentions, including producing a well-rehearsed and structured series of sound effects on the theme of water

**“All...Most...Some” Learning Outcomes replace the now obsolete “National Curriculum Level Descriptors”**

**Language for Learning/Glossary**

*Through the activities in this unit, pupils will be able to understand, use and spell correctly words relating to:*

- CRESCENDO** – the musical process of gradually getting louder
- DYNAMICS** – the volume of music/sound – described as soft/loud or getting softer/getting louder
- IMPROVISATION** – a previously unprepared performance
- MELODIC SHAPE** – the contour or shape of melody – smooth/stepped
- MELODY** – the main theme or tune in a piece of music which may be sung
- PITCH** – the highness or lowness of a sound, sounds can ascend or descend
- STEPWISE MOTION** – a melody which moves to “next-door-neighbouring” notes
- TIMBRE** – the particular sound quality created by different instruments

**A Glossary – “Language for Learning” provides clear definitions of the Key Words covered by each unit.**

**Future Learning**

*Pupils could go on to:*

- Sing further songs based on the sea, or with a water theme. The following is a suggestive list, but not exhaustive:
  - Apuski Dusky (from “Apusskidu”)*
  - The Wreck (from “Flying Around”)*
  - Where have the seals gone? (from “Junkanoo”)*
  - Bobbing up and down like this (from “Okki-Tokki-Unga”)*
  - Our Boat (from “Zmm Zmm!”)*
  - Ocean of Mystery (from “The Green Umbrella”)*
  - Sea Dive (from “Birds and Beats”)*
  - The Whale (from “Birds and Beasts”)*
  - Two in a Boat (from “Count me In”)*
  - Yellow Submarine (from “Apusskidu”)*
  - My ship sailed from China (from “Apusskidu”)*
  - Until I saw the sea from “Tinder-Box”)*
  - Going over the sea (from “Me”)*
  - Michael, row the boat ashore (from “Ta-ra-ra-boom-de-ay”)*
- Explore the connection between music and rivers further using **Worksheet 1** which asks pupils to compose four contrasting sections of music or using one of the river poems on **Worksheet 2** as inspiration for a composition or improvisation

**Enrichment**

*Learning could be enriched through:*

- Using a local river or as part of work on a “local area study” to compose a piece of music, similar to Smetana’s “Vltava”, which tracks the river’s progress and course as it passes different places and grows and enlarges, which can be reflected in the music. Pupils could be encouraged to show this by using dynamics

**Schemes of Work and Lesson Plans are available in both .pdf and .doc formats, so teachers and schools can edit and customise them to suit their individual needs and preferences**

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## Musical Contexts Resources Listings

### Starter/Plenary Activities

- SP1 – Handel’s Water Music (uses Audio 6)
- SP2 – Musical Pictures Water Photos
- SP3 – A seaside tongue twister
- SP4 – Listening for Shapes (uses Audio 1)
- SP5 – “Vltava” card sort (uses Audio 2)
- SP6 – My Water Music Learning

### Worksheets

- W1 – Rivers Composing Sheet
- W2 – River Poems Composing Cards
- W3 – The Singing River (uses Audio 8)
- W4 – Evaluating Water Music Pieces
- W5 – Listening to “Vltava” (uses Audio 2)
- W6 – Wandering Rivers
- W7 – The Water Cycle composing sheet (uses Audio 5)
- W8 – Monet Sea Pictures Improvisation Cards

### Songsheets

- SS1 – Two North American Indian River Songs (song melodies on MIDI 1 & MIDI 2)
- SS2 – Down the River (parts given on MIDI 3-5)
- SS3 – Water Round (parts given on MIDI 6 & MIDI 7)
- SS4 – Seaside Songs (song melodies on MIDI 9-12)

### Scores

- S1 – Water Round (with and without note names) (melody on MIDI 6)
- S2 – “Moldau” theme from “Vltava” (melody on Audio 4 & MIDI 8)

Includes full listings of  
all resources to  
support the unit of  
learning from Musical  
Contexts

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## Musical Contexts Media File Listings

<u>Audio Track</u>	<u>Timing</u>	<u>Track Information</u>
Audio 1	(02:27)	<b>Listening for Shapes</b> (Starter/Plenary 4) 1. Extract from "Vltava" from 'Ma Vlast' – Smetana 2. Extract from "Dance of the Knights" from 'Romeo and Juliet' - Prokofiev
Audio 2	(10:35)	"Vltava" from 'Ma Vlast' (complete) – Smetana (Worksheet 5 and Starter/Plenary 5)
Audio 3	(04:47)	<b>Spiky or Smooth?</b> (6 audio extracts for melodic shape analysis) 1. The Flight of the Bumble Bee - Rimsky-Korsakov 2. The Ride of the Valkyries - Wagner 3. "From the Diary of a Fly" – Bartók 4. Prélude à l'Après-midi d'un Faune – Debussy 5. Prelude in A major – Chopin 6. Variations for Orchestra – Webern
Audio 4	(00:22)	"Moldau" theme from 'Vltava' – Smetana (Score 2)
Audio 5	(03:45)	"Gardens in the Rain" from 'Estampes' – Debussy
Audio 6	(04:09)	"Hornpipe" from 'Water Music' – Handel (Starter/Plenary 1)
Audio 7	(06:30)	"Play of the Waves" from 'La Mer' – Debussy
Audio 8	(01:56)	"The Singing River" – Narration (Worksheet 3)
<u>VideoTrack</u>	<u>Timing</u>	<u>Track Information</u>
Video 1	(01:57)	"Waterphonics" from 'STOMP! Out Loud'
<u>MIDI Track</u>		<u>Track Information</u>
MIDI1		Canoe Round – song melody (Song Sheet 1)
MIDI2		Land of the Silver Birch – song melody (Song Sheet 1)
MIDI3		Down the River – upper part (Song Sheet 2)
MIDI4		Down the River – lower part (Song Sheet 2)
MIDI5		Down the River – upper and lower parts (Song Sheet 2)
MIDI6		Water Round – melody line (Song Sheet 3)
MIDI7		Water Round – as a 4-part round (Song Sheet 3)
MIDI8		"Moldau" theme from 'Vltava' (Score 4)
MIDI9		Oh I do like to be beside the seaside - song melody (Song Sheet 4)
MIDI10		The big ship sails on the ally ally oh - song melody (Song Sheet 4)
MIDI11		Five little fish swimming by the shore - song melody (Song Sheet 4)
MIDI12		A sailor went to sea, sea, sea - song melody (Song Sheet 4)

Media File Listings give file details for the Audio, Video and MIDI Files used for Performing and Listening Activities, together with their associated resource.

Lesson	Learning Objectives	Suggested Teaching & Learning Activities	Learning Outcomes	Key Words	National Curriculum KS2 Music Programmes of Study Covered
1 Exploring Images of Water Music	Learn how music can be inspired by a variety of stimuli To create a short piece of music using images and word descriptions on the theme of "water". Listen and respond to pieces matching sound to the most appropriate image	<b>Starter Activity</b> – Show pupils a range of "water-related" images e.g. a tributary, a waterfall, a stormy sea, water droplets and a calm lake. Ask pupils what the images have in common and analyse each in terms of colour, shape, texture, mood and emotion through class discussion <b>1.</b> Pupils create a piece of descriptive music based on one of the "water-related" images from the starter activity using sound sources, instruments, voices and body percussion as appropriate. Emphasis should be drawn to the elements of dynamics, pitch and timbre. <b>2.</b> Pupils perform their "water-related" descriptive pieces for the rest of the class The piece particularly relevant "water-related" content assessment. <b>Plenary</b> – Sing a "water-related" piece	<b>All Pupils (working towards):</b> Respond to the stimuli of different images of water through working together in a group towards a descriptive composition selecting suitable sounds and sound sources Respond to other group's pieces by matching to an appropriate image Sing a water-inspired song melody line as part of the class <b>Most Pupils (working at):</b> Respond more effectively to the stimuli of different images of water through working effectively in a group towards a descriptive composition combining sounds and sound sources and showing some awareness of timbre, dynamics and pitch Own and other's group's pieces Timbre, dynamics and pitch Inspired song as a group <b>beyond/GAT):</b> Respond to the stimuli of different images of water through taking on a lead role in a group towards a descriptive composition with a good awareness of pitch and timbre to reflect their allocated "water-related" image A written evaluation of own and other's pieces	Dynamics, Pitch, Round, Sound, Sound Source, 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
2 Exploring Melodic Shapes	Learn about melodic shape and how some melodies are smooth, moving mainly by step, while others are spiky and jagged and move with large leaps Learn about the affect which smooth and spiky melodies have on music	<b>Starter Activity</b> – Play examples of music which illustrate contrast and moving mainly by step "jagged", moving mainly by step and large leaps <b>1.</b> Explore a "water-related" melodic shape and the affect it has on music to perform the melody line <b>2.</b> Listen to a piece of descriptive Programme Music describing the course of a river e.g. "Vltava" from "Ma Vlast" by Smetana giving pupils some information about the history of the piece and analyse the music in terms of dynamics, melodic shape, instrumentation, mood and timbre. <b>Plenary</b> – Play further examples of music which contrasts stepwise and leaping melodic movement asking pupils to make agreed hand signals to indicate their choice as to how the melody moves	<b>All Pupils (working towards):</b> Use appropriate signals whether a melody is stepwise or leaping movement Describe melody with assistance or perform stepwise melody Identify features in a piece of music describing a river's course <b>at):</b> are able to indicate using shapes and words whether a melody has stepwise or leaping movement perform a basic stepwise melody individually Identify stepwise and leaping melodies in a piece of music describing a river's course <b>Some Pupils (working beyond/GAT):</b> are able to describe the affect that stepwise and leaping melodies have on music, particularly related to water fluently perform a stepwise melody with accuracy of pitch and rhythm accurately identify musical features in terms of melodic shape, dynamics, instrumentation and mood in a piece of music describing a river's course	Dynamics, Instrumentation, Jagged, Leap, Melodic Shape, Melody, Programme Music, Smooth, Step, Symphonic Poem, Tone Poem	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
3 Exploring Stepwise Melodies	Learn about melodies which move by stepwise movement Perform, compose and sing melodies which move mainly by step	<b>Starter Activity</b> – Pupils sort cards relating to the different sections of a river's course into sequential order while listening to a piece of descriptive Programme Music <b>1.</b> Pupils learn to play the "Moldau Theme" from Smetana's 'Vltava', analysing the melody in terms of step and leap and attempting to play in a legato style <b>2.</b> Complete a pitch dictation exercise moving entirely by step encouraging pupils to analyse the movement of the melodic line either one note lower or one note higher than the last. Pupils then compose and create their own "wandering rivers" stepwise melody <b>Plenary</b> – Sing a "water-inspired" part song which moves mainly by stepwise melodic movement	<b>All Pupils (working towards):</b> sing, compose and perform melodies which move mainly by step with assistance and support as part of a group or in pairs correctly identify some of the pitches in melodic dictation <b>Most Pupils (working at):</b> sing, compose and perform melodies which move mainly by step independently correctly identify most of the pitches in melodic dictation <b>Some Pupils (working beyond/GAT):</b> correctly identify all of the pitches in melodic dictation sing, compose and perform melodies which move mainly by step with accuracy of pitch and rhythm and awareness of phrasing	Leap, Legato, Melodic Shape, Melody, Next Door Neighbour Notes, Smooth, Stepwise Movement	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

Scheme of Work Overviews include a summary of all lessons together with Learning Objectives, Suggested Teaching and Learning Activities, Learning Outcomes and Key Words

Also includes coverage of the new National Curriculum for Music Key Stage 2 Programme of Study (effective from September 2014).

Only lessons 1-3 are shown here on this free sample, the full Scheme of Work contains all 6 lessons.