

# Music - Year 3 - Term 3 - Resourceful Romans

## Basic Skills

### Key Language & Vocabulary

Pulse, rhythm, tempo, timbre, ostinato, dynamics, texture, duration, structure, call and response, repetition

crotchets, quavers, minims, rests, semibreve, forte, piano, instrumentation

composer, score, conductor, orchestra, body percussion, ostinato, strings, woodwind, brass, percussion, Colosseum

cithara, lyre, Aulos, brass, lituus, bone, bronze, reed, battle music, panpipe, lute timpani, sistra, secular, religious,

## Values

Cooperation

Responsibility

Respect

## Rich Learning Experiences

### Key Learning Objectives

Maintain vocal parts with support when singing unison song, call and response, simple rounds and part songs.

Use some musical symbols and graphic notations to record and create.

To be able to communicate thoughts and feelings through simple musical compositions

To maintain a simple part within an ensemble and take notice of others when performing.

To begin to think about why certain sounds are used by composers to enhance composition i.e. timbre of instruments, vocal sounds.

### Pieces studied:

Hans Zimmer—Gladiator theme

Walk like a Roman—sing up

Pines of Rome—Otto Respighi Planets—Holst

Sam Cooke—Rome wasn't built in a day

Hadrian's Wall—A Glengarry Foot Stamp

### Key Knowledge and Skills

#### Singing/playing:

- Demonstrate an awareness of character or style in performance
- Chant and sing songs with a recognised structure (verse and chorus / call and response)
- To learn and play an ostinato from 'Pines of Rome' on pitched percussion and drums.
- Perform with an awareness of others and following simple hand directions from a leader.

#### Listening, reflecting and appraising:

- Listen and respond to own and others' work and use some musical terminology to offer suggestions.
- To explore and comment (using musical terminology) on the ways that different sounds can be used expressively and to discuss the effect that they create.

#### Composing/improvising

- To compose a rhythmic/ melodic ostinato using percussion instruments.
- To create a group composition to represent a Roman God (feeling/mood).

#### Theoretical knowledge:

- To learn how to read and create a graphic musical score.
- To learn about the history of music and instruments used in Ancient Roman Times.

### Cross-curricular Links

Maths—beats, PHSE—moods and feelings, Art—History, Geography

### Enrichment Opportunities ('Learning in Action')

Choir, instrumental lessons available, music clubs, singing assemblies, class assemblies, musical shows and performances to audiences.

## Learnacy and Y-Factor

Do any stories come to mind from your listening? Who would like to share their story?

What type of material do you think it was made from? Why?

How would you describe the similarities and differences between these ancient and modern instruments? What did you hear? What do you hear in the music to make you think of ..... ?

How does the composer use dynamics, expression, texture (etc) to represent this? If you were composing some music to create these feelings what would you do? What word best describes this music? Why did you choose that word?

Do you think the title the composer chose for this piece of music a good one or a poor one? Explain why.

How would you change the way you played it if you wanted it to express the opposite feeling or mood?

What did you learn today that you didn't know before we started the lesson?

What does a historian do?

How do we know Romans had musical instruments? What evidence might there be?

How could you play your instrument if you wanted to convey the emotion of ..... Why?

Where do you think music was heard in Ancient Rome? Do you think music was important to Romans? Explain using evidence.