

Topic: Big Band

<p><b>Development Matters Objectives which are covered in this unit:</b></p> <p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>Learn rhymes, poems and songs.</li> </ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively sharing ideas, resources and skills.</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> <li>ELG: Being Imaginative and Expressive&gt; Sing a range of well-known nursery rhymes and songs.</li> <li>ELG: Being Imaginative and Expressive&gt;Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.</li> </ul> <p><b>Characteristics of Effective Learning</b></p> <ul style="list-style-type: none"> <li>Playing and Exploring</li> <li>Active Learning</li> <li>Creating and Thinking Critically</li> </ul>	<p><b>Children in Nursery will be able to:</b> Learn about musical instrument groups, follow a beat using untuned percussion and perform a song to an audience.</p> <p><b>Children in Reception will be able to:</b> Learn about musical instrument groups, follow a beat using untuned percussion and perform a song to an audience.</p>	<p><b>Key skills – Nursery:</b></p> <ul style="list-style-type: none"> <li>Copying a beat.</li> <li>Playing tuned and untuned instruments.</li> <li>Performing to a small audience.</li> </ul> <p><b>Key skills – Reception:</b></p> <ul style="list-style-type: none"> <li>Copying and following a beat.</li> <li>Playing tuned and untuned instruments.</li> <li>Performing to a small audience.</li> <li>Choosing appropriate instruments for a performance.</li> </ul>	<p><b>Key knowledge – Nursery:</b></p> <ul style="list-style-type: none"> <li>What makes a musical instrument.</li> <li>Some names of different instruments.</li> <li>How to follow a beat and stay in time to familiar songs.</li> </ul> <p><b>Key knowledge – Reception:</b></p> <ul style="list-style-type: none"> <li>What makes a musical instrument.</li> <li>The names of different instruments.</li> <li>The four groups of instruments.</li> <li>What an orchestra is.</li> <li>How to follow a beat and stay in time to familiar songs.</li> </ul>
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**Lesson sequence - include the key concept, L.O. and brief description of lesson**

<p><b>Lesson 1 – What makes an instrument?</b> <i>Learning about different musical instruments, children then use recyclable materials to create and play their own instruments.</i></p> <p><b>LO:</b> To discuss what makes a musical instrument; to use recyclable materials to create a simple representation of a musical instrument.</p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>Are the children able to suggest what makes a musical instrument?</li> <li>Are the children able to recognise any of the musical instruments on the flashcards?</li> </ul>	<p><b>Lesson 2 – Introduction to Orchestra</b> <i>Children learn about the four different groups of musical instruments, where they are positioned in the orchestra, their different sounds and the role of the conductor.</i></p> <p><b>LO:</b> To learn what an orchestra is; to learn about the four different groups of musical instruments.</p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>Are the children able to recognise or identify any of the musical instruments in the orchestra?</li> </ul>	<p><b>Lesson 3 – Follow the Beat</b> <i>Children follow a beat using an untuned instrument and play their instruments together to match the beat.</i></p> <p><b>LO:</b> To copy and follow a beat; to follow a beat using an untuned instrument.</p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>Can the children copy a simple beat?</li> <li>Can they follow a beat and repeat it using an instrument?</li> <li>Can the children remember and recall the fact that the beat is steady and always stays the same?</li> </ul>	<p><b>Lesson 4 – Tuned and Untuned Instruments</b> <i>Experimenting with playing tuned and untuned instruments, children then play along and sing in time to familiar songs, changing the tempo (speed) or dynamic (volume) each time.</i></p> <p><b>LO:</b> To experiment with playing tuned and untuned instruments; to play in time to familiar songs.</p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>Can the children name or recognise any of the instruments?</li> <li>Do they understand the difference between tuned and untuned instruments?</li> </ul>	<p><b>Lesson 5 – Big Band Performance</b> <i>Children select appropriate instruments to represent different parts of a song before performing a practised song to a small audience.</i></p> <p><b>LO:</b> To choose appropriate instruments to represent different parts of a song; to perform a practised song to a small audience.</p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>Can the children name or recognise any of the instruments?</li> <li>Do they understand the difference between tuned and untuned instruments?</li> </ul>
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<ul style="list-style-type: none"> <li>• How do the children choose to create their musical instruments?</li> <li>• Can they discuss what they are doing and demonstrate how their instrument makes a sound?</li> <li>• Do they use one of your examples for inspiration or create their own unique instrument?</li> </ul>	<ul style="list-style-type: none"> <li>• Are the children able to repeat and recall the four different types of instruments?</li> <li>• Can the children comment on the video clip of the orchestra? Do they notice different instruments? Do they comment on the conductor? Do they have any opinions on the music being played?</li> </ul>		<ul style="list-style-type: none"> <li>• Can the children say which instruments are tuned and which are untuned?</li> <li>• Can the children use their instruments to play along to a familiar song, changing the tempo and dynamic accordingly?</li> </ul>	<ul style="list-style-type: none"> <li>• Can the children play their instrument to the beat of the song?</li> <li>• Can the children stop and start playing when necessary as part of the whole group performance?</li> </ul>
<p><b>Prior learning</b></p> <p><i>List year groups and topics with connected learning</i></p>	<p><b>Nursery</b></p> <p>Exploring Sound Celebration Music Music and Movement Musical Stories Transport Big Band</p>		<p><b>Reception</b></p> <p>Exploring Sound Celebration Music Music and Movement Musical Stories Transport</p>	
<p><b>Future learning</b></p> <p><i>List year groups and topics with connected learning</i></p>	<p><b>Year 1</b></p> <p>Keeping the Pulse (Theme: My Favourite Things) Tempo (Theme: Snail and Mouse) Dynamics (Theme: Seaside) Sound Patterns (Theme: Fairytales) Pitch (Theme: Superheroes) Musical Symbols (Theme: Under the Sea)</p> <p><b>Year 2</b></p> <p>Call and Response (Theme: Animals) Instruments (Theme: Storytelling) Singing (Theme: On This Island) Contrasting Dynamics (Theme: Space) Structure (Theme: Myths and Legends) Pitch (Theme: Musical Me)</p> <p><b>Year 3</b></p> <p>Ballads Creating Composition in Response to Animation (Theme: Mountains) Developing Singing Technique and Keeping in Time (Theme: Vikings) Pentatonic Melodies and Composition (Theme: Chinese New Year) Instrumental Unit One (Theme: South Africa) Traditional Instruments and Improvisation (Theme: India)</p>		<p><b>Year 4:</b></p> <p>Body and Tuned Percussion (Theme: Rainforests) Rock and Roll Changes in Pitch, Dynamics and Tempo (Theme: Rivers) Adapting and Transposing Motifs (Theme: Romans)</p> <p><b>Year 5:</b></p> <p>Composition Notation (Theme: Ancient Egypt) Blues</p> <p><b>Year 4</b></p> <p>Body and Tuned Percussion (Theme: Rainforests) Rock and Roll Changes in Pitch, Dynamics and Tempo (Theme: Rivers) Haiku, Music and Performance (Hanami) Samba and Carnival Sounds and Instruments Adapting and Transposing Motifs (Theme: Romans)</p> <p><b>Year 5</b></p> <p>Blues Musical Theatre Composition Notation (Theme: Ancient Egypt) Looping and Remixing Composition (Theme: Festival of Colour) South and West Africa</p> <p><b>Year 6</b></p> <p>Dynamics, Pitch and Texture (Theme: Coast – Fingal’s Cave by Mendelssohn) Songs of World War 2 Film Music Theme and Variations (Theme: Pop Art) Baroque Composing and Performing a Leavers’ Song</p>	
<p><b>Key vocabulary to be explicitly taught</b></p>	<p>Beat; instrument; orchestra; music; sound; pitch</p>			
<p><b>Cross-curricular links</b></p>	<p>Expressive Arts and Design</p>			

<b><u>Enrichment</u></b>	Watch a video of an orchestral performance Rocksteady Feel Good Friday Autumn 2: Instrument Families sections of each week
<b><u>Useful websites/resources</u></b>	<b>Kapow Music</b> <b>BBC Teach</b> <b>BBC Ten Pieces</b> <b>Rocksteady Feel Good Friday</b>