

Topic: Exploring Sound

<p>Development Matters Objectives covered in this unit:</p> <p>Communication and Language</p> <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Listen to and talk about stories to build familiarity and understanding. ELG: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. <p>Understanding the World</p> <ul style="list-style-type: none"> Explore the natural world around them. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. <p>Characteristics of Effective Learning</p> <ul style="list-style-type: none"> Playing and Exploring Creating and Thinking Critically 	<p>Children in Nursery will be able to:</p> <ul style="list-style-type: none"> Explore their voices and bodies to make sounds, experiment with tempo and dynamics using instruments, and identify sounds in the environment. <p>Children in Reception will be able to:</p> <ul style="list-style-type: none"> Explore their voices and bodies to make sounds, experiment with tempo and dynamics using instruments, and identify sounds in the environment. Use some key vocabulary related to dynamics and tempo. 	<p>Key Skills – Nursery:</p> <ul style="list-style-type: none"> Using voices to make a variety of sounds. Using body percussions to make sounds. Using instruments to make different sounds. Identifying different environmental sounds. <p>Key Skills – Reception:</p> <ul style="list-style-type: none"> Using voices to make a variety of sounds. Using body percussions to make sounds. Using instruments to make different sounds. Identifying different environmental sounds. 	<p>Key Knowledge – Nursery:</p> <ul style="list-style-type: none"> How to use their voices and body to make different sounds. How to use a range of instruments. How to differentiate sounds in the environment <p>Key Knowledge – Reception:</p> <ul style="list-style-type: none"> How to use their voices and body to make different sounds. How to use a range of instruments. How to differentiate sounds in the environment. Some vocabulary related to dynamics and tempo (fast, slow, high, low).
---	---	---	--

Lesson sequence - include the key concept, L.O. and brief description of lesson

<p>Lesson 1 – Vocal Sounds <i>Exploring using voices to make a variety of sounds, with relevant symbols.</i></p> <p>LO: To explore using voices to make a variety of sounds.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Are the children able to make different sounds? Are the children able to interpret the sound cards? Can the children distinguish between the sound cards? 	<p>Lesson 2 – Body Sounds <i>Exploring using body parts to make a variety of sounds.</i></p> <p>LO: To explore how to use our bodies to make sounds.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Are the children able to suggest different body sounds? Are the children able to perform their ideas within a group? Can the children follow signals? 	<p>Lesson 3 – Instrumental Sounds <i>Exploring using instruments to make a variety of sounds.</i></p> <p>LO: To explore the sounds of different instruments.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Can the children differentiate between the instruments? Can the children play at different speeds? Can the children play and sing at the same time? 	<p>Lesson 4 – Environmental Sounds <i>Exploring sounds within the environment.</i></p> <p>LO: To identify sounds in the environment and differentiate between them.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Are the children able to show a change in pitch with their voices? Can the children describe the sounds? Can the children follow the sound score accurately? Can the children represent a sound they heard? 	<p>Lesson 5 – Nature Sounds <i>Listening to sounds in nature and recreating them.</i></p> <p>LO: To use voices to imitate nature sounds.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Can the children: <ul style="list-style-type: none"> describe the sound? use their voice to recreate the sound they heard? copy back the vocal sounds that are made? Are the children able to represent the sounds they heard using lines?
--	--	--	--	--

<p>Future learning</p> <p><i>List year groups and topics with connected learning</i></p>	<p>EYFS</p> <p>Celebration Music Music and Movement Musical Stories Transport Big Band Year 1</p>	<p>Year 5</p> <p>Blues Musical Theatre Composition Notation (Theme: Ancient Egypt) Looping and Remixing Composition (Theme: Festival of Colour) South and West Africa</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) Year 2 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) Year 3 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) Year 4 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>Year 6 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>
<u>Key vocabulary to be explicitly taught</u>	Fast; slow; low; high; loud; quiet; soft; pitch	
<u>Useful websites/resources</u>	Kapow Music BBC Teach BBC Ten Pieces Rocksteady Feel Good Friday	