

Topic: Musical Stories

**Development Matters Objectives which are covered in this unit:**

**Communication and Language**

- Learn new vocabulary.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity and understanding.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.

**Expressive Arts and Design**

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Create collaboratively sharing ideas, resources and skills.
- 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.
- ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.

**Characteristics of Effective Learning:**

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

**Children in Nursery will be able to:**

Move to music with instruction, change movements to match tempo, pitch or dynamics.

**Children in Reception will be able to:**

Move to music with instruction, change movements to match tempo, pitch or dynamics and understanding that music can be used to convey moods/represent characters.

**Key skills – Nursery:**

- Listening and responding to music and talking about how it makes them feel.
- Using actions to retell a familiar story to music.
- Using instruments to represent actions.
- To play an instrument as part of a group.

**Key skills – Reception:**

- Listening and responding to music and talking about how it makes them feel.
- Using actions to retell a familiar story to music.
- Using instruments to represent actions.
- To play an instrument as part of a group.

**Key knowledge – Nursery:**

- How to retell a familiar story through music.
- How to match tempo, pitch and dynamics to music.
- How to perform as part of a group.

**Key knowledge – Reception:**

- How to retell a familiar story through music.
- How to match tempo, pitch and dynamics to music.
- Some vocabulary related to tempo, pitch and dynamics.
- How instruments can be used to represent a mood, character or actions.
- How to perform as part of a group.

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

**Lesson 1 – Moving to Music**

Children listen to the lyrics and melody of the 'Teddy Bear's Picnic' and follow instructions to move to the music, changing their movements to reflect the tempo, pitch or dynamic of the piece.

**LO:** To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece.

**Success criteria:**

- Can the children respond to the music in an appropriate way?

**Lesson 2 – Storytelling with Actions**

Children use actions to tell the story of 'The Sleeping Princess' before singing and performing a group song based on the story.

**LO:** To use actions to retell a story to music.

**Success criteria:**

- Do the children join in with the actions and try to sing the lyrics?
- Are they able to move in time to the music, responding appropriately to changes in tempo?

**Lesson 3 – Using Instruments to Represent Actions**

Children are divided into small groups and allocated a section of the story 'We're Going on a Bear Hunt' by Michael Rosen with corresponding instruments to play.

**LO:** To learn how instruments can represent a certain mood, character or action.

**Success criteria:**

- Do the children join in with the actions and try to sing the lyrics?

**Lesson 4 – Musical Story Composition**

Children write, compose, practise and perform their own musical story based on either their morning routine, the school day routine or anything else that is appropriate for your class.

**LO:** To create a musical story based upon a familiar routine.

**Success criteria:**

- Are the children able to suggest ideas for the morning routine and sequence them correctly?

**Lesson 5 – Musical Story Performance**

Children perform their musical story based upon a familiar routine, using movement to express moods or actions within the story.

**LO:** To play an instrument as part of a music story and perform as a group.

**Success criteria:**

- Are the children able to make suggestions about which actions might suit certain parts of the story?
- Are they able to use correct musical vocabulary: pitch, tempo, dynamic etc.?

<ul style="list-style-type: none"> <li>• Are they able to identify how they were feeling when they were dancing to the music?</li> <li>• Are any of the children able to recall the story behind the song?</li> <li>• Do any of the children attempt to describe the tempo, pitch or dynamic of the song in an age-appropriate way?</li> </ul>	<ul style="list-style-type: none"> <li>• Are children able to sing along to the song, changing volume when necessary?</li> <li>• Are any of the children able to recall the story behind the song?</li> </ul>	<ul style="list-style-type: none"> <li>• Are they able to move in time to the music, responding appropriately to changes in tempo?</li> <li>• Are children able to sing along to the song, changing volume when necessary?</li> <li>• Are any of the children able to recall the story behind the song?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they work together to use and test out the instruments?</li> <li>• Are the children able to make suggestions about which sounds might suit certain parts of the story?</li> <li>• Can they suggest how the instruments might need to be played?</li> <li>• Are the children able to use correct musical vocabulary: pitch, tempo, dynamic etc.?</li> </ul>	<ul style="list-style-type: none"> <li>• Can the children play their instruments or act in the way that has been decided for their part of the story?</li> <li>• Do the children enjoy performing for others?</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</p>	
<p><b>Future learning</b></p> <p><i>List year groups and topics with connected learning</i></p>	<p><b>Reception</b></p> <p>Transport Big Band</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) Contrasting Dynamics (Theme: Space) Singing (Theme: On This Island) Structure (Theme: Myths and Legends)</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) 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 South and West Africa Musical Theatre</p> <p><b>Year 6:</b></p> <p>Dynamics, Pitch and Texture (Theme: Coast – Fingal’s Cave by Mendelssohn) Songs of World War 2</p>	
<p><b>Key vocabulary to be explicitly taught</b></p>	<p>Tempo; dynamic; fast; slow; high; low; loud; quiet</p>			
<p><b>Enrichment</b></p>				
<p><b>Useful websites/resources</b></p>	<p><b>Kapow Music</b> <b>BBC Teach</b> <b>BBC Ten Pieces</b></p>			

**Rocksteady Feel Good Friday**