

National Curriculum Objectives which are covered in this unit:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Model Music Curriculum Areas which are covered in this unit:

- Singing
- Listening
- Performing
- Composing

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

<p>Lesson 1 – Vocal and Body sounds Moving expressively to music, creating the sounds of a stormy sea using voices and bodies.</p> <p>LO: To understand how music can be used to represent an environment.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can match the size of a movement to the volume of a sound. • I can say why a piece of music sounds like the sea. • I can create loud and soft sea sounds with my voice and body. • I can talk about why a sound was loud or soft. <p>Assessing progress and understanding: Pupils with secure understanding indicated by: using appropriate movement to represent dynamics, articulating why they are moving in that way; being able to identify dynamics within the music and describe them using adjectives; being able to recreate sounds using voice or body and extend ideas by adding dynamics.</p>	<p>Lesson 2 – Embodying the Seaside Considering different musical features to adapt vocal and body sounds.</p> <p>LO: To understand how music can represent changes in an environment.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can describe why two pieces of music sound different from each other. • I can create a variety of sea sounds with my voice and body. <p>Assessing progress and understanding: Pupils with secure understanding indicated by: being able to identify sounds within the music and using appropriate movements to represent these; creating appropriate, original sounds with their voice and body. Pupils working at greater depth indicated by: identifying musical instruments/dimensions; communicating with their partner.</p>	<p>Lesson 3 – Musical Treasure Hunt Choosing appropriate instruments to represent sounds of the seaside.</p> <p>LO: To explore using instruments, body and voice to create a seaside soundscape.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can use instruments to create various loud and soft sounds. • I can use instruments to create sounds representing seaside sounds. • I can use my voice and body to create seaside sounds. <p>Assessing progress and understanding: Pupils with secure understanding indicated by: creating loud and soft sounds using instruments; being able to justify instrument and sound choices; creating sounds with their voice and body. Pupils working at greater depth indicated by: suggesting two or more instruments or vocal and body sounds to represent each seaside sound; thinking of different ways to play instruments to achieve the desired sound.</p>	<p>Lesson 4 – Seaside Story Using instruments to create sounds from the seaside with varying dynamics.</p> <p>LO: To identify how dynamics can reflect environments.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can play loud and quiet sounds on an instrument. • I can make loud and quiet sounds with my voice. • I can describe how the volume changes in different environments. <p>Assessing progress and understanding: Pupils with secure understanding indicated by: creating appropriate sounds on instruments and with voices; following instructions during their performance, playing both loud and quiet. Pupils working at greater depth indicated by: controlling volume and tempo fully when playing their instruments; responding quickly to teacher's gestures.</p>	<p>Lesson 5 – Seaside Soundscape Using percussion instruments to create a dramatic version of a seaside soundscape; introducing notation.</p> <p>LO: To create and represent sounds using symbols.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can create a sound and then draw it. • I can draw a simple picture using symbols to describe my music. • I can perform music from my picture. <p>Assessing progress and understanding: Pupils with secure understanding indicated by: creating and playing their own score that showcases understanding by using dynamic symbols; creating more than one sound on their instrument and with their voice; performing a short musical pattern which demonstrates two different dynamics. Pupils working at greater depth indicated by: creating and playing fluently from their</p>
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<p>Pupils working at greater depth indicated by: being able to identify musical instruments/dimensions while listening to music.</p>				<p>own score; using more than one sound at a time.</p>
<p>Prior learning <i>List year groups and topics with connected learning</i></p>	<p>EYFS Exploring Sound Celebration Music Music and Movement Musical Stories Transport Big Band Year 1 Keeping the Pulse (Theme: My Favourite Things) Tempo (Theme: Snail and Mouse) Dynamics (Theme: Seaside)</p>			
<p>Future learning <i>List year groups and topics with connected learning</i></p>	<p>Year 1: Dynamics (Theme: Seaside) Sound Patterns (Theme: Fairytales) Pitch (Theme: Superheroes) Musical Symbols (Theme: Under the Sea) Year 1: 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)</p>		<p>Year 5: Composition Notation (Theme: Ancient Egypt) Blues South and West Africa Musical Theatre 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) Year 5 Blues Musical Theatre Composition Notation (Theme: Ancient Egypt) Looping and Remixing Composition (Theme: Festival of Colour) South and West Africa 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>	
<p>Key vocabulary to be explicitly taught</p>	<p>Dynamics; instrument; seaside; soundscape; symbol; volume</p>			
<p>Cross-curricular links</p>	<p>English – Writing Describing the environment using expanded noun phrases Art Creating a picture (graphic score) to describe music Geography</p>			

	Understanding that music can be used to represent different environments and weather conditions PE Matching their movements to music
<u>Enrichment</u>	Rocksteady Feel Good Friday Autumn 1 – 4 th October: Musical Toolkit section on dynamics
<u>Useful websites/resources</u>	Kapow Music BBC Teach BBC Ten Pieces Rocksteady Feel Good Friday