

Topic: Musical Symbols

National Curriculum Objectives which are covered in this unit:

- 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 – Showing Tempo <i>Using tempo to explore life under the sea.</i></p> <p>LO: To explore tempo changes through movement.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can move to reflect the tempo of the music. • I can change the tempo of my actions to show different speeds of movement. <p>Assessing progress and understanding: Pupils with secure understanding indicated by: moving and creating sounds to reflect a character; moving at a speed that reflects the tempo of the audio. Pupils working at greater depth indicated by: explaining how they used tempo in the story; thinking of multiple ways to use their body to show different tempos.</p>	<p>Lesson 2 – Exploring Dynamics <i>Using dynamics to represent the different fish under the sea.</i></p> <p>LO: To explore how dynamics can be represented by different symbols.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can hear loud and soft (quiet) sounds in a piece of music. • I can use an instrument to play loud and soft. • I can read symbols to play loud or soft. <p>Assessing progress and understanding: Pupils with secure understanding indicated by: responding to dynamic changes without prompting. Pupils working at greater depth indicated by: explaining how they used dynamics in the piece; making suggestions for creating dynamic contrast when using instruments.</p>	<p>Lesson 3 – Rhythm <i>Listening to and clapping out different rhythms of a clicking camera while keeping the beat.</i></p> <p>LO: To clap simple rhythmic patterns while keeping the pulse.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can recognise and describe repetition in two sound patterns. • I can read sound pattern symbols from left to right. • I can clap simple rhythmic patterns comprising one beat sound and one beat rest. <p>Assessing progress and understanding: Pupils with secure understanding indicated by: demonstrating the sound pattern correctly to a pulse. Pupils working at greater depth indicated by: demonstrating the sound pattern</p>	<p>Lesson 4 – Using Pitch <i>Learning about pitch and rhythm by adding a new character to the underwater piece.</i></p> <p>LO: To interpret symbols to demonstrate a pitch pattern.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can use my hand and body to show high and low. • I can use my voice to show high and low. • I can use an instrument to play high and low sounds, while reading high and low symbols. <p>Assessing progress and understanding: Pupils with secure understanding indicated by: singing, showing and playing high and low sounds; reading high and low symbols correctly.</p>	<p>Lesson 5 – Under the Sea Performance <i>Consolidating the key musical concepts from the unit in one final performance.</i></p> <p>LO: To perform as part of a group to demonstrate dynamics, pitch and rhythm.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can read symbols from left to right. • I can make high, low, loud and soft sounds. • I can read different sound patterns. • I can follow a leader. <p>Assessing progress and understanding: Pupils with secure understanding indicated by: demonstrating an awareness of pitch, rhythm and dynamics within the performance and recognising the symbols representing these. Pupils working at greater depth indicated by: leading others; performing another version of their music at a faster tempo.</p>
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		correctly, with their voice and body, using the backing track without the support of the whole group.	Pupils working at greater depth indicated by: explaining how pitch was used within their pair's performances.	
<p><u>Prior learning</u></p> <p><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) Keeping the Pulse Tempo Dynamics (Theme: Seaside) Sound Patterns (Theme: Fairytales) Pitch (Theme: Superheroes)</p>			
<p><u>Future learning</u></p> <p><i>List year groups and topics with connected learning</i></p>	<p>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</p>		<p>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>Changes in Pitch, Dynamics and Tempo (Theme: Rivers)</p> <p>Haiku, Music and Performance (Hanami)</p> <p>Samba and Carnival Sounds and Instruments</p> <p>Adapting and Transposing Motifs (Theme: Romans)</p>	
<u>Key vocabulary to be explicitly taught</u>	Dynamics; pitch; rest; sound pattern; tempo	
<u>Cross-curricular links</u>	<p>English</p> <p>Imagining a story behind their music</p> <p>PE</p> <p>Performing dances using simple movement patterns.</p>	
<u>Enrichment</u>	Rocksteady Feel Good Friday Spring 2 – 21 st March: The Musical Alphabet section	
<u>Useful websites/resources</u>	<p>Kapow Music</p> <p>BBC Teach</p> <p>BBC Ten Pieces</p> <p>Rocksteady Feel Good Friday</p>	