

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
- Performing
- Listening
- Composing

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

<p>Lesson 1 – Animal Sounds <i>Listening to the sounds of some animals that can be found on safari and using instruments to replicate them.</i></p> <p>LO: To create short sounds with varied dynamics that represent an animal.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can change the volume of my sound. • I can create different dynamics using the same instrument. • I can work as part of a group to create a short section of sounds that represents an animal. <p>Assessing progress and understanding Pupils with secure understanding indicated by: using dynamics in their piece; playing in time with a group; experimenting with different sounds on the same instrument. Pupils working at greater depth indicated by: appraising someone else's work using the vocabulary 'dynamics'; leading the</p>	<p>Lesson 2 – Sound Pattern Safari <i>Using voices to imitate the sounds of animals and learning to clap back animal sound patterns in time to the music.</i></p> <p>LO: To copy a short sound pattern.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can describe my ideas about a piece of music. • I can accurately copy a sound pattern by clapping. • I can clap a sound pattern in time with the music. <p>Assessing progress and understanding Pupils with secure understanding indicated by: clapping the animal sound patterns mostly accurately; clapping the sound patterns in time with the pulse of the backing track. Pupils working at greater depth indicated by: clapping the animal sound patterns independently in time with the drumming backing track; being able to repeat the same sound pattern, maintaining a</p>	<p>Lesson 3 – Call and Response <i>Practising sound patterns from Lesson 2 in a 'call and response' structure.</i></p> <p>LO: To explore call and response using instruments.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can demonstrate what call and response is in music. • I can copy a sound pattern using an instrument. <p>Assessing progress and understanding Pupils with secure understanding indicated by: demonstrating both a call and response; copying a sound pattern using an instrument. Pupils working at greater depth indicated by: demonstrating a different call and response; devising another animal to represent with a call and response pattern; changing the volume during the call and response.</p>	<p>Lesson 4 – Instrumental Response <i>Inventing original call and responses representing animals.</i></p> <p>LO: To create sound patterns based on call and response.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can work with a partner to think of a question (call) and a short answer (response) about animals. • I can play my call (question) and response (answer) using a simple pattern on an untuned percussion instrument. <p>Assessing progress and understanding Pupils with secure understanding indicated by: playing either a call and/or response role in time with another pupil. Pupils working at greater depth indicated by: experimenting with different rhythmic structures when creating their own call and response.</p>	<p>Lesson 5 – Dynamics Performance <i>Performing call and response chants, using musical instruments with varying dynamics.</i></p> <p>LO: To perform different sound patterns with contrasting dynamics.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can play my composition using a simple pattern on an instrument. • I can improve my music by changing the dynamics (the volume). <p>Assessing progress and understanding Pupils with secure understanding indicated by: performing their composition, staying in time with their group and showing a change in dynamics. Pupils working at greater depth indicated by: performing their piece with confidence with a variety of dynamics changes; leading their group.</p>
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group with ideas or leading during the performance.	consistent tempo; suggesting a different sound pattern that represents an animal.			
<p>Prior learning</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) Dynamics (Theme: Seaside) Sound Patterns (Theme: Fairytales) Pitch (Theme: Superheroes) Musical Symbols (Theme: Under the Sea)</p>			
<p>Future learning</p> <p><i>List year groups and topics with connected learning</i></p>	<p>Year 2 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 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; encore; instrumental sound; sound effect; tempo</p>			

<u>Cross-curricular links</u>	Science Naming animals and matching with sounds, recreating the animal sounds.
<u>Enrichment</u>	BBC Teach – Forbidden Rhythm game
<u>Useful websites/resources</u>	Kapow Music BBC Teach BBC Ten Pieces Rocksteady Feel Good Friday