

Topic: Contrasting Dynamics (Space)

**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><b>Lesson 1 – Vocal Soundscape</b> <i>Representing space using the children's voices and creating atmosphere using dynamics.</i></p> <p><b>LO:</b> To create a simple soundscape using dynamic changes.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can use my voice to create sound.</li> <li>• I can offer ideas and suggestions for making sounds.</li> </ul> <p><b>Assessing progress and understanding</b> <b>Pupils with secure understanding indicated by:</b> using their voice to create a variety of sounds; using dynamics to create atmosphere; collaborating with peers to contribute to the group's soundscape. <b>Pupils working at greater depth indicated by:</b> suggesting dynamics, tempo changes or unusual sounds created by their voices to include in the soundscape.</p>	<p><b>Lesson 2 – Creatively Responding to Music</b> <i>Listening to space-inspired music and responding to its dynamics, instruments and mood through drawing.</i></p> <p><b>LO:</b> To listen to music and respond creatively, considering how dynamics can be represented.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can recognise differences in dynamics.</li> <li>• I can use appropriate musical vocabulary.</li> <li>• I can explain the mood of the music.</li> <li>• I can respond to music creatively.</li> </ul> <p><b>Assessing progress and understanding</b> <b>Pupils with secure understanding indicated by:</b> correctly identifying changes in dynamics; showing changes in dynamics using bodies and vocals. <b>Pupils working at greater depth indicated by:</b> explaining similarities and differences between two pieces of music using the vocabulary 'dynamics'; showing</p>	<p><b>Lesson 3 – Comparing Music</b> <i>Comparing two pieces of music by the same composer; using musical vocabulary to explain differences in tempo and dynamics.</i></p> <p><b>LO:</b> To compare two pieces of music.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can identify changes in dynamics and use appropriate musical vocabulary.</li> <li>• I can describe the mood of a piece of music.</li> <li>• I can respond creatively to music.</li> </ul> <p><b>Assessing progress and understanding</b> <b>Pupils with secure understanding indicated by:</b> comparing both pieces of music using some musical vocabulary to describe the changes in dynamics; translating their interpretation of the music into visual form. <b>Pupils working at greater depth indicated by:</b> using musical vocabulary to justify their description of the mood of each piece;</p>	<p><b>Lesson 4 – Pitch Patterns</b> <i>Creating and playing pitch patterns (short sequences of sound); notating or writing down compositions.</i></p> <p><b>LO:</b> To create a short pitch pattern to represent a planet.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can create and play a simple pitch pattern.</li> <li>• I can create a visual representation of my pitch pattern.</li> </ul> <p><b>Assessing progress and understanding</b> <b>Pupils with secure understanding indicated by:</b> identifying and discussing patterns in different pieces of music; successfully creating and playing a pattern, notating it. <b>Pupils working at greater depth indicated by:</b> creating and playing an original pattern and explaining how it represents Planet X.</p>	<p><b>Lesson 5 – Creating and Performing a Musical Structure</b> <i>Combining soundscapes and pitch patterns created in previous lessons to create and perform a longer piece of music.</i></p> <p><b>LO:</b> To perform a pitch pattern representing a planet, using vocal and instrumental sounds and changes in dynamics.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can create and play a pitch pattern using visual representation to record it.</li> <li>• I can use dynamics to enhance my pitch pattern.</li> </ul> <p><b>Assessing progress and understanding</b> <b>Pupils with secure understanding indicated by:</b> creating and playing a simple pitch pattern accurately. <b>Pupils working at greater depth indicated by:</b> writing and playing their pitch pattern accurately, changing tempo and dynamics to enhance their performance.</p>
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understanding of a range of dynamics, not just the extremes within the music.

exploring how changes in dynamics can elicit different emotional responses.

**Prior learning**

*List year groups and topics with connected learning*

**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)

**Year 2**

Call and Response (Theme: Animals)  
Instruments (Theme: Storytelling)  
Singing (Theme: On This Island)  
Contrasting Dynamics (Theme: Space)

**Future learning**

*List year groups and topics with connected learning*

**Year 2:**

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)

**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

**Key vocabulary to be explicitly taught**

Composer; dynamics; pitch pattern; planet; representation; soundscape; tempo

<b><u>Cross-curricular links</u></b>	<b>Science</b> Discussing planets – what they are and what they look like, considering the sounds that may be heard in space <b>RSE/PSHEE</b> Using feelings vocabulary to discuss the mood of music
<b><u>Enrichment</u></b>	Rocksteady Feel Good Friday Autumn 1 – 4 <sup>th</sup> October: Musical Toolkit section on dynamics
<b><u>Useful websites/resources</u></b>	<b>Kapow Music</b> <b>BBC Teach</b> <b>BBC Ten Pieces</b> <b>Rocksteady Feel Good Friday</b>