

Topic: Instruments (Musical Storytelling)

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 – Listening for dynamics and tempo <i>Exploring and analysing a piece of music to understand how different musical elements, such as instruments, tempo and dynamics, help convey the story of the three bears.</i></p> <p>LO: To explore listening and analysing a piece of music in relation to a story.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can recognise changes in the tempo of the music. • I can describe tempo as fast or slow. • I can describe dynamics as soft or loud. • I can recognise changes in the dynamics of the music. <p>Assessing progress and understanding Pupils with secure understanding indicated by: being able to identify sections of the music where the tempo changes and correctly describe these sections as fast or slow; being able to point</p>	<p>Lesson 2 – Sound effects and dynamics <i>Exploring how music and sound effects tell a story.</i></p> <p>LO: To explore how music and sound effects can tell a story.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can explain how music is used to support a story. • I can use musical vocabulary to describe a piece of music. <p>Assessing progress and understanding Pupils with secure understanding indicated by: providing clear and specific examples of how music supports the story; describing how the music changes in volume.</p> <p>Pupils working at greater depth indicated by: explaining the effect of the changing dynamics and tempo to describe changes in the story.</p>	<p>Lesson 3 – Creating a soundscape <i>Exploring tempo and dynamics to tell the familiar story of Red Riding Hood.</i></p> <p>LO: To select appropriate sounds to match events, characters and feelings in a story.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can select appropriate tempo changes to represent events. • I can select appropriate dynamics to represent emotions. <p>Assessing progress and understanding Pupils with secure understanding indicated by: justifying tempo and dynamic choices made to represent a character, event or feeling.</p> <p>Pupils working at greater depth indicated by: creating a piece of music with some appropriate tempo and dynamic changes to show events and feelings of a character.</p>	<p>Lesson 4 – Using sound to represent events <i>Working in groups, children plan how to tell the story of Jack and the Beanstalk through music, using their understanding of dynamics and tempo.</i></p> <p>LO: To suggest appropriate sounds to represent parts of a story.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can decide if an event needs a loud or soft sound. • I can suggest changes to dynamics and tempo. • I can explain my choices. <p>Assessing progress and understanding Pupils with secure understanding indicated by: suggesting appropriate musical dynamics and tempo changes for different scenes of the story.</p> <p>Pupils working at greater depth indicated by: identifying the characters' emotions and matching them to dynamics, verbally justifying their choices.</p>	<p>Lesson 5 – Musical story performance <i>Performing musical versions of Jack and the Beanstalk.</i></p> <p>LO: To perform a composition showing changes in tempo and dynamics.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can work as part of a group to rehearse and perform a story. • I can perform clearly and confidently. • I can perform showing contrasts in dynamics and tempo. <p>Assessing progress and understanding Pupils with secure understanding indicated by: working as part of a group to rehearse their performance; performing confidently using appropriate instrumental sounds; playing their part at appropriate tempo and dynamics.</p> <p>Pupils working at greater depth indicated by: taking an active leadership role in their group's rehearsals and performance; creating additional musical details for their performance.</p>
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<p>out moments in the music where the dynamics change and accurately describe these moments as soft or loud; giving specific examples of how the music corresponds to actions in the story (e.g. “The music was fast when Goldilocks was running”).</p> <p>Pupils working at greater depth indicated by: providing comparisons of different music sections, discussing how varying tempos affect the storytelling and mood; relating dynamic changes to the actions and events in the narrative with clear examples.</p>				
<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</p> <p>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>Year 2 Call and Response (Theme: Animals)</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)</p> <p>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 4</p>	<p>Year 5: Composition Notation (Theme: Ancient Egypt) Blues South and West Africa Musical Theatre</p> <p>Year 5 Blues Musical Theatre Composition Notation (Theme: Ancient Egypt) Looping and Remixing Composition (Theme: Festival of Colour) South and West Africa</p> <p>Year 6 Dynamics, Pitch and Texture (Theme: Coast – Fingal’s Cave by Mendelssohn)</p>		

	<p>Body and Tuned Percussion (Theme: Rainforests)</p> <p>Rock and Roll</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> <p>Motifs (Theme: Romans)</p>	<p>Songs of World War 2</p> <p>Film Music</p> <p>Theme and Variations (Theme: Pop Art)</p> <p>Baroque</p> <p>Composing and Performing a Leavers' Song</p>
<u>Key vocabulary to be explicitly taught</u>	Dynamics; encore; instrumental sound; sound effect; tempo	
<u>Cross-curricular links</u>	<p>English – reading Using music to explore Jack and the Beanstalk, choosing appropriate sounds to match events, characters and feelings.</p> <p>English – spoken language Performing a story script.</p> <p>RSE/PHSEE Using language related to emotion when discussing events in a story.</p>	
<u>Enrichment</u>	Watch the Musical Story of the Gingerbread Man on BBC iPlayer	
<u>Useful websites/resources</u>	<p>Kapow Music</p> <p>BBC Teach</p> <p>BBC Ten Pieces</p> <p>Rocksteady Feel Good Friday</p>	