

Topic: Creating Compositions in Response to an Animation (Mountains)

National Curriculum Objectives which are covered in this unit:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using inter-related dimensions of music.
- Listen with attention to details and recall sounds with increasing aural memory.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history 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 – Telling stories through music Listening to a famous piece of music and considering the story it tells; moving and acting to convey its meaning</p> <p>LO: To tell a story from a piece of music through movement</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can picture a story from a piece of music. • I can use musical vocabulary to describe music. • I can express my opinion about music. • I can recognise and describe changes in music. <p>Assessing progress and understanding Pupils with secure understanding indicated by: being able to verbalise how the music makes them feel and creating actions or movements appropriate to each section.</p>	<p>Lesson 2 – Creating a soundscape Creating the sounds of a mountain landscape using tuned and untuned percussion instruments.</p> <p>LO: To create a soundscape using percussion instruments</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can create layers within my composition. • I can play in time with my group. • I can play a repeated rhythm. • I can play a melodic pattern from simple notation with letter names. <p>Assessing progress and understanding Pupils with secure understanding indicated by: playing in time and being aware of other pupils' parts.</p> <p>Pupils working at greater depth indicated by: leading their group and considering more aspects of the performance, including dynamics.</p>	<p>Lesson 3 – Story sound effects Mapping a narrative of an animation and creating appropriate sound effects.</p> <p>LO: To create a range of sounds to accompany the story</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can create a composition based on a story. • I can adjust the dynamics of my piece. • I can use key musical vocabulary to label my composition. <p>Assessing progress and understanding Pupils with secure understanding indicated by: playing their part appropriately and at the right time, taking note of others in the group.</p> <p>Pupils working at greater depth indicated by: using rhythmic ideas within their part without being prompted.</p>	<p>Lesson 4 – Adding rhythm Exploring different rhythmic ideas to accompany sections of the mountain-themed animation from previous lesson.</p> <p>LO: To compose and perform a rhythm to accompany a story.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can create different rhythms to tell a story. • I can use key musical vocabulary to explain my composition. <p>Assessing progress and understanding Pupils with secure understanding indicated by: playing their rhythm in time, giving some thought to dynamics and the others in their group.</p> <p>Pupils working at greater depth indicated by: playing their rhythm in</p>	<p>Lesson 5 – Musical mountain Adding a melody to previous composition, matching up with the animation.</p> <p>LO: To compose and notate a short melody to accompany a story</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can create rhythms to tell a story. • I can use key musical vocabulary to explain my composition. <p>Assessing progress and understanding Pupils with secure understanding indicated by: playing melodies and rhythms which represent the section of animation they are accompanying.</p> <p>Pupils working at greater depth indicated by: playing their rhythms and melodies with appropriate dynamics and leading the group to ensure that everyone plays in time.</p>
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<p>Pupils working at greater depth indicated by: using the dynamics, layers or timbre of the music to influence their acting or movement.</p>			<p>time confidently with correct dynamics, leading the group to ensure everyone plays in time.</p>	
<p><u>Prior learning</u> <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>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</p>	
<p><u>Future learning</u> <i>List year groups and topics with connected learning</i></p>	<p>Year 3: 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><u>Key vocabulary to be explicitly taught</u></p>	<p>Compose; notation; tempo; ensemble; pattern; dynamics; timbre; pitch; rhythm</p>			

<u>Cross-curricular links</u>	English – Spoken Language Using actions/movements to ‘tell’ a story English – Reading Creating a rhythm to accompany a story, considering setting, atmosphere and mood. Geography Considering the different sounds in the rainforest, city, seaside and mountains
<u>Enrichment</u>	BBC Ten Pieces: Composer: Grieg – In the Hall of the Mountain King BBC Bitesize – Composing Rhythms videos
<u>Useful websites/resources</u>	Kapow Music BBC Teach BBC Ten Pieces Rocksteady Feel Good Friday