

Topic: Body and Tuned Percussion

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.
- Improve 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.

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 – Pitter Patter Raindrops <i>Listening to the body percussion piece 'Rain Sound', the children are introduced to the terms 'structure' and 'texture' and tasked with identifying these features within the music they hear.</i></p> <p>LO: To identify structure and texture in music.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I know what body percussion is. • I know that structure means the organisation of the music into sections. • I know that texture means how many different layers of music there are playing at a time. • I can identify the different sections in a piece of music. <p>Assessing progress and understanding</p>	<p>Lesson 2 – Rainforest Body Percussion <i>Children work in pairs to practice the 'Boom, Snap, Clap' rhythm using body percussion, personalising their sequence with the introduction of a 'stamp'.</i></p> <p>LO: To use body percussion.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can describe a piece of music, referring to: tempo (speed), dynamics (volume), texture (different layers), structure (organisation of the piece). • I can use body percussion to perform a boom clap click sequence and play in time with my partner. • I can create one line of my own sequence using a stamp. • I can record my rhythm using symbols or words. 	<p>Lesson 3 – The Rhythm of the Forest Floor <i>Children begin their rainforest compositions with the forest floor and understorey layers, creating body percussion rhythms to suit the movement of the animals within those layers.</i></p> <p>LO: To create musical rhythms using body percussion.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I know that there are four layers of the rainforest. • I can use body percussion to make two different rhythms to represent the forest floor and understorey layers of the rainforest. • Both rhythms consist of three or four sounds made by using my body. 	<p>Lesson 4 – The Loopy Rainforest <i>Moving onto tuned percussion instruments, children create repeated melodies or loops for the canopy and emergent layers of the rainforest, taking into consideration pitch and tempo.</i></p> <p>LO: To create simple tunes.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I know that a repeated melody or a loop is something that keeps repeating. • I can make two simple melodies to represent the canopy and emergent layers of the rainforest. • I can work with a partner and use tuned percussion instruments to create a short melody line. • I consider the movement of the different animals within the layers of the rainforest and how this 	<p>Lesson 5 – Sounds of the Rainforest <i>Children combine the four sections of their compositions, building structure through combining rhythms and melodies and adding dynamics and tempo.</i></p> <p>LO: To build and improve a composition.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can work as part of a group to build the structure of our rainforest inspired composition by considering: the best way to start and end, tempo (speed), dynamics (volume), texture (different layers), structure (organisation of the piece). • I can play in time with my group. • I can play my part in the composition accurately. • I can offer suggestions for improvements considering rhythm and melody.
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<p>Pupils with secure understanding indicated by: being able to identify the structure of the piece and having an idea as to when there was one layer and when there were two.</p> <p>Pupils working at greater depth indicated by: being able to identify how many layers were in each short section and what was happening accurately.</p>	<p>Assessing progress and understanding Pupils with secure understanding indicated by: playing the sequence in the correct order in time with their partner.</p> <p>Pupils working at greater depth indicated by: creating a challenging and original sequence using the stamp and playing at a faster tempo.</p>	<ul style="list-style-type: none"> • I consider the movement of the animals that live in each layer when making my rhythms. • In my group, we can consider the overall structure and texture of the rhythms when they are put together. • I can record my rhythm. <p>Assessing progress and understanding Pupils with secure understanding indicated by: having two contrasting rhythms being played together.</p> <p>Pupils working at greater depth indicated by: playing contrasting rhythms in time with each other with some attention to each other's performances.</p>	<p>affects the pitch and tempo of my melodies.</p> <ul style="list-style-type: none"> • In our groups, we can decide which melodies are most appropriate for each layer and record them. <p>Assessing progress and understanding Pupils with secure understanding indicated by: having two different melodies.</p> <p>Pupils working at greater depth indicated by: having two melodies which sound musically nice together.</p>	<p>Assessing progress and understanding Pupils with secure understanding indicated by: having a completed piece of music with four different layers with an appropriate structure.</p> <p>Pupils working at greater depth indicated by: interesting structure and texture and use of dynamics.</p>
<p>Prior learning</p> <p><i>List year groups and topics with connected learning</i></p>	<p>EYFS</p> <p>Exploring Sound Celebration Music Music and Movement Musical Stories Transport Big Band</p> <p>Year 1</p> <p>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</p> <p>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)</p>		<p>Year 3</p> <p>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>Future learning</p> <p><i>List year groups and topics with connected learning</i></p>	<p>Year 4:</p> <p>Changes in Pitch, Dynamics and Tempo (Theme: Rivers) Rock and Roll Changes in Pitch, Dynamics and Tempo (Theme: Rivers) Haiku, Music and Performance (Hanami)</p>			

	<p>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</p> <p>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>
<u>Key vocabulary to be explicitly taught</u>	Body percussion; combine; compose; contrast; contrasting rhythms; dynamics; inspiration; layers; loop; melody line; organisation; pitch; record; repeated melodies; rhythm; sections; structure; tempo; texture; tune; tuned percussion
<u>Cross-curricular links</u>	<p>Geography Considering the layers of the rainforest and the plants and animals in each layer</p>
<u>Enrichment</u>	<p>Listen to BBC Soundscape: Sounds of the Earth – Brazilian Rainforest and Banjo Frogs https://www.bbc.co.uk/sounds/play/p0fcr9h5</p> <p>Rocksteady Feel Good Friday Spring 1 – 24th January: Beat Bodies section on percussive sounds of the rainforest</p>
<u>Useful websites/resources</u>	<p>Kapow Music BBC Teach BBC Ten Pieces Rocksteady Feel Good Friday</p>