

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Literature link: Traditional Tales</p> <p>Can you make a story come to life?</p> <p><u>1.Sounds of the forest</u> Snow white: Think about the sounds of the forest/ woodland. Create musical sound effects and short sequences of sound.</p> <p>Focus: Leaves rustling, rainstorm, thunder, animals</p> <p>NC: Play tuned and untuned instruments musically</p> <p><u>2.Background music</u> The three little pigs: https://www.youtube.com/watch?v=Olo923T2HQ4</p> <p>Practice creating rhythm patterns and pitch patterns. Perform these to others in the class.</p> <p>NC: experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>3.Topic link to captain cook: Sounds of the ocean</p> <p>Aim: To make a story come to life, using pulse, rhythm and timbre to create effect.</p>	<p>Literature link: Voices in the Park</p> <p>Can you make a story come to life?</p> <p><u>1.Voices in the park musical version.</u> Listen to sections of the musical version and discuss how instruments change to effect mood. Create own musical sound effects to match the mood of each voice. https://youtu.be/kyCUnHLe88s</p> <p>NC: Play tuned and untuned instruments musically</p> <p><u>2. Inter- related dimensions of music.</u> Listen to local sounds in school environment. Compare high and low sounds.</p> <p>Explore percussion sounds to enhance storytelling. e.g regular strong beats on a drum to replicate footsteps.</p> <p>Follow symbol to guide playing e.g. 4 dots = 4 taps on the drum. NC: Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>3.Topic link to captain cook: Sounds of the ocean</p> <p>Aim: Use percussion sounds to create a background piece of music for a part in the story.</p>	<p>Literature link: Iron Man</p> <p>Can you bring a robot to life?</p> <p><u>1.Mechanical music</u> Improvise: using tuned and untuned percussion and instruments to represent the Iron man.</p> <p>Responding to musical sources- the music of the spheres. Listen to the music of the spheres. Compose in response to the musical source, creating a beginning, middle and end. https://www.youtube.com/watch?v=FGDO6-6mF2g</p> <p>Philip Sparke</p> <p>NC: improvise and compose music for a range of purposes using the inter-related dimensions of music. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>2.Compose the song that the space – bat- angel- dragon might sing every night as he flies around earth.</p> <p>NC: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Aim: Using mechanical music as a focus, compose and perform a jingle that the space- bat- angel dragon might sing. This can be short and snappy! (focus on instruments that can create mechanical sounds)</p>	<p>Literature link: The Butterfly Lion</p> <p>All about Africa!</p> <p><u>1.African music</u> Listen to a range of traditional African music from the different regions. Use appraise knowledge to determine what instruments are used. Learn about the different types of instruments and play along using different instruments. Create own pieces of African music- this could link to dance and children could perform own African music alongside dancing. https://www.bbc.co.uk/bitesize/guides/zhsny4j/revision/5</p> <p>NC: 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 the inter-related dimensions of music.</p> <p>Jalihunda African Drums, Ladysmith Black Mambazo and Soweto Gospel Choir.</p> <p><u>2.Creating music for a video clip.</u> Show a video clip of some south African animals. Practice composing music to create a specific mood using a variety of instruments. After rehearsing, in groups compose a short piece of music to match a video clip. Perform this to the class with the video showing in the background.</p> <p>NC: improvise and compose music for a range of purposes using the inter-related dimensions of music. Aim: Create a backing track for a video of an animal (e.g. tense music for a lion pouncing, quick pace for animals running)</p>	<p>Literature link: Kensuke’s Kingdom</p> <p>Could you live on a desert island?</p> <p><u>1.Creating a soundtrack</u> Imagine the book was made into a film. Could you compose a soundtrack for different chapters? Use chords to compose music to evoke a specific atmosphere, mood or environment. For example, La Mer by Debussy and The River Flows In You by Yiruma both evoke images of water.</p> <p>Capture and record creative ideas using any of graphic symbols and rhythm notation. Focus on crotchets and quavers.</p> <p>NC: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations.</p> <p>Aim: Choose one chapter or section of the book. Imagine the chapter is being turned into a film. Create a soundtrack for this chapter. E.g mystical music, tense music, magical music, relaxing music.</p>	<p>Literature Link: A Midsummers Night’s Dream</p> <p>What secrets lie in the forest?</p> <p><u>1.Music fit for a wedding.</u> Create a piece of music for Lysander, Hermia and Demetrius’ wedding.</p> <p>Look at musical and staff notations, compose a piece of music suitable for a wedding. Practice on composition charts using musical notation and look at staff notations.</p> <p>NC: 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 the inter-related dimensions of music.</p> <p>Use and understand staff and other musical notations.</p> <p>Aim: To create a piece of music suitable for a wedding using tuned instruments, notation and voices. Think of the mood you want to set.</p>