

# ACET Junior Academies'

Scheme of Work for music

Year 3 Unit 1.2: Mountains



**unit:**

Work is linked to the Geography unit 'What is beneath my feet?' focusing on Mountains as a stimulus. Within this unit of work, children are engaged in storytelling in which they learn to tell stories through music. They begin this by first listening to the music and considering how they could represent it by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. Children then create their own original composition to match an animation, building up layers of texture.

**Structure**

Structured around six sequential music enquiries:

- How can we tell a story through music?
- How can we create a soundscape using a structure?
- How can we create story sound effects?
- How can we add rhythm to a story?
- How can we add a melody to a story?

**National Curriculum objectives:**

**Links to previous and future National Curriculum units/objectives**

**KS2**

- Listen with attention to detail and recall sound effects, increasing aural memory.

- Appreciate and understand a wide range of historical and recorded music drawn from different traditions from great composers and musicians.
- Play and perform in solo ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improve and compose music for a range of purposes, exploring the inter-related dimensions of music.
- Use and understand staff and other musical notation.

### **Unit**

Y2 Kenya HT 3.2

### **KS3**

- Listen with increasing discrimination to a wide range of music from great composers and musicians.
- Improvise and compose music for a range of purposes, exploring the inter-related dimensions of music.
- Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.
- Play and perform in solo and ensemble contexts, using voices and playing, musical instruments with increasing accuracy, fluency, control and expression.
- Use and understand staff and other musical notation.

## Enquiry 1: How to tell a story through music?

Previous	Knowledge and second order concepts	Musical skills:	Assessment criteria:	C
<p>now</p> <p>ow to</p> <p>apes</p> <p>ing</p> <p>sion</p> <p>ey</p> <p>o</p> <p>al piece</p> <p>of</p> <p>e and</p>	<p><b>Substantive knowledge:</b> <i>(What the children should know.)</i></p> <p>How to listen to music carefully, distinguishing changes in the music.</p> <p>How to recognise changes in tempo, dynamics, texture and timbre.</p> <p>How to describe music using musical vocabulary, including offering an opinion about the music.</p> <p>How to represent the story in the music through movement.</p> <p><b>Second order concepts:</b> <i>(What students should understand)</i></p> <p>Listening</p> <p>Appraising</p> <p>Interpretation</p> <p>Opinion</p>	<ul style="list-style-type: none"> <li>• Listen to and describe music.</li> <li>• Recognise the inter-related dimensions of music and how they are used to make changes in the music.</li> </ul> <p><b>Key concepts:</b></p> <p>Musical story telling</p> <p>Inter-related dimensions of music</p> <p>Dynamics</p> <p>Timbre</p> <p>Texture</p> <p>Sections</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>• Picture a story from a piece of music?</li> <li>• Use musical vocabulary to describe music?</li> <li>• Express an opinion about music?</li> <li>• Recognise and describe changes in music?</li> </ul>	<p>Hor</p> <p>Ver</p>

		Structure			
<b>Activities:</b>		<b>Resources:</b>	<b>Useful links:</b>		
<p>Start by listening to the 'Night on the Bare Mountain' from the 1846. Where could this be? What sort of story could go with this? You could draw some rough pictures to tell the story, mainly using the music.</p> <p>What are we going to draw links between a piece of music and a story? This piece of music is called 'Night on the Bare Mountain': What does it make you think of? How does the music make you feel? Do you like it? Why? Why not? What instruments can you hear? What do you hear? What layers can you hear? What could the story be? Going on, explain there are going to be three sections: What could happen in each section? - this must be based on a mountain. Children are given pieces of paper to map out the music in sections. Discussing it and writing down a couple of phrases for each section to tell the story of the children may need a set of instructions for each section of the music.</p> <p>0 - 1:18 1:18 - 2:31 2:31 - 3:40</p> <p>What does the music show what might be happening? Encourage them to use musical vocabulary, referring to dynamics, timbre and the different instruments.</p> <p>How do the children explain their choice of musical vocabulary?</p>		<p><b>Use safeyoutube.net</b></p> <p>Mussorgsky - 'Night on Bare Mountain': <a href="https://safeyoutube.net/w/Lq29">https://safeyoutube.net/w/Lq29</a></p> <p>Musical skills document - dynamics.</p> <p>Musical skills document - structure.</p> <p>Tips sheet for telling stories through music.</p>	<p><b>Use safeyoutube.net</b></p> <p>The story of 'Night on bare mountain' by Modest Mussorgsky: <a href="https://www.bbc.co.uk/programmes/b01kxqkq">https://www.bbc.co.uk/programmes/b01kxqkq</a></p> <p><a href="https://www.bbc.co.uk/teach/primary-music-ks2-music-1/zvw2t39">https://www.bbc.co.uk/teach/primary-music-ks2-music-1/zvw2t39</a></p>		

...sils, in small groups, to act out or move to represent the story  
 ...ated while the music is playing.

...a few good examples of acting or movement to perform to the  
 ...s: How have they used the music to help with their movement?  
 ...the dynamics, timbre and tempo has influenced their

## Enquiry 2: How to create a soundscape using a structure?

Previous g	Knowledge and second order concepts	Musical skills:	Assessment criteria:	Cu
have knowledge all a through ate how mics	<p><b>Substantive knowledge:</b>  <i>(What the children should know.)</i>            What a soundscape is.            How to create a simple repeating rhythm.            How to create a composition by adding layers of rhythm and melody.            How to add structure to a composition.            How to follow simple notation when playing a melody.            How to play and perform in a group by listening to each other and following direction.</p> <p><b>Second order concepts:</b>  <i>(What students should understand)</i>            Reflection            Listening            Appraising            Collaboration</p>	<p>• Create a soundscape composition using layers of rhythm and melody.            • Perform in a group with accuracy and confidence.            • Follow simple notation.</p> <hr/> <p><b>Key concepts:</b></p> <p>Soundscape            Composition            Rhythm            Repetition            Layers            Melody            Atmospheric sounds            Structure            Notation</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>• Create layers within a composition?</li> <li>• Play in time with a group?</li> <li>• Play a repeated rhythm?</li> <li>• Play a melodic pattern from simple notation with letter names?</li> </ul>	Hori Vert

Activities:	Resources:	Useful links:
<p>Children could listen to the video clips (without showing them the audio: What sounds can they hear? Where might they be? Think that? What do you call this type of music? (soundscape - but with sounds rather than sight).</p> <p>Children should listen to music from 'Bare Mountain'. After this, children watch one of the <i>Mountain images PowerPoint</i> they think best reflects the sounds. Then, they should label the different elements that they could hear. Now, working in groups of four, children should choose different percussion instruments (two per group) which they could use to create the atmosphere of being up a mountain. They're then going to compose a piece of music, using the words they wrote to describe the <i>Mountain images PowerPoint</i> for help. If they are struggling, give them some of these sentences to play their instruments to the rhythm of the words:</p> <p>Up a mountain (sounds going up).  Down down down.  Down down down.  Down down down.</p> <p>Children should practise playing their rhythm over and over, before another child playing a different rhythm. Once the first two children are playing together, another member of the group can create their own sounds, eg: maracas moving slowly as a background sound. The last member of the group is going to use a tuned percussion instrument to play the melody of music based on the 'Bare Mountain' piece of music:</p> <p>B C E A</p>	<p><b>Use safeyoutube.net</b></p> <p>Forest sounds:  <a href="https://safeyoutube.net/w/G3JE">https://safeyoutube.net/w/G3JE</a></p> <p>Jungle sounds:  <a href="https://safeyoutube.net/w/f4JE">https://safeyoutube.net/w/f4JE</a></p> <p>Underwater sounds:  <a href="https://safeyoutube.net/w/33JE">https://safeyoutube.net/w/33JE</a></p> <p>City sounds:  <a href="https://safeyoutube.net/w/s4JE">https://safeyoutube.net/w/s4JE</a></p> <p>Tuned and untuned percussion instruments.</p> <p><i>Mountain images PowerPoint.</i></p> <p>Mussorgsky - 'Night on Bare Mountain':  <a href="https://safeyoutube.net/w/Lq29">https://safeyoutube.net/w/Lq29</a></p>	<p><b>Use safeyoutube.net</b></p> <p>Performance of Mussorgsky's 'Night on Bare Mountain':  <a href="https://www.bbc.co.uk/programmes/b019vMXSQVvqyfcv1Xjjnkr5/a-nig">https://www.bbc.co.uk/programmes/b019vMXSQVvqyfcv1Xjjnkr5/a-nig</a>  <a href="https://safeyoutube.net/w/wLq29">https://safeyoutube.net/w/wLq29</a></p> <p>Sand animation:  <a href="https://safeyoutube.net/w/wLq29">https://safeyoutube.net/w/wLq29</a></p>

try building up the layers of music one at a time and playing all lines so they work together. Here is an example structure of the children can follow if they need support:

Specific percussion (atmospheric sounds) starts first  
 Drummer one played four times and then  
 Drummer two joins in over the top four times and then  
 The xylophone gets played over the top  
 The xylophone line could be played four times and the piece could end

At the end of the piece, all group members should be playing together. Children should be able to indicate how they will know when to stop so that they can do this at the right time for impact.

Children should share their compositions: Can the other children name the story about the piece? Can they name one thing to improve? (they should think about the inter-related dimensions of music, structure, rhythm, melody, and sounds like their idea of the mountain).

### Enquiry 3: How to create story sound effects?

Previous Learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
Children have knowledge of how to create a composition using rhythm and melody.	<b>Substantive knowledge:</b> <i>(What the children should know.)</i> How to describe music using musical vocabulary. How to create a soundscape to accompany a story. How to plan a composition they need to map out their ideas.	<b>Musical skills:</b> <ul style="list-style-type: none"> <li>Creating a piece of music based on a story, using sound effects.</li> <li>Describe music using musical vocabulary.</li> </ul>	<b>Can your children:</b> <ul style="list-style-type: none"> <li>Create a composition based on a story?</li> </ul>	How to create a story sound effects?

	<p>How to recreate sounds using musical instruments to represent their story. That to improve their performance they need to evaluate their composition.</p> <p><b>Second order concepts:</b> (What the children should understand)</p> <p>Listening Representation Reflection Collaboration Evaluation</p>	<ul style="list-style-type: none"> <li>• Improve a composition by making changes using inter-related dimensions of music.</li> </ul> <p><b>Key concepts:</b></p> <p>Dynamics Instruments Tempo Timbre Soundscape Composition Rhythm Melody</p>	<ul style="list-style-type: none"> <li>• Use musical vocabulary to label my composition?</li> <li>• Adjust the dynamics of the piece?</li> </ul>
<b>Activities:</b>		<b>Resources:</b>	<b>Useful links:</b>
<p>What could listen to Mozart's 'Horn Concerto Number 4': What could you hear? Create a mind map of the children's' ideas. Ask them to write their answers referring to the music where possible - thinking about instruments, tempo and layers.</p> <p>What should watch the short clip 'A Tale of Momentum and Inertia'. They are going to create a soundscape to accompany the story. They then map the story out on the board (you can use the Story Mountain for guidance)</p> <p>What is a building with his mountains. 00:04-00:14</p> <p>What is a boulder goes rolling down 00:14-00:29</p> <p>What is a man is going to flatten the town 00:30-00:37</p> <p>What is a stone man stops the rolling boulder 00:37-00:47</p>		<p><b>Use safeyoutube.net</b></p> <p>Mozart - 'Horn Concerto No. 4': <a href="https://www.youtube.com/watch?v=P1Ep55Xhur4">https://www.youtube.com/watch?v=P1Ep55Xhur4</a></p> <p>'A Tale of Momentum and Inertia': <a href="https://safeyoutube.net/w/zW49">https://safeyoutube.net/w/zW49</a></p> <p>Tuned and untuned percussion instruments.</p> <p>Story mountain.</p> <p>IPads</p>	<p><b>Use safeyoutube.net</b></p> <p>Mozart - 'Horn Concerto No. 4': <a href="https://www.bbc.co.uk/program/1v7vC6mqInq715SS7s52Q/horn-concerto-no-4-3rd-movement-by-mozart">https://www.bbc.co.uk/program/1v7vC6mqInq715SS7s52Q/horn-concerto-no-4-3rd-movement-by-mozart</a></p> <p><a href="https://www.bbc.co.uk/program/1v7vC6mqInq715SS7s52Q/horn-concerto-no-4-3rd-movement-by-mozart">https://www.bbc.co.uk/program/1v7vC6mqInq715SS7s52Q/horn-concerto-no-4-3rd-movement-by-mozart</a></p> <p><a href="https://www.diva-portal.org/smash/get/diva2:12701/T01.pdf">https://www.diva-portal.org/smash/get/diva2:12701/T01.pdf</a></p>



own fire things at the stone man and he then lets go of the  
01:03

ction on your *Story mountain*, children should add vocabulary  
of sounds they might hear and how they could recreate these,  
instruments, tempo and dynamics. Then, in groups of 3 or 4  
use tuned and percussion instruments to create sounds  
the section they have been given.

it would be useful to have a laptop/tablet for each group with  
ready so they can watch their section whilst creating their  
point, their music can be 'sounds and noises' as opposed to  
or melodic ideas - this will come in the following sessions).

e pupils have arranged their sounds, get them to perform their  
ss with the animation in the background, allowing time  
between each performance: Could they tell which section their  
just by listening to it? What does each sound represent? What  
they use to make sure they could play in time with their group?

### Enquiry 4: How to add rhythm to a story?

Previous g	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	k
		Musical skills:	Can your children:	Ho

<p>have edge of musical</p> <p>ry, d atch the</p>	<p><b>Substantive knowledge:</b> (<i>What the children should know.</i>)</p> <p>What rhythm is. How to add rhythm to a story. How to play rhythm accurately together with others in a group. How to add tempo and dynamics to improve a piece of music. How to appraise and describe music offering justifications for thoughts and ideas on how to improve the composition.</p> <p><b>Second order concepts:</b> (<i>What the children should understand</i>)</p> <p>Appraisal Representation Interpretation Reflection Evaluation</p>	<ul style="list-style-type: none"> <li>• Creating appropriate rhythms to match a story.</li> <li>• Playing rhythm in time and within a group.</li> <li>• Experimenting with dynamics to enhance a musical piece.</li> <li>• Using musical vocabulary to describe and appraise a piece of music.</li> </ul> <p><b>Key concepts:</b> Rhythm Structure Tempo Dynamics Repetition Performance Improvement</p>	<ul style="list-style-type: none"> <li>• Create rhythms to tell a story?</li> <li>• Use key musical vocabulary to explain a composition?</li> </ul>	<p>Ve</p>
<p><b>Activities:</b></p>		<p><b>Resources:</b></p>	<p><b>Useful links:</b></p>	
<p>start by recapping the story from the animation from the n - introduction, build up, problem, solution and end. Play the more: What sounds did they use last session to represent ents? Explain that today they are going to create rhythmic any the animation.</p> <p>an building with his mountains. 00:04-00:14</p>		<p><b>Use safeyoutube.net</b></p> <p>Musical skills documents - Pulse and Rhythm.</p> <p>Musical skills documents - Percussion instruments.</p>	<p><b>Use safeyoutube.net</b></p>	

A boulder goes rolling down 00:14-00:29

A man is going to flatten the town 00:30-00:37

The man stops the rolling boulder 00:37-00:47

They throw fire things at the stone man and he then lets go of the boulder 01:03

They now need to create a suitable rhythm to accompany their story, thinking about whether it should be fast, slow, fast-slow. Some children may need the rhythm given to them, although if more able children the stronger pupils may provide sufficient rhythm. Using an untuned instrument they need to come up with one for their section of the film. The rhythm they use needs to be meaningful; it needs some structure and isn't just someone playing a drum. The teacher should model by using the sentence 'a big snowy mountain' by tapping the drum on every syllable, then notating it by writing the words and adding spaces to represent longer gaps in the rhythm. Explain the rhythm and then add other words to show how to play it, if they are stuck, use some of the sentences they used in session 2.

Up a mountain.  
Down down down.  
Lanthe.

They should try and play their rhythm as a group making sure that they have a clear notation of the clip. They also need to think about dynamics and whether their whole piece will be loud or soft or if they have a range of dynamics. Children should practise with the clip by watching it on a tablet, to replay as necessary.

Should one of the group direct the others?

'A Tale of Momentum and Inertia':  
<https://safeyoutube.net/w/zW49>

Untuned percussion instruments.

IPads.

ould make sure children have noted down, in some form, the  
 ve created using symbols, words or a combination of both.  
 ad.

should perform their rhythms to the rest of the class: What  
 using to show what is happening in their section of the clip?  
 improve their work?

**Enquiry 5: How to add a melody to a story?**

Previous g	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	k
<p>now to n using tuned uments esent a an</p>	<p><b>Substantive knowledge:</b>  <i>(What the children should know.)</i>            What a melody is.            How to create a melody using tuned percussion instruments in order to accompany a story.            How to play confidently and accurately within a group.            How to add tempo and dynamics to improve a piece of music.            How to appraise and describe music offering justifications for thoughts and ideas on how to improve the composition.</p> <p><b>Second order concepts:</b>  <i>(What the children should understand)</i>            Listening            Representation            Performance            Collaboration</p>	<p><b>Musical skills:</b></p> <ul style="list-style-type: none"> <li>• Creating appropriate melodies to match a story.</li> <li>• Playing confidently and accurately within a group.</li> <li>• Experimenting with dynamics to enhance a musical piece.</li> <li>• Using musical vocabulary to describe and appraise a piece of music.</li> </ul> <p><b>Key concepts:</b></p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>• Create a melody to accompany an animation?</li> <li>• Use key musical vocabulary to label a composition?</li> <li>• Create layers within a composition?</li> <li>• Play in time with a group?</li> </ul>	<p>Ho Ve</p>

	Evaluation	Rhythm Melody Structure Tempo Dynamics Repetition Performance Improvement		
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Activities:	Resources:	Useful links:
<p>Start by using instruments to recap on the rhythms they did in the last session for their section of the animation:</p> <p>Ask the children which section they are going to create a melody for: what music will need to show what is happening in the film?</p> <p>0:00-0:04 a man building with his mountains. 00:04-00:14</p> <p>0:14-0:29 a boulder goes rolling down</p> <p>0:30-0:37 a stone man is going to flatten the town</p> <p>0:37-0:41 a stone man stops the rolling boulder</p> <p>0:41-0:45 a man blows down fire things at the stone man and he then lets go of the boulder. 01:03</p> <p>0:45-0:50 The children should have two tuned percussion instruments and will choose which to use, giving them the opportunity to be creative (remind</p>	<p>Use <a href="http://safeyoutube.net">safeyoutube.net</a></p> <p>'A Tale of Momentum and Inertia':  <a href="https://safeyoutube.net/w/zW49">https://safeyoutube.net/w/zW49</a></p> <p>Tip sheet about Musical Mountain</p> <p>Untuned percussion instruments.</p> <p>IPads.</p>	<p>Use <a href="http://safeyoutube.net">safeyoutube.net</a></p>

he notes down). Using these notes, they need to create two ideas which can be repeated.

It should be three or four children in a group so they should split the work so they only need to remember one idea. (If they are struggling, give them the sequence CDEFG, which work well together musically as well as being easy to remember together).

Once they have created their short melodic idea, they should then watch their video on the tablet and play their composition alongside it: Does their music fit the section of animation? If not, how can they adapt it? In the section where the stone man stops the boulder, their music should be made more dramatic, perhaps starting slow and getting faster abruptly when the boulder stops. They should practise playing their music alongside the clip, with the other members of the group playing their own ideas or atmospheric sounds at the same time.

Should one of the group lead the others when performing by pointing to the video?

Should the children have noted down the music they have created in a way that could be symbols, letters or words or a combination of all three.

Checking that each group has two children playing a melody on tuned instruments and two children playing a rhythm on untuned instruments, they should prepare to perform as a class. The final performance should play the animation on the interactive board with each group playing their composition when their section is played.

Final performance.

**TS:**

**and second order concepts:**

**Key concepts developed:**

**knowledge:**

Children should know)

Comprehensive list but an outline of what might be expected:

Listen to music carefully, distinguishing changes in the music.

Recognise changes in tempo, dynamics, texture and timbre.

Describe music using musical vocabulary, including offering an opinion about the music.

Represent the story in the music through movement.

A soundscape is.

Create a simple repeating rhythm.

Create a composition by adding layers of rhythm and melody.

Add structure to a composition.

Follow simple notation when playing a melody.

Play and perform in a group by listening to each other and following direction.

Describe music using musical vocabulary.

Create a soundscape to accompany a story.

Plan a composition they need to map out their ideas.

Recreate sounds using musical instruments to represent their ideas.

To improve their performance they need to evaluate their performance.

Rhythm is.

Add rhythm to a story.

Play rhythm accurately together with others in a group.

Add tempo and dynamics to improve a piece of music.

Appraise and describe music offering justifications for thoughts and feelings.

Discuss how to improve the composition.

A melody is.

Create a melody using tuned percussion instruments in order to tell a story.

Play confidently and accurately within a group.

Atmospheric sounds  
 Composition  
 Dynamics  
 Improvement  
 Instruments  
 Inter-related dimensions of music

Layers  
 Melody  
 Musical story telling  
 Notation  
 Performance  
 Repetition  
 Rhythm

Se  
 So  
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 Te  
 Te  
 Tim

**Key musical skills developed:**

By the end of the unit, children will have studied a series of quality enquiries. In doing so, children will have had the opportunity to:

- Listen to and describe music.
- Recognise the inter-related dimensions of music and how to make changes in the music.
- Create a soundscape composition using layers of rhythm and melody.
- Perform in a group with accuracy and confidence.
- Follow simple notation.
- Creating a piece of music based on a story, using sound effects.
- Describe music using musical vocabulary.
- Improve a composition by making changes using inter-related dimensions of music.
- Creating appropriate rhythms to match a story.
- Playing rhythm in time and within a group.
- Experimenting with dynamics to enhance a musical piece.
- Using musical vocabulary to describe and appraise a piece of music.
- Creating appropriate melodies to match a story.
- Playing confidently and accurately within a group.

add tempo and dynamics to improve a piece of music.  
appraise and describe music offering justifications for thoughts  
as on how to improve the composition.

**Key concepts:**

start to have an understanding of:

Step ...

unit in KS2 and the first unit in Year 3, linked to the Geography unit 'What is beneath my feet?' This unit will have allowed the children to link music to a story to help convey the narrative, using rhythm, melody and dynamics to enhance a musical composition.

Y3 HT 2.2 'Rhythm and layers' children will learn about rhythm and texture and how these are used by composers to create effects for the listener. They will go on to compose their own piece of music using rhythm and texture as a main focus.



