

ACET Junior Academies'

Scheme of Work for music

Year 1 Unit 1.2: Animal mad



unit:

often used as a source of inspiration for musical composition. This unit provides opportunities for children to learn how to use sounds, motions and characters of creatures through harmonies, timbres and melodies.

Children will learn to use their bodies and instruments to listen and respond to classical music that represent animals. With this unit, children will learn and perform a song as a class ensemble, composing a short section of music with a focus on dynamics and tempo.

Structure

Structured around six sequential music enquiries:

- How do different instruments sound like animals?
- How do we learn a song?
- What makes a good performance?
- How do we create a class improvisation?
- How do we create a musical story?

National Curriculum objectives:

- Experiment with, create, select and combine the inter-related dimensions of music.
- Use their voices expressively and creatively in songs and speaking chants and rhymes.
- Play tunes and untuned instruments musically.

Links to previous and future National Curriculum units/objectives

Previous learning

Make a sound line using a variety of objects strung safely to produce different sounds, such as wood, pans and plastic bottles for different things.

Invite dancers and musicians from theatre groups, the local or nearby school so that children begin to experience live performance.

Draw on a wide range of musicians and story-tellers from different cultural backgrounds to extend children's experiences and understanding of their cultural heritages.

KS2

- Improvise and compose music for a range of purposes, exploring the inter-related dimensions of music.
- Play and perform in solo and ensemble contexts, using voices and playing, musical instruments with increasing accuracy, fluency, control and expression.

Enquiry 1: How can instruments sound like animals?

Previous learning	Knowledge and second order concepts	Musical skills:	Assessment criteria:	Cultural understanding
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<p>now sense with al ving whole to use arning.</p>	<p>Substantive knowledge: (What the children should know.) To use our bodies in response to music considering the tempo (speed) and dynamics (louds/softs). To know the sounds of percussion instruments in order to select appropriate instruments to represent an animal. To know that we can change the effect of an instrument by changing the dynamics (louds/softs).</p> <p>Second order concepts: (What students should understand) Experimentation Appreciation Listening</p>	<ul style="list-style-type: none"> • Move appropriately to music. • Experiment with percussive instruments using the inter-related dimensions of music. • Explain selection of instruments. • Suggest ways to improve performance. 	<p>Can your children:</p> <ul style="list-style-type: none"> • Move their bodies to match the music? • Choose appropriate instruments to represent the sounds/movements of animals? • Add dynamics to change a performance? 	<p>Horiz Verti</p>
<p>Activities:</p>		<p>Resources:</p>	<p>Useful links:</p>	
<p>listen to each piece of music one at a time and them move in a way that reflects that piece of music: Why did you move (slow/high/low) How did the music make you feel? (calm/energetic) Remember to get them to be as still as statues in each piece of music.</p> <p>Children the PowerPoint of the animals. Children should move in the way that animal moves. Why did you move like that? (quickly/light/delicately/ponderously)</p> <p>Stand in a large circle. Have the instruments laid out in groups (the instruments together) in small piles in the middle of the circle. Show the children one of the animals. Some children should choose an instrument which best represents the animal: Why did you choose that</p>		<p>Large hall space.</p> <p>Untuned percussion instruments: drums, maracas (shakers), wood blocks, tambourines.</p> <p>Use safeyoutube.net</p> <p>Vivaldi - 'Storm': https://www.youtube.com/watch?v=NqAOGduIFbg</p> <p>Beethoven - 'Moonlight Sonata':</p>	<p>Use safeyoutube.net</p> <p>Example of bee moving: https://www.youtube.com/watch?v=...</p> <p>Example of snake moving: https://www.youtube.com/watch?v=ZTbd4...</p> <p>Example of cat moving: https://www.youtube.com/watch?v=xSfV_yHokA</p>	

<p>um is loud like an elephant/tambourine sound last for a long (or a sloth). Get them to think about the sound of the instrument. Could get chance to play an instrument. of the lesson.</p> <p>ictures are shown, children should exchange instruments with a play the new one: Who do we think has played really well? out difference in loud/soft/quick/slow) Children then start to e room whilst playing their instrument.</p> <p>should watch the video taken in the first part of the session: d you like and why? Which could you make better and how? ording to another class to see if they can guess which animals nting.</p>	<p>https://www.youtube.com/watch?v=4Tr0otuiQuU</p> <p>Holst - 'Venus from The Planets Suite': https://www.youtube.com/watch?v=EE6_PacCnRw</p> <p>Prokofiev - 'Dance of the Knights': https://www.youtube.com/watch?v=bBsKplb2E6Q</p> <p>Percussive animal's PowerPoint.</p> <p>IPad.</p>	<p>Example of elephant moving: https://www.youtube.com/watch?v=...</p> <p>Example of sloth moving: https://www.youtube.com/watch?v=...</p>
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Enquiry 2: How to learn a song?

Previous learning	Knowledge and second order concepts	Musical skills:	Assessment criteria:	Curriculum
<p>have knowledge and understanding of instruments and why. Children should be able to appraise instruments and describe their sounds.</p>	<p>Substantive knowledge: <i>(What the children should know.)</i></p> <p>How music can be used to represent animals etc. How different instruments affect the sounds. To chant words in correct rhythms. How to sing a song from memory. How to sing along with others accurately.</p> <p>Second order concepts: <i>(What students should understand)</i></p> <p>Appraising Listening Performance</p>	<ul style="list-style-type: none"> To listen to and describe music. Sing in time from memory, with some accuracy. <p>Key concepts:</p> <p>Listen Describe Chant Rhythm Sing</p>	<p>Can your children:</p> <ul style="list-style-type: none"> Listen to music and describe it? Sing a song in sections accurately and fluently? 	<p>Horizontal Vertical</p>

		<p>Song Sections Dynamics Tempo</p>		
Activities:		Resources:	Useful links:	
<p>Children could listen to one of the following pieces of music: Rimsky-Korsakov - 'Flight of the Bumblebee', Saint-Saens - 'Carnival of the Animals (Aquarium)' or Saint-Saens - 'Carnival of the Animals (Elephant)': What does the music make you think of? Why? They should think about things like: loud, slow, quiet, twinkling, fast, rippling etc.; sounds that imitate animals. Play the music again. Children could imagine an animal and describe it to the music like that animal.</p> <p>Children could listen to the song you have chosen to sing. Speak the lines of the song to children to chant them back to you - try to say them in the rhythm of the song. Children could add actions to each line to help them remember the actions together. Then play the piece one line at a time. Children could sing it back - it is really important that you sing too.</p> <p>Children could sing a couple of lines together - play them and then children could sing the rest. Continue like this until they have completed the whole song. Children could sing sections in small groups or by themselves. Encourage children to use the correct diction and pronunciation when singing.</p> <p>Divide the class into two groups for a singing competition. Children could be asked to sing the whole song, or sections. Which group sings with the most confidence and accuracy?</p>		<p>Use safeyoutube.net</p> <p>Rimsky-Korsakov - 'Flight of the Bumblebee': https://safeyoutube.net/w/ZdtD</p> <p>Saint-Saens - 'Carnival of the Animals (Elephant)': https://safeyoutube.net/w/qftD</p> <p>Saint-Saens - 'Carnival of the Animals (Aquarium)': https://safeyoutube.net/w/MgtD</p>	<p>Use safeyoutube.net</p> <p>Song choices: 'The animals went in two by two': https://www.youtube.com/watch?v=M</p> <p>'I went to visit a farm today': https://www.youtube.com/watch?v=s</p> <p>'One big hippo balancing': https://www.youtube.com/watch?v=</p> <p>'Yellow Bird': https://www.youtube.com/watch?v=JE</p>	

Enquiry 3: What makes a good performance?

Previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
<p>have knowledge of a song in a song about and</p>	<p>Substantive knowledge: (What the children should know.) What rhythm is and how to copy and repeat it using clapping. What dynamics are and how they enhance a performance. How to perform in time with others. How to improve a performance.</p> <p>Second order concepts: (What the children should understand) From memory Improvements</p>	<p>Musical skills:</p> <ul style="list-style-type: none"> To copy and repeat a simple rhythm. To use dynamics in a piece of music to enhance the performance. To suggest improvements for a performance. <p>Key concepts: Rhythm Syllables Clap Dynamics Choir Performance Percussion section Accompaniment</p>	<p>Can your children:</p> <ul style="list-style-type: none"> Clap a simple rhythm? Understand what it means to perform? Understand and use dynamics? Sing from memory? Clap or play in time? 	<p>Have Ve</p>
<p>Activities:</p> <p>Copy a simple rhythm (in syllables as shown below) using one of the rhythms below: clap slug caterpillar slug clap fee tea coffee clap - caterpillar coffee</p> <p>Children should clap the same rhythm back. Repeat the rhythms loudly, quietly, and then in a circle. Teacher: How have the rhythms changed? Then pass the clap around in a circle and pass the clap around. Children should focus and listen to those around them.</p>	<p>Resources:</p> <p>Use safeyoutube.net</p> <p>Song taught in session 2.</p> <p>Hand held percussion instruments.</p> <p>Video: 'Choirs got talent - A selection of the best choir auditions.' https://safeyoutube.net/w/q2tD</p>	<p>Useful links:</p> <p>Use safeyoutube.net</p> <p>Choir performances: https://www.youtube.com/watch?v=I https://www.youtube.com/watch?v=2A https://www.youtube.com/watch?v=c</p>		

<p>children that today they are going to be a professional choir te in 'Britain's Got Talent'. Children should watch a performance BGT choir auditions: What makes watching someone sing at did you think of the performance? (Singers looked happy, ng, they used facial expression, they had props, they looked that this is what makes a song move from just a song to nd that just standing and singing the words isn't everything: ake our song more interesting? Could we use dynamics (louds</p> <p>ynamics to different sections. Children should follow your oing this. This time, children could clap along whilst singing. children clap in time and offer them a percussion instrument. can now be the 'percussion section' to accompany your choir (so to sing). Film the final performance.</p> <p>could watch the performance back: What would Simon Cowell list three successes and three points for improvement. Write ent points down so that the class can use them.</p>	<p>A picture of Simon Cowell.</p> <p>IPad.</p>	<p>https://www.youtube.com/watch?v=TA</p>
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Enquiry 4: How can we create a class improvisation?

Previous g	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
have dge of ng into	Substantive knowledge: <i>(What the children should know.)</i> How to use sound to represent an animal.	Musical skills: <ul style="list-style-type: none"> To improvise and compose a piece of 	Can your children: <ul style="list-style-type: none"> Use movement to represent an animal?

<p>by her</p>	<p>How to improvise and compose a piece of music using sound to represent something. That tempo means speed. That dynamics mean loud and soft. That using tempo and dynamics enhances a performance.</p> <p>Second order concepts: (What the children should understand) Interpretation Representation Practise Perseverance</p>	<p>music using sounds to represent animals.</p> <ul style="list-style-type: none"> • Use tempo and dynamics to enhance the piece of music. • To keep play together at the right tempo and dynamics. <p>Key concepts: Composing Untuned Percussion Instrument Tempo Dynamics</p>	<ul style="list-style-type: none"> • Use instrument sounds to represent an animal? • Change tempo and dynamics to enhance a performance? • Play together at the same tempo and dynamics?
<p>Activities:</p>		<p>Resources:</p>	<p>Useful links:</p>
<p>Start by looking at the 'composing animals' PowerPoint: Can they move in a way that represents a tortoise? Repeat with the cheetah.</p> <p>Repeat the exercise but this time say the sound 'ah' and include movement: Can you describe how you're moving? How do you know how quickly because Cheetahs run fast, I flapped my arms because...</p> <p>Children to choose a percussion instrument. They are going to compose a piece of music to represent a tortoise, an eagle, a cheetah. Children have 10 seconds to show what each animal sounds like on their instruments.</p> <p>Children should play their instrument like a tortoise.</p>		<p>Untuned percussion instruments.</p> <p>'Composing animals' PowerPoint.</p>	<p>Use safeyoutube.net</p> <p>Examples of tortoise moving: https://www.youtube.com/watch?v=...</p> <p>Information about tortoises: https://www.youtube.com/watch?v=...</p> <p>Examples of eagle moving: https://www.youtube.com/watch?v=...</p> <p>Information about eagles:</p>

should play their instrument like an eagle.
 should play their instrument like a tiger.
 should play their instrument like a cheetah.

to make it sound like a tortoise? Why? (played slowly because
 low, played quietly).

ere are musical words called 'tempo' and 'dynamics' to help us
 tempo - means speed and dynamics - means loud and soft).

, children should play a slow, steady tempo to portray a
 nt them all in at the start say, 'After four join in at the same
 all playing our instruments at the same time...1, 2, 3, 4'. Children
 e with this activity until most (if not all) are playing at a
 npo without speeding up: How would we change the tempo so our
 ke a cheetah? Could the speed get quicker as the time goes on,
 t fast and then slow down as the cheetah gets tired? Children
 the same dynamics throughout for the cheetah as we are only
 e the tempo. Practise playing this together as a class even
 up or slowing down. This may be tricky!

change the dynamics so it is more like a tiger? Could it start
 uder like a tiger roaring? Maybe it could start loud and then
 ce when the tiger stops? Children should stick to the same
 ut for the tiger.

volunteers to play in front of the class. The other children have
 what animal they might be.

<https://www.youtube.com/watch?v=Q1TXaw>

Examples of tiger moving:
<https://www.youtube.com/watch?v=Q1TXaw>

Information about tigers:
<https://www.youtube.com/watch?v=Q1TXaw>

Examples of cheetah moving:
<https://www.youtube.com/watch?v=Q1TXaw>

Information about cheetahs:
<https://www.youtube.com/watch?v=Q1TXaw>

Enquiry 5: How can we create a musical story?

Previous Learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
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<p>now to use mics to ormance re of an</p>	<p>Substantive knowledge: (<i>What the children should know.</i>) What instruments sounds are appropriate to use. What a composition is. How to create linked section of sounds to represent a story and create a composition. Perform using tempo and dynamics to enhance the performance.</p> <p>Second order concepts: (<i>What the children should understand</i>) Representation Interpretation Composition Practising Performance</p>	<p>Musical skills:</p> <ul style="list-style-type: none"> • Listen and appraise how instruments are used. • Compose a piece of music to tell a story. • Perform the composition considering tempo, dynamics and sounds. <p>Key concepts: Composing Untuned Percussion Instruments Tempo Dynamics Sounds</p>	<p>Can your children:</p> <ul style="list-style-type: none"> • Identify representations of sound? • Compose a piece of music to represent a story? • Perform the composition considering tempo, dynamics and words? 	<p>Ho Ve</p>
<p>Activities:</p>		<p>Resources:</p>	<p>Useful links:</p>	
<p>start by trying to work out 'What animal am I? Display picture Composing Animals PowerPoint' (session 2) around the room. Use one percussion instruments to play like the tortoise, eagle, tiger and children should go and stand by the picture that they think the sound is: Why do you think the instrument was being played like that?</p> <p>What we are going to be composing a piece of music (a story) that will tell a story of a lion. Then, show the children 'the story of the lion' PowerPoint (children could create a story board to tell the story of the lion).</p> <p>Children should be split up into groups - the same number of groups as sections of the story. Each group should concentrate on one part of the story. Then perform to each group.</p>		<p>Untuned Percussion Instruments.</p> <p>A printed version of 'Composing Animals PowerPoint' from session 4.</p> <p>'The story of the lion PowerPoint'.</p>	<p>Use safeyoutube.net</p> <p>Stories about lions: 'The lion and the boar story': https://www.youtube.com/watch?v=...</p> <p>'The lion and the mouse': https://www.youtube.com/watch?v=...</p> <p>'The jackal who save the lion':</p>	

spend 5 minutes practising playing in a way that represents the story. Encourage them to choose appropriate instruments /which instrument would sound best? Why? Each group should perform the story to the rest of the class: What did you notice about rhythm and dynamics? How could they improve?

Groups could play in the right order to tell the story. Direct the children to play the story as they play, helping the groups to start and stop. Some children could add words to each section e.g. lion roars, zebra runs etc. children who are not playing should say the words. Record the final composition.

Groups could discuss how to improve their composition. Could they add lyrics or singing voices for singing or sounds?

<https://www.youtube.com/watch?v=...>

TS:

Key concepts:

Second order concepts:

Knowledge:
(children should know)

- A short, snappy list but an outline of what might be expected:
- Movement and sound can represent an animal.
- Instrument sounds best represent the animals.
- Using a song in sections.
- Change a song into a performance.
- Compose using instrument sounds.
- Improvise and compose a piece of music to represent a story.

Other concepts:

Start to have an understanding of:

Key concepts developed:

Accompaniment	Instruments	Se
Chant	Inter-related dimensions	Sim
Choir	of music	So
Clap	Listen	So
Composing	Movement	Syl
Describe	Percussion section	Ter
Dynamics	Performance	Un
Experiment	Rhythm	

Key musical skills developed:

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

- Move appropriately to music.
- Experiment with percussive instruments using the inter-related dimensions of music.
- Explain selection of instruments.
- Suggest ways to improve performance.
- To listen to and describe music.
- Sing in time from memory, with some accuracy.
- To copy and repeat a simple rhythm.
- To use dynamics in a piece of music to enhance the performance.
- To suggest improvements for a performance.
- To improvise and compose a piece of music using sounds of animals.
- Use tempo and dynamics to enhance the piece of music.
- To keep play together at the right tempo and dynamics.
- Listen and appraise how instruments are used.
- Compose a piece of music to tell a story.
- Perform the composition considering tempo, dynamics and dynamics.

Step ...

This unit in Year 1, linked to Science and the theme of 'Identifying Animals', allowing children to study classical music and how composers create sounds by using a variety of instruments and inter-related dimensions of music. In the second unit, the music scheme of work will be based on the theme of 'Toys'. Pupils will continue to study the inter-related dimensions of music focusing on pitch and tempo, considering how to use these in their compositions and performances.

