

# ACET Junior Academies'

Scheme of Work for music

Year 1 Unit 3.2: By the Sea



**unit:**

ography unit 'Who are my neighbours?', children will have the opportunity to learn about the four countries of the UK. I will look at coastlines and the seaside in particular as a stimulus to inspire musical creations.

ork will provide opportunities to listen to classical music written about the sea and seaside sounds. Children will be encouraged to understand the mood of the music and how to represent this in their own soundscape compositions, making links between music, sounds and images. These skills will then be utilised to help them create musical pieces using vocal and body sounds as well as percussion instruments.

## Structure

structured around six sequential music enquiries:

- How do we make sounds of the sea?
- How do moods affect a piece of music?
- How can we use musical instruments to represent sounds of the seaside?

## National Curriculum objectives:

- Listen with concentration and understanding to high-quality live and recorded music.
- Experiment with, create, select and combine sounds to explore the inter-related dimensions of music.
- Use their voices expressively and creatively in songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.

How do we use dynamics and tempo to help tell a musical story?

How do we create and record a sea soundscape?

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

### Unit

Y1 HT 2.2 Toys

### KS2

- 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.
- 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 we make sounds of the sea?

Previous	Knowledge and second order concepts	Musical skills:	Assessment criteria:	Curriculum
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<p>now mpo ow ted usic d</p>	<p><b>Substantive knowledge:</b> (What the children should know.) To use our bodies in response to music considering the tempo (speed) and dynamics (louds/softs). To know that sounds can represent an environment and be able to distinguish different sounds. To recreate sounds using body or voice to represent an environment.</p> <p><b>Second order concepts:</b> (What students should understand) Representation Interpretation Performance Re-creation</p>	<ul style="list-style-type: none"> <li>• Move appropriately to music.</li> <li>• Articulate why they are moving in a certain way.</li> <li>• Identify sounds within the music.</li> <li>• Create sounds using voice or body.</li> </ul>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>• Match movements to sounds?</li> <li>• Describe a piece of music and say why it sounds like it does?</li> <li>• Create sea sounds with voice and body?</li> </ul>	<p><b>Horiz</b> Geogr my ne Conte Coast <b>Verti</b></p>
<p><b>Activities:</b></p>		<p><b>Key concepts:</b></p>		
<p>Listen to the music 'Storm interlude from 'Peter Grimes' by Britten: Did you like the music? What did the music remind you of? What mood of the music? What do you think the story of the music would move to the music, matching their movements to what they were doing in the music. It doesn't matter what movement they make, as long as they can justify it.</p> <p>Assignments that don't appear to match the volume and speed of the music. Discuss why they moved in that way. If they can relate their movements to something happening within the music, then they have achieved their goal (if it is not in the most obvious way!)</p> <p>Discussion time: How can music be used to represent an environment? How do you think it was in this case? (A stormy sea.) What made them think</p>		<p><b>Resources:</b></p> <p><b>Use safeyoutube.net</b></p> <p>Large hall space.</p> <p>Benjamin Britten - 'Storm Interlude from Peter Grimes': <a href="https://www.youtube.com/watch?v=ISKffY7xNeg">https://www.youtube.com/watch?v=ISKffY7xNeg</a></p> <p>BBC video clip - Benjamin Britten - 'Storm Interlude from Peter Grimes': <a href="https://www.bbc.co.uk/programmes/articles/nbGMVskcL8FqFq">https://www.bbc.co.uk/programmes/articles/nbGMVskcL8FqFq</a></p>	<p><b>Useful links:</b></p> <p><b>Use safeyoutube.net</b></p> <p>Storm video clips: <a href="https://www.youtube.com/watch?v=-M">https://www.youtube.com/watch?v=-M</a> <a href="https://www.youtube.com/watch?v=Bq">https://www.youtube.com/watch?v=Bq</a></p> <p>UK Coastline: <a href="https://www.youtube.com/watch?v=mM">https://www.youtube.com/watch?v=mM</a> <a href="https://www.youtube.com/watch?v=qO">https://www.youtube.com/watch?v=qO</a></p>	

could listen to short extracts of the piece again. Ask children to  
l when they hear the sound of:

coming out

be what they have heard? (Teacher model some ideas first -  
give some children an adjective to describe the sound of each  
elements - crashing, booming) eg:

g sound for the waves

ing sound for the thunder

-patter sound for the rain

ng sound for the wind

en the sun came out

they identify some of the instruments? Can they name some of  
d musical dimensions (dynamics and pitch etc.) in the music?

ate how you can use your voice and body to create some of the

the music, eg: whistling for wind, stamping for thunder.

ork in pairs to use their voices and bodies to create some of  
they heard in the music. They could then perform their actions  
ask them to guess what each other's sounds are meant to

ne BBC video clip that brings 'Storm interlude from 'Peter  
amin Britten' to life (at least the first two minutes). Discuss  
represented the music. What else did they find interesting  
? Did you create movements that matched the sounds? Could  
scriptive sounds within the music? Could you recreate sounds  
s and bodies?

[xCHxgsd5/storm-interlude-  
from-peter-grimes-by-  
benjamin-britten](https://www.youtube.com/watch?v=xCHxgsd5/storm-interlude-from-peter-grimes-by-benjamin-britten)

Tips about vocal and body  
sounds.

Scottish coast:

[https://www.youtube.com/wat  
Tq](https://www.youtube.com/watch?v=Tq)

Welsh coast:

[https://www.youtube.com/wat  
ww](https://www.youtube.com/watch?v=ww)

Northern Irish coast:

[https://www.youtube.com/wat  
Y](https://www.youtube.com/watch?v=Y)

## Enquiry 2: How does mood affect a piece of music?

Previous learning	Knowledge and second order concepts	Musical skills:	Assessment criteria:	Curriculum links
<p>Children have knowledge of how to listen to music and how to make sounds using instruments. They know why sounds can be different and how they can be used to create mood.</p>	<p><b>Substantive knowledge:</b>  <i>(What the children should know.)</i>                      To use our bodies in response to music considering the tempo (speed) and dynamics (louds/softs).                      To know that sounds can represent an environment and be able to distinguish different sounds and instruments.                      To adapt sounds using body or voice to represent an environment.</p> <p><b>Second order concepts:</b>  <i>(What students should understand)</i>                      Appraising                      Listening                      Performance</p>	<p><b>Musical skills:</b></p> <ul style="list-style-type: none"> <li>• Move appropriately to music.</li> <li>• Articulate why they are moving in a certain way.</li> <li>• Identify sounds within the music.</li> <li>• Adapt previously created sounds using voice or body.</li> </ul> <p><b>Key concepts:</b></p> <p>Listen                      Describe                      Movement                      Body sounds                      Dynamics                      Pitch                      Inter-related dimensions</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>• Match movements to sounds?</li> <li>• Describe a piece of music and say why it sounds like it does?</li> <li>• Adapt previously created sea sounds with voice and body?</li> </ul>	<p>Horizontal: Geography, my neighbourhood, National Curriculum Coastlines</p> <p>Vertical: Music</p>
<p><b>Activities:</b></p>	<p><b>Resources:</b></p>	<p><b>Useful links:</b></p>		

Children could listen to 'Sailing by', the Radio 4 Shipping Forecast and Binge (1963): Did you like the music? What did the music do? Children could move to the music, matching their movements to what was happening in the music. Why did you move in that way? What was the mood of the music? What do you think the story of the music was? Teacher: As long as pupils can justify their choice of movement and how it relates to the music, they have achieved the objective of this session.

Children could listen to a short extract from 'Storm' interlude from Benjamin Britten's opera 'Peter Grimes' (1944) from session 1 and discuss the differences between the two pieces: What do you think the weather was like in 'Sailing by'? Why do you think that? What clues are there in the music that tell you the weather is like? Working in pairs children should recreate some of the stormy sounds they made last session - you may need to encourage their participation by modelling some yourself: How could these sounds be used to make them represent calm weather?

Children work in pairs to use their voices and bodies to create some calm sounds like they heard in the music.

Voices  
Breeze  
Sailing by

Children work in pairs to layer two or more sounds together and create a chain of sounds depicting a calm sea?

Children perform their interpretations of the calmer sounds, while the other group guess what the sounds represent.

Children could watch a clip of how sounds can be created using objects and instruments, looking at 'The Magic of Making Sound'. (Remind children that in this topic, we are creating music so they do not need to be as exact as these examples. It is more important to focus on the feel across the sound.)

**Use safeyoutube.net**

Ronald Binge - 'Sailing by' the Radio 4 Shipping Forecast theme:  
<https://www.youtube.com/watch?v=dFdas-kMF74>

Benjamin Britten - 'Storm Interlude from Peter Grimes':  
<https://www.youtube.com/watch?v=ISKffY7xNeg>

'The Magic of Making Sound':  
<https://www.youtube.com/watch?v=UO3N PRIqX0>

Tips about vocal and body sounds.

**Use safeyoutube.net**

**session:** Ask children to bring in a photo of themselves on a beach or draw a picture of what they imagine when they think of a beach.

### Enquiry 3: What ways can we use musical instruments to represent sounds of the sea?

Previous Learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Key Concepts
<p>Children have knowledge of musical instruments and how to play them. They know why instruments are used and how they can be used to create different sounds.</p>	<p><b>Substantive knowledge:</b> (What the children should know.) The different sounds that instruments make. How to play the instruments How to use different sounds to represent the seaside. How to play instruments in different ways to achieve different sounds. Perform their ideas.</p> <p><b>Second order concepts:</b> (What the children should understand) Representation Interpretation Alternative sounds</p>	<p><b>Musical skills:</b></p> <ul style="list-style-type: none"> <li>Recognise the sounds of instruments.</li> <li>Make sounds on a range of instruments to represent seaside sounds.</li> <li>Perform using instrument, voices and body sounds.</li> </ul> <p><b>Key concepts:</b> Listen Sounds Range of Instruments Creating sounds</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>Justify instrument/sound choices?</li> <li>Create sounds with their voice and body?</li> <li>Think of different ways to play an instrument + achieve different sounds?</li> </ul>	<p>How can we use musical instruments to represent sounds of the sea?</p>
<p><b>Activities:</b> Children should sit in a circle: who has been to the seaside? What did you hear? What sort of sounds did you hear? What instruments might you use to represent these sounds? Ask pupils to hold up their seaside holiday photos (for any inspiration).</p>		<p><b>Resources:</b> Use <a href="http://safeyoutube.net">safeyoutube.net</a> A range of musical instruments.</p>	<p><b>Useful links:</b> Use <a href="http://safeyoutube.net">safeyoutube.net</a> Sounds of waves and gulls: <a href="https://www.youtube.com/watch?v=J3k">https://www.youtube.com/watch?v=J3k</a></p>	

With a photo, hold up their drawings of what they think of when they see the word 'beach'). Point out examples that might include:

Laughing/playing  
Walking past  
Boats in the water  
Walking over pebbles

Discuss what sounds each of the images would make/would have when the photo was taken. (If lots of your pupils have not been to the beach, their photos didn't generate a good discussion, refer to photos of the beach.)

Use the *Treasure hunt sheets* and ask children to think about what sounds they think these make, creating these noises with their voices or bodies. In pairs or groups of three children should look around the classroom and find sounds that match the seaside sounds on the sheet. For example, a sound like the sea lapping at the shore. They should consider sounds carefully. Model more than one way of making a sound, e.g. clapping creates one sound, brushing its surface creates another. Encourage them to use a vocal or body percussion sound if they can't find an object that matches the sound, e.g. a 'ssshing' noise to represent the sea lapping. Encourage them to think of other sounds.

Ask them to suggest two or more instruments or vocal/body sounds to match the seaside sound? Can they think of different ways to play an instrument to achieve the desired sound? Can they think of a seaside sound that can be made on their sheet e.g. patting a sandcastle down?

Ask them to share their ideas for one of the sounds on their sheet. Can they play the instrument they have matched with it, or using their voices? Does everyone agree? Did anyone choose a different sound? Did anyone choose a different instrument? Can you justify your choices? Can you think of other sounds using your voices or bodies?

Children's photos or drawings of the beach.

Musical treasure hunt sheets.

Tips about musical treasure hunt.

Sounds of the seaside:  
<https://www.youtube.com/watch?v=...>

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

Busy seaside sounds:  
<https://www.youtube.com/watch?v=...>  
[M](#)

Harbour sounds:  
<https://www.youtube.com/watch?v=...>  
[M](#)

People at the beach:  
<https://www.youtube.com/watch?v=...>  
[Xk](#)



**Enquiry 4: How can we use dynamics and tempo to help tell 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
<p>Children have a range of knowledge of instruments and sounds and understand how sounds change in the environment.</p>	<p><b>Substantive knowledge:</b>  <i>(What the children should know.)</i>                      How sounds can change in the environment.                      How to represent sounds using musical instruments.                      What dynamics and tempo means.                      How to apply tempo and dynamics to a piece of music to change the mood.                      How to follow a musical leader.</p> <p><b>Second order concepts:</b>  <i>(What the children should understand)</i>                      Representation                      Interpretation                      Leadership                      Appraising</p>	<p><b>Musical skills:</b></p> <ul style="list-style-type: none"> <li>• Create appropriate sounds on instruments or with voices.</li> <li>• Follow a leader during a performance.</li> <li>• Use dynamics and tempo in a performance.</li> <li>• Control instrument playing.</li> </ul> <p><b>Key concepts:</b>                      Listen</p> <p>Dynamics - louds/softs                      Tempo - fast/slow                      Instruments                      Sounds</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>• Create appropriate sounds on instruments and with voices?</li> <li>• Follow instructions during a performance?</li> <li>• Play loud and quiet, fast and slow?</li> <li>• Control the volume and tempo when playing their instruments?</li> </ul>	<p>How can we use dynamics and tempo to help tell a musical story?</p>

Activities:	Resources:	Useful links:
<p>Start by pretending to be the wind on a calm day, and then on a stormy day and then back to calm again. You can indicate the type of wind you want to represent by using musical instruments (a bang on a drum for a stormy wind and a tinkle of bells for the calm wind, for example): What are the differences between the sound of the wind on a calm day and a stormy day? What are the differences between the way you moved as the wind on a calm day and a stormy one? Children should understand that the stormy wind is loud and fast and the calm wind is quiet and slow. Explain that these are dynamics and tempo (as explained in the musical skills sheet <i>Dynamics and Tempo</i>).</p> <p>Children should sit in a circle. Hand out the instruments so that children near each other have similar instruments. Explain that we are going to play a piece of music about a day at the seaside, and our day will start calm and then a storm sets in! Children should think about the opposing dynamics and tempo that could be heard, for example:</p> <ul style="list-style-type: none"> <li>• playing then shouting</li> <li>• whispering and then howling</li> <li>• rippling and then crashing</li> <li>• crying quietly then loudly</li> <li>• fading down slowly and then quickly</li> <li>• sunshine creeping out from behind a shadow and then being blocked by a cloud</li> </ul> <p>Children should decide which sounds suit the instruments they have, and which sounds should be performed vocally or with body percussion. Practise each sound from quiet to loud (dynamics) and/or slow to fast (tempo) as they play. If similar instruments are grouped together, the children should play in a circle-style layout. Explain that you will decide which order the children go in by pointing at their 'section' of the circle.</p> <p>Children should lead the performance by being the conductor? When the conductor is confident at responding to the pointing cue, you can try having different groups at a time to create a layered effect. Teach the children about dynamics by raising or lowering your hand, and speeding up the tempo by tapping your foot.</p>	<p><b>Use safeyoutube.net</b></p> <p>IPad to record performance.</p> <p>Large hall space.</p> <p>Tuned and untuned percussion instruments.</p> <p>Seaside and Beach images PowerPoint.</p> <p>Musical skills sheet tempo.</p> <p>Musical skills sheet dynamics.</p>	<p><b>Use safeyoutube.net</b></p> <p>British weather:  <a href="https://www.youtube.com/watch?v=54">https://www.youtube.com/watch?v=54</a></p> <p>A weather forecast:  <a href="https://www.youtube.com/watch?v=0">https://www.youtube.com/watch?v=0</a></p> <p>Four seasons:  <a href="https://www.youtube.com/watch?v=5">https://www.youtube.com/watch?v=5</a></p>

g circular hand motions. When the children are ready, video or  
 their performance.)

should watch the video or listen to the recording of the  
 What was the best bit? What could have been better? Could  
 it was calm or stormy? Did they notice any big changes in  
 tempo? Could they identify loud and quiet, fast and slow? Did  
 it sound like the actions? Did they follow the cue and play at  
 Could they control their instruments and voices to make both  
 sounds?

### Enquiry 5: How can we create and record a sea soundscape?

Previous g	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	k
<p>now to use mics to ormance re of a ment.</p>	<p><b>Substantive knowledge:</b>  <i>(What the children should know.)</i>            What instruments sounds are appropriate to use.            What a composition is.            How to a create graphic score using symbols/picture            representation.            How to sequence sounds appropriately.            How to follow the graphic score to play the music.            Perform using tempo and dynamics to enhance the            performance.</p> <p><b>Second order concepts:</b>  <i>(What the children should understand)</i>            Representation            Justification</p>	<p><b>Musical skills:</b></p> <ul style="list-style-type: none"> <li>• Creating and playing own score.</li> <li>• Creating more than one sound on their instrument or voice.</li> </ul> <p><b>Key concepts:</b>            Graphic score            Sequencing symbols/pictures            Sounds            Sequence            Dynamics            Tempo            Soundscape            Composition</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>• Create a graphic score?</li> <li>• Play their piece of music from the graphic score?</li> <li>• Make several different sounds on both their voice and the instrument?</li> </ul>	<p>Ho Ve</p>

Activities:	Resources:	Useful links:
<p>the sound representations you have drawn, based on a previous session (see <i>tips on sea soundscapes</i>). Alternatively, you could use <i>Sequencing symbols</i>. Explain that each picture depicts a sound created in a previous session, using either instruments or their voices. Children should discuss which picture might represent which sound.</p> <p>Children could listen to/watch the recording of last session's composition after each separate sound: Which sound came first? Next? Was it loud or quiet? Was it fast or slow? How could you represent the sound? What would the sound look like? Children should select the picture they think is the correct representation. (If a child picks a picture that is not the obvious one, ask them to justify their answer. As long as the picture will remind them of the correct sound, they will be able to complete the task successfully).</p> <p>Children could stick their chosen picture to the board to start the sequence. Children could listen to the composition, stopping to select the most appropriate drawing, and then continuing the sequence on the board. When children are in the right order, add the words 'loud' 'quiet' 'fast' 'slow' next to each picture. If two or more sounds were played at the same time, display these vertically, one under the other.</p> <p>Children could then perform this, children could create a piece of seaside music using instruments and their voice. They <b>must</b> make sure that they can create a sequence of sounds before representing it on paper. Children could make two different sounds with their voices and one or two with their instruments, depending on ability. They then decide the order to play them in, and draw a picture to help them remember their sequence - Display page <i>Sequencing symbols resource</i> as an example. Children can either draw a picture of the sound is meant to represent, eg: a weather symbol for wind, or draw the instrument itself. Any kind of symbol which helps them remember the sound. They can draw large symbols for louder sounds etc.</p> <p>Children should listen to each other perform to the class, using their drawings to remind them. What was good about the music? Did it sound like the sea? What could they do next to make it even better? How did</p>	<p><b>Use safeyoutube.net</b></p> <p>Plain paper and pencils.</p> <p>Pre-drawn representations of the instruments/vocal/body percussion sounds used to create previous session's composition, stuck to the board in random order.</p> <p>(Sequencing symbols).</p> <p>Recording from performance in session 4.</p> <p>Tuned and untuned percussion instruments - one per pupil.</p> <p>Tips on seas soundscapes.</p>	<p><b>Use safeyoutube.net</b></p>

their symbols to represent different sounds? If pupils are too shy to perform in front of the whole class, ask another child to try to perform using graphic notation.

**TS:**

**Key concepts and second order concepts:**

**Knowledge:**

*Children should know*  
 An exhaustive list but an outline of what might be expected:  
 Describe their bodies in response to music considering the tempo (speed) and dynamics (louds/softs).  
 Understand that sounds can represent an environment and be able to describe and distinguish different sounds.  
 Create sounds using body or voice to represent an environment.  
 Describe sounds using body or voice to represent an environment.  
 Describe sounds that instruments make.  
 Play the instruments.  
 Use different sounds to represent the seaside.  
 Play instruments in different ways to achieve different sounds.  
 Share their ideas.  
 Understand that sounds can change in the environment.  
 Describe sounds using musical instruments.  
 Understand dynamics and tempo means.  
 Apply tempo and dynamics to a piece of music to change the mood.

**Key concepts developed:**

Body sounds	Inter-related dimensions of music	Sequence
Composing	Listen	Synchronisation
Composition	Movement	Sound
Describe	Performance	Sound
Dynamics	Pitch	Tempo
Graphic score	Sequence	Unpitched
Instruments		

**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.
- Articulate why they are moving in a certain way.
- Identify sounds within the music.

follow a musical leader.

instruments sounds are appropriate to use.

composition is.

to create graphic score using symbols/picture representation.

to follow the graphic score to play the music.

to use tempo and dynamics to enhance the performance.

**Key concepts:**

to start to have an understanding of:

- Create sounds using voice or body.
- Adapt previously created sounds using voice or body.
- Recognise the sounds of instruments.
- Make sounds on a range of instruments to represent scenes.
- Perform using instrument, voices and body sounds.
- Create appropriate sounds on instruments or with voices.
- Follow a leader during a performance.
- Use dynamics and tempo in a performance.
- Control instrument playing.
- Creating and playing own score.
- Creating more than one sound on their instrument or voice.

Step ...

This unit of music in Year 1 linked to *Geography* and the theme of 'Who are my neighbours?', allowing children to study tempo, pitch and rhythm and use these to create their own compositions and soundscapes which are then recorded using graphic scores.

The next unit Y2 HT 1.1 *Animals*, allows children to develop their knowledge and sense of rhythm focusing on call and response songs and using graphic notation.

