

## Unit: Sounds

**Musical focus:** Exploring sounds  
**Subject link:** Geography

### MEDIUM TERM PLAN

LESSON

1

#### LESSON LEARNING

- Learning how sounds are produced and how instruments are classified
- Learning about aerophones
- Understanding musical conversation structure

#### TEACHING ACTIVITIES

##### Aerophones ~ stamping tubes

Learn about different classifications of musical instruments and about stamping tubes

##### Tapping conversations

Perform musical conversations on different lengths of tubes

##### Stamping tubes

Listen to the musical conversations in the piece *Stamping tubes*

#### LEARNING SUPPORT

It may help some children to better understand the pitch changes shown in *Stamping tubes* conversation score if they follow the score and use their voices to make the high, low and medium pitches as represented.

LESSON

2

#### LESSON LEARNING

- Learning how sounds are produced and how instruments are classified
- Learning about idiophones
- Developing an understanding of call and response

#### TEACHING ACTIVITIES

##### Idiophones ~ steel pans

Learn about steel pans and idiophones

##### Dis long time, gal

Identify call and response in the song *Dis long time, gal*

##### Dis long time, gal accompaniment

Learn an accompaniment to perform with *Dis long time, gal*

#### LEARNING SUPPORT

The maracas players can sing and play at the same time, as their rhythm matches the melody of the song.

LESSON

3

#### LESSON LEARNING

- Learning how sounds are produced and how instruments are classified
- Learning about chordophones
- Creating a call and response

#### TEACHING ACTIVITIES

##### Chordophones ~ sitar and violin

Learn about chordophones and follow a sitar and violin conversation in *Raga piloo*

##### Patterns in the night

Learn to sing in the same mood as *Raga piloo*

##### Patterns in the night performance

Perform melodic phrases from *Patterns in the night* on tuned percussion

#### LEARNING SUPPORT

Encourage the children to select tuned percussion or think of ways of playing their instrument to create an effect which matches the mood of the song, eg metal tuned percussion to represent the stars or reverse their beaters and play with the tips of the handles to produce a gentler sound.

# Sounds

Exploring sounds

Music Express Age 7-8  
ASSESSMENT SHEET



## IN THIS UNIT, CHILDREN WILL BE:

1. Learning how sounds are produced and how instruments are classified (Lessons 1, 2, and 3)
2. Learning about aerophones (Lesson 1)
3. Understanding musical conversation structure (Lesson 2)
4. Learning about idiophones (Lesson 2)
5. Developing an understanding of call and response (Lesson 2)
6. Learning about chordophones (Lesson 3)
7. Creating a call and response (Lesson 3)

WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

## KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils understand and explore how music is created, produced, and communicated
- Pupils appreciate and understand a wide range of recorded music drawn from different traditions, including the works of the great musicians
- Pupils learn to sing and play a musical instrument
- Pupils perform in an ensemble context