

Unit: Environment

Musical focus: Composition
Subject link: Geography

MEDIUM TERM PLAN

LESSON

1

LESSON LEARNING

- Selecting descriptive sounds to accompany a poem
- Creating a musical re-telling of a poem
- Singing in two-part harmony
- Accompanying a song with a melodic ostinato

TEACHING ACTIVITIES

The sound collector

Add sounds to the poem *The sound collector*

My place

Learn to sing *My place* in two voice parts

My place ostinato

Learn an ostinato accompaniment to *My place* using tuned percussion

LEARNING SUPPORT

Encourage children to think about extending their ideas, when choosing sounds to match the pictures in activity 1. They may, for example, play their ideas for longer, change the volume (dynamics), or repeat so that the listeners have time to appreciate the description of the object in the picture.

LESSON

2

LESSON LEARNING

- Exploring timbre to create a descriptive piece of music
- Learning about ternary form
- Singing a song with expression

TEACHING ACTIVITIES

Under the bridge

Sing *Under the bridge* with expression to reflect the lyrics

Bridge composition

Create descriptive music for each verse of *Under the bridge*

New bridges

Perform *Under the bridge* with compositions in a ternary structure

LEARNING SUPPORT

To facilitate selecting instruments for the group bridge compositions, have pre-selected sets of instruments that each group can choose from. Encourage each child to select one instrument and find imaginative ways of producing sounds that describe their verse.

LESSON

3

LESSON LEARNING

- Developing the lyrics of a song
- Choosing timbre to make an accompaniment
- Combining chants and sound pictures in a class performance in rondo structure

TEACHING ACTIVITIES

Our place

Compose a new verse for the B section of *Our place*

Our place soundscape

Compose a soundscape to depict your local environment

Our place rondo

Perform *Our place rondo* with voices and instruments

LEARNING SUPPORT

Encourage the children to emphasise the musical dimensions of their soundscape by thinking about how they can communicate them more clearly, eg making low sounds very low, long sounds sustained and then dying away, quiet sounds really quiet, etc.

Composition

MUSIC EXPRESS

1. Selecting descriptive sounds to accompany a poem (Lesson 1)
2. Creating a musical re-telling of a poem (Lesson 1)
3. Singing in two-part harmony (Lesson 1)
4. Accompanying a song with a melodic ostinato (Lesson 1)
5. Exploring timbre to create a descriptive piece of music (Lesson 2)
6. Learning about ternary form (Lesson 2)
7. Singing a song with expression (Lesson 2)
8. Developing the lyrics of a song (Lesson 3)
9. Choosing timbre to make an accompaniment (Lesson 3)
10. Combining chants and sound pictures in a class performance in rondo structure (Lesson 3)

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

- Pupils sing, using their voices with increasing accuracy, fluency, control and expression
- Pupils compose music
- Pupils explore structure, timbre, and appropriate musical notations
- Pupils create music on their own and with others