

## Unit: Solar system

**Musical focus:** Listening  
**Subject link:** Science

### MEDIUM TERM PLAN

LESSON

1

#### LESSON LEARNING

- Listening to music with focus and analysing using musical vocabulary
- Relating sound sequences to images
- Interpreting images to create descriptive sound sequences

#### TEACHING ACTIVITIES

##### Sun blast

Sing the chorus, verse and bridge of *Sun blast*

##### Music of the starry night

Listen to the first section of *Music of the starry night* by George Crumb

##### Spiral galaxy

Select instrumental timbres and dynamics to play a star sequence

#### LEARNING SUPPORT

To help the children notice different details in *Music of the starry night*, listen several times, with discussion between each listening.

LESSON

2

#### LESSON LEARNING

- Developing the use of dynamics in a song
- Listening to music, focusing on dynamics and texture
- Learning a melodic ostinato using staff notation

#### TEACHING ACTIVITIES

##### Loudometer graphs

Sing the whole *Sun blast* song and highlight the use of dynamics

##### The sky at night

Listen to the second section of *Music of the starry night*

##### Spinning stars

Perform the ostinato from *Music of the starry night*

#### LEARNING SUPPORT

To help those children who find it difficult to learn the ostinato, first ask them to play only the main beats with their left hand: A G D F G. When they have memorised this pattern, add the right hand (C) by alternating between each left hand main beat.

LESSON

3

#### LESSON LEARNING

- Developing techniques of performing rap using texture and rhythm

#### TEACHING ACTIVITIES

##### Sun blast rap technique

Explore rap techniques in the verses of *Sun blast*

##### Solar system speeds

Listen to the effect of different tempi in creating character in music

##### Musical orrery

Select instrumental sounds and melodies for six planets and play a musical orrery

#### LEARNING SUPPORT

To help the children understand the staff notation and learn the rhythms of the *Planets in orbit* melodies, ask them what they notice about the time signature of each. (It is 6/4). Can any instrument learners explain to others what this means. (There are six crotchet beats in each bar.)

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### MEDIUM TERM PLAN

LESSON

4

#### LESSON LEARNING

- Learning a song with a complex texture
- Learning about the sound of the whole tone scale

#### TEACHING ACTIVITIES

##### Footprints on the moon ~ chorus and verse 1

Learn to sing *Footprints on the moon*

##### Moonlight textures

Watch a graphic representation of the texture of Debussy's *Clair de lune*

##### Footprints on the moon ~ dance section

Listen to the lunar dance section of *Footprints on the moon*

#### LEARNING SUPPORT

To help less confident children improvise the *Footprints on the moon* lunar dance, select individual chime bars and place these in a row to play the notes of the whole tone scale. Alternatively, remove the unused notes from xylophones or metallophones.

LESSON

5

#### LESSON LEARNING

- Listening to music and describing its effects and use of the musical dimensions
- Performing a song with expression and with attention to tone and phrasing
- Creating a musical background to accompany a poem

#### TEACHING ACTIVITIES

##### Moon horizon

Recap *Footprints on the moon* and discuss and learn the second verse

##### Earthrise from Apollo

Listen to music by Richard Strauss, associated with space exploration

##### Space shot

Thinking about texture, use the poem *Space shot* by Gareth Owen as a framework to develop a launch pad piece

#### LEARNING SUPPORT

Record a performance of the *Space shot* music and poem. Listen so that the children can check whether the balance between narrator and music allows the poem to be clearly heard. If necessary, players can adjust the volume where appropriate.

LESSON

6

#### LESSON LEARNING

- Creating and presenting a performance of song, music and poetry

#### TEACHING ACTIVITIES

##### Footprints on the moon ~ moon gravity

Recap singing the chorus, verses 1 and 2 and lunar dance sections of *Footprints on the moon*

##### Space graphics quiz

Learn that scoring is about choosing and arranging sounds

##### Solar system package holiday

Create a performance which takes a tour to the Sun, planets and Earth's moon

#### LEARNING SUPPORT

When you have chosen the order of pieces for the performance, make a large wall plan to remind the players of the structure. Use some of the ideas for graphics and notations from the unit or create your own, to support the players as appropriate.

## Listening

# MUSIC EXPRESS

1. Listening to music with focus and analysing using musical vocabulary (Lesson 1)
2. Relating sound sequences to images (Lesson 1)
3. Interpreting images to create descriptive sound sequences (Lesson 1)
4. Developing the use of dynamics in a song (Lesson 2)
5. Listening to music, focusing on dynamics and texture (Lesson 2)
6. Learning a melodic ostinato using staff notation (Lesson 2)
7. Developing techniques of performing rap using texture and rhythm (Lesson 3)
8. Learning a song with a complex texture (Lesson 4)
9. Learning about the sound of the whole tone scale (Lesson 4)
10. Listening to music and describing its effects and use of the musical dimensions (Lesson 5)
11. Performing a song with expression and with attention to tone and phrasing (Lesson 5)
12. Creating a musical background to accompany a poem (Lesson 5)
13. Creating and presenting a performance of song, music, and poetry (Lesson 6)

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

## Listening

# MUSIC EXPRESS

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

KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils listen to, review, and evaluate music across a range of historical periods, including the works of the great composers
- Pupils explore dynamics, timbre, tempo, and texture
- Pupils use and understand staff and other musical notations
- Pupils learn to sing with expression
- Pupils develop an understanding of musical composition