

Music medium term planning

Subject: Soundscapes

Term: Spring

Group: Y7

PLTS: Creative thinkers

Prior learning	The group have completed a range of assessment activities looking at rhythms, copying simple patterns from the board, singing, listening to music and describing what can be heard using musical vocabulary.		
Key questions	Do we recognise classroom instruments and can we remember their names? How can instruments be used to make a mood or an effect? Can we use our voices and classroom furniture to create sounds to enhance a story? Can we allocate roles within a group performance? Can we combine acoustic and electronic sounds within a performance? Can we combine acoustic and electronic sounds within a final performance and follow the instructions on our flow map? Can we evaluate the effectiveness of the work?		
Key concepts and processes	Range and content	Curriculum opportunities	
Develop knowledge, skills + understanding through performing, composing + listening; participate, collaborate and work with others as musicians, adapting to different musical roles and respecting the values and benefits others bring to musical learning; sing in a group context; perform with musical expression; adapt musical ideas to improve work; analyse, review, evaluate and compare pieces of music.	A range of live and recorded music from different times and cultures; a range of popular traditions and current trends in music that reflect cultural diversity and a global dimension; use of music technologies to create, manipulate + refine sounds.	Individual performance skills; Listening and aural perception skills in practical activities, including composing and performing; creative + compositional skills. Individual performance skills; Listening and aural perception skills in practical activities, including composing and performing; creative + compositional skills.	
Activities			Bloom
1	Do we recognise classroom instruments and can we remember their names? Using an interactive game on the whiteboard, students to look at a picture of a musical instrument. Can they identify the name of the instrument shown, by looking at the given list? How many can they recognise? <i>(Evidence: Answers written onto individual whiteboards then shown to the front)</i>		Remember Identify Recall
2-4	How can instruments be used to make a mood or an effect? Play/show examples of when instruments are being used to create a specific effect e.g. in a radio play to show a door slamming or glass breaking. Play/show examples of instruments being used to create a specific mood. Can the students identify specific moods and talk about how inter-related dimensions have been used to enhance the mood i.e. loud/quiet, fast/slow sounds in a scary movie? Students to locate percussion instruments and explore different ways of playing them to make specific sounds e.g. you can shake or hit a tambourine. Students to suggest which mood or effect they think could be created by playing the instrument in the way they have suggested. Demonstrate to group. <i>(Evidence: worksheet showing their responses to ways of playing instruments including a mood or effect they could create)</i>		Understand Sequence

5-7	<p>Can we use our voices and classroom furniture to create sounds to enhance a story? Read through 'The Traveller' to get the idea of a story needing sounds. Perform each slide using body percussion, voice and classroom furniture. Experiment with the range of timbres available. Students given copies of the slides as handouts, so they can underline any sounds mentioned on each slide. Explore the classroom instruments. Remind students of the activity where they explored ways of playing instruments. Which of them would be suitable for each of the sounds highlighted? Students to individually make a note of the instrument next to the sound it would represent on the slide.</p> <p><i>(Evidence: worksheets showing slides with sounds highlighted and instrument suggestions for the sounds)</i></p>	<p>Apply Create</p>
8-9	<p>Can we allocate roles within a group performance? Go through the slides in the story. Which of the sounds can we make altogether e.g. footsteps and which need to be made individually e.g. sun shining? Students to choose which sounds they would like to be responsible for and discuss which instrument they thought would represent their sound best, giving a reason for their choice. Students to say if they think another sound would be more appropriate and justify their answer. Highlight the sounds they have chosen to perform. Students given a flow map with pictures on it taken from the story, so they are aware of the sequence of the story. Write underneath the picture the name of the person who will be performing the sound.</p> <p><i>(Evidence: worksheets showing slides with sounds highlighted and instrument suggestions for the sounds. Flow map with allocation of roles identified)</i></p>	<p>Apply Compare Contrast Give reasons</p>
10-11	<p>Can we combine acoustic and electronic sounds within a performance?</p> <p>Read story with students following their flow map so they know when they have to perform. Make sure everyone is aware of when it is their turn and that they are ready to perform at the correct time. How could we improve our story? Could we add information relating to the inter-related dimensions? Can we use them to express the mood of the story? Did the flow map help them to play at the right time? Discuss, giving reasons for their answers.</p> <p><i>(Evidence: Flow map from last session with information added relating to the inter-related dimensions)</i></p>	<p>Understand Give reasons</p>
12	<p>Can we combine acoustic and electronic sounds within a final performance and follow the instructions on our flow map?</p> <p>Students to perform the story using their instruments and the information on their flow maps. Record the performance so the students can watch it back and evaluate.</p> <p><i>(Evidence: recording of performance)</i></p>	<p>Create Understand Give reasons</p>
13	<p>Can we evaluate the effectiveness of the work? Listen to recordings from last week asking for comments about the effectiveness of the pieces as soundscapes, and the effectiveness of the way in which the group have combined acoustic and electronic sound sources. Students to discuss what tried to achieve. Mood of music match storyline? How have acoustic/electronic instruments been chosen and blended?</p> <p><i>(Evidence: completed evaluation sheet)</i></p>	<p>Understand Describe</p>
Options	<p>Explore a range of acoustic and electronic instrument sounds using ICT software such as Garage Band on Apple Mac. What do we notice? How realistic are they?</p>	<p>Create</p>

<p>Expectations: key objectives for this unit:</p> <ul style="list-style-type: none"> • create/compose a soundscape to a given narrative, effectively selecting and using a range of acoustic and electronic sounds; explain how different sounds can be created, imitated, manipulated and replayed using music technology • create and perform music which meets intentions and combines sounds with some awareness of the combined effect; recognise how inter-related dimensions (musical elements) are combined and used expressively. • create and perform music that reflects given intentions and uses notations as a support; maintain their own part with awareness of the whole ensemble; describe, compare and evaluate music created by the class using musical vocabulary. • identify what they do and do not like about other's performances • evaluate others work thinking about pitch, mood, rhythm and tempo • join in with the music and stop as appropriate. 		
<p>Future learning</p>	<p>Music from other cultures linked to International day at end of summer term.</p>	