

BJPS Music Planning

Year: 1

Term: Spring

Unit: Spring 1

Music Link: Composing

Historical context	Pentatonic scales are often used for Zither instruments in Chinese culture.
Linked composer	Vivaldi,
Substantive knowledge	Pentatonic scale: Thinking about elements of tempo, texture and timbres
Vocabulary	<ul style="list-style-type: none">▪ dynamics, <i>eg loud, quiet, getting louder, getting quieter</i>▪ tempo, <i>eg fast, slow, getting faster, getting slower</i>▪ pitch, <i>eg high, low, getting higher, getting lower</i>▪ timbre, <i>eg descriptive words such as: light, heavy, bright, dull, cold, warm</i>▪ structure, <i>eg beginning, middle, end</i>
Links to any prior units?	Summer 2 Cycle A - Use pentatonic scales to create "poem" pieces

Weekly theme	Concepts from progression map	Listening tracks	Teaching points	Activities
1.	Composing: How music can be used to express different weather	<p>Vivaldi – Four seasons</p> <p>https://www.youtube.com/watch?v=GRxofEmo3HA&ab_channel=EvanBennet</p> <p>Skip to show sections of all 4 seasons</p>	<p>Introduce to the children how sounds can be used descriptively and that music can describe an environment</p> <p>Listen to four seasons by Vivaldi and ask children to discuss what makes it sound like the seasons.</p>	<p>Choose a stimulus, <i>eg rain</i>. Choose a song related to the chosen stimulus, <i>eg Rain, rain, go away</i>. Ask the class to sing this song in different ways and discuss the effect, <i>eg singing the song angrily, sadly, happily, hopefully</i>.</p> <p><i>Play different kinds of sounds that reflect different weather. Ask children to guess what weather they think they can hear and write it on mini w/b's.</i></p> <p>https://www.youtube.com/watch?v=qhiNvD5UbYo&ab_channel=VictoriaGomez</p> <p><i>Put a selection of instruments in a circle. Explore with the children what weather sounds they could make using the instruments.</i></p>
2.	Composing: learning about sounds made by different sound sources.	<p>Zither music</p> <p>https://www.youtube.com/watch?v=bqi9B4vtZNo&ab_channel=TEDxTalks</p>	<p>Remind children of rain rain go away song and explain that this on the pentatonic scale which is songs based on 5 scales c d e g a. Use chime or tone bars to demonstrate. When children talk about the tunes they may say that they sound Chinese. This is because</p>	<p>Encourage the children to try putting sounds together using words/voices and instruments. Ask the children to work in pairs: one child is responsible for a vocal sound, the other for an instrumental sound. The children combine voices and instruments to describe a chosen kind of weather. Discuss the effect. <i>Can the rest of</i></p>

			<p>much music from China, and some from Asia and South-East Asia (the Far East), uses this scale. Introduce children to the zither music. Remind children of previous lesson and how different instruments can make different sounds. Show them how to alter the dynamics and tempo.</p>	<p><i>the class guess the kind of weather that is being described?</i></p> <p>Explore silence by Encouraging the children to consider how they would describe weather which has no sound, <i>eg sunshine using instrument/vocal sounds that describe warmth, light</i>. Ask them to explain their choices.</p>
3.	<p>Composing:</p> <p>how sound can be organised.</p> <p>how to create a group composition, combining layers of sound within simple structures.</p>	<p>Weather and music sounds https://www.youtube.com/watch?v=H8mWdF-UJil&ab_channel=SoothingRelaxation</p>	<p>Talk about a typical weather sequence, <i>eg thunder, lightning, rain</i>. Discuss with the children how musical ideas can be organised, <i>eg using structure of beginning, middle and end</i>.</p> <p>Plan a sequence of weather, <i>eg light rain - heavier - thunder and lightning - light rain stopping</i>.</p>	<p>Give the composition a title. Plan the vocal and instrumental sounds that can be used. Talk about timbre, tempo, dynamics. <i>How could sounds overlap to create more descriptive sounds?</i> After this discussion, which should encourage children to recall internalised sounds, choose instruments and experiment to improve the intended effect. <i>Are there any instances where vocal sounds would be more effective than instrumental ones? What other sound sources could we use, eg a large card wobbled to create the sound of thunder? Should there be any periods of silence?</i> Ask the children to practise their own sounds, then rehearse as a group. Record the rehearsals and discuss to improve the work.</p>