



Music

Resilience

Creating independent learners who thrive on a challenge

Reach

Creating happy, inspired learners who love learning

Reflectiveness

Developing a sense of self and of the world beyond their own

Wagtails Class

Music - Take One Piece (No Place Like)

INTENT: To learn to listen to the environment around them and describe what they can hear

IMPLEMENTATION:

1. What sounds can you hear and explore?
2. What does starting and stopping sound like in music?
3. Harvest Festival rehearsal
4. Harvest Festival rehearsal
5. How can you add new words to a familiar tune?
6. What sounds can we find in our class reader? How can I make new music with these sounds?

END POINT— To create a new piece of music by composing new words for a familiar tune.

IMPACT: Children will be able to explore music using musical techniques.

Starlings Class

Music

INTENT: To use a programmatic piece of music to compose music describing a short journey by steam train.

IMPLEMENTATION:

1. After listening to the music, what do you think it's describing?
2. How can you find the pulse using body percussion and instruments?
3. How can you recall the 'off-beat' sounds using percussion instruments?
4. In what ways can you create and play ostinatos?
5. How can you structure and create a melody to create a piece of music?
6. How can you structure sections of music to create a bigger piece of music?
7. How can you play and perform in an ensemble context using musical instruments?

END POINT— Children to perform their piece of music to another class.

IMPACT: Children will listen and reflect on a piece of orchestral music, create their own piece of music using instruments and voice, perform as an ensemble and learn musical language appropriate to the task.

Kestrels Class

Music

INTENT:

To reflect on a piece of orchestral music and create a composition using motifs.

IMPLEMENTATION:

1. What instruments can be heard during a piece of music and what can be found out about them?
2. What are ragas, drones and solos and can they be improvised?
3. What simple patterns can be made using call and response?
4. How can Ravi Shankar influence our vocals to make our own music?
5. What is needed to develop our own Ravi Shankar inspired coda?
6. How can we refine our coda to play with cohesion and unison?
7. What do others think about our performance based on Ravi Shankar's work.

END POINT— Children perform a piece of music and tell facts about Ravi Shankar.

IMPACT: Children will know what a motif is in music and be able to use it in a composition.

Barn Owl Class

Music

INTENT:

To reflect on a piece of orchestral music and create a composition using a graphic score.

IMPLEMENTATION:

1. How does the music inspire you to create poetry and art?
2. Can you create a graphic score and perform it? (part 1)
3. Can you create a graphic score and perform it? (part 2)
4. Can you create a graphic score and perform it? (part 3)
5. How can you structure sections of music into a bigger piece?
6. Can you perform as a group in front of a small audience?

END POINT— Children to perform piece of music inspired by Night Ferry

IMPACT: Children will create a graphic score and use this to create a performance piece