

Unit: Our land

Musical focus: Exploring sounds
Subject link: Geography

MEDIUM TERM PLAN

LESSON

1

LESSON LEARNING

- Exploring timbre and texture to understand how sounds can be descriptive
- Matching sounds to images
- Creating and performing descriptive instrumental music inspired by British myths and legends

TEACHING ACTIVITIES

Map of myths - Scotland · Northern Ireland

Explore myths of Scotland and Northern Ireland using vocal and body percussion sounds

Sounds of water

Identify water-inspired instrumental sounds in music

Lochs and monsters, seas and giants

Explore instrumental sounds to accompany monster and giant myths

LEARNING SUPPORT

As the children explore sounds in activity three, remind them to think of ways that they can change sounds using dynamics, tempo and duration. Encourage them to extend their ideas so that the audience has time to listen and appreciate each one.

LESSON

2

LESSON LEARNING

- Listening to and identifying contrasting sections of descriptive music
- Matching descriptive sounds to images
- Identifying ways of producing sounds

TEACHING ACTIVITIES

Map of myths - Wales · England

Explore myths of Wales and England using vocal and body percussion sounds

Sounds of ice and wind

Identify ice-inspired instrumental sounds in music

Mountain knights, forest heroes

Explore instrumental sounds to accompany the knights and heroes myths

LEARNING SUPPORT

If some children are choosing very short sounds, remind them to select sounds which the audience has time to appreciate. They can repeat sounds or extend their ideas to create more descriptive effects.

LESSON

3

LESSON LEARNING

- Listening to, and evaluating composition;
- Rehearsing and refining to develop a performance

TEACHING ACTIVITIES

Voices in sequence

Rehearse the vocal sounds and chants for *Map of myths*

Instruments in sequence

Rehearse the instrumental sounds for *Map of myths*

Map of myths performance

Rehearse, record and make a *Map of myths* slide show

LEARNING SUPPORT

Consider the positions of the children when they play in groups in activity two. Do they need to be positioned in a circle or in a specific order to help them recall the sequence of play?

