

## Unit: Ourselves

**Musical focus:** Exploring sounds  
**Subject link:** English

### MEDIUM TERM PLAN

LESSON

1

#### LESSON LEARNING

- Creating and responding to vocal sounds and body percussion

#### TEACHING ACTIVITIES

##### Feeling vocal

Explore vocal sounds we use to express feelings

##### I like...

Add vocal and instrumental sounds to a poem performance

##### If you're feeling blue

Add vocal sounds and body percussion to a song

#### LEARNING SUPPORT

Encourage the children to explore unusual ways of producing sounds on instruments to capture the ideas in the poem *I like...* For example, they might tap the rim of a cymbal with a triangle beater to represent dripping butter, or scrape a fingernail quietly on a tambour skin to make a spooky sound.

LESSON

2

#### LESSON LEARNING

- Developing the use of vocal sounds to express feelings
- Exploring expression in a conversation without words
- Notating pitch shape and duration using simple line graphics

#### TEACHING ACTIVITIES

##### If you're feeling blue again

Add vocal sounds and body percussion to a song

##### Duet for two cats

Take turns to express meaning without words

##### Draw the cats' conversation

Draw a new cats' conversation and show how the voices move higher and lower in pitch and are long and short in length

#### LEARNING SUPPORT

Pairs of children could draw their own 'cat' conversations and swap them with another pair to perform.

LESSON

3

#### LESSON LEARNING

- Understanding how mood can be expressed using the voice
- Understanding the structure of call and response songs
- Developing an expressive song performance with voices and instruments

#### TEACHING ACTIVITIES

##### John Kanaka and the ghosties

Match sounds to mood

##### John Kanaka response

Add body percussion and instruments to a call and response song

##### John Kanaka call and response

Perform a call and response song, expressing mood with voices

#### LEARNING SUPPORT

Select the untuned instruments carefully so that the children can achieve clear rhythms as they play, eg simple hand drums, claves, small shakers tapped on one palm, tambourines tapped on the rim.

# Ourselves

## Exploring Sounds

Music Express Age 6-7  
ASSESSMENT SHEET



### IN THIS UNIT, CHILDREN WILL BE:

1. Creating and responding to vocal sounds and body percussion (Lesson 1)
2. Developing the use of vocal sounds to express feelings (Lesson 2)
3. Exploring expression in a conversation without words (Lesson 2)
4. Notating pitch shape and duration using simple line graphics (Lesson 2)
5. Understanding how mood can be expressed using the voice (Lesson 3)
6. Understanding the structure of call and response songs (Lesson 3)

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

### KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils learn to sing and to use their voices
- Pupils use their voices expressively and creatively by singing songs and speaking rhymes
- Pupils explore pitch, duration, and appropriate forms of notation
- Pupils listen to, review, and evaluate music, including the works of the great composers