

MUSIC MAESTRO PRIMARY

UNIT 1.4– SPRING TERM 1 – SOUND EFFECTS

UNIT OVERVIEW

In this short unit of work, pupils will learn about high and low sounds. They will listen for sounds in the environment and sort these by characteristics. They will explore a range of untuned percussion instruments and again, categorise them by high or low sounds. During this unit, pupils will use what they know about the characteristics of these instruments to depict scenes relating to the 4 seasons of the year.

LINKS TO PRIOR LEARNING

In Early Years, pupils will have experienced performing music and experimenting with sounds. They will have used bottles filled with different amounts of water to make a tuned piece of music. They will have explored a range of percussion instruments in their trash orchestra.

ESSENTIAL LEARNING SUMMARY

Lesson	Learning Intention/Activity	What will be known and remembered	Revisited vocabulary	New vocabulary
1	<p>RECAP Can the children remember the names of any musical instruments they played when they were in Reception? Can they describe what they look like and what sounds they make?</p> <p>LEARN Explain that we are going to explore sounds around us. We are going to listen out for sounds that might be high or low. Prompt some discussion using the Environmental Sounds sheet to debate and decide whether certain sounds might be high or low.</p> <p>As a class, take a trip around the inside and outside of the school building. What can you hear? Make a shared list. Are these sounds high or low? Are any of them in the middle? Are you unsure about any?</p> <p>When you are back in the classroom, get the children to try and make the sounds of each of the things you heard, either using their voices or body percussion.</p>	<p>✓ Know that sounds can be high or low</p>		<p>Pitch High Low</p>

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	<p>REVIEW Can you think of any musical instruments that could help you to make the sounds of any of the things you have heard today?</p>			
2	<p>RECAP Can we make a quick list of high and low sounds?</p> <p>LEARN Tell the pupils that they are going to play with some musical instruments and sort them into whether they make high or low sounds. Share with the pupils that all of the instruments we will use are part of a group of instruments called the Percussion family. Explain that all percussion instruments make a sound when they are struck or scraped.</p> <p>Sharing a range of instruments on each table, place two hoops on the table in a Venn Diagram. Explain that one area will be where you put instruments that make high sounds, the opposite where they make low sounds. Where the two hoops cross, you can place some instruments that make more than one sound (ie a Glockenspiel/Xylophone, cow-bell or two-tone wood block).</p> <p>Let the children get on with sorting the instruments, taking care to listen to each and talk together. Once this has been completed, select one table to talk thorough with the rest of the class. Go through each instrument and see if all pupils agree with where they have been placed.</p> <p>REVIEW Can children describe the sounds made by some chosen instruments? What are the instruments called?</p>	<ul style="list-style-type: none"> ✓ Know that percussion instruments can make a range of sounds, some high, some low ✓ Sort instruments by the sound that they make 	<p>Pitch High Low</p>	<p>Percussion Wood block Tambourine Cymbal Indian Bells Guiro Cabassa Maracas Sleigh Bells Triangle Glockenspiel (metal) Xylophone (wooden) Chime bars Claves Drums (various)</p>
3	<p>RECAP Can pupils list the percussion instruments that they played in the last lesson?</p>	<ul style="list-style-type: none"> ✓ Make sounds using percussion instruments to represent a scene 	<p>Pitch High Low Percussion Wood block</p>	

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	<p>LEARN Explain to the pupils that they are going to be making a soundscape (a bit like a painting, but with sound) to describe the different seasons of the year. Today, we will look at spring and summer.</p> <p>Using this picture (spring) as a prompt, ask the pupils what they can see. Can they think of any percussion instruments that they have played in the previous lessons that could be played to describe the spring scene?</p> <p>As a class, make a list of each of the things you identify in the picture and discuss ways you could play instruments to reflect these. When you have done a little bit of rehearsal, follow the list down the page and when you point to each idea, the pupils can play the selected instruments to make their soundscape.</p> <p>Repeat the activity, this time using this picture (summer).</p> <p>REVIEW How can we make instruments sound like birds? Sunshine? Which low sounds did we hear in the spring and summer performances?</p>		<p>Tambourine Cymbal Indian Bells Güiro Cabassa Maracas Sleigh Bells Triangle Glockenspiel (metal) Xylophone (wooden) Chime bars Claves Drums (various)</p>	
4	<p>RECAP Can pupils list the percussion instruments that they played in the last lesson?</p> <p>LEARN Explain to the pupils that they are going to be making a soundscape (a bit like a painting, but with sound) to describe the different seasons of the year. Today, we will look at autumn and winter.</p> <p>Using this picture as a prompt, ask the pupils what they can see. Can they think of any percussion instruments that they have played in the previous lessons that could be played to describe the spring scene?</p>	<p>✓ Make sounds using percussion instruments to represent a scene</p>	<p>Pitch High Low Percussion Wood block Tambourine Cymbal Indian Bells Güiro Cabassa Maracas Sleigh Bells Triangle Glockenspiel (metal)</p>	

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	<p>As a class, make a list of each of the things you identify in the picture and discuss ways you could play instruments to reflect these. When you have done a little bit of rehearsal, follow the list down the page and when you point to each idea, the pupils can play the selected instruments to make their soundscape.</p> <p>Repeat the activity, this time using this picture (winter).</p> <p>REVIEW How well do we think we are playing as a group? What makes it easy? What makes it hard?</p>		<p>Xylophone (wooden) Chime bars Claves Drums (various)</p>	
5	<p>This lesson offers the opportunity to rehearse each of the four seasons. Try to stitch together the whole musical landscape using this picture and a pointer. Pupils should be encouraged to play their instruments at a time and in a way agreed. Get ready to perform this to an audience!</p>	<p>✓ Make sounds using percussion instruments to represent a scene</p>		
6	<p>Arrange an audience so that you can perform your seasons soundscape. Perform the piece of music and then take questions about the process the pupils went through to get to the stage where they were ready to perform!</p>	<p>✓ Make sounds using percussion instruments to represent a scene</p>		
7	<p>ASSESSMENT:</p> <p>Know that percussion instruments can make a range of sounds, some high, some low</p> <p>Sort instruments by the sound that they make</p> <p>Make sounds using percussion instruments to represent a scene</p>	<p style="text-align: center;">Exceeded</p>	<p style="text-align: center;">Secured</p>	<p style="text-align: center;">Below</p>

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What does this assessment information tell me about the impact of the curriculum?

What do I need to do next as a result?

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UNIT GLOSSARY

Pitch	How high or low a sound is.
Percussion	Instruments that are typically played by striking or scraping them



Wood Block



Tambourine



Cymbal



Chinese Bells



Guiro



Cabassa



Maracas



Sleigh Bells



Glockenspiel (Metal)



Triangle



Maracas



Xylophone (Wooden)



Claves



Drums (Various)