



Medium Term Plan 2018-2019  
**Cultural Explorers - Music**  
**Graphic and Symbols Scores - Unit 1**

Are there some pictures and symbols that are better for representing music?

**Aspect of Study**

- **Develop ability to compose using graphic score.**
  - **Use of percussion instruments.**

**Transferable Knowledge:**

Links to Anglo Saxon runes and their use of symbols

**National Curriculum Overview of Programme of Study**

Music is a universal language that embodies one of the highest forms of creativity. A high- quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

The national curriculum for music aims to ensure that all pupils: Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

**During this area of study students should be taught to:**

- **Create their own graphic scores and perform them.**
- **Develop their understanding of key musical symbols such as dynamics.**

### Real World Links:

Pupils will learn how to interpret symbols and pictures and can also use pictures of architecture from the local area and create sounds by interpreting the shapes of buildings.



**Communication** – understand and respect that people have different views.  
**Team-working** – respect and listen to others, use the strength and skills of others.  
Opportunities to apply Skills for Life during enquiry learning lessons.

### Influential Figures

- John Cage's Riverwalk

### OPAL links

- Pupils can create visual representations of their compositions outside and then play them.

## Curriculum Coverage

**(Previous, expected and what follows on)**

Prior National Curriculum Coverage	National Curriculum Coverage	Subsequent National Curriculum Coverage
<p>KS1 and 2 Objectives Covered</p> <ul style="list-style-type: none"> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music. - In Reception and year 1 they will look at using pictures to represent sound.</li> <li>Year 3: Graphic score work during Planet Suite unit. <a href="#">Improvise and compose music</a> for a range of purposes using the inter-related dimensions of music.</li> </ul>	<p>Objectives covered:</p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li><a href="#">Improvise and compose music</a> for a range of purposes using the inter-related dimensions of music.</li> <li>Listen with attention to detail and recall sounds with increasing aural memory.</li> <li><a href="#">Appreciate and understand</a> a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> </ul>	<p>KS3 Subsequent Objectives</p> <ul style="list-style-type: none"> <li>Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.</li> <li><a href="#">Improvise and compose</a>; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.</li> <li>Listen with increasing discrimination to a wide range of music from great composers and musicians</li> <li><a href="#">Develop a deepening understanding</a> of the music that they perform and to which they listen, and its history.</li> </ul>

## Graphic and Symbols Scores - Unit 1

Key vocabulary	Key Skills	Concepts
Dynamics Duration Silence Performance Graphic Score	Use appropriate instruments  Use Layered Texture  Use Diminuendo  Use Crescendo  Use a regular  Compose your own rhythms  Know when to start and stop  Count in!	<p>Graphic Scores: Graphic notation is the representation of music through the use of visual symbols outside the realm of traditional music notation.</p> <p>Texture - Texture results from the way voices and/or instruments are combined in music.</p>

## Sequence of Teaching and Learning

### Graphic and Symbols Scores - Unit 1

<b>1</b>	<ul style="list-style-type: none"><li><b>L.O. To create a sound collage which can be performed to the rest of the class.</b></li></ul>	In groups pupils experiment with the sounds they have created – make them longer, shorter, higher, lower, louder and quieter. Now layer your sounds – with everyone performing together, put the different sounds on top of each other and explore the effects created by combining them or playing them one after the other.	<b>EXTRA COLUMN FOR PICTURES OF GOOD PRACTICE (where applicable)?</b>
<b>2</b>	<ul style="list-style-type: none"><li><b>L.O. Draw your symbols in boxes and label what instrument they represent.</b></li></ul>	Having created different sounds in the previous lesson the pupils are then shown different examples of graphic scores and are asked to interpret the music and how it links to the graphic score.	

## Sequence of Teaching and Learning

<b>3</b>	<ul style="list-style-type: none"><li><b>L.O. Describe compare and evaluate different types of music using appropriate musical vocabulary.</b></li></ul>	<p>The pupils will listen to the piece by John Cage Riverwalk and draw their own graphic score for the performance. The pupils will then look at how John Cage drew his Graphic score. The pupils need to then create a similar Graphic score that uses timers where they practice with their graphic score.</p>	<b>EXTRA COLUMN FOR PICTURES OF GOOD PRACTICE (where applicable)?</b>
<b>4</b>	<ul style="list-style-type: none"><li><b>L.O. Compose music for a scene using graphic score.</b></li></ul>	<p>The pupils are given another graphic score task accept this time they are to develop their ideas so that can compose for a given set scene. There are five different scenes that are given to the different groups</p> <p>Music for a Haunted House Music for a flowing river Music for the Garden Music for the Sea Music for a volcano</p> <p>They are to demonstrate their understanding of the scenes and use the music elements to represent the scenes appropriatley.</p>	

## Sequence of Teaching and Learning



<b>5</b>	<ul style="list-style-type: none"><li>• <b>To apply knowledge of musical elements to 'The storm' activity performing in time, in groups.</b></li></ul>	<p>For this lesson the students will use their voices and simple sounds only, to create the sound effects for a story read out by the teacher. The pupils first workshop the ideas of different sounds with the teacher</p>	
<b>6</b>	<ul style="list-style-type: none"><li>• <b>Listen and develop ability to identify the music elements within different pieces of music.</b></li></ul>	<p>The pupils will need to listen to a piece of music by Tchaikovsky - The Storm. The pupils will need to comment on the key features of the music making specific reference to the dynamic, tempo and instrumentation.</p>	