

Pyramids of Sound

A Music Plan

Year Five		Summer Term				
Topic Link						
This unit links (loosely) to the Ancient Civilisations – Egypt unit of work.						
Overview						
This unit deals predominantly with dynamics in music, linking them to different musical structures. Children will listen to the dynamic changes in a variety of musical pieces, and then create their own compositions which show a range of dynamics.						
Musical Dimensions						
Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure
Recognise and identify a range of different scale patterns.	Understand more complex rhythmic patterns and metres.	Understand how a wide range of dynamics can be manipulated for expressive effect.	Understand how a wide range of tempi can be manipulated for expressive effect.	Identify families of instruments and different ensemble combinations. Refine use of percussion instruments.	Begin to understand types of harmony.	Understand a wider range of musical structures.
Skills						
Listening, Describing & Discussing	Singing		Playing & Rehearsing		Composing	
Compare and contrast music heard and performed with an awareness of the music's context, purpose and composer's intent. Further extend music vocabulary in relation to the learning.	Sing simple part songs.		Further develop instrumental skills and techniques and perform simple parts with accuracy and with awareness of pitch, metre and balance. Develop rehearsal and practice routines and strategies.		Use rhythmic and pitched notation including basic stave notation.	

Lesson	Dimensions	Skills	Lesson Content	Resources
<p>Lesson 1</p> <p>LO: To investigate dynamics in music.</p>	<p>Dynamics: Understand how a wide range of dynamics can be manipulated for expressive effect.</p>	<p>Listening, Describing & Discussing: Compare and contrast music heard and performed with an awareness of the music's context, purpose and composer's intent. Further extend music vocabulary in relation to the learning.</p>	<p>Begin by warming up with 'Boom Chicka-Boom'. During the song, vary the dynamics of the verses – some loud, some quite – along with other variations. Explain the terms 'dynamics', 'crescendo' and 'decrescendo'. Look at some symbols which represent the latter two. Then work through the following dynamic games. Dynamic circle: distribute a variety of instruments. Go around the circle – each child to play their instrument as quietly as they can. Then go round again making the loudest possible noise. Ongoing sounds: Sit in a circle. Whisper the word 'hello'. Pass the word around the circle gradually getting louder. Then repeat, but moving from a shout back to a whisper. Then try the same activity with instruments – is this harder or easier? Wave clapping: stand in a loose circle. Clap a steady beat. Then, together, take steps into the circle, and out from the circle. Increase the volume as you step in, decrease the volume as you step out.</p>	<p>'Boom Chicka Boom' from Voiceworks 2</p>

<p>Lesson 2</p> <p>LO: To interpret a graphic score.</p>	<p>Dynamics: Understand how a wide range of dynamics can be manipulated for expressive effect.</p> <p>Structure: Understand a wider range of musical structures.</p>	<p>Playing & Rehearsing: Further develop instrumental skills and techniques and perform simple parts with accuracy and with awareness of pitch, metre and balance. Develop rehearsal and practice routines and strategies.</p>	<p>Look at the block graphic score on the flipchart. Explain that we will read this graphic score from left to right. This will mean adding layers of sound to create a piece of music with a thick texture. Look at the symbols in the blocks. What could they represent? As a class, make some decisions on this. Then work across the score performing each line, starting at the bottom and adding each further line before removing them again. Take a look at the second score. It works in the same way, but with different symbols. In groups of four – one for each line – decide on what each symbol might represent. How might the shape of the symbols represent dynamics? In groups, children should interpret the graphic score and prepare a performance. Share these performances together – how do they compare?</p>	
<p>Lesson 3</p> <p>LO: To identify dynamic changes in music.</p>	<p>Dynamics: Understand how a wide range of dynamics can be manipulated for expressive effect.</p> <p>Timbre: Identify families of instruments and different ensemble combinations. Refine use of percussion instruments.</p>	<p>Listening, Describing & Discussing: Compare and contrast music heard and performed with an awareness of the music's context, purpose and composer's intent. Further extend music vocabulary in relation to the learning.</p>	<p>Explain that dynamics plays a very important role in music as the contrast between loud and quiet is very effective. Dynamics can be changed in two ways: by increasing or decreasing the volume of a sound, or by adding layers of sound so more sound is being produced. Listen to 'America'. As a class, plot a graphic score for each song and identify the instruments being played. Listen to a further selection of songs. In groups and on sugar paper, can children produce similar graphic scores for these songs?</p>	<p><i>'America'</i> by Simon and Garfunkel'. <i>'Let It Be'</i> by The Beatles. <i>'Everloving'</i> by Moby. <i>'Sigh No More'</i> by Mumford and Sons.</p>

<p>Lesson 4</p> <p>LO: To compose using a graphic score.</p>	<p>Dynamics: Understand how a wide range of dynamics can be manipulated for expressive effect.</p> <p>Structure: Understand a wider range of musical structures.</p>	<p>Composing: Use rhythmic and pitched notation including basic stave notation.</p>	<p>Look back at the two pyramids from lesson two and remember how they were played. Today, as a class, we're going to create our own score. Look at the blank score. It needs four lines which will work in layers to produce music with a thick texture. Work through the score one line at a time – what sound could you make for each one? How could the dynamic of the sound vary along the line? How could you represent the line on the graphic score.</p> <p>After working out each line individually, split the class into four groups, and assign one line to each group. Play through the graphic score and evaluate how successful it is. Make any changes necessary.</p>	
<p>Lesson 5</p> <p>LO: To compose using a graphic score.</p>	<p>Dynamics: Understand how a wide range of dynamics can be manipulated for expressive effect.</p> <p>Structure: Understand a wider range of musical structures.</p>	<p>Composing: Use rhythmic and pitched notation including basic stave notation.</p> <p>Playing & Rehearsing: Further develop instrumental skills and techniques and perform simple parts with accuracy and with awareness of pitch, metre and balance. Develop rehearsal and practice routines and strategies.</p>	<p>In groups of four, choose four sounds for a composition. Decide which instruments to use and how they should be played. Consider dynamics – how will each sound be varied?</p> <p>Find a symbol to represent each sound. Decide as a group how your sounds will be layered – which one will be played first, and in which order will the others be added?</p> <p>Children to fill in their graphic score sheet and rehearse their composition. Make any amendments as necessary.</p>	

<p>Lesson 6</p> <p>LO: To perform using a graphic score.</p>	<p>Dynamics: Understand how a wide range of dynamics can be manipulated for expressive effect.</p> <p>Structure: Understand a wider range of musical structures.</p>	<p>Composing: Use rhythmic and pitched notation including basic staff notation.</p> <p>Playing & Rehearsing: Further develop instrumental skills and techniques and perform simple parts with accuracy and with awareness of pitch, metre and balance. Develop rehearsal and practice routines and strategies.</p>	<p>Work through your graphic scores from last week. Evaluate your performance and make any necessary changes.</p> <p>Perform your composition to the rest of the class. Record each performance and evaluate each composition.</p>	
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