

# Painting With Sound

A Music Plan

Year Three		Autumn Term				
Topic Link						
This is a stand-alone music unit.						
Overview						
This unit shows children how music can create pictures in their minds using contrasting timbres, dynamics, textures and structures.						
Musical Dimensions						
Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure
Identify steps, leaps and repeated notes in melodies.	Begin to understand 2, 3 and 4 metre and how rhythms fit to a steady beat.	Understand getting louder and quieter in finer graduations.	Understand getting faster and slower in finer graduations.	Identify a range of non-percussion instruments by name and the way they are played. Extend the use of percussion instruments.	Recognise different combinations of layers in music.	Develop understanding of repetition and contrast 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. Use an appropriate music vocabulary in relation to the learning.	Sing rounds and partner songs.	Develop instrumental skills and techniques and maintain steady beat. Copy and match patterns in 2, 3 and 4 metre. (Rehearsal: start to develop rehearsal and practice routines and strategies.)	Use rhythmic notation including basic stave notation. ( <i>note lengths – grid to standard symbols</i> )			

Lesson	Dimensions	Skills	Lesson Content	Resources
<p><b>Lesson 1</b></p> <p><b>LO:</b> To think about how sounds are used to create different moods.</p>	<p>Texture: Recognise different combinations of layers in music.</p>	<p>Listening: Compare and contrast music heard and performed with an awareness of the music's context, purpose and composer's intent.</p>	<p>Use 'H.E.L.L.O.' as a warm up. Practice repeating the lyrical phrases, then repeat the lyrics as clap patterns.</p> <p>Listen to three contrasting pieces of music ('The Little Train of the Caipira', 'Ansam' and 'Mu Min Xin Ge'). Explore the picture that each piece creates in the head of the listener. How do the sounds contribute to the picture? Discuss our pictures.</p> <p>Focus especially on 'The Little Train of the Caipira'. Listen out for the different sections. Discuss how the music creates these sections.</p>	<p>'H.E.L.L.O.'</p> <p>'Ansam' by Hassan Erraji.</p> <p>'Mu Min Xin Ge', Trad.</p> <p>'The Little Train of Caipira' by Villa-Lobos</p>
<p><b>Lesson 2</b></p> <p><b>LO:</b> To create sounds which describe a picture.</p>	<p>Texture: Recognise different combinations of layers in music.</p>	<p>Playing &amp; Rehearsing: Develop instrumental skills and techniques.</p>	<p>Warm up with 'Boom Chicka Boom'. Children to repeat the lyrical phrases, experimenting with different vocal styles – how do the different vocal sounds create different moods?</p> <p>Look at the 'Sports Day' picture. What is going on? Annotate the picture to describe some of the noises you would hear.</p> <p>From your annotations, select five sounds to recreate. In small groups, experiment with the music room instruments to find a way of representing one of the noises shown in the picture.</p> <p>As a class, put the five sounds together to create a soundscape. Would all the noises play at once, or would they stop and start? Record your soundscape and evaluate it.</p>	<p>'Boom Chicka Boom'.</p> <p>Sports Day picture</p>

<p><b>Lesson Three</b></p> <p><b>LO:</b> To create textures by combining sounds in different ways.</p>	<p><b>Texture:</b> Recognise different combinations of layers in music.</p>	<p><b>Playing &amp; Rehearsing:</b> Develop instrumental skills and techniques.</p>	<p>Repeat the 'Boom Chicka Boom' warm-up from last week.</p> <p>Look at the 'Sunset' picture. Ask children to identify the layers in the picture. What mood does this picture inspire? How can we make our music fit this mood? Imagine we are going to create some music to accompany this picture – it will be played in a gallery where the picture is shown.</p> <p>Allocate the layers of the picture to different groups of children. Talk about the sort of sounds that would be appropriate for each layer. These will be more subtle than last week's choices! Allow children to experiment and refine their ideas.</p> <p>As a class, build the music layer by layer – start with one component (such as the sand), then add another, and another, until all groups are playing. How could the piece end? Perform the music together, and evaluate and refine it together.</p>	<p><i>'Boom Chicka Boom'.</i> Sunset picture</p>
<p><b>Lesson Four</b></p> <p><b>LO:</b> To create music that describes a specific mood.</p>	<p><b>Pitch:</b> Identify steps, leaps and repeated notes in melodies.</p> <p><b>Duration:</b> Begin to understand 2, 3 and 4 metre and how rhythms fit to a steady beat.</p>	<p><b>Singing:</b> Sing rounds and partner songs.</p>	<p>Warm up with 'Don't Clap This One Back'.</p> <p>Look at the haunted house picture – what does it show? Listen to and learn 'Horror Hotel'. Pick out the words that create atmosphere. Then, using the picture, brainstorm some sound effects that could be added to the song. In pairs or small groups, create some noises using instruments or voices.</p> <p>Divide the class into halves. One half should sing, the other should perform their sounds. Then swap over. Children should think carefully about when to make their noises – if they all make them throughout, they will lose their effect.</p>	<p><i>'Don't Clap This One Back.'</i> <i>'Horror Hotel'</i> from Music Express.</p>

<p><b>Lesson Five</b></p> <p><b>LO:</b> To create textures by combining sounds in different ways.</p>	<p>Texture: Recognise different combinations of layers in music.</p>	<p>Playing &amp; Rehearsing: Develop instrumental skills and techniques.</p>	<p>Sing through 'Horror Hotel' from the previous lesson as a warm up.</p> <p>Look at the supermarket picture. Brainstorm the associated noises.</p> <p>Divide the class into small groups. Each group should choose two noises to replicate. Working through experimentation and refinement, children to create their sounds. Perform ideas to the class, and hear feedback. Children to then refine their ideas further, and record their ideas on paper for next week.</p>	<p><i>'Horror Hotel'</i>. Supermarket picture.</p>
<p><b>Lesson Six</b></p> <p><b>LO:</b> To compose music which describes a picture as part of a group.</p>	<p>Texture: Recognise different combinations of layers in music.</p>	<p>Playing &amp; Rehearsing: Develop instrumental skills and techniques.</p>	<p>Sing through 'Horror Hotel' for the final time.</p> <p>Children to return to their 'sound bites' from last week. Play them through again, and make any improvements deemed appropriate. Write up a list of all the sound bites the class have made. Divide the list into three categories – continuous sounds, regular sounds, one off sounds.</p> <p>As a class, decide how to structure the sound bites into a whole class composition / performance. Talk about texture – the music can have a 'thin' texture (one sound at a time), a 'thick' texture (lots of sounds playing together), or a variety of textures throughout.</p> <p>Perform the class composition. Record, and evaluate.</p>	<p><i>'Horror Hotel'</i>. Supermarket picture.</p>