

## Spring Term 1 How Does Music Make the World a Better Place?



### About this unit

In each unit, children are asked a question, intended as an entry point for exploring one of six broad Social Themes. These six themes are overlapping. The exploration of each theme accompanies them on their musical journey throughout this Scheme, and hopefully beyond! As the learners grow, the questions and entry points for the Social Themes evolve. All the while, they are encouraged to be responsible and kind citizens of the world and constructive but critical thinkers. The unit question can be discussed throughout each unit up to and including the final unit performance. Musically, students are constantly touching upon all key musical elements and skills, building upon these as they progress through each lesson, unit and year. As well as this, there is also a Musical Spotlight to each unit. This by no means indicates that there is only one musical aspect or concept being considered and developed – it just allows one chosen musical element, aspect or skill to come to the fore for contemplation, discussion and development, for the duration of that unit. Unit 3 Social Theme In this unit, we ask 'How Does Music Make the World a Better Place?' How, as well as being something that brings people together in many diverse ways, music can also be used to divide people. It is important, therefore, to empower children to understand the powerful influence that music and sound can have on mood and behaviour, not just for all of their positive benefits, but as another way to make them media-savvy and independent, critical thinkers.

- Music can, of course, be a vehicle for positive social change, too! For all of the reasons mentioned above, music can play a similar role in efforts to bring people closer together, to see things from others' perspectives and to move to more diversity, equality, equity, tolerance and understanding in society. There are many, many examples of this from around the world and from every era.

This unit sets out sequences of learning around a song in key musical areas which, over time, all contribute towards the steadily increasing development of musicianship:

- Listening
- Singing
- Playing
- Improvising and Composing
- Performing

### Year 1 Vocabulary/Spiral Curriculum:

#### Year 1

**Words you need to know:** Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.

Lessons and Learning in a Spiral Curriculum As lessons progress through the units and year groups, the key learning is repeated, musical skills are reinforced and the learning deepens. Children quickly become familiar with the musical activities, through which they acquire new, or reinforce previous, musical knowledge and understanding. To support intense and rapid learning, the musical activities are designed in one of two ways: 1. The activities can be a repeat of the previous week, in order to embed and rehearse key musical skills. 2. The activities can be a repeat of previous musical skills but have different content, in order to strengthen and

### How this unit links to the national curriculum...

In this unit, the Musical Spotlight is 'Introducing Tempo and Dynamics'. You can introduce the musical words and ideas into your classroom discussions about your musical learning, while continuing to work implicitly with all the other Foundational Elements of Music as you go through the steps of the unit. In Units 1 and 2 we had a focus on pulse, followed by the two Foundational Elements of pitch and rhythm. In thinking about two new elements – tempo and dynamics – we are able to add even more variety to the music performed or created, and we build our vocabulary of words that can describe the music we hear. Talk about these words together as a class and begin to embed them with the children when listening, creating and performing:

- Tempo – essentially how 'fast' or 'slow' the music is played – plays an important part in the kind of 'energy' we sense the music has.

apply previous musical learning.

As the children move through the school, they acquire new knowledge and skills and deepen their understanding and application of previous learning. This spiral approach leads to deeper, more secure learning and musical mastery.

- Dynamics – mainly used to describe how loudly or softly music is played – are a powerful tool in conveying emotion and atmosphere.

Connections Between The Musical Spotlight and The Social Theme

If we consider ‘Music Is a Changemaker’ (this unit’s Social Theme), these two Foundational Elements of Music (tempo and dynamics) are very important in the kind of emotional impact we experience as listeners, or intend as performers/creators. If we consider the ‘changemaking’ qualities of music such as Happy by Pharell Williams or Give Peace A Chance by John Lennon and Yoko Ono, we can appreciate how the tempo helps achieve an effect on the listener. In the former, it is at just the right tempo for lots of people to be encouraged to dance to. It is upbeat and at a pace to encourage lively joy! In the latter, it was intended as a kind of song for peaceful protest and matches the pace of a slow but confident march (e.g. through the streets), typical of many Western civil rights songs from that time.

### Unit 3-How does music make the world a better place?

KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT CRITERIA						
<p>As a class, complete the Understanding Music activity in each step. The musical learning in Understanding Music is central to each unit, so please use Improve Together as an optional activity for variation and enrichment.</p> <p><b>Understanding Music</b></p> <p>This activity supports students in their understanding of duration, pulse, rhythm and pitch. It is designed to bring everyone together at the beginning of the lesson to learn, embed or revisit the music theory required for the year. The musical content and progression of each Understanding Music Activity can also be viewed in your <b>Understanding Music Guide</b>.</p> <p><b>The Musical Features in the Understanding Music Activity for This Unit:</b></p> <p><b>Tempo:</b> 98 bpm (beats per minute = tempo)  <b>Time signature:</b> 4/4 (four crotchet beats in every bar)  <b>Key signature:</b> G major  <b>Rhythmic patterns using:</b> Minims, crotchets and quavers  <b>Melodic patterns using:</b> G, D</p> <p><b>Improvise Together</b></p> <p>This activity gives the children an opportunity to practise improvising together. There isn’t an improvise activity connected to every song, so this can be used as an option. Here, they can practise their ideas together over a backing track. You can take it in turns to play when looping the track.</p>	<p>Charanga</p>	<p><b>Continuous Assessment Opportunities</b></p> <table border="1"> <tr> <td data-bbox="1325 878 1572 927"><b>Evidence</b> Have you recorded and uploaded?</td> <td data-bbox="1572 878 1686 927"></td> </tr> <tr> <td data-bbox="1325 927 1572 992"><b>Notable outcomes</b> Musical? Social? Unexpected? Exciting?</td> <td data-bbox="1572 927 1686 992"></td> </tr> <tr> <td data-bbox="1325 992 1572 1024"><b>Notes for next lesson</b></td> <td data-bbox="1572 992 1686 1024"></td> </tr> </table> <p>NOTES:</p> <p>MISCONCEPTIONS</p>	<b>Evidence</b> Have you recorded and uploaded?		<b>Notable outcomes</b> Musical? Social? Unexpected? Exciting?		<b>Notes for next lesson</b>	
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**The Musical Features in the Improvise Together Activity for This Unit:**

**Time signature:** 4/4 (four crotchet beats in every bar)

**Key signature:** F major

**The children can use the notes:** F and G; or F, G and A

**Listen and Respond**

In this Unit, the children will listen and respond to the following:

- Step 1:** If You're Happy And You Know It by Unknown
- Step 2:** Sing Me A Song by Joanna Mangona and Pete Readman
- Step 3:** Sparkle by Joanna Mangona and Pete Readman
- Step 4:** Rhythm In The Way We Walk by Joanna Mangona and Pete Readman
- Step 5:** Big Bear Funk by Joanna Mangona and Pete Readman
- Step 6:** Baby Elephant by Joanna Mangona and Pete Readman
- And Step 6:** Cinderella, Op. 87: 37 – Waltz-Coda by Sergei Prokofiev

This content-rich, interactive activity explores the impact that music can have on us, its design and cultural place; contextualising the music your students will listen to. Accompanying each lesson plan is a **Listen and Respond Guide** with all the research and information that is needed for the children to complete the tasks and activities you and they will see on-screen.

Each subsequent musical activity that follows Listen and Respond reinforces the learning for musical knowledge and skills that culminate in a performance.

The Listen and Respond Activity has three on-screen interactive tabs to work through:

**1. Listen**

This section introduces the music. Let the children listen and make an immediate response to the questions provided. A second listening will enable the class to talk about their answers and make the same or different responses.

**3. Did You Know?**

This question provides some further information about the music or its composer, or how the song connects with another subject in the curriculum.

Teachers should encourage the children to listen, move, dance, march and enjoy the music. You can use the on-screen prompts to encourage them to talk about the music, how it makes them feel and why, and musical concepts such as beat, tempo and dynamics. 'Did You Know?' will enable you to explore the song's musical, cross-curricular, historical or cultural connections with them.

## Learn to Sing the Song

You will have warmed up your voices in 'Understanding Music'.

On the screen, you will have the option to break the song down into manageable learning sections. Add clapping and movement in the relevant sections and have fun!

There is an option to follow the score if you wish to see the notated version. For some songs, there is also an option to practise or listen to the song with an animated video.

### Unit 3 Songs to Be Learnt:

- **Song 1** – If You're Happy And You Know It
- **Song 2** – Sing Me A Song
- **Song 3** – Sparkle
- **Song 4** – Rhythm In The Way We Walk
- **Song 5** – Big Bear Funk
- **Song 6** – Baby Elephant

## Play Your Instruments with the Song

Use the **Musical Progression** document for guidance as to which notes to use.

On the screen, you will see animated glockenspiels playing differentiated parts. The sheet music is available, but learning by ear at this stage is important – a 'sound before symbol' approach.

Instrumental parts are available for the following songs in this unit ([this colour denotes deeper learning](#)):

- **Step 2** – Sing Me A Song
- **Step 5** – Big Bear Funk

### These are the notes you will be using on glockenspiel:

Songs	Instrumental Notes	
	Part 1	Part 2
<b>Sing Me A Song</b> (Glockenspiel) 3/4, F major, 176 bpm	F, G, A (Minims)	F, G (Minims)
<b>Big Bear Funk</b> (Glockenspiel) 4/4, D minor, 109 bpm	D, A, C (Crotchets, quavers)	D, C (Minims, crotchets)

Children learn a differentiated instrumental part by ear or from notation. The **Musical Progression** document for Year 1 outlines which songs include instrumental parts, the note ranges and their progression.

There are two differentiated glockenspiel parts available; Part 1 is the harder part. Some of these parts are challenging, so choose the parts suitable for your class – their skills will build over time.

Think about the differences between improvising and composing.

When someone improvises, they make up their own tune that has never been heard before. It is not written down and therefore will never be heard again. If you write your improvisation down in any way, it becomes a composition and you can play it again with your friends. The music comes from inside the performer and belongs to them; it's not a question of doing it 'right' or 'wrong'. If the activity is set up properly within correct musical boundaries, children can only succeed.

**There are two songs in this unit to improvise and compose with, plus additional opportunities in the *Improvise Together* and *Create a Graphic Score* apps (this colour denotes deeper learning):**

Songs	Improvising	Composing	
	3 notes	3 notes	5 notes
<b>Sing Me A Song</b> 3/4, F major, 176 bpm	F, G, A	F, G, A	F, G, A, C, D
<b>Big Bear Funk</b> 4/4, D minor, 109 bpm	D, F, G	D, F, G	D, F, G, A, C

### Improvisation

In every unit, there is an opportunity for improvisation and for the children to express themselves. Each week, there is an option within 'Musicianship' to 'Improvise Together' (see above), and with some songs, the children will also 'Improvise with the Song.'

You can improvise all together, in groups or as a solo – you decide. If the children are complete beginners to improvisation, they can use their voices or clap (rhythmic improvisation). Then, they can use one note and progress to two and three notes only when they are ready. Always start the improvisation with note one of the given sequence.

### Composition

In every unit, there is an opportunity for composing and communicating the children's musical ideas and feelings.

- The composition could be a class task or an individual task.
- The composition could be presented on its own or as part of the performance of a unit song.

**There are two different composition options in this unit:**

#### Option 1: Compose with the Song

In this activity, the children will create a melody. Choose the 'Compose with the Song' app in the lesson viewer and the notes provided to create a simple melody that will fit with the song. Choose from the differentiated note sets and as a whole class or in groups, compose a new, simple melody that will be played with the song in its performance.

### **Creating the Compositions – A Whole-Class Activity:**

Compose the melody with one person on the whiteboard. Encourage all children to put forward their ideas. After the tune has been composed, children will learn to play it on their instruments, so keep it simple! You might want to split the class into groups for this activity if the children have access to iPads or computers.

Click 'play' on the composition screen and you will hear the backing track. Drag and drop the notes that you want to use in your composition. Note-names are written in the vertical column on the left-hand side.

### **Option 2: Create a Graphic Score**

#### **Create Your Own Graphic Score:**

#### **What Is a Graphic Score?**

A graphic score is an exciting and creative way to write a musical composition. It involves using shapes, squiggles, letters, pictures and in fact, anything you would like to include that represents the music you are creating. With a graphic score, you can make up your own rules. You can be as imaginative as you like. Many composers from the 20th and 21st centuries used graphic scores instead of traditional Western European music notation to describe and record their musical ideas.

In this unit, the children will be given the option to create their own graphic score with the title **Sparkly Things**. They will use their imaginations to decide what will happen in the story and how they will tell it with sounds and instruments.

The children can create their graphic score/s as a class, in groups or individually using the 'Create a Graphic Score' app.

In this app, you have the ability to drag and drop a variety of shapes, instruments, musical

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The children can create their graphic score/s as a class, in groups or individually using the 'Create a Graphic Score' app.

In this app, you have the ability to drag and drop a variety of shapes, instruments, musical symbols and text onto the page, as well as being able to draw your own designs. A graphic score gives you the freedom to assign any sound or action to a specific symbol, so when the music is played, you can follow your score and perform these sounds and actions along to the track.

Composing is all about experimenting and finding out what works and what doesn't. Work together, let ideas flow over the backing tracks. Create music freely, in a safe environment with no boundaries. Have fun!

## How to Use the Graphic Score App

With the given theme or topic for each unit, the children can create their graphic score/s as a class, in groups or individually. Their graphic score/s will represent the music they create.

There is an option to add the following to the score:

- A variety of pre-designed shapes
- A selection of instrumental graphics
- Musical symbols and even notes
- Their own text
- Their own designs and images
- Colour

The score can represent anything at all, including pitch, dynamics, timbre, tempo, texture or even silence, as well as actions and movement to allow further creativity. Once the score is complete, press 'play' and it will scroll along in time with the backing track provided.

### How Do I Set Up My Graphic Score Using the App?

- Press 'settings' and choose how you want your score to look. You can:
  - Choose a background
  - Decide if you want to see the barlines and beat divisions

### How Do I Zoom in on Specific Areas of My Score?

- In the bottom right-hand corner of the app, there are + and - symbols which allow you to zoom in on specific areas of your score. If you press 'fit', it will display the entire score.

#### You Can:

- Use 'Line' drawings/shapes in your graphic score
- Use 'Block' shapes in your graphic score
- Use pictures of real instruments in your graphic score
- Use notation in your graphic score
- Write and add text into your graphic score

For the above, select the relevant tab and scroll through using the up and down arrows. Change colour by selecting the coloured circle. Place onto the score by dragging and dropping. Once on the score, click to enlarge/shrink/rotate, duplicate, move around or delete. Use the SHIFT key to drag in straight lines.

### To Create Your Own Drawings in Your Graphic Score:

- Create your own drawings by selecting any of the three pen options to the right of the tabs. There is an option to use a fineliner, a thicker pen and a highlighter. Change the colour of all of them by selecting the pen you want to use and then clicking on the coloured circle above.



### **Perform with the Song**

Perform and share the learning that has taken place in each lesson and at the end of the unit.

Here, you have the opportunity to share the fun you had in the lesson. You can sing and add any of the musical activities you have practised with the song/s. Create and present a holistic performance. This will be a short performance for sharing at the end of the lesson. As a class, you can perform at any time to an audience. You might decide to organise a special concert at a different time. Talk together with the children about each element of the lesson/s and what they would like to perform. Share thoughts and feelings.

It's a good idea to record your 'end of lesson' sharing as part of the **formative assessment** process. You will have the option to revisit and perform a song/songs of your choice in Step 6 as part of the **summative assessment** process. Talk about the progress that has been made.

Performing is and should be a wonderful and joyful experience for everyone. It is important for children to learn how to behave when performing and when they are part of an audience. Both are important, and both have a history of custom and practice in different venues, and for different occasions. For some, performing music will become a key part of musicianship. For everyone, regular performance experience and attention to basic performing etiquette enable children to become happy, confident performers who feel at ease participating as part of an audience for other performers.

### **Theory Quiz** (Step 6 only, end of each unit)

This theory quiz summarises all of the musical learning that has taken place in the unit. There is also a more summative, general quiz for the entire year at the end of Unit 6. Each quiz has a different number of questions and can be used to suit lesson pacing and scheduling appropriately. Each question is multiple-choice and allows you to select the correct answer before moving on.



<b>Step</b>	<b>Activity 1: Musicianship Options</b>	<b>Activity 2: Listen and Respond</b>	<b>Activity 3: Singing</b>	<b>Activity 4: Playing</b>	<b>Activity 5: Improvising and Composing</b>	<b>Activity 6: Performing</b>
<b>1</b>	<b>Option 1</b> Understanding Music  <b>Option 2</b> Improvise Together	If You're Happy And You Know It	If You're Happy And You Know It	N/A	N/A	Perform and share what has taken place in the lesson
<b>2</b>	<b>Option 1</b> Understanding Music  <b>Option 2</b> Improvise Together	Sing Me A Song	Sing Me A Song	Play instrumental parts	<b>Options:</b> - Improvise Together - Improvise with the Song  <b>Options:</b> - Compose with the Song	Perform and share what has taken place in the lesson
<b>3</b>	<b>Option 1</b> Understanding Music  <b>Option 2</b> Improvise Together	Sparkle	Sparkle	N/A	<b>Options:</b> Create a Graphic Score: Sparkly Things	Perform and share what has taken place in the lesson
<b>4</b>	<b>Option 1</b> Understanding Music  <b>Option 2</b> Improvise Together	Rhythm In The Way We Walk	Rhythm In The Way We Walk	N/A	N/A	Perform and share what has taken place in the lesson
<b>5</b>	<b>Option 1</b> Understanding Music  <b>Option 2</b> Improvise Together	Big Bear Funk	Big Bear Funk	Play instrumental parts	<b>Options:</b> - Improvise Together - Improvise with the Song  <b>Options:</b> - Compose with the Song	Perform and share what has taken place in the lesson
<b>6</b>	<b>Option 1</b> Understanding Music  <b>Option 2</b> Improvise Together  <b>Option 3</b> Theory Quiz	Baby Elephant and Cinderella, Op. 87: 37 - Waltz-Coda	Baby Elephant or revisit a song of your choice	Play instrumental parts with your chosen song, if available	Option to revisit Improvise and Compose activities	Perform and share what has taken place in the lesson and prepare for a concert

**How this enquiry might be adapted for children of different ages and different abilities?**

The six Social Themes of the Charanga curriculum are all overlapping, but Unit 3 might overlap particularly well with discussions and learning at other times in the year during Unit 1: How Can We Make Friends When We Sing Together? (Music Is a Peacebuilder and Friendmaker) or Unit 6: How Does Music Teach Us About Looking After Our Planet? (Music Is a Nature Lover and Guardian of the Earth).

**ASSESSMENT**

**Assessment Criteria for This Unit**

<b>Area 1: Listening and Responding to Music</b>	<b>Area 2: Developing Performance Awareness and Skills, and the Foundations of Musical Language</b>
<b>1a:</b> Demonstrates an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.	<b>2a:</b> Demonstrates an awareness of pulse/beat when listening, and performing music.
<b>1b:</b> Demonstrates a basic understanding of how feelings can connect with/relate to music.	<b>2b:</b> Demonstrates an understanding and use of basic differences (high and low) and note duration (long and short).
<b>1c:</b> Demonstrates some basic understanding of musical style.	<b>2c:</b> Demonstrates a basic understanding of the importance of posture and technique when performing.
	<b>2d:</b> Demonstrates an understanding of the basic concepts of improvisation and composition.
	<b>2e:</b> Introduces the performance (any connection to the Social Themes added bonus).