

# Year 1, Unit 3 Overview

## Exploring Sounds

This unit of work is clearly sequenced with supporting **Lesson Plans**. For every year group, a **Key Learning** document represents the expected standard of musical learning that will build through each unit across the year. For a more in-depth explanation of the resources and documentation, please see the **Model Music Curriculum Scheme Guide** on the Scheme homepage.

Each unit has a **Musical Spotlight** and a **Social Question** (explained below) and sets out sequences of learning around songs in key musical areas. Over time, all of this contributes towards the steadily increasing development of musical learning. The music, **Musical Spotlights** and **Social Themes** all grow together to support the development of a whole, happy and musical child.

### What is a Musical Spotlight?

Each unit of work has a **Musical Spotlight**. Just like the **Social Questions**, the **Musical Spotlights** deepen as the children move through the Scheme. They offer an opportunity for a musical focus in each unit and a way to deepen the children's musical knowledge and understanding. Each **Musical Spotlight** highlights a musical activity and/or musical element to be discussed, learnt about and integrated into each lesson of the unit. This can be done through the unit songs. Use the **Musical Spotlights** flexibly within each lesson. Tell your audience about them when introducing your performance.

### Unit Musical Spotlight: Exploring Sounds

**Explain the following to the children:**

Music is made up of high and low sounds, long and short sounds, and loud and quiet sounds. Explore these sounds and create your own very simple melodies.

### What is a Social Question?

Each unit is centred around a **Social Question**, where children are encouraged to think deeply about the world, their communities and their relationships with others.

### Unit Social Question: How Does Music Make the World a Better Place?

In this unit, we ask, '**How Does Music Make the World a Better Place?**'. The **Social Question** evolves as the children move through the scheme while encouraging them to be responsible and kind citizens of the world. Please refer to this question as you move through each lesson within the unit. The songs in each unit have been carefully chosen to support the **Social Question**. Include the social element of the unit in your end-of-unit/year performances.

**Examples of cross-curricular related topics:**

- Social justice
- Acceptance
- Tolerance
- Politics
- Respect

## Unit Activities and Supporting Documentation

**Each unit is made up of the following activities:**

Baseline Quiz (Unit 1 in each year only)

**Activity 1:** Musicianship Options:

**1a.** Understanding Music

**1b.** Improvise Together

**Activity 2:** Listen and Respond**Activity 3:** Learn to Sing the Song**Activity 4:** Play your Instruments with the Song**Activity 5:** Composing and Improvising

(KS1 composition options include; Compose with the Song, Create a Graphic Score)

**Activity 6:** Perform the Song

End of Unit/Year Quiz

## Flexibility in the Unit Structure

The supporting documentation for this unit can be used flexibly. In order to support your approach to teaching and learning as well as the needs of your students, we have created a **Flexible Lesson Plan** and a **Flexible Unit Summary** grid which can be found on the unit homepage. These are editable and can be used at any stage throughout the year.

## A Summary of Activities in this Unit

Step	Activity 1: Musicianship Options	Activity 2: Listen and Respond	Activity 3: Singing	Activity 4: Playing	Activity 5: Improvising and Composing	Activity 6: Performing
1	<b>Option 1</b> Understanding Music  <b>Option 2</b> Improvise Together	If You're Happy And You Know It arranged by Rick Coates	If You're Happy And You Know It arranged by Rick Coates	N/A	N/A	Perform and share what has taken place in the lesson
2	<b>Option 1</b> Understanding Music  <b>Option 2</b> Improvise Together	Sing Me A Song by Joanna Mangona and Pete Readman	Sing Me A Song by Joanna Mangona and Pete Readman	Play instrumental parts	<b>Option 1</b> Improvise with the Song <b>Option 2</b> Compose with the Song	Perform and share what has taken place in the lesson
3	<b>Option 1</b> Understanding Music  <b>Option 2</b> Improvise Together	Sparkle by Joanna Mangona and Pete Readman	Sparkle by Joanna Mangona and Pete Readman	N/A	Create a Graphic Score: Sparkly Things	Perform and share what has taken place in the lesson
4	<b>Option 1</b> Understanding Music  <b>Option 2</b> Improvise Together	Rhythm In The Way We Walk by Joanna Mangona and Pete Readman	Rhythm In The Way We Walk by Joanna Mangona and Pete Readman	N/A	N/A	Perform and share what has taken place in the lesson
5	<b>Option 1</b> Understanding Music  <b>Option 2</b> Improvise Together	Big Bear Funk by Joanna Mangona and Pete Readman	Big Bear Funk by Joanna Mangona and Pete Readman	Play instrumental parts	<b>Option 1</b> Improvise with the Song <b>Option 2</b> Compose with the Song	Perform and share what has taken place in the lesson
6	<b>Option 1</b> Understanding Music  <b>Option 2</b> Improvise Together	<b>Option 1</b> Baby Elephant by Joanna Mangona and Pete Readman  <b>Option 2</b> Cinderella, Op. 87: 37 - Waltz-Coda by Sergei Prokofiev	Revisit a song of your choice from this unit	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