

Brough Primary School – Curriculum Intention Plan 2023 - 2024



Subject: Computing Year Group: Year 1/2		Area of learning: Computing - Creating Media - Digital Music (NCCE Y2)
Links to previous work/Remember when	<p><u>Music national curriculum links</u></p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select, and combine sounds using the interrelated dimensions of music</p>	
Term	Key Skills to be taught	
Summer 1 2024 What the children should know at the end of this series of lessons	<p>In this unit, learners will be using a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. Learners will compare creating music digitally and non-digitally. Learners will look at patterns and purposefully create music.</p>	

Vocabulary

planets, Mars, Venus, war, peace, quiet, loud, feelings, emotions, pattern, rhythm, pulse, Neptune, pitch, tempo, rhythm, notes, instrument, create, pulse/beat, open, edit

Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
1	<p>Learning Objective: To say how music can make us feel</p> <p>Key Knowledge:</p> <p>I can identify simple differences in pieces of music</p> <p>I can describe music using adjectives</p>	<p>Recap – Share information about Gustav Holst and <i>The Planets</i>.</p> <p>In this lesson learners will listen to and compare two pieces of music from <i>The Planets</i> by Gustav Holst. They will then use a musical description word bank to describe how this music generates emotions, i.e. how it makes them feel.</p>

Brough Primary School – Curriculum Intention Plan 2023 - 2024



	I can say what I do and don't like about a piece of music	
2	<p>Learning Objective: To identify that there are patterns in music</p> <p>Key Knowledge: To identify that there are patterns in music</p> <p>I can create a rhythm pattern</p> <p>I can play an instrument following a rhythm pattern</p> <p>I can explain that music is created and played by humans</p>	<p>Recap – Encourage learners to talk about the music that they listened to in Lesson 1. Ask learners to comment on how the music made them think and feel different things.</p> <p>In this lesson, learners will explore rhythm. They will create patterns and use those patterns as rhythms. They will use untuned percussion instruments and computers to hear the different rhythm patterns that they create.</p>
3	<p>Learning Objective: To experiment with sound using a computer</p> <p>Key Knowledge: I can connect images with sounds</p> <p>I can use a computer to experiment with pitch</p> <p>I can relate an idea to a piece of music</p>	<p>Recap - Read the information about <i>Neptune, the Mystic</i> (slide 3). Explain that this piece of music was created as if the planet were a person, with a style of music that matches their personality.</p> <p>During this lesson, learners will explore how music can be used in different ways to express emotions and to trigger their imaginations. They will experiment with the pitch of notes to create their own piece of music, which they will then associate with a physical object — in this case, an animal.</p>

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4	<p>Learning Objective: To use a computer to create a musical pattern</p> <p>Key Knowledge:</p> <p>I can identify that music is a sequence of notes</p> <p>I can explain how my music can be played in different ways</p> <p>I can refine my musical pattern on a computer</p>	<p>Recap - Ask learners to recap the learning from the lessons so far.</p> <p>In this lesson, learners will develop their understanding of music. They will use a computer to create and refine musical patterns.</p>
5	<p>Learning Objective: To create music for a purpose</p> <p>Key Knowledge:</p> <p>I can create a rhythm which represents an animal I've chosen</p> <p>I can create my animal's rhythm on a computer</p> <p>I can add a sequence of notes to my rhythm</p>	<p>Recap – Show learners slide 3. Ask them to think about the elephant walking. Ask a learner to volunteer to walk like an elephant (slow, plodding). Explain and demonstrate to learners that you could tap or clap a rhythm similar to an elephant walking. Ask learners to suggest other animals which they could mimic walking or moving and tap or clap out rhythms for those.</p> <p>In this lesson, learners will choose an animal and create a piece of music using the animal as inspiration. They will think about their animal moving and create a rhythm pattern from that. Once they have defined a rhythm, they will create a musical pattern (melody) to go with it.</p>
6	<p>Learning Objective: To review and refine our computer work</p> <p>Key Knowledge:</p> <p>I can review my work</p> <p>I can explain how I changed my work</p>	<p>Recap - Ask learners about the music that they have created on the computer. Use the prompts on the slide:</p> <p>“What does creating music on a computer let you do?”</p> <p>“What can you change?”</p> <p>“How is it different from using instruments?”</p>

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	I can listen to music and describe how it makes me feel	In this lesson, learners will retrieve and review their work. They will spend time making improvements and then share their work with the class.
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Learning Outcome/product

This unit progresses students' knowledge through listening to music and considering how music can affect how we think and feel. Learners will then purposefully create rhythm patterns and music.

Assessment records	List only those children who have not achieved the expected outcomes.