Bury Rangers Plan 2018

Woodland Music

Why are we doing this?

Music plays a part in everyday life and is all around us. Helping us get to know our woodland using our hearing will reiterate how diverse our woodland is. This unit will give the children the opportunity to use their ‘Forest Schools’ skills to achieve NC objectives from the music and DT curricular.

Curriculum areas covered.

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| KS1 | English | Maths | Science | Art | DT | History | Geography | PE | PSCHE | MFL | RE | Computing | Music |
| KS2 | English | Maths | Science | Art | DT | History | Geography | PE | PSCHE | MFL | RE | Computing | Music |

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| --- | --- |
| Music KS1 | Music KS2 |
|  play untuned instruments musically | play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression |
|   listen with concentration and understanding to a range of high-quality live and recorded music | improvise and compose music for a range of purposes using the inter-related dimensions of music |
| experiment with, create, select and combine sounds using the inter-related dimensions of music. | listen with attention to detail and recall sounds with increasing aural memory |
|  |  use and understand other musical notations |
|  | appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians |
|  |  develop an understanding of the history of music. |
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| DT Key Stage 1 | **DT Key Stage 2** |
|  design purposeful, functional, appealing products for themselves and other users based on design criteria |  use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups |
|  select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] |  select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities |
|  select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics |   investigate and analyse a range of existing products |
| explore and evaluate a range of existing products |  |
|  use the basic principles of a healthy and varied diet to prepare dishes | understand and apply the principles of a healthy and varied diet |
|  understand where food comes from. | prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques |
|  |  understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed |

**Learning activities**

At the end of this unit the children will have :

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|  | KS1 |  | KS2 |
| 1 | Collect Elderflower and make cordial and frittersMake nettle tea | 1 | Collect Elderflower and make cordial and frittersMake nettle tea |
| 2 | Listen to sounds of woods and record these on ipads. | 2 | Listen to sounds of woods and record these on ipads. |
| 2 | Create rhythms using untuned percussion – sticks – whittled/unwhittled/ long/short/from different trees | 2 | Create rhythms using untuned percussion – sticks – whittled/unwhittled/ long/short/from different trees |
| 3 | Listen to music inspired by nature – Vaughn Williams or folk music – can they spot natural sounds and rhythms | 3 | Listen to music inspired by nature – Vaughn Williams or folk music – can they spot natural sounds and rhythms |
| 4 | Make dangling glockenspiels | 4 | Make sistrums and dangling glockenspiels  |
| 5 | Compose graphic score using notation designed by the children | 5 | Compose graphic score using notation designed by the children |
|  |  |  | Use ipads and recorded sounds to create ‘found music’ on garageband. |
| 6 | Make willow bunting for camp and to decorate the woods | 6 | Whittle pegs for school camp |
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**Cross Content vocabulary**

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**Maths opportunities**

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| circle | radius | size order |  |
| diameter | temperature | symbols |  |
| circumference | centimetres  |  |  |

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| **Knowledge Organiser –Woodland music** |
| **KS 1 Glossary** | **KS2 Glossary** |
| repeating – something that happens gain and again |  |
| tuned – an instrument that can play different sounds – like a guitar, piano, saxophone | tuned – an instrument that can play different sounds – like a guitar, piano, saxophone |
| untuned - an instrument that cannot change the sound it makes like a recorder, drum or tambourine | untuned - an instrument that cannot change the sound it makes like a recorder, drum or tambourine |
| recorded – music that you can listen o again and again on a player of some kind | ensemble – when a group of people play music together  |
| live – when you listen to the musician playing it  | improvise – when you make up a tune rather than follow a score |
| functional – a product that is useful but may not look attractive  | notation – the marks you make to tell you how to play your instrument |
| materials – the things you use to make a product – they could be wood, metal, fabric, wool… | functional – a product that is useful but may not look attractive |
| notation- the marks you make to tell you how to play your instrument | materials – the things you use to make a product – they could be wood, metal, fabric, wool… |
|  | seasonality – when foods are ‘in season’. The time of year they are available in the wid.  |
|  | score – a set of marks that you follow to tell you how to play an instrument  |
| beat – regular rhythmic pattern | beat – regular rhythmic pattern |
| harmony – two or more different sounds that happen at the same time to make the music sound better | harmony – two or more different sounds that happen at the same time to make the music sound better |
| tempo – the speed of the music | tempo – the speed of the music |
|  |  |
| **Key information** | **Key information** |
| Some wild foods are only available at one time of year | Some wild foods are only available at one time of year |
| Some plants can be used for different foods – the elder tree gives us flowers in spring and berries in autumn | Some plants can be used for different foods – the elder tree gives us flowers in spring and berries in autumn |
| Foraging can be dangerous and you need to be sure what you are picking is edible | Foraging can be dangerous and you need to be sure what you are picking is edible |
| Wild food should be washed so that you don’t kill any bugs and so that you can wash off things you don’t want to eat like dog wee! | Wild food should be washed so that you don’t kill any bugs and so that you can wash off things you don’t want to eat like dog wee! |
| Instruments can be played in different ways to create different sounds | Instruments can be played in different ways to create different sounds |
| Folk music often uses the sounds of the nature  | Folk music often uses the sounds of the nature  |
|  | Some musicians improvise and make up tunes as they go along |
| Musicians need to know what to play so they use symbols to help them remember how to play – most musician use ‘standard stick notation’ but we can make up signs that work for our instruments | Musicians need to know what to play so they use symbols to help them remember how to play – most musician use ‘standard stick notation’ but we can make up signs that work for our instruments |
| The material an instrument is made of changes the sound it makes xylophone and glockenspiel  | The material an instrument is made of changes the sound it makes xylophone and glockenspiel |
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See National Curriculum coverage document for how this unit fits with the rest of our curriculum.