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Suggestions for Music Curriculum Lessons

At the core of every lesson should be embedding the understanding and knowledge of the key fundamentals of music. Every session should refer to these in some way, even if they are not a focus for the lesson. This approach will enable pupils to practically demonstrate their mastery of music.

Making music cross curricular is vital to ensure learning. Using music and other expressive arts can help children who may struggle with many aspects of educational or social development. By using music to explore topics or the core subjects, these children may benefit from a fully inclusive education and are given the chance to express their ideas in other forms that may not include writing their ideas in a book.

By making the lessons relevant to other learning within the school, children should find connections between other subjects with music and enjoy it even more. Below are examples of schemes lasting a half term that could be delivered as part of this inclusive learning.

Key Stage 1

Fundamentals of music

Introduce children to the fundamentals of music using games and activities. Pulse, rhythm, dynamics and pitch are all focused on in individual lessons but crossing over to show how they all merge together. Use of singing and percussion instruments, allowing children to explore sounds and develop an awareness of each of the fundamentals.

Composition – Antarctica / Natural World (Science and Geography)

Using soundscapes to compose and appraise. Bizet's *Jeux d'Enfants* used with a YouTube video. Listen to and appraise the original music and how this music has been used to show the actions of penguins. Use graphic notation to show actions and differences in the fundamentals. Explore the use of percussion instruments, both tuned and untuned, and how each instrument can be used to show a different action. Allow children to explore the sounds and find an appropriate sound for an action seen in the film clip. Write a class composition based on the film clip to replace the originally chosen music.

Lower Key Stage 2

Performance and composition – South America (Geography)

Focus on other cultures of the world, these sessions look at vocal samba and creating a samba band by the end of the scheme. The sessions take the students through the history of samba and



identifying samba rhythms. Vocal samba is used to get the children comfortable with using their voices as instruments and uses familiar topics that they understand to create various samba rhythms, such as food or sports. Introduce percussion instruments halfway through the sessions (samba instruments if available, but if not, regular percussion is fine) and talk about the sonority of the instruments. Build confidence in performing in small groups, choosing leaders to determine the fundamentals which should be embedded.

Description – Storytelling (English)

Using popular stories set to music, children can listen and appraise what they can hear with what they can see. How does the composer relate what is in the story to the music being played? Using the fundamentals, children can identify how moods and feelings are portrayed. Identification of instruments from an orchestra or band, and descriptions of these sounds (sonority) can be explored. For example, Disney's *Fantasia* offers a series of eight animated episodes set to classical music, much of which children may recognise from other programmes or films they have seen. Tchaikovsky's *Peter and the Wolf* could also be used to explore tales with morals, whilst also exploring orchestral sound

Upper Key Stage 2

Description and Performance – The Vikings (History)

Using Gustav Holst's *The Planets*, explore the sounds and feelings of the Vikings. Mars is one movement that depicts the God of War, but children identify with this music as descriptive of what the Vikings may do. Listen to the movement and discuss elements known about the Vikings and match to what they can hear. How does the music make them feel? Using whatever instruments you have available, recreate the music in groups. Using syllables to describe the Vikings, play rhythms on various instruments to create tension and release, similar to Holst's original composition.

Composition – Industrial Revolution (History)

Using music technology, allow children to explore *Garage Band* on iPad (if available). Explore the concept of minimalism in music, allowing children to see what was created and how. Knowing music does not have to contain full melodies and chordal sequences, let children compose their own tracks based on the Industrial Revolution. For example, steam trains leaving a station, workers in a cotton mill or farmers toiling in the fields. With this type of composition, allow children to explore the fundamentals by changing tempo, dynamics and pitch.



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