

Final Outcome:

Produce and record our own journey sound scape composition using percussion instruments and body percussion.

Component 6:

What we will know after this sequence:

How to record sounds.
Recording final sequence.
How to evaluate a peer's work.

Vocabulary:

Percussion, loud, quiet, pitch, instruments, rehearse. materials

How will this feed into my next learning:

Understand how to control volume and pitch of voice and instruments in the future.

SEN:

Ear defenders available. Key words with images. Clear instructions given.



Component 4:

What we will know after this sequence:

How to change the sound of a percussion instrument by playing them in different ways.
How to make instruments loud or quiet.

How to change the pitch of instruments.

Vocabulary:

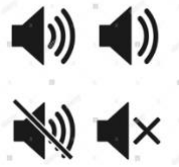
Percussion, loud, quiet, pitch, instruments.

How will this feed into my next learning:

I will rehearse my sequence of sounds.

SEN:

Ear defenders available.
Key words with images.



Component 5:

What we will know after this sequence:

The importance of rehearsing a performance.
How to reflect on a performance.
How to improve our performance.

Vocabulary:

Percussion, loud, quiet, pitch, instruments, rehearse.

How will this feed into my next learning:

Recording final sequence – peer review. Verbal recording.

SEN:

Ear defenders available.
Key words with images.



Can be completed in small groups.

Component 3:

What we will know after this sequence:

Name a range of percussion instruments such as bell, cymbal, drum, xylophone.

We will know what sound different percussion instruments make.

Explore the sounds of different materials on tambourine (rice, coins etc).

Vocabulary:

Sounds, wildlife, quiet, loud, voice body percussion, instruments, materials

How will this feed into my next learning:

Understand volume and sounds of instruments and recognise which will be useful for each part in the soundscape.

SEN:

Ear defenders available.
Key words with images.



Component 2:

What we will know after this sequence:

We will be able to listen to the sounds we recorded to re-create them using body percussion.

Recreating sound scape (rain etc). Using voices, bodies (clapping, stomping etc).

How to change the volume of different sounds.

Vocabulary:

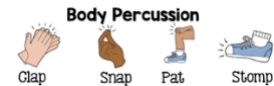
Sounds, wildlife, quiet, loud, voice, body percussion

How will this feed into my next learning:

Associate the sounds made with body percussion with the sounds they may be able to make with instruments.

SEN:

Ear defenders available.
Key words with images.



Component 1:

We should know:

Some familiar sounds.

What we will know after this sequence:

Recording sounds on a walk in the local community.

What do we think we will hear?

How are these sounds made?

Are the sounds made by nature? What else could it be?

Vocabulary:

Sounds, wildlife, quiet, loud, nature, man-made.

How will this feed into my next learning:

We will be able to listen to the sounds we recorded to re-create them.

SEN:

Ear defenders available.
Key words with images.

