**NEVER EAT SHREDDED WHEAT**

**OBJECTIVES**

**SKILLS**

**YEAR ONE**

Mu2 Explore how sounds can be made and changed

Mu3 Recognise how sounds can be made and changed

Mu5 Identify long and short sounds in music

Mu6 Respond appropriately to musical instructions

Mu8 Create and choose sounds in response to given starting points

**YEAR TWO**

Mu11 Select and order sounds within simple structures and sounds in response to given starting points

Mu12 Experiment with, create, select and combine sounds using inter-related musical dimensions e.g. tempo, pitch

Mu13 Represent sounds with symbols

Mu14 Play musical instruments with expression and control, listening and observing carefully

Mu18 Recall, perform and accompany simple songs, sequences and rhythmic patterns

Mu19 Perform long and short sounds in music in response to symbols

**CONCEPTS**

**Music**

Texture, dynamics, structure, timbre

**Geography**

* Know the points of the compass
* Understand the difference between human and physical features
* Learn about the purpose of symbols on maps

**OVERVIEW OF UNIT**

This unit centres on Jangaland, a sound-filled fictitious kingdom. The accompanying map uses symbols to indicate a range of locations. Pupils will compose and annotate appropriate music for chosen locations.

Each session should begin with a warm-up activity selected from the Warm-Up section.

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**PHASE 1 - ‘Down South’  
Lesson One**

1. **Introduction to Jangaland**

* Introduce the pupils to Jangaland, a fictitious sound-filled kingdom, by showing them the map.
* Explain that symbols (small pictures) are used to represent features and landmarks.
* Look at the different symbols used to represent the features. Understanding these symbols requires a key. Keys usually show a small picture of each of the symbols used on the map, along with a written description of the meaning of each of these symbols.
* Ask pupils to try and identify features and landmarks without using the key *(river, farm, castle, woods, bat cave, church, beach, station).*
* Check with the key whether they guessed correctly.
* Ask pupils to classify features into those which are human and those which are physical *(Human – farm, castle, church, station; Physical – river, woods, bat cave, beach).*
* Could they suggest and draw other symbols that might be used for the key?
* Can they classify which landmarks are in the North, South, East and West of Jangaland?

1. **Sounds Around**

* Could they suggest any sounds for the station? *(train sounds, whistle, shouting “All aboard!”)*
* Explain that in the following lessons you are going to investigate the sounds associated with different landmarks in Jangaland.

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**PHASE 1 - ‘Down South’  
Lesson Two**

1. **Introduction to Funky Farm**

* Show pupils the map of Jangaland. Ask them in which part of the country Funky Farm is situated *(South).*
* Ask pupils, in pairs, to draw a picture of what they think Funky Farm might look like.
* Using their pictures as stimuli, collect and list all the sounds you might hear on the farm.
* Experiment with ways to create the sounds using only vocal effects and body percussion.

1. **Using Graphic Notation**

* In the same way that symbols are used on the map to represent different features and landmarks, symbols are also used in music to indicate which sounds should be performed at which times.
* Look at the example Funky Farm graphic score. The symbols indicate the sounds assigned to them e.g.  
  bone = “Woof!”   
  wheel = chugging sound of tractor  
  milk bottle = “Moo”
* Assign parts and let the pupils perform the piece by interpreting the graphic score. The teacher should act as the conductor.
* Plan, rehearse, produce graphic notation and perform a class Funky Farm soundscape.
* Then, allow pupils in groups to re-arrange the sounds and create their own Funky Farm soundscape. Record using Sound Recorder or other

recording hard or software.

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**PHASE 2 - ‘Go West’  
Lesson Three (CD Track 36)**

1. **Listen to the Scary Soundscape**

* Identify different landmarks in the West of Jangaland.
* Focusing on the haunted house, listen to the scary soundscape on CD Track 36.

1. **Create a Class Graphic Notation**

* Pupils to suggest what the sounds might represent. *(The sounds that can be heard are rain, thunder, footsteps, creaky door opening and shutting, clock chiming, pipes banging, groaning, chains, birds flapping wings, birds cawing, bats, scream, witch laughing, manic laughter, howling wolf).*
* Then, ask pupils to suggest ideas for symbols that could be used to graphically notate the soundscape.
* Create a class graphic notation of the scary soundscape. This could be large scale for display – white paint on large black paper looks very effective!

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**PHASE 2 - ‘Go West’  
Lesson Four (CD Track 36)**

1. **Perform Class Graphic Notation**

* Use the class graphic notation from the previous lesson to perform the scary soundscape.

1. **Create a scary soundscape in groups**

* In different groups from the Funky Farm composition, pupils to produce their own scary soundscape using percussion instruments and vocal sounds**.**
* Can they graphically notate their soundscape?
* Can they show changes in dynamics by making some symbols large (for loud) and / or small (for quiet)?

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**PHASE 3 - ‘The Legend of the Northern Woods’  
Lesson Five**

1. **Listen to ‘The Legend of the Northern Woods’**

* Read ‘The Legend of the Northern Woods’.
* Ask the following questions:-  
  - Is the legend true?  
  - What colour was the King’s horse?  
  - What did the King love the smell of?  
  - Who went to look for him?  
  - What was found on the ground near the wolf?
* Pupils to draw a picture showing the Northern Woods, based on the story.

1. **Create a Sound List**

* Re-read the story and ask the pupils to listen carefully for any sounds that are mentioned.
* Make a list of the sounds.

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**PHASE 3 - ‘The Legend of the Northern Woods’  
Lesson Six**

1. **Compose a Soundscape**

* Using the sound list from the previous lesson, can pupils think of ways to represent those sounds?
* In groups, compose a soundscape and produce a graphic score to accompany it.

1. **Perform ‘The Legend of the Northern Woods’ Soundscapes**

* As a class, listen to each group’s soundscape.
* Ask the following questions:-  
  - How many sounds can you hear?  
  - Are there some loud and some quiet sounds? Which ones? (Dynamics)  
  - Can some sounds be heard at the same time as others? (Texture / Structure)