**BUBBLES MUSIC**

**NEVER EAT SHREDDED WHEAT**

**MUSICAL MAPS**

**LEARNING OBJECTIVES**

1. **Differentiated Skills**

**Reception Skills (Lower Ability)**

**EAD34** Explores the different sounds of instruments

**EAD42** Sings songs, makes music and dance, and experiments with ways of changing them

**Year One Skills**

**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 Skills**

**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

**Year Three Level Skills (Higher Ability)**

**Mu21** Explore the way sounds can be combined and used expressively

**Mu24** Explore sounds using symbols and ICT

1. **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.

**PHASE 1**

**‘Down South’**

Introduce the pupils to Jangaland, a fictitious sound-filled kingdom.

Show them the map of the kingdom and discuss the different human and physical features. Explain that you are going to compose a soundscape for Funky Farm in the South. List the sounds you would hear - all the different animals, machinery etc.

Experiment with ways to create the sounds using only vocal sounds and body percussion. Plan, rehearse and perform a class soundscape. Create a graphic score to notate the sounds. 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.

**PHASE 2**

**‘Go West’ (CD Track 36)**

Identify different landmarks in the West of Jangaland. Focusing on the haunted house, listen to the scary soundscape on CD Track 36. Pupils to suggest what the sounds might represent and then suggest ideas for symbols that could be used to graphically notate the soundscape. In different groups, pupils to produce their own scary soundscape using percussion instruments and vocal sounds.

**PHASE 3**

**‘The Legend of the Northern Woods’**

Read ‘The Legend of the Northern Woods’. Ask the pupils to listen carefully for any sounds that are mentioned in the story. Can they think of ways to represent those sounds? In groups, compose a soundscape and produce a graphic score to accompany it. Perform their composition.

**PERFORMANCE TIME!**

**EXTENSION ACTIVITY**

Pupils could choose another landmark on the map and compose their own representative piece of music.

**RESOURCE LIST**

Map of Jangaland

Bubbles Music Audio CD

Copy of ‘The Legend of the Northern Woods’

A range of percussion instruments