



In this unit the children learn that we can use music to represent different things and that we can record/create sounds to imitate what we can hear. They start by listening to *The Flight of the Bumblebee* by the Russian composer Rimsky Korsakov and consider how the composer uses fast music to represent the flight and sound of a bee. In doing so they explore how sounds are made on the violin and flute and discover how the fast moving music of the piece is achieved by the violin and flute players moving their fingers very fast on the strings/keys of the instruments to create different pitches. This builds on their learning that composers can represent animals in sound, first encountered in the unit 'Animals in Music' in Spring A when they listened to Saint-Saëns' *The Elephant* which they revisit in this unit.

The children then go on to listen to a soundscape called *The Lapaich* by Chris Watson to explore that there are lots of different ways of making music. This piece of music has been made by recording sounds outside and then putting them together using electronic equipment. It is a 'soundscape' (a sound or combination of sounds that arises out of an environment).

By listening to *The Flight of the Bumblebee* and a soundscape the children explore the idea that we can make sounds to imitate what we can hear. They practise listening carefully to sounds in the environment around them and recreate some of the sound they hear by using their voices and untuned percussion instruments. They go on to create sounds using their voices and untuned percussion instruments to recreate the story of 'We're going on a bear hunt', inspired by Michael Rosen's performance of the story. Representing a story with music is then further explore in the last unit of year 1 *Stories in Sound I*.

Lesson Sequencing

In lesson 1 the children recall that music can be used to represent different things. 'Represent' means to show us something. In the Spring A unit, 'Animals in Music' the children learnt how Saint-Saëns used the double bass to represent the slow movement of an elephant. In this lesson the children listen to *The Flight of the Bumblebee* by the Russian composer Rimsky Korsakov. They learn that he uses fast music to represent the flight and sound of the bee. They conclude the lesson moving to the music to imitate the movement of the bee.

In lesson 2 the children listen to *The Flight of the Bumblebee* again, watching it being played by an orchestra on video. In doing so

they explore how sounds are made on the violin and flute and discover how the fast moving music of the piece is achieved by the violin and flute players moving their fingers very fast on the strings/keys of the instruments to create different pitches. They go on to experiment with how to make sounds on untuned percussion instruments to represent sounds of the rain to accompany the song, 'Pitter, Patter'.

In lesson 3 the children listen to a soundscape called *The Lapaich* by Chris Watson. By listening to this the children learn that there are lots of different ways of making music. This piece of music has been made by recording sounds outside and then putting them together using electronic equipment. Chris Watson, is an English musician and sound recordist. The pieces he makes might be described as 'soundscapes'. A 'soundscape' is a sound or combination of sounds that arises out of an environment. After listening to the music, the children listen carefully to sounds in the environment around them. The playground is an ideal place to do this. This listening activity encourages the children to be attentive to the sound world around them. In lesson 4 they will consider how they can recreate such a world by using their own voices and instruments.

In lesson 4 the children relisten to the soundscape *The Lapaich* by Chris Watson, comparing this with the sounds recorded in their own environment last lesson. They then explore how we can make sounds to imitate sounds we can hear, by watching Michael Rosen perform 'We're going on a bear hunt'. They recreate the sounds made to accompany the story with their voices/mouths and untuned percussion instruments in preparation for putting together a piece of music based around the story in lesson 5.

In lesson 5 the children are reminded that music can represent different things. They re-listen to *The Flight of the Bumblebee* and Saint-Saëns' *The Elephant* (first encountered in the unit 'Animals in Music' in Spring A) to consider how different composers can represent animals in sound. They then put together their piece of music based on 'We're going on a bear hunt' using a sung chorus based on some of the words from the book.

In lesson 6, the children perform and record their piece based on 'We're going on a bear hunt'. They then evaluate their performance. In doing so, they learn that we can evaluate a performance to make it better next time. By practising the piece so it is ready for performance they develop their skills in playing together as an ensemble and following the teacher who acts as a conductor.

Musical Focus

Different ways of making sound

- How different instruments make sound—flute and violin
- Recording to create music—soundscapes

Representation using sound

- Music can represent different things
- We can imitate sounds we can hear

Links to Prior/Following Units

Year 1

Spring A—*Animals in Music* (Representation and symbols—music can represent things, symbols can represent sounds; Instrumentation—string, wind and tuned percussion)

Spring B—*Ostinato I* (Instrumentation—Stringed instruments, brass instruments)

Summer B—*Stories in Sound I* (Representation using sound/Structure and Form—creating a different feeling or character using speed and articulation, motifs)

Year 2

Spring A—*Peter and the Wolf* (Representation—musical themes/instrumentation to show different characters)

Summer A—*Emotions in Sound* (Representation using sound—sources of inspiration, motifs)

Links to other PKC subjects

This unit links to the Science curriculum in year 1, where in Autumn A the children learn about our senses in the unit on *The Human Body*.

Outcomes

Use voices and untuned percussion instruments to compose a piece of music which tells the story of the family walk in 'We're going on a bear hunt'.

Key Learning Points

- Music can represent different things.
- The Russian composer Rimsky Korsakov wrote a piece called *The Flight of the Bumblebee* and used fast music to represent the sound and movement of a bumblebee.
- The violin and the flute play fast notes in *The Flight of the Bumblebee* to represent the movement and the sound of the bee.
- The violin is as an instrument with four strings held under the chin and played with a bow.
- The flute is called a wind instrument because the sound is made by the player blowing air into it.
- A 'soundscape' is a sound or combination of sounds that arises out of an environment.
- Music can be made from recording sounds around us.
- We can make sounds to imitate sounds we can hear.

Progression: Technical, Constructive, Expressive

Singing

Children learn and sing call and response and action songs, to warm up at the beginning of each lesson. This develops their technical singing skills which include posture hold, breath control, singing with a pulse, imitating rhythms, varying speed, holding a particular pitch and singing together in an ensemble. Practising songs over the course of six lessons ensures familiarity and increasing sophistication of musical expression. The children use the songs which they sing at the beginning of the lesson to develop their vocal skills in creating sounds like the sounds that we can hear around us.

Listening

Children practise 'active' listening, developing their skills in describing and comparing music. By listening to music by Rimsky Korsakov and Chris Watson they begin to have conscious understanding of how music is constructed, focussing on representation and instrumentation. By studying this music, they begin to develop an increasing an understanding of the expressive qualities of music from varying cultures/genres.

Practising

Practising creating a composition which makes use of the voice and untuned percussion instruments the children develop technical motor skills and an internal sense of pulse, rhythm and pitch. Practising the skills required for building the piece gradually over the course of the unit, ensures increasing confidence and sophistication in the expressive quality of musical outcomes.

Performing

Working towards performance of a piece over the course of the unit ensures increased technical accuracy, confidence, fluency, expression and the ability to play securely in an ensemble, following a leader.