

# Spring 2 Music Around the World

## SPRING 2 TOPIC:

### Historical, Geographical and Social Understanding

***L8 A range of factors that cause change in the physical and human world in different places (including erosion, and deposition and patterns of climate).***

I can understand that different factors cause the changes to the physical world which results in people moving and mixing cultures.

***L9 How human patterns and distributions are influenced by both human and physical geography.***

I can understand that as people moved around to different countries they brought their culture with them and that these cultures mixed and produced different styles of music.

***L12 the characteristic features of and changes within two key periods of history that were significant to the locality and the UK (as well as British history, one of the periods studied could be taken from European or world history).***

I can compare different time periods.

I can identify significant lifestyle changes in different time periods.

I can locate continents of the world on a map

I can produce a map key.

I can research music from different cultures and countries.

### Understanding Arts

***L1 to work individually and with others to use each art form by itself and in combination to create and to perform for different audiences***

I can use visual aids to create a narrative

I can interpret a story and act it out

***L2 about the diverse roles of the arts within the cultures of their locality and the wider world.***

I can identify music from different cultures and countries and talk about their origins and cultural significance.

***L3 to select and use appropriate ICT tools and techniques to develop and refine their ideas across the arts.***

I can produce a multimedia presentation incorporating pictures, text and sound.

I can use word and publisher to produce a report on a musical genre

***L4 Art and design – to investigate, explore and record (this includes using sketch books, journals, photographs, mood boards, ICT and video) information, to appreciate aesthetic qualities and generate imaginative ideas***

I can explore visual and musical qualities to identify different moods and intentions and use these to generate my own ideas.

**L5 to design and create images and artefacts in response to their personal ideas and for clearly defined purposes.**

I can design and create a musical instrument

**L6 to select, develop and refine techniques and the use of materials and media to represent their ideas and express themselves.**

I can edit and improve my work to produce my own version of a film narrative.

**L11 Drama – how facial expressions, body language, movement and space can communicate different emotions and characteristics of behaviour.**

I can identify different feelings and motives through facial expression, body language, sound, movement and space

I can act out a scene from a narrative

**L13 Music – to listen carefully, developing and demonstrating musical understanding and increasing aural memory.**

I can identify differences between a variety of musical genres

I can understand how music is influenced by other genres.

**L14 to perform by ear and use notations and ICT to support creative work.**

I can practise, sing and perform with confidence.

I can use PowerPoint to produce a creative presentation.

**L15 to compose their own instrumental and vocal music and perform their own and others compositions (including reorganising and making creative use of the way sounds can be changed, organised, controlled and layered to develop melodic and rhythmic phrases for effect including rhythmic or tuned accompaniments to a main melody) in ways that reflect their meaning and intentions (this includes singing and playing with increasing technical control, accuracy of pitch, expression and awareness of breathing, diction, dynamics and phrasing as well as communicating effectively with each other and the audience to achieve an overall effect).**

I can create rhythmic musical phrase and short melodies.

I can perform with accuracy and confidence

I can incorporate various musical elements and use these to improve my performance.

I can reflect on my performance and those of others.

**L16 to describe and compare different kinds of music using appropriate musical vocabulary.**

I can learn different musical terms

## **Understanding Physical Development, Health and Wellbeing**

***L15 to recognise the benefits of practise and reflection for improving personal and group performance (this includes use of ICT to monitor, record and review performance).***

I can identify strengths and weaknesses in my own and others' performances and improve my work accordingly.
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I can evaluate my work using ICT.
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## **Science (Sound)**

I can identify how sounds are produced and what materials sound can travel through.
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I can identify what happens if sounds are too loud and how we can stop sound from reaching our ears.
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I know how to make sounds loud and soft and how to alter the pitch of a sound.
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I can suggest what sound waves look like and what is meant by amplitude and frequency
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## **Religious Education**

***L1 To describe and discuss some key aspects of religions and beliefs.***

I can make links between the beliefs of Sikhs and show how they are connected to believers lives. AT1
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I can name the five K's of the Sikh religion.
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I can discuss some of the key symbols and rituals of the Sikh religion.
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***L4 To reflect on the challenges of belonging and commitment both in their own lives and traditions, recognising how commitment to a religion or belief is shown in a variety of ways.***

I can suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality. AT1
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I can talk about some of the things that are the same for different religions. AT1
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I can talk about what is important to me and to others with respect for their feelings. AT2
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## **Speaking and Listening Opportunities**

**5R's: Reflective, Relationships, Resilient, Resourceful, Risk Taking**

**PSHE**

**Inquire, Research, Investigation**