MTP 21-22 - Year 2 – Block 3- Making music

Unit introduction

In this unit, learners will be using a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. Learners will compare creating music digitally and non-digitally. Learners will look at patterns and purposefully create music.

Overview of lessons

Lesson	Brief overview	Learning objectives
1 How music makes us feel	The learners will listen to and compare two pieces of music from *The Planets* by Gustav Holst. They will then use a musical description word bank to describe how this music generates emotions, i.e. how it makes them feel.	To say how music can make us feel • I can identify simple differences in pieces of music • I can listen with concentration to a range of music (links to the Music curriculum) • I can describe how music makes me feel, e.g. happy or sad
2 Rhythms and patterns	In this lesson, learners will explore **rhythm**. They will create patterns and use those patterns as rhythms. They will use untuned percussion instruments and computers to hear the different rhythm patterns that they create.	To identify that there are patterns in music • I can create a rhythm pattern

		• I can play an instrument following a rhythm pattern • I can explain that music is created and played by humans
3 How music can be used	In this lesson, learners will explore how music can be used in different ways to express emotions and to trigger their imaginations. They will experiment with the pitch and duration of notes to create their own piece of music, which they will then associate with a physical object — in this case, an animal.	To describe how music can be used in different ways • I can connect images with sounds • I can use a computer to experiment with pitch and duration • I can relate an idea to a piece of music
4 Notes and tempo	In this lesson, learners will develop their understanding of music. They will use a computer to create and refine musical patterns.	To show how music is made from a series of notes • I can identify that music is a sequence of notes • I can use a computer to create a musical pattern using three notes • I can refine my musical pattern on a computer
5 Creating digital music	In this lesson, learners will choose an animal and create a piece of music using the animal as inspiration. They will think about their animal moving and create a	To create music for a purpose • I can describe an animal using sounds

	rhythm pattern from that. Once they have defined a rhythm, they will create a musical pattern (melody) to go with it.	• I can explain my choices • I can save my work
6 Reviewing and editing music	In this lesson, learners will retrieve and review their work. They will spend time making improvements and then share their work with the class.	To review and refine our computer work • I can reopen my work • I can explain how I made my work better • I can listen to music and describe how it makes me feel

Progression

Learners should have experience of making choices on a tablet/computer, and they should be able to navigate within an application. Learners should also have some experience of patterns.

This unit progresses students' knowledge through listening to music and considering how music can affect how we think and feel. Learners will then purposefully create rhythm patterns and music.

Please see the learning graph for this unit for more information about progression.