

YEAR 2

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Creating media 2 – Making Music	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>No Specific ELG links.</p>	To develop understanding of using a computer to create and manipulate text.	To use a computer to create music digitally, comparing digital and non-digital.	To become familiar with the terms 'text' and 'images'. To understand that they can be used to communicate messages.	To develop understanding of how digital images can be changed and edited. To learn how to resave and reuse digital images.	To create short videos in pairs or groups. Developing skills of capturing, editing and manipulating.	To identify what makes a good webpage and use this information to design and evaluate their own website.

COMPOSITES

Use technology purposefully to create, organise, store, manipulate and retrieve digital content

COMPONENTS

	1	2	3	4	5	6	End Point
	How does music make me feel?	What patterns are there in music?	Can I describe how music can be used in different ways?	Can I show how music is made from a series of notes?	Can I create music for a purpose?	Can I review and refine my computer work?	This unit progresses children's knowledge through listening to music and considering how music can affect how we think and feel. Children will then purposefully create rhythm patterns and music.
CONCEPTS Link to concept map	Creating media Information Technology	Creating media Information Technology	Creating media Information Technology	Creating media Information Technology	Creating media Information Technology	Creating media Information Technology	
SKILLS	Listen with concentration to a range of music Describe how music makes me feel, e.g. happy or sad	Create a rhythm pattern Play an instrument following a rhythm pattern	Connect images with sounds Use a computer to experiment with pitch and duration Relate an idea to a piece of music	Use a computer to create a musical pattern using three notes Refine my musical pattern on a computer	Describe an animal using sounds Explain my choices Save my work	Explain how I made my work better Listen to music and describe how it makes me feel	Children will use 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. Children will compare creating music digitally and non-digittally. Children will look at patterns and purposefully create music.

KNOWLEDGE	Identify simple differences in pieces of music	Explain that music is created and played by humans To know what a rhythm is	To know what a rhythm is. To know what a pattern is.	Identify that music is a sequence of notes	To know what a rhythm is. To know what a pattern is.	To know how to save and reopen work	Children will recognise patterns and rhythm, they will know what music is made up of. Children will know how to save and reopen their work.
LESSON LINK	Making media	Making media	Making media	Making media	Making media	Making media	
PROGRESSIVE VOCABULARY	music planets Mars Venus war peace quiet loud feelings emotions	pattern rhythm pulse	Neptune pitch tempo rhythm notes	pattern notes instrument tempo	create emotion pitch pulse/beat tempo instrument rhythm notes	open edit	Children will be able to understand, articulate and use the vocabulary
CURRICULUM EXPERIENCES					Create a piece of music digitally		
END POINT	The children will listen to and compare two pieces of music from <i>The Planets</i> 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.	In this lesson, children 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.	During this lesson, children 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.	In this lesson, children will develop their understanding of music. They will use a computer to create and refine musical patterns.	In this lesson, children 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 rhythm pattern from that. Once they have defined a rhythm, they will create a musical pattern (melody) to go with it.	In this lesson, children will retrieve and review their work. They will spend time making improvements and then share their work with the class.	Children will retrieve and review their work. They will spend time making improvements and then share their work with the class.

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