The Water Cycle and World Climates (Upper KS2)

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| Week | Learning Intentions | Activities / Differentiation / Assessment | Resources |
| 1 | To be able to use their voices with a degree of accuracy in pitch.  To be able to hear and reproduce descending patterns. | Intro Discuss how on a TV news programme, the reporter in the studio may cut to correspondents around the world. This is how the song Hot Off the Press is arranged. Warm up voices using three descending notes (me, re, doh) to words, ‘Hello everyone,’ ‘Hello Mrs Rose’; ‘Hello blue group,’ ‘Hello Mrs Rose’ etc. Point out descending notes and use term ‘descending’.  Main Begin to teach the first two verses of Hot Off The Press by rote – the CD offers opportunities for echo singing, or do it yourself on keyboard etc. Point out descending nature of melody (BAGFED). Use hands to indicate descending notes.  Teach chorus similarly. Point out antiphonal nature (one group then the other). This is an effective arrangement of material – also used in church music – to add interest and movement.  Plenary Recap by singing whole song with CD. Recap vocabulary ‘descending’ and ‘antiphonal’. | Hot Off The Press by Matthew Holmes, in the book Great Weather Songs by Steve Grocott.  Book p12. CD tracks 18-21.  If used as a CD ROM there are words for white board. If used as CD only, see typed words in separate lyrics document. |
| 2 | To be able to use their voices with increasing accuracy and control.  To begin to have an awareness of the repetitive nature of rhythm in songs. | Intro Warm up voices using ascending notes this week. Who can remember the word for ‘going down’?  Main Continue to learn song. Teach verses three and four this week. Reinforce descending notes and notice how rhythm in verses 1&2 is in groups of three syllables. (Welcome back; welcome back; live on air; action packed). Then 3rd bar of melody has more notes, whilst 4th bar has tied note only.  Plenary Recap all of song so far. Recap vocabulary; descending, ascending, antiphonal, rhythm. |  |
| 3 | To begin to develop an awareness of the relationship between lyrics and melody. | Intro Do the children know what a lyricist is? Have they heard of any famous ones? See notes for teachers below. Ask them to find out who the lyricist is of their favourite song for next week.  Main Explain that in groups, they will be lyricists. Sing the song Hot Off The Press up to bar 12 only, asking the children to notice the rhythm of the melody as discussed last week.  In groups of about 6 (ask class teacher) give each group a planning sheet – see below. The children need to select a country (one with a particularly extreme climate / lots of rain or very little rain would be best). They record what they know about the climate, animals, vegetation, landscape, people, land use etc.  Organise the information into punchy three syllable phrases and a longer phrase in the style of the start of the song. Rotate round groups and support, particularly LA children.  Plenary Read out some of the best examples. Remind to find the name of a lyricist for next week. Collect in planning sheets. | Planning sheet 1– at end of this document, one copy per group. |
| 4 | To continue to develop an awareness of the relationship between lyrics and melody.  To begin to compose lyrics for a given rhythmic phrase. | Intro Who has found the name of a lyricist? What songs did he/she write? Who is more well known, lyricist or composer? Did any composer also write words?  Main Remind the children about writing lyrics last week. Three syllables (x4) then a longer phrase. Any groups who have completed this already, can use pitched percussion to accompany their words (notes BAGFED descending – one set of chime bars per group). Other groups can continue to write words. HA children could bring in own instruments to use.  Plenary Listen to different groups to last week, some with melody and words. Ask children who can play those notes on instruments to bring them in next week.  \*Assessment\* X understands the relationship between lyrics and melody and has composed suitable words. | Pitched percussion such as chime bars, notes BAGFED. One set per group.  Break out rooms / areas.  Planning sheet 1. |
| 5 | To perform in an ensemble, using voices with appropriate accuracy, control and expression. | Intro Warm up voices, sing song Hot Off The Press.  Main Short rehearsal time. All groups to use lyrics to produce their own verse of the song. Each group to perform to the others. Evaluation; what went well; what listeners liked most; what could be improved for next time etc.  Plenary Finish by singing Hot Off The Press.  \*Assessment\* X understands the relationship between lyrics and melody and has composed suitable words. | Pitched percussion such as chime bars, notes BAGFED.  Break out rooms / areas if possible.  Planning sheet 1. |
| 6 | To understand how music is created, with particular attention to structure. | Intro Discuss the stages of the water cycle. See notes below.  Main Teach the Water Cycle Rap, in notes below. Teach Parts A, B and C separately and then use them to explain ternary form and rondo form. See notes below.  Listen to Water Cycle on CD. Discuss chorus and verses (another type of structure).  Plenary Recap stages of water cycle. | The Water Cycle Rap in notes below.  The Water Cycle in the book Great Weather Songs by Steve Grocott. Book p4. CD track 4. |
| 7 | To understand how music is created, with particular attention to texture. | Intro Recap the element of structure from last week and how three simple parts could be combined to make different structures. (ABA and ABACABA). Do again Part A from last week.  Main See notes below about texture and do activity, building up one group at a time. Begin to learn chorus of Water Cycle song. Warm up voices. Teach by rote using CD track 6 or do yourself.  Plenary Recap what structure is and what texture is. | If used as a CD ROM there are words for white board. If used as CD only, see typed words in separate lyrics document. |
| 8 | To discuss the process of composing, and how the musical elements need to be considered.  To use one of the forms of musical notation; standard or otherwise. | Intro Warm up voices using a mixture of ascending and descending pitches. Ask the children which is which. Put on CD track 4 and children join in choruses. Have words up so they can follow words of verse, but do not teach verse specifically.  Main Explain that we will be doing some composing activities about the water cycle. The compositions will need to have a structure, they will need to think about texture and musical elements as on planning sheet 2. Put children in groups, give out planning sheets, circulate. Make sure each group has at least chosen some sort of structure.  Plenary Bring to the children’s attention one group that has made a good start and state why it is good. Collect in sheets.  \*Assessment\* X can create music with a suitable structure. | The Water Cycle in the book Great Weather Songs by Steve Grocott. Book p4. CD track 4.  Planning sheet 2. One per group. |
| 9 | To begin to compose music in a group, using some of the musical elements such as timbre, dynamics and tempo. | Intro Give out Planning Sheet 2 again to the groups. Each group should have chosen a structure.  Main Planning week. (No instruments). Now ask them to choose which instruments they want to play (timbre) and decide on some of the musical elements as described on the sheet. Teacher to circulate and help groups.  Plenary Bring to the children’s attention one group that has made a good start and state why it is good. Ask children to bring in instruments next week, and be prepared to supply percussion etc. Collect in sheets. Finish by singing chorus of The Water Cycle each time it comes, and follow along words to verses.  \*Assessment\* X experiments with sound creatively, using some of the musical elements. | Planning sheet 2. |
| 10 | To complete the compositions in a group, using several of the musical elements. | Intro Remind the children of the composing activity and explain that today we will listen to one of the finished compositions.  Main Planning using sheet 2. Groups must ask the teacher before getting instruments out to rehearse. Only let them play if they have a clear plan.  Plenary One group to play to the others. Evaluation of composition. Sing The Water Cycle song.  \*Assessment\* X experiments with sound creatively, using some of the musical elements. | Planning sheet 2.  Percussion instruments.  Children’s own instruments. |
| 11 | To make a class plan for the performance. | Intro Explain that we will be putting together a performance that combines both songs and (preferably) one composition from each group. This might be their own version of the words of the song or their Water Cycle composition.  Main Short rehearsal time. Listen to compositions from other groups not already heard. Plan for performance next week. Each child should be involved in some way.  Plenary Recap the two songs from Great Weather Songs book.  \*Assessment\* X can maintain an independent part. | As previous week. |
| 12 | To take part in a performance.  To contribute to the evaluation process. | Intro Reminder of order of events for performance. Final short rehearsal.  Main Performance as planned.  Plenary Evaluations, encouragement, praise, what we have learned, well done!  \*Assessment\* X can maintain an independent part. |  |

Nicola Rose, Community Learning MK.

Notes for teachers.

You will need a copy of Great Weather Songs by Steve Grocott to deliver this planning.

Please note that although there are four opportunities to do different assessments, these are not all required. Two or three would be sufficient. There is an assessment sheet at the end of this planning.

Week 1 or 2. Ask the class teacher to put the children into groups of about 6 that would work well together and are a mixture of ability, gender and those children who play instruments. Groups needed for week 3. Use the same groups for the second composing activity later in the term.

Week 4. Famous lyricists underlined, with composer they worked with. Generally, the lyricist is not as famous as the composer.

Elton John and Tim Rice (Lion King)

Robert B Sherman and Richard M Sherman (older Disney songs)

Alan Menken and Howard Ashman (newer Disney songs)

Gilbert and Sullivan

Add other examples you know.

Week 6. Make sure you are familiar with the stages of the water cycle: The most important ones are condensation, evaporation and precipitation.

There are **six** important processes that make up the water cycle.

1. Condensation – the opposite of evaporation. Condensation occurs when a gas is changed into a liquid.
2. Infiltration – Infiltration is an important process where rain water soaks into the ground, through the soil and underlying rock layers.
3. Runoff – Much of the water that returns to Earth as precipitation runs off the surface of the land, and flows down hill into streams, rivers, ponds and lakes.
4. Evaporation – the process where a liquid, in this case water, changes from its liquid state to a gaseous state.
5. Precipitation – When the temperature and atmospheric pressure are right, the small droplets of water in clouds [form](http://resources.woodlands-junior.kent.sch.uk/homework/swater.html) larger droplets and precipitation occurs. The raindrops fall to Earth.
6. Transpiration – As plants absorb water from the soil, the water moves from the roots through the stems to the leaves. Once the water reaches the leaves, some of it evaporates from the leaves, adding to the amount of water apour in the air. This process of evaporation through plant leaves is called transpiration.

Week 8. The children should be in the same groups as before. This is so when the performance is done, each group performs either their first composition or second.

Week 10 or before. Discuss with class teacher practicalities of a performance. To whom? When? Where? Plan how to combine Hot Off The Press, The Water Cycle song and compositions. Will you have narrators to explain what they have done? Etc.

The Water Cycle and World Climates (Upper KS2)

Planning sheet 1

|  |  |
| --- | --- |
| Names of people in my group |  |
| The country / area we have chosen |  |
| What we know about the  Climate  Animals  Vegetation  Landscape  Rainfall  People  Uses of the land |  |
| Other things we want to add |  |

On the back of this sheet write some three syllable ‘headlines’.

Mrs Rose, Community Learning MK.

The Water Cycle and World Climates (Upper KS2)

Planning sheet 2

|  |  |
| --- | --- |
| People in my group. |  |
| Structure – based on the water cycle.  **Condensation**  **Evaporation**  **Precipitation**  *Infiltration / run off / transpiration* |  |
| Timbre (sound quality). Who will play what. |  |
| Texture – does everyone play all the time?  Solo, duet, trio, quartet?  Who plays when? |  |
| Other musical elements you may like to include, but do not have to.  Pitch – descending / ascending.  Dynamics – loud, quiet.  Tempo – speed.  Rhythm – long and short sounds.  Pulse – steady beat.  Antiphonal – one group then the other.  Mrs Rose. MKMS | Write on the back of this sheet if you need more room. |

The Water Cycle Rap.

Week 7. The aim of this activity is to introduce the concept of structure.

Part A

Whole class say these words together over four steady beats. Use a ‘stage whisper’ type voice.

1 2 3 4 .

Conden- sation sh sh

Conden- sation sh sh

Infil- tration sh sh

Infil- tration sh sh E-

-vapor- ation sh sh E-

-vapor- ation sh sh Pre-

-cipit ation sh sh Pre-

-cipit ation sh sh

Part B

Make a ‘sh’ sound with a gradual crescendo over four beats, then with a gradual diminuendo over four beats. Do this twice. Introduce this vocabulary.

Part C

Lightly tap fingers on table / floor / other surface that makes a noise over four beats. Then rub palms of hands together over four beats. Do this twice.

Structures

ABA (You could call it sandwich shape). Also called Ternary form. Use parts ABA as above.

ABACABA (Scooby Doo sandwich shape). Also called Rondo form. Use parts ABC in this arrangement.

Week 8. The aim of this activity is to introduce the element, texture.

Explain that texture in music can be compared to the texture of clothing. Think of the thin, light texture of a silk scarf. Compare this with the thick, woven texture of a chunky knitted jumper. Take in examples of items of clothing if you can.

Musical texture.

Divide class into four equal groups. Group 1 says in loud stage whisper ‘condensation’ in rhythm of part A above. When this is established, continue and add part 2, ‘infiltration’ using same whispered voice. When this is established add ‘evaporation’ and then ‘precipitation’ in the same way. Notice how the texture was thin to begin with one part, then thicker with two etc.

When the children are secure with this, choose one child to do each part on their own. Introduce the words solo, duet, trio, quartet.

As each new group enters, the dynamics increase. Use vocabulary such as loud, quiet, forte, piano, dynamics, crescendo, diminuendo etc.

Upper Key Stage 2 Project – Water Cycle – Assessment

(Two or three assessment statements to be chosen only).

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| --- | --- | --- | --- | --- |
| Name | understands the relationship between lyrics and melody and has composed suitable words. | Can create music with a suitable structure. | experiments with sound creatively, using some of the musical elements. | Can maintain an independent part. |
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Mark code. 1=can do this consistently well; 2=can do this sometimes/somwhat; 3=cannot do this.

**Upper Key Stage 2 Project – The Water Cycle and World Climates.**

**General Overview.**

This project falls into two sections.

Section 1 lasts from week 1 to week 5 inclusive, and deals with world climates. This section focuses on writing lyrics for a given rhythmic pattern.

Section 2 lasts from week 6 to week 12 and deals with the water cycle. This section focuses on composing using the musical elements (called ‘inter-related dimensions’ in the 2014 National Curriculum).

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| **General aims** | **Teaching Activities** | **Points to note** |
| To develop the ability to compose lyrics with an awareness of the relationship between lyrics and melody.  (QCA 19 - Songwriter).  To develop an understanding of the process of composing by creating and performing music in response to musical and non-musical stimuli.  To create music which reflects given intentions and uses notations as a support for creative work and performance.  (QCA 21 – Who Knows?) | Weeks 1-5 fulfil this aim through the Learning Objectives outlined in the week by week plan.  Activities relate to;   * pitch match singing * singing Hot Off The Press * composing words to fit song rhythm * performing child written verses   Weeks 6-12 fulfil this aim through the Learning Objectives outlined in the week by week plan.  Activities relate to;   * singing Water Cycle song * developing an understanding of structure and texture * using previous knowledge of timbre, dynamics and tempo * using notation they feel is suitable; standard or non-standard * combining knowledge to make a group composition relating to the water cycle * participating in a performance | You will need to use the song Hot Off The Press in the book Great Weather Songs by Steve Grocott. All accompaniments both audio and written are contained within the CD ROM.  You will need to use the song Water Cycle in the book Great Weather Songs by Steve Grocott. All accompaniments both audio and written are contained within the CD ROM. |

Nicola Rose, Community Learning MK.