**C’s for Capybara**  

 (Speak) 1 2 3 4 (Play) C’s for ………………………. Rhythm…………………………………………

 (Speak) 1 2 3 4 (Play) D’s for ……………………… Rhythm…………………………………………

 (Speak) 1 2 3 4 (Play) E’s for ……………………… Rhythm…………………………………………

 (Speak) 1 2 3 4 (Play) F’s for ………………………. Rhythm…………………………………………

 (Speak) 1 2 3 4 (Play) G’s for ………………………. Rhythm…………………………………………

 (Speak) 1 2 3 4 (Play) A’s for ……………………… Rhythm…………………………………………

 (Speak) 1 2 3 4 (Play) B’s for ……………………… Rhythm…………………………………………

 (Speak) 1 2 3 4 (Play) C’s for ………………………. Rhythm…………………………………………

Secrets of the Rainforest 

Question:...............................................................................................

..............................................................................................................

Notes:....................................................................................................

Answer:...............................................................................................

..............................................................................................................

Notes:....................................................................................................

Composers:......................................................

##

## The Great Kapok Tree: Year 3/ 4

#### Name………………………………………. Class………………

|  |  |  |  |
| --- | --- | --- | --- |
| Learning intention | I can | I can nearly | I find it hard to |
| Use sounds from the rainforest to make a ***texture of sounds***(I went to the rainforest and heard…) |  |  |  |
| Follow a beat- even when the ***tempo changes***(Get on Board) |  |  |  |
| Create phrases to play on the notes of the chime bars(C’s for Capybara) |  |  |  |
| Listen to recorded music and identify the ***pace, duration, dynamics and movement of pitch***(The Kangaroo, Flight of the Bumble Bee, the Swan and The Elephant) |  |  |  |
| Create my own four-beat melody using notes of the C pentatonic scale(Play a pattern in Space and Secrets of the Rainforest) |  |  |  |
| Work co-operatively in a group in order to create music to describe a creature from the rainforest(Rainforest compositions) |  |  |  |
| Talk about/evaluate my own work and the work of others’ |  |  |  |

**The Great Kapok Tree:** **Group Evaluation Sheet**

The music you have been composing has involved you

1. Selecting instruments
2. Creating melodic phrases
3. Layering/organising the different parts in your own way
4. Making your music sound/move like a creature in the rainforest

Listen to each group’s music to listen to and put a tick under the symbol which best describes your reaction to these choices. Then do the same for your group

|  |  |  |  |
| --- | --- | --- | --- |
| **Group 1** |   |   |   |
| Instruments selected |  |  |  |
| Melodies |  |  |  |
| Organisation of sounds and ideas |  |  |  |
| Music sounds/moves like a creature in the rainforest |  |  |  |
| Overall |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Group 2** |  |   |   |
| Instruments selected |  |  |  |
| Melodies |  |  |  |
| Organisation of sounds and ideas |  |  |  |
| Music sounds/moves like a creature in the rainforest |  |  |  |
| Overall |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Group 3** |   |   |   |
| Instruments selected |  |  |  |
| Melodies |  |  |  |
| Organisation of sounds and ideas |  |  |  |
| Music sounds/moves like a creature in the rainforest |  |  |  |
| Overall |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Group 4** |   |  |   |
| Instruments selected |  |  |  |
| Melodies |  |  |  |
| Organisation of sounds and ideas |  |  |  |
| Music sounds/moves like a creature in the rainforest |  |  |  |
| Overall |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Group 5** |   |  |   |
| Instruments selected |  |  |  |
| Melodies |  |  |  |
| Organisation of sounds and ideas |  |  |  |
| Music sounds/moves like a creature in the rainforest |  |  |  |
| Overall |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **My own group** |   |   |   |
| Instruments selected |  |  |  |
| Melodies |  |  |  |
| Organisation of sounds and ideas |  |  |  |
| Music sounds/moves like a creature in the rainforest |  |  |  |
| Overall |  |  |  |

Use these to help you form your choice of best composition.

*The composition I liked best was by…………………………….*

*Because……………………………………………………………………….……………………………………………………………………*

*……………………………………………………………………………………………………………………………………………………….*

***Name of listener………………………………………………………………….***



**Boa Constrictor**

**Player 1: Un-tuned percussion** *(will you need long or short sounds)*

1 2 3 4 1 2 3 4

Slithering snake – or your own phrase ……………………..

**Player 2: Tuned percussion** *(will your notes move by step, skip or leap)*

1 2 3 4 1 2 3 4

Hissing in your ear – or your own phrase …………………….

**Player 3: Tuned percussion** *(will your notes by step, skip or leap)*

1 2 3 4 1 2 3 4

Kapok tree is my home or your own phrase …………………….

**Player 4: Un-tuned percussion** *(Think of the sounds/timbre you will need)*

Add a background or special effects/create new rhythms

**Names of Composers**

**……………………………………………………………………………………………………………………………**

  **Bees** 

**Player 1: Un-tuned percussion** *(will you need long or short sounds)*

1 2 3 4 1 2 3 4

Bees - buzzing - or your own phrase ……………………..

**Player 2: Tuned percussion** *(will your notes move by step, skip or leap)*

1 2 3 4 1 2 3 4

Hive is in the tree - or your own phrase …………………….

**Player 3: Tuned percussion** *(will your notes by step, skip or leap)*

1 2 3 4 1 2 3 4

Col-lecting pol- len or your own phrase …………………….

**Player 4: Un-tuned percussion** *(Think of the sounds/timbre you will need)*

Add a background or special effects/create new rhythms

**Names of Composers**

**…………………………………………………………………………………………………………………………….**

   

**Monkeys**

**Player 1: Un-tuned percussion** *(will you need long or short sounds)*

1 2 3 4 1 2 3 4

Scampering monkeys or your own phrase ……………………..

**Player 2: Tuned percussion** *(will your notes move by step, skip or leap)*

1 2 3 4 1 2 3 4

Climbing in the canopy or your own phrase …………………….

**Player 3: Tuned percussion** *(will your notes by step, skip or leap)*

1 2 3 4 1 2 3 4

Chattered to the man - or your own phrase …………………….

**Player 4: Un-tuned percussion** *(Think of the sounds/timbre you will need)*

Add a background or special effects/create new rhythms

**Names of Composers…………………………………………………………………………………………**

 **Toucans and Macaws** 

**Player 1: Un-tuned percussion** *(will you need long or short sounds)*

1 2 3 4 1 2 3 4

Squawking toucans or your own phrase ……………………..

**Player 2: Tuned percussion** *(will your notes move by step, skip or leap)*

1 2 3 4 1 2 3 4

 Colourful beaks, colourful feathers or your own phrase …………………….

**Player 3: Tuned percussion** *(will your notes by step, skip or leap)*

1 2 3 4 1 2 3 4

 Soaring over the forest or your own phrase …………………….

**Player 4: Un-tuned percussion** *(Think of the sounds/timbre you will need)*

Add a background or special effects/create new rhythms

**Names of Composers…………………………………………………………………………………………**

 **Frogs** 

**Player 1: Un-tuned percussion** *(will you need long or short sounds)*

1 2 3 4 1 2 3 4

Crawling and hopping or your own phrase ……………………..

**Player 2: Tuned percussion** *(will your notes move by step, skip or leap)*

1 2 3 4 1 2 3 4

Colour-ful but poisonous or your own phrase …………………….

**Player 3: Tuned percussion** *(will your notes by step, skip or leap)*

1 2 3 4 1 2 3 4

Squeaky voice, in his ear or your own phrase …………………….

**Player 4: Un-tuned percussion** *(Think of the sounds/timbre you will need)*

Add a background or special effects/create new rhythms

**Names of Composers…………………………………………………………………………………………**

  **Jaguars** 

**Player 1: Un-tuned percussion** *(will you need long or short sounds)*

1 2 3 4 1 2 3 4

Sleeping on a branch - or your own phrase ……………………..

**Player 2: Tuned percussion** *(will your notes move by step, skip or leap)*

1 2 3 4 1 2 3 4

Spotted coat blen-ding or your own phrase …………………….

**Player 3: Tuned percussion** *(will your notes by step, skip or leap)*

1 2 3 4 1 2 3 4

Shadows of the under storey or your own phrase …………………….

**Player 4: Un-tuned percussion** *(Think of the sounds/timbre you will need)*

Add a background or special effects/create new rhythms e.g. Padding silently

**Names of Composers…………………………………………………………………………………………**

 **Giant Ant- Eater**

**Player 1: Un-tuned percussion** *(will you need long or short sounds)*

1 2 3 4 1 2 3 4

Clinging to their backs - or your own phrase ……………………..

**Player 2: Tuned percussion** *(will your notes move by step, skip or leap)*

1 2 3 4 1 2 3 4

 Un-striped anteater or your own phrase …………………….

**Player 3: Tuned percussion** *(will your notes by step, skip or leap)*

1 2 3 4 1 2 3 4

 Long nose, long tongue or your own phrase …………………….

**Player 4: Un-tuned percussion** *(Think of the sounds/timbre you will need)*

Add a background or special effects/create new rhythms

**Names of Composers…………………………………………………………………………………………**

 **Sloth** 

**Player 1: Un-tuned percussion** *(will you need long or short sounds)*

1 2 3 4 1 2 3 4

Three- toed sloth - or your own phrase ……………………..

**Player 2: Tuned percussion** *(will your notes move by step, skip or leap)*

1 2 3 4 1 2 3 4

 Plodding ever so slow-ly or your own phrase …………………….

**Player 3: Tuned percussion** *(will your notes by step, skip or leap)*

1 2 3 4 1 2 3 4

Deep, lazy voice - or your own phrase …………………….

**Player 4: Un-tuned percussion** *(Think of the sounds/timbre you will need)*

Add a background or special effects/create new rhythms

**Names of Composers…………………………………………………………………………………………**

**The Great Kapok Tree**

**Overview/ Medium Term Plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Learning Intentions**Children learn…. | **Activities** | **Learning Outcomes**Children can… | **Assessment** |
| **1** | A new gameAbout timbreAbout rainforest soundsAbout textureAbout dynamics (volume)About conducting and arranging sounds | **Intro:** Play, ‘Switch’, listen to the sounds of the Brazilian Rainforest, read ‘The Great Kapok Tree’ and discuss the themes of the story.**Main:** Look at images of animals and birds that live in the rainforest and explore their sounds (***timbre)***.Play, ‘I went to the rainforest and I heard a…’Choose 4 sounds and put together in order to explore ***texture.***Look at the changes in volume ***(dynamics)*** in the book, divide the children into 10 groups and perform the story**Plenary:** Discuss the musical elements ***(inter-related dimensions)*** of music that they have explored today. | Describe soundsExplore vocal and body soundsWork in large and small groupsFollow visual cues |  |
| **2** | About paceAbout durationAbout the ostinatoTo listen attentivelyA new gameTo follow signs and symbolsTo comment on the effectiveness of their work | **Pace and Duration****Intro:** Listening, ‘The Little Train of the Caipira’ by Villa-LobosIdentify instrumental sounds and changes of ***tempo*****Main:** Play, ‘Get on Board’ in three groups with instruments. Follow beat then follow a changing tempo. Add tuned ***ostinato (GDED)***Consider movement of animals in the Great Kapok Tree story.* Find verbs and adverbs to describe each.
* Consider the speed at which sounds should be played
* Consider the length of sounds that should be selected ***(duration)***

Play, ‘Pass the sound’ and explore duration.Select sounds for each creature and combine instrumental/vocal/body sounds when each pictures is pointed to.Record sounds**Plenary:** Listen to recordings and discuss its effectiveness | Comment upon music that they hear and compose using musical languageMaintain a beat with awareness of changes in paceSelect and change the duration of soundsFollow signs | ***Can follow a changing beat*** |
| **3** | About pitchAbout ascending and descending soundsAbout intervals between sounds (steps, skips and leaps)How to relate pitch to the verbs which are used in the textHow to create and play rhythmic phrasesHow to listen attentively | **Pitch****Intro:** Explore ***pitch*** with the Squirrel’s Story and chime bars/xylophones/glockenspiels etc. **Main:** Look at pictures from the Brazilian Rainforest. They will choose a word to match the notes of the C scale or ladder (CDEFGABC’)Try an example as a class and then ask children to complete the ‘C’s for Capybara’ sheet (see resources) in pairs.* Select words/phrases
* Practice playing and saying the ***rhythm***
* Perform

**Plenary:** Listening activity- Kangaroo and Elephant from Carnival of the Animals.Either discuss or fill in listening log (see resources)Identify ***timbre, duration of sounds, movement of pitch and pace.*** | Play and identify ascending/descending soundsCan identify high and low soundsPlay and identify movement of pitch by step, skip or leapCan play the rhythm of words and phrases accurately | ***Can create a simple rhythmic phrase*** |
| **4** | About durationAbout the movement of pitchA new songAbout the pentatonic scaleAbout question and answer phrases | **Pitch and Structure****Intro:** Revise the terms pace/tempo, duration and pitch. Revise ways in in which pitch can move (step, skip, leap, ascend or descend)Listening: The Swan and Flight of the Bumble BeeIdentify musical elements orally or using listening log (see resources).**Main:** Sing the first four lines of ‘Who built the Ark?* Show the movement of pitch with hands
* Identify the Question and Answer structure
* Introduce the pentatonic scale

Play, ‘Play a pattern in Space. All play CDCD and then explore creating a simple melodic answer using just E (LA), E and G (MA) or EGA (HA)Perform.Make up own 4- beat Q&A phrases in pairs, if time.**Plenary:** Think of a question they would like to answer about the rainforest in pairs.Research the answer for next time | Identify the musical elements that make up a piece of musicIdentify the structure and movement of pitch in the chorus of a songUse notes of a pentatonic scale to create original melodic phrasesWork in pairs in order to create question and answer phrases | ***Can identify the use of the inter-related dimensions of music*** ***Can create a simple melodic phrase*** |
| **5** | To identify sounds from recorded musicTo create question and answer phrasesTo adapt phrases to fit the rhythm of wordsAbout ostinato | **Composition****Intro:** Identify and respond to, sounds from Rainforest Dream with mimed actionsRevise Q&A phrases and fit over 4 or 8 beats. Make a note of phrases on, ‘Secrets of the Rainforest Sheets’ and clap/say to class.**Main:** As a class, introduce group composition work using the woodcutter as an example.Player 1: ***Ostinato*** (un-tuned)Player 2: Melody 1 using C ***pentatonic scale***Player 3: Melody 2 using C ***pentatonic scale***Player 4: Copies ostinato or creates a new one and add sound effects (un-tuned)Plan ***timbre/duration of sound, pace, dynamics and movement of pitch*** on composition sheetsUse given descriptive phrases or makeup ownClap rhythms alone and together.**Plenary:** Discuss the two activities explored today | Create melodic phrases to fit the rhythm of wordsPlay them as questions and answersUse their knowledge of pitch, pace, duration and timbre to create a sound picture as a classPlan group pieces to work on and perform next time |  |
| **6** | How to revise and perform their workTo work on group compositions creatively and co-operativelyTo perform, record and evaluate their work and the work of others’ | **Composition, Performance and Evaluation****Intro:** Practice, perform and record Q&A phrases and notate them on ‘Secrets of the Animal Kingdom’ worksheets (see resources)**Main:** Re-cap phrases from group composition* Select instruments according to ***timbre and duration of sound***
* Practice rhythms alone
* Order, sequence, combine sounds ***(texture)***
* Consider ***pace and dynamics of performance***
* How to start and finish

Play, perform and record.Children to complete evaluation sheets on other groups and themselves whilst listening (see resources)**Plenary:** Listen to comments from each group and to recording, if time | Work co-operatively and creatively in order to compose Q&A phrases and apiece of descriptive musicThey can use their knowledge of the inter-related dimensions of music to inform the selection of, manipulation and performance of sounds | ***Can create a simple melodic phrase*** ***Can maintain an independent part within a large group*** |