**Volcanoes**

**A six -week project for Years 3 and 4**

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| **Weeks** | **Learning Intentions****Children learn…** | **Activities** | **Learning Outcomes****Children can….** |
| **1** | About volcanoesAbout changes in dynamicsTwo new chantsAbout musical symbolsAbout arranging musicA song | **Intro:** Brainstorming-volcanoesLickety Split-talk about changes in ***dynamics*****Main:** Types of volcano (active-dormant-extinct) and their dynamic equivalent (forte-piano-silence). Show symbols for each and ask children to tap knees and follow symbols with dynamic changes.Follow simple ‘Rumble, tremble’ chant vocally and notice change in size of print.Show signs for crescendo and decrescendo.Repeat with selection of un-tuned instruments in groups- in sequence and then in layers, accumulatively.**Plenary:** *What musical elements did we use today?**How did we perform our chant?**Who liked it in a sequence with each group playing alone? (Why?)**Who liked the sound accumulating? (Why?)*Sing, ‘Popocatepetl’ | Follow hand signs and symbolsChange the volume of their voices/instruments with awareness of the groupTalk about their workSing tunefully |
| **2** | About metreAbout time valuesTo work in groupsAbout rhythmAbout rhythmic notationTo clap, say and play rhythmic time values | **Intro:** Metre Mix using ‘tremble’ (walk), ’bubble’ (jogging), ‘rumble’ (stride) and ‘boom’ (glide).Introduce ***symbols*** for eachIdentify ‘tremble’ or ‘walk walk etc. as the pulse.**Main:** Try the four ***time values*** as a class and then in groups vocally, with body percussion, with vocal percussion, with un-tuned percussion.***Assess: Can maintain an independent part within a small group***If time, make up groups of 4 and ask the children to try playing all the ***rhythms*** sequentially and then in layers -1 rhythm (LA), 2 rhythms (MA), 3 or 4 rhythms (HA) within the group.**Plenary:** Listen to each group and talk about the pulse, ensemble and balance.*Who can follow the different cards and clap the time values?*Sing, ‘Popocatepetl’ | Maintain independent patterns within small groups (individually)Read and play from rhythmic notationUnderstand the words ‘balance’ and ‘ensemble’ |
| **3** | To clap, say and play rhythmic patternsTo follow hand signs and symbols To notate rhythmic phrasesAbout ostinatoTo work as a group | **Intro:** Play, ‘Put a pattern in Space’ and revise the rhythmic symbols for each of the four time values.Revise the four time values as a class in groups sequentially and then accumulatively. Add the dynamics with hands together (quiet) and moving further apart/together (crescendo/decrescendo).**Main:** Introduce the names of six volcanoes and ask the children to help identify the rhythms of each (see resources)Groups to revise work from last week using words from Rumble tremble chant’ and then add one of the rhythms as ***an ostinato*** to be played throughout and to follow the dynamics of the chant.***Assess: Can play rhythmic patterns with control******Can follow dynamic changes*****Plenary:** Listen to each group*Can the audience recognise the rhythm of volcano they have used?**Can all the parts be heard?**Is everyone following the changes in dynamics?* | Create rhythmic phrasesIdentify time values from notationCrescendo and decrescendo with controlPlay with awareness of pulse and ensembleMaintain an independent part within a small group/individually |
|  **4** | A new songAbout pitchAbout tunes percussionTo copy pitched phrasesTo play rhythmic patterns on tuned instruments | **Intro: ‘**I’m alive, alert, awake, enthusiastic’ (Notice changes in pace and pitch)Introduce tuned percussion and their names.Notice size of instruments, size of bars and letter names on bars and explore ***pitch***.**Main:** Teacher-led activity ‘C’s for Caldera’ using words about volcanoes and each note bar from C-C’ (See resources)Children to copy the rhythmic patterns and then make up their own in their groups, using resource sheet to help and to notate the rhythmic phrases on sheets.Comment on which rhythmic were the hardest to play.**Plenary:** Listen to each group in turn and comment upon their rhythmic phrases and the accuracy with which they played them. | Identify changes in pitch aurally and by looking at the size of keys/instrumentsName the tuned percussion instrumentsCopy tuned phrases accuratelyNotate rhythmic phrasesComment on what they hear |
| **5** | How to sing in two or more partsTo adapt their workTo work co-operatively in groupsTo notate the arrangement of their ideas graphically | **Intro:** Sing ‘Popocatepetl’ as a round and add ostinato phrases e.g. ‘Mexico’ and talk about the volcanoes/countries in the Pacific Ring of Fire.Remind the children of what they have practised already in their groups (Rumble tremble chant and volcano ostinato) and suggest how they might add tuned percussion.**Main:** Give each group an information card about a volcano in the Pacific Ring of Fire, which they might use to inspire some added effects.Give them time to practise their rhythms and refine and revise the instruments used and the arrangement of sounds.Give them blank graphic scores on which to notate the ideas graphically and show them a completed example.**Plenary:** Ask everyone who is playing an un-tuned instrument to play the ostinato, ‘Pacific Ring of Fire sh’. This will be played between the different volcanoes/group performances. | Can maintain a sung part within a small groupCan revise and refine their ideas togetherCan play tuned and un-tuned percussion with controlCan use graphic symbols to notate the order and combination of soundsCan play with an ostinato |
| **6** | To rehearse as a groupTo appraise their work and the work of others | **Intro:** Revise the ‘Rumble tremble’ chant as a group and sing Popocatepetl’ as a round with ostinato.Ask the groups to look at their graphic scores and make sure that they are happy with the order of sounds, the changes of dynamics and the selection of instruments.**Main:** Group practise and performance.**Plenary:** Listen to recording and comment on* Ensemble
* Balance
* Use of dynamics
* Selection of instruments
* Arrangement of sounds
* Favourite groups/music

***Assess: Can select and organise sounds in order to create a sound picture*** | Perform with awareness of pulse, ensemble, dynamics and balance.To talk about their work and the work of others’To express and explain preferences |
|  **Some children will be able to (emerging)*** Follow hand signs for loud and quiet
* Understand the symbols for the time values walk, jogging, stride and glide
* Play a steady pulse with some help
* Create rhythmically simple phrases
* Sing within a large group
* Work within a group
* Play tuned and un-tuned phrases with some help
* Express their preferences when listening to music

**Some will be able to (achieving)*** Follow hands signs and symbols for quiet/loud, crescendo/diminuendo
* Understand and notate time values and rhythmic patterns
* Create, say and play their own rhythmic phrases
* Maintain an independent part within a small group
* Notate their own phrases
* Sing an independent part within a small group
* Play tuned and un-tuned phrases confidently and accurately
* Work co-operatively and pro-actively within a group
* Explain their preferences when listening to music

**Some children will be able to (exceeding)*** Follow hand signs and symbols illustrating dynamic changes and show their own group when to make changes
* Read, clap, play and notate rhythmic patterns and time values confidently
* Play with control of pulse, rhythm and dynamics and be aware of how the parts fit together
* Create more complicated/syncopated phrases
* Work co-operatively and creatively within a group and lead them in the revision of their work
* Use musical vocabulary when expressing preferences or suggesting changes that could be made to performances
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| **Resources**Lickety Split (Singing Sherlock Book 2)Dynamic symbols (see below)Rumble tremble chant (see below)Popocatepetl (Faber Junior Song books)Time values symbols/rhythm cardsVolcano cards (see below)I’m alive, alert, awake, enthusiastic by Sarah Watts (60 Sizzling Songs)C’s for Caldera notation sheet/resource sheet (see below)Fact sheets about the volcanoes in the Pacific Ring of Fire (see below)Volcano graphic score sheets (see below) |

**Forte**

**F**

**Piano**

**P**

**<**

**crescendo**

**>**

**decrescendo**

**rum-ble rum-ble**

**trem-ble**

**bubble bubble bubble bubble**

**BOOM!**

**Spouting spraying spouting spraying**

**Hur-ling hur-ling**

**Flow-ing**

**Ssssssssss**

**Eruption**

**Trem-ble trem-ble**

**Rumble rumble rumble rumble**

**Bubble bubble bubble bubble bubble bubble bubble bubble**

**Boom! Boom!**

**Spouting spraying spouting spraying spouting spraying spouting spraying**

**Hurl-ing Hurl-ing Hurl-ing Hurl-ing**

**Flow-ing flow-ing**

**Sssssssssssss Ssssssssssss**

**Mauna Loa**

**Vesuvius**

**Pinatuba Pinatuba**

**St. Helens**

**Novarupta**

**Mount Krakatoa**

**Volcanoes Music Project**

**Assessment**

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| **Name of child** | **Can maintain an independent part within a small group**(Time values- walk, jogging, stride and glide) | **Can play rhythmic patterns with control**(Volcano ostinato pieces/V’s for Volcano) | **Can follow dynamic changes**(Volcano ostinato pieces/Eruption chant) | **Can select sounds in order to create a sound picture**(Ring of Fire) |
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**3 = emerging 2 = achieving 1 = exceeding**