


Subject: Music Year: 5 Term: Autumn 2	Half Termly Theme: Materials Preparing for Adulthood thematic Overview: Understanding the World for Independent Living Listening and Participation – Creating a sound story Link to Prior Learning: Year 4 Summer 2	
Context:	This unit will be a culmination of the Sound Stories work. Pupils will focus on choosing sounds to represent characters, places, events and moods/ feelings within a story. High quality examples such as Peter and the Wolf will form the inspiration for pupils encouraging them to think about are used to represent elements of the story and how these instruments are be played. This will lead pupils on to creating their own story either as a class or in small groups. Pupils will be able to select from a small choice of symbols to choose each element of a simple story. E.g. animal X, goes to X, choose something that happens (e.g. they get lost), choose a happy or sad ending. As they create each choice in the story the pupils can decide on what sort of instrument or sound effect works best. Pupils can then practice their story until they are ready to perform it as a group.	
Knowledge <i>(Includes exploration opportunities for early learners – based on the 5 lenses of engagement)</i>	To know that a simple story needs a beginning, middle and end To know that sound effects can be used in a story To know what sounds some instruments make To know how to play some simple instruments To know that some sounds/ instruments fit story events better than others To know that pitch, tempo, dynamics or duration can be changed to better fit a story	
Skills <i>Please see subject specific skills ladders for further detail and personalized skills</i>	All: To make symbol choices for their whole class story and play their given instrument at the correct time with support Most: To make symbol choices for their wholes class story and play their chosen instrument at the correct time with support Some: To work in small groups to create a simple story by making choices of symbols and play instruments to represent their story	
New Vocabulary:	Beginning, middle, end, character, location/ place, happy, sad, mood, feeling	
Possible Adaptations:	<i>To choose sound effects for familiar pictures/ stories vs To choose a sound effect for an unfamiliar picture vs to choose multiple sound effects for an unfamiliar story vs To create a story with sound effects</i> <i>To imitate when and how to play a sound effect vs to choose when and how to play a sound effect vs to change the pitch, tempo, dynamic or duration of their sound effect when prompted vs to make decisions about the pitch, tempo, dynamic or duration of their sound effect</i>	
Appreciating Music:	Chosen Genre: To be chosen and shared by the Music Tutor each half term	
Curriculum Links: e.g. National Curriculum /PfA/ Careers/ SMSC/ Financial Education/ Rights Respecting Schools	Working towards Music National Curriculum KS1 – “experiment with, create, select and combine sounds using the inter-related dimensions of music” PfA – Hobbies Rights Respecting Schools – Article 31: I have the right to play, relax, and join in a wide range of cultural, artistic, and other recreational activities Explicit links to Literacy, Reading for Pleasure, The Power of Reading approach and writing a story	

