



Flames Class (KS2) Beat Band Boogie



What is this theme about?

Pupils will widen their horizons by listening to and learning about a full and varied range of music from different time periods and from different cultures.

They will gain knowledge and appreciation of; musical instruments, lyrics and composition, famous bands and musicians and music in films and to accompany stories.

Pupils will understand that music can stir a range of emotions and can support their own well-being. They will explore through the global goal of Peace and Justice how important messages can be spread through music.






Pupils will gain resilience in learning to play instruments and the value of practice to achieve high standards.

They will explore the design of instruments and make one of their own incorporating an electrical circuit after learning about how electricity works.


They will explore the talents they have within music whether writing of lyrics, composing or playing instruments, singing or supporting the performance. They will learn new skills using technology to make music.


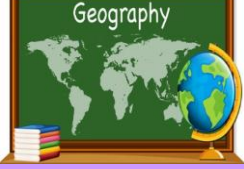



Pupils will gain motivation by looking at the lives of inspirational musicians and will explore how music has changed over time, learning to appreciate music their parents and grandparents listened to and enjoyed. They will learn more about how music has changed over the periods in History that they have previously studied giving them opportunity to recap their historical knowledge.






Pupils will come to understand the power of song in order to retain important knowledge and learn some new songs for learning to add to their repertoire.

 Big Question	 Quest Characters	Core Value
How powerful is music?	David Bowie Aretha Franklin	 CURIOSITY
ENGAGE	INNOVATE	EXPRESS
Local bands/ musicians Octopuses garden role play Gruffalo song forest Music studio role play	Create a St Leonard's CD recording	School Festival
Global Education	Learning Behaviour	British Values
	 Exploring elephant	TOLERANCE OF OTHER FAITHS AND BELIEFS

KEY AREAS OF LEARNING

	<p>Y4 - Electricity</p> <p>Link to DT – Use electrical systems in products – Musical instruments</p> <ul style="list-style-type: none"> ✚ Identify common appliances that run on electricity ✚ Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers ✚ Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery ✚ Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit ✚ Recognise some common conductors and insulators, and associate metals with being good conductors. ✚ Construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices.
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	<p>✚ Draw the circuit as a pictorial representation.</p> <p>Historical skills Music through the ages – Chronology Stone Age/ Romans/Ancient Egypt/ Ancient Greece/Ancient Sumer/Indus Valley/Shang Dynasty WWII/ Victorians/</p> <ul style="list-style-type: none"> ✚ I can establish a clear narrative within and across the periods studied. ✚ I can recall, select and organise historical information. <p>Y3</p> <ul style="list-style-type: none"> ✚ I can place the time periods studied on a time line. ✚ I can sequence several artefacts (instruments). ✚ I can answer questions about change, cause, similarity and difference. <p>Y4</p> <ul style="list-style-type: none"> ✚ I can use terms related to the periods and begin to date events. ✚ I can answer a variety of questions about change, cause, similarity and difference.
	<p>Geographical Skills and Fieldwork</p> <p>Y3</p> <ul style="list-style-type: none"> ✚ I can use 4 compass points to follow/ give directions. ✚ I can use letter/ number co-ordinates to locate features on a map. ✚ I can follow a route on a map with some accuracy e.g when orienteering. <p>Y4</p> <ul style="list-style-type: none"> ✚ I can use 4 compass points well. ✚ I am beginning to use 8 compass points. ✚ I can use letter and number co-ordinates to locate features on a map confidently.
	<p>Continuation of Friedensreich Hundertwasser study resulting in a summer Art exhibition. (Austrian) Architecture and paintings (Jew in WW2) Save the seas Photographer – Robert Capa WW2 photos Focus - I can <u>select and record</u> from first hand observation.</p> <p>Year 3</p> <ul style="list-style-type: none"> ✚ I can experiment with different grades of pencil (sketch Robert Capa’s photography work). ✚ I can plan, refine and later my drawings as necessary. ✚ I can experiment with different effects (washes). <p>Year 4</p> <ul style="list-style-type: none"> ✚ I can use research to inspire drawings from memory and imagination. ✚ I can plan and create different effects with paint. <p>Music Album Artwork Application of Art skills (At home and school) Individual projects to end the year and show their skills.</p> 
	<p>DESIGN/MAKE/ EVALUATE Musical instrument Understand and use electrical systems in their products.</p> <p>Year 3</p> <ul style="list-style-type: none"> ✚ I understand how well products have been designed, made and what materials have been used and the construction technique. ✚ I am starting to evaluate my product against original design criteria e.g how well it meets its intended purpose. ✚ I know how simple electrical circuits and components can be used to create functional products. <p>Year 4</p> <ul style="list-style-type: none"> ✚ I can develop a clear idea of what has to be done, planning how to use materials, equipment and processes and suggesting alternative methods of making if the first attempts fail.

	<ul style="list-style-type: none"> ✚ I can evaluate my product, thinking of both appearance and the way it works. ✚ I understand how more complex electrical circuits and components can be used to create functional products.
	<p>Psalms/ Hymns – Sacred Songs</p>
	
	
	<p>Puberty</p> <ul style="list-style-type: none"> ✚ I can talk about physical changes of puberty and how it affects boys and girls, particularly the emotional and physical changes, including the menstrual cycle and menstrual well-being. ✚ I can identify the external genitalia and internal reproductive organs in males and females. ✚ I understand that in animals and humans lots of changes happen between conception and growing up. ✚ I know that it is usually the female who has the baby. <p>Year 4 only</p> <ul style="list-style-type: none"> ✚ I understand how babies grow and develop in the mother’s uterus. ✚ I understand that boys and girls bodies need to change so that when they grow up they can make babies. ✚ I can identify how boys and girls bodies change on the outside during this growing up process. ✚ I can talk about how I feel about these changes happening to me and how I might cope with them. <p>Making good boundaries</p> <ul style="list-style-type: none"> ✚ I can explain what right and wrong touching is and can show an understanding of what is appropriate behaviour in private and in public. ✚ I can explain what a bad secret is like and how to get help. ✚ I know when it is ok to share a secret. ✚ I know what is ok to share with my special people. ✚ I can recognise when I need help and know who and how to ask for it. ✚ I can resist pressure to do something dangerous or that makes me uncomfortable or unhealthy. ✚ I know that everyone has a right to privacy.
	<p>Rhythm/playing skills/dynamics and tempo.</p> <ul style="list-style-type: none"> ✚ Three Little Birds – Bob Marley – accompany with notes/chords. ✚ Aretha Franklin song – accompany part of the song. ✚ Use instruments they have designed and made in one of their pieces. ✚ Record songs for a CD. ✚ Y3/4 – performance at the Victoria Hall. <p><i>WCET</i> <i>Gospel Medley</i> <i>Fiesta</i> <i>I Spied a Spy</i> <i>Revision of other pieces</i></p>



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