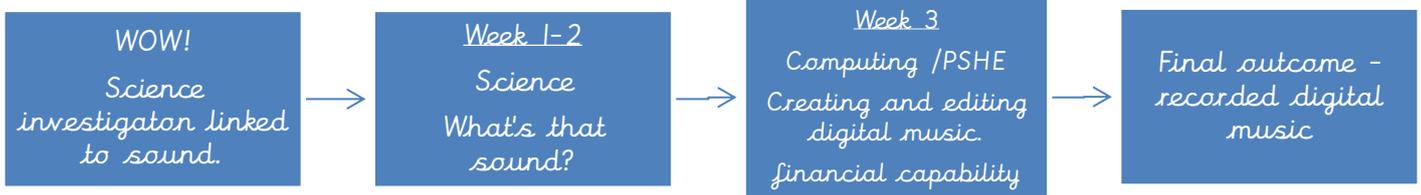


Year 3/4 Science/Music Based We are rock stars! (3 weeks)

**Topic overview** - Children learn about the science of sound; how sound is created, how it travels. They will investigate materials which sound can travel through and the effect some materials have on sound. They then use computers to compose, record and edit their own digital music and learn about how the digital music we listen to is created and distributed. Throughout the unit they complete the Charanga unit 'Mamma Mia' which is based on performing and composing pop music.



Science skills

<u>Working scientifically skills</u>	<u>Knowledge for this unit</u>
<ul style="list-style-type: none"> <li>• Ask relevant questions.</li> <li>• Set up simple practical enquiries and comparative and fair tests.</li> <li>• Gather, record, classify and present data in a variety of ways to help in answering questions.</li> <li>• Use straightforward, scientific evidence to answer questions or to support their findings.</li> <li>• Make systematic and careful observations.</li> <li>• Use results to draw simple conclusions.</li> <li>• I suggest how I can make improvements to my work and raise further questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how sounds are made - explain this linked to vibrations.</li> <li>• Recognise that vibrations from sounds travel through a medium to the ear.</li> <li>• Find patterns between the pitch of a sound and the object that produced it.</li> <li>• Find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>• Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul> <p><i>Previous knowledge: New learning</i></p>

Computing skills

• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.

Basic skills to be taught alongside:

- Can save amended work with a new file name - year 3
- Can save a file to a shared drive - year 3
- Selects an appropriate ICT method to present their information - year 3
- Can create their own folders in the pupil folder to organise their work - year 4
- Can save work to their own folder on the network using save as - year 4

**Computing Vocabulary:** design, create, digital music

*Previous knowledge: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.*

*Use technology safely and respectfully*

*Previous skills taught:*

- *Is aware of safety when using ICT resources and talks about this*
- *Can open and close down software using the start menu and shortcuts on the desktop*
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### Music skills

- Use digital technologies to compose pieces of music (in computing lessons).
- Improvise, compose and perform melodic songs.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composer and musicians.
- Develop an understanding of the history of music.

**Music Vocabulary:** vibration, pitch, volume, projection, melody

*Previous knowledge: use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned instruments musically (Glockenspiel). Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.*

### PSHE skills

- know that we receive money through a variety of means, including paid work.
- know ways to keep money safe, including saving it.
- understand that some of the ways we use money can make it grow or involve risk.
- understand that we make choices about spending for many different reasons.
- begin to understand that the choices we make affect us, our communities and the wider world.
- begin to understand that money may have different value and meaning to different people at different times and in different cultures.
- know about the work of a charity and why we might need it.
- be able to manage money effectively in real life situations.

**PSHE Vocabulary:** Financial, value, manage, decision making, affect

*Previous knowledge - new learning*

### Knowledge:

- See science knowledge for this unit above.
- Know how digital music is produced.
- (Add to this once we know what the workshop will cover specifically linked to the programs used.)

### Planning:

## BOOK MARCEL PUSEY TO RUN O-GENERATOR WORKSHOP BEFORE DOING THE COMPUTING UNIT

Use chrome music lab to edit music.

### Possible trip for music

PSHE: financial capability is non-statutory and taken from the old PSHE curriculum. However we felt it was an important life skill so it is still important to teach. We thought we could link it to times table rock stars and their gold coins. Perhaps in maths link to a budget activity?