

YEAR PLANNING

Class:

Term:

Subject: Art and DT

Unit: Carnival Percussion Instruments

<p>Differentiation and support (Detailed differentiation in weekly plans.)</p> <p>SEN: Support from more able partners in mixed ability work. Additional adult support.</p> <p>GT: Encourage further independent research and experimentation. Provide extension activities to apply their own knowledge and research.</p>	<p>Cross Curricular Mapping</p> <p>Citizenship:</p> <p>Science:</p> <p>PSHCE:</p> <p>Music</p>
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W	Learning objective	Teaching activities	Resources	Assessment: Success Criteria
1	(1 hour) To investigate and draw a range of percussion instruments played at carnivals to learn how they function.	<p>Intro: Introduce the topic with images, ppt and or videos of carnival music and instruments. Gather a collection of simple percussion instruments for the children to investigate. Ask the children to notice and choose one instrument to remember and describe. Think, pair, share with a partner. Ask the children questions such as What materials are used to make the instrument? What shape is it? Is it solid or hollow? Create an image and word bank on a white board with all their ideas</p> <p>Main: Draw and label 4 different potential instrument designs onto the basic templates in their design booklets</p> <p>Extension: Children can annotate the defining features, structures and describe the type of sound and how the sound is made.etc.</p> <p>Plenary: Show your designs to your table group or partner and discuss which one would be the best to make and why.</p>	<p>Images, Ppt, videos Percussion Instruments, tambourines, shakers, drums, scrapers and blocks etc.</p> <p>White board and pens Design booklets</p> <p>Drawing pencils and colouring pencils</p>	<p>MUST: Draw 4 designs</p> <p>SHOULD: Label the materials and names of the different parts</p> <p>COULD: Describe how the sound is made and what type of noise it makes</p>
2	(1 hour) To learn how to develop prototype instruments from a set of given materials	<p>Intro: Show the children the range of materials and resources that they can use to make their instruments. Discuss the different methods of joining, like sticking, stapling, using a rubber band, sewing, etc. Ask the children to think pair share their ideas</p> <p>Main: On each table set out materials (e.g. biscuit tin, elastic bands, plastic bottle, beans, beads, string, wooden dowel, bells etc...) for the group to use and to assemble temporarily to make an instrument. (Each group should have a different focus, e.g. scraping, shaking hitting). Investigate the strengths of different materials and how and where they could be strengthened.</p> <p>Extension: Children can draw and write about their discoveries and how they could improve their prototypes</p> <p>Plenary: Groups present and share findings. Recap on science lessons for features such as pitch and volume, and how we discovered these could be changed. Discuss each other's plans and ask what other materials they think they will need for next weeks lesson. What sort of instrument will they design given the available resources?</p>	<p>Rubber bands Card Recycled materials, boxes, tins, plastic bottles, cartons etc. Scissors Masking tape</p> <p>String Wood Dried Beans Beads Sand paper Balloons</p>	<p>MUST: Make a temporary experimental instrument</p> <p>SHOULD: Know how to join the materials and be able to make the focus sound</p> <p>COULD: Explain how to make adjustments and improvement in order to create a better sound</p>

3	<p>(1 hour) To design a high quality musical instrument and to consider materials,</p>	<p>Intro: Explain to the children that the task is to design and make a musical instrument for a carnival. Recap on all previous work/ideas. Explain which aspects of the design are fixed (<i>e.g. due to available resources</i>) and which aspects they are free to choose. Discuss the importance of creating a firm working structure before adding any decoration</p> <p>Main: Work with a partner to think, pair share their idea and to sketch and annotate their proposals in their booklets. Each pair must consider the purpose, the sound they want to make and ensure it will be of high quality. List and label the materials they will use and anything that they need to collect,</p> <p>Extension: Write out the proposed sequence of production.</p> <p>Plenary: Discuss each other's plans and ask what else they think they will need for next week's lesson. Ask do they need to adapt their design given the resources available.</p>	<p>Rubber bands Glue Card Recycled materials, boxes, tins, plastic bottles, cartons etc. Scissors Masking tape String Wood Dried Beans Beads Sand paper Balloons</p>	<p>MUST: Design a percussion instrument with a partner.</p> <p>SHOULD: Be able to explain what kind of sound it will make and what materials they will need</p> <p>COULD: Write a detailed sequence of production</p>
4	<p>(1 hour) To understand how make the basic structure for a musical instrument.</p>	<p>Intro: Tell children if they are happy with their plans, they may proceed with the making. Demonstrate how to use materials and tools safely and how to achieve a good join of materials. Explain importance of preparation, gathering their materials using measurements to ensure accurate fittings and cutting things to the right size before joining.</p> <p>Main: Demonstrate a range of moulding, shaping and joining methods and materials for building onto the basic structure. Ask children to work in pairs to hold and attach the different parts together.</p> <p>Plenary: Test and evaluate their structures in a positive manner, and to make changes to their designs, where necessary.</p>	<p>Craft Knife and glue guns to be used with teachers support.</p> <p>Newspaper or plastic cloths to cover the tables.</p> <p>Glue sticks PVA Glue Scissors</p> <p>Recycled materials etc.</p>	<p>MUST: Complete plans, gather the necessary materials and tools and start to construct the main body of their instrument</p> <p>SHOULD: Be able to test their structures.</p> <p>COULD: Make adaptations and changes to improve the sound.</p>

5	<p>(1 hour) Learning how to colour and decorate their instrument</p>	<p>Intro: Discuss / watch a video / demonstration on decoration methods. Revisit the children's themes and resources. Think pair share about what they think they will use. Ask children what they will do if they make a mistake?</p> <p>Main: Children to design and prepare materials to decorate their instrument and use appropriate methods and materials.</p> <p>Ext: Start thinking how to perform with the instruments, what movement could they choreograph or what sequence of sounds and rhythms.</p> <p>Plenary: Look at each other's instruments and discuss what is working and what is not. Ask do they need any more or less decoration?</p>	<p>Design Booklets Newspaper or plastic cloths to cover the tables.</p> <p>Paints, crayons, brushes, water, collage materials glue string tape etc.</p>	<p>MUST: Design and decorate their instrument</p> <p>SHOULD: Choose appropriate colours and patterns for their particular instrument</p> <p>COULD: Add tassels and write ideas for performance</p>
6	<p>(1 hour) To evaluate the quality of their work</p> <p>To suggest and make improvements to their work</p>	<p>Intro: Show how instruments are often 'finished off' through sanding, varnishing, decoration and give the children the opportunity to finish off their work to a high standard. Explain that evaluating our work means seeing what went well, what did not go so well and how we could improve things in future Ask children to think, pair and share what questions they could ask to evaluate their instruments.</p> <p>Main: Read through the evaluation questions in the booklet and explain what each one is asking the children to think about Children to complete a series of questions to evaluate their work. Each pair presents their instrument to the class talking about the difficulties and strengths of the instruments.</p> <p>Ext Children to work in groups to develop short percussion ensembles. Make a video or take photo's of children playing their instruments</p> <p>Plenary: Ask children what else they would like to use their percussion instrument making skills to create.</p>		<p>MUST: Evaluate their finished instrument</p> <p>SHOULD: Be able to explain what went well and what could be improved next time.</p> <p>COULD: Develop a short percussion piece to perform</p>