

# TUNNELWORKS

## KS2 CORE ACTIVITY

### LESSON PLAN

Creatively respond to a piece of music and create a river journey.

#### Learning intentions:

- To identify the sounds embedded in Soundscape
- Discuss the piece and the thoughts and feelings it evokes in their mind
- Create a river journey with an artistic or written response

Lesson outline	Assessment for learning	Resources
<p><b>Starter:</b> Briefly discuss our five senses and why they are used. Talk about what they rely on the most, e.g. sight to see things around them. Discuss how sounds are also important to let you know what is happening around you.</p> <p><b>Differentiation:</b> If children have a hearing impairment, play the visual presentation and make sure the other children face away.</p>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Class discussion</li> </ul> <p>Why do we need our senses?</p> <p>Which of your senses do you use most often?</p>	<ul style="list-style-type: none"> <li>• IWB</li> <li>• Audio system</li> <li>• Soundscape presentation</li> <li>• Worksheet 1</li> <li>• Art equipment</li> <li>• Scrap art materials such as tissue paper, cotton wool, foil paper etc</li> </ul>
<p><b>Main activity:</b> Ask children to lie on the floor, close their eyes and imagine they are on a raft, drifting along a river and to listen closely for sounds that may help them to describe where they are.</p> <p>Encourage active listening by posing questions to think about whilst listening to the music, e.g. what images do you have in your mind? How does it make you feel?</p>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Partner talk</li> <li>• River journeys</li> </ul>	

Lesson outline	Assessment for learning	Resources
<p>After the piece has been played, you may want to follow with a short discussion. For example, what sounds were recognisable and where they think Soundscape is set. Listen again to the piece, do they hear anything different?</p> <p>Hand out worksheet 1 and explain how they will create a river journey based on their response to the music.</p> <p>Years 5/6 or higher attaining children can work independently and organise it how they wish. For example, they may choose to write a story or piece of poetry. Others may want to experiment with different colours and textures as an artistic representation of the music piece.</p> <p>For Years 3/4 or lower attaining children, structure the activity in mixed ability partners or small groups. Each group discuss and note down descriptive words and sentences that describe the piece. Provide groups with different art equipment and scrap materials. Each child chooses a sound they liked and uses a colour or texture to represent this, discussing their choice.</p> <p><b>Differentiation:</b> For children with a hearing impairment, use images from the visual presentation. Challenging some to write stories or poetry.</p>	<p>Do you recognise any sounds?</p> <p>How does this music make you feel?</p> <p>What settings does it make you think of?</p> <p>What images do the sounds create in your mind?</p> <p>Did you understand the sounds more after you heard it again? Why/why not?</p> <p>What colours or textures could represent a particular feature of the River Thames?</p>	
<p><b>Plenary:</b> Share ideas in mixed ability partners. Pick one or two sounds from Soundscape and talk about why they chose to use it on their river journey and relate to real life experiences.</p>	<p>Do you think these sounds accurately reflect London and the Thames?</p> <p>What did you think of the piece?</p>	

# TUNNELWORKS

## KS2 DANCE

### LESSON PLAN

Exploring river movements.

#### Learning intentions:

- To explore different pathways, shapes and levels
- To use descriptions of the river to create travelling movements
- To structure a simple dance sequence with fluidity

Lesson outline	Assessment for learning	Resources
<p><b>Warm up:</b> Children become fish in the river. One child leads and the rest follow; give the leader three warm up options for example, 1 - jog, 2 - skip, 3 - hop. The leader can move in different directions, but all must follow closely as he/she changes the actions.</p> <p><b>Main activity:</b> As a group, discuss adjectives/verbs to describe a river and its movements. Explain they will imagine they are part of a river and will create a dance sequence showing the journey of a river.</p> <p>In pairs, choose a couple of words from the list of adjectives to develop travelling movements, e.g. flowing. Is it going to be a jerky or fluid movement? Fast or slow? Consider different levels; rolls, jumps, crawl etc. Emphasise they are moving as one, so will mirror each other's movements.</p>	<p>Self and peer assessment</p> <p>Success criteria:</p> <p>Can children create 2 - 4 different travelling movements?</p> <p>Can children change dynamics with different directions or fast/slow movements?</p> <p>Can children include different levels?</p> <p>Extension: Can children sequence these movements and add a transition movement?</p>	<ul style="list-style-type: none"> <li>• Descriptive words or phrases of river movements</li> <li>• Audio sound system</li> <li>• Soundscape music</li> </ul>

Lesson outline	Assessment for learning	Resources
<p>Mini plenary - show what they have so far and ask for peer feedback with suggestions for how to improve.</p> <p>Ask children to visualise the London Thames and map out a journey they will take across the room. Travel across the room experimenting with different directions, levels and speed.</p> <p><b>Extension:</b> Start to structure these movements into a dance sequence, using a transition to ensure fluidity.</p> <p><b>Cool down:</b> Lie on the floor, play music and imagine they are part of the River Thames on a journey through London.</p>		

**Key vocabulary:** sequence, travel, transition, fluid, dynamics, river, patterns, movement, shapes, twist, turn, jump, roll

**Curriculum links:** 3a, 3b, 6a, 6b

# TUNNELWORKS

## KS2 MUSIC

### LESSON PLAN

Creating a Soundscape.

#### Learning intentions:

- To play different instruments and discuss the effect of the sounds
- Explore texture of sounds by layering different instruments
- Organise sounds to structure a simple composition

Lesson outline	Assessment for learning	Resources
<p><b>Starter:</b> Listen to Soundscape again. How are the sounds organised? What is the effect of the music compared with the embedded sound effects? Discuss the structure of the piece, focussing on the texture of sounds i.e. layering of music and sound effects.</p> <p>To demonstrate how to create a texture of sounds, sit the class in a circle. Demonstrate a beat using your voice or body, e.g. 3 claps. Ask the next child to use a different body part and create a rhythm, e.g. 2 stamps of the feet, and so on. As more join in, it will be difficult to focus on one rhythm. Stop half way through and ask children to discuss the effect of layering different sounds.</p>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Self and peer assessment</li> <li>• Partner talk</li> </ul> <p>Why do you think the composer has chosen this music?</p> <p>Can you think of a time when you might hear lots of sounds together?</p> <p>What sounds do you hear around you in the classroom or on a journey to school?</p> <p>What is the effect of hearing lots of sounds together?</p> <p>How will you play your instrument?</p> <p>What is the best way to structure a music piece?</p> <p>Will you all play at the same time or one after the other in canon?</p> <p>Will there be periods of silence?</p>	<ul style="list-style-type: none"> <li>• Audio sound system</li> <li>• Variety of instruments or objects</li> <li>• Soundscape music</li> </ul>

Lesson outline	Assessment for learning	Resources
<p><b>Main activity:</b> In small groups, discuss typical sounds heard around school or a scenario when lots of sounds are heard at the same time, e.g. in the lunch hall.</p> <p>Explain how Soundscape represents a journey along the River Thames. Their objective is to organise a range of sounds in a structure to reflect a sound journey or scenario of their own. Ask each group to think of a scenario, e.g. a class packing up at the end of the day. Think of a few typical sounds and discuss instruments to use which represent these sounds.</p> <p>Children experiment with sounds using real instruments or objects found in the classroom. For Years 5/6, ask children to think about how to organise the sounds in a basic structure, with a beginning middle and end.</p> <p><b>Extension:</b> Record composition by drawing pictures or symbols.</p> <p><b>Plenary:</b> Groups perform to each other and offer peer feedback. Challenge other groups to guess what scenario or journey the Soundscape is representing.</p>		

**Key vocabulary:** pitch, tempo, duration, texture and dynamics.

**Curriculum links:** Music 2a, b; 3a, b, c; 4b; 5a, 5c EN1