

Teacher Guide: Music Reimagined

Year 6 · Unit 3

Introduction

This teacher guide identifies musical learning and presents **I can statements** to support assessment. The **I can statements** show what successful learning looks like for teachers and feels like for children. The guide provides an **overview** of the unit content, the resources needed to teach the unit and offers some **key teaching strategies** to support successful teaching and learning.

The online Charanga resources for the whole unit are in the **Teacher Guide Resources**. Using these resources and this **Teacher Guide**, teachers may confidently plan their own series of lessons. To support such a planning process, each **Teacher Guide** offers six week-by-week summaries of teaching and learning based on the resources listed.

Unit Lesson Plans

Creative Music Scheme units also include a thorough series of lesson plans in a single **Lesson Plans** document to support a flexible and engaging approach to teaching the unit. Lessons are presented in sets of 2 weeks, and each lesson plan suggests a range of activities to choose from to meet the learning objectives of the 2 weeks. Over a year, the activities collectively reflect an outstanding, creative and inclusive curriculum that teaches musical skills and musical knowledge in a way that children can understand.

Every school allocates its own timeframe for music teaching and learning; therefore, select the activities that best meet the children's learning needs and your teaching. A main activity does not have to be hurried; enjoy spending time creating a quality musical experience by working through fewer main activities thoroughly.

Learning Objectives

By the end of this unit, children will be able to:

1. To analyse and compare two contrasting musical interpretations of “**Spring**”, relating the differences to the theme of climate change.
2. To compose an original soundscape using digital software by arranging loops, incorporating new sounds, and applying mixing techniques and effects.

I Can Statements

- I can listen to different pieces of music and discuss how they represent a theme like climate change.
- I can use digital software (**YuStudio**) to arrange musical loops and samples to begin creating a composition.
- I can add my own ideas to a musical piece by selecting sounds, recording audio, and changing the pitch and dynamics.
- I can experiment with and apply special effects (FX) to enhance and complete my digital soundscape.
- I can complete, save, and share my finished digital music composition with others.

Unit Overview

This unit is based around Sinfonia Cymru's **Regenerate: Seasons for Change Project 3**. Sinfonia Cymru aims to introduce music to broaden musical tastes, experiences, and knowledge while unlocking creativity. Spring Soundscape is one of four projects designed to support young people in using music technology as a means of entry into the music industry. Using live music loops from Sinfonia Cymru's **Regenerate: Seasons for Change - I**. In the spring, children can create their own musical soundscape with a climate change theme, based on the season of Spring. Using **Regenerate: Seasons for Change – Projects Overview for Teacher** and **The YuStudio Project Teacher Guide – Spring Soundscape**, both available in the unit's documentation area, children are guided through the learning process, accompanied by seven short videos that explain each step. The unit can be completed as a class throughout, or by allowing individual children to work at their own pace or in pairs using Yumu. The Unit opens with two contrasting performances of Spring from **Vivaldi's Four Seasons**; listening to these is fundamental to completing the unit. The original version is performed by a Baroque ensemble, whilst Regenerate's version is more edgy, starting with a long free-form section featuring violin and percussion.

Resources Needed

- Access to **YuStudio** as a class or via **Yumu** and **student logins**.
- Optional devices (laptops, tablets, or PCs).
- Projector or interactive whiteboard to display **YuStudio Spring Soundscape**.

Weekly Suggestions

Week 1: Climate change

Children listen to and watch a performance of “**Spring**” from Vivaldi's **The Four Seasons** and “**Spring**” from **Regenerate: Seasons for Change**. They highlight some similarities and differences between the two pieces, particularly in the use of different instruments and the application of stamping techniques. Discuss climate change with the children. Discuss how the climate is different now compared to how it was in Vivaldi's time. (over 300 years ago). It was generally cooler because we're now in a period called 'global warming'. Seasons were more predictable, but the weather can now be more extreme and unpredictable. There was less pollution, so the air and water were cleaner.

Week 2: Introduce the project

In this lesson, the children listen to and watch a performance of Spring from Vivaldi's **The Four Seasons** and Spring from “**Regenerate: Seasons for Change**” again. Discuss the **Spring Soundscape project**, which is their new version of Spring and how they might show it is a new version. For example, adding sounds to a piece of music could include adding subtle sounds representing things like cars and aeroplanes to show how we travel differently now. The buzzing of phones or computers shows our connected world. Sounds of recycling or clean energy to demonstrate our efforts to help the planet. The children's new version could focus on how our world is changing and what we can do to take care of it. Explain that the children will be using **YuStudio** to make Spring Soundscape using loops and sounds from Sinfonia Cymru's original recording, **Regenerate: Seasons for Change - I. Spring**

Week 3: Getting Started

Open **YuStudio Project - Spring Soundscape**. The first video in the list on the left guides the children through the task, showing them the layout of the tracks, and they listen to sampled sounds from the orchestra. Listen to the sounds several times and check the controls such as play, stop, rewind and save work. Open **Spring Soundscape Video 2 - Organising Loops and Arrangements**. Practise dragging each sample into different positions and listen to find the most preferred position. As the lesson nears the end, they share and discuss progress. Remind the children to save the work.

Week 4: Developing Creativity

In this lesson, guided by **Spring Soundscape Video 3 - Adding Sounds Using the Sound Bank**, children begin to enhance their music by adding their own sounds. They navigate the studio to listen to and select sounds from the sound bank and decide which sounds or notes to add. Children add as many sounds as they want. They learn how sounds change as they increase or decrease in pitch and how to adjust the length of the note. Move to **Spring Soundscape Video 4 - Mixing and Balancing Sound** to consider the balance of volume between each sound and how to adjust the volume. Use **Spring Soundscape Video 5 - Recording Your Own Sounds** and start adding your own audio sounds to the mix. As the lesson nears its end, share and discuss the creative decisions each has made. Remind the children to save the work.

Lesson 5: Completing the composition

To complete the composition, **Spring Soundscape Video 6 - Adding FX** guides the children to experiment with all the tracks by manipulating them and adding effects. Spend time 'playing around' with sounds. Playing with sounds develops children's listening skills as they create a soundscape for a reimagined spring, and enhances their confidence and dexterity within a recording studio. As the composition nears completion, share and discuss the creative decisions each of you has made. Remind the children to save the work.

Lesson 6 Saving and Sharing Spring Soundscape.

In the final lesson, the children make any revisions or last-minute touches to their work. **Spring Soundscape Video 7 - Saving and Sharing Your Music**. Listen to each re-imagining and be prepared to provide feedback and receive feedback. Discuss the best way to perform each piece, for example, does an audience need to be present to listen to a remix? Reflect on progress and learning, as well as any areas where children feel they might do things differently in the future, for example, What have you learnt? What would you change? What new words have you learnt?

Key Teaching Strategies for Success

- **Demonstrate** sounds and notations to encourage creativity.
- **Group work** enhances listening skills and ensemble awareness.
- **Rehearse** combining sounds and creating sequences of sound.
- **Balance:** Ensure that a performance can include a variety of performing media as desired.
- **Use visual grids** and symbols consistently.

Conclusion

By the end of this unit, children will have learnt to create and arrange their own soundscape based on **“Spring”**, using **YuStudio**. They will have experienced complete creative control and made their own musical decisions. They will be able to balance the overall sound of their tracks, remix loops and sounds from professional tracks, and use sound effects (SFX). Experimenting with their arrangement as a whole, deleting and duplicating different sections, will have supported their ability to create an effective track.