

**TEACHING ABOUT FARMING AND THE COUNTRYSIDE IN THE NATIONAL CURRICULUM AT KEY STAGE 2  
LINKS WITH THE NATIONAL CURRICULUM AND THE QCA UNITS OF WORKS,  
SUGGESTED TEACHING ACTIVITIES, OPPORTUNITIES AND RESOURCES FROM THE INTERNET**

**MUSIC CURRICULUM LINKS**

4a-d Listening and applying knowledge and understanding

Pupils should be taught:

a - to listen with attention to detail and to internalise and recall sounds with increasing aural memory b - how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures c - how music is produced in different ways and described through relevant established and invented notations and d how time and place can influence the way music is created, performed and heard

5b Breadth of study

Pupils should be taught the knowledge, skills and understanding through:

b - responding to a range of musical and musical starting points

**SUGGESTED TEACHING ACTIVITIES**

*QCA suggested units:*

*Unit 13 Painting with sound – Exploring sound colours*

In the classroom

Pupil explore and respond to the ways that people, places and environments (natural and man made) stimulate composers to create music. Pupils investigate how different musical instruments have been developed using local resources(material and technology). Pupils make their own musical instruments using local, recycled and craft materials - resources collected from the school ground or from a farm visit.

School grounds and immediate surroundings Pupils explore sounds outside the classroom in the school grounds or in the countryside - Pupils close eyes and listen to and identify different sounds (both natural and un-natural) - in a woodland, in a meadow, in a farm yard.

School visit Pupils visit a farm and investigate the different sounds made by: 1. the farm animals – when they are frightened, need food, are protecting their young etc, 2. farm machinery and 3. natural sounds (birds, wind, water etc). Pupils collect wood, twigs etc to make there own sounds or after identifying different sounds, pupils use musical instruments to create musical patterns

Link Music and PE/Dance. Using appropriate music, choreograph a farm story. The LEAF CD ROM may be helpful. Work on movements and how they fit to music, build on natural sounds and also introduce mechanical sounds and incorporate different types of movement. Pupils could also compose using particular types of musical instrument (percussion instruments), to accompany the movement. Other natural themes to use - composition based on a path through a wood, the flow of a stream, the path of a storm, a cow's journey from field to the milking parlour

**RESOURCE LINKS**

**FACE LINKS** – Farm Profiles and Farm as Living classroom

**OTHER USEFUL WEBSITES**

LEAF(Linking Environment And Farming)have a CD ROM – this CD uses sounds of the countryside if pupils are unable to listen at first hand

[www.leafuk.org](http://www.leafuk.org)

OXFAM sell many simple musical instruments for other countries which encourage innovation with sound - pipes, drums etc

The Forest Education Initiative has regional co-ordinators and organise programmes throughout the UK [www.foresteducation.org](http://www.foresteducation.org)

