







## Itchen Abbas Primary School Scheme of Work for Music Updated September 2023



Thresholds Concepts – These need to be explicitly taught and explained each time they are covered. The symbol in the planning will inform you which concept is being taught. Retrieval – you must refer to previous examples of when the threshold concept was taught when you teach new knowledge to support children in developing their concept schemas and make links in their learning.




Threshold concept symbol	Threshold concept title and descriptor	NC aim it links to
	<b>Performing Music</b> This concept is about the performance of music. That music can be made through voice or instrumental playing with increasing technical skills and rehearsals to evaluate and improve	Sing and use voices, , learn a musical instrument and use technology.
	<b>Creating Music</b> This concept is about the creation of music. That it can be created through improvisation or composed through drafting and improving. That music can be recorded using musical notation and technology	Create and compose music using appropriate recording including musical notation
	<b>Exploring musical elements</b> This concept is about how music is created and made up of different elements. How these elements are combined effects the sound and feel of the music and the emotions it communicates. In this concept, children listen with attention to sound and detail, developing aural memory. They will gain appreciation that different people respond to music in different ways	Understand and explore how music created, produced and communicated.
	<b>Exploring time and place in music</b> This concept explores that music from different times and places can sound and feel different and understand an increasing variety of genres, styles and traditions. In this concept, children will develop knowledge of music, composers and musicians across times and places.	Perform, listen to, review and evaluate music across a range of genres, styles, traditions.

### Specific Music Early Learning Goals which are taught through mini projects based on the children's interests.

<b>Expressive Arts and Design</b>	<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>• Sing a range of well-known nursery rhymes and songs;</li> <li>• Perform songs, rhymes, poems and stories with others, and – when</li> <li>• appropriate try to move in time with music.</li> </ul>
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Music Themes for Assembly					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Classical and Baroque Period	Traditional music from around Europe (not UK)	Music from the 20s, 30s and 40s	Traditional music from Africa	20th Century classical music	Traditional music from the Americas
Folk music from around the UK	The Romantic Period	Music from the 50's 60's and 70's	Music from the musicals and music halls	Traditional music from Australasia	Music from the 80's, 90's and 00's





Squirrels Cycle A and B (Yr R)	Unit of Work Title	Threshold Concept	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning and PLT suggestions	Key vocabulary
Autumn Term	Cultural Capital Listening		<i>Links to Knights and Castles (music from same period in history)</i> Badinerie from Orchestral Suite No. 2 in B minor by J. S. Bach (1738, Baroque) La Rejouissance from Music for the Royal Fireworks by Handel (1748, Baroque) 1st movement from Brandenburg Concerto No. 5 by J. S. Bach (1720, Baroque)		Harpsichord Flute baroque string quartet
Spring Term	Cultural Capital Listening		Ah! Vous dirais-je, Maman (Mozart) (1785, Classical) Based on Twinkle Twinkle Little Star 2nd movement from Surprise Symphony No. 94 in G major (Haydn) (1791, Classical) theme of Twinkle Twinkle Little Star		Pianoforte Piano. Forte Variation Theme Chord Fortissimo Andante Major minor
Summer Term	Cultural Capital Listening		Acre of Land by PJ Harvey (Folk) My Shoes Are Made of Spanish Leather (Folk) (Not Bob Dylan)		Banjo Folk Accordion

Hedgehogs Cycle A (Yr 1 & 2)	Unit of Work Title	Threshold Concept	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning and PLT suggestions	Key vocabulary
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Autumn Term	Cultural Capital Listening		Flight of the Bumble Bee Rimsky -Korsakov (1899, Romantic) The Wasps by Vaughan Williams (1909, 20 <sup>th</sup> C) Colonel Hathi Elephant March from Jungle Book by Sherman (20 <sup>th</sup> Century film music) Links to science - Animals		Flute oboe Violin. Vivace Conductor Orchestra
Autumn 1	Year 1: Pulse and rhythm (Theme: All about me)  End Point – Can you guess my Nursery Rhyme rhythm competition		Lesson 1: Pulse and Rhythm, My Favourite Things <u>Knowledge / Skills:</u> To use my voice and hands to make music. <u>Teaching:</u> <ul style="list-style-type: none"><li>• Play My Name game – how many sounds in your name? What is meant by pulse?</li><li>• Play the Favourites Game clapping to the pulse</li><li>• Check understanding of pulse by singing a song they know well and clapping the pulse.</li></ul>	Prior Learning – Exploring Sound	Rhythm Pulse Melody patterns
			Lesson 2: Pulse and Rhythm: You've Got a Friend <u>Knowledge / Skills:</u> To clap and play in time to the music <u>Teaching:</u> <ul style="list-style-type: none"><li>• Play My Name game clapping rhythm instead of pulse of name</li><li>• Listen to You've got a Friend In Me from Toy Story. Clap and use body percussion to the pulse. What was it about? We are going to use music to talk about friends.</li><li>• Listen to then join in with We are Friends song clapping to the pulse. Use untuned percussion in place of clapping</li><li>• Check understanding – stat counting a slow 1-4 pulse, gradually speed up. Can children keep in time to changing pulse?</li></ul>	PLT – can you create rhythms for items you find in the classroom or teachers' names?	
			Lesson 3: Pulse and rhythm: Dance, dance, dance <u>Knowledge / Skills:</u> To play simple rhythms on an instrument <u>Teaching:</u> <ul style="list-style-type: none"><li>• Play the Name Game. Then listen to Can't stop the Feeling by Justin Timberlake.</li><li>• Play song again and play to pulse using instruments. Do funky dance moves to 'dance, dance, dance.</li><li>• Discussion on what pulse and rhythm is. Children practice finding rhythm of each other's names</li><li>• Perform Favourites song whilst playing the pulse and rhythm on their turn.</li></ul>	PLT – Listen to Encanto We Don't Talk about Bruno. Can you clap the rhythms from the song? What other songs do you like you'd like to try?	






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			<p>Lesson 4: Pulse and rhythm: Happy</p> <p><u>Knowledge / Skills:</u> To listen to and repeat short rhythmic patterns.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• Play my Name Game then listen to Happy by Pharrell Williams</li> <li>• Play Rhythmic Copyback to lines from nursery rhymes</li> <li>• Improvising – my favourite animals. Children guess which animal they are doing. Watch the presentation Animal Rhythms</li> <li>• Check understanding of difference between pulse and rhythm. Listen to song I'll Be There For You by the Rembrandts, Clap along to pulse and add some rhythms.</li> </ul>	PLT – choose another Disney or Pixar song. Can you create a dance to the pulse or rhythm. Video yourself.	
			<p>Lesson 5: Pulse and rhythm: Practice makes perfect</p> <p><u>Knowledge / Skills:</u> Lesson 5: Pulse and rhythm: Practice makes perfect</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• Play My Name Game – add whole class chant and clap to 'we are year 1 and 2, we have lots of fun.' Give different rhythms to try to clap</li> <li>• Listen to Due from An American Tail – play along to pulse</li> <li>• Split class in 2 – one claps pulse, the other group does rhythm.</li> <li>• Sing the Favourites Song one last time. Play simple phrases with different rhythms from nursery rhymes.</li> </ul>		
			<p>Lesson 6: Pulse and rhythm: End Point</p> <p><u>Knowledge / Skills:</u> Lesson 5: Pulse and rhythm: Practice makes perfect</p> <p><u>Teaching:</u> IN groups, children will choose 5 nursery rhymes and practice the rhythms from them. Competition – each group plays their rhythms and the others have to guess the nursery rhyme. Team that have the most guessed correctly are the winners.</p>		
Autumn 2	<p>Year 1: Timbre and rhythmic patterns (Theme: Fairy tales)</p> <p>End Point – create rhythms</p>		<p>Lesson 1: Rhythmic patterns</p> <p><u>Knowledge / Skills:</u> To use voices expressively to speak and chant</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• Read and discuss 3 little pigs</li> <li>• Change voice for each character – this is timbre</li> <li>• Children recite repetitive phrase with dynamics and changing voice for characters – describe how</li> <li>• Practice and perform story using dynamics and timbre</li> </ul>		<p>timbre</p> <p>pulse</p> <p>rhythm</p> <p>syllables</p> <p>strings</p> <p>timpani</p> <p>oboe</p> <p>clarinet</p> <p>bassoon</p> <p>french horn</p>







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	patterns for another fairy tale		<p>Lesson 2: Starting with Instruments</p> <p><u>Knowledge / Skills:</u> To select suitable instrumental sounds to represent a character</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>Review previous lesson</li> <li>Select instruments to represent each animal in 3 Little Pigs and create 'motifs' (sound to represent each animal and what they are doing)</li> <li>Read out story whilst children play their motifs in the correct places.</li> </ul>	PLT – role play or small world Three Little Pigs practicing their rhythms	flute
			<p>Lesson 3: Rhythms</p> <p><u>Knowledge / Skills:</u> To compose and play a rhythm</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>Explain rhythm is like syllables in a words. Clap words and their names</li> <li>Clap words and phrases, repeat with building materials ie stickle bricks</li> <li>Create phrases for different parts of the story – clap rhythms</li> <li>Read story, children join in</li> </ul>		
			<p>Lesson 4: Responding to music</p> <p><u>Knowledge / Skills:</u> To recognise how timbre is used to represent characters in a piece of music</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>Watch Peter and the Wolf video. Listen out for how the different instruments represent different animals.</li> <li>Play again from London Mozart Players - hold up character sign when they hear the character.</li> <li>Discuss how the music was used to tell the story. Recall main events and instruments from the story.</li> </ul>	PLT Watch Peter and the Wolf video again. Which is your favourite animal motif and why?	
			<p>Lesson 5: keeping the pulse</p> <p><u>Knowledge / Skills:</u> To keep the pulse using untuned instruments</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>Revise what pulse is -steady beat (rhythm changes)</li> <li>Children clap steady beat, teacher says phrase I'll huff an I'll ..... See how pulse and rhythm are different</li> <li>Revise rhythm from lesson 2. Some children play these whilst others clap steady beat throughout. Note how they are different</li> <li>Perform whilst recording the performance/</li> </ul>	PLT Create rhythms and motifs for a different Fairy Tale. This will help you with next weeks lesson.	





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			<p>Lesson 6: End Point</p> <p><u>Knowledge / Skills:</u></p> <p>To compose and play a rhythm</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>In groups, children choose a different fairy tale and practice it creating rhythms and motifs for each character or significant part of the story</li> <li>Perform record.</li> </ul>		
Spring Term	Cultural Capital Listening		Holst – the Planet Suite		<p>soundscape</p> <p>timbre</p> <p>dynamics</p> <p>tempo</p> <p>motif</p>
Spring 1	<p>Year 2: Dynamics, timbre, tempo and motifs (Theme: Space)</p> <p>End point – create your own planet sound scape. Record it on a graphic score</p>		<p>Lesson 1: Space soundtrack</p> <p><u>Knowledge / Skills:</u></p> <p>To create a simple soundscape for effect</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>Listen to relaxing space music = Trend Zone video. Think about planets using the questions</li> <li>Introduce idea of new planet – Planet X. Create sounds for it for a soundscape</li> <li>Perform soundscapes and discuss</li> </ul>	<a href="#">A beginner's guide to Gustav Holst's 'The Planets' Suite - Classic FM</a>	<p>soundscape</p> <p>timbre</p> <p>dynamics</p> <p>tempo</p> <p>motif</p>
		 	<p>Lesson 2: Listening to Space</p> <p><u>Knowledge / Skills:</u></p> <p>To listen for and recognise some basic elements of music</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>Listen to Mars by Holst. Draw symbols, pictures and shapes whilst listening. Consider dynamics and instruments they can hear. Represent dynamics through movement</li> <li>Watch the clips-= how does the timbre differ in each piece</li> <li>Listen to Star Wars by John Williams – discuss</li> <li>Experiment with what different sounds the children come make using voices and mouths. Discuss the different timbres.</li> </ul>	<p>PLT – next week in music you will be listening to Venus by Holst. Listen to Venus and Mars again. Enjoy the music and think about the different sounds</p> <p><a href="#">Gustav Holst- The Planets, Full Suite - YouTube</a></p>	

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		 	<p>Lesson 3: Comparing Planets</p> <p><u>Knowledge / Skills:</u> To compare two pieces of music</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>Listen to Venus by Holst. Draw symbols, pictures and shapes whilst listening. Consider dynamics and instruments they can hear.</li> <li>Listen to Mars again. Discuss Holst's representation of the two planets.</li> <li>Create different sounds using voices to represent the 2 planets. Perform and discuss</li> </ul>	<p>PLT – next week in music you will be listening to Uranus by Holst. Listen to Uranus and Venus again. Enjoy the music and think about the different sounds</p>	
		 	<p>Lesson 4: Planet Motif</p> <p><u>Knowledge / Skills:</u> To be able to create short sequences of sound</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>Listen to Uranus by Holst. Draw symbols, pictures and shapes whilst listening. Consider dynamics, tempo and instruments they can hear.</li> <li>Discuss motifs (think about last term Fairy Tales). Identify motif at start of Mars, James Bond and Ghostbusters</li> <li>Perform motifs on glockenspiels or Planet X</li> </ul>	<p>PLT – The Planet Suite also has a movement to represent Mercury, Saturn, Neptune and Jupiter. Choose another planet to listen to and draw pictures and symbols.</p>	
			<p>Lesson 5: Journey to Space</p> <p><u>Knowledge / Skills:</u> To be able to create short sequences of sound and perform with accuracy</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>Think about how Holst represented the planets through his compositions and how he wanted his audience to feel. Use this to create your own soundscape for Planet X in small groups.</li> <li>Explain and give examples for graphic scores. Represent your soundscape using a graphic score</li> </ul>		
			<p>Lesson 6: End Point</p> <p><u>Knowledge / Skills:</u> To be able to create short sequences of sound and perform with accuracy</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>Give your planet a name. Rehearse and perform your soundscapes using your graphic scores to play from. Record the performances. Discuss</li> </ul>		

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Spring 2	Year 1: Classical music, dynamics and tempo (Theme: Animals)  End point – create a soundscape and graphic score for The Story of The Lion and perform to an audience		<p>Lesson 1: Percussive Animals</p> <p><u>Knowledge / Skills:</u> To use percussion and my body expressively in response to music</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>Listen to 4 pieces of music: Winter by Vivaldi, Moonlight Sonata by Beethoven, Venus by Holst, Dance of the Knights by Prokofiev. Remind they listened to Venus last term. Move in a way that reflects the music.</li> <li>Think about how different animals move. Use percussion instruments to represent how animals move. Video children being animals. Play back, can you guess the animal – how?</li> </ul>		fast slow quiet dynamics tempo musical composition
			<p>Lesson 2: Singing Animals</p> <p><u>Knowledge / Skills:</u> To sing a song in sections</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>Listen to Flight of the Bumblebee by Rimsky-Korsakov, The Elephant by Saint-Saen and the Aquarium by Saint-Saen. Repeat and move to the animals. How did the music make you feel about the animal</li> <li>Choose an animal song to learn and sing from memory. Add actions and perform</li> </ul>	<p>PLT Listen to the whole of The Flight of the Bumblebee by Rimsky Korsakov.</p> <p><a href="#">KATICA ILLÉNYI - Flight of the Bumblebee - Bing video</a></p>	
			<p>Lesson 3: Performing Animals</p> <p><u>Knowledge / Skills:</u> To perform a song</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>Use rhythm of words caterpillar, slug, coffee and tea to make rhythm patterns</li> <li>Watch choir auditions – which was best and why? What makes a good performance?</li> <li>Rehearse the song from last week and make it a performance. Record and evaluate</li> </ul>	<p>PLT Now listen to The Wasps by Vaughan Williams. Draw sounds and shapes for the two pieces. Can you compare to Flight of the Bumble and describe their different timbre?</p> <p><a href="#">Vaughan Williams - Overture to The Wasps - Corpus Medicorum, 31/7/11 - Bing video</a></p>	
			<p>Lesson 4: Composing Animals</p> <p><u>Knowledge / Skills:</u> To use instruments to create different sounds</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>Listen to Tortoise by Saint-Saen. Discuss how sounds represent animals. Now listen Aquarium from first week and compare</li> <li>Improvise music to represent a tortoise, eagle, cheetah and tiger.</li> <li>Play to each other – guess the animal.</li> </ul>	<p>PLT – listen to other animals from Carnival of the Animals by Saint-Saen. Draw how it makes you feel about the animal.</p> <p><a href="#">The Carnival of the Animals: a guide to Saint-Saëns' humorous musical masterpiece - Classic FM</a></p>	











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			<p>Lesson 5: The Story of the Lion</p> <p><u>Knowledge / Skills:</u></p> <p>To create and choose songs</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>Revisit playing animals from last week.</li> <li>With one small group per section, create a composition to tell The Story of the Lion. Create a whole class graphic score showing with a different section for each part of the story.</li> </ul>		
			<p>Lesson 6: End point</p> <p><u>Knowledge / Skills:</u></p> <p>To create and choose songs</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>Refer back to the graphic score from last week. Practice the story composition and perform to another class. Can they tell which animals each section represents?</li> </ul>		
Summer Term	Cultural Capital Listening		1st movement from <i>Afro-American Symphony</i> (Still) (This is the first symphony written by an African American composer)		
Summer 1	Year 2: African call and response song (Theme: Animals)		<p>Lesson 1: Going on Safari</p> <p><u>Knowledge / Skills:</u></p> <p>To create short sequences of sound</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>Last half term we learnt about how animals are represented in Western Classical music. Now we are learning about African call and response music and instruments using animals as our inspiration</li> <li>Listen to different animal cries</li> <li>Use instruments to represent African safari animals</li> <li>Create a short composition for each animal. Perform and discuss</li> </ul>		timbre dynamics tempo call and response rhythm structure
	End point – compose and perform your own call and response song.		<p>Lesson 2: Rhythmic Safari</p> <p><u>Knowledge / Skills:</u></p> <p>To copy a short rhythm and recognise simple notation</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>Think about safari animals – what different instruments could we use?</li> <li>Listen to 'Accralate' by Kevin Macleod which is batá drum and marimba music. Create short rhythms for each animal using the guides</li> <li>Learn about how rhythm is represented in notation.</li> </ul>	<p>PLT listen to Carefree by Kevin Macleod. Can you follow the score as it moves? How do the symbols show how the music is changing?</p> <p><a href="#">Carefree - Bing video</a></p>	




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		 <p>Lesson 3: Call and Response  <u>Knowledge / Skills:</u>            To learn a traditional song from Ghana  <u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• Play call and response with teacher as caller</li> <li>• Learn the call and response sections.</li> <li>• Listen to Sing with Sandra, Che Che Kule – perform call and response with the backing</li> <li>• Revise what call and response is where it is used. Perform song to an audience.</li> </ul>	<p>PLT – Do this after your music lesson. Watch the video of call and response in the Maasai Mara, Kenya</p> <p><a href="#">"Call and response" in the Maasai Mara, Kenya - Bing video</a></p>	
		 <p>Lesson 4: Rhythmic Response  <u>Knowledge / Skills:</u>            To create rhythms based on 'call and response'  <u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• Sing Che Che Kule again and remind what it is about</li> <li>• Compose own call and response songs based on questions and answers about animals. Use percussion instruments to beat the rhythm.</li> <li>• Perform to class and evaluate how they could be improved</li> </ul>	<p>PLT – learn how call and response music has changed over time and how it has influenced music. Watch this video. Can you think of any other call and response songs?</p> <p><a href="#">Evolution of Call and Response - A West African Tradition - YouTube</a></p>	
		 <p>Lesson 5: The Safari Event  <u>Knowledge / Skills:</u>            To add dynamics (volume) to a structure of rhythms  <u>Teaching:</u></p>  <ul style="list-style-type: none"> <li>• Revisit and play the call and response compositions from last week.</li> <li>• Think about how they could be improved ie use of dynamics, changing tempo. Practice and experiment on how they can sound better</li> <li>• Perform and evaluate</li> </ul>		
		 <p>Lesson 6: End point  <u>Knowledge / Skills:</u>            Create a call and response song  <u>Teaching:</u></p>  <ul style="list-style-type: none"> <li>• In PLT you watched the video how the African tradition of call and response has evolved and influenced modern music. Can you create a call and response song for your favourite animal? Perform this.</li> </ul>		





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Summer 2	Year 2: Musical me  End point – write, rehearse and perform new verses to the song in a round.		Lesson 1: Once a man fell in a well <u>Knowledge / Skills:</u> To sing and play an instrument at the same time <u>Teaching:</u> Children learn to sing, 'Once a man fell in a well' and use untuned percussion instruments to play the pulse and imitate specific words from the song before performing as a class.		rhythm pulse dynamics timbre beat melody notation
		 	Lesson 2: Dynamics and timbre <u>Knowledge / Skills:</u> To choose and play appropriate dynamics and timbres for a piece of music <u>Teaching:</u> Children begin to understand that all instruments have their own unique 'timbre' and that composers use this and dynamics to show different emotions in their music; pupils experiment by singing 'Once a man fell in a well' in different ways.	PLT After your music lesson, practice playing Once a Man Fell in a Well using the notation and a glockenspiel	
			Lesson 3: Melody <u>Knowledge / Skills:</u> To use musical notation to play melodies <u>Teaching:</u> Pupils learn that letter notation is used to record the names of the notes and the order in which they are to be played; using this understanding the children play a song using tuned percussion instruments and practice performing in time as a class.	PLT practice creating short melodies and writing the notation down. You may need the Melody Framework to help you	
		 	Lesson 4: My Own Music <u>Knowledge / Skills:</u> To use letter notation to write my own melody <u>Teaching:</u> Children create a melody of their own, first making up their music, and then writing it down using letter-name notation.		
		 	Lesson 5: Group Composition <u>Knowledge / Skills:</u> To use timbre and dynamics in musical composition <u>Teaching:</u> Working in groups, children compose a piece of music that uses dynamics and timbre to reflect an emotion, first choosing and playing their instruments and then making decisions about the structure and sound of the piece before rehearsing and performing.	PLT – in small groups, practice singing songs in rounds as you will be doing this next week. Try London's Burning or Row Row Row your Boat.	




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			<p>Lesson 6: End point</p> <p><u>Knowledge / Skills:</u></p> <p>To sing in a round and perform</p> <p><u>Teaching:</u></p> <p>As a class, create new verses to the song ie once a man fell in a hole, bump bang bump he sounded. Practice singing your new verse with your instruments.</p> <p>Now sing your verses as a round.</p>		
Hedgehogs Cycle B (Yr 1 & 2)	Unit of Work Title	Threshold Concept	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning and PLT suggestions	Key vocabulary
Autumn Term	Cultural Capital Listening		The Nutcracker by Tchaikovsky (1892, Romantic) Links to changes in living history - Toys		Piano Solo singer Electronic drums Ballet Orchestra Strings /violin
Autumn 1	On this Island: British Songs and Sounds  <u>End point</u> – to compose in groups and record in graphic scores Hedgehogs Soundscape		1) British seaside sounds <u>Knowledge / Skills:</u> To learn about the music of the British Isles <u>Teaching:</u> <ul style="list-style-type: none"> <li>• Teach song My Bonnie Lies Over the Ocean</li> <li>• Why are we called British Isles?</li> <li>• Display the <i>Presentation: British Isles</i></li> <li>• Listen to and evaluate Seaside Soundscape</li> <li>• Chn compose seaside sounds using body and instruments</li> <li>• Listen to <a href="#">'Royal Scottish National Orchestra recording of Tintagel by Arthur Bax'</a></li> </ul>	In Squirrels, you learnt nursery rhymes which are traditional songs of the UK, folk songs are also traditional songs.  <i>PLT task – listen to Tintagel, draw a picture of what it inspires in you.</i>	Composition Duration Dynamics Inspiration
			2) Countryside Sounds <u>Knowledge / Skills:</u> To learn about the music of the British Isles and create music of our own <u>Teaching:</u> <ul style="list-style-type: none"> <li>• Teach the children the song, 'Lavender's blue'</li> <li>• Discuss in pairs the kind of sounds you might hear in the countryside</li> <li>• Find as many different ways as they can to make that sound using voice, body percussion or classroom objects</li> <li>• Create a countryside soundscape</li> <li>• Listen to The Lark Ascending' by Vaughan Williams</li> </ul>	In Squirrels, you learnt nursery rhymes which are traditional songs of the UK, folk songs are also traditional songs.  <i>PLT task – Create a dance to Lavenders Blue.</i>	Pitch Structure Tempo Texture Timbre




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		 	<p>3) Sounds of the City</p> <p><u>Knowledge / Skills:</u> To learn about the music of the British Isles and create music of our own</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• Teach the children the song, 'London Bridge is falling down',</li> <li>• Discussion: City music</li> <li>• find as many different ways as they can to make city sounds using voice, body percussion or classroom objects</li> <li>• Create a city soundscape</li> <li>• Listen to a short section from Eric Coates' 'London Suite'</li> </ul>	In Squirrels, you learnt nursery rhymes which are traditional songs of the UK, folk songs are also traditional songs.	
			<p>4) Structured Soundscape</p> <p><u>Knowledge / Skills:</u> To compose a piece of music as part of a group</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• Chn to think about the three soundscapes we have created so far: seaside, countryside and city.</li> <li>• Ask each group to choose one of these three environments but they must keep their choice a secret from the other groups. Each group will use their chosen environment as inspiration for a composition that they will create and rehearse</li> <li>• Goups to perform their compositions. Get the rest of the class to guess if their music was about the seaside, the countryside or the city. How did they guess? Encourage pupils to use musical vocabulary in their answers</li> </ul>	In Squirrels you created and performed your own raps and funk music.	
			<p>5) Journey through Britain</p> <p><u>Knowledge / Skills:</u> To evaluate and improve a group composition</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• Sing all of the folk songs from the topic:</li> <li>• Use musical vocabulary to describe what they hear</li> <li>• Group composition: Soundscape - combine everything we have learned to compose a piece of music that takes us on a journey through Britain, from the seaside to the countryside and finally to the city.</li> <li>• Teacher models recording their composition using a graphic score on the whiteboard. These to be printed and put in children's books.</li> </ul>	<p>In Squirrels you created and performed your own raps and funk music.</p> <p><i>PLT task – compose a soundscape for a different landscape. This could be somewhere you have been in England or abroad.</i></p>	







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			<p>6) End point - The Hedgehogs of Itchen Abbas</p> <p><u>Knowledge / Skills:</u> To apply the skills they have practised To evaluate and improve a group composition</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>Classroom discussion – what sounds do we hear in our school? What would a soundscape be like for our class?</li> <li>In small groups, children compose a Hedgehogs composition and record it using a graphic score.</li> <li>Perform to each other and evaluate.</li> </ul>	<p>In Squirrels you created and performed your own raps and funk music.</p> <p><i>PLT task – finish your graphic score. Can you play your piece back from your score?</i></p>	
Autumn 2	<p>Year 1: Pitch and tempo (Theme: Superheroes)</p> <p>End point – Compose superhero theme music for yourself</p>		<p>1) High fliers</p> <p><u>Knowledge / Skills:</u> To understand the concept of pitch</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>What can superheroes do? (Fly, fast, strong, brave, kind, freeze things, burn things, become invisible.)</li> <li>Explain – what is pitch? What does pitch mean? Can you sing high / low?</li> <li>Ask the children explain 'pitch' in their own words.</li> </ul>	<p>In Squirrels you learnt about what high and low and fast and slow means. Now we will think about those in music.</p> <p><i>PLT task – in the outdoors environment, can you find things that make a high pitch or low pitch when you hit them. Do you spot any patterns?</i></p>	<p>accelerando high pitched low pitch perform performance pitch pitch pattern tempo</p>
			<p>2) Pitch patterns</p> <p><u>Knowledge / Skills:</u> To create a pattern using two pitches</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>Ask children to explain what pitch is and to demonstrate high and low sounds using their voices.</li> <li>The children are going to make up patterns based on superhero names, using a high note and a low note.</li> <li>Children play or sing their patterns one at a time to the class.</li> </ul>	<p>In Squirrels you learnt about what high and low and fast and slow means. Now we will think about those in music.</p>	

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		 <p>3) Faster than a speeding bullet  <u>Knowledge / Skills:</u>            To understand the concept of tempo  <u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• Play the music 'William Tell Overture – Finale' by Gioachino Rossini</li> <li>• Working in pairs, the children need to devise a superhero name and then make up a pattern of high and low notes to play or sing. The children should start really slowly, and then practise gradually getting quicker and quicker until they are playing or singing as fast as they can.</li> <li>• Ask class to play or sing their pattern in turn. Select a few confident performers to replay their patterns while everyone else claps along to show the increase in tempo.</li> </ul>	<p>In Squirrels you learnt about what high and low and fast and slow means. Now we will think about those in music.</p> <p><i>PLT task – listen to a superhero theme music ie superman, wonder women. Draw how it makes you feel.</i></p>	
		 <p>4) Superhero theme tune  <u>Knowledge / Skills:</u>            To create a superhero theme tune  <u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• Work in groups to create their own superhero theme tunes, but first, they are going to listen to some superhero theme music for inspiration.</li> <li>• Choose one person to be the leader of each group. Allow pupils time to experiment, and then ask the groups to practise their pieces ready to perform.</li> <li>• Choose a couple of groups that have worked particularly well to play their superhero theme tune to the rest of the class. Ask the children what the best bit was and what each group needs to work on.</li> </ul>	<p>Last term you composed a soundscape</p>	
		 <p>5) Final performance  <u>Knowledge / Skills:</u>            To perform confidently as part of a group  <u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• Play The Incredibles theme music from the Presentation</li> <li>• Remind the children of the term accelerando, which means gradually getting faster, and how this can add excitement to our music.</li> <li>• Get each group to perform their 'Superhero theme tune'. The rest of the class should describe the best feature of each performance and what could be improved. Video these</li> </ul>	<p>Last term you performed a soundscape</p> <p><i>PLT task – Listen to Mr Incredibles Theme <a href="https://www.youtube.com/watch?v=UFhEacY-jyc">https://www.youtube.com/watch?v=UFhEacY-jyc</a>. Work with a friend to talk about the tempo? Is it fast or slow? Does it change? How does it make you feel?</i></p>	

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		 	6) End point – Create a superhero theme for yourself <u>Knowledge and skills</u> <u>Teaching</u> <ul style="list-style-type: none"> <li>Revise pitch and tempo. Listen to how they are used in the superhero clips from lesson 4.</li> <li>In groups improvise a superhero theme for their group. Record using a graphic score</li> <li>Share compositions with each other</li> </ul>	Last term you composed a soundscape for Itchen Abbas School	
Spring Term	Cultural Capital Listening		New York New York – Frank Sinatra My Way – Frank Sinatra Fly Me to the Moon - Frank Sinatra Links to Geography – New York study		Sacred Choral Hymn Soprano Alto melody
Spring 1	Year 1: Musical vocabulary (Theme: Under the sea)  End point – Rehearse and Perform Coral Reef composition and Evaluate use of musical elements taught.		1) Pulse and tempo: Dive into danger! <u>Knowledge / Skills:</u> To learn the musical vocabulary: pulse and tempo <u>Teaching</u> <ul style="list-style-type: none"> <li>Children respond to Jaws music – tempo and pulse explored. Same with Hawaii Five-O</li> <li>In groups, create movement and sound and a sea story. Put them together and perform</li> <li>Discuss how pulse and tempo were used</li> </ul>	<a href="#">Classical music, dynamics and tempo (Theme: Animals)</a>	pulse dynamics tempo celeste timbre pitch rhythm structure texture graphic score
			2) Dynamics and timbre: Underwater world <u>Knowledge / Skills:</u> To explain what dynamics and timbre are <u>Teaching</u> <ul style="list-style-type: none"> <li>Play Aquarium from Carnival of the Animals</li> <li>Discuss timbre of the celeste. Consider dynamics</li> <li>Children improvise music appropriate to different types and sizes of fish</li> <li>How was timbre used with dynamics in underwater music?</li> <li>Recap what pulse and tempo are</li> </ul>	<i>PLT task – listen to other animals from Carnival of the Animals. Can you tell what animal it is? How do you know?</i>	
			3) Pitch and rhythm: Underwater world <u>Knowledge / Skills:</u> To explain what pitch and rhythm are <u>Teaching</u> <ul style="list-style-type: none"> <li>Explore pitch and moving up and down glockenspiel</li> <li>Improvise fish, downward diver and camera sound music</li> <li>Explore how we used pitch and rhythm in our underwater music. Recap dynamics and tempo and what they could represent</li> </ul>	<i>PLT – draw a fish and write what sort of music it would have – high or low, fast or slow? Would it be different for different times?</i>	








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		 	<p>4) Texture and structure: Coral reef</p> <p><u>Knowledge / Skills:</u> To explain what texture and structure are</p> <p><u>Teaching</u></p> <ul style="list-style-type: none"> <li>• Presentation: Wellerman</li> <li>• Presentation: Texture and Structure, Coral Reef</li> <li>• Use the different elements of coral reef to structure and improvise coral reef music</li> <li>• Discuss how we used texture in coral reef music</li> </ul>	<p><i>PLT – listen to and watch a little of the Oceanscape. What do you see and hear? You can use this to help you you're your composition.</i>  <a href="https://www.youtube.com/watch?v=nMAzchVW Tis">https://www.youtube.com/watch?v=nMAzchVW Tis</a></p>	
			<p>5) Musical vocabulary</p> <p><u>Knowledge / Skills:</u> To understand key musical vocabulary:</p> <p><u>Teaching</u></p> <ul style="list-style-type: none"> <li>• Recap vocabulary learnt this unit</li> <li>• Practical assessment of children's ability to play incorporating the different elements</li> <li>• Complete worksheet – put in book.</li> <li>•</li> </ul>		
		 	<p>6) End Point - performance</p> <p><u>Knowledge / Skills:</u> To perform confidently as part of a group</p> <p><u>Teaching</u></p> <ul style="list-style-type: none"> <li>• In groups practice Coral Reef compositions ready to perform</li> <li>• Perform and record using ipads.</li> <li>• Play back compositions and evaluate own identifying how well they incorporated tempo, dynamics, timbre, pitch and rhythm</li> </ul>		
Spring 2	<p>Year 1: Vocal and body sounds (Theme: By the sea)</p> <p>End point – to improvise own contrasting sea soundscape</p>		<p>1) The sea: Vocal and body sounds</p> <p><u>Knowledge / Skills:</u> To understand that music can be used to represent an environment</p> <p><u>Teaching</u></p> <ul style="list-style-type: none"> <li>• Play the music 'Storm interlude' from 'Peter Grimes' by Benjamin Britten</li> <li>• Discuss with pupils how music can be used to represent an environment – what do they think it was in this case? (A stormy sea.) What made them think that?</li> <li>• Play short extracts of the piece again and ask pupils to raise their hand when they hear specific sounds</li> <li>• Practice making body sounds</li> <li>• Watch the video on the link: <a href="#">'Storm interlude from 'Peter Grimes' by Benjamin Britten.</a> What did they find interesting?</li> </ul>	<p><i>PLT task – Watch the whole of Storm Interlude video.</i></p>	<p>body percussion dynamics graphic score instruments pitch seaside sounds tempo timbre</p>





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		<p>2) Vocal and body sounds: Embodying the sea</p> <p><u>Knowledge / Skills:</u> To understand how music can represent changes in an environment</p> <p><u>Teaching</u></p> <ul style="list-style-type: none"> <li>• Play the song 'Sailing by' on slide 1 of <i>Presentation: Embodying the sea sound clips</i>.</li> <li>• Listen to a short extract from 'Storm' interlude on slide 1 of <i>Presentation: Embodying the sea sound clips</i> and discuss the differences between the two pieces.</li> </ul>	NOTE FOR NEXT LESSON CHILDREN WILL NEED A PHOTO OF THEMSELVES ON A BEACH	
		<p>3) Vocal and body sounds: Musical treasure hunt</p> <p><u>Knowledge / Skills:</u> To select instruments to match seaside sounds</p> <p><u>Teaching</u></p> <ul style="list-style-type: none"> <li>• Share and discuss the images on their photos. What were they doing, what could they see?</li> <li>• Treasure hunt – can they find things around the room to make seaside sounds?</li> </ul>	<i>PLT task – can they make an instrument that will create a seaside sound?</i>	
		<p>4) Vocal and body sounds: Seaside story</p> <p><u>Knowledge / Skills:</u> To recognise and use dynamics and tempo</p> <p><u>Teaching</u></p> <ul style="list-style-type: none"> <li>• Through movement and sound, children explore being the wind</li> <li>• Class improvisation – a day on the seaside. Record this – you will need it next week</li> </ul>	<i>PLT – can you create your own day on the seaside improvisation?</i>	
		<p>5) Vocal and body sounds: Seaside soundscape</p> <p><u>Knowledge / Skills:</u> To write music down and perform from a graphic score</p> <p><u>Teaching</u></p> <ul style="list-style-type: none"> <li>• Can children create the sound on the picture given to them?</li> <li>• Create a piece of seaside music using their instrument and their voice.</li> <li>• Create a graphic score thinking about sequencing.</li> </ul>	<i>PLT task – have you been to a beach abroad? How was it different, create a seaside soundscape for this or choose a picture of a beach to create music for.</i>	
		<p>6) Vocal and body sounds: Seaside soundscape</p> <p><u>Knowledge / Skills:</u> To write music down and perform from a graphic score</p> <p><u>Teaching</u></p> <ul style="list-style-type: none"> <li>• If last week's seaside soundscape was for a sunny day, this week compose for a stormy day and vice versa.</li> <li>• How do the sounds need to be different to show how the beach is different? Create a graphic score</li> </ul>		






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Summer Term	Cultural Capital Listening		The Young Person's Guide to the Orchestra by Britten (1945, 20 <sup>th</sup> Century) No link	Variation narration The names of the instruments
Summer 1	Year 2: Myths and legends  End point – to create their own structured composition about a legend of their choice.		1) Rhythm and structure <u>Knowledge / Skills:</u> To create a rhythm <u>Teaching</u> <ul style="list-style-type: none"> <li>• Play the Link: "St. George and the Dragon" Discuss story</li> <li>• invent their own rhythms using words from the story of St. George and the Dragon, and then put those rhythms into a structure.</li> <li>• When they have come up with two or three rhythms, ask the children to put them into a structure.</li> <li>• Play the sound file for traditional folk song 'St George' by Waterson Carthy</li> </ul>	beat compose composition dynamics graphic score legend melody myth notation pitch rhythm stave notation structure tempo texture timbre
			2) Structured graphic score <u>Knowledge / Skills:</u> To show structure on a graphic score <u>Teaching</u> <ul style="list-style-type: none"> <li>• Play video link: <a href="#">'KidsKioske: Merlin the Magician: Legend of King Arthur'</a></li> <li>• Discuss structure of the song using the cards</li> <li>• add in at least one 'rhythm section' to the structure, where they play a simple 4 beat rhythm</li> <li>• Listen to each group's new rhythm structures.</li> <li>• Listen to the opening section of the Link: <a href="#">'Royal Scottish National Orchestra recording of Tintagel by Arthur Bax'</a></li> </ul>	
		  	3) Layered graphic score <u>Knowledge / Skills:</u> To write a graphic score to show texture <u>Teaching</u> <ul style="list-style-type: none"> <li>• Play the Link: <a href="#">'Brendan Pelsue -The tragic story of Orpheus and Eurydice'</a> on VideoLink. This is the story of the myth of Orpheus and Eurydice.</li> <li>• learn how to write down the different layers in the music, known as 'texture', as well as the structure.</li> <li>• Play the music on the <i>Presentation: Offenbach audio file</i></li> </ul>	






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			<p>4) Compose with structure</p> <p><u>Knowledge / Skills:</u> To compose a piece of music with a given structure</p> <p><u>Teaching</u></p> <ul style="list-style-type: none"> <li>• recap what they have learned in the previous lessons</li> <li>• Using Structure cards and instruments, children to create a piece of music to match the structure given</li> </ul>	<p><i>PLT Task – listen to Orpheus by Offenbach. Can the children dance in time. Can they respond with different moves for thick or thin texture?</i></p>	
			<p>5) Rehearse and perform</p> <p><u>Knowledge / Skills:</u> To perform a group composition</p> <p><u>Teaching</u></p> <ul style="list-style-type: none"> <li>• Hand out each group's completed structure sheets from lesson 4 - review</li> <li>• Ask each group to perform their piece and record them for assessment evidence</li> <li>• Children to answer specific questions whilst listening</li> </ul>	<p><i>PLT task – create their own structure sheets to create music to.</i></p>	
			<p>6) Compose with structure</p> <p><u>Knowledge / Skills:</u> To compose a piece of music with their own structure</p> <p><u>Teaching</u></p> <ul style="list-style-type: none"> <li>• Recap previous lessons</li> <li>• Children to create their own structured composition for a legend they are familiar with (have some available).</li> <li>• Can they make the texture thick and thin?</li> <li>• Record on a graphic score and ipad.</li> </ul>		
Summer 2	Year 2: Orchestral instruments (Theme: Traditional western stories)		<p>1) The Three Bears</p> <p><u>Knowledge / Skills:</u> To listen to and analyse an orchestral version of a traditional story</p> <p><u>Teaching</u></p> <ul style="list-style-type: none"> <li>• Review names of orchestral instruments using cards and video</li> <li>• Play the first few minutes of the link: <a href="#">Eric Coates - The Three Bears: A phantasy</a></li> <li>• Children describe what might be happening in the story and identify the instruments</li> <li>• Show different videos, explore which instruments are playing</li> </ul>	<p>PLT task after lesson – listen to the different pieces in wrap up – what instruments are playing? How do they sound? What do they remind you of?</p>	<p>// ct31orchestra instruments strings woodwind brass percussion vocals sound effect</p>






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	End Point – to rehearse and improve final performance of Jack and the Beanstalk		<p>2) The Snow Queen</p> <p><u>Knowledge / Skills:</u> To listen to and analyse a film musical version of a traditional story</p> <p><u>Teaching</u></p> <ul style="list-style-type: none"> <li>• Explore how real sounds can be represented using instruments</li> <li>• Listen to various pieces with examples of real life sounds being played.</li> <li>• Listen to Do You Want to Build a Snowman. How does the music sound at the different points?</li> <li>• Activity: Storyboard – Do you want to build a snowman?</li> </ul>		timbre dynamics tempo
			<p>3) Red Riding Hood</p> <p><u>Knowledge / Skills:</u> To select appropriate sounds to match events, characters and feelings in a story</p> <p><u>Teaching</u></p> <ul style="list-style-type: none"> <li>• Play various instruments with differing tempo and dynamics. Children to describe.</li> <li>• Explore the timbre of sound needed for each character in Little Red Riding Hood</li> <li>• Children to improvise music for the story</li> <li>• Listen to improvisations and evaluate</li> </ul>	<i>PLT task – Practice Little Red Riding Hood compositions</i>	
			<p>4) Jack and the Beanstalk</p> <p><u>Knowledge / Skills:</u> To write a play script and select appropriate musical sounds to accompany it</p> <p><u>Teaching</u></p> <ul style="list-style-type: none"> <li>• Watch video on the link: <a href="#">'KiddoStories - Jack and the Beanstalk'</a></li> <li>• Story board Jack and the Beanstalk – create music for each character</li> <li>• Share ideas about how to play differently for different characters</li> </ul>	<i>PLT task – Practice Jack and the Beanstalk compositions</i>	
			<p>5) Super storytellers</p> <p><u>Knowledge / Skills:</u> To perform a story script with accompanying music</p> <p><u>Teaching</u></p> <ul style="list-style-type: none"> <li>• Review and recap previous lesson. Rehearse the music with a story board.</li> <li>• Narrator reads story whilst groups perform.</li> </ul>	<i>PLT task – create your own story board, narration and music for a fairy tale of your choice (in groups)</i>	
			<p>6) Super storytellers</p> <p><u>Knowledge / Skills:</u> To perform a story script with accompanying music</p> <p><u>Teaching</u></p> <ul style="list-style-type: none"> <li>• Practice story board music, record on ipads.</li> <li>• Share with each other, evaluate – how could you improve</li> <li>• Spend time improving then listen back.</li> </ul>		





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Otters Cycle A (Yr 3 & 4)	Unit of Work Title	Threshold Concept	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning and PLT suggestions	Key vocabulary
Autumn Term	Cultural Capital Listening		Theme from Superman (John Williams) 1978 Theme from Mission Impossible (Lalo Schifrin) 1996 Crouching Tiger, Hidden Dragon (Tan Dun) 2000 Theme from Lord of the Rings (Howard Shore) 2000 Jai Ho from Slumdog Millionaire (A. R. Rahman) 2008		Film score Theme Create Soundtrack Incidental music Accompany atmosphere
Autumn 1	Year 4: Adapting and transposing motifs (Theme: Romans)		Lesson 1: Here come the Romans <u>Knowledge / Skills:</u> To sing in tune and in time <u>Teaching:</u> We are learning about the Romans in History. That will help you when you are thinking about this music. Children sing Roman themed vocal warm-ups and learn the Road Building Song through call and response.	You learnt about Call and Response songs in Hedgehogs with African Animals	backing track bass line beat call and response compose crotchet dotted minim
	End point Choose a famous person from the Roman era and compose motifs for that person.		Lesson 2: Musical Motifs <u>Knowledge / Skills:</u> To understand what a musical motif is <u>Teaching:</u> Children learn what a motif is and how to identify one, before playing and incorporating motifs into the Road Building Song. Listen to Beethovens 5 <sup>th</sup> Symphony – identify the motif.	You learnt about motifs in Hedgehogs in Animals when you composed motifs to represent different animals and in Planets when you listened to mars by Holst  PLT – Read the section on this webpage called ‘Motifs in different Genres of music’ Click on the links to listen to them. Can you use rhythm notation to draw the motif rhythm of one of the pieces? <a href="#">What is A Motif In Music?   BBC Maestro   BBC Maestro</a>	flats graphic notation in-time in-tune key key signature loop lyrics minim
					motif notation ostinato pitch quavers repeating patterns
			Lesson 3: Motifs and Mosaics <u>Knowledge / Skills:</u> To compose and notate a motif <u>Teaching:</u> In this lesson, children create their own motif and experiment with a different form of notation to record their compositions.	PLT – After your music lesson this week, can you compose more mosaic tile motifs? What happens to the impact if you put the tiles in a different order?	

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		 <p>Lesson 4: Motif Development  <u>Knowledge / Skills:</u>            To develop and transpose a musical motif  <u>Teaching:</u>            Experimenting with rhythm, note order and even the notes themselves, children develop their motifs from the previous lesson. Children learn to transpose their Roman Motifs by starting on a different note. Perform and evaluate which transpositions work best and why</p>		repetition rhythm rhythmic notation riff semibreve sharps tempo transpose tuned instrument vocal warm-ups
		 <p>Lesson 5: Combine and Perform  <u>Knowledge / Skills:</u>            To combine and perform different versions of a musical motif  <u>Teaching:</u>            Children will combine different versions of their motif and perform these to the rest of the class.</p>	PLT next lesson you will be creating motifs for famous Romans. Plan which Roman you might want to do. Choose someone who had clear qualities and personality that you can represent through music.	
		  <p>Lesson 6:  <u>Knowledge / Skills:</u>            To compose and notate a motif  <u>Teaching:</u>            Now you know more about the Romans from your history lessons. In groups choose a famous person from the Roman era and compose motifs for that person. Write it using notation and attempt to transpose. Perform for the class. Can they say what sort of person the motif describes and guess who it could be?</p>		
Autumn 2	Year 3: Jazz  End point-apply their knowledge with a d a scatt call and	 <p>Lesson 1: Ragtime  <u>Knowledge / Skills:</u>            To sing and clap a syncopated rhythm for a ragtime style song  <u>Teaching:</u>            Children learn about the style of ragtime music and learn to play 'off the beat' and to sing and clap a syncopated rhythm. Listen to Maple Leaf Rag and Weeping Willow Rag by Scott Joplin</p>	PLT complete the Jazz timeline activity from Kapow lesson 1	call and response dixieland jazz motif Ragtime rhythm scat singing straight quaver

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	response competition.		<p>Lesson 2: Dixieland  <u>Knowledge / Skills:</u>            To improvise a call and response  <u>Teaching:</u>            Learning about the Dixieland style of music, pupils improvise a call and response in time with the music.            Listen to Turkey in the Straw and When The Saints</p>	<p>You learnt about Call and Response songs in Hedgehogs with African Animals</p> <p>PLT – Research Dixieland music to find out more. Write 5 facts about Dixieland Jazz. Can you find New Orleans on a map?</p> <p><a href="http://allaroundthisworld.com">Dixieland Jazz - Online education for kids (allaroundthisworld.com)</a></p>	swung quaver syncopation
			<p>Lesson 3: Scat Singing  <u>Knowledge / Skills:</u>            To be able to scat sing using the call and response format  <u>Teaching:</u>            Children create a scat singing call (where musicians make up words and sounds to mimic the sounds of an instrument) and perform it to the class, who respond by repeating what they've heard.            Listen to Ella Fitzgerald One Note Samba and Scatter Brained 3 by Chris Norton and Frank Mizen</p>	<p>PLT Louis Armstrong was very famous for singing Scatt music. Find out 3 facts about him and listen to song of his Scatt music (Dinah is a good place to start)</p> <p><a href="https://www.youtube.com/watch?v=1083333333">Louis Armstrong "Dinah" (scat singing) - YouTube</a></p> <p><a href="http://thevintagenews.com">Louis Armstrong popularized scat singing after he dropped the lyric sheet while recording the song "Heebie Jeebies" and started improvising syllables (thevintagenews.com)</a></p>	
			<p>Lesson 4: Jazz Motifs  <u>Knowledge / Skills:</u>            To create a jazz motif  <u>Teaching:</u>            Learning that a motif is a short snippet of music that repeats, pupils write their own jazz motifs, using a swung rhythm. Listen to Sing Sing Sing by Benny Goodman</p>	Remember motifs from our Roman topic last term?	
			<p>Lesson 5: Swung rhythms  <u>Knowledge / Skills:</u>            To create a jazz motif  <u>Teaching:</u>            Children play a jazz version of a nursery rhyme using tuned percussion</p>		








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			<p>Lesson 6: Knowledge / Skills: To apply all the jazz techniques.</p> <p><u>Teaching:</u> Listen to Ella Fitzgerald and Mel Tormé. <a href="#">Scat, singing of nonsense words, performance by Ella Fitzgerald and Mel Tormé - YouTube</a> Explain this was improvised on the spot. It is like a competition! Can children take it in turns to hold a scat call and response competition. Other children can play a jazzbeat accompaniment. Extra credit for children who use a motif in their scatting/</p>		
Spring Term	Cultural Capital Listening		<p>O Eucharist by Hildegard (1140, Early Period) (Anglo -Saxon link) Wassail Song (English traditional) Links to local area study Admiral Benbow (English traditional) Leave Her, Johnny, Leave Her! (English traditional) Hopping Down in Kent (English Traditional)</p>		Secular Wassail traditional Sea shanty
Spring 1	Year 4: Haiku, music and performance (Theme: Hanami festival)		<p>Lesson 1: Describing Blossom Knowledge / Skills: To describe the festival of Hanami using words and sounds <u>Teaching:</u> After learning all about the Japanese festival of Hanami, children immerse themselves in spring blossom trees to come up with descriptive vocabulary to describe what they can see, smell hear and feel</p>		Hanami cherry blossom pitch sound glissando pizzicato composer composition col legno haiku syllables melody dynamics tempo
	End Point – write your own Haiku and compose the music for it/		<p>Lesson 2: Sounds of Blossom Knowledge / Skills: To represent a blossom tree using sounds <u>Teaching:</u> By creating sounds to represent their descriptive words from Lesson 1, children play the soundtrack of a blossom tree on a range of percussion instruments. Listen to 'When the Cherry Trees Bloom...' by May Kay Yau.</p>	<p>PLT – listen to the Japanese Folk song, Cherry Blossoms. Draw or paint the Cherry Blossoms while you are listening. <a href="#">Japanese Folk Song #9: Cherry Blossoms (さくらさくら/Sakura Sakura) - YouTube</a></p>	








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			<p>Lesson 3: Blossom Haiku</p> <p><u>Knowledge / Skills:</u> To identify different musical features</p> <p><u>Teaching:</u> Revise what a Haiku is from English poetry lessons. Using their descriptive vocabulary about cherry blossoms from Lesson 1, children write a well-known form of Japanese poetry - the haiku</p>	<p>PLT – write some examples of Haiku about blossom trees to practice ready for next week. You will need these for your last music lesson.</p>	
			<p>Lesson 4: Haiku Melodies</p> <p><u>Knowledge / Skills:</u> To work as a group to create a piece of music to celebrate Hanami</p> <p><u>Teaching:</u> Children compose a melody to accompany their haikus, working as part of a group and recording the notes as they work. Notate their melodies using standard notation. They may</p>	<p>You started to use standard notation for melody in Autumn during the Roman motif unit</p> <p>PLT – Look to see blossom in the area around school. Create song cherry blossom art to inspire your haiku performances</p>	
		 	<p>Lesson 5: Haiku Performances</p> <p><u>Knowledge / Skills:</u> To perform a piece of music to celebrate Hanami</p> <p><u>Teaching:</u> The lesson sees a culmination of all that the children have learnt as they sing the haiku to their original melody with accompanying sounds effects</p>		
		 	<p>Lesson 6:</p> <p><u>Knowledge / Skills:</u> To perform a piece of music to celebrate Hanami</p> <p><u>Teaching:</u> In small groups, compose a piece of music for a haiku you wrote during your PLT time.</p>		
Spring 2	Year 3: Developing singing technique (Theme: Vikings)		<p>Lesson 1: Here Come the Vikings</p> <p><u>Knowledge / Skills:</u> To Sing in time with others</p> <p><u>Teaching:</u> We are learning about the Vikings in History Children sing Viking themed vocal warm-ups and learn the 'Dragon Ships' song through call and response</p>		<p>composition melody notation tempo minim crotchet quaver coordinated</p>








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	End Point – Perform rehearsed song to a live audience		Lesson 2 Sing like a Viking <u>Knowledge / Skills:</u> To sing in time with others <u>Teaching:</u> Children develop their singing technique and add actions to the 'Dragon Ships' song to help them to remember the lyrics and keep in time.		disciplined
			Lesson 3: Viking Notations <u>Knowledge / Skills:</u> To recognise simple rhythmic notation by ear and by sight <u>Teaching:</u> Using Viking-themed phrases to learn new rhythms, pupils develop their understanding of staff notation, learning to recognise note names by sight and sound	PLT practice rhythm notation by making your own Viking rhythm patters.	
			Lesson 4: Viking Battle Song <u>Knowledge / Skills:</u> To use simple rhythmic notation to compose a Viking battle song <u>Teaching:</u> Experimenting with the order of known rhythms, children create their own Viking song, adding instrumental effects	PLT after your music lesson this week, try the Viking Notation extension Flashcards. Can you read and play these rhythms?	
		 	Lesson 5: Perform Like a Viking <u>Knowledge / Skills:</u> To perform music with confidence and discipline <u>Teaching:</u> The children perform the 'Dragon Ships' song and each group's Viking battle song, then evaluate each others' performance and discuss what they could do better next time	PLT – learn the lyrics to Dragon Song of by heart ready for your performance.	





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		 	<p>Lesson 6:</p> <p><u>Knowledge / Skills:</u> To perform music with confidence and discipline</p> <p><u>Teaching:</u> Children rehearse their performance ensuring they incorporate the improvements discussed. Then perform to a live audience/ This could be assembly, another class or parents' assembly.</p>		
Summer Term	Cultural Capital Listening		<p>Carnival of the Animals by Saint-Saëns (1886, Romantic)</p> <p>Anthology of Fantastic Zoology by Mason Bates (2015, 21<sup>st</sup> Century)</p>		<p>Musical suite</p> <p>Movements</p> <p>Orchestra</p> <p>Forte / piano</p> <p>Cello</p>
Summer 1	Year 4: Changes in pitch, tempo and dynamics (Theme: Rivers)		<p>Lesson 1: The singing river</p> <p><u>Knowledge / Skills:</u> To sing in two parts using expression and dynamics</p> <p><u>Teaching:</u> Children begin to make links between the course of a river and music as they sing about a flowing river in rounds, even adding a harmony line</p>	<p>This unit will build on what you learnt about performing and singing last term</p> <p>PLT in Hedgehogs you song in two parts when singing rounds. Practice singing some songs in rounds (London's Burning, Row, Row, Row you Boat). Do this before your music lesson this week.</p>	<p>a cappella</p> <p>breathing</p> <p>dynamics</p> <p>harmony</p> <p>listen</p> <p>texture</p> <p>tempo</p> <p>ostinato</p> <p>percussion layer</p>
	End point: Compose a piece of music with ostinatos to describe the River Itchen near our school.		<p>Lesson 2: The listening river</p> <p><u>Knowledge / Skills:</u> To recognise key elements of music</p> <p><u>Teaching:</u> Children begin to make links between the course of a river and music as they sing about a flowing river in rounds, even adding a harmony line. Listen to Moldau by Smetana</p>	<p>Do you remember in Hedgehogs when you studied Rivers. What can you remember?</p> <p>PLT Do this after your music lesson. Moldau (that you listened to) is a tone poem – a piece of descriptive music. .Now listen to The River y William Blezaerd, another tone poem. Draw what you think the river looks like from this music. The solo instrument is a bassoon. Draw a bassoon and find out 3 facts about it. <a href="https://www.youtube.com/watch?v=hDL4Y18uke4&amp;t=75s">https://www.youtube.com/watch?v=hDL4Y18uke4&amp;t=75s</a></p>	
		 	<p>Lesson 3: The repeating river</p> <p><u>Knowledge / Skills:</u> To perform a vocal ostinato</p> <p><u>Teaching:</u> Learning about what an ostinato is and how to recognise them in different types of music, children perform vocal ostinatos to represent the stages of a river</p>	<p>PLT Do this after your music lesson. Think about when you have visited the River Itchen. Can you create some ostinatos for the river? Write them down using notation. You will need these for your final lesson</p>	

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			<p>Lesson 4: The percussive river</p> <p><u>Knowledge / Skills:</u> To create and perform an ostinato</p> <p><u>Teaching:</u> Using the contrasting features of the different stages of a river for inspiration, children compose their own percussive ostinatos</p>		
		 	<p>Lesson 5: The performing river</p> <p><u>Knowledge / Skills:</u> To improve and perform a piece of music based around ostinatos</p> <p><u>Teaching:</u> Children have the opportunity to finesse and perform their ostinatos in groups, experimenting with layering sounds</p>		
		 	<p>Lesson 6:</p> <p><u>Knowledge / Skills:</u> To create and perform a piece of music based around ostinatos</p> <p><u>Teaching:</u> Compose a piece of music with ostinatos to describe the River Itchen near our school. Perform to each other.</p>		
Summer 2	Year 3: Ballads		<p>Lesson 1: What is a ballad?</p> <p><u>Knowledge / Skills:</u> To sing a ballad and explain what it is</p> <p><u>Teaching:</u> Children listen to and learn to identify the features of a ballad, understanding that ballads tell a story through song</p>	Last term we looked at how music describes, this term we are telling stories through lyrics.	ballad ensemble compose
	End point Compose and perform our own ballad		<p>Lesson 2: Performing a ballad</p> <p><u>Knowledge / Skills:</u> To be able to perform a ballad with an understanding of style</p> <p><u>Teaching:</u> Children listen to and learn to identify the features of a ballad, understanding that ballads tell a story through song</p>	PLT Write a fact file about David Bowie. Listen to some more of his music.	

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			Lesson 3: The story behind the song <u>Knowledge / Skills:</u> To understand that ballads tell a story <u>Teaching:</u> After watching a short animation, children pick out and note down the key parts of the story in preparation for writing their own lyric	PLT Finish and improve your ballad story mountain	
			Lesson 4: Writing lyrics <u>Knowledge / Skills:</u> To be able to write lyrics for a ballad <u>Teaching:</u> Children write lyrics to tell a story; including a class chorus and a verse written as a group which focusses on specific parts of the animated story	PLT – choose some more famous ballads to listen to from this website. Can you write a summary of what one is about?  <a href="https://www.rollingstone.com/music/music-lists/rolling-stone-readers-pick-the-best-ballads-of-all-time-12786/12-with-or-without-you-30049/">https://www.rollingstone.com/music/music-lists/rolling-stone-readers-pick-the-best-ballads-of-all-time-12786/12-with-or-without-you-30049/</a>	
			Lesson 5: Singing my ballad <u>Knowledge / Skills:</u> To take part in a group performance <u>Teaching:</u> Using a backing track, children perform their ballad, with actions, as a class. Children will need to finish their lyrics first and evaluate how the performance can be improved		
			Lesson 6: <u>Knowledge / Skills:</u> To take part in a group performance <u>Teaching:</u> Rehearse incorporating the agreed improvements. Then perform to a live audience.		

Otters Cycle B (Yr 3 & 4)	Unit of Work Title	Threshold Concept	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning and PLT suggestions	Key vocabulary
Autumn Term B	Cultural Capital Listening		El Condor Pasa by Daniel Alomía Robles (1913, Music Traditions) A Los Bosques by Savia Andina (1980, Music Traditions) (and tracks of choice by this artist) Links to Geography - Peru		Panpipes Charango Bamboo flute

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<p>Autumn 1 B</p> <p>(2023 shift all units one half term forward. Summer 2 will be North American Instrumental)</p>	<p>Samba and Carnival Sounds and instruments( Theme – South America)</p> <p>End point – to compose, perform and evaluate an Otters Samba Festival composition.</p>	  	<p>1) Introduction to Samba</p> <p><u>Knowledge / Skills:</u> Pupils learn to identify the features of Samba music, including where it originates from, the main instruments used and its dynamics</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• Offer pupils a quick overview of the origins of Samba music</li> <li>• Play the video on the link: 'Batucada Samba bateria'</li> <li>• Talk about the structure of the piece of music and different musical components</li> <li>• Chn to identify the different instruments they hear</li> <li>• Chn to create Samba music using the instruments available.</li> </ul>	<p><i>PLT task – research samba music. Write some facts about it</i></p>	<p>Agogo Bateria Caixa Carnival Chocalho Composition Crescendo Cowbell Dynamics Ensemble Features Ganza Influenced Metronome Off-beat Percussion Pulse Repique Rhythm Rhythmic break Samba Samba breaks Structure Surdo Syncopated rhythms Tamborim Texture Unison Untuned percussion</p>
			<p>2) Pulse and Rhythm</p> <p><u>Knowledge / Skills:</u> Children revisit syncopation (playing the 'off-beat'; initially introduced in Y3 - Jazz) and practise identifying and performing different rhythms</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• Show the class the video on link: 'Rio de Janerio Carnival'</li> <li>• Recap the meaning of syncopation and practice playing</li> <li>• Ask a pupil to clap one of the rhythms from the <i>Presentation: Pulse and rhythm</i> without saying the words and see if the other pupils can work out which rhythm they are clapping.</li> </ul>	<p><i>PLT task – draw and label different samba instruments</i></p>	
		 	<p>3) Samba Rhythms</p> <p><u>Knowledge / Skills:</u> Using untuned percussion instruments, children play a variety of rhythms in groups while keeping in time with the pulse</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• Display the <i>Presentation: Samba Rhythms</i>.</li> <li>• Remind children that syncopation is a main feature of Samba music, which includes layering syncopated rhythms on multiple percussion instruments.</li> <li>• Explain to the class that they are going to be working together to perform a Samba-style piece of music, using the rhythms they learned</li> <li>• Have a go at playing the rhythms all together, with you directing them to start and stop. Start with the '1 2 3 4' group of pupils and introduce the other groups separately.</li> </ul>	<p><i>PLT Task – enjoy listening to some samba music</i></p>	

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			<p><u>4) Composing a Break</u>  <u>Knowledge / Skills:</u>            In their instrumental groups, pupils compose a verse or 'break' which will form part of the performance in the final lesson  <u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• Ask what they think a break is.</li> <li>• Start with getting the pupils to play the same instruments and rhythms as last week, using slide 2 of the <i>Presentation: Composing a break</i> to help you.</li> <li>• Then repeat and change the group of children who carry on playing in the break. You can use simple hand gestures to control them</li> <li>• Get the children to have go at playing the whole piece, introducing their new breaks in the gaps. Use the same strategy as before – pointing to the group who will play and the rest will stop.</li> </ul>	PLT task – watch the Sao Paulo Carnival <a href="https://www.youtube.com/watch?v=i60whYzG9jA">https://www.youtube.com/watch?v=i60whYzG9jA</a>	
		 	<p><u>Samba Performance</u>  <u>Knowledge / Skills:</u>            After warming up with some call and response, the class perform their samba piece together  <u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• Presentation: Carnival.</li> <li>• Call and response</li> <li>• practise the breaks they composed in 'Lesson 4:</li> <li>• Practice and perform their breaks in the class performance.</li> <li>• Perform to another class or members of staff.</li> <li>• Depending on how confident your class is, they may even be happy performing in an assembly. Make sure you video their performance so that you can see who is playing which instrument and assess accordingly.</li> </ul>	<i>PLT task - research the Sao Paulo Carnival. What is it celebrating? Where and when?</i>	
		 	<p><u>End Point – Otters Samba Festival</u>  <u>Knowledge / Skills:</u>            To apply the skills they have practised            To evaluate and improve a group composition  <u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• Classroom discussion – what would an Itchen Abbas Samba festival include?</li> <li>• In small groups, children compose a Samba composition and record it using a graphic score with a line per instrument.</li> <li>• Perform to each other and evaluate.</li> </ul>		







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Autumn 2 B	Unit 1: South Africa Instru mental  End point- to improvise their own Gumboot Style patterns and record using staff notation		<p>1) Introduction to staff notation  <b>Knowledge / Skills:</b>            To identify the basic key features of staff notation  <b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Why do we use staff notation?</li> <li>• Presentation: Staff notation which shows the staff, with arrows pointing to the lines, spaces, bar lines, time signature, clef, and repeat mark.</li> <li>• Teach the features and quiz the children</li> <li>• Play the audio files from the <i>Presentation: South African music</i>.</li> </ul>	<p><i>PLT task – listen to music by Miriam Makeba. Find out some facts about her and her music</i></p>	time signature bar line dynamics gumboot dancing harmony improvise metallophone ostinato playing by ear rest staff notation treble clef semibreve crotchet minim
			<p>2) Minims  <b>Knowledge / Skills:</b>            To recognise and play minims by ear and from staff notation, moving up and down.  <b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Chant patterns in time - Pattern 1: G, G, A, B. Pattern 2: E, E, F, G</li> <li>• Play the <i>Music: Put on your gumboots!</i> – guide track.</li> <li>• Presentation: Harmonic ostinato and explain that this shows both 'parts' of the music – a 'part' is a line of music played by a different instrument or person.</li> <li>• Practice the parts and sing them separately and together</li> <li>• Put the guide track on and ask the children to play along a few times. Explain that you play your pattern twice at the start and then eight times in the middle.</li> </ul>	<p><i>PLT task – listen to music by Hugh Marekela. Find out some facts about him and his music</i></p>	
			<p>3) Semibreves  <b>Knowledge / Skills:</b>            To recognise and play semibreves by ear and from staff notation  <b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Show video on link: 'Gumboot dance video' and then discuss.</li> <li>• Instruments and the <i>Sheet music: Put on your gumboots!</i> After a couple of minutes of practice, ask the children to play along to the <i>Music: Put on your gumboots!</i> – guide track.</li> <li>• Ask the children to learn each pattern by singing while clapping the beat – remembering that the four Gs together last as long as one of the semibreve notes.              Pattern 1: C, C, B, C / C, C, B, GGGG              Pattern 2: A, G, G, G / A, G, G, GGGG</li> <li>• Practise going from the pattern they learned last week into the new pattern, and back again.</li> <li>• Put the guide track on and ask the class to play along a few times.</li> </ul>	<p>NOTE: CHILDREN WILL NEED WELLIES FOR NEXT LESSON</p> <p>PLT task – listen to music by Ladysmith Black Mambazo. Find out some facts about them and their music</p>	






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			<p>4) Crotchets and rests  <u>Knowledge / Skills:</u>            To recognise and play crotchets and crotchet rest by ear and from staff notation  <u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• Call and response style warm-up using body percussion sounds, and swooping vocal sounds</li> <li>• Teach the rhythmic ostinato through call and response</li> <li>• Revise features of notation – crotchet, crotchet rests, double bar line with dots for repeat</li> <li>• Play the <i>Music: Put on your gumboots!</i> – <i>guide track</i>, and add the rhythmic ostinato to the chorus</li> </ul>	NOTE: CHILDREN WILL NEED WELLIES FOR THIS LESSON	
		 	<p>5) Gumboot Dance  <u>Knowledge / Skills:</u>            To compose rhythmic patterns for a gumboot dance  <u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• Put on your gumboots! – <i>guide track</i> and rehearse the performance.</li> <li>• Model 'improvising' a rhythm for the class. In pairs work together to create an eight beat gumboot pattern.</li> <li>• Put the <i>guide track</i> on - middle section, after 'feel it in your feet today, hey' the children can play their patterns eight times.</li> <li>• Integrate dynamics into performance</li> <li>• Perform with <i>backing track</i> rather than <i>guide track</i></li> </ul>	NOTE: CHILDREN WILL NEED WELLIES FOR THIS LESSON	
			<p>6) Gumboot Dance  <u>Knowledge / Skills:</u>            To notate rhythmic patterns for a gumboot dance  <u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• In same pairs as last week, can children use standard notation to record their gumboot patterns</li> <li>• Once successful, swap notations with other groups – can you play these?</li> <li>• Share performances of playing each other's notations.</li> </ul>		
Spring Term B	Cultural Capital Listening		<p>Night on a Bare Mountain by Mussorgsky (1867, Romantic)            In the Hall of the Mountain King from Peer Gynt Suite No. 1 by Grieg (1875, Romantic)            Links to Geography - Volcanoes</p>		Symphony Movements Atmosphere theme







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Spring 1 B	Unit 2: Caribbean I nstrumental		<p>1) What is Calypso?</p> <p><u>Knowledge / Skills:</u> To understand the main features of Calypso music</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• Watch Calypso Rose -Queen of Calypso</li> <li>• Presentation: What is Calypso</li> <li>• Listen to song If You Are Brown</li> <li>• Recap what Calypso is</li> </ul>		Calypso Syncopated Lyrics Steel pan Semibreve Minim Crotchet Quaver Pentatonic
			<p>2) What's the Story?</p> <p><u>Knowledge / Skills:</u> To improvise a vocal part in the style of a Calypso</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• Sing along to slide 2 of presentation: What's the Story?</li> <li>• Children to improvise adding their 'headline' to What's the News song. Discuss how long the rests are</li> <li>• Children sing the song adding their headlines</li> </ul>	<p><i>PLT – research other calypso musicians and music</i>  <a href="https://kidadl.com/facts/calypso-music-facts-origins-artists-instruments-and-much-more">https://kidadl.com/facts/calypso-music-facts-origins-artists-instruments-and-much-more</a></p>	
			<p>3) Instrumental Calypso</p> <p><u>Knowledge / Skills:</u> To understand how and why percussion instruments can be used in Calypso music</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• Explore history of Trinidad and the government banning the use of steel drums.</li> <li>• Play Tropical Bird and Love City Pan Dragons. Discuss both</li> <li>• Recap technique for playing</li> <li>• Practice playing the piece, play alongside the backing track.</li> </ul>	<p><i>PLT – research instruments used in Calypso Music. What were they traditionally made of. Why do you think this is?</i></p>	
			<p>4) Calypso Quavers</p> <p><u>Knowledge / Skills:</u> To recognise and perform quavers from staff notations</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• Presentation grabber: Calypso Quavers</li> <li>• Sing chorus of What's The Story. Children to practice their instrumental part</li> <li>• Play with the guide track, adding in the headlines improvised in lesson 2</li> </ul>	<p><i>PLT – draw and label some traditional calypso instruments</i></p>	






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			<p>5) Pentatonic Quavers</p> <p><u>Knowledge / Skills:</u> To improvise in a Calypso style using a pentatonic scale</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• Presentation: Calypso Quavers</li> <li>• Revise crotchets, minims, semibreves and time signatures</li> <li>• Practice playing piece What's the Story</li> <li>• Play along to the guide track</li> </ul>	<p><i>PLT task – Who was Harry Belafonte? Listen to some of his music</i></p>	
			<p>6) End Point - performance</p> <p><u>Knowledge / Skills:</u> To perform confidently as part of a group</p> <p><u>Teaching</u></p> <ul style="list-style-type: none"> <li>• In groups rehearse What's The Story ready to perform</li> <li>• Perform and record using ipads.</li> <li>• Play back compositions and evaluate how accurate they were with notes and rhythm. How could they improve?</li> </ul>		
Spring 2 B	Instrumental South America		<p>1) Vamos! Let's Go</p> <p><u>Knowledge / Skills:</u> To learn, perform and combine the key rhythms used in salsa music</p> <p><u>Teaching</u></p> <ul style="list-style-type: none"> <li>• Learn to perform rhythms accurately using untuned percussion instruments and vocals.</li> <li>• Combine the key rhythms used in salsa music.</li> </ul>	<p><i>PLT task – What can you find out about the history of Salsa music?</i></p>	
	End Point – Latin American Carnival Performance		<p>2) History of Latin Music</p> <p><u>Knowledge / Skills:</u> To understand the history and key features of Latin music</p> <p><u>Teaching</u></p> <ul style="list-style-type: none"> <li>• Discover the importance of music and dance to Latin American cultures</li> <li>• Learn about the history of Latin music, begin to appreciate and understand the wide range of South American music types inclosing rumba, cha-cha-cha, Samba and Tango</li> </ul>	<p><i>PLT task – listen to different types of Latin American music. How are they different? Which do you prefer and why?</i></p>	
			<p>3) Salsa Melodies</p> <p><u>Knowledge / Skills:</u> To compose and notate a salsa-inspired melody</p> <p><u>Teaching</u></p> <ul style="list-style-type: none"> <li>• Create own melodies using tuned percussion instruments to perform alongside the main song 'Vamos, Let's Go!.'</li> </ul>		







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		 	<p>4) Melodic Composition</p> <p><u>Knowledge / Skills:</u> To compose and notate a salsa-inspired melody</p> <p><u>Teaching</u></p> <ul style="list-style-type: none"> <li>• Compose salsa melodies working on aspect of prior tuned percussion learning, including playing technique, understanding of rhythmic notation, and understanding of the history / context of the music.</li> </ul>	<p>PLT task – can you learn some salsa dance moves ready for our carnival?</p> <p><a href="https://www.youtube.com/watch?v=Lr6052VPdDg">https://www.youtube.com/watch?v=Lr6052VPdDg</a></p> <p><a href="https://www.youtube.com/watch?v=St7srbRbXGM">https://www.youtube.com/watch?v=St7srbRbXGM</a></p>	
			<p>5) Carnival Spirit</p> <p><u>Knowledge / Skills:</u> To confidently perform a piece of salsa music using voices, instruments and dancing.</p> <p><u>Teaching</u></p> <ul style="list-style-type: none"> <li>• Celebration of Latin American tradition of Carnival. Children take different roles using voice, dance, tuned and untuned percussion instruments to perform their own mini-carnival.</li> </ul>	<p>PLT task – create some decorations for our Carnival. Ensure they fit with the Latin American theme.</p>	
			<p>6) Carnival Spirit</p> <p><u>Knowledge / Skills:</u> To confidently perform a piece of salsa music using voices, instruments and dancing.</p> <p><u>Teaching</u></p> <ul style="list-style-type: none"> <li>• Discussion of what went well with last week's carnival, what would they like to improve / change. Rehearse these improvements</li> <li>• Perform to parents at pick up time – children to undertake carnival procession around parents and ask parents to join in.</li> </ul>		
Summer B	Cultural Capital Listening		<p>Baris (Gong Kebyar of Peliatan) Indonesia tradition</p> <p>Rangsang (Gamelan Wayang Sasak) Indonesia tradition</p> <p>Wayang Kulit Balinese shadow puppet (Anon) Indonesia tradition</p>		<p>Gamelan Gongs</p> <p>Explosive tempo dynamics</p> <p>Five-tone scale</p> <p>Syncopation</p>
Summer 1 B	<p>Unit 4: Indonesia Instrumental</p> <p>End point – rehearse</p>		<p>1) Review of learning</p> <p><u>Knowledge / Skills:</u> To recall and describe key features of known musical genres</p> <p><u>Teaching</u></p> <ul style="list-style-type: none"> <li>• Recapping the skills and knowledge acquired over previous units in the instrumental scheme and perform tuned percussion parts for the associated sounds learned</li> </ul>	<p>PLT task – research gamelan music. Where does it come from? What are its origins?</p>	<p>Gamelan</p> <p>Slendro scale</p> <p>Cyclical rhythmic patterns</p> <p>Octave</p>


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	and perform Gamelan music from staff notation.		<p>2) Gamelan music</p> <p><u>Knowledge / Skills:</u> To understand the key features of gamelan music</p> <p><u>Teaching</u></p> <ul style="list-style-type: none"> <li>Learn the features of gamelan music including the Slendro scale and cyclical rhythmic patterns, recognising and accurately naming traditional gamelan instruments</li> </ul>	<p><i>PLT task – watch the first of the videos on this page</i>  <a href="https://www.songline.s.co.uk/features/balinese-gamelan-a-complete-guide-to-a-unique-world-of-sound">https://www.songline.s.co.uk/features/balinese-gamelan-a-complete-guide-to-a-unique-world-of-sound</a></p>	Pentatonic scale
			<p>3) Exploring octaves</p> <p><u>Knowledge / Skills:</u> To understand the concept of an octave</p> <p><u>Teaching</u></p> <ul style="list-style-type: none"> <li>Learn what an octave is and identify the same note at different octaves on an instruments and on staff notation</li> </ul>	<p><i>PLT task – watch the second video on this page</i>  <a href="https://www.songline.s.co.uk/features/balinese-gamelan-a-complete-guide-to-a-unique-world-of-sound">https://www.songline.s.co.uk/features/balinese-gamelan-a-complete-guide-to-a-unique-world-of-sound</a></p>	
			<p>4) Cyclic Patterns</p> <p><u>Knowledge / Skills:</u> To explore how cyclic patterns are used in gamelan music</p> <p><u>Teaching</u></p> <ul style="list-style-type: none"> <li>Learn about the cyclic structure of gamelan music identifying octave through a listening activity and reacting a melody to play along to the main tune 'Blue Sky.'</li> </ul>	<p><i>PLT task – use Chrome Music Lab to create own cyclic pattern</i></p>	
			<p>5) Finishing Touches</p> <p><u>Knowledge / Skills:</u> To explore how different timbres can be combined to create an effect in gamelan music</p> <p><u>Teaching</u></p> <ul style="list-style-type: none"> <li>Explore the concept of timbre and add different timbres to the gamelan-inspired piece Blue Sky before performing it.</li> </ul>		
		 	<p>6) End Point – Rehearse and Perform</p> <p><u>Knowledge / Skills:</u> To perform confidently as part of a group To recognise how to improve</p> <p><u>Teaching</u></p> <ul style="list-style-type: none"> <li>Rehearse Blue Sky recording, play back and notice how to improve</li> <li>Record the performance to publish on the school Facebook page. Create a written summary of what you have learnt to add to the page to explain it.</li> </ul>		

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Summer 2 B	Unit 3: India  End Point – Perform our own Bollywood Sequence		<p>1) Introduction to Bollywood</p> <p><u>Knowledge / Skills:</u> To understand the history and key features of Bollywood Films</p> <p><u>Teaching</u></p> <ul style="list-style-type: none"> <li>Learn about the history and key features of Bollywood music and performing Bollywood dance moves</li> </ul>	<p><i>PLT Task – find out some more about Bollywood</i>  <a href="https://www.allaroundthisworld.com/learn/south-and-central-asia-2/india/india-bollywood/#.YzLE4C8w0kg">https://www.allaroundthisworld.com/learn/south-and-central-asia-2/india/india-bollywood/#.YzLE4C8w0kg</a></p>	
			<p>2) Cityscape</p> <p><u>Knowledge / Skills:</u> To understand how ambient sounds can be used to enhance a film score.</p> <p><u>Teaching</u></p> <ul style="list-style-type: none"> <li>Listen to song 'Jai Ho' from the film Slumdog Millionaire. Children identify ambient sounds and the effect they have on the piece of music.</li> <li>Creating their own sounds effects using their voices, bodies and untuned instruments.</li> </ul>	<p><i>PLT task – watch the video. List the ambient music you can hear and see in the video. What other effects do you notice?</i>  <a href="https://www.youtube.com/watch?v=WiARWF73C9w">https://www.youtube.com/watch?v=WiARWF73C9w</a></p>	
		 	<p>3) Indian Fantasy</p> <p><u>Knowledge / Skills:</u> To identify performance marking on staff notation and apply these to my performance</p> <p><u>Teaching</u></p> <ul style="list-style-type: none"> <li>Learn to identify performance marking in staff notation and apply these to reflect variation in dynamics and emphasis when music is played.</li> </ul>		
			<p>4) Harmony</p> <p><u>Knowledge / Skills:</u> To understand the concept of harmony</p> <p><u>Teaching</u></p> <ul style="list-style-type: none"> <li>Learn about the concept of harmony, children read staff notation and practise tuned percussion parts that layer to create a harmonious effect in the piece Indian Fantasy.</li> </ul>		
			<p>5) Film Sequence</p> <p><u>Knowledge / Skills:</u> To perform a film sequence using instruments and movement</p> <p><u>Teaching</u></p> <ul style="list-style-type: none"> <li>Combining their tuned percussion harmony parts, their sound effects and some acting, the children rehearse the piece 'Indian Fantasy' along to a visual backdrop of a bustling street scene.</li> </ul>	<p><i>PLT task – can the children use staff notation to write a rhythm sequence.</i></p>	






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			6) Film Sequence <u>Knowledge / Skills:</u> To perform a film sequence using instruments and movement <u>Knowledge / Skills:</u> <u>Teaching</u> <ul style="list-style-type: none"> <li>Final rehearsal and evaluation of 'Indian Fantasy' then perform to an audience.</li> <li>Record the performance to add to the school Facebook page.</li> </ul>		
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Foxes Cycle B (Yr 5 & 6)	Unit of Work Title	Threshold Concept	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning and PLT suggestions	Key vocabulary
Autumn Term	Cultural Capital Listening		Film music by John Williams <ul style="list-style-type: none"> <li>Star Wars</li> <li>Harry Potter</li> <li>Superman</li> <li>Jurassic Park</li> </ul>		accelerando body percussion brass characteristics chords chromatics clashing composition convey crescendo descending dynamics emotion imagery improvise interpret interval major melodic minor modulate orchestral pitch sequence
Autumn 1	Year 6: Film music  End point – apply your knowledge of film music techniques to create your owncomposi tion.		1) Soundtracks <u>Knowledge / Skills:</u> To appraise different musical features in a variety of film contexts <u>Teaching</u> Pupils identify the characteristics of film music and appraise different musical features in a variety of film contexts	In Otters you learnt about Indian Film music	
			2) Scenes and sounds <u>Knowledge / Skills:</u> To identify and understand some composing techniques in film music <u>Teaching</u> The children use Wallace and Gromit to identify and understand the composing techniques that create action, tension and emotion in the score of a film. Listen o Wallace and Gromit and James Bond theme	PLT Think about a film you love which has an amazing soundtrack. Enjoy listening to it and draw the scene from the film.	
			3) Following the score <u>Knowledge / Skills:</u> To use graphic scores to interpret different emotions in film music <u>Teaching</u> The children use graphic scores to interpret different emotions in film music, make up their own graphic score interpretation and perform it to the rest of the class	PLT listen to the music from last weeks PLT task. Can you create a graphic score for a short section of the music?	









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			<p>4) Composing for film</p> <p><u>Knowledge / Skills:</u> To create and notate musical ideas and relate them to film music</p> <p><u>Teaching</u> Children create a notation of their compositions with a graphic score, using their body, voice and instruments to create sounds to represent a given theme</p>	<p>PLT Watch Jurassic Park without the music score. What difference does it make? Is it as interesting? <a href="https://www.youtube.com/watch?v=fRwd1zYZEAU">https://www.youtube.com/watch?v=fRwd1zYZEAU</a></p>	<p>solo soundtrack symbol timpani tension texture tremolo unison</p>
			<p>5) The soundtrack</p> <p><u>Knowledge / Skills:</u> To play a sequence of musical ideas to convey emotion</p> <p><u>Teaching</u> The children bring together their skills from this unit to soundtrack film clips with their own graphic score.</p>		
			<p>6) The soundtrack</p> <p><u>Knowledge / Skills:</u> To identify and understand some composing techniques in film music</p> <p><u>Teaching</u> Listen to the classes favourite John Williams music. Can they identify what was happening at that point in the film? What musical techniques create this atmosphere?</p>		
Autumn 2	Year 5: Composition notation (Theme: Ancient Egypt)		<p>1) Here come the Egyptians</p> <p><u>Knowledge / Skills:</u> To sing with accuracy, fluency, control, and expression</p> <p><u>Teaching</u> Children sing Egyptian themed vocal warm-ups and learn the song, 'Gift of the Nile'.</p>	<p>You are learning about the Egyptians in history. That will help you with this unit.</p>	<p>features notation repeating unison composition structure repetition melody tempo compose ensemble minor key</p>
			<p>2) Hieroglyphic score</p> <p><u>Knowledge / Skills:</u> To explore and use different forms of notation</p> <p><u>Teaching</u> Pupils create their own, improvised pieces of music and notate them using hieroglyphs. Listen to Walk Like an Egyptian by the Bangles</p>	<p>PLT After your music lesson this week, use the Hieroglyph sheet to apply your improvisations to match the hieroglyphs</p>	
			<p>3) Play like an Egyptian</p> <p><u>Knowledge / Skills:</u> To understand note length</p> <p><u>Teaching</u> Children learn the names of different note lengths and identify them in some familiar sheet music.</p>	<p>You studied call and response song in Hedgehogs when you Learnt African Animal Songs and again in Otters in Dixieland music. PLT – practice playing Gift of the Nile reading the score accurately.</p>	





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			<p>4) Pitch pyramids</p> <p><u>Knowledge / Skills:</u> To read simple pitch notation</p> <p><u>Teaching</u> To further develop their understanding of staff notation, children learn how the position of a note on the stave, dictates its pitch.</p>	When you have drawn graphic scores, higher pictures represent higher notes. The stave is the same principle	
			<p>5) Egyptian farewell</p> <p><u>Knowledge / Skills:</u> To use hieroglyphs and stave notation to write a piece of music</p> <p><u>Teaching</u> Pupils compose their own piece of music, celebrating a pharaoh's journey into the afterlife.</p>	PLT Practice naming the notes on the stave <a href="https://makingmusicfun.net/public/assets/pdf/worksheets/codebreaker-treble-clef.pdf">https://makingmusicfun.net/public/assets/pdf/worksheets/codebreaker-treble-clef.pdf</a>	
			<p>6) End point</p> <p><u>Knowledge / Skills:</u> To use hieroglyphs and stave notation to perform a piece of music</p> <p><u>Teaching</u> Practice and rehearse the composition from last week and perform to an audience. Record your performance, listen back and evaluate how effective it was as a performance.</p>	In Otters you thought about what makes a good performance when you rehearsed and performed your Viking song	
Spring Term	Cultural Capital Listening		<p>Close Every Door from Joseph and the Amazing Technicolor Dreamcoat 8 (Andrew Lloyd Webber)</p> <p>I Dreamed a Dream from Les Misérables (Schönberg)</p>		<p>Action song</p> <p>Backdrop</p> <p>Book musical</p> <p>Character song</p> <p>Choreographer</p> <p>Composer</p> <p>Comic opera</p> <p>Costumes</p> <p>Designer</p> <p>Dialogue</p> <p>Director</p> <p>Duet</p>
Spring 1	<p>Year 5: Musical theatre</p> <p>End point Compose, rehearse and perform</p>		<p>1) What is musical theatre?</p> <p><u>Knowledge / Skills:</u> To understand the history of musical theatre</p> <p><u>Teaching</u> An introduction to the concept of musical theatre; children learn about its history and how it has changed over time. Listen to songs from Matilda, Pirates of Penzance, Guys and Dolls, Mamma Mia and Hamilton</p>	<p>In the infants, you took part in the Nativity. You have also seen the Foxes productions.</p> <p>PLT – have you been to a musical? Talk to others in the class and listen to some of your favourite songs from musicals</p>	







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	a musical theatre song	 	<p>2) Character or action song</p> <p><u>Knowledge / Skills:</u> To identify character songs and action songs</p> <p><u>Teaching</u> Children learn to identify character and action songs and develop their understanding of the role of different songs within a musical production.</p>	<p>PLT Listen to some songs from Wicked. Can you find a character and an action song? Explain why. Do you know what his story is about? (I'm not that girl – character and Wonderful are examples)</p>	<p>Ensemble Hip-hop musical Jukebox musical Librettist Libretto Lyricist Musical director Musical theatre Opera Operetta Performers Props Rock musical Scene Solo Tempo Timbre Transitions</p>
			<p>3) Create your own musical</p> <p><u>Knowledge / Skills:</u> To create a musical theatre scene</p> <p><u>Teaching</u> Children apply what they have learned and plan their own musical theatre scene, including a song, dance and acting.</p>		
			<p>4) Rehearsing my musical</p> <p><u>Knowledge / Skills:</u> To rehearse a musical theatre scene</p> <p><u>Teaching</u> Once they have planned their musical, pupils decide on the roles of individuals within their group and rehearse their scene.</p>	<p>PLT continue to rehearse and improve your musical</p>	
			<p>5) Performing my musical</p> <p><u>Knowledge / Skills:</u> To perform a musical theatre scene</p> <p><u>Teaching</u> To end the unit, the children perform their musical scenes to the class.</p>		
			<p>6) Enjoying musicals</p> <p><u>Knowledge / Skills:</u> To develop a growing appreciation for music from musicals</p> <p><u>Teaching</u> As a class, choose songs from musicals to listen to. You could start with songs from Matilda as children are likely to know the story. Think about film musicals such as The Greatest Showman as well.</p>		







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Spring 2	Year 6: Theme and variations (Theme: Pop Art)		<p>1) Pop Art and Music</p> <p><u>Knowledge / Skills:</u> To explore the musical concept of theme and variations</p> <p><u>Teaching</u> Children explore the musical concept of theme and variations and discover how rhythms can 'translated' onto different instruments, including body percussion, inspired by artwork from the Pop Art era</p>	<p>You learnt about motifs in Roman Mosaic Music in Otters Class</p> <p>PLT play the themes and variations games again.</p>	<p>3/4 time 4/4 time accidentals body percussion diaphragm legato motif orchestra percussion phrases pitch pizzicato pulse quaver rhythm rhythmic elements section semi-quaver staccato tempo theme TIKI-TIKI, TI-TIKI, TIKI-TI translate variations vocal line woodwind</p>
			<p>2) The Young Persons Guide to the Orchestra</p> <p><u>Knowledge / Skills:</u> To compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra'</p> <p><u>Teaching</u> Children compare and contrast different variations in Benjamin Britten's 'The Young Person's Guide to the Orchestra', written in 1945, identifying the sounds of different instruments and discussing what they sound like</p>	<p>You learnt about the orchestral instruments in Hedgehogs in Western Stories.</p> <p>PLT listen to the Young Persons Guide to the Orchestra. Which instrument is your favourite? Draw it and explain how it is played and why you like it. <a href="https://www.youtube.com/watch?v=-hFFIrKZdSY">https://www.youtube.com/watch?v=-hFFIrKZdSY</a></p>	
			<p>3) Learning the Theme</p> <p><u>Knowledge / Skills:</u> To use complex rhythms to be able to perform a theme</p> <p><u>Teaching</u> Children use complex rhythms to perform a theme, taking inspiration from Benjamin Britten's 'The Young Person's Guide to the Orchestra', written in 1945</p>	<p>PLT Practice your performance of the main theme from Young Persons Guide to the Orchestra.</p>	
			<p>4) Exploring Rhythms</p> <p><u>Knowledge / Skills:</u> To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time</p> <p><u>Teaching</u> Children are taught about rhythmic elements contained in the theme of Benjamin Britten's 'The Young Person's Guide to the Orchestra' and learn to play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time</p>		




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			<p>5) Picturing Pop Art</p> <p><u>Knowledge / Skills:</u> To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.</p> <p><u>Teaching</u> Children use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms</p>		
			<p>6) Picturing Pop Art</p> <p><u>Knowledge / Skills:</u> To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.</p> <p><u>Teaching</u> Complete and display your pop art from lesson 5.</p>		
Summer Term	Cultural Capital Listening		<p>MUSIC FROM AFRICA</p> <p>Ghana - Kye Kye Kule</p> <p>Ghana - Namuma</p> <p>Nigeria - Jin-Go-La-Ba (Drums of Passion) (Babatunde Olatunji)</p>		
Summer 1	<p>Year 5: South and West Africa</p> <p>End point – create an eight beat breaks and perform to an audience</p>		<p>1) Shosholoza a capella</p> <p><u>Knowledge / Skills:</u> To sing a traditional African song unaccompanied</p> <p><u>Teaching</u> In hedgehogs in African Animals, you listened to music from the Maasai Mara, Kenya Children learn to sing the song 'Shosholoza', sung in Ndebele, the language spoken by the Bantu people.</p>	You studied call and response song in Hedgehogs when you Learnt African Animal Songs and again in Otters in Dixieland music and Egyptian music in Autumn term	<p>a cappella call and response dynamics performance chord improvisation ostinato break poly-rhythms master drummer syncopation metronome</p>
			<p>2) Playing Shosholoza</p> <p><u>Knowledge / Skills:</u> To use tuned percussion to play a chord progression</p> <p><u>Teaching</u> Working in pairs, pupils learn the chords for the 'Shosholoza' song, using tuned percussion instruments such as glockenspiels, xylophones or steel pans.</p>	PLT practise playing the three chord progression from Shosoloza	
			<p>3) The Shosholoza Show</p> <p><u>Knowledge / Skills:</u> To use vocals or tuned percussion to perform a piece of music as an ensemble</p> <p><u>Teaching</u> Children learn some African dance steps and practice a final performance of the Shosholoza song, incorporating their new moves and the chords from Lesson 2.</p>	PLT practice your Shosoloza song and dance ready for our performance to another class.	

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			<p>4) Drumming away to Africa</p> <p><u>Knowledge / Skills:</u> To play call and response rhythms using percussion instruments</p> <p><u>Teaching</u> Using a metronome to keep a constant pulse, children practice reciting rhythms with varying dynamics and tempo, before following the pulse set by the 'master drummer' on the traditional West African Djembe drum.</p>	<p>PLT Write a short fact file about the Drummers of Burundi and listen to some more of their music.</p> <p><a href="https://realworldrecords.com/artists/the-drummers-of-burundi/">https://realworldrecords.com/artists/the-drummers-of-burundi/</a></p>	
			<p>5) Eight Beat Break</p> <p><u>Knowledge / Skills:</u> To create an eight beat break to play within a performance</p> <p><u>Teaching</u> Developing the complexity of the rhythms from Lesson 4, children work in groups to create an eight beat break, performing as a class.</p>		
			<p>6) End point – African Drumming</p> <p><u>Knowledge / Skills:</u> To create an eight beat break to play within a performance</p> <p><u>Teaching</u> Practice the eight beat composition and perform to a live audience.</p>		
Summer 2	Year 6: Composing and performing a Leavers' song**. (6 lessons)		<p>1) A single year</p> <p><u>Knowledge / Skills:</u> To listen to and describe music</p> <p><u>Teaching</u> Evaluating a song based on its lyrics, tempo, melody and arrangement.</p>	PLT learn the lyrics to the songs for your end of year performance	allegro arrangement backing track chorus chord
	End point – perform the leavers song you composed in the Leavers Assembly.		<p>2) Writing chorus lyrics</p> <p><u>Knowledge / Skills:</u> To write lyrics for a song</p> <p><u>Teaching</u> Using suitable words and phrases for the chorus of a song and turning the ideas into lyrics</p>	PLT learn the lyrics to the songs for your end of year performance	progression compose crescendo diminuendo dynamics evaluate
			<p>3) Writing verse lyrics</p> <p><u>Knowledge / Skills:</u> To organise lyrics into a song structure</p> <p><u>Teaching</u> Using poetry writing skills to turn suitable words into lyrics and working in groups to sequence and structure lyrics into a verse.</p>	PLT learn the lyrics to the songs for your end of year performance	forte largo lyrics melody mood musical features

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			<p>4) Backing Track</p> <p><u>Knowledge / Skills:</u> To use vocal improvisation and known melodies against a backing track</p> <p><u>Teaching</u> The children explore four-chord progressions and use vocal improvisation and known melodies over a backing track.</p>	PLT learn the lyrics to the songs for your end of year performance	notation piano poetic structure repetitive rhyme ritardando tempo sequence stave notation upbeat verse
			<p>5) Creating a Melody</p> <p><u>Knowledge / Skills:</u> To compose a melody</p> <p><u>Teaching</u> The children compose a melody for the chorus of their song using different kinds of notation.</p>		
			<p>6) The Final Piece</p> <p><u>Knowledge / Skills:</u> To compose a verse melody</p> <p><u>Teaching</u> Using all the techniques and knowledge they have learned, the children create and perform their Year 6 leavers' song in the Leavers assembly.</p>		



Foxes Cycle B (Yr 5 & 6)	Unit of Work Title	Threshold Concept	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning and PLT suggestions	Key vocabulary
Autumn Term	Cultural Capital Listening		Round Midnight by Miles Davis (1957, 20th C) Tubular Bells by Mike Oldfield (1973, 20th C)		Ostinato Vinyl Overdub Tubular bell Progressive rock Electronic rock

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Autumn 1	Looping and Remixing  End Point – Somewhere over the Rainbow Remix		<p>1) Body and Percussion Loops</p> <p><u>Knowledge / Skills:</u> To be able to play a simple looped rhythm from notation.</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• Play the children the piece of music, 'Sandstorm' by Darude, using the audio file of slide 2 of the <i>Presentation: Body percussion loops</i>.</li> <li>• Give the children time to complete the empty boxes on the mind map and then have a class discussion about what the children have written.</li> <li>• Explain that popular club or dance music is mainly created out of short pieces of music that are looped and then layered on top of one another to create a longer piece of music</li> <li>• Explain to the children that they are going to be given body percussion rhythms to perform on loop, before layering them with others in their group.</li> <li>• Chn perform their looped rhythms to another group and offer peer feedback based on the success criteria.</li> </ul>		<p>Accuracy Backbeat Body percussion Fragment Layers Loop Looped rhythm Melody</p> <p>Melody line Notation Ostinato Remix Rhythm Riff Structure</p>
			<p>2) Mixing Loops</p> <p><u>Knowledge / Skills:</u> To create a piece of music using pre- written loops</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• Explain that you are going to play the children a remix of a piece of music that they are likely to be familiar with from the 'Lion King', and you want them to note any techniques they hear that have been used to alter the original track.</li> <li>• Demonstrate Chrome Music Lab Song maker</li> <li>• Allow the class time to experiment with how Chrome MusicLab works.</li> <li>• Children should work in pairs or alone (depending on how many devices you have) to create a loop that sounds good when played on repeat. Having chosen 'three' octaves from the range settings, they will be able to potentially create three melody lines and two percussion lines that play at the same time.</li> <li>• Volunteers to play their loops to the rest of the class and explain why they chose those particular elements.</li> </ul>	<p><i>PLT task – practice creating loops on Chrome Music Lab</i></p>	










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		<p>3) Learning the original <u>Knowledge / Skills:</u> To be able to play a melody line accurately and fluently <u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• Presentation: Learning the original</li> <li>• Play the children the audio file for the first part of Beethoven's Fifth Symphony.</li> <li>• What do we mean by the term 'remix'?</li> <li>• The children are going to create a remix of the song, 'Somewhere Over the Rainbow', from the Wizard of Oz.</li> <li>• Give the children time to practise playing the first section of the melody until they can do this fluently.</li> <li>• Pupils perform to another group or person. Encourage them to offer each other feedback</li> </ul>	<p><i>PLT task – How many versions of Somewhere Over the Rainbow can you find? Listen to them and compare and contrast. (Eva Cassidy, Judy Garland etc)</i></p>	
		<p>4) Looping fragments <u>Knowledge / Skills:</u> To select a section of a tune and perform it as a loop <u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• Explain to the class that they will review how well they have remembered the melody to 'Somewhere over the rainbow'. They will need to work out the correct order for five melody fragments to make the tune.</li> <li>• Pupils will be using or creating fragments of the Somewhere over the Rainbow tune which can then be looped, using their knowledge of how to play the melody from Lesson 3.</li> <li>• They will then be playing these over a drum beat.</li> <li>• Working in pairs, give pupils five minutes to recap how to play the tune.</li> <li>• Ask a few different groups (preferably some who chose different fragments to each other) to perform their loops and backbeats to the class. Get the rest of the class to offer feedback</li> </ul>		
		<p>5 and 6) Remix (end point) <u>Knowledge / Skills:</u> To combine loops to create a remix <u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• Presentation: Quick remix quiz,</li> <li>• creating their final remix version of Somewhere Over the Rainbow.</li> <li>• Pupils will use their Somewhere Over the Rainbow loops from 'Lesson 4</li> <li>• choose a second fragment from the song, Combining the two fragments</li> <li>• Recording the structure of the remixes</li> <li>• perform their remix while you record it- evaluate</li> </ul>	<p><i>PLT task – create a loop on chrome using a song of your choice.</i></p>	






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Autumn 2	Year 5: Blues  End Point – Create their own version of Moanin’ Lisa Blues		<p>1) History of the Blues</p> <p><u>Knowledge / Skills:</u> To know the key features of Blues music</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• Activity: Expression sheet and display the Presentation: The Blues.</li> <li>• Discuss that Blues music is about expressing ‘feeling blue’.</li> <li>• The Blues and play the audio file for the Moanin’ Lisa Blues from The Simpsons. Discuss</li> <li>• Join in singing the song together, ‘bent’ notes – these are the notes for the words that go up slightly in pitch at the end.</li> </ul>	PLT task – research blues music. Find out some facts about its origins	
			<p>2) Playing a chord</p> <p><u>Knowledge / Skills:</u> To play the first line of the 12-bar Blues</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• Sing the Moanin’ Lisa Blues from the previous lesson. revise what blues music is, where it comes from and how it started: What is a chord?</li> <li>• Learn chord of C, F and G</li> <li>• In their pairs to play the chord of C (using notes C and E) for the first line of the 12-bar Blues. The chord of C and E is played sixteen times (four bars of four chords). The key thing is to play in time.</li> </ul>	PLT task – choose a famous Blues Musician. Listen to their music.	
			<p>3) The 12-bar Blues</p> <p><u>Knowledge / Skills:</u> To be able to play the 12-bar Blues</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• Display the Presentation: 12-bar Blues (2).</li> <li>• Learn the rest of the 12-bar Blues, focusing on playing the correct chords in time with the backing track. Practice to build up muscle memory</li> <li>• Activity: 12-bar Blues grid in pairs have a go at completing the correct chord (C, F and G) sequence.</li> </ul>	PLT Tasks – Listen to music of Etta James. What can you find out about her?	
			<p>4) Blues scale</p> <p><u>Knowledge / Skills:</u> To be able to play the Blues scale</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• Discuss what bent notes are. Presentation: Moanin’ Lisa Blues – Bent notes</li> <li>• Pupils will learn how to play the ‘Blues scale’.</li> <li>• Children practice playing the scale on their instruments.</li> <li>• Try to play the Blues scale in time with the 12-bar Blues backing track on slide 5.</li> </ul>		





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		 	<p>5) Improvisation and the blues</p> <p><u>Knowledge / Skills:</u></p> <p>To be able to improvise with notes from the Blues scale</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• Presentation: Improvising with the Blues scale.</li> <li>• Play a short section from the video on the link: 'SwissDutchManMusic - Piano Blues improvisation'</li> <li>• Children to begin to experiment with the notes of the Blues scale, out of order.</li> <li>• Children to perform their improvisation to the backing track to slide 8</li> </ul>	<p><i>PLT task – use Chrome Music Lab to create music using a blues scale</i></p>	
		 	<p>6) Improvisation and the blues Outcome</p> <p><u>Knowledge / Skills:</u></p> <p>To be able to improvise with notes from the Blues scale</p> <p><u>Teaching:</u></p> <p>Can children create their own blues in style of Moanin' Lisa Blues for themselves – write their own blues lyrics, practice and perform in small groups or pairs.</p>		
Spring Term	Cultural Capital Listening		<p>3rd movement from Horn Concerto No. 4 by Mozart (1789, Classical)</p> <p>1st movement from Symphony No. 40 in G minor by Mozart (1791, Classical)</p> <p>2nd movement from Clarinet Concerto in A major by Mozart (1791, Classical)</p>		<p>Allegro molto adagio Concerto French horn</p>
Spring 1	Year 6: Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)		<p>1) Exploring Fingal's Cave</p> <p><u>Knowledge / Skills:</u></p> <p>To appraise the work of a classical composer (Felix Mendelssohn)</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• Look at just audio of video – Fingal's Cave. Discuss</li> <li>• Discuss composer's intent</li> <li>• How does the composer depict waves by using music?</li> <li>• Children to create a soundscape of words and phrases. Perform to the music</li> </ul>	<p>Yr 6 Advanced Rhythms</p> <p><i>PLT task – research Mendelssohn and find out a 5 facts about his life or his music.</i></p>	<p>audio/video depicting texture pitch dynamics conductor improvisation notation graphic score composition practising group work ensemble</p>
			<p>2) Making waves: Pitch and dynamics</p> <p><u>Knowledge / Skills:</u></p> <p>To improvise as a group, using dynamics and pitch</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• How could you depict a wave in sound? Consider dynamics, pitch and texture</li> <li>• In groups conduct each other performing sounds with crescendo / diminuendo etc. Use</li> <li>• Presentation: Wave Notation</li> <li>• Discuss being conductor – what challenges? What did they enjoy?</li> <li>• Children to give feedback.</li> </ul>	<p><i>PLT Task – Fingals Cave is a real place. Where is it? Why do you think it inspired this music? Use art of your choice to recreate it.</i></p>	






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		 	<p>3) Making waves: Texture</p> <p><u>Knowledge / Skills:</u> To improvise as a group, using texture</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• Review dynamics and pitch</li> <li>• Make a wave using TEXTURE as a class by layering sounds</li> <li>• Conductor to direct changing the texture of the piece. Explore how this differs and is more effective to changing dynamics</li> <li>• Notate their ideas using different symbols for pitch and dynamics</li> </ul>	<p><i>PLT task – listen to other music by Mendelsohn. What similarities and differences can you hear?</i></p>	
		 	<p>4) Group compositions</p> <p><u>Knowledge / Skills:</u> To use knowledge of dynamics, texture and pitch to create a group composition</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• Watch Choir makes in rain. Discuss effect and how the rain effect creates waves</li> <li>• Make a musical wave with a conductor directing pitch dynamics and texture. Rehearse as a group</li> <li>• Listen to each groups wave composition and identify which musical elements they have used to create the wave.</li> <li>• What methods can you use to remember your compositions? Record using a graphic score.</li> </ul>	<p><i>PLT task – many composers have been inspired by the sea. Listen to Wagner 'The Flying Dutchman Overture.' The Flying Dutchman was a ship. Sketch the different stages of its journey across the sea as you listen.</i></p>	
			<p>5) We are waves</p> <p><u>Knowledge / Skills:</u> To use teamwork to create a group composition featuring changes in texture, dynamics and pitch</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• Today's lesson will put all the ideas together into a whole-class performance of waves, which will be videoed.</li> <li>• Staying in the same groups of six as they were in the previous lesson, ask the children to revise what they did. Each group should practise their composition, along with the dramatic words they selected.</li> <li>• For the performance, 'Fingal's Cave' by Mendelssohn can be found on the <i>Presentation: Fingal's cave audio</i>.</li> <li>• Reflect on the performance, discussing the best things about it, the challenges, and the things the children didn't enjoy.</li> </ul>		





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			<p>6) End Point. Expressing my feelings</p> <p><u>Knowledge / Skills:</u> Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>Listen to La Mer by Debussy. This music is also inspired by the sea – the title means The Sea in French.</li> <li>Compare and contrast with Fingal's Cave. Are there any similarities with how Debussy depicts the sea? Can you hear any waves? How does Debussy use musical elements to create atmosphere?</li> <li>Write a word sound poem or draw a picture to represent how the piece makes you feel.</li> </ul>		
Spring 2	<p>Year 5: Composition to represent the festival of colour (Theme: Holi festival)</p> <p>End point – compose your own colour inspired festival music.</p>		<p>1) Hearing colours</p> <p><u>Knowledge / Skills:</u> To understand that music can be represented with colours</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>Teacher-led discussion (10 minutes): What is synesthesia?</li> <li>Play the video on Link: <a href="#">'Seeker: What's it like to hear colours? A VR 360° synesthesia experience'</a></li> <li>Synesthesia experiment</li> <li>Choose and play a piece of music that represents a particular colour and discuss</li> <li>Encourage your pupils to use musical terminology to support their colour choices.</li> </ul>		<p>synesthesia dynamics Holi graphic score vocal composition performance</p>
			<p>2) Picturing music</p> <p><u>Knowledge / Skills:</u> To represent a piece of music as a graphic score</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>The children will listen to a piece of music and use colours to represent it in a graphic score.</li> <li>Invite each group to come to the front of the class and explain their score, relating it to the features of the music.</li> <li>Are there any similarities in the colours that the groups have chosen?</li> </ul>	<p><i>PLT task – choose a piece of music you like. Create a picture using colours to the piece. If you have chosen a song, you could choose to decorate the lyrics.</i></p>	
			<p>3) Vocal composition</p> <p><u>Knowledge / Skills:</u> To create a vocal composition based on a picture</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>work in groups to create a piece of vocal music to represent one of these images.</li> <li>Create a piece of music using voices to represent the image</li> <li>Focus on colour, then shape and finally structure. Encourage the groups to use as many of the interrelated dimensions of music as appropriate to fully represent the picture</li> </ul>	<p><i>PLT task – research Holi and how music is used to help celebrate the festival</i></p>	







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			<p>4) Colour composition</p> <p><u>Knowledge / Skills:</u> To create a piece of music inspired by a single colour</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>Combine their experience of creating music from pictures with their knowledge of colour graphic scores to create a piece of music for Holi.</li> <li>Each group will create a short piece of wordless, vocal music to describe the colour together with a graphic score.</li> <li>Create a dance-style soundtrack to play underneath the colour pieces, to draw the whole composition together.</li> </ul>		
			<p>5) Performing in colour</p> <p><u>Knowledge / Skills:</u> To work as a group to perform a piece of music</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>The children will now perform as a class. Video or audio record this as an assessment record.</li> <li>Remember that the effect we are trying to create is of lots of different clashing colours, so don't worry if the piece sounds chaotic and clashy!</li> </ul>		
			<p>6) Performing In Colour</p> <p><u>Knowledge / Skills:</u> To work as a group to perform a piece of music</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>Children to apply their learning of creating a festival piece of music in colour by choosing a festival they know about to create a new piece.</li> </ul>		
Summer Term	Cultural Capital Listening		<p>1812 Overture (Tchaikovsky) (1880, romantic)</p> <p>O Fortuna from Carmina Burana (Orff) (1935, 20<sup>th</sup> Century)</p> <p>2nd movement from Concierto de Aranjuez (Rodrigo) (1939, 20<sup>th</sup> Century)</p>		<p>Fanfare climatic</p> <p>Crescendo</p> <p>Ominous Adagio</p> <p>Classical guitar</p>
Summer 1	<p>Year 6: Songs of World War 2</p> <p>End point – create marching song</p>		<p>1) Singing for victory</p> <p><u>Knowledge / Skills:</u> To use musical vocabulary to identify features of different eras of music</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>What do you know about WW2 and music from this time? Share</li> <li>Listen to Pack up your Troubles and We'll Meet Again.</li> <li>Discuss how these contrast. Can the children match the correct musical description with the correct song?</li> </ul>	<p>Prior Learning – Dynamics Pitch and texture, Fingal's Cave by Mendelssohn (Hedgehogs)</p>	<p>music morale</p> <p>Britain troops frontline</p> <p>Vera Lynn contrast tempo</p>

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		<p>2) The White Cliffs of Dover</p> <p><u>Knowledge / Skills:</u></p> <p>To improve accuracy in pitch and control, singing with expression and dynamics</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>Recap previous lesson. Learn the song White Cliffs of Dover</li> <li>Discuss the melodic pitch patten</li> <li>Discuss feelings and thoughts associated with this piece</li> </ul>	<p><i>PLT task – research Vera Lynn. Who was she? Why was she considered so special? Listen to song more of her songs.</i></p>	<p>higher and lower diaphragm melody phrase graphic score pitch Do Re Mi Fa So La Ti counter-melody harmony Solfa</p>
		<p>3) Pitch up</p> <p><u>Knowledge / Skills:</u></p> <p>To identify pitches within an octave when singing</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>Learn about Tonic Solfa by discussion and listening to Do-Re-Mi</li> <li>Identify and discuss the melodic shape and describe the pitch of the notes</li> <li>Name the notes use Solfa</li> </ul>	<p><i>PLT task – listen to song more World War 2 songs and learn about the musicians.</i> <a href="https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-ww2-songs-index/zb9gwx">https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-ww2-songs-index/zb9gwx</a></p>	
		<p>4) Harmonise</p> <p><u>Knowledge / Skills:</u></p> <p>To use knowledge of pitch to develop confidence when singing in parts</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>Being with vocal warm ups</li> <li>Learn counter melody for White Cliffs of Dover</li> <li>Sing to the backing track focussing on not singing what you hear</li> <li>Practice listening to and identifying the counter melody and melody</li> </ul>		
		<p>5) Let's notate</p> <p><u>Knowledge / Skills:</u></p> <p>To be able to notate a melody using pitches up to an octave</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>Practice singing Solfa pitches using hand signs</li> <li>Rehearse and perform White Cliffs of Dover including counter melody to backing track. Record the performance.</li> </ul>		

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			<p>6) Let's write</p> <p><u>Knowledge / Skills:</u> To work in a group to write a song</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>Introduce how songs were used to help the army march in time and together. Listen to Colonel Bogey March and We're Gonna Hang Out the Washing. Identify how change of pitch can be used to have an effect</li> <li><a href="https://www.youtube.com/watch?v=gFzxXMG3aI0">https://www.youtube.com/watch?v=gFzxXMG3aI0</a></li> <li><a href="https://www.youtube.com/watch?v=o3WPted_ihs">https://www.youtube.com/watch?v=o3WPted_ihs</a></li> <li>Using their knowledge of creating the correct atmosphere and feel, children write own lyrics for a marching song. They could create their own melody or use a marching song that is familiar to them.</li> </ul>		
Summer 2	Year 6: Composing and performing a Leavers' song**Cycle B		<p>1) A single year</p> <p><u>Knowledge / Skills:</u> To listen to and describe music</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>Discuss that we will be writing a leavers song. Listen to different leavers songs and consider how they make you feel and why</li> <li>Determine who is the class winning song and why</li> </ul>		<p>allegro arrangement backing track chorus chord progression compose crescendo diminuendo dynamics evaluate forte largo lyrics melody mood musical features notation piano poetic structure repetitive rhyme ritardando tempo sequence stave notation upbeat</p>
			<p>2) Writing chorus lyrics</p> <p><u>Knowledge / Skills:</u> To write lyrics for a song</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>Recap lesson 1 – explore the lyrics</li> <li>Children to create lyrics for a 4 line chorus – consider rhyming</li> <li>Brainstorm ideas for verse content</li> </ul>	<i>PLT task Write the lyrics to your own song. This could be about leaving school or looking forward to new school.</i>	
			<p>3) Writing verse lyrics</p> <p><u>Knowledge / Skills:</u> To organise lyrics into a song structure</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>Look at presentation Leavers Song</li> <li>In groups write an 8 line verse for the leavers song. Review and adjust through class discussion</li> </ul>	<i>PLT task Write the verse to your own song. This could be about leaving school or looking forward to new school.</i>	
		 	<p>4) Backing Track</p> <p><u>Knowledge / Skills:</u> To use vocal improvisation and known melodies against a backing track</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>Presentation – four chord progression</li> <li>Explore four chord progression</li> <li>Improvise or sing over a song. Perform to class</li> </ul>	<i>PLT task – practice songs for the end of year production.</i>	



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		 <p>5) Creating a melody</p> <p><u>Knowledge / Skills:</u></p> <p>To compose a melody</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• Select the best backing track to use for the class song</li> <li>• Children to compose the melody for their song to go over the chord progression</li> <li>• Whole class sing or play the melody to the backing track.</li> </ul>		verse
		 <p>6) The final piece</p> <p><u>Knowledge / Skills:</u></p> <p>To compose a verse melody</p> <p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>• Practice the song composed previously</li> <li>• Compose melody for verse 1</li> <li>• Notate the final melody together</li> <li>• Whole class sing and practice final leavers song.</li> </ul>		