

# Newquay Primary Academy – Music Summer 2 Term Sequence



## Year 3

Myths and Legends

**Prior knowledge...**

- A ballad tells a story through song.
- Lyrics are the words of a song.
- In a ballad, a 'stanza' is a verse.

## YEAR 4

Developing singing technique (Theme: The Vikings)

**Prior knowledge...**

- When you sing without accompaniment it is called 'A Cappella'.
- Harmony means playing two notes at the same time that usually sound good together.
- An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.
- 'Performance directions' are words added to musical notation to tell the performers how to play.

## YEAR 5

Composition to represent the festival of colour (Theme: Holi festival)

**Prior knowledge...**

- Samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.
- The 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these.
- A rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms

## YEAR 6

Composing and performing a leavers' song

**Prior knowledge...**

- Simple pictures can be used to represent the structure (organisation) of music.
- A slow tempo and a minor key (pitch) can be used to make music sound sad.
- In written staff notation, notes can go on or between lines, and that the lines show the pitch of the note

## INTENT

To understand rhythms and texture and use these within own compositions.

To sing confidently with others with good recognition of pitch.

To use voices and instruments to improvise and compose a piece of music within a group.

To compose a leavers' song which shows chord progression and demonstrates the musical elements which they have learned during their primary education.

## VOCABULARY / STICKY KNOWLEDGE

beat, compose, composition, dynamics, graphic score, legend, melody, myth, notation, pitch, rhythm, stave notation, structure, tempo, texture, timbre

- A graphic score can show a picture of the structure of music.
- A graphic score can show a

composition, melody, notation, tempo, minim, crotchet, quaver, semibreve, dotted crotchet. coordinated, disciplined

- The group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.
- Different notes have different durations, and that dotted

Synesthesia, dynamics, Holi, graphic score, vocal composition, performance

- A vocal composition is a piece of music created only using voices.
- Varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of

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, verse

picture of the layers, or 'texture', of a piece of music.

- 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917.

crotchets are worth one and a half beats.

- 'Reading' music means using how the written note symbols look and their position to know what notes to play.
- Written music tells you how long to play a note for

the sound made.

- Human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.
- The duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.

- A chord progression is a sequence of chords that repeats throughout a song.
- A melody can be adapted by changing its dynamics, pitch or tempo.

- Chord progressions are represented

## SEQUENCE OF LESSONS

Lesson 1: Rhythm and structure  
To create a rhythm

Lesson 2: Structured graphic score  
To show structure on a graphic score.

Lesson 3: Layered graphic score  
To write a graphic score to show texture.

Lesson 4: Compose with structure  
To compose a piece of music with a given structure.

Lesson 5: Rehearse and perform  
To perform a group composition.

Lesson 1: Here come the Vikings!  
To sing in time with others

Lesson 2: Sing like a Viking  
To sing in time with others

Lesson 3: Viking notation  
To recognise simple rhythmic notation by ear and by sight.

Lesson 4: Viking battle song  
To use simple rhythmic notation to compose a Viking battle song.

Lesson 5: Perform like a Viking  
To perform music with confidence and discipline.

Lesson 1: Hearing colours  
To understand that music can be represented with colours.

Lesson 2: Picturing music  
To represent a piece of music as a graphic score.

Lesson 3: Vocal composition  
To create a vocal composition based on a picture.

Lesson 4: Colour composition  
To create a piece of music inspired by a single colour.  
Lesson 5: Performing in colour  
To work as a group to perform a piece of music.

Lesson 1: A single year  
To listen to and describe music.

Lesson 2: Writing chorus lyrics  
To write lyrics for a song.

Lesson 3: Writing verse lyrics  
To organise lyrics into a song structure.

Lesson 4: Backing track  
To use vocal improvisation and known melodies against a backing track.

Lesson 5: Creating a melody  
To compose a melody.

Lesson 6: The final piece  
To compose a verse melody

## OUTCOME / COMPOSITE

Perform their composition accurately, following the structure score to a Y3 class in another school.

Perform rhythms accurately from notation and layer them to create a composition. Add appropriate sound effects to their performances using

Work as a group to perform a composition and perform to another Y5 class

Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments and perform the leavers' song with confidence

untuned percussion and perform  
to a Y4 class in another school.

to parents at end of year  
show.