

Newquay Primary Academy – Music Spring 1 Term Sequence



Year 3

Pentatonic melodies and composition (Theme: Chinese New Year)

Prior knowledge...

- Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music.
- A 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'.
- A 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'.
- A 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note.
- Many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.

YEAR 4

N/A
Prior knowledge...

YEAR 5

Samba and carnival sounds and instruments

Prior knowledge...

- To understand that a chord is the layering of several pitches played at the same time.
- To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.
- To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.
- To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down.
- To understand that a chord is the layering of several pitches played at the same time

YEAR 6

Theme and Variations (Theme: Pop art)

Prior knowledge...

- Songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.
- 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.
- Major chords create a bright, happy sound.
- Poly-rhythms means many rhythms played at once.

INTENT

To understand the features of a pentatonic melody and scale and to use this to compose and perform their own piece of music in a group.

To understand what Samba music is and to be able to play it within an ensemble, demonstrating the key features.

To explore and perform rhythms within a group and to identify instrument within their section of the orchestra.

VOCABULARY / STICKY KNOWLEDGE

Tempo, crescendo, dynamics, timbre, duration • The word 'crescendo' means a sound getting gradually louder.

- Some traditional music around the world is based on five notes called a 'pentatonic' scale.

- A pentatonic melody uses only the five notes C D E G A.

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

- Samba music originated in Brazil, South America.

- The 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.

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

- A 'theme' is a main melody in a piece of music.

- 'Variations' in music are when a main melody is changed in some way throughout the piece.

- 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten.

- Representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.

SEQUENCE OF LESSONS

Lesson 1: Dragon dance
To learn about the music used to celebrate the Chinese New Year festival.
Lesson 2: Pentatonic scale
To play a pentatonic melody.

Lesson 3: Letter notation
To write and perform a pentatonic melody.

Lesson 4: Enter the dragon
To perform a group composition.

Lesson 1: Introduction to Samba
To recognise and identify the main features of samba music.

Lesson 2: Pulse and rhythm
To understand and play syncopated rhythms.

Lesson 3: Samba rhythms
To play syncopated rhythms as part of a group.
Lesson 4: Composing a break

Lesson 1: Pop Art and music
To explore the musical concept of theme and variations.

Lesson 2: The Young Person's Guide to the Orchestra

To compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra'.

Lesson 5: Final performance
To perform a piece of music as a group.

To compose a basic rhythmic break.

Lesson 5: Samba performance
To perform rhythmic breaks within the samba piece.

Lesson 3: Learning the theme
To use complex rhythms to be able to perform a theme.

Lesson 4: Exploring rhythms
To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time

Lesson 5: Picturing Pop Art
To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.

**OUTCOME /
COMPOSITE**

Play their part in a composition confidently.
Work as a group to perform a piece of music to their class.

Play their break and rhythm in time with the rest of their group and play in the correct place in the piece to parents in Spring Showcase.

Perform rhythms confidently either on their own or in a group and perform to the rest of their class.