

Newquay Primary Academy – Music Summer 1 Term Sequence



	Year 3	YEAR 4	YEAR 5	YEAR 6
	<p>Ballads</p> <p>Prior knowledge...</p> <ul style="list-style-type: none"> • 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. 	<p>Changes in pitch, tempo and dynamics (Theme: Rivers)</p> <p>Prior knowledge...</p> <ul style="list-style-type: none"> • To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!). • To know that 'transposing' a melody means changing its key, making it higher or lower pitched. • To know that a motif can be adapted by changing the notes, the rhythm or the order of notes. 	<p>South and West Africa</p> <p>Prior knowledge...</p> <ul style="list-style-type: none"> • 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. 	<p>Composition notation (Theme: Ancient Egypt)</p> <p>Prior knowledge...</p> <ul style="list-style-type: none"> • 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

INTENT

To understand, write lyrics to, and perform a ballad.	To recognise the key elements of music with a focus on pitch, tempo and dynamics. To also recognise and perform using ostinatos.	To recognise music from another culture and play rhythms and eight-beat breaks as part of an ensemble.	To use musical notation to record music, recognising pitch and note length and incorporating the key elements of music
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VOCABULARY / STICKY KNOWLEDGE

<p>ballad, ensemble, compose</p> <ul style="list-style-type: none"> • A ballad tells a story through song. • Lyrics are the words of a song. • In a ballad, a 'stanza' is a verse. 	<p>a cappella, breathing, dynamics, harmony, listen, texture, tempo, ostinato, percussion, layer</p> <ul style="list-style-type: none"> • When you sing without accompaniment it is called 'A Cappella'. • Harmony means playing two notes at the same time that usually sound good together. 	<p>a cappella, call and response, dynamics, performance, chord, improvisation, ostinato, break, poly-rhythms, master drummer, syncopation, metronome</p> <ul style="list-style-type: none"> • Songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the 	<p>features, notation, repeating, unison, composition, structure, repetition, melody, tempo, compose, ensemble, minor key</p> <ul style="list-style-type: none"> • 'Major' key signatures use note pitches that sound cheerful and upbeat.
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- 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

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.

- 'Minor' key signatures use note pitches that can suggest sadness and tension.
- 'Graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.
- Texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change

SEQUENCE OF LESSONS

Lesson 1: What is a ballad?
To sing a ballad and explain what it is.

Lesson 2: Performing a ballad
To be able to perform a ballad with an understanding of style.

Lesson 3: The story behind the song
To understand that ballads tell a story.

Lesson 4: Writing lyrics
To be able to write lyrics for a ballad.

Lesson 5: Singing my ballad
To take part in a group performance.

Lesson 1: The singing river
To sing in two parts using expression and dynamics.

Lesson 2: The listening river
To recognise key elements of music.

Lesson 3: The repeating river
To perform a vocal ostinato.

Lesson 4: The percussive river
To create and perform an ostinato.

Lesson 5: The performing river
To improve and perform a piece of music based around ostinatos.

Lesson 1: 'Shosholozza' a cappella
To sing a traditional African song unaccompanied.

Lesson 2: Playing 'Shosholozza'
To use untuned percussion to play a chord progression.

Lesson 3: The 'Shosholozza' show
To use vocals or tuned percussion to perform a piece of music as an ensemble.

Lesson 4: Drumming away to Africa
To play call and response rhythms using percussion instruments.

Lesson 5: Eight-beat breaks
To create an eight beat break to play within a performance.

Lesson 1: Here come the Egyptians
To sing with accuracy, fluency, control, and expression.

Lesson 2: Hieroglyphic score
To explore and use different forms of notation.

Lesson 3: Play like an Egyptian
To understand note length.

Lesson 4: Pitch pyramids
To read simple pitch notation.

Lesson 5: Egyptian farewell
To use hieroglyphs and stave notation to write a piece of music.

**OUTCOME /
COMPOSITE**

Write a verse with rhyming words which tell part of a story, then perform their lyrics fluently and with actions to another Y3 class.

Create and perform a piece with a variety of ostinatos and perform to another Y4 class.

Maintain their part in a performance with accuracy. Play the more complicated rhythms in time and with rests. Create an eight-beat break and play this in the correct place. Perform the above to a Y5 class in another school

Perform with confidence and in time with others to another Y6 class