

Newquay Junior Academy - Autumn 1 Sequence - Music



YEAR 4 – Body and tuned percussion (Theme: Rainforests)

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 5 - Blues

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 6

INTENT

To identify the structure of a piece of music and use their knowledge of structure to compose their own piece of music.

To immerse in, understand a play Blues music.

VOCABULARY / STICKY KNOWLEDGE

Pitter, patter, raindrop, clapping, clicking, body percussion, tempo, rhythm, boom, snap, structure, texture, contrast, higher, lower, compose, loop, melody, pitch, inspiration, keyboard

- Deciding the structure of music when composing can help us create interesting music with contrasting sections.
- Combining different instruments and different rhythms when we compose can create layers of sound we call ‘texture’.
- A ‘loop’ in music is a repeated melody or rhythm.
- Changing the dynamics of a musical phrase or motif can change the texture of a piece of music.

Blues, chord, 12-bar Blues, bar, scale, Blues scale, bent notes, ascending scale, descending scale, improvisation

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

SEQUENCE OF LESSONS		<u>Lesson 1: Pitter patter raindrops</u> To identify structure and texture in music. <u>Lesson 2: Rainforest body percussion</u> To use body percussion. <u>Lesson 3: The rhythm of the forest floor</u> To create musical rhythms using body percussion. <u>Lesson 4: The loopy rainforest</u> To create simple tunes. <u>Lesson 5: Sounds of the rainforest</u> To build and improve a composition.	<u>Lesson 1: History of the Blues</u> To know the key features of Blues music. <u>Lesson 2: Playing a chord</u> To play the first line of the 12-bar Blues. <u>Lesson 3: The 12-bar Blues</u> To be able to play the 12-bar Blues. <u>Lesson 4: Blues scale</u> To be able to play the Blues scale. <u>Lesson 5: Improvisation and the Blues.</u> To be able to improvise with notes from the Blues scale.	
OUTCOME / COMPOSITE		Have a complete piece of music with four different layers with an appropriate structure and perform to another class in Y4.	Play a selection of Blues scale notes out of order in their own improvisation and perform to their class.	

Newquay Junior Academy - Autumn 2 Sequence – Music



YEAR 3 – Traditional Instruments and improvisation (Theme: India)

Prior knowledge...

- To know that a 'soundscape' is a landscape created using only sounds.
- To know that a composer is someone who creates music and writes it down.
- To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music.

YEAR 4 – Adapting and transposing motifs (Theme: Romans)

Prior knowledge...

- Deciding the structure of music when composing can help us create interesting music with contrasting sections.
- Combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.
- A 'loop' in music is a repeated melody or rhythm.
- Changing the dynamics of a musical phrase or motif can change the texture of a piece of music.
-

YEAR 5

YEAR 6

INTENT

To learn about Indian music and its features and to perform a piece of music using musical notation.

To understand what a motif is and be able to adapt and transpose them.

VOCABULARY / STICKY KNOWLEDGE

Bollywood, drone, dynamics, notation, rag, sitar, table, tanpura, tala, tempo

- 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

backing track, bass line, beat, call and response, compose, crotchet, dotted minim, flats, graphic notation, in-time, in-tune, key, key signature, loop, lyrics, minim, motif, notation, ostinato, pitch, quavers, repeating patterns, repetition, rhythm, rhythmic notation, riff, semibreve, sharps

- 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 dum!).

	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.	‘Transposing’ a melody means changing its key, making it higher or lower pitched. - A motif can be adapted by changing the notes, the rhythm or the order of notes.		
SEQUENCE OF LESSONS	<u>Lesson 1: Introducing traditional Indian music and instruments.</u> To explain an opinion of Indian music. <u>Lesson 2: Indian music: Playing a rag</u> To be able to improvise using given notes. <u>Lesson 3: Indian music: Adding a drone</u> To be able to improvise using given notes. <u>Lesson 4: Indian music: Introducing the tal</u> To create a piece of music using a drone, rag and tal <u>Lesson 5: Indian music: Performing Anile vaa</u> To perform a piece of music using musical notation.	<u>Lesson 1: Here come the Romans</u> To sing in tune and in time. <u>Lesson 2: Musical motifs</u> To understand what a musical motif is. <u>Lesson 3: Motifs and mosaics</u> To compose and notate a motif. <u>Lesson 4: Motif development</u> To develop and transpose a musical motif. <u>Lesson 5: Combine and perform</u> To combine and perform different versions of a musical motif.		
OUTCOME / COMPOSITE	Sing and play in time with others with some degree of accuracy and awareness of each other’s parts and perform to parents during parent café.	Combine different versions of a musical motif and perform as a group, to parents, using musical notation.		