

Newquay Junior Academy - Spring 1 Sequence - Music



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

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 5: Final performance

To perform a piece of music as a group.

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

To compose a basic rhythmic break.

Lesson 5: Samba performance

To perform rhythmic breaks within the samba piece.

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 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.

Newquay Junior Academy – Spring 2 Sequence – Music



YEAR 3

YEAR 4

YEAR 6 – Songs of World War 2

Prior knowledge...

- 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 sing a variety of World War 2 songs with accuracy of pitch, dynamics and harmony.

VOCABULARY / STICKY KNOWLEDGE

Music, morale, Britain, troops, frontline, Vera Lynn, contrast, tempo, higher and lower, diaphragm, melody, phrase, graphic score, pitch, Do Re Mi Fa So La Ti, counter-melody, harmony, Solfa

- 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2.
- The Solfa syllables represent the pitches in an octave.
- A 'counter-subject' or 'counter-melody' provides contrast to the main melody.
- A counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.

SEQUENCE OF LESSONS

Lesson 1: Singing for victory

To use musical vocabulary to identify features of different ears of music.

Lesson 2: The White Cliffs of Dover

To improve accuracy in pitch and control, singing with expression and dynamics.

Lesson 3: Pitch Up

To identify pitches within an octave when singing.



Lesson 4: Harmonise
To use knowledge of pitch to develop confidence when singing in parts.

Lesson 5: Let's notate
To be able to notate a melody using pitches up to an octave.

OUTCOME / COMPOSITE



Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing and perform as a year group during WW2 day.