

Newquay Junior Academy - Summer 1 Sequence - Music



YEAR 3 –Ballads

Prior knowledge...

- 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.

YEAR 4 – Changes in pitch, tempo and dynamics (Theme: Rivers)

Prior knowledge...

- 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.

YEAR 5 - South and West Africa

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.

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.

VOCABULARY/STICKY KNOWLEDGE

ballad, ensemble, compose

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

a cappella, breathing, dynamics, harmony, listen, texture, tempo, ostinato, percussion, layer

- 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.

a cappella, call and response, dynamics, performance, chord, improvisation, ostinato, break, poly-rhythms, master drummer, syncopation, metronome

- 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.

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: ‘Shosholoza’ a cappella

To sing a traditional African song unaccompanied.

Lesson 2: Playing ‘Shosholoza’

To use untuned percussion to play a chord progression.

Lesson 3: The ‘Shosholoza’ 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.

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.

Newquay Junior Academy – Summer 2 Sequence – Music



YEAR 3

YEAR 4

YEAR 6 – Composing and performing a leavers' song

Prior knowledge...

- '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.

INTENT

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

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

- 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 in music by Roman numerals

SEQUENCE OF LESSONS				<p><u>Lesson 1: A single year</u> To listen to and describe music.</p> <p><u>Lesson 2: Writing chorus lyrics</u> To write lyrics for a song.</p> <p><u>Lesson 3: Writing verse lyrics</u> To organise lyrics into a song structure.</p> <p><u>Lesson 4: Backing track</u> To use vocal improvisation and known melodies against a backing track.</p> <p><u>Lesson 5: Creating a melody</u> To compose a melody.</p> <p><u>Lesson 6: The final piece</u> To compose a verse melody.</p>
OUTCOME / COMPOSITE				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 to parents at end of year show.