

# 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.

## YEAR 6 – Composition notation (Theme: Ancient Egypt)

### 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 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.

## 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.

features, notation, repeating, unison, composition, structure, repetition, melody, tempo, compose, ensemble, minor key

- ‘Major’ key signatures use note pitches that sound cheerful and upbeat.
- ‘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: '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.

### 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.

# Newquay Junior Academy – Summer 2 Sequence – Music



## YEAR 3 – Myths and Legends

### 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 4 – Developing singing technique (Theme: The Vikings)

### 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 5 – Composition to represent the festival of colour (Theme: Holi festival)

### 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.

## YEAR 6 – Composing and performing a leavers' song

### Prior knowledge...

- Simple pictures can be used to represent the structure (organisation) of music.
- A slow tempo and a minor key (pitch) can be used to make music sound sad.
- In written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.

## INTENT

To understand rhythms and texture and use these within own compositions.

To sing confidently with others with good recognition of pitch.

To use voices and instruments to improvise and compose a piece of music within a group.

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

beat, compose, composition, dynamics, graphic score, legend, melody, myth, notation, pitch, rhythm, stave notation, structure, tempo, texture, timbre

- A graphic score can show a picture of the structure of music.
- A graphic score can show a picture of the layers, or 'texture', of a piece of music.
- 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917.

composition, melody, notation, tempo, minim, crotchet, quaver, semibreve, dotted crotchet. coordinated, disciplined

- The group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.
- Different notes have different durations, and that dotted crotchets are worth one and a half beats.
- 'Reading' music means using how the written note symbols look and their position to know what notes to play.
- Written music tells you how long to play a note for.

Synesthesia, dynamics, Holi, graphic score, vocal composition, performance

- A vocal composition is a piece of music created only using voices.
- Varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made.
- Human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.
- The duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.

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

### Lesson 1: Rhythm and structure

To create a rhythm

### Lesson 2: Structured graphic score

To show structure on a graphic score.

### Lesson 3: Layered graphic score

To write a graphic score to show texture.

### Lesson 4: Compose with structure

To compose a piece of music with a given structure.

### Lesson 5: Rehearse and perform

To perform a group composition.

### Lesson 1: Here come the Vikings!

To sing in time with others

### Lesson 2: Sing like a Viking

To sing in time with others

### Lesson 3: Viking notation

To recognise simple rhythmic notation by ear and by sight.

### Lesson 4: Viking battle song

To use simple rhythmic notation to compose a Viking battle song.

### Lesson 5: Perform like a Viking

To perform music with confidence and discipline.

### Lesson 1: Hearing colours

To understand that music can be represented with colours.

### Lesson 2: Picturing music

To represent a piece of music as a graphic score.

### Lesson 3: Vocal composition

To create a vocal composition based on a picture.

### Lesson 4: Colour composition

To create a piece of music inspired by a single colour.

### Lesson 5: Performing in colour

To work as a group to perform a piece of music.

### Lesson 1: A single year

To listen to and describe music.

### Lesson 2: Writing chorus lyrics

To write lyrics for a song.

### Lesson 3: Writing verse lyrics

To organise lyrics into a song structure.

### Lesson 4: Backing track

To use vocal improvisation and known melodies against a backing track.

### Lesson 5: Creating a melody

To compose a melody.

### Lesson 6: The final piece

To compose a verse melody.

## OUTCOME / COMPOSITE

Perform their composition accurately, following the structure score to a Y3 class in another school.

Perform rhythms accurately from notation and layer them to create a composition. Add appropriate sound effects to their performances using untuned percussion and perform to a Y4 class in another school.

Work as a group to perform a composition and perform to another Y5 class.

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.