

Topic: Pitch (Superheroes)

National Curriculum Objectives which are covered in this unit:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Model Music Curriculum Areas which are covered in this unit:

- Singing
- Listening
- Performing
- Composing

Lesson sequence - include the key concept, L.O. and brief description of lesson

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| <p>Lesson 1 – Recognising Sounds <i>Recognising low and high sounds in a superhero theme tune.</i></p> <p>LO: To identify high- and low-pitched sounds.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can recognise high- and low-pitched sounds. • I can create a high- and low-pitched sound. <p>Assessing progress and understanding: Pupils with secure understanding indicated by: identifying which notes are high and low; performing high and low notes. Pupils working at greater depth indicated by: identifying and demonstrating subtle pitch differences (a few notes apart).</p> | <p>Lesson 2 – Pitch Patterns <i>Exploring pitch by creating a simple superhero theme tune using a low- and a high-pitched note.</i></p> <p>LO: To explore pitch by creating two-pitch patterns.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can make two sounds with different pitches. • I can create a pattern using two different pitches. • I can play or sing a pattern with two different pitches. <p>Assessing progress and understanding: Pupils with secure understanding indicated by: creating and performing a two-pitch pattern representing a superhero. Pupils working at greater depth indicated by: creating a pattern using more than two pitches and playing or singing it.</p> | <p>Lesson 3 – Changing Tempo <i>Developing superhero theme tunes by adding tempo changes to make them more exciting.</i></p> <p>LO: To demonstrate tempo changes.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can recognise fast and slow music. • I can perform fast and slow music. <p>Assessing progress and understanding: Pupils with secure understanding indicated by: identifying changes in tempo and using varying tempos in their superhero patterns; creating and performing a three-note musical pattern that uses different pitches and represents a superhero. Pupils working at greater depth indicated by: slowing down and speeding up their patterns; showing an understanding of how tempo can be used to convey action.</p> | <p>Lesson 4 – Superhero Theme Tune <i>Considering the features of superhero theme tunes and working collaboratively to create original superhero compositions.</i></p> <p>LO: To create a superhero theme tune with a variety in tempo and pitch.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can use fast and slow sounds. • I can use high and low sounds. • I can perform as part of a group. • I can create a theme that fits a purpose. <p>Assessing progress and understanding: Pupils with secure understanding indicated by: contributing ideas and cooperating within their group to create a piece that incorporates the discussed musical features; preparing and performing their piece, demonstrating an understanding of their chosen tempo and pitch. Pupils working at greater depth indicated by: using more than three sounds within their composition;</p> | <p>Lesson 5 – Final Performance <i>Performing compositions considering pitch and tempo.</i></p> <p>LO: To perform a piece of superhero music showing a change of pitch and tempo.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can talk about music using the words fast and slow, high and low. • I can work in a group to perform a superhero theme tune. <p>Assessing progress and understanding: Pupils with secure understanding indicated by: participating in discussions about pitch and tempo and how these elements create a superhero theme; contributing ideas and cooperating within their group; offering feedback to groups on their performance; following instructions during a performance. Pupils working at greater depth indicated by: explaining the reasons behind their musical choices; leading their group through the composition and performance process.</p> |
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| | | | explaining the reasons behind their musical choices and how these choices enhance the superhero theme; leading their group through the composition and performance process. | |
| <u>Prior learning</u> <i>List year groups and topics with connected learning</i> | EYFS Exploring Sound Celebration Music Music and Movement Musical Stories Transport Big Band Year 1 Keeping the Pulse (Theme: My Favourite Things) Tempo (Theme: Snail and Mouse) Dynamics (Theme: Seaside) Sound Patterns (Theme: Fairytales) | | | |
| <u>Future learning</u> <i>List year groups and topics with connected learning</i> | Year 1: Pitch (Theme: Superheroes) Musical Symbols (Theme: Under the Sea) Year 2 Call and Response (Theme: Animals) Instruments (Theme: Storytelling) Singing (Theme: On This Island) Contrasting Dynamics (Theme: Space) Structure (Theme: Myths and Legends) Pitch (Theme: Musical Me) Year 3 Ballads Creating Composition in Response to Animation (Theme: Mountains) Developing Singing Technique and Keeping in Time (Theme: Vikings) Pentatonic Melodies and Composition (Theme: Chinese New Year) Instrumental Unit One (Theme: South Africa) Traditional Instruments and Improvisation (Theme: India) | | Year 4 Body and Tuned Percussion (Theme: Rainforests) Rock and Roll Changes in Pitch, Dynamics and Tempo (Theme: Rivers) Haiku, Music and Performance (Hanami) Samba and Carnival Sounds and Instruments Adapting and Transposing Motifs (Theme: Romans) Year 5 Blues Musical Theatre Composition Notation (Theme: Ancient Egypt) Looping and Remixing Composition (Theme: Festival of Colour) South and West Africa Year 6 Dynamics, Pitch and Texture (Theme: Coast – Fingal’s Cave by Mendelssohn) Songs of World War 2 Film Music Theme and Variations (Theme: Pop Art) Baroque Composing and Performing a Leavers’ Song | |
| <u>Key vocabulary to be explicitly taught</u> | High; low; pattern; performance; pitch; tempo | | | |
| <u>Cross-curricular links</u> | English Imagining a story behind their music | | | |

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| <u>Enrichment</u> | Rocksteady Feel Good Friday Autumn 1 – 20 th September: Musical Toolkit and Vocal Zone sections for pitch |
| <u>Useful websites/resources</u> | Kapow Music BBC Teach BBC Ten Pieces Rocksteady Feel Good Friday |