

Topic: Structure (Myths and Legends)

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
- Performing
- Listening
- Composing

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

<p>Lesson 1 – Reading and Clapping Rhythms <i>Using rhythms to tell the story of St George and the Dragon.</i></p> <p>LO: To read and clap a rhythm based on a phrase from a story.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can read and clap one-beat notes. • I can read and show one-beat rests. <p>Assessing progress and understanding Pupils with secure understanding indicated by: reading simple rhythms and clapping one-beat notes; showing an understanding of rest beats using their body.</p> <p>Pupils working at greater depth indicated by: showing rest beats in different ways (using different body parts); using their thinking voice.</p>	<p>Lesson 2 – Clapping and Writing Rhythms <i>Clapping and writing rhythms using rests and one and paired half beats based on phrases learnt from a myth.</i></p> <p>LO: To hear, write and clap rhythms based on a phrase from a story.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can recognise and write one-beat notes. • I can recognise and write one-beat rests. • I can recognise and write paired half-beat notes. <p>Assessing progress and understanding Pupils with secure understanding indicated by: recognising and writing one-beat notes; recognising and demonstrating paired half beats; showing a rest beat using a silent movement.</p> <p>Pupils working at greater depth indicated by: confidently writing single and paired half beats to show rhythm.</p>	<p>Lesson 3 – Structure <i>Using vocals and instruments to play rhythms, while considering the structure of the music.</i></p> <p>LO: To use a rhythm in different ways to demonstrate structure.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can read, clap and play rhythms using one beat and paired half beats. • I can read and play rhythms that use a one beat rest. • I can recognise, follow and play a structured piece of music. <p>Assessing progress and understanding Pupils with secure understanding indicated by: reading and playing rhythms using one beats and paired half beats; showing a rest using their body; following a structure to play a piece of music.</p> <p>Pupils working at greater depth indicated by: following a structure to play a piece of music using vocals and instruments;</p>	<p>Lesson 4 – Compose with Structure <i>Composing a piece of music with a given structure and creating a written score for it.</i></p> <p>LO: To create a structure using rhythmic patterns.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can compose a piece of music using a given structure. • I can read one beat and paired half beats. • I can read and show beat rests. <p>Assessing progress and understanding Pupils with secure understanding indicated by: following the given structure for their composition; adding rhythms to a structure to create a beginning, middle and end.</p> <p>Pupils working at greater depth indicated by: justifying the order of their rhythms and explaining why they chose a particular structure; confidently reading, clapping and playing rhythms using one beat and paired half beats, as well as one beat rests.</p>	<p>Lesson 5 – Rehearse and Perform <i>Rehearsing and performing previously prepared compositions, learning to perform as a group and to follow structure accurately.</i></p> <p>LO: To perform a group composition.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can work well as part of a group and listen to others. • I can perform my composition correctly from a prepared structure. • I can read a musical structure from left to right. <p>Assessing progress and understanding Pupils with secure understanding indicated by: working well as part of a group, listening to others and respecting their ideas; reading and following a given structure from left to right; maintaining a steady beat; using a thinking voice when needed; clapping and playing rests and beats correctly.</p>
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		increasing the tempo of a piece of music while correctly following the structure.		Pupils working at greater depth indicated by: confidently identifying when a new section of music has started; providing feedback to their group to improve the performance.
<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) 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)			
<u>Future learning</u> <i>List year groups and topics with connected learning</i>	Year 2: 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>	One-beat notes; composition; paired half-beat notes; legend; myth; notation; pulse; rest; rhythm; structure; tempo; thinking voice			

<u>Cross-curricular links</u>	English – reading Discussing the legend of St George and the dragon, and King Arthur
<u>Enrichment</u>	Rocksteady Feel Good Friday Spring 2 – 21 st February: The Rhythm Clock game
<u>Useful websites/resources</u>	Kapow Music BBC Teach BBC Ten Pieces Rocksteady Feel Good Friday