

Topic: Ballads

National Curriculum Objectives which are covered in this unit:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using inter-related dimensions of music.
- Listen with attention to details and recall sounds with increasing aural memory.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

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 – What is a Ballad? <i>Children listen to and learn to identify the features of a ballad, understanding that ballads tell a story through song.</i></p> <p>LO: To use musical vocabulary to explain stylistic features of a ballad.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can name the key features of a ballad. • I can use musical vocabulary to describe the features of a ballad. • I can learn the lyrics of a song and use actions to help me remember it. • I can follow the tune of a ballad. <p>Assessing progress and understanding Pupils with secure understanding indicated by: identifying the key features of a ballad and performing one using actions. Pupils working at greater depth indicated by: explaining how the features of a ballad</p>	<p>Lesson 2 – Performing a Ballad <i>Children listen to and learn to identify the features of a ballad, understanding that ballads tell a story through song.</i></p> <p>LO: To explore how actions can impact performance.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can remember the lyrics and tune of a new song. • I can perform the song with actions. • I understand what a ballad is and can sing in that style. <p>Assessing progress and understanding Pupils with secure understanding indicated by: singing in time and in tune with the song as well as incorporating actions. Pupils working at greater depth indicated by: singing with expression, conveying the meaning of the song as well as adding appropriate actions to help tell the story.</p>	<p>Lesson 3 – The Story Behind the Song <i>After watching a short animation, children pick out and note down the key parts of the story in preparation for writing their own lyric.</i></p> <p>LO: To plan a musical structure inspired by a story.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can write sentences to accompany a storyline. • I can summarise a story. <p>Assessing progress and understanding Pupils with secure understanding indicated by: retelling a summary of the story of the animation and understanding a key feature of a ballad. Pupils working at greater depth indicated by: writing descriptive sentences in rhyming pairs and understanding how a ballad should sound.</p>	<p>Lesson 4 – Writing Lyrics <i>Children write lyrics to tell a story; including a class chorus and a verse written as a group which focusses on specific parts of the animated story.</i></p> <p>LO: To create lyrics that match a melody.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can contribute to lyrics written by the class. • I can write lyrics which rhyme. • I can write short sentences to create a story. <p>Pupils with secure understanding indicated by: writing a verse with rhyming words which tell part of a story. Pupils working at greater depth indicated by: writing a rhyming verse with a clear storyline running through it.</p>	<p>Lesson 5 – Singing my Ballad <i>Using a backing track, children perform their ballad, with actions, as a class.</i></p> <p>LO: To show awareness of style, structure and features to perform a ballad.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can write nonsense words to fill time in my ballad. • I can accurately perform my lyrics with confidence. <p>Assessing progress and understanding Pupils with secure understanding indicated by: performing the lyrics fluently and with actions. Pupils working at greater depth indicated by: performing solo nonsense sections and using expression when reading their lyrics.</p>
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convey a message and performing a ballad with appropriate feeling.					
<p>Prior learning</p> <p><i>List year groups and topics with connected learning</i></p>	<p>EYFS</p> <p>Exploring Sound Celebration Music Music and Movement Musical Stories Transport Big Band</p> <p>Year 1</p> <p>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)</p>		<p>Year 2</p> <p>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)</p>		
<p>Future learning</p> <p><i>List year groups and topics with connected learning</i></p>	<p>Year 3</p> <p>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)</p> <p>Year 4</p> <p>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)</p>		<p>Year 5</p> <p>Blues Musical Theatre Composition Notation (Theme: Ancient Egypt) Looping and Remixing Composition (Theme: Festival of Colour) South and West Africa</p> <p>Year 6</p> <p>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</p>		
<p>Key vocabulary to be explicitly taught</p>	<p>Ballad; chorus; compose; dynamics; emotions; ensemble; facial expressions; features; feelings; instrumentals; lyrics; melody; nonsense words; performance; phrases; poem; pop songs; rehearse; rhyme; solo; stanza; story mountain; summarise; tune; verse; vocabulary; volume</p>				
<p>Cross-curricular links</p>	<p>English – Writing Considering the structure of ballads using a story mountain, selecting language carefully to write lyrics</p> <p>English – Reading Listening to Space Oddity by Bowie and summarising the story in the lyrics</p> <p>RSE/PSHEE Using feelings words to describe the effect of the music</p>				
<p>Enrichment</p>	<p>Rocksteady Feel Good Friday Autumn 2 – 15th November: Musical word of the week (Chorus) BBC Bitesize – Expressing Yourself in Song – watch ‘What are lyrics?’ section.</p>				

Useful websites/resources

Kapow Music
BBC Teach
BBC Ten Pieces
Rocksteady Feel Good Friday