

Topic: Developing Singing Technique and Keeping in Time

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.
- Use and understand staff and other musical notations.
- 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 – Here Come the Vikings! <i>Singing Viking-themed vocal warm-ups and learning the 'Dragon Ships' song through call and response.</i></p> <p>LO: To sing in time with others.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can move and sing at the same time as my classmates. • I can learn new lyrics and follow a tune. • I can say what we need to do better next time. <p>Assessing progress and understanding Pupils with secure understanding indicated by: moving and singing as a team; following the tune and lyrics on the screen; making suggestions for improving their performance.</p> <p>Pupils working at greater depth indicated by: using musical vocabulary accurately to</p>	<p>Lesson 2 – Sing Like a Viking <i>Developing singing technique and adding actions to the 'Dragon Ships' song to help remember the lyrics and keep in time.</i></p> <p>LO: To sing in time with others.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can sing in time with the music. • I can follow the tune. • I can move in time to the music. • I can identify how to improve my performance. <p>Assessing progress and understanding Pupils with secure understanding indicated by: suggesting improvements to work; singing and moving mostly in time and in tune.</p> <p>Pupils working at greater depth indicated by: suggesting improvements to work using musical vocabulary; consistently singing and moving in time and in tune.</p>	<p>Lesson 3 – Viking Notation <i>Developing singing technique and adding actions to the 'Dragon Ships' song to help remember the lyrics and keep in time.</i></p> <p>LO: To recognise simple rhythmic notation by ear and by sight.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can recognise and name note rhythms when I hear them. • I can recognise and name note rhythms when I see them. <p>Assessing progress and understanding Pupils with secure understanding indicated by: recognising minims, crotchets and quavers, often by ear and reliably by sight.</p> <p>Pupils working at greater depth indicated by: recognising minims, crotchets and quavers reliably by ear and by sight;</p>	<p>Lesson 4 – Viking Battle Song <i>Experimenting with the order of known rhythms, children create their own Viking song, adding instrumental effects.</i></p> <p>LO: To use simple rhythmic notation to compose a Viking battle song.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can perform rhythms accurately from notation. • I can layer rhythms to create a piece of music. • I can add instrumental sound effects to a piece of music. <p>Assessing progress and understanding Pupils with secure understanding indicated by: performing rhythms accurately from notation; layering them to create a composition and adding appropriate sound effects with untuned percussion.</p>	<p>Lesson 5 – Perform Like a Viking <i>Performing the 'Dragon Ships' song and each group's Viking battle song and evaluating each others' performance.</i></p> <p>LO: To perform music with confidence and discipline.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can perform with confidence. • I can perform in time and in tune with others. <p>Assessing progress and understanding Pupils with secure understanding indicated by: joining in with the performances confidently and reasonably in time and tune.</p> <p>Pupils working at greater depth indicated by: joining in with the performances confidently with a high level of accuracy in terms of timing and tuning.</p>
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<p>describe the music of the song; using musical vocabulary accurately to describe the features of the performance that need improving.</p>		<p>noticing the different types of rhythms within the song (dotted quavers).</p>	<p>Pupils working at greater depth indicated by: performing more complex rhythms accurately from notation; creating their own rhythms, layering them to create a composition and adding a wide range of appropriate sound effects with untuned percussion and/or their own instruments.</p>	
<p>Prior learning <i>List year groups and topics with connected learning</i></p>	<p>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)</p>		<p>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)</p>	
<p>Future learning <i>List year groups and topics with connected learning</i></p>	<p>Year 3: 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)</p>		<p>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</p>	
<p>Key vocabulary to be explicitly taught</p>	<p>Accuracy; backing track; beat; body percussion; call and response; composition; co-ordinated; crotchet; discipline; duration; melody; in-time; in-tune; dynamics; layer; lyrics; key change; major key; minor key; notation; tempo; part; pulse; quaver; rehearse; rhythm; rhythmic notation; sound effects; stave; notation; tempo; tension; tune; vocal warm-up</p>			

<u>Cross-curricular links</u>	History Learning about the Vikings and their army PE Performing movements in synchronisation
<u>Enrichment</u>	Rocksteady Feel Good Friday – Autumn 1 – Vocal section of each video to support singing technique BBC Bitesize – Vocal warm ups – video on diction
<u>Useful websites/resources</u>	Kapow Music BBC Teach BBC Ten Pieces Rocksteady Feel Good Friday