

Topic: Traditional Instruments and Improvisation

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.
- Develop an understanding of the history 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 – Introducing Traditional Indian Music and Instruments Watching the ‘Story of Nian’, dancing to music traditionally used to celebrate the festival, moving in response to the musical elements: crescendo, tempo and duration.</p> <p>LO: To form an opinion of Indian music.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can explain how the tempo and dynamics vary in Indian music. • I can express the reasons why I like or dislike the music. • I know which instruments are used in Indian music. <p>Assessing progress and understanding Pupils with secure understanding indicated by: verbalising how they feel about the music and being able to identify what it is they like or dislike.</p>	<p>Lesson 2 – Indian Music: Playing a Rag Playing the pentatonic scale on a tuned instrument as a class and in pairs.</p> <p>LO: To be able to improvise using given notes.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I know what a rag is. • I can read musical notation and play these notes. • I can use a rag to improvise. <p>Assessing progress and understanding Pupils with secure understanding indicated by: reading musical notation and playing the correct notes of the rag – usually in an up and down pattern. Pupils working at greater depth indicated by: showing more originality with their improvised pieces; for example, using the notes more than once and out of order.</p>	<p>Lesson 3 – Indian Music: Adding a Drone Creating and playing simple pentatonic melodies.</p> <p>LO: To be able to improvise using given notes.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I know what a rag is. • I can read musical notation and play these notes. • I can use a rag to improvise. <p>Assessing progress and understanding Pupils with secure understanding indicated by: using the correct notes of the rag, playing alongside a drone. Pupils working at greater depth indicated by: showing more originality with experimenting with the rag; playing in time with the drone.</p>	<p>Lesson 4 – Indian Music: Introducing the Tal Creating a piece of music to tell the Story of Nian using untuned percussion instruments to represent the villagers frightening the dragon away.</p> <p>LO: To create a piece of music using a drone, rag and tal.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can play a rag. • I can play a drone. • I can play a tal. • I can improvise a rag along to a drone and tal using the correct notes. <p>Assessing progress and understanding Pupils with secure understanding indicated by: being able to use the correct notes of the rag, playing alongside a tal or being able to play the tal in time with a drone being played.</p>	<p>Lesson 5 – Indian Music: Performing Anile vaa Performing pentatonic compositions as a group using tuned and untuned instruments.</p> <p>LO: To perform a piece of music using musical notation.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can sing accurately from musical notation and lyrics. • I can play the tune of the song from musical notation. • I can perform as part of a group. <p>Assessing progress and understanding Pupils with secure understanding indicated by: singing and playing in time with each other with some degree of accuracy and awareness of each other’s parts; reading musical notation.</p>
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<p>Pupils working at greater depth indicated by: using the vocabulary (dynamics, layers or timbre) to support their opinion.</p>			<p>Pupils working at greater depth indicated by: showing some thought in their performance; for example, listening to the other person playing and trying to play with them rather than alongside them; having a clear start and stop.</p>	<p>Pupils working at greater depth indicated by: performing with confidence and accuracy; leading the group to make sure everyone plays in time.</p>
<p><u>Prior learning</u></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>Year 3</p> <p>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)</p>	
<p><u>Future learning</u></p> <p><i>List year groups and topics with connected learning</i></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><u>Key vocabulary to be explicitly taught</u></p>	<p>Bollywood; compose; drone; dynamics; harmonium; improvise; Indian flute; lyrics; melodic line; notation; opinion; pitch; rag; repeated rhythm; rhythm; sarangi; sitar; table; tala; tempo</p>			

<u>Cross-curricular links</u>	RSE/PSHEE Being respectful and appreciate of differences in music PE Moving in response to music Geography Finding India on a world map and learning about part of its culture. MFL Singing Anile vaa
<u>Enrichment</u>	BBC Bitesize – What is improvising? Video – Improvising with Instruments BBC Bitesize Primary video – Traditional Indian Music
<u>Useful websites/resources</u>	Kapow Music BBC Teach BBC Ten Pieces Rocksteady Feel Good Friday