

Topic: Adapting and Transposing Motifs

**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.
- Improve 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><b>Lesson 1 – Here Come the Romans</b> <i>Singing Roman-themed vocal warm-ups and learning the Road building song through call and response.</i></p> <p><b>LO:</b> To sing in tune and in time.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can sing in time with other people and a backing track.</li> <li>• I can follow or remember the lyrics.</li> <li>• I can follow the tune.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> learning a new song, singing in time and in tune while following the lyrics. <b>Pupils working at greater depth indicated by:</b> quickly picking up the tune and remembering the lyrics; using musical vocabulary to describe both the music of</p>	<p><b>Lesson 2 – Musical Motifs</b> <i>Learning what a motif is and how to identify one, playing and incorporating motifs into the Road building song.</i></p> <p><b>LO:</b> To understand what a musical motif is.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can explain what a motif is.</li> <li>• I can hear and recognise a motif in a piece of music.</li> <li>• I can play a motif on a tuned instrument.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> identifying motifs aurally and playing a repeated pattern on a tuned instrument. <b>Pupils working at greater depth indicated by:</b> identifying and articulating</p>	<p><b>Lesson 3 – Motifs and Mosaics</b> <i>Creating a motif and experimenting with a different form of notation to record compositions.</i></p> <p><b>LO:</b> To compose and notate a motif.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can compose a motif.</li> <li>• I can use graphic notation to record my motif.</li> <li>• I recognise standard rhythmic notation.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> creating and performing a motif, notating it with reasonable accuracy. <b>Pupils working at greater depth indicated by:</b> writing their motif down using staff</p>	<p><b>Lesson 4 – Motif Development</b> <i>Experimenting with rhythm, note order and even the notes themselves, developing the motifs from the previous lesson.</i></p> <p><b>LO:</b> To develop and transpose a musical motif.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can transpose (change the key of) my motif.</li> <li>• I can use sharp and flat notes to transpose my motif.</li> <li>• I can adapt my motif (by changing notes, the rhythm or reversing the order).</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> transposing their motif, using sharp or flat notes where necessary and changing the rhythm.</p>	<p><b>Lesson 5 – Combine and Perform</b> <i>Combining different motif versions and performing these to the rest of the class.</i></p> <p><b>LO:</b> To combine and perform different versions of a musical motif.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can combine different versions of a musical motif.</li> <li>• I can perform my own part in a group performance.</li> <li>• I can play from musical notation.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> combining different versions of a musical motif and performing as a group using musical notation. <b>Pupils working at greater depth indicated by:</b> combining different versions of a musical motif, identifying what would work well.</p>
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the song and the features of the performance that need improving.	the development of motifs in a piece of music; playing the motifs accurately by sight.	notation and, if they have one, playing their motif on their own instrument.	<b>Pupils working at greater depth indicated by:</b> reversing the rhythm in their motif, as well as transposing it using sharp and flat notes.	They should also take the lead, ensuring that the group stays in time with each other.
<p><b>Prior learning</b></p> <p><i>List year groups and topics with connected learning</i></p>	<p><b>EYFS</b></p> <p>Exploring Sound Celebration Music Music and Movement Musical Stories Transport Big Band</p> <p><b>Year 1</b></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><b>Year 2</b></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><b>Year 3</b></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) Traditional Instruments and Improvisation (Theme: India)</p> <p><b>Year 4</b></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><b>Future learning</b></p> <p><i>List year groups and topics with connected learning</i></p>	<p><b>Year 5</b></p> <p>Blues Musical Theatre Composition Notation (Theme: Ancient Egypt) Looping and Remixing Composition (Theme: Festival of Colour) South and West Africa</p> <p><b>Year 6</b></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><b>Key vocabulary to be explicitly taught</b></p>	<p>Backing track; bass line; beat; call and response; compose; crotchet; dotted minim; flats; graphic notation; in-time; in-tune; key; key signature; loop; lyrics; minim; motif; notation; ostinato; pitch; quavers; repeating patterns; repetition; rhythm; rhythmic notation; riff; semibreve; sharps; tempo; transpose; tuned instrument; vocal warm-ups</p>			

<b><u>Cross-curricular links</u></b>	<b>History</b> Learning about the things the Romans did for us. <b>Art</b> Creating and appreciating mosaics.
<b><u>Enrichment</u></b>	Rocksteady Feel Good Friday: Summer 1 – 9 <sup>th</sup> May: Word of the Week section (Motif)
<b><u>Useful websites/resources</u></b>	<b>Kapow Music</b> <b>BBC Teach</b> <b>BBC Ten Pieces</b> <b>Rocksteady Feel Good Friday</b>