

Topic: Changes in Pitch, Tempo and Dynamics (Rivers)

**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**

| Lesson 1 – The Singing River  | Lesson 2 – The Listening River   | Lesson 3 – The Repeating River   | Lesson 4 – The Percussive River  | Lesson 5 – The Performing River   |
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| <p>Making links between the course of a river and music, singing in rounds and exploring two-part harmony with expression and dynamics.</p> <p><b>LO:</b> To sing in two parts using expression and dynamics.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can hold my own part.</li> <li>• I can sing accurately.</li> <li>• I can sing with expression.</li> <li>• I can add relevant dynamics to my singing.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> singing in tune with developing breath control and in harmony with others when singing as a round.</p> <p><b>Pupils working at greater depth indicated by:</b> singing as a round with confidence and</p> | <p>Listening and analysing music based on the journey of a river, reflecting on changes to dynamics, texture and tempo within the piece.</p> <p><b>LO:</b> To recognise key elements of music.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can identify the dynamics in the piece.</li> <li>• I can express my opinion of the music and explain why.</li> <li>• I can identify the mood of the music.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> explaining how the music makes them feel with some use of musical terminology.</p> <p><b>Pupils working at greater depth indicated by:</b> using a range of musical</p> | <p>Learning how to recognise an ostinato in different types of music and performing vocal ostinati to represent the stages of a river.</p> <p><b>LO:</b> To perform a vocal ostinato.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I know what an ostinato is and when it might be used.</li> <li>• I can sing my vocal ostinato in time.</li> <li>• I can listen for my cue so I know when to start.</li> <li>• I can offer suggestions to improve my work.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> explaining what an ostinato is; performing a vocal ostinato in time; listening to other members of their group as they perform.</p> | <p>Using the contrasting features of the different stages of a river for inspiration, children compose their own percussive ostinatos.</p> <p><b>LO:</b> To create and perform an ostinato.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can create a simple ostinato.</li> <li>• I can play my ostinato in time.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> creating an ostinato and representing it on paper so that they can remember it.</p> <p><b>Pupils working at greater depth indicated by:</b> creating an ostinato which clearly depicts the section of the river they were focusing on and recording it using musical notation.</p> | <p>Practising, improving and performing ostinatos in groups; experimenting with layering sounds.</p> <p><b>LO:</b> To improve and perform a piece of music based around ostinatos.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can improve my piece to imitate the sound of a river.</li> <li>• I can take on board suggestions from others in my group.</li> <li>• I can perform my composed piece using dynamics and tempo change.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> creating and performing a piece with a variety of ostinati.</p> <p><b>Pupils working at greater depth indicated by:</b> performing their work with relevant</p> |

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| accuracy; singing with developing breath control and vocal focus.                               | terminology accurately to describe and explain what they can hear and how it makes them feel.  | <b>Pupils working at greater depth indicated by:</b> directing their group, helping to keep everyone in time; offering suggestions to improve their work; suggesting different ways of ending their ostinato. |   | dynamics and tempo to depict the main sections of the river. |
| <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<br/>Celebration Music<br/>Music and Movement<br/>Musical Stories<br/>Transport<br/>Big Band</p> <p><b>Year 1</b></p> <p>Keeping the Pulse (Theme: My Favourite Things)<br/>Tempo (Theme: Snail and Mouse)<br/>Dynamics (Theme: Seaside)<br/>Sound Patterns (Theme: Fairytales)<br/>Pitch (Theme: Superheroes)<br/>Musical Symbols (Theme: Under the Sea)</p> <p><b>Year 2</b></p> <p>Call and Response (Theme: Animals)<br/>Instruments (Theme: Storytelling)<br/>Singing (Theme: On This Island)<br/>Contrasting Dynamics (Theme: Space)<br/>Structure (Theme: Myths and Legends)<br/>Pitch (Theme: Musical Me)</p> |   | <p><b>Year 3</b></p> <p>Ballads<br/>Creating Composition in Response to Animation (Theme: Mountains)<br/>Developing Singing Technique and Keeping in Time (Theme: Vikings)<br/>Pentatonic Melodies and Composition (Theme: Chinese New Year)<br/>Instrumental Unit One (Theme: South Africa)<br/>Traditional Instruments and Improvisation (Theme: India)</p> <p><b>Year 4</b></p> <p>Body and Tuned Percussion (Theme: Rainforests)<br/>Rock and Roll<br/>Changes in Pitch, Dynamics and Tempo (Theme: Rivers)</p> |  |
| <p><b>Future learning</b></p> <p><i>List year groups and topics with connected learning</i></p> | <p><b>Year 4:</b></p> <p>Haiku, Music and Performance (Hanami)<br/>Samba and Carnival Sounds and Instruments<br/>Adapting and Transposing Motifs (Theme: Romans)</p> <p><b>Year 5</b></p> <p>Blues<br/>Musical Theatre<br/>Composition Notation (Theme: Ancient Egypt)<br/>Looping and Remixing<br/>Composition (Theme: Festival of Colour)<br/>South and West Africa</p> <p><b>Year 6</b></p> <p>Dynamics, Pitch and Texture (Theme: Coast – Fingal’s Cave by Mendelssohn)<br/>Songs of World War 2<br/>Film Music<br/>Theme and Variations (Theme: Pop Art)<br/>Baroque</p>  |   |   |  |

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|  | Composing and Performing a Leavers' Song   |
| <b><u>Key vocabulary to be explicitly taught</u></b> | A cappella; breath control; cue; diction; directing; dynamics; expression; harmony line; in the round; layer; melody; mood; notation; opinion; ostinato; parts; percussion; rhythm; staff notation; texture; tempo; vocal ostinato |
| <b><u>Cross-curricular links</u></b>                 | <b>Geography</b><br>Recognising river landforms and vocabulary   |
| <b><u>Enrichment</u></b>                             | Rocksteady Feel Good Friday: Spring 1 Friday 31 <sup>st</sup> January – Musical Word of the Week section (Ostinato)  |
| <b><u>Useful websites/resources</u></b>              | <b>Kapow Music</b><br><b>BBC Teach</b><br><b>BBC Ten Pieces</b><br><b>Rocksteady Feel Good Friday</b>  |