

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 – Hearing Colours <i>Exploring how music can be experienced visually by associating sounds and rhythms with different colours.</i></p> <p>LO: To understand that music can be represented with colours.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can suggest a colour to match the music. • I can justify my opinion. • I can name the features or the mood of a piece of music. <p>Assessing progress and understanding Pupils with secure understanding indicated by: being able to suggest a colour to match the music. Pupils working at greater depth indicated by: being able to use musical terminology to justify their colour choices, referring to the interrelated dimensions of music.</p>	<p>Lesson 2 – Picturing Music <i>Building on their knowledge of a graphic score, children focus on colours to create a visual representation of pieces of music.</i></p> <p>LO: To represent a piece of music as a graphic score.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can identify features of music. • I can describe what I think pieces of music look like and why. • I can represent music visually. <p>Assessing progress and understanding Pupils with secure understanding indicated by: being able to create a graphic score and describe how this matches the general structure of the music. Pupils working at greater depth indicated by: being able to create a detailed graphic score showing several musical features and justify their colour choices using musical terminology.</p>	<p>Lesson 3 – Vocal Composition <i>Using abstract images as inspiration, children use the link between colours and music to create their own vocal compositions.</i></p> <p>LO: To create a vocal composition based on a picture.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can represent colours and shapes with vocal sounds. • I can explain my choices. • I can describe my use of dynamics, tempo and pitch. <p>Assessing progress and understanding Pupils with secure understanding indicated by: being able to create a vocal composition in response to a picture and justify their choices using musical terms. Pupils working at greater depth indicated by: being able to create a vocal composition that clearly shows all the detail of a picture and to justify their choices using musical terms.</p>	<p>Lesson 4 – Colour Composition <i>Composing a piece of music based upon a single colour.</i></p> <p>LO: To create a piece of music inspired by a single colour.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can describe the musical features of a piece of music. • I can associate music with colour. • I can create vocal sounds to represent colour. • I can record a composition as a graphic score. <p>Assessing progress and understanding Pupils with secure understanding indicated by: being able to create a vocal composition in response to a colour and record in written form. Pupils working at greater depth indicated by: being able to create a soundtrack inspired by another piece of music and record in written form.</p>	<p>Lesson 5 – Performing in Colour <i>Preparing a class performance of their compositions to represent the clash of colours during the Holi festival.</i></p> <p>LO: To work as a group to perform a piece of music.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can adjust my dynamics and pitch according to a graphic score. • I can keep in time with my group. • I can communicate with my group. • I know my role in the group. <p>Assessing progress and understanding Pupils with secure understanding indicated by: being able to work as a group to perform a piece of music. Pupils working at greater depth indicated by: being able to take a lead role in a group to perform a piece of music.</p>
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<p><u>Prior learning</u></p> <p><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</p> <p>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)</p> <p>Year 3 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>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</p>
<p><u>Future learning</u></p>	<p>Year 5: South and West Africa</p> <p>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><u>Key vocabulary to be explicitly taught</u></p>	<p>Dynamics; graphic score; inspiration; layering; mood; pitch; represent; soundtrack; synesthesia; tempo; texture; timbre; visual representation; vocal sounds</p>	
<p><u>Cross-curricular links</u></p>	<p>Art Considering how colours can reflect mood, looking at abstract art.</p> <p>RE Learning about Holi festival, the Hindu festival of colour</p>	
<p><u>Enrichment</u></p>	<p>BBC Bitesize video: What is the festival of Holi?</p>	
<p><u>Useful websites/resources</u></p>	<p>Kapow Music BBC Teach BBC Ten Pieces Rocksteady Feel Good Friday</p>	