

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.
- 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 – Shosholoza a cappella <i>Learning to sing the song Shosholoza, sung in Ndebele, the language spoken by the Bantu people.</i></p> <p>LO: To sing a traditional African song unaccompanied.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can hold the tune of my part within a group performance. • I can sing unaccompanied. • I can use expression within my singing. <p>Assessing progress and understanding Pupils with secure understanding indicated by: singing using the correct pronunciation and with increasing confidence.</p> <p>Pupils working at greater depth indicated by: being able to hold the tune when unaccompanied.</p>	<p>Lesson 2 – Playing Shosholoza <i>Using tuned percussion instruments, such as glockenspiels, xylophones or steel pans, to learn the chords for the Shosholoza song.</i></p> <p>LO: To use tuned percussion to play a chord progression.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can play a major chord on tuned percussion. • I can play a two-chord progression. • I can play the progression with accuracy. <p>Assessing progress and understanding Pupils with secure understanding indicated by: playing a chord with two notes in time.</p> <p>Pupils working at greater depth indicated by: accurately playing a two or three-note chord progression in time with the ensemble.</p>	<p>Lesson 3 – The Shosholoza Show <i>Incorporating learnt African dance steps and chords into the preparation of a final performance of the Shosholoza song.</i></p> <p>LO: To use vocals or tuned percussion to perform a piece of music as an ensemble.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can maintain and play my part accurately. • I can stay in time with the other performers. • I can offer suggestions for improvement. <p>Assessing progress and understanding Pupils with secure understanding indicated by: maintaining their part in the performance with accuracy.</p> <p>Pupils working at greater depth indicated by: performing their part, including all the elements they have worked on.</p>	<p>Lesson 4 – Drumming Away to African <i>Practising reciting rhythms with varying dynamics and tempo, before following the pulse set by the 'master drummer' on the traditional West African djembe drum.</i></p> <p>LO: To play call and response rhythms using percussion instruments.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can listen to the pulse and play my instrument in time. • I can join back in if I lose my place. • I can count the rests (silences) accurately. <p>Assessing progress and understanding Pupils with secure understanding indicated by: playing in time the more complicated rhythms with rests.</p> <p>Pupils working at greater depth indicated by: picking up their beat if they get out of time – this would indicate they can easily find the first beat of the bar, which is a more advanced skill.</p>	<p>Lesson 5 – Eight-beat Breaks <i>Developing more complex rhythms and creating an eight-beat break to perform as a class.</i></p> <p>LO: To create an eight-beat break to play within a performance.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can create a break that fills eight counts. • I can play my break accurately. • I can play my break in the correct place and in time. <p>Assessing progress and understanding Pupils with secure understanding indicated by: creating an eight beat break, which they play in the correct place.</p> <p>Pupils working at greater depth indicated by: creating a break which is eight beats long and accurately played in time.</p>
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<p>Prior learning</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 Composition (Theme: Festival of Colour)</p>
<p>Future learning</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>Key vocabulary to be explicitly taught</p>	<p>a capella; break; call and response; chords; chord progression; diction; djembe; duo; dynamics; eight-beat break; ensemble; expression; improvisation; major chord; master drummer; metronome; performance; polyrhythms; pronunciation; pulse; ostinato; rests; rhythm; soloist; syncopation; tempo; tuned percussion; unaccompanied; vocals</p>	
<p>Cross-curricular links</p>	<p>MFL Learning about the Xhosa language.</p> <p>PE Following choreography.</p>	
<p>Enrichment</p>	<p>West African dance – children learn the dance to the drums https://www.youtube.com/watch?v=K9cPJsou6_c&ab_channel=BiancaMelidor</p> <p>Video of Djembe Solo by Master Drummer: https://www.youtube.com/watch?v=FM3LTtgwY8&ab_channel=wuladrum</p>	

Useful websites/resources

Kapow Music

BBC Teach

BBC Ten Pieces

Rocksteady Feel Good Friday