

Topic: Composing and Performing a Leavers' Song

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 the 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

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<p>Lesson 1 – A Single Year <i>Evaluating a song based on its lyrics, tempo, melody and arrangement.</i></p> <p>LO: To listen to and describe music.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can evaluate a song based on: <ul style="list-style-type: none"> ○ lyrics – their meaning and how they make us feel; ○ tempo – whether the tempo reflects the mood of the music; ○ melody – whether the melody matches the lyrics and what its effect is on the listener; ○ arrangement – how the style and instrumentation reflects the mood of the lyrics. 	<p>Lesson 2 – Writing Chorus Lyrics <i>Using suitable words and phrases for the chorus of a song and turning the ideas into lyrics.</i></p> <p>LO: To write lyrics for a song.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can use words and phrases that are suitable for the chorus of my song. • I can incorporate other people's ideas with my own. • I can turn these ideas into lyrics. • I can think of ideas that are suitable to form the verse of a leavers' song. 	<p>Lesson 3 – Writing Verse Lyrics <i>Using poetry writing skills to turn suitable words into lyrics and working in groups to sequence and structure lyrics into a verse.</i></p> <p>LO: To organise lyrics into a song structure.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can think of words and phrases that are suitable for a leavers' song. • I can use my poetry writing skills to turn these into lyrics. • I can work as part of a group to sequence and structure lyrics into a verse. <p>Assessing progress and understanding</p>	<p>Lesson 4 – Backing Track <i>The children explore four-chord progressions and use vocal improvisation and known melodies over a backing track.</i></p> <p>LO: To use vocal improvisation and known melodies against a backing track.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can improvise a melody over a four-chord backing track. • I can try out melodies I already know over a four-chord backing track. • I can perform my improvisation/melody to the class. 	<p>Lesson 5 – Creating a Melody <i>The children compose a melody for the chorus of their song using different kinds of notation.</i></p> <p>LO: To compose a melody.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can compose a chorus melody for the chorus of our leavers' song. • I can use different kinds of notations to record and create. <p>Assessing progress and understanding Pupils with secure understanding indicated by: creating a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments;</p>	<p>Lesson 6 – The Final Piece <i>Using all the techniques and knowledge they have learned, the children create and perform their Year 6 leavers' song.</i></p> <p>LO: To compose a verse melody</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can compose a verse melody for our leavers' song. • I can use different kinds of notations to record and create. • I can rehearse to improve my performance. • I can perform a song I have written. <p>Assessing progress and understanding</p>

<p>Assessing progress and understanding Pupils with secure understanding indicated by: identifying and evaluating the musical features of a song. Pupils working at greater depth indicated by: evaluating the combined success of the musical features of a song in creating an intended effect.</p>	<p>Assessing progress and understanding Pupils with secure understanding indicated by: contributing ideas to their group chorus; suggesting how lines three and four could rhyme. Pupils working at greater depth indicated by: taking a lead in their group to produce a chorus with all lines rhyming, for example, lines one and three as well as lines two and four.</p>	<p>Pupils with secure understanding indicated by: Contributing ideas to their group verse and suggesting how lines one and four and five and eight could rhyme. Pupils working at greater depth indicated by: Taking a lead in their group to produce a verse with alternate lines rhyming.</p>	<p>Assessing progress and understanding Pupils with secure understanding indicated by: fitting an existing melody over a four-chord backing track. Pupils working at greater depth indicated by: showing their musical creativity by combining two or more melodies or improvisations over a four-chord backing track.</p>	<p>recording their melodies using letter notation. Pupils working at greater depth indicated by: using their own instrument to compose a melody; amending their melody to improve it, varying the dynamics and using more than one instrument; notating their melody using staff notation.</p>	<p>Pupils with secure understanding indicated by: creating a melody that fits both the lyrics and the four-chord backing track; performing the leavers' song with confidence. Pupils working at greater depth indicated by: using their own instrument to compose a melody; notating their melody using staff notation; performing the leavers' song confidently and in tune.</p>
<p>Prior learning <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 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) 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) Year 3 Ballads Creating Composition in Response to Animation (Theme: Mountains) Developing Singing Technique and Keeping in Time (Theme: Vikings)</p>			<p>Pentatonic Melodies and Composition (Theme: Chinese New Year) Instrumental Unit One (Theme: South Africa) Traditional Instruments and Improvisation (Theme: India) 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) Year 5 Blues Musical Theatre Composition Notation (Theme: Ancient Egypt) Looping and Remixing Composition (Theme: Festival of Colour) South and West Africa 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>Future learning</p>					

<u>Key vocabulary to be explicitly taught</u>	Allegro; arrangement; backing track; chorus; chord progression; compose; crescendo; diminuendo; dynamics; evaluate; forte; largo; lyrics; melody; mood; musical features; notation; piano; poetic; structure; repetitive; rhyme; ritardando; tempo; sequence; stave notation; structure; upbeat; verse
<u>Cross-curricular links</u>	English - writing Writing lyrics for a leavers' song
<u>Enrichment</u>	Perform song at leavers' assembly
<u>Useful websites/resources</u>	Kapow Music BBC Teach BBC Ten Pieces Rocksteady Feel Good Friday