

**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**

<p><b>Lesson 1 – Exploring Fingal’s Cave</b> <i>Learning to appraise the work of the composer Felix Mendelssohn.</i></p> <p><b>LO:</b> To appraise the work of a classical composer (Felix Mendelssohn).</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can give my opinions on the music I hear.</li> <li>• I can use creative language to characterise the music.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> engaging in discussion about the sounds of the orchestral piece; selecting from a list of varied vocabulary in response to what they hear.</p> <p><b>Pupils working at greater depth indicated by:</b> describing sounds using instrument names; using a broad range of vocabulary in their response, including some figurative language.</p>	<p><b>Lesson 2 – Making Waves: Pitch and Dynamics</b> <i>Learning how to improvise as a group, using dynamics and pitch.</i></p> <p><b>LO:</b> To improvise as a group, using dynamics and pitch.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can follow a conductor.</li> <li>• I can use dynamics in my improvisation.</li> <li>• I can use changes of pitch in my improvisation.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> changing dynamics and pitch; differentiating between the two; following the conductor.</p> <p><b>Pupils working at greater depth indicated by:</b> using both pitch and dynamics in the same improvisation; following the conductor accurately.</p>	<p><b>Lesson 3 – Making Waves: Texture</b> <i>Improvising as a group using texture and creating a graphic score to represent sounds.</i></p> <p><b>LO:</b> To improvise as a group, using texture.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can follow a conductor.</li> <li>• I can notate my ideas using a graphic score.</li> <li>• I can use changes of texture in my improvisation.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> changing texture within their group improvisation; talking about the effect of changing texture; creating a graphic score to represent sounds.</p> <p><b>Pupils working at greater depth indicated by:</b> making two or more sounds at the same time; using both pitched and unpitched sounds in the same improvisation.</p>	<p><b>Lesson 4 – Group Compositions</b> <i>Using their knowledge of dynamics, texture and pitch to create a group composition.</i></p> <p><b>LO:</b> To use knowledge of dynamics, texture and pitch to create a group composition.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can compose a piece by using different dynamics.</li> <li>• I can compose a piece by using different textures.</li> <li>• I can compose a piece by using different pitches.</li> <li>• I can talk about someone else’s work and make constructive comments.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> using dynamics, texture or pitch in their work; taking the role of a conductor or following a conductor; practising a piece so that it can be remembered.</p> <p><b>Pupils working at greater depth indicated by:</b> making suggestions for how to improve</p>	<p><b>Lesson 5 – We are Waves</b> <i>Working in teams to create a group composition featuring changes in texture, dynamics and pitch.</i></p> <p><b>LO:</b> To use teamwork to create a group composition featuring changes in texture, dynamics and pitch.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can work with others in my group.</li> <li>• I can make sounds using different textures, dynamics and pitches.</li> <li>• I can use creative language effectively to produce a performance.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> using dynamics, texture or pitch in their work; can share strategies of how to practice effectively.</p> <p><b>Pupils working at greater depth indicated by:</b> making suggestions for how to improve compositions; using at least two elements in</p>
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			compositions; using more than one element in their piece (dynamics, texture or pitch).	their piece (dynamics, texture or pitch) and can identify how they have been used.
<p><b><u>Prior learning</u></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>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><u>Future learning</u></b></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><u>Key vocabulary to be explicitly taught</u></b></p>	<p>Classical; characterise; composition; conductor; depict; dynamics; ensemble; graphic score; improvisation; notation; orchestra; pitch; texture</p>			
<p><b><u>Cross-curricular links</u></b></p>	<p><b>English - speaking</b> Justifying opinions about music</p> <p><b>English – writing</b> Coming up with descriptive phrases to do a dramatic reading</p> <p><b>Art</b> Creating a graphic score to represent the music</p>			

<b><u>Enrichment</u></b>	Watch Mendellsohn performance of BBC Philharmonic Orchestra
<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>