

Topic: Theme and Variations (Pop Art)

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.
- 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.
- 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 – Pop Art and Music <i>Exploring the musical concept of theme and variations; discovering how rhythms can be ‘translated’ onto different instruments, including body percussion, inspired by artwork from the Pop Art era.</i></p> <p>LO: To explore the musical concept of theme and variations.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can talk about theme and variations. • I can relate the idea of theme and variations to Pop Art. • I can perform a rhythm in different ways. <p>Assessing progress and understanding Pupils with secure understanding indicated by: performing rhythms confidently either on their own or in a group. Pupils working at greater depth indicated by: playing rhythms on tuned percussion</p>	<p>Lesson 2 – The Young Person’s Guide to the Orchestra <i>Comparing and contrasting different variations in the piece ‘The Young Person’s Guide to the Orchestra’, identifying the sounds of different instruments and discussing what they sound like.</i></p> <p>LO: To compare and contrast different variations in the piece The Young Person’s Guide to the Orchestra.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can identify the sounds of different instruments. • I can relate the sounds of different instruments to different pieces of art. • I can demonstrate knowledge of how an orchestra is put together. <p>Assessing progress and understanding</p>	<p>Lesson 3 – Learning the Theme <i>Using complex rhythms to perform a theme, taking inspiration from Benjamin Britten’s ‘The Young Person’s Guide to the Orchestra’, written in 1945.</i></p> <p>LO: To use complex rhythms to be able to perform a theme.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can stay in time with the pulse while performing complex rhythms using body percussion. • I can follow a vocal line with accuracy. <p>Assessing progress and understanding Pupils with secure understanding indicated by: keeping the pulse with the body percussion section; singing with control and confidence. Pupils working at greater depth indicated by: maintaining the pulse when the class</p>	<p>Lesson 4 – Exploring Rhythms <i>Learning about the rhythmic elements contained in the theme of Benjamin Britten’s ‘The Young Person’s Guide to the Orchestra’ and to play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in ¾ time.</i></p> <p>LO: To play TIKI-TIKI TI-TIKI and TIKI-TI rhythms in ¾ time.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can recognise three new rhythms: TIKI-TIKI, TI-TIKI and TIKI-TI. • I can tap these rhythms along with the beat. • I can draw these new rhythms. <p>Assessing progress and understanding Pupils with secure understanding indicated by: naming the three rhythms correctly; copying the rhythms accurately with a good sense of pulse.</p>	<p>Lesson 5 – Picturing Pop Art <i>Using music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.</i></p> <p>LO: To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can draw TIKI-TIKI, TIKI-TI or TI-TIKI accurately. • I can represent one rhythm in a range of different ways. • I can select colours to produce an artistic impression of rhythms. <p>Assessing progress and understanding Pupils with secure understanding indicated by: drawing the rhythms accurately; showing a difference between each of their variations; showing creativity in finished product.</p>
--	--	---	--	---

<p>instruments; demonstrating a secure sense of pulse while performing in a group.</p>	<p>Pupils with secure understanding indicated by: identifying the sounds of different instruments and discussing what they sound like; making reasonable suggestions for which instruments can be matched to which pieces of art; recalling the names of several instruments according to their orchestra sections.</p> <p>Pupils working at greater depth indicated by: discussing how sound is produced on various instruments; offering ideas with detailed justifications, including using musical vocabulary such as legato, staccato, phrases and accidentals.</p>	<p>split into two groups; singing with good phrasing and good breath control.</p>	<p>Pupils working at greater depth indicated by: relating the rhythms to musical notation.</p>	<p>Pupils working at greater depth indicated by: performing their own and others' rhythms accurately.</p>
<p>Prior learning</p> <p><i>List year groups and topics with connected learning</i></p>	<p>EYFS</p> <p>Exploring Sound Celebration Music Music and Movement Musical Stories Transport Big Band</p> <p>Year 1</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>Year 2</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>Year 3</p> <p>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)</p> <p>Year 4</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>Year 5</p> <p>Blues Musical Theatre Composition Notation (Theme: Ancient Egypt) Looping and Remixing Composition (Theme: Festival of Colour) South and West Africa</p> <p>Year 6</p> <p>Dynamics, Pitch and Texture (Theme: Coast – Fingal’s Cave by Mendelssohn) Songs of World War 2 Film Music</p>
<p>Future learning</p>	<p>Year 6</p> <p>Baroque Composing and Performing a Leavers’ Song</p>			

<u>Key vocabulary to be explicitly taught</u>	¾ time; 4/4 time; accidentals; body percussion; diaphragm; legato; motif; orchestra; percussion; phrases; pitch; pizzicato; pulse; quaver; rhythm; rhythmic elements; section; semi-quaver; staccato; tempo; theme; TIKI-TIKI, TI-TIKI, TIKI-TI; translate; variations; vocal line; woodwind
<u>Cross-curricular links</u>	Art Looking at the Pop Art movement, creating artwork on a theme History Learning about the Pop Art movement
<u>Enrichment</u>	BBC video: Music wouldn't look the same without Pop Art
<u>Useful websites/resources</u>	Kapow Music BBC Teach BBC Ten Pieces Rocksteady Feel Good Friday