







 Children’s prior learning in this area	 Cultural Capital Opportunities	 Key vocabulary and glossary
<ul style="list-style-type: none"> - Rhythm means patterns that fit over a steady beat. - Rhythms are dictated by syllables of long and short patterns. - Repeated rhythm is called an ostinato. - The beat can be grouped into 4 counts. - A crotchet represents 1 beat. Beats of music can be grouped together into a bar. A bar most commonly can have 2,3 or 4 beats in it. - A crotchet rest represents 1 beat where the instrument is not played. - A staff is a set of five horizontal lines and four spaces. B sits on the third line up. A sits on the second space up. - The speed of the beat can change, creating a faster or slower tempo (pace). - A piece of music can have a melody and an accompaniment. - Texture is an overall effect of melody, harmony and rhythm combined. - Forte means loud, piano means soft. - Crescendo means getting louder. - An ensemble keeps in time together to a steady beat. 	<p style="text-align: center;">Recorder concert for parents.</p>  <p style="text-align: center;">Listen to different recorder concerts J H Schnelzer Sonata a sete flautas</p>	<p>Blues – A type of American music that became popular in the early 1900’s. It is closely related to Jazz. Instrumental music is important in the blues. The song tells a simple story, expressing their emotions, which are often sad.</p> <p>Chorus – A section of a popular song that usually repeats.</p> <p>Composition – A piece of music where music notes have been</p> <p>Improvisation – The spontaneous performance of music without any written notes.</p> <p>Pitch - the pitch of a sound is how high or low the sound is. A high sound has a high pitch and a low sound has a low pitch.</p> <p>Pulse - Pulse/ beat of the music is the basic unit of time that sets the speed of the music. It is the feeling when you tap your foot or nod your head along to the music.</p> <p>Rhythm - When a noise repeats many times in a regular way, we say that it makes a rhythm. A drum is an instrument that people often use to make rhythm in music.</p> <p>Rock n Roll – A genre of popular music. It developed during the 1960’s in the United Kingdom and United States. Rock and Roll grew out of Rhythm and Blues.</p> <p>Structure – The arrangement and order of the parts or sections of the music.</p> <p>Tempo – The speed of the music</p> <p>Texture - to create music we combine, mix and layer sounds. <i>Texture</i> is the word we use to describe the way we do this.</p> <p>12 bar blues scale - The 12-bar blues (or blues changes) is one of the most prominent chord progressions in popular music. The blues progression has a distinctive form in lyrics, phrase, chord structure, and duration. In its basic form, it is predominantly based on the I, IV, and V chords of a key.</p> <p>Verse – A repeating section where the melody remains the same byt the lyrics change each time it is sung.</p>

Enquiry Question: Where did modern music originate?	Enquiry Question: How are songs structured?	Enquiry Question: What is improvising?
Concept: Listening – appreciative listening	Concept: Structure	Concept: Composing and improvising – technical knowledge.
 <p>Students will learn that Rock n Roll influenced modern popular music heard today.</p> <p>Listen to - https://www.youtube.com/watch?v=eHJ12Vhpyc . How does this sound make you feel? What instruments can you hear? What are the dynamics like in this piece (loud or soft?).</p> <p>This song is called ‘Hound Dog’ by Elvis Presley. Elvis was one of the most significant icons of the 20th Century in the USA. He is often referred to as the ‘King of Rock and Roll’.</p> <p>A key step in the development of modern popular music was the arrival of Rock n Roll with its clear links to the Blues that came before it. Hound Dog is based on the 12 bar blues with a walking bass line. We learnt about the Blues in Year 1 when we listened to Gertrude 'Ma' Rainey - Runaway Blues - YouTube.</p> <p>The sound of the blues is hugely influential on much of the popular music that followed it, including Rock n Roll.</p> <p>See charanga Springdale Music scheme – see ‘In the groove, blues version’.</p> <ul style="list-style-type: none"> - Listen and appraise - Warm up games - Recorders – see Abie’s blues. (Continuation of summer 1 recorder lessons). RECORD FOR ASSESSMENT. 	 <p>Students will learn that structure means the order the different parts of the song are played in.</p> <p>Listen to - https://www.youtube.com/watch?v=eHJ12Vhpyc . Explain that all songs have a chorus .In a song, the chorus is always repeated with the same melody and lyrics. All songs also have verses. In a song, the verse has the same melody but the lyrics change from verse to verse.</p> <p>Look at the lyrics of ‘Hound Dog’ as it plays again. In this piece, the structure is chorus, verse, chorus, improvised section, verse, verse, chorus.</p> <p>In this piece of music, and in the blues, there was a famous movement of notes used called the ‘12 bar blues’. This used a ‘walking bass’. A bass instrument is a low pitched instrument. This low pitched instrument plays crotchets (1 note per beat) while moving up and down a set scale. Listen to 12 Bar Blues Backing Track In C - YouTube up until 0.40. This is the 12 bar blues. It will then keep repeating for the whole song. Listen again to Hound Dog, can you hear it?</p> <p>Teach - Improvisation task 1 Play improvisation version of ‘In the Groove’ – ‘Vocal improvisation – Copy Back). This also has a 12 bar blues scale in it. We are going to have a go at improvising with our voices. Improvising means making up a melody that hasn’t been heard before. Improvisation is the art of playing an instrument (or singing) in which the musician or musicians make up the music as they play. We can use special pitches to go over the 12 bar blues. For this first task, copy back my improvisation.</p> <p>Practise - Improvisation task 2 In the groove – improvisation – Vocal improvisation - Question and Answer. For this second improvisation, we are going to answer the first improvisation. We are going to think of a different response. Listen first to the whole thing then, in small groups, give each group a different ‘gap’ in the song. They are to think of a small improvisation to respond back with.</p>	 <p>Students will learn how to improvise simple question and answer phrases.</p> <p>Listen to - https://www.youtube.com/watch?v=eHJ12Vhpyc. Focus on the improvisation section at 0.49. In Blues, Jazz and Rock n Roll, there is often an ‘improvised’ section. This is a part where the melody isn’t written down for the musician to read. They have instead learn special groups of notes called ‘scales’ that fit over the top of the 12 bar blues. A lot of this comes from listening and knowing which notes sound right and which ones don’t.</p> <p>Teach: Improvisation task 1 We are going to now have a go at listening to a pitch pattern and trying to copy it back. It will use B and A on our recorders but I won’t say which is which when it is played. We have to use our knowledge of pitch (high and low) to hear it and copy back. In the groove – improvisation – instrumental improvisation – copy back.</p> <p>Practise - Improvisation task 2 In the groove – improvisation – Instrumental improvisation - Question and Answer. For this second improvisation, we are going to answer the first improvisation. We are going to think of a different response. Listen first to the whole thing then, in small groups, give each group a different ‘gap’ in the song. They are to think of a small improvisation to respond back with, using the notes B and A. RECORD FOR ASSESSMENT.</p>

<p>Enquiry Question: What is composition?</p> <p>Concept: Composing and improvising – technical knowledge and rehearse and revise.</p> <p> <i>Students will learn how to compose a simple musical phrase with a 2 note range.</i></p> <p>THIS SECTION WILL TAKE 2 LESSONS</p> <p>When creating music, we can make the music have different affects by how we use dynamics (loud and soft), tempo (fast and slow) and texture (different layers of sound). Today, we are going to be composers. A composer is someone who creates new music. This is different to improvising because improvising is when musicians make the music up as they play. Today, we are going to plan our music.</p> <p>Listen to 'Abie's Blues's without the tune. At the moment, this is just the backing and the 12 bar blues scale. We are going to create a composition (a new piece of music). We are going to compose a new melody. We are going to use the notes B and A on our recorders and we will also add in some untuned percussion.</p> <p>Teach: Model creating a new piece with a group of 6 children. Model how, first of all, decide if everyone will play the recorder or will some play untuned percussion. Then, model putting a few children on an instrument to play the pulse (such as egg shakers). Model putting one person on beat 1 of each bar – this is called the downbeat. Model then putting a melody over the top. Let's try BBBB, AAAA, BBBB, A_____, BBBB, AAAA, BBBB, A_____, BBBB, AAAA, BBBB, A_____. Model putting this with the music. Explain how we have created one 4 bar tune and played it 3 times (4+4+4 = 12). Scaffolded sheet for children to keep a record of their compositions using note names:</p> <div data-bbox="112 1125 660 1332" data-label="Complex-Block"> <p>Abie's Blues (for you to improvise)</p> <p>Count in 1, 2, 3, 4 2, 2, 3, 4</p> <p>Introduction 1, 2, 3, 4 2, 2, 3, 4</p> <p>improvise using A and B</p>  </div> <p>1st lesson – create ideas and start to create melody 2nd lesson – create a performance for the class to watch – VIDEO FOR ASSESSMENT.</p>		
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