




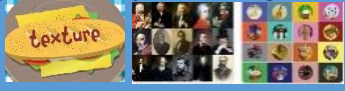
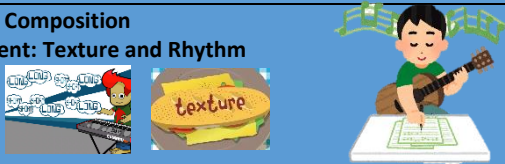





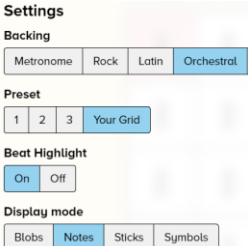

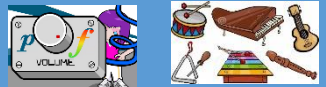





|  Children’s prior learning in this area |  Cultural Capital Opportunities |  Key vocabulary and glossary |
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| <p>Expressive Arts- Reception</p> <ul style="list-style-type: none"> Names of common percussion instruments – tambourine, triangle, bells, maracas, castanets Lyrics to a growing number of songs Sing the melodic shape of familiar songs Keep a steady pulse <p>Year 1</p> <ul style="list-style-type: none"> The children can respond to the pulse in recorded/live music through movement and dance. They can begin to make the correct sound for each instrument used. They can walk, move or clap a steady beat with others. They can repeat rhythm patterns and short, pitched patterns. They can perform word pattern chants. | <p>Upcoming – Live and inspired concert in November Live saxophone in lesson 5.</p> <p>Explore Duke Ellington (Famous Saxophonist from Lesson 5).</p> <p>Find out about his career as a Saxophonist.</p>  <p>Investigate the role of Saxophone in bands / orchestras. Discuss which learning values would be needed to learn an instrument and why.</p> | <p>Pulse - 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</p> <p>Rhythm- patterns of long and/or short sounds that fit over a steady pulse or beat.</p> <p>Ostinato - when a musical phrase or a rhythm is repeated constantly.</p> <p>Texture – The overall effect of how melody, harmony and rhythm are combined in a piece of music</p> <p>Melody – a tune plus some accompanying ideas.</p> <p>Accompaniment – accompanying ideas that sit underneath the melody.</p> <p>Notation – written music either on a staff or in a graphic score.</p> <p>Crotchet – notation that represents 1 beat. It is a coloured in circle with a stick pointing straight up or down.</p> <p>Dynamics – the volume of the music, loud and quiet.</p> |

| Enquiry Question: How do all musicians play together? | Enquiry Question: What is an ostinato rhythm? | Enquiry Question: How does texture affect how music sounds? |
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| <p>Concept: Composers, style and history and listening Key element: Rhythm</p>  | <p>Concept: Composers, style and history and listening Key element: Texture</p>  | <p>Concept: Composition Key element: Texture and Rhythm</p>  |
| <p> Students will know that music can be written down. Students will know how to use dot notation to play simple patterns.</p> <p>For each of these lessons, the associated Charanga links are saved in Schemes – Springdale’s Music Curriculum.</p> <p><u>Listening:</u> Listening centre on Charanga – Bolero by Maurice Ravel. Respond: Do you like the music? How did the music make you feel inside? What can you hear? How did you move your body to the music? Do you think the music was fast, slow or in between?</p> <p><u>Key Element:</u> Recap pulse/ beat - 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. Recap rhythm - patterns of long and/or short sounds that fit over a steady pulse or beat (introduced in Year 1, Spring 1, Samba focus).</p> <p><u>Recall and retrieve:</u> Autumn term, year 2, lesson 5 – hello. Understanding music game – just the instrumental games.</p> <p><u>Teach:</u> Music can be written down. Rhythms can be written down. Explain that we will be copying back rhythms now but they will also be shown alongside musical notes. Introduce notation.</p>  <p>Explain that short notes are being shown by a quaver (two sticks joined together. This plays two half notes). The long notes are being joined together by a crotchet – 1 stick on it’s own. This plays 1 tap or note on the beat. <i>Charanga - Improvise together Year 2, Units 1,2</i></p> | <p> Students will know that texture is the overall effect of how melody, harmony and rhythm are combined in a piece of music. Students will know how to show an understanding of music originating from different traditions and social contexts.</p> <p><u>Listening:</u> Listening centre – Bolero by Maurice Ravel. Respond: How did you move your body to the music?</p> <p><u>Key Element:</u> Texture: The overall effect of how melody, harmony and rhythm are combined in a piece of music</p> <p><u>Teach:</u> Bolero features a drummer playing a rhythmic ostinato for 15 minutes. The Bolero has a drum player in the percussion section (year 1 knowledge) that plays for the entire 15 minutes of this piece. When a phrase or a rhythm is repeated constantly like this, we call it an ostinato.</p> <p><u>Practise:</u> Discuss the rhythm he is playing – recap rhythm from lesson 1. Discuss the challenges of keeping a beat steady, without getting faster or slower (have to keep a steady tempo (tempo is the speed of the music)). Invite the class to walk in time to the drum (long, long, short, short – left, right, left, right). Can the class imagine dancing to the music? What kind of dancing would they do?</p> <p><u>Apply:</u> Introduce the words melody and accompaniment. Melody – a tune plus some accompanying ideas. Accompaniment – accompanying ideas that sit underneath the melody. Now focus on the first five minutes of the piece. This time focussing on the</p> | <p> Students will know that when a phrase or a rhythm is repeated constantly, we call it an ostinato. Student will know how to play in an ensemble with two layers of texture.</p> <p><u>Listening:</u> Listening centre – Bolero by Maurice Ravel.</p> <p><u>Key Element:</u> Rhythm and texture Rhythm (introduced in Year 1) - patterns of long and/or short sounds that fit over a steady pulse or beat. Texture: The overall effect of how melody, harmony and rhythm are combined in a piece of music</p> <p><u>Recall and retrieve:</u> Bolero features a drummer playing a rhythmic ostinato for 15 minutes. The Bolero has a drum player in the percussion section (year 1 knowledge) that plays for the entire 15 minutes of this piece. When a phrase or a rhythm is repeated constantly like this, we call it an ostinato.</p> <p><u>Teach:</u> Listen to Bolero – can you hear the drummer’s ostinato rhythm? What about the ostinato pitch rhythm in the double bass? That goes long, long, long, long, long, short/short. This is a repeated pitch pattern but it is still a type of ostinato. Model using a rhythm card and playing it on repeat, creating an ostinato rhythm.</p>  <p><u>Practise:</u> Work in groups of six to learn an ostinato pattern. Give rhythm pattern cards with long/short rhythms to support.</p> |

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| <p>Apply: Using the Rhythm Grid feature on Charanga (4/4 time, click on settings, select orchestral, your grid, on and display mode notes), explore combining long and short notes:</p> <ul style="list-style-type: none"> - long, long, long long - long long, short/short long - long long short/short, short/short - long, short/short, long, short/short etc.  | <p>sounds of the different instruments that play the melody (tune) – flute, clarinet, bassoon, E flat clarinet, cor anglais, trumpet). Show each of these instruments and discuss the sound of each. Introduce the word texture (The overall effect of how melody, harmony and rhythm are combined in a piece of music.) What do they picture in their heads as they hear this music? Discuss how the texture makes the listener feel calm, like dancing slowly and expressively.</p> | <p>Apply: Hear each group’s simple pattern ostinato composition. Now listen to Bolero again and notice how different instruments are added at different times, with the whole group finally playing at the end. Can they create an order to play in so the texture of their pieces changes? Can they each choose a different instrument from the 4 different types of classroom percussion to play to add to the texture (e.g. 1 wooden, 1 metal, 1 shaker, 1 pitched)?</p> <p>Use classroom percussion instruments: wooden – wooden agogo, wood block, two-tone, castanet metal – metal agogo, guiro, ganza, triangle shaker – maraca, bells, tambourines Pitched – chimes, hand bells. Drums</p> <p>Record for assessment.</p> |
| <p>Enquiry Question: What is a simple pattern?</p> | <p>Enquiry Question: Why is some music loud and some quiet?</p> | <p>Enquiry Question: How is music created?</p> |
| <p>Concept: Performance (instrumental) Key element: Rhythm</p>  | <p>Concept: Performance (instrumental) Key element: Dynamics</p>  | <p>Concept: Performance (instrumental) Key element: Rhythm, Texture and Dynamics</p>  |
| <p>sticky knowledge</p> <p><i>Students will know that rhythm is when patterns of long and/or short sounds that fit over a steady pulse or beat.</i></p> <p><i>Students will know how to play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</i></p> <p>Listening: Listening centre – Bolero by Maurice Ravel. Notice how two saxophones join in at 4:40. Look at a picture of the orchestra family. Can you spot any saxophones? They are not normally in an orchestra and are normally heard in jazz. Listen to ‘Take the A train’ by Duke Ellington (1938). This song was only written 10 years after Bolero. Does it sound similar or different? Why? How?</p> <p>Key Element: Rhythm (introduced in Year 1) - patterns of long and/or short sounds that fit over a steady pulse or</p> | <p>sticky knowledge</p> <p><i>Students will know that Dynamics means how loud or quiet the music is.</i></p> <p><i>Students will know how to show an awareness of loud and quiet whilst playing non-tuned percussion instruments.</i></p> <p>Listening: Listening centre – Bolero by Maurice Ravel. Listen again and notice how the music gets very gradually louder and louder (crescendo) with more instruments joining (texture). Each child to have the instruments used in front of them on picture cards. Ask the children to listen and add what instrument they can hear playing the melody as it arrives. After 15 minutes, the entire orchestra is playing with energy. Notice how the drum player finally gets to play a different pattern in the closing seconds.</p> <p>Key Element: Dynamics (new word to be introduced).</p> | <p>sticky knowledge</p> <p><i>Students will know that</i></p> <p><i>Students will know how to</i></p> <p>Listening: Listening centre – Bolero by Maurice Ravel – tap the ostinato rhythm on your knees.</p> <p>Teach: The composer of this piece was called Maurice Ravel. He was a French composer and lived from 1875 – 1937. Year 1 learning – a composer is someone who creates new music.</p> <p>Practise: Working in groups of 6, each group is to compose an ostinato rhythm. Give long/short flashcards to choose from and combine.</p> <p>Different stages of composition</p> <ul style="list-style-type: none"> - Create ostinato rhythm and become technically proficient - Add in different instruments (texture) |

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| <p>beat.</p> <p><u>Teach:</u> Model combining different combinations of long and short syllables using phrases while clapping too – e.g. ‘I like cheese’ is short, short, short. ‘I like cheeeese’ is short short long.</p> <p><u>Practise:</u> Charanga - Year 2 autumn 1, lesson 1, music is in my soul, understanding music. Apply this onto classroom percussion instruments: wooden – wooden agogo, wood block, two-tone, castanet metal – metal agogo, guiro, ganza, triangle shaker – maraca, bells, tambourines Pitched – chimes, hand bells. Drums</p> <p><u>Apply:</u> Charanga - Year 2 autumn 1, lesson 1, music is in my soul, improvise together. Apply this onto classroom percussion instruments.</p> <p><u>Deepen:</u> Charanga - Rhythm grids – explore different combinations of long and short. Which were easy to play? Which were hard to play? Change onto notation function (display mode – notes). Discuss how we use sticks and dots to show our rhythms.</p> | <p>Dynamics means loud and quiet. The volume of the music.</p> <p><u>Teach:</u> Explain that in music, the dynamics often change. When the composer (the person who wrote the music) wants to create a calm feeling, they might ask the musicians to play quietly – show the beginning of the Bolero. If the composer wants it to be exciting they might make it loud. Show the end of the Bolero.</p> <p><u>Practise:</u> Model singing twinkle twinkle both loudly and quietly (my turn, your turn).</p> <p><u>Apply:</u> What is an ostinato? A repeated rhythm. We are going to create a class ostinato that we are going to play with different dynamics. E.g. Take the phrase “We love Springdale School”. Model playing it on a wooden classroom percussion instrument. Play it loudly and then quietly. Discuss the misconception that loud means faster. The tempo (speed of the music – learnt in year 1) has to stay the same no matter the dynamic. In the Bolero, the musicians do not change their tempo at all. Practise playing an ostinato rhythm both loudly and quietly. Repeat over and over, without getting faster.</p> | <ul style="list-style-type: none"> - Decide structure (e.g. will one player be added in at a time or will they start playing in pairs etc). - Introduce different dynamics – will their composition be loud or quiet? - Perform to the class <p>Record for assessment.</p> |
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