

**Final Outcome: to perform a piece of music that reflects a mood and contains components from famous musicians such as Luciano Berio and Franz Liszt used.**

**Component 6:**

**What we will know after this sequence:**

- Pupils will know how to create a sombre piece of music by focussing on using the bassline from Funeral by Liszt.
- Using the 8 notes from the bassline, we will look at other notes that might fit well, as well as looking at potential percussion to use.
- The aim will be to create a new piece of music that follows a different structure to the original.  
How to compare and contrast our innovated piece to the original.

**Vocabulary:** bassline, innovate, compose, structure, composer, sombre, mood.

**How will this feed into my next learning:**

Pupils will use their knowledge of these musicians to compare to other musicians and compositions they may hear.

**SEND:** To have ear defenders to avoid sensory overload if needed. To have visual representations of key vocabulary.

**Component 4: How to use extended vocal techniques**

**What we will know after this sequence:**

- Who Luciano Berio is and what makes her unique in her way of working. Pupils will know how to use our voices in a similar way to Luciano Berio and we will begin to think how we can record our piece of music onto paper, without using notation.
- They will also know how to appropriately respond to unfamiliar music, even if it is completely different.

**Vocabulary:**

Clicking, laughing, pitch, dynamics, vocalist, composition

**How will this feed into my next learning:**

Pupils will use their knowledge of Luciano Berio and recording music to look at the different components in another musicians work.

**SEND:**

To have ear defenders to avoid sensory overload if needed. To be pre-taught about Luciano Berio and have visual representations of key vocabulary.



**Component 5: How to describe music by analysing its components**



**What we will know after this sequence:**

- Pupils will know who Franz Liszt is (1811-1886) and how the style of music that you listen to or produce can change over the course of your life.
- They will know names of some songs by Liszt and what they sound like – Funeral Prelude/ Mephisto Waltz Number 3.

**Vocabulary:** Mood, dramatic, grave, composer, pitch, ominous

**How will this feed into my next learning:**

Pupils will use their knowledge of the different musicians and how to record music to create a piece of music to suit a particular mood using graphic scores.

**SEND:**

To have ear defenders to avoid sensory overload if needed. To be pre-taught about Franz Liszt and have visual representations of key vocabulary.

**Component 3: Creating a vocal collage**

**What we will know after this sequence:**

- Pupils will know how sounds can be used to recreate pictures or images. They will be able to discuss the use of music in a film and why it is important.
- Pupils will also learn how to combine vocal sounds in a performance and how to build this up to a four part piece of music, ensuring they can keep a steady beat using a percussion instrument.

**Vocabulary:** vocals, instruments, composition, beat, collage

**How will this feed into my next learning:**

Pupils will use their knowledge of film and music scores and the use of instruments to look in more detail at how to use the voice as an

instrument.



**SEND:**

To have ear defenders to avoid sensory overload if needed. To focus on lessons of their choice and moods they can understand.

**Component 2: Composing a short piece of music.**

**What we will know after this sequence:**

- Pupils will know how different sounds can represent different moods.
- Pupils will be able to describe how different lessons may be viewed as more creative and will know how can we represent that using only sound.
- Pupils will learn how to create a short composition using different instruments that represent different lessons within a school day. Pupils will also explore how backing vocals can be used like an instrument.

**Vocabulary:**

Vocals, composition, compose

**How will this feed into my next learning:**

They will combine vocals and instruments

**SEND:**

To have ear defenders to avoid sensory overload if needed. To focus on lessons of their choice and moods they can understand.

**Component 1: Singing together and in parts.**

**We should know:**

That songs are made up of different parts that include a chorus.

**What we will know after this sequence:**

- Pupils will know what 'singing in a round' means and how it sounds. First in two parts and then moving onto three.
- Pupils will know how to perform a piece of music in unison and in a round and will be able to experiment with different dynamics.
- They will know that dynamics involves the volume of a sound or note.
- The children will listen to a classical piece- Brahms' Lullaby and play along using untuned percussion instruments initially, before adding tuned instruments.

**Vocabulary:** Round, perform, unison, harmony, dynamics, percussion, untuned and tuned.

**How will this feed into my next learning:** They will use this knowledge to compose a piece of music together in groups.

**SEND:**

To have ear defenders to avoid sensory overload if needed. To just focus on singing in a round of 2, if 3 rounds is too overwhelming.