

Final Outcome: We are working towards composing and performing a piece of descriptive music using a range of musical elements.

Component 6: Winter Wonderland

What we will know after this sequence:

- How to sing accurately and with expression, warming the tone on the longer notes.
- How to sing in two parts with increasing confidence.
- How to compose a piece of descriptive music using the interrelated dimensions of music (elements)

Vocabulary:

Dotted rhythm, crescendo, diminuendo, octave, chromatic, introduction, verse, chorus, unison, two part, accompaniment, compose,

How will this feed into my next learning:

I will use my knowledge of composition and dimensions to explore further composition of music from different eras next term.



Component 4: Keep the home fires burning

What we will know after this sequence:

- How to sing with expression
- appreciation of the song's history and purpose
- How to write new lyrics to an existing melody
- How to compose a fanfare in memory of the men and women who were involved in



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WW1

Vocabulary:

Dotted rhythm, rising phrase, F major scale, arpeggio, verse and chorus, unison, fanfare

How will this feed into my next learning:

I will use my knowledge of this patriotic and nostalgic song written in 1914 to continue to develop my own World War 1 song.

SEN:

Pre teach vocabulary needed for the lesson or provide word bank, sentence stems, rhyming words they may need.

Component 5: Keep the home fires burning 2

What we will know after this sequence:

- How to write new lyrics to match an existing melody
- How to compose a fanfare in memory of the men and women who were involved in WW1
- How to perform their own song with a historical content
- How to listen carefully to the language and content of others songs and give purposeful feedback

Vocabulary:

Dotted rhythm, rising phrase, F major scale, arpeggio, verse and chorus, unison, fanfare

How will this feed into my next learning:

I will use my knowledge of historical songs to explore a winter song written in the 1930s.

SEN:

Pre teach lyrics and understanding about industrial revolution prior to lesson.

Component 3: Poverty Knock 2

What we will know after this sequence:

- How to sing a folk song with confidence and projection
- How to reflect upon and explore the language used in a song and what it may represent
- The link between this song and the industrial revolution

Vocabulary:

Syncopation, crescendo, verse, chorus, fast, slower, time signature, waltz time, melody, accompaniment, solo,

How will this feed into my next learning:

I will use my understanding of folk song and songs linking to historical events to further explore more songs with historical contents.

SEN:

Have ear defenders available if noise is too much. Try and complete music in an area where sound can travel and does not echo. Pre teach lyrics and understanding about industrial revolution prior to lesson.

Component 2: Poverty Knock

What we will know after this sequence:

- How to sing a lyrical melody appropriate phrasing and a sense of rhythm
- How to communicate the and lyrics of a song using diction, vocal expression and dynamics contrast
- How to create a dramatic group performance with costumes, additional words and expressive movement



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Vocabulary:

Syncopation, crescendo, verse, chorus, fast, slower, time signature, waltz time, melody, accompaniment, solo,

How will this feed into my next learning:

I will use my knowledge of phrasing and rhythm to explore the language in the song further, exploring alliteration, dialect words and syllables.

SEN: Have ear defenders available if noise is too much. Try and complete music in an area where sound can travel and does not echo .

Component 1: Dem Bones

We should know:

- How to sing a song in unison with well-tuned notes
- How to create rhythmic patterns which can be played on tuned or untuned percussion

What we will know after this sequence:

- How to explore ways to use actions, dynamics and different sound-makers to enhance musical expression
- How to create a melodic ostinato accompaniment and build up layers of sounds
- How to create, perform and record melodic and rhythmic accompaniments

Vocabulary:

Interval, syncopation, quavers, semiquavers, pulse, layers, recorded sound, crescendo, diminuendo,

How will this feed into my next learning:

I will use my knowledge of actions, rhythms and musical expression to explore rhythm and melody in songs from the past.

SEN: Have ear defenders available if noise is too much. Try and complete music in an area where sound can travel and does not echo .

