



# Hartford Primary School



YEAR GROUP	6	SUBJECT	Music – Dynamics, pitch and texture	Unit	1
National Curriculum Statements	<ul style="list-style-type: none"> <li>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</li> <li>Use and understand staff and other musical notations.</li> </ul>				
Prior Learning (What should they already know)	<p>Children have appraised music considering the interrelated dimensions of music.</p> <p>Children have followed signals to stop, start, come in, change tempo, pitch and dynamics.</p> <p>Children have improvised changing tempo, pitch and dynamics.</p> <p>Children have used a non musical stimuli to create music.</p>				
RETRIEVAL VOCABULARY	Crescendo, diminuendo, conductor, texture, timbre	NEW VOCABULARY	Graphic score, Timbre as tone colour,		

	Essential Learning for this lesson	Suggested teaching tasks/approaches	New Knowledge – What I'm leaving the lesson with
LESSON 1	To appraise the work of a classical composer (Felix Mendelssohn).	<p><b>Listening activity-</b> listen to the first 3 minutes <a href="https://video.link/w/lf2qb">https://video.link/w/lf2qb</a></p> <p>Why do you think the music paints a certain picture? Discuss what they think the piece is about and give reasons for their ideas. Write down key words and phrases.</p> <p>Reveal the composer's intentions of depicting the sea. Ask the children to think about how the composer depicts waves by using music. Add the additional words and phrases to the flipchart paper for Lesson 4. Create a dramatic reading from the ideas.</p>	<ul style="list-style-type: none"> <li>I can give my opinions on the music I hear.</li> <li>I can use creative language to characterise the music.</li> </ul>

LESSON 2	To improvise as a group, using dynamics and pitch.	<p>Listen to soundbites on Kapow. They have a focus of dynamics, pitch and texture. Conduct children to create a crescendo, then a diminuendo.</p> <p><b>Ask</b> the whole class to begin by making low sounds. On an agreed signal, they should get higher and on an agreed second signal, they should get lower again.</p> <p>In groups be the conductor and improvise sound waves.</p> <p>Notate your ideas</p>	<ul style="list-style-type: none"> <li>• I can follow a conductor.</li> <li>• I can use dynamics in my improvisation.</li> <li>• I can use changes of pitch in my improvisation.</li> </ul>
LESSON 3	To improvise as a group, using texture.	<p>Make a wave using texture as a class. Ideas for this are on Kapow. Cue the children in. Give last lessons notation Invite the children to notate their improvised ideas about texture, making sure that the symbols they use are different to the ones they used for pitch or dynamics in Lesson 2. Use the score you've created to add textures.</p>	<ul style="list-style-type: none"> <li>• I can follow a conductor.</li> <li>• I can notate my ideas using a graphic score.</li> <li>• I can use changes of texture in my improvisation.</li> </ul>
LESSON 4	To use knowledge of dynamics, texture and pitch to create a group composition.	<p><a href="https://video.link/w/29qaN0M0o0s">https://video.link/w/29qaN0M0o0s</a></p> <p>In Year 4 they looked at this piece. Think about it as a sound wave with a focus on dynamics and texture.</p> <p>Ask two groups of three from the previous lessons to join together to make groups of six. Hand out the children's work where they wrote words and phrases to describe 'Fingal's Cave', kept from Lesson 1. Ask the children in their groups of six to choose pitch, dynamics or texture to make a wave with. As in the previous lessons, one child will be a conductor and the others will need to follow by making their sounds. The</p>	<ul style="list-style-type: none"> <li>• I can compose a piece by using different dynamics.</li> <li>• I can compose a piece by using different textures.</li> <li>• I can compose a piece by using different pitches.</li> <li>• I can talk about someone else's work and make constructive comments.</li> </ul>

		<p>children can refer to their graphic scores from Lessons 1 and 2 and notate their ideas on a new sheet of A4 plain paper (optional) if it helps.</p> <p>Once they have created a composition on either pitch, texture or dynamics, they should practise it several times ready to perform for the class.</p>	
LESSON 5	To use teamwork to create a group composition featuring changes in texture, dynamics and pitch.	<p>Groups perform a whole class performance. See Kapow for an idea of how to move from one group to the next.</p> <p>Aim to combine with lesson above if possible..</p>	<ul style="list-style-type: none"> <li>• I can work with others in my group.</li> <li>• I can make sounds using different textures, dynamics and pitches.</li> <li>• I can use creative language effectively to produce a performance.</li> </ul>

Helpful resources to reference	See Kapow for resources and music
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YEAR GROUP	6	SUBJECT	Music	Unit	2
National Curriculum Statements	<ul style="list-style-type: none"> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>• Use and understand staff and other musical notations.</li> </ul>				
Prior Learning (What should they already know)	<p>The children looked at motifs in year 4 (The Romans)</p> <p>Children have worked on increasingly complex sound patterns.</p>				
RETRIEVAL VOCABULARY	Musical motif, timbre, texture		NEW VOCABULARY	Development, theme and variation	

	Essential Learning for this lesson	Suggested teaching tasks/approaches	New Knowledge – What I'm leaving the lesson with
LESSON 1	To explore the musical concept of theme and variations.	<p>Play the notes varying each time on Kapow this is done when the colour of the cup changes you play in using a different part of your body.</p> <p>Instruct the groups to devise their own actions or variation for each colour picture. Encourage them to put the pictures down on the table in the order they decided to create their 'music sheet' and then perform their piece by reading the order. Allow them to repeat various colours to extend the length of their piece.</p> <p>Practise and perform.</p>	<ul style="list-style-type: none"> <li>• I can talk about theme and variations.</li> <li>• I can relate the idea of theme and variations to Pop Art.</li> <li>• I can perform a rhythm in different ways.</li> </ul>
LESSON 2	To compare and contrast different variations in the piece The Young Person's Guide to the Orchestra.	<p><a href="https://video.link/w/zPQ0b">https://video.link/w/zPQ0b</a></p> <p>A video explaining and demonstrating variations.</p> <p>See the Kapow presentation to assist with this.</p> <p>Hand out the <i>Activity: Instrument sections playing cards</i> and the <i>Activity: Pop art playing cards</i>, so that each table has a complete set. Explain that the children will match the instruments with their possible Pop Art representation. Emphasise that there are no right or wrong answers, as long as they can justify their choices using musical terms.</p>	<ul style="list-style-type: none"> <li>• I can identify the sounds of different instruments.</li> <li>• I can relate the sounds of different instruments to different pieces of art.</li> <li>• I can demonstrate knowledge of how an orchestra is put together.</li> </ul>
LESSON 3	To use complex rhythms to be able to perform a theme.	<p>The children will learn to perform the theme from The Young Person's Guide to the Orchestra, using both body percussion and their voices.</p> <p>See Kapow teachers' video for ideas and examples.</p>	<ul style="list-style-type: none"> <li>• I can stay in time with the pulse while performing complex rhythms using body percussion.</li> <li>• I can follow a vocal line with accuracy.</li> </ul>

LESSON 4	To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time.	<p>Explain that the children will learn three new rhythms which are used a lot in The Young Person's Guide to the Orchestra theme and are called TIKI-TIKI, TI-TIKI and TIKI-TI.</p> <p>Learn the complex rhythm patterns. Play following the order.</p> <p>Add the baking track of The Young Person's Guide to the Orchestra and play the pattern in time.</p>	<ul style="list-style-type: none"> <li>• I can recognise three new rhythms: TIKI-TIKI, TI-TIKI and TIKI-TI.</li> <li>• I can tap these rhythms along with the beat.</li> <li>• I can draw these new rhythms.</li> </ul>
LESSON 5	To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.	<p>Ask the children to choose at least three of the rhythmic elements to draw as their 'theme'.</p> <p>Once everyone has selected their theme, ask them to create six different ways of presenting their theme.</p> <p>Visually represent their theme in 6 different ways. Then perform it with 6 variations.</p>	<ul style="list-style-type: none"> <li>• I can draw TIKI-TIKI, TIKI-TI or TI-TIKI accurately.</li> <li>• I can represent one rhythm in a range of different ways.</li> <li>• I can select colours to produce an artistic impression of rhythms.</li> </ul>
Helpful resources to reference		Use Kapow for music, presentations and resources.	