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| Our community  |
|  | Session 1 | Session 2  | Session 3 | Session 4 | Session 5 | Session 6 |
| Learning Objective: | To understand metre, through singing and playing instruments. | To conduct metres of two and three. | To extend arrangements of a song. | To conduct metres of two and three. | To develop accompaniments using ostinato and invented or improvised rhythms. | To develop a performance by adding other media |
| Concept focus : | Performing | Performing | Performing | Performing | Performing | Performing |
| Task ideas including differentiation: | Tour through time Learn to sing the song Tour through time Children: –learn to sing a song with a theme of local history. Step through time Explore four-beat metre through a stepping pattern and conducting Children: –learn a stepping pattern in a metre of four; –in two groups, perform a movement pattern to identify the metre of a verse; –learn to conduct a metre of four. Melodic ostinato Learn to sing and play a melodic ostinato in the verses of Tour through time Children: –learn to sing a melodic ostinato using notation; –combine a melodic ostinato with a song in two groups; –play a melodic ostinato using instruments and voices to accompany a songExtended learning: Find other pieces of music to conduct in a metre of four, eg songs the class already know or recordings.Support for learning: To give more children the opportunity to play the melodic ostinato, share the notes between pairs of players. Player 1 plays D and G; player 2 plays A and B.  | Tour through time recap Revise Tour through time with conducting and melodic ostinato Children: –revise a song and melodic ostinato accompaniment; –perform a song, singing the verse in two groups, and the chorus in unison; –combine singing with a melodic ostinato. Here and now Write lyrics for the ‘Here and now’ verse Children: –select eight local features or places of interest; –work in eight groups to write verse lyrics for the chosen places. Lyrics in present times Share and perform lyrics within the ‘Here and now’ verse Children: –sequence eight phrases of lyrics; –in eight groups, perform the chosen sequence of chanted lyrics; –explore different sequences and select a final order.Extended learning: Research your local community by interviewing older family members or residents, making a note of their words to use when composing lyrics for ‘In the past’ next lesson.Support for learning: Give the ‘Here and now’ lyrics groups time to practise their phrase, deciding on the rhythm they will use to chant the words. Ask the listeners to check that the lyrics can be clearly heard, and suggest ways to improve if needed. | In the past Write lyrics for the ‘In the past’ verse of Tour through time Children: –revise performing chanted lyrics in a song verse; –select eight local historical features; –work in eight groups to write verse lyrics for these historical features. Lyrics in times gone by Share and perform lyrics within the ‘In the past’ verse Children: –sequence eight phrases of lyrics; –in eight groups, perform the chosen sequence of chanted lyrics; –explore different sequences and select a final order. Our community tour through time Perform your invented lyrics in Our Community tour through time Children: –choose a conductor, and plan a performance which includes composed lyrics and verses with a melodic ostinato; –rehearse, adding their own additional ideas; –perform a complete song with voices and tuned instruments.Extended learning: Let individuals conduct the ‘In the past’ and ‘Here and now’ sections as the groups perform their lyrics.Support for learning: Encourage the melodic ostinato players to learn their part by heart so that they no longer need to follow the notation. This will help them to be aware of the other performers, and will provide a steady beat during the chanted sections. | Old Jerusalem Discuss the lyrics in Parry’s Jerusalem Children: –listen to Parry’s setting of Jerusalem; –discuss the song, its lyrics and its historical context; –look at and discuss images relating to the poem. Conducting threes and twos Compare two settings of the song Jerusalem and learn to conduct in two and three Children: –learn to conduct a song with a metre of three; –compare two versions of a song, identifying similarities and differences. New Jerusalem Learn to sing the first verse of New Jerusalem Children: –learn a song verse by echo-singing; –explore using voices expressively to perform a song.Extended learning: Try singing the first verse in other ways and evaluate the effect this produces, eg invite soloists to sing a line, or divide into four groups and layer each group with each question. Support for learning: Help the children to sing the wide pitch range of the song by asking them to stand tall with good, relaxed posture and feet placed slightly apart for balance. Encourage them to think about their breath support and make sure they do not breathe between each syllable of a word, or in places which would disrupt the musical flow of a phrase. | Bow of burning gold Learn to sing the second verse of New Jerusalem Children: –revise a song verse and learn a second verse, paying attention to the differences between the two; –explore singing expressively, then sing the whole song. Jerusalem fusion Learn a body movement repeating pattern Children: –listen to a piece with focus; –learn a body percussion ostinato in two groups; –perform an ostinato with a piece of music; –improvise rhythmic body movements over an ostinato. Our Jerusalem fusion Perform your own Jerusalem fusion in three groups Children: –perform in three groups using voices, body percussion and improvised rhythms on untuned instruments; –suggest and try out different performance ideas for improvised rhythms.Extended learning: Give a group time to develop their own body percussion or movement pattern to perform with Jerusalem fusion.Support for learning: To improve the quality of singing New Jerusalem, record and listen back or ask half of the class to listen as the other half sings. Are there any words that are unclear to the listeners? Swap over and repeat, then all sing the song in unison, paying particular attention to the sung consonants.  | Our changing world Consider how three pieces relate to the theme ‘Our changing world’ Children: –discuss the relationship between different pieces of music; –plan a performance, selecting the order of pieces and additional ideas as appropriate. Prepare for a changing world Rehearse each piece and prepare additional resources for a performance Children: –rehearse each piece with attention to detail; –develop a performance using additional media. Our changing world performance Make final preparations, then perform Our changing world Children: –prepare for a performance with awareness of audience, eg by developing a narration; –evaluate the rehearsals to perform with confidence; –film and evaluate the performance.Extended learning: Prepare a movie of the local features described in the performance and show this as an introduction to the performance or as a background to the verses.Support for learning: When rehearsing for a performance, ensure that the children are able to practise in the final performance area so that they are familiar with the space and its acoustics. |
| Outcomes : | **Working Wall** .**Class book** | **Working Wall****Class book** | **Working Wall****Class book** | **Working Wall****Class book** | **Working Wall****Class book** | **Working Wall****Class book** |
| Resources : | * Music Express
* •Tuned percussion – notes B D G A
 | * Music Express
* Tuned percussion - notes B D G A
 | * Music Express
* Body percussion
* Voices
* Tuned percussion - notes B D G A
 | * Music Express
* Voices
 | * Music Express
* Body percussion
* A selection of untuned percussion
 | * Music Express
* Body
* •A selection of untuned percussion instruments •Tuned percussion - notes B D G A
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| Vocabulary: | •Metre •Melodic ostinato | •Melodic ostinato •Lyrics | * Lyrics

•Melodic ostinato | •Metre  | •Ostinato •Improvisation  | •Dynamics •Melodic ostinato •Metre |