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| Class Project | Egyptians | Stand-alone music topic |
| Starting Point | What did/does Egyptian music sound like? | Songs for Christmas performance |
| Main Music focus | Listening & Composition | Singing & Performance |
| Music Element | Structure  Texture  Tempo | Structure  Timbre  Dynamics |
| Key Knowledge  (see also separate skills document) | *-*different musical scales give different sound/feel/mood of music created  -music is often put together by using a series of repeated phrases/call & response structure, in order to create a longer piece of music from a small idea |  |
| Main Listening Track  (see also extra tracks) | <https://youtu.be/FeAUfWHQ3tI> - ‘Ya Henna’ Ethno 2016  <https://youtu.be/HodqLy7vv38> - Egyptian Trad |  |
| Notes for delivery | *-*Listen to Ya Henna, ‘what do you hear?’  -Teach ‘different scales’ – 8 note vs 5 note  -Explore different sound/effects of scales using chime bars to create short melodic phrases in pairs/3s  -Use work on 5 note/pentatonic scale (D E G A B) to put together a class composition – tune plus chord accompaniment for performance. Consider structure, texture & tempo. | -Listen to, break down & learn songs for Christmas performance  -Choose one song for a class arrangement  -Explore different arrangements & accompaniment, using rhythm/texture work from previous projects |
| End point/  performance | Whole School Sharing Performance | Christmas performance for families/  Carol Service |

Alternative Project

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| Class Project | Tudors |
| Starting Point | What music did the Tudors hear?  N.B This links closely with the Y1 Castles project, it is appropriately extended here (2023 Y4 cohort didn’t meet this project in Y1) |
| Main Music focus | Listening & Dance/Performance |
| Music Element | Rhythm/Pulse  Duration  Tempo |
| Key Knowledge  (see also separate skills document) | To know some differences between music heard inside/outside castles and churches (formal/informal, baroque/folk). To be able to tell these different types of music apart, including music that is ‘non-Tudor’.  To know about time signatures in 3 & 4 beats and feel/explain the difference. |
| Main Listening Track  (see also extra tracks) | Medieval/Tudor music ‘Greensleeves’ – trad. 16th century English folk song  <https://youtu.be/lmOb5H8kL30>  With vocals from The Kings Singers  <https://youtu.be/AVWhxoIkHtY>  No vocals, played on original instruments  Plus others…. |
| Notes for delivery | -Talk about music being linked to the castle/’court’, church/abbey, or village…different sources, ‘composed’ formally or ‘of the people’ etc…both court and church commissioned music and employed composers/musicians  -Listen to a variety of different Tudor music from all these places and discuss, use ‘musical elements’ poster to aid discussion ‘what can you hear?’  -Use ‘quiz’ format to see if they can tell which piece is from court, abbey, village, non-Tudor….and explain how they know  -Use dance to emphasise the difference between court & village – Greensleeves vs C in the G or similar  -When dancing, teach the difference between 3/4 & 4/4 time, how does each feel when dancing? |
| End point/  performance | Whole School Sharing Performance |