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| Class Project | Castles | Nativity |
| Starting Point | What music could be heard in castles? | Songs for Nativity Performance |
| Main Music focus | Dance  Listening | Singing & Performance |
| Music Element | Rhythm/Pulse  Duration  Tempo | Structure  Rhythm/Pulse  Timbre  Dynamics |
| Key Knowledge  (see also separate skills document) | To know some differences between music heard inside/outside castles (formal/informal, baroque/folk).  To know about time signatures in 3 & 4 beats and feel the difference. | Introduction/verse/chorus structure of songs, plus use of repetition in lyrics  Steady beat/actions help us sing together  How to ‘sing out’ to an audience |
| 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 | Nativity - CD of songs |
| Notes for delivery | Warm up/Singing Games –  ‘The King is in the castle, bow down low’….(+ queen/curtsey low, prince/princess, knight/riding to & fro, cook/stir the dough, etc)  ‘There was a princess long ago’  Listen to Tudor music/fanfare & folk music  Identify differences between music inside/outside castle (formal/informal)  Tudor dance to ‘Greensleeves’ (3/4 time)  Country dance to Eliza Carthy ‘Chickens in the garden’ (4/4 time) | Listen to, break down & learn songs for nativity performance  Incorporate percussion instruments, using steady beat work  Use of signing/actions to help memorise words and include all SEND children |
| End point/  performance | Whole School Sharing Performance | Nativity performance for families |

Autumn

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| Class Project | Africa | Whitby |
| Starting Point | What do African songs sound like? | A musical tour of Whitby |
| Main Music focus | Singing  Listening | Composition |
| Music Element | Rhythm/Pulse  Duration  Tempo  Dynamics | Timbre  Texture  Structure |
| Key Knowledge  (see also separate skills document) | Pulse is a steady beat.  Rhythm fits into/over the steady beat.  Eye contact helps us to listen to each other/sing together. | In ‘call and response’ (or question & answer) structure, one voice sings a line and the rest join in with response.  For composition – ABA, ABACA, ABCD,etc |
| Main Listening Track  (see also extra tracks) | Pearl of Africa Choir (Uganda) – ‘Ntwala’  <https://www.youtube.com/watch?v=9-3xZ7Si39E> | Sea shanties  ‘Reuben Ranzo’ – sea shanty (link in listening plan – too long to fit here) |
| Notes for delivery | Listen to African ‘chant’ songs (Pearl of Africa children’s choir)  Teach ‘Senwa dedende’, ‘Nanuma’, ‘Oh Shay’, etc…  Learning to sing together – eye contact, listening…  Steady beat/teamwork – tap/clap/stamp & percussion instruments | Use photos of a variety of Whitby landmarks (East side, West side, & ‘inbetween’)  -Choose/explore instruments to create a sound to represent these landmarks (timbre)  -Groups of children to choose which landmark their group will represent  -Take turns for one child to ‘conduct’ the whole class, pointing to a group to begin playing, building up musical texture as they take us on a walk around Whitby. |
| End point/  performance | Whole School Sharing Performance | Whole School Sharing Performance |

Spring

Summer

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| Class Project | Stand-alone music topic | Plants & Bees |
| Starting Point | Maypole Dancing  ‘Ropes’ dance | Tbc/in development |
| Main Music focus | Dance & Performance | Singing & Composition |
| Music Element | Rhythm/Pulse  Tempo | Rhythm/Pulse  Duration  Structure |
| Key Knowledge  (see also separate skills document) | Brief history/context of maypole/folk dancing  Pulse of music is our guide for dancing together  How to dance with an awareness of the music/beat/others (and play drum accompaniment with an awareness of dancers) |  |
| Main Listening Track  (see also extra tracks) | ‘John Peel’ dance tune on whistle |  |
| Notes for delivery | Ribbon rules, 4 ‘T’s (two hands, taut, top & together/timing)  Face partner, dance round and round each other’s ribbon creating a ‘rope’ twist effect  Unwind | Possibly….  Recap previous singing/steady beat work & extend for new songs (Buzzy bee, buzzy bee, etc)  -‘Wiggle’ songs (5 peas in a pod, etc)  -Further extend steady beat/rhythm work using plate rhythm game (composing own rhythms) |
| End point/  performance | Whole School Sharing Performance | Choose a sample of songs/rhythms to share in end of term performance |