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| Class Project | Vikings | Stand-alone music topic |
| Starting Point | What did Viking music sound like? | Songs for Christmas performance |
| Main Music focus | Listening, Singing & Composition | Singing & Performance |
| Music Element | RhythmTimbreStructure | StructureTimbreDynamics |
| Key Knowledge(see also separate skills document) | -steady beat of music can be used to accompany rhythmic work e.g. rowing-different effects are created by using the same instrument in different ways e.g. playing drum with flat hand, fist, finger tips, nails… |  |
| Main Listening Track(see also extra tracks) | <https://youtu.be/wTH2DvDgqlM>‘Unst Boat Song’ – Songs of Separation  |  |
| Notes for delivery | -Listen to Unst Boat Song, ‘what do you hear?’-Teach song-Explore different ways of playing drums (rhythm/timbre)-sit in a circle-Put voices & drums together as arrangement, discuss structure & dynamics | -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 |

Autumn

Spring

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| Class Project | Antarctic/ArcticErnie Shackleton | Y3&4 Pantomime |
| Starting Point | Music to represent Antarctica | Songs for Y3&4 Pantomime |
| Main Music focus | CompositionPerformanceListening | Singing & PerformanceDance/Drama |
| Music Element | TimbreTextureStructure | StructureDynamicsRhythm & Pulse |
| Key Knowledge(see also separate skills document) | -different timbres=different moods/feelings-music structure is pieced together in different ways from a few different ideas-texture/accompaniment can also affect the mood/feel of a piece-music is often used for motivation (for movement, rhythm/keeping going, and for morale) | -areas of stage/backstage (wings, etc)-projection & pronunciation of singing/spoken voice-importance of facing the audience-interaction between actors (& audience) crucial for good performance-how to keep to own part if singing a different part to others-using steady beat of music to create dance/movement |
| Main Listening Track(see also extra tracks) | ‘Great Grey Back’Eliza Carthy & Wayward Band<https://www.youtube.com/watch?v=81ct1imrnXQ> (audio only)<https://www.youtube.com/watch?v=5DPWZkiyoiA> (live video from Musicport Festival 2015, song plays from 6:45) | CD song tracks |
| Notes for delivery | Composition 1- ‘Cold Climate’ soundscape (whole class composition)‘How would we feel in the Antarctic?’-discuss, physical/mental-choice of instruments to represent this, consider timbre (eg metallic sound)-piece ideas together, consider structure, texture, dynamics… -notate graphically-refine & Rehearse-use listening tracks to support exploration/ideas-perform soundscape & evaluateComposition 2 -‘Walking Song’ (whole class composition)-learn ‘John Peel’ tune/song, as played by Shackleton’s banjo player. -discuss music as motivation, bringing people together, rhythmic walking, focus, etc….-compose new lyrics, motivational/linked to landscape-discuss/compose accompaniment – possibly use body percussion (link to feeling cold – rubbing hands together etc…) | -SingingEnsure more technical/tricky elements of songs are tackled.Are all lyrics clear?Ensure any part singing is secure.-Dance routinesEncourage movement to the songs, to develop a series of actions/dance routine for both on stage & front of stage performers.-Drama/StagecraftBase rehearsals on stage as much as possible, to encourage familiarity/confidence with space.Trust games & characterisations, to aid with auditions and interaction with other actors. |
| End point/performance | Whole School Sharing Performance | Pantomime performances for the whole school and for families |

Summer

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| Class Project | Stand-alone music topic | Sound |
| Starting Point | Maypole Dancing | tbc |
| Main Music focus | Dance performance | Listening Composition |
| Music Element | StructureRhythm & Pulse |  |
| Key Knowledge(see also separate skills document) | ‘Spider’s Web’ dance |  |
| Main Listening Track(see also extra tracks) | ‘Durham Rangers’ whistle tune |  |
| Notes for delivery | -Ribbon rules, 4 ‘T’s (two hands, taut, top & together/timing)-Spider’s WebPartner on the left, 3 steps in towards pole, stand still & hold ribbon taut.Other partner dances round partner, ‘in, under, out, behind’. Repeat this dancing round 3 more times, progressing from person to person, clockwise round the pole.Unwind by reversing the pattern, still ‘in, under, out, behind’.-listen to tune, dance in sections according to tune structure (one section=one person/dance round) |  |
| End point/performance | Whole School Sharing Performance |  |