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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 | Rhythm  Timbre  Structure | Structure  Timbre  Dynamics |
| 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/Arctic  Ernie Shackleton | Y3&4 Pantomime |
| Starting Point | Music to represent Antarctica | Songs for Y3&4 Pantomime |
| Main Music focus | Composition  Performance  Listening | Singing & Performance  Dance/Drama |
| Music Element | Timbre  Texture  Structure | Structure  Dynamics  Rhythm & 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 & evaluate  Composition 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…) | -Singing  Ensure more technical/tricky elements of songs are tackled.  Are all lyrics clear?  Ensure any part singing is secure.  -Dance routines  Encourage movement to the songs, to develop a series of actions/dance routine for both on stage & front of stage performers.  -Drama/Stagecraft  Base 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 | Structure  Rhythm & 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 Web  Partner 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 |  |