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| Class Project | What did the Ancient Greeks teach us? | Stand-alone music topic |
| Starting Point | Why were the Ancient Greeks important for music? What did/does Greek music sound like? | Songs for Christmas performance |
| Main Music focus | ListeningCompositionDance | Singing & Performance |
| Music Element | Pitch/ScaleDynamics Duration/RhythmTexture/Structure | StructureTimbreDynamics |
| Key Knowledge(see also separate skills document) | -Western scales originated with the Ancient Greeks |  |
| Main Listening Track(see also extra tracks) | Ancient Greeks – oldest song/music notation<https://www.youtube.com/watch?v=d31jgilfzgQ>Ancient Greek music played in modern video, including lyre<https://www.youtube.com/watch?v=JzKJNzL4eTI>Traditional Greek Circle Dance <https://www.youtube.com/watch?v=5iR2bO9vEUc> |  |
| Notes for delivery | Watch video about origins of music/oldest tune. Listen to tune – ‘What do you hear?’Use chime bars to put together an arrangement of the tune. Notice – 6/8 time signature, bar lines, tune & chords, different rhythms in notation, etcTry chords first, then tune, then choose/together.Watch video of traditional Greek dance.Try it! (Step L, kick R, step R, kick L, step L, step behind, repeat…) | -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

Ancient Greek music <https://youtu.be/JzKJNzL4eTI>

Traditional music/dance <https://youtu.be/mAz91lvI-JQ>

This link talks about Pythagoras and his work on developing the musical scales which have since been used throughout Western Music – historically and today. Even the word ‘music’ itself comes from them! <https://themusicofancientgreece.weebly.com/ancient-greece-theory.html>

The intro to this article lays out how the Greeks influenced the development of music in general and how it was an intrinsic part of their society. <https://en.wikipedia.org/wiki/Music_of_ancient_Greece>

Spring

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| Class Project | Europe/Amelia Earharttbc | Whitby/Dracula |
| Starting Point | How did music cross the Atlantic?(African influences on US, US influences on Europe)tbc | Can we create a spooky soundscape which accompanies our stories? |
| Main Music focus | Listening Composition | Listening Composition |
| Music Element | Duration/RhythmTextureDynamics  | Structure/TexturePitch/Tempo/Dynamics |
| Key Knowledge(see also separate skills document) | -different countries had unique characteristics to their traditional music, these began to ‘overlap’ due to increased world travel and different nations ‘borrowed’ things they liked-how to put together different parts (tune, rhythm, drone, etc) to create a full arrangement, how these things affect each other when combined-how to perform together as part of a band | -there are certain elements of a music composition which would generally be regarded as ‘spooky’-how to use garageband app-to draw on all previous input on composition to create their soundscape |
| Main Listening Track(see also extra tracks) | Origin 0f Juba Dance – African slaves on plantations<https://www.youtube.com/watch?v=hpNdQDWgy7I>The Charleston (1923) – came from Juba DanceDance/1920s footage – explains changing role of women which led to dance<https://www.youtube.com/watch?v=Lx2yz-bIPYM>More 1920s footage<https://www.youtube.com/watch?v=7neA1I9K71c>Music with score/just instruments<https://www.youtube.com/watch?v=5XToLs2_mZ4>Music with score/includes lyrics<https://www.youtube.com/watch?v=SGgX-eWSn4I> | Search ‘spooky’ music on You Tube.‘What do you hear?’ – discuss, with particular reference to what individuals find spooky…won’t necessarily be the same for everyone. e.g. quiet/slow build up of long high-pitched sounds, vs, fast/loud ‘jump scare’ chords. |
| Notes for delivery | -Listen/watch ‘The Charleston’Ask ‘What do you hear?’-You Tube video of ‘The C’ music notation/listen along. Ask ‘What do you notice?’-Compose and write standard notation for parts for class band performance of ‘The C’ – include recorder tune, chime bar chords, drums, cymbals, triangles, singers, dancers? etc etc-Refine & RehearseAre all parts clearly heard? Think about dynamics – do diff groups need to play louder/quieter? Does the whole piece need to be loud/quiet at different points?-Performers take turns to ‘be the audience’ and provide critical feedback for improvement.-Write spoken intro for performance. | -What is spooky music? Play some examples…‘What do you hear?’ – discuss, with particular reference to what individuals find spooky…won’t necessarily be the same for all e.g. quiet/slow build up vs ‘jump scare’. -Explore ‘garageband’ app on ipads. What sounds can it create for us? How does this electronic sound help us to create a spooky atmosphere?-Work in pairs to create a spooky composition – either saved to the ipad or performed live, can include traditional instruments if required.-Consider ALL previously learned about music structure, texture, pitch, dynamics etc….-Stop and regroup regularly to share ideas/critique/improve |
| End point/performance | Whole School Sharing Performance | Whole School Sharing Performance |

Summer

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| Class Project | Stand-alone music topic | Y5&6 Show |
| Starting Point | Maypole Dancing | Songs for Y5&6 Show |
| Main Music focus | Dance performance | Singing & PerformingDance/Drama |
| Music Element | StructureRhythm & Pulse | StructureDynamicsRhythm & PulsePitch |
| Key Knowledge(see also separate skills document) | ‘Single Plait’ dance | -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 & rhythm of music to create dance/movement |
| Main Listening Track(see also extra tracks) | ‘Harvest Home’ whistle tune | CD song tracks |
| Notes for delivery | -Ribbon rules, 4 ‘T’s (two hands, taut, top & together/timing)-Single PlaitPartners face each other - R/Y pair & B/G pair. Y/G go ‘over’ first, R/B go ‘under’ first, continue moving over/under alternately as move around the circle, creating woven pattern down the pole.Turn around and reverse to unwind. Emphasise importance of watching ribbons on the unwind as this is where any slight mistakes can be rectified to avoid tangles.Challenge is to see how far down the pole they can go! | -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 | Show performances for the whole school and for families |