



National Curriculum	Key Questions	Substantive Knowledge	Key Vocabulary	Real-Life Links
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p>	<p>What are the challenges of singing in a round? <i>(The children may suggest: focusing on your part and not joining in with the other group; remembering to rest for two bars before starting the next verse.)</i></p> <p>How could you improve your performance? <i>(Look at and listen to other people from your group to help keep focused; remembering the lyrics; singing at an appropriate volume.)</i></p> <p>What are the main sections of a river? <i>(Source, upper course, middle course, lower course and mouth.)</i></p> <p>What are the key elements of music we might be listening for? <i>(Dynamics, instruments, tempo, texture, melody.)</i></p> <p>How does the music make you feel and why?</p> <p>How could your class/group improve its performance? <i>(Children's suggestions may include: look at and listen to each other to stay focused on your part; do not look or listen to people performing different ostinati; use a percussion instrument to create a steady beat for everyone to follow and stay in time.)</i></p>	<p>Knowledge</p> <p>When you sing without accompaniment it is called 'a cappella'. Harmony means playing two notes at the same time that usually sound good together.</p> <p>An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</p> <p>'Performance directions' are words added to musical notation to tell the performers how to play.</p>	<p>a cappella breath control cue directing harmony line in the round mood notation opinion ostinato parts vocal ostinato</p>	<p>Human and physical geography</p>
<p>Use and understand staff and other musical notations.</p>	<p>Technical Questions</p> <p>What is an ostinato? When might it be used? <i>(An ostinato is the musical name for a repeated pattern of notes or rhythm. It is also known as a riff in pop music or a loop in techno/dance music.)</i></p>	<p>Disciplinary Knowledge</p> <p>Skills</p> <p>Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Using musical vocabulary when discussing improvements to their own and others' work.</p> <p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Beginning to improvise musically within a given style.</p> <p>Developing melodies using rhythmic variation, transposition, inversion and looping.</p> <p>Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.</p> <p>Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p> <p>Explaining their preferences for a piece of music using musical vocabulary.</p>	<p>Technical Vocabulary</p> <p>diction dynamics expression layer melody percussion rhythm staff notation texture tempo</p>	<p>Musicians and composers</p> <p><i>Bedřich Smetana</i></p>

Assessment:**Pupils with secure understanding will be able to:**

- Sing in tune and in harmony with others, with developing breath control.
- Explain how a piece of music makes them feel with some use of musical terminology.
- Perform a vocal ostinato in time.
- Listen to other members of their group as they perform.
- Create an ostinato and represent it on paper so that they can remember it.
- Create and perform a piece with a variety of ostinatos.


Lesson 1			
Flashback Four		Learning Objectives	Star Knowledge
<u>Last Lesson:</u> What genre of music is the song 'Vamos, Let's Go! (Salsa)	<u>Last Topic:</u> What genre of music is the song 'Vamos, Let's Go! (Salsa)	<u>Learning Objective</u> To sing in two parts using expression and dynamics. <u>Success Criteria:</u> I can hold my own part. I can sing accurately. I can sing with expression. I can add relevant dynamics to my singing. <u>Key Skills</u> Pupils can sing a song accurately in a round.	A round is a song sung by two or more groups of people in which one group starts singing then the next group shortly after.
<u>Last Year:</u> What does 'ensemble' mean? (Ensemble means a group of musicians, actors or dancers who perform together.)	<u>Previous Key Stage:</u> What do we call speed in music? (Tempo.)		

Lesson 2			
Flashback Four		Learning Objectives	Star Knowledge
<u>Last Lesson:</u> What is the name of the song we learned in the last lesson? <i>The River is Flowing</i>	<u>Last Topic:</u> Where does Latin American music come from? (Mexico, Central and South America and Caribbean islands.)	<u>Learning Objective</u> To recognise key elements of music. <u>Success Criteria</u> I can identify the dynamics in the piece. I can express my opinion of the music and explain why. I can identify the mood of the music. <u>Key Skills</u> Pupils can use their music knowledge to help identify key elements of a piece of music.	Dynamics, tempo and texture can help you identify the mood of a piece of music.
<u>Last Year:</u> How many notes are in an octave? <i>eight</i>	<u>Previous Key Stage:</u> What word is used to describe how loud or soft music is? <i>dynamics</i>		

Lesson 3			
Flashback Four		Learning Objectives	Star Knowledge
<u>Last Lesson:</u> In which country is the River Moldau? <i>Czech Republic</i>	<u>Last Topic:</u> How can you work out the letter names for notes? (count up or down the lines and spaces)	<u>Learning Objective</u> To perform a vocal ostinato <u>Success Criteria</u> I know what an ostinato is and when it might be used.	Ostinato is a repeating musical pattern. This can also be called a riff or loop.

<p><u>Last Year:</u> What is a pentatonic scale? <i>(It is made up of 5 notes and is played in the correct order.)</i></p>	<p><u>Previous Key Stage:</u> What is a soundscape? <i>A soundscape uses different sounds and tempos to tell a story or create a specific picture.</i></p>	<p>I can sing my vocal ostinato in time. I can listen for my cue so I know when to start. I can offer suggestions to improve my work.</p> <p><u>Key Skills</u> Pupils can sing an ostinato as part of a round.</p>	
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Lesson 4			
Flashback Four		Learning Objectives	Star Knowledge
<p><u>Last Lesson:</u> What are the other names for an ostinato? <i>Riff, loop</i></p>	<p><u>Last Topic</u> What is a melody? <i>(the tune of a piece of music)</i></p>	<p><u>Learning Objective</u> To create and perform an ostinato.</p> <p><u>Success Criteria:</u> I can create a simple ostinato. I can play my ostinato in time.</p>	<p>Ostinato is a repeating musical pattern. This can also be called a riff or loop.</p>
<p><u>Last Year:</u> What does Chinese New Year music sound like? <i>(The music used to celebrate is fast, loud and contains crescendos.)</i></p>	<p><u>Previous Key Stage:</u> <i>What is a sound effect?</i> <i>A sound effect can be used to represent something in a film, television programme or play.</i></p>	<p><u>Key Skills</u> Pupils can use instruments to create an ostinato representing parts of a river.</p>	

Lesson 5			
Flashback Four		Learning Objectives	Star Knowledge
<p><u>Last Lesson:</u> Name two parts of a river <i>The source, upper course, middle course, lower course or mouth.</i></p>	<p><u>Last Topic</u> What is staff notation? <i>Five lines and four spaces used for recording musical notes.</i></p>	<p><u>Learning Objective</u> To improve and perform a piece of music based around ostinatos.</p> <p><u>Success Criteria</u> I can improve my piece to imitate the sound of a river. I can take on board suggestions from others in my group. I can perform my composed piece using dynamics and tempo change.</p>	<p>The ostinato can stay the same but different tempos and dynamics can change the tone of a piece.</p>
<p><u>Last Year:</u> Where is C on the keyboard? Can you find it? <i>(C is the white key to the left of each group of 2 black keys. Middle C is located in the middle of the keyboard.)</i></p> 	<p><u>Previous Key Stage:</u> What word is used to describe speed in music? <i>tempo</i></p>	<p><u>Key Skills</u> Pupils can use instruments to create an ostinato representing parts of a river and look at ways to improve their piece.</p>	

If you find a large amount of your pupils lack understanding of one particular star knowledge, you should adapt the flashback four questions for "Last Topic" in the next topic, in order to give you time to re-visit this. Please speak to the subject lead to discuss how to do this before editing the questions.