





National Curriculum	Key Questions		Substantive Knowledge	Key Vocabulary	Real-Life Links		
<ul style="list-style-type: none"> <li>● Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>● Use and understand staff and other musical notations</li> <li>● Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>● Improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>● Listen with attention to detail and recall sounds with increasing aural memory</li> <li>● Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>	<ul style="list-style-type: none"> <li>● What is Holi?</li> <li>● How is it celebrated?</li> <li>● What colour is this sound?</li> <li>● What makes you think that?</li> <li>● Are there any similarities in the colours that the groups have chosen?</li> <li>● Was it obvious how the music represented the picture?</li> <li>● What could be improved?</li> <li>● What was the best bit?</li> <li>● What could be improved?</li> <li>● Was it obvious how the music represented the Holi festival?</li> <li>● What was the best bit of the music?</li> <li>● What was the best thing about the performance?</li> <li>● What could they improve?</li> </ul>		<p><b>Knowledge</b>            Know that synaesthesia is the ability to see and hear colours thus aiding them in identifying notes or keys.</p> <p>Know that a graphic score is another way (besides the more conventional 5-line staff) of notating music or sounds on a page.</p> <p>Know that instrumental and/or vocal timbres can be used to create colour/mood.</p> <p>Know that instrumental and/or vocal timbres can be used to create colour/mood and understand how to notate this in a graphic score (a different way other than a five line staff).</p> <p>Know how to read and perform music from a graphic score.</p>	Holi Performance	Hinduism Celebrating the Festival of Holi.		
	<b>Technical Questions</b>					<b>Disciplinary Knowledge</b>	<b>Musicians and composers</b>
	What musical features (interrelated dimensions of music) did the group use?	What musical features (interrelated dimensions of music) did they use?				<p><b>Skills</b>            Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).            *Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p>Performing with accuracy and fluency from graphic notation.</p>	<p style="text-align: center;"><b>Technical Vocabulary</b></p> Synesthesia Dynamics Graphic score Vocal composition

<b>Lesson 1</b>			
<b>Flashback Four</b>		<b>Learning Objectives</b>	<b>Star Knowledge</b>
<u>Last Lesson:</u> What is a backbeat in music? <i>(An accompanying rhythmic beat in the background)</i>	<u>Last Topic</u> What is a loop in music? <i>(A repeated section of rhythm or melody)</i>	<u>Learning Objective</u> To understand that music can be represented with colours	Synaesthesia is the ability to see and hear colours thus aiding the identification of notes or keys.
<u>Last Year:</u> How do we get ready to sing? <i>(Warm up our voice and bodies).</i>	<u>Previous Key Stage:</u> How many beats is a crotchet worth? <i>(1 beat)</i>	<u>Success Criteria</u>  I can suggest a colour to match the music I can justify my opinion I can name the features or the mood of a piece of music	

<b>Lesson 2</b>			
<b>Flashback Four</b>		<b>Learning Objectives</b>	<b>Star Knowledge</b>
<u>Last Lesson:</u> What is Synesthesia? <i>(Synaesthesia is a blending of the senses)</i>	<u>Last Topic</u> In classical music, what is a loop called? <i>(An ostinato)</i>	<u>Learning Objective</u> To represent a piece of music as a graphic score	A graphic score is another way (besides the more conventional 5-line staff) of notating music or sounds on a page.
<u>Last Year:</u> How is a motif different to a loop? <i>(A motif can have small changes each time it repeats)</i>	<u>Previous Key Stage:</u> What is a two beat note called? <i>(Minim)</i>	<u>Success Criteria</u>  I can identify features of music I can describe what I think pieces of music look like and why I can represent music visually	

<b>Lesson 3</b>			
<b>Flashback Four</b>		<b>Learning Objectives</b>	<b>Star Knowledge</b>
<u>Last Lesson:</u> What kind of music would you put the colour blue with? <i>(Sad as blue is often used to describe a feeling of melancholy, a feeling of depression, heartbreak)</i>	<u>Last Topic</u> In jazz and pop music, what is a loop called? <i>(A riff)</i>	<u>Learning Objective</u> To create a vocal composition based on a picture	Instrumental and/or vocal timbres can be used to create colour or mood.
<u>Last Year:</u> What is a two beat note called? <i>(Minim)</i>	<u>Previous Key Stage:</u>	<u>Success Criteria</u>  I can represent colours and shapes with vocal sounds I can explain my choices I can describe my use of dynamics, tempo and pitch	

	 <p>What is this note called? (quaver)</p>		
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<b>Lesson 4</b>				
<b>Flashback Four</b>		<b>Learning Objectives</b>		<b>Star Knowledge</b>
<u>Last Lesson:</u> What is vocal composition? <i>(A piece of music made with the voice)</i>	<u>Last Topic</u> What is a piece of music called when it is altered or changed? <i>(A remix)</i>	<u>Learning Objective</u> To create a piece of music inspired by a single colour <u>Success Criteria</u> I can describe the musical features of a piece of music I can associate music with colour I can create vocal sounds to represent colour I can record a composition as a graphic score	Instrumental and/or vocal timbres can be used to create colour/mood and can be notated in a graphic score.	
<u>Last Year:</u> What is a one beat note called? <i>(Crotchet)</i>	<u>Previous Key Stage</u> How many beats is a single quaver worth? (half a beat) 			

<b>Lesson 5</b>				
<b>Flashback Four</b>		<b>Learning Objectives</b>		<b>Star Knowledge</b>
<u>Last Lesson:</u> What is a graphic score? <i>A graphic score is just another way (besides the more conventional 5-line stave) of notating music or sounds on a page.</i>	<u>Last Topic</u> What is a 'fragment' in music? <i>(A very short section of music)</i>	<u>Learning Objective</u> To work as a group to perform a piece of music  <u>Success Criteria</u> I can adjust my dynamics and pitch according to a graphic score I can keep in time with my group I can communicate with my group I know my role in the group	People can be taught to read and perform music from a graphic score.	
<u>Last Year:</u> Does transposing mean starting the music on a different note or reversing the pitch? <i>(starting the music on a different note)</i>	<u>Previous Key Stage:</u> How many beats is a pair of quavers worth? <i>(1 beat – each quaver is half a beat)</i> 