




National Curriculum	Key Questions		Substantive Knowledge	Key Vocabulary	Real-Life Links
<ul style="list-style-type: none"> <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>➤ Listen with attention to detail and recall sounds with increasing aural memory</li> <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>➤ Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>➤ Use and understand staff and other musical notations</li> <li>➤ Develop an understanding of the history of music</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Where is South Africa? (Continent – Africa)</i></li> <li>• <i>What unusual things do you notice about the music played? (Not sung in English, unusual voice effects, click clock sounds, unfamiliar instruments.)</i></li> <li>• <i>How do these pieces sound similar?</i></li> <li>• <i>How do these pieces sound different?</i></li> <li>• <i>What is the name of the lead drummer? (Master drummer)</i></li> </ul>		<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>✓ To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.</li> <li>✓ To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.</li> <li>✓ To understand that major chords create a bright, happy sound.</li> <li>✓ To know that poly-rhythms means many rhythms played at once</li> </ul>	<p>Call And Response Performance</p>	
	<b>Technical Questions</b>		<b>Disciplinary Knowledge</b>		<b>Musicians and composers</b>
	<p><i>What does the term 'unaccompanied' or 'acappella' mean? (Without accompanying instrumental music.)</i></p> <p><i>What is performing? (To present to an audience)</i></p> <p><i>What does it mean if you are 'improvising'? (Making music up as you go along)</i></p>	<p><i>What is a chord? (Three or more music notes played together).</i></p> <p><i>What is 'call and response' (A lead person sings or plays and then the other performers immediately sing or play a response)</i></p> <p><i>What is the traditional West African drum called? (Djembes, pronounced jem-bays.)</i></p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>✓ Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>✓ Comparing, discussing and evaluating music using detailed musical vocabulary.</li> <li>✓ Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</li> <li>✓ Improvising coherently within a given style.</li> <li>✓ Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</li> <li>✓ Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</li> <li>✓ 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.</li> <li>✓ Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</li> <li>✓ Using staff notation to record rhythms and melodies.</li> </ul>	<p style="text-align: center;"><b>Technical Vocabulary</b></p> <p>Acappella Dynamics Chord Major Minor Improvisation Ostinato Poly-rhythms Master drummer Syncopation Improvisation Call and response Metronome</p>	

**Assessment:**

- Pupils with secure understanding indicated by:**
1. I can create a break that fills eight counts
  2. I can play my break accurately
  3. I can play my break in the correct place and in time

<b>Lesson 1</b>			
<b>Flashback Four</b>		<b>Learning Objectives</b>	<b>Star Knowledge</b>
<p><u>Last Lesson:</u>  <i>What is 'Holi'?</i>  <i>(The Hindu festival of colour)</i></p>	<p><u>Last Topic:</u>  <i>What makes a chord?</i>  <i>(Three or more pitches played together).</i></p>	<p><u>Learning Objective</u>                      To sing a traditional African song unaccompanied</p> <p><u>Success Criteria:</u>                      I can hold the tune of my part within a group performance                      I can sing unaccompanied                      I can use expression within my singing</p>	<p>To sing with increasing confidence I must sing with expression, breath control, diction and varied dynamics.</p>
<p><u>Last Year:</u>  <i>Which pitch is this note? (A)</i></p> 	<p><u>Previous Key Stage:</u>  <i>What is Ragtime?</i>  <i>(Ragtime is a type of piano music that uses syncopation and a fast tempo)</i></p>		

<b>Lesson 2</b>			
<b>Flashback Four</b>		<b>Learning Objectives</b>	<b>Star Knowledge</b>
<p><u>Last Lesson:</u>  <i>How do you sing with confidence?</i>  <i>(Sing with expression, breath control, diction and varied dynamics).</i></p>	<p><u>Last Topic:</u>  <i>What does it mean to play at the same tempo?</i>  <i>(To play at the same speed)</i></p>	<p><u>Learning Objective</u>                      To use tuned percussion to play a chord progression</p> <p><u>Success Criteria</u>                      I can play a major chord on tuned percussion                      I can play a two-chord progression                      I can play the progression with accuracy</p>	<p>Playing a chord with two notes, in time.                      Explain that a chord is three or more music notes that are played together.</p>
<p><u>Last Year:</u>  <i>How many notes are in a Gamelan melody?</i>  <i>(8)</i></p>	<p><u>Previous Key Stage:</u>  <i>What does Traditional Jazz Music usually include?</i>  <i>(A larger band with a variety of different instruments, often using call and response and improvisation).</i></p>		

Lesson 3			
Flashback Four		Learning Objectives	Star Knowledge
<u>Last Lesson:</u> <i>How many notes are in a chord? (3 or more notes played at the same time).</i>	<u>Last Topic</u> <i>What does it mean to balance your dynamics? (To make sure you hear all the different parts)</i>	<u>Learning Objective</u> To use vocals or tuned percussion to perform a piece of music as an ensemble.	A chord is three or more music notes that are played together. I can play a three-note chord with a partner, in time.
<u>Last Year:</u> <i>How many notes are in the Slendro scale? (5)</i>	<u>Previous Key Stage:</u> <i>What is scat-singing? (Is using made-up words to create the sound of an instrument being played).</i>	<u>Success Criteria</u>  I can maintain and play my part accurately I can stay in time with the other performers I can offer suggestions for improvement	

Lesson 4			
Flashback Four		Learning Objectives	Star Knowledge
<u>Last Lesson:</u> <i>How can you improve a singing or instrumental performance? (Add other elements such as expression, varying dynamics and movement)</i>	<u>Last Topic</u> <i>Using symbols and images to represent images is called what? (A Graphic Score)</i>	<u>Learning Objective</u> To play call and response rhythms using percussion instruments.	West African drumming groups always have a master drummer, who is the drummer in charge – to play more complicated rhythms with rests the musicians must play at the instruction of the master drummer.
<u>Last Year:</u> <i>How big is the gap between two notes an octave apart? (8 notes).</i>	<u>Previous Key Stage</u> <i>What type of rhythms does Jazz music have? (Swung rhythms).</i>	<u>Success Criteria:</u>  I can listen to the pulse and play my instrument in time I can join back in if I lose my place I can count the rests (silences) accurately	

Lesson 5			
Flashback Four		Learning Objectives	Star Knowledge
<u>Last Lesson:</u> <i>What is the master drummer in West African drumming? (The drummer who is in charge who usually does the call part of the call and response).</i>	<u>Last Topic</u> <i>How a note does played in a minor key sound? (Sad)</i>	<u>Learning Objective</u> To create an eight beat break to play within a performance	Understand that an eight beat break is – a short section of rhythm that has eight beats.
<u>Last Year:</u> <i>Which one of these instrument is NOT usually in Gamelan?</i> <ul style="list-style-type: none"> <li>• Tuned percussion</li> <li>• Gongs</li> <li>• Symbols</li> <li>• <b>Piano</b></li> </ul>	<u>Previous Key Stage:</u> <i>What is syncopation? (Playing or emphasising the offbeat)</i>	<u>Success Criteria:</u>  I can create a break that fills eight counts I can play my break accurately I can play my break in the correct place and in time	