

ADVENT 1: Ostinato						
Prior Knowledge	<p>Pupils can: Listen, review, and evaluate music from a range of historical periods, cultures, and traditions. Perform together, following instructions that combine the musical elements. Describe the structure of music in terms of Beginning, Middle, and End. Use their skills reading from Stave Notation and reading rhythm notation to play multiple different parts to the same piece. Compose a short rhythm using the correct notation and play it with a range of pitches on a tuned instrument. Describe how layering can be used to create music.</p>					
New knowledge	<p>Pupils will: Understand what an Ostinato is and how it can be used in conjunction with layering to create music.</p>					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Medium term knowledge	<p>Pupils will know what an ostinato/riff is through <u>listening</u>. Pupils will know how to identify the difference between a melodic and rhythmic ostinato. Pupils will clap a rhythmic ostinato. Pupils will <u>sing</u> along to a melodic ostinato.</p>	<p>Pupils will know how to <u>compose</u> a 4 to 8 beat vocal ostinato. Pupils will know what layering is. Pupils will be able to layer their vocal ostinato.</p>	<p>Pupils will know how to <u>compose</u> a 2-4 bar rhythmic ostinato using rhythm notation. Pupils will know how to <u>perform</u> their ostinato on un-tuned percussion/clapping. Pupils will know how to layer their rhythmic ostinato.</p>	<p>Pupils will know how to <u>compose</u> a melodic ostinato. Pupils will know how to write their notes on a stave. Pupils will know how to play their melodic ostinato on a tuned instrument.</p>	<p>Pupils will know how to put together their vocal, rhythmic, and melodic ostinatos into a <u>performance</u> piece. Pupils will appraise and evaluate their rehearsal.</p>	<p>Pupils will perform their ostinato piece in a school assembly. Pupils will know how to <u>perform</u> with confidence and <u>musicianship</u>.</p>
Vocabulary	Ostinato, Riff	Melodic, Rhythmic	Layering	Dynamics	Performance	Assess

<p>Individual Lesson Plan</p>	<ul style="list-style-type: none"> • Introduce new vocab “Ostinato” • Discuss the difference between the words “Rhythmic” and “Melodic” • Watch the Ostinato PowerPoint. At the end of each clip pupils to vote on “Rhythmic” or “Melodic” • Discuss new vocab “Riff” in relation to popular music. • Plenary: Q and A new vocab and pupils to clap along to the rhythmic ostinatos within the PowerPoint. 	<ul style="list-style-type: none"> • Starter: Recall vocabulary from last lesson. • Watch Harry Potter Ostinato video. • Introduce new vocab “Layering” • Split class into groups to join in with the Harry Potter Ostinato. • In their groups, pupils to compose their own vocal ostinato. This can be linked into their current class topic. • Plenary: Groups to come together to perform their vocal ostinato. 	<ul style="list-style-type: none"> • Starter: Recall vocabulary from last lesson. • Re-visit their layered vocal ostinato. • Revise known rhythm notation and rests from Y5. • In their groups, pupils to write a 2 or 4 bar ostinato rhythm, using their vocal ostinato from last lesson as a starting point. • Plenary: Groups to come together to perform their rhythmic ostinatos either clapping or on un-tuned percussion to a drum track. 	<ul style="list-style-type: none"> • Starter: Recall vocabulary from last lesson. • Revise known stave notation from Y5. • In their groups, pupils to turn their rhythmic ostinato from last lesson into a melodic ostinato, writing it on a treble clef stave. Pupils to use notes relevant to their prior knowledge and level of understanding. Pupils to try out their melodic ostinato on available tuned classroom instruments. • Plenary: Groups to come together to perform their melodic ostinatos to a drum track. 	<ul style="list-style-type: none"> • Starter: Recall vocabulary from last lesson. • In their groups, pupils re-visit and rehearse their vocal, rhythmic and melodic ostinatos. • Groups to come together to rehearse the layering ostinatos. • Record class ostinato. • Plenary: Pupils to listen/ watch their recording and appraise/ evaluate it, discussing any changes they feel need making. 	<ul style="list-style-type: none"> • Starter: Recall all vocabulary used during the ostinato project. • Pupils perform their layered ostinato composition in an arranged assembly or to another class. • Plenary: Pupils to appraise/ evaluate their performance.
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ADVENT 2: Scales and chords

<p>Prior Knowledge</p>	<p>Pupils can: Listen, review, and evaluate music from a range of historical periods, cultures, and traditions. Perform together, following instructions that combine the musical elements. Describe the structure of music in terms of Beginning, Middle, and End. Use their skills reading from Stave Notation and reading rhythm notation to play multiple different parts to the same piece. Compose a short rhythm using the correct notation and play it with a range of pitches on a tuned instrument. Describe music as happy or sad and understand that the mood can be affected by harmony.</p>					
<p>New knowledge</p>	<p>Pupils will: Understand what is meant by harmony and be able to describe harmony using the correct vocabulary (Major, Minor). Be able to sing harmony parts alongside other parts.</p>					
<p>Medium term knowledge</p>	<p>Week 7 Pupils will know what a scale is. Pupils will know what a chord is. Pupils will know the difference between major and minor chords through <u>listening</u>.</p>	<p>Week 8 Pupils will know the style Pop music through <u>listening</u>. Pupils will know what a chord progression is through <u>listening</u>. Pupils will know how to play a chord progression on their instrument. Pupils will <u>sing</u> the chorus of Dance Monkey.</p>	<p>Week 9 Pupils will know how to <u>improvise</u> within the middle section of Dance Monkey using a pentatonic scale and <u>sing</u> the chorus. Pupils will know how to <u>perform</u> the whole piece Dance Monkey with <u>musicianship</u>.</p>	<p>Week 10 Pupils will know the difference between <u>singing</u> in unison and <u>singing</u> in harmony. Pupils will know how to <u>sing</u> the individual parts to the three-part harmony in unison. Pupils will understand phrasing and style.</p>	<p>Week 11 Pupils will know how to <u>sing</u> three individual parts in harmony. Pupils will <u>sing</u> their part with accurate pitch, phrasing and within the appropriate style.</p>	<p>Week 12 Pupils will <u>perform</u> on their instruments with control and accuracy and <u>musicianship</u>. Pupils will sing the 3-part Advent song with musicianship.</p>
<p>Vocabulary</p>	<p>Scale, Chord</p>	<p>Major, Minor</p>	<p>Pentatonic, Blues scale</p>	<p>Unison, Harmony</p>	<p>Phrasing, Style, Pitch</p>	<p>Assess</p>

<p>Individual Lesson Plan</p>	<ul style="list-style-type: none"> • Show pupils video of Boomwhacker group. Q and A on how pupils’ thing the Boomwhackers work. • Split into groups and give each group a C major scale. Pupils should decide together what order they think the Boomwhackers should be placed. • Ask each group to explain why they have made their chosen order. • All pupils to play their boomwhackers in scale order. Q and A the sound they hear when we do this. • Discuss scale and play different types of scales (handing out and discussing sharps and flats.) • C and R on all colours together. Q and A the effect on the sound of all colours played at the same time. • Ask pupils to play only certain colours together. Q and A this 	<ul style="list-style-type: none"> • Starter: Recall vocabulary from last lesson. • Dance Monkey body percussion. Discuss the style “Pop music” • Hand out boomwhackers and display dance Monkey chords sheet on the board. • Pupils to play each chord together and decide if major or minor. • Play the chord progression on a simple rhythm. • Pupils to identify the verse and chorus of the song and sing along to the chorus. • Plenary: Class to put together the chord progression and chorus vocals to the backing track. 	<ul style="list-style-type: none"> • Starter: Recall scale vocabulary from lesson 1. • Hand out boomwhackers and get pupils to play a pentatonic scale. Q and A can they guess which type of scale it is? • Revisit knowledge on improvisation from year 5 music. • In groups, with a C pentatonic set of boomwhackers, pupils should experiment with creating improvised rhythms. Put the Dance Monkey music on in the background for pupils to experiment their rhythms to. • Plenary: All groups to record the Dance Monkey chord progression along to the backing track and play their pentatonic improvisation in 	<ul style="list-style-type: none"> • Starter: Recall key vocab. • Show the clip of Cantamas singing Wind through the Olive trees: Discuss the differences they hear between verse 1 and 2 (Unison and Harmony) • Learn the 3 individual parts in unison. • Plenary: Recap the difference between unison and harmony and sing each part individually. <p>(If this song was managed well, add in Carol of the Bells for performance. If more time is needed to be spent on Olive trees, continue with just this for a performance)</p>	<ul style="list-style-type: none"> • Starter: Recall key vocab. • Recap singing each part individually. • Put together parts 1 and 2. Sound record and appraise, discussing accurate pitch and phrasing. • Add in the 3rd harmony with 1 and 2. Sound record and appraise discussing accurate pitch and phrasing. • Plenary: Sing the whole song together in 3-part harmony, making any changes discussed from appraising recordings. 	<ul style="list-style-type: none"> • Starter: Recall all musical vocabulary from the unit. • Recall Dance Monkey for performance. • School to video record the performance. • Plenary: watch the video performance and appraise.
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	<p>effect. Discuss chords, demonstrating and discussing major and minor.</p> <ul style="list-style-type: none">• Plenary: Q and A different scales. Pupils play major and minor chords, asking pupils to decide if the chord is major or minor.		<p>the middle section of the song.</p>			
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