

Spring 1: Creative Composition

National Curriculum

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Prior Unit:

Developing Ensemble Skills

Future Unit:

Musical Styles Connect Us

Sticky knowledge and skills:

Listening

- Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, orchestra sections, electric organ, congas, pianos and synthesizers, and vocal techniques

Singing

- Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.
- Sing in 2/4, 4/4, 3/4, 5/4 and 6/8

Notation

- Explore ways of representing high and low sounds and long and short sounds, using symbols and any appropriate means of notation.
- Explore standard notation, using dotted semibreves, dotted minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and semi quavers.

Playing

- Rehearse and learn to play one of four differentiated parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, D minor and F minor.

Improvising

- Explore improvisation within a major scale using the notes: C, D, E, F, G
G, A, B, C, D
F, G, A, C, D
- Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.

Composing

- Start to use structures within compositions
- Create music in response to music and video stimulus
- Use simple dynamics
- Use rhythmic variety

Performing

- Collect feedback from the audience and reflect how the audience believed in the performance

Vocabulary:

Pupils will be taught the meaning of and encouraged to use:

Style indicators, melody, compose, improvise/improvisation, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, elements, producer, groove, hook, solo, by ear, phrases, unison, harmony, bassline, melody, notation, detached, repeats, rhythm patterns, adagio, slow speed, disco, major, minor, signature, minims, dotted crotchets, quavers and semi quavers, rock and roll, pop, style, time signature, key signature

<p>Lesson 1</p>	<p>LO: To understand the musical style of Disco.</p>	<p>Musician Options Complete the Understanding Music activity Use Improvise Together as an optional activity</p> <p>Listen and Respond- Disco Fever</p> <ul style="list-style-type: none"> • Talk about the song together • Explore its musical style through the style indicators of the music and its performers • Embed a deeper understanding of the musical concepts related to the song • Find an understanding and/or connection to the song or music <p>Singing- Sing the song Disco Fever</p> <ul style="list-style-type: none"> • Learn to sing the song as part of an ensemble/choir • Follow a leader/conductor • Understand the meaning of the song • Demonstrate and maintain correct posture and breath control • Listen to each other and sing in tune together <p>Playing- Play your instruments with the song Disco Fever Perform- perform the song Disco Fever Play and perform an instrumental part of the song from ear or notation.</p>
<p>Lesson 2</p>	<p>LO: To be able to compose an 8-bar melody with a Disco Fever theme</p>	<p>Musician Options Complete the Understanding Music activity Use Improvise Together as an optional activity</p> <p>Listen and Respond-1812 Overture</p> <ul style="list-style-type: none"> • Talk about the song together • Explore its musical style through the style indicators of the music and its performers • Embed a deeper understanding of the musical concepts related to the song • Find an understanding and/or connection to the song or music <p>Singing- Sing the song Disco Fever</p> <ul style="list-style-type: none"> • Learn to sing the song as part of an ensemble/choir • Follow a leader/conductor • Understand the meaning of the song • Demonstrate and maintain correct posture and breath control • Listen to each other and sing in tune together <p>Composing and Improvising Explain the difference between composing and improvising- improvisation is when you make up your own piece of music that has never been heard before, If you write it down it becomes composition and then it can be played again.</p> <p>Compose with the song Disco Fever</p> <ul style="list-style-type: none"> • Compose an 8-bar melody using 3, 5 or 7 notes over the backing track. • Keep a record of the composition to play it again. • Structure musical ideas (eg using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, eg stories, verse, images (paintings and photographs) and musical sources • Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi) • Compose song accompaniments on untuned percussion using known rhythms and note values <p>Create a graphic score using sounds, rhythms and pitch. Performing Perform the song Disco Fever</p>
<p>Lesson 3</p>	<p>To be able to play La Bama using an instruments</p>	<p>Musician Options Complete the Understanding Music activity Use Improvise Together as an optional activity</p> <p>Listening</p> <p>Listen and respond- La Bamba</p> <ul style="list-style-type: none"> • Talk about the song together • Explore its musical style through the style indicators of the music and its performers • Embed a deeper understanding of the musical concepts related to the song • Find an understanding and/or connection to the song or music <p>Singing- Learn to sing the song La Bamba</p> <ul style="list-style-type: none"> • Learn to sing the song as part of an ensemble/choir • Follow a leader/conductor • Understand the meaning of the song • Demonstrate and maintain correct posture and breath control • Listening to each other and singing in tune together <p>Playing- play your instruments with the song La Bamba</p>

		Perform the song La Bamba
Lesson 4	LO: To be able to improvise with the song La Bamba	<p>Musician Options Complete the Understanding Music activity Use Improvise Together as an optional activity</p> <p>Listening Either listen to Hondo (War) or Vakuru (Elders)</p> <ul style="list-style-type: none"> • Talk about the song together • Explore its musical style through the style indicators of the music and its performers • Embed a deeper understanding of the musical concepts related to the song • Find an understanding and/or connection to the song or music <p>Singing- Learn to sing the song La Bamba</p> <ul style="list-style-type: none"> • Learn to sing the song as part of an ensemble/choir • Follow a leader/conductor • Understand the meaning of the song • Demonstrate and maintain correct posture and breath control • Listening to each other and singing in tune together <p>Composing and Improvising Remind pupils what the difference is between composing and improvising. Improvise with the song La Bamba using 3 or 5 notes over the backing track.</p> <p>Performing- perform the song La Bamba</p>
Lesson 5	To be able to play Change using instruments	<p>Musician Options Complete the Understanding Music activity Use Improvise Together as an optional activity</p> <p>Listening Listen and respond- Change</p> <ul style="list-style-type: none"> • Talk about the song together • Explore its musical style through the style indicators of the music and its performers • Embed a deeper understanding of the musical concepts related to the song • Find an understanding and/or connection to the song or music <p>Singing- Learn to sing the song Change</p> <ul style="list-style-type: none"> • Learn to sing the song as part of an ensemble/choir • Follow a leader/conductor • Understand the meaning of the song • Demonstrate and maintain correct posture and breath control • Listening to each other and singing in tune together <p>Playing- play your instruments with the song Change</p> <p>Performing- perform the song Change</p>
Lesson 6	LO: To be able to improvise and compose along with their own choice of music	<p>Musician Options Complete the Understanding Music activity Use Improvise Together as an optional activity</p> <p>Listen and respond- 1812 Overture</p> <ul style="list-style-type: none"> • Talk about the song together • Explore its musical style through the style indicators of the music and its performers • Embed a deeper understanding of the musical concepts related to the song • Find an understanding and/or connection to the song or music <p>Singing- Either learn to sing the song Change, Disco Fever or La Bamba</p> <ul style="list-style-type: none"> • Learn to sing the song as part of an ensemble/choir • Follow a leader/conductor • Understand the meaning of the song • Demonstrate and maintain correct posture and breath control • Listening to each other and singing in tune together <p>Playing- either play your instruments with the song Change, La Bamba or Disco Fever</p> <p>Composing and Improvising Either:</p> <ul style="list-style-type: none"> • Improvise with the song La Bamba (see lesson 4) • Compose with the song Disco Fever (see lesson 2) • Use Music Notepad to create a simple melody <ul style="list-style-type: none"> - To create a simple melody using the Music Notepad whilst also developing creativity and being able to draw on wider influences from songs played and learnt - To strengthen the learning that has taken place in a unit by composing melodies in similar styles - Internalise a steady beat - Use the metre 4/4, 2/4, 3/4 or 6/8 Notate simple rhythmic and melodic patterns including crotchets, quavers, minims, semibreves, semiquavers and their rests

		<ul style="list-style-type: none">- Key signatures can be C major, G major, D major, A minor or E minor - use the first three notes, five notes, a pentatonic scale or a full scale Add dynamics to suit your composition <p>Performing Either perform the song Disco Fever, La Bamba or Change</p>
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