

Summer 1: Improvising with Confidence

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:

Musical Styles Connect Us

Future Unit:

Farewell Tour

Sticky knowledge and skills:

- Know and understand what a musical introduction and outro is, and its purpose.
- Identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale.
- Rehearse and learn songs from memory.
- Identify the musical style of a song using some musical vocabulary to discuss its musical elements.
- Identify stave, treble clef, time signature.
- 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.
- Explore improvisation within a major scale using the notes:
C, D, E, F, G
G, A, B, C, D
F, G, A, C, D
- Recognise how notes are grouped when notated.
- Compose song accompaniments.
- Plan and compose an 8 or 16 beat melodic phrase, using the pentatonic scale (C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion.
- Create, rehearse and present a holistic performance for an audience.
- Understand the importance of the performing space and how to use it.

Vocabulary:

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

Style indicators, melody, compose, improvise/improvisation, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, elements, Soul, producer, groove, hook, riff, ostinato, solo, Jazz, by ear, phrases, unison, harmony, bassline, brass section, melody, crotchet, minim, quaver, rests, time signature, key signature, clef, stave, notation, major, minor, bar, detached, repeats, rhythm patterns, legato, staccato, forte, piano, fortissimo, pianissimo, chords, Pop, Rock, Romantic, Folk, Film Music, Musicals, crescendo, diminuendo, mezzo forte, mezzo piano.

	LO	Lesson outline
Lesson 1	LO: To be able to place the song/piece in its historical, cultural and global context. To discuss the message from the song.	<p>The unit question is: How does music shape our way of life? Refer back to this question as you move through each lesson in this unit.</p> <p>Complete the baseline quiz</p> <p>Musicianship options As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p>Listening Listen to `Wake Up`. Explore the world of hip-hop with this song. Complete the five steps for listening 1. Listen 2. Respond 3. Extended Listening 4. Understand 5. Connect. Encourage the children to stand up and internalise the music using their bodies. Encourage the children to move to the music. Discuss what you think the composer's intentions were, using musical vocabulary. Discuss dynamic contrasts in greater depth, why the composer might have used certain voices/ instruments in the music or why they have written in this style.</p> <p>Singing</p>

		<p>Learn to sing the song ` Wake Up `. The on-screen resource will assist you with listening and learning the song. You will have the option to break the song down into manageable learning sections. Add movement to the song and have fun. Let the children use their imaginations to choregraph movement to the song.</p> <p>You could:</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 and perform an instrumental part of the song by ear or from notation.</p> <p>Performing</p> <ul style="list-style-type: none"> • Create and present a holistic performance of ` Wake Up ` with some understanding of the musical, cultural and historical contexts • Invite a child to lead the performance • Present what has been learnt in the lesson with confidence and ease • Introduce the performance with an understanding of what the song is about and anything else connected to it and you
<p>Lesson 2</p>	<p>LO: To compose with the song ` Wake up `.</p>	<p>Recap- What song did we learn to sing last week? Can you remember what the song was about and anything else connected to it and you? What style of music is the song ` Wake Up `.</p> <p>Musicianship options As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p>Listening Listen to ` We Shall Overcome `. Complete the five steps for listening 1. Listen 2. Respond 3. Extended Listening 4. Understand 5. Connect. Encourage the children to stand up and internalise the music using their bodies. Encourage the children to move to the music. Discuss what you think the composer's intentions were, using musical vocabulary. Discuss dynamic contrasts in greater depth, why the composer might have used certain voices/ instruments in the music or why they have written in this style.</p> <p>Singing Continue to learn to sing the song ` Wake Up ` The on-screen resource will assist you with listening and learning the song. You will have the option to break the song down into manageable learning sections. Add movement to the song and have fun. Let the children use their imaginations to choregraph movement to the song.</p> <p>You could:</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 improvisation Compose with the song ` Wake Up ` In this composition activity, choose from the differentiated note sets and as a whole class or in groups, compose a new, simple melody that will be played with the song it its performance. Children to compose an eight- bar melody using three or five notes over the backing track.</p> <p>Performing</p> <ul style="list-style-type: none"> • Create and present a holistic performance of ` Wake Up ` with some understanding of the musical, cultural and historical contexts • Invite a child to lead the performance • Present what has been learnt in the lesson with confidence and ease • Introduce the performance with an understanding of what the song is about and anything else connected to it and you
<p>Lesson 3</p>	<p>LO: To be able to listen to and follow instructions from a leader.</p>	<p>Recap: Can you remember the song we learnt last week? Sing ` Wake Up `. What can you remember about Soul music?</p> <p>Musicianship options As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p>Listening Listen to ` Down by the Riverside `. Explain this is a Gospel song with simple lyrics. Complete the five steps for listening 1. Listen 2. Respond 3. Extended Listening 4. Understand 5. Connect. Encourage the children to stand up and internalise the music using their bodies. Encourage the children to move to the music. Discuss what you think the composer's intentions were, using musical vocabulary. Discuss dynamic contrasts in greater depth, why the composer might have used certain voices/ instruments in the music or why they have written in this style.</p> <p>Singing</p>

		<p>Learn to sing the song ` Down by the Riverside ` The on-screen resource will assist you with listening and learning the song. You will have the option to break the song down into manageable learning sections. Add movement to the song and have fun. Let the children use their imaginations to choreograph movement to the song.</p> <p>You could:</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 and perform an instrumental part of the song by ear or from notation.</p> <p>Performing</p> <ul style="list-style-type: none"> • Create and present a holistic performance of ` Down by the Riverside ` with some understanding of the musical, cultural and historical contexts • Invite a child to lead the performance • Present what has been learnt in the lesson with confidence and ease • Introduce the performance with an understanding of what the song is about and anything else connected to it and you
<p>Lesson 4</p>	<p>LO: To be able to improvise using the notes given to the song `Down by the Riverside`.</p>	<p>Recap: Can you remember the song we learnt last week? What can you remember about the song?</p> <p>Musicianship options As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p>Listening Listen to ` You Belong with Me ` . Complete the five steps for listening 1. Listen 2. Respond 3. Extended Listening 4. Understand 5. Connect. Encourage the children to stand up and internalise the music using their bodies. Encourage the children to move to the music. Discuss what you think the composer’s intentions were, using musical vocabulary. Discuss dynamic contrasts in greater depth, why the composer might have used certain voices/ instruments in the music or why they have written in this style.</p> <p>Singing With your class learn to sing the song ` Down by the Riverside ` . The on-screen resource will assist you with listening and learning the song. You will have the option to break the song down into manageable learning sections. Add movement to the song and have fun. Let the children use their imaginations to choreograph movement to the song.</p> <p>You could:</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 <p>Composing and improvisation Improvise with the song ` Down by the Riverside ` Think about the differences between improvising and composing. The children will be using up to three or 5 notes suggested. They can improvise together, in groups or as a soloist. Perform the improvisations within the given activity option in `Perform the Song`.</p> <p>Option 1. Improvise Together You can repeat this option if you wish to, but you might have already taken this option to practise improvising at the beginning of the lesson. If you have, use the skills you have started to build and use them in `Improvise with the song` next.</p> <p>Option 2. Improvise with the song Take it in turns to improvise using the notes given. When practicing, take it in turns to solo or improvise in groups. Perform your improvisations within the activity option in ` Perform the song`.</p> <p>Performing</p> <ul style="list-style-type: none"> • Create and present a holistic performance of ` Down by the Riverside ` with some understanding of the musical, cultural and historical contexts • Invite a child to lead the performance • Present what has been learnt in the lesson with confidence and ease • Introduce the performance with an understanding of what the song is about and anything else connected to it and you
<p>Lesson 5</p>	<p>LO: To rehearse and perform their part within the context of the Unit song</p>	<p>Recap: Can you remember the song we learnt last week? What can you remember about the song?</p> <p>Musicianship options As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p>Listening Listen to ` Dance the Night Away ` . Explain this is a Salsa song. Complete the five steps for listening 1. Listen 2. Respond 3. Extended Listening 4. Understand 5. Connect. Encourage the children to stand up and internalise the music using their bodies. Encourage the children to move to the music. Discuss</p>

		<p>what you think the composer’s intentions were, using musical vocabulary. Discuss dynamic contrasts in greater depth, why the composer might have used certain voices/ instruments in the music or why they have written in this style.</p> <p>Singing With your class learn to sing the song `Dance the Night Away`. The on-screen resource will assist you with listening and learning the song. You will have the option to break the song down into manageable learning sections. Add movement to the song and have fun. Let the children use their imaginations to choreograph movement to the song. You could:</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 <p>Playing Play and perform an instrumental part of the song by ear or from notation.</p> <p>Performing</p> <ul style="list-style-type: none"> • Create and present a holistic performance of `Dance the Night Away` with some understanding of the musical, cultural and historical contexts • Invite a child to lead the performance • Present what has been learnt in the lesson with confidence and ease • Introduce the performance with an understanding of what the song is about and anything else connected to it and you
<p>Lesson 6</p>	<p>LO: To create and present a holistic performance to an audience.</p>	<p>There are two options: Understanding Music and Improvise Together. These are both optional activities today. Use either as a warm up or start your lesson with the Listen and Respond activity.</p> <p>Listening In this listen and respond activity, you will revisit a piece of music that the class listened to earlier in the unit. Give the children a blank `listen and respond` form where they can write their comments/ responses and answers. Listen to the song `We Shall Overcome`. Complete the five steps for listening 1. Listen 2. Respond 3. Extended Listening 4. Understand 5. Connect. Encourage the children to stand up and internalise the music using their bodies. Encourage the children to move to the music. Discuss what you think the composer’s intentions were, using musical vocabulary. Discuss dynamic contrasts in greater depth, why the composer might have used certain voices/ instruments in the music or why they have written in this style.</p> <p>Singing As a class choose a song to revisit singing from the list on the screen.</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 <p>Playing Recap playing tuned percussion with your chosen song for the performance.</p> <p>Composing and Improvising Revisit the improvising and composing activities connected to the song you are preparing for the final performance.</p> <p>Performing Complete a performance of your chosen song from the unit. Record the performance using an iPad. When performing guide the class to discuss:</p> <ul style="list-style-type: none"> • How do we take our places? • How do we sit or stand to perform? How do we know when to start? • How might we introduce a piece of music? • How do we say thank you to the audience for listening? <p>After the performance guide the children to discuss:</p> <ul style="list-style-type: none"> • Did you enjoy the performance? • How did it make you feel? • Were all of the performers focused and concentrating during the performance? • If there was a song, could you hear the words? • If there was a song, can you remember what the song was about? • Who else might enjoy the performance? <p>Complete quiz together- Year 6 Unit 5 The theory quiz summarises all of the musical learning that has taken place in this unit. Each question is multiple choice and allows you to select the correct answer before moving on.</p>