

Music - Adapting and transposing motifs (Theme: Romans)



Prior Learning	
This unit will build on the knowledge and skills learned in KS1 Prior learning will be knowledge of the terms pitch, dynamics and tempo as well as being able to sing in tune and in harmony with others and explain how a piece of music makes them feel. This unit will also draw upon their understanding of repeating patterns.	
Key vocabulary for this unit	
backing track bass line crotchet dotted minim flats graphic notation key key signature loop lyrics minim motif	notation ostinato pitch quavers rhythm rhythmic notation riff semibreve sharps tempo transpose tuned instrument
Learning Sequence	
Here come the Romans	<ul style="list-style-type: none"> To sing in tune and in time.
Musical motifs	<ul style="list-style-type: none"> To understand what a musical motif is.
Motifs and mosaics	<ul style="list-style-type: none"> To compose and notate a motif.
Motif development	<ul style="list-style-type: none"> To develop and transpose a musical motif.
Combine and perform	<ul style="list-style-type: none"> To combine and perform different versions of a musical motif.
Assessment milestones	
Working Musically:	Music Knowledge:

<ul style="list-style-type: none"> Identifying gradual and scaled dynamic (crescendo and decrescendo) and tempo changes within a piece of music. Developing melodies using rhythmic variation, transposition, inversion, and looping. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. 	<ul style="list-style-type: none"> To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music. To know that 'transposing' a melody means changing its key, making it higher or lower pitched. To know that a motif can be adapted by changing the notes, the rhythm or the order of notes..
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Rock and Roll

Prior Learning	
<p>This unit will build on the knowledge and skills learned in KS1</p> <p>Prior learning will be knowledge of identifying the structure of a piece of music and knowing when there is one layer or two, understanding the difference between rhythm and melody and be able to play a sequence in the correct order in time with their partner.</p>	
Key vocabulary for this unit	
Rock and roll 1950s Dynamic hand jive	Tempo notation style
Learning Sequence	
Hand jive	<ul style="list-style-type: none"> To understand the history of rock and roll music.
Rock around the clock	<ul style="list-style-type: none"> To be able to perform with a sense of style.
Walking base line	<ul style="list-style-type: none"> To play a walking bass line on tuned percussion.
Performing the bass line	<ul style="list-style-type: none"> To be able to play a rock and roll bass line.
Rock and Roll performance	<ul style="list-style-type: none"> To be able to play a rock and roll piece of music.

Assessment milestones

Working Musically:

- Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.
- Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique

Music Knowledge:

- To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals.
- To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline) is common in rock and roll.
- To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.