

ACET Junior Academies'

Scheme of Work for music

Year 4 Unit 1.1: Imperium Romanum



unit:

work is an introduction to music of the Roman Empire. Children will learn that the Romans used music for nearly every occasion, including weddings, funerals, gladiator games, religious ceremonies, and public performances. The Romans took a lot of their ideas about music, or the art created by other societies. For example, the Romans adopted Greek music traditions, just like they adopted Greek ideas in art, literature, and architecture from Greece, making their two cultures very similar. In order to experiment and create their own music, children will build on their prior knowledge of repeating patterns in music and will be introduced to the concept of motifs. They will develop their skills further by adapting and transposing motifs before performing them.

Structure

Structured around six sequential music enquiries:

1. Singing accurately together?

2. Identifying a musical motif?

3. Creating and recording a motif?

4. Developing a musical motif?

5. Combining different versions of a motif?

National Curriculum objectives:

Links to previous and future National Curriculum units/objectives

KS2

- Listen with attention to detail and recall sound details, increasing aural memory.

- Appreciate and understand a wide range of historical and recorded music drawn from different traditions from great composers and musicians.
- Play and perform in solo ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improve and compose music for a range of purposes, exploring the inter-related dimensions of music.
- Use and understand staff and other musical notation.

Unit

Y3 HT 3.1 *Gift of the Nile*

KS3

- Listen with increasing discrimination to a wide range of historical and recorded music from great composers and musicians.
- Improvise and compose music for a range of purposes, exploring the inter-related dimensions of music.
- Identify and use the inter-related dimensions of music, including rhythm, melody, harmony, timbre, dynamics, texture, form and structure, expressively and with increasing sophistication, including the use of tonalities, different types of scales and other musical devices.
- Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Use and understand staff and other musical notation.

Enquiry 1: How to sing accurately together?

Previous Learning	Knowledge and second order concepts	Musical skills:	Assessment criteria:	C C
<p>know e piece of non- on to ce. own dard rd the</p>	<p>Substantive knowledge: <i>(What the children should know.)</i> What Ancient Roman music could have sounded like. What Ancient Roman musical instruments could have looked like. The importance of warming up vocally before singing. What call and response is and how to use this to learn a song. How to follow lyrics and music in order to perform a song in a group. How to perform well together considering tempo and pitch.</p>	<ul style="list-style-type: none"> • Sing in a group with increasing accuracy. • Listen with attention to detail. • Follow lyrics and melody to perform a song. <p>Key concepts:</p>	<p>Can your children:</p> <ul style="list-style-type: none"> • Sing in time with others and with a backing track? • Follow or remember lyrics? • Follow the tune? 	<p>Hor Ver</p>

	<p>Second order concepts: <i>(What students should understand)</i> Listening Performance</p>	Vocal warm ups Call and response Lyrics Sheet music Backing track Pitch Tempo			
Activities:		Resources:	Useful links:		
<p>Start by listening to the Ancient Roman music: What does it sound like? Do you recognise any instruments? Show children the PowerPoint of the instruments: How do you think the instruments were played? What music do you think they were used for?</p> <p>Children should practise the vocal warm ups - we need to warm up our voices. (See tips on 'Here come the Romans').</p> <p>Children should look at the <i>Road Building</i> song lyrics displayed on an interactive whiteboard. Listening to the <i>Road Building</i> performance track: Can they follow the lyrics on the screen? What do you think about the song? Can they use descriptive language to describe what happens in the song? E.g. The pitch leaps and falls. Can they identify the phrases 'stand on a hill' and 'take the shortest route', and 'the shortest route'.</p> <p>Children then, learn the <i>Road Building Song</i> line by line through call and response. Encourage pupils to listen to each other and the backing track to ensure that they stay in time with the music and one another: Can they use appropriate facial expressions to convey meaning?</p> <p>Children should perform the song as a class and teacher should record their performance. How do they make their performance better? Was everyone in time? Was everyone in tune? Could they hear all the words?</p>		<p>Use safeyoutube.net</p> <p>Ancient Roman music: https://safeyoutube.net/w/bPeG</p> <p>Ancient Roman musical instruments PowerPoint.</p> <p>Tip sheet 'Here come the Romans'.</p> <p>Road Building lyrics.</p> <p>Road Building sheet music.</p> <p>Road Building backing track.</p> <p>Road Building performance track.</p> <p>IPad to record.</p>	<p>Use safeyoutube.net</p> <p>'What did the Romans do for us?' https://www.bbc.co.uk/bitesize</p>		

Enquiry 2: What is a musical motif?

Previous g	Knowledge and second order concepts	Musical skills:	Assessment criteria:	Cu
<p>have nowledge ng and thers whilst ed by a</p>	<p>Substantive knowledge: (What the children should know.) How to listen and appraise classical pieces of music. What an ostinato and a motif are and the difference between them. How to recognise a motif in a piece of music. How to play a motif on a tuned instrument.</p> <p>Second order concepts: (What students should understand) Listening Appraising</p>	<ul style="list-style-type: none"> Identifying motifs aurally. Playing a repeated pattern on a tuned instrument. <p>Key concepts:</p> <p>Repeating patterns Ostinato Motif</p>	<p>Can your children:</p> <ul style="list-style-type: none"> Explain what a motif is? Hear and recognise a motif in a piece of music? Play a motif on a tuned instrument? 	<p>Horiz Vert</p>
Activities:		Resources:	Useful links:	
<p>children could watch the video Beethoven - 'Fifth Symphony': notice about the music? Did they hear any repeating patterns? the pattern? Explain that the music is all based on one repeating uh duh duuuuuuum. What is the musical term for a repeating ato).</p> <p>ough this is an Ostinato, it is a short one which changes so in ve call this a motif. Motifs are used a little like building blocks e music (like a Roman road).</p> <p>could recap on the vocal warm ups from the previous session. d listen to the <i>Road Building Song</i>, following the words on the children identify the motifs within the song? (These are the nd on a hill' and 'survey all the land'): Are these motifs always e every time you hear them?' (No, 'take the shortest route' has</p>		<p>Use safeyoutube.net</p> <p>Tuned percussion instruments.</p> <p>Tips for musical motifs sheet.</p> <p>Roman motifs PowerPoint.</p> <p>Road Building lyrics.</p> <p>Road Building sheet music.</p> <p>Road Building backing track.</p>	<p>Use safeyoutube.net</p> <p>Classical Music Motifs: https://safeyoutube.net/w/VV https://safeyoutube.net/w/z4</p>	

ent rhythm, but that's ok, because musicians are allowed to motifs - so it still counts).

en should look at slide two of the *Roman motifs* and out tuned percussion instruments (or their own instrument ave them). Children should practise playing each motif before h one together as a class. Then add them to the *Road Building* y along.

'James Bond theme tune'. Children should identify the motifs and the bass line underneath): 'What is different about these ones we've explored earlier today? (The guitar riff is much

Road Building performance track.

Beethoven - 'Fifth Symphony': <https://safeyoutube.net/w/Upe>
[e](https://safeyoutube.net/w/Upe)

'James Bond theme tune': <https://safeyoutube.net/w/Wp>
[ee](https://safeyoutube.net/w/Wp)

Enquiry 3: How to create and record a motif?

Previous g	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	k
have nowledge al motif o hear musical iece of	<p>Substantive knowledge: (<i>What the children should know.</i>) What a musical motif is and how to compose one. What rhythm and pitch are. How to perform with others confidently and accurately.</p>	<p>Musical skills:</p> <ul style="list-style-type: none"> • Experimenting with and creating a motif. • Performing a motif with confidence and accuracy. • Using notation in different forms to record composition. 	<p>Can your children:</p> <ul style="list-style-type: none"> • Compose a motif? • Use graphic notation to record the motif? 	Ho Ve

tuned	<p>How to record their composition using letter notation, graphic notation and standard staff notation.</p> <p>Second order concepts: (<i>What the children should understand</i>)</p> <p>Improvise Experiment Practise</p>	<p>Key concepts:</p> <p>Motif Mosaic Letter notation Graphic notation Standard staff notation Rhythm Pitch Crotchets Minims Semi-breve Quaver</p>	<ul style="list-style-type: none"> Recognise standard rhythmic notation?
Activities:		Resources:	Useful links:
<p>could discuss: What is a motif? (a short repeating pattern). Is it the same or can it change? (A motif can change and develop over the course of music).</p> <p>then begin to create their own motifs and write them down so they can remember them for next time:</p> <p>pitch using letter notation.</p> <p>should be linked to the Roman theme by using mosaic tiles.</p> <p>Show them some example from the mosaic PowerPoint.</p> <p>Mosaics are created from lots of little tiles, a bit like the tiles in a mosaic. Explain that they are going to take the idea of mosaic tiles and apply it to their form of notation. Show the children the <i>Mosaic tiles sheet</i> and explain that each tile represents one beat.</p> <p>to colour in the right number of tiles for each note in their</p>		<p>Use safeyoutube.net</p> <p>Mosaic PowerPoint.</p> <p>Tips for Motifs and Mosaics.</p> <p>Tuned percussion instrument.</p> <p>Mosaic Tile sheet.</p> <p>Colouring pens.</p>	<p>Use safeyoutube.net</p> <p>How to read music: https://safeyoutube.net/w/Yp</p> <p>Musical notation: https://safeyoutube.net/w/8n</p> <p>https://www.youtube.com/watch?v=Ug</p>

first note is A and they want it to be two beats long they
n two tiles.

ext note is C and is only one beat long, they need to colour in

inal note is G and lasts for three beats they need to colour in
les like this:



ould use a different colour for each note so that they can see
hms clearly.

n also use half-length notes (quavers) in their motif, notating
colouring in half a tile for each quaver.

should use tuned percussion instruments to create their own
e it using letters and the mosaic tiles, before finally translating
rhythmic notation.

ir tuned instrument to try out ideas for a short motif until they
oy with their work and can play it.

own the letter notation for the motif on the sheet provided.

ut the rhythm of the motif and notate this using the mosaic
their sheets.

own the letter notation for the motif below the corresponding
iles on their sheets.

ut the standard rhythmic notation (minim, crotchet, quaver,
ow the letter names.

should perform their motif to the class: Name one thing that
 e one thing that could be improved? E.g. it matched the music
 a bit long.

Enquiry 4: How to develop a musical motif?

Previous g	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	k
have dge of a motif of ord on, c andard	<p>Substantive knowledge: <i>(What the children should know.)</i> What a motif is and how to play one. How to transpose a motif by starting on different notes considering the use of sharps and flats. Change a motif by adapting a rhythm or pitch or reversing the pitch.</p> <p>Second order concepts: <i>(What the children should understand)</i> Practise Experiment</p>	<p>Musical skills:</p> <ul style="list-style-type: none"> • Transposing a motif, using sharps and flats where necessary. • Adapting the rhythm to change a motif. <p>Key concepts: Motif Transposing Sharps and flats Rhythm Pitch Change Adapt</p>	<p>Can your children:</p> <ul style="list-style-type: none"> • Transpose (change the key) of my motif? • Use sharp and flat notes to transpose my motif? • Adapt my motif (by changing notes, the rhythm or reversing the order)? 	Ho Ve

Activities:	Resources:	Useful links:
<p>Start by listening to Beethoven's 'Fifth Symphony' again: Can you identify any motifs in this piece of music?</p> <p>Now that they are now going to develop our own motifs independently. Show the children the <i>Motif Development Sheet</i> and explain the tasks that they will be doing (see Tip sheet for Motive Development).</p> <p>Children should have their instruments and the <i>Motif Development Sheet</i>. Children should work through the activities independently, using the tip sheet to help them develop their motif according to the guidelines.</p> <p>Transposing Their Motif (writing it in a different key)</p> <p>Transposing simply means starting on a different note, which will then also mean that they need to change the rest of the notes accordingly. For example, if the motif starts CDE, to transpose it we start on F instead of C. (Remember, if you go up, counting both the original and the new note), we would move D and E up four notes too, which gives us FGA.</p> <p>If we were to move our notes up by three pitches instead of four, to G, it just doesn't sound right. That's because some key signatures use sharps (#) or flats (b), which are the black notes on a piano. Model how to play the notes on the upper row of a glockenspiel. Model how to play F with F# and G with G# to make it sound right.</p>	<p>Use safeyoutube.net</p> <p>Tip sheet Motif Development.</p> <p>Tuned percussion instruments.</p> <p>Children's motif notation from session 3.</p> <p>Motif development sheet.</p> <p>Colouring pens.</p>	<p>Use safeyoutube.net</p> <p>Developing a motif: https://safeyoutube.net/w/Gn https://safeyoutube.net/w/hu</p>

experiment with sharpening or flattening individual notes to
right.

g Their Motif:

the rhythm of their motif

the pitch of their motif

their own change to their motif - which might be changing one
or one note, or both

should perform their motif developments to the class: Which
developments were the most successful, and why? Eg: Reversing the
direction because the melody didn't sound 'finished' at the end.
The rhythm worked really well because it made the motif more

Enquiry 5: How to combine different versions of a motif?

Previous g	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	k
<p>now to al motif the ng the m. They able to g a cal</p>	<p>Substantive knowledge: (What the children should know.) What a motif is. How to change/develop a motif. How to transpose a motif. How to combine different versions of a motif to compose a piece of music. How to record the music using a variety of musical notation.</p> <p>Second order concepts: (What the children should understand)</p>	<p>Musical skills:</p> <ul style="list-style-type: none"> Combine different versions of a musical motif. Perform as a group using musical notation. <p>Key concepts: Motif</p>	<p>Can your children:</p> <ul style="list-style-type: none"> Combine different versions of a musical motif? Perform own part in a group performance? Play from musical notation? 	<p>Ho Ve</p>

<p>Listening Performance Collaboration Evaluation</p>	<p>Transposing Sharps and flats Rhythm Pitch Change Adapt</p>		
<p>Activities:</p>		<p>Resources:</p>	
<p>Start by doing the Roman vocal warmups.</p> <p>Class into groups of four or five, with one strong musician in each. The groups should spend the first five minutes listening to motifs and deciding which one to use in their composition.</p> <p>Once they have chosen their motif, they should consider motif manipulation: transposing the motif (changing the key), changing the order (as the children learnt in session 4).</p> <p>Then agree upon a structure for their piece:</p>		<p>Use safeyoutube.net</p> <p>Tuned and untuned percussion.</p> <p>Motif development sheet from session 4.</p> <p>Roman vocal warm ups</p> <p>Flipchart paper</p> <p>Coloured pens</p> <p>IPads</p>	
		<p>Useful links:</p> <p>Use safeyoutube.net</p>	

should write this down in any way they like on their large paper, notation, mosaic notation or just words. The aim is for it to help over the structure of their piece and the different versions of just needs to be in a format that they can understand and work their performance.

When should:

who will play or sing the motif

play the untuned percussion parts - there should be a minimum untuned percussion players.

percussion can play on the beat or can play a rhythm of their own, if they have a rhythm of their own, they can either internalise this rhythm or, if they would prefer, could notate this in some way to match their rhythm. Children should then rehearse their

should perform their motif compositions to the class, while the class consider the following questions: What was the best bit? How many different variations of the motif could they

ATS:

and second order concepts:	Key concepts developed:		
<p>Knowledge:</p> <p>(children should know)</p> <p>an exhaustive list but an outline of what might be expected: what an orchestra is.</p> <p>an orchestra is made up.</p>	<p>Actions</p> <p>Brass section</p> <p>Characters</p> <p>Dynamics</p> <p>Emotions</p> <p>Pitch</p>	<p>Experiment</p> <p>Instruments - individual instruments</p> <p>Orchestra</p> <p>Percussion section</p> <p>Select</p>	<p>Solo</p> <p>Strings</p> <p>Timpani</p> <p>Woodwinds</p>

families of instruments within an orchestra and the sounds that they

the instruments look like.

sounds individual instruments make.

g and being able to describe what is happening in a musical piece

musical changes and inter-related dimensions of music.

ying the musical instruments within an orchestra, the

/families they belong to and the sounds that they make.

e instruments are used.

and the sounds of instruments and be able to choose an

iate instrument to represent a character, action or an emotion.

d understand what tempo, dynamics and timbre are.

a piece of music using tempo, timbre and dynamics to represent

ers, actions and emotions.

uence of a story

add a script to a story

fferent instruments could be used to represent characters.

mbre, tempo and dynamics could be used to represent character,

and emotions.

fferent instruments could be used to represent characters.

mbre, tempo and dynamics could be used to represent character,

and emotions.

re detail to a piece of music to create a better performance.

Key concepts:

start to have an understanding of:

Key musical skills developed:

By the end of the unit, children will have studied a series of questions and enquiries. In doing so, children will have had the opportunity to:

- Listen to and describe music.
- Recognise the sounds of instrument families and specific instruments.
- Listening and appraising -what is happening in the music and how it changes.
- Identifying sounds of different instruments of the sections in an orchestra.
- Creating a piece of music with some appropriate. tempo, dynamics and timbre changes.
- Experiment and select appropriate musical instruments to represent characters.
- Experiment and select appropriate timbre, tempo and dynamics to enhance a musical piece.
- Select and combine appropriate musical instruments to represent characters.
- Select and combine appropriate timbre, tempo and dynamics to enhance a musical piece.

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first unit in Year 4 and is closely linked with the Year 4 History topic Roman Empire and Britain. This unit will have allowed the children to explore different musical instruments and timbre and how these may affect a performance. Children will have had the opportunity to experiment with these musical devices and their use in a variety of musical compositions. The next unit in Year 4 HT 2.1 is linked to the Geography scheme of work focusing on 'What are different parts of the world?' and is based on South America. In this unit children will have the opportunity to work on a variety of rhythms including syncopation, creating rhythmic patterns and performing these in ensembles with increasing accuracy and fluency.