

ACET Junior Academies'

Scheme of Work for music

Year 3 Unit 3.1: Gift of the Nile



unit:

an important part of Egyptian life, and musicians occupied a variety of positions in Egyptian society. Music found its way to Egypt: temples, palaces, workshops, farms, battlefields and the tomb. Music was an integral part of religious worship in ancient Egypt, surprising that there were gods specifically associated with music. Children learn to identify the pitch and rhythm of written notes whilst moving on to experiment with notating their compositions in order to help develop their knowledge and understanding of staff notation.

Structure

Structured around six sequential music enquiries:

- How does ancient Egyptian music sound like?
- How can we write musical notation using hieroglyphics?
- How long does a note last?
- How does staff/stave notation and how do we write it?
- How can we compose a piece of music?

National Curriculum objectives:

Links to previous and future National Curriculum units/objectives

KS2

- Listen with attention to detail and recall sound sources, 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.
- Improvise and compose music for a range of purposes and the inter-related dimensions of music.
- Use and understand staff and other musical notation.

Unit

Y3 Rhythm and layers HT 2.2

KS3

- Listen with increasing discrimination to a wide range of music from great composers and musicians.
- Improvise and compose music for a range of purposes and the inter-related dimensions of music.
- Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and 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: What does ancient Egyptian music sound like?

Previous g	Knowledge and second order concepts	Musical skills:	Assessment criteria:	C
<p>now nm and c, they o stener ic or t. ve had to scores their</p>	<p>Substantive knowledge: <i>(What the children should know.)</i> Listen and appraise ancient Egyptian music. Know what ancient Egyptian musical instruments might look like. Know when ancient Egyptians used music. That it is important to warm up the voice before singing. How to learn the lyrics and melody of a song using call and response.</p> <p>Second order concepts:</p>	<ul style="list-style-type: none"> • Singing in time and in tune in a group. • Singing in time and in tune to a backing track. • Remembering lyrics in order 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 a backing track? • Follow or remember the lyrics? • Follow the tune/melody? 	<p>Hor Ver</p>

ered	(What students should understand) Listening Collaboration Performance	Warm up Lyrics Tune/melody Backing track Call and response Unison	
Activities:		Resources:	Useful links:
<p>start by listening to the Ancient Egyptian music: What does it sound like? What instruments are playing? What instruments did the ancient Egyptians use? What did they look like? Show children the ancient Egyptian PowerPoint: Do they look like any instruments that we have today?</p> <p>Children should know that we need to warm up our bodies and voices before we do the <i>Egyptian Vocal Warm Ups</i>. Children should then go on to learn the 'Gift of the Nile' song lyrics whilst listening to the performance. What were your first impressions of the song? Can they use musical notation to describe the song (the two vocal parts in the verses are each a different motif - short repeating pattern). Children should learn the 'Gift of the Nile' song line by line through the call and response techniques. Children should learn the unison section of the song first and join in with the backing track whenever this is repeated. After they are happy with the unison section they should learn the verse, which is in two overlapping parts. Wait until they are happy with the tune and lyrics before splitting the class into groups to perform the song as a whole.</p> <p>Children should perform the song and video the performance: How could they improve their performance? Was everyone in time and in tune? Could they have used musical notation? Did it look like they were enjoying themselves?</p>		<p>Use safeyoutube.net</p> <p>Ancient Egyptian music: https://safeyoutube.net/w/uw2H</p> <p>Ancient Egyptian Instruments PowerPoint.</p> <p>Tip sheet for Egyptian warm-ups.</p> <p>'Gift of the Nile' lyrics.</p> <p>'Gift of the Nile' performance track.</p> <p>'Gift of the Nile' backing track.</p> <p>'Gift of the Nile' sheet music.</p> <p>IPad to record.</p>	<p>Use safeyoutube.net</p> <p>BBC 'Ancient Egypt' video clip: https://www.bbc.co.uk/teach/primary/5-ks/1-1/video/introducing-ancient-egypt</p> <p>Information about Ancient Egypt: https://exhibitions.kelsey.lsa.umich.edu/Exhibits/MIRE/Introduction-to-Ancient-Egypt.html</p> <p>https://raseef22.com/article/egyptian-music-sound-like-headphones/</p>

Enquiry 2: How can we write musical notation using hieroglyphics?

Previous learning	Knowledge and second order concepts	Musical skills:	Assessment criteria:	Curriculum
<p>Children should have knowledge to describe a piece of music. To be able to improvise using non-standard notation.</p>	<p>Substantive knowledge: (What the children should know.) That music follows a structure. How to identify the structure of a piece of music. To improvise sounds to represent non-standard notation. How to record a composition using non-standard notation.</p> <p>Second order concepts: (What students should understand) Listening Appraising Interpretation Representation</p>	<p>Musical skills:</p> <ul style="list-style-type: none"> Identify the structure of a piece of music. Follow non-standard notation to perform a piece of music. Improvise a piece of music and record using non-standard notation. <p>Key concepts:</p> <p>Structure Non-standard notation - hieroglyphics Improvise Compose</p>	<p>Can your children:</p> <ul style="list-style-type: none"> Show the structure of a piece of music using non-standard notation? Improvise music? Use hieroglyphs to notate a composition? 	<p>Horizontal Vertical</p>
Activities:		Resources:	Useful links:	
<p>Children could listen to The Bangles - 'Walk like an Egyptian' - then watch the video and dance along. Then introduce the Walk like an Egyptian Cards and Slide: What do they think the images on the cards represent? Different parts of the music:</p> <p>Children could sing a verse Person > chorus being sung/played Instrument being whistled Instrument/drums/guitar > that instrument is the main focus (at different parts of the song these instruments will also play in the background)</p>		<p>Use safeyoutube.net</p> <p>Bangles - 'Walk like an Egyptian': https://safeyoutube.net/w/Jte e</p> <p>'Walk like an Egyptian' cards. 'Walk like an Egyptian' slide.</p>	<p>Use safeyoutube.net</p> <p>Ancient Egyptian hieroglyphics Ancient Egyptian hieroglyphics https://safeyoutube.net/w/XE https://safeyoutube.net/w/vG</p>	

work in groups of two or three to put the cards in the right structure of the song. Model the activity first, playing the song again and putting the first few cards in order (using the starter to help you). Continue to play short sections of the song and ask the children which card they think comes next until they are all in the right order.

Children should look at the *Hieroglyph Activity Sheet*. Explain to the children that they are going to use each set of hieroglyphs to improvise their own music using their voices and bodies. There are no right or wrong answers. They just have to create a sound that they think matches each set of hieroglyphs. Then perform them in the order on the sheet. Model some ideas for the children. Children should work independently to create their improvisations, and you should move around the classroom to offer assistance. When you hear a good improvisation, stop the class so that they can listen to it, and ask the children to identify what's good about it. Children should make up their own music using their voices and bodies and then notate it using the hieroglyphs. Once they've done this, get them to swap sheets with the person next to them and see if they can work out how the music is meant to go.

Finally, sing the song, the 'Gift of the Nile', then display the *Gift of the Nile* cards and ask the children to reorder the cards to match the song, as they did in the starter activity. (You can use the *Gift of the Nile* cards to make sure that the order is correct).

- 'Walk like an Egyptian' guide sheet.
- Hieroglyph activity sheet.
- Tip sheet for hieroglyphic score.
- 'Gift of the Nile' lyrics.
- 'Gift of the Nile' performance track.
- 'Gift of the Nile' backing track.
- 'Gift of the Nile' sheet music.
- 'Gift of the Nile' cards.
- 'Gift of the Nile' slide.
- 'Gift of the Nile' guide sheet.

Enquiry 3: How long does a note last?

Previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
Children should have knowledge of the structure of a song.	Substantive knowledge: <i>(What the children should know.)</i> Have an awareness of the structure of a song.	Musical skills: <ul style="list-style-type: none"> • Play a melody with reasonable accuracy. 	Can your children: <ul style="list-style-type: none"> • Play a melody by ear? 	How long does a note last? Ver

<p>ing musical ord the</p>	<p>Know and understand the melody and the rhythm. Begin to understand how long notes last for (duration). How to sing in a group with accuracy.</p> <p>Second order concepts: (What the children should understand) Listening Practising Collaboration Evaluation</p>	<ul style="list-style-type: none"> • Identify lengths of notes (duration). • Perform with confidence and with others. <p>Key concepts: Melody Notation Duration Rhythm Semibreves Minims Crotchets Quavers Semiquavers</p>	<ul style="list-style-type: none"> • Recognise note names and note length? • Make an individual part balance with the others' music?
<p>Activities:</p>		<p>Resources:</p>	<p>Useful links:</p>
<p>could listen to the <i>Egyptian Instrumental Calls Track</i>: Can k in the gaps using voices and instruments?</p> <p>should sing the song 'Gift of the Nile', with half the class part, and half the lower part, as before. Display the ore for 'Gift of the Nile'. Explain to the children that even if the pitches of the notes, the letter names are underneath so able to read the rhythms: How long does each note last? (Use <i>ths Help</i> for support). When they are ready, count them in they can try to play the first line. Do this again for the second hen this is secure, try playing lines one and two. Repeat this the lines have been learnt.</p> <p>the song, with two thirds of the class singing (one third on he final third playing the instrumental part, making sure to ormance. Play this back: How could we make it better? Was</p>		<p>Use safeyoutube.net</p> <p>Tuned percussion instruments. IPad to record. Egyptian instrument calls track. 'Gift of the Nile' lyrics. 'Gift of the Nile' performance track. 'Gift of the Nile' backing track. 'Gift of the Nile' sheet music</p>	<p>Use safeyoutube.net</p> <p>Musical notes and length: https://safeyoutube.net/w/I9</p>

g or singing at the same tempo, with no rushing ahead or lagging
 All the parts be heard, or were some too loud or too quiet?

Note lengths help sheet.

Enquiry 4: What is staff/stave notation and how do we write it?

Previous g	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	k
<p>have dge of ng and be when parts.</p>	<p>Substantive knowledge: <i>(What the children should know.)</i> What duration is (how long notes last for). The names of notes and how long they last. What a staff/stave is and how to record pitch notation. That notes are written on lines and in spaces. How to play a melody from staff/stave notation.</p> <p>Second order concepts: <i>(What the children should understand)</i> Performance Evaluation</p>	<p>Musical skills:</p> <ul style="list-style-type: none"> • Composing and playing a melody using staff/stave notation. • Adding rhythm to a composition. • Understanding duration. <p>Key concepts: Rhythm Staff/Stave Lines Spaces Notation Melody Semibreves Minims Crotchets Quavers</p>	<p>Can your children:</p> <ul style="list-style-type: none"> • Play a melody by reading pitch notation? • Understand that notes go either on or between the lines? • Use pitch notation to write down their own melody? 	<p>Ho Ve</p>

		Semiquavers		
Activities:		Resources:	Useful links:	
<p>Start by performing 'Gift of the Nile' with vocals and instruments. Then, display the <i>Gift of the Nile Sheet Music</i> and talk again about how they have written the note names underneath to make it easy for children to play. However, musicians don't need the letter names writing in, as the note on the staff shows them what pitch to play. Show the <i>Note Chart Slide</i> and discuss how the notes move up the staff as they go. Draw the children's attention to the fact that the notes are written in the spaces - children often draw notes only in the spaces.</p> <p>Children should look at the <i>Pitch Pyramids Sheet</i>. Children should fill in the gaps in each sequence and then play the melody. This should be done as the sequences are in alphabetical order A-G. Then move on to the next set of melodies, which aren't in alphabetical order. Some of these use letter notation, but by the end they will be playing from memory alone. Children should then write their own melody and notate it using letter notation. If they want to, they can add rhythm in too. They should use the rhythmic notation for semibreves, minims, crotchets, and quavers by now. However, if they don't want this level of complexity, they can stick to using crotchets (1 beat notes) all the way through. Show good examples of melodies and ask these pupils to play theirs to the class, giving the opportunity for feedback.</p> <p>Children could swap sheets with the person next to them and see if they can identify each other's melodies from the written notation.</p>		<p>Use safeyoutube.net</p> <p>Tuned percussion instruments.</p> <p>Pitch pyramid sheets.</p> <p>Note chart slide.</p> <p>'Gift of the Nile' lyrics.</p> <p>'Gift of the Nile' performance track.</p> <p>'Gift of the Nile' backing track.</p> <p>'Gift of the Nile' sheet music.</p>	<p>Use safeyoutube.net</p> <p>Line and space notes: https://safeyoutube.net/w/uR</p>	

Enquiry 5: How to compose a piece of music?

Previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
<p>have knowledge and a using and on. e then se their</p>	<p>Substantive knowledge: <i>(What the children should know.)</i> Understand different purpose and styles of music. Compose a piece of music appropriate an accurate for a specific occasion. Give structure to a composition. Use non-standard and standard notation to record a composition. Read non-standard and standard notation to perform a piece of music.</p> <p>Second order concepts: <i>(What the children should understand)</i> Listening Collaboration Practise Evaluation</p>	<p>Musical skills:</p> <ul style="list-style-type: none"> • Contribute meaningfully to the group performance and contribution. • Using non-standard and standard notation to record a composition. • Read non-standard and standard notation to perform a piece of music. <p>Key concepts: Style Compose Staff/stave notation Tempo Structure Melody</p>	<p>Can your children:</p> <ul style="list-style-type: none"> • Work as part of a group to compose a piece of music in a particular style? • Notate a piece of music using hieroglyphs and staff/stave notation? • Perform as part of a group? 	<p>Ho Ve</p>
Activities:		Resources:	Useful links:	
<p>start by listening to Purcell's 'Queen Mary Funeral March' ng the title of the piece: What occasion do they think the music takes it appropriate for a funeral? (slow tempo, sad melody, at instruments can you hear? How does the music make you</p>		<p>Use safeyoutube.net</p> <p>Tuned and untuned percussion instruments.</p>	<p>Use safeyoutube.net</p>	

Find the children that the Egyptians made a big fuss of their deaths, they died, building elaborate tombs for them - some of which were pyramids - and burying them with all the things they believed they would need in the afterlife, such as money, treasure and food. Children use their knowledge of Ancient Egypt to share what else would have been found in an Egyptian tomb, e.g. canopic jars, amulets, etc. Explain that they will use the skills developed throughout the topic to write some music for a Pharaoh, celebrating their journey into the afterlife.

Divide the children into groups of four or five with a strong leader in each group. Each group will compose a piece of Egyptian Funeral Music suitable to accompany a Pharaoh on his last journey to his tomb. Their piece should include some accompanying untuned percussion parts. It should be stately, so will probably have a slow tempo and not too many fast- or loud noises. The groups will use hieroglyphs to record their piece, which they will invent and draw themselves, and they will use some form of notation to record the melody, or letter notation if this is preferred. The children should use hieroglyphics to record the rhythm of their piece, ensuring that they are simple pictures which will remind them of different sections of their composition. They should also record the time using staff notation; however, if a child or group is unable to do this, they may wish to use letter notation as well as or instead of staff notation.

Each group should perform their piece, getting the rest of the class to listen. What did they like the best? What could be improved? Did it sound stately enough for an important person like a Pharaoh? Did it sound stately enough for an important person like a Pharaoh? Was the tempo appropriate? Does the score they have created represent the music?

Henry Purcell's 'Queen Mary Funeral March':
<https://safeyoutube.net/w/3xUd>

ATS:		
and second order concepts:	Key concepts developed:	
	Backing track	Minims
		Sp

Knowledge:

Children should know)

Comprehensive list but an outline of what might be expected:
 and appraise ancient Egyptian music.
 what ancient Egyptian musical instruments might look like.
 when ancient Egyptians used music.
 it is important to warm up the voice before singing.
 learn the lyrics and melody of a song using call and response.
 music follows a structure.
 identify the structure of a piece of music.
 improvise sounds to represent non-standard notation.
 record a composition using non-standard notation.
 awareness of the structure of a song.
 understand the melody and the rhythm.
 understand how long notes last for (duration).
 singing in a group with accuracy.
 duration is (how long notes last for).
 names of notes and how long they last.
 staff/stave is and how to record pitch notation.
 notes are written on lines and in spaces.
 play a melody from staff/stave notation.
 understand different purpose and styles of music.
 create a piece of music appropriate and accurate for a specific occasion.
 structure to a composition.
 non-standard and standard notation to record a composition.
 non-standard and standard notation to perform a piece of music.

Key concepts:

Children start to have an understanding of:

Call and response
 Compose
 Crotchets
 Duration
 Improvise
 Lines
 Lyrics
 Melody

Non-standard notation -
 hieroglyphics
 Notation
 Quavers
 Rhythm
 Semibreves
 Semiquavers

St
 Str
 Sty
 Ter
 Un
 Wa

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:

- Singing in time and in tune in a group.
- Singing in time and in tune to a backing track.
- Remembering lyrics in order to perform a song.
- Identify the structure of a piece of music.
- Follow non-standard notation to perform a piece of music.
- Improvise a piece of music and record using non-standard notation.
- Play a melody with reasonable accuracy.
- Identify lengths of notes (duration).
- Perform with confidence and with others.
- Composing and playing a melody using staff/stave notation.
- Adding rhythm to a composition.
- Understanding duration.
- Contribute meaningfully to the group performance and recording.
- Using non-standard and standard notation to record a composition.
- Read non-standard and standard notation to perform a piece of music.

ep ...

final unit in Year 3 and is closely linked with the Year 3 History topic Ancient Egypt. Children will have studied the structure of a piece of music using standard notation to perform the piece. They will have composed their own music using standard notation to record the composition. In Year 4 HT 1.1 Imperium Romanum, the first in Year 4, the learning is linked to the history topic 'Roman Empire and Britain'. Children will create their own compositions building on their prior knowledge of repeating patterns in music and will be introduced to the concept of motifs. They will be encouraged to experiment with adapting and transposing motifs before performing them.