

# ACET Junior Academies'

## Scheme of Work for music

### Year 6 Unit 3.1: The Mayan Rainforest



#### unit:

ed instruments such as trumpets, flutes, whistles, and drums, and used music to accompany funerals, celebrations, and d  
ritten music has survived, archaeologists have excavated musical instruments and painted and carved depictions of the c  
music was a complex element of societal and religious structure. Most of the music itself disappeared after the dissolu  
following the Spanish Conquest. Some Mayan music has prevailed, however, and has been fused with Spanish influences.

pils will learn how to explain the influence of The Mayan historical traditions on music in order to deepen and extend th  
ding of the history, religious beliefs and practices of the time. Pupils will learn how listening is an integral part of all mu  
c of their own and feeding musical curiosity, underpinning the ability to sing or play in tune; to stay in time; combine or b  
ideas and deepen musical understanding. Pupils will also compose and improvise music, developing confidence and skills in  
y to react to chosen stimuli to explore and experiment with sound sources, organising and refining ideas before finally p  
ions.

#### Structure

structured around six sequential music enquiries:

Does Mayan music look and sound like?  
How is a piece of music formed? Structure and texture.  
What is the role of percussion?

#### National Curriculum objectives:

- Develop an understanding of the History of Music
- Appreciate and understand a wide range of historical and contemporary live and recorded music drawn from different cultures and from great composers and musicians.

re the rhythms of the rainforest?  
re the rhythms of the rainforest? - part 2  
oes our rainforest sound like?

- Listen with attention to detail and recall sound, increasing aural memory.
- Use and understand staff and other musical notation.
- Improvise and compose music for a range of instruments using the inter-related dimensions of music.
- Play and perform in solo and ensemble contexts using their voices and playing musical instruments, increasing accuracy, fluency, control and expression.

### **Links to previous and future National Curriculum units/objectives**

- We'll Meet Again - World War 2. (Y6 HT1.1)

### **KS3**

- Improvise and compose; and extend and develop ideas by drawing on a range of musical styles, traditions.
- Develop a deepening understanding of the music they perform and to which they listen, and its history.

## Enquiry 1: What does Mayan music look and sound like?

Previous	Knowledge and second order concepts	Musical skills:	Assessment criteria:	Cu
<p>now</p> <p>musical</p> <p>ve an</p> <p>e</p> <p>music in</p> <p>it is</p> <p>fluence</p> <p>should</p> <p>ety of</p> <p>tions in</p> <p>e to</p> <p>edge to</p> <p>of their</p> <p>y</p>	<p><b>Substantive knowledge:</b>  <i>(What the children should know.)</i>            Where Mayan music fits into the music genre timeline.            What Mayan music looks and sounds like.            What instruments the Mayans used and why.</p> <p><b>Second order concepts:</b>  <i>(What students should understand)</i>            Chronology            Representation</p>	<p><b>Musical skills:</b></p> <ul style="list-style-type: none"> <li>Recognising how history impacts on music.</li> <li>Listening to music and appraising/expressing feelings about how it sounds or makes them feel.</li> </ul> <p><b>Key concepts:</b></p> <p>Listen            Appraise            Instruments</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>Say where the era fits onto a musical timeline?</li> <li>Describe the music and say how it makes them feel?</li> <li>Describe the sounds and suggest what instruments are used?</li> </ul>	<p>Horiz</p> <p>Verti</p>
<b>Activities:</b>		<b>Resources:</b>	<b>Useful links:</b>	
<p>Look at images. What do you think they are? (Instruments). What instruments are they? (See answer sheet) What do you think of? What might they be used for?</p> <p>Then listen to the sounds of individual instruments representing of Mayan music. Can they describe the sounds? (using musical dynamics, texture etc.) What do the sounds make them think of?</p>		<p>Photos of instruments</p> <p>Photos answer sheet</p> <p>Sounds of a Mayan instruments:  <a href="https://www.youtube.com/watch?v=cWjOaZFXo3s">https://www.youtube.com/watch?v=cWjOaZFXo3s</a></p>	<p>For information about Mayan music  <a href="http://www.mayankids.com/mayankids.htm">http://www.mayankids.com/mayankids.htm</a></p> <p><a href="https://www.ancient-origins.net/other-artifacts/music-maya-music-whistles-confound-experts-00">https://www.ancient-origins.net/other-artifacts/music-maya-music-whistles-confound-experts-00</a></p>	

<p>How music was used for religious festivals, football matches (a long history), court events and celebrations.</p>	<p><a href="https://www.youtube.com/watch?v=QcMyRtOqlak">https://www.youtube.com/watch?v=QcMyRtOqlak</a></p>	<p><a href="https://www.mexicolore.co.uk/ancient-maya-music">https://www.mexicolore.co.uk/ancient-maya-music</a></p>
<p>Could recap on the musical timeline. Where does Mayan music fit into historical periods? Think about enquiry questions to go on the enquiry</p>	<p><a href="https://www.youtube.com/watch?v=ERTXJMaGltg">https://www.youtube.com/watch?v=ERTXJMaGltg</a></p>	<p><a href="https://www.kimbellart.org/collections/198411">https://www.kimbellart.org/collections/198411</a></p>
	<p><a href="https://www.youtube.com/watch?v=2Ke7GpsCM7A">https://www.youtube.com/watch?v=2Ke7GpsCM7A</a></p>	<p>Examples of Mayan music: <a href="https://www.mamalisa.com/?t=mayan-music">https://www.mamalisa.com/?t=mayan-music</a></p>
	<p><a href="https://www.youtube.com/watch?v=sw821XOkwNI">https://www.youtube.com/watch?v=sw821XOkwNI</a></p>	<p><a href="https://www.allaroundthisworld.com/american-songs-for-kids/mayan-song/#.XqwW6ai6PIU">https://www.allaroundthisworld.com/american-songs-for-kids/mayan-song/#.XqwW6ai6PIU</a></p>
	<p><a href="https://www.youtube.com/watch?v=VSR1f5n1Iik">https://www.youtube.com/watch?v=VSR1f5n1Iik</a></p>	
Musical timeline		

## Enquiry 2: How is a piece of music formed? Structure and texture.

Previous learning	Knowledge and second order concepts	Musical skills:	Assessment criteria:	Curriculum links
	<p><b>Substantive knowledge:</b> <i>(What the children should know.)</i> What structure and texture in music is and how to identify it. How to use body percussion to recreate sounds.</p> <p><b>Second order concepts:</b> <i>(What students should understand)</i> Appraising Listening Improvising Composing</p>	<ul style="list-style-type: none"> <li>To identify structure and texture in music.</li> </ul> <p><b>Key concepts:</b></p> <p>Structure Texture Body percussion</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>Identify the different sections in a piece of music?</li> <li>Identify how many layers there are in a piece of music?</li> </ul>	<p>Horizontal Vertical</p>
Activities:		Resources:	Useful links:	

children could **listen to** the audio of the 'Rain Sound' video (**Do** the video at this stage!) What do you think you hear? What do you think that? Ask the children to describe to a partner how the video sounds and what happened within it.

Ask the children to watch the rain sound video. Explain that this type of music is made by using 'body percussion' and that over the next few sessions they will learn to use this to create their own rainforest inspired piece of music. Show the video again but this time encourage the children to join in with the sounds and movements.

Ask the children to consider the structure of the piece whilst watching the video again.

Clapping hands  
Clicking  
Tapping on legs  
Clapping  
Tapping on legs  
Clicking

What shape is this structure? Can they draw on a whiteboard the shape of the music? Would it be using a straight line? We call it arched shape - like a hill. Ask the children to think about how the music goes up to the middle section and then the layering falls away. What do they think we mean by the word texture? (how many different sounds are playing at any one time.)

Show the video again and ask the children to put the number of fingers up to show how many layers there are.

1 - one layer moving to two different layers (rubbing hands and some tapping at the same time).

2 - one layer moving to two different layers (clicking and some tapping at the same time).

3 - one layer with short bursts of two layers.

4 - starts with two layers then moves back to one (tapping on legs and clapping with and then just clicking).

Musical skills document - structure.

Rain sound video.

Whiteboards and pens.

For information about texture  
<https://www.youtube.com/watch?v=0A>

<https://www.youtube.com/watch?v=Q>

<https://www.youtube.com/watch?v=8>

Divide children into groups of 4. Ask them to use their bodies to create sounds, representing what they have seen and heard.

### Enquiry 3: Why body percussion?

Previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Key concepts
<p>Children have knowledge of music and how sounds are made.</p>	<p><b>Substantive knowledge:</b> (What the children should know.) How tempo, dynamics, texture and structure affect a piece of music. How to use body percussion to compose a sequence of music. How to record their rhythm.</p> <p><b>Second order concepts:</b> (What the children should understand) Interpretation Performance</p>	<p><b>Musical skills:</b></p> <ul style="list-style-type: none"> <li>To describe a piece of music referring to tempo, dynamics, texture and structure.</li> <li>To perform a piece of music using body percussion, playing in time with a partner.</li> <li>To record rhythm using symbols or words.</li> </ul> <p><b>Key concepts:</b> Tempo Dynamics Structure Texture Body percussion Rhythm</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>Describe a piece of music?</li> <li>Create a sequence of body percussion sounds?</li> <li>Perform with a partner?</li> <li>Record a piece of music?</li> </ul>	<p>How to use body percussion to compose a sequence of music.</p>
<p><b>Activities:</b> Discuss with the children: who can remember what we mean by the word 'percussion'? How might it be useful to use our bodies to make sounds? When we can't play instruments or when trying to play, when we can't play instruments or when trying to</p>		<p><b>Resources:</b> Clip 1 <a href="https://www.youtube.com/watch?v=X2-GP6LV8DM">https://www.youtube.com/watch?v=X2-GP6LV8DM</a> Boom Snap Clap resource</p>	<p><b>Useful links:</b> For ideas for body percussion: <a href="https://www.youtube.com/watch?v=rI...">https://www.youtube.com/watch?v=rI...</a> <a href="https://www.youtube.com/watch?v=mM...">https://www.youtube.com/watch?v=mM...</a></p>	

Watch 'Clapping Music for 5 Performers' from the beginning until they like/dislike about the music? Explain reasons why. Can tempo (speed), dynamics (volume), texture (different layers) and organisation of the piece)? Write these words on the Enquiry wall.

the three sounds that are made using different parts of the

hitting the chest

clapping

licking fingers

by doing some basic moves, one set at a time:

boom boom

clap

snap, snap

a bit

boom clap snap

boom boom clap

clap snap boom

clap boom snap - snap boom

clap - clap boom clap - clap

indicates a short pause in the rhythm.

Have a go at the Boom Clap Snap resource. Give each pair a chance to practise completing the sequence together. Some things

is denoted by hitting the chest twice in quick succession.

Keep a steady beat.

Start slowly and then get quicker.

Once they have grasped the sequence they could have a go at clapping

partner's hands instead of clapping their own together.

<https://www.youtube.com/watch?v=WM&list=PL2cT12KkPHIFC7PqQ05>

ce a stamp into the sequence - create a line in their own  
 e by using a boom stamp snap and clap.

children could record their rhythms and perform to the class. The  
 take any form they like e.g. symbols or words.

### Enquiry 4: What are the rhythms of the rainforest?

Previous g	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	k
have dge of ounds ussion nese.	<p><b>Substantive knowledge:</b>  <i>(What the children should know.)</i>            How to use rhythm to represent the movement of the different animals.            How the overall structure and texture of the rhythms fit together.            How to record their rhythm.</p> <p><b>Second order concepts:</b>  <i>(What the children should understand)</i>            Interpretation            Representation            Performance</p>	<p><b>Musical skills:</b></p> <ul style="list-style-type: none"> <li>To compose rhythms representing movement.</li> <li>To use textures to build a musical structure</li> <li>To perform with increasing accuracy.</li> </ul> <p><b>Key concepts:</b>            Listen            Sounds            Movement            Rhythm            Inter-related musical dimensions</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>Use body percussion to create rhythms to represent movement of animals?</li> <li>Use texture to create a piece of music?</li> <li>Record the rhythms they used?</li> </ul>	Ho Ve



Activities:	Resources:	Useful links:
<p>Start by listening to a variety of sound clips of different clips 1 to 4. What sounds can they hear? Where might it be? Listen to sound clips of the rainforest to get a better idea of what the sounds like. What sort of sounds might we hear on the forest floor? (e.g., rain) What sort of sounds might we hear in the understory? (e.g., insects, croaking of frogs) What sort of rhythm might work for the forest floor? (Slow, simple, low) What sort of rhythm might be suitable for the understory? (Quick, quiet, light)</p> <p>They could watch the 'Rainforest: Amazing facts, sights and sounds' video. They could set up a jigsaw activity - divide the class into four groups and give each group one of the four layers of the rainforest on separate pieces of paper and place them on a different table. Start one group off at each table and give them 5 minutes to write down what they can remember about that layer. Then rotate each group to a new table until every group has added to all layers. Keep these so they can be referred to in the next lessons.</p> <p>They could compose music for each separate layer of the rainforest. They could start with two of the layers in this lesson, creating body percussion to represent these layers.</p> <p>Use the <i>Rainforest floor animals</i> resource which lists the animals that live here. Children can discuss what sort of music might be suitable for the forest floor based on the animals found there. Encourage them to think of rhythms for the larger animals and smaller animals.</p> <p>In groups of four, children can create a rhythm by choosing three or four body parts to use. They could take inspiration from the body percussion examples.</p>	<p>Sound clip 1 Forest: <a href="https://www.youtube.com/watch?v=-nNDdVUr2O8">https://www.youtube.com/watch?v=-nNDdVUr2O8</a></p> <p>Sound clip 2 Jungle: <a href="https://www.youtube.com/watch?v=rc4dHR3Ang0">https://www.youtube.com/watch?v=rc4dHR3Ang0</a></p> <p>Sound clip 3 City: <a href="https://www.youtube.com/watch?v=LZbEIxhiJRM">https://www.youtube.com/watch?v=LZbEIxhiJRM</a></p> <p>Sound clip 4 Underwater: <a href="https://www.youtube.com/watch?v=jjA2kdKiy_k">https://www.youtube.com/watch?v=jjA2kdKiy_k</a></p> <p>Sounds of the rainforest: Clip 1: <a href="https://www.youtube.com/watch?v=5ABvrI5gUXc">https://www.youtube.com/watch?v=5ABvrI5gUXc</a></p> <p>Clip 2: <a href="https://www.youtube.com/watch?v=JnssNdDKNsU">https://www.youtube.com/watch?v=JnssNdDKNsU</a></p> <p>'Rainforest: Amazing facts, sights and sounds' video: <a href="https://www.youtube.com/watch?v=QyElwkusTdo">https://www.youtube.com/watch?v=QyElwkusTdo</a></p> <p>Rainforest floor animals sheet.</p> <p>Rainforest understory animals sheet.</p> <p>Rhythm sheet.</p>	<p>Layers of the rainforest: <a href="https://www.youtube.com/results?search_query=emergent+rainforest">https://www.youtube.com/results?search_query=emergent+rainforest</a></p> <p><a href="https://www.youtube.com/watch?v=6A">https://www.youtube.com/watch?v=6A</a></p> <p>Rhythm of the rainforests: <a href="https://www.youtube.com/watch?v=6A">https://www.youtube.com/watch?v=6A</a></p> <p><a href="https://www.youtube.com/watch?v=Aq">https://www.youtube.com/watch?v=Aq</a></p> <p>Animals of the rainforest: <a href="https://www.youtube.com/watch?v=6A">https://www.youtube.com/watch?v=6A</a></p> <p><a href="https://www.youtube.com/watch?v=Q">https://www.youtube.com/watch?v=Q</a></p> <p>Rainforest: <a href="https://www.youtube.com/watch?v=g">https://www.youtube.com/watch?v=g</a></p>

previously (hitting chest, stamping feet, clicking and clapping) down such as tapping their open mouths or slapping their thighs.

Use these sounds to create a simple rhythm to represent the sound of the forest floor. Remind them that the rhythm should be slow and they should use percussion sounds, ie: stamping, hitting chest, etc to represent the forest floor.

Use one of the simple *Forest floor rhythms* from the *Rainforest Rhythms* resource - and choose which part of their body they want to play it

on. Discuss how the animal words are pronounced/broken up, but children should focus on the body percussion used to say it.

Then a group can then play together

Then repeat the exercise for the understory layer of the forest. Remind them that here, they would find insects, flying insects, snakes and lizards, and to decide which parts of their bodies they want to use. Then give each pair the *Understory animals* resource to

use. Discuss what rhythms do they think will represent this section? (*Quite quiet to contrast to the forest floor.*)

Use a second rhythm, referring to the other half of the *Understory rhythms* resource - *Understory rhythms* - and layer it with the

first. They should be able to hear a loud, slow steady rhythm with a quicker, quieter rhythm on top. In their groups, two children could play the forest floor rhythm and others could be play the understory rhythm over the top, at

record (write down) their rhythms and perform to the class.  
 Listen to each other's rhythms and offer peer feedback,  
 what went well and how they could make it even better.

### Enquiry 5: What are the rhythms of the rainforest?- part 2.

Previous Learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Key Concepts
<p>How to use tuned percussion instruments to create a melody which represents the rainforest layers.</p> <p>How movement affects tempo and pitch.</p> <p><b>Second order concepts:</b>            (What the children should understand)            Representation            Interpretation            Performance</p>	<p><b>Substantive knowledge:</b>            (What the children should know.)            Melodies are often looped in a piece of music.            How to use tuned percussion instruments to create a melody which represents the rainforest layers.            How movement affects tempo and pitch.</p> <p><b>Second order concepts:</b>            (What the children should understand)            Representation            Interpretation            Performance</p>	<p><b>Musical skills:</b></p> <ul style="list-style-type: none"> <li>- Listen and appreciate how a melody is composed.</li> <li>- Compose a melody using tuned percussion instruments.</li> <li>- Use inter-related dimensions in music to impact the melody.</li> </ul> <p><b>Key concepts:</b>            Loop            Melody            Texture            Pitch            Tempo            Tuned percussion instruments</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>• Identify repeated loop in a melody?</li> <li>• Compose simple melodies to represent layers of the rainforest?</li> <li>• Consider how movement affects pitch and tempo in our melodies?</li> </ul>	<p>How to use tuned percussion instruments to create a melody which represents the rainforest layers.</p> <p>How movement affects tempo and pitch.</p>
<b>Activities:</b>		<b>Resources:</b>	<b>Useful links:</b>	
<p>Start by discussing: What animals will you find in the canopy? What animals will you find in the emergent layer? What sort of music...</p>		<p>Loop website:  <a href="https://samplefocus.com/tag/melody">https://samplefocus.com/tag/melody</a></p>	<p>Canopy rainforest:  <a href="https://www.youtube.com/watch?v=...">https://www.youtube.com/watch?v=...</a></p>	

the canopy layer? What sort of music would depict the emergent layer? A melody? A tune.

Listen to the 'Royalty Free Melody Loops Samples'; play the children three or four of the loops listed on the site. What do they have in common? - expect answers such as:

Repeat.  
And similar.  
The melody is the same.

They all use a 'repeated melody', which in music we call a loop (which keeps repeating). They are going to be creating loops with instruments and that today we are going to be focusing on the upper two notes of the scale. We will be playing simple melodies to represent these notes in the rainforest and will be playing simple melodies to represent these notes. They will then be combined with their body percussion and performed in the next lesson.

Each group should create their own melody (tune) to portray the canopy layer of the rainforest.

Watch the 'Waterfall and Jungle Sounds' clip. Ask the pupils what sort of sounds they can hear. Encourage answers such as:

Pitch movement - this is moving up or down by notes which are next to each other.  
Type sounds  
Simple melodies  
Drum/rain

The same groups of four as last lesson) need to have access to two instruments - each pair can then create a short melody line.

Rainforest animals sheet

Waterfall and jungle sounds clip:  
<https://www.youtube.com/watch?v=kS2299GecDs>

Tuned percussion instruments.

Recorder.

<https://www.youtube.com/watch?v=kS2299GecDs>

The emergent layer:  
<https://www.youtube.com/watch?v=kS2299GecDs>

<https://www.youtube.com/watch?v=kS2299GecDs>  
7M

eed to decide which of the two melodies they like the best and  
iate for the canopy layer. They need to record their chosen  
ist note names is fine).

should discuss how the emergent layer of the rainforest is  
the canopy and how would this affect the melody:

gent layer has many more birds and much more space. It is much  
so you would expect the music to be higher in pitch and perhaps  
cker tempo.

re a different melody for the emergent layer. They should do  
e way as the canopy layer - two pairs creating two different  
en choosing which they prefer and writing it down.

to play the two melodies at the same time. When they are  
ed to record their melodies.

t children save their melody worksheets for the next session.

should play their melodies to the class and the class teacher  
l them (this will help next week when they can't remember how  
nd!).

## Enquiry 6: What does our rainforest sound like?

Previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
<p>How do different musical ideas and pieces of music relate to each other? How can we improve our compositions? How can we add to our compositions? How can we improve our compositions? How can we improve our compositions?</p>	<p><b>Substantive knowledge:</b> (What the children should know.) How to put a composition together - layer different aspects such as body percussion creations and melody. Use dynamics to improve and enhance the composition.</p> <p><b>Second order concepts:</b> (What the children should understand) Listening Appreciating Composing Improving</p>	<p><b>Musical skills:</b></p> <ul style="list-style-type: none"> <li>To compose a piece of music thinking about texture and structure.</li> <li>Offer suggestions for improvements considering rhythm, melody and dynamics.</li> <li>Perform with increasing fluency and accuracy.</li> </ul> <p><b>Key concepts:</b> Texture Structure Melody Dynamics Tempo</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>identify different texture in a piece of music?</li> <li>Compose a piece of music considering texture and structure?</li> <li>Improve a composition by adding dynamics?</li> <li>Perform as an ensemble, considering timings, rhythm and accuracy?</li> </ul>
<p><b>Activities:</b></p> <p>Start by discussing: How can we create a piece of music from layers? How can we build structure? What do I mean by layers? How can we improve our compositions? How can we improve our compositions? How can we improve our compositions?</p> <p>Could listen to the start of the CUPS!! clip (without the video) after 0:30 and ask the pupils what instruments they can hear. such as drums and voices - they may also suggest an electronic instrument such as a <u>keyboard</u>. Reveal the video and continue to play and see how body percussion has been used.</p> <p>Texture has been used within the piece - when we are talking about layers we are referring to the number of different layers within the</p>	<p><b>Resources:</b></p> <p>YouTube cups clip: <a href="https://safeyoutube.net/w/n6ce">https://safeyoutube.net/w/n6ce</a></p> <p>Tuned percussion instruments. Written compositions from previous sessions.</p> <p>Recording device.</p>	<p><b>Useful links:</b></p> <p>Rainforest musical composition <a href="https://www.youtube.com/watch?v=BHw5A2Gbw">https://www.youtube.com/watch?v=BHw5A2Gbw</a></p> <p><a href="https://www.youtube.com/watch?v=Bs">https://www.youtube.com/watch?v=Bs</a></p>	

...ce there are moments when there are five different things  
...ce and other times when there is only one line of music.

... together the four sections which they have composed over the  
...ssons. They will be building their structure by combining the  
... melodies and improving their work as they do this, by:

...re in time with each other  
...ention to dynamics (louds and quiet)  
...out the speed  
...out and changing how the layers build up.

... five minutes to remind themselves of the four sections they  
... the last two lessons:

...percussion sections - representing the forest floor and the  
.../.  
...y lines - one for the canopy and one for the emergent layer.

... refreshed their memories, explain that the focus of today is  
...nished piece using the rainforest layers as inspiration. They  
...ndent sections of music and they need to choose how to layer

...sible if they use the names of the rainforest layers to organise  
...ns. They need to think about the best way to start and end and  
...are they going to repeat each section in between.

...or body percussion rhythm plays twice  
...y body percussion joins and they both play together twice  
...canopy layer joins and repeat twice  
...emergent layer joins

layers are included they could play four times and then stop - similar, for example:

for rhythm - anteaater x 2 (solo and then continues to play when story joins)

y = monkeys and spiders x 2 with the forest floor before the ns in with its melody line

lody played twice with the forest floor and the understory before the emergent layer joins in

g, they need to ensure their piece works and alter things if y don't have to rigidly stick to something if it isn't working.

e a piece with some structure and texture they then need to appropriate dynamics.

their pieces, record and store as evidence.

**TS:**

**and second order concepts:**

**knowledge:**  
*en should know)*  
 exhaustive list but an outline of what might be expected:  
 Mayan music fits on a music timeline.  
 traditional Mayan music sounds and looks like.  
 structure and texture means in music.  
 compose using body percussion.  
 compose a piece of music considering the structure, texture and  
 improve a piece of music by adding dynamics and considering

**Key concepts developed:**

Body percussion  
 Dynamics  
 Inter-related musical dimensions  
 Loop  
 Melody

Movement  
 Pitch  
 Rhythm  
 Structure  
 Tempo  
 Texture  
 Tuned percussion instruments

**Key musical skills developed:**

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



**Key concepts:**

start to have an understanding of:

- Listen and appraise.
- Improvise using body percussion.
- Compose using structure and texture.
- Perform, whilst making improvements.

Step ...

... and unit in Year 6 and links to the History scheme of work HT 3.1 Mayan Civilisation c. AD900. This unit will have allowed the children to explore texture in music in order to compose a piece of their own music, which would involve using body percussion. Children would have been involved in composition and performance in order to make improvements by adding inter-related dimensions of music to represent certain stimuli. In the context of work HT 3.2 Leavers Song, children will be learning how the structure of a song works before composing lyrics for a specific purpose. The unit will include backing track using chord progressions.