

# MARINA INTERNATIONAL SCHOOL

## MUSIC SCHEME OF WORK

YEAR 5 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	The Genres of music	<ul style="list-style-type: none"><li>• Explain to learns some genres of music like Pop music, Afro- Beat, etc</li><li>• As a class, listen to a pop song that many of the learners will know. Ask:  Who is the singer/band? What do you think the song is about? Explain that this is an example of pop music. Ask: How would you describe pop music?  Ask learners to record and discuss: the names of other pop bands/singers their favorite pop songs.  Prompt learners to talk about how they know their favourite songs are pop music. Learners fill in the table below:  Name of song Band or singer Reason I think it is a pop song 1. 2. 3. Explain to learners that in this activity they will explore the basic drum rhythm that can be used in pop music. They will use body percussion to create a drum kit, for example: Vocal sound "tshhh" = hi-hat Thigh slap = snare drum Foot stamp = bass drum  Model one of the rhythm grids below with the whole class, introducing each part in turn to support learners who may find it challenging to put all three parts together.  Display another one of the rhythm grids below:  1 &amp; 2 &amp; 3 &amp; 4 &amp; Hi-Hat Snare X X Bass X X</li></ul>

WEEK	TOPIC	TOPIC DETAILS
		<p>1 &amp; 2 &amp; 3 &amp; 4 &amp;  Hi-Hat X X X X  Snare X X  Bass X X</p> <p>1 &amp; 2 &amp; 3 &amp; 4 &amp;  Hi-Hat X X X X X X X X  Snare X X  Bass X X</p> <p>1 &amp; 2 &amp; 3 &amp; 4 &amp;  Hi-Hat X X X X X X X X  Snare X X  Bass X X X</p> <p>Practise the rhythm grid as a class. When learners are confident with performing the rhythm, ask them to listen to a pop song and fit their drumbeat pattern with the music. Can they keep in time?</p> <p>Ask learners to create their own drumbeat pattern in small groups. You may wish to provide each group with an empty rhythm grid to scribe their composition:</p> <p>1 &amp; 2 &amp; 3 &amp; 4 &amp;  Hi-Hat  Snare  Bass</p> <p>Resources:  Rhythm grids</p>

WEEK	TOPIC	TOPIC DETAILS
2.1	Understanding chords and triads	<ul style="list-style-type: none"> <li>• Explain and model the meaning of 'chord' with learners . A chord is when you play two or more notes together at the same time.</li>   <li>• Explain and model the meaning of 'triad' with learners. A triad is a chord made up of three notes and has the root, third and fifth notes of the scale; you play one note (the root), miss the next note, play the next (the third), miss the next note and play the next (the fifth).</li>   <li>• Show the four triads below. Explain that they are used in sequence in many popular songs. The sequence is called 'the four-chord trick'.</li> </ul> <p>Ask learners to try playing the four-chord trick on keyboards, xylophones or ukuleles.</p> <ul style="list-style-type: none"> <li>• On the keyboard the four-chord trick can be played: C major:</li>   <li>G major:</li>   <li>A minor:</li>   <li>F major:</li> </ul> <p>On the xylophone the four-chord trick can be played:</p> <p>The numbers show the root notes for each of the four chords.</p> <p>On the ukulele the four-chord trick can be played:</p> <ul style="list-style-type: none"> <li>• When learners are confident with performing the four-chord trick, split the class into two groups. One group performs the chords while the other group performs the drum patterns from one of the grids explored in the earlier activity. It will not matter if learners perform different drumbeats at the same time.</li>   <li>• You may wish to encourage learners to explore their own rhythmic styles for performing each chord. Some learners may want to explore simple block chords whereas others may want to try broken chord passages, where the notes of the chords are not all played at the same time.</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
3.1	Understanding chords and triads-2	<ul style="list-style-type: none"> <li>• Explain and model the meaning of 'chord' with learners . A chord is when you play two or more notes together at the same time.</li>   <li>• Explain and model the meaning of 'triad' with learners. A triad is a chord made up of three notes and has the root, third and fifth notes of the scale; you play one note (the root), miss the next note, play the next (the third), miss the next note and play the next (the fifth).</li>   <li>• Show the four triads below. Explain that they are used in sequence in many popular songs. The sequence is called 'the four-chord trick'.</li> </ul> <p>Ask learners to try playing the four-chord trick on keyboards, xylophones or ukuleles.</p> <ul style="list-style-type: none"> <li>• On the keyboard the four-chord trick can be played: C major:</li>   <li>G major:</li>   <li>A minor:</li>   <li>F major:</li> </ul> <p>On the xylophone the four-chord trick can be played:</p> <p>The numbers show the root notes for each of the four chords.</p> <p>On the ukulele the four-chord trick can be played:</p> <ul style="list-style-type: none"> <li>• When learners are confident with performing the four-chord trick, split the class into two groups. One group performs the chords while the other group performs the drum patterns from one of the grids explored in the earlier activity. It will not matter if learners perform different drumbeats at the same time.</li>   <li>• You may wish to encourage learners to explore their own rhythmic styles for performing each chord. Some learners may want to explore simple block chords whereas others may want to try broken chord passages, where the notes of the chords are not all played at the same time.</li> </ul>
4.1	Constructing simple Chords and Triads ( C Major, G major, A major and F major)	<ul style="list-style-type: none"> <li>* Teacher Guide Learners to Construct simple Major chords and Triads.</li> <li>* Teacher help learners to hold chords on musical instruments.</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
5.1	Song Composition 1	<p>* Teacher Explain the Following Components to learners As:</p> <p>* Introduction: This section appears at the very beginning of the pop song.</p> <p>* Verse: This section introduces the main musical idea of the song. The lyrics of this section will contain most of the plot.</p> <p>* Chorus: This section appears at different times throughout the song and is normally one of the most memorable sections. * The lyrics tend to emphasis the main idea or mood of the story, rather than introducing new plot.</p> <p>* Middle eight: This section is a development of the main musical idea of the song, and often modulates to a related key.</p> <p>* Bridge: Linking passage between different sections of the song.</p> <p>Outro: This section appears at the very end of a pop song and is based on the chorus.</p> <ul style="list-style-type: none"> <li>• Ask learners to listen to the chorus sections of songs which include the four-chord trick and to consider what a chorus is. Examples of such songs include ‘Don’t Stop Believe in” by Journey and ‘Wherever You Will Go’ by The Calling.</li> <li>• Practise singing each chorus as a class. Then split the class into two groups and select a strong singer to lead each group. Select the two choruses that learners are most confident with and assign one to each group. Explain that each group will sing their chorus over the four-chord trick. Learners will need to think about the pace of the song to fit with the pulse.</li> <li>• Bring one chorus in and ask the group to keep singing this over and over. On the second repeat, bring the second group in with a different chorus.</li> <li>• This activity can be extended by splitting the class into three or four groups and asking each group to perform a different chorus simultaneously over the four-chord trick.</li> <li>• Ask learners to match the terms below with their definitions describing how they relate to pop songs. Alternatively, display the terms next to the correct definitions.</li> </ul> <p>INTRO This section appears at different times throughout the song and is normally one of the most memorable sections. The lyrics tend to emphasise the main idea or mood of the story, rather than introducing new plot.</p> <p>VERSE This section appears at the very beginning of the pop song.</p> <p>CHORUS This section is a development of the main musical idea of the song, and often modulates to a related key.</p> <p>MIDDLE EIGHT This section introduces the main musical idea of the song. The lyrics of this section will contain most of the plot.</p> <p>BRIDGE This section appears at the very end of a pop song and is based on the chorus.</p> <p>OUTRO</p>

WEEK	TOPIC	TOPIC DETAILS
		<p>Play some examples of pop songs, asking learners to try to identify the section of the song that relates to each term. Learners share their thoughts and reasoning.</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>• Matching cards</li> </ul> <p>'We Can Work It Out' by The Beatles is an example of a song with a middle eight. The middle eight starts at the lyrics "Life is very short".</p> <p>'The Power of Love' by Huey Lewis and The News is an example of a song with a bridge. The bridge starts at the lyrics "They say that all in love is fair".</p>
6.1	Song Composition -2	<p>chorus section is. Ideas may include:</p> <ul style="list-style-type: none"> <li>• the most memorable part of the song</li> <li>• a section that appears at different times throughout the song</li> <li>• lyrics that often emphasise the main idea or mood of the song.</li> </ul> <p>You may want to perform the four-chord trick to create a backing track or use an online backing track.</p>

WEEK	TOPIC	TOPIC DETAILS
7.1	Adding Rhythm to composed songs	<p>* Teacher Guide learners to find or choose appropriate Rhythms for their songs</p> <p>* Ask learners to listen to the chorus sections of songs which include the four-chord trick and to consider what a chorus is. Examples of such songs include 'Don't Stop Believin' by Journey and 'Wherever You Will Go' by The Calling.</p> <p>Practise singing each chorus as a class. Then split the class into two groups and select a strong singer to lead each group. Select the two choruses that learners are most confident with and assign one to each group. Explain that each group will sing their chorus over the four-chord trick. Learners will need to think about the pace of the song to fit with the pulse.</p> <p>* Bring one chorus in and ask the group to keep singing this over and over. On the second repeat, bring the second group in with a different chorus.</p> <p>* This activity can be extended by splitting the class into three or four groups and asking each group to perform a different chorus simultaneously over the four-chord trick.</p>

WEEK	TOPIC	TOPIC DETAILS
8.1	performance Rehearsals	<ul style="list-style-type: none"> <li>• Play learners a recording of a pop song such as ‘Firework’ by Katy Perry. If using a different pop song, ensure the lyrics and context are age appropriate for learners before playing the song to the class. You may wish to display the lyrics on the board as learners listen to the song.</li> </ul> <p>Ask learners: What do you think the song is about?</p> <p>You may wish to discuss: the theme of the song metaphors and similes used in the lyrics rhyming lyrics repeated words learners’ favourite lyrics and why they like them.</p> <ul style="list-style-type: none"> <li>• Explain that today, learners will be writing lyrics for a pop song.</li> <li>• Ask learners to work in small groups to decide on a theme for the pop song, such as friendship, life, football, school, etc., and write four lines for a catchy chorus and four lines for a verse.</li> <li>• Encourage learners to use a rhyming pattern at the end of the lines, for example: ‘This is our song all about school, that we really want to sing to you. We hope you follow our one rule: sing along because you will love it too’</li> <li>• Once learners have written their lyrics ask them to speak their lyrics out loud. Ask learners: <ul style="list-style-type: none"> <li>• Is there a natural rhythm?</li> <li>• Can you clap the rhythm of the lyrics as you speak them?</li> </ul> </li> <li>• As a group, learners then explore saying their lyrics or clapping the rhythm of the lyrics in time with one of the drumbeat patterns they performed previously:  1 &amp; 2 &amp; 3 &amp; 4 &amp; Hi-Hat X X X X X X X X Snare X X Bass X X X</li> <li>• Ask learners to individually explore melodies to fit the lyrics of the song. They could sing or use instruments to explore different ideas. Remind learners they may wish to fit their melodies to the four-chord trick.</li> </ul> <p>Resources: Audio recording of a pop song such as ‘Firework’ by Katy Perry</p>

WEEK	TOPIC	TOPIC DETAILS
9.1	Musical Hook	<ul style="list-style-type: none"> <li>• Explain to learners that a musical hook is a catchy part of a song that you will remember. It is often short, repeated and used in different places throughout the song.</li> <li>• Listen to recordings of songs with hooks, such as ‘Smoke on the Water’ by Deep Purple.</li> <li>• Replay the songs with hooks and ask learners to clap the rhythm of each hook and hum along to each hook.</li> <li>• Ask learners to try creating their own hook to include in their group’s pop song, following these instructions: start on C and use three or four different notes from the C major scale: C, D, E, F, G, A, B and C create a short repetitive theme decide where in the song the hook will be used, such as in the intro, in the chorus etc.</li> <li>• Learners consider and refine the structure of their piece thinking about the features discussed in the previous activities. They create a diagram to represent the structure, for example:</li> <li>• As a challenge, learners could include a bridge or middle eight in their pop song to make a more complicated structure.</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• Audio recordings of songs with hooks, such as ‘Smoke on the Water’ by Deep Purple</li> </ul>
10.1	Arranging The Musical Hook	<ul style="list-style-type: none"> <li>* Teacher Guide learners to March up the Components of a song as Musical Hook</li> <li>* teacher guide learners in activities during this learning period</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
11.1	Rehearsal and Group performance	<ul style="list-style-type: none"> <li>• Explain that learners are going to refine and rehearse their group’s pop song ready to perform.</li> </ul> <p>Ask learners: How can you make the performance of your pop song more interesting?</p> <ul style="list-style-type: none"> <li>• Encourage learners to think about: <ul style="list-style-type: none"> <li>• timing</li> <li>• texture</li> <li>• Dynamics.</li> </ul> </li> </ul> <p>Give learners time to rehearse their pop song. They should:</p> <ul style="list-style-type: none"> <li>• refine the structure of their pop song</li> <li>• decide who plays each instrument or sings each section</li> <li>• review the lyrics as a group and decide if any changes are needed</li> <li>• consider whether they will use a hook or the four-chord trick</li> <li>• rehearse the chorus first, then the verses</li> <li>• Rehearse the intro, bridge, middle eight and outro sections if applicable.</li> </ul> <ul style="list-style-type: none"> <li>• Once learners have rehearsed their pop song compositions, give them time to perform them to the rest of the class. You may wish to record learners’ performances using audio recording.</li> </ul> <ul style="list-style-type: none"> <li>• You may ask learners to give feedback on other group performances such as two things that went well and something that the group may wish to think about to improve their composition or performance. This may be in the form of two stars and a wish.</li> </ul> <p>Resources: Simple music technology for audio recordings (optional)</p>

WEEK	TOPIC	TOPIC DETAILS
12.1	The Elements of Music and some dynamic signs and their meaning)	<ul style="list-style-type: none"> <li>• Explain that you are going to explore the 'elements of music'. Ask each learner to describe the meaning of each element and record as many musical words as they can think of that link to each element:</li> </ul> <p>Element Meaning Key words</p> <p>timbre pitch texture tempo duration structure dynamics</p> <ul style="list-style-type: none"> <li>• You could discuss one area together and introduce some more technical language. For example, for dynamics:</li> </ul> <p>pianissimo pp Very soft piano p Quiet mezzo piano mp Moderately quiet forte f Loud fortissimo ff Very loud sforzando sfz Sudden accent crescendo cresc. Gradually getting louder diminuendo dim. Gradually getting softer</p> <ul style="list-style-type: none"> <li>• In small groups, learners could choose one of the elements of music to research and create a poster to represent key words for their musical element.</li> <li>• You may also wish to explore major and minor (tonality) with learners. Ask learners to play the notes of a C major chord (C, E, G). Now learners play the E as an E ♭ (E flat is the black note to the left of E on a keyboard or xylophone).</li> </ul> <p>Ask learners: How does this sound differ to the notes you just played?</p> <ul style="list-style-type: none"> <li>• Encourage learners to explore different ways to play each For example, as block chords or playing each note of the chord separately and in different orders.</li> </ul> <p>Resources: Access to the internet or music books to research musical elements Tuned instruments to explore major and minor chords</p>

WEEK	TOPIC	TOPIC DETAILS
13.1	Scales and Rhythmic patterns	<p>* Teacher Define a Scale as: The ladder form of notes or a succession of notes played in Alphabetical order. Eg CDEFGABC</p> <p>* C D E F G A B C (C major scale)</p> <p>A B C D E F G# A (A minor scale)</p> <p>G A B D E (pentatonic scale)</p> <p>C D F G A C (slendro scale)</p> <p>Own scale agreed by teacher</p> <p>Rhythmic pattern</p> <p>Own rhythm agreed by teacher</p> <ul style="list-style-type: none"> <li>• Learners should create a melodic motif, using the scale and rhythmic pattern they selected, inspired by the piece of art they selected. Learners arrange their musical ideas to create a piece of music, thinking about the elements of music, and how these represent the piece of art. They may wish to look at how the class described the music for each piece in the previous group activity.</li> <li>• Learners refine and rehearse their composition as a group and then perform them to the rest of the class. The learners in the audience guess which piece of art the music represents.</li> <li>• You may wish to record learners' performances using audio recording.</li> <li>• Learners work in small groups to compose a short piece of music inspired by art. Ask learners to choose one piece of art that they explored in the previous activity, that they will base their composition on. They should not tell any other learners which piece of art their group has chosen.</li> <li>• Once learners have selected a piece of art, they should choose a suitable scale and a rhythmic pattern from a selection such as those given below:</li> </ul> <p>Resources: Pictures of five or more pieces of art contrasting in style and topic Simple music technology for audio recordings (optional)</p>
14.1	Group Project and presentation	<p>* Teacher guide learners to choose resources they need to complete their project work</p>

# MUSIC SCHEME OF WORK

## YEAR 5 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	Why Music is a performing Art	<ul style="list-style-type: none"><li>• Play learners an audio recording of a piece of music about art, such as extracts from Pictures at an Exhibition by Modest Mussorgsky.</li><li>• Explain to learners that Pictures at an Exhibition is about a person walking around an art gallery and the pieces of art he is looking at. There are ten movements which represent one of the drawings or artworks on display. These movements are linked with a recurring theme 'Promenade', which represents the person walking through the art gallery to view a different piece.</li><li>• Play learners an audio recording of 'Promenade' from Pictures at an Exhibition. Ask learners questions about the music, such as:<ul style="list-style-type: none"><li>• Which instrument plays the opening theme?</li><li>• What family of instruments is this instrument from?</li><li>• What family of instruments is the next to enter?</li><li>• What is the opening dynamic of this piece?</li><li>• What happens to the dynamics when the second family of instruments enters?</li><li>• How would you describe the rhythm of this tune?</li><li>• What word best describes the tempo of this piece?</li></ul></li><li>Ask learners:<ul style="list-style-type: none"><li>• Can you imagine the person walking around the art gallery?</li><li>• Can you describe the characteristics of the person?</li><li>• How do you think they are walking?</li><li>• What about the music makes you think this?</li></ul></li><li>• You may wish to repeat this activity for some of the other ten movements about pieces of art.</li><li>Ask learners:<ul style="list-style-type: none"><li>• What do you think this piece of art looks like?</li><li>• What about the music makes you think this?</li></ul></li><li>Resources:<ul style="list-style-type: none"><li>• An audio recording of a piece of music about art, such as extracts from Pictures at an Exhibition by Modest Mussorgsky</li></ul></li></ul>

WEEK	TOPIC	TOPIC DETAILS
2.1	Rhythm Grid	<ul style="list-style-type: none"> <li>• Introduce learners to a musical score of part of the theme from 'Promenade' using staff notation or in grid notation:</li> </ul> <p style="margin-left: 20px;">Beat 1 Beat 2 Beat 3 Beat 4 Beat 5 Beat 6</p> <p style="margin-left: 20px;">Bar 1 G F B <math>\flat</math> C F D</p> <p style="margin-left: 20px;">Bar 2 C F D B <math>\flat</math> C G F</p> <p style="margin-left: 20px;">Bar 3 G F B <math>\flat</math> C F D</p> <p style="margin-left: 20px;">Bar 4 C F D B <math>\flat</math> C G F</p> <p style="margin-left: 20px;">Bar 5 F G D F G C</p> <p style="margin-left: 20px;">Bar 6 G A F F D C B <math>\flat</math> F</p> <ul style="list-style-type: none"> <li>• Play learners an audio recording of the 'Promenade' theme and ask learners to follow the score as they listen, making note of when pitches are high and when they are low. Challenge learners to identify the change in time signatures as the music moves between five beats in a bar and six beats in a bar.</li> <li>• When learners are confident with the shape of the melody, they use tuned instruments to rehearse and play some of the 'Promenade' theme.</li> <li>• Ask learners to explore creating different moods and atmospheres when playing the theme from 'Promenade'. Learners experiment with changing the tempo, instrumentation, dynamics, rhythms or notes used to portray a different scenario.</li> </ul> <p style="margin-left: 20px;">Give learners suggestions such as:</p> <ul style="list-style-type: none"> <li>• Can you make it sound like the person is skipping or running between the pieces of art?</li> <li>• Can you make it sound like the person walking between the pieces of art is sad?</li> <li>• Can you make the atmosphere of the art gallery sound mysterious or spooky?</li> </ul> <ul style="list-style-type: none"> <li>• Learners rehearse and then perform their rendition of the 'Promenade' theme to the rest of the class. The learners in the audience suggest what mood or atmosphere they think the music is depicting.</li> </ul> <p style="margin-left: 20px;">Resources:</p> <ul style="list-style-type: none"> <li>• Tuned instruments</li> <li>• An audio recording of a piece of music about art, such as extracts from Pictures at an Exhibition by Modest Mussorgsky</li> <li>• Staff or grid notation of 'Promenade' from Pictures at an Exhibition</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
3.1	Why Music is a performing Art	<ul style="list-style-type: none"> <li>• Learners work in the same groups as those they were in when they composed the piece about a work of art.</li> <li>• Learners create a class performance inspired by Pictures at an Exhibition by Modest Mussorgsky.</li> <li>• Each group prepares a performance of the 'Promenade' theme, followed by their own composition about a work of art. Learners could refine their compositions from the previous activities.</li> </ul> <p>Ask learners to consider:</p> <ul style="list-style-type: none"> <li>• What mood or atmosphere do you want to portray when playing the 'Promenade' theme?</li> <li>• What dynamics and tempo will you use?</li> <li>• What instruments will you use?</li> <li>• How can you use the feedback from your previous performance of your composition about a work of art to improve your composition or performance this time?</li> </ul> <ul style="list-style-type: none"> <li>• Once learners have rehearsed their compositions in small groups, you may wish to set up a class performance. For example, the structure of the class performance could be:</li> </ul> <p>Group 1 perform the promenade theme and composition for artwork 1.  Group 2 perform the promenade theme and composition for artwork 2.  Group 3 perform the promenade theme and composition for artwork 3, etc.</p> <p>You may wish to record the class performance using audio recording.</p> <p>Resources:  Simple music technology for audio recordings (optional)</p>

WEEK	TOPIC	TOPIC DETAILS
4.1	Group Discussion on Performance	<ul style="list-style-type: none"> <li>• Play learners some ambient space music and ask learners to imagine they have just landed on the Moon. Encourage learners to walk around the room as if they are taking the first steps on the moon.</li> </ul> <p>Ask learners:</p> <ul style="list-style-type: none"> <li>• How does the music make you feel?</li> <li>• How would you describe the music?</li> </ul> <ul style="list-style-type: none"> <li>• Ask learners to close their eyes and play them an audio recording of a piece about space, such as an extract of 'Mars' from The Planets by Gustav Holst. Do not tell learners what they are listening to initially.</li> </ul> <ul style="list-style-type: none"> <li>• Divide the class into small groups and give each group a large, blank piece of paper. Play learners 'Mars' again and as a group they draw pictures or shapes and write words to represent what they are hearing. Learners should do this in silence while the music is playing. When the music stops, they could discuss their ideas as a group for a few moments.</li> </ul> <p>Prompt learners to consider the following questions:</p> <ul style="list-style-type: none"> <li>• How does the music make you feel?</li> <li>• How would you describe the music?</li> <li>• What images or words does the music portray to you?</li> <li>• How would you describe the tempo and dynamics?</li> <li>• How is this piece of music similar to or different from the ambient space music you listened to before?</li> <li>• What do you think this piece of music is about?</li> </ul> <ul style="list-style-type: none"> <li>• Select learners to share their ideas with the class. Write ideas on the board before you reveal the piece of music they were listening to was 'Mars' from The Planets by Gustav Holst.</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• Ambient space music</li> <li>• A piece of music about space, such as 'Mars' by Gustav Holst</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
5.1	Planet Music	<ul style="list-style-type: none"> <li>• Explain to learners that Holst's The Planets is a suite of seven movements, each about a different planet. He believed each planet had a different astrological character and wrote the music to show this.</li> <li>• Play learners an extract from each of the seven movements. Give learners cards listing the planets and the description of their astrological character. Learners should listen to each extract and match the correct description.</li> </ul> <p>Mars Bringer of War  Venus Bringer of Peace  Mercury Winged Messenger  Jupiter Bringer of Jollity  Saturn Bringer of Old Age  Uranus The Magician  Neptune The Mystic</p> <ul style="list-style-type: none"> <li>• Once learners have matched the description, ask them to discuss with a partner to see if they agree. They should give reasons for their answers. Ask learners: <ul style="list-style-type: none"> <li>• What was the tempo of the music?</li> <li>• Describe the dynamics.</li> <li>• How would you describe the music? Did the music sound happy, scary, playful, evil etc.?</li> </ul> </li> <li>• Select pairs of learners to share their ideas with the class and reveal the correct answer.</li> </ul> <p>Resources:  An extract from each movement of The Planets by Gustav Holst</p> <ul style="list-style-type: none"> <li>•</li> </ul>
6.1	The Staff Notations	<ul style="list-style-type: none"> <li>• Play learners two extracts of music that are used to represent space in films, such as the opening theme of 2001: A Space Odyssey and the opening theme of Star Wars.</li> <li>• In pairs, learners make notes about the music:</li> </ul> <p>Extract A:  2001: A Space Odyssey Extract B  Star Wars  Pitch  Rhythm  Tempo  Dynamics  Instruments  Mood</p> <ul style="list-style-type: none"> <li>• Select learners to share their ideas with the class and collate the ideas from the</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
		<p>class on the board.</p> <p>Ask learners: What did you notice about the opening notes of the opening theme of 2001: Space Odyssey?</p> <ul style="list-style-type: none"> <li>• Discuss how the music opens with notes of a long duration. Learners will use this as inspiration to compose their own piece about space using minims (two-beat notes) and semibreves (four-beat notes).</li> </ul> <p>Minim Semibreve</p> <ul style="list-style-type: none"> <li>• Learners work in pairs or small groups to create a rhythm using minims and semibreves and then add a pitch to each note. They could also use different untuned percussion instruments for each, such as triangles, cymbals, bells and chime bars.</li> </ul> <p>Ask learners: How will you use notation to write your composition?</p> <p>For support show learners the example:</p> <p>E E G B A</p> <p>As a challenge, learners could write their composition on staff notation</p> <ul style="list-style-type: none"> <li>• Once learners have completed their composition, they explore different ways to perform their music. Ask learners to consider: Will you change dynamics? Will you change tempo? What is the structure of the piece? Will you repeat the sequence of notes a number of times? How will each member of the group enter and end the performance? For example, will you all start together and then fade out or will one member start one at a time until everyone is in?</li> <li>• Once learners have rehearsed their compositions, give them time to perform them to the rest of the class. You may wish to record learners' performances using audio recording equipment.</li> <li>• You may ask learners to give feedback on other group performances such as two things that went well and something that the group may wish to think about to improve their composition or performance. This may be in the form of two stars and a wish.</li> </ul> <p>Resources: Two extracts of music that are used to represent space in films, such as the opening theme of 2001: A Space Odyssey and the opening theme of Star Wars</p>

WEEK	TOPIC	TOPIC DETAILS
		Simple music technology for audio recordings (optional)
7.1	The ostinato patterns	<p>* Teacher explains Ostinato patterns to learners as : A repeated patterns in music</p> <p>* Teacher Explains Types of Ostinatos</p> <ul style="list-style-type: none"> <li>• Learners work in pairs or small groups to create and refine their own short piece of space music. They may wish to base their composition on ideas explored throughout this unit: Different timbres Rhythmic and melodic ostinatos Notes held on for long duration</li> <li>• They could build on their compositions from previous activities (ostinato patterns and minim and semibreve compositions).</li> <li>• Learners could use vocals, body percussion, tuned/untuned percussion or other instruments if available. They can explore adding variety by changing the dynamic contrast and tempo of their piece.</li> <li>• Once learners have rehearsed their compositions, give them time to perform them to the rest of the class. You may wish to record learners' performances using audio recording.</li> <li>• Encourage learners to give feedback on the performances they watch. They could consider the following questions: Can you hear ostinato patterns? Did the group vary their dynamics and if so how? Does the music create an atmosphere of space? Which aspects of the music do you like most? What would you suggest the group do to improve their composition or performance?</li> </ul> <p>Resources: Simple music technology for audio recordings (optional)</p>
8.1	TWINKLE TWINKLE LITTLE STAR (Performance)	<ul style="list-style-type: none"> <li>• Ask learners to think about their favourite lullabies and make a list as a class. Learners may wish to sing the lullabies they suggest, or you may wish to sing a number of the lullabies as a class.</li> <li>• Play learners audio recordings of a selection of lullabies from around the world.</li> </ul> <p>Encourage learners to close their eyes and think about:</p> <ul style="list-style-type: none"> <li>• How does the lullaby make you feel?</li> <li>• Can you describe what makes a good lullaby?</li> </ul> <ul style="list-style-type: none"> <li>• As a class write characteristics of successful lullaby thinking about tempo, tone,</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
		<p>timbre, instruments, and harmonies.</p> <ul style="list-style-type: none"> <li>• Listen to an audio recording of a lullaby, such as 'Twinkle Twinkle Little Star'. You may wish to sing this lullaby with learners as a class, exploring some of the verses.</li> </ul> <p>Lyrics:</p> <p>Twinkle, twinkle, little star  How I wonder what you are  Up above the world so high  Like a diamond in the sky</p> <p>When the blazing sun is gone  When he nothing shines upon  Then you show your little light  Twinkle, twinkle, all the night</p> <p>Then the traveller in the dark  Thanks you for your tiny spark  He could not see which way to go  If you did not twinkle so</p> <p>In the dark blue sky you keep  And often through my curtains peep  For you never shut your eye  Till the sun is in the sky</p> <p>As your bright and tiny spark  Lights the traveller in the dark  Though I know not what you are  Twinkle, twinkle, little star</p> <p>Twinkle, twinkle, little star  How I wonder what you are  Up above the world so high  Like a diamond in the sky</p> <p>Twinkle, twinkle, little star  How I wonder what you are  How I wonder what you are</p> <ul style="list-style-type: none"> <li>• Introduce learners to the musical score of 'Twinkle Twinkle Little Star' using staff notation or in grid notation:</li> </ul> <p>1 2 3 4 1 2 3 4  C C G G A A G  F F E E D D C  G G F F E E D  G G F F E E D  C C G G A A G</p>

WEEK	TOPIC	TOPIC DETAILS
		<p>F F E E D D C</p> <p>Ask learners:</p> <ul style="list-style-type: none"> <li>• What do you notice about the musical phrases?</li> <li>• Do any phrases repeat?</li> <li>• Can you describe the structure of the piece?</li> <li>• How would you draw the shape of each line?</li> </ul> <p>• Encourage learners to use their voice or instruments to practice reading and performing the music from the score or grid above.</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>• Audio recording of a lullaby such as 'Twinkle Twinkle Little Star'</li> <li>• Score of 'Twinkle Twinkle Little Star'</li> </ul>
9.1	<p>TWINKLE TWINKLE LITTLE STARS -2</p>	<ul style="list-style-type: none"> <li>• Ask learners to think about their favourite lullabies and make a list as a class. Learners may wish to sing the lullabies they suggest, or you may wish to sing a number of the lullabies as a class.</li> <li>• Play learners audio recordings of a selection of lullabies from around the world.</li> </ul> <p>Encourage learners to close their eyes and think about:</p> <ul style="list-style-type: none"> <li>• How does the lullaby make you feel?</li> <li>• Can you describe what makes a good lullaby?</li> </ul> <p>• As a class write characteristics of successful lullaby thinking about tempo, tone, timbre, instruments, and harmonies.</p> <p>• Listen to an audio recording of a lullaby, such as 'Twinkle Twinkle Little Star'. You may wish to sing this lullaby with learners as a class, exploring some of the verses.</p> <p>Lyrics:</p> <p>Twinkle, twinkle, little star How I wonder what you are Up above the world so high Like a diamond in the sky</p> <p>When the blazing sun is gone When he nothing shines upon Then you show your little light Twinkle, twinkle, all the night</p> <p>Then the traveller in the dark Thanks you for your tiny spark He could not see which way to go If you did not twinkle so</p>

WEEK	TOPIC	TOPIC DETAILS
		<p>In the dark blue sky you keep  And often through my curtains peep  For you never shut your eye  Till the sun is in the sky</p> <p>As your bright and tiny spark  Lights the traveller in the dark  Though I know not what you are  Twinkle, twinkle, little star</p> <p>Twinkle, twinkle, little star  How I wonder what you are  Up above the world so high  Like a diamond in the sky</p> <p>Twinkle, twinkle, little star  How I wonder what you are  How I wonder what you are</p> <ul style="list-style-type: none"> <li>• Introduce learners to the musical score of 'Twinkle Twinkle Little Star' using staff notation or in grid notation:</li> </ul> <pre> 1 2 3 4 1 2 3 4 C C G G A A G F F E E D D C G G F F E E D G G F F E E D C C G G A A G F F E E D D C </pre> <p>Ask learners:</p> <ul style="list-style-type: none"> <li>• What do you notice about the musical phrases?</li> <li>• Do any phrases repeat?</li> <li>• Can you describe the structure of the piece?</li> <li>• How would you draw the shape of each line?</li> </ul> <ul style="list-style-type: none"> <li>• Encourage learners to use their voice or instruments to practice reading and performing the music from the score or grid above.</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• Audio recording of a lullaby such as 'Twinkle Twinkle Little Star'</li> <li>• Score of 'Twinkle Twinkle Little Star'</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
10.1	The Lullaby Songs ( Twinkle Twinkle Little stars)	<p>* Teacher set the atmosphere by setting up areas for learners to lie down and listen to the music.</p> <p>Examples of lullabies from around the world could be:</p> <ul style="list-style-type: none"> <li>• ‘Twinkle Twinkle Little Star’ (United Kingdom)</li> <li>• ‘Bed is Too Small’ (Canada and USA)</li> <li>• ‘Raindrops Lullaby’ (Slovakia)</li> <li>• ‘The Lullaby of Takeda’ (Japan)</li> <li>• ‘May there always be sunshine’ (Russia)</li> <li>• ‘Nyandolo’ (Kenya)</li> </ul> <p>Ask learners to think about their favourite lullabies and make a list as a class. Learners may wish to sing the lullabies they suggest, or you may wish to sing a number of the lullabies as a class.</p> <p>Play learners audio recordings of a selection of lullabies from around the world.</p> <p>Encourage learners to close their eyes and think about:</p> <ul style="list-style-type: none"> <li>• How does the lullaby make you feel?</li> <li>• Can you describe what makes a good lullaby?</li> </ul> <p>As a class write characteristics of a successful lullaby thinking about tempo, tone, timbre, instruments, harmonies.</p>
11.1	performance in Variation	<p>Teacher Explains The Term VARIATION to learners as: a formal technique where material is repeated in an altered form. ... The changes may involve melody, rhythm, harmony, counterpoint, timbre, orchestration or any combination of these.</p> <ul style="list-style-type: none"> <li>• Play learners an audio recording of ‘Twelve Variations on “Ah, vous dirai-je, Maman”’ by Wolfgang Amadeus Mozart.</li> </ul> <p>Ask learners: How are the variations different to the original? Which variation do you prefer and why?</p> <ul style="list-style-type: none"> <li>• Learners work in pairs to compose their own variation of ‘Twinkle Twinkle Little Star’.</li> <li>• Ask learners to consider how they will make their variation sound different. For example, they could: change the rhythms change some notes or repeat notes change the dynamics change the instrumentation.</li> <li>• For support, give learners a partially complete grid and ask them to complete the rest of the boxes using notes C D E F G A to compose their own variation.</li> </ul> <p>1 2 3 4 1 2 3 4</p>

WEEK	TOPIC	TOPIC DETAILS
		<p>C C G D C C</p> <ul style="list-style-type: none"> <li>• Ask each pair of learners to form a group with another pair. Each pair performs their variation to the other pair. Encourage learners to give feedback and discuss what works well and how they could improve their composition or performance.</li> <li>• Each group rehearses a performance of 'Twinkle Twinkle Little Star' variations. They may wish to perform the original theme in between each new variation. For example, the structure of their group performance could be: Original 'Twinkle Twinkle Little Star' altogether. Variation composition by pair 1. Original 'Twinkle Twinkle Little Star' altogether. Variation composition by pair 2. Original 'Twinkle Twinkle Little Star' altogether.</li> <li>• Once learners have rehearsed their compositions, give them time to perform them to the rest of the class. You may wish to record learners' performances using audio recording.</li> </ul> <p>You may ask learners to give feedback on other group performances such as two things that went well and</p> <ul style="list-style-type: none"> <li>• Something that the group may wish to think about to improve their composition or performance. This may be in the form of two stars and a wish.</li> </ul> <p>Resources: Audio recording of 'Twelve Variations on "Ah, vous dirai-je, Maman"' by Wolfgang Amadeus Mozart Simple music technology for audio recordings (optional)</p>

WEEK	TOPIC	TOPIC DETAILS
12.1	Performance study	<ul style="list-style-type: none"> <li>• Learners work in pairs or small groups to compose their own lullaby.</li> <li>• They may wish to base their lullaby on another lullaby studied in this unit or select another favourite lullaby of the group and create a variation of the original theme. To support learners, suggest they compose their lullaby using notes from the C major scale: C, D, E, F, G, A, B. They may also wish to include chords in their composition.</li> </ul> <p>As a group, learners decide on the structure for their performance. Ask learners:</p> <ul style="list-style-type: none"> <li>• Will you all start at the same time or build up and bring each person in one at a time?</li> <li>• Will there be a solo performance within a group performance of a variation?</li> <li>• How will you vary the tempo, dynamics, texture and timbre?</li> <li>• How will you end the performance?</li> </ul> <p>Once learners have rehearsed their compositions, give them time to perform them to the rest of the class. You may wish to record learners' performances using audio recording.</p> <ul style="list-style-type: none"> <li>• Encourage learners to give feedback on the performances they watch. Learners share feedback and suggestions of what went well and areas to be improved.</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• Simple music technology for audio recordings (optional)</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
13.1	Listening	<p>Ask learners to listen to 'Uranus' (The Magician) from The Planets by Gustav Holst.</p> <p>Ask learners:            Can you identify the motif used throughout?            Can you clap the rhythm of the motif?            Can you hum along?</p> <p>Explain to learners that the motif is used like a repeating pattern in a story and helps to join the different sections of the music together. This motif is made up of four notes and is played by different instruments throughout.</p> <p>Classical composer Ludwig van Beethoven also used a motif in his piece Symphony No.5. Ask learners to clap and then sing or play this motif:</p> <p>G G G E ♭ F F F D</p> <p>In their original groups, learners review their compositions or performances from Unit 5.3: Space-scape. This could be a mixture of listening to audio recordings and performing. They should analyse their pieces by considering the elements of music.</p> <p>Our ostinato was effective            Our motif was effective            I performed my part confidently            We varied our dynamics            We created a piece of music with an appropriate atmosphere</p> <p>Resources:            Audio recording of 'Uranus' (The Magician) from The Planets by Gustav Holst            Learners' work from Unit 5.3</p>
14.1	Group Project and presentation	<p>* Teacher Guide learners to choose resource needed to complete their project work</p> <p>* learners present their work to the class as a group</p>

# MUSIC SCHEME OF WORK

## YEAR 5 - TERM 3

WEEK	TOPIC	TOPIC DETAILS
1.1	The characteristics of a good lullaby.	<ul style="list-style-type: none"><li>• Teacher Explain to learners what a Lullaby is as: songs to enable some to sleeps.</li><li>• Teacher Explains some characteristics of a lullaby</li><li>• Play learners a video recording of a performance of a lullaby, such as the Liberian lullaby 'Banuwa'. Learners may wish to join in singing along with the performance.</li></ul> <p>Ask learners:</p> <ul style="list-style-type: none"><li>• Can you remember what we said the characteristics of a good lullaby were?</li><li>• What was effective about the performance of the lullaby you just watched?</li></ul> <ul style="list-style-type: none"><li>• In their original groups, learners review their compositions or performances from Unit 5.4: Singing to sleep. This could be a mixture of listening to audio recordings and performing. Learners should self-assess their work and consider how they could make improvements to their composition or performance:</li></ul> <p>I performed in time We added chords to our performance We composed our own lyrics I made my own variation We created an effective lullaby thinking about the elements of music</p> <p>Resources:</p> <ul style="list-style-type: none"><li>• Video recording of a performance of a lullaby, such as the Liberian lullaby 'Banuwa'</li><li>• Learners' work from Unit 5.4</li></ul>

<b>WEEK</b>	<b>TOPIC</b>	<b>TOPIC DETAILS</b>
2.1	Performing Different Lullaby Songs in Groups	<ul style="list-style-type: none"> <li>* Teacher puts learners into groups and assign a lullaby for each group</li> <li>* teacher guide learners to perform their songs on groups</li> </ul>
3.1	Instruments study 1 (Practical Lesson)	<ul style="list-style-type: none"> <li>• Explain the parts of the Violin and their functions: eg               <ul style="list-style-type: none"> <li>• The Fret Board</li> <li>• The Four Strings ( E,A,D and G)</li> <li>• The Sound Hole</li> <li>• The Bridge</li> <li>• The Chin Rest</li> <li>• The Bow</li> </ul> </li> <li>• How to hold the Viloin Bow</li> <li>• How to Make sound with the bow</li> </ul>
4.1	Instruments study 2 (Practical Lesson)	<ul style="list-style-type: none"> <li>* Teacher explains some parts and functions of the Saxophone</li> <li>*. The Mouthpiece</li> <li>* The Body</li> <li>* The Bell</li> <li>* The Neck Cork</li> </ul>
5.1	Rudiments of Music	<ul style="list-style-type: none"> <li>• Explain the musical notes and their values, rests, American name, British names.: eg Semibreve, Minim, Crotchet, Quaver</li> <li>• Will learn how to clap each note and demonstrate it using musical instruments. Eg Violin, Viola, Saxophones,</li> <li>• Learn the musical Alphabets: A,B,C,D,E,F,G – A B C</li> <li>• Will be able play notes A,B,C and D on various musical instrument.</li> <li>• Learn the Treble and Bass Staves</li> <li>• Know names of lines and spaces of the Grand Stave</li> </ul>
6.1	Sight Reading and Performance	<ul style="list-style-type: none"> <li>• Teacher explain a short musical score to learners.</li> <li>• New score sheet will be displayed for learners to perform using various musical instruments</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
7.1	The Time Signature, Bar lines, and key signatures	<ul style="list-style-type: none"> <li>• Explain to learner the following Terms:</li> <li>• Bar Line as : A vertical line that divides the staff into equal proportions:</li> <li>• Time signature as: A fraction without a divisional line at the beginning of a piece of music.</li> </ul>
8.1	Practical lesson on various musical instruments.	<ul style="list-style-type: none"> <li>• Learner will be guided to perform from score sheets provided by teacher</li> <li>• Various Ensembles will perform given piece of music.</li> <li>• Learner will be able to perform The Gambia National Anthem on Musical instruments</li> <li>• the rehearsals and performances, and their reflections, to their music portfolio.</li> </ul>
9.1	Practical lesson on various musical instruments.	<ul style="list-style-type: none"> <li>• Learner will be guided to perform from score sheets provided by teacher</li> <li>• Various Ensembles will perform given piece of music.</li> <li>• Learner will be able to perform The Gambia National Anthem on Musical instruments</li> <li>• the rehearsals and performances, and their reflections, to their music portfolio.</li> </ul>
10.1	Practical lesson on various musical instruments.	<ul style="list-style-type: none"> <li>• Learners work in pairs or small groups to compose their own lullaby.</li> <li>• They may wish to base their lullaby on another lullaby studied in this unit or select another favourite lullaby of the group and create a variation of the original theme. To support learners, suggest they compose their lullaby using notes from the C major scale: C, D, E, F, G, A, B. They may also wish to include chords in their composition.</li> <li>• As a group, learners decide on the structure for their performance. Ask learners: <ul style="list-style-type: none"> <li>• Will you all start at the same time or build up and bring each person in one at a time?</li> <li>• Will there be a solo performance within a group performance of a variation?</li> <li>• How will you vary the tempo, dynamics, texture and timbre?</li> <li>• How will you end the performance?</li> </ul> </li> <li>• Once learners have rehearsed their compositions, give them time to perform them to the rest of the class. You may wish to record learners' performances using audio recording.</li> <li>• Encourage learners to give feedback on the performances they watch. Learners share feedback and suggestions of what went well and areas to be improved.</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• Simple music technology for audio recordings (optional)</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
11.1	Reflection and preparation for a Concert	<ul style="list-style-type: none"> <li>• Learners use their reflections to consider which work they would like to develop for a class concert. Once they have decided which piece they will work on, learners will require time over a series of lessons to rehearse, refine and evaluate their musical compositions and performances, before they perform in a final concert.</li> <li>• You may wish to encourage learners to keep a note of the targets to improve their composition and performance in each lesson.</li> </ul> <p>Lesson Date What I need to do in this lesson What I need to do to improve</p> <p>1 2 3</p> <ul style="list-style-type: none"> <li>• Give learners the opportunity to perform for other learners in their class. Tell learners that this is a class concert made up of their performances.</li> <li>• During the concert, encourage learners to reflect on and consider the following: <ul style="list-style-type: none"> <li>• How well they prepared for the concert.</li> <li>• One change they would make to the concert.</li> <li>• How they felt during the concert.</li> <li>• A memorable moment in the concert.</li> <li>• How they felt during their performance.</li> <li>• How they felt after the concert.</li> <li>• Their favourite performance.</li> </ul> </li> </ul> <p>After the performance ask learners to write their responses and share as appropriate with the rest of the class.</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>• Simple music technology for audio recordings (optional)</li> </ul>
12.1	Performance Rehearsals	* Teacher Guide learners to practice some pieces for performance
13.1	Group Project work and presentation	<ul style="list-style-type: none"> <li>* Teacher Guide learners to choose resource needed to complete their project work</li> <li>* learners present their work to the class as a group</li> </ul>

