

Brough Primary School – Curriculum Intention Plan 2022 - 2023



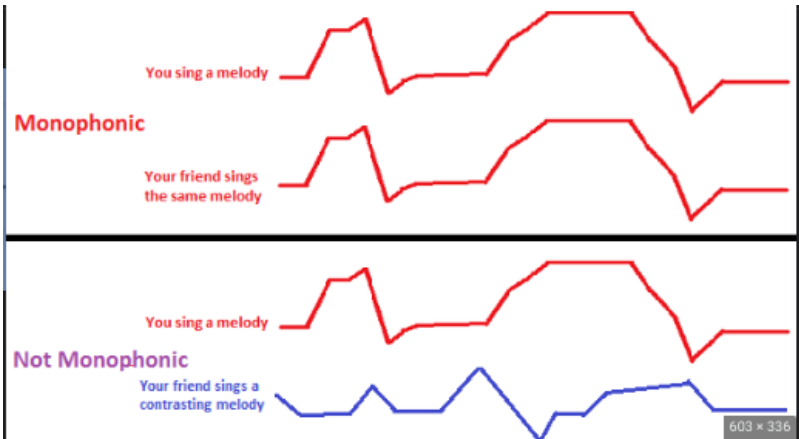
Subject: Music Cycle A Year Group: 3/4 (Year 4 objectives)		Area of learning: Texture
Links to previous work/Remember when	<p>Listening to a piece of music, being able to talk about its pulse and rhythm.</p> <p>Composing a rhythm using graphic notation.</p> <p>Transfer that rhythm into a musical rhythm using notation.</p>	
Term	Year 4	Key Skills to be taught
Summer 1 2023 What the children should know at the end of this series of lessons Leavers' song Tracing paper needed	Record a performance of the children on glocks, accompanying a song that has the different textures.	<p>Musical Texture in Music - Musical Texture refers to how different layers of a piece of music are combined to produce the overall sound. There are four music textures that will have been taught:</p> <p>Monophonic</p> <p>Homophonic</p> <p>Polyphonic</p> <p>Heterophonic</p>

Vocabulary

Pitch, timbre, pulse, beat, tempo, dynamics, stave, treble clef, rest, semibreve, minim, dotted minim, crotchet, quaver, Monophonic, Homophonic, Polyphonic, Heterophonic.

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Sequence of learning	Objectives and suggested details provided by subject leader.
1	<p>https://classroom.thenational.academy/lessons/thin-or-rich-textures-75qkqc</p> <p>Thin or rich textures In this lesson, we will learn about what texture is and we will explore how to recognise thin or rich textures. e.g. https://www.youtube.com/watch?v=s_pSJOkmYBA</p> <p>L.O. Listening and Appraising: To identify characteristics of a piece and repeat using voice or instrument. Listening and Appraising: To listen and appraise using appropriate musical vocabulary. (Y5 obj. - no Y3/4 comparable objs)</p>
2	<p>https://classroom.thenational.academy/lessons/monophonic-texture-c4rkjc</p> <p>Monophonic texture In this lesson, we will learn about how we can recognise, perform and create monophonic textures in our music. <i>Monophony is the oldest type of music (it was the only type of music performed in Ancient Greece) and was the form of music used in early church plainchant and Gregorian Chant music.</i></p> <p><i>Some composers have written entire pieces of monophonic music for solo instruments. Have a listen to this performance of Debussy's "Syrinx" for solo flute.</i> https://www.youtube.com/watch?v=YEyKM13yf_4&t=77s Claude Debussy, "Syrinx" for solo flute https://www.youtube.com/watch?v=WuK59jQ5bwU&list=RDQMeFJc4XJc3e0&index=5 Gregorian chant</p>  <p>L.O. Listening and Appraising: To identify characteristics of a piece and repeat using voice or instrument. Listening and Appraising: To listen and appraise using appropriate musical vocabulary. (Y5 obj. - no Y3/4 comparable objs)</p>
3	<p>https://classroom.thenational.academy/lessons/homophonic-texture-60ukgr</p> <p>Homophonic texture</p>

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	<p>In this lesson, we will learn about how we can recognise, perform and create homophonic textures in our music. (A homophonic texture is characterised by having multiple voices moving together harmonically at the same pace. This is a very common texture. Many times, this takes the form of having a single melody that predominates, while other voices are used to fill out the harmonies.)</p> <p>Watch https://www.youtube.com/watch?v=QbT7eTS16T8 Different Musical Textures in Handel's "Hallelujah" Chorus https://www.youtube.com/watch?v=sme8N2pzRx8&t=3s Pentatonix - Silent Night (Can you hear how the musical texture is formed from block chords? Each of the voices change notes at the same time. You can still clearly hear the melody line being sung, but the different voices are singing in harmony to produce a chordal accompaniment.)</p> <p>L.O. 4 Listening and Appraising: To begin to appreciate and understand different works and composers. 4. Composing: To improvise and compose music for a range of purposes, controlling musical qualities.</p> <p>Listening and Appraising: To identify characteristics of a piece and repeat using voice or instrument. Listening and Appraising: To listen and appraise using appropriate musical vocabulary. (Y5 obj. - no Y3/4 comparable objs)</p>
4 Glocks needed	<p>https://classroom.thenational.academy/lessons/polyphonic-texture-crr3cc</p> <p>Polyphonic texture In this lesson, we will learn about how we can recognise, perform and create polyphonic textures in our music. (POLYPHONIC MUSICAL TEXTURE - The definition of polyphonic texture comes from the Greek (poly- phonic), literally meaning "many sounds". It describes music where several parts or voices are combined together contrapuntally or in counterpoint. You can see on this diagram of a polyphonic texture the different parts weaving in and out as they perform distinct melodic lines that combine to create the overall sound.)</p> <p>Children to have glocks and revisit Pachelbel's Canon as an e.g. of polyphonic texture - violin and glocks. RECORD</p> <p>L.O.3. Listening and Appraising: To be able to describe and compare moods in different pieces of music.</p>
5 Glocks needed	<p>https://classroom.thenational.academy/lessons/melody-and-accompaniment-c5gk4c</p> <p>Melody and Accompaniment In this lesson, we will learn about how we can recognise, perform and describe what melody and accompaniment is.</p> <p>L.O.3. Listening and Appraising: To be able to describe and compare moods in different pieces of music. Listening and Appraising: To use critique to improve work. 4. Composing: To improvise and compose music for a range of purposes, controlling musical qualities.</p>
6	<p>https://classroom.thenational.academy/lessons/mixing-textures-75jkec</p>

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	<p>Mixing textures In this lesson, we will learn about how musicians create different layers of sounds so that their music has different textures.</p> <p>MELODY AND ACCOMPANIMENT The definition of homophony is often broadened to include textures that are not homorhythmic. Have a listen to this example of Lady Gaga performing the National Anthem at the Superbowl: https://www.youtube.com/watch?v=GbXSZBnBOQ4&t=15s Lady Gaga - Star-Spangled Banner (Live at Super Bowl 50) <i>In this example a piano has been added to the solo vocal line so it is clearly not monophonic.</i> <i>However, it is also not strictly homophonic as the rhythms of the piano part do not exactly match the vocal line.</i> https://www.youtube.com/watch?v=SQadcm_dwEM Libera - Carol of the Bells</p> <p>L.O. 4. Composing: To improvise and compose music for a range of purposes, controlling musical qualities. 4. Listening and Appraising: To listen to and evaluate the impact of live music. Composing: To improvise and compose music for a range of purposes, controlling musical qualities.</p>
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Learning Outcome/product

To be able to recognise the different forms of texture in a piece of music -
<https://www.youtube.com/watch?v=hAiECJf5Ouo> Libera -- Sanctus or
<https://www.youtube.com/watch?v=rcLI0A-IXlc&t=191s> You Raise Me Up | BYU Vocal Point (Josh Groban A Cappella Cover) starts in E flat maj before modulation F maj and then to G maj.

For the performance as a class to be recorded.

Assessment records	List only those children who have not achieved the expected outcomes.

Assessment records	List only those children who have exceeded the expected outcomes.

End of unit assessment question

Much musical texture did you prefer? Why?

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