

Key Skills Key Content: Rockies	Key enquiry questions
<p>S.4 Ensemble skills and part- 2a Sings confidently in unison and solo. Singing 2a 2c Maintains an independent part in a small group with several layers and being aware of other parts (rounds, drones, ostinato and harmony). 2a Follows more complex musical instructions (e.g. in part singing). S.5 Performing 2a Performs confidently in a group and solo with expression and variety. 2a Performs in a way that reflects the meaning and impact of the lyrics to an audience. S.6 Understanding song structure 2a 2c Understands more complex song structures.</p>	<p>Can we sing in different parts? Can they sing and use their understanding of meaning to add expression? Can they show how they use dynamics to provide contrast (Year 4)? Using the Wellerman can we identify appropriate dynamic changes to aid the story narrative? Use small groups for different verses and have some solo, and small group parts. Identify the use of Ostinato on online performances. Can they maintain their part whilst others are performing their part? What shall we do with the drunken Sailor/ Oh sinner man to practice producing two layers within singing. Think of other techniques to aid performances of Sea Shanties.</p>
<p>P.5 Ensemble skills 2a Leads a group and follows a leader directing changes in musical expression 2a 2b 2c Maintains an independent part in an ensemble 2c Understands how the texture might vary P.6 Playing from Notation 2d Plays using notation as support (Staff & rhythm notation, graphic scores) P.7 Performing 2a Performs confidently in a group and solo, with</p>	<p>Using the Ukuleles. Listening: Can they use pitches simultaneously to produce harmony by building up simple chords? Identify the names of the strings in order. Use on finger to change the sound on one fret. Use fingers to make chord patterns. Can they use standard notation? Can they use their notations to record groups of pitches (chords)? Read notation and start to identify rhythmic patterns. Start to play simple songs and accompany one's self when singing.</p>
<p>Warm ups will help pupils use their voices safely. There are many places to find good examples of vocal warm ups, and they will typically include vocalising, sirening and simple scales, as well as games to energise pupils. • Breathing. Increasing control of airflow will help pupils to sing longer phrases, adjust dynamics, improve tuning and phrase melodies expressively. • Posture. A relaxed but stable stance (soft knees) sets the body up to produce an unforced but well-focused sound. Pupils, especially younger pupils, will often want to move to the music and this helps to facilitate that. • Dynamics. When appropriate, class singing should include a dynamic range as a key expressive tool. Confident singing will often be loud but need not tip over into shouting. • Phrasing gives shape to melodic lines. Through small dynamic changes, it helps emphasise important syllables and create musical interest in the melody. • Context. Music can often be</p>	

brought to life by considering the context in which it was written, or by discussing the meaning of any words. • **Vocal health.** Warming up before singing, staying hydrated, resting voices, particularly when there is lots of singing to do, keeping vocal muscles relaxed

Key Vocabulary :

Year 5:

Accent, bass, notation, texture, timbre

Year 3 Drone, duet, duration, dynamics, lyrics, melodic phrases, melody, ostinati, round.

Year 4 Harmony, improvise, leaping, pentatonic.