**Overview of Rivers Project**

**Children learn to**

Copy, clap and play rhythmic patterns

Use musical devices and structures within your composition

Compose music with a purpose or intention

Select sounds and use musical elements to reflect the character of the event/place

Play tuned percussion with confidence and control

Maintain a sung part in a large group

Can you make improvements to your own work and talk about the work of others’ using musical language

**Activities**

Don’t clap/play this one back

Put/play a pattern in Space

Listening-Vltava by Smetana

Identifying and describing the inter-related dimensions of music (the elements)

A’s for Amazon (composing and playing phrases on each note of the instrument (A-G))

Singing songs from ‘River song’ in unison and two parts

Clapping and playing rhythmic patterns in a metre of 3 using notes of the G major and E minor chords

Composing melodic phrases using notes of the E minor scale and the G major pentatonic scale

Performing their work

Expressing opinions, likes and dislikes

**Children can**

Internalise rhythmic phrases

Create four and eight-beat phrases

Use tuned and un-tuned instruments to create their own patterns

Create phrases that balance and complement each other

Use notes of the E minor and G major chords to create a tuned ostinato to accompany the river theme

Are familiar with the layout of a xylophone

Can copy and create melodic patterns using triads (GBD/EGB) and a pentatonic scale (GABDE/EFsharpGAB)

Use un-tuned instruments to create a texture of sounds to accompany the river theme

Compose phrases to illustrate places and activities that take place along the river Vltava

Use their knowledge of pitch, timbre and duration when selecting sounds.

Alter the pace and dynamics of how they play accordingly

Explore texture through the sequence and combination of sounds.

Children talk about their work, referring to the elements used, the sounds selected and their combination and organisation.

**Rivers Overview Year 6**

|  |  |  |
| --- | --- | --- |
| Learning Intentions | Activities | Learning Outcomes |
| Can you copy, clap and play rhythmic patterns? | Don’t clap this one backPut a Pattern in SpacePlay a Pattern in SpaceSwitch What’s in the red box? | Children can internalise rhythmic phrasesCreate four and eight-beat phrasesUse tuned and un-tuned instruments to create their own patterns |
| Can you use musical devices and structures within your composition? | Call and response: NanumaWhat’s in the red boxOstinato patterns I ‘On the Seashore’Riverside Rondo | Children can create phrases that balance and complement each otherCan use DFA to create a tuned ostinato to accompany the river themeCan use un-tuned instruments to create a texture of sounds to accompany the river themeCan compose phrases to illustrate places and activities that take place along the river Vltava |
| Can you compose music with a purpose or intention? | Vltava | The music reflects one of the following: Wedding/hunt/Prague/rapids/moonlight |
| Can you select sounds and use musical elements to reflect the character of the event/place? | Vltava composition sheets | Children use their knowledge of pitch, timbre and duration when selecting sounds.They alter the pace and dynamics of how they play accordinglyThey explore texture through the sequence and combination of sounds. |
| Can you play tuned percussion with confidence and control? | A’s for AmazonPlay a pattern in space (DFAAD’/ DEFAB)Vltava river themeCan play tuned accompaniments to ‘River in a Hurry’ and ‘Waterfall’ | Children are familiar with the layout of a xylophoneThey can copy and create melodic patterns using a triad (DFA) and a pentatonic scale (DEFAB) |
| Can you maintain a sung part in a large group? | ‘River in a Hurry’‘The Waterfall’ | Children can sing in two parts |
| Can you make improvements to your own work and talk about the work of others’ using musical language? | Evaluation sheets and verbal feedback | Children talk about their work, referring to the elements used, the sounds selected and their combination and organisation |
| Can you clap and play patterns in a metre of 3? | Metre mix/ ostinato accompaniments | Children can play patterns in 3 with awareness of pulse and rhythm |
| Do you know what a chord is and can you use it to play pieces and compose your own? | Exploring chords on the xylophone, picking out notes from familiar rounds e.g. Row the boat and using the chords of G major and E minor to compose ostinati accompaniments for the River Composition | Children can use notes of the chords confidently and creatively in order to play ostinato patterns. They can discriminate between the H/M/L sounds in each chord |
| Can you differentiate between tense and relaxed chords? | Listening to G major and E minor chordsSelecting them for their part of the composition | Children can describe sounds and use the appropriate chord for the composition |
| Can you use your knowledge of musical elements to create your own piece of programme music? | Thinking about the pitch, pace ,dynamics, duration and timbre of sound when selecting, exploring and composing themes for the river ,the source, the hunt, the wedding dance, the moonlight, the rapids and the journey past Prague. | Children use their knowledge to select, organise and combine sounds. I t affects the way in which they perform their work |
| Can you create melodic phrases using a pentatonic scale | All children play ‘Play a pattern in Space’ using GABDE and EFGBCThose composing themes for the river, the source, the moonlight and the rapids use E minor pentatonic. Those composing themes for the hunt, the wedding dance and Prague use G major pentatonic. | Children use notes of a pentatonic scale to create melodic phrases to illustrate their part of the composition.They use their knowledge of rhythm ,duration, pace ,dynamics and pitch when composing and performing |
| Can you work co-operatively within a group? | Children work together to select, explore, practise, revise and perform their pieces. | Children share and communicate ideas. They are able to make choices and refinements and react to positive suggestions |
| Can you play tuned and un-tuned instruments with control? | Children use notes of the chords to play ostinato rhythms in groupsLA play one noteMA play two notes togetherHA play two or more notes separately | Children can play with a sense of pulse and ensemble.They play with awareness of balance and of the texture of sound. |
| Can you maintain an independent part within a group? | One child plays an ostinato patterns whilst two others play a tune and a fifth child adds un-tuned percussion | Children alter the pace and dynamics of their part according to their ‘importance’ at the time and the general pulse/ensemble of the group. They are able to communicate with other members of the group by looking at them whilst playing |

**River in a Hurry**

River in a hurry

e g e c D C

Up and down, this music is groovy

C g Bb F C G bb Bb F

We are epic and (sniff) we are cool dudes

D D g A d - D a C D

[](https://www.google.co.uk/imgres?imgurl=https%3A%2F%2Fscubasanmateo.com%2Fimages%2Fraindrop-clipart-cartoon-9.png&imgrefurl=https%3A%2F%2Fscubasanmateo.com%2Fraindrop-clipart.html&docid=y7gdshR6uGF7EM&tbnid=zEv00qXz0DZMXM%3A&vet=10ahUKEwiO5LTslc7iAhXB8eAKHUfSBvwQMwhaKAUwBQ..i&w=224&h=300&bih=945&biw=1504&q=cartoon%20raindrops%20with%20faces&ved=0ahUKEwiO5LTslc7iAhXB8eAKHUfSBvwQMwhaKAUwBQ&iact=mrc&uact=8) **[Water Cycle Rap](https://www.google.co.uk/imgres?imgurl=https%3A%2F%2Fscubasanmateo.com%2Fimages%2Fraindrop-clipart-cartoon-9.png&imgrefurl=https%3A%2F%2Fscubasanmateo.com%2Fraindrop-clipart.html&docid=y7gdshR6uGF7EM&tbnid=zEv00qXz0DZMXM%3A&vet=10ahUKEwiO5LTslc7iAhXB8eAKHUfSBvwQMwhaKAUwBQ..i&w=224&h=300&bih=945&biw=1504&q=cartoon%20raindrops%20with%20faces&ved=0ahUKEwiO5LTslc7iAhXB8eAKHUfSBvwQMwhaKAUwBQ&iact=mrc&uact=8)**  [](https://www.google.co.uk/imgres?imgurl=https%3A%2F%2Fscubasanmateo.com%2Fimages%2Fraindrop-clipart-cartoon-9.png&imgrefurl=https%3A%2F%2Fscubasanmateo.com%2Fraindrop-clipart.html&docid=y7gdshR6uGF7EM&tbnid=zEv00qXz0DZMXM%3A&vet=10ahUKEwiO5LTslc7iAhXB8eAKHUfSBvwQMwhaKAUwBQ..i&w=224&h=300&bih=945&biw=1504&q=cartoon%20raindrops%20with%20faces&ved=0ahUKEwiO5LTslc7iAhXB8eAKHUfSBvwQMwhaKAUwBQ&iact=mrc&uact=8)

*[Water, water everywhere](https://www.google.co.uk/imgres?imgurl=https%3A%2F%2Fscubasanmateo.com%2Fimages%2Fraindrop-clipart-cartoon-9.png&imgrefurl=https%3A%2F%2Fscubasanmateo.com%2Fraindrop-clipart.html&docid=y7gdshR6uGF7EM&tbnid=zEv00qXz0DZMXM%3A&vet=10ahUKEwiO5LTslc7iAhXB8eAKHUfSBvwQMwhaKAUwBQ..i&w=224&h=300&bih=945&biw=1504&q=cartoon%20raindrops%20with%20faces&ved=0ahUKEwiO5LTslc7iAhXB8eAKHUfSBvwQMwhaKAUwBQ&iact=mrc&uact=8)*

*[Learning the cycle is a-nightmare](https://www.google.co.uk/imgres?imgurl=https%3A%2F%2Fscubasanmateo.com%2Fimages%2Fraindrop-clipart-cartoon-9.png&imgrefurl=https%3A%2F%2Fscubasanmateo.com%2Fraindrop-clipart.html&docid=y7gdshR6uGF7EM&tbnid=zEv00qXz0DZMXM%3A&vet=10ahUKEwiO5LTslc7iAhXB8eAKHUfSBvwQMwhaKAUwBQ..i&w=224&h=300&bih=945&biw=1504&q=cartoon%20raindrops%20with%20faces&ved=0ahUKEwiO5LTslc7iAhXB8eAKHUfSBvwQMwhaKAUwBQ&iact=mrc&uact=8)*

Start with clouds in the sky

Getting darker as time goes by

Saturated with water vapour

Precipitation occurs sooner or later

*Water, water everywhere*

*Learning the cycle is a-nightmare*

Water runs off mountains and hills

Rivers, lakes and ponds are-re-filled

Some seeps down beneath the ground

Listen for infiltration sound

*Water, water everywhere*

*Learning the cycle is a-nightmare*

The plants need water to thrive and grow

But most of it evaporates from the leaves you know

This process is called transpiration

Hope that’s a reasonable explanation?

Water, water everywhere

Learning the cycle is a-nightmare

Sun heats liquid turns to vapour or gas

Returns to the air with a minimum of fuss

Air gets cold and the vapour cools

Condenses into rain or snow and falls in rocks or pools

*Water, water everywhere*

*Learning the cycle is a-nightmare*

For Louis

**River Assessments: Autumn Term**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name of child | Can improvise melodic and rhythmic pattern and combine several layers of sound (L3) | Can organise ideas within structures(L4)  | Can perform rhythmically simple parts (L3) | Can Maintain an independent part within awareness of how the others fit(L4) | Can recognise how sounds can be combined and used expressively (L3) |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**3 = emerging 2 = achieving 1 = exceeding**