

Viking Saga Songs: Music skills and concepts

Programme	Performing skills, controlling sounds	Composing skills, creating and developing ideas	Appraising skills, responding and reviewing	Listening and applying knowledge and understanding
<i>Loki the Joker</i>	Singing with energy; singing with mystery; syncopation; rhythm-patterns.	<ul style="list-style-type: none"> • 2-note patterns • mountain/sea/sky music • shape-shifting music 	Loud and quiet; fast and slow; higher and lower.	Listening to a sound-montage; listening to and repeating single phrases; natural sounds; Viking instruments.
<i>Odin, Mighty World-Creator</i>	Strong and quiet voice; varied voice-qualities; up and down; chanting word-echoes; word-rhythms.	<ul style="list-style-type: none"> • arpeggios • repeating patterns • shimmering and trembling patterns. 	Leaps and jumps; shorter and longer.	identifying natural sounds and environments; identifying types of instruments (strings, percussion etc).
<i>Goblins a Go-Go!</i>	Syncopation; word-rhythms; varied voice-qualities; singing with actions.	<ul style="list-style-type: none"> • layers of rhythmic sounds (mining music) • jazzy “scat” improvisations 	Blues style and jazz.	Blues instruments and percussion.
<i>Sing us a Saga</i>	Smooth, controlled, gentle singing; singing to “la”; building phrases; emphasising word-rhythms; singing in parts.	<ul style="list-style-type: none"> • Pentatonic wave-melodies • Changing instruments • Using unpitched sounds for atmosphere 	Melodic patterns (up/down) Shifting chord-patterns (harmony)	Identifying home-note and key; drones.
<i>Thor on a journey</i>	Clapping word-rhythms; dynamic contrast (soft/loud); changing tempo/speed; pauses; simple ‘conducting’.	<ul style="list-style-type: none"> • fanfares and horn-calls • tune-variations (forwards/backwards/ upside-down) • anvil-music with metal instruments/sounds • class “storm” music 	Word-rhythms	Identifying metal instruments; horn-calls, string-sounds and percussion.
<i>Apples of Iduna</i>	Voice-registers (high/low); good diction; singing with ‘mystery and magic’; expressive changes to tempo and dynamics.	<ul style="list-style-type: none"> • two-note melodies with repeated notes • ‘garden’ music • ‘icy’ repeating patterns 	Key -changes and home-notes; steady beat.	Identifying various percussion and “glassy” sounds; comparing film-music approaches.
<i>Birds of the North</i>	Gentle, flowing, controlled singing; accurate pitches;	<ul style="list-style-type: none"> • rising and falling pentatonic tunes • flight-patterns up/down, with unpitched wind and sea sounds • birdsong music • environmental music 	Melodic shape and patterns; rising and falling harmonies; longer and shorter notes.	Identifying natural environments by sound; identifying types of birdsong.
Rehearsing and performing	Planning a performance or production as an ‘event’.	<ul style="list-style-type: none"> • adapting above ideas as ‘incidental’ music for drama scenes. • groups preparing selected compositions for performance. • performing ‘sound-pictures’ to school and to public. 	Using music, words and movement to differentiate character and mood. Deciding - what can be improved? Appraising - what went well?	Identifying song-music extracts used as story-links. Listening to and being aware of each other as performers. Reviewing recording, video, written work etc.