

# **Songwriting with Glockenspiels**

## **Knowledge Organisers**

# Glockenspiels EYFS

## Course Evaluation Criteria

**Reception:** We would expect all children in reception to attain statements 1-5. If statements 6 or 7 are attained, those pupils are exceeding expectations.

1. Pupils can play the correct notes on a Glockenspiel when instructed.
2. Pupils can play a scale.
3. Pupils can play their Glockenspiels to a beat.
4. Pupils can play 'Hot Cross Buns' on the Glockenspiel.
5. Pupils can play a melody while other pupils are playing different notes.
6. Pupils can play a response phrase after a musical idea.
7. Pupils can skip notes in a scale.

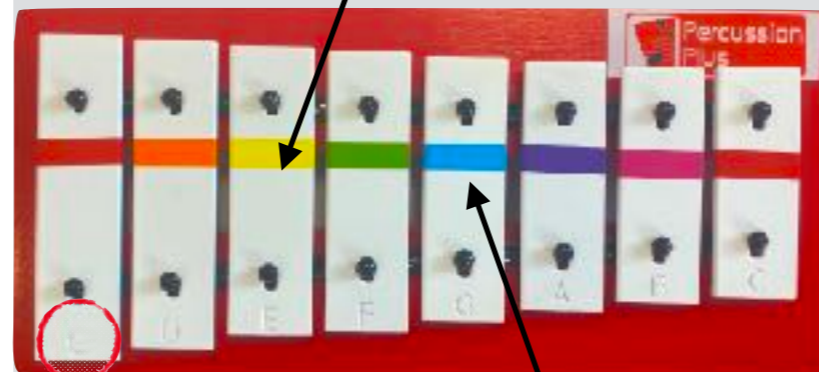
## Course Overview

**Course Overview:** In EYFS Glockenspiel pupils will be introduced to the Glockenspiel. Lessons will focus on notes and rhythm, providing pupils the opportunity to play the Glockenspiel solo and as part of a larger ensemble. Melody and tempo will be explored, and pupils will gain valuable teamwork skills in the process.

**Learning Outcome for the course:** Pupils are taught how to play the Glockenspiel musically using the correct striking technique. Pupils will focus on playing the Glockenspiel as a group whilst playing the correct notes and staying in time. They will also learn about different notation on a Glockenspiel and be able to play a song using these notes. Pupils will develop their listening skills by listening to a variety of rhythms throughout the course. They will learn how to respond to these in call and response style. The course is designed to enable pupils to gain performance confidence whilst performing both group and solo performances.

## Glockenspiel

When we play the Glockenspiel we need to hit in the middle of the metal keys.



The letters tell us which note we are playing.

Each note has a different colour sticker so we know which note to play.

## Vocabulary Bank

Instrument	<i>Something we can play music on.</i>
Scale	<i>A scale is where we go up and down the notes.</i>
Beat	<i>The steady pulse of the song.</i>
Rhythm	<i>Different patterns of long and short sounds.</i>
Melody	<i>The main tune of a song.</i>
Confidence	<i>Being brave and performing our best in front of other people.</i>
Keys	<i>The bars on the Glockenspiel we hit to play our notes.</i>

# Songwriting with Glockenspiels: Lite Level 1 (Year 1)

## Course Evaluation Criteria

We would expect pupils on this level to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.

1. Pupils know what a soundscape is.
2. Pupils know what body percussion is.
3. Pupils know how to replicate natural sounds using body percussion.
4. Pupils can explain what a beat is.
5. Pupils can identify a theme in music.
6. Pupils can use music to help tell a story.
7. Pupils understand how songwriters can use a word board to help them write music.
8. Pupils can create musical phrases as a response in a call and response phrase.
9. Pupils can write their own lyrics using a template.
10. Pupils can perform their own work to the class.

## Course Overview

**Course overview:** Pupils in Year 1 will focus on how they can create sound with their bodies, their voices, and with instruments using ostinati. They will learn the difference between lyrics and instrumentals and look into the sounds of different instruments before creating soundscapes. Pupils will investigate body percussion and begin composing using these sounds. The class will learn about graphic scores and explore the different ways of interpreting them, as everyone is unique in their way of thinking. Pupils will improvise question and answer phrases and link this with their compositional skills.

**Learning Outcomes for the course:** Pupils will focus on the fundamentals of songwriting. They will know what a target market is and why selecting a theme that suits the target market is important. Pupils will know what plagiarism is, and that writing a song to a melody they already know can make the process easier.

## Glockenspiel



## Listening Time Songs

### Everybody Wants to be a Cat

Al Rinker and Floyd Huddleston

*Film/Jazz*

### Runaway Blues

Ma Rainey

*Blues*

### Wuthering Heights

Kate Bush

*Art Pop*

### Mars (from the Planet Suite)

Gustav Holst

*Classical*

### Rondo Alla Turca (Turkish March)

Wolfgang Amadeus Mozart

*Classical*

### Let Me Take You to Rio

Ester Dean and Carlinhos Brown

*Film/Samba*

### Hit the Road Jack

Ray Charles

*Blues/Jazz*

## Vocabulary Bank

Soundscape	<i>An impression of an environment created by using lots of different sounds.</i>
Percussion	<i>Making noise by hitting or tapping something.</i>
Beat	<i>The steady pulse of a song.</i>
Rhythm	<i>A pattern of sounds.</i>
Theme	<i>The main idea of a story or song.</i>
Target Market	<i>Who we are writing our song for.</i>
Lyrics	<i>The words in a song.</i>
Instrumental	<i>A song with no singers or words.</i>
Word Board	<i>A collection of words about a theme.</i>
Call and Response	<i>When we repeat or respond to a musical phrase.</i>

# Songwriting with Glockenspiels: Lite Level 2 (Year 2)

## Course Evaluation Criteria

We would expect pupils on this level to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.

1. Pupils can come up with simple lyrics.
2. Pupils can think of words that rhyme.
3. Pupils can create short melodies using a Glockenspiel.
4. Pupils know what a word board is.
5. Pupils can recall words and ideas about a theme.
6. Pupils know what a melody is.
7. Pupils understand that songwriters sometimes borrow parts of other songs.
8. Pupils can write musical ideas based off non-musical ideas.
9. Pupils understand that songs have a structure.
10. Pupils can articulate what they like and dislike about a song.

## Course Overview

**Course overview:** Pupils within Year 2 will begin to compose with purpose following briefs and guidance. In this advanced level, Year 2 will begin to look at writing lyrics using rhyming words; these words will be added to word boards and be used to help create lyrics in future tasks. Pupils will create music and lyrics to non-musical stimuli such as pictures, poems and stories, as well as writing lyrics for well-known classical pieces.

**Learning Outcomes for the course:** Pupils will focus on storytelling and creating rhymes to write a song. Pupils will develop their English writing and speaking skills to create an original piece of work.

## Glockenspiel



## Listening Time Songs

### Incredibles Theme

Micheal Giacchino  
*Film/Classical*

### Land of a Thousand Dances

Wilson Pickett  
*Rhythm and Blues*

### With a little help from my Friends

The Beatles  
*Pop*

### Clair de Lune

Claude Debussy  
*Classical*

### Appalachian Spring

Aaron Copland  
*Classical*

### Gamelan

Sound Tracker  
*Indonesian Gamelan*

### La La La (Brazil)

Shakira ft. Carlinhos Brown  
*Brazilian*

## Vocabulary Bank

### Composition

*The process of writing our own music.*

### Lyrics

*The words of a song.*

### Beat

*The steady pulse of a song.*

### Rhythm

*A pattern of sounds.*

### Theme

*The main idea of a story or song.*

### Target Market

*Who we are writing our song for.*

### Rhyme

*Words that sounds similar.  
(Cat and Rat)*

### Melody

*The main tune in a song.*

### Structure

*The sections of a song, the way a song is built.*

### Graphic Score

*When we write music down to be played.*



# Songwriting with Glockenspiels: Level 1 (Year 3)

## Course Evaluation Criteria

We would expect pupils on this level to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.

1. Pupils know the difference between a singer and a songwriter.
2. Pupils know how to create a soundscape.
3. Pupils can explain what plagiarism is.
4. Pupils can explain what a melody is.
5. Pupils know what a graphic score is.
6. Pupils can define theme and target market.
7. Pupils can create a word board.
8. Pupils can write lyrics to fit a theme.
9. Pupils understand simple vocal techniques.
10. Pupils can write a press release.

## Course Overview

**Course overview:** Over this course Year 3 classes will learn lots of different techniques to make writing a song a simple process. They will choose their own theme and target market and will compose a song to a brief of their own creation. Alongside this the class will look at building their musical lexicon with a musical dictionary that they will add to every week. Pupils will learn different methods to create interest within their songs, such as call and response and echo phrasing. They will also analyse and rewrite songs and be encouraged to draw upon their English reading and writing skills throughout the process.

**Learning Outcomes for the course:** Over this course pupils will learn the fundamentals of song writing. They will learn different ways to score their music, as well as different vocal techniques to make their song interesting for the listener. Pupils will learn about creating their song for a specific target market to a theme, and how lyrics need to fit the choices they have made.

## Glockenspiel



## Listening Time Songs

### Rise of the Valkyries

Richard Wagner  
*Classical*

### Avengers Suite

Alan Silvestri  
*Film/Classical*

### Boogie Wonderland

Earth Wind and Fire  
*Disco*

### Singa Nebah (The Pounding Lion)

Unknown  
*Indonesian Gamelan*

### Human Behaviour

Bjork  
*Art Pop*

### Mas, que Nada!

Jorge Ben (Remixed by Sergio Mendes)  
*Brazilian Pop*

### Jailhouse Rock

Elvis  
*Rock and Roll*

## Vocabulary Bank

**Songwriter**

*Someone that writes their own music.*

**Soundscape**

*An impressions of sounds mixed together.*

**Beat**

*The steady pulse of a song.*

**Rhythm**

*A pattern of sounds.*

**Theme**

*The main idea of a story or song.*

**Target Market**

*Who we are writing our song for.*

**Plagiarism**

*Copying someone else's work and calling it your own.*

**Melody**

*The main tune in a song.*

**Structure**

*The sections of a song, the way a song is built.*

**Graphic Score**

*When we write music down to be played.*

**Lyrics**

*The words of a song.*

**Word Board**

*A collection of words and ideas about a theme.*

**Press Release**

*Information about your song you want to share.*

# Songwriting with Glockenspiels: Level 2 (Year 4)

## Course Evaluation Criteria

We would expect pupils on this level to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.

1. Pupils can explain what a soundtrack is.
2. Pupils can write short melodies on a Glockenspiel and note them down.
3. Pupils can explain what soundtrack dissonance is.
4. Pupils can identify features of music which portray certain emotions.
5. Pupils can identify examples of word painting.
6. Pupils know what a leitmotif is.
7. Pupils can create a word board from a video.
8. Pupils know what a brief is.
9. Pupils can explain the difference between musical and traditional soundtracks.
10. Pupils can explain what a theme song is.

## Course Overview

**Course overview:** Music and the moving image course focuses on Year 4 pupils creating music from non-musical stimuli. Pupils will explore musical components by composing music to create a specific mood; this will be done through composing to a short, animated clip. Pupils will create music using graphic scores and create their own graphic scores for others to play. Pupils will be taught to create keys for their scores and choose to use one or not, so others can interpret their music the correct way or leave their piece open to interpretation. Pupils will compose music on their instruments in pairs, as well as working at whole-class compositions.

**Learning Outcome for the course:** To improve pupils' songwriting ability. Pupils will be introduced to a variety of songwriting techniques specific to film composition.

## Glockenspiel



## Listening Time Songs

### Circle of Life (The Lion King)

Tim Rice and Elton John  
*Film*

### Flight of the Bumblebee

Nikolia Rimsky-Korsakov  
*Classical*

### All Blues

Miles Davis  
*Jazz*

### Pinga

Valishali Mhade, Shreya Ghosal  
*Indian/Bollywood*

### Tropical Bird

Trinidad Steel Band  
*Calypso*

### Bhabiye Aka Larr Gayee

Bhujihangy Group  
*Punjab Bhangra*

### Here comes the Sun

The Beatles  
*Pop*

## Vocabulary Bank

### Soundtrack

*Music that accompanies a moving image.*

### Soundtrack Dissonance

*When the feelings and emotions related to the music are different to the film.*

### Theme

*The main idea of a story or song.*

### Target Market

*Who we are writing our song for.*

### Theme Song

*A song that can be instantly recognised as part of the film.*

### Musical

*A play or film where the music actively tells the story alongside the pictures.*

### Word Painting

*Parts of the music that reflect what is happening in the lyrics or a scene.*

### Brief

*The words of a song.*

### Word Board

*A collection of words and ideas about a theme.*

### Leitmotif

*A melody or phrase associated to a character idea or place.*

# Songwriting with Glockenspiels: Level 3 (Year 5)

## Course Evaluation Criteria

We would expect pupils on this level to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.

1. Pupils can write rhyming lyrics to a piece of music.
2. Pupils can write a word board for a theme.
3. Pupils can write down melodies they have written on a Glockenspiel.
4. Pupils can explain the difference between rap and traditional lyrics.
5. Pupils can write and deliver their own rap performances.
6. Pupils know about ternary structure.
7. Pupils can write a song using a structure.
8. Pupils can write lyrics to fit a song structure.
9. Pupils know how to evaluate their songs.
10. Pupils can perform work in front of the class.

## Course Overview

**Course overview:** Within Year 5 pupils will focus on how to write lyrics to existing music. Pupils will write lyrics to a piece of music 'The Lark Ascending' without knowing any information from the piece other than what it sounds like. When finished pupils would look at the poem that inspired the music to see if they interpret the themes the same way. Pupils will also learn different techniques to help write lyrics such as word boards and how to improve vocal melodies using dot notation. Pupils will learn what 'ternary form' is and why people compose/write songs in this style.

**Learning Outcome for the course:** Pupils will improve their songwriting ability. Pupils will be introduced to rhyming schemes and less common song structures in order to write a song for a piece of film.

## Glockenspiel



## Listening Time Songs

### Homeless

Ladysmith Black Mambazo  
*South African Choral Music*

### Tango en Skai

Roland Dyens  
*Argentine Tango*

### Molly and Johny

Dervish  
*Irish Folk*

### Siadaj Siadaj (Sit Down Sit Down)

Joryj Kłoc  
*Polish Folk Music*

### 54 - 64 Was My Number

Toots and the Maytals  
*Ska/Reggae*

### I'm Alive!

Johnny Thunder  
*Rhythm and Blues*

### Warriors (Lord of the Dance)

Daire Nolan  
*Irish Folk Instrumental*

## Vocabulary Bank

### Composition

*The process of writing our own music.*

### Genre

*The style of the music.*

### Rap

*Where the lyrics are chanted instead of sung to a melody.*

### Theme

*The main idea of a story or song.*

### Target Market

*Who we are writing our song for.*

### Melody

*The main tune in a song.*

### Top-Line

*The top-line melody is the tune that carries the melody.*

### Hook

*The part of the melody which gets repeated frequently.*

### Structure

*The sections of a song, the way a song is built.*

### Lyrics

*The words of a song.*

### Word Board

*A collection of words and ideas about a theme.*



# Songwriting with Glockenspiels: Level 4 (Year 6)

## Course Evaluation Criteria

We would expect pupils on this level to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.

1. Pupils can detail the process for writing a successful song.
2. Pupils can match their lyric's syllables to a melody.
3. Pupils know what a target market is.
4. Pupils can explain the role of a producer.
5. Pupils can name more than one type of song structure.
6. Pupils can explain how melodies can portray emotions.
7. Pupils know how to write a catchy chorus using repetition.
8. Pupils can explain the difference between major and minor tonalities.
9. Pupils can write an instrumental verse.
10. Pupils can perform their own work in front of the class confidently.

## Course Overview

**Course overview:** During Level 4, Year 6 pupils will take a look at the journey of a song, from an initial idea to a fully produced song. Pupils will look at the different steps to the songwriting process and will build on their songs each week. Pupils will learn about structure, tonality and lyric writing. Pupils will also look closer at the music industry and will learn about what a producer does in the recording studio and how artwork and image is important.

**Learning Outcomes for the course:** By the end of the course pupils will know more about what happens when a song is finished. Pupils will not only understand how to write a song but they will know about distribution, ways of listening to music, and how to write music in a commercial way.

## Glockenspiel



## Listening Time Songs

### Maple Leaf Rag

Scott Joplin  
*Jazz/Ragtime*

### Sing Sing Sing (with a Swing)

Benny Goodman  
*Swing/Jazz/Big Band*

### Hit the Road Jack

Ray Charles  
*Rhythm and Blues/Jazz*

### Jurassic Park Theme

John Williams  
*Film*

### Rain Drop Prelude

Fredric Chopin  
*Classical*

### I Got You (I Feel Good)

James Brown  
*Funk*

### Le Freak

Chic  
*Disco*

## Vocabulary Bank

### Composition

*The process of writing our own music.*

### Target Market

*Who we are writing our song for.*

### Melody

*The main tune in a song.*

### Theme

*The main idea of a story or song.*

### EP

*4-6 songs released together.*

### Music Producer

*Someone who records all the music and releases it.*

### Structure

*The ways sections are organised in a song.*

### Major

*A tonality that sounds happy.*

### Minor

*A tonality that sounds sad.*

### Press Release

*Information about your song you want to share.*