

Subject Overview Skegness Infant and Junior Academies

Subject – Music



Our Curriculum Partners for Music



Knowing More and Remembering More

Through appraisal of music, children will be able to identify the features of music from different genres and also gain factual knowledge (such as instrument names, note lengths and famous musicians both present and past). Key vocabulary is shared with pupils in every lesson, and is repeated throughout every unit so that the interrelated dimensions of music become embedded. Additional opportunities on interactive programmes, such as Bedrock and Kahoot, enable children to revisit key topic vocabulary.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Time Travellers	Above and beyond	Telling Tales	A World Apart	Blue Planet	This is Me
Nursery	<p style="text-align: center;">Music</p> <ul style="list-style-type: none"> -Enjoys listening to music -Responds to music -Explore a range of sound-makers and instruments and play them in different ways. -Talk about how music makes them feel. -Play instruments with increasing control to express their feelings and ideas. -Learns short routines, beginning to match the pace. <p style="text-align: center;">Singing and dancing</p> <ul style="list-style-type: none"> -Remember and sing nursery rhymes. -Sing the melodic shape of familiar sounds. -Create their own songs or improvise a song around one they know. -Sing the pitch of a tone sung by another person. 					
Reception	<p style="text-align: center;">Music</p> <ul style="list-style-type: none"> -Talk about how music makes them feel. -Play instruments with increasing control to express their feelings and ideas. -Learns short routines, beginning to match the pace. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Plays instruments in time to music. -Learn longer routines, beginning to match pace. <p style="text-align: center;">Singing and dancing</p> <ul style="list-style-type: none"> -Sing the pitch of a tone sung by another person. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Sing a range of well-known nursery rhymes and songs. -Perform songs, rhymes, poems and stories with others and try to move in time with music. 					
Year 1	<p>Topic Overview</p> <p>Listening and evaluating</p> <ul style="list-style-type: none"> -Listening with concentration to short pieces of music or excerpts for longer pieces of music. -Beginning to move in time with the beat of the music. -Recognising simple patterns and repetition in rhythm and pitch. 	<p>Topic Overview</p> <ul style="list-style-type: none"> -Recognising basic tempo changes. -Describing the differences between 2 pieces of music. -Listening to and repeating short, simple rhythmic patterns. -Using their voices expressively. 	<p>Topic Overview</p> <ul style="list-style-type: none"> -Listening with concentration to short pieces of music. -Coordinating the speed of their movements to match the speed of the music. -Identifying some common instruments when listening to music. 	<p>Topic Overview</p> <p>Listening and evaluating</p> <ul style="list-style-type: none"> -To articulate how a piece of music affects them. -Identifying some common instruments when listening to music. <p>Creating sound</p> <ul style="list-style-type: none"> -Know how dynamics are affected by the force with 	<p>Topic Overview</p> <p>Listening and evaluating</p> <ul style="list-style-type: none"> -Coordinating the speed of their movements to match the speed of the music. -Recognising simple patterns and repetition in pitch. -Talking about the tempo of music using the vocabulary fast and slow. 	<p>Topic Overview</p> <p>Listening and evaluating</p> <ul style="list-style-type: none"> -Identifying some common instruments when listening to music. -Relating sounds in music to real-world experiences. -Talking about the tempo, dynamics and pitch of music.

		<p>Creating sound</p> <ul style="list-style-type: none"> -Singing simple songs, chants and rhymes from memory. -Competently singing songs with a very small and wider pitch range. -Exploring changing their singing voice in different ways -Learning to use instruments to follow the beat. <p>Unit name - Keeping the pulse – My favourite things</p> <p><u>Key criteria</u></p> <ul style="list-style-type: none"> -Finding the pulse -Singing a sound pattern -Using a thinking voice -Reading sound patterns -Practice makes perfect <p><u>Key findings:</u></p> <ul style="list-style-type: none"> -To demonstrate an understanding of pulse using parts of the body. -To keep a pulse and show a sound pattern using bodies and voices. -To explore using a thinking voice to show the pulse. -To play short rhythms in time with the pulse. -To demonstrate an understanding of pulse through performance. <p>Key songs (Taken from the model curriculum)</p> <ul style="list-style-type: none"> -1st movement from Brandenburg Concerto No. 5 -Suite No.2 in B minor by Bach, Johann Sebastian -La Rejouissance: Allegro <p>Key vocabulary Pulse, singing voice, speaking voice and thinking voice.</p> <p>Key enrichment experiences:</p>	<p>Unit name – Tempo – Snail and Mouse</p> <p>Key criteria</p> <ul style="list-style-type: none"> -Snail and mouse -Exploring rhyme with snail and mouse -Singing snail and mouse -Performing snail and mouse -The story of snail and mouse. <p><u>Key findings:</u></p> <ul style="list-style-type: none"> - To use voices and bodies expressively, while exploring tempo. -To practice a rhyme using fast and slow beats on instruments. -To use voices to perform a song with a fast and slow beat. -To use singing voices and an instrument to perform a song with a fast and slow beat. -To demonstrate fast and slow beats within the context of a story. <p>Key songs (Taken from the model curriculum)</p> <ul style="list-style-type: none"> -Rondo Alla Turca Mozart -Haydn: Symphony No.94, surprise 2nd movement -Weber: Clarinet Concerto No 1 3rd movement <p>Key vocabulary Beat, fast, singing voice, slow, speaking voice and warm up</p> <p>Key enrichment experiences: Nativity</p>	<ul style="list-style-type: none"> -Talking about the tempo of music using the vocabulary slow and fast. -Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. -Talking about the pitch of the music, using the vocabulary high and low. <p>Creating sound</p> <ul style="list-style-type: none"> -Using instruments creatively to create soundscapes. -Creating sound responses to a variety of physical stimuli. -Experimenting with creating different sounds using a single instrument. <p>Unit name – Dynamics - Seaside</p> <p>Key criteria</p> <ul style="list-style-type: none"> -Vocal and body sounds. -Embodying the seaside. -Musical treasure hunt. -Seaside story -Seaside soundscape <p><u>Key findings:</u></p> <ul style="list-style-type: none"> – To understand how music can be used to represent an environment. -To understand how music can represent changes in an environment. -To explore using instruments, body and voice to create a seaside soundscape. -To identify how dynamics can reflect environments. -To create and represent sounds using symbols <p>Key songs (Taken from the model curriculum)</p> <ul style="list-style-type: none"> -Tchaikovsky Nutcracker Suite Russian Dance 	<p>which an instrument is played.</p> <ul style="list-style-type: none"> -Using instruments imaginatively to create soundscapes which convey a sense of place. <p>Unit name – Sound patterns: Fairytales</p> <p>Key criteria</p> <ul style="list-style-type: none"> - Character voices - Starting with instruments - Sound patterns - Responding to music -Fairytale performance <p><u>Key findings:</u></p> <ul style="list-style-type: none"> - To explore and change dynamics using the voice. -To experiment with creating different sounds using a single instrument. -To read simple rhythmic patterns comprising of one beat sounds and one beat rests. -To play sound patterns in time with the pulse using a visual stimulus. -To show awareness of different roles when performing in a group performance. <p>Key songs (Taken from the model curriculum)</p> <ul style="list-style-type: none"> -Nina Simone – I wish I knew how it would feel to be free -Stay – Eternal -Kate Bush – Wild man <p>Key vocabulary Character, voice and sound pattern</p> <p>Key enrichment experiences: Samba drumming workshop</p> <p>KS1 singing weekly singing assembly</p>	<ul style="list-style-type: none"> -Talking about the pitch of music, using vocabulary high and low. <p>Notation</p> <ul style="list-style-type: none"> -Recognising pitch patterns using dots. <p>Unit name – Pitch: Superheroes</p> <p>Key criteria</p> <ul style="list-style-type: none"> -Recognising sounds. -Pitch patterns -Changing tempo -Superhero theme tune -Final performance <p><u>Key findings</u></p> <ul style="list-style-type: none"> -To identify high and low pitched sounds. -To explore pitch by creating two-pitch patterns. -To demonstrate tempo changes. -To create a superhero theme tune with a variety in tempo and pitch. -To perform a piece of superhero music showing a change of pitch and tempo. <p>Key songs (Taken from the model curriculum)</p> <ul style="list-style-type: none"> -Walkers -Old time calypso – Love city pan Dragons -Kye Kye Kule <p>Key vocabulary High, low, pattern, performance, pitch and tempo</p> <p>Key enrichment experiences: KS1 singing weekly singing assembly</p>	<p>Performing</p> <ul style="list-style-type: none"> -Offering positive feedback on others’ performances. -Showing awareness of the leader, particularly when starting or ending a piece. <p>Unit name - Under the sea</p> <p><u>Key criteria</u></p> <ul style="list-style-type: none"> -Showing tempo -Exploring dynamics -Rhythm -Using pitch -Under the sea performance <p><u>Key findings</u></p> <ul style="list-style-type: none"> -To explore tempo changes through movement. -To explore how dynamics can be represented by different symbols. -To clap simple rhythmic patterns while keeping the pulse. -To interpret symbols to demonstrate a pitch pattern. -To perform as part of a group to demonstrate dynamics, pitch and rhythm. <p>Key songs (Taken from the model curriculum)</p> <ul style="list-style-type: none"> -Bernstein – Symphonic Dances from West Side Story -Ella Jenkins – Rhythms of Childhood children’s folk -Jungle Book – Colonel Hathi’s March <p>Key vocabulary Dynamics, pitch, rest, sound pattern and tempo</p> <p>Key enrichment experiences: Joint music project with SJA</p>
--	--	--	--	---	--	--	---

				<p>-Rimsky Korsakov Flight of the Bumblebee -Ralph Vaughan The Wasps</p> <p>Key vocabulary Dynamics, instrument, seaside, soundscape, symbol and volume.</p> <p>Key enrichment experiences: KS1 singing weekly singing assembly Music composition workshop linked to Telling Tales</p>			
<p>Year 2</p>		<p>Topic Overview -Play tuned and untuned instruments musically. -Experiment with, create, select and combine sounds using the inter-related dimensions of music. -Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Unit name – Animals</p> <p>Key criteria -Going on safari -Rhythmic safari -Call and response -Rhythmic response -The safari event</p> <p><u>Key findings</u> -To create short sequences of sound. -To copy a short rhythm. -To learn a traditional song from Ghana. -To create rhythms based on call and response. -To add dynamics to a structure of rhythms.</p> <p><u>Key songs</u> (Taken from the model curriculum) -Ronde and Basse Dance Bergeret from La Mourisque Susato -Johann Sebastian Back-Air on G string -George Frideric Handel – The arrival of the Queen of Sheba</p>	<p>Topic Overview -Listen with concentration and understanding to a range of high-quality live and recorded music. -Experiment with, create, select and combine sounds using the inter-related dimensions of music. -Play tuned and untuned instruments musically. -Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Unit name - Traditional Western stories</p> <p>Key criteria -The Three Bears -The Snow Queen -Red Riding Hood -Jack and the Beanstalk -Super Storytellers</p> <p><u>Key findings</u> -To listen to and analyse an orchestral version of Goldilocks and the Three bears. -To listen to and analyse a film musical version of a traditional story. -To select appropriate sounds to match events, characters and feelings in a story.</p>	<p>Topic Overview -Use their voices expressively and creatively by singing songs and speaking chants and rhymes. -Play tuned and untuned instruments musically. -Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Unit name - Musical Me</p> <p>Key criteria -Once a man fell in a well -Dynamics and timbre -Melody -My own melody -Group composition</p> <p><u>Key findings</u> -To sing and play an instrument at the same time. -To choose and play appropriate dynamics and timbres for a piece of music. -To use musical notation to play melodies. -To use letter notation to write my own melody. -To use timbre and dynamics in musical composition</p> <p><u>Key songs</u> (Taken from the model curriculum)</p>	<p>Topic Overview -Experiment with, create, select and combine sounds using the inter-related dimensions of music. -Use their voices expressively and creatively by singing songs and speaking chants and rhymes. -Listen with concentration and understanding to a range of high-quality live and recorded music. -Play tuned and untuned instruments musically.</p> <p>Unit name - Space</p> <p>Key criteria -Space soundtrack -Listening to space -Comparing planets -Planet motif -Journey to space</p> <p><u>Key findings</u> -To create a simple soundscape for effect. -To listen for and recognise some basic elements of music. -To compare two pieces of music by Gustav Holst. -To create a musical motif to represent a planet.</p>	<p>Topic Overview -Use their voices expressively and creatively by singing songs and speaking chants and rhymes. -Play tuned and untuned instruments musically. -Experiment with, create, select and combine sounds using the inter-related dimensions of music. -Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Unit name - British songs and sounds</p> <p>Key criteria -British seaside sounds -Countryside sounds -Sounds of the city -Structured soundscape -Journey through Britain</p> <p><u>Key findings</u> -To learn about the British Isles through folk music and use music to create seaside sounds. -To identify sounds specific for the countryside and create a related soundscape. -To create and perform music compositions inspired by the seaside, countryside or city. -To compose and perform a musical piece representing a journey through Britain.</p>	<p>Topic Overview -Listen with concentration and understanding to a range of high-quality live and recorded music. -Experiment with, create, select and combine sounds using the inter-related dimensions of music. -Play tuned and untuned instruments musically.</p> <p>Unit name - Myths and Legends</p> <p>Key criteria -Rhythm and structure -Structured graphic score -Layered graphic score -Compose with structure -Rehearse and perform</p> <p><u>Key findings</u> -To create a rhythm based on a phrase from a story. -To show structure on a graphic score. -To write a graphic score to show texture. -To compose a piece of music given structure. -To perform a group composition.</p> <p><u>Key songs</u> (Taken from the model curriculum) -The Herring song – Folly bridge</p>

		<p>Key vocabulary Timbre, dynamics, tempo, call and response, rhythm and structure</p> <p>Key enrichment experiences:</p>	<p>-To write a playscript and select appropriate musical sounds to accompany it. -To perform a story script of Jack and the Beanstalk with accompanying music.</p> <p>Key songs -Clog dance from La Fille Mal Gardée -Mendelssohn – Hebrides Overture (Fingal’s Cave) -Johann Strauss II – The Blue Danube Waltz</p> <p>Key vocabulary Orchestra, strings, woodwind, brass, percussion, and vocals</p> <p>Key enrichment experiences: Nativity</p>	<p>-Leo Delibes – The Flower Duet -Evening Prayer from Hansel and Gretel – Engelbert Humperdinck -Maurice Ravel – Bolero</p> <p>Key vocabulary Rhythm, pulse, dynamics, timbre, beat, melody and notation</p> <p>Key enrichment experiences: Music composition workshop linked to Telling Tales KS1 weekly singing assemblies</p>	<p>-To create short sequences of sound and perform with accuracy.</p> <p>Key songs (Taken from the model curriculum) -Elvis Presley – Hound Dog -Raindrops keep falling on my head -No place like by Kerry Andrew</p> <p>Key vocabulary Soundscape, timbre, dynamics, tempo and motif</p> <p>Key enrichment experiences: Samba drumming workshop KS1 weekly singing assemblies</p>	<p>Key songs (Taken from the model curriculum) -Whitacre: Sleep -The choir of Royal Holloway, Rupert Gough – Ave Generosa</p> <p>Key vocabulary Composition, duration, pitch, structure and texture</p> <p>Key enrichment experiences: Joint singing assemblies with SJA Joint music project with SJA</p>	<p>-The waltzing cat by Leroy Anderson -Cromwell – Monty Python</p> <p>Key vocabulary Beat, graphic score, melody, notation, compose, legend, myth and pitch</p> <p>Key enrichment experiences: End of year performance</p>
<p>Year 3</p>		<p>listen with attention to detail and recall sounds with increasing aural memory.</p> <p>develop an understanding of the history of music.</p> <p>To listen to and begin to respond to music drawn from different traditions and great composers and musicians.</p> <p>-To think about others while performing.</p> <p>Key criteria-</p> <ul style="list-style-type: none"> • Explore musical timeline. • Discuss and comment on the evolution of music. • Record 3 facts about Sergei Prokofiev. • Consolidate learning by listening and watching Sergei Prokofiev’s Peter and the Wolf by matching each character with the instrument that plays them in the play. <p>Key Findings</p>	<p>listen with attention to detail and recall sounds with increasing aural memory.</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>-Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p>	<p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>listen with attention to detail and recall sounds with increasing aural memory.</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.</p> <p>- To listen to and begin to respond to music drawn from different traditions and great composers and musicians.</p> <p>- To begin to understand how different musical elements are combined and used to create an effect.</p>	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>listen with attention to detail and recall sounds with increasing aural memory.</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>To sing in unison, becoming aware of pitch.</p> <p>To begin to understand how different musical elements</p>	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.</p> <p>use and understand staff and other musical notations.</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>listen with attention to detail and recall sounds with increasing aural memory.</p> <p>- To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.</p> <p>- To create simple rhythmical patterns that use a small range of notes.</p> <p>- To begin to recognise simple</p>	<p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>develop an understanding of the history of music.</p> <p>listen with attention to detail and recall sounds with increasing aural memory.</p> <p>To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary.</p> <p>-To understand how musical elements create different moods and effects.</p> <p>-To begin to explore and choose and order sounds using the inter-related dimensions of music.</p> <p>Key criteria-</p> <ul style="list-style-type: none"> • Watch, listen and discuss a video based on the world’s continents

		<ul style="list-style-type: none"> Children will know how many periods of music appear on the music timeline. (There are 8 periods on the time line: Early Music, renaissance, Classical, Romantic, Early 20th Century, Mid 20th Century and Contemporary). children will know which period of music was the battle of waterloo (Classical) Children will know which year music was first printed. (Early Music) With support children should record three facts about Prokofiev. (He was born in the Classical Period, He played the piano, He was Russian.) Children should be able to use vocabulary (High sound, Low sound, Musicians, Loud, Soft, Group ,Speed) to match up instruments with characters from Peter and the Wolf. <p style="text-align: center;">Key vocab</p> <ul style="list-style-type: none"> High sound Low sound Musicians Loud Soft Group Speed <p>key enrichment opportunities:</p> <ul style="list-style-type: none"> music tuition singing assemblies 	<p>-Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>-Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>-Beginning to show awareness of meter.</p> <p>-Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements of their own and others work.</p> <p>-Composing a piece of music in each style with voices and instruments.</p> <p>Key criteria:</p> <ul style="list-style-type: none"> unpick and discuss what a ballad is. Listen and identify the features of a ballad and understand that ballads tell a story through a song. Discuss and comment on what makes a good performance. Children to practice a song and think of actions that go with their piece ready to perform to the class. Children to write their own lyrics and actions. Children create their own ballad. Children to sing and perform ballad. <p style="text-align: center;">Key Findings</p>	<p>Key criteria-</p> <ul style="list-style-type: none"> Listen, research, and discuss to music/ artists that have been inspired by traditional tales when composing music. <ul style="list-style-type: none"> Discuss and comment the on the history of rap then have a go a learning rap basics. Compose and rehearse a rap based on the three little pigs. Perform rap when finished. <p style="text-align: center;">Key Findings</p> <ul style="list-style-type: none"> To know rapping involves the speaking or chanting of rhymes or lyrics, often set to a beat. To know folk artists from the Caribbean and west African musicians laid the foundations for modern day American rap music. Rapping gained popularity in the 1970's. <p>Key Vocab:</p> <ul style="list-style-type: none"> Acapella Bars Beats Instrumental Spit Freestyle Flow <p>key enrichment opportunities:</p> <ul style="list-style-type: none"> music tuition singing assemblies 	<p>are combined and used to create an effect.</p> <p>To listen to and begin to respond to music drawn from different traditions and great composers and musicians.</p> <p>Key criteria-</p> <ul style="list-style-type: none"> Listen and watch part of the film from the Lion the Witch and the wardrobe. Whilst listening consider the following questions and record a discussion using Flipgrid – How does the music make you feel? What do you imagine is happening on the screen? Does the tempo of the music change throughout and why? What instrumentation can you hear? Research facts from the film the Wizard of OZ. Watch a clip from the film the wizard of Oz paying close attention to the underscore. Have a class discussion about the underscore on why it is important. discuss key vocab Melody, pitch, dynamics and tempo- children to record their own understanding of these words in their books. Children to rehearse and compose the song somewhere over the rainbow. 	<p>notations to represent music, including pitch and volume.</p> <p style="text-align: center;">Key criteria-</p> <ul style="list-style-type: none"> discuss and comment on what notation is and why it is important for musicians. Begin to explore a semibreve, Minim, and a rest- children to clap the sounds of the beat each note makes. Children then to create a beat using a semibreve, minim and rest and write this down on notation paper. Children then to have a verity of percussion instruments available to them. Class teacher to write a range of notation the children have learned previously on the whiteboard in a simple pattern. Spend time using the instruments to play the composition from the board as a class. Group children, each group will compose their own simple composition on a white board, rehearse it then perform to the class. <p style="text-align: center;">Key Findings</p> <ul style="list-style-type: none"> notation allows musicians to read the <i>rhythm</i> and <i>pitch</i> of the notes they are supposed to play. Semibreve is held for 4 counts. Minim is held for 2 counts. Rest is held for 4 counts 	<p>children are to try and remember the names of all continents as well as which in is the smallest and largest.</p> <ul style="list-style-type: none"> Children to investigate each continent discovering the many musical styles that can be discovered within it. Play music from chosen continent. Discuss and record as a class what the children thought about the music they have heard. Children to record and critique what they have discovered about the music from this continent. Children to be encouraged to use musical vocabulary in their workbook and highlight it in yellow once used. <p style="text-align: center;">Key Vocab:</p> <ul style="list-style-type: none"> Pulse Pitch Rhythm Dynamics <p>key enrichment opportunities:</p> <ul style="list-style-type: none"> music tuition singing assemblies Joint Music project with SIA
--	--	--	--	--	--	---	--

			<ul style="list-style-type: none"> • To know that a ballad tells a story through song. • To know that lyrics are the words of a song. • To know that in a ballad, a 'stanza' is a verse. <p>Key vocab:</p> <ul style="list-style-type: none"> • Ballad • Compose • Stanza • Solo • Ensemble expression • Lyrics • Chorus <p>key enrichment opportunities:</p> <ul style="list-style-type: none"> • music tuition • singing assemblies • Christmas choir 		<ul style="list-style-type: none"> • Perform final performance. <p>Key Findings</p> <ul style="list-style-type: none"> • Tempo means how fast or slow something is going (the speed). • An underscore is the use of music underneath dialogue to help create atmosphere. <ul style="list-style-type: none"> • Having an underscore makes the music more enjoyable. • Pitch meaning how high or low a sound is. • Melody is a series of notes played in an order that is memorable and recognizable as a separate unit. • Dynamics is the word we use to describe how loud or quiet a piece of music is. <p>Key Vocab:</p> <ul style="list-style-type: none"> • Melody • pitch • dynamics • tempo <p>key enrichment opportunities:</p> <ul style="list-style-type: none"> • music tuition • singing assemblies 	<p>Key Vocab:</p> <ul style="list-style-type: none"> • Notation • Semibreve • Minim • Rest • Crotchet • Quaver • Compose • Composition <p>key enrichment opportunities:</p> <ul style="list-style-type: none"> • music tuition • singing assemblies 	
--	--	--	--	--	--	---	--

Year 4		<p>listen with attention to detail and recall sounds with increasing aural memory. develop an understanding of the history of music.</p> <p>-To listen and understand a wide range of high quality live and recorded music drawn from different traditions, great composers, and musicians.</p> <p>-To think about others while performing.</p> <p>Key criteria:</p> <ul style="list-style-type: none"> • Explore musical timeline. • Discuss and comment on the evolution of music. • Record 3 facts about Sergei Prokofiev. • Consolidate learning by listening and watching Sergei Prokofiev's Peter and the Wolf by matching each character with the instrument that plays them in the play. • Introduce orchestra listen and discuss the musical instruments children can hear. <p>Key Findings:</p> <ul style="list-style-type: none"> • Children will know how many periods of music appear on the music timeline. (There are 8 periods on the time line: Early Music, renaissance, Classical, Romantic, Early 20th Century, Mid 20th Century and Contemporary). • children will know which period of music was the battle of Waterloo (Classical) • Children will know which year music was first printed. (Early Music) • With support children should record three facts 	<p>listen with attention to detail and recall sounds with increasing aural memory.</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>-Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>-Identifying common features between different genres, styles, and traditional music.</p> <p>-Recognising, naming, and explaining the effect of the interrelated dimension of music.</p> <p>-using musical vocabulary to discuss the purpose of a piece of music.</p> <p>-Beginning to improve musically within a given style.</p> <p>Key Criteria:</p> <ul style="list-style-type: none"> • learn to identify the features of Samba music, including where it originates 	<p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>listen with attention to detail and recall sounds with increasing aural memory.</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.</p> <p>- To listen to understand a wide range of high quality live and recorded music drawn from different traditions, great composers, and musicians.</p> <p>- To understand how different musical elements are combined and used expressively.</p> <p>Key criteria-</p> <ul style="list-style-type: none"> • Listen, research and discuss to music/ artists that have been inspired by traditional tales when composing music. • Discuss and comment on the history of rap then have a go at learning rap basics. • Compose and rehearse a rap based on the Billy Goats Gruff. • Perform rap when finished. <p>Key Findings</p> <ul style="list-style-type: none"> • To know rapping involves the 	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>listen with attention to detail and recall sounds with increasing aural memory.</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>develop an understanding of the history of music.</p> <p>To sing in unison maintaining the correct pitch and using increasing expression.</p> <p>-To understand how different musical elements are combined and used expressively.</p> <p>-To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</p> <p>Key criteria-</p> <ul style="list-style-type: none"> • Listen and watch part of the film from The Lion King and the wardrobe. Whilst listening consider the following questions and create a mind map as a class on 	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.</p> <p>use and understand staff and other musical notations.</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>listen with attention to detail and recall sounds with increasing aural memory.</p> <p>- To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.</p> <p>- To understand and begin to use established and invented musical notations to represent music.</p> <p>Key criteria-</p> <ul style="list-style-type: none"> • discuss and comment on what notation is and why it is important for musicians. • Begin to explore a semibreve, Minim, and a rest- children to clap the sounds of the beat each note makes. • Children then to create a beat using a semibreve, minim, crotchet, and rest and write this down on notation paper. • Children then to have a variety of percussion instruments available to them. Class teacher to write a range of notation the children have learned previously on the whiteboard in a simple 	<p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>develop an understanding of the history of music.</p> <p>listen with attention to detail and recall sounds with increasing aural memory.</p> <p>- To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</p> <p>- To understand how different musical elements are combined and used expressively.</p> <p>- To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.</p> <p>Key criteria-</p> <ul style="list-style-type: none"> • Watch, listen and discuss a video based on the world's continents children are to try and remember the names of all continents as well as which is the smallest and largest. • Children to investigate each continent discovering the many musical styles that can be discovered within it. • Play music from chosen continent. Discuss and record as a class what the children thought about the music they have heard. • Children to record and critique what they have discovered about the music from this continent. • Children to be encouraged to use
--------	--	---	---	--	--	--	--

		<p>about Prokofiev. (He was born in the Classical Period, He played the piano, He was Russian.)</p> <ul style="list-style-type: none"> Children should be able to use vocabulary (High sound, Low sound, Musicians, Loud, Soft, Group ,Speed) to match up instruments with characters from Peter and the Wolf. Children will be able to consolidate the above learning in pupil voice. <p>Key vocab:</p> <ul style="list-style-type: none"> High pitch Low pitch Orchestra Volume Category Tempo <p>key enrichment opportunities:</p> <ul style="list-style-type: none"> music tuition singing assemblies 	<p>from, the main instruments used and its dynamic</p> <ul style="list-style-type: none"> revisit syncopation (playing the 'off-beat'; initially introduced in Y3 - Jazz) and practise identifying and performing different rhythms. Using untuned percussion instruments, children play a variety of rhythms in groups while keeping in time with the pulse. In their instrumental groups, pupils compose a verse or 'break' which will form part of the performance in the final lesson. <p>Key Findings:</p> <ul style="list-style-type: none"> To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To know that a 'loop' in music is a repeated melody or rhythm. To know that changing the dynamics of a musical phrase or motif can change 	<p>speaking or chanting of rhymes or lyrics, often set to a beat.</p> <ul style="list-style-type: none"> To know folk artists from the Caribbean and west African musicians laid the foundations for modern day American rap music. Rapping gained popularity in the 1970's. Know of some rap artists (Eminem, Dr Dre, Notorious B.I.G) Children will be able to consolidate the above learning in pupil voice. <p>Key Vocab:</p> <ul style="list-style-type: none"> Acapella Bars Beats Instrumental Spit Freestyle Flow <p>key enrichment opportunities:</p> <ul style="list-style-type: none"> music tuition singing assemblies 	<p>whiteboards– How does the music make you feel? What do you imagine is happening on the screen? Does the tempo of the music change throughout and why? What instrumentation can you hear?</p> <ul style="list-style-type: none"> Research facts from the film the Wizard of Oz. Watch a clip from the film the wizard of Oz paying close attention to the underscore. Have a class discussion about the underscore on why it is important. discuss key vocab Melody, pitch, dynamics, and tempo- children to record their own understanding of these words in their books. Children to rehearse and compose the song if I only had a brain. Perform final performance. <p>Key Findings</p> <ul style="list-style-type: none"> Tempo means how fast or slow something is going (the speed). An underscore is the use of music underneath dialogue to help create atmosphere. <ul style="list-style-type: none"> Having an underscore makes the music more enjoyable. 	<p>pattern. Spend time using the instruments to play the composition from the board as a class.</p> <ul style="list-style-type: none"> Group children, each group will compose their own simple composition on a white board, rehearse it then perform to the class. <p>Key Findings</p> <ul style="list-style-type: none"> notation allows musicians to read the <i>rhythm</i> and <i>pitch</i> of the notes they are supposed to play. Semibreve is held for 4 counts. Minim is held for 2 counts. Rest is held for 4 counts Crochet is held for 1 count. Children will be able to consolidate the above learning in pupil voice <p>Key Vocab:</p> <ul style="list-style-type: none"> Notation Semibreve Minim Rest Crotchet Quaver Compose Composition <p>key enrichment opportunities:</p> <ul style="list-style-type: none"> music tuition singing assemblies 	<p>musical vocabulary in their work book and highlight it in yellow once used.</p> <p>Key Vocab:</p> <ul style="list-style-type: none"> Pulse Pitch Rhythm Dynamics <p>key enrichment opportunities:</p> <ul style="list-style-type: none"> music tuition singing assemblies Joint Music project with SIA
--	--	--	---	--	--	--	--

			<p>the texture of a piece of music.</p> <p>Key vocab:</p> <ul style="list-style-type: none"> • Brazil • Carnival • Samba Batucada <ul style="list-style-type: none"> • Bateria • Cowbell • Agogo • Chocalho • Ganza • Caixa • Surdo • Tambourim • Repinique • Rhythm • Texture • Dynamic • Structure <p>key enrichment opportunities:</p> <ul style="list-style-type: none"> • music tuition • singing assemblies • Christmas choir 		<ul style="list-style-type: none"> • Pitch meaning how high or low a sound is. • Melody is a series of notes played in an order that is memorable and recognizable as a separate unit. • Dynamics is the word we use to describe how loud or quiet a piece of music is. • Children will be able to consolidate the above learning in pupil voice. <p>Key Vocab:</p> <ul style="list-style-type: none"> • Melody • pitch • dynamics • tempo <p>key enrichment opportunities:</p> <ul style="list-style-type: none"> • music tuition • singing assemblies 		
Year 5		<p>listen with attention to detail and recall sounds with increasing aural memory.</p> <p>develop an understanding of the history of music.</p> <p>-To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.</p> <p>-To maintain my own part and be aware how the different parts fit together.</p> <p>Key criteria</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>listen with attention to detail and recall sounds with increasing aural memory.</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>use and understand staff and other musical notations.</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>develop an understanding of the history of music.</p> <p>listen with attention to detail and recall sounds with increasing aural memory.</p> <p>- To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences</p>

		<ul style="list-style-type: none"> Explore musical timeline answering questions based on this. Discuss and record information about the evolution of music. Record a mind map detailing facts about Sergei Prokofiev. Introduce orchestra listen and discuss the musical instruments children can hear. Listen and watch Sergei Prokofiev's Peter and the Wolf listen how the pitch changes throughout. Consolidate learning by answering worksheet based in the mood/ pitch instruments of the video Peter and the Wolf. <p>Key Findings:</p> <ul style="list-style-type: none"> Children will know which year the Romantic period began. (1820) Children will know what was happening in history in the Baroque period. (Great Fire of London 1666 and Shakespeare 1564-1616) Children will know which famous composers were writing during the Classical period. (Haydn, Mozart and Beethoven.) Children should know that music has changed throughout history due to new genres, styles and pop groups that appear revolutionising the world of music. To create a mind map of facts about Sergei Prokofiev. (He was born in the Classical Period, He played the piano, He was Russian, He played his own first concerto at his graduation recital, During World War I he wrote his Scythian Suite (1915) and First ("Classical") Symphony (1917).) 	<p>-Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>-Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>-Developing confidence using detailed musical vocabulary (related to inter-related dimensions of music) to discuss and evaluate their own and others work.</p> <p>-Composing a detailed piece of music from a given stimulus with voices, bodies, and instruments (remix, colours, stories, Drama).</p> <p>-Improving coherently within and given style.</p> <p>Key criteria</p> <ul style="list-style-type: none"> recapping what a loop is and what loops are known as in different genres of music, children use their bodies to create a looped rhythm. Children create their own music mixes using different loops of music, including beats, effects, melodies, and voices. In preparation for creating their own mix, children learn the original melody of 'Somewhere Over the Rainbow' Children test their knowledge of the unit with a quiz presentation, before creating their final remix version of 	<p>- To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.</p> <p>- To begin to identify the relationship between sounds and how music can reflect different meanings.</p> <p>Key criteria-</p> <ul style="list-style-type: none"> Listen, research and discuss to music/ artists that have been inspired by traditional tales when composing music. Create a mind map. Discuss and comment on the history of rap then have a go at learning rap basics. Compose and rehearse a rap based on Hansel and Gretel. Perform rap when finished. <p>Key Findings</p> <ul style="list-style-type: none"> To know rapping involves the speaking or chanting of rhymes or lyrics, often set to a beat. To know folk artists from the Caribbean and West African musicians laid the foundations for modern day American rap music. Rapping gained popularity in the 1970's. Know of some rap artists (Eminem, Dr Dre, Notorious B.I.G) 	<p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>develop an understanding of the history of music.</p> <p>- To sing in unison with clear diction, controlled pitch and sense of phrase.</p> <p>- To begin to identify the relationship between sounds and how music can reflect different meanings.</p> <p>- To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.</p> <p>Key criteria-</p> <ul style="list-style-type: none"> Listen and watch part of the film from The Lion King the Witch and the Wardrobe. Whilst listening consider the following questions and create a mind map independently in books – How does the music make you feel? What do you imagine is happening on the screen? Does the tempo of the music change throughout and why? What instrumentation can you hear? Research facts from the film The Wizard of Oz. 	<p>- To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.</p> <p>- To recognise and use a range of musical notations including staff notation.</p> <p>Key criteria-</p> <ul style="list-style-type: none"> discuss and comment on what notation is and why it is important for musicians. Begin to explore a semibreve, Minim, crotchet, quaver and a rest- children to clap the sounds of the beat each note makes. Children then to create a beat using a semibreve, minim and rest and write this down on notation paper. Children then to have a variety of percussion instruments available to them. Class teacher to write a range of notation the children have learned previously on the whiteboard in a simple pattern. Spend time using the instruments to play the composition from the board as a class. Group children, each group will compose their own simple composition on a whiteboard, rehearse it then perform to the class. <p>Key Findings</p> <ul style="list-style-type: none"> notation allows musicians to read the <i>rhythm</i> and <i>pitch</i> of the notes they are supposed to play. Semibreve is held for 4 counts. 	<p>and how music may have changed over time.</p> <p>- To begin to identify the relationship between sounds and how music can reflect different meanings.</p> <p>- To describe, compare and evaluate different types of music beginning to use musical words.</p> <p>Key criteria-</p> <ul style="list-style-type: none"> Watch, listen and record videos based on the world's continents children are to record information down on whiteboards about the world's continents. Children to investigate each continent discovering the many musical styles that can be discovered within it. Play music from chosen continent. Discuss and record information independently on what the children thought about the music they have heard. Children to record and critique what they have discovered about the music from this continent. Children to be encouraged to use musical vocabulary in their work book and highlight it in yellow once used. <p>Key Vocab:</p> <ul style="list-style-type: none"> Pulse Pitch Rhythm Dynamics Tempo Timbre Texture Structure
--	--	---	--	--	--	---	--

		<ul style="list-style-type: none"> Children should be able to use vocabulary (High sound, Low sound, Musicians, Loud, Soft, Group ,Speed) to match up instruments with characters from Peter and the Wolf. <p>Key vocab</p> <ul style="list-style-type: none"> Pitch Orchestral Dynamic Class Momentum <p>key enrichment opportunities:</p> <ul style="list-style-type: none"> music tuition singing assemblies 	<p>Somewhere Over the Rainbow.</p> <p>Key Findings:</p> <ul style="list-style-type: none"> To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals. To know that a loop is a repeated rhythm or melody, and is another word for ostinato. To know that remix is music that has been changed, usually so it is suitable for dancing to. <p>key vocab:</p> <ul style="list-style-type: none"> Loop Ostinato Riff Body Percussion Rhythm <p>key enrichment opportunities:</p> <ul style="list-style-type: none"> music tuition singing assemblies Christmas choir 	<p>Key Vocab:</p> <ul style="list-style-type: none"> Acapella Bars Beats Instrumental Spit Freestyle Flow <p>key enrichment opportunities:</p> <ul style="list-style-type: none"> music tuition singing assemblies 	<ul style="list-style-type: none"> Watch a clip from the film the wizard of Oz paying close attention to the underscore. Have a class discussion about the underscore on why it is important. discuss key vocab Melody, pitch, dynamics and tempo- children to record their own understanding of these words in their books. Children to rehearse and compose the song Ease on down the Road. Perform final performance. <p>Key Findings</p> <ul style="list-style-type: none"> Tempo means how fast or slow something is going (the speed). An underscore is the use of music underneath dialogue to help create atmosphere. <ul style="list-style-type: none"> Having an underscore makes the music more enjoyable. Pitch meaning how high or low a sound is. Melody is a series of notes played in an order that is memorable and recognizable as a separate unit. Dynamics is the word we use to describe how loud or quiet a piece of music is. Children will be able to consolidate the 	<ul style="list-style-type: none"> Minim is held for 2 counts. Rest is held for 4 counts Crochet is held for 1 count. Quaver is held for half a count. <p>Key Vocab:</p> <ul style="list-style-type: none"> Notation Semibreve Minim Rest Crotchet Quaver Compose Composition <p>key enrichment opportunities:</p> <ul style="list-style-type: none"> music tuition singing assemblies 	<p>key enrichment opportunities:</p> <ul style="list-style-type: none"> music tuition singing assemblies Joint Music project with SIA

					<p>above learning in pupil voice.</p> <p>Key Vocab:</p> <ul style="list-style-type: none"> • Melody • pitch • dynamics • tempo <p>key enrichment opportunities:</p> <ul style="list-style-type: none"> • music tuition • singing assemblies 		
Year 6		<p>listen with attention to detail and recall sounds with increasing aural memory.</p> <p>develop an understanding of the history of music.</p> <p>-To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is performed and created.</p> <p>-To think about the audience when performing and how to create a specific effect.</p> <p>Key criteria</p> <ul style="list-style-type: none"> • Explore musical timeline answering questions based on this. • Discuss and record information about the evolution of music. • Record a mind map detailing facts about Sergei Prokofiev. • Introduce orchestra listen and discuss the musical instruments children can hear. • Listen and watch Sergei Prokofiev's Peter and the Wolf 	<p>listen with attention to detail and recall sounds with increasing aural memory.</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.</p> <p>-Recognising and confidently discussing the stylistic features of music and relating to other aspects of the arts.</p> <p>-Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>-Identifying the way that features of a song can</p>	<p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>- To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.</p> <p>- To identify and explore the relationship between sounds and how music can reflect different meanings</p>	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music.</p> <p>-To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase</p>	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>use and understand staff and other musical notations</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>-To play and perform with accuracy, fluency, control and expressions.</p> <p>-To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structure.</p> <p>-To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.</p>	<p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>- To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*.</p> <p>- To identify and explore the relationship between sounds and how music can reflect different meanings.</p> <p>- To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.</p> <p>Key criteria-</p> <ul style="list-style-type: none"> • Watch, listen and record videos based on the

		<p>listen how the pitch changes throughout.</p> <ul style="list-style-type: none"> Consolidate learning by answering worksheet based in the mood/ pitch instruments of the video peter and the wolf. <p>Key Findings:</p> <ul style="list-style-type: none"> Children will know which year the romantic period began. (1820) children will know what was happening in history in the Baroque period. (Great fire of London 1666 and Shakespear 15-64-1616) Children will know which famous composers were writing during the classical period. (Haydn, Mozart and Betthoven.) Children should know that music has changed throughout history due to new genres, styles and pop groups that appear revolutionising the world of music. To create a mind map of facats about Sergei Prokofieve. (He was born in the Classical Period, He played the piano, He was Russian, He played his own first concerto at his graduation recital, During World War I he wrote his Scythian Suite (1915) and First ("Classical") Symphony (1917).) Children should be able to use vocabulary (High sound, Low sound, Musicians, Loud, Soft, Group ,Speed) to match up instruments with characters from Peter and the Wolf. Children will be able to consolidate the above learning in pupil voice 	<p>complement one another to create a coherent overall effect.</p> <p>-Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>-Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>Key criteria:</p> <ul style="list-style-type: none"> Pupils identify the characteristics of film music and appraise different musical features in a variety of film contexts. The children use Wallace and Gromit to identify and understand the composing techniques that create action, tension, and emotion in the score of a film. The children use graphic scores to interpret different emotions in film music, make up their own graphic score interpretation and perform it to the rest of the class. Children create a notation of their compositions with a graphic score, using their body, voice and instruments to create sounds to represent a given theme. The children bring together their skills from this unit to soundtrack film clips 	<p>Key criteria-</p> <ul style="list-style-type: none"> Listen, research and discuss to music/ artists that have been inspired by traditional tales when composing music. Create a mind map. Discuss and comment the on the history of rap then have a go a learning rap basics. Compose and rehearse a rap based on Jack and the bean stalk. Perform rap when finished. <p>Key Findings</p> <ul style="list-style-type: none"> To know rapping involves the speaking or chanting of rhymes or lyrics, often set to a beat. To know folk artists from the Caribbean and west African musicians laid the foundations for modern day American rap music. Rapping gained popularity in the 1970's. Know of some rap artists (Eminem, Dr Dre, Notorious B.I.G) Children will be able to consolidate the above learning in pupil voice <p>Key Vocab:</p> <ul style="list-style-type: none"> Acapella Bars Beats Instrumental Spit Freestyle 	<p>- To identify and explore the relationship between sounds and how music can reflect different meanings.</p> <p>- To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.</p> <p>Key criteria-</p> <ul style="list-style-type: none"> Listen and watch part of the film from the Lion the Witch and the wardrobe. Whilst listening consider the following questions and write a small paragraph independently– How does the music make you feel? What do you imagine is happening on the screen? Does the tempo of the music change throughout and why? What instrumentation can you hear? Research facts from the film the Wizard of OZ. Watch a clip from the film the wizard of Oz paying close attention to the underscore. Have a class discussion about the underscore on why it is important. discuss key vocab Melody, pitch, dynamics and tempo- children to record their own understanding of 	<p>Key criteria-</p> <ul style="list-style-type: none"> discuss and comment on what notation is and why it is important for musicians. Begin to explore a semibreve, Minim, crotchet, quaver and a rest- children to clap the sounds of the beat each note makes. Children then to create a beat using a semibreve, minim and rest and write this down on notation paper. Children then to have a verity of percussion instruments available to them. Class teacher to write a range of notation the children have learned previously on the whiteboard in a simple pattern. Spend time using the instruments to play the composition from the board as a class. Group children, each group will compose their own simple composition on a white board, rehearse it then perform to the class. <p>Key Findings</p> <ul style="list-style-type: none"> notation allows musicians to read the <i>rhythm</i> and <i>pitch</i> of the notes they are supposed to play. Semibreve is held for 4 counts. Minim is held for 2 counts. Rest is held for 4 counts Crochet is held for 1 count. Quaver is held for half a count. 	<p>world's continents children are to record information down on whiteboards about the worlds continents.</p> <ul style="list-style-type: none"> Children to investigate each continent discovering the many musical styles that can be discovered within it. Play music from chosen continent. Discuss and record information independently on what the children thought about the music they have heard. Children to record and critique what they have discovered about the music from this continent. Children to be encouraged to use musical vocabulary in their work book and highlight it in yellow once used. <p>Key Vocab:</p> <ul style="list-style-type: none"> Pulse Pitch Rhythm Dynamics Tempo Timbre Texture Structure <p>key enrichment opportunities:</p> <ul style="list-style-type: none"> music tuition singing assemblies Joint Music project with SIA
--	--	--	--	---	--	---	---

		<p>Key vocab-</p> <ul style="list-style-type: none"> • Sharp pitch • Bass pitch <ul style="list-style-type: none"> • Orchestral ensemble <ul style="list-style-type: none"> • Dynamics • Genre • Velocity <p>key enrichment opportunities:</p> <ul style="list-style-type: none"> • music tuition • singing assemblies 	<p>with their own graphic score.</p> <p>Key Findings:</p> <ul style="list-style-type: none"> • To know that a film soundtrack includes the background music and any songs in a film. • To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. • To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. • To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. <p>Key Vocab:</p> <ul style="list-style-type: none"> • Musical • Soundtrack • Emotion • Imagery <p>key enrichment opportunities:</p> <ul style="list-style-type: none"> • music tuition • singing assemblies • Christmas choir 	<ul style="list-style-type: none"> • Flow <p>key enrichment opportunities:</p> <ul style="list-style-type: none"> • music tuition • singing assemblies 	<p>these words in their books.</p> <ul style="list-style-type: none"> • Children to rehearse and compose the song Brand new day. • performance. <p>Key Findings</p> <ul style="list-style-type: none"> • Tempo means how fast or slow something is going (the speed). • An underscore is the use of music underneath dialogue to help create atmosphere. <ul style="list-style-type: none"> • Having an underscore makes the music more enjoyable. • Pitch meaning how high or low a sound is. • Melody is a series of notes played in an order that is memorable and recognizable as a separate unit. • Dynamics is the word we use to describe how loud or quiet a piece of music is. <p>Children will be able to consolidate the above learning in pupil voice</p> <p>Key Vocab:</p> <ul style="list-style-type: none"> • Melody • pitch • dynamics • tempo <p>key enrichment opportunities:</p> <ul style="list-style-type: none"> • music tuition • singing assemblies 	<ul style="list-style-type: none"> • Children will be able to consolidate the above learning in pupil voice <p>Key Vocab:</p> <ul style="list-style-type: none"> • Notation • Semibreve • Minim • Rest • Crotchet • Quaver • Compose • Composition <p>key enrichment opportunities:</p> <ul style="list-style-type: none"> • music tuition • singing assemblies 	
--	--	---	--	--	--	--	--

--	--	--	--	--	--	--	--