



# Music overview

## Key concepts

**Listening  
&  
Evaluating**



**Creating Sound**



**Notation**



**Improvising  
&  
Composing**



**Performing**



**Blacko Primary School**

*Be Respectful. Be Collaborative. Be Ambitious.*

EYFS	<p align="center"><u>EYFS Expressive Arts and Design Early Learning Goal</u></p> <p align="center">During their time in early years, children will have listen attentively, moved to and talked about music, expressing their feelings and responses. They will sing in a group or on their own, increasingly matching the pitch and following the melody. Children will also explore and engage in music making and dance, performing solo or in groups.</p>					
	Autumn		Spring		Summer	
Unit	Music: Pop Music.	Music: Celebration Music.	Music: Exploring Sounds.	Music and Movement.	Music: Musical Stories.	Music: The Big Band.
Key Learning	<p>During Autumn 1, the children will begin to develop an awareness of different music.</p> <p>The children will listen to a range of different familiar pop songs. We will think about how the pop songs make us feel and learn to sing and dance along to the songs, using just dance.</p> <p>We will also begin to explore different instruments, exploring the sounds which they create.</p>	<p>During Aut 2, the children will be learning about the way music is used during a cultural and religious celebrations, incl Diwali, Hanukkah &amp; Christmas.</p> <p><b>Diwali:</b> Children will learn about the festival of Diwali and respond to music through movement.</p> <p><b>Hanukkah:</b> Children will learn some of the dances &amp; instruments from the festival Hanukkah.</p> <p><b>Christmas:</b> Children will take part in a Christmas group song involving singing, creating sounds and playing instruments to sing and move to Christmas music. The children will also be taking part in our Christmas production.</p>	<p>During Spring 1, the children will be exploring how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them.</p> <p><b>Lessons include:</b></p> <ul style="list-style-type: none"> <li>• Vocal sounds.</li> <li>• Body sounds.</li> <li>• Instrumental sounds.</li> <li>• Environmental sounds.</li> <li>• Nature sounds.</li> </ul>	<p>During Spring 2, children will be coming up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music.</p> <p><b>Lessons include:</b></p> <ul style="list-style-type: none"> <li>• Action songs.</li> <li>• Finding the beat.</li> <li>• Exploring tempo.</li> <li>• Exploring tempo and pitch through dance.</li> </ul> <p>Music and movement performance.</p>	<p>During Summer 1, the children complete a unit built upon children's own stories and tales. Children will be moving to music with instruction, chaning movements to match the tempo, pitch or dynamic of the piece. Children will also understand that music and instruments can be used to convey moods or represent characters.</p> <p><b>Lessons include:</b></p> <ul style="list-style-type: none"> <li>• Moving to music.</li> <li>• Using instruments to represent characters.</li> <li>• Storytelling with actions.</li> </ul> <p>Musical story composition and performance.</p>	<p>During Summer 2, children will be learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.</p> <p><b>Lessons include:</b></p> <ul style="list-style-type: none"> <li>• What makes an instrument?</li> <li>• Introduction to orchestra.</li> <li>• Follow the beat.</li> </ul> <p>Big Band performance.</p>
Instruments	Percussion instruments (inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice	Percussion instruments (inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice	Percussion instruments (inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice	Percussion instruments (inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice	Percussion instruments (inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice	Percussion instruments (inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice

**Key Learning**

**Lesson 1:**

To explore using voices to make a variety of sounds.

**Lesson 2:**

To explore how to use our bodies to make sounds.

**Lesson 3:**

To explore the sounds of different instruments.

**Lesson 4:**

To identify sounds in the environment and differentiate between them.

**Lesson 5:**

To use voices to imitate nature sounds.

**Lesson 1:**

To understand why songs have actions  
To learn some simple Makaton signs to accompany a song

**Lesson 2:**

To explore beat through body movement  
To express feelings and emotions through movement to music

**Lesson 3:**

To explore beat through body movement  
To express feelings and emotions through movement to music

**Lesson 4:**

To explore pitch and tempo through scarf dancing and body movement  
To express feelings and emotions through movement to music

**Lesson 5:**

To perform action songs to a small audience.

**Lesson 1:**

To explore creating sound effects.

**Lesson 2:**

To explore making sounds at different speeds.

**Lesson 3:**

To explore moving to different tempos.

**Lesson 4:**

To interpret symbols to show a change in speed.

**Lesson 5:**

To interpret a simple score to show tempo changes.

**Lesson 1:**

To discuss what makes a musical instrument  
To use recyclable materials to create a simple representation of a musical instrument

**Lesson 2:**

To learn what an orchestra is  
To learn about the four different groups of musical instruments

**Lesson 3:**

To copy and follow a beat  
To follow a beat using an untuned instrument

**Lesson 4:**

To experiment with playing tuned and untuned instruments  
To play in time to familiar songs

**Lesson 5:**

To choose appropriate instruments to represent different parts of a song.  
To perform a practised song to a small audience.

Class 2 Year A	Autumn	Spring	Summer	
<p><b>Unit</b></p> <p><b>Key Knowledge</b></p> <p><b>Vocab</b></p> <p><b>Instruments and resources</b></p>	<p><b><u>Keeping the pulse</u></b> <b><u>(My favourite things)</u></b></p> <p>Clap the rhythm of their name in time to the pulse. Sway or tap in time to the pulse. Sing a rhythm in time with the pulse. Copy rhythms based on word patterns using an instrument. Keep the pulse while playing a rhythm on an instrument. Follow instructions during a performance.</p> <p>Rhythm, pulse singing voice speaking voice thinking voice</p> <p>Untuned percussion instruments (inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p>	<p><b><u>Sound patterns</u></b> <b><u>(Fairytale)</u></b></p> <p>Chant in time with others. Make changes to the dynamics (volume) of their voice to represent a character. Respond to hand signals when playing an instrument. Choose a suitable sound to represent a point in the story. Read simple rhythmic patterns comprising one beat sounds and one beat rests. Clap or play a rhythmic pattern along with spoken words. Play given sound patterns in time with the pulse. Follow instructions during a performance. Join in with repeated phrases using a character voice.</p> <p>Pulse, dynamics, tempo, Celeste, timbre, pitch Rhythm, structure, Texture, graphic score character, voice, sound pattern</p> <p>Untuned percussion instruments (inc. Glockenspiel, xylophones, wooden blocks), voice</p> <p>Device for recording</p>	<p><b><u>Pitch</u></b> <b><u>(Superheroes)</u></b></p> <p>Identify high and low notes. Perform high and low notes. Create and perform a two-note and three-note pattern. Identify and perform changes in tempo. Contribute musical ideas and cooperate within a group. Prepare and perform a musical piece. Demonstrate a musical understanding of tempo and pitch. Participate in discussions about pitch and tempo. Offer feedback to groups on their performance. Follow instructions during a performance.</p> <p>Timbre, pulse, rhythm, Syllables, strings, timpani Oboe, clarinet, bassoon, french horn, flute high, low, pattern, performance, pitch, tempo</p> <p>Untuned percussion instruments (inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p> <p>Device for recording</p> <p>Flipchart</p>	<p><b><u>Musical symbols</u></b> <b><u>(Under the sea)</u></b></p> <p>Move to reflect a character. Create sounds to reflect a character Move at a speed that reflects the tempo of the audio. Respond to dynamic changes without prompting. Demonstrate a sound pattern correctly to a pulse. Sing and play high and low sounds. Read symbols representing high and low sounds correctly. Demonstrate an awareness of pitch, rhythm and dynamics within a performance and recognise the symbols representing these.</p> <p>Accelerando, high pitched, low pitch, perform, performance, pitch, pitch pattern, dynamics, pitch, rest (gap), sound pattern, tempo</p> <p>Instruments, ideally glockenspiel or chime bars, bells, triangles and other instruments that make similar sounds</p> <p>A device for recording</p>

**Key Learning**

**Lesson 1:**  
To demonstrate an understanding of pulse using parts of the body.

**Lesson 2:**  
To keep a pulse and show a sound pattern using bodies and voices.

**Lesson 3:**  
To explore using a thinking voice to show the pulse.

**Lesson 4:**  
To play short rhythms in time with the pulse.

**Lesson 5:**  
To demonstrate an understanding of pulse through performance.

**Lesson 1:**  
To explore and change dynamics using the voice.

**Lesson 2:**  
To experiment with creating different sounds using a single instrument.

**Lesson 3:**  
To read simple rhythmic patterns comprising of one beat sounds and one beat rests.

**Lesson 4:**  
To play sound patterns in time with the pulse using a visual stimulus.

**Lesson 5:**  
To show awareness of different roles when performing in a group performance.

**Lesson 1:**  
To identify high- and low-pitched sounds.

**Lesson 2:**  
To explore pitch by creating two-pitch patterns.

**Lesson 3:**  
To demonstrate tempo changes.

**Lesson 4:**  
To create a superhero theme tune with a variety in tempo and pitch.

**Lesson 5:**  
To perform a piece of superhero music showing a change of pitch and tempo.

**Lesson 1:**  
To explore tempo changes through movement.

**Lesson 2:**  
To explore how dynamics can be represented by different symbols.

**Lesson 3:**  
To clap simple rhythmic patterns while keeping the pulse.

**Lesson 4:**  
To interpret symbols to demonstrate a pitch pattern.

**Lesson 5:**  
To perform as part of a group to demonstrate dynamics, pitch and rhythm.

Class 2 Year B	Autumn	Spring	Summer	
<p><b>Unit</b></p> <p><b>Key Knowledge</b></p> <p><b>Vocab</b></p> <p><b>Instruments and resources</b></p>	<p><u>Call and response (Animals)</u></p> <p>Use dynamics when creating sound. Play in time with a group. Experiment with different sounds on the same instrument. Clap the animal sound patterns mostly accurately. Clap the sound patterns in time with the pulse of the backing track. Demonstrate both a call and response. Copy a sound pattern using an instrument. Playing either a call and/or response role in time with another pupil. Perform a composition.</p> <p>Timbre, dynamics, tempo, call and response, rhythm Structure call and response, sound pattern, dynamics</p> <p>Untuned percussion instruments (inc. drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p> <p>A recording device</p>	<p><u>Instruments (Musical storytelling)</u></p> <p>Identify sections of the music where the tempo changes. Correctly describe sections of music as fast or slow. Point out moments in the music where the dynamics change. Accurately describe dynamic changes as soft or loud. Give specific examples of how the music corresponds to actions in the story. Provide clear and specific examples of how music supports the story. Justify tempo and dynamic choices made to represent a character, event or feeling. Suggest appropriate musical dynamics and tempo changes for different scenes of the story. Work as part of a group to rehearse a performance. Perform confidently using appropriate instrumental sounds. Play their part at appropriate tempo and dynamics.</p> <p>Orchestra, instruments, strings, woodwind, brass, percussion, vocals, sound effect, timbre, dynamics, tempo dynamics, encore, instrumental sound, sound effect</p> <p>Tuned and untuned percussion instruments (inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p> <p>A recording device</p>	<p><u>Structure (Myths and legends)</u></p> <p>Recognise, play and write rhythms with one beats and paired half beats. Show a rest beat using a silent movement. Read and follow a structure from left to right. Add rhythms to a structure to create a beginning, middle and end. Work well as part of a group, listening to others and respecting their ideas. Maintain a steady beat. Use a thinking voice to play rhythms on an instrument.</p> <p>Beat, compose, dynamics, graphic score, melody, notation, pitch, rhythm, stave, notation, structure, texture, timbre, legend, myth, composition, notation, rest, rhythm, tempo, two half beats, one beat.</p> <p>Untuned percussion instruments (inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p> <p>A recording device</p>	<p><u>Pitch (Musical me)</u></p> <p>Move their eyes from left to right to read pitch patterns. Sing high and low notes including the notes in between. Play a pattern of high and low notes on an instrument. Read notation from left to right. Draw high and low sounds using dots at the top and bottom of a page, respectively. Recognise when notes stay the same. Recognise missing notes on a stave.</p> <p>Rhythm, pulse, dynamics, timbre, beat, melody, notation dot, low, notation, phrase, pitch, stave</p> <p>Tuned percussion instruments Voice, glockenspiel, keyboard, drums, triangle, tambourine, castanets, guiro, cowbell, symbols</p> <p>Whiteboards and pens, space for group work</p>

**Key Learning**

**Lesson 1:**  
To create short sounds with varied dynamics that represent an animal.

**Lesson 2:**  
To copy a short sound pattern.

**Lesson 3:**  
To explore call and response using instruments.

**Lesson 4:**  
To create sound patterns based on call and response.

**Lesson 5:**  
To perform different sound patterns with contrasting dynamics.

**Lesson 1:**  
To explore listening and analysing a piece of music in relation to a story.

**Lesson 2:**  
To explore how music and sound effects can tell a story.

**Lesson 3:**  
To select appropriate sounds to match events, characters and feelings in a story.

**Lesson 4:**  
To suggest appropriate sounds to represent parts of a story.

**Lesson 5:**  
To perform a composition showing changes in tempo and dynamics.

**Lesson 1:**  
To read and clap a rhythm based on a phrase from a story.

**Lesson 2:**  
To hear, write and clap rhythms based on a phrase from a story.

**Lesson 3:**  
To use a rhythm in different ways to demonstrate structure.

**Lesson 4:**  
To create a structure using rhythmic patterns.

**Lesson 5:**  
To perform a group composition.

**Lesson 1:**  
To understand and practice reading different symbols to show pitch.

**Lesson 2:**  
To sing and draw pitch patterns.

**Lesson 3:**  
To read and understand the notation for the song 'Once a Man Fell in a Well.'

**Lesson 4:**  
To use a tuned percussion instrument to play a song.

**Lesson 5:**  
To complete the notation for a short song using a three-line stave.

Class 3 Year A	Autumn	Spring	Summer	
<p><b>Unit</b></p>	<p><u>Ballads</u></p>	<p><u>Developing singing technique</u> <u>(Theme: The Vikings)</u></p>	<p><u>Pentatonic melodies and composition</u> <u>(Theme: Chinese New Year)</u></p>	<p><u>Traditional instruments and improvisation</u> <u>(Theme: India)</u></p>
<p><b>Key Knowledge</b></p>	<p>Identify the key features of a ballad. Perform a ballad using actions. Sing in time and in tune with a song and incorporate actions. Retell a summary of an animation’s story. Write a verse with rhyming words which tell part of a story. Perform their lyrics fluently and with actions.</p>	<p>Move and sing as a team, following the lyrics on the screen. Recognise minims, crotchets and quavers often by ear and reliably by sight. Perform rhythms accurately from notation and layer them to create a composition. Add appropriate sound effects to their performances using untuned percussion. Join in with the performances confidently, and reasonably in time and tune. Make suggestions for improving their performance.</p>	<p>Match their movements to the music, explaining why they chose these movements. Accurately notate and play a pentatonic melody. Play their part in a composition confidently. Work as a group to perform a piece of music.</p>	<p>Verbalise feelings about music and identify likes and dislikes. Read musical notation and play the correct notes of the rag. Improvise along to a drone and tal. Play a rag and a tal accurately alongside a drone. Sing accurately from musical notation and lyrics. Sing and play in time with others with some degree of accuracy and awareness of each other’s parts.</p>
<p><b>Vocab</b></p>	<p>ballad, chorus, compose, dynamics, emotions, ensemble, facial expressions, features, feelings, instrumentals, lyrics, melody, nonsense words, performance, phrases, poem, pop songs, rehearse, rhyme, solo, stanza, story mountain, summarize, tune, verse, vocabulary, volume</p>	<p>accuracy, backing track, beat, body percussion, call and response, co-ordinated, crotchet, discipline, duration, dynamics, in-time,in-tune, layer, lyrics, key change, major key, minim, minor key, notation, part, pulse, quaver, rehearse, rhythm, rhythmic notation, sound effects, stave notation, tempo, tension, tune, vocal warm-up,</p>	<p>accuracy, crescendo, control, composition, duration, dynamics, expression, features, fluency, folk music, glockenspiel, grid notation, harmony, layered melodies, letter notation, melody, musical terminology, notation, notes, octaves, pentatonic melody, pentatonic scale, phrases, scale, timbre, tempo, untuned percussion,</p>	<p>Bollywood, compose, drone, dynamics, harmonium, improvise, Indian flute, lyrics, melodic line, notation, opinion, pitch, repeated rhythm, rhythm, rag, sarangi, sitar, tabla, tala, tempo,</p>
<p><b>Instruments and resources</b></p>	<p>Voice <i>Optional: ‘Rosie’s Hat’ book by Julia Donaldson</i></p>	<p>Tablet/cameras Untuned percussion instruments</p>	<p>Elastic to secure the mask Tuned percussion instruments Untuned percussion instruments Scarves Video or audio recording equipment</p>	<p>Keyboards or glockenspiels Hand drums</p>

**Key Learning**

**Lesson 1:**  
To use musical vocabulary to explain the stylistic features of a ballad.

**Lesson 2:**  
To explore how actions can impact performance.

**Lesson 3:**  
To plan a musical structure inspired by a story.

**Lesson 4:**  
To create lyrics that match a melody.

**Lesson 5:**  
To show awareness of style, structure and features to perform a ballad.

**Lesson 1:**  
To sing in time with others.

**Lesson 2:**  
To sing in time with others.

**Lesson 3:**  
To recognise simple rhythmic notation by ear and by sight.

**Lesson 4:**  
To use simple rhythmic notation to compose a Viking battle song.

**Lesson 5:**  
To perform music with confidence and discipline.

**Lesson 1:**  
To learn about the music used to celebrate the Chinese New Year festival.

**Lesson 2:**  
To play a pentatonic melody on a tuned percussion instrument.

**Lesson 3:**  
To write and perform a pentatonic melody.

**Lesson 4:**  
To perform a group composition.

**Lesson 5:**  
To perform a piece of music as a group.

**Lesson 1:**  
To form an opinion of Indian music.

**Lesson 2:**  
To be able to improvise using given notes.

**Lesson 3:**  
To be able to improvise using given notes.

**Lesson 4:**  
To create a piece of music using a drone, rag and tal.

**Lesson 5:**  
To perform a piece of music using musical notation.

Class 3 Year B	Autumn	Spring	Summer	
<p>Unit</p> <p>Key Knowledge</p> <p>Vocab</p> <p>Instruments and resources</p>	<p><b><u>Body and tuned percussion (Theme: Rainforests)</u></b></p> <p>Identify the structure of a piece of music. Have an idea as to when there is one layer in a piece of music and when there are two. Play a sequence in the correct order in time with their partner. Have two contrasting rhythms being played together. Have two different melodies being played together. Have a complete piece of music with four different layers with an appropriate structure.</p> <p>body percussion, combine, compose, contrasting rhythms, dynamics, inspiration, layers, loop, organisation, repeated melodies, melody line, pitch, record, rhythm, sections, structure, tempo, texture, tune, tuned percussion</p> <p>Tuned Percussion instruments Whiteboards and pens</p>	<p><b><u>Changes in pitch, tempo and dynamics (Theme: Rivers)</u></b></p> <p>Sing in tune and in harmony with others, with developing breath control. Explain how a piece of music makes them feel with some use of musical terminology. Perform a vocal ostinato in time. Listen to other members of their group as they perform. Create an ostinato and represent it on paper so that they can remember it. Create and perform a piece with a variety of ostinatos.</p> <p>a capella, breath control, cue, diction, directing, dynamics, expression, harmony line, layer, melody, mood, notation, opinion, ostinato, percussion, in the round, parts, rhythm, staff notation, tempo, texture, vocal ostinato</p> <p>Sugar paper Laptops/iPads/tablets Percussion instruments</p>	<p><b><u>Samba and carnival sounds and instruments</u></b></p> <p>Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. Clap on the off-beat (the and of each beat) and be able to play a syncopated rhythm. Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class). Play their break in time with the rest of their group and play in the correct place in the piece. Play in time and with confidence; accurately playing their break.</p> <p>agogo, bateria, caixa, carnival, chocalho, composition, crescendo, cowbell, dynamics, ensemble, features, ganza, influenced, metronome, off-beat, percussion, pulse, repique, rhythm, rhythmic break, samba, samba breaks, structure, surdo, syncopated rhythms, tamborim, texture, unison, untuned percussion</p> <p>Untuned percussion instruments (inc. glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p>	<p><b><u>Adapting and transposing motifs (Theme: Romans)</u></b></p> <p>Learn a new song, singing in time and in tune while following the lyrics. Identify motifs aurally and play a repeated pattern on a tuned instrument. Create and performing a motif, notating it with reasonable accuracy. Transpose their motif, using sharp or flat notes where necessary and change the rhythm. Combine different versions of a musical motif and perform as a group using musical notation.</p> <p>backing track, bass line, beat, call and response, compose, crotchet, dotted minim, flats, graphic notation, in-time, in-tune, key, key signature, loop, lyrics, minim, motif, notation, ostinato, pitch, quavers, repeating patterns, repetition, rhythm, rhythmic notation, riff, semibreve, sharps, tempo, transpose, tuned instrument, vocal warm-ups</p> <p>Tablet/camera Tuned percussion instruments Untuned percussion instruments Colouring pens A3 or flipchart paper</p>

**Key Learning**

**Lesson 1:**  
To identify structure and texture in music.

**Lesson 2:**  
To use body percussion.

**Lesson 3:**  
To create musical rhythms using body percussion.

**Lesson 4:**  
To create simple tunes.

**Lesson 5:**  
To build and improve a composition

**Lesson 1:**  
To sing in two parts using expression and dynamics.

**Lesson 2:**  
To recognise key elements of music.

**Lesson 3:**  
To perform a vocal ostinato.

**Lesson 4:**  
To create and perform an ostinato.

**Lesson 5:**  
To improve and perform a piece of music based around ostinatos.

**Lesson 1:**  
To recognise and identify the main features of samba music.

**Lesson 2:**  
To understand and play syncopated rhythms.

**Lesson 3:**  
To play syncopated rhythms as part of a group.

**Lesson 4:**  
To compose a basic rhythmic break.

**Lesson 5:**  
To perform rhythmic breaks within a samba piece.

**Lesson 1:**  
To sing in tune and in time.

**Lesson 2:**  
To understand what a musical motif is.

**Lesson 3:**  
To compose and notate a motif.

**Lesson 4:**  
To develop and transpose a musical motif.

**Lesson 5:**  
To combine and perform different versions of a musical motif

Class 4 Year A	Autumn	Spring	Summer	
<p><b>Unit</b></p> <p><b>Key Knowledge</b></p> <p><b>Vocab</b></p> <p><b>Instruments and resources</b></p>	<p><b><u>Dynamics, pitch and tempo</u></b> <b><u>(Theme: Fingal's Cave)</u></b></p> <p>Engage in discussion about the sounds of an orchestral piece. Have a selection of varied vocabulary in response to what they hear. Change dynamics and pitch, differentiating between the two. Take the role of conductor or follow a conductor. Change texture within their group improvisation and talk about its effect. Create a graphic score to represent sounds. Follow the conductor to show changes in pitch, dynamics and texture.</p> <p>classical, characterise, composition, conductor, depict, dynamics, ensemble, graphic score, improvisation, notation, orchestra, pitch, texture</p> <p>Whiteboards and pens or notebooks and pencils and paper Tuned percussion instruments</p>	<p><b><u>Theme and Variations</u></b> <b><u>(Theme: Pop art)</u></b></p> <p>Performing rhythms confidently either on their own or in a group. Identify the sounds of different instruments and discuss what they sound like. Make reasonable suggestions for which instruments can be matched to which art pieces. Recall the names of several instruments according to their orchestra sections. Keep the pulse using body percussion. Sing with control and confidence. Name rhythms correctly. Copy rhythms accurately with a good sense of pulse. Draw rhythms accurately. Show a difference between musical variations. Show creativity in a finished musical product.</p> <p>3/4 time, 4/4 time, accidentals, body percussion, diaphragm, legato, motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver, rhythm, rhythmic elements, section, semi-quaver, staccato, tempo, theme, TIKI-TIKI, TI-TIKI, TIKI-TI, translate, variations, vocal line, woodwind</p> <p>Whiteboards and pens Pencils and paper Coloured paper or paints/ pens/ pencils etc.</p>	<p><b><u>Baroque</u></b></p> <p>Define some key features of Baroque music, including recitative, canon, ground bass and fugue. Take part in a vocal improvisation task based on Baroque recitative. Play several parts of a canon using staff notation, with or without letter names. Compose a ground bass melodic ostinato. Notate a ground bass pattern using staff notation. Name some well-known Baroque composers and describe what musical features they were known for. Learn a fugue part by reading staff notation, with or without note names. Perform a fugue.</p> <p>Baroque, bass clef, bass instrument, canon, counter melody, counter-subject, fugue, ground bass, improvise, melodic ostinato, melody, musical structure, opera, ostinato part, pitch, polyphonic, oratorio, recitative, a round, rhythmic ostinato, sharp note, staff notation, subject, texture practise</p> <p>Tuned percussion instruments Optional: Music stands Optional: Composing software loaded onto devices Optional: Tablets or camera for filming the performances</p>	<p><b><u>Composing and performing a Leavers' Song</u></b></p> <p>Identify and evaluate the musical features of a song. Contribute ideas to their group chorus, suggesting how lines three and four could rhyme. Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme. Fit an existing melody over a four-chord backing track. Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments. Record melodies using letter notation. Perform the leavers' song with confidence.</p> <p>allegro, arrangement, backing track, chorus, chord progression, compose, crescendo, diminuendo, dynamics, evaluate, forte, largo, lyrics, melody, mood, musical features, notation, piano, poetic structure, repetitive, rhyme, ritardando, tempo, sequence, stave notation, structure, upbeat, verse</p> <p>A device to play leavers' song on Pens and paper, Sugar paper Marker pens, Lined paper Tuned percussion instruments</p>

**Key Learning**

**Lesson 1:**

To appraise the work of a classical composer (Felix Mendelssohn).

**Lesson 2:**

To improvise as a group, using dynamics and pitch.

**Lesson 3:**

To improvise as a group, using texture.

**Lesson 4:**

To use knowledge of dynamics, texture and pitch to create a group composition.

**Lesson 5:**

To use teamwork to create a group composition featuring changes in texture, dynamics and pitch.

**Lesson 1:**

To explore the musical concept of theme and variations.

**Lesson 2:**

To compare and contrast different variations in the piece The Young Person's Guide to the Orchestra.

**Lesson 3:**

To use complex rhythms to be able to perform a theme.

**Lesson 4:**

To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time.

**Lesson 5:**

To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.

**Lesson 1:**

To understand the importance of Monteverdi in the history of opera.

**Lesson 2:**

To read and play a canon from staff notation.

**Lesson 3:**

To demonstrate an understanding of Baroque music features when composing.

**Lesson 4:**

To combine knowledge of staff notation and aural awareness to play a fugue.

**Lesson 5:**

To apply their understanding of fugue structure when performing with others.

**Lesson 1:**

To listen to and describe music.

**Lesson 2:**

To write lyrics for a song.

**Lesson 3:**

To organise lyrics into a song structure.

**Lesson 4:**

To use vocal improvisation and known melodies against a backing track.

**Lesson 5:**

To compose a melody.

Class 4 Year B	Autumn	Spring	Summer	
<p><b>Unit</b></p> <p><b>Key Knowledge</b></p> <p><b>Vocab</b></p> <p><b>Instruments and resources</b></p>	<p><b><u>Composition notation</u></b> <b><u>(Theme: Ancient Egypt)</u></b></p> <p>Sing in time and in tune with other people and the backing track. Remember the lyrics to a song. Identify the structure of a piece of music and match this to non-standard notation. Improvise their own piece of music. Play a melody with reasonable accuracy. Perform with confidence and in time with others. Compose and play a melody using stave notation. Contribute meaningfully to the group performance and composition. Use hieroglyphic notation to show the structure of their piece.</p> <p>accuracy, backing track, balance, composition, control, crotchet, dotted minim, ensemble, expression, features, fluency, lyrics, minim, minor key, notation, parts, pitch, pitch notation, quaver, repeating, rhythm, semibreve, sheet music, staff notation, stave, structure, tempo, tune, tuned percussion, unison, vocal warm-ups</p> <p>Tablet/camera Tuned percussion instruments</p>	<p><b><u>Blues</u></b></p> <p>Name three key features of blues music. Sing in tune, using vocal expression to convey meaning. Explain what a chord is and play the chord of C sixteen times. Play the 12-bar blues correctly. Play the notes of the blues scale in the correct order, ascending and descending. Play a selection of blues scale notes out of order in their own improvisation.</p> <p>12-bar blues, ascending scale, backing track, bar, bent notes, blues, blues scale, chord, convey, descending scale, expression, features, flat, improvisation, lyrics, pitch, quavers, scale, sharp, solo, staff notation</p> <p>Glockenspiel Coloured dots stickers Optional: Tablets or camera for filming the performances</p>	<p><b><u>South and West Africa</u></b></p> <p>Sing using the correct pronunciation and with increasing confidence. Play a chord with two notes, remaining in time. Maintain their part in a performance with accuracy. Play the more complicated rhythms in time and with rests. Create an eight beat break and play this in the correct place.</p> <p>a capella, break, call and response, chords, chord progression, diction, djembe, duo, dynamics, eight-beat break, ensemble, expression, improvisation, major chord, master drummer, metronome, performance, polyrhythms, pronunciation, pulse, ostinato, rests, rhythm, soloist, syncopation, tempo, tuned percussion, unaccompanied, vocals</p> <p>Percussion instruments Djembes (traditional African drums) and/or any other drums you have access to</p>	<p><b><u>Composition to represent the festival of colour</u></b> <b><u>(Theme: Holi festival)</u></b></p> <p>Suggest a colour to match a piece of music. Create a graphic score and describe how this matches the general structure of a piece of music. Create a vocal composition in response to a picture and justify their choices using musical terms. Create a vocal composition in response to a colour. Record their compositions in written form. Work as a group to perform a piece of music.</p> <p>dynamics, graphic score, inspiration, layering, mood, pitch, represent, soundtrack, synesthesia, tempo, texture, timbre, visual representation, vocal sounds</p> <p>Coloured card Variety of percussion instruments</p>

**Key Learning**

**Lesson 1:**

To sing with accuracy, fluency, control and expression.

**Lesson 2:**

To explore and use different forms of notation.

**Lesson 3:**

To understand note length.

**Lesson 4:**

To read simple pitch notation.

**Lesson 5:**

To use hieroglyphs and stave notation to write a piece of music.

**Lesson 1:**

To know some features of blues music.

**Lesson 2:**

To play the first line of the 12-bar blues.

**Lesson 3:**

To be able to play the 12-bar blues.

**Lesson 4:**

To be able to play the blues scale on a tuned instrument.

**Lesson 5:**

To be able to improvise with notes from the blues scale.

**Lesson 1:**

To sing a traditional African song unaccompanied.

**Lesson 2:**

To use tuned percussion to play a chord progression.

**Lesson 3:**

To use vocals or tuned percussion to perform a piece of music as an ensemble.

**Lesson 4:**

To play call and response rhythms using percussion instruments.

**Lesson 5:**

To create an eight-beat break to play within a performance.

**Lesson 1:**

To understand that music can be represented with colours.

**Lesson 2:**

To represent a piece of music as a graphic score.

**Lesson 3:**

To create a vocal composition based on a picture.

**Lesson 4:**

To create a piece of music inspired by a single colour.

**Lesson 5:**

To work as a group to perform a piece of music.