



## Blacko Music Curriculum

<b>EYFS Expressive Arts and Design Early Learning Goal</b>				
<p>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>				
<b>EYFS</b>	<b><u>Exploring Sound</u></b>	<b><u>Music and Movement</u></b>	<b><u>Musical Stories</u></b>	<b><u>Big Band</u></b>
	<p>Explore using voices to make a variety of sounds.            Explore how to use our bodies to make sounds            Explore different sounds and think about tempo            Explore the sounds of different instruments            Experiment with tempo and dynamic when playing instruments            Identify sounds in the environment and differentiate between them.            Use musical vocabulary when describing environmental sounds.            Identify and describe familiar nature sounds and differentiate between them            Use voices to imitate natural sound</p> <p style="text-align: center;"><u>Vocabulary</u>            Sounds, instrument, bodies, voices, loud, quiet</p> <p style="text-align: center;"><u>Instruments</u>            Percussion instruments            (inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p>	<p><b>Listen/Perform: Head, shoulders, knees and toes</b>            Understand why songs have actions            Learn some simple Makaton signs to accompany a song</p> <p><b>Listen/Perform Justin Timberlake – Can’t Stop the Feeling</b>            Pharrell Williams – Happy            American Authors – Best Days of my life            Explore beat through body movement            Express feelings and emotions through movement to music</p> <p><b>Listen/Perform: Vivaldi’s 4 Seasons</b>            Slow Jazz Music            John Denver Annie’s Song            Someday my Prince will come            Techno Music – London Rock            Franz Schubert March Militaire            Explore beat through body movement  <u>Jiggle scarf song by kindyRock'</u>            Express feelings and emotions through movement to music            Perform action songs to a small audience.</p> <p style="text-align: center;"><u>Vocabulary</u>            Sounds, instrument, bodies, voices, listen, Makaton</p> <p style="text-align: center;"><u>Instruments</u>            Percussion instruments            (inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p>	<p>Listen to the lyrics and melody: “Teddy Bear’s Picnic” by John Walter Bratton and Jimmy Kennedy - recall part of the story.            Listen to the classical piece and narrated story of “Peter and the Wolf” by Sergei Prokofiev - recall the characters from the story.            Listen/Perform: The Sleeping Princess            Move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece.            Talk about how a piece of music makes you feel            Listen/Perform: We’re Going on a bear Hunt.            Use actions to retell a story to music            Sing and perform a group song            Learn how instruments can represent a certain mood, character or action            Create a musical story based upon a familiar routine            Use instruments to represent moods or actions            Play an instrument as part of a group story</p> <p style="text-align: center;"><u>Vocabulary</u>            Sounds, instrument, mood, actions</p> <p style="text-align: center;"><u>Instruments</u>            Percussion instruments            (inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p>	<p>Listen/Perform: 'We Are the Dinosaurs' by the Laurie Berkner Band            Discuss what makes a musical instrument            Use recyclable materials to create a simple representation of a musical instrument            Listen/Perform: 'Pirates of the Caribbean - Auckland Symphony Orchestra'            Learn what an orchestra is            Learn about the four different groups of musical instruments            Copy and follow a beat            Follow a beat using an untuned instrument            Experiment with playing tuned and untuned instruments            Listen/Perform: Row, Row, Row Your Boat 'The Grand Old Duke of York'            Play in time to familiar songs            Choose appropriate instruments to represent different parts of a song.            Perform a practised song to a small audience.</p> <p style="text-align: center;"><u>Vocabulary</u>            Sounds, instrument, mood, actions</p> <p style="text-align: center;"><u>Instruments</u>            Percussion instruments            (inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p>



	Pulse and rhythm	Musical vocabulary	Timbre and rhythmic patterns	Pitch and tempo
Class 2  Year A	<p><b>National Curriculum objectives:</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically 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</p>	<p><b>National Curriculum objectives:</b> Play tuned and untuned instruments musically 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</p>	<p><b>National Curriculum objectives:</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically 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</p>	<p><b>National Curriculum objectives:</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically 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</p>
	<p><b>Listen/Perform: My favourite things</b> To use my voice and hands to make music <b>Listen/Perform: You've got friend in me – Randy Newman from Toy Story.</b> To clap and play in time to the music <b>Listen/Perform: Can't stop the feeling by Justin Timberlake</b> To play simple rhythms on an instrument <b>Happy</b> To listen to and repeat short rhythmic patterns <b>Listen/Perform: 'Duo' from An American Tail</b> To understand the difference between pulse and rhythm</p> <p><u>Vocabulary</u> Rhythm, pulse</p> <p><u>Instruments</u> Percussion instruments(inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p>	<p><b>Listen/Perform: Jaws theme Tune and Hawaii five 0</b> To learn the musical vocabulary: pulse and tempo <b>Listen/Perform: Aquarium from Carnival of the Animals</b> To explain what dynamics and timbre are To explain what pitch and rhythm are <b>Listen/Perform: Wellerman by Nathan Evans</b> To explain what texture and structure are To understand key musical vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre</p> <p><u>Vocabulary</u> Pulse, dynamics, tempo, Celeste, timbre, pitch Rhythm, structure, Texture, graphic score</p> <p><u>Instruments</u> Percussion instruments (inc. Glockenspiel, xylophones, wooden blocks), voice, piano/ keyboard</p>	<p><b>Listen/Perform: The 3 Little Pigs</b> To use voices expressively to speak and chant To select suitable instrumental sounds to represent a character To compose and play a rhythm <b>Listen/Perform: 'Peter and the Wolf' Sergei Prokofiev,</b> To recognise how timbre is used to represent characters in a piece of music To keep the pulse using untuned instruments</p> <p><u>Vocabulary</u> Timbre, pulse, rhythm, Syllables, strings, timpani Oboe, clarinet, bassoon, french horn, flute</p> <p><u>Instruments</u> Percussion instruments (inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p>	<p><b>Listen/Perform Superman theme music</b> To understand the concept of pitch <b>Listen/Perform Batman theme tune</b> To create a pattern using two pitches <b>Listen/Perform William Tell Overture – Finale' by Gioachino Rossini</b> To understand the concept of tempo <b>Listen/Perform: Super heroes music</b> To create a superhero theme tune <b>Listen/Perform The Incredibles theme music</b> To perform confidently as part of a group</p> <p><u>Vocabulary</u> Accelerando, high pitched, low pitch, perform, performance, pitch, pitch pattern, tempo</p> <p><u>Instruments</u> Percussion instruments (inc. Glockenspiel, chime bars and handbells), voice</p>



<p style="text-align: center;">Class 2  Year B</p>	<p style="text-align: center;"><b>African call and response song</b></p> <p><i><b>National Curriculum objectives:</b></i> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically 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</p> <p><b>Listen/Perform: West African call and response</b> To create short sequences of sound To copy a short rhythm and recognise simple notation</p> <p><b>Listen/Perform: Ghanaian song 'Che Che Kule'</b> To learn a traditional song from Ghana To create rhythms based on 'call and response' To add dynamics (volume) to a structure of rhythms</p> <p style="text-align: center;"><u>Vocabulary</u> Timbre, dynamics, tempo, call and response, rhythm, structure</p> <p style="text-align: center;"><u>Instruments</u> Percussion instruments (inc. drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p>	<p style="text-align: center;"><b>Orchestral instruments</b></p> <p><i><b>National Curriculum objectives:</b></i> Play tuned and untuned instruments musically 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</p> <p><b>Listen/Perform: "Eric Coates - The Three Bears: A phantasy"</b> To listen to and analyse an orchestral version of a traditional story</p> <p><b>Listen/Perform: "Do You Want To Build A Snowman?"</b> To listen to and analyse a film musical version of a traditional story</p> <p><b>Listen/Perform: Jack and the Beanstalk'</b> To select appropriate sounds to match events, characters and feelings in a story To write a play script and select appropriate musical sounds to accompany it To perform a story script with accompanying music</p> <p style="text-align: center;"><u>Vocabulary</u> Orchestra, instruments, strings, woodwind, brass, percussion, vocals, sound effect, timbre, dynamics, tempo</p> <p style="text-align: center;"><u>Instruments</u> Percussion instruments (inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p>	<p style="text-align: center;"><b>Musical me</b></p> <p><i><b>National Curriculum objectives:</b></i> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically 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</p> <p><b>Listen/Perform: Once a man fell in a well</b> 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 style="text-align: center;"><u>Vocabulary</u> Rhythm, pulse, dynamics, timbre, beat, melody, notation</p> <p style="text-align: center;"><u>Instruments</u> Percussion instruments (inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p>	<p style="text-align: center;"><b>Myths and legends</b></p> <p><i><b>National Curriculum objectives:</b></i> Play tuned and untuned instruments musically 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</p> <p><b>Listen/Perform: "St. George and the Dragon"</b> To create a rhythm</p> <p><b>Listen/Perform: 'Royal Scottish National Orchestra recording of Tintagel by Arthur Bax'</b> To show structure on a graphic score</p> <p><b>Listen/Perform: 'Warner Classics: Philippe Jarouskky - Aria from Gluck opera - Orfeo'</b> To write a graphic score to show texture To compose a piece of music with a given structure To perform a group composition</p> <p style="text-align: center;"><u>Vocabulary</u> Beat, compose, composition, dynamics, graphic score, legend, melody, myth, notation, pitch, rhythm, stave, notation, structure, tempo, texture, timbre</p> <p style="text-align: center;"><u>Instruments</u> Voice, glockenspiel, keyboard, drums, triangle, tambourine, castanets, guiro, cowbell, symbols</p>
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<p><b>Class 3</b></p> <p><b>Year A</b></p>	<p style="text-align: center;"><b>Ballads</b></p> <p><i><b>National Curriculum objectives:</b></i>            Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression            Improve and compose music for a range of purposes using the inter-related dimensions of music            Listen with attention to detail and recall sounds with increasing aural memory            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><b>Listen/Perform: Space Oddity by David Bowie</b>            To sing a ballad and explain what it is            To be able to perform a ballad with an understanding of style</p> <p><b>Listen/Perform: 'Soar by Alyce Tzue'</b>            To understand that ballads tell a story</p> <p><b>Listen/Perform: Writing on the wall – Sam Smith</b>  <b>Diamonds Rhianna</b>  <b>Run Leona Lewis</b>  <b>Winds of change – The Scorpions</b>  <b>Hello - Adele</b></p> <p>To be able to write lyrics for a ballad            'Blue (Da Ba Dee)' by Eiffel 65            To take part in a group performance</p> <p style="text-align: center;"><u>Vocabulary</u>            Ballad, ensemble, compose</p> <p style="text-align: center;"><u>Instruments</u>            voice</p>	<p style="text-align: center;"><b>Developing singing techniques</b></p> <p><i><b>National Curriculum objectives:</b></i>            Use and understand staff and other musical notations            Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression            Improve and compose music for a range of purposes using the inter-related dimensions of music            Listen with attention to detail and recall sounds with increasing aural memory            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 style="text-align: center;"><b>Listen/Perform : Dragon Ship</b></p> <p>To sing in time with others  <b>Listen/Perform: Sing like a Viking</b>            To recognise simple rhythmic notation by ear and by sight            To use simple rhythmic notation to compose a Viking battle song            To perform music with confidence and discipline</p> <p style="text-align: center;"><u>Vocabulary</u>            Composition, melody, notation, tempo, minim, crotchet, quaver, coordinated, disciplined</p> <p style="text-align: center;"><u>Instruments</u>            Voice, glockenspiel</p>	<p style="text-align: center;"><b>Pentatonic melodies and composition</b></p> <p><i><b>National Curriculum objectives:</b></i>            Use and understand staff and other musical notations            Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression            Improve and compose music for a range of purposes using the inter-related dimensions of music            Listen with attention to detail and recall sounds with increasing aural memory            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 learn about the music used to celebrate the Chinese New Year festival</p> <p><b>Listen/Perform: 'Jasmine Flower'</b>            To play a pentatonic melody</p> <p>To write and perform a pentatonic melody</p> <p><b>Listen/Perform: 'Enter the Dragon'</b>            To perform a group composition            To perform a piece of music as a group</p> <p style="text-align: center;"><u>Vocabulary</u>            Tempo, crescendo, dynamics, timbre, duration</p> <p style="text-align: center;"><u>Instruments</u>            Voice, glockenspiel</p>	<p style="text-align: center;"><b>Traditional instruments &amp; improvisation</b></p> <p><i><b>National Curriculum objectives:</b></i>            Use and understand staff and other musical notations            Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression            Improve and compose music for a range of purposes using the inter-related dimensions of music            Listen with attention to detail and recall sounds with increasing aural memory            Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians            Develop an understanding of the history of music</p> <p>To explain an opinion of Indian music  <b>Listen/Perform 'Knight Rider Bhangra, by Punjabi MC' on Video link.</b></p> <p>To be able to improvise using given notes  <b>Listen/Perform: Indian Tanpura drone.</b></p> <p>To be able to improvise using given notes  <b>Listen/Perform: 'Talavya: Tabla ecstasy'</b></p> <p>To create a piece of music using a drone, rag and tal  <b>Listen/Perform: Anile vaa</b></p> <p>To perform a piece of music using musical notation</p> <p style="text-align: center;"><u>Vocabulary</u>            Bollywood, drone, dynamics, notation, rag, sitar, table, tanpura, tala, tempo</p> <p style="text-align: center;"><u>Instruments</u>            glockenspiel</p>
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<p><b>Class 3</b> <b>Year B</b></p>	<p><b>Body and tuned percussion</b></p> <p><i>National Curriculum objectives:</i> 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><u>Listen/Perform 'Rain sound by clapping'</u> To identify structure and texture in music</p> <p><u>Listen/Perform Clapping music' by Steve Reich</u> To use body percussion</p> <p>To create musical rhythms using body percussion</p> <p><u>Listen/Perform The rhythm of the rainforest floor'</u> To create simple tunes</p> <p><u>Listen/Perform Cup Challenge from perfect pitch</u> To build and improve a composition</p> <p><u>Vocabulary</u> Pitter, patter, raindrop, clapping, clicking, body percussion, tempo, rhythm, boom, snap, structure, texture, contrast, higher, lower, compose, loop, melody, pitch, inspiration, keyboard</p> <p><u>Instruments</u> Percussion instruments (inc. glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols) keyboard</p>	<p><b>Changes in pitch, tempo and dynamics</b></p> <p><i>National Curriculum objectives:</i> Use and understand staff and other musical notations</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><u>Listen/Perform 'River Deep Mountain High' – Ike and Tina Turner</u> <u>Listen/Perform The River is Flowing'</u> To sing in two parts using expression and dynamics</p> <p><u>Listen/Perform 'The Moldau' by Bedrich Smetana.</u> To recognise key elements of music</p> <p><u>Listen/Perform 'Black Horse and The Cherry Tree' by KT Tunstall</u> To perform a vocal ostinato</p> <p>To create and perform an ostinato</p> <p>To improve and perform a piece of music based around ostinatos</p> <p><u>Vocabulary</u> a cappella, breathing, dynamics, harmony, listen, texture, tempo, ostinato, percussion, layer</p> <p><u>Instruments</u> Percussion instruments (inc. glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols)</p>	<p><b>Samba and carnival sounds</b></p> <p><i>National Curriculum objectives:</i> 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>Develop an understanding of the history of music</p> <p><u>Listen/Perform: 'Batucada Samba bateria'</u> To recognise and identify the main features of samba music</p> <p><u>Listen/Perform: 'Rio de Janerio Carnival'</u> To understand and play syncopated rhythms</p> <p><u>Listen/Perform:Samba rhythms</u> To play syncopated rhythms as part of a group</p> <p><u>Listen/Perform:Samba Drumming</u> To compose a basic rhythmic break</p> <p><u>Listen/Perform:Samba call and response</u> To perform rhythmic breaks within the samba piece</p> <p><u>Vocabulary</u> 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</p> <p><u>Instruments</u> Percussion instruments (inc. glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p>	<p><b>Adapting and transporting motifs</b></p> <p><i>National Curriculum objectives:</i> Use and understand staff and other musical notations</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><u>Listen/Perform Road Building song</u> To sing in tune and in time</p> <p>To understand what a musical motif is</p> <p>To compose and notate a motif</p> <p>To develop and transpose a musical motif</p> <p><u>Listen/Perform Beethoven's fifth symphony'</u> To combine and perform different versions of a musical motif</p> <p><u>Vocabulary</u> backing track, bass line, beat, call and response, compose, crotchet</p> <p>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</p> <p><u>Instruments</u> Percussion instruments (inc. glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice, piano/keyboard</p>
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<p><b>Class 4  Year A</b></p>	<p><b>Advanced rhythms</b></p> <p><i>National Curriculum objectives:</i>            Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression            Improvise and compose music for a range of purposes using the inter-related dimensions of music            Listen with attention to detail and recall sounds with increasing aural memory            Use and understand staff and other musical notations            Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians            Develop an understanding of the history of music</p> <p>To develop an understanding of the Kodaly music method            To strengthen the feeling of pulse when working with rhythmic patterns  <i>Reich's clapping music</i>            To explore rhythmic patterns in order to build the sense of pulse            To use knowledge of rhythm to create own composition            To use knowledge of rhythmic notation to notate own composition</p> <p><u>Vocabulary</u>            Kodaly, rhythm, TA, TITI, TWO, SH, syllables, crotchets, quavers, notation, pulse, chant, melody, unison, rhythmic elements, music, critic, compose, beat practise</p> <p><u>Instruments</u>            voice</p>	<p><b>Dynamics: pitch and tempo</b></p> <p><i>National Curriculum objectives:</i>            Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression            Improvise and compose music for a range of purposes using the inter-related dimensions of music            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 appraise the work of a classical composer (Felix Mendelssohn)            To improvise as a group, using dynamics and pitch            To improvise as a group, using texture            To use knowledge of dynamics, texture and pitch to create a group composition  <i>Fingal's Cave' by Mendelssohn</i>            To use teamwork to create a group composition featuring changes in texture, dynamics and pitch</p> <p><u>Vocabulary</u>            audio/video, depicting, texture, pitch, dynamics, conductor, improvisation, notation, graphic score, composition, practising, group work, ensemble</p> <p><u>Instruments</u>            Percussion instruments            (inc. glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p>	<p><b>Theme and variations</b></p> <p><i>National Curriculum objectives:</i>            Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression            Improvise and compose music for a range of purposes using the inter-related dimensions of music            Listen with attention to detail and recall sounds with increasing aural memory            Use and understand staff and other musical notations            Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians            Develop an understanding of the history of music</p> <p>To explore the musical concept of theme and variations  <i>The Young Person's Guide to the Orchestra</i>            To compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra'            To use complex rhythms to be able to perform a theme            To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time            To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.</p> <p><u>Vocabulary</u>            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><u>Instruments</u>            Percussion instruments            (inc. glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p>	<p><b>Composing and performing a leavers song</b></p> <p><i>National Curriculum objectives:</i>            Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression            Improvise and compose music for a range of purposes using the inter-related dimensions of music            Listen with attention to detail and recall sounds with increasing aural memory            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><i>Never forget – Take That</i>  <i>You've got a friend in me – Randy Newman, Toy Story</i>  <i>With a little help from my friends – The Beatles Reach – S Club 7</i>            To listen to and describe music            To write lyrics for a song            To organise lyrics into a song structure  <i>Four-chord progressions.</i>            To use vocal improvisation and known melodies against a backing track            To compose a melody</p> <p><u>Vocabulary</u>            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, upbeat, verse</p> <p><u>Instruments</u>            Percussion instruments            (inc. glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p>
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<p><b>Class 4</b></p> <p><b>Year B</b></p>	<p style="text-align: center;"><b>Composition notation</b></p> <p><b>National Curriculum Objectives:</b>  <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i></p> <p><i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i>  <i>Listen with attention to detail and recall sounds with increasing aural memory</i>  <i>Use and understand staff and other musical notations</i></p> <p><i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p><u>Listen/Perform Gift of the Nile performance</u>          To sing with accuracy, fluency, control, and expression</p> <p><u>Walk Like An Egyptian' by The Bangles</u>          To explore and use different forms of notation          To understand note length</p> <p><u>Listen/Perform Gift of the Nile</u>          To read simple pitch notation</p> <p><u>Listen/Perform Funeral march for Queen Mary I – Henry Purcell</u>          To use hieroglyphs and stave notation to write a piece of music</p> <p style="text-align: center;"><u>Vocabulary</u>          Features, notation, repeating          Unison, composition, structure          Repetition, melody, tempo, compose          Ensemble, minor key</p> <p style="text-align: center;"><u>Instruments</u>          Glockenspiel and voice</p>	<p style="text-align: center;"><b>Blues</b></p> <p><b>National Curriculum objectives:</b>  <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i></p> <p><i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i>  <i>Listen with attention to detail and recall sounds with increasing aural memory</i>  <i>Use and understand staff and other musical notations</i></p> <p><i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>  <i>Develop an understanding of the history of music</i></p> <p>To know the key features of Blues music  <u>Listen/Perform Moanin' Lisa Blues</u>          To play the first line of the 12-bar Blues  <u>Listen/Perform 12-bar Blues,</u>          To be able to play the 12-bar Blues  <u>Listen/Perform String bend style guitar</u>          To be able to play the Blues scale  <u>Listen/Perform SwissDutchManMusic - Piano Blues improvisation</u>          To be able to improvise with notes from the Blues scale</p> <p style="text-align: center;"><u>Vocabulary</u>          Blues, chord, 12-bar Blues, bar, scale, Blues scale, bent notes, ascending scale, descending scale, improvisation</p> <p style="text-align: center;"><u>Instruments</u>          Glockenspiel and keyboard</p>	<p style="text-align: center;"><b>South and West Africa</b></p> <p><b>National Curriculum objectives:</b>  <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i></p> <p><i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i>  <i>Listen with attention to detail and recall sounds with increasing aural memory</i>  <i>Use and understand staff and other musical notations</i></p> <p><i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>  <i>Develop an understanding of the history of music</i></p> <p><u>Listen/Perform Shosholoz - song, lyrics and translation'</u>          To sing a traditional African song unaccompanied          To use tuned percussion to play a chord progression  <u>Listen/Perform Drumming away to Africa</u>          To use vocals or tuned percussion to perform a piece of music as an ensemble  <u>Listen/Perform Drumming away to Africa</u>          To play call and response rhythms using percussion instruments          To create an eight beat break to play within a performance</p> <p style="text-align: center;"><u>Vocabulary</u>          a cappella, call and response, dynamics, performance, chord, improvisation, ostinato, break, poly-rhythms, master drummer, syncopation, metronome</p> <p style="text-align: center;"><u>Instruments</u>          Percussion instruments          (inc. glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p>	<p style="text-align: center;"><b>Composition to represent the festival of colour</b></p> <p><b>National Curriculum objectives:</b>  <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i></p> <p><i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i>  <i>Listen with attention to detail and recall sounds with increasing aural memory</i>  <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p><u>'Morning' from the Peer Gynt Suite by Edvard Grieg</u>  <u>'Movement 4 (Saltarello/Tarantella) from the Italian Symphony by Felix Mendelsshon</u>  <u>'Vltava/Die Moldau from Má vlast (My Fatherland) by Bedrich Smetena</u>          To understand that music can be represented with colours          To represent a piece of music as a graphic score          To create a vocal composition based on a picture          To create a piece of music inspired by a single colour          To work as a group to perform a piece of music</p> <p style="text-align: center;"><u>Vocabulary</u>          Synaesthesia, dynamics, Holi, graphic score, vocal composition, performance</p> <p style="text-align: center;"><u>Instruments</u>          Voice</p>
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