

# 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 align="center"><b>Music</b></p> <ul style="list-style-type: none"> <li>-Enjoys listening to music</li> <li>-Responds to music</li> <li>-Explore a range of sound-makers and instruments and play them in different ways.                             <ul style="list-style-type: none"> <li>-Talk about how music makes them feel.</li> </ul> </li> <li>-Play instruments with increasing control to express their feelings and ideas.                             <ul style="list-style-type: none"> <li>-Learns short routines, beginning to match the pace.</li> </ul> </li> <li><b>Singing and dancing</b> <ul style="list-style-type: none"> <li>-Remember and sing nursery rhymes.</li> <li>-Sing the melodic shape of familiar sounds.</li> <li>-Create their own songs or improvise a song around one they know.</li> <li>-Sing the pitch of a tone sung by another person.</li> </ul> </li> </ul>						
Reception	<p align="center"><b>Music</b></p> <ul style="list-style-type: none"> <li>-Talk about how music makes them feel.</li> <li>-Play instruments with increasing control to express their feelings and ideas.                             <ul style="list-style-type: none"> <li>-Learns short routines, beginning to match the pace.</li> </ul> </li> <li>-Listen attentively, move to and talk about music, expressing their feelings and responses.                             <ul style="list-style-type: none"> <li>-Plays instruments in time to music.</li> <li>-Learn longer routines, beginning to match pace.</li> </ul> </li> <li><b>Singing and dancing</b> <ul style="list-style-type: none"> <li>-Sing the pitch of a tone sung by another person.</li> </ul> </li> <li>-Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>-Sing a range of well-known nursery rhymes and songs.</li> <li>-Perform songs, rhymes, poems and stories with others and try to move in time with music.</li> </ul>						
Year 1	<p>Topic Overview</p> <ul style="list-style-type: none"> <li>-Experiment with, create, select and combine sounds using inter-related dimensions of music.</li> <li>-Play tuned and untuned instruments musically.</li> </ul> <p>Unit name - Under the Sea</p>	<p>Topic Overview</p> <ul style="list-style-type: none"> <li>-Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>-Listen with concentration and understanding to a range of high-quality live and recorded music.</li> </ul>	<p>Topic Overview</p> <ul style="list-style-type: none"> <li>-Experiment with, create, select and combine sounds using inter-related dimensions of music.</li> <li>-Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> </ul>	<p>Topic Overview</p> <ul style="list-style-type: none"> <li>-Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>-Experiment with, create, select and combine sounds using inter-related dimensions of music.</li> </ul>	<p>Topic Overview</p> <ul style="list-style-type: none"> <li>-Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>-Play tuned and untuned instruments musically</li> <li>-Listen with concentration and understanding to a</li> </ul>	<p>Topic Overview</p> <ul style="list-style-type: none"> <li>-Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>-Play tuned and untuned instruments musically</li> <li>-Listen with concentration and understanding to a range of</li> </ul>	<p>Topic Overview</p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically</li> <li>Listen with concentration and understanding to a range of</li> </ul>

		<p>Key criteria</p> <ul style="list-style-type: none"> <li>-Pulse and tempo: Dive into Danger!</li> <li>-Dynamics and timbre: Underwater world</li> <li>-Pitch and rhythm: Underwater world</li> <li>-Texture and structure: Coral reef</li> <li>-Musical vocabulary</li> </ul> <p><b>Key songs</b></p> <p>(Taken from the model curriculum)</p> <ul style="list-style-type: none"> <li>-1<sup>st</sup> movement from Brandenburg Concerto No. 5</li> <li>-Suite No.2 in B minor by Bach, Johann Sebastian</li> <li>-La Rejouissance: Allegro</li> </ul> <p>Key vocabulary</p> <p>Pulse, dynamics, tempo, timbre, pitch and rhythm</p> <p>Key enrichment experiences:</p> <p>Boomwhacker experience</p>	<p><b>-Experiment with, create, select and combine sounds using inter-related dimensions of music.</b></p> <p>Unit name –</p> <p>All About Me</p> <p>Key criteria</p> <ul style="list-style-type: none"> <li>-Pulse and rhythm: My favourite things</li> <li>-Pulse and rhythm: You’ve got a friend</li> <li>-Pulse and rhythm: Dance, dance, dance</li> <li>-Pulse and rhythm: Happy</li> <li>-Pulse and rhythm: Practice makes perfect</li> </ul> <p><b>Key songs</b></p> <p>(Taken from the model curriculum)</p> <ul style="list-style-type: none"> <li>-Rondo Alla Turca Mozart</li> <li>-Haydn: Symphony No.94, surprise 2<sup>nd</sup> movement</li> <li>-Weber: Clarinet Concerto No 1 3<sup>rd</sup> movement</li> </ul> <p>Key vocabulary</p> <p>Rhythm and pulse</p> <p>Key enrichment experiences:</p> <p>Nativity</p>	<p><b>-Play tuned and untuned instruments musically.</b></p> <p>Unit name –</p> <p>Animals</p> <p>Key criteria</p> <ul style="list-style-type: none"> <li>-Classical music, dynamics and tempo: Percussive animals</li> <li>-Classical music, dynamics and tempo: Singing animals</li> <li>-Classical music, dynamics and tempo: Performing animals</li> <li>-Classical music, dynamics and tempo: Composing animals</li> <li>-Classical music, dynamics and tempo: The story of the lion</li> </ul> <p><b>Key songs</b></p> <p>(Taken from the model curriculum)</p> <ul style="list-style-type: none"> <li>-Tchaikovsky Nutcracker Suite Russian Dance</li> <li>-Rimsky Korsakov Flight of the Bumblebee</li> <li>-Ralph Vaughan The Wasps</li> </ul> <p>Key vocabulary</p> <p>Quiet, dynamics, tempo and musical composition</p> <p>Key enrichment experiences:</p> <p>Rhythm and Steel Band</p>	<p><b>-Play tuned and untuned instruments musically</b></p> <p><b>-Listen with concentration and understanding to a range of high-quality live and recorded music.</b></p> <p>Unit name –</p> <p>Fairytales</p> <p>Key criteria</p> <ul style="list-style-type: none"> <li>-Timbre and rhythmic patterns: Character voices</li> <li>-Timbre and rhythmic pattern: Starting with instruments</li> <li>-Timbre and rhythmic patterns: Rhythm</li> <li>-Timbre and rhythmic patterns: Responding to music</li> <li>-Timbre and rhythmic patterns: Keeping the pulse</li> </ul> <p><b>Key songs</b></p> <p>(Taken from the model curriculum)</p> <ul style="list-style-type: none"> <li>-Nina Simone – I wish I knew how it would feel to be free</li> <li>-Stay – Eternal</li> <li>-Kate Bush – Wild man</li> </ul> <p>Key vocabulary</p> <p>Timbre, pulse, rhythm, syllables, strings and clarinet</p> <p>Key enrichment experiences:</p> <p>African Drumming from SKA</p>	<p><b>range of high-quality live and recorded music.</b></p> <p>Unit name –</p> <p>Superheroes</p> <p>Key criteria</p> <ul style="list-style-type: none"> <li>-Pitch and tempo: High fliers</li> <li>-Pitch and tempo: Pitch patterns</li> <li>-Pitch and tempo: Faster than a speeding bullet</li> <li>-Pitch and tempo: Superhero theme tune</li> <li>-Pitch and tempo: Final performance</li> </ul> <p><b>Key songs</b></p> <p>(Taken from the model curriculum)</p> <ul style="list-style-type: none"> <li>-Walkers</li> <li>-Old time calypso – Love city pan Dragons</li> <li>-Kye Kye Kule</li> </ul> <p>Key vocabulary</p> <p>High/low pitched, perform, pitch, pitch pattern and tempo</p> <p>Key enrichment experiences:</p>	<p><b>high-quality live and recorded music.</b></p> <p>Unit name -</p> <p>By the Sea</p> <p>Key criteria</p> <p>The sea: Vocal and body sounds</p> <p>Vocal and body sounds: Embodying the sea</p> <p>Vocal and body sounds: Musical treasure hunt</p> <p>Vocal and body sounds: Seaside story</p> <p>Vocal and body sounds: Seaside soundscape</p> <p><b>Key songs</b></p> <p>(Taken from the model curriculum)</p> <ul style="list-style-type: none"> <li>-Bernstein – Symphonic Dances from West Side Story</li> <li>-Ella Jenkins – Rhythms of Childhood children’s folk</li> <li>-Jungle Book – Colonel Hathi’s March</li> </ul> <p>Key vocabulary</p> <p>Body percussion, dynamics, graphic score, pitch, tempo and timbre</p> <p>Key enrichment experiences:</p> <p>Joint music project with SJA</p>
<b>Year 2</b>		<p>Topic Overview</p> <p><b>-Play tuned and untuned instruments musically.</b></p> <p><b>-Experiment with, create, select and combine sounds using the inter-related dimensions of music.</b></p> <p><b>-Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</b></p> <p>Unit name –</p> <p>Animals</p> <p>Key criteria</p> <p>-Going on safari</p>	<p>Topic Overview</p> <p><b>-Listen with concentration and understanding to a range of high-quality live and recorded music.</b></p> <p><b>-Experiment with, create, select and combine sounds using the inter-related dimensions of music.</b></p> <p><b>-Play tuned and untuned instruments musically.</b></p> <p><b>-Use their voices expressively and creatively by singing songs and</b></p>	<p>Topic Overview</p> <p><b>-Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</b></p> <p><b>-Play tuned and untuned instruments musically.</b></p> <p><b>-Experiment with, create, select and combine sounds using the inter-related dimensions of music.</b></p> <p>Unit name -</p> <p>Musical Me</p>	<p>Topic Overview</p> <p><b>-Experiment with, create, select and combine sounds using the inter-related dimensions of music.</b></p> <p><b>-Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</b></p> <p><b>-Listen with concentration and understanding to a range of high-quality live and recorded music.</b></p>	<p>Topic Overview</p> <p><b>-Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</b></p> <p><b>-Play tuned and untuned instruments musically.</b></p> <p><b>-Experiment with, create, select and combine sounds using the inter-related dimensions of music.</b></p> <p><b>-Listen with concentration and understanding to a</b></p>	<p>Topic Overview</p> <p><b>-Listen with concentration and understanding to a range of high-quality live and recorded music.</b></p> <p><b>-Experiment with, create, select and combine sounds using the inter-related dimensions of music.</b></p> <p><b>-Play tuned and untuned instruments musically.</b></p> <p>Unit name -</p> <p>Myths and Legends</p>

		<p>-Rhythmic safari -Call and response -Rhythmic response -The safari event</p> <p><b>Key songs</b> (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>Key vocabulary Timbre, dynamics, tempo, call and response, rhythm and structure</p> <p>Key enrichment experiences: Boomwhacker experience</p>	<p><b>speaking chants and rhymes.</b></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><b>Key songs</b> -Clog dance from La Fille Mal Gardee -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 Joint singing assemblies with SJA</p>	<p>Key criteria -Once a man fell in a well -Dynamics and timbre -Melody -My own melody -Group composition</p> <p><b>Key songs</b> (Taken from the model curriculum) -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: Alford Rhythm and Steel Band Joint singing assemblies with SJA</p>	<p><b>-Play tuned and untuned instruments musically.</b></p> <p>Unit name - Space</p> <p>Key criteria -Space soundtrack -Listening to space -Comparing planets -Planet motif -Journey to space</p> <p><b>Key songs</b> (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: African Drumming from SKA Joint singing assemblies with SJA</p>	<p><b>range of high-quality live and recorded music.</b></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><b>Key songs</b> (Taken from the model curriculum) -Whitacre: Sleep -The choir of Royal Holloway, Rupurt Gough – Ave Generosa</p> <p>Key vocabulary Composition, duration, pitch, structure and texture</p> <p>Key enrichment experiences: Joint singing assemblies with SJA</p>	<p>Key criteria -Rhythm and structure -Structured graphic score -Layered graphic score -Compose with structure -Rehearse and perform</p> <p><b>Key songs</b> (Taken from the model curriculum) -The Herring song – Folly bridge -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: Joint music project with SJA</p>
Year 3		<p><b>listen with attention to detail and recall sounds with increasing aural memory.</b></p> <p><b>develop an understanding of the history of music.</b></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><b>Key criteria-</b></p> <ul style="list-style-type: none"> <li>• Explore musical timeline.</li> <li>• Discuss and comment on the evolution of music.</li> <li>• Record 3 facts about Sergei Prokofiev.</li> <li>• Consolidate learning by listening and watching Sergei Prokofievs peter and</li> </ul>	<p><b>listen with attention to detail and recall sounds with increasing aural memory.</b></p> <p><b>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</b></p> <p><b>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.</b></p> <p><b>improvise and compose music for a range of purposes using the inter-</b></p>	<p><b>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</b></p> <p><b>listen with attention to detail and recall sounds with increasing aural memory.</b></p> <p><b>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.</b></p> <p>- To listen to and begin to respond to music drawn from different traditions and great composers and musicians.</p>	<p><b>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.</b></p> <p><b>improvise and compose music for a range of purposes using the inter-related dimensions of music.</b></p> <p><b>listen with attention to detail and recall sounds with increasing aural memory.</b></p> <p><b>appreciate and understand a wide range of high-quality live and recorded music drawn from different</b></p>	<p><b>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.</b></p> <p><b>use and understand staff and other musical notations.</b></p> <p><b>improvise and compose music for a range of purposes using the inter-related dimensions of music.</b></p> <p><b>listen with attention to detail and recall sounds with increasing aural memory.</b></p> <p>- To perform simple rhythmic and musical parts, beginning</p>	<p><b>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</b></p> <p><b>develop an understanding of the history of music.</b></p> <p><b>listen with attention to detail and recall sounds with increasing aural memory.</b></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>the wolf by matching each character with the instrument that plays them in the play.</p> <p><b>Key vocab</b></p> <ul style="list-style-type: none"> <li>• High sound</li> <li>• Low sound</li> <li>• Musicians <ul style="list-style-type: none"> <li>• Loud</li> <li>• Soft</li> </ul> </li> <li>• Group</li> <li>• Speed</li> </ul> <p><b>key enrichment opportunities:</b></p> <ul style="list-style-type: none"> <li>• music tuition</li> <li>• singing assemblies</li> </ul>	<p><b>related dimensions of music.</b></p> <p>-Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <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><b>Key criteria:</b></p> <ul style="list-style-type: none"> <li>• unpick and discuss what a ballad is.</li> <li>• Listen and identify the features of a ballad and understand that ballads tell a story through a song. <ul style="list-style-type: none"> <li>• Discuss and comment on what makes a good performance.</li> </ul> </li> <li>• Children to practice a song and think of actions that go with their piece ready to perform to the class.</li> <li>• Children to write their own lyrics and actions. Children create their own ballad.</li> </ul>	<p>- To begin to understand how different musical elements are combined and used to create an effect.</p> <p><b>Key criteria-</b></p> <ul style="list-style-type: none"> <li>• Listen, research, and discuss to music/ artists that have been inspired by traditional tales when composing music. <ul style="list-style-type: none"> <li>• Discuss and comment the on the history of rap then have a go a learning rap basics.</li> <li>• Compose and rehearse a rap based on the three little pigs.</li> </ul> </li> <li>• Perform rap when finished.</li> </ul> <p><b>Key Vocab:</b></p> <ul style="list-style-type: none"> <li>• Acapella <ul style="list-style-type: none"> <li>• Bars</li> <li>• Beats</li> </ul> </li> <li>• Instrumental <ul style="list-style-type: none"> <li>• Spit</li> <li>• Freestyle</li> <li>• Flow</li> </ul> </li> </ul> <p><b>key enrichment opportunities:</b></p> <ul style="list-style-type: none"> <li>• music tuition</li> <li>• singing assemblies</li> </ul>	<p><b>traditions and from great composers and musicians.</b></p> <p>To sing in unison, becoming aware of pitch.</p> <p>To begin to understand how different musical elements 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><b>Key criteria-</b></p> <ul style="list-style-type: none"> <li>• 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?</li> <li>• Research facts from the film the Wizard of OZ.</li> <li>• 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.</li> <li>• discuss key vocab Melody, pitch, dynamics and tempo- children to record their own understanding of</li> </ul>	<p>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 notations to represent music, including pitch and volume.</p> <p><b>Key criteria-</b></p> <ul style="list-style-type: none"> <li>• discuss and comment on what notation is and why it is important for musicians.</li> <li>• Begin to explore a semibreve, Minim, and a rest- children to clap the sounds of the beat each note makes.</li> <li>• Children then to create a beat using a semibreve, minim and rest and write this down on notation paper.</li> <li>• 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.</li> <li>• Group children, each group will compose their own simple composition on a white board,</li> </ul>	<p>-To begin to explore and choose and order sounds using the inter-related dimensions of music.</p> <p><b>Key criteria-</b></p> <ul style="list-style-type: none"> <li>• 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 in is the smallest and largest.</li> <li>• Children to investigate each continent discovering the many musical styles that can be discovered within it.</li> <li>• Play music from chosen continent. Discuss and record as a class what the children thought about the music they have heard.</li> <li>• Children to record and critique what they have discovered about the music from this continent. <ul style="list-style-type: none"> <li>• Children to be encouraged to use musical vocabulary in their workbook and highlight it in yellow once used.</li> </ul> </li> </ul> <p><b>Key Vocab:</b></p> <ul style="list-style-type: none"> <li>• Pulse</li> <li>• Pitch</li> <li>• Rhythm</li> <li>• Dynamics</li> </ul> <p><b>key enrichment opportunities:</b></p> <ul style="list-style-type: none"> <li>• music tuition</li> <li>• singing assemblies</li> <li>• Joint Music project with SIA</li> </ul>
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			<ul style="list-style-type: none"> <li>Children to sing and perform ballad.</li> </ul> <p><b>Key vocab:</b></p> <ul style="list-style-type: none"> <li>Ballad</li> <li>Compose</li> <li>Stanza</li> <li>Solo</li> </ul> <ul style="list-style-type: none"> <li>Ensemble expression <ul style="list-style-type: none"> <li>Lyrics</li> <li>Chorus</li> </ul> </li> </ul> <p><b>key enrichment opportunities:</b></p> <ul style="list-style-type: none"> <li>music tuition</li> <li>singing assemblies</li> <li>Christmas choir</li> </ul>		<p>these words in their books.</p> <ul style="list-style-type: none"> <li>Children to rehearse and compose the song somewhere over the rainbow.</li> <li>Perform final performance.</li> </ul> <p><b>Key Vocab:</b></p> <ul style="list-style-type: none"> <li>Melody</li> <li>pitch</li> <li>dynamics</li> <li>tempo</li> </ul> <p><b>key enrichment opportunities:</b></p> <ul style="list-style-type: none"> <li>music tuition</li> <li>singing assemblies</li> </ul>	<p>rehearse it then perform to the class.</p> <p><b>Key Vocab:</b></p> <ul style="list-style-type: none"> <li>Notation</li> <li>Semibreve</li> <li>Minim</li> <li>Rest</li> <li>Crotchet</li> <li>Quaver</li> <li>Compose</li> <li>Composition</li> </ul> <p><b>key enrichment opportunities:</b></p> <ul style="list-style-type: none"> <li>music tuition</li> <li>singing assemblies</li> </ul>	
Year 4		<p><b>listen with attention to detail and recall sounds with increasing aural memory.</b></p> <p><b>develop an understanding of the history of music.</b></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><b>Key criteria:</b></p> <ul style="list-style-type: none"> <li>Explore musical timeline.</li> <li>Discuss and comment on the evolution of music.</li> <li>Record 3 facts about Sergei Prokofiev.</li> <li>Consolidate learning by listening and watching Sergei Prokofievs peter and the wolf by matching each character with the instrument that plays them in the play.</li> </ul>	<p><b>listen with attention to detail and recall sounds with increasing aural memory.</b></p> <p><b>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</b></p> <p><b>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.</b></p> <p><b>improvise and compose music for a range of purposes using the inter-related dimensions of music.</b></p> <p>-Recognising and discussing the stylistic features of different genres, styles and</p>	<p><b>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</b></p> <p><b>listen with attention to detail and recall sounds with increasing aural memory.</b></p> <p><b>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.</b></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><b>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.</b></p> <p><b>improvise and compose music for a range of purposes using the inter-related dimensions of music.</b></p> <p><b>listen with attention to detail and recall sounds with increasing aural memory.</b></p> <p><b>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</b></p> <p><b>develop an understanding of the history of music.</b></p>	<p><b>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.</b></p> <p><b>use and understand staff and other musical notations.</b></p> <p><b>improvise and compose music for a range of purposes using the inter-related dimensions of music.</b></p> <p><b>listen with attention to detail and recall sounds with increasing aural memory.</b></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</p>	<p><b>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</b></p> <p><b>develop an understanding of the history of music.</b></p> <p><b>listen with attention to detail and recall sounds with increasing aural memory.</b></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><b>Key criteria-</b></p>

		<ul style="list-style-type: none"> <li>Introduce orchestra listen and discuss the musical instruments children can hear.</li> </ul> <p><b>Key vocab:</b></p> <ul style="list-style-type: none"> <li>High pitch</li> <li>Low pitch</li> <li>Orchestra</li> <li>Volume</li> <li>Category</li> <li>Tempo</li> </ul> <p><b>key enrichment opportunities:</b></p> <ul style="list-style-type: none"> <li>music tuition</li> <li>singing assemblies</li> </ul>	<p>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><b>Key Criteria:</b></p> <ul style="list-style-type: none"> <li>learn to identify the features of Samba music, including where it originates from, the main instruments used and its dynamic</li> <li>revisit syncopation (playing the 'off-beat'; initially introduced in Y3 - Jazz) and practise identifying and performing different rhythms.</li> <li>Using untuned percussion instruments, children play a variety of rhythms in groups while keeping in time with the pulse.</li> <li>In their instrumental groups, pupils compose a verse or 'break' which will form part of the performance in the final lesson.</li> </ul> <p><b>Key vocab:</b></p> <ul style="list-style-type: none"> <li>Brazil</li> </ul>	<p><b>Key criteria-</b></p> <ul style="list-style-type: none"> <li>Listen, research and discuss to music/artists that have been inspired by traditional tales when composing music.</li> <li>Discuss and comment on the history of rap then have a go at learning rap basics.</li> <li>Compose and rehearse a rap based on the Billy Goats Gruff.</li> <li>Perform rap when finished.</li> </ul> <p><b>Key Vocab:</b></p> <ul style="list-style-type: none"> <li>Acapella</li> <li>Bars</li> <li>Beats</li> <li>Instrumental</li> <li>Spit</li> <li>Freestyle</li> <li>Flow</li> </ul> <p><b>key enrichment opportunities:</b></p> <ul style="list-style-type: none"> <li>music tuition</li> <li>singing assemblies</li> </ul>	<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><b>Key criteria-</b></p> <ul style="list-style-type: none"> <li>Listen and watch part of the film from the Lion the Witch and the wardrobe. Whilst listening consider the following questions and create a mind map as a class on 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?</li> <li>Research facts from the film the Wizard of Oz.</li> <li>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.</li> <li>discuss key vocab Melody, pitch, dynamics, and tempo- children to record their own understanding of</li> </ul>	<p>musical notations to represent music.</p> <p><b>Key criteria-</b></p> <ul style="list-style-type: none"> <li>discuss and comment on what notation is and why it is important for musicians.</li> <li>Begin to explore a semibreve, Minim, and a rest- children to clap the sounds of the beat each note makes.</li> <li>Children then to create a beat using a semibreve, minim, crotchet, and rest and write this down on notation paper.</li> <li>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.</li> <li>Group children, each group will compose their own simple composition on a white board, rehearse it then perform to the class.</li> </ul> <p><b>Key Vocab:</b></p> <ul style="list-style-type: none"> <li>Notation</li> <li>Semibreve</li> <li>Minim</li> <li>Rest</li> <li>Crotchet</li> <li>Quaver</li> <li>Compose</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Children to investigate each continent discovering the many musical styles that can be discovered within it.</li> <li>Play music from chosen continent. Discuss and record as a class what the children thought about the music they have heard.</li> <li>Children to record and critique what they have discovered about the music from this continent.</li> <li>Children to be encouraged to use musical vocabulary in their work book and highlight it in yellow once used.</li> </ul> <p><b>Key Vocab:</b></p> <ul style="list-style-type: none"> <li>Pulse</li> <li>Pitch</li> <li>Rhythm</li> <li>Dynamics</li> </ul> <p><b>key enrichment opportunities:</b></p> <ul style="list-style-type: none"> <li>music tuition</li> <li>singing assemblies</li> <li>Joint Music project with SIA</li> </ul>
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			<ul style="list-style-type: none"> <li>• Carnival</li> <li>• Samba Batucada <ul style="list-style-type: none"> <li>• Bateria</li> <li>• Cowbell</li> <li>• Agogo</li> </ul> </li> <li>• Chocalho</li> <li>• Ganza</li> <li>• Caixa</li> <li>• Surdo</li> <li>• Tambourim</li> <li>• Repinique</li> <li>• Rhythm</li> <li>• Texture</li> <li>• Dynamic</li> <li>• Structure</li> </ul> <p><b>key enrichment opportunities:</b></p> <ul style="list-style-type: none"> <li>• music tuition</li> <li>• singing assemblies</li> <li>• Christmas choir</li> </ul>		<p>these words in their books.</p> <ul style="list-style-type: none"> <li>• Children to rehearse and compose the song if I only had a brain.</li> <li>• Perform final performance.</li> </ul> <p><b>Key Vocab:</b></p> <ul style="list-style-type: none"> <li>• Melody</li> <li>• pitch</li> <li>• dynamics</li> <li>• tempo</li> </ul> <p><b>key enrichment opportunities:</b></p> <ul style="list-style-type: none"> <li>• music tuition</li> <li>• singing assemblies</li> </ul>	<ul style="list-style-type: none"> <li>• Composition</li> </ul> <p><b>key enrichment opportunities:</b></p> <ul style="list-style-type: none"> <li>• music tuition</li> <li>• singing assemblies</li> </ul>	
Year 5		<p><b>listen with attention to detail and recall sounds with increasing aural memory.</b></p> <p><b>develop an understanding of the history of music.</b></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><b>Key criteria</b></p> <ul style="list-style-type: none"> <li>• Explore musical timeline answering questions based on this. <ul style="list-style-type: none"> <li>• Discuss and record information about the evolution of music.</li> </ul> </li> <li>• Record a mind map detailing facts about Sergei Prokofiev.</li> <li>• Introduce orchestra listen and discuss the musical</li> </ul>	<p><b>listen with attention to detail and recall sounds with increasing aural memory.</b></p> <p><b>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</b></p> <p><b>improvise and compose music for a range of purposes using the inter-related dimensions of music.</b></p> <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><b>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</b></p> <p><b>listen with attention to detail and recall sounds with increasing aural memory.</b></p> <p><b>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</b></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 begin to identify the relationship between sounds</p>	<p><b>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</b></p> <p><b>improvise and compose music for a range of purposes using the inter-related dimensions of music.</b></p> <p><b>listen with attention to detail and recall sounds with increasing aural memory.</b></p> <p><b>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</b></p> <p><b>develop an understanding of the history of music.</b></p>	<p><b>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</b></p> <p><b>use and understand staff and other musical notations.</b></p> <p><b>improvise and compose music for a range of purposes using the inter-related dimensions of music.</b></p> <p><b>listen with attention to detail and recall sounds with increasing aural memory.</b></p> <p>- To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.</p>	<p><b>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</b></p> <p><b>develop an understanding of the history of music.</b></p> <p><b>listen with attention to detail and recall sounds with increasing aural memory.</b></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 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>instruments children can hear.</p> <ul style="list-style-type: none"> <li>Listen and watch Sergei Prokofiev's Peter and the Wolf listen how the pitch changes throughout.</li> <li>Consolidate learning by answering worksheet based in the mood/ pitch instruments of the video Peter and the Wolf.</li> </ul> <p><b>Key vocab</b></p> <ul style="list-style-type: none"> <li>Pitch</li> <li>Orchestral</li> <li>Dynamic</li> <li>Class</li> <li>Momentum</li> </ul> <p><b>key enrichment opportunities:</b></p> <ul style="list-style-type: none"> <li>music tuition</li> <li>singing assemblies</li> </ul>	<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><b>Key criteria</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Children create their own music mixes using different loops of music, including beats, effects, melodies, and voices.</li> <li>In preparation for creating their own mix, children learn the original melody of 'Somewhere Over the Rainbow'</li> <li>Children test their knowledge of the unit with a quiz presentation, before creating their final remix version of Somewhere Over the Rainbow.</li> </ul> <p><b>key vocab:</b></p> <ul style="list-style-type: none"> <li>Loop</li> <li>Ostinato</li> <li>Riff</li> <li>Body Percussion</li> <li>Rhythm</li> </ul>	<p>and how music can reflect different meanings.</p> <p><b>Key criteria-</b></p> <ul style="list-style-type: none"> <li>Listen, research and discuss to music/ artists that have been inspired by traditional tales when composing music. Create a mind map.</li> <li>Discuss and comment on the history of rap then have a go at learning rap basics.</li> <li>Compose and rehearse a rap based on Hansel and Gretel.</li> <li>Perform rap when finished.</li> </ul> <p><b>Key Vocab:</b></p> <ul style="list-style-type: none"> <li>Acapella <ul style="list-style-type: none"> <li>Bars</li> <li>Beats</li> </ul> </li> <li>Instrumental <ul style="list-style-type: none"> <li>Spit</li> <li>Freestyle</li> <li>Flow</li> </ul> </li> </ul> <p><b>key enrichment opportunities:</b></p> <ul style="list-style-type: none"> <li>music tuition</li> <li>singing assemblies</li> </ul>	<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><b>Key criteria-</b></p> <ul style="list-style-type: none"> <li>Listen and watch part of the film from The Lion 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?</li> <li>Research facts from the film The Wizard of Oz.</li> <li>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.</li> <li>discuss key vocab Melody, pitch,</li> </ul>	<p>- To recognise and use a range of musical notations including staff notation.</p> <p><b>Key criteria-</b></p> <ul style="list-style-type: none"> <li>discuss and comment on what notation is and why it is important for musicians.</li> <li>Begin to explore a semibreve, Minim, crotchet, quaver and a rest- children to clap the sounds of the beat each note makes.</li> <li>Children then to create a beat using a semibreve, minim and rest and write this down on notation paper.</li> <li>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.</li> <li>Group children, each group will compose their own simple composition on a white board, rehearse it then perform to the class.</li> </ul> <p><b>Key Vocab:</b></p> <ul style="list-style-type: none"> <li>Notation</li> <li>Semibreve</li> <li>Minim</li> <li>Rest</li> <li>Crotchet</li> </ul>	<p><b>Key criteria-</b></p> <ul style="list-style-type: none"> <li>Watch, listen and record videos based on the world's continents children are to record information down on whiteboards about the world's continents.</li> <li>Children to investigate each continent discovering the many musical styles that can be discovered within it.</li> <li>Play music from chosen continent. Discuss and record information independently on what the children thought about the music they have heard.</li> <li>Children to record and critique what they have discovered about the music from this continent.</li> <li>Children to be encouraged to use musical vocabulary in their work book and highlight it in yellow once used.</li> </ul> <p><b>Key Vocab:</b></p> <ul style="list-style-type: none"> <li>Pulse</li> <li>Pitch</li> <li>Rhythm</li> <li>Dynamics</li> <li>Tempo</li> <li>Timbre</li> <li>Texture</li> <li>Structure</li> </ul> <p><b>key enrichment opportunities:</b></p> <ul style="list-style-type: none"> <li>music tuition</li> <li>singing assemblies</li> <li>Joint Music project with SIA</li> </ul>
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			<p><b>key enrichment opportunities:</b></p> <ul style="list-style-type: none"> <li>• music tuition</li> <li>• singing assemblies</li> <li>• Christmas choir</li> </ul>		<p>dynamics and tempo- children to record their own understanding of these words in their books.</p> <ul style="list-style-type: none"> <li>• Children to rehearse and compose the song Ease on down the Road.</li> <li>• Perform final performance.</li> </ul> <p><b>Key Vocab:</b></p> <ul style="list-style-type: none"> <li>• Melody</li> <li>• pitch</li> <li>• dynamics</li> <li>• tempo</li> </ul> <p><b>key enrichment opportunities:</b></p> <ul style="list-style-type: none"> <li>• music tuition</li> <li>• singing assemblies</li> </ul>	<ul style="list-style-type: none"> <li>• Quaver</li> <li>• Compose</li> <li>• Composition</li> </ul> <p><b>key enrichment opportunities:</b></p> <ul style="list-style-type: none"> <li>• music tuition</li> </ul> <p>singing assemblies</p>	
Year 6		<p><b>listen with attention to detail and recall sounds with increasing aural memory.</b> <b>develop an understanding of the history of music.</b></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><b>Key criteria</b></p> <ul style="list-style-type: none"> <li>• Explore musical timeline answering questions based on this.</li> </ul>	<p><b>listen with attention to detail and recall sounds with increasing aural memory.</b></p> <p><b>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</b></p> <p><b>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.</b></p> <p>-Recognising and confidently discussing the stylistic features of music and</p>	<p><b>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</b></p> <p><b>listen with attention to detail and recall sounds with increasing aural memory</b></p> <p><b>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b></p> <p>- To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue,</p>	<p><b>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b></p> <p><b>improvise and compose music for a range of purposes using the inter-related dimensions of music</b></p> <p><b>listen with attention to detail and recall sounds with increasing aural memory</b></p> <p><b>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</b></p>	<p><b>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b></p> <p><b>use and understand staff and other musical notations</b></p> <p><b>improvise and compose music for a range of purposes using the inter-related dimensions of music</b></p> <p><b>listen with attention to detail and recall sounds with increasing aural memory</b></p> <p>-To play and perform with accuracy, fluency, control and expressions.</p>	<p><b>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</b></p> <p><b>develop an understanding of the history of music</b></p> <p><b>listen with attention to detail and recall sounds with increasing aural memory</b></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>

		<ul style="list-style-type: none"> <li>• Discuss and record information about the evolution of music.</li> <li>• Record a mind map detailing facts about Sergei Prokofiev.</li> <li>• Introduce orchestra listen and discuss the musical instruments children can hear.</li> <li>• Listen and watch Sergei Prokofiev's Peter and the Wolf listen how the pitch changes throughout.</li> <li>• Consolidate learning by answering worksheet based in the mood/ pitch instruments of the video Peter and the Wolf.</li> </ul> <p><b>Key vocab-</b></p> <ul style="list-style-type: none"> <li>• Sharp pitch</li> <li>• Bass pitch</li> <li>• Orchestral ensemble <ul style="list-style-type: none"> <li>• Dynamics</li> <li>• Genre</li> <li>• Velocity</li> </ul> </li> </ul> <p><b>key enrichment opportunities:</b></p> <ul style="list-style-type: none"> <li>• music tuition</li> <li>• singing assemblies</li> </ul>	<p>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 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><b>Key criteria:</b></p> <ul style="list-style-type: none"> <li>• Pupils identify the characteristics of film music and appraise different musical features in a variety of film contexts.</li> <li>• 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.</li> <li>• 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.</li> <li>• Children create a notation of their</li> </ul>	<p>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><b>Key criteria-</b></p> <ul style="list-style-type: none"> <li>• Listen, research and discuss to music/ artists that have been inspired by traditional tales when composing music. Create a mind map.</li> <li>• Discuss and comment on the history of rap then have a go at learning rap basics.</li> <li>• Compose and rehearse a rap based on Jack and the Beanstalk.</li> <li>• Perform rap when finished.</li> </ul> <p><b>Key Vocab:</b></p> <ul style="list-style-type: none"> <li>• Acapella</li> <li>• Bars</li> <li>• Beats</li> <li>• Instrumental <ul style="list-style-type: none"> <li>• Spit</li> <li>• Freestyle</li> <li>• Flow</li> </ul> </li> </ul> <p><b>key enrichment opportunities:</b></p> <ul style="list-style-type: none"> <li>• music tuition</li> <li>• singing assemblies</li> </ul>	<p><b>develop an understanding of the history of music.</b></p> <p>-To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase</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><b>Key criteria-</b></p> <ul style="list-style-type: none"> <li>• Listen and watch part of the film from The Lion King 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?</li> <li>• Research facts from the film The Wizard of Oz.</li> <li>• Watch a clip from the film The Wizard of Oz paying close attention to the underscore. Have a class discussion</li> </ul>	<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><b>Key criteria-</b></p> <ul style="list-style-type: none"> <li>• discuss and comment on what notation is and why it is important for musicians.</li> <li>• Begin to explore a semibreve, Minim, crotchet, quaver and a rest- children to clap the sounds of the beat each note makes.</li> <li>• Children then to create a beat using a semibreve, minim and rest and write this down on notation paper.</li> <li>• 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.</li> <li>• Group children, each group will compose their own simple composition on a white board,</li> </ul>	<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><b>Key criteria-</b></p> <ul style="list-style-type: none"> <li>• Watch, listen and record videos based on the world's continents children are to record information down on whiteboards about the world's continents.</li> <li>• Children to investigate each continent discovering the many musical styles that can be discovered within it.</li> <li>• Play music from chosen continent. Discuss and record information independently on what the children thought about the music they have heard.</li> <li>• Children to record and critique what they have discovered about the music from this continent.</li> <li>• Children to be encouraged to use musical vocabulary in their work book and highlight it in yellow once used.</li> </ul> <p><b>Key Vocab:</b></p> <ul style="list-style-type: none"> <li>• Pulse</li> <li>• Pitch</li> <li>• Rhythm</li> <li>• Dynamics</li> <li>• Tempo</li> <li>• Timbre</li> <li>• Texture</li> <li>• Structure</li> </ul> <p><b>key enrichment opportunities:</b></p> <ul style="list-style-type: none"> <li>• music tuition</li> <li>• singing assemblies</li> </ul>
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			<p>compositions with a graphic score, using their body, voice and instruments to create sounds to represent a given theme.</p> <ul style="list-style-type: none"> <li>The children bring together their skills from this unit to soundtrack film clips with their own graphic score.</li> </ul> <p><b>Key Vocab:</b></p> <ul style="list-style-type: none"> <li>Musical</li> <li>Soundtrack</li> <li>Emotion</li> <li>Imagery</li> </ul> <p><b>key enrichment opportunities:</b></p> <ul style="list-style-type: none"> <li>music tuition</li> <li>singing assemblies</li> <li>Christmas choir</li> </ul>		<p>about the underscore on why it is important.</p> <ul style="list-style-type: none"> <li>discuss key vocab Melody, pitch, dynamics and tempo- children to record their own understanding of these words in their books.</li> <li>Children to rehearse and compose the song Brand new day.</li> <li>performance.</li> </ul> <p><b>Key Vocab:</b></p> <ul style="list-style-type: none"> <li>Melody</li> <li>pitch</li> <li>dynamics</li> <li>tempo</li> </ul> <p><b>key enrichment opportunities:</b></p> <ul style="list-style-type: none"> <li>music tuition</li> <li>singing assemblies</li> </ul>	<p>rehearse it then perform to the class.</p> <p><b>Key Vocab:</b></p> <ul style="list-style-type: none"> <li>Notation</li> <li>Semibreve</li> <li>Minim</li> <li>Rest</li> <li>Crotchet</li> <li>Quaver</li> <li>Compose</li> <li>Composition</li> </ul> <p><b>key enrichment opportunities:</b></p> <ul style="list-style-type: none"> <li>music tuition</li> <li>singing assemblies</li> </ul>	<ul style="list-style-type: none"> <li>Joint Music project with SIA</li> </ul>
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