








## Curriculum Overview

## Years FS2 - 6

## Subject: Music

	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge and Skills (to happen continuously through the year via Adult led and child initiated opportunities)	<p><b><u>Exploring and using media and materials</u></b> Enjoys joining in with dancing and ring games (30-50)</p> <p>Sing a few familiar songs (30-50)</p> <p>Explores and learns how sounds can be changed (30-50)</p> <p>Explores the different sounds of instruments (40-60)</p>	<p><b><u>Exploring and using media and materials</u></b> Enjoys joining in with dancing and ring games (30-50)</p> <p>Explores and learns how sounds can be changed (30-50)</p> <p>Imitates movement in response to music (30-50)</p> <p>Begin to move rhythmically (30-50)</p> <p>Taps out simple repeated rhythms (30-50)</p> <p>Explores the different sounds of instruments (40-60)</p> <p>Build a repertoire of songs and dances (40-60)</p>	<p><b><u>Exploring and using media and materials</u></b> Enjoys joining in with dancing and ring games (30-50)</p> <p>Sing a few familiar songs (30-50)</p> <p>Explores and learns how sounds can be changed (30-50)</p> <p>Imitates movement in response to music (30-50)</p> <p>Begin to move rhythmically (30-50)</p> <p>Taps out simple repeated rhythms (30-50)</p> <p>Explores the different sounds of instruments (40-60)</p> <p>Build a repertoire of songs and dances (40-60)</p>	<p><b><u>Exploring and using media and materials</u></b> Enjoys joining in with dancing and ring games (30-50)</p> <p>Sing a few familiar songs (30-50)</p> <p>Explores and learns how sounds can be changed (30-50)</p> <p>Imitates movement in response to music (30-50)</p> <p>Begin to move rhythmically (30-50)</p> <p>Taps out simple repeated rhythms (30-50)</p> <p>Explores the different sounds of instruments (40-60)</p> <p>Build a repertoire of songs and dances (40-60)</p>	<p><b><u>Exploring and using media and materials</u></b> Enjoys joining in with dancing and ring games (30-50)</p> <p>Sing a few familiar songs (30-50)</p> <p>Explores and learns how sounds can be changed (30-50)</p> <p>Imitates movement in response to music (30-50)</p> <p>Begin to move rhythmically (30-50)</p> <p>Taps out simple repeated rhythms (30-50)</p> <p>Explores the different sounds of instruments (40-60)</p> <p>Build a repertoire of songs and dances (40-60)</p>

	<p><b><u>Being Imaginative</u></b> Uses movement to express feelings (30-50)</p> <p>Creates movement in response to music (30-50)</p>	<p><b><u>Being Imaginative</u></b> Uses movement to express feelings (30-50)</p> <p>Creates movement in response to music (30-50)</p> <p>Make up rhythms (40-60)</p>	<p><b><u>Being Imaginative</u></b> Uses movement to express feelings (30-50)</p> <p>Creates movement in response to music (30-50)</p> <p>Make up rhythms (40-60)</p>	<p><b><u>Being Imaginative</u></b> Uses movement to express feelings (30-50)</p> <p>Creates movement in response to music (30-50)</p> <p>Make up rhythms (40-60)</p> <p>Create simple representations of events, people and objects (40-60)</p>	<p><b><u>Being Imaginative</u></b> Uses movement to express feelings (30-50)</p> <p>Creates movement in response to music (30-50)</p> <p>Make up rhythms (40-60)</p> <p>Create simple representations of events, people and objects (40-60)</p>
Key Vocabulary					

Year 1 Music	Autumn term 1 + 2 Active Music- Rhythm and Pulse	Spring term 1 + 2 Active Music- Pitch Please refer back to previous knowledge in Rhythm and Pulse	Summer term 1 + 2 Active Music- Instrumental and Singing games Please refer back to previous knowledge in Rhythm and Pulse and Pitch
Knowledge	<ul style="list-style-type: none"> <li>To know and understand that the word <b>PULSE</b> means the steady beat. It is the <b>HEARTBEAT</b> of the music and holds all pieces of music together.</li> <li>To understand that a <b>PULSE</b> doesn't have to be played on a musical instrument, it can be kept through actions or body percussion.</li> <li>To know that a <b>TEMPO</b> means how fast or slow a piece of music is played.</li> <li>To understand that pieces of music do not have the same tempo, they can have lots of different ones but pulse will always keep steady.</li> <li>To know that you change the <b>TEMPO</b> by making the pulse faster or slower.</li> <li>To know that a <b>RHYTHM</b> is a collection of notes made up of different lengths.</li> <li>To know that you tap a rhythm with your finger on your open hand.</li> <li>To understand that when keeping the beat, we work in patterns of 4 pulses/beats.</li> <li>To know that <b>Ta</b> lasts for 1 beat </li> <li>To know that <b>Te-Te</b> are two halves that are put together to make one beat. </li> <li>To know that when you are leading a piece of Music you are the conductor and it is important that you keep the pulse steady.</li> <li>To know that a rest means <b>Silence</b>. </li> <li>To know that the sshhh rest is one beat.</li> <li>To understand that <b>compose</b> means to make up <b>To perform</b> means to do something in front of an audience, no matter how big or small.</li> <li>To know that the instruments that we hit, scrape, shake, tap are <b>UNTUNED PERCUSSION INSTRUMENTS</b></li> <li>To know that a <b>chant</b> is spoken in our talking voices for example, a <b>song</b> is sung using our singing voices</li> <li>To know the names of the following instruments- claves, wood blocks, tambourines, marracas, wood blocks.</li> <li>To know that <b>APPRAISE</b> means that you talk about and give your opinion on a piece of music that you have listened too.</li> </ul>	<ul style="list-style-type: none"> <li>To know that a chant is when you use your speaking voice in a variety of different ways but it is always performed to a steady pulse.</li> <li>To know that we use our singing voices when we sing.</li> <li>To know that <b>PITCH</b> means how high or low a note sound is. This is called a <b>scale</b>.</li> <li>To know that the <b>Xylophones, Glockenspiels, Chime bars</b> and the Piano that we have in school are <b>PITCHED INSTRUMENTS</b></li> <li>To understand that when you move up these instruments, the pitch gets higher, when moving down the instruments, the pitch gets lower.</li> <li>To understand we play pitched instruments with a beater.</li> <li>To know the hand sign for <b>SO</b> is  <b>SO</b></li> <li>To know the hand sign for <b>MI</b> is  <b>Mi</b></li> <li>To sing at <b>PITCH</b> means you sing the same note as the one being played.</li> <li>To know that the <b>melody</b> is the tune of a song and is made up of many different musical notes.</li> <li>To understand that a <b>pattern</b> is a group of notes and works on 4 beats within each pattern.</li> </ul>	<ul style="list-style-type: none"> <li>To know the names of untuned percussion instruments. (See instrument help cards)</li> <li>To know that a leader to follow in music is called a <b>conductor</b>.</li> <li>To identify  <b>Glockenspiel</b> and should be played with a plastic beater.</li> <li>A <b>Xylophone</b> is played with a wooden beater </li> <li>To know that word <b>improvise</b> means to make up</li> <li>To know that <b>lyrics</b> are the words of a song/chant.</li> <li>To know that a <b>RHYTHM</b> is a collection of notes made up of different lengths.</li> <li>To know and understand that the word <b>PULSE</b> means the steady beat. It is the <b>HEARTBEAT</b> of the music and holds all</li> <li>To know that the <b>melody</b> is the tune of a song and is made up of many different musical notes.</li> <li>A singing game is a song or a chant that is performed with actions</li> <li>To know that a <b>cue</b> is a movement or a <b>symbol</b> on a card that will tell you to do something</li> <li>To know that <b>internalise</b> means sing or chant in your head and not to sing or chant it out loud.</li> </ul>









	<ul style="list-style-type: none"> <li>To know that the Music that they listen too now is mostly Pop music.</li> <li>To know that Pop music originated in 20th century. The 'Beatles' and 'Take That'</li> <li>To know that there are different era's within Rock, there is 'Punk rock, classic rock, Rock and roll.</li> <li>To know that in more modern pop music, the performers sing and dance rather than play instruments.</li> <li>To know that Bon Jovi and Europe were Rock bands.</li> <li>To know that Rock Music begin in 1950s and is still being performed today and there are many modern rock bands that still make music today.</li> <li>To identify Electric guitar and drum kit as key instruments to Rock music.</li> <li><b>WHATEVER PIECE OF MUSIC YOU LISTEN TO, GIVE THE YEAR IT WAS WRITTEN IN AND WHAT ERA IT IS FROM AND ONE FACT ABOUT THE BAND.</b></li> </ul>	<ul style="list-style-type: none"> <li>Classical music tends to link to music played by an orchestra.</li> <li>An orchestra is made up of lots of different instruments that are sorted into families</li> <li>Stings, woodwind, brass and percussion</li> <li>To know that the classical era refers to 1750 – 1830.</li> <li>To know that Beethoven and Mozart are composers during this time.</li> <li>To know that Jazz music began in America in late 19<sup>th</sup> Century.</li> <li>To know that Louis Armstrong and Ella Fitzgerald were Jazz musicians.</li> <li>To know that the saxophone and brass instruments e.g trumpet were key instruments</li> <li><b>WHATEVER PIECE OF MUSIC YOU LISTEN TO, GIVE THE YEAR IT WAS WRITTEN IN AND WHAT ERA IT IS FROM AND ONE FACT ABOUT THE BAND.</b></li> </ul>	<ul style="list-style-type: none"> <li>To know that Timbre means the different types of sound</li> <li>To know that a cue is a movement or a symbol on a card that will tell you to do something.</li> <li>To know the word accompany means 'play along with a group or an individual.'</li> <li>To know that the melody is the tune of a song and is made up of many different musical notes.</li> </ul>	<p>pieces of music together.</p> <ul style="list-style-type: none"> <li>To know that Timbre means the different types of sound</li> <li>To know that an Ensemble is a group of players playing together</li> <li>To know that the melody is the tune of a song and is made up of many different musical notes.</li> <li>To know that Blues music and country music originated in America.</li> <li>Eric Clapton and James Armstrong are Blues musicians</li> <li>To know that Dolly Parton is a country singer and Carter Family are a Country band.</li> </ul> <p><b>WHATEVER PIECE OF MUSIC YOU LISTEN TO, GIVE THE YEAR IT WAS WRITTEN IN AND WHAT ERA IT IS FROM AND ONE FACT ABOUT THE BAND.</b></p>	
Skills	<ul style="list-style-type: none"> <li>To learn and experience what is meant by a PULSE or a steady beat.</li> <li>To learn to keep a pulse through actions and body percussion through playful songs and chants.</li> <li>To continue to consolidate subconscious understanding of pulse through practical activities such as clapping games with partners. To follow a pulse at varying tempos.</li> <li>For the children to continue chanting and reading TA and Te-Te rhythm patterns.</li> <li>To also learn the place of a REST in music and to incorporate this into their knowledge of rhythms.</li> <li>To transfer experience of rhythm patterns on to percussion instruments.</li> <li>To relate these skills to a known chant.</li> </ul>	<ul style="list-style-type: none"> <li>To experiment with different types of voices and to establish the difference between the speaking and singing voice.</li> <li>To understand how sounds can be changed from high to low and to begin to pitch-match on one note.</li> <li>To pitch-match and sing solos on the notes So and Mi.</li> <li>To play tuned instruments to a steady pulse/ accurate rhythm as an accompaniment to singing.</li> <li>To follow a scale as it goes up and down with singing and actions.</li> <li>To create musical patterns by writing 4-beat rhythm and pitch phrases, practising and performing them in groups.</li> <li>To listen to pieces of Jazz and Classical genres each week and appraise them.</li> </ul> <p>To learn about a historical period in Musical History and its genre and the style of the music.</p>		<ul style="list-style-type: none"> <li>To learn to play un-tuned instruments carefully, following instructions of gestures, symbol cards and word cues.</li> <li>To continue to practise following gestures, symbol and word-cue instructions while playing un-tuned percussion instruments.</li> <li>To follow a conductor.</li> <li>To accompany their singing on tuned and un-tuned instruments,</li> </ul>	<ul style="list-style-type: none"> <li>To take part in new and familiar singing games. To sing with a sense of shape of the melody.</li> <li>To follow cue word actions, listen to instructions and move to a</li> </ul>

	<ul style="list-style-type: none"> <li>• To rehearse and perform in groups, starting and finishing at the same time and keeping a steady pulse using instruments.</li> <li>• To listen to pieces of Music from the Pop and Rock genres each week and appraise them.</li> <li>• To learn about a historical period in Musical History and its genre and the style of the music.</li> </ul>		<ul style="list-style-type: none"> <li>• playing to a steady pulse and with accurate rhythms.</li> <li>• To play instruments as part of a group, attaching different rhythm symbols to different instrumental timbres.</li> <li>• To concentrate and internalise lyrics, playing instruments on specific cue words.</li> <li>• To improvise melodies on xylophones.</li> <li>• To listen to pieces of Blues and Country genres each week and appraise them.</li> <li>• To learn about a historical period in Musical History and its genre and the style of the music.</li> </ul>	<p>musical time frame.</p> <ul style="list-style-type: none"> <li>• To think up actions and memorise sequences of actions.</li> <li>• To internalise parts of a song and clap accurate rhythms.</li> <li>• To walk to a steady pulse in a well-formed circle.</li> <li>• To choose partners and dance with them within a musical time frame.</li> </ul> <p>To walk, clap and stamp to a steady pulse while singing</p>	
<p><b>Key Vocabulary</b></p>	<p>Pulse, rhythm, beat, tempo, fast, slow, Ta, Te-te, silence, rest, chant, sing, compose, appraise, Pop, Rock</p>	<p>High, low, pitch, pulse, rhythm, 4-beat pattern, So, Mi, chant, compose, appraise, Jazz, Classical</p>	<p>Improvise, rhythm, percussion, pulse, accompany, Timbre, lyric, conductor, symbol, melody, names of instruments</p>	<p>Melody, cue, rhythm, pulse, names of instruments, accompany, blues, country, artist</p>	<p>Internalise, melody, cue, pulse,</p>

Enquiry Title Y2	Autumn 1 + 2- Active Music – Rhythm and Pulse	Spring 1 + 2 Active Music – Pitch Please refer back to previous knowledge in Rhythm and Pulse		Summer 1 + 2 – Instrumental and singing games Please refer back to previous knowledge in Rhythm and Pulse	
Knowledge					
Skills	<ul style="list-style-type: none"> <li>To continue to learn and experience what is meant by a PULSE or a steady beat.</li> <li>To learn to keep a pulse through actions while singing a song and to follow a changing tempo.</li> <li>To learn about ostinatos.</li> <li>To listen with concentration and internalise and recall sounds with increasing aural memory.</li> <li>To compose and perform rhythm patterns in groups.</li> <li>To listen to each other and start and finish at the same time keeping to a steady pulse.</li> <li>To appraise and improve their work.</li> <li>To learn to internalise rhythms and phrases with increasing aural memory.</li> <li>To transfer experience of rhythm and pulse onto untuned percussion instruments.</li> <li>To work in groups/ensembles</li> <li>To listen to each other, start and finish at the same time and keep a steady pulse when performing as an ensemble- to follow a conductor.</li> <li>To keep a steady pulse and clap an accurate rhythm using the rhythm names Ta and Te-te.</li> <li>To name the notes Ta as crotchet and Te-te as quavers</li> <li>To listen to pieces of Music from the Pop and Rock genres each week and appraise them.</li> <li>To learn about a historical period in Musical History and its genre and the style of the music.</li> </ul>	<ul style="list-style-type: none"> <li>To learn a new pitch and solfa note and the hand sign – La.</li> <li>To recap on so and mi and their notes within the pentatonic scale.</li> <li>To sing simple melodies using so, mi and la</li> <li>To play simple melodies using so, mi and la</li> <li>To listen with concentration and to internalise and recall sounds with increasing aural memory.</li> <li>To play tuned instruments to the rhythm and to the pulse.</li> <li>To show recognition of changes in pitch.</li> <li>To sing solos.</li> <li>To internalise and recall melodic phrases. To play tuned instruments to a steady pulse as an accompaniment to singing.</li> <li>To improvise instrumental patterns.</li> <li>To listen to pieces of Music from the Jazz and Classical genres each week and appraise them.</li> <li>To learn about a historical period in Musical History and its genre and the style of the music.</li> </ul>	<ul style="list-style-type: none"> <li>To play tuned and untuned instruments to a steady pulse and an accurate rhythm to accompany singing.</li> <li>To internalise and play rhythm patterns.</li> <li>To play instruments as part of a group, attaching different rhythm symbols to different instrumental timbres.</li> <li>To perform and appraise.</li> <li>To hold one rhythm pattern while others are playing different patterns.</li> <li>To be part of a class composition. To compose 4-beat rhythm patterns, practise and perform them on instruments.</li> <li>To appraise.</li> </ul>	<ul style="list-style-type: none"> <li>To learn and take part in new singing games.</li> <li>To sing with a sense of the shape of the melody and with rhythmic accuracy.</li> <li>To follow cue word actions and move to a musical time frame.</li> <li>To internalise and clap rhythms while singing.</li> <li>To sing with a sense of shape of the melody and with rhythmic accuracy.</li> <li>To follow cue word actions and to jump to the rhythm of the words. To improvise movements to a steady pulse.</li> <li>To sing solos and in small groups with confidence.</li> <li>To move and dance to a musical time frame.</li> <li>To lead the class with solo singing.</li> <li>To walk, stamp and clap to a steady pulse while singing.</li> <li>To listen to pieces of Music from the Pop and Rock genres each week and appraise them.</li> <li>To learn about a historical period in Musical History and its genre and the style of the music.</li> </ul>	

Key Vocabulary	Pulse, steady beat, tempo, ostinato rhythm, appraise	Pulse. Rhythm, pitch, tuned, solo, melody patterns	Tuned, un-tuned, pulse, rhythm, timbre, 4 beat	Melody, rhythm, cue words, pulse, solo	
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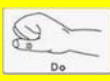
Year 3 Music	Autumn 1 + 2	Spring	Spring 2	Summer 1	Summer 2
Knowledge	<p><b>Active Music- Rhythm and Pulse</b></p> <ul style="list-style-type: none"> <li>To know that <b>Pulse</b> and <b>heartbeat</b> are the same thing. It is like a regular heartbeat running steadily through the piece of music.</li> <li>To know that a <b>rhythm</b> is a pattern and it can be based on a pattern of words.</li> <li>To know that an <b>Ostinato</b> is a repeated pattern. It can be based on a repeated rhythm or a repeated phrase within a song.</li> <li>To know that <b>Ta</b> lasts for 1 beat</li> <li>The musical name for Ta is a <b>Crotchet</b>. </li> <li>To know that <b>Te-Te</b> are two halves that are put together to make one beat. </li> <li>The musical name for a Te-Te is <b>Quavers</b></li> <li>Crotchets and quaver put together create rhythms.</li> <li>To know that a rest means <b>Silence</b>.</li> <li>To know that the ssshhh rest is one beat. </li> <li>To know that <b>Dynamics</b> means LOUD (<i>Forte</i>) or Quiet (<i>Piano</i>)</li> <li>To know that <b>Tempo</b> means fast (<i>allegro</i>) or slow (<i>Adagio</i>)</li> <li>To know that <b>Pitch</b> is a melody that is high or low, it rises and falls and has a range from <b>DO – SO</b></li> <li>To <b>perform</b> means to demonstrate or show your skills individually, in a group as a class.</li> <li>To know that call and response means the Adult calls and demonstrates and the children respond, or they can echo what the caller has done.</li> <li>To know that <b>Texture</b> means unison, in layers/parts or as a solo (individual)</li> <li>To <b>internalise</b> means to say it in head but not out loud.</li> <li>To know the names and be able to identify untuned percussion instruments</li> <li>To know that Pop music originated in 20th century.</li> <li>Pop Music have good rhythm, a catchy melody, the song lyrics are easy to remember and they are easy to sing along too.</li> <li>The <b>Beach Boys</b> and <b>The Spice Girls</b> are good examples of pop musicians.</li> </ul>	<p><b>Active Music- Pitch</b></p> <p>Please refer back to previous knowledge in Rhythm and Pulse</p> <ul style="list-style-type: none"> <li><b>Timbre</b> means the type of sound being made – whisper, hum, sung, talk.</li> <li>To know that the pitched note for <b>SO</b> is <b>G</b></li> <li>To know the  hand sign for <b>SO</b> is</li> <li>To know that  the pitched note <b>MI</b> is <b>E</b></li> <li>To know the hand sign for <b>MI</b> is</li> <li>To know the  pitched note for <b>LA</b> is <b>A</b></li> <li>To know that the  hand sign for <b>DO</b> is <b>C</b></li> <li>To know that  the pitched note for <b>DO</b> is <b>C</b></li> <li>To know the handsigns for Do is</li> <li>To sing at <b>PITCH</b> means you sing the same note as the one being played.</li> <li>To know that the <b>melody</b> is the tune of a song and is made up of many different musical notes.</li> <li><b>Aural memory</b> is to remember what you hear</li> <li>To know that <b>internalise</b> means sing or chant in your head and not to sing or chant it out loud.</li> <li>A <b>pentatonic scale</b> has 5 pitched notes in it <b>C, D, E, G, A</b>. You move up and down the scale to get higher and lower and change the pitch.</li> <li>To know that there are different periods/genres within classical music.</li> <li>To know that Chopin and Vivaldi are good examples Classical Composers.</li> <li>To know that classical music is written for orchestras and choirs.</li> <li>To know that an orchestra is a band of different instruments that sit in different sections.</li> </ul>	<p><b>Active Music – Instrumental and singing games</b></p> <p>Please refer back to previous knowledge in Rhythm and Pulse and Pitch</p> <ul style="list-style-type: none"> <li>To know that <b>Timbre</b> means the different types of sound</li> <li>It also means the way you make the instrument sound- Hard, soft, tinkly etc.</li> <li><b>Texture</b> means the layers of sounds and the different combinations.</li> <li>To <b>improvise</b> means to make up- be creative.</li> <li>To know that <b>Blues</b> music and <b>country</b> music originated in America.</li> <li><b>Eric Clapton</b> and <b>James Armstrong</b> are Blues musicians</li> <li>To know that <b>Dolly Parton</b> is a country singer and <b>Carter Family</b> are a Country band.</li> </ul> <p><b>WHATEVER PIECE OF MUSIC YOU LISTEN TO, GIVE THE YEAR IT WAS WRITTEN IN AND WHAT ERA IT IS FROM AND ONE FACT ABOUT THE BAND.</b></p>	<ul style="list-style-type: none"> <li>To know that a singing voice is different to a shouting or a talking voice.</li> <li>To sing with clear diction is to sing the words clearly so that everyone can understand them.</li> <li>To sing a solo is to sing on their own.</li> <li>To know a <b>conductor</b> is some one who every one follows. The Conductor needs to show a steady beat.</li> <li>To sing in <b>unison</b> means to sing together, sing as one.</li> <li><b>Improvise</b> means to create.</li> </ul>	



	<ul style="list-style-type: none"> <li>• To know that in more modern pop music, the performers sing and dance rather than play instruments or the singer/soloist is the one who plays the instruments.</li> <li>• To know that <b>The Rolling Stones</b> and <b>Led Zepplin</b> were <b>Rock bands</b>.</li> <li>• To know that <b>Rock Music</b> begin in 1950s and is still being performed today and there are many modern rock bands that still make music today.</li> <li>• Rock music is a form of music that has a very strong beat.</li> <li>• To identify Electric guitar, bass guitar and drum kit as key instruments to Rock music.</li> <li>• <b>WHATEVER PIECE OF MUSIC YOU LISTEN TO, GIVE THE YEAR IT WAS WRITTEN IN AND WHAT ERA IT IS FROM AND MANY FACTS ABOUT THE BAND.</b></li> </ul>	<p><b>*To develop a better understanding of the instruments in the string section- to name the violin, cello, double bass, viola and harp.</b></p> <p><b>*To know that Jazz music began in America in late 19<sup>th</sup> Century. It is known as swing music, with meaningful lyrics and vocals that call and answer each other.</b></p> <p><b>*To know that <b>John Coltrane and Duke Ellington</b> were Jazz musicians.</b></p> <p><b>*To know that the saxophones, trumpets, piano, clarinet and double bass were key instruments</b></p> <p><b>WHATEVER PIECE OF MUSIC YOU LISTEN TO, GIVE THE YEAR IT WAS WRITTEN IN AND WHAT ERA IT IS FROM AND MANY FACTS ABOUT THE COMPOSER</b></p>		
Skills	<ul style="list-style-type: none"> <li>• To create musical patterns.</li> <li>• To keep a steady beat whilst chanting.</li> <li>• To sing in unison with clear diction and control of pitch. To chant and perform increasingly complex actions to a steady pulse.</li> <li>• To learn to recognise and read rhythm symbols within phrases using TA, Te-Te- and REST.</li> <li>• To work in a group to create 4-beat rhythm sequences with words, based around a theme.</li> <li>• To rehearse and present performances.</li> <li>• To add instrumental accompaniments.</li> <li>• To feel and play the different rhythms of the words.</li> <li>• To appraise and improve their work.</li> <li>• To improvise rhythm patterns as part of a class performance.</li> <li>• To relate rhythm symbols to actions.</li> <li>• To internalise and recall rhythmic phrases with increasing aural memory.</li> </ul>	<p><b>*To experiment with the different ways the voice can be used. To learn and recognise hand sign for new notes la, do and re.</b></p> <p><b>*To sing a So – Mi interval and learn the names and hand signs for them.</b></p> <p><b>*To read simple notated rhythm and pitch patterns using ta and te te and So mi handsigns.</b></p> <p><b>* To sing intervals between mi, so and la and learn the names and hand signs for them.</b></p> <p><b>*To read simple notated rhythm and pitch patterns using ta and te and sssh and So mi la handsigns.</b></p> <p><b>* To sing intervals between mi, so, la and re and learn the names and hand signs for them.</b></p> <p><b>* To sing intervals between mi, so, re and do and learn the names and hand signs for them.</b></p> <p><b>*To sing a notated rhythm and pitch pattern using ta, te te and sssh and the full pentatonic scale- Do, re, mi so and la.</b></p> <p><b>*To perform in two parts</b></p> <p><b>*To experiment and play using more than one ostinato.</b></p> <p><b>*To play pentatonic melodies on tuned instruments from notation with rhythmic accuracy.</b></p> <p><b>*To compose oen rhythm and pitch notations for the class to practise and perform.</b></p> <p><b>*To listen to pieces of Music from the Jazz and Classical genres each week and appraise them.</b></p> <p><b>*To learn about a historical period in Musical History and its genre and the style of the music.</b></p>	<ul style="list-style-type: none"> <li>• To play un-tuned instruments with rhythmic accuracy.</li> <li>• To improvise melodic phrases on xylophones.</li> <li>• To play while using thinking voices.</li> <li>• To perform and appraise.</li> <li>• To create layers of sound with ostinatos.</li> <li>• To appraise.</li> <li>• To play pulse and rhythm on tuned instruments with control and accuracy.</li> <li>• To internalise the rhythm and melody of a song.</li> <li>• To play as an accompaniment to chanting and on key words.</li> <li>• To choose and organise rhythm patterns in groups.</li> <li>• To practise and perform rhythm compositions in groups.</li> </ul>	<ul style="list-style-type: none"> <li>• To follow cue word actions and to learn to pass taps from child to child at a consistent tempo around the circle.</li> <li>• To create own hand clapping sequences to a steady pulse. To perform and appraise.</li> <li>• To read and perform rhythm patterns accurately.</li> <li>• To internalise, memorise and pass on rhythms.</li> <li>• To practise and perform in a group.</li> <li>• To sing with melodic and rhythmic accuracy both in unison and in 2 parts.</li> <li>• To learn new singing games.</li> </ul>







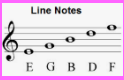






				<ul style="list-style-type: none"> <li>• To improvise actions to a steady pulse.</li> <li>• To move within a musical time frame and to walk, clap and stamp to a steady pulse.</li> </ul> <p>*To bounce and catch to a steady pulse while singing, to skip to a steady pulse while chanting, and to jump and chant to a steady pulse while playing French elastics.</p>
Key Vocabulary	Unison, pitch, pulse, rhythm, rest, beat, appraise, phrases, texture, timbre,	Rhythm, pentatonic, melody, pitch tuned/untuned, pulse ostinatos, notation	Rhythm, pulse, melody, cue words, improvise	

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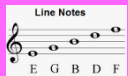
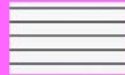
Year 4 Music	Active Music- Rhythm and Pulse	Active Music – Pitch Please refer back to previous knowledge of Rhythm and Pulse	Active Music – Instrumental and Singing games Please refer back to previous knowledge of Rhythm and Pulse and Pitch
Knowledge	<ul style="list-style-type: none"> <li>To know that <b>Pulse</b> and <b>heartbeat</b> are the same thing. It is like a regular heartbeat running steadily through the piece of music.</li> <li>If the pulse is getting faster – (accelerando), getting slower- (rallentando).</li> <li>To know that Music is written in <b>bars</b> and has a <b>metre</b> or a <b>time signature</b> that explains how many 1 beats are in the bar – e.g. 4/4 = 4 beats in the bar, 2/4 = 2 beats in the bar.</li> <li>To know that a <b>rhythm</b> is a musical pattern and it can be based on a pattern of words.</li> <li>To know that an <b>Ostinato</b> is a repeated musical pattern. It can be based on a repeated rhythm or a repeated phrase within a song.</li> <li>To know that <b>Ta</b> lasts for 1 beat </li> <li>The musical name for Ta is a Crotchet.</li> <li>To know that <b>Te-Te</b> are two halves that are put together to make one beat. </li> <li>The musical name for a <b>Te-Te</b> is Quavers</li> <li>Crotchets and quaver put together create rhythms.</li> <li>To know that a <b>rest</b> means Silence. </li> <li>To know that the sshhh rest is one beat.</li> <li>To know that <b>Dynamics</b> means LOUD (<i>Forte</i>) or QUIET (<i>Piano</i>), <i>GETTING LOUDER (Crescendo)</i>, <i>GETTING QUIETER (Decrescendo)</i></li> <li><b>Articulation</b> means how we plait the instrument – SMOOTH (<i>Legato</i>), DETACHED (<i>Staccato</i>)</li> <li>To sing in <b>unison</b> is to sing altogether.</li> <li>To perform a <b>Duet</b> is to perform in <b>two</b> parts.</li> <li>A <b>round</b> is made up of two parts, the play the same thing but at different times.</li> <li><b>Repetition</b> means to repeat.</li> <li><b>Create contrast</b> means to do it differently e.g. louder, softer, faster slower etc.</li> </ul>	<p>* <b>Timbre</b> means the type of sound being made – whisper, hum, sung, talk.</p> <p>* <b>Major scale</b> are happy sounds <a href="https://www.youtube.com/watch?v=vTJhpjIA0Fc">https://www.youtube.com/watch?v=vTJhpjIA0Fc</a></p> <p>* <b>Minor scale</b> is sad sounds <a href="https://www.youtube.com/watch?v=489e7lizfp4">https://www.youtube.com/watch?v=489e7lizfp4</a></p> <p>* <b>Pitch range</b> is how many notes within the scale.</p> <p>*To know that the pitched note for <b>SO</b> is <b>G</b></p> <p>*To know the hand sign for SO is </p> <p>*To know that the pitched note <b>MI</b> is E</p> <p>To know the hand sign for MI is </p> <p>*To know the pitched note for <b>LA</b> is <b>A</b></p> <p>To know that the hand sign for LA is </p> <p>*To know that the pitched note for <b>RE</b> is D</p> <p>*To know that hand sign for RE is </p> <p>*To know that the pitched note for DO is <b>C</b></p> <p>*To know the hand signs for Do is </p> <p>*To sing at <b>PITCH</b> means you sing the same note as the one being played.</p> <p>*The interval between <b>DO</b> and <b>SO</b> is a range of a 5<sup>th</sup> as there are 5 notes.</p> <p>*To know that the <b>melody</b> is the tune of a song and is made up of many different musical notes.</p> <p>* <b>Aural memory</b> is to remember what you hear</p>	<p>*To <b>echo</b> is to repeat that same thing that has been played to you or you have heard.</p> <p>*To <b>improvise</b> is to make up your own, be creative.</p> <p>*A <b>thinking voice</b> is a where we think it in our head but we do not say it out loud when we play.</p> <p>* <b>Body percussion</b> is using your whole body to create different sounds, including your voice.</p> <p>*A <b>layer of sound</b> is the <b>texture</b> of the music – two parts or three parts with a steady beat.</p> <p>*To <b>appraise</b> means to listen to and think about the different musical elements and how the performer could improve or giving opinions such as likes and dislikes.</p> <p>*To know that <b>Blues</b> music and <b>country</b> music originated in America.</p> <p>* <b>Jonny Winter and Etta James</b> are Blues musicians</p> <p>*To know that <b>Garth Brooks</b> and <b>Shania Twain</b> are country singers.</p> <p>*A <b>sequence</b> is a passage of movements, rhythms or sounds.</p> <p>* <b>Clear diction</b> means that you sing each word so that the person listening can understand the words that you are singing.</p> <p>*A <b>canon</b> is another name for a round. All will sing the same but will start at different times.</p> <p>*To sing a <b>solo</b> is to sing on their own.</p> <p>*To know a conductor is someone who every one follows. The <b>Conductor</b> needs to show a steady beat.</p> <p>*To sing in <b>unison</b> means to sing together, sing as one.</p>

<ul style="list-style-type: none"> <li>• To <b>perform</b> means to demonstrate or show your skills individually, in a group as a class.</li> <li>• To know that <b>call and response</b> means the Adult calls and demonstrates and the children respond, or they can echo what the caller has done.</li> <li>• To <b>internalise</b> means to say it in head but not out loud.</li> <li>• To know the names and be able to identify <b>untuned percussion</b> instruments</li> <li>• To know that <b>Pop music</b> originated in 20th century.</li> <li>• <b>Pop Music</b> have good rhythm, a catchy melody, the song lyrics are easy to remember and they are easy to sing along too and dance too. Can tell real stories. Pop stars can become idols and ones that youngsters look up too and admire.</li> <li>• <b>Destiny's Child</b> and <b>Steps</b> are good examples of pop musicians.</li> <li>• To know that in more modern pop music, the performers sing and dance rather than play instruments or the singer/soloist is the one who plays the instruments.</li> <li>• To know that <b>AD/DC</b> and Aerosmith were Rock bands.</li> <li>• To know that Rock Music begin in 1950s and is still being performed today and there are many modern rock bands that still make music today.</li> <li>• Rock music is a form of music that has a very strong beat.</li> <li>• To identify Electric guitar, bass guitar and drum kit as key instruments to Rock music.</li> <li>• <b>WHATEVER PIECE OF MUSIC YOU LISTEN TO, GIVE THE YEAR IT WAS WRITTEN IN AND WHAT ERA IT IS FROM AND MANY FACTS ABOUT THE BAND.</b></li> </ul>	<p>*To know that <b>internalise</b> means sing or chant in your head and not to sing or chant it out loud.</p> <p>*<b>A pentatonic scale</b> has 5 pitched notes in it <b>C, D, , G, A.</b> You move up and down the scale to get higher and lower and change the pitch.</p> <p>*Harmony – do we repeat the same note or do we move up and down the scale?</p> <p>*To know that there are different periods/genres within classical music.</p> <p>*To know that <b>Stravinsky</b> and <b>Haydn</b> are good examples Classical Composers.</p> <p>*To know that classical music is written for orchestras and choirs.</p> <p>*To know that an orchestra is a band of different instruments that sit in different sections. Recap on the string section</p> <p>*To develop a better understanding of the instruments in the woodwind section- to name the flute, clarinet, oboe, bassoon, saxophone, piccolo.</p> <p>*To know that Jazz music began in America in late 19<sup>th</sup> Century. It is known as swing music, with meaningful lyrics and vocals that call and answer each other.</p> <p>*To know that <b>Sammy Davis JR</b> and <b>Glenn Miller</b> were Jazz musicians.</p> <p>*To know that the saxophones, trumpets, piano, clarinet and double bass were key instruments</p> <p><b>WHATEVER PIECE OF MUSIC YOU LISTEN TO, GIVE THE YEAR IT WAS WRITTEN IN AND WHAT ERA IT IS FROM AND MANY FACTS ABOUT THE COMPOSER</b></p>	<p><b>WHATEVER PIECE OF MUSIC YOU LISTEN TO, GIVE THE YEAR IT WAS WRITTEN IN AND WHAT ERA IT IS FROM AND ONE FACT ABOUT THE BAND.</b></p>	
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<p><b>Skills</b></p>	<ul style="list-style-type: none"> <li>• To create musical patterns.</li> <li>• To sing in unison with clear diction and control of pitch.</li> <li>• To chant and perform increasingly complex actions to a steady pulse.</li> <li>• To clarify the difference between the pulse and the rhythm.</li> <li>• To learn to recognise and read different rhythm symbols within phrases using TA, Te-Te- and REST.</li> <li>• To create musical patterns in 3 parts with pulse, rhythm and ostinatos.</li> <li>• To relate musical symbols to actions.</li> <li>• To rehearse and perform in groups playing pulse, rhythm and ostinatos on instruments.</li> <li>• To listen to each other and keep in time.</li> <li>• To compose and play rhythm rounds in groups using voices, body percussion and instruments.</li> <li>• To keep a steady pulse while chanting and to tap a steady pulse around the circle while singing.</li> <li>• To improvise rhythm patterns as part of a class performance.</li> <li>• To internalise and recall rhythmic and melodic phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• To experiment with different ways the voice can be used.</li> <li>• To learn the solfa name and hand sign of notes Do, Re, Mi, So and La</li> <li>• To recognise and sing the intervals between Do, Re, Mi, So and La</li> <li>• To sing from notated rhythm and pitch patterns based on Solfa using the pentatonic scale which are the notes C, D, E, F, G</li> <li>• To use tuned instruments to play pulse, rhythm and to pick out melodies.</li> <li>• To experiment with ostinatos and begin to layer sounds.</li> <li>• To perform in 2 parts, creating a harmony,</li> <li>• To play pentatonic melodies on tuned instruments from notation with growing rhythmic accuracy.</li> <li>• To relate musical symbols to actions.</li> <li>• To rehearse, practise and perform playing as a class and individually.</li> <li>• To listen to each other and keep in time.</li> <li>• To internalise and recall rhythmic and melodic phrases.</li> <li>• To compose own pitch notations with some rhythm for the class to practise and perform.</li> </ul>	<ul style="list-style-type: none"> <li>• To echo 4-beat rhythm patterns on un-tuned percussion.</li> <li>• To improvise melodic phrases on xylophones.</li> <li>• To play as an accompaniment and with thinking voices.</li> <li>• To play pulse and rhythm on tuned instruments with control and accuracy.</li> <li>• To internalise the rhythm and melody of a song through voice and body percussion.</li> <li>• To create layers of sound with tuned ostinatos.</li> <li>• To improvise rhythm patterns in groups.</li> <li>• To play un-tuned instruments with rhythmic accuracy.</li> <li>• To practise and perform to a steady pulse with confidence.</li> <li>• To compose rhythm patterns in groups.</li> <li>• To play un-tuned instruments from their own notation.</li> <li>• To practise and perform rhythm compositions in groups, creating different layers of sound.</li> </ul> <p>To perform and appraise.</p>	<ul style="list-style-type: none"> <li>• To learn clapping games.</li> <li>• To sing with melodic and rhythmic accuracy and to learn the cue words actions.</li> <li>• To create own hand clapping sequences to a steady pulse. To perform and appraise.</li> <li>• To tap rhythmic phrases using body percussion and claves.</li> <li>• To perform in groups.</li> <li>• To sing in unison and in 2 parts with clear diction and with a sense of phrase.</li> <li>• To coordinate specific rhythms with given actions.</li> <li>• To play claves in canon.</li> <li>• To sing with melodic and rhythmic accuracy.</li> <li>• To learn and follow cue word actions and to move to a musical time frame.</li> <li>• To improvise actions and movements to a steady pulse. To develop internalising skills.</li> </ul> <p>To memorise a long movement sequence as part of a game.</p>
<p><b>Key Vocabulary</b></p>	<p>Unison, pitch, pulse, rhythm, rest, beat, appraise, phrases, melody, ostinatos</p>	<p>Pulse, rhythm, tuned/untuned, notation, ostinatos, texture</p>	<p>Rhythm, pulse, melody, cue words, improvise, canon</p>	

Year 5 Music	Active Music – Rhythm and Pulse Unit	Active Music – Pitch Please refer back to previous knowledge of Rhythm and Pulse	Active Music – Instrumental and Singing games Please refer back to previous knowledge of Rhythm and Pulse and PITCH
Knowledge	<ul style="list-style-type: none"> <li>To know that <b>Pulse</b> and <b>heartbeat</b> are the same thing. It is like a regular heartbeat running steadily through the piece of music.</li> <li>If the pulse is getting faster – (accelerando), getting slower- (rallentando).</li> <li>To know that Music is written in <b>bars</b> and has a <b>metre</b> or a <b>time signature</b> that explains how many 1 beats are in the bar – e.g. 4/4 = 4 beats in the bar, 2/4 = 2 beats in the bar.</li> <li>To know that a <b>rhythm</b> is a musical pattern and it can be based on a pattern of words.</li> <li>To know that an <b>Ostinato</b> is a repeated musical pattern. It can be based on a repeated rhythm or a repeated phrase within a song.</li> <li>To know that <b>Ta</b> lasts for 1 beat</li> <li>The musical name for Ta is a <b>Crotchet</b>. </li> <li>To know that <b>Te-Te</b> are two halves that are put together to make one beat. </li> <li>The musical name for a Te-Te is <b>Quavers</b></li> <li>Crotchets and quaver put together create rhythms.</li> <li>To know that a <b>rest</b> means <b>Silence</b>. </li> <li>To know that the sshhh rest is one beat. </li> <li>To know that <b>Ta-a</b> lasts for two beats. </li> <li>The Musical name for Ta-a is a <b>Mimin</b></li> <li>A <b>semibreve</b> lasts for 4 whole beats </li> <li>To sing in <b>unison</b> is to sing altogether.</li> <li>To know that <b>Dynamics</b> means LOUD (<i>Fort</i>) or QUIET (<i>Piano</i>), GETTING LOUDER (<i>Crescendo</i>), GETTING QUIETER (<i>Decrescendo</i>), VERY LOUD (<i>Fortissimo</i>), VERY QUIET (<i>Pianissimo</i>) MODERATELY LOUD (<i>Mezzo forte</i>), MODERATELY QUIET (<i>Mezzo piano</i>)</li> </ul>	<ul style="list-style-type: none"> <li>The notes are can be on the lines or in the spaces. These are the note names.  </li> <li>There is a <b>treble clef</b> </li> <li>There is a <b>bass clef</b> </li> <li>An <b>Octave</b> is an 8 note scale Do, re, mi, fa, so, la, ti, do</li> </ul>  <ul style="list-style-type: none"> <li><b>Major scale</b> are happy sounds <a href="https://www.youtube.com/watch?v=vTJhpjIA0Fc">https://www.youtube.com/watch?v=vTJhpjIA0Fc</a></li> <li><b>Minor scale</b> is sad sounds <a href="https://www.youtube.com/watch?v=489e7lizfp4">https://www.youtube.com/watch?v=489e7lizfp4</a></li> <li><b>Pitch range</b> is how many notes within the scale.</li> <li><b>Music can be played in different keys.</b> This means that they can start on different notes. These can be happy keys like major keys or sad keys like the minor keys.</li> <li>To know that the pitched note for <b>SO</b> is <b>G</b></li> <li>To know the hand sign for <b>SO</b> is </li> <li>To know that the pitched note <b>MI</b> is <b>E</b></li> <li>To know the hand sign for <b>MI</b> is </li> <li>To know the pitched note for <b>LA</b> is <b>A</b></li> </ul>	<ul style="list-style-type: none"> <li>*To <b>improvise</b> is to make up your own, be creative.</li> <li>*A <b>thinking voice</b> is a where we think it in our head but we do not say it out loud when we play.</li> <li>*<b>Body percussion</b> is using your whole body to create different sounds, including your voice.</li> <li>*A <b>layer of sound</b> is the <b>texture</b> of the music – two parts or three parts with a steady beat.</li> <li>*To <b>appraise</b> means to listen to and think about the different musical elements and how the performer could improve or giving opinions such as likes and dislikes.</li> <li>*<b>Layers of sound</b> are linked to the number of different parts playing.- 2, 3 parts at the same time- <b>Texture</b></li> <li>* To <b>echo</b> is to repeat what has been played, sung or heard.</li> <li>*To know that <b>Blues</b> music and <b>country</b> music originated in America. *<b>Bessie Smith</b> and <b>B B King</b> are Blues musicians</li> </ul> <ul style="list-style-type: none"> <li>*A <b>sequence</b> is a passage of movements, rhythms or sounds.</li> <li>*<b>Clear diction</b> means that you sing each word so that the person listening can understand the words that you are singing.</li> <li>*A <b>canon</b> is another name for a round. All will sing the same but will start at different times.</li> <li>*To sing a <b>solo</b> is to sing on their own.</li> <li>*To know a <b>conductor</b> is someone who every one follows. The <b>Conductor</b> needs to show a steady beat.</li> <li>*To sing in <b>unison</b> means to sing together, sing as one.</li> <li>*A <b>singing game</b> is when you perform actions when singing, normally to a steady beat.</li> </ul>

- **Articulation** means how we play the instrument – SMOOTH (*Legato*), DETACHED (*Staccato*)
- To sing in **unison** is to sing altogether.
- To perform a **Duet** is to perform in **two** parts.
- A **round** is made up of two parts, they play the same thing but at different times.
- **Repetition** means to repeat.
- **Create contrast** means to do it differently e.g. louder, softer, faster slower etc.
- To **perform** means to demonstrate or show your skills individually, in a group as a class.
- To know that **call and response** means the Adult calls and demonstrates and the children respond, or they can echo what the caller has done.
- To **compose** is to create individually or as a class, in a group creatively.
- To **internalise** means to say it in head but not out loud.
- To know the names and be able to identify **untuned percussion** instruments
- A stave is the 5 lines of that notated music is written on.
- The notes can be on the lines or in the spaces. These are the note names.



- There is a **treble clef**



- There is a **bass clef**



- An **Octave** is an 8 note scale

To know that the hand sign for **LA** is



\*To know that the pitched note for **RE** is **D**

\*To know that hand sign for RE is



\*To know that the pitched note for **DO** is **C**

\*To know the hand signs for Do is



\*A **pentatonic scale** has 5 pitched notes in it **C, D, E, G, A**. You move up and down the scale to get higher and lower and change the pitch.

\*Harmony – do we repeat the same note or do we move up and down the scale?

\*To sing at **PITCH** means you sing the same note as the one being played.

\*A **melody** is groups of notes put together to make a tune, This may be repeated.

The interval between **DO** and **LA** is a range of a 6<sup>th</sup> as there are 6 notes.

\*To know that the **melody** is the tune of a song and is made up of many different musical notes.

\***Aural memory** is to remember what you hear

\*To know that **internalise** means sing or chant in your head and not to sing or chant it out loud.

\***Notated pitch and rhythm patterns** are the notes written on the stave of music as above.

\*To perform in three parts is to perform with three different parts going together at the same time creating **TEXTURE**

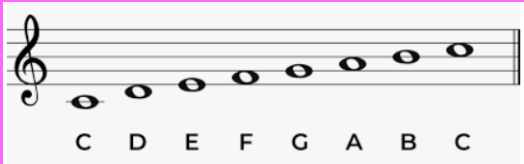
\*A **DRONE** is a long, sustained note or a chord.

\*A **chord** is made up of two or three different notes played together e.g. The notes C, E and G played together.

\*To know that **Keith Urban** and **Reba McEntire** are country singers.







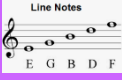






WHATEVER PIECE OF MUSIC YOU LISTEN TO, GIVE THE YEAR IT WAS WRITTEN IN AND WHAT ERA IT IS FROM AND ONE FACT ABOUT THE BAND.



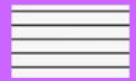
	<p>Do, re, mi, fa, so, la, ti, do</p>  <ul style="list-style-type: none"> <li>To know that <b>Pop music</b> originated in 20th century.</li> <li><b>Pop Music</b> have good rhythm, a catchy melody, the song lyrics are easy to remember and they are easy to sing along too and dance too. Can tell real stories. Pop stars can become idols and ones that youngsters look up to too and admire.</li> <li><b>Kate Bush</b> and <b>Stereophonics</b> are good examples of pop musicians.</li> <li>To know that in more modern pop music, the performers sing and dance rather than play instruments or the singer/soloist is the one who plays the instruments.</li> <li>To know that <b>Red Hot Chilli Peppers</b> and <b>Guns and Roses</b> were Rock bands.</li> <li>To know that <b>Rock Music</b> begin in 1950s and is still being performed today and there are many modern rock bands that still make music today.</li> <li>Rock music is a form of music that has a very strong beat.</li> <li>To identify Electric guitar, bass guitar and drum kit as key instruments to Rock music.</li> <li><b>WHATEVER PIECE OF MUSIC YOU LISTEN TO, GIVE THE YEAR IT WAS WRITTEN IN AND WHAT ERA IT IS FROM AND MANY FACTS ABOUT THE BAND.</b></li> </ul>	<ul style="list-style-type: none"> <li>*To know that an <b>Ostinato</b> is a repeated musical pattern. It can be based on a repeated rhythm or a repeated phrase within a song.</li> <li>*<b>Timbre</b> is to experiment with the different ways in which you can use your voice or bodies.</li> <li>*Songs can be broken up into sections such as <b>verse, chorus, verse, Chorus,</b> ending. <b>This is Ternary Form</b></li> <li>*To know that there are different periods/genres within classical music.</li> <li>*To know that <b>Benjamin Britten</b> and <b>Vaughan Williams</b> are good examples Classical Composers.</li> <li>*To know that classical music is written for orchestras and choirs.</li> <li>*To know that an orchestra is a band of different instruments that sit in different sections. Recap on the string section</li> <li>*To develop a better understanding of the instruments in the woodwind section- to name the flute, clarinet, oboe, bassoon, saxophone, piccolo.</li> <li>*To know that Jazz music began in America in late 19<sup>th</sup> Century. It is known as swing music, with meaningful lyrics and vocals that call and answer each other.</li> <li>*To know that <b>Nat King Cole</b> is a Jazz musician.</li> <li>*To know that the saxophones, trumpets, piano, clarinet and double bass were key instruments</li> </ul> <p><b>WHATEVER PIECE OF MUSIC YOU LISTEN TO, GIVE THE YEAR IT WAS WRITTEN IN AND WHAT ERA IT IS FROM AND MANY FACTS ABOUT THE COMPOSER</b></p>		
Skills	<ul style="list-style-type: none"> <li>To learn cue word actions to new games and to improvise movements to signify a REST.</li> <li>To sing in unison while maintaining actions to a steady pulse.</li> <li>To creative inventive clapping and movement sequences to a pulse and to perform.</li> <li>To read rhythm notations.</li> </ul>	<ul style="list-style-type: none"> <li>*To experiment with the different ways the voice can be used.</li> <li>*To read simple notated rhythm and pitch patterns using So and Mi and to improvise using So and Mi patterns.</li> <li>*To recognise and sing the intervals between Do, re, mi, So and La</li> <li>*To sing from notated rhythm and pitch patterns Do, Re, Mi, So and La (Full pentatonic Scale)</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and respond to repeated rhythm patterns with instruments.</li> <li>To echo 4-beat rhythm patterns on un-tuned percussion.</li> </ul>	<ul style="list-style-type: none"> <li>To learn playground games.</li> <li>To sing with clear diction and to chant with rhythmic accuracy.</li> </ul>



	<ul style="list-style-type: none"> <li>• To take part in pieces with 3 layers of sound, including ostinatos.</li> <li>• To maintain their own part with an awareness of how the other parts fit together.</li> <li>• To play rhythm patterns on percussion instruments.</li> <li>• To develop musical memory by internalising and recalling a 16-beat rhythm pattern.</li> <li>• To improvise.</li> <li>• To introduce the rhythm Ta-a.</li> <li>• To compose rhythm patterns.</li> <li>• To improvise rhythmic patterns using body percussion and movement.</li> <li>• To compose sequences in groups, building and reducing layers of movement.</li> <li>• To perform and appraise.</li> </ul>	<p><b>*To play melodies on tuned instruments and to create accompaniments to a song.</b></p> <p><b>*To create 3 layers of sound with drones, ostinatos and melodies. To maintain one part with an awareness of how the other parts fit together.</b></p> <p><b>*To read rhythm and pitch notation and play pentatonic melodies with growing accuracy.</b></p> <p><b>*To practise and perform as a class and individually.</b></p> <p><b>*To compose own rhythm and pitch notations for the class to practise and perform.</b></p>	<ul style="list-style-type: none"> <li>• To think up and play rhythm patterns in unison with control and accuracy.</li> <li>• To practise and perform in groups in 2 parts.</li> <li>• To practise and perform in groups.</li> <li>• To play tuned and un-tuned instruments with control and accuracy.</li> <li>• To internalise the rhythm and melody of a song.</li> <li>• To use ostinatos to create melodic layers</li> <li>• To play rhythm patterns from notations and by ear.</li> <li>• To lead a group.</li> <li>• To learn a new rhythm value.</li> <li>• To compose 8-beat rhythm patterns in groups.</li> <li>• To play un-tuned instruments from their own notation.</li> <li>• To practise and perform compositions in groups, creating multiple layers of sound. To perform and appraise.</li> </ul>	<ul style="list-style-type: none"> <li>• To play rhythmic phrases with control and accuracy on percussion instruments while internalising words.</li> <li>• To pass a steady pulse around the circle.</li> <li>• To practise, perform and appraise.</li> <li>• To pass claves to a steady pulse while singing.</li> <li>• To internalise words and play rhythmic phrases with control and accuracy on percussion instruments.</li> <li>• To learn movements and actions to fit with rhythmic phrases.</li> <li>• To sing and play a game in canon.</li> <li>• To walk to a steady pulse and move accurately to musical phrasing, keeping to a steady pulse.</li> </ul> <p><b>*To improvise movements to a pulse.</b></p>
Key Vocabulary	Unison, pitch, pulse, rhythm, rest, beat, appraise, phrases, ostinato, melody, improvisation	Pulse, rhythm, tuned/untuned, notation, ostinatos, texture, melody	Rhythm, pulse, melody, cue words, improvise, canon	



Enquiry Title Y6	Active Music – Rhythm and Pulse Unit	Active Music – PITCH Please refer back to previous knowledge of Rhythm and Pulse	Active Music – Instrumental Unit and singing games unit Please refer back to previous knowledge of Rhythm and Pulse and PITCH
Knowledge	<ul style="list-style-type: none"> <li>To know that <b>Pulse</b> and <b>heartbeat</b> are the same thing. It is like a regular heartbeat running steadily through the piece of music.</li> <li>If the pulse is getting faster – (accelerando), getting slower- (rallentando).</li> <li>To know that Music is written in <b>bars</b> and has a <b>metre</b> or a <b>time signature</b> that explains how many 1 beats are in the bar – e.g. 4/4 = 4 beats in the bar, 2/4 = 2 beats in the bar.</li> <li>To know that a <b>rhythm</b> is a musical pattern and it can be based on a pattern of words.</li> <li>To know that an <b>Ostinato</b> is a repeated musical pattern. It can be based on a repeated rhythm or a repeated phrase within a song.</li> <li>To know that <b>Ta</b> lasts for 1 beat </li> <li>The musical name for Ta is a <b>Crotchet</b>.</li> <li>To know that <b>Te-Te</b> are two halves that are put together to make one beat. </li> <li>The musical name for a Te-Te is <b>Quavers</b></li> <li>Crotchets and quaver put together create rhythms.</li> <li>To know that a <b>rest</b> means <b>Silence</b>. </li> <li>To know that the sshhh rest is one beat. </li> <li>To know that <b>Ta-a</b> lasts for two beats. </li> <li>The Musical name for Ta-a is a <b>Mimin</b></li> <li>A <b>semibreve</b> lasts for 4 whole beats </li> <li>To sing in <b>unison</b> is to sing altogether.</li> <li>To know that <b>Dynamics</b> means LOUD (<i>Forte</i>) or QUIET (<i>Piano</i>), GETTING LOUDER (<i>Crescendo</i>), GETTING QUIETER (<i>Decrescendo</i>), VERY LOUD (<i>Fortissimo</i>), VERY QUIET (<i>Pianissimo</i>) MODERATELY LOUD (<i>Mezzo forte</i>), MODERATELY QUIET (<i>Mezzo piano</i>)</li> </ul>	<ul style="list-style-type: none"> <li>The notes are can be on the lines or in the spaces. These are the note names.  </li> <li>There is a <b>treble clef</b> </li> <li>There is a <b>bass clef</b> </li> <li>An <b>Octave</b> is an 8 note scale Do, re, mi, fa, so, la, ti, do </li> <li><b>Major scale</b> are happy sounds <a href="https://www.youtube.com/watch?v=vTJhpjIA0Fc">https://www.youtube.com/watch?v=vTJhpjIA0Fc</a></li> <li><b>Minor scale</b> is sad sounds <a href="https://www.youtube.com/watch?v=489e7lizfp4">https://www.youtube.com/watch?v=489e7lizfp4</a></li> <li><b>Pitch range</b> is how many notes within the scale.</li> <li><b>Music can be played in different keys</b>. This means that they can start on different notes. These can be happy keys like major keys or sad keys like the minor keys.</li> <li>To know that the pitched note for <b>SO</b> is <b>G</b></li> <li>To know the hand sign for <b>SO</b> is </li> <li>To know that the pitched note <b>MI</b> is <b>E</b></li> <li>To know the hand sign for <b>MI</b> is </li> </ul>	<p>To <b>improvise</b> is to make up your own, be creative.</p> <p>*A <b>thinking voice</b> is a where we think it in our head but we do not say it out loud when we play.</p> <p>*<b>Body percussion</b> is using your whole body to create different sounds, including your voice.</p> <p>*A <b>layer of sound</b> is the <b>texture</b> of the music – two parts or three parts with a steady beat.</p> <p>*To <b>appraise</b> means to listen to and think about the different musical elements and how the performer could improve or giving opinions such as likes and dislikes.</p> <p>*<b>Layers of sound</b> are linked to the number of different parts playing.- 2, 3 parts at the same time- <b>Texture</b></p> <p>A <b>sequence</b> is a passage of movements, rhythms or sounds.</p> <p>*<b>Clear diction</b> means that you sing each word so that the person listening can understand the words that you are singing.</p> <p>*A <b>canon</b> is another name for a round. All will sing the same but will start at different times.</p> <p>*To sing a <b>solo</b> is to sing on their own.</p> <p>*To know a <b>conductor</b> is someone who every one follows. The <b>Conductor</b> needs to show a steady beat.</p> <p>*To sing in <b>unison</b> means to sing together, sing as one.</p> <p>*A <b>singing game</b> is when you perform actions when singing, normally to a steady beat.</p>

- **Articulation** means how we play the instrument – SMOOTH (*Legato*), DETACHED (*Staccato*)
- To sing in **unison** is to sing altogether.
- To perform a **Duet** is to perform in **two** parts.
- A **round** is made up of two parts, they play the same thing but at different times.
- **Repetition** means to repeat.
- **Create contrast** means to do it differently e.g. louder, softer, faster slower etc.
- To **perform** means to demonstrate or show your skills individually, in a group as a class.
- To know that **call and response** means the Adult calls and demonstrates and the children respond, or they can echo what the caller has done.
- To **compose** is to create individually or as a class, in a group creatively.
- To **internalise** means to say it in head but not out loud.
- To know the names and be able to identify **untuned percussion** instruments
- A **stave** is the 5 lines of that notated music is written on.



- The notes are can be on the lines or in the spaces. These are the note names.



- There is a **treble clef** 
- There is a **bass clef** 
- An **Octave** is an 8 note scale

o, re, mi, fa, so, la, ti, do

- To know that **Pop music** originated in 20th century.

\*To know the pitched note for **LA** is **A**

To know that the hand sign for **LA** is



\*To know that the pitched note for **RE** is **D**

\*To know that hand sign for RE is



\*To know that the pitched note for **DO** is **C**

\*To know the hand signs for Do is



\*The know the hand sign for **Fa** is



\*The hand sign for **Ti** is



\*A **pentatonic scale** has 5 pitched notes in it **C, D, E, G, A**. You move up and down the scale to get higher and lower and change the pitch.

\*Harmony – do we repeat the same note or do we move up and down the scale?

\*To sing at **PITCH** means you sing the same note as the one being played.

\*A **melody** is groups of notes put together to make a tune, This may be repeated.

The interval between **DO** and **LA** is a range of a 6<sup>th</sup> as there are 6 notes.

\*To know that the **melody** is the tune of a song and is made up of many different musical notes.

\***Aural memory** is to remember what you hear

\*To know that **internalise** means sing or chant in your head and not to sing or chant it out loud.

\***Notated pitch and rhythm patterns** are the notes written on the staff of music as above.

\* To **echo** is to repeat what has been played, sung or heard.

\*To know that **Blues** music and **country** music originated in America.

\***Janis Joplin** and **T Bone Walker** are Blues musicians

\*To know that **Glenn Campbell** and **Tanya Tucker** are country singers.

**WHATEVER PIECE OF MUSIC YOU LISTEN TO, GIVE THE YEAR IT WAS WRITTEN IN AND WHAT ERA IT IS FROM AND ONE FACT ABOUT THE BAND.**

	<ul style="list-style-type: none"> <li>• <b>Pop Music</b> have good rhythm, a catchy melody, the song lyrics are easy to remember and they are easy to sing along too and dance too. Can tell real stories. Pop stars can become idols and ones that youngsters look up too and admire.</li> <li>• <b>Lady Gaga</b> and <b>Elton John</b> are good examples of pop musicians.</li> <li>• To know that in more modern pop music, the performers sing and dance rather than play instruments or the singer/soloist is the one who plays the instruments.</li> <li>• To know that <b>Pink Floyd</b> and <b>Black Sabbath</b> were <b>Rock bands</b>.</li> <li>• To know that <b>Rock Music</b> begin in 1950s and is still being performed today and there are many modern rock bands that still make music today.</li> <li>• Rock music is a form of music that has a very strong beat.</li> <li>• To identify Electric guitar, bass guitar and drum kit as key instruments to Rock music.</li> <li>• <b>WHATEVER PIECE OF MUSIC YOU LISTEN TO, GIVE THE YEAR IT WAS WRITTEN IN AND WHAT ERA IT IS FROM AND MANY FACTS ABOUT THE BAND.</b></li> </ul>	<p>*To perform in three parts is to perform with three different parts going together at the same time creating <b>TEXTURE</b></p> <p>*A <b>DRONE</b> is a long, sustained note or a chord.</p> <p>*A <b>chord</b> is made up of two or three different notes played together e.g. The notes C, E and G played together.</p> <p>*To know that an <b>Ostinato</b> is a repeated musical pattern. It can be based on a repeated rhythm or a repeated phrase within a song.</p> <p>*<b>Timbre</b> is to experiment with the different ways in which you can use your voice or bodies.</p> <p>*Songs can be broken up into sections such as <b>verse, chorus, verse, Chorus,</b> ending. <b>This is Ternary Form</b></p> <p>*To know that there are different periods/genres within classical music.</p> <p>*To know that <b>Gustav Holst</b> and <b>Rachmaninoff</b> are good examples Classical Composers.</p> <p>*To know that classical music is written for orchestras and choirs.</p> <p>*To know that an orchestra is a band of different instruments that sit in different sections. Recap on the string, woodwind and percussion section</p> <p>*To develop a better understanding of the instruments in the brass section- to name the trumpet, trombone, French horn, tuba, bass trombone</p> <p>*To know that Jazz music began in America in late 19<sup>th</sup> Century. It is known as swing music, with meaningful lyrics and vocals that call and answer each other.</p> <p>*To know that <b>Miles Davis</b> is a Jazz musician.</p> <p>*To know that the saxophones, trumpets, piano, clarinet and double bass were key instruments</p> <p><b>WHATEVER PIECE OF MUSIC YOU LISTEN TO, GIVE THE YEAR IT WAS WRITTEN IN AND WHAT ERA IT IS FROM AND MANY FACTS ABOUT THE COMPOSER</b></p>		
Skills	<ul style="list-style-type: none"> <li>• To keep to a steady pulse while playing chanting games.</li> <li>• To pass a tap steadily around the circle while singing and to show awareness of RESTS.</li> </ul>	<p><b>**To experiment with the different ways the voice can be used.</b></p> <p><b>*To read simple notated rhythm and pitch patterns using So and Mi and to improvise using So and Mi patterns.</b></p>	To play repeated rhythm patterns on un-tuned percussion.	To learn playground games.

	<ul style="list-style-type: none"> <li>• To create clapping routines to a steady pulse, being inventive with rhythm patterns and actions.</li> <li>• To learn dance movements and actions to songs.</li> <li>• To sing with clear diction and in 2 parts.</li> <li>• To read rhythm notations containing Ta-a, Ta, Te-te and rest</li> <li>• To invent actions to go with each symbol.</li> <li>• To develop musical memory by internalising and recalling a 16-beat rhythm pattern. To improvise as part of a class piece.</li> <li>• To compose rhythm rounds in groups, using voices, body percussion and instruments.</li> <li>• To maintain their own part with an awareness of how the other parts fit together.</li> <li>• To compose rhythm/action sequences in groups, building and reducing layers.</li> <li>• To play instruments to accompany the movements.</li> <li>• To perform and appraise.</li> </ul>	<p><b>*To recognise and sing the intervals between Do, re, mi, So and La</b></p> <p><b>*To sing from notated rhythm and pitch patterns Do, Re, Mi, So and La (Full pentatonic Scale)</b></p> <p><b>*To play melodies on tuned instruments and to create accompaniments to a song.</b></p> <p><b>*To create 3 layers of sound with drones, ostinatos and melodies. To maintain one part with an awareness of how the other parts fit together.</b></p> <p><b>*To read rhythm and pitch notation and play pentatonic melodies with growing accuracy.</b></p> <p><b>*To practise and perform as a class and individually.</b></p> <p><b>*To compose own rhythm and pitch notations for the class to practise and perform.</b></p>	<ul style="list-style-type: none"> <li>• To accompany chanting with instrumental patterns.</li> <li>• To count internally and play in unison with control and accuracy.</li> <li>• To improvise 4-beat rhythm patterns in both class and group performances.</li> <li>• To use ostinatos to create melodic layers.</li> <li>• To internalise the rhythm and melody of a song.</li> <li>• To play tuned and un-tuned instruments with control and accuracy.</li> <li>• To read/ improvise 8-beat patterns as part of a group performance.</li> <li>• To also play rhythm patterns in unison with control and accuracy.</li> <li>• To learn the new rhythm value Ta-a or l and to learn how to notate and recognise syncopated rhythms.</li> <li>• To compose rhythm patterns in groups and play un-tuned instruments from their own notation.</li> <li>• To build and reduce multiple layers of sound.</li> </ul> <p>To perform and appraise.</p>	<ul style="list-style-type: none"> <li>• To pass a steady pulse around the circle and to respond to RESTS in a song by pausing.</li> <li>• To internalise the song and play rhythmic phrases with control and accuracy in 2 parts.</li> <li>• To internalise and play rhythmic phrases accurately on un-tuned percussion.</li> <li>• To perform and appraise.</li> <li>• To learn dance movements and actions to accompany a song. To sing in a round.</li> <li>• To sing and play 2 singing games simultaneously, maintaining their own part with an awareness of how the other song fits in.</li> <li>• To learn movements and actions for new singing games. To sing with clear diction.</li> <li>• To memorise cue word actions and move accurately to musical phrases.</li> </ul> <p>To improvise movements to a steady pulse.</p>
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<b>Key Vocabulary</b>	Unison, pitch, pulse, rhythm, rest, beat, appraise, phrases, ostinato, melody, improvisation, percussion	Pulse, rhythm, unison tuned/untuned, notation, ostinatos, texture, melody, syncopation, improvisation	Pulse, rhythm, unison tuned/untuned, notation, ostinatos, texture, melody, syncopation, improvisation	Rhythm, pulse, melody, cue words, improvise, canon

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