



The BIG Picture

Children learn how to play the recorder as a class. They will learn note notation and how these notes relate to finger positions on this tuned instrument. Children will play in a recorder ensemble.

Standard notation on the treble clef staff:



Specific unit outcomes

- To understand how to hold and blow into the recorder.
- To know how to place the fingers and blow correctly to make the note B.
- To know how to place the fingers and blow correctly to make the note A.
- To know how to place the fingers and blow correctly to make the note G.
- To play a simple tune using the notes B and A , and G by changing the fingering.
- To play simple tunes with notes of short and long duration.
- To read the standard notation for a crochet rest.
- To play simple tunes which include crochet rests.

NC Objectives- Key Stage 2

Pupils should be taught to:

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:

- o play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- o improvise and compose music for a range of purposes using the inter-related dimensions of music
- o listen with attention to detail and recall sounds with increasing aural memory
- o use and understand staff and other musical notations
- o appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- o develop an understanding of the history of music.

Key

Vocabulary

pulse
rhythm
tempo
timbre
texture
structure
dynamics
pitch

melody
tune
composition
instrument
tuned
ensemble
performance



The **BIG** Picture

A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms.

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Specific unit outcomes

Pupils who are **secure** will be able to:

Identify the structure of a piece of music.

Have an idea as to when there is one layer in a piece of music and when there are two.

Play a sequence in the correct order in time with their partner.

Have two contrasting rhythms being played together.

Have two different melodies being played together.

Have a complete piece of music with four different layers with an appropriate structure.

Key skills

- Recognising the use and development of motifs in music.
- Identifying gradual dynamic and tempo changes within a piece of music.
- Recognising, naming and explaining the effect of the interrelated dimensions of music.
- Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.
- Using musical vocabulary to discuss the purpose of a piece of music.
- Using musical vocabulary when discussing improvements to their own and others' work.
- Composing a coherent piece of music in a given style with voices, bodies and instruments.
- Developing melodies using rhythmic variation, transposition, inversion, and looping.
- Creating a piece of music with at least four different layers and a clear structure.
- Suggesting improvements to others work, using musical vocabulary.
- Composing a coherent piece of music in a given style with voices, bodies and instruments.
- Beginning to improvise musically within a given style.

Key knowledge

- To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.
- To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.
- To know that a 'loop' in music is a repeated melody or rhythm.
- To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.



Key Vocabulary

pitter
patter
raindrop
clapping
clicking
body
percussion
tempo
rhythm
boom

snap
structure
texture
contrast
higher
lower
compose
loop
melody
pitch
inspiration
keyboard



The **BIG** Picture

Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar.

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- o play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- o improvise and compose music for a range of purposes using the inter-related dimensions of music
- o listen with attention to detail and recall sounds with increasing aural memory
- o use and understand staff and other musical notations
- o appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- o develop an understanding of the history of music.

Specific unit outcomes

Pupils who are **secure** will be able to:

Sing in tune and in harmony with others, with developing breath control.

Explain how a piece of music makes them feel with some use of musical terminology.

Perform a vocal ostinato in time.

Listen to other members of their group as they perform.

Create an ostinato and represent it on paper so that they can remember it.

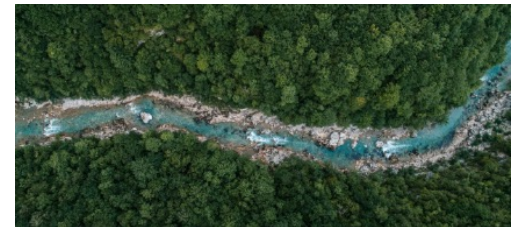
Create and perform a piece with a variety of ostinatos.

Key skills

- Recognising the use and development of motifs in music.
- Identifying gradual dynamic and tempo changes within a piece of music.
- Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Recognising, naming and explaining the effect of the interrelated dimensions of music.
- Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.
- Using musical vocabulary to discuss the purpose of a piece of music.
- Using musical vocabulary when discussing improvements to their own and others' work.
- Composing a coherent piece of music in a given style with voices, bodies and instruments.
- Beginning to improvise musically within a given style.
- Developing melodies using rhythmic variation, transposition, inversion and looping.
- Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.
- Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.
- Singing and playing in time with peers with accuracy and awareness of their part in the group performance.

Key knowledge

- To know that when you sing without accompaniment it is called 'A Cappella'.
- To know that harmony means playing two notes at the same time that usually sound good together.
- To know that an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.
- To know that 'performance directions' are words added to musical notation to tell the performers how to play.



Key Vocabulary
a cappella
breathing
dynamics
harmony
listen

texture
tempo
ostinato
percussion
layer



The **BIG** Picture

Learning about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock.

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Pupils should be taught to:

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- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
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Specific unit outcomes

Pupils who are **secure** will be able to:
 Perform the hand jive hand actions in sequence and in time with the music.
 Sing in tune and perform their actions in time.
 Play the notes of the walking bass in the correct sequence.
 Independently play their part with some awareness of the other performers.

Key skills

- Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Identifying common features between different genres, styles and traditions of music.
- Recognising, naming and explaining the effect of the interrelated dimensions of music.
- Using musical vocabulary to discuss the purpose of a piece of music.
- Using musical vocabulary when discussing improvements to their own and others' work.
- Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.
- Singing and playing in time with peers with accuracy and awareness of their part in the group performance.
- Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.

Key knowledge

- To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness.
- To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.
- To know that playing in time means all performers playing together at the same speed.
- To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.



Key Vocabulary

rock and roll
hand jive
1950's

tempo
dynamic notation style



The **BIG** Picture

This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers.

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- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
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Specific unit outcomes

Pupils who are **secure** will be able to:

Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings.

Recognise, name and describe the effect of the interrelated dimensions of music.

Select instruments and sounds which match their vocabulary.

Work as a group to create a piece of music.

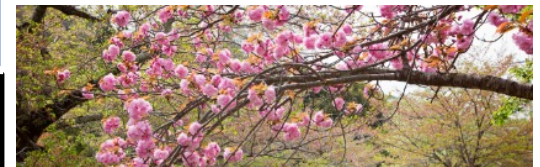
Perform a piece of music as part of a group.

Key skills

- Recognising, naming and explaining the effect of the interrelated dimensions of music.
- Using musical vocabulary to discuss the purpose of a piece of music.
- Using musical vocabulary when discussing improvements to their own and others' work.
- Composing a coherent piece of music in a given style with voices, bodies and instruments.
- Beginning to improvise musically within a given style.
- Developing melodies using rhythmic variation, transposition, inversion and looping.
- Creating a piece of music with at least four different layers and a clear structure.
- Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.
- Singing and playing in time with peers with accuracy and awareness of their part in the group performance.
- Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.

Key knowledge

- To know that a glissando in music means a sliding effect played on instruments or made by your voice.
- To know that expressive language (like a poem) can be used as inspiration for composing music.
- To understand that both instruments and voices can create audio effects that describe something you can see.
- To know that grouping instruments according to their timbre can create contrasting 'textures' in music.



Key Vocabulary

Hanami	composition
cherry blossom	col legno
pitch	haiku
sound	syllables
glissando	melody
pizzicato	dynamics
composer	tempo



The **BIG** Picture

Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.

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Pupils should be taught to:

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Specific unit outcomes

Pupils who are **secure** will be able to:

Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil.

Clap on the off beat (the end of each beat) and be able to play a syncopated rhythm.

Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class).

Play their break in time with the rest of their group and play in the correct place in the piece.

Play in time and with confidence; accurately playing their break.

Key skills

- Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Identifying common features between different genres, styles and traditions of music.
- Recognising, naming and explaining the effect of the interrelated dimensions of music.
- Using musical vocabulary to discuss the purpose of a piece of music.
- Beginning to improvise musically within a given style.
- Creating a piece of music with at least four different layers and a clear structure.
- Suggesting improvements to others' work, using musical vocabulary.
- Singing and playing in time with peers with accuracy and awareness of their part in the group performance.
- Playing syncopated rhythms with accuracy, control and fluency.

Key knowledge

- To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.
- To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these.
- To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.



Key Vocabulary

agogo	metronome
bateria	off-beat
caixa	percussion
carnival	pulse
chocalho	repique
composition	rhythm
crescendo	rhythmic break
cowbell	Samba
dynamics	Samba breaks
ensemble	structure
features	surdo
ganza	syncopated
influenced	rhythms
texture	tamborim
unison	



The **BIG** Picture

Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.

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Specific unit outcomes

Pupils who are **secure** will be able to:
Learn a new song, singing in time and in tune while following the lyrics.
Identify motifs aurally and play a repeated pattern on a tuned instrument.
Create and performing a motif, notating it with reasonable accuracy.
Transpose their motif, using sharp or flat notes where necessary and change the rhythm.
Combine different versions of a musical motif and perform as a group using musical notation.

Key skills

- Recognising the use and development of motifs in music.
- Identifying gradual dynamic and tempo changes within a piece of music.
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- Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.

Key knowledge

- To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven’s fifth symphony (dah dah dum!).
- To know that ‘transposing’ a melody means changing its key, making it higher or lower pitched.
- To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.



Key Vocabulary

backing track	key signature
bass line	loop
beat	lyrics
call and response	minim
compose	motif
crotchet	notation
dotted minim	ostinato
flats	pitch
graphic notation	quavers
in-time	repeating patterns
in-tune	repetition
key	rhythm
	rhythmic notation
	riff
	semibreve
	sharps