



The **BIG** Picture

Exploring and identifying the characteristics of film music.  
Creating a composition and graphic score to perform alongside a film

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.

Specific unit outcomes

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

- o Identify how different styles of music contribute to the feel of a film.
- o Participate in discussions, sharing their views and justifying their answers.
- o Use the terms 'major' and 'minor'.
- o Identify different instruments to describe how music evokes different emotions.
- o Identify pitch, tempo and dynamics, and use these to explain and justify their answers.
- o Give reasonable and thought-out suggestions for what different graphic scores represent.
- o Use their body, voice and instruments to create sounds to represent a given theme.
- o Create a musical score to represent a composition.
- o Interpret their graphic score and performing their composition appropriately with their group.
- o Create sounds that relate to the scene of a film.

Key skills

- Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.
- Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.
- Identifying the way that features of a song can complement one another to create a coherent overall effect.
- Use musical vocabulary correctly when describing and evaluating the features of a piece of music.
- Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.
- Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.
- Improvising coherently and creatively within a given style, incorporating given features.
- Recording own composition using appropriate forms of notation and/or technology.
- Constructively critique their own and others' work, using musical vocabulary.
- Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.
- Performing with accuracy and fluency from graphic and staff notation and from their own notation.

Key knowledge

- To know that a film soundtrack includes the background music and any songs in a film.
- To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.
- To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.
- To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.



<u>Key Vocabulary</u>	
body percussion	dynamics
brass	emotion
characteristics	imagery
chords	improvise
chromatics	interpret
clashing	interval
composition	major
convey	melodic
crescendo	minor
descending	modulate
solo	orchestral
soundtrack	pitch
symbol	sequence
timpani	accelerando



**The BIG Picture**

Developing pitch, control and confidence when singing. Children will develop greater accuracy in pitch and control. Identifying pitches within an octave when singing and using knowledge of pitch

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- develop an understanding of the history of music.

**Specific unit outcomes**

Pupils who are **secure** will be able to:  
Use musical and comparative language in discussion.  
Follow the melody line.  
Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing.  
Sing the correct words at the correct time.  
Recall the counter-melody line.

**Key skills**

- Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.
- Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.
- Representing changes in pitch, dynamics, and texture using graphic notation, justifying their choices with reference to musical vocabulary.
- Identifying the way that features of a song can complement one another to create a coherent overall effect.
- Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.
- Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.
- Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.
- Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.
- Performing with accuracy and fluency from graphic and staff notation and from their own notation.
- Performing by following a conductor's cues and directions.

**Key knowledge**

- To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2.
- To know that the Solfa syllables represent the pitches in an octave.
- A 'counter-subject' or 'counter-melody' provides contrast to the main melody.
- To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.

The songs of WW2 were often very sentimental. They were seen to offer hope and understanding to the feelings of those who were affected by the war effort.



**Key Vocabulary**

music  
morale  
Britain  
troops  
frontline  
Vera Lynn  
contrast  
tempo  
higher and lower  
diaphragm

melody  
phrase  
graphic score  
pitch  
Do Re Mi Fa So  
La Ti  
counter-melody  
harmony  
Solfa



The **BIG** Picture

Children will explore rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition.

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- 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
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- o develop an understanding of the history of music.

Specific unit outcomes

- Pupils who are **secure** will be able to:
- Repeat rhythms accurately.
- Successfully participate in rhythm games.
- Feel the pulse while participating in activities, e.g. singing or chanting.
- Notate rhythms accurately.
- Clap the rhythm at the same time as chanting the words.
- Choose rhythmic elements that add up to 8 counts.
- Perform compositions demonstrating a good sense of pulse.
- Perform their compositions securely with their partners

Key skills

- Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.
- Identifying the way that features of a song can complement one another to create a coherent overall effect.
- Use musical vocabulary correctly when describing and evaluating the features of a piece of music.
- Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.
- Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.
- Improvising coherently and creatively within a given style, incorporating given features.
- Recording own composition using appropriate forms of notation and/or technology.
- Constructively critique their own and others' work, using musical vocabulary.
- Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.
- Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.
- Performing with accuracy and fluency from graphic and staff notation and from their own notation.
- Performing by following a conductor's cues and directions.

Key knowledge

- To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.
- To know that Steve Reich is a composer who wrote the minimalist piece 'Clapping Music' in 1972.
- To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms.
- To know that a quaver is worth half a beat.



<u>Key Vocabulary</u> kodaly rhythm TA, TITI, TWO, SH syllables crotchets quavers notation	pulse chant melody unison rhythmic elements music critic compose beat practise
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### The **BIG** Picture

Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.

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- listen with attention to detail and recall sounds with increasing aural memory
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- develop an understanding of the history of music.

### Specific unit outcomes

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

Perform rhythms confidently either on their own or in a group.  
Identify the sounds of different instruments and discuss what they sound like.

Make reasonable suggestions for which instruments can be matched to which pieces of art.

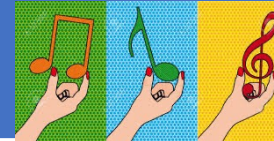
Recall the names of several instruments according to their orchestra sections.

Keep the pulse with the body percussion section and sing with control and confidence.

Name the three rhythms correctly and copy the rhythms accurately with a good sense of pulse.

Draw the rhythms accurately and show a difference between each of their variations.

Showcase creativity in the finished product.



### Key skills

- Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles
- Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.
- Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.
- Identifying the way that features of a song can complement one another to create a coherent overall effect.
- Use musical vocabulary correctly when describing and evaluating the features of a piece of music.
- Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.
- Improvising coherently and creatively within a given style, incorporating given features.
- Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.
- Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.
- Constructively critique their own and others' work, using musical vocabulary.
- Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.
- Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.
- Performing with accuracy and fluency from graphic and staff notation and from their own notation.

### Key knowledge

- To know that a 'theme' is a main melody in a piece of music.
- To know that 'variations' in music are when a main melody is changed in some way throughout the piece.
- To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten.
- To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.

### Key

#### Vocabulary

3/4 time  
4/4 time  
accidentals  
body  
percussion  
diaphragm  
legato  
motif  
orchestra  
percussion  
translate  
variations  
vocal line  
woodwind

phrases  
pitch  
pizzicato  
pulse  
quaver  
rhythm  
rhythmic  
elements  
section  
semi-quaver  
staccato  
tempo  
theme  
TIKI-TIKI, TI-TIKI, TIKI-TI



The **BIG** Picture

Children spend the topic creating their very own leavers' song personal to their experiences as a class.

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- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Specific unit outcomes

Pupils who are **secure** will be able to:  
Identify and evaluate the musical features of a song.  
Contribute ideas to their group chorus, suggesting how lines three and four could rhyme.  
Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme.  
Fit an existing melody over a four-chord backing track.  
Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments.  
Record melodies using letter notation.  
Perform the leavers' song with confidence.

Key skills

- Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.
- Identifying the way that features of a song can complement one another to create a coherent overall effect.
- Use musical vocabulary correctly when describing and evaluating the features of a piece of music.
- Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.
- Improvising coherently and creatively within a given style, incorporating given features.
- Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.
- Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.
- Recording own composition using appropriate forms of notation and/or technology and incorporating.
- Constructively critique their own and others' work, using musical vocabulary.
- Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.
- Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.
- Performing a solo or taking a leadership role within a performance.
- Performing with accuracy and fluency from graphic and staff notation and from their own notation.
- Performing by following a conductor's cues and directions

Key knowledge

- To know that a chord progression is a sequence of chords that repeats throughout a song.
- To know that a melody can be adapted by changing its dynamics, pitch or tempo.
- To know that chord progressions are represented in music by Roman numerals.

Key Vocabulary

allegro	evaluate
arrangement	forte
backing track	largo
chorus	lyrics
chord progression	melody
compose	mood
crescendo	musical features
diminuendo	notation
dynamics	piano
ritardando	poetic
tempo	structure
sequence	repetitive
stave notation	rhyme
upbeat	
verse	

