



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

Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and then experiment with notating their compositions in different ways to help develop their understanding of staff notation.

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Specific unit outcomes

Pupils who are **secure** will be able to:
Sing in time and in tune with other people and the backing track.
Remember the lyrics to a song.
Identify the structure of a piece of music and match this to non-standard notation.
Improvise their own piece of music.
Play a melody with reasonable accuracy.
Perform with confidence and in time with others.
Compose and play a melody using staff notation.
Contribute meaningfully to the group performance and composition.
Use hieroglyphic notation to show the structure of their piece.

Key skills

- Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.
- Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.
- Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).
- Improvising coherently within a given style.
- Using staff notation to record rhythms and melodies.
- Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.
- Suggesting and demonstrating improvements to own and others' work.
- Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.
- Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.
- Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.

Key knowledge

- To know that simple pictures can be used to represent the structure (organisation) of music.
- To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.
- To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.



Key Vocabulary

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|-------------|------------|
| features | repetition |
| notation | melody |
| repeating | tempo |
| unison | compose |
| composition | ensemble |
| structure | minor key |



The **BIG** Picture

Children are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance.

NC Objectives- Key Stage 2

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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
- 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:

Explain what musical theatre is and be able to recall at least three features of this kind of music.

Categorise songs as action songs or character songs.

Select appropriate existing music for their scene to tell the story of a journey.

Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.

Key skills

- Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Comparing, discussing and evaluating music using detailed musical vocabulary.
- Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.
- Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).
- Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.
- Suggesting and demonstrating improvements to own and others' work.
- Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.
- Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.

Key knowledge

- To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel.
- To know that choreography means the organisation of steps or moves in a dance.
- To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.

Key Vocabulary

Action song	Hip-hop musical
Backdrop	Jukebox musical
Book musical	Librettist
Character song	Libretto
Choreographer	Lyricist
Composer	Musical director
Comic opera	Musical theatre
Costumes	Opera
Designer	Operetta
Dialogue	Performers
Director	Props
Duet	Rock musical
Ensemble	Scene
	Solo
	Tempo





The **BIG** Picture

Children learn ‘Shosholoza’, a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe.

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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
- 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:
Sing using the correct pronunciation and with increasing confidence.
Play a chord with two notes, remaining in time.
Maintain their part in a performance with accuracy.
Play the more complicated rhythms in time and with rests.
Create an eight beat break and play this in the correct place.

Key skills

- Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Comparing, discussing and evaluating music using detailed musical vocabulary.
- Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others’ work.
- Improvising coherently within a given style.
- Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.
- Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.
- Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.
- Using staff notation to record rhythms and melodies.

Key knowledge

- To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.
- To know that ‘The Click Song’ is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.
- To understand that major chords create a bright, happy sound.
- To know that poly-rhythms means many rhythms played at once.



Key Vocabulary

a cappella
call and response
dynamics
performance
chord
improvisation
ostinato

break
poly-rhythms
master drummer
syncopation
metronome



The **BIG** Picture

Children explore the associations between music, sounds and colour, building up to composing and performing their own musical composition to represent Holi.

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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
- listen with attention to detail and recall sounds with increasing aural memory
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- 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:
Suggest a colour to match a piece of music.
Create a graphic score and describe how this matches the general structure of a piece of music.
Create a vocal composition in response to a picture and justify their choices using musical terms.
Create a vocal composition in response to a colour.
Record their compositions in written form.
Work as a group to perform a piece of music.

Key skills

- Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.
- Comparing, discussing and evaluating music using detailed musical vocabulary.
- Developing confidence in using detailed musical vocabulary (related to the interrelated dimensions of music) to discuss and evaluate their own and others' work.
- Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (e.g. remix, colours, stories, drama).
- Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.
- Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.
- Combining rhythmic patterns (ostinato) into a multi-layered composition using all the interrelated dimensions of music to add musical interest.

Key knowledge

- To know that a vocal composition is a piece of music created only using voices.
- To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made.
- To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.
- To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.



<u>Key Vocabulary</u> synesthesia dynamics Holi graphic	score vocal composition performance
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The **BIG** Picture

In this engaging topic, children learn about how dance music is created, focusing particularly on the use of loops.

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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 a looped body percussion rhythm; keeping in time with their group.

Use loops to create a whole piece of music, ensuring that the different aspects of music work together.

Play the first section of 'Somewhere Over the Rainbow' with accuracy.

Choose a suitable fragment of music and be able to play it along to the backbeat.

Perform a piece with some structure and two different loops

Key skills

- Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Comparing, discussing and evaluating music using detailed musical vocabulary.
- Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.
- Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).
- Improvising coherently within a given style.
- Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.
- Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.
- Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.
- Performing with accuracy and fluency from graphic and simple staff notation.

Key knowledge

- To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals.
- To know that a loop is a repeated rhythm or melody, and is another word for ostinato.
- To know that remix is music that has been changed, usually so it is suitable for dancing to.



<u>Key Vocabulary</u>	rhythm melody melody line notation ostinato remix rhythm riff structure
accuracy backbeat body percussion fragment layers loop looped	



The **BIG** Picture

Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose.

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Specific unit outcomes

Pupils who are **secure** will be able to:
 Name three key features of Blues music.
 Sing in tune, using vocal expression to convey meaning.
 Explain what a chord is and play the chord of C sixteen times.
 Play the twelve bar blues correctly.
 Play the notes of the Blues scale in the correct order, ascending and descending.
 Play a selection of Blues scale notes out of order in their own improvisation.

Key skills

- Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.
- Comparing, discussing and evaluating music using detailed musical vocabulary.
- Improvising coherently within a given style.
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- Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.
- Using staff notation to record rhythms and melodies.

Key knowledge

- To understand that a chord is the layering of several pitches played at the same time.
- To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.
- To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.
- To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down.
- To understand that a chord is the layering of several pitches played at the same time.



<u>Key Vocabulary</u> Blues chord 12-bar Blues bar scale Blues scale	bent notes ascending scale descending scale improvisation
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