



Learning objectives and skills

Advent		Lent		Pentecost	
Glockenspiel Stage 2	Fresh Prince of Bel Air	Stop!	Lean on Me	Blackbird	Reflect, Rewind, Replay
<p>1. To be able to use the notes C, D, E and F</p> <ul style="list-style-type: none"> Explore and select different melodic patterns. Recognise and explore different combinations of pitch sounds. Create music that describes contrasting moods/emotions. Improvise simple tunes based on the pentatonic scale. Perform long and short sounds in response to symbols. <p>2. To be able to perform pieces using Glockenspiel • Roundabout & March Of The Golden Guards</p> <ul style="list-style-type: none"> Perform long and short sounds in response to symbols. Create long and short sounds on instruments. Play and sing phrase from dot notation. <p>3. To be able to recognise the language of music (semibreve).</p> <ul style="list-style-type: none"> Recognise rhythmic patterns. Perform a repeated pattern to a steady pulse. Identify and recall rhythmic and melodic patterns. Identify repeated patterns used in a variety of music. (Ostinato). Perform long and short sounds in response to symbols. Internalise sounds by singing parts of a song 'in their heads.' <p>4. To be able to play with notation.</p> <ul style="list-style-type: none"> Perform in different ways, exploring the way the performers are a musical resource. Perform with awareness of different parts. <p>5. To be able to listen to a song, write music and play.</p> <ul style="list-style-type: none"> Record their own ideas. 	<p>1. To be able to listen and Appraise (begin to recognise the basic style indicators of Old School Hip Hop). Listen and Appraise - The Fresh Prince Of Bel Air by Will Smith.</p> <ul style="list-style-type: none"> Recognise how music can reflect different intentions. Recognise simple structures. (Phrases). Recognise rhythmic patterns. Identify ways sounds are used to accompany a song. Analyse and comment on how sounds are used to create different moods. Understand the culture and history of a genre. <p>2. To be able to begin to recognise similarities within a genre. Listen and Appraise - Me, Myself And I by De La Soul.</p> <ul style="list-style-type: none"> Recognise how music can reflect different intentions. Recognise simple structures. (Phrases). Recognise rhythmic patterns. Identify ways sounds are used to accompany a song. Analyse and comment on how sounds are used to create different moods. <p>3. To be able to Learn to Sing the Song - The Fresh Prince Of Bel Air.</p> <ul style="list-style-type: none"> Sing with confidence using a wider vocal range. Sing in tune. Sing with awareness of pulse and control of rhythm. Perform a repeated pattern to a steady pulse. <p>4. To be able to play Your Instruments with the Song.</p> <ul style="list-style-type: none"> Select instruments to describe visual images. Choose instruments on the basis of internalised sounds. Create an accompaniment to a known song. 	<p>1. To be able to Listen and Appraise - Stop! by Joanna Mangona</p> <ul style="list-style-type: none"> Recognise how music can reflect different intentions. Recognise simple structures. (Phrases). Recognise rhythmic patterns. Identify ways sounds are used to accompany a song. Analyse and comment on how sounds are used to create different moods. <p>2. To be able to Learn to Sing the Song - Stop!</p> <ul style="list-style-type: none"> Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. Sing songs and create different vocal effects. Understand how mouth shapes can affect voice sounds. <p>3. To be able to perform the Song Stop!</p> <ul style="list-style-type: none"> Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. Sing songs and create different vocal effects. Understand how mouth shapes can affect voice sounds. Internalise sounds by singing parts of a song 'in their heads.' Perform with awareness of different parts. <p>4. To be able to compose your own rap.</p> <ul style="list-style-type: none"> Record their own ideas. Compose music in pairs and make improvements to their own work. <p>5. To be able to rehearse your own version of - Stop!</p> <ul style="list-style-type: none"> Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. 	<p>1. To be able to Listen and Appraise - Lean On Me by Bill Withers.</p> <ul style="list-style-type: none"> Recognise how music can reflect different intentions. Recognise simple structures. (Phrases). Recognise rhythmic patterns. Identify ways sounds are used to accompany a song. Analyse and comment on how sounds are used to create different moods. <p>2. To be able to Learn to Sing the Song - Lean On Me</p> <ul style="list-style-type: none"> Recognise how music can reflect different intentions. Recognise simple structures. (Phrases). Recognise rhythmic patterns. Identify ways sounds are used to accompany a song. Analyse and comment on how sounds are used to create different moods. <p>3. To be able to play Your Instruments with the Song.</p> <ul style="list-style-type: none"> Identify melodic phrases and play them by ear. Identify ways sounds are used to accompany a song. Analyse and comment on how sounds are used to create different moods. Explore and perform different types of accompaniment. Explore and select different melodic patterns. Recognise and explore different combinations of pitch sounds. <p>4. To be able to improvise with a song</p> <ul style="list-style-type: none"> Improvise simple tunes based on the pentatonic scale. Compose music in pairs and make improvements to their own work. Create textures by combining sounds in different ways. Create music that describes contrasting moods/emotions. <p>5. To be able to compare music and see how they are similar. Ode To</p>	<p>1. To be able to Listen and Appraise – Blackbird by Beatles</p> <ul style="list-style-type: none"> Recognise how music can reflect different intentions. Recognise simple structures. (Phrases). Recognise rhythmic patterns. Identify ways sounds are used to accompany a song. Analyse and comment on how sounds are used to create different moods. Understand the culture and history of a genre. <p>2. To be able to Learn to Sing the Song – Blackbird</p> <ul style="list-style-type: none"> Recognise how music can reflect different intentions. Recognise simple structures. (Phrases). Recognise rhythmic patterns. Identify ways sounds are used to accompany a song. Analyse and comment on how sounds are used to create different moods. Understand the culture and history of a genre. <p>3. To be able to Listen and Appraise - Hey Jude</p> <ul style="list-style-type: none"> Recognise how music can reflect different intentions. Recognise simple structures. (Phrases). Recognise rhythmic patterns. Identify ways sounds are used to accompany a song. Analyse and comment on how sounds are used to create different moods. <p>4. To be able to Listen and Appraise - Can't Buy Me Love</p> <ul style="list-style-type: none"> Recognise how music can reflect different intentions. Recognise simple structures. (Phrases). Recognise rhythmic patterns. Identify ways sounds are used to accompany a song. Analyse and comment on how sounds are used to create different moods. 	<p>1. To be able to Consolidate Learning and Perform classical music.</p> <p>2. To be able to Consolidate Learning and Perform rap music.</p> <p>3. To be able to Consolidate Learning and Perform music with a repeating pattern.</p> <p>4. To be able to Consolidate Learning and Perform soul music.</p> <p>5. To be able to Consolidate Learning and Perform pop rock.</p> <p>6. To be able to perform as part of a concert.</p>

<ul style="list-style-type: none"> • Make their own symbols as part of a class score. <p>6. To be able to perform a piece on the glockenspiel.</p> <ul style="list-style-type: none"> • Perform in different ways, exploring the way the performers are a musical resource. • Perform with awareness of different parts. 	<ul style="list-style-type: none"> • Create descriptive music in pairs or small groups. <p>5. To be able to rehearse a performance with a group.</p> <ul style="list-style-type: none"> • Sing with confidence using a wider vocal range. • Sing in tune. <p>6. To be able to perform The Fresh Prince Of Bel Air.</p> <ul style="list-style-type: none"> • Sing with confidence using a wider vocal range. • Sing in tune. • Perform in different ways, exploring the way the performers are a musical resource. • Perform with awareness of different parts. 	<ul style="list-style-type: none"> • Sing songs and create different vocal effects. • Perform in different ways, exploring the way the performers are a musical resource. • Perform with awareness of different parts <p>6. To be able to Perform your own version of - Stop!:</p> <ul style="list-style-type: none"> • Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. • Sing songs and create different vocal effects. • Perform in different ways, exploring the way the performers are a musical resource. • Perform with awareness of different parts. 	<p>Joy Symphony No 9 by Beethoven</p> <ul style="list-style-type: none"> • Demonstrate the ability to recognise the use of structure and expressive elements through dance. • Identify phrases that could be used as an introduction, interlude and ending. • Understand the culture and history of a genre. <p>6. To be able to perform Lean on Me.</p> <ul style="list-style-type: none"> • Perform in different ways, exploring the way the performers are a musical resource. • Perform with awareness of different parts. • Understand the culture and history of a genre. 	<p>5. To be able to learn to play Blackbird on an instrument.</p> <ul style="list-style-type: none"> • Identify melodic phrases and play them by ear. • Identify ways sounds are used to accompany a song. • Analyse and comment on how sounds are used to create different moods. • Explore and perform different types of accompaniment. • Explore and select different melodic patterns. • Recognise and explore different combinations of pitch sounds. <p>6. To be able to Perform - Blackbird</p> <ul style="list-style-type: none"> • Perform a repeated pattern to a steady pulse. • Perform in different ways, exploring the way the performers are a musical resource. • Perform with awareness of different parts. 	
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#BTK and Links with other subjects

Key Vocabulary

<p>A Capella: Without accompaniment from instruments, i.e. voices only. Appraising: Listening carefully and considering aspects of the music. Arrangements: How voices and instruments are used in a song; where they occur within the song. Back beat: Beats 2 and 4 in a drum-line or if we are clapping along with the music. Backing: The accompaniment to a song. Balance: The level of volume at which players or singers play. If the balance is good then everyone can be heard. Ballad: A gentle love song. Band: Playing/singing/performing together. Bossa Nova: A Brazilian dance music that has syncopated guitar rhythms. Blues: A style of music characterised by its harmonic structure and the notes used to create the melodies. Bridge/middle 8: Contrasting section which leads back to main material. Call and response: A musical structure where a solo person sings or plays a musical idea and the</p>	<p>Composing: Creating and developing musical ideas and 'fixing' them. Crossover: Can be a mixture of different styles which introduces new music to different audiences. Decks: Equipment used by DJs, MCs, and Rappers to mic sounds from different records and to make effects e.g. scratching that was first used in the late 1970s. Disco: (short for discotheque) is dance music from the 1970s, characterized by hypnotic rhythm, repetitive lyrics and electronically produced sounds. Drum loops: A sequence of sounds/music that is recorded, may be sampled, and is reproduced digitally or electronically. Dynamics: A musical dimension indicating how loudly or quietly the music is being played. Ending: Short section which brings the song or piece to an end. Ensemble: A French word used to describe playing, singing or performing together.</p>	<p>Harmony: Different notes sung or played at the same time to produce chords. Hip-Hop: Music that developed in the 1970s but remains very popular today. It includes rapping. Hook: A term used in Pop music to describe a short catchy phrase or riff that we can't stop singing; the bit that 'hooks' us in; the main musical idea from a song that we remember. Improvise: To make up a tune and play it on the spot. There is an assumption that it can never be recreated. Interlude: A passage of music played between the main theme. Introduction: Music heard at the beginning of a song or piece of music Keyboard: An electric instrument played like the piano. It has a range of pre-recorded sounds. Lyrics: The words of a song. Melody: Another name for tune. Melodic: The music has a melody or tune. Motown: A 1960s label created from Soul music characterised by a rhythm section playing, laying</p>	<p>Neo-Soul: The style emerged from Soul and contemporary RnB. The instrumentation, arrangement and studio mix are very important. Songs are mixed in the studio to sound as if they are from an older Soul era like the Motown era. The modern way in which the songs are produced, give a timeless Soul feel that has a contemporary edge. Notation: Ways to visually represent music. Offbeat: The beat that is not the strong beat. If a piece of music has 4 beats in a bar i.e. 1, 2, 3, 4, beats 2 and 4 would be the 'off' beats. Organ: Organ usually refers to church organs but is also used to describe a type of electric keyboard that is large and with 2 or 3 keyboards and foot pedals. Original: The first ever version of a song. Ostinato: A short repeated rhythmic or melodic pattern. Outro: Short section which brings the song or piece to an end. Pentatonic scale: A fixed five-note pattern e.g: the five black keys on a piano. Performing: Singing and playing instruments for others to hear. Phrase: A musical sentence.</p>	<p>Producer: A record producer or music producer oversees and manages the sound recording and production of a band or performer's music. Pulse/beat: The heartbeat or steady beat of a song/piece of music. Rapping: A vocal technique in which the performer speaks rhythmically against a steady beat. Recurring theme: A tune that repeats again and again in a piece of music. Rhythm: A musical dimension that describes the combination of long and short sounds to make patterns. Reggae: Developed in the 1970s and originated from Jamaica, Reggae defined by Bob Marley. It has a prominent bass beat and a strong off-beat usually played on the guitar. Riff: A short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone.</p>	<p>Syncopation: Music with lots of rhythmic variety, often quite difficult. The strong beats occur in unexpected places. Synthesizer: An electric instrument that looks like a keyboard and has pre-recorded and created sounds. Tag: (Usually) a short ending, tagged on to the main part of the song. Tempo: A musical dimension that describes how fast or slowly the music is played. Texture: A musical dimension that describes the layers of sound in music. Timbre: A musical dimension that describes the quality and character of the sound of the instruments used. Turntables: (typically 2) are used by DJs to manipulate sounds and create new music, sound effects, mixes and other creative sounds and beats. Unison: Everyone plays or sings the same music at the same time. Urban contemporary: Modern music that uses elements of Soul, Hip Hop, Funk, Jazz and RnB.</p>
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<p>rest of the performers sing or play a different musical idea. Chord: More than one note played at the same time. Chorus: A repeated section in a song which gives the main message. Classical music: This often means all Western art music from the Medieval era to the present. More specifically, it is music composed between c.1720 and 1840, e.g. the era of Mozart, Joseph Haydn, and the young Beethoven. Coda: Short section which brings the song or piece to an end. Cover: A version of a song performed by someone other than the original artist. It might sound a bit or very different from the original.</p>	<p>Folk tunes/melodies: Music sung or played by people, usually not recorded or performed. Often the music is passed down through families and friends. Funk: music with strong bass lines and a heavy syncopated beat. Gospel: Music that is christian usually sung with rich harmony and often with a call and response structure. Groove: The rhythmic part of the music that makes you want to move and dance. Grime: Electronic dance music that emerged in London in the early 2000s. It developed out of a British electronic music style called UK Garage, and draws influences from Jungle, Dancehall, and Hip Hop. It has been described as the "most significant musical development within the UK for decades."</p>	<p>down the groove with a funky bassline and a tambourine sounding over the top. Often brass sections play punchy riff-based rhythms and sometimes violins playing long high notes.</p>	<p>Pitch: A musical dimension that describes the range of high and low sounds. Pop music: A shortened form of 'Popular music'. Pop music constantly changes as we change and the world changes. Pre-chorus: A short section in a song, before the chorus.</p>	<p>Roots Reggae: Music that deals with social and racial issues and references elements of Rastafari. Sampling: Record a sample of music, a small section, and re-use it in another piece of music or song. Used frequently in hip-hop and other Pop music. Secular: Non-religious. Solo: An Italian word to describe playing, singing or performing of one person or on our own. Structure/form/shape: How the sections (verses and choruses etc.) of a song are ordered to make the whole piece. Rock music: Came from Rock'n'roll of America in the 1950s and 1960s. It is characterised by loud guitars and drums due to the heavy amplification, strong bass line and driving rhythms. Style: The type of music e.g. Blues or Rock. Style indicators: Identifiers that show us the genre of the music. Swing: A type of rhythm often associated with Jazz. Notes in the rhythm pattern are made longer and shorter to create a syncopated effect.</p>	<p>Verse: A section in a song which has the same tune but different words.</p>
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<p>Singing songs with control and using the voice expressively.</p>	<ul style="list-style-type: none"> • Sing with confidence using a wider vocal range. • Sing in tune. • Sing with awareness of pulse and control of rhythm. • Recognise simple structures. (Phrases). • Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. • Sing songs and create different vocal effects. • Understand how mouth shapes can affect voice sounds. • Internalise sounds by singing parts of a song 'in their heads.'
<p>Listening, Memory and Movement – Dance Topic (Cats)</p>	<ul style="list-style-type: none"> • Identify melodic phrases and play them by ear. • Create sequences of movements in response to sounds. • Explore and chose different movements to describe animals. • Demonstrate the ability to recognise the use of structure and expressive elements through dance. • Identify phrases that could be used as an introduction, interlude and ending.
<p>Controlling pulse and rhythm</p>	<ul style="list-style-type: none"> • Recognise rhythmic patterns. • Perform a repeated pattern to a steady pulse. • Identify and recall rhythmic and melodic patterns. • Identify repeated patterns used in a variety of music. (Ostinato).
<p>Exploring sounds, melody and accompaniment</p>	<ul style="list-style-type: none"> • Identify ways sounds are used to accompany a song. • Analyse and comment on how sounds are used to create different moods. • Explore and perform different types of accompaniment. • Explore and select different melodic patterns. • Recognise and explore different combinations of pitch sounds.
<p>Control of instruments</p>	<ul style="list-style-type: none"> • Identify melodic phrases and play them by ear. • Select instruments to describe visual images. • Choose instruments on the basis of internalised sounds.



I can

Composition	<ul style="list-style-type: none">• Create textures by combining sounds in different ways.• Create music that describes contrasting moods/emotions.• Improvise simple tunes based on the pentatonic scale.• Compose music in pairs and make improvements to their own work.• Create an accompaniment to a known song.• Create descriptive music in pairs or small groups.
Reading and writing notation	<ul style="list-style-type: none">• Perform long and short sounds in response to symbols.• Create long and short sounds on instruments.• Play and sing phrase from dot notation.• Record their own ideas.• Make their own symbols as part of a class score.
Performance skills	<ul style="list-style-type: none">• Perform in different ways, exploring the way the performers are a musical resource.• Perform with awareness of different parts.
Evaluating and appraising	<ul style="list-style-type: none">• Recognise how music can reflect different intentions.
Culture	<ul style="list-style-type: none">• Understand the culture and history of a genre.• Appreciate and understand a wide range of high quality live and recorded music.