

Music – St. Mary’s Catholic Primary School

Why do we teach Music?

Music is a practical subject. It is academic, creative, technical, intellectual, and challenging. Our Music lessons are focused on learning in, about and through music. A balanced and inclusive music curriculum at St. Mary’s Catholic Primary School enables our children to develop their musical creativity through practical and exploratory opportunities to develop as performers, song makers, composers, improvisers, and listeners. Through deliberate practice, children become fluent in their knowledge and application of music. As they move through school, the children should also develop an increasing understanding of the history of music, learning about music across a range of historical periods, genres, styles, and traditions, including the works of the great composers and musicians from diverse backgrounds. Music promotes diversity and is used to express the children’s personal, emotional, social, and cultural identity. Children learn about music and will develop a love of music, becoming musicians who can share and perform using their new knowledge.

How do we teach Music?

Throughout their time at St. Mary’s, pupils will have the opportunities to develop skills across tuned and un-tuned percussion instruments to build their knowledge and understanding of music in a practical doing way. In EYFS and KS1, pupils explore their voices as well as tuned and un-tuned percussion instruments as they progress from sound to deliberate music-making. Year 3 children learn the recorder during their whole class Music lessons and have access to their own instrument at no cost for the full year. This teaching of rhythm and melody feeds into Year 4 whole class instrument tuition where children participate in the First Access programme in their curriculum lesson and can continue this throughout the year. This forms a firm foundation for the progression of more complex learning in the upper Key Stage 2 curriculum where we learn about chords and harmony. Performances are planned across a 2-year cycle and all children have an equal opportunity to participate in these. These performances take place both during and outside of school, on school premises and at other local venues to enhance our links with our local community in Poole. We use the Musician of the Month programme to increase children’s knowledge of unfamiliar music styles and musicians, along with an increase in the knowledge of how musicians can break down stereotypes and bring down barriers. This also links to their understanding of social justice; an element of our Catholic Social Teaching.

What do we want our children to achieve through their Music lessons?

We believe that music is very much at the heart of our school. Music forms an integral part of our worship through song and fellowship, and therefore has a strong presence both inside and outside of the classroom, and as our desire to be Mission Advocates. By studying Music, we especially focus on the Gospel Values of Humility, Compassion, Kindness, and Integrity as it enables children to get involved, work together, and appreciate the gift of music. We value the opportunities to consider the Virtues of Play, Friendliness, Self-Knowledge, Confidence, Perseverance, Humility and Studiousness through our learning of music. In a school with large and valued EAL communities, we believe that studying music from a range of cultures is extremely important. This creates an opportunity to explore and understand various cultures, beliefs, and events worldwide. Each October, we participate in Black History Month and explore the valuable contributions of artists of colour. We also follow a Musician of the Month programme which gives us further opportunities to listen to music composed and performed by a wide range of artists.

Where it all begins - laying the foundations for Music in EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	<p align="center">Bear Hunt</p> <p>Exploring musical ideas through a much-loved book. Introduction to singing and playing instruments.</p>	<p align="center">Me (Charanga)</p> <p>Explore: growing, homes, colour, toys, how I look.</p> <p align="center">+ Nativity</p>	<p align="center">My Stories (Charanga)</p> <p>Explore: using your imagination, Christmas, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time.</p>	<p align="center">Everyone! (Charanga)</p> <p>Explore: family, friends, people, and music from around the world.</p>	<p align="center">Our World (Charanga)</p> <p>Explore: animals, jungle, minibeasts, night & day, sand & water, seaside, seasons, weather, sea, space.</p>	<p align="center">Reflect, Rewind & Replay (Charanga)</p> <p>Reviewing skills learnt this year.</p>





Vocabulary	
Autumn	- Pulse, instrument, sing, voice, percussion
Spring	- Pulse, instrument, sing, voice, percussion, pitch, chime bar, glockenspiel, bell
Summer	- Pulse, instrument, sing, voice, percussion, pitch, chime bar, glockenspiel, bell, rhythm, call & response

Music Curriculum – Big Ideas

The Big Ideas are the key concepts

Pupils will develop an understanding of *Singing, Performing, Composing & Listening & Understanding*.

These concepts are underpinned by the musical elements of pitch, rhythm, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations.

Singing	Performing	Composing	Listening & Understanding
			
<p><i>Our voice is our musical instrument.</i></p> <p>At St. Mary's we use our voices to worship, to share emotions, to share thoughts and to entertain. Singing unites us as a community.</p>	<p><i>At St. Mary's, we play and perform on different instruments.</i></p> <p>This allows us to develop our knowledge of rhythm, melody, and harmony and how they fit together. It also develops our musicianship skills of reading and writing music. We perform both as soloists and as part of an ensemble.</p>	<p><i>Composing allows us to express our own ideas, thoughts, and feelings.</i></p> <p>We write (compose) our own music when we start to make our own sounds. By organising these sounds, we can create our own piece of music.</p>	<p><i>We listen to a wide variety of music from various times, different artists, and different musical traditions.</i></p> <p>We listen to and comment on a wide variety of music using musical vocabulary. We make links to historical and global issues through our roles as 'Mission Advocates.'</p>
<p><i>Woven throughout our musical learning are the elements of music: pitch, rhythm, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations.</i></p>			

Year 1 Autumn: Songs, Rhymes & Chants / Nativity

Duration: 1 term



Big Idea: Singing

	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge - How knowledge will be built upon
Substantive Knowledge	EYFS: Pitch is high and low sounds.	<p>As a Musician, I know simple songs from memory. (mi-so)</p> <p>As a Musician, I know that simple visual instructions can help with: start, stop, loud, quiet, and counting in.</p> <p>As a Musician, I know the meaning of loud and quiet. (Dynamics)</p> <p>As a Musician, I know that dynamics can add to the performance of music.</p> <p>As a Musician, I know songs have different parts such as chorus and verse.</p>	Y2 SONGS & RHYTHM: To learn that forte means loud and piano means quiet.
Disciplinary Knowledge	EYFS: Singing together as a group.	<p>As a Musician, I can perform simple songs from memory.</p> <p>As a Musician, I can follow visual cues from a conductor.</p> <p>As a Musician, I can sing at different dynamic levels.</p>	Y2 SONGS & RHYTHM: To sing more complex songs as a group.
Vocabulary	Song, Chant, Rhyme, Start, Stop, Pitch, Conductor, Introduction, Loud, Quiet, Chorus, Verse		
Mission Advocate SJA	<i>How can we help others in need? Who showed kindness to Mary and Joseph?</i>		

Year 1 Spring: Under the Sea

Duration: 1 term



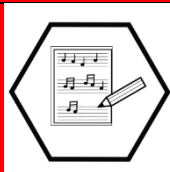
Big Idea: Performing

	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge - How knowledge will be built upon
Substantive Knowledge	EYFS: Know the beat of the music is the pulse.	<p>As a Musician, I know the steady beat of the music is called the pulse.</p> <p>As a Musician, I know that the tempo changes the speed of the beat.</p> <p>As a Musician, I know that rhythm is a collection of beats.</p> <p>As a Musician, I know that a crotchet is a one beat note and quaver pairs equal one beat.</p>	Y2 SONGS & RHYTHM: Crotchet & quaver notes and crotchet rests.
Disciplinary Knowledge	EYFS: Using percussion to play in time to the pulse.	<p>As a Musician, I can use body percussion and classroom percussion to play repeated rhythm patterns.</p> <p>As a Musician, I can play copycat rhythms.</p> <p>As a Musician, I can perform short repeating rhythm patterns.</p> <p>As a Musician, I can perform a rhythm pattern written using stick notation.</p>	Y2 SONGS & RHYTHMS: Playing a range of rhythms.
Vocabulary	Pulse, Rhythm, Beat, Pitch, High, Low, Pulse, Pattern, Body percussion, Classroom percussion		

Mission Advocate SJA	<i>How can we follow the Pope's teachings of Laudato Si and keep our oceans clean?</i>

Year 1 Summer: Space Music

Duration: 1 term



Big Idea: Composing

	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge - How knowledge will be built upon
Substantive Knowledge	EYFS: To know that pitch is high and low sounds.	<p>As a Musician, I know what a question and answer phrase is,</p> <p>As a Musician, I know that different classroom instruments can be used to create different musical sound effects.</p> <p>As a Musician, I know how lyrics can be changed within a song.</p> <p>As a Musician, I know pitch is high and low, and can be represented by dot notation.</p> <p>As a Musician, I know that tempo can be fast and slow.</p> <p>As a Musician, I know that graphic notation is a way to represent sounds using pictures.</p>	Y2 PIRATES: Know how we can change the meaning of a song by altering the lyrics.

<p>Disciplinary Knowledge</p>	<p>Y1 UNDER THE SEA: Play tuned percussion at different pitches using dot notation.</p>	<p>As a Musician, I can improvise simple vocal chants using question and answer phrases.</p> <p>As a Musician, I can create musical sound effects and short sequences of sound in response to a stimuli.</p> <p>As a Musician, I can change the lyrics of a song to fit within a rhythm pattern.</p> <p>As a Musician, I can demonstrate pitch by using high / low sounds to compose a rocket launch.</p> <p>As a Musician, I understand that the pulse is the heartbeat of the music and that this can be fast or slow. (Tempo) I can play an instrument and sing in time with the pulse.</p> <p>As a Musician, I can explore graphic scores and invent my own symbols.</p>	<p>Y2 PIRATES: Change the lyrics of a song.</p>
<p>Vocabulary</p>	<p>Pitch, High, Low, Pulse, Beat, Lyrics, Rhythm pattern, Improvise, Graphic score</p>		
<p>Mission Advocate SJA</p>	<p><i>Why do explorers need to be brave?</i></p>		

Year 2 Autumn: Songs & Rhythm / Nativity

Duration: 1 term



Big Idea: Singing

	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge - How knowledge will be built upon
Substantive Knowledge	<p>Y1 SONGS, RHYMES & CHANTS: Know that pitch is high and low sounds, and can be represented in dot notation.</p> <p>Y1 SONGS, RHYMES & CHANTS: I know that singing loudly or quietly can enhance my performance.</p>	<p>As a Musician, I know simple songs from memory. (do-so)</p> <p>As a Musician, I know the importance of responding to simple visual instructions: start, stop, loud, quiet, and counting in.</p> <p>As a Musician, I know the meaning of forte means loud and piano means quiet. (Dynamics)</p> <p>As a Musician, I know that dynamics can add to the performance of music.</p> <p>As a Musician, I know that tempo means the speed of a song.</p> <p>As a Musician, I know that word phrases can create rhythms.</p>	<p>Y3 MUSIC LESSONS: I know that singing in 2 parts is a duet.</p>
Disciplinary Knowledge	<p>Y1 SONGS, RHYMES & CHANTS: Sing songs with actions.</p>	<p>As a Musician, I can use my voice to confidently perform songs for nativity.</p> <p>As a Musician, I can follow a conductor to develop my singing performance.</p> <p>As a Musician, I can participate in vocal and rhythmic warm-ups to improve working memory.</p>	<p>Y3 MUSIC LESSONS: Sing in 2 parts and maintain part.</p>

		<p>As a Musician, I know that the beat of a song can speed up or slow down.</p> <p>As a Musician, I can clap in beat groupings of 2 and 3, emphasising the first (strongest) beat.</p> <p>As a Musician, I can play copycat rhythms and stick notation rhythms.</p>	
Vocabulary	Pitch, High, Low, Dynamics, Loud, Quiet, Conductor, Introduction, Verse, Chorus, Crescendo, Decrescendo		
Mission Advocate SJA	<p style="text-align: center;"><i>How have you helped others in need?</i></p> <p style="text-align: center;"><i>Who didn't help Mary and Joseph in their time of need?</i></p>		

Year 2 Spring: Great Fire of London

Duration: 1 term



Big Idea: Performing

	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge - How knowledge will be built upon
Substantive Knowledge	Y2 SONGS & RHYTHM: Know that pitch is high and low sounds and can be represented dot notation.	<p>As a Musician, I know that songs and chants can be changed by changing a variety of different musical elements.</p> <p>As a Musician, I know that rainbow pitch depicts a different note. (chroma notation)</p> <p>As a Musician, I know that music can be separated into phrases.</p> <p>As a Musician, I know that pitch can move in either small steps or large leaps.</p> <p>As a Musician, I know that there are 4 main families in the orchestra: woodwind, strings, brass and percussion.</p>	Y3 RECORDER 1: Know that B is on the middle line of the music stave.
Disciplinary Knowledge	Y1 UNDER THE SEA & SPACE: Played tuned instruments of different pitches.	<p>As a Musician, I can use a range of musical elements to change a performance.</p> <p>As a Musician, I can play London's Burning on boomwhackers, bells and chime bars.</p>	Y3 RECORDER 1: Learning to read the notes on the stave and playing

		<p>As a Musician, I can sing in time with others and use Makaton signs in my performance.</p> <p>As a Musician, I can name some instruments from each orchestral family.</p>	<p>these on a recorder.</p>
Vocabulary	Pitch, Note, Melody, Tuned percussion, Rhythm, Phrase, Boomwhacker, Chime bell, Melodic step, Melodic leap		
Mission Advocate SJA	<i>How can we help others after a disaster?</i>		

Year 2 Summer: Pirates

Duration: 1 term



Big Idea: Composing

	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
Substantive Knowledge	Y1 SPACE: Pupils know about crotchet notes. (Stick notation)	<p>As a Musician, I know what a crotchet, quaver and crotchet rest is.</p> <p>As a Musician, I know that dynamics means volume and tempo means speed.</p> <p>As a Musician, I know the that sea shanties were sung by sailors to help them complete their work.</p> <p>As a Musician, I know that lyrics are the words of the song and these can be changed to alter the meaning of a song.</p>	Y3 RECORDER 1 – Know that minim notes are 2-beat notes.
Disciplinary Knowledge	Y1 SPACE: Can play crotchet and quaver rhythms. (Stick notation)	<p>As a Musician, I can identify and clap crotchets, quavers and crotchet rests in music.</p> <p>As a Musician, I can sketch a response to music and add tempo and dynamic labels.</p> <p>As a Musician, I can sing, play and write lyrics for a sea shanty.</p> <p>As a Musician, I can perform a chord accompaniment in time to the melody.</p>	Y5 UKULELE: Developing knowledge of harmony and chords.

Vocabulary	Crotchet rest, Crotchet note, Quaver note, Rhythm, Sea Shanty, Dynamics, Tempo, Major, Minor, Chord, Accompaniment
Mission Advocate SJA	<i>Were pirates as bad as their reputation? Should we judge others by a label?</i>

Year 3 Autumn: Whole Class Recorder 1

Duration: 1 term



Big Idea: PERFORMING

	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
Substantive Knowledge	Y2 INSTRUMENTS: Know that woodwind instruments are blown to create a sound.	As a Musician, I know the correct embouchure for the recorder. As a Musician, I know the fingering for the notes B, A & G. As a Musician, I understand simple notation with crotchet and minim notes and rests. As a Musician, I know the difference between forte and piano dynamic markings.	Y3 RECORDER 2: I know the fingering for E & D.
Disciplinary Knowledge	Y2 GFOL: Use bells, chimes, and glockenspiels to play a melody.	As a Musician, I can play / blow the recorder with control. As a Musician, I can play the notes B, A & G. As a Musician, I can play a range of simple melodies using the correct notation. As a Musician, I can perform as an ensemble.	Y3 RECORDER 2: I can play the notes E & D.
Vocabulary	Recorder, Embouchure, Fingering, Notes, Pitch, Blow, Soft, Loud, Melody, Introduction, Crotchet, Minim		

**Mission
Advocate
SJA**

How can I use my God given talents to bring joy to others?

Year 3 Spring: #GoCompose - Woodland

Duration: 1 term



Big Idea: Composing

	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
#GoCompose		<p>Why #GoCompose</p> <ul style="list-style-type: none">• #GoCompose is a simple method or process that enables you to support your class (or a group of children) to compose their own music.• #GoCompose enables imaginative music-making in a creative and fun way.• #GoCompose can be used by any teacher wanting to explore improvisation and composing (even if you've never tried it before!). <p>#GoCompose Key Concepts</p> <ul style="list-style-type: none">• #GoCompose builds your confidence (and your pupils') in composing and performing music together.• #GoCompose enables you and your pupils to internalise the music through movement (feeling the pulse) and respond musically to a beat.• #GoCompose supports you and your pupils to improvise over a groove (exploring and playing with sound).• #GoCompose includes everyone in composition; whether they are virtuoso violinist or can simply make one sound with a percussion instrument.• #GoCompose encourages active listening (critically listening with all your senses) and enables your pupils to musically respond to a non-musical stimulus.• #GoCompose helps develop your pupils' musical memory.• #GoCompose uses music technology to capture, change and combine sounds <p>Please see below for pupil learning objectives. More information and lesson outline can be found in #GoCompose handbook.</p>	

<p style="text-align: center;">Disciplinary Knowledge</p>	<p>Pupils have played a range of tuned and untuned classroom percussion.</p> <p>Pupils have an understanding of pulse.</p>	<ul style="list-style-type: none"> -Every pupil understands the #GoCompose theme (or stimulus) and can respond to it musically. -Every pupil can recognize the groove and feel the pulse (respond to the beat). -Every pupil can improvise their own musical pattern (rhythmic or melodic) over a groove. -Every pupil can perform their musical pattern to the rest of the class. -Every pupil can work collaboratively to make a pattern (rhythmic or melodic) over a groove as part of a group. -Every pupil can perform their musical pattern to the rest of the class, individually and as part of a group. -Every pupil can record creative ideas using graphic notation -Every pupil understands the difference between improvising and composing. -Every pupil can play music individually, in a small group and as a whole class. -Every pupil can make musical decisions to structure patterns over Groove 1 and Groove 2. -Every pupil can create music with multiple sections that include repetition and contrast. -Every pupil understands ternary form. -Every pupil to develop their musical memory. -Every pupil to play music as a whole class. 	<p>Y4 MUSIC OF CHINA – Pupils use skills from #GoCompose in composition and creating a graphic score.</p>
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Vocabulary	Pulse, Beat, Groove, Compose, Improvise, Pattern, Notate, Graphic score, Graphic Symbols, Loop, Repeat, Ternary
Mission Advocate SJA	<i>Should we chop down trees for our own needs?</i>

Year 3 Summer: Whole Class Recorder 2

Duration: 1 term



Big Idea: PERFORMING

	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge. How will knowledge be built upon?
Substantive Knowledge	<p>Y3 RECORDER 1: Know the notes G, A, B.</p> <p>Y2 RHYTHM: Know that a crotchet is a 1 beat note and a quaver pair are $\frac{1}{2} + \frac{1}{2} = 1$ beat.</p>	<p>As a Musician, I know breathing techniques to develop a controlled embouchure.</p> <p>As a Musician, I know the fingering for the notes E and D.</p> <p>As a Musician, I know that the skill of tonguing separates notes.</p> <p>As a Musician, I know that 2 parts that are performed together are a duet.</p> <p>As a Musician, I know that the dynamic markings <i>piano</i> (<i>p</i>) means quiet and <i>crescendo</i> (<i>f</i>) means loud.</p>	<p>Y4 WCIT: Learn notes on a focus instrument.</p>
Disciplinary Knowledge	<p>Y3 RECORDER 1: Can play melodies which include G, A, B.</p>	<p>As a Musician, I can use breath marks to control performance.</p> <p>As a Musician, I can play and maintain control of my individual parts when playing in a duet.</p> <p>As a Musician, I can use dynamic markings when I play.</p> <p>As a Musician, I can use the tu-tu method to tongue notes.</p>	<p>Y4 WCIT: Will apply musicianship skills to whole class ensemble work.</p>
Vocabulary	Recorder, Embouchure, Fingering, Notes, Pitch, Tonguing, Duet, Dynamics, Forte, Piano, Breathing		

**Mission
Advocate
SJA**

How can we celebrate the talents of others?

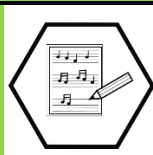
Year 4 Autumn: Whole Class Instrumental Tuition**Duration: 1 term***This unit is delivered through our SoundStorm membership led by instrumental specialists.***Big Idea: PERFORMING**

	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge - How will knowledge be built upon?
Substantive Knowledge	Y3 RECORDER: To know basic notes on the recorder.	<p>As a Musician, I know how to hold the focus instrument correctly.</p> <p>As a Musician, I know how to play 5 basic notes on an orchestral instrument.</p> <p>As a Musician, I know how to perform as an ensemble.</p> <p>As a Musician, I know how to form the correct embouchure.</p> <p>As a Musician, I know the value of crotchet (1), minim (2), and quaver (1/2) notes and rests.</p>	Y5 UKULELE: To know how harmony complements melody.
Disciplinary Knowledge	Y3 RECORDER: To be able to play simple melodies and rhythms using BAG.	<p>As a Musician, I can create a sound from the focus instrument.</p> <p>As a Musician, I can remember the fingering for 5 basic notes.</p> <p>As a Musician, I can perform together as an ensemble.</p> <p>As a Musician, I can play simple melodies with crotchet, minim and quaver notes and rests.</p>	Y5 UKULELE & BLUES: To be able to play chords on the ukulele and keyboard.

Vocabulary	Embouchure, Fingering, Note, Melody, Pitch, Rhythm
Mission Advocate SJA	<i>How do we show resilience when facing new challenges?</i>

Year 4 Spring: The Music of China

Duration: 1 term



Big Idea: COMPOSING

	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge - How will knowledge be built upon?
Substantive Knowledge	Y2 & Y3 BSO VISIT IN MAY: To know about and name some Western classical instruments.	<p>As a Musician, I know some Chinese musical instruments.</p> <p>As a Musician, I know that pentatonic means a 5-note scale.</p> <p>As a Musician, I know that legato means to play smoothly and staccato means to play spiky.</p> <p>As a Musician, I know that improvising means music made up on the spot.</p> <p>As a Musician, I know a graphic score is a pictorial representation of music.</p>	Y5 BLUES: To know how improvising is used in Blues music.
Disciplinary Knowledge	Y3 RECORDERS: To play melodies using a range of notes.	<p>As a Musician, I can use descriptions to recognise and name some Chinese musical instruments.</p> <p>As a Musician, I can improvise a melody based on the pentatonic scale.</p> <p>As a Musician, I can structure an improvisation using balanced phrases.</p>	Y5 BLUES: To use the Blues scale to improvise a melody.

		As a Musician, I can interpret and create a graphic score. As a Musician, I can read and perform pitch notation C to C'.	
Vocabulary	Pentatonic, Scale, Improvisation, Graphic score, Phrase, Legato, Staccato, Notation, Pitch		
Mission Advocate SJA	<i>Why is it important to be respectful of the customs of others?</i>		

Year 4 Summer: Notation

Duration: 1 term



Big Idea: PERFORMING

	Prior Knowledge	New Knowledge to be explicitly taught: (Including 3 Keys)	Future Knowledge - How will knowledge be built upon?
Substantive Knowledge	Y4 WCIT: Know how to play basic notes on a focus instrument.	<p>As a Musician, I know the note values of minim (2), crotchet (1), crotchet rest and paired quavers. ($\frac{1}{2} + \frac{1}{2}$).</p> <p>As a Musician, I know that music is separated into bars and these form longer phrases.</p> <p>As a Musician, I know that major tonality sounds happy and minor tonality sounds sad.</p>	Y5 RHYTHM: Know that syncopated notes fall in between the beats.
Disciplinary Knowledge	Y4 WCIT: Play simple melodies on a focus instrument.	<p>As a Musician, I can notate and play rhythms.</p> <p>As a Musician, I can sequence bars of rhythm into longer phrases.</p> <p>As a Musician, I can play simple melodies in both major and minor keys.</p>	Y5 RHYTHM: Notate some trickier rhythms.
Vocabulary	Melody, Middle C, Pitch, Rhythm, Crotchet, Minim, Quaver, Sequence, Phrase, Major, Minor, Tonality		
Mission Advocate SJA	<i>Jesus spoke in many tongues. How is music like a language?</i>		

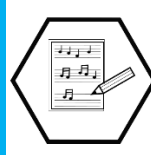
Year 5 Autumn: Ukulele**Duration: 1 term***This unit is delivered via a virtual teaching unit from SoundStorm led by ukulele practitioner, Rob Palmer.***Big Idea: PERFORMING**

	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge - How will knowledge be built upon?
Substantive Knowledge	<p>KS1 / KS2 ALL UNITS: Building on the knowledge that pitch means different sounding notes.</p> <p>Y4 NOTATION: Reading pitch from notation with added note names.</p>	<p>As a Musician, I know the distinct parts of a ukulele are: fretboard, neck, body, strings, tuning pegs.</p> <p>As a Musician, I know the names of the 4 strings and the mnemonic to help remember them: G / C / E / A (Greedy Cats Eat Anything).</p> <p>As a Musician, I know the difference between strum is a down movement and upstrum in an upward movement.</p> <p>As a Musician, I know the chords pattern of C, Fadd9, Am, F and G7.</p> <p>As a Musician, I know that the building blocks of music are harmony, melody & rhythm.</p>	<p>Y5 BLUES: Expanding knowledge of chords as triads. (PMPMP on the keyboard)</p>

Disciplinary Knowledge	Y4 WCIT: Will have played a range of instruments and understand that they are played using different techniques.	As a Musician, I can hold the ukulele correctly and name the neck, body, fret board and tuning pegs. As a Musician, I can strum down in time to the pulse and add upstrums off the beat. As a Musician, I can play a melody using open strings. As a Musician, I can form the chords of C, Fadd9, Am, F and G7 on the ukulele.	YEAR 5 BLUES: Constructing and playing chords on a keyboard.
Vocabulary	Melody, Harmony, Rhythm, Chord, Bar, Tempo, Chord progression, Chord diagram, Strum, Upstrum, Fretboard, Tuning Pegs, Body, Neck, Strings		
Mission Advocate SJA	<p style="text-align: center;"><i>How can I use my talents to help others?</i></p>		

Year 5 Spring: Blues Music

Duration: 1 term



Big Idea: COMPOSING

	Prior Knowledge	New Knowledge to be explicitly taught: (Including 3 Keys)	Future Knowledge - How will knowledge be built upon?
Substantive Knowledge	Y5 UKULELE: Know that a chord is 2 or more notes played at the same time.	<p>As a Musician, I know that the origins of Blues Music come from slavery and unhappiness.</p> <p>As a Musician, I know the 12 Bar Blues chord structure is 1/1/1/1/4/4/1/1/5/4/1/1.</p> <p>As a Musician, I know that a chord is 2 or more notes played at the same time.</p> <p>As a Musician, I know that a triad is a chord of 3 notes.</p> <p>As a Musician, I know that a Blues scale is one with flattened notes.</p> <p>As a Musician, I know that in an AAB lyric structure, the A section is repeated.</p>	Y5 RHYTHM: Know that rondo structure (ABACA) has a recurring section A.

Disciplinary Knowledge	Y4 MUSIC OF CHINA: To improvise simple phrases of music using given notes.	As a Musician, I can listen to a range of Blues music and make comments on musical features. As a Musician, I can play the 12 Bar Blues chords in C major using single-finger chords or triads. As a Musician, I can improvise using a blues scale. (C / Eb / F / F# / G / Bb / C') As a Musician, I can write lyrics in the AAB structure.	Y6 GROUND BASS: Playing melody and harmony together.
Vocabulary	Slavery, Chord Structure, Improve, Blues Scale, Lyrics, 12 Bar Blues, Triad, Flattened note, Phrase		
Mission Advocate SJA	<i>Is it right to enslave others to serve our needs?</i>		

Year 5 Summer: Rhythm (West Africa)

Duration: 1 term



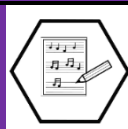
Big Idea: COMPOSING

	Prior Knowledge	New Knowledge to be explicitly taught: (Including 3 Keys)	Future Knowledge - How will knowledge be built upon?
Substantive Knowledge	Y5 BLUES: Learn about returning section A in lyric writing. Y4 NOTATION: Reading simple rhythms.	As a Musician, I know that the djembe has 3 timbres: Bass, Slap, Tone. As a Musician, I know that polyrhythm is many rhythms playing at the same time. As a Musician, I know that binary (AB) and ternary form (ABA) both have a recurring A section. As a Musician, I know that rondo form is ABACA. As a Musician, I know that call and response is a leader 'calling' a rhythm and the group repeating it. It works like a conversation in music. As a Musician, I know that a solo is a piece played by a single performer.	Y6 GROUND BASS & VARIATIONS: To know that musical variations change a theme.

Disciplinary Knowledge	Y5 UKULELE: To play contrasting musical parts.	<p>As a Musician, I can read and play short rhythmic phrases in 4/4 time.</p> <p>As a Musician, I can use a variety of drumming timbres when playing the djembe.</p> <p>As a Musician, I can drum polyrhythms in layers of up to 4 rhythms.</p> <p>As a Musician, I can improvise rhythms with a sense of shape and character.</p> <p>As a Musician, I can experiment with a wider range of dynamics.</p>	Y6 GROUND BASS: To structure a longer piece using variations on a theme.
Vocabulary	Djembe, Bass, Tone, Slap, Timbre, Polyrhythm, Call & Response, Solo, Rondo Form, Rhythm, 4/4 time signature, Improve		
Mission Advocate SJA	<p style="text-align: center;"><i>Is the inequality in the standard of living acceptable across the world? How can we support those who need help?</i></p>		

Year 6 Autumn: Hip-Hop Remix

Duration: 1 term



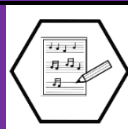
Big Idea: Composing

	<p>Prior Knowledge</p>	<p>New Knowledge to be explicitly taught (Including 3 Keys)</p>	<p>Future Knowledge - How will knowledge be built upon?</p>
<p>Substantive Knowledge</p>	<p>Y5 UKULELE / BLUES: Know that music consists of different layers – melody, harmony and rhythm.</p>	<p>As a Musician, I know that a DAW is a Digital Audio Workstation that we can input sounds into.</p> <p>As a Musician, I know that a Hip-Hop track includes samples programmed into a sequence. It is most likely in 4/4 time, has an original drumbeat, a bassline, Hip-Hop melody, chords, sound effects and extra audio samples.</p> <p>As a Musician, I know that I can use features of the DAW to balance sounds between different tracks.</p> <p>As a Musician, I know that a chord is two or more notes played at the same time, and these can be inputted into a DAW.</p> <p>As a Musician, I know that YuStudio and other DAWs can synthesize the sound of different instruments.</p> <p>As a Musician, I know that DAWs such as YuStudio can apply a range of sound effects to tracks such as EQ and delay.</p> <p>As a Musician, I know that you can delete and duplicate different sections of music easily, to create an effective track.</p>	<p>KS3</p>

<p>Disciplinary Knowledge</p>	<p>Y5 UKULELE / BLUES: Creating accompaniments for melody and rhythm.</p>	<p>YuStudio – Production Knowledge and Skills</p> <p>The students will learn to:</p> <ul style="list-style-type: none"> ● Choose a musical key which fits with a Hip Hop style ● Add new tracks (Drum, Subtrakt, SoundBank, Audio) ● Add note clips and input notes (kick, snare, hi-hat, synthesizer) ● Turn on the loop whilst experimenting with notes – shorten/extend ● Locate and add audio samples ● Add a title and save track ● Add a new Synthesizer (Subtrakt) Track (Drum, Subtrakt, Audio) ● Use the piano roll to compose within the chosen key and find different octaves ● Create a bassline and then simplify it ● Choose notes and sounds based on personal preference ● Duplicate sections or the entire track ● Create structure by adding and removing notes to create a varied texture ● Choose an instrument from the SoundBank ● Add sound effects to the track (Sound FX) eg riser to build tension ● Use volume sliders to change the overall balance and mix the track: + and - ● Add and remove sections for structural and textural reasons 	<p>KS3</p>
<p>Vocabulary</p>	<p>Hip-Hop, Track, Soundbank, Input, Loop, Audio samples, Synthesizer, Key, Octave, Bassline, Duplicate, Sound Effect (FX), Slider</p>		
<p>Mission Advocate SJA</p>	<p><i>How do we ensure that everyone’s voices are heard and represented?</i></p>		

Year 6 Spring: Leitmotifs

Duration: 1 term



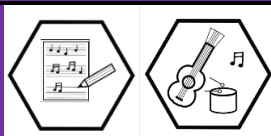
Big Idea: COMPOSING

	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge - How will knowledge be built upon?
Substantive Knowledge	Y4 MUSIC OF CHINA: To know that programme music is music composed for a reason / theme.	As a Musician, I know that a leitmotif is a recurrent theme associated with a character or emotion. As a Musician, I know that timbre means the sound of the instruments and that they can change the mood of the music. As a Musician, I know that melodies can be enhanced with rhythmic or chordal accompaniment. As a Musician, I know that music can enhance storytelling. As a Writer, I know the key structure of a children's story. As a Musician, I know that a musical motif needs to be short and memorable with repeated phrases.	Y6 GROUND BASS: To structure a performance of variations.

Disciplinary Knowledge	Y3 WEATHER: To have composed short melodies for a purpose.	<p>As a Musician, I can recognise and compose leitmotifs for characters.</p> <p>As a Musician, I can select and use a variety of instruments to create different moods.</p> <p>As a Musician, I can perform as an ensemble with pupils taking different parts.</p> <p>As a Musician and Writer, I can write a children’s story which includes different characters and their own music.</p>	KS3
Vocabulary	Leitmotif, Melody, Pitch, Layers, Timbre, Motif, Instrument, Repeat, Phrase, Compose,		
Mission Advocate SJA	<p style="text-align: center;"><i>How can friends support each other when facing difficulties?</i></p>		

Year 6 Summer: Ground Bass & Variations

Duration: 1 term



Big Ideas: PERFORMING & COMPOSING

	Prior Knowledge	New Knowledge to be explicitly taught: (Including 3 Keys)	Future Knowledge How knowledge will be built upon
Substantive Knowledge	Y5 AUT UKULELE: Know that harmony is a layer that accompanies a melody.	As a Musician, I know that a ground bass is a short melody repeated in the bass figure. As a Musician, I know that musical variation is a formal technique where material is repeated in an altered form. As a Musician, I know that the interval of a 3 rd is created using a major 3 rd tone. (Skip a note)	KS3
Disciplinary Knowledge	Y4 NOTATION, Y5 MUSIC OF CHINA: Can use tuned percussion and keyboard to play a range of melodies and chords.	As a Musician, I can play a melody using staff notation. (Pachelbel's Canon transposed into C major) As a Musician, I can play a ground bass figure. As a Musician, I can accompany a melody with a bass line. As a Musician, I can make decisions about dynamic range in order to enhance my performance.	KS3
Vocabulary	Ground Bass, Melody, Harmony, Intervals, Key Signature, Variation, Notation, Treble Clef, Bass Clef, Accompaniment		
Mission Advocate SJA	<i>Is it respectful to change the work of others?</i>		

