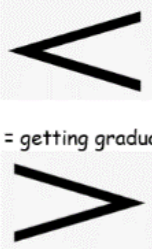
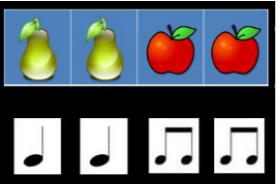
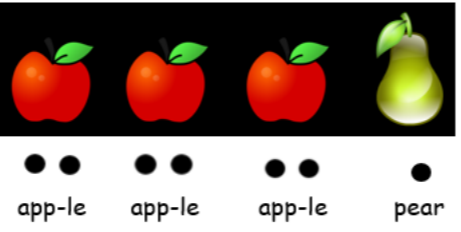


Year 3 - Autumn 1: In the Hall of the Mountain King

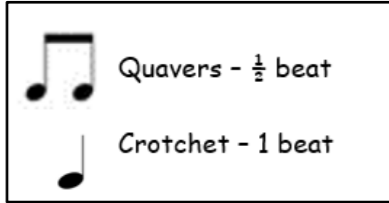
Milestone LO

- Children will improvise and compose music for a range of purposes using the inter-related dimensions of music when they create and perform their own untuned percussion piece that uses gradual increases of dynamics and tempo in an AABA structure (re the opening section of In the Hall of the Mountain King)
- Children will play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression when they play untuned percussion instruments along to In the Hall of the Mountain King controlling gradual increases of dynamics and tempo
- Children will use and understand staff and other musical notations when they ceate and perform their own untuned percussion piece that uses gradual increases of dynamics and tempo in an AABA structure (re the opening section of In the Hall of the Mountain King)
- Children will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians when they listen to Grieg.
- Children will develop an understanding of the history of music when they listen to Grieg.
- Children will listen with attention to detail and recall sounds with increasing aural memory when they listen to Grieg

<p>Constructive Pillar Substantive/ Declarative Knowledge</p>	<p>Technical Pillar Disciplinary Knowledge Procedural Knowledge</p>	<p>Expressive Pillar Tacit Knowledge</p>
<p>Dynamics: Know that music can get louder and quieter in fine gradations</p> <div data-bbox="409 863 789 1163" style="border: 1px solid black; padding: 5px;">  <p>Crescendo = getting gradually louder.</p> <p>Diminuendo = getting gradually quieter.</p> </div> <p>Duration: Know that rhythm patterns fit into a steady beat and begin to know that the steady beat, and rhythms, can be segmented into equal measures of 4 beats (4 metre).</p> <div data-bbox="314 1421 902 1753" style="border: 1px solid black; padding: 5px;"> <p>Music has a meter: the number of beats in each segment.</p>  </div>	<p>Playing: Know how to play rhythms, crescendos and diminuendos on untuned percussion by playing with more or less force.</p> <p>Rehearsing and performing: Know how when and how to improve.</p> <p>Begin to know how to present a performance</p> <p>Notation: Know how to use word rhythms to notate.</p> <div data-bbox="1041 1209 1516 1556" style="border: 1px solid black; padding: 5px;"> <p>Word Rhythms notate musical rhythms into segmented groups of 4 beats (4 meter)</p>  </div> <p>Know how to use syllable beats to create formal notation.</p>	<p>Listening and responding: Know why music illustrates the composer’s ideas.</p> <p>Describing and discussing: Compare how the beginning of the piece of music might make the listening feel, compared with the end.</p> <div data-bbox="1893 1100 2775 1190" style="border: 1px solid black; padding: 5px;"> <p>The Hall of The Mountain King - <i>Edvard Greig</i></p> </div>

Know that a crotchet is a one beat note.

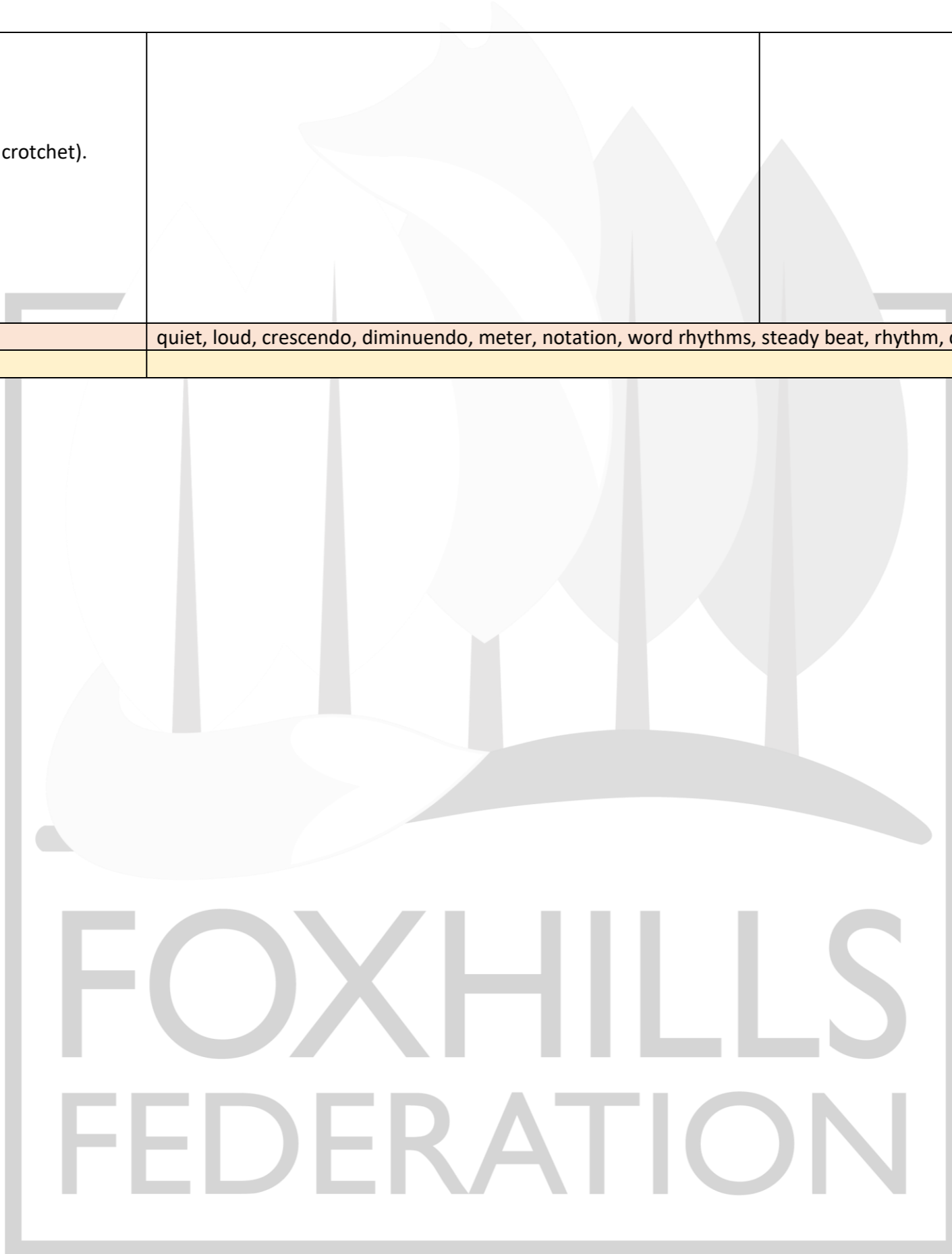
Know that a quaver is half of a beat (two quavers=1 crotchet).



Vocabulary

quiet, loud, crescendo, diminuendo, meter, notation, word rhythms, steady beat, rhythm, crotchet, quaver

Enrichment & wider development



Year 3 - Autumn 2: Christmas is Coming

Milestone LO

- Identifying the key melodic features (steps, leaps and repeats)
- Creating and performing *Goose and turkey patterns*
- Creating and performing 4 beat melodic patterns
- Creating and performing a class version of *Christmas is Coming*
- Creating and performing small group versions of *Christmas is Coming*

Constructive Pillar
Substantive/
Declarative Knowledge

Technical Pillar
Disciplinary Knowledge
Procedural Knowledge

Expressive Pillar
Tacit Knowledge

Duration:

Know that rhythm patterns fit to a steady beat and begin to understand 4 metre.

Know that an ostinato is a continually repeated music rhythm or phrase.

Ostinato = a continually repeated musical rhythm or phrase.



Pitch:

Know that musical notes can move in steps or leaps or be repeated notes in melodies. **Revisit Aut 2, Sum 1**

Melodic shape illustrates the steps, leaps or repeated notes in a tune.



Know that music in a major key sounds positive and happy and music in a minor key sounds sad.

Music in the **major** key sounds positive and happy.

Major

Music in the **minor** key sounds sad.

Minor

Playing

Know how to play tuned percussion instruments accurately by maintaining the beat of a piece of music or by striking only notes intended.

Rehearsing and performing

Know how to use memory and recall to rehearse individually and in a group.

Know when to rehearse.

Begin to know to present a performance (through showing awareness of the audience).

Notating

Know how to use graphic notation to show basic rhythm and pitch.

Know that stave notation also shows rhythm and pitch.

Listening and responding

Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider how music illustrates the composer's ideas.

Describing and discussing

Describe, discuss and start to share opinions about what you hear, the impact of the music and the composers ideas and choices using a growing musical vocabulary.

Christmas is coming, the geese are getting fat - traditional

Begin to know that notes in step create a major scale, and the scale with no sharps or flats (black notes) is the C major scale.

The C major scale moves in step from C-C and uses no sharps or flats (black notes on the piano)



Vocabulary

Pitch – ostinato, melody, step, leap, repeat, major
Duration – steady beat, rhythm pattern, meter,

Enrichment & wider development

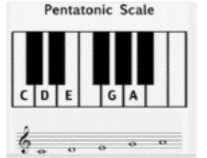
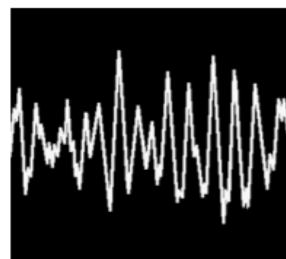

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Year 3 - Spring 1: Chinese Lanterns

Milestone LO

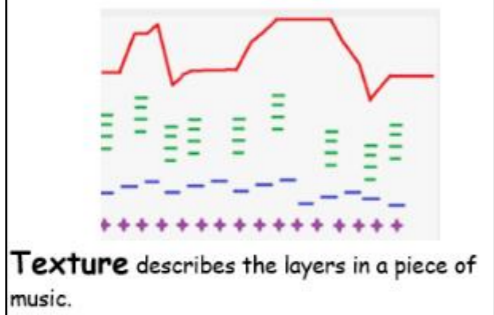


- Perform the Chinese Lanterns Song with a tuned percussion accompaniment
- Perform a class piece using lantern patterns with accompaniment

Constructive Pillar Substantive/ Declarative Knowledge	Technical Pillar Disciplinary Knowledge Procedural Knowledge	Expressive Pillar Tacit Knowledge
<p>Pitch: Know that a pentatonic scale has 5 notes.</p>  <p>The pentatonic scale is a 5 note scale, often used in Chinese music. These are examples of pentatonic scales: CDEGA FGACD GABDE</p> <p>Duration: Know that a drone is a note or chord played continuously throughout a piece of music.</p>  <p>A drone is a note or chord sounded continuously throughout a piece of music.</p> <p>Know that an ostinato is a continually repeated musical rhythm or phrase.</p> <p>Ostinato = a continually repeated musical rhythm or phrase.</p> 	<p>Playing: Know how to play tuned percussion and recorders with increased accuracy and growing musicality (tuned percussion/ recorders).</p> <p>Rehearsing and Performing: Know how to rehearse by repeating small parts of a performance at a time, practising more slowly, practising individually or as a group.</p> <p>Know when to rehearse.</p> <p>Begin to know how to present a performance.</p> <p>Notating: Know how to use a range of graphic notation.</p>	<p>Listening and responding: Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider how music illustrates the composer's ideas.</p> <p>Describing and discussing Describe, discuss and start to share opinions about what you hear, the impact of the music and the composers ideas and choices using a growing musical vocabulary.</p>
<p>Vocabulary</p>	<p>Pitch, step, pentatonic, repeat, duration, layers, accompaniment, drone, ostinato</p>	
<p>Enrichment & wider development</p>	<p>Celebrating Chinese New Year</p>	

Year 3 - Spring 2: Mystic Moments

Milestone LO

- Create and record an atmospheric soundtrack to a picture or short video showing dawn at Stonehenge

<p>Constructive Pillar Substantive/ Declarative Knowledge</p>	<p>Technical Pillar Disciplinary Knowledge Procedural Knowledge</p>	<p>Expressive Pillar Tacit Knowledge</p>
<p>Texture: Know that texture describes the layers of sound in a piece of music.</p>  <p>Timbre: Know that timbre refers to the character and quality of a musical sound.</p>  <p>Know that different timbre can be created by combining different instruments.</p> <p>Know that Brian Eno was a composer of ambient music.</p>	<p>Playing: Know how to use of the voice as an instrument, chanting and singing with a developing awareness of phrasing and expression, including rounds, partner songs and songs in simple layers.</p>  <p>Begin to know how to listen to the sound one is making in order to balance it with others.</p> <p>Rehearsing and Performing: Know how to rehearse by repeating small parts of a performance at a time, practising more slowly, practising individually or as a group.</p> <p>Know when to rehearse.</p> <p>Begin to know how to present a performance.</p> <p>Notating Know how to use graphic notation and basic pitch notation (melodic shapes).</p>	<p>Listening and responding Consider how music illustrates the composer’s ideas and consider the devises used by composers to represent ideas musically.</p> <p>Describing and discussing Describe, discuss and start to share opinions about what you hear, the impact of the music and the composers ideas and choices, using a growing musical vocabulary.</p>
<p>Vocabulary</p>	<p>Texture, timbre, solo, unison. diction, melody, round</p>	
<p>Enrichment & wider development</p>	<p>Celebrating Chinese New Year</p>	



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Year 3 - Summer 1: Our School

Milestone LO

- Performing of Learnin' Rap including steady beat and ostinato
- Creating and performing school samba

Constructive Pillar Substantive/ Declarative Knowledge	Technical Pillar Disciplinary Knowledge Procedural Knowledge	Expressive Pillar Tacit Knowledge
<p>Duration: Know that rhythm patterns fit to a steady beat and begin to understand 4 metre. Revisit Aut 2</p> <div data-bbox="192 604 834 846" style="border: 1px solid black; padding: 5px; text-align: center;">  <p>The steady beat is the heart of the music.</p> </div> <div data-bbox="192 890 834 1314" style="border: 1px solid black; padding: 5px;">  <p>Meter is used to describe the process of counting musical beats in pre-determined groups (called bars).</p> </div> <p>Structure: Know that call and response patterns is a structure of music. Revisit year 1</p>	<p>Singing: Know how to use of the voice as an instrument, chanting and singing with a developing awareness of phrasing and expression, including raps.</p> <p>Playing: Know how to use correct techniques to play tuned and untuned percussion.</p> <p>Rehearsing and performing: Know how to rehearse by repeating small parts of a performance at a time, practising more slowly, practising individually or as a group.</p> <p>Know when to rehearse.</p> <p>Begin to know how to present a performance.</p> <p>Notating: Use a range of graphic notation, including grid notation.</p>	<p>Listening and responding: Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider how music illustrates the composer's ideas.</p> <p>Describing and discussing: Describe, discuss and start to share opinions about what you hear, the impact of the music and the composer's ideas and choices using a growing musical vocabulary.</p>
<p>Vocabulary</p>		<p>Steady beat, meter, rap, call and response, samba</p>
<p>Enrichment & wider development</p>		

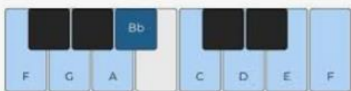


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Year 3 - Summer 2: Volcanoes

Milestone LO

- Perform Popocatepetl in unison and as a round
- Perform the song with ostinato accompaniments
- Create own melodic phrases / melodies and use grid notation to notate

Constructive Pillar Substantive/ Declarative Knowledge	Technical Pillar Disciplinary Knowledge Procedural Knowledge	Expressive Pillar Tacit Knowledge
<p>Pitch: Know that the C major scale moves in step from C-C with no sharps and flats (black notes). Revisit Aut 2</p> <p>Know that the F major scale moves in step from F-F but includes Bb (which is the same as A#).</p> <div data-bbox="192 747 575 1031" style="border: 1px solid black; padding: 5px;"> <p>In the F major scale the notes move in step. Bb/ A# is one of the steps.</p>   </div> <p>Structure: Know that ostinati are short repeated patterns. (Ostinati = plural. Ostinato = singular)</p> <div data-bbox="192 1188 575 1356" style="border: 1px solid black; padding: 5px;"> <p>Ostinato = a continually repeated musical rhythm or phrase. (More than one ostinatos are called ostinati)</p>  </div>	<p>Playing: Know how to play tuned percussion with two beaters (two beater technique).</p> <p>Rehearsing and performing: Know how to rehearse by repeating small parts of a performance at a time, practising more slowly, practising individually or as a group.</p> <p>Know when to rehearse.</p> <p>Begin to know how to present a performance.</p> <p>Notating: Know how to use graphic notation and basic pitch notation (melodic shapes). Introduce basic staff notation if appropriate.</p>	<p>Listening and responding: Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider how music illustrates the composer's ideas.</p> <p>Describing and discussing: Describe, discuss and start to share opinions about what you hear, the impact of the music and the composers ideas and choices using a growing musical vocabulary</p> <div data-bbox="1863 869 2792 919" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Soul sacrifice – Carlos Santana</p> </div>
<p>Vocabulary</p>	<p>F major scale, ostinato/ ostinato, step, leap</p>	
<p>Enrichment & wider development</p>		

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Year 4

Year 4 - Autumn 1: Anglo Saxons

Milestone LO

- Children will improvise and compose music for a range of purposes using the inter-related dimensions of music when they create a class or group accompaniment to a scene / narrative from either an original or “written in the style of” (i.e. by pupils) Anglo Saxon poem, story or saga, such as Beowulf or music to represent pagan Anglo Saxon gods.
- Children will use and understand staff and other musical notations when they create a class or group accompaniment to a scene / narrative from either an original or “written in the style of” (i.e. by pupils) Anglo Saxon poem, story or saga, such as Beowulf or music to represent pagan Anglo Saxon gods.
- Children will play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression when they perform a class accompaniment to a scene / narrative from either an original or “written in the style of” (i.e. by pupils) Anglo Saxon poem, story or saga, such as Beowulf.
- Children will listen with attention to detail and recall sounds with increasing aural memory when they listen to Holst and Grieg.
- Children will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians when they listen to Holst and Grieg.
- Children will develop an understanding of the history of music when they listen to Holst and Grieg.

Constructive Pillar Substantive/ Declarative Knowledge	Technical Pillar Disciplinary Knowledge Procedural Knowledge	Expressive Pillar Tacit Knowledge
<p>Duration: Know that rhythm patterns fit into a steady beat and that the steady beat can be segmented into equal measures (metre) Revisit year 3</p> <div data-bbox="192 940 825 1176" style="border: 1px solid black; padding: 5px; text-align: center;">  <p>The steady beat is the heart of the music.</p> </div> <div data-bbox="192 1207 825 1606" style="border: 1px solid black; padding: 5px;">  <p>Meter is used to describe the process of counting musical beats in pre-determined groups (called bars).</p> </div> <p>Dynamics: Know that piano means quiet and forte means loud. Revisit year 2</p>	<p>Playing: Know how to use correct techniques to play tuned and untuned percussion in order to play with accuracy and increased musically (starting and stopping as an ensemble, varying dynamics).</p> <p>Know how to follow the signals of a conductor and practising conducting.</p> <p>Rehearsing and performing: Know how to rehearse by repeating small parts of a performance at a time, practising more slowly, practising individually or as a group.</p> <p>Know which improvements need to be made when rehearsing.</p> <p>Develop an awareness of how to present a performance.</p> <p>Notating: Know how to follow simple notation for a performance.</p>	<p>Listening and responding: Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically.</p> <div data-bbox="1893 1024 2789 1207" style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Mars and Venus from the Planets - <i>Holst</i></p> <p>In the Hall of the Mountain King from Peer Gynt - <i>Grieg</i></p> </div>

Dynamics describe how loud or quiet the music is.

Piano mean quiet

p

Forte means loud

f

Tempo:
Know that tempo/ tempi describes the speed of a piece of music.



Tempo describes the speed of a piece of music (more than one tempo are **tempi**)

Vocabulary

Steady beat, meter, dynamics (piano/ forte, crescendo / diminuendo) tempo/ tempi (accelerando / rallentando), timbre, texture, duration

Enrichment & wider development

Anglo-saxons, Beowulf



Year 4 - Autumn 2: Find it, make it, play it

Milestone LO


- Using own instruments creatively – adding sound effects to a story, Onomatopoeic patterns and Winter sound sequence

Constructive Pillar Substantive/ Declarative Knowledge	Technical Pillar Disciplinary Knowledge Procedural Knowledge	Expressive Pillar Tacit Knowledge
<p>Timbre: Know the names of common orchestral instruments based on their voice.</p> <p>Texture: Know that texture refers to the number of parts playing a piece of music and that solo, unison, ostinato are all words that can be used to describe texture. Revisit year 3</p> <div data-bbox="192 724 688 976" data-label="Figure"> </div> <div data-bbox="192 976 688 1050" data-label="Caption"> <p>Texture describes the layers in a piece of music.</p> </div> <div data-bbox="400 1039 534 1081" data-label="Section-Header"> <p>Texture</p> </div> <div data-bbox="371 1092 549 1333" data-label="Image"> </div> <p>Solo= sung or played by a single performer Unison= sung or played by more than one performer but at the same pitch</p> <p>Ostinato = a continually repeated musical rhythm or phrase. (More than one ostinatos are called <u>ostinati</u>)</p> <div data-bbox="222 1638 667 1690" data-label="Image"> </div>	<p>Playing: Know how to use correct techniques to play tuned and untuned percussion in order to play with accurately, fluently and with increased musically (starting and stopping as an ensemble, varying dynamics).</p> <p>Rehearsing and performing: Know how to rehearse by repeating small parts of a performance at a time, practising more slowly, practising individually or as a group.</p> <p>Know which improvements need to be made when rehearsing.</p> <p>Develop an awareness of how to present a performance.</p> <p>Notating: Know how to follow simple notation for a performance.</p>	<p>Listening and responding: Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically.</p> <p>Describing and discussing: Describe, discuss and share opinions about what you hear, the context / purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary.</p> <div data-bbox="1884 829 2775 882" data-label="Text"> <p>Taz - <i>Weapons of Sound</i></p> </div>
<p>Vocabulary</p>	<p>solo, unison, ostinato, layers, orchestral instrument names</p>	
<p>Enrichment & wider development</p>		

Year 4 - Spring 1: Superheroes

Milestone LO

- Develop and perform the American army style Super Hero chant with a steady beat and rhythmic ostinato accompaniment.
- Respond to *The Peter Gunn* theme.
- Create Super Hero music including steady beat, rhythmic ostinati and improvised sections. The steady beat and improvised sections should be notated using a grid or conventional rhythmic notation.

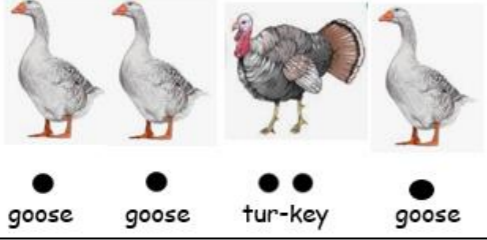

Constructive Pillar Substantive/ Declarative Knowledge	Technical Pillar Disciplinary Knowledge Procedural Knowledge	Expressive Pillar Tacit Knowledge
<p>Duration: Know that rhythm patterns fit to a steady beat using 4 metre. Revisit year 3</p> <p>Structure: Know that ostinati are short repeated patterns. (Ostinati = plural. Ostinato = singular). Revisit year 3</p> <div data-bbox="178 745 994 1102" style="border: 1px solid black; padding: 5px;"> <p>Ostinato = a continually repeated musical rhythm or phrase. (More than one ostinatos are called <u>ostinati</u>)</p>  </div>	<p>Playing: Know how to use correct techniques to play tuned and untuned percussion in order to play with accurately, fluently and with increased musically (starting and stopping as an ensemble, varying dynamics).</p> <p>Rehearsing and performing: Know how to rehearse by repeating small parts of a performance at a time, practising more slowly, practising individually or as a group.</p> <p>Know which improvements need to be made when rehearsing.</p> <p>Develop an awareness of how to present a performance.</p> <p>Notating: Know how to use detailed grid notation.</p> <p>Know how to use basic stave notation.</p>	<p>Listening and responding: Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically.</p> <p>Describing and discussing: Describe, discuss and share opinions about what you hear, the context / purpose and impact of the music and the composers' use of musical devices, using a growing musical vocabulary.</p> <div data-bbox="1869 892 2789 997" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>The Peter Gunn theme - <i>Henry Mancini</i></p> </div>
<p>Vocabulary</p>		<p>Duration, steady beat, rhythm pattern, 4-metre, ostinato</p>
<p>Enrichment & wider development</p>		



Year 4 - Spring 2: Reading Rhythms

Milestone LO

- Creating and performing word patterns that fit to the steady beat in 2, 3 and 4 metre
- Creating, notating and performing crotchet and quaver patterns that fit to the steady beat in 2, 3 and 4 metre
- Creating, notating and performing crotchet, quaver and minim patterns to fit the games featured in *Driving in my car*

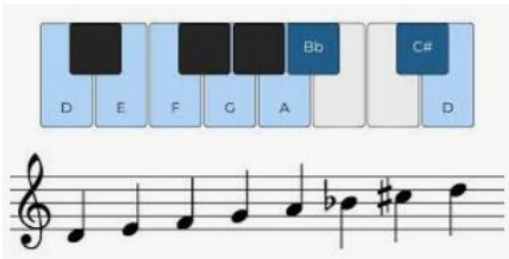

Constructive Pillar Substantive/ Declarative Knowledge	Technical Pillar Disciplinary Knowledge Procedural Knowledge	Expressive Pillar Tacit Knowledge
<p>Duration: Know that rhythm patterns fit to a steady beat in 2, 3 and 4 meter.</p> <div data-bbox="332 590 851 890" style="border: 1px solid black; padding: 5px;"> <p>Word Rhythms notate musical rhythms into segmented groups of a steady beat (meter)</p>  <p>goose goose tur-key goose</p> </div> <p>Know that a crotchet is a one beat note. Revisit year 3</p> <p>Know that a quaver is half of a beat (two quavers=1 crotchet). Revisit year 3</p> <p>Know that a minim is a 2 beat note.</p> <div data-bbox="287 1148 644 1476" style="border: 1px solid black; padding: 5px;">  <p>Quavers - $\frac{1}{2}$ beat</p> <p>Crotchet - 1 beat</p> <p>Minim- 2 beats</p> </div>	<p>Rehearsing and performing: Know how to perform a 4 bar rhythm in 4 meter time.</p> <p>Notating: Know how to use grid notation and basic rhythmic notation (crotchets, quavers and minims).</p>	<p>Listening and responding: Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically.</p> <p>Describing and discussing: Describe, discuss and share opinions about what you hear, the context / purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary (meter).</p>
<p>Vocabulary</p>	<p>Steady beat, rhythm pattern, metre, crotchet, quaver and minim</p>	
<p>Enrichment & wider development</p>		

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Year 4 - Summer 1: River's Journey

Milestone LO



- Perform own arrangement of the River's Journey song
- Create and perform own theme and variations
- Create and perform theme and variations in response to Angela's Poem

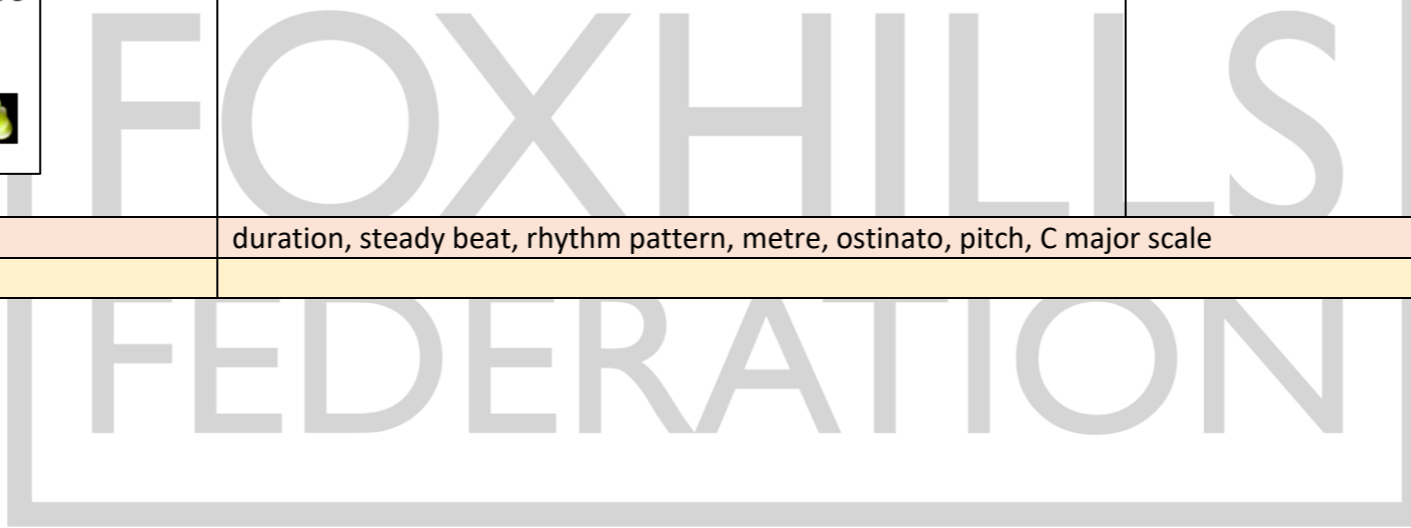
Constructive Pillar Substantive/ Declarative Knowledge	Technical Pillar Disciplinary Knowledge Procedural Knowledge	Expressive Pillar Tacit Knowledge
<p>Pitch: Know that a minor scale sounds sad.</p> <p>Know that the D minor scale moves in step from D-D but includes Bb and C#.</p> <div data-bbox="192 693 994 1081" style="border: 1px solid black; padding: 5px;"> <p>In the D minor scale the notes move in step. The steps include Bb and C#.</p>  </div> <p>Structure: Know that "theme and variation" music develops musical ideas, with variations that are similar but not the same in sound to the original theme.</p> <div data-bbox="192 1312 608 1711" style="border: 1px solid black; padding: 5px;"> <p>Theme and variation music develops an original musical theme into variations that sound similar but not the same.</p>  <p>THEME AND VARIATIONS</p> </div>	<p>Playing: Know how to use correct techniques to play tuned and untuned percussion in order to play with accurately, fluently and with increased musicality (starting and stopping as an ensemble, varying dynamics, varying tempo, playing within a given scale/ key signature).</p> <p>Know how to use difference vocal sounds for effect (boys / girls / humming / quiet voices / spoken voices)</p> <p>Rehearsing and performing: Know how to rehearse by repeating small parts of a performance at a time, practising more slowly, practising individually or as a group.</p> <p>Know which improvements need to be made when rehearsing.</p> <p>Know how to present a performance (consider the use of solos, small groups and large groups).</p> <p>Notating: Know how to use detailed graphic notation (note names in grid notation) for performance.</p>	<p>Listening and responding: Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically.</p> <p>Describing and discussing: Describe, discuss and share opinions about what you hear, the context / purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary (major, minor)</p> <div data-bbox="1884 945 2775 1218" style="border: 1px solid black; padding: 10px; text-align: center;"> <p>The River is Flowing – <i>traditional North American</i></p> <p>Theme and Variations on a Theme of Paganini - <i>Andrew Lloyd Webber</i></p> <p>Young Person's Guide to the Orchestra - <i>Benjamin Britten</i></p> <p>12 variations on "Ah, vous dirai-je Maman" KV265 for Piano - <i>Mozart</i></p> </div>
<p>Vocabulary</p>	<p>scale, major, minor, theme and variations, solo</p>	
<p>Enrichment & wider development</p>		

Year 4 - Summer 2: Lucy in the Sky with Diamonds

Milestone LO

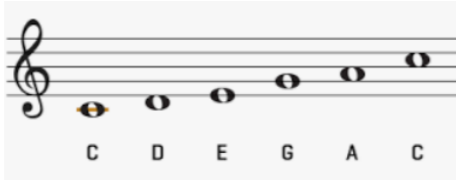
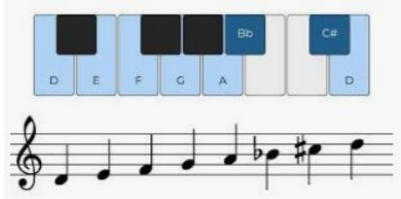
- Rain on the green grass – improvising in 4 and 3 metre
- Composing in the style of Lucy in the Sky with Diamonds using 4 and 3 metre and notes of the C major scale

<p align="center">Constructive Pillar Substantive/ Declarative Knowledge</p>	<p align="center">Technical Pillar Disciplinary Knowledge Procedural Knowledge</p>	<p align="center">Expressive Pillar Tacit Knowledge</p>
<p>Pitch: Know that notes in step create a scale, and the scale with no sharps or flats (black notes) is the C major scale. Revisit year 3</p> <div data-bbox="178 590 988 926" style="border: 1px solid black; padding: 5px;"> <p>The C major scale moves in step from C-C and uses no sharps or flats (black notes on the piano)</p>  </div> <p>Duration: Know that rhythm patterns can fit to a steady beat in 3 and 4 metre. Revisit year 3, year 4 spr 1</p> <p>Know that <i>Lucy in the sky with diamonds</i> has verses in 3 metre and choruses in 4 metre.</p> <p>Know that ostinati are short repeated patterns. (Ostinati = plural. Ostinato = singular). Revisit year 3, year 4 spr 1</p> <div data-bbox="311 1308 863 1549" style="border: 1px solid black; padding: 5px;"> <p>Ostinato = a continually repeated musical rhythm or phrase. (More than one ostinatos are called <u>ostinati</u>)</p>  </div>	<p>Playing: Know how to use correct techniques to play tuned and untuned percussion in order to play with accurately, fluently and with increased musically (starting and stopping as an ensemble, varying dynamics, varying tempo, playing within a given scale/ key signature).</p> <p>Rehearsing and performing: Know how to rehearse by repeating small parts of a performance at a time, practising more slowly, practising individually or as a group.</p> <p>Know which improvements need to be made when rehearsing.</p> <p>Know how to present a performance (consider the use of solos, small groups and large groups).</p>	<p>Listening and responding: Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically.</p> <p>Describing and discussing: Describe, discuss and share opinions about what you hear, the context / purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary (major, minor).</p> <div data-bbox="1893 882 2792 961" style="border: 1px solid black; padding: 5px; text-align: center;"> <p><i>Lucy in the Sky with Diamonds</i> by The Beatles</p> </div>
<p>Vocabulary</p>	<p>duration, steady beat, rhythm pattern, metre, ostinato, pitch, C major scale</p>	
<p>Enrichment & wider development</p>		



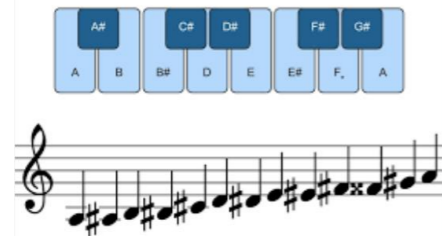
Milestone LO

- Children will use and understand staff and other musical notations when they learn to read and notate pitch using traditional staff notation.
- Children will improvise and compose music for a range of purposes using the inter-related dimensions of music when they create, develop and perform Fantastic Beast compositions as a class and in a small groups
- Children will improvise and compose music for a range of purposes using the inter-related dimensions of music when they create, develop and perform a Fantastic Beast melodic palindrome.
- Children play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression when they create, develop and perform Fantastic Beast compositions as a class and in a small groups and create, develop and perform a Fantastic Beast melodic palindrome.
- Children will listen with attention to detail and recall sounds with increasing aural memory when they listen to Bates.
- Children will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians when they listen to Bates.
- Children will develop an understanding of the history of music when they listen to Bates.

Constructive Pillar Substantive/ Declarative Knowledge	Technical Pillar Disciplinary Knowledge Procedural Knowledge	Expressive Pillar Tacit Knowledge
<p>Pitch: Know that a pentatonic scale consists of 5 notes (CDEGA)</p> <div data-bbox="178 919 997 1188" style="border: 1px solid black; padding: 5px;"> <p>A pentatonic scale has 5 notes.</p>  </div> <p>Know that a major scale sounds has a happy sound. Revisit year 3</p> <p>Know that a minor scale sounds sad/ dramatic. Revisit year 4</p> <p>Know that the D minor scale includes Bb and C#. Revisit year 4 sum 1</p> <div data-bbox="178 1436 979 1766" style="border: 1px solid black; padding: 5px;"> <p>In the D minor scale the notes move in step. The steps include Bb and C#.</p>  </div>	<p>Playing: Know how to play tuned and untuned percussion accurately and fluently and with musical awareness</p> <p>Rehearsing and performing: Know how to make refinements to a performance and how to use a range of different rehearsal strategies.</p> <p>Begin to know how to plan and present a performance.</p> <p>Notating: Know how to use a range of notation (graphic notation and core staff notation with time signatures) for specific purposes (including performance).</p>	<p>Listening and responding: Respond to, identify, compare and contrast music with an awareness of the music's context and purpose.</p> <p>Understand and identify why and how the composer has used key features / devices.</p> <p>Describe and discussing: Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music.</p> <p>Consider the composer's musical use of key features / devices using a musical vocabulary.</p> <div data-bbox="1887 1308 2792 1367" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>A Bao A Qu - <i>Mason Bates</i></p> </div>

Begin to know that chromatic notes move in half tones/ half steps (it uses all of the notes on a piano).

In a chromatic scale the notes move in half tones/ half steps.



Structure:

Know that music can form an ABA structure (a theme, something different, a return to the original theme).

Know that rondo form is structured ABACA (a theme, something different, the original theme, something different again, the original theme)

Structure: **Rondo form**

ABACA



Know that minimalist music features minimal musical materials (it may use repetitive patterns or pulses, steady drones, consonant harmony) and it can be palindromic

Know that notation is anything used visually to represent sounds.

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Notation is anything used visually to represent sounds.



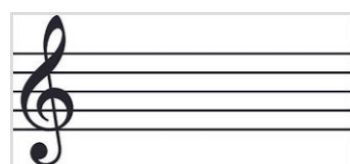
Know that time signatures show the meter of a piece of music.

Time signatures show the meter of a piece of music.



Know that the staff is the five lines that the notes sit on in core stave notation – it's a bit like a ladder, the further you climb up the stave the higher the notes get.

The **stave** is the five lines that the notes sit on in core stave notation – it's a bit like a ladder, the further you climb up the stave the higher the notes get.



Vocabulary





Pitch, timbre, dynamics, tempo, structure, rondo form, minimalist, pentatonic, major, minor, chromatic, stave, notation, time signatures

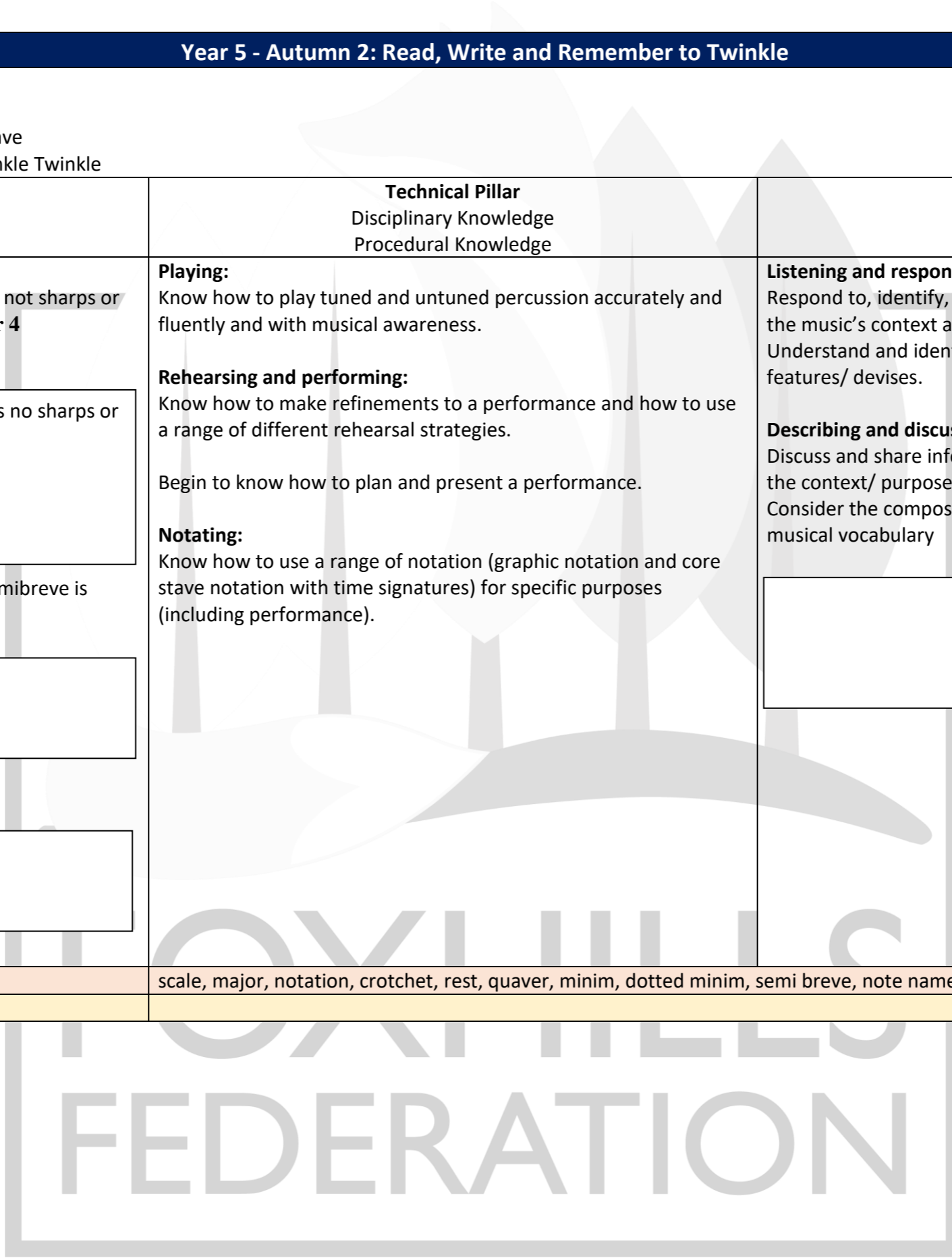
Enrichment & wider development

Year 5 - Autumn 2: Read, Write and Remember to Twinkle

Milestone LO

- Create and notate own 4 beat rhythms
- Notate and play short pitch patterns on a stave
- Learn to read the notation and perform Twinkle Twinkle


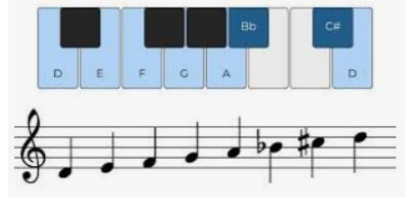
Constructive Pillar Substantive/ Declarative Knowledge	Technical Pillar Disciplinary Knowledge Procedural Knowledge	Expressive Pillar Tacit Knowledge
<p>Pitch: Know that the C major scale moves in step and uses not sharps or flats (black notes on the piano). Revisit year 3, year 4</p> <p>Duration:</p> <div data-bbox="192 674 1012 919" style="border: 1px solid black; padding: 5px;"> <p>The C major scale moves in step from C-C and uses no sharps or flats (black notes on the piano)</p>  </div> <p>Know that a dotted minim is worth 3 beats and a semibreve is worth 4.</p> <div data-bbox="192 1045 1012 1186" style="border: 1px solid black; padding: 5px;"> <p> Dotted minim</p> <p> Semi breve</p> </div> <p>Know that a crotchet rest is one beat of silence.</p> <div data-bbox="192 1283 1012 1423" style="border: 1px solid black; padding: 5px;"> <p> Crotchet rest - 1 beat</p> </div>	<p>Playing: Know how to play tuned and untuned percussion accurately and fluently and with musical awareness.</p> <p>Rehearsing and performing: Know how to make refinements to a performance and how to use a range of different rehearsal strategies.</p> <p>Begin to know how to plan and present a performance.</p> <p>Notating: Know how to use a range of notation (graphic notation and core stave notation with time signatures) for specific purposes (including performance).</p>	<p>Listening and responding: Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify why and how the composer has used key features/ devises.</p> <p>Describing and discussing: Discuss and share informed opinions about what you hear commenting on the context/ purpose and impact of the music. Consider the composer's musical use of key features/ devices using a musical vocabulary</p> <div data-bbox="1887 936 2792 1115" style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Twinkle, Twinkle Little Star</p> <p>Sleigh Ride – <i>Leroy Anderson</i></p> <p>Jingle Bells</p> </div>
<p>Vocabulary</p>	<p>scale, major, notation, crotchet, rest, quaver, minim, dotted minim, semi breve, note names (C D E F G A B C)</p>	
<p>Enrichment & wider development</p>		




Year 5 - Spring 1: Frozen Landscapes

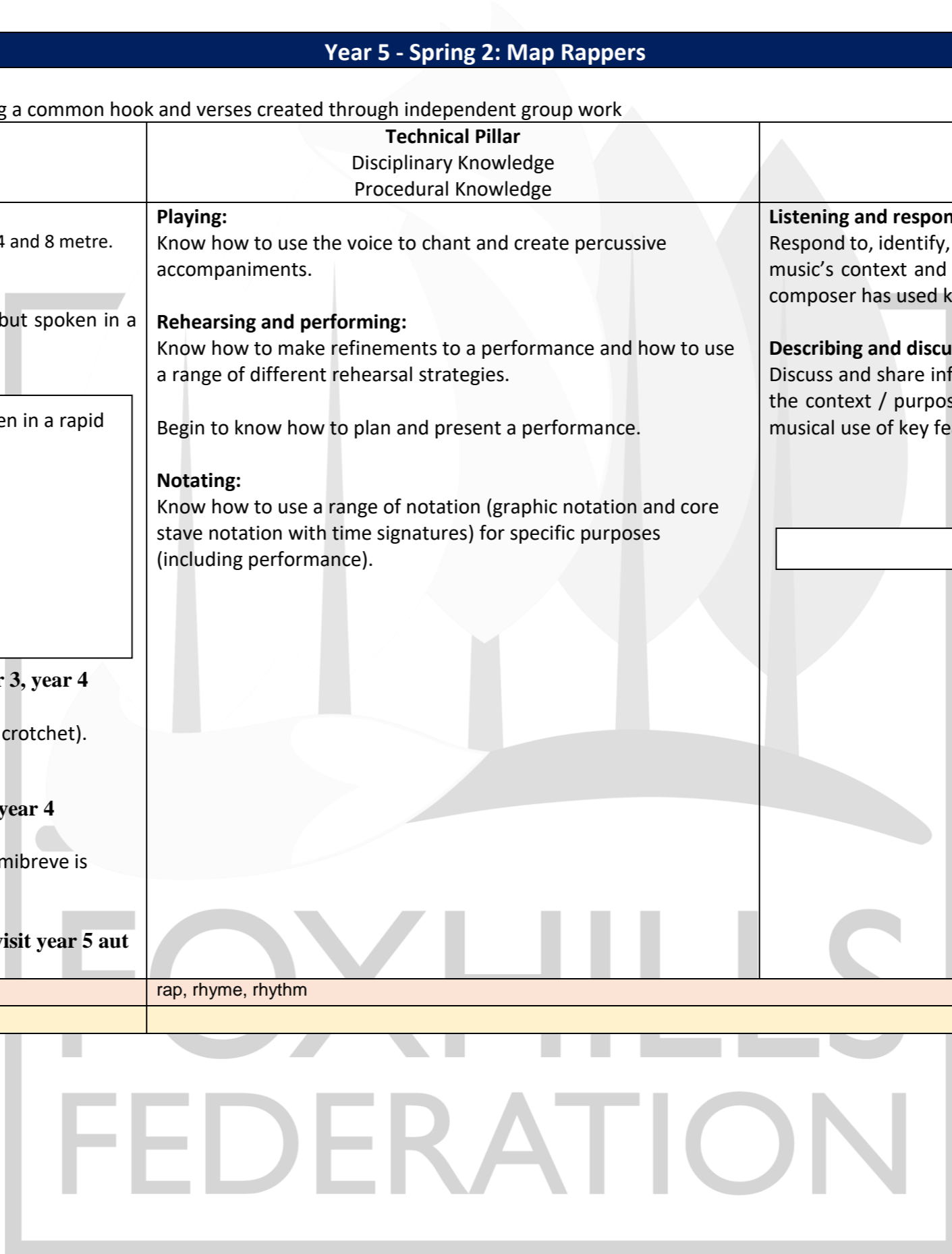
Milestone LO

- Perform The Wind Blew Cold song with icy accompaniment
- Play and create own The Wind Blew Cold tunes
- Create and perform Frozen Lands compositions

Constructive Pillar Substantive/ Declarative Knowledge	Technical Pillar Disciplinary Knowledge Procedural Knowledge	Expressive Pillar Tacit Knowledge												
<p>Pitch: Know that music in the minor key sounds sad. year 3, year 4</p> <div data-bbox="192 567 994 829" style="border: 1px solid black; padding: 5px;"> <p>Music in the minor key sounds sad.</p>  </div> <p>Know that the D minor scale includes Bb and C#. Revisit year 4</p> <div data-bbox="192 882 994 1249" style="border: 1px solid black; padding: 5px;"> <p>In the D minor scale the notes move in step. The steps include Bb and C#.</p>  </div> <p>Structure: Know that composers use different structures for different effects e.g. ABA, rondo form, theme and variation, (Revisit year 4) and 12 bar blues.</p> <div data-bbox="192 1428 994 1669" style="border: 1px solid black; padding: 5px;"> <p>12 bar blues use a distinctive combination of 12 chords.</p> <table border="1" data-bbox="489 1522 682 1659"> <tr><td>C</td><td>C</td><td>C</td><td>C</td></tr> <tr><td>F</td><td>F</td><td>C</td><td>C</td></tr> <tr><td>G</td><td>G</td><td>C</td><td>C</td></tr> </table> </div>	C	C	C	C	F	F	C	C	G	G	C	C	<p>Playing: Know how to play tuned percussion with two beaters (two beater technique).</p> <p>Rehearsing and performing: Know how to make refinements to a performance and how to use a range of different rehearsal strategies.</p> <p>Begin to know how to plan and present a performance.</p> <p>Notating: Know how to use a range of notation (graphic notation and core stave notation with time signatures) for specific purposes (including performance).</p>	<p>Listening and responding: Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify why and how the composer has used key features / devices.</p> <p>Describing and discussing Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical use of key features / devices using a musical vocabulary.</p> <div data-bbox="1884 903 2789 955" style="border: 1px solid black; text-align: center; padding: 5px;"> <p>Arctic Breath</p> </div>
C	C	C	C											
F	F	C	C											
G	G	C	C											
<p>Vocabulary</p>		<p>Minor, structure, rondo, theme and variation, 12 bar blues</p>												
<p>Enrichment & wider development</p>														

Year 5 - Spring 2: Map Rappers

Milestone LO		
Constructive Pillar Substantive/ Declarative Knowledge	Technical Pillar Disciplinary Knowledge Procedural Knowledge	Expressive Pillar Tacit Knowledge
<p>Duration: Know that rhythm patterns can fit to a steady beat in 3, 4 and 8 metre.</p> <p>Structure: Know that rap is a piece of music that is not sung but spoken in a rapid rhythmic way.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Rap is a piece of music that is not sung but spoken in a rapid rhythmic way.</p>  </div> <p>Know that a crotchet is a one beat note. Revisit year 3, year 4</p> <p>Know that a quaver is half of a beat (two quavers=1 crotchet). Revisit year 3, year 4</p> <p>Know that a minim is a 2 beat note. Revisit year 3, year 4</p> <p>Know that a dotted minim is worth 3 beats and a semibreve is worth 4. Revisit year 5 aut 2</p> <p>Know that a crotchet rest is one beat of silence. Revisit year 5 aut 2</p>	<p>Playing: Know how to use the voice to chant and create percussive accompaniments.</p> <p>Rehearsing and performing: Know how to make refinements to a performance and how to use a range of different rehearsal strategies.</p> <p>Begin to know how to plan and present a performance.</p> <p>Notating: Know how to use a range of notation (graphic notation and core staff notation with time signatures) for specific purposes (including performance).</p>	<p>Listening and responding: Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify why and how the composer has used key features / devices.</p> <p>Describing and discussing: Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical use of key features / devices using a musical vocabulary.</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px 0;"> <p><i>Ice, Ice Baby – Vanilla Ice</i></p> </div>
Vocabulary	rap, rhyme, rhythm	
Enrichment & wider development		



Year 5 - Summer 1: Space

Milestone LO

- Performances of class and group Deepest Relaxing Ambient Music from Outer Space
- Performance of class and group Atmospheres

<p>Constructive Pillar Substantive/ Declarative Knowledge</p>	<p>Technical Pillar Disciplinary Knowledge Procedural Knowledge</p>	<p>Expressive Pillar Tacit Knowledge</p>
<p>Timbre: Know that timbre refers to the character and quality of a musical sound. Revisit year 3</p> <div data-bbox="350 596 825 913" data-label="Image"> <p>Timbre refers to the character and quality of a musical sound.</p> </div> <p>Know that different instruments have different voices and can be used for different effects.</p> <p>Texture: Know that texture describes the layers of sound in a piece of music and that texture can be described as thick or thin.</p> <div data-bbox="338 1155 825 1472" data-label="Figure"> <p>Texture describes the layers in a piece of music.</p> </div> <p>Know that unison means music that is sung or played by more than one performer but is at the same pitch. Revisit year 4</p>	<p>Playing : Know how to play tuned and untuned percussion accurately and fluently and with musical awareness.</p> <p>Rehearsing and performing: Know how to make refinements to a performance and how to use a range of different rehearsal strategies.</p> <p>Begin to know how to plan and present a performance.</p>	<p>Listening and responding: Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify why and how the composer has used key features / devices.</p> <p>Describing and discussing: Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical use of key features / devices using a musical vocabulary.</p> <div data-bbox="1893 869 2783 1003" data-label="Text" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Relaxing Ambient Music Angelic Choir from Outer Space <i>Atmosphères - Gyorgy Ligeti</i></p> </div>

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Texture



Solo= sung or played by a single performer

Unison= sung or played by more than one performer but at the same pitch

Know that consonant sounds are pleasant and harmonious but dissonant sounds are clashing and harsh.

Consonant sounds are pleasant and harmonious.



Dissonant sounds are clashing and harsh.



Dynamics:

Know that dynamics describe how loud or quiet a piece of music is.

Vocabulary

Texture, timbre, dynamics, consonant, dissonant, arrhythmic

Enrichment & wider development


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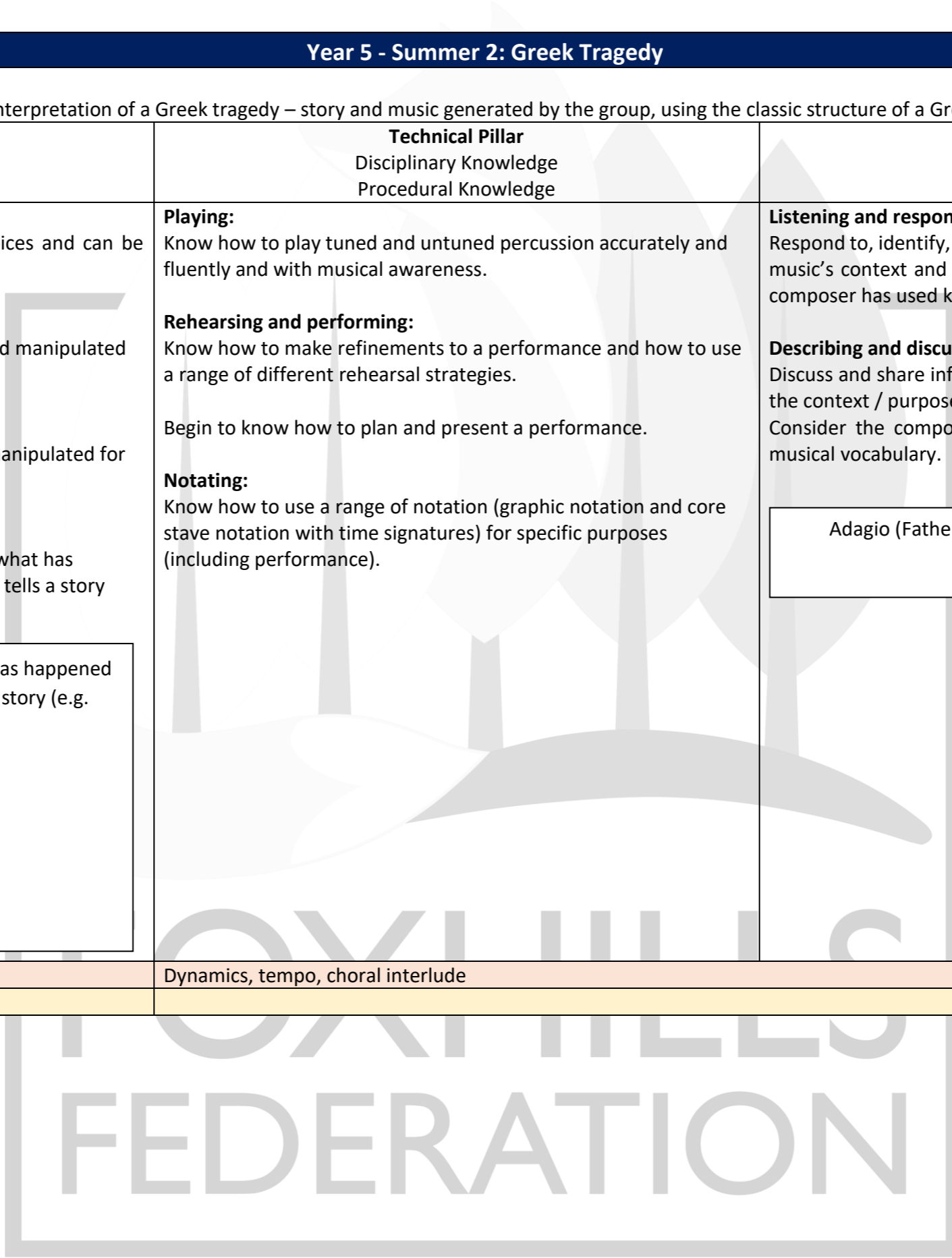


Year 5 - Summer 2: Greek Tragedy

Milestone LO

- Create and perform an independent group interpretation of a Greek tragedy – story and music generated by the group, using the classic structure of a Greek tragedy

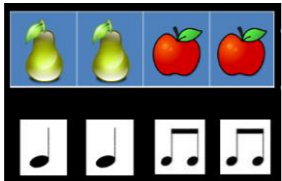

Constructive Pillar Substantive/ Declarative Knowledge	Technical Pillar Disciplinary Knowledge Procedural Knowledge	Expressive Pillar Tacit Knowledge
<p>Timbre: Know that different instruments have different voices and can be used for different effects. Revisit year 5 sum 1</p> <p>Dynamics: Know that a wide range of dynamics can be used and manipulated for expressive effect.</p> <p>Tempo: Know that a wide range of tempi can be used and manipulated for expressive effect.</p> <p>Structure: Know that a choral interlude is a short summary of what has happened in the main verse of a piece of music that tells a story (e.g. opera)</p>	<p>Playing: Know how to play tuned and untuned percussion accurately and fluently and with musical awareness.</p> <p>Rehearsing and performing: Know how to make refinements to a performance and how to use a range of different rehearsal strategies.</p> <p>Begin to know how to plan and present a performance.</p> <p>Notating: Know how to use a range of notation (graphic notation and core stave notation with time signatures) for specific purposes (including performance).</p>	<p>Listening and responding: Respond to, identify, compare and contrast music with an awareness of the music’s context and purpose. Understand and identify why and how the composer has used key features / devices.</p> <p>Describing and discussing: Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer’s musical use of key features / devices using a musical vocabulary.</p> <div data-bbox="1893 840 2789 961" style="border: 1px solid black; padding: 5px; text-align: center;"> Adagio (Father’s Theme) from Landscapes in the Mist – <i>Eleni Karaindrou</i> </div>
<p>A choral interlude is a short summary of what has happened in the main verse of a piece of music that tells a story (e.g. opera)</p> <div data-bbox="409 1180 771 1423" style="text-align: center;">  </div>		
<p>Vocabulary</p>	<p>Dynamics, tempo, choral interlude</p>	
<p>Enrichment & wider development</p>		



Year 6 - Autumn 1: Short Ride in a Fast Machine

Milestone LO



- 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.

Constructive Pillar Substantive/ Declarative Knowledge	Technical Pillar Disciplinary Knowledge Procedural Knowledge	Expressive Pillar Tacit Knowledge
<p>Duration:</p> <p>Music has a meter: the number of beats in each segment.</p>  <p>Know that rhythm patterns will fit together if they contain the same number of beats (2, 3, or 4 meter). Revisit yr 3, 4, 5</p> <p>Structure: Know that minimalist music characteristically features simple repetitive rhythmic and melodic patterns combined with a hypnotic pulse without fancy embellishments.</p> <p>Minimalist music features simple, repetitive rhythmic and melodic patterns combined with a hypnotic pulse without fancy embellishments.</p> 	<p>Playing: Know how to maintain a steady beat. Know how to count the meter of a piece of music. Know how to play instruments with precision and confidence and use them to articulate and perform with musical awareness.</p> <p>Rehearsing and performing Know how to rehearse so that a performance is the best it can be (recognise refinements which need to be made and know how to make them). Know how to plan and present a performance (by showing an awareness of the audience).</p> <p>Notating Know how to use crotchets, quavers, minims and semi breves to create rhythm patterns in 2, 3 and 4 set meter.</p>	<p>Listening and responding Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify the composer's intent and how this was achieved.</p> <p>Describe and discussing Discuss and share informed opinions about music commenting on the context / purpose and impact of the music. Consider the composers musical intent and how it was achieved, using a fluent musical vocabulary.</p> <div data-bbox="1887 1188 2789 1331" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Short Ride in a Fast Machine by <i>-John Adams</i> Metamorphosis III - <i>Philip Glass</i></p> </div>
<p>Vocabulary</p>		
<p>Enrichment & wider development</p>		

Year 6 - Autumn 2: Calypso Sparkle

Milestone LO

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression when playing calypso bass line, chords, melody, melodic ostinato, rhythmic improvisations.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music when playing calypso bass line, chords, melody, melodic ostinato, rhythmic improvisations.
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression when creating and performing their own version of Calypso Sparkles.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music when creating and performing their own version of Calypso Sparkles.

Constructive Pillar Substantive/ Declarative Knowledge	Technical Pillar Disciplinary Knowledge Procedural Knowledge	Expressive Pillar Tacit Knowledge
<p>Pitch: Know that the C major scale moves in step and uses not sharps or flats (black notes on the piano). Revisit year 3, year 4, year 5</p> <div data-bbox="178 751 1219 999" style="border: 1px solid black; padding: 5px;"> <p>The C major scale moves in step from C-C and uses no sharps or flats (black notes on the piano)</p>  </div> <p>Know that the C major scale is associated with music with a sense of innocence, happiness and spirituality.</p> <p>Know that chords are notes played simultaneously.</p> <div data-bbox="178 1203 1219 1451" style="border: 1px solid black; padding: 5px;"> <p>Chords are notes played simultaneously.</p>  </div> <p>Know that the 1st, 4th and 5th notes of a scale are important notes when building chords.</p> <p>Duration: Know that calypso music (which is Afro-Caribbean music) uses syncopation.</p>	<p>Playing: Know how to demonstrate precise and confident instrumental skills and use them to articulate and perform with musical awareness.</p> <p>Texture: Know how to use a range of harmonic devices with greater awareness and understanding in a Calypso context (<i>chords</i>)</p> <p>Rehearsing and performing: Know how to rehearse by knowing when and how refinements need to be made.</p> <p>Begin to know how to plan and present a performance, with awareness of the audience.</p> <p>Notating: Know how to select and use a range of notation for specific purposes including precise graphic notation and stave notation with time signatures.</p>	<p>Listening and responding: Respond to, identify, compare and contrast music with an awareness of the music’s context and purpose.</p> <p>Understand and identify the composer’s intent and how this was achieved.</p> <p>Describing and discussing: Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music.</p> <p>Consider the composer’s musical intent and how it was achieved using a fluent musical vocabulary</p> <div data-bbox="1902 1129 2724 1736" style="border: 1px solid black; padding: 10px;"> <p>The Calypso Carol – <i>Michael Perry</i></p> <p>Island in the Sun - <i>Traditional</i></p> <p>Banana Boat Song – <i>Harry Belafonte</i></p> <p>Come back Liza – <i>Harry Belafonte</i></p> <p>Jamaican Farewell – <i>Traditional</i></p> <p>Never Ever Worry – <i>Lord Pretender</i></p> <p>Old Time Calypso – <i>Lord Kitchener</i></p> <p>Linstead Market – <i>Miss Lou</i></p> <p>Bring me a half hoe – <i>Colonial Williamsberg</i></p> <p>Jump in the line, shake senora – <i>Harry Belafonte</i></p> </div>

Syncopation disrupts the regular meter because a weak beat is stressed.



Vocabulary

Calypso, metre, syncopated, rhythm, rhythmic pattern, accompaniment, chord, harmony

Enrichment & wider development



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Year 6 - Spring 1: Amazing Machines

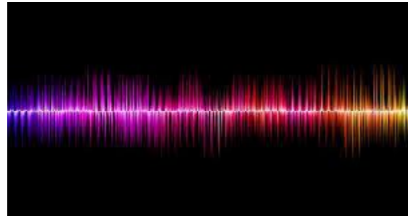
Milestone LO

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression when they “Build a wall” (as a class and in small groups).
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression when they create machine compositions.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music when they create machine compositions.
- Use and understand staff and other musical notations when creating machine compositions.

<p>Constructive Pillar Substantive/ Declarative Knowledge</p>	<p>Technical Pillar Disciplinary Knowledge Procedural Knowledge</p>	<p>Expressive Pillar Tacit Knowledge</p>
<p>Know that some sounds are synthesized (electronically generated).</p> <div data-bbox="192 630 1003 1012" style="border: 1px solid black; padding: 5px;"> <p>Synthesized music is made using electrical machines.</p>  </div> <p>Know that the C major scale moves in step and uses not sharps or flats (black notes on the piano). Revisit year 3, year 4, year 5, year 6 aut 2</p> <div data-bbox="192 1192 1003 1432" style="border: 1px solid black; padding: 5px;"> <p>The C major scale moves in step from C-C and uses no sharps or flats (black notes on the piano)</p>  </div> <p>Structure:</p>	<p>Playing: Know how to use vocal sounds and body percussion to create desired sounds (those made by machines)</p> <p>Know how to make vocal sounds and play body percussion in time to a steady beat.</p> <p>Know how to demonstrate precise and confident instrumental skills when playing untuned percussion and use them to articulate and perform with musical awareness</p> <p>Rehearsing and performing: Know how to rehearse by practising small segments individually and then as a whole.</p> <p>Know how to use a conductor to combine layers.</p> <p>Know how to rehearse by knowing when and how refinements need to be made.</p> <p>Begin to know how to plan and present a performance, with awareness of the audience.</p> <p>Notating: Know how to create an 8 beat melodic pattern.</p> <p>Know how to select and use a range of notation for specific purposes, including precise graphic notation, stave notation and time signatures.</p>	<p>Listening and responding: Respond to, identify, compare and contrast music with an awareness of the music’s context and purpose.</p> <p>Understand and identify the composer’s intent and how this was achieved.</p> <p>Describing and discussing: Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music.</p> <p>Consider the composer’s musical intent and how it was achieved using a fluent musical vocabulary.</p> <div data-bbox="1884 1180 2795 1570" style="border: 1px solid black; padding: 10px; text-align: center;"> <p><i>Pipe Dream</i> by AniMusic.com</p> <p><i>Only Time Will Tell</i> – <i>Mike Oldfield</i></p> <p><i>Marble Machine</i> by Wintergatan</p> <p><i>Happy</i> - <i>Pharrel Williams</i></p> <p><i>Superstition</i> – <i>Stevie Wonder</i></p> </div>

Know that a drone is a long, continuous note or chord sounded throughout most or all of a piece.

A **drone** is a long, continuous note or chord sounded throughout most or all of a piece.



Duration: Know that rhythm patterns can fit into metres of 8.

Texture: Know that music can be layered to be thin or thick in texture and that this will create different effects.

Vocabulary

Beat, rhythm, ostinato, metre, major scale, synthesize, drone, loop, layer

Enrichment & wider development


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Year 6 - Spring 2: God Save the King

Milestone LO



- Inventing, notating and performing short 6 note (2 x 3 beat) melodies in G major
- Perform God Save the King – melody and chords
- Create and perform a new another verse for God save the King

Constructive Pillar Substantive/ Declarative Knowledge	Technical Pillar Disciplinary Knowledge Procedural Knowledge	Expressive Pillar Tacit Knowledge
<p>Pitch: Know that the G major scale moves in step, from G, and includes F#.</p> <div data-bbox="201 615 994 835" style="border: 1px solid black; padding: 5px;"> <p>The G major scale moves in step, from G, and includes F#.</p>  </div> <p>Duration: Know that rhythm can be segmented into equal measures of 3 beat (3 meter).</p>	<p>Singing: Know how to use their voice imaginatively to chant and sing in independent balanced parts with expressive interpretation and awareness of phrasing, style and context.</p> <p>Playing: Know how to recognise 3 meter.</p> <p>Know how to use instruments, precisely and confidently, to articulate and perform with musical awareness.</p> <p>Rehearsing and performing: Know how to rehearse by knowing when and how refinements need to be made.</p> <p>Begin to know how to plan and present a performance, with awareness of the audience.</p> <p>Notating: Know how to select and use a range of notation for specific purposes, including precise graphic notation, stave notation and time signatures.</p>	<p>Listening and responding: Respond to, identify, compare and contrast music with an awareness of the music’s context and purpose.</p> <p>Understand and identify the composer’s intent and how this was achieved.</p> <p>Describing and discussing: Discuss and share informed opinions about music commenting on the context / purpose and impact of the music.</p> <p>Consider the composer’s musical intent and how it was achieved using a fluent musical vocabulary.</p> <div data-bbox="1893 953 2792 1614" style="border: 1px solid black; padding: 10px; text-align: center;"> <p><i>Pussy cat, Pussy cat</i></p> <p><i>Amazing Grace - John Newton</i></p> <p><i>Waltz from Masquerade Suite - Khachaturian</i></p> <p><i>The Blue Danube Waltz - Johann Strauss</i></p> <p><i>Chim Chim Cher-ee</i></p> <p><i>Swinging Bone Cages from Pirates of the Caribbean – Hans Zimmer</i></p> <p><i>Annie’s Song - John Denver</i></p> <p><i>Nothing Else Matters - Metallica</i></p> <p><i>The National Anthem – God Save the King</i></p> <p>A range of music used during royal occasions</p> </div>
<p>Vocabulary</p>	<p>G major, scale, 3-metre</p>	
<p>Enrichment & wider development</p>		

Year 6 - Summer 1: Baghdad

Milestone LO

- Creating and performing short pieces using the Arabic / double harmonic scale
- Creating, notating and performing a composition representing part of a battle using the Arabic / double harmonic scale

Constructive Pillar Substantive/ Declarative Knowledge	Technical Pillar Disciplinary Knowledge Procedural Knowledge	Expressive Pillar Tacit Knowledge
<p>Pitch: Know that the oud is a Middle Eastern short-necked, pear-shaped stringed instrument which usually has 11 strings.</p> <p>Know that the double harmonic scale (also known as the Arabic scale) uses the notes C Db E F G Ab B C</p> <p>Know that when a note is flattened it is slightly lower than the note of the same letter without the <u>flat</u> sign (b) and is positioned to the <u>left</u> of the note with the same letter name.</p> <p>Know that when a note is sharpened it is slightly higher than the note of the same letter name without the sharp sign (#) and is positioned to the <u>right</u> of the note with the same letter name.</p> <p>Know that accidental notes (b and #) are simultaneously the sharpened version of one note and the flattened version of the next.</p> <p>Dynamics: Know that a wide range of dynamics can be precisely used and manipulated for expressive effect</p> <p>Tempo: Know that a wide range of tempi can be precisely used and manipulated for expressive effect</p> <p>Structure: Know that a drone is a long, continuous note or chord sounded throughout most or all of a piece. Revisit Spr 1</p> <div data-bbox="178 1291 1009 1543" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>A drone is a long, continuous note or chord sounded throughout most or all of a piece.</p>  </div> <div data-bbox="371 1554 765 1722" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Ostinato = a continually repeated musical rhythm or phrase. (More than one ostinatos are called ostinati)</p>  </div>	<p>Playing Demonstrate precise and confident instrumental skills and use them to articulate and perform with musical awareness</p> <p>Rehearsing and performing Recognise which refinements need to be made and know how to make them. Develop an awareness of how to plan and present a performance</p> <p>Notating Understand, select and use a range of notation for specific purposes including precise graphic notation and stave notation with time signatures</p>	<p>Listening and responding Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify the composer's intent and how this was achieved Listen to form Rhythms of Baghdad Selected movements from <i>The Armed Man</i> (A Mass for Peace) by Karl Jenkins</p> <p>Describing and discussing Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical intent and how it was achieved using a fluent musical vocabulary</p> <div data-bbox="1884 903 2775 1018" style="border: 1px solid black; padding: 5px; margin: 10px 0; text-align: center;"> <p>Raqsat albedoi - <i>Ahmed Mukhtar</i> Baghdad performed by <i>Jesse Cook</i> The Armed Man - <i>Karl Jenkins</i></p> </div>
<p>Vocabulary</p>		
<p>Enrichment & wider development</p>		

