

Play and Perform

Improvise and Compose

Listen and Appraise

Use and understand notation

History of Music/Composers

MUSIC	AUTUMN		SPRING		SUMMER		Key Objectives:	Key Vocabulary:																																																
Year	1	2	1	2	1	2																																																		
3	Ballads	Instrumental Unit (glockenspiels) – South Africa	Pentatonic Melodies and Composition – Chinese New Year			Traditional instruments and improvisation – India	<p>Ballads</p> <ul style="list-style-type: none"> * Identify the key features of a ballad. • Perform a ballad using actions. • Sing in time and in tune with a song and incorporate actions. • Write a verse with rhyming words which tell part of a story • Perform their lyrics fluently and with actions. <p>Instrumental (Glocks) – South Africa</p> <ul style="list-style-type: none"> * To identify the basic features of staff notation * To recognise and play minims, semibreves and crotchet rests by ear and from staff notation, moving up and down by step * To compose rhythmic patterns for a gumboot dance <p>Pentatonic Melodies and Composition - Chinese New Year</p> <ul style="list-style-type: none"> • Match movements to music and explain why they chose these movements • Accurately notate and play a pentatonic melody. • Play their part in a composition confidently. • Work as a group to perform a piece of music. <p>Traditional instruments and improvisation - India</p> <ul style="list-style-type: none"> • Verbalise feelings about music and identify likes and dislikes. • Read musical notation and play the correct notes of the rag. • Improvise along to a drone and tal. • Play a rag and a tal accurately alongside a drone. • Sing accurately from musical notation and lyrics. • Sing and play in time with others with some degree of accuracy and awareness of each other's parts. 	Ballad Ensemble Features Nonsense words Phrases Poem Stanza Story Crescendo, control, fluency, folk music Grid notation Harmony Layered melodies Terminology Octave Pentatonic Scale Bollywood Drone Harmonium Rag Sarangi Sitar Tabla																																																
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5	<p>Instrumental unit (glockenspiels) – South America</p>	<p>Composition notation – Ancient Egypt</p>	<p>Blues</p>	<p>South and West Africa</p>					<p>Instrumental (Glocks) – South America</p> <ul style="list-style-type: none"> * To learn, perform and combine the key rhythms used in salsa music * To understand the history and key features of latin music * To identify the pitch of notes from staff notation and play them accurately * To compose and notate a salsa-inspired melody * To confidently perform a piece of salsa music using voices and instruments and dancing. <p>Composition notation – Ancient Egypt</p> <ul style="list-style-type: none"> * Sing in time and in tune with other people and the backing track * Remember the lyrics to a song * Identify the structure of a piece of music and match this to non-standard notation * Improvise their own piece of music * Play a melody with reasonable accuracy * Perform with confidence and in time with others * Compose and play a melody using stave notation * Contribute meaningfully to the group performance and composition * Use hieroglyphic notation to show the structure of their piece <p>Blues</p> <ul style="list-style-type: none"> * Name three key features of Blues music * Sing in tune, using vocal expression to convey meaning * Explain what a chord is and play the chord of C repeatedly * Play the twelve bar blues correctly * Play the notes of the blues scale in the correct order, ascending and descending * Play a selection of blues scale notes out of order in their own improvisation <p>South and West Africa</p> <ul style="list-style-type: none"> * Sing using the correct pronunciation and with increasing confidence * Play a chord with two notes, remaining in time * Maintain their part in a performance with accuracy * Play the more complicated rhythms in time and with rests * Create an eight beat break and play this in the correct place 	<p>Balance Pitch notation Sheet music Staff notation 12 bar blues Ascending / descending scale Bent note Bar Blues scale Chord A capella Break Diction Djembe Eight beat break Master drummer Polyrhythms Pronunciation</p>																			
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6	Film Music	Dynamics, pitch and tempo – Fingal’s Cave	Theme and Variations – Pop Art	Baroque					<p>Film Music</p> <ul style="list-style-type: none"> • Identify how different styles of music contribute to the feel of a film. • Participate in discussions, sharing their views and justifying their answers. • Use the terms ‘major’ and ‘minor’. • Identify different instruments to describe how music evokes different emotions. • Identify pitch, tempo and dynamics, and use these to explain and justify their answers. • Give reasonable and thought-out suggestions for what different graphic scores represent. • Use their body, voice and instruments to create sounds to represent a given theme and that relate to the scene of a film. • Create a musical score to represent a composition. • Interpret their graphic score and performing their composition appropriately with their group. <p>Dynamics, Pitch and Tempo – Fingal’s Cave</p> <ul style="list-style-type: none"> • Engage in discussion about the sounds of an orchestral piece. Use a varied vocabulary to respond to what they hear. • Change dynamics and pitch, differentiating between the two. • Take the role of conductor or follow a conductor to show changes in pitch, dynamics and texture. • Change texture within their group improvisation and talk about its effect. • Create a graphic score to represent sounds. <p>Theme and Variations – Pop Art</p> <ul style="list-style-type: none"> • Perform rhythms confidently either on their own or in a group. • Identify the sounds of different instruments and discuss what they sound like. • Make reasonable suggestions for which instruments can be matched to which pieces of art. • Recall the names of several instruments according to their orchestra sections. • Keep the pulse with the body percussion section and sing with control and confidence. • Name rhythms correctly and copy the rhythms accurately with a good sense of pulse. • Draw the rhythms accurately and show a difference between each of their variations. • Showcase creativity in the finished product. <p>Baroque</p> <ul style="list-style-type: none"> • Define some key features of Baroque music, including recitative, canon, ground bass and fugue. • Take part in a vocal improvisation task based on Baroque recitative. • Play several parts of a canon using staff notation, with or without letter names. • Compose a ground bass melodic ostinato. 	<p>Chromatics Clashing Conversation Evoke Imagery Interpret Interval Major Melodic Military Minor Modulate Tremolo Timpani Characterise Accidentals ¾ time 4/4 time Legato Semi quaver Variations</p>
<p>Musicians and Genres</p> <p>Modern Classical: Steve Reich Elgar Benjamin Britten</p> <p>Romantic: Mendelssohn</p> <p>Film soundtrack: John Barry (James Bond)</p>										

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