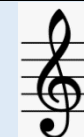




# Thrunscope Primary and Nursery Academy

## Music Subject Plan



Cycle A	Topic and Module	Key Knowledge:
<b>Key Stage 1 (Year 1 + 2)</b>	<b><u>Autumn Term - Heroes and Villains - "KAPOW: Superheroes"</u></b> Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting.	<ul style="list-style-type: none"><li>✓ To understand that tempo can be used to represent mood or help tell a story.</li><li>✓ To understand that 'tuned' instruments play more than one pitch of notes.</li><li>✓ To know that following a leader when we perform helps everyone play together accurately.</li></ul>
	<b><u>Spring Term 1 - Snap, Crackle, Pop (The Great Fire Of London) - "KAPOW: Myths and Legends"</u></b> Learning how to create rhythms and arrange them in a particular order or structure. Identifying the structure of a piece of music and write it down. Describing whether a musical texture is thick or thin. Exploring ways of writing down different textural layers. Following a given structure for a composition. Writing a structure score accurately. Composing music with several layers. Performing their composition accurately, following the structure score.	<ul style="list-style-type: none"><li>✓ To know that a graphic score can show a picture of the structure of music.</li><li>✓ To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.</li><li>✓ To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917.</li></ul>
	<b><u>Summer Term 1 - Fantastic Beasts - "KAPOW: Orchestral Instruments: Traditional Western Stories"</u></b> Learning to make plausible descriptions of the music. Identifying a few instruments and the sounds of different sections of the orchestra. Explaining what is happening in the music using language relating to emotion. Creating a piece of music with some appropriate tempo, dynamic and timbre changes. Suggesting appropriate musical timbres for each of the characters and tempo changes for the actions. Performing confidently using appropriate instrumental sounds. <b><u>Summer Term 2 - Fantastic Beasts - "KAPOW: On this island: British songs and sounds"</u></b> Creating sounds to represent three contrasting landscapes: seaside, countryside and city.	<ul style="list-style-type: none"><li>✓ To know that musical instruments can be used to create 'real life' sound effects.</li><li>✓ To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.</li><li>✓ To know that stringed instruments, like violins, make a sound when their strings vibrate.</li><li>✓ To know that a brass instrument is played by vibrating your lips against the mouthpiece.</li><li>✓ To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</li> <li>✓ To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down.</li></ul>

		<ul style="list-style-type: none"> <li>✓ To know that 'duration' means how long a note, phrase or whole piece of music lasts.</li> <li>✓ To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.</li> </ul>
<p><b>Lower Key Stage 2 (Year 3 + 4)</b></p>	<p><b><u>Autumn Term - Monsters - "KAPOW: LKS2 - Ballads"</u></b>          Learning how to identify the key features of a ballad. Performing a ballad using actions. Singing in time and in tune with a song and incorporate actions. Retelling a summary of an animation's story. Writing a verse with rhyming words which tell part of a story. Performing their lyrics fluently and with actions</p>	<ul style="list-style-type: none"> <li>✓ To know that a ballad tells a story through song.</li> <li>✓ To know that lyrics are the words of a song.</li> <li>✓ To know that in a ballad, a 'stanza' is a verse.</li> </ul>
	<p><b><u>Spring Term - Friends, Romans and Countrymen - "KAPOW: LKS2 - Adapting and transposing motifs Theme: Romans"</u></b>          Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.</p>	<ul style="list-style-type: none"> <li>✓ To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dum!).</li> <li>✓ To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</li> <li>✓ To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.</li> </ul>
	<p><b><u>Summer Term 1 - Vikings - "KAPOW: LKS2- Developing Singing Technique: Theme: Vikings"</u></b>          Develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions.</p> <p><b><u>Summer Term 2 - Vikings - "KAPOW: LKS2- Jazz"</u></b>          Learning to explain what ragtime music is. Playing on the 'off beat' and sing a syncopated rhythm. Playing a call and then improvise a response. Improvising or compose a scat singing performance with sounds and words. Composing and play a jazz motif fluently, using</p>	<ul style="list-style-type: none"> <li>✓ To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.</li> <li>✓ To know that different notes have different durations, and that crotchets are worth one whole beat.</li> <li>✓ To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</li> <li>✓ To know that written music tells you how long to play a note for.</li> </ul> <ul style="list-style-type: none"> <li>✓ To understand that 'syncopation' means a rhythm that is played off the natural beat.</li> <li>✓ To know that Ragtime is piano music that uses syncopation and a fast tempo.</li> </ul>

	<p>swung quavers. Playing a swung rhythm using a tuned percussion instrument.</p>	<ul style="list-style-type: none"> <li>✓ To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago.</li> <li>✓ To know that 'scat singing' is using made-up words to create the sound of an instrument playing.</li> </ul>
<p><b>Upper Key Stage 2 (Year 5 + 6)</b></p>	<p><b><u>Autumn Term - World War 2 - "KAPOW: LKS2 - Year 6 - Songs of World War 2"</u></b></p> <p>Learning to use musical and comparative language in discussion. Following the melody line. Following the scores with a good sense of timing, showing that they understand which section of pitch they are singing. Singing the correct words at the correct time. Recalling the counter-melody line.</p>	<ul style="list-style-type: none"> <li>✓ To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2.</li> <li>✓ To know that the Solfa syllables represent the pitches in an octave.</li> <li>✓ A 'counter-subject' or 'counter-melody' provides contrast to the main melody.</li> <li>✓ To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</li> </ul>
	<p><b><u>Spring Term 1 - Topic</u></b></p> <p style="text-align: right;"><b>- "KAPOW:"</b></p> <p><b><u>LKS2 - Year 5 - Musical Theatre"</u></b></p> <p>Learning to explain what musical theatre is and be able to recall at least three features of this kind of music. Categorising songs as action songs or character songs. Selecting appropriate existing music for their scene to tell the story of a journey. Performing in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.</p>	<ul style="list-style-type: none"> <li>✓ To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel.</li> <li>✓ To know that choreography means the organisation of steps or moves in a dance.</li> <li>✓ To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.</li> </ul>

**Spring Term 2 - Topic**

**- "KAPOW:"**

**LKS2 - Year 6 - Film Music"**

Learning to identify how different styles of music contribute to the feel of a film. Participating in discussions, sharing their views and justifying their answers. Using the terms 'major' and 'minor'. Identifying different instruments to describe how music evokes different emotions. Identifying pitch, tempo and dynamics, and use these to explain and justify their answers. Giving reasonable and thought-out suggestions for what different graphic scores represent. Using their body, voice and instruments to create sounds to represent a given theme. Creating a musical score to represent a composition. Interpreting their graphic score and performing their composition appropriately with their group. Creating sounds that relate to the scene of a film.

- ✓ To know that a film soundtrack includes the background music and any songs in a film.
- ✓ To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.
- ✓ To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.
- ✓ To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.

**Summer Term - (Preparation for Year 6 Leaver's concert - In addition to Whole Class Instrumental Teaching (WCIT) from specialist)**



# Thrunscoc Primary and Nursery Academy

## Music Subject Plan



Cycle B	Topic and Module	Key Knowledge:
<b>Key Stage 1 (Year 1 + 2)</b>	<p><b><u>Autumn Term - Up, up and Away - "KAPOW: Dynamics, timbre, tempo and motifs (Theme: Space)"</u></b></p> <p>Pupils develop their knowledge and understanding of dynamics, timbre, tempo and instruments, identifying these elements in music that they hear and comparing pieces by the same composer. To visually represent music in creative and more formal ways and learn to play and compose motifs.</p>	<ul style="list-style-type: none"><li>✓ To know that a 'soundscape' is landscape created using only sounds.</li><li>✓ To know that a composer is someone who creates music and writes it down.</li><li>✓ To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music.</li></ul>
	<p><b><u>Spring Term - Roots, shoots, juicy fruits - "KAPOW: Western African Call &amp; Response Theme: Animals"</u></b></p> <p>Learning to use tempo, dynamics and timbre in their piece. Play in time with their group. Use instruments appropriately. Successfully sing back the melody line in time and at the correct pitch. Play either a call and/or response role in time with another pupil. Perform their composition.</p>	<ul style="list-style-type: none"><li>✓ To know that dynamics can change the effect a sound has on the audience.</li><li>✓ To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</li><li>✓ To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song.</li><li>✓ To understand that the tempo of a musical phrase can be changed to achieve a different effect.</li><li>✓ To understand that an instrument can be matched to an animal noise based on its timbre.</li></ul>
	<p><b><u>Summer Term 1 - High Sea Adventures - "KAPOW: Under the sea"</u></b></p> <p><b>Over Arching learning:</b></p> <p>Learning to make movements that are appropriate to the pulse and tempo of a piece of music. Choose instruments with appropriate timbre to represent sparkling fishes. Respond to dynamic changes in a piece of music. Create pitches and rhythms. Perform a layer of</p>	<ul style="list-style-type: none"><li>✓ To understand that pitch means how high or low a note sounds.</li><li>✓ To know that 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch.</li><li>✓ To know that music has layers called 'texture'.</li></ul>

	<p>the music within an overall piece. Define all the musical terms from this unit.</p> <p><b>Summer Term 2 - High Sea Adventures - "KAPOW: By the sea"</b></p> <p>Learning to create movements that match the music, explaining why they are moving in that way. Identify descriptive sounds within the music. Recreate and then adapt descriptive sounds heard using their voice or body. Make appropriate instrument choices to represent a descriptive sound. Control instruments and voices to make both quiet and loud sounds. Follow simple instructions during a group performance. Create their own graphic score and play from it. Make more than one sound on their instrument and with their voice.</p>	<ul style="list-style-type: none"> <li>✓ To know that dynamics can change how someone listening feels about music.</li> <li>✓ To know that your voice can be used as a musical instrument.</li> <li>✓ To know that body percussion means making sounds with your body not your voice, e.g. clapping or slapping knees.</li> <li>✓ To understand that music can be represented by pictures or symbols</li> </ul>
<p><b>Lower Key Stage 2 (Year 3 + 4)</b></p>	<p><b>Autumn Term - Tomb Raiders - "KAPOW: <u>KS2 Instrumental Unit 1: South Africa - Instrumental Lessons</u>"</b></p> <p>Whole-class instrumental lessons on tuned percussion. This South Africa-themed unit develops pupils' rhythmic, singing and notation skills.</p> <p><b>Spring Term 1 - May the force be with you - "KAPOW: <u>KS2 Instrumental Unit 2: Caribbean - Instrumental Lessons</u>"</b></p> <p>Learning about the history and features of Calypso music, performing a calypso style song with voices and tuned percussion in multiple parts and playing from staff notation.</p> <p><b>Spring Term 2 - May the force be with you - "KAPOW: <u>KS2 Instrumental Unit 3: South America - Instrumental Lessons</u>"</b></p> <p>Learning about the history and features of Latin America music, performing a salsa style song and playing from staff notation; performing a mini carnival using a range of performance techniques including song, dance, tuned and untuned musical instruments.</p> <p><b>Summer Term 1 - Rolling Stones - "KAPOW: <u>KS2 Instrumental Unit 4: Indonesia - Instrumental Lessons</u>"</b></p> <p>Discovering the features of gamelan music including the Slendro scale and cyclical rhythmic patterns, identifying traditional gamelan instruments, learning about the concept of an octave, exploring how different timbres are used in gamelan music.</p>	

	<p><b>Summer Term 2 - Rolling Stones - "KAPOW: <u>KS2 Instrumental Unit 5: India - Instrumental Lessons</u>"</b></p> <p>Learning and understanding the history and key features of Bollywood films, how ambient sounds can be used to enhance a film score, practising staff notation and performing a film sequence using instruments and movement.</p>	
<p><b>Upper Key Stage 2 (Year 5 + 6)</b></p>	<p><b>Spring Term 1 - May the force be with you - "KAPOW: <u>Baroque</u>"</b></p> <p>Learning to 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. Notate a ground bass pattern using staff notation. Name some well-known Baroque composers and describe what musical features they were known for. Learn a fugue part by reading staff notation, with or without note names. Perform a fugue.</p>	<p>✓</p> <ul style="list-style-type: none"> <li>✓ To know that music in which very similar parts are introduced one by one to overlap is called a canon.</li> <li>✓ To know that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one.</li> <li>✓ To know that a 'polyphonic' texture means lots of individual melodies layered together, like a canon.</li> <li>✓ To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody.</li> <li>✓ To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</li> <li>✓ To know that ground bass is a repeating melody played on a bass instrument in Baroque music.</li> </ul>
	<p><b>Spring Term 2 - May the force be with you - "KAPOW: <u>Dynamics, pitch and texture (Fingal's Cave by Mendelssohn)</u>"</b></p> <p>Learning to engage in discussion about the sounds of an orchestral piece. Have a selection of varied vocabulary in response to what they hear. Change dynamics and pitch, differentiating between the two. Take the role of conductor or follow a conductor. Change texture within their group improvisation and talk about its effect. Create a graphic score to represent sounds. Follow the conductor to show changes in pitch, dynamics and texture.</p>	<ul style="list-style-type: none"> <li>✓ To know that the conductor beats time to help the performers work well together.</li> <li>✓ To understand that improvisation means making up music 'on the spot'.</li> <li>✓ To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</li> <li>✓ To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.</li> </ul>

**Summer Term - Smashing Saxons - "KAPOW: Year 5 - Looping and Remixing"**

Learning to perform a looped body percussion rhythm; keeping in time with their group. Use loops to create a whole piece of music, ensuring that the different aspects of music work together. Play the first section of 'Somewhere Over the Rainbow' with accuracy. Choose a suitable fragment of music and be able to play it along to the backbeat. Perform a piece with some structure and two different loops.

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