



<p>Unit Name</p>	<p>Autumn Term 2023-24</p>
<p>National Curriculum links</p>	<p>Key stage 1 Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> • Play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>Key stage 2</p> <ul style="list-style-type: none"> • Pupils should be taught to sing and play musically with increasing confidence and control. • They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. • Pupils should be taught to: • 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.
<p>Prior knowledge (EYFS, Key Stage 1) From Model Music Curriculum</p>	<p>Pulse/Beat</p> <ul style="list-style-type: none"> • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinato) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat. • Respond to the pulse in recorded/live music through movement and dance. <ul style="list-style-type: none"> • Walking on tiptoes • Perform short copycat rhythm patterns accurately, led by the teacher. • Perform short repeating rhythm patterns (ostinato) while keeping in time with a steady beat. • Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns. Ca-ter- pil- lar crawl Fish and chips Pitch • Listen to sounds in the local school environment, comparing high and low sounds. • Sing familiar songs in both low and high voices and talk about the difference in sound. • Explore percussion sounds to enhance storytelling



<p>Upcoming knowledge KS2</p>	<p>Year 3 Compose</p> <ul style="list-style-type: none"> • Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). • Compose song accompaniments on un-tuned percussion using known rhythms and note values. <p>Year 4 Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.</p> <ul style="list-style-type: none"> • Capture and record creative ideas using any of: <ul style="list-style-type: none"> ✓ graphic symbols ✓ rhythm notation and time signatures ✓ staff notation ✓ technology 	
<p>When</p>	<p>The aim of the Model Music Curriculum (MMC) At key stages 1 and 2, pupils should receive a minimum of one hour of teaching a week. This may take the form of short sessions spread across the week.</p>	
<p>INTENT (What will be taught)</p>		
<p>Substantive knowledge (Knowledge that...)</p>	<p>EYFS Celebration music</p> <ul style="list-style-type: none"> • To learn about music from a different culture, related to festival of Diwali, Hanukkah, Kwanzaa (day of dancing) • To learn the names of some Jewish musical instruments, Kinnor (like a harp) Shofar (horn) Drum, Tambourine, cymbals, flute. • To know that one of the ways people in Africa like to sing and play is through call and response songs • To learn about traditional Christmas music <p>Class 2 Musical Me</p> <ul style="list-style-type: none"> • Melodies (tunes) can be written down using letters • Dynamic is change of volume • Timbre unique sound of an instrument • Pulse-heartbeat of music • Melody is the tune so pitch changes high sounds and low sounds 	<p>Listening-see MMC for the full list EYFS Raghupati Raghav Raja Ram Hora dance Toom-Bah-ee lero Jalikunda-African drums Jingle bells We wish you a merry Christmas When Santa got stuck up the chimney The Reindeer Cokey</p> <p>Class 2 Once a man fell in a well Mars planets suite</p>



Class 3 and 4

Body and Tuned Percussion-Rainforests

- Know what body percussion is
- Structure means the organisation of music into sections
- Texture means how many different layers there are playing at one time
- Tempo-speed
- Dynamics-volume
- There are four layers of the rainforest
- Know that a repeated melody or a loop is something which keeps repeating

Class 5

Advanced Rhythms

- Kodaly is pronounced ko-dye
- Kodaly was a Hungarian musician and composer.
- He championed and published a method for teaching music.
- The main method is to teach music by listening, singing, moving and dancing before reading and writing
- To main areas of study rhythm and pulse-pitch
- Pitch include the Sol-fa scale
- Rhythm have names ta ti-ti sh two
- Can explore rhythmic patterns in order to build a sense of pulse
- Can clap a complex rhythm
- Can talk about the number of beats in a bar
- Can follow a rhythm to perform a rhythmic canon

Class 3 and 4

Rain sound by clapping

Clapping music by Steve Reich

Loop examples

Soundscapes of rainforest-audio file rainforest sounds

Cup challenge-pitch perfect

Class 5

Clapping music Steve Reich



Vocabulary	<p>Class 2 Rhythm, pulse, timbre, dynamics, beat, melody, notation</p> <p>Class 3 and 4 Pitter, patter, raindrop, clapping, clicking, body percussion, tempo, rhythm, boom, clap, snap, structure, texture, contrast, higher, lower, compose, loop, melody, pitch</p> <p>Class 5 Kodaly, rhythm, ta,titi,two,sh, syllables, crotchet, quavers, notation, pulse, chant, melody, unison, rhythmic elements (ta-crotchet ti-ti quaver rest sh two-minim) compose, music critic,</p>
Disciplinary knowledge (Knowledge how...)	<p>EYFS</p> <ul style="list-style-type: none"> To play and move to traditional Jewish Hanukkah music To understand that people have different beliefs and celebrate special times in different ways Children can match sounds correctly to instruments. Play tambourine or cymbals in time to the song. To take part in a traditional call and response song Sing in a group or on own matching pitch and following a melody. To sing and move to a Christmas song <p>Class 2</p> <ul style="list-style-type: none"> To sing and play an instrument at the same time Say and clap the rhythm of name. Can sing a song and play pulse on an instrument Can suggest how to make different sound effects of song Can copy back a rhythm Can use an instrument to play the rhythm of a song Understand all instruments have their own timbre Can change dynamics and timbre in their performance Can play a melody from letter notation. Can create a melody and write it down using letter names Play a melody back from the letter names they have written Use dynamics and timbre in musical composition. Can make two simple melodies to represent the canopy and the emergent layer of the rainforest Can work with a partner and use tuned percussion to create a short melody line Consider the movement of different animals within the layers of the rainforest and how this affects the pitch and tempo of the melody <p>Class 3 and 4</p> <ul style="list-style-type: none"> Can identify different sections in a piece of music Can identify how many layers there are in a piece of music Identify texture and structure in music



	<ul style="list-style-type: none"> • To use body percussion • Record rhythm using symbols or words • To create musical rhythms using body percussion • Can use body percussion to make two different rhythms to represent the forest floor and the understory layers of the rain forest. • Can record my rhythm • Can create a simple tune • Can work as part of a group to build the structure of the rainforest considering: best way to start and end, tempo, dynamics, texture, structure, playing in time with group, playing part accurately • Offer suggestions for improvements <p style="text-align: right;"><i>Perform final composition to a different class</i></p> <p>Class 5</p> <ul style="list-style-type: none"> • To develop an understanding of the Kodaly music method. • I can talk about rhythms • I can say and clap a variety of rhythms • Can perform complex actions in time with the pulse • Can talk about the difference between pulse and rhythm • I can notate rhythm • I can compose a simple rhythm • Can use knowledge of rhythm and pulse to perform with a group based on Steve Reich's clapping music as stimulus • Suggest ways to improve ideas • Can use rhythmic notation to write down own composition • Can perform composition following music notation • I can discuss which piece had the most powerful ending, was the most engaging, favourite part of a performance, identify any performances that used Steve Reich's clapping music as inspiration <p style="text-align: right;"><i>Perform final composition to a different class</i></p>
<p>Common misconceptions</p>	<ul style="list-style-type: none"> • The difference between pulse and rhythm • Tempo-playing quiet and fast • Clapping on and off the beat

