



<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>EYFS Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas.</p> <p>KS1 To understand that ‘melody’ means a tune. To know that ‘notation’ means writing music down so that someone else can play it. To understand that ‘accompaniment’ can mean playing instruments along with a song. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.</p>
<p>Upcoming knowledge KS2</p>	<p>Lower KS2 To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. To know that combining different instruments and different rhythms when we compose can create layers of sound we call ‘texture’. To know that a ‘loop’ in music is a repeated melody or rhythm. To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</p> <p>Upper KS2 To know that the conductor beats time to help the performers work well together. To understand that improvisation means making up music ‘on the spot’.</p>



	To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. 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.	
When	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.	
How	Key vocabulary will be recorded in floor book along with annotated photos linked with the learning of that lesson. At the end of each half term the children will perform what they have learnt in a whole school music assembly where children will build and demonstrate the formal music elements: Structure, Pitch, dynamics, texture and timbre. Videos of performances will be saved in Public	
INTENT (What will be taught)		
Substantive knowledge (Knowledge that...)	<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. <p>Class 2</p> <ul style="list-style-type: none"> To create short sequences of sound. <ul style="list-style-type: none"> To copy a short rhythm. To learn a traditional song from Ghana. To create rhythms based on call and response. To add dynamics (volume) to a structure of rhythms. <p>Class 3-4 Rock and Roll</p>	<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 Accralate' by Kevin Macleod. Che-Che-Kule</p> <p>Class 3 and 4</p>



	<ul style="list-style-type: none"> To understand the history of rock and roll music To be able to stay in time to a piece of rock and roll music To be able to perform with a sense of style To play a walking bass line on tuned percussion To be able to play a rock and roll bass line To be able to play a rock and roll piece of music <p>Class 5 Pitch and Texture-Coast Fingal's Cave by Mendelssohn</p> <ul style="list-style-type: none"> To appraise the work of a classical composer (Felix Mendelssohn). To improvise as a group, using dynamics and pitch. To improvise as a group, using texture To use knowledge of dynamics, texture and pitch to create a group composition. To use teamwork to create a group composition featuring changes in texture, dynamics and pitch 	<p>Blue Suede Shoes-Elvis Presley Rock around the Clock' by Bill Haley and his Comets Oh Boy!' by Buddy Holly</p> <p>Class 5 The Hebrides Overture by Felix Mendelssohn</p>
Vocabulary	<p>Class 2 Call and response, composition, dynamics, performance, rhythm, tempo, timbre</p> <p>Class 3 and 4 rock and roll, hand jive, 1950's, tempo, dynamic, notation, style</p> <p>Class 5 Classical, composition, conductor, dynamics, graphic score, improvisation, notation, pitch, texture, orchestra</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

Class 2

- can vary my animal sounds by changing my:
 - tempo (speed - fast and slow);
 - dynamics (volume - loud and quiet).
- I can create different timbre (sounds) from the same instrument.
- I can work as a group, using tempo and dynamics when creating a short section of sound that represents an animal.
- I can describe my ideas about a piece of music.
- I can accurately copy a rhythm by clapping.
- I can explain what call and response means in music.
- I can sing along in time to the response parts of the 'Che Che Kule' song.
- I can perform a call and response song with actions and clap the rhythm
- I can work with my partner to think of a question (call) and a short answer (response) about animals.
- I can play my call (question) and response (answer) using a simple rhythm on an untuned percussion instrument.
- I can work with my group to choose a structure for our rhythms.
- I can record this structure in the right order.
- I can play my composition using a simple rhythm on an untuned percussion instrument.
- My group can improve our song by changing the dynamics (the volume).
- I can perform my call and response rhythm.
- I can give feedback to my classmates about their performances.
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Class 3 and 4

Rock and Roll

- I know where rock and roll music came from
- I can list the main instruments used in rock and roll
- I can move in time to the music
- I can accurately sing in a small group
- I can sing in time
- I can sing in tune
- I can describe what a walking bass line sounds like
- I can read graphic notation to know which notes to play
- I can play a simple walking bass line
- I can understand different musical notation
- I can play a walking bass line accurately
- I can play a bass line in time



	<ul style="list-style-type: none">• I can keep in time• I can perform my own part with accuracy• I can play as part of a group <p>Class 5</p> <p>Pitch and Texture-Coast Fingal's Cave by Mendelssohn</p> <ul style="list-style-type: none">• I can give my opinions on the music I hear.• I can use creative language to characterise the music.• I can follow a conductor.• I can use dynamics in my improvisation.• I can use changes of pitch in my improvisation.• I can follow a conductor.• I can notate my ideas using a graphic score.• I can compose a piece by using different dynamics.• I can compose a piece by using different textures.• I can compose a piece by using different pitches.• I can talk about someone else's work and make constructive comments can use changes of texture in my improvisation.• I can work with others in my group.• I can make sounds using different textures, dynamics and pitches.• I can use creative language effectively to produce a performance.
<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