



Our Intent is: To promote self-expression, confidence and emotional response through the universal language of music. Engaging enquiry into the question, “How music can inspire individual creativity and self-confidence?”

Music

Pendle Year B

Building on Previous Learning:

- To know five songs from memory and who sang them or wrote them. To know the style of the five songs.
- To choose one song and be able to talk about:
- Some of the style indicators of that song (musical characteristics that give the song its style).
- The lyrics: what the song is about.
- Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).
- Identify the main sections of the song (introduction, verse, chorus etc).
- Name some of the instruments they heard in the song.
- How pulse, rhythm and pitch work together
- Pulse: Finding the pulse – the heartbeat of the music
- Rhythm: the long and short patterns over the pulse
- Know the difference between pulse and rhythm
- Pitch: High and low sounds that create melodies
- How to keep the internal pulse
- Musical Leadership: creating musical ideas for the group to copy or respond to
- Singing in a group can be called a choir
- Leader or conductor: A person who the choir or group follow
- Songs can make you feel different things e.g. happy, energetic or sad
- Singing as part of an ensemble or large group is fun, but that you must listen to each other
- Texture: How a solo singer makes a thinner texture than a large group
- To know why you must warm up your voice
- To know and be able to talk about:
- Singing in a group can be called a choir
- Leader or conductor: A person who the choir or group follow
- Songs can make you feel different things e.g. happy, energetic or sad
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- Texture: How a solo singer makes a thinner texture than a large group
- To know why you must warm up your voice
- The instruments used in class (a glockenspiel, recorder or xylophone).

National Curriculum Links

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 interrelated 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



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<ul style="list-style-type: none"> ● Other instruments they might play or be played in a band or orchestra or by their friends. ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one or two notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs you have heard in the Challenges in your improvisations ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ● Different ways of recording compositions (letter names, symbols, audio etc.) ● Performing is sharing music with other people, an audience ● A performance doesn't have to be a drama! It can be to one person or to each other ● You need to know and have planned everything that will be performed ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don't know ● It is planned and different for each occasion ● It involves communicating feelings, thoughts and ideas about the song/music ● 											
Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Soul Chain Gang by Sam Cooke		Pop- 1980's Town Called Malice by The Jam		Gospel Swing Low Sweet Chariot		Rock Brown Eyed Girl by Van Morrison		Folk Scarborough Fair by Simon and Garfunkel		Classical Bolero, M. 81 By Maurice Ravel	
Classical Die Walkure, Act III By Richard Wagner		Christmas Happy Xmas (War is Over) By John Lennon and Yoko Ono		Classical Piano Sonata No. 11 in Minor By Wolfgang Amadeus Mozart				Film Music You Give a Little Love from Bugsy Malone		Pop 1960's Here Comes the Sun by The Beatles	
Listen and Appraise											
Knowledge						Skills					
<ul style="list-style-type: none"> ● To know five songs from memory, who sang or wrote them, when they were written and 						<ul style="list-style-type: none"> ● To identify and move to the pulse with ease. 					



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<p>why?</p> <ul style="list-style-type: none"> To know the style of the songs and to name other songs from the Units in those styles. To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> The style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) Identify the structure of the songs (intro, verse, chorus etc.) Name some of the instruments used in the songs The historical context of the songs. What else was going on at this time, musically and historically? Know and talk about that fact that we each have a musical identity 	<ul style="list-style-type: none"> To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people’s thoughts about the music. Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music.
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Games	
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Knowledge	Skills
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<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to 	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</p> <ul style="list-style-type: none"> Bronze Challenge <ul style="list-style-type: none"> Find the pulse Copy back rhythms based on the words of the main song, that include syncopation/off beat Copy back one-note riffs using simple and syncopated rhythm patterns Silver Challenge <ul style="list-style-type: none"> Find the pulse Lead the class by inventing rhythms for others to copy back
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	<ul style="list-style-type: none"> ○ Copy back two-note riffs by ear and with notation ○ Question and answer using two different notes ● Gold Challenge <ul style="list-style-type: none"> ● Find the pulse ● Lead the class by inventing rhythms for them to copy back ● Copy back three-note riffs by ear and with notation ● Question and answer using three different notes
Singing	
Knowledge	Skills
<ul style="list-style-type: none"> ● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. ● To know about the style of the songs so you can represent the feeling and context to your audience ● To choose a song and be able to talk about: <ul style="list-style-type: none"> • Its main features • Singing in unison, the solo, lead vocal, backing vocals or rapping • To know what the song is about and the meaning of the lyrics ● To know and explain the importance of warming up your voice 	<ul style="list-style-type: none"> ● To sing in unison and to sing backing vocals. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing. ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being ‘in tune’.
Playing	
Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Different ways of writing music down – e.g. staff notation, symbols ● The notes C, D, E, F, G, A, B + C on the treble stave ● The instruments they might play or be played in a band or orchestra or by their friends 	<ul style="list-style-type: none"> ● Play a musical instrument with the correct technique within the context of the Unit song. ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions



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	<p>from a leader.</p> <ul style="list-style-type: none"> To lead a rehearsal session.
Improvisation	
Knowledge	Skills
<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one, two or three notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations <ul style="list-style-type: none"> To know three well-known improvising musicians 	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ul style="list-style-type: none"> Play and Copy Back <ul style="list-style-type: none"> Bronze – Copy back using instruments. Use one note. Silver – Copy back using instruments. Use the two notes. Gold – Copy back using instruments. Use the three notes. Play and Improvise You will be using up to three notes: <ul style="list-style-type: none"> Bronze – Question and Answer using instruments. Use one note in your answer. Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: <ul style="list-style-type: none"> Bronze – Improvise using one note. Silver – Improvise using two notes. Gold – Improvise using three notes.
Composition	
Knowledge	Skills
To know and be able to talk about:	<ul style="list-style-type: none"> Create simple melodies using up to



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<ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your friends. • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure • Notation: recognise the connection between sound and symbol 	<p>five different notes and simple rhythms that work musically with the style of the Unit song.</p> <ul style="list-style-type: none"> • Explain the keynote or home note and the structure of the melody. • Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. <ul style="list-style-type: none"> • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
Performance	
Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with an audience with belief • A performance doesn’t have to be a drama! It can be to one person or to each other • Everything that will be performed must be planned and learned • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don’t know • It is planned and different for each occasion • A performance involves communicating ideas, thoughts and feelings about the song/music 	<ul style="list-style-type: none"> • To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the venue and how to use it to best effect. • To record the performance and compare it to a previous performance. • To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”