

Music Curriculum

The aims of our Music curriculum at Wave are in line with the aims of the National Curriculum. The intention of this is first and foremost to help pupils to feel that they are musical, and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that pupils need in order to become confident performers, composers, and listeners. We run a rolling programme of 3 half termly units a year. Pupils can build and develop their skills and learning throughout the year in the many opportunities teachers provide and can link to broader learning in AP. We have mixed year classes, so teach a Year A and B spiral curriculum model to ensure coverage and teachers adopt learning and outcomes around the needs of individual pupils.

		Autumn	Spring	Summer
KS1	Year A	Pulse and Rhythm: All about Me	Dynamics, Timbre and Tempo: Space	Vocal and Body Sounds: By the Sea
	Year B	Timbre and Rhythmic Patterns: Fairy tales	Orchestral Instruments: Traditional Western Stories	Tempo: The Snail and the Mouse
LKS2	Year A	Creating a Composition: Mountains	Body and Tuner Percussion: Rainforests	Rock and Roll
	Year B	Samba and Carnival Sounds: South America	Haiku, Music and Performance: Hanami Festival	Changes in Pitch, Tempo and Dynamics: Rivers
UKS2	Year A	Musical Theatre	Composition to Represent the Festival of Colour: Holi Festival	Songs of World War 2
	Year B	Theme and Variation: Pop Art	Dynamics, Pitch and Texture: Fingal's Cave Coast	Film Music

Composite:

At Wave we use Kapow Primary music scheme. The intention of this is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities. Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music.

They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

Key Stage 1

Year A

Unit 1A: Pulse and Rhythm - All about me

Identifying the difference between the pulse and rhythm of a song and consolidating understanding of these concepts through listening and performing activities.

Outcomes:

- ✓ Clap the rhythm of their name.
- ✓ Clap in time to music.
- ✓ Sing the overall shape of a melody.
- ✓ Play in time to music.
- ✓ Copy and create rhythms based on word patterns.
- ✓ Play on the pulse.

Learning Objectives	Learning Outcomes
To use my voice and hands to make music.	<ul style="list-style-type: none">• I can say and clap a rhythm.• I can clap in time to the music.• I know what the pulse is.• I can sing my favourite food.
To clap and play in time to the music.	<ul style="list-style-type: none">• I can say and clap my name.• I can clap in time to the music.• I can sing (say) my friend's name.
To play simple rhythms on an instrument.	<ul style="list-style-type: none">• I can play the rhythm of my own name and my friend's name.• I can clap in time to the music.• I can hold the pulse.
To listen to and repeat short rhythmic patterns.	<ul style="list-style-type: none">• I can hear rhythmic patterns.• I can repeat short rhythmic patterns.• I can play in time to the music.• I can create a rhythm.
To understand the difference between pulse and rhythm.	<ul style="list-style-type: none">• I can play the pulse.• I can play a rhythm.• I can create a rhythm.

Unit 2A: Dynamics, Timbre and Tempo: Space

Identifying dynamics, timbre, tempo and instruments in music heard and comparing pieces by the same composer. Visually representing music in creative and more formal ways and learning to play and compose motifs.

Outcomes:

- ✓ Use their voice to create a variety of sounds.
- ✓ Use dynamics to create atmosphere.
- ✓ Correctly identify some instruments and changes in dynamics in a piece.
- ✓ Explain how the same instrument can have many different sounds.
- ✓ Compare two pieces of music using some musical vocabulary to describe the changes in tempo, dynamics and timbre.
- ✓ Successfully create and play a motif.
- ✓ Notate and write down their motif in some form.

Learning Objectives	Learning Outcomes
To create a simple soundscape for effect	<ul style="list-style-type: none"> • I can use my voice to create sound • I can offer ideas and suggestions for making sounds • I can create atmosphere by using dynamics
To listen for and recognise some basic elements of music	<ul style="list-style-type: none"> • I can recognise differences in dynamics • I can recognise different instruments and begin to name them • I can use appropriate musical vocabulary • I can explain the mood of the music
To compare two pieces of music	<ul style="list-style-type: none"> • I can compare two pieces of music by the same composer • I can identify changes in dynamics and use appropriate musical vocabulary • I can recognise and name different instruments • I can describe the mood of the music
To be able to create short sequences of sound	<ul style="list-style-type: none"> • I understand what a motif is • I can play a simple motif • I can create a motif • I can notate or create a visual representation of my motif
To be able to create short sequences of sound and perform with accuracy	<ul style="list-style-type: none"> • I can create and play a simple motif using visual representation to record it. • I can use dynamics to enhance my motif • I can perform my piece with accuracy

Unit 3A: Vocal and Body Sounds: By the Sea

Children are encouraged to feel pieces of music, conveying mood through movement and making links between music, sounds and environments.

Outcomes:

- ✓ 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.

Learning Objective	Learning Outcomes
To understand that music can be used to represent an environment	<ul style="list-style-type: none"> • I can match my movements to sounds • I can say why a piece of music sounds like the sea • I can create sea sounds with my voice and body
To understand how music can represent changes in an environment	<ul style="list-style-type: none"> • I can say why two pieces of music sound different from each other • I can create sea sounds with my voice and body
I can select instruments to match seaside sounds	<ul style="list-style-type: none"> • I can make sounds on a range of instruments • I can match instruments to seaside sounds • I can use my voice and body to create seaside sounds •
I can recognise and use dynamics and tempo	<ul style="list-style-type: none"> • I can play loud and quiet sounds on an instrument and with my voice • I can play fast and slow sounds on an instrument and with my voice • I can say how the volume (dynamics) and speed (tempo) changes the mood
To write music down and perform from a graphic score	<ul style="list-style-type: none"> • I can create a simple picture (graphic score) to describe my music • I can create a sound before drawing it • I can perform my piece of music from my picture (graphic score)

Year B

Unit 1B: Timbre and Rhythmic Patterns: Fairy tales

Introducing the concept of timbre; learning that different sounds can represent characters and key events in a story. Clapping to the syllables of words and phrases before creating rhythmic patterns.

Outcomes:

- ✓ Chant the well-known phrase, "I'll huff..."
- ✓ Make changes to their voices to represent a character.
- ✓ Choose a suitable sound to represent a specific point in a story.
- ✓ Play a rhythmic pattern along with their spoken words.
- ✓ Identify and hold up the correct sign to correspond to some music.
- ✓ Play/chant along with the elements of a story with prompting from the teacher.

Learning Objective	Learning Outcomes
To use voices expressively to speak and chant	<ul style="list-style-type: none"> • I can join in with repeated phrases and patterns • I can change my voice to represent different characters • I can understand what timbre means
To select suitable instrumental sounds to represent a character	<ul style="list-style-type: none"> • To respond to hand signals • To use one instrument to create different sounds • To choose one sound for a character from the 'Three Little Pigs' • To explain why I have chosen that sound
To compose and play a rhythm	<ul style="list-style-type: none"> • I can clap syllables in words • I can clap the rhythmic patterns of spoken phrases • I can think of my own phrases and clap the rhythm of these • I can work as a group to come up with a phrase for part of the story of 'The Three Little Pigs' • I can perform my rhythm whilst the story is being told using my voice and instruments
To recognise how timbre is used to represent characters in a piece of music	<ul style="list-style-type: none"> • I can listen with concentration to a piece of music • I can notice when different timbres are used •
To keep the pulse using untuned instruments	<ul style="list-style-type: none"> • Listening and responding to other performers • Using my voice expressively to join in with repeated phrases • Using my instrument to represent a character from the story • Clapping/playing untuned percussion to the rhythm of the story

Unit 2B: Orchestral Instruments: Traditional Western Stories

Introducing the instruments of the orchestra. Learning how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.

Outcomes:

- ✓ Make plausible descriptions of the music.
- ✓ Identify a few instruments and the sounds of different sections of the orchestra.
- ✓ Explain what is happening in the music using language relating to emotion.
- ✓ Create a piece of music with some appropriate tempo, dynamic and timbre changes.
- ✓ Suggest appropriate musical timbres for each of the characters and tempo changes for the actions.

- ✓ Perform confidently using appropriate instrumental sounds.

Learning Objectives	Learning Outcome
To listen to and analyse an orchestral version of a traditional story	<ul style="list-style-type: none"> • I know that an orchestra is a group of musicians who play instruments together • I can name the four sections or families of the orchestra: strings, woodwind, brass and percussion • I know that each section has a number of different instruments • I am beginning to identify specific musical instruments I can hear when listening to a piece of music
To listen to and analyse a film musical version of a traditional story	<ul style="list-style-type: none"> • I can explain how music is used to support the story • I can use musical and instrumental vocabulary to describe a piece of music • I can recognise different orchestral instruments
To select appropriate sounds to match events, characters and feelings in a story	<ul style="list-style-type: none"> • I can select appropriate timbres to represent characters • I can select appropriate tempo changes to represent actions • I can select appropriate dynamics to represent emotions
To write a play script and select appropriate musical sounds to accompany it	<ul style="list-style-type: none"> • I can write a script for the story of 'Jack and the Beanstalk' • I can suggest suitable musical sounds to go with my script
To perform a story script with accompanying music	<ul style="list-style-type: none"> • I can perform confidently • I can work as part of a group to perform a story • I can add the right music to my story at the right time

Unit 3B: Tempo: The Snail and the Mouse

Using voices, bodies and instruments to listen and respond to different pieces of music.

Learning and performing a rhyme and song with a focus on tempo.

Outcomes:

- ✓ Demonstrate slow and fast with their bodies and voices.
- ✓ Demonstrate slow and fast beats while saying a rhyme and using an instrument.
- ✓ Perform a song using a singing voice.
- ✓ Perform with an instrument.
- ✓ Observe others and move, speak, sing and play appropriately.
- ✓ Sing in time from memory, with some accuracy.
- ✓ Keep a steady pulse.
- ✓ Move, speak, sing and play demonstrating slow and fast beats.

Learning Objectives	Learning Outcomes
To explore using voices and bodies expressively.	<ul style="list-style-type: none"> • I can move my body in different ways when music is played. • I can use my voice to start to reflect different music speeds. • I can use my body to start to reflect different music speeds.
To practice a rhyme using fast and slow beats on instruments.	<ul style="list-style-type: none"> • I can use my voice to say a rhyme. • I can say "Ready, steady, off we go," using slow and fast beats. • I can use fast and slow beats when saying a rhyme. • I can use an instrument to demonstrate fast and slow beats.
To use voices to perform a song with a fast and slow beat.	<ul style="list-style-type: none"> • I can explore fast and slow beats. • I can use a singing voice. • I can perform a song showing fast and slow beats.
To use singing voices and an instrument to perform a song with a fast and slow beat.	<ul style="list-style-type: none"> • I can use my singing voice to sing fast and slow beats. • I can use my instrument and voice to perform a song with fast and slow beats.
To demonstrate fast and slow beats within the context of a story.	<ul style="list-style-type: none"> • I can use my singing voice to play fast and slow beats. • I can use my body to play fast and slow beats. • I can use my instrument to play fast and slow beats. • I can sing and play at the correct time in a story.

Lower Key Stage 2

Year A

Unit 1A: Creating a Composition: Mountains

Listening to music and considering the narrative it represents by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. Creating original compositions to match an animation.

Outcomes:

- ✓ Verbalise how the music makes them feel.
- ✓ Create actions or movements appropriate to each section of a piece of music.
- ✓ Play in time and with an awareness of other pupils' parts, giving some thought to dynamics.
- ✓ Play melodies and rhythms which represent the section of animation they are accompanying.

Learning Objective	Learning Outcome
To tell a story from a piece of music through movement	<ul style="list-style-type: none"> I can picture a story from a piece of music I can use musical vocabulary to describe music I can express my opinion about music I can recognise and describe changes in music
To create a soundscape using percussion instruments	<ul style="list-style-type: none"> I can create layers within my composition I can play in time with my group I can play a repeated rhythm I can play a melodic pattern from simple notation with letter names
To create a range of sounds to accompany a story	<ul style="list-style-type: none"> I can use key musical vocabulary to label my composition I can adjust the dynamics of my piece I can create a composition based on a story
To compose and perform a rhythm to accompany a story	<ul style="list-style-type: none"> I can create rhythms to tell a story I can use key musical vocabulary to explain my composition
To compose and notate a short melody to accompany a story	<ul style="list-style-type: none"> I can create rhythms to tell a story I can use key musical vocabulary to explain my composition

Unit 2A: Body and Tuner Percussion: Rainforests

Exploring the rainforest through music whilst being introduced to new musical terms. Using a mixture of body percussion and tuned percussion instruments to create rhythms of the rainforest, layer by layer.

Outcomes:

- ✓ Identify the structure of a piece of music.
- ✓ Have an idea as to when there is one layer in a piece of music and when there are two.
- ✓ Play a sequence in the correct order in time with their partner.
- ✓ Have two contrasting rhythms being played together.
- ✓ Have two different melodies being played together.
- ✓ Have a complete piece of music with four different layers with an appropriate structure.

Learning Objective	Learning Outcome
To identify structure and texture in music.	<ul style="list-style-type: none"> I know what body percussion is. I know that structure means the organisation of the music into sections. I know that texture means how many different layers of music there are playing at a time. I can identify the different sections in a piece of music. I can identify how many layers there are in a piece of music.
To use body percussion.	<ul style="list-style-type: none"> I can describe a piece of music, referring to: <ul style="list-style-type: none"> o tempo (speed)

	<ul style="list-style-type: none"> ○ dynamics (volume) ○ texture (different layers) ○ structure (organisation of the piece) ● I can use body percussion to perform a boom clap click sequence and play in time with my partner. ● I can create one line of my own sequence using a stamp. ● I can record my rhythm using symbols or words.
To create musical rhythms using body percussion.	<ul style="list-style-type: none"> ● I know that there are four layers of the rainforest. ● I can use body percussion to make two different rhythms to represent the forest floor and understory layers of the rainforest. ● Both rhythms consist of three or four sounds made by using my body. ● I consider the movement of the animals that live in each layer when making my rhythms. ● In my group, we can consider the overall structure and texture of the rhythms when they are put together. ● I can record my rhythm.
To create simple tunes.	<ul style="list-style-type: none"> ● I know that a repeated melody or a loop is something that keeps repeating. ● I can make two simple melodies to represent the canopy and emergent layers of the rainforest. ● I can work with a partner and use tuned percussion instruments to create a short melody line. ● I consider the movement of the different animals within the layers of the rainforest and how this affects the pitch and tempo of my melodies. ● In our groups, we can decide which melodies are most appropriate for each layer and record them.
To build and improve a composition.	<ul style="list-style-type: none"> ● I can work as part of a group to build the structure of our rainforest inspired composition by considering: <ul style="list-style-type: none"> ○ the best way to start and end ○ tempo (speed) ○ dynamics (volume) ○ texture (different layers) ○ structure (organisation of the piece) ● I can play in time with my group. ● I can play my part in the composition accurately. ● I can offer suggestions for improvements considering rhythm and melody.

Unit 3A: Rock and Roll

Learning about the origin and features of rock and roll music, playing the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, and performing a while-class piece.

Outcomes:

- ✓ Perform the hand jive hand actions in sequence and in time with the music.
- ✓ Sing in tune and perform their actions in time.
- ✓ Play the notes of the walking bass in the correct sequence.
- ✓ Independently play their part with some awareness of the other performers.

Learning Objective	Learning Outcome
To understand the history of rock and roll music To be able to stay in time to a piece of rock and roll music	<ul style="list-style-type: none"> • 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
To be able to perform with a sense of style	<ul style="list-style-type: none"> • I can accurately sing in a small group • I can sing in time • I can sing in tune
To play a walking bass line on tuned percussion	<ul style="list-style-type: none"> • 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
To be able to play a rock and roll bass line	<ul style="list-style-type: none"> • I can understand different musical notation • I can play a walking bass line accurately • I can play a bass line in time
To be able to play a rock and roll piece of music	<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

Year B

Unit 1B: Samba and Carnival Sounds - South America

Introducing samba and the sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks.

Outcomes:

- ✓ Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil.
- ✓ Clap on the off beat (the end of each beat) and be able to play a syncopated rhythm.
- ✓ Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class).
- ✓ Play their break in time with the rest of their group and play in the correct place in the piece.
- ✓ Play in time and with confidence; accurately playing their break.

Learning Objective	Learning Outcome
To recognise and identify the main features of samba music	<ul style="list-style-type: none"> • I know what samba music is and where it comes from • I understand why samba music is used • I can identify the main features of samba music
To understand and play syncopated rhythms	<ul style="list-style-type: none"> • I can play on the off beat • I can recognise the on beat • I can play a syncopated rhythm
To play syncopated rhythms as part of a group	<ul style="list-style-type: none"> • I can play in time • I can hold my own part • I can play a syncopated rhythm
To compose a basic rhythmic break	<ul style="list-style-type: none"> • I can play in time • I can hold my own part • I can play a syncopated rhythm • I can compose a simple break
To perform rhythmic breaks within the samba piece	<ul style="list-style-type: none"> • I can play in time and hold my own part • I can play at the correct time within a group • I can perform my break with accuracy

Unit 2B: Haiku, Music and Performance: Hanami Festival

Using descriptive vocabulary to create a Haiku, putting it to music and adding percussion sound effects to bring all elements together before a final, group performance.

Outcomes:

- ✓ Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings.
- ✓ Recognise, name and describe the effect of the interrelated dimensions of music.
- ✓ Select instruments and sounds which match their vocabulary.
- ✓ Work as a group to create a piece of music.
- ✓ Perform a piece of music as part of a group.

Learning Objective	Learning Outcome
To describe the festival of Hanami using words and sounds	<ul style="list-style-type: none"> • I can choose descriptive words to describe Hanami • I can use my voice to make the sound of the word match its description
To represent a blossom tree using sounds.	<ul style="list-style-type: none"> • I can recognise and name the musical features of the Cherry Blossom piece (interrelated dimensions of music, e.g. tempo, dynamics, timbre.) • I can describe how the musical features represent blossom sounds. • I can create my own blossom sounds.
To identify different musical features	<ul style="list-style-type: none"> • I can recognise and name the musical features (interrelated dimensions of music, e.g. tempo, dynamics, timbre)

To use descriptive vocabulary	<ul style="list-style-type: none"> I can explain what each dimension is describing
To work as a group to create a piece of music to celebrate Hanami	<ul style="list-style-type: none"> I can work as part of a group I can create music inspired by cherry blossom
To perform a piece of music to celebrate Hanami	<ul style="list-style-type: none"> I can perform as part of a group I can sing a melody in tune I can play sound effects at the same time

Unit 3B: Changes in Pitch, Tempo and Dynamics - Rivers

Linking to geography learning, pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.

Outcomes:

- ✓ Sing in tune and in harmony with others, with developing breath control.
- ✓ Explain how a piece of music makes them feel with some use of musical terminology.
- ✓ Perform a vocal ostinato in time.
- ✓ Listen to other members of their group as they perform.
- ✓ Create an ostinato and represent it on paper so that they can remember it.
- ✓ Create and perform a piece with a variety of ostinatos.

Learning Objective	Learning Outcome
To sing in two parts using expression and dynamics	<ul style="list-style-type: none"> I can hold my own part I can sing accurately I can sing with expression I can add relevant dynamics to my singing
To recognise key elements of music	<ul style="list-style-type: none"> I can identify the dynamics in the piece I can express my opinion of the music and explain why I can identify the mood of the music
To perform a vocal ostinato	<ul style="list-style-type: none"> I know what an ostinato is and when it might be used I can sing my vocal ostinato in time I can listen for my cue so I know when to start I can offer suggestions to improve my work
To create and perform an ostinato.	<ul style="list-style-type: none"> I can create a simple ostinato I can play my ostinato in time
To improve and perform a piece of music based around ostinatos	<ul style="list-style-type: none"> I can improve my piece, so it sounds more like a river I can take on board suggestions from others in my group I can perform my composed piece using dynamics and tempo change

Upper Key Stage 2

Year A

Unit 1A: Musical Theatre

An introduction to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, exploring how music can be used to tell a story and learning about performance aspects.

Outcomes:

- ✓ Explain what musical theatre is and be able to recall at least three features of this kind of music.
- ✓ Categorise songs as action songs or character songs.
- ✓ Select appropriate existing music for their scene to tell the story of a journey.
- ✓ Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.

Learning Objective	Learning Outcome
To understand the history of musical theatre	<ul style="list-style-type: none">• I can identify at least three features of musical theatre• I can describe some of the roles involved in making musical theatre• I can place types of musicals accurately on a timeline
To identify character songs and action songs	<ul style="list-style-type: none">• I can identify a character song• I can identify an action song• I can justify my opinions by giving examples
To create a musical theatre scene	<ul style="list-style-type: none">• I can work as part of a group• I can plan a musical scene to tell the story of a journey• I can think of or write a song that tells the story
To rehearse a musical theatre scene	<ul style="list-style-type: none">• I can work as part of a group• I can perform in time with my group• I can ensure that there are smooth transitions between spoken dialogue, singing and dancing
To perform a musical theatre scene	<ul style="list-style-type: none">• I can perform in time with others in my group• I can sing in tune and make sure my voice is loud and clear• I can perform with expression to help convey emotion• I can work as part of a group to make our scene a success• I can ensure that there are smooth transitions between each element (speech, dance, song)

Unit 1A: Composition to Represent the Festival of Colour: Holi Festival

Exploring the associations between music, sounds and colour, composing and, as a class and performing their own musical composition to represent Holi.

Outcomes:

- ✓ Suggest a colour to match a piece of music.
- ✓ Create a graphic score and describe how this matches the general structure of a piece of music.
- ✓ Create a vocal composition in response to a picture and justify their choices using musical terms.
- ✓ Create a vocal composition in response to a colour.
- ✓ Record their compositions in written form.
- ✓ Work as a group to perform a piece of music.

Learning Objective	Learning Outcome
To understand that music can be represented with colours	<ul style="list-style-type: none">• I can suggest a colour to match the music• I can justify my opinion• I can name the features or the mood of a piece of music
To represent a piece of music as a graphic score	<ul style="list-style-type: none">• I can identify features of music• I can describe what I think pieces of music look like and why• I can represent music visually
To create a vocal composition based on a picture	<ul style="list-style-type: none">• I can represent colours and shapes with vocal sounds• I can explain my choices• I can describe my use of dynamics, tempo and pitch
To create a piece of music inspired by a single colour	<ul style="list-style-type: none">• I can describe the musical features of a piece of music• I can associate music with colour• I can create vocal sounds to represent colour• I can record a composition as a graphic score
To work as a group to perform a piece of music	<ul style="list-style-type: none">• I can adjust my dynamics and pitch according to a graphic score• I can keep in time with my group• I can communicate with my group• I know my role in the group

Unit 3A: Songs of World War 2

Developing greater accuracy in pitch and control. Identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.

Outcomes:

- ✓ Use musical and comparative language in discussion.
- ✓ Follow the melody line.

- ✓ Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing.
- ✓ Sing the correct words at the correct time.
- ✓ Recall the counter-melody line.

Learning Objectives	Learning Outcomes
To use musical vocabulary to identify features of different eras of music	<ul style="list-style-type: none"> • I can talk about songs I have experienced using comparative language • I can use fact and opinion to compare songs
To improve accuracy in pitch and control, singing with expression and dynamics	<ul style="list-style-type: none"> • I can follow the melody • I can sing the lyrics with meaning • I can sing some sections quieter and some sections louder
To identify pitches within an octave when singing	<ul style="list-style-type: none"> • I can use the words 'pitch' and 'higher/lower' when discussing my work • I can read and interpret a graphic score • I can use colour-code pitches on a notated score
To use knowledge of pitch to develop confidence when singing in parts	<ul style="list-style-type: none"> • I can follow a melody line • I can sing a counter-melody while listening to another melody
To be able to notate a melody using pitches up to an octave	<ul style="list-style-type: none"> • I can identify higher and lower pitches through colours • I can use colours to notate a counter-melody • I can talk about the Solfa pitches, and which are higher and lower

Year B

Unit 1B: Theme and Variation - Pop Art

Exploring the musical concept of theme and variations and discovering how rhythms can 'translate' onto different instruments

Outcomes:

- ✓ 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 the three 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.

Learning Objectives	Learning Outcomes
To explore the musical concept of theme and variations	<ul style="list-style-type: none"> I can talk about theme and variations I can relate the idea of theme and variations to Pop Art I can perform a rhythm in different ways
To compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra'	<ul style="list-style-type: none"> I can identify the sounds of different instruments I can relate the sounds of different instruments to different pieces of art I can demonstrate knowledge of how an orchestra is put together
To use complex rhythms to be able to perform a theme	<ul style="list-style-type: none"> I can stay in time with the pulse while performing complex rhythms using body percussion I can follow a vocal line with accuracy
To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time	<ul style="list-style-type: none"> I can recognise three new rhythms: TIKI-TIKI, TI-TIKI and TIKI-TI I can tap these rhythms along with the beat I can draw these new rhythms
To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.	<ul style="list-style-type: none"> I can draw TIKI-TIKI, TIKI-TI or TI-TIKI accurately I can represent one rhythm in a range of different ways I can select colours to produce an artistic impression of rhythms

Unit 2B: Dynamics, Pitch and Texture - Fingal's Cave Coast

Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.

Outcomes:

- ✓ 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.

Learning Objectives	Learning Outcomes
To appraise the work of a classical composer (Felix Mendelssohn).	<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.
To improvise as a group, using dynamics and pitch.	<ul style="list-style-type: none"> I can follow a conductor. I can use dynamics in my improvisation.

	<ul style="list-style-type: none"> • I can use changes of pitch in my improvisation. •
To improvise as a group, using texture.	<ul style="list-style-type: none"> • I can follow a conductor. • I can notate my ideas using a graphic score. • I can use changes of texture in my improvisation. •
To use knowledge of dynamics, texture and pitch to create a group composition.	<ul style="list-style-type: none"> • 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. •
To use teamwork to create a group composition featuring changes in texture, dynamics and pitch.	<ul style="list-style-type: none"> • 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.

Unit 3B: Film Music

Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.

Outcomes:

- ✓ 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.
- ✓ Create a musical score to represent a composition.
- ✓ Interpret their graphic score and performing their composition appropriately with their group.
- ✓ Create sounds that relate to the scene of a film.

Learning Objectives	Learning Outcomes
To appraise different musical features in a variety of film contexts.	<ul style="list-style-type: none"> • I can discuss the features of film music • I can name several styles of music • I can identify characteristics of music and interpret their meaning
To identify and understand some composing techniques in film music	<ul style="list-style-type: none"> • I can identify different instruments and comment on the type of sound they make • I can talk about the pitch of music and how it changes

	<ul style="list-style-type: none"> • I can use the words 'major' and 'minor' when discussing music that evokes different emotions
To use graphic scores to interpret different emotions in film music	<ul style="list-style-type: none"> • I can make suggestions of sounds which represent the symbols on a graphic score • I can improvise my own sounds within a whole-class context • I can work with a partner to interpret graphic scores
To create and notate musical ideas and relate them to film music	<ul style="list-style-type: none"> • I can imaginatively use my body or my voice to make sounds • I can relate sounds that I compose to a storyline in a film • I can notate my ideas using my own symbols on a graphic score
To play a sequence of musical ideas to convey emotion	<ul style="list-style-type: none"> • I can interpret my own graphic score and perform the sounds accurately • I can give a polished performance with my group