



National Curriculum	Key Questions		Substantive Knowledge	Key Vocabulary	Real-Life Links
<ul style="list-style-type: none"> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</li> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically.</li> </ul>	<p>How is the music making you feel?</p> <p>Do you think the music helps to tell the story? How? <i>(Examples may include when the music is fast, something in the story moves fast or when something is scary, the music becomes loud.)</i></p> <p>Are you enjoying the performance? <i>(Reassure the children that they can say they do not like the performance.)</i></p> <p>How does the narrator use his body to match the events happening in the story?</p> <p>How do the narrator's actions match the music that is being played?</p> <p>What did you notice about the tempo? <i>(It was fast.)</i></p> <p>What did you notice about the dynamics? <i>(It was loud.)</i></p> <p>Did the music make you think of anything?</p> <p>Did it tell a story?</p> <p>What is happening in this part of the story?</p> <p>What is happening at this part with the music?</p> <p>Can you describe what happened? <i>(The sounds were fast and then slower.)</i></p> <p>Can you describe the difference? <i>(The music was loud, then soft, but at the same speed.)</i></p> <p>What is happening at this point in the story?</p> <p>How would the character be feeling at this point?</p> <p>What instrument would you use to reflect this?</p> <p>What did the musicians receive after they had finished their performance? <i>(Applause/clapping.)</i></p> <p>How did the musicians show they were pleased with their performance and appreciated the audience listening? <i>(They gave a bow.)</i></p>		<p><b>Knowledge</b></p> <p>Sections of music can be described as fast or slow and the meaning of these terms.</p> <p>Sections of music can be described as loud, quiet or silent and the meaning of these terms.</p> <p>Sounds within music can be described as high or low sounds and the meaning of these terms.</p> <p>To be able to:</p> <p>Recognise and name up to three instruments from Group A and B.</p>	<p>Tempo Dynamics Soundscape Sound effect</p>	
	<b>Technical Questions</b>		<b>Disciplinary Knowledge</b>		<b>Musicians and Composers</b>
	<p>What do we call speed in music? (Tempo.)</p> <p>What do we call volume in music? (Dynamics.)</p> <p>What is a soundscape? <i>(The use of different dynamics and tempo to tell a story)</i></p>	<p>What is a sound effect? (</p>	<p><b>Listening and Evaluating</b></p> <p>Listening with concentration to short pieces of music or excerpts from longer pieces of music.</p> <p>Engaging with and responding to longer pieces of music.</p>	<b>Technical Vocabulary</b>	

			<p>Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.</p> <p>Identifying some common instruments when listening to music.</p> <p>Relating sounds in music to real-world experiences (eg. It sounds like squelching mud').</p> <p>Talking about the tempo of music using the vocabulary fast and slow.</p> <p>Talking about the dynamics of the music, using the vocabulary loud, quiet and silent.</p> <p>Talking about the pitch of music, using the vocabulary high and low.</p> <p>Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.</p> <p>Stating what they enjoyed about their peers' performances.</p> <p>To recognise and name the following instruments: up to three instruments from Group A and B.</p> <p><b>Creating sound</b></p> <p>Developing an awareness of how dynamics are affected by the force with which an instrument is played.</p> <p>Using instruments imaginatively to create soundscapes which convey a sense of place.</p> <p>Using bilateral and hand-eye co-ordination to play/hold instruments using both hands.</p> <p>Starting to understand how to produce different sounds on pitched instruments.</p> <p>Maintaining a comfortable position when sitting or standing to sing and play instruments.</p> <p><b>Composing</b></p> <p>Creating sound responses to a variety of physical stimuli such as nature, artwork and stories.</p> <p>Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument.</p> <p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.</p>	<p>encore instrumental sound</p>	
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**Assessment:**

- Pupils with secure understanding will be able to:**
- Identify sections of the music where the tempo changes.
  - Correctly describe sections of music as fast or slow.
  - Point out moments in the music where the dynamics change.
  - Accurately describe dynamic changes as soft or loud.
  - Give specific examples of how the music corresponds to actions in the story.
  - Provide clear and specific examples of how music supports the story.
  - Justify tempo and dynamic choices made to represent a character, event or feeling.
  - Suggest appropriate musical dynamics and tempo changes for different scenes of the story.
  - Work as part of a group to rehearse a performance.
  - Perform confidently using appropriate instrumental sounds.
  - Play their part at appropriate tempo and dynamics.

<b>Lesson 1</b>			
<b>Flashback Four</b>		<b>Learning Objectives</b>	<b>Star Knowledge</b>
<u>Last Topic:</u> When we're singing, where in the line do we normally take a breath?  <i>At the end of the line</i>	<u>Last Year:</u> Can you name one of the weather types featured in 'Storm interlude from 'Peter Grimes' by Benjamin Britten'?  <i>Thunder, rain, wind, sun</i>  <u>Last lesson</u> <i>None</i>	<u>Learning Objective</u> To explore listening and analysing a piece of music in relation to a story.  <u>Success Criteria</u> I can recognise changes in the tempo of the music. I can describe tempo as fast or slow. I can describe dynamics as soft or loud. I can recognise changes in the dynamics of the music.  <u>Key Skill</u> Pupils can talk about the changes in tempo and dynamics in a piece of music.	Tempo is how fast or slow the music is, while dynamics is the volume of the music.

<b>Lesson 2</b>		
<b>Flashback Four</b>	<b>Learning Objectives</b>	<b>Star Knowledge</b>

<p><u>Last Lesson:</u> What did we use to show whether something was loud or quiet?</p> <p><i>Our hands</i></p> <p><u>Last topic</u> What happens to the notes on a page when the pitch goes higher?</p> <p><i>They go up</i></p>	<p><u>Last Year:</u> How can we make music?</p> <p><i>Using instruments, our bodies and voices</i></p>	<p><u>Learning Objective</u> To explore how music and sound effects can tell a story.</p> <p><u>Success Criteria</u> I can explain how music is used to support a story. I can use musical vocabulary to describe a piece of music.</p> <p><u>Key Skill</u> Pupils can understand and explain the use of sound effects.</p>	<p>A sound effect can be used to represent something in a film, television programme or play.</p>
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<b>Lesson 3</b>				
<b>Flashback Four</b>		<b>Learning Objectives</b>		<b>Star Knowledge</b>
<p><u>Last Lesson:</u> What word is used to describe how loud or soft music is?</p> <p><i>Dynamics</i></p> <p><u>Last topic</u> Can you name one of the songs from the last topic?</p> <p><i>My Bonnie Lies over the Ocean Lavender's Blue London Bridge is Falling Down</i></p>	<p><u>Last Year:</u> How could you create the sound of the sea using your voice?</p> <p><i>Children may demonstrate a 'shhhhhing' sound with their voice</i></p>	<p><u>Learning Objective</u> To select appropriate sounds to match events, characters and feelings in a story.</p> <p><u>Success Criteria</u> I can select appropriate tempo changes to represent events. I can select appropriate dynamics to represent emotions.</p> <p><u>Key Skills</u> Pupils can use different tempos and dynamics on instruments to tell a story.</p>	<p>A soundscape is used to tell a story with different dynamics and tempos.</p>	

<b>Lesson 4</b>				
<b>Flashback Four</b>		<b>Learning Objectives</b>		<b>Star Knowledge</b>
<p><u>Last Lesson</u> Which story was used for your soundscape.</p> <p><i>Red Riding Hood</i></p> <p><u>Last topic</u> Which part of London was falling down in the last topic? (<i>London Bridge</i>)</p>	<p><u>Last Year:</u> Name two different sounds you might hear at the seaside.</p> <p><i>Seagulls, children shouting, waves, wind etc.</i></p>	<p><u>Learning Objective</u> To suggest appropriate sounds to represent parts of a story.</p> <p><u>Success Criteria</u> I can decide if an event needs a loud or soft sound. I can suggest changes to dynamics and tempo. I can explain my choices.</p> <p><u>Key Skills</u> Pupils can plan the appropriate tempos and dynamics to use to tell the events of a story.</p>	<p>We call speed in music tempo, while volume in music is dynamics.</p>	

<b>Lesson 5</b>		
<b>Flashback Four</b>	<b>Learning Objectives</b>	<b>Star Knowledge</b>

<p><u>Last Lesson</u> Which story did we use in the last lesson?</p> <p><i>Jack and the Beanstalk.</i></p> <p><u>Last topic</u> What are the three different environments in the UK we looked at? (<i>seaside, countryside, city</i>)</p>	<p><u>Last Year:</u> What is a graphic score?</p> <p><i>Pictures used to represent music.</i></p>	<p><u>Learning Objective</u> To perform a composition showing changes in tempo and dynamics.</p> <p><u>Success Criteria</u> I can work as part of a group to rehearse and perform a story. I can perform clearly and confidently. I can perform showing contrasts in dynamics and tempo.</p> <p><u>Key Skills</u> Pupils can use instruments to produce a soundscape for a story, using different dynamics and tempos.</p>	<p>We call speed in music tempo, while volume in music is dynamics.</p>
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*If you find a large amount of your pupils lack understanding of one particular star knowledge, you should adapt the flashback four questions for "Last Topic" in the next topic, in order to give you time to re-visit this. Please speak to the subject lead to discuss how to do this before editing the questions.*