



National Curriculum	Key Questions	Substantive Knowledge	Key Vocabulary	Real-Life Links
<ul style="list-style-type: none"> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>Use and understand staff and other musical notations.</li> <li>Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> </ul>	<ul style="list-style-type: none"> <li>What is club/dance music? Percussive, electronic music</li> <li>Are these pieces of music linked? If so, how? (It is the same piece of music, but one is the original and the other has been remixed.)</li> <li>What are the differences between the two pieces of music? (Answers may include: instruments, speed, backing, repetition, addition of extra sections to the remixed version.)</li> <li>Does the melody goes up in pitch or down from C. (Higher.)</li> </ul> <p>In relation to a performance</p> <ul style="list-style-type: none"> <li>Accuracy – did they play the correct notes in the right order?</li> <li>Timing – was the music played fluently and in time?</li> <li>Confidence – did they play confidently or were they hesitant?</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals.</li> <li>To know that a loop is a repeated rhythm or melody, and is another word for ostinato.</li> <li>To know that remix is music that has been changed, usually so it is suitable for dancing to.</li> </ul>	<ul style="list-style-type: none"> <li>accuracy</li> <li>fragment</li> <li>structure</li> </ul>	<p>N/A</p>
	<p style="text-align: center;"><b>Technical Questions</b></p>	<p style="text-align: center;"><b>Disciplinary Knowledge</b></p>	<p style="text-align: center;"><b>Technical Vocabulary</b></p>	<p style="text-align: center;"><b>Musicians and Composers</b></p>
	<ul style="list-style-type: none"> <li>What is a loop? (A loop is a repeated section of rhythm or melody, like an ostinato in classical music or a riff in jazz.)</li> <li>What is structure in music. (the order of sections of music)</li> <li>Why are loops of music helpful? (They help make the piece longer, easier to listen to, easier to play and easier to remember.)</li> <li>What is a bar? (A unit of time that is made up of a certain number of beats that are played in a particular tempo.)</li> <li>What is tempo? (The speed a piece of music should be played).</li> <li>What are 3 musical instruments you can layer to make a remix? (Synthesiser, guitar and drums.)</li> <li>What are 2 ways to remix a piece of music? (Adding layers, looping fragments)</li> <li>What sort of tempo is a remix? (Fast)</li> <li>What instruments might you hear in a remix? (Drum machine, electric keyboard, synthesiser.)</li> <li>What do we mean by fragment? (Small section.)</li> </ul>	<p><b>Skills</b></p> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>Comparing, discussing and evaluating music using detailed musical vocabulary.</li> <li>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</li> </ul> <p><b>Composing:</b></p> <ul style="list-style-type: none"> <li>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</li> <li>Improvising coherently within a given style.</li> <li>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</li> </ul> <p><b>Performing:</b></p> <ul style="list-style-type: none"> <li>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</li> <li>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</li> <li>Performing with accuracy and fluency from graphic and simple staff notation.</li> </ul>	<ul style="list-style-type: none"> <li>layers</li> <li>loop</li> <li>looped rhythm</li> <li>melody</li> <li>melody line</li> <li>notation</li> <li>ostinato</li> <li>remix</li> <li>rhythm</li> <li>riff</li> <li>backbeat</li> <li>body percussion</li> </ul>	<p>N/A</p>


**Assessment:**

**Pupils with secure understanding will be able to:**  
Perform a looped body percussion rhythm; keeping in time with their group.



Use loops to create a whole piece of music, ensuring that the different aspects of music work together.  
 Play the first section of 'Somewhere Over the Rainbow' with accuracy.  
 Choose a suitable fragment of music and be able to play it along to the backbeat.  
 Perform a piece with some structure and two different loops.


Lesson 1			
Flashback Four		Learning Objectives	Star Knowledge
<p><u>Last Lesson:</u>            What does 'improvisation' mean? (<i>Improvisation means making things up as you go along. Improvisation is also often used in drama.</i>)</p>	<p><u>Last Topic:</u>            What do Blues songs tend to be about? (<i>expressing feelings of sadness, worry, being tired and fed up, and overcoming bad luck and hardship. Blues music helps share feelings, get rid of frustrations and have fun.</i>)</p>	<p><u>Learning Objective</u>            To play a simple looped rhythm from notation.</p> <p><u>Success Criteria</u>            I can hold my own part.            I can play accurately and in time.            I can help to layer a looped rhythm.</p>	<p>A loop is a repeated section of rhythm or melody, like an ostinato in classical music or a riff in jazz.</p>
<p><u>Last Year:</u>            What is rhythm? (<i>Rhythm in music is a regular pattern of beats, sounds or movements. It encompasses everything which relates to time in music: namely metre, tempo and pulse.</i>)</p>	<p><u>Previous Key Stage:</u>            What is the tempo in music? (<i>How fast or slow the music is being played.</i>)</p>	<p><u>Key skill</u></p> <p>Pupils can use body percussion to play a loop.</p>	

Lesson 2			
Flashback Four		Learning Objectives	Star Knowledge
<p><u>Last Lesson:</u>            What is a loop?            (<i>A loop is a repeated section of rhythm or melody, like an ostinato in classical music or a riff in jazz</i>)</p>	<p><u>Last Topic:</u>            What is a chord? (<i>two or more notes played together. Usually, a chord will have a minimum of three notes being played together.</i>)</p>	<p><u>Learning Objective</u>            To explore how sound can be layered using loops.</p> <p><u>Success Criteria</u>            I can create loops of music.            I can build layers of sound that work well together.</p>	<p>Loops help make a piece of music longer, easier to listen to, easier to play and easier to remember.</p>
<p><u>Last Year:</u>            Where does Latin American music come from? (<i>Mexico, Central and South America and Caribbean islands.</i>)</p>	<p><u>Previous Key Stage:</u>            True or false:             Music always has a beat?             (<i>True.</i>)</p>	<p><u>Key skill</u></p> <p>Pupils use an online music lab to layer their own melodies and beats.</p>	

Lesson 3			
Flashback Four		Learning Objectives	Star Knowledge
<p><u>Last Lesson:</u>            Why do people use loops in music?            (<i>Loops help make a piece of music longer, easier to listen to, easier to play and easier to remember.</i>)</p>	<p><u>Last Topic:</u>            What is the 12 bar blues? (<i>a pattern of chords that is typical for the blues music.</i>)</p>	<p><u>Learning Objective</u>            To play a melody line accurately and fluently.</p> <p><u>Success Criteria</u>            I can describe the similarities and differences between an original song and its remix.            I can accurately play the melody line of a piece of music.            I can play a melody confidently and fluently.</p>	<p>C is the white key to the left of each group of 2 black keys. Middle C is located in the middle of the keyboard.</p> 
<p>What is a melody?            (<i>the tune of a piece of music</i>)</p>	<p><u>Previous Key Stage:</u>            Why do we record notations?             (<i>So that other people can sing and play the music.</i>)</p>	<p><u>Key skill</u></p> <p>Pupils can play a simple tune on a tuned instrument. (Xylophone or Google chromes- <a href="http://musicca.com/piano">musicca.com/piano</a>)</p>	

Lesson 4			
Flashback Four		Learning Objectives	Star Knowledge

<p><u>Last Lesson:</u> Where is 'C' on a piano or keyboard? (<i>C is the white key to the left of each group of 2 black keys.</i>)</p> 	<p><u>Last Topic:</u> What is the blues scale? (<i>a set of notes that is used to play along with the 12-bar blues</i>)</p>	<p><u>Learning Objective</u> To select a section of a tune and perform it as a loop.</p> <p><u>Success Criteria</u></p> <p>I can choose a fragment of the tune to turn into a loop. I can accurately play a section of the tune as a loop. I can play in time to the backbeat.</p>	<p>A backbeat creates a pulse so the melody can be played in time when performing.</p>
<p><u>Last Year:</u> What is the texture of a piece of music? (<i>The different layers.</i>)</p>	<p><u>Previous Key Stage:</u> Which orchestra section does this instrument belong to? Strings, Woodwind, Percussion or Brass?</p>  <p>(<i>woodwind.</i>)</p>	<p><u>Key skill</u></p> <p>Pupils create their own loops using a melody they have learnt.</p>	

<b>Lesson 5</b>				
<b>Flashback Four</b>		<b>Learning Objectives</b>		<b>Star Knowledge</b>
<p><u>Last Lesson:</u> What is a backbeat? (<i>A backbeat creates a pulse so the melody can be played in time when performing.</i>)</p>	<p><u>Last Topic:</u> When might someone 'sing the blues'? (<i>When they are feeling sad or 'blue'.</i>)</p>	<p><u>Learning Objective</u> To combine loops to create a remix.</p> <p><u>Success Criteria</u> I can create a suitable structure for my piece of music. I can perform my piece accurately. I can play my piece in time.</p>	<p>A remix is a new version of a piece of music which has been created by putting together the instrumental parts in a different way.</p>	
<p><u>Last Year:</u> What is body percussion? (<i>Body percussion is when we use our bodies to make percussive sounds and rhythms.</i>)</p>	<p><u>Previous Key Stage:</u> <i>Which instrument would match this animal the best?</i></p>  <p>(<i>Flute, recorder, triangle or something similar</i>)</p>	<p><u>Key skill</u></p> <p>Pupils create their own remixes on an online music lab.</p>		

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.