






National Curriculum	Key Questions		Substantive Knowledge	Key Vocabulary	Real-Life Links
<ul style="list-style-type: none"> ● Use their voices expressively and creatively by singing songs and speaking chants and rhymes ● 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 	<ul style="list-style-type: none"> ● Why did you move like that? ● How did the music make you feel? ● Can you think of anything that moves fast or slow? ● What animals could the two pieces of music represent? ● How fast/ slow would the mouse/ snail move? ● What do the crawling fingers represent? ● What do you notice about the music? ● What do you notice about the speed of the two voices? ● What did you hear before the words of the song? (A "Ready, steady, off we go.") ● How is "Ready, steady off we go," different from the previous lesson? ● What did you hear before the words of the song? ● What lessons did you learn from the snail and the mouse? ● How do you think the story and song connected? 		<p>Knowledge</p> <p>Know that tempo is how fast or slow the music is and be able to demonstrate this with their bodies and voices.</p> <p>Know that tempo is how fast and slow the music is and demonstrate this by playing fast and slow beats whilst saying a rhyme and using an instrument.</p> <p>Demonstrate an understanding of tempo by performing the song using a singing voice; using fast and slow beats.</p> <p>Demonstrate an understanding of tempo by performing using a singing voice and with an instrument; demonstrating fast and slow beats.</p> <p>Demonstrating an understanding of tempo by using a singing voice and instrument slow and fast beats in the appropriate place of a story.</p>	<p>Snail Mouse Fast Slow Contrast</p>	<p>Physical Education – performing dances</p>
Technical Questions					
<p>What is the beat/pulse in music? (The heartbeat of the music which remains the same throughout)</p> <p>Which piece of music will be more challenging to keep the beat? Why?</p> <p>(the fast 'mouse' piece of music as it is quicker and easy to lose count of the beats)</p> <p>What did you learn about keeping the beat?</p> <p>(listen carefully to the music and try to count the beats 1,2,3,4)</p>		<p>What is the tempo in music? (How fast or slow the music is being played).</p> <p>How do the two sounds contrast? (One is quick and one is slow. One is calm and one is more hurried/manic)</p> <p>How could we make sure we all stay on the same beat? (try to count the beats and watch a leader/conductor keeping the beat)</p>	<p style="text-align: center;">Disciplinary Knowledge</p> <p>Skills</p> <p>Recognising basic tempo.</p> <p>Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.</p> <p>Listening to and repeating short, simple rhythmic patterns.</p> <p>Listening and responding to other performers by playing as part of a group.</p> <p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Choosing dynamics, tempo and timbre for a piece of music.</p> <p>Using their voices expressively to speak and chant.</p> <p>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p> <p>Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.</p>	<p style="text-align: center;">Technical Vocabulary</p> <p>Beat Expressive. Voice Warm up Instrument Voice</p>	<p style="text-align: center;">Musicians and Composers</p>

			<p>Copying back short rhythmic and melodic phrases on percussion instruments.</p> <p>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p>		
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Lesson 1					
Flashback Four		Learning Objectives		Star Knowledge	
<p><u>Last Topic:</u> What is the difference in sound between these two instruments? What do we call this in music? (Timbre)</p> 	<p><u>Last Year:</u> What else can we use to make sound other than our voices? (Instruments and body percussion – using the body to make sounds).</p> <p><u>Last lesson</u> None</p>	<p><u>Learning Objective</u> To explore using voices and bodies expressively.</p> <p><u>Success Criteria</u> 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</p>	<p>Tempo is how fast or slow the music is and can be demonstrated with our voices and body percussion.</p>		

Lesson 2					
Flashback Four		Learning Objectives		Star Knowledge	
<p><u>Last Lesson:</u> What are two ways we can use our voice? (Speaking and singing)</p> <p><u>Last topic</u> We can change the sound of our voice for different characters (for example the 3 little pigs and the wolf). What is this change in our voice called? (Timbre)</p>	<p><u>Last Year:</u> How do these two instruments sound different? (One has a high sound and one has a lower sound).</p> 	<p><u>Learning Objective</u> To practice a rhyme using fast and slow beats on instruments.</p> <p><u>Success Criteria</u> 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.</p>	<p>Tempo is how fast or slow a beat is and can be demonstrated when saying rhymes and playing instruments.</p>		

Lesson 3					
Flashback Four		Learning Objectives		Star Knowledge	

<p><u>Last Lesson:</u> Last lesson, what did our crawling fingers represent? <i>(the beat)</i></p> <p><u>Last topic</u> What instrument might we use to represent one of the pigs building a brick house? <i>(Drum, woodblock, tambourine etc)</i></p> <p style="text-align: center;"><small>Brick house is built</small></p> 	<p><u>Last Year:</u> What is a musical instrument? <i>(Something that makes a sound)</i></p>	<p><u>Learning Objective</u> To use voices to perform a song with a fast and slow beat.</p> <p><u>Success Criteria</u></p> <p>I can explore fast and slow beats. I can use a singing voice. I can perform a song showing fast and slow beats.</p>	<p>The tempo of voices when singing can be changed.</p>
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Lesson 5				
Flashback Four		Learning Objectives		Star Knowledge
<p><u>Last Lesson</u> What is the tempo in music? (How fast or slow the music is being played).</p> <p><u>Last topic</u> In the piece of music 'Peter and the Wolf' which instruments represent which characters? Bird, Peter, Wolf. French horn, flute, strings. <i>(Bird- flute Peter- strings Wolf- french horn)</i></p>	<p><u>Last Year:</u> Who leads an orchestra? <i>(The conductor)</i></p>	<p><u>Learning Objective</u> To demonstrate fast and slow beats within the context of a story</p> <p><u>Success Criteria</u></p> <p>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.</p>	<p>The tempo of voices when singing can be altered to match a story.</p>	

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Lesson 4			
Flashback Four		Learning Objectives	Star Knowledge
<p><u>Last Lesson</u> Last lesson, we used "Ready, steady, o we go" before we started. Why did we need to do this? <i>(So we all start at the same time)</i></p> <p><u>Last topic</u> Clap the rhythm of these phrases 'The pig is scared', 'The wolf is bad', 'Run little pig'. <i>(Clap the syllables in each word and phrase, that is the rhythm)</i></p>	<p><u>Last Year:</u> What is the beat? <i>(The heartbeat of the music – it stays the same)</i></p>	<p><u>Learning Objective</u> To use singing voices and an instrument to perform a song with a fast and slow beat.</p> <p><u>Success Criteria</u></p> <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 	<p>Tempo can be demonstrated using a singing voice, with an instrument, with body percussion or anything else that makes a noise.</p>