











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"> ● What animals can you hear? ● Have you heard music like this before? ● Does the music remind you of any songs or other music? ● Can you think of anywhere we use call and response at school? ● What is the musical technique used in this song? ● What sounds do different animals make? 		<p>Know that tempo is how fast or slow the music is, know that dynamics is how loud or quiet the music is and know that timbre is the difference in sound depending on the instrument being played.</p> <p>Know that the pulse/ beat is the heartbeat of the music that stays the same and know that the tempo is how fast or slow the music is.</p> <p>Know that the melody is a series of different tones/sounds in the music and understand that pitch is how high or low each note is.</p> <p>Know that call and/ or response in music is when a "phrase" of music is played as the "call," and is "answered" by a different phrase of music.</p> <p>Know that a composition is a piece of created music and know that to change the dynamics would be to make the melody quieter or louder.</p>	<p>Structure Timbre Percussion Rhythm Tempo Compose</p>	<p>Living things and their habitats</p>
	Technical Questions		Disciplinary Knowledge	Musicians and Composers	
	<p>What is sound? <i>A vibration which travels through the air</i></p> <p>What is timbre? <i>The different sounds of an instrument</i></p>	<p>Can we only make one sound from each instrument? <i>No, we can make lots of different sounds from the same instruments by playing them in different ways.</i></p> <p>What is call and response? <i>One person sings or calls or line and other people respond but do not necessarily repeat the caller's line</i></p>	<p>Recognising timbre changes in music they listen to.</p> <p>Recognising structural features in music they *listen to.</p> <p>Listening to and repeating a short, simple melody by ear.</p> <p>*Choosing appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <p>Singing short songs from memory, with melodic and rhythmic accuracy.</p> <p>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p>	Technical Vocabulary	


Dynamics
Call and response
Marimba

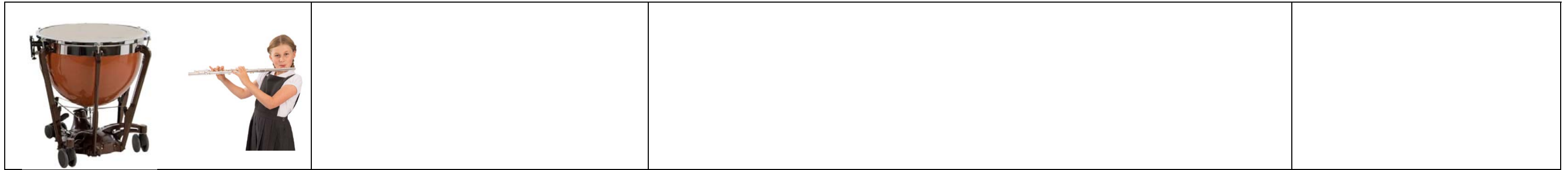
Lesson 1			
Flashback Four		Learning Objectives	Star Knowledge
<p><u>Last Lesson</u> What is happening? Which instrument might match with this part of the story?</p> 	<p><u>Last Topic</u> Which orchestra section does this instrument belong to? Strings, Woodwind, Percussion or Brass?</p> 	<p><u>Learning Objective</u> To create short sequences of sound.</p> <p><u>Success Criteria</u> I can vary my animal sounds by changing my: Tempo (speed – fast and slow); Dynamics (volume – loud and quiet). I can create different timbre (sounds) from the same instrument. I can work as a group, using tempo and dynamics when creating a short section of sound that represents an animal</p>	<p>Tempo is how fast or slow the music is, dynamics are how loud or quiet the music is and timbre is the difference in sound depending on the instrument being played.</p>
<p><u>Last Year</u> What is the difference in sound between these two instruments? What do we call this in music? (Timbre)</p> 	<p><u>Previous Key Stage</u> TBC</p>		



Lesson 2			
Flashback Four		Learning Objectives	Star Knowledge
<p><u>Last Lesson:</u> How could we play this instrument to make it sound different? (Teacher to play the drum by hitting it hard)</p> 	<p><u>Last Topic</u> Who is this? Which instrument do you know that might represent this character?</p> 	<p><u>Learning Objective</u> To copy a short rhythm.</p> <p><u>Success Criteria</u> I can describe my ideas about a piece of music. I can accurately copy a rhythm by clapping. I can clap a rhythm in time with the music</p>	<p>Pulse/beat is the heartbeat of the music that stays the same and tempo is how fast or slow the music is.</p>
<p><u>Last Year</u> How can we use our body as an instrument?</p>	<p><u>Previous Key Stage</u> TBC</p>		

Lesson 3		
Flashback Four	Learning Objectives	Star Knowledge

<p><u>Last Lesson:</u> <i>Which one of these is a marimba?</i></p> 	<p><u>Last Topic</u> <i>Which orchestra section does this instrument belong to?</i> <i>Strings, Woodwind, Percussion or Brass?</i></p> 	<p><u>Learning Objective</u> To learn a traditional song from Ghana.</p> <p><u>Success Criteria</u></p> <p>I can explain what call and response means in music. I can sing along in time to the response parts of the 'Che Che Kule' song. I can perform a call and response song with actions</p>	<p>Melody is a series of different tones/sounds in the music and pitch is how high or low each note is.</p>
<p><u>Last Year:</u> <i>Partner work: Clap the syllables of these animals with your partner (take it in turns). How many syllables does each word have?</i></p> 	<p><u>Previous Key Stage</u> <u>TBC</u></p>		

Lesson 4			
Flashback Four	Learning Objectives		Star Knowledge
<p><u>Last Lesson:</u> <i>Call and response activity (same as last lesson)</i> <i>Teacher say: Stamp, Stamp, Stamp</i> <i>Children say: Trumpet</i> <i>Teacher say: I am growling, I am growling, I am growling</i> <i>Children say: Roar!</i> <i>Teacher say: High up tall</i> <i>Children say: In the trees.</i> <i>What musical technique did we just use?</i> <i>(Call and response)</i></p>	<p><u>Last Topic:</u> <i>Jack is climbing up the beanstalk to visit the giant.</i></p>  <p><i>How would I play this instrument to show this part of the story?</i> <i>Fast or Slow</i> <i>Loud/Quiet</i></p>	<p><u>Learning Objective</u> To create rhythms based on call and response.</p> <p><u>Success Criteria</u> I can work with my partner to think of a question (call) and a short answer (response) about animals. I can play my call (question) and response (answer) using a simple rhythm on an untuned percussion instrument. I can work with my group to choose a structure for our rhythms. I can record this structure in the right order.</p>	<p>Call and/or response in music is when a "phrase" of music is played as the "call," and is "answered" by a different phrase of music.</p>
<p><u>Last Year</u> <i>What are the names of these instruments?</i> <i>Timpani and Flute</i></p>	<p><u>Previous Key Stage</u> <u>TBC</u></p>		



Lesson 5			
Flashback Four		Learning Objectives	Star Knowledge
<p><u>Last Lesson</u> <i>What is call and response in music? Show me a call and response we learnt last lesson.</i></p> <p><u>Example of what the children should do:</u> <i>What sound does a lion make? Roar What colour is a zebra? Black and white Where do hippos live? Water How do birds travel? Flight What pattern is on a tiger? Stripes Which animal has horns? Buffalo Which animal runs the fastest? Cheetah</i></p>	<p><u>Last Topic</u> <i>Which orchestra section does this instrument belong to? Strings, Woodwind, Percussion or Brass?</i></p> <div style="text-align: center;">  </div>	<p><u>Learning Objective</u> To add dynamics (volume) to a structure of rhythms.</p> <p><u>Success Criteria</u></p> <p>I can play my composition using a simple rhythm on an untuned percussion instrument. My group can improve our song by changing the dynamics (the volume). I can perform my call and response rhythm. I can give feedback to my classmates about their performances.</p>	<p>A composition is a piece of created music. Changing the dynamics would be to make the melody quieter or louder.</p>
<p><u>Last Year</u> <i>cWhich instrument would match this animal the best?</i></p> <div style="text-align: right;">  </div>	<p><u>Previous Key Stage</u> <u>TBC</u></p>		

