



National Curriculum	Key Questions		Substantive Knowledge	Key Vocabulary	Real-Life Links	
<ul style="list-style-type: none"> ➤ Improvise and compose music for a range of purposes using the inter-related dimensions of music ➤ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ➤ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ➤ Develop an understanding of the history of music ➤ Listen with attention to detail and recall sounds with increasing aural memory ➤ Use and understand staff and other musical notations ➤ Improvise and compose music for a range of purposes using the inter-related dimensions of music 	<ul style="list-style-type: none"> ● What effect did different instruments make? ● What effect does creating musical variations have? ● How can our performance be improved? ● What does the brass sound remind you of? ● When doing body percussion, how can we try to show changes in pitch? (by using higher and lower parts of our body) ● What challenges did the task present today? How did you overcome them? ● Can you make sure the rhythms are clear and legible? (They need straight lines and should be spaced out equally) ● Which rhythms look effective and why? ● Which is your favourite rhythm? 		<p>Knowledge</p> <ul style="list-style-type: none"> ✓ To know that rhythm is a strong, regular repeated pattern of movement or sound. ✓ Understanding that musical instruments have different timbres. ✓ Know the orchestra sections (brass, wind, percussion, strings). ✓ To know that pulse/ beat is the tempo that remains consistent throughout the piece. 	TIKI-TIKI TI-TIKI TIKI-TI Body percussion Powerful Energetic Relaxing Ensemble Pop Art Themes and variations	Influence on current contemporary art and design. Performing in an orchestra.	
	Technical Questions		Disciplinary Knowledge			Musicians and Composers
	<i>Why do you think the orchestra is in a semi-circle shape? (So that each musician can see the conductor, and they can all hear each other).</i>	<i>Why do you think woodwind instruments sound so athletic? (Their keys are close to the fingers, therefore there is minimal physical movement to switch between notes.)</i>	<p>Skills</p> <ul style="list-style-type: none"> ✓ Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). ✓ *Use musical vocabulary correctly when describing and evaluating the features of a piece of music. ✓ *Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. ✓ *Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. ✓ *Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. ✓ *Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. ✓ Recording own composition using appropriate forms of notation and/or technology and incorporating. 			
<i>Can you think of any other percussion instruments? (There are many – marimba, glockenspiel, metallophone, guiro, cabassa, castanets, tubular bells etc; there are lots of interesting Brazilian percussion instruments which wouldn't ordinarily be used in an orchestra.)</i>	<i>Why do you think the piano is classified as a percussion instrument? (Inside there are hammers that hit the strings to make the sound.)</i>	Technical Vocabulary		Rhythm Variation(s) Rhythmic elements Diaphragm Melody Phrase Orchestra Instrument Sections Pizzicato		
<i>What is a Pizzicato in music? Pizzicato is a playing technique that involves plucking the strings of a string instrument.</i>	<i>What does variations in music mean? (Where musical material is repeated but altered – this could be in tempo, dynamics, pitch)</i>					

Lesson 1			
Flashback Four		Learning Objectives	Star Knowledge
<u>Last Lesson:</u> In films, What are effect that imitate real sounds called? <i>(Sound effects)</i>	<u>Last Topic:</u> What is a film soundtrack? <i>(The background music and the songs played in a film)</i>	<u>Learning Objective</u> To explore the musical concept of theme and variations	A theme and variation comprises of a tune which is then performed in different ways.
<u>Last Year:</u> What does it mean to play at the same tempo? <i>(Everyone playing at the same speed)</i>	<u>Previous Key Stage:</u> What is important when playing rhythm? <i>Playing loudly</i> Playing in time <i>Playing in tune</i>	<u>Success Criteria</u> <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 	

Lesson 2			
Flashback Four		Learning Objectives	Star Knowledge
<u>Last Lesson:</u> What is the structure of theme and variations? <i>(A piece of music with one theme that is performed in a different way in each section).</i>	<u>Last Topic:</u> What is modulation? <i>(Changing from one key to another)</i>	<u>Learning Objective</u> To compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra'	Visual art and music both invoke emotions; therefore can be matched together based on the visual within the picture or the timbre (sound) of the instrument.
<u>Last Year:</u> Do notes played in a minor key sound happy, sad or angry? <i>(Sad)</i>	<u>Previous Key Stage:</u> How do you get ready to sing? <i>(Warm up your voice and body)</i>	<u>Success Criteria</u> 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	

Lesson 3			
Flashback Four		Learning Objectives	Star Knowledge
<u>Last Lesson:</u> Which of the following best describes how you would play woodwind instruments: <i>Instruments that are made of metal and that are blown</i> Instruments that make a sound by blowing through the mouth piece <i>Instruments what are being played by striking</i>	<u>Last Topic:</u> What is tremolo? <i>(A trembling effect)</i>	<u>Learning Objective</u> To use complex rhythms to be able to perform a theme	The pulse (beat) is the heartbeat of the music and it stays the same throughout the piece of music.
<u>Last Year:</u> What is it called when we use symbols and images to represent music? <i>(Graphic score)</i>	<u>Previous Key Stage:</u> How is a motif different to a loop? <i>(A motif can have small changes each time it repeats)</i>	<u>Success Criteria</u> I can stay in time with the pulse while performing complex rhythms using body percussion I can follow a vocal line with accuracy	

Lesson 4			
Flashback Four		Learning Objectives	Star Knowledge
<p><u>Last Lesson:</u> When doing body percussion, how can we try to show changes in pitch? (Using lower or higher parts of our body).</p>	<p><u>Last Topic:</u> What is the tonality (character) of the major key? 1. Happy and bright 2. Slow and sombre 3. fast and loud</p>	<p><u>Learning Objective</u> To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time</p> <p><u>Success Criteria</u></p> <p>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</p>	<p>The rhythm in a piece of music can change but the beat stays the same.</p>
<p><u>Last Year:</u> What makes a chord? <i>(Three or more pitches played together)</i></p>	<p><u>Previous Key Stage:</u> What can motifs be called in pop music? <i>(A riff)</i></p>		

Lesson 5			
Flashback Four		Learning Objectives	Star Knowledge
<p><u>Last Lesson:</u> What is the difference between rhythm and beat? (Beat is the underlying pulse of a piece of music, while rhythm is the pattern of notes and accents that create the musical texture)</p>	<p><u>Last Topic:</u> How can you make music sound creepy? <i>(By using the chromatic scale).</i></p>	<p><u>Learning Objective</u> To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.</p> <p><u>Success Criteria</u></p> <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 	<p>Rhythm can be represented in a range of different ways.</p>
<p><u>Last Year:</u> When you listen to music and see colours this is called:</p> <ol style="list-style-type: none"> 1. <i>Synonymous</i> 2. <i>Symbiosis</i> 3. Synaesthesia 	<p><u>Previous Key Stage:</u> What does transposing in music mean? <i>(process or operation of moving a collection of notes (pitches or pitch classes) up or down)</i></p>		

