

National Curriculum	Key Questions		Substantive Knowledge	Key Vocabulary	Real-Life Links
<ul style="list-style-type: none"> ➤ Listen with concentration and understanding to a range of high-quality live and recorded music ➤ Use their voices expressively and creatively by singing songs and speaking chants and rhymes' ➤ Play tuned and untuned instruments musically ➤ Experiment with, create, select and combine sounds using the inter-related dimensions of music' 	<ul style="list-style-type: none"> • Did you like the music? • What did the music remind you of? • Why did you move in that way? • What was the mood of the music? • What do you think the story of the music was? • What do you think the weather was like in today's piece? • Why do you think that? • What clues are there in the music that show us what the weather is like? • Who has been to the seaside? • What did you do there? • What sort of sounds did you hear? • What instrument might make that sound? • What was the best bit? • What could have been better? • Could they tell when it was calm or stormy? • Did they notice any big changes in dynamics and tempo? • Which sound came first? • Which came next? • Was it loud or quiet? • Was it fast or slow? • How could you represent that sound? • What would the sound look like? 		<p>Knowledge</p> <ul style="list-style-type: none"> ✓ To know that dynamics can change how someone listening feels about music. ✓ To know that your voice can be used as a musical instrument. ✓ To know that body percussion means making sounds with your body not your voice, e.g. clapping or slapping knees. ✓ To understand that music can be represented by pictures or symbols. 	<p>Instruments</p> <p>Sounds</p> <p>Seaside</p>	<p>English: Writing- vocabulary, grammar and punctuation: Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>Physical Education: perform dances using simple movement patterns</p> <p>Geography: use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>English: Spoken Language: articulate and justify answers, arguments and opinions</p> <p>Geography: identify seasonal and daily weather patterns in the United Kingdom</p> <p>Art and design: to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>
	Technical Questions		Disciplinary Knowledge	Technical Vocabulary	Musicians and composers
<p><i>What is Tempo?</i> (How fast or slow the music is).</p> <p><i>What are dynamics?</i> (How soft or loud the music is being played)</p>	<p><i>What is pitch?</i> (How high or low the notes are)</p> <p><i>What is a graphic score?</i> (Noting down music with pictures and symbols).</p>	<p>Skills</p> <ul style="list-style-type: none"> ✓ Understanding that different types of sounds are called timbres. ✓ Recognising basic tempo, dynamic and pitch changes) ✓ Describing the character, mood, or 'story' of music they listen to (verbally or through movement ✓ Describing the differences between two pieces of music ✓ Expressing a basic opinion about music (like/dislike) ✓ Listening and responding to other performers by playing as part of a group. ✓ Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. ✓ Combining instrumental and vocal sounds within a given structure. ✓ Choosing dynamics, tempo and timbre for a piece of music. ✓ Creating a simple graphic score to represent a composition. ✓ Using their voices expressively to speak and chant. ✓ Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. ✓ Performing from graphic notation. 			

Assessment:
<p>Pupils with secure understanding:</p> <ol style="list-style-type: none"> 1. I can create a simple picture (graphic score) to describe my music 2. I can create a sound before drawing it 3. I can perform my piece of music from my picture (graphic score)

Lesson 1			
Flashback Four		Learning Objectives	Star Knowledge
<u>Last Lesson:</u> <i>What is the beat? (The heartbeat of the music).</i>	<u>Last Topic:</u> <i>What are two ways we can use our voice? (Speaking and singing)</i>	<u>Learning Objective</u> To understand that music can be used to represent an environment <u>Success Criteria:</u> <ul style="list-style-type: none"> • I can match my movements to sounds • I can say why a piece of music sounds like the sea • I can create sea sounds with my voice and body 	Music can be used to represent an environment.
<u>Last Year:</u>	<u>Previous Key Stage:</u>		

Lesson 2			
Flashback Four		Learning Objectives	Star Knowledge
<u>Last Lesson:</u> <i>Which type of sounds can we use to make music showing a stormy sea? (Loud and fast sounds).</i>	<u>Last Topic:</u> <i>What is a singing voice? (Using their voice to sing different sounds that are high or low).</i>	<u>Learning Objective</u> To understand how music can represent changes in an environment <u>Success Criteria:</u> I can say why two pieces of music sound different from each other I can create sea sounds with my voice and body	The body and voice can be used to make sounds (music).
<u>Last Year:</u>	<u>Previous Key Stage:</u>		

Lesson 3			
Flashback Four		Learning Objectives	Star Knowledge
<u>Last Lesson:</u> How can we make music? (Using instruments, our bodies and voices).	<u>Last Topic</u> <i>What is a speaking voice? (Using the voice to speak with a beat).</i>	<u>Learning Objective</u> I can select instruments to match seaside sounds <u>Success Criteria</u> I can make sounds on a range of instruments I can match instruments to seaside sounds I can use my voice and body to create seaside sounds	There is more than one way of making sounds with an instruments, the body, and voice.
<u>Last Year:</u>	<u>Previous Key Stage:</u>		

Lesson 4			
Flashback Four		Learning Objectives	Star Knowledge
<u>Last Lesson:</u> <i>How could you create the sound of the sea using your voice? (Children may demonstrate a 'shhhhhing' sound with their voice).</i>	<u>Last Topic</u> <i>Name an animal that moves slowly</i>	<u>Learning Objective</u> I can recognise and use dynamics and tempo <u>Success Criteria:</u> I can play loud and quiet sounds on an instrument and with my voice I can play fast and slow sounds on an instrument and with my voice I can say how the volume (dynamics) and speed (tempo) changes the mood	The speed (tempo) and volume (dynamics) of the music can be changed to create different sounds.
<u>Last Year:</u>	<u>Previous Key Stage:</u>		

Lesson 5			
Flashback Four		Learning Objectives	Star Knowledge
<u>Last Lesson:</u> <i>What are dynamics in music? (How soft or loud the music is).</i>	<u>Last Topic</u> <i>What is Timbre? (How the instrument sounds).</i>	<u>Learning Objective:</u> To write music down and perform from a graphic score <u>Success Criteria:</u> I can create a simple picture (graphic score) to describe my music I can create a sound before drawing it I can perform my piece of music from my picture (graphic score)	Pictures can be used to represent music (graphic score).
<u>Last Year:</u>	<u>Previous Key Stage:</u>		