

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 dimension of music 	<ul style="list-style-type: none"> • What are superheroes like? • <i>What can superheroes do?</i> • <i>What does 'pitch' mean?</i> • <i>Can you show me the high and low notes?</i> • <i>What happened in the music?</i> • <i>Can you show me where the music got faster?</i> • <i>Can you get gradually faster/ slower?</i> • <i>Which instrument would suit this hero?</i> • <i>What sound does _____ make?</i> • <i>How could the leader show you when to stop and start playing the music?</i> • <i>How did the music make you feel?</i> • <i>How can we make our music more exciting?</i> • <i>How can we make our performances better?</i> • <i>What high and low notes did you choose for your superhero name?</i> • <i>Why did you choose these notes for your superhero?</i> • <i>How does your two-note pattern represent your superhero?</i> • <i>What differences or similarities did you notice between your pattern and your partner's?</i> • <i>If you added another note to your pattern, what would it be?</i> • <i>Which instruments will you pick for your superhero music?</i> • <i>What does each instrument show in your superhero story?</i> • <i>What speed (tempo) will your music be?</i> • <i>How will your leader show when to start and stop?</i> • <i>How will you make your music exciting together?</i> • <i>How did the music make you feel?</i> • <i>How can we make our music more exciting?</i> • <i>How can we make our performances better?</i> 		<p>Knowledge</p> <ul style="list-style-type: none"> ✓ To understand that tempo can be used to represent mood or help tell a story. ✓ To understand that 'tuned' instruments play more than one pitch of notes. ✓ To know that following a leader when we perform helps everyone play together accurately. 	<p>High</p> <p>Low</p> <p>Performance</p>	<p>English: Spoken Language</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>	
Technical Questions		Disciplinary Knowledge	Musicians and composers			
<p><i>What is Tempo?</i> (How fast or slow the music is)</p>		<p><i>What is pitch?</i> (How high or low a note is.)</p>	<p>Skills</p> <ul style="list-style-type: none"> ✓ Performing: Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. ✓ Composing: Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. ✓ Composing: Creating simple melodies using a few notes. ✓ Composing: Choosing dynamics, tempo and timbre for a piece of music. ✓ Listening: Recognising basic tempo, dynamic and pitch changes ✓ Listening: Describing the character, mood, or 'story' of music they listen to (verbally or through movement) ✓ Listening: Describing the differences between two pieces of music. 	Technical Vocabulary		
<p><i>What does accelerando mean? (Music gradually getting faster).</i></p>					<p>Pitch</p> <p>Tempo</p> <p>Accelerando</p>	

			<ul style="list-style-type: none"> ✓ Listening: Expressing a basic opinion about music (like/dislike) ✓ Listening: Listening and responding to other performers by playing as part of a group. 		
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Assessment:

- Pupils with secure understanding:**
- I can explain what tempo means
 - I can recognise fast and slow music
 - I can compose and perform as part of a group

Lesson 1			
Flashback Four		Learning Objectives	Star Knowledge
<u>Last Lesson:</u> What is a graphic score? <i>(Where pictures are used to show music).</i>	<u>Last Topic:</u> How can we make music without musical instruments? <i>(The body and voice can be used to make sounds – music).</i>	<u>Learning Objective</u> To understand the concept of pitch <u>Success Criteria:</u> <ul style="list-style-type: none"> • I can explain what pitch means • I can recognise high and low notes • I can perform high and low notes <u>Key skill</u> Pupils can use glockenspiels to play high and low sounds.	Pitch is how high or low the music is. (Teacher Hint: say 'pitch' in a low voice then in a high voice and ask children to copy)
<u>Last Year:</u>	<u>Previous Key Stage:</u>		

Lesson 2			
Flashback Four		Learning Objectives	Star Knowledge
<u>Last Lesson:</u> What is pitch? <i>(How high or low the music is).</i>	<u>Last Topic:</u> What are two different ways we can make music with our bodies? <i>(Children to show examples of clapping stamping etc.).</i>	<u>Learning Objective</u> To create a pattern using two pitches <u>Success Criteria:</u> <ul style="list-style-type: none"> I can create a pattern using two pitches I can play or sing my pattern 	Patterns can be created by using different pitches in music. (Teacher Hint: say a pattern like 'low, high, low, low, high' using a low and high voice for the corresponding words and then get children to copy the pattern)
<u>Last Year:</u>	<u>Previous Key Stage:</u>	<u>Key skill</u> Pupils can play a pattern on a glockenspiel using change in pitch (different notes).	

Lesson 3			
Flashback Four		Learning Objectives	Star Knowledge
<u>Last Lesson:</u> How can we create patterns in music notes? <i>(By changing the pitch)</i>	<u>Last Topic</u> What are dynamics? <i>(How loud or quiet a sound is).</i>	<u>Learning Objective</u> To understand the concept of tempo <u>Success Criteria</u> <ul style="list-style-type: none"> I can explain what tempo means I can recognise fast and slow music I can perform fast and slow music 	Tempo is how fast or slow the music is. (Teacher Hint: say the words 'tempo' really slowly and get children to copy, say that is a slow tempo. Then say the word really quickly, get the children to copy and say that is a fast tempo)
<u>Last Year:</u>	<u>Previous Key Stage:</u>	<u>Key skill</u> Pupils can use glockenspiels to create a tune with changes in pitch and tempo (specifically accelerando: starting slow and getting faster)	

Lesson 4			
Flashback Four		Learning Objectives	Star Knowledge
<u>Last Lesson:</u> What is the tempo? <i>(How fast or slow the music is).</i>	<u>Last Topic</u> What is beat? <i>(Beat is the steady pulse of the music: like your heartbeat, a clock's tick, or the part of the music that you would clap or tap along to.)</i>	<u>Learning Objective</u> To create a superhero theme tune <u>Success Criteria:</u> <ul style="list-style-type: none"> I can compose as part of a group I can perform as part of a group 	Changing the tempo of the music can show different characters. (Teacher hint: get children to think about an example of a character's theme tune e.g. Peppa Pig/Bluey theme tune is fast/fun and Bing/True is a bit calmer as the characters are more thoughtful)
<u>Last Year:</u>	<u>Previous Key Stage:</u>	<u>Key skill</u> Pupils can create a piece of music as a group to represent a superhero using pitch and tempo.	

Lesson 5

Flashback Four		Learning Objectives	Star Knowledge
<u>Last Lesson:</u> How can we show different superhero characters with music? <i>(Change the tempo of the music)</i>	<u>Last Topic</u> What is pitch? <i>(How high or low the notes are)</i>	<u>Learning Objective:</u> To perform confidently as part of a group <u>Success Criteria:</u> <ul style="list-style-type: none">• I can perform confidently as part of a group• I can say what I am good at and what I need to improve	Changing the speed of the music (tempo) or how high or low parts of the music are (pitch) can make the music sound more interesting.
<u>Last Year:</u>	<u>Previous Key Stage:</u>	<u>Key skill</u> Pupils can perform their superhero composition using accelerando.	