



National Curriculum	Key Questions	Substantive Knowledge	Key Vocabulary	Real-Life Links
<ul style="list-style-type: none"> ➤ experiment with, create, select and combine sounds using the inter-related dimensions of music ➤ use their voices expressively and creatively by singing songs and speaking chants and rhymes' ➤ listen with concentration and understanding to a range of high-quality live and recorded music' ➤ 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 ➤ play tuned and untuned instruments musically' 	<ul style="list-style-type: none"> • <i>What a new planet might look like – for example, what colour or colours might it be?</i> • <i>What might or might not live there?</i> • <i>How would they get there?</i> • <i>How long would it take to get there?</i> • <i>What might they find there, for example, planets, creatures,</i> • <i>What might the planet's surface be like?</i> • <i>What a new planet might look like – for example, what colour or colours might it be?</i> • <i>What might or might not live there?</i> • <i>How would they get there?</i> • <i>How long would it take to get there?</i> • <i>What might they find there, for example, planets, creatures,</i> • <i>What might the planet's surface be like?</i> • <i>How big or small their symbols or shapes are in relation to dynamics (volume) of the music.</i> • <i>How close or far apart shapes are to represent the tempo (speed) of the music.</i> • <i>The colours and qualities of the lines and how they could represent the timbre of different instruments.</i> • <i>What does the music make you think of?</i> • <i>What makes you think that?</i> • <i>What sort of emotions do you feel?</i> • <i>How does the music create this effect?</i> • <i>What does the music make you think of?</i> • <i>What makes you think that?</i> • <i>What sort of emotions do you feel?</i> • <i>How does the music create this effect?</i> 	<p>Knowledge</p> <ul style="list-style-type: none"> ✓ To know that a 'soundscape' is a landscape created using only sounds. ✓ To know that a composer is someone who creates music and writes it down. ✓ To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music. 	<ul style="list-style-type: none"> • Soundscape • Timbre • Dynamics • Tempo • Motif 	<p>English: Writing – transcription: name the letters of the alphabet.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p>
	<p style="text-align: center;">Technical Questions</p> <p>What is a motif? (<i>A motif is a small group of notes that are played in a particular order, creating a 'sound idea'.</i>)</p> <p>How can we use dynamics in our motif? (Dynamics would depend on the type of planet)</p> <p>How would we play louder on our instruments? (Hit them harder)</p>	<p style="text-align: center;">Disciplinary Knowledge</p> <p>Skills</p> <ul style="list-style-type: none"> ✓ Recognising timbre changes in music they listen to. ✓ Recognising structural features in music they listen to. ✓ Listening to and recognising instrumentation. ✓ Beginning to use musical vocabulary to describe music. ✓ Suggesting improvements to their own and others' work. ✓ Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. ✓ Successfully combining and layering several instrumental and vocal patterns within a given structure. ✓ Creating simple melodies from five or more notes. ✓ Choosing appropriate dynamics, tempo and timbre for a piece of music. ✓ Using letter name and graphic notation to represent the details of their composition. ✓ Beginning to suggest improvements to their own work. ✓ Using their voices expressively when singing, including the use of basic dynamics (loud and quiet) 	<p style="text-align: center;">Technical Vocabulary</p> <ul style="list-style-type: none"> • Soundscape • Timbre • Dynamics • Tempo • Motif 	<p style="text-align: center;">Musicians and composers</p>

			✓ Performing expressively using dynamics and timbre to alter sounds as appropriate.		
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Assessment:

- Pupils with secure understanding indicated by:**
1. Correctly identifying some instruments and changes in dynamics as well as explaining how the same instrument can have many different sounds.
 2. Using their voice to create a variety of sounds, some musical vocabulary to describe the changes in tempo, dynamics and timbre.
 3. Successfully creating, playing and performing a motif, notating or writing it down in some form.

Lesson 1			
Flashback Four		Learning Objectives	Star Knowledge
<u>Last Lesson:</u>	<u>Last Topic:</u> <i>What is tempo? (How fast or slow the music is).</i>	<u>Learning Objective</u> To create a simple soundscape for effect	A soundscape is a landscape created by using only sounds.
<u>Last Year:</u> <i>Which type of sounds can we use to make music showing a stormy sea? (Loud and fast sounds).</i>	<u>Previous Key Stage:</u>	<u>Success Criteria:</u> I can use my voice to create sound I can offer ideas and suggestions for making sounds I can create atmosphere by using dynamics	

Lesson 2			
Flashback Four		Learning Objectives	Star Knowledge
<u>Last Lesson:</u> <i>What is a soundscape? (A landscape created by using only sounds)</i>	<u>Last Topic:</u> <i>What is pitch? (How high or low the music is)</i>	<u>Learning Objective</u> To listen for and recognise some basic elements of music <u>Success Criteria:</u> I can recognise differences in dynamics I can recognise different instruments and begin to name them I can use appropriate musical vocabulary I can explain the mood of the music	Dynamics are how loud or soft the music is and timbre is the quality or colour of the sound.
<u>Last Year:</u> How can we make music? (Using instruments, our bodies and voices).	<u>Previous Key Stage:</u>		

Lesson 3			
Flashback Four		Learning Objectives	Star Knowledge
<u>Last Lesson:</u> <i>What is the different between timbre and dynamics in music? (Timbre is the quality or colour of the sound and dynamics is how loud or soft the sounds are).</i>	<u>Last Topic</u> <i>What is melody? (Melody is a series of different tones/sounds in the music).</i>	<u>Learning Objective</u> To compare two pieces of music <u>Success Criteria</u> I can compare two pieces of music by the same composer I can identify changes in dynamics and use appropriate musical vocabulary I can recognise and name different instruments I can describe the mood of the music	Music can be made to represent different themes by changes the dynamics, timbre and tempo.
<u>Last Year:</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>Previous Key Stage:</u>		

Lesson 4			
Flashback Four		Learning Objectives	Star Knowledge
<u>Last Lesson:</u> <i>How can we change music to represent a different theme? (Change the dynamics, timbre or tempo).</i>	<u>Last Topic</u> <i>What are dynamics? (How soft or loud the music is).</i>	<u>Learning Objective</u> To be able to create short sequences of sound <u>Success Criteria:</u> I understand what a motif is I can play a simple motif I can create a motif I can notate or create a visual representation of my motif	A motif is a small group of notes that are played in a particular order, creating a 'sound idea'.
<u>Last Year:</u> <i>What is a graphic score? (Noting down music with pictures and symbols).</i>	<u>Previous Key Stage:</u>		

Lesson 5

Flashback Four		Learning Objectives	Star Knowledge
<u>Last Lesson:</u> <i>What is a motif? (A motif is a small group of notes that are played in a particular order, creating a 'sound idea').</i>	<u>Last Topic</u> <i>What is call and response? (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).</i>	Learning Objective: To be able to create short sequences of sound and perform with accuracy Success Criteria: I can create and play a simple motif using visual representation to record it. I can use dynamics to enhance my motif I can perform my piece with accuracy	A motif can be repeated and used in different ways (or example changing the dynamics) to create a longer piece of music.
<u>Last Year:</u> <i>What are dynamics in music? (How soft or loud the music is).</i>	<u>Previous Key Stage:</u>		