

| National Curriculum  | Key Questions  |   | Substantive Knowledge  | Key Vocabulary   | Real-Life Links                |
|--|--|---|--|--|--------------------------------|
| <ul style="list-style-type: none"> <li>➤ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>➤ Improvise (and compose) music for a range of purposes using the interrelated dimensions of music</li> <li>➤ Listen with attention to detail and recall sounds with increasing aural memory</li> <li>➤ Use and understand staff and other musical notations</li> </ul> | <ul style="list-style-type: none"> <li>• <i>What can you see in this video?</i></li> <li>• <i>Do the instruments remind you of anything?</i></li> <li>• <i>Did you like the performance?</i></li> <li>• <i>What pitch is this note?</i></li> <li>• <i>Which instruments did you spot?</i></li> <li>• <i>What pitch is this note?</i></li> <li>• <i>Which note is an octave higher than this pitch?</i></li> <li>• <i>How would you describe this timbre?</i></li> <li>• <i>When will you play your instrument?</i></li> <li>• <i>How could we improve our performance?</i></li> </ul>  |   | <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>✓ To know the history and key features of gamelan music.</li> <li>✓ To understand the concept of an octave, recognise this on staff notation, and play it at the correct pitch.</li> <li>✓ To be able to play tuned percussion with the correct technique.</li> </ul>   | <p>Salsa — a style of music based on Afro-Cuban music, funk and disco, developed by the Spanish immigrant communities of New York.</p> <p>Calypso — a type of music which originated in Trinidad.</p> <p>Gumboot — a percussive dance originating in South Africa, where music and dance moves are performed wearing wellington boots.</p> <p>Gamelan — a traditional ensemble from Java and Bali, made up mainly of tuned percussion instruments.</p> |                                |
| <ul style="list-style-type: none"> <li>➤ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>➤ Develop an understanding of the history of music</li> </ul>  | <b>Technical Questions</b>   |   | <b>Disciplinary Knowledge</b>  |  | <b>Musicians and composers</b> |
|  | <p><i>What does cyclical mean? (Repeated in a round and round manner)</i></p> <p><i>Counting from C to C, how many notes are there in an octave? (Eight)</i></p> <p><i>What are the key features of gamelan music? (It uses the Slendro scale, has a cyclical structure, the melodies are eight notes long, the parts play the melodies at different octaves and with different note lengths)</i></p> <p><i>How many notes are in the melody? (Eight)</i></p> <p><i>Which octave has the original tune? (Lower octave)</i></p> <p><i>Which octave plays minims (Higher octave)</i></p> <p><i>How can you improve the sound of your playing? (Hold the beater correctly and bounce it!)</i></p> | <p><i>Why are there two versions of the same note? (One is higher pitched the other is lower pitched)</i></p> <p><i>Counting from A to A, how many notes are there in an octave? (Eight)</i></p> <p><i>What is an octave? (Series of 8 notes)</i></p> <p><i>Which octave plays semibreves? (Lower)</i></p> <p><i>Which octave plays minims? (Higher)</i></p> <p><i>What is timbre? (The quality of sound, for example, two different instruments could play the same pitch note at the same time, but it would have a different quality of sound)</i></p> | <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>✓ Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary</li> <li>✓ Understanding that music from different parts of the world, and different times, have different features.</li> <li>✓ Recognising and explaining the changes within a piece of music using musical vocabulary.</li> <li>✓ Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</li> <li>✓ Beginning to show an awareness of metre.</li> <li>✓ Beginning to use musical vocabulary when discussing improvements to their own and others' work.</li> <li>✓ Identifying common features between different genres, styles and traditions of music.</li> <li>✓ Beginning to improvise musically within a given style.</li> <li>✓ Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</li> </ul> | <b>Technical Vocabulary</b>  |                                |
|  |  |   |  | <p>Octave</p> <p>Semibreves</p> <p>Minim</p> <p>Pitch</p> <p>Timbre — the quality, or colour, of a sound</p> <p>Octave — an eight note 'space' between two notes of the same name. The higher note will vibrate at double the speed of the lower note.</p> <p>Cyclical — a structure where the same melody or pattern is repeated.</p> <p>Slendro scale — a five note scale used in gamelan music.</p>   |                                |

**Assessment:**

**Pupils with secure understanding indicated by:**

1. I can explain what timbre is
2. I can describe the timbres of different instruments
3. I can combine timbres for expressive effect

| <u>Lesson 1</u>   |  |  |   |
|---|--|--|---|
| <u>Flashback Four</u>   |  | <u>Learning Objectives</u>   | <u>Star Knowledge</u>   |
| <u>Last Lesson:</u><br><i>How can we change a musical motif?<br/>(Transposing it up or down in pitch, adding new notes, taking away pre-existing notes, switching up the rhythm, increasing the tempo, performing it backwards or repeating it)</i> | <u>Last Topic:</u><br><i>What is important when playing rhythm?</i> <ul style="list-style-type: none"><li>• <i>Playing in tune</i></li><li>• <b><i>Playing in time</i></b></li><li>• <i>Playing loudly</i></li></ul> | <u>Learning Objective</u><br>To recall and describe key features of known musical genres<br><br><u>Success Criteria:</u><br><br>I can perform 'Put on your gumboots!', 'What's the story!' and 'Vamos, let's go!'<br>I can recognise South African, Caribbean and South American musical styles when I hear them<br>I can share some facts about South African, Caribbean and South American music | Music of different genres have different musical styles; tempo, rhythms, common instruments, meaning and purpose. |
| <u>Last Year:</u><br><i>What is Ragtime?</i><br>(Ragtime is a type of piano music that uses syncopation and a fast tempo)   | <u>Previous Key Stage:</u><br><i>What is the beat/ pulse in music?</i><br>( <i>The heartbeat of the music – it stays the same throughout</i> )   |  |   |

| <u>Lesson 2</u>   |   |   |   |
|---|---|---|---|
| <u>Flashback Four</u>   |   | <u>Learning Objectives</u>  | <u>Star Knowledge</u>   |
| <u>Last Lesson:</u><br><i>Which musical style includes dances such as samba, salsa and cha-cha-cha?</i> <ul style="list-style-type: none"><li>• <i>South Arica</i></li><li>• <b><i>Latin America</i></b></li><li>• <i>Caribbean (Calypso)</i></li></ul> | <u>Last Topic:</u><br><i>How is a motif different to a loop?</i><br>( <i>A motif can have small changes each time it repeats</i> ). | <u>Learning Objective</u><br>To understand the key features of gamelan music<br><br><u>Success Criteria</u><br><br>I know the types of instruments used in gamelan music<br>I know how gamelan music is structured<br>I can name the gamelan scale<br>I can explain what makes music 'cyclical' | Gamelan music is cyclical (has repeating patterns), the melodies last eight notes, and that the Slendro scale (notes A,C,D,E,G represented as numbers 1, 2, 3, 4, 5) is used. |
| <u>Last Year:</u><br>What does Traditional Jazz Music usually include? (A larger band with a variety of different instruments, often using call and response and improvisation).  | <u>Previous Key Stage:</u><br><i>What is a soundscape?</i><br>( <i>A landscape created by using only sounds</i> )                   |   |   |

| Lesson 3  |  |   |   |
|---|--|---|---|
| Flashback Four  |  | Learning Objectives   | Star Knowledge  |
| <u>Last Lesson:</u><br>How many notes are in the Slendro scale and how are they represented?<br>(5 and shown in numbers).     | <u>Last Topic</u><br><i>What can motifs be called in pop music? (riffs)</i>  | <u>Learning Objective</u><br>To understand the concept of an octave.<br><br><u>Success Criteria</u><br><br>I can describe what an octave is.<br>I can find the same note at different octaves on my instrument.<br>I can identify the same note at different octaves on staff notation. | An octave is an eight note distance between two notes of the same letter. |
| <u>Last Year:</u><br><i>What is scat-singing? (Is using made-up words to create the sound of an instrument being played).</i> | <u>Previous Key Stage:</u><br><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> |   |   |

| Lesson 4   |  |  |   |
|--|--|--|---|
| Flashback Four   |  | Learning Objectives  | Star Knowledge  |
| <u>Last Lesson:</u><br>What is an octave?<br>An octave is an eight note distance between two notes of the same letter. | <u>Last Topic</u><br><i>What does transposing a motif mean? (Starting on a different note).</i>  | <u>Learning Objective</u><br>To explore how cyclic patterns are used in gamelan music<br><br><u>Success Criteria:</u><br><br>I can recognise a cyclic pattern when I hear it in a piece of music<br>I can recognise a cyclic pattern when I see it written down<br>I can create and notate my own cyclic pattern | Cyclical is a structure where the same melody or pattern is repeated. |
| <u>Last Year:</u><br><i>What type of rhythms does Jazz music have? (Swung rhythms).</i>                                | <u>Previous Key Stage:</u><br><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> |  |   |

| Lesson 5  |   |   |   |
|---|---|---|---|
| Flashback Four  |   | Learning Objectives   | Star Knowledge                                |
| <u>Last Lesson:</u><br><i>What is a cyclical structure in music? (The same melody or pattern is repeated throughout).</i> | <u>Last Topic</u><br><i>What is a one beat note called? (crotchet)</i>  | <u>Learning Objective:</u><br>To explore how different timbres can be combined to create an effect in gamelan music<br><br><u>Success Criteria:</u><br>I can explain what timbre is<br>I can describe the timbres of different instruments<br>I can combine timbres for expressive effect | Timbre is the quality or colour of the sound. |
| <u>Last Year:</u><br><i>What is syncopation? (Playing or emphasising the offbeat)</i>                                     | <u>Previous Key Stage:</u><br><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> |   |   |