

Is Life Better With Electricity?

MUSIC



Begin to talk about the different purposes of music at different times in history and in cultures other than their own.

Progression in Skill:

Improvise on a limited range of pitches, making use of musical features such as staccato and legato. Sing round and partner songs in different time signatures.

Begin to sing repertoire with small and large leaps. Introduce harmony through a second part.

Talk about the lyrics to a song and think about why it was written.

Sing a broad range of songs with the range of an octave, pitching accurately, and follow directions for getting louder (crescendo) and quieter (decrescendo).

Long-term Memory Knowledge:

Know what staccato and legato mean, musically, and demonstrate these through a short improvisation.

Sing songs in a round and with a partner that use different time signatures; understand what the time signature means.

Sing songs that include large leaps as well as smaller steps.

Sing the harmony of a song.

Use the lyrics of a song to talk about the message it is trying to convey.

Follow a 'conductor' to sing louder and quieter as required.

Key Vocabulary

time signature	a written mark in music that shows how many beats in each bar of the music: it allows a musician to count a steady beat whilst playing/singing the piece
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crescendo	When music gets louder and louder.
decrescendo	When music gets quieter and quieter.
harmony	When different notes are sung or played together and sound nice.
staccato	Playing or singing notes short and bouncy.
legato	Playing or singing notes smoothly and joined together.
pentatonic scale	A group of five notes used in lots of songs around the world.
gospel music	A joyful style of music that often talks about hope and faith.
off-beat	A rhythm that happens between the main beats.
call and response	When one person sings or plays something and others answer back.

Progression in Resources:

Xylophone

Relevance

Now	Children enjoy singing together and begin to appreciate different styles of music. Children listen to a wide range of music and understand that different music evokes different moods.
Future	Children join choirs, singing groups or perform at secondary school. Children attend concerts to listen to different styles and genres of music.
Aspiration	Children are pursuing a career in music – singing, performing, composing, writing or producing.

National Curriculum Links:

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.

Essential Prior Learning:

Sing a widening range of songs in unison, with varying styles and structures and a pitch range of five notes.

Perform forte (loud) and piano (soft).

Confidently, perform actions in time to a range of action songs.

Walk, move or clap a steady beat with others, adapting to changes in tempo.

Understand and be able to follow the leader/conductor.

Find different ways of moving in time with the music.

Discuss the stories, origins, traditions, history and social context of the music.