

How responsible are we for our own health?**MUSIC****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

Improvise and compose music for a range of purposes using the inter-related dimensions of music.

Listen with attention to detail and recall sounds with increasing aural memory.

Use and understand staff and other musical notations.

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:

Maintain a steady beat through percussion.

The position of a note on a staff tells the musician its pitch.

In standard notation, musical notes have letter names that appear on a standard keyboard, glockenspiel, xylophone, etc. in alphabetical order.

Music can be used to tell stories and there is a difference between a soundtrack and sound effects.

Progression in Skill:

Identify the role of different instruments within an ensemble, e.g. ostinato, melody.

Identify the musical style using musical vocabulary to describe the musical concepts.

Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale and incorporate rhythmic variety and interest; play and notate this melody.

Compose melodies made from pairs of phrases in either G major or E minor and enhance with rhythmic or chordal accompaniment.

Engage with others through ensemble playing, taking on melody and accompaniment roles.

Create music with more than one section; include repetition and contrast.

Include chord changes in improvised sequences.

Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrast is achieved.

Play a melody following staff notation written on one staff, using notes within an octave; make decisions about the dynamic range, including very loud (ff), very quiet (pp), moderately loud (mf) and moderately quiet (mp).

Accompany a melody using block chords or a bass line using tuned percussion, tablets or an online keyboard.

Read and use standard notation, including crotchets, semiquavers, quavers, minims, semibreves and their rests.

Further develop the skills to read and perform pitch notation within an octave.

Read and play confidently from rhythm notation cards and rhythmic scores in up to four parts that contain known rhythms and note durations.

Read and play notation from a four-bar phrase, confidently identifying note names and durations.

Long-term Memory Knowledge:

Talk about a piece of music, identifying its style and the role of different instruments.

Compose and play a melodic phrase that uses the pentatonic scale and has some rhythmic variety and then combine pairs of phrases.

Use standard notation to record compositions.

Play either the melody or accompaniment role in an ensemble.

Demonstrate a chord change in an improvised piece.

Use technology to create and share music.

Read and be able to play staff notation, recognising the duration of each note.

Know the names of the different notes.

Key Vocabulary

motif	a short sequence of notes, capturing the main ideas of the music, building emphasis
ostinato	a repeated pattern or phrase
steady beat	the constant pulse that runs through a piece of music
rhythm	a pattern of sounds of different lengths
harmony	the sound created when two or more notes of different pitches are sung or played at the same time
melody	the tune
accompaniment	either the vocal or instrumental part that complements the melody

Progression in Resources:

xylophone, drum, shaker

Video clips from Chariots of Fire

Music from Chariots of Fire

iPads and laptops

Relevance

Now	Children can compose and play an accompaniment. They have the confidence to 'play around' with the sounds they create and have some understanding of how music can be arranged.
Future	Children will enjoy singing and making music, either singing/playing along to known musical pieces or inventing their own; they will have the confidence to express themselves in front of others and use music as a way of exploring feelings.
Aspiration	As young people and adults, they will enjoy music and will reflect on how it is used to enhance films. They may compose pieces that are performed for film, radio or adverts.