

Does the punishment always fit the crime?

MUSIC



National Curriculum Links

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. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Essential Prior Learning

Know a range of untuned and tuned percussion and have some understanding of the different 'type' of sound a particular instrument can make. Be able to combine instruments together to create sounds. Recognise crotchets as one beat and quavers as half a beat and the equivalent rests. Timbre refers to the combination of instruments that create a particular sound – the quality of the sound. Dynamics describes how loud or quiet a piece of music is.

Progression in Skill

Combine known rhythmic notation with letter names to create short pentatonic phrases for familiar instruments; sing and play these phrases as self-standing compositions. Arrange individual notation cards of known note values: minim, crotchet and paired quavers to create 2-, 3- and 4- beat phrases arranged into bars.

Explore developing knowledge of musical components by composing music to create a specific mood.

Use the following to record compositions:

- graphic symbols
- rhythm notation
- staff notation

Read and begin to use minims, crotchets, paired quavers and their rests.

Find and demonstrate a steady beat.

Long-term Memory Knowledge

Recognise minims, crotchets and quavers and know how long each lasts.

Know that the letters A-G are used to name notes.

Use knowledge of note duration and names to play and compose short pentatonic phrases.

Talk about how a composer might alter the tempo, dynamics, pitch, rhythm, or timbre to influence the mood of a composition (e.g., calm, energetic, suspenseful).

Use a combination of graphic symbols, rhythm and staff notation to record compositions.

Recording music helps performers remember, refine, and share their ideas.

Key Vocabulary

libretto	The words sung or spoken in an opera — like the script of the show.
composer	Someone who writes music.
opera	A story that is acted on stage, where most of the lines are sung instead of spoken.
orchestra	A large group of musicians who play instruments together, such as strings, woodwind, brass and percussion.

graphic notation	Pictures or symbols used to show sounds in music instead of traditional notes.
composition	A piece of music that someone has created.
annotate	To add notes or labels to explain something more clearly.
improvise	To make up music on the spot without planning it first.

Progression in Resources

Percussion – untuned and tuned, choice of other instruments, use of voice

Relevance

Now	Children begin to appreciate the thought process behind compositions – they feel proud to be a part of something; they can appreciate how and why particular music choices enhance films, television programs, shows, etc.
Future	They show an interest in playing and writing their own music at secondary school, sharing their music with others.
Aspiration	Children may choose a career in composing, writing musicals, songs, operas or orchestral musical pieces; they may have a career as part of a production company sourcing and music that supports a particular project.