

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:

Compose music to create a specific mood.
 Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.
 Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.
 Listen to recorded performances.

Long-term Memory Knowledge:

Henry Mancini was a well-known American composer, conductor and musician who won a lot of awards.
 He wrote the Pink Panther theme for the 1963 film of the same name.
 Music has an important part to play in film and television, adding to the mood and atmosphere of a scene.

Key Vocabulary

atmosphere	the tone or mood of a place, situation, or creative work.
staccato	playing/singing notes so they sound detached: short and spiky
tremolo	an Italian word that means 'tremble'; when a musician plays one or two notes as fast as possible
glissando	rapidly sliding up and down the musical scale

Progression in Resources:

Percussion – untuned and tuned – that can make 'fun' sounds, e.g. swanee whistle, rattle, rain stick, ocean drum, wobble board, etc.
 Laptops/iPads

Relevance

Now	Children begin to appreciate the thought process behind soundtracks/sound effects that accompany films and television programmes – the composer is trying to create a particular mood or evoke an emotion in the audience.
Future	When watching films, television programmes, etc. children can appreciate the music as part of the whole cinematic experience; they recognise why some soundtracks win awards and place as much value on the composer's work as that of others involved in the production.
Aspiration	Children may choose a career in the film and television industry composing soundtracks that may win awards; they add/compose appropriate backing tracks for slideshows of holiday photographs and videos that entertain themselves and others; they choose music to listen to that reflects the mood they are feeling or want to create.