



### The **BIG** Picture

Listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and tempo and how they change.

### NC Objectives- Key Stage 2

#### Pupils should be taught to:

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:

- o play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- o improvise and compose music for a range of purposes using the inter-related dimensions of music
- o listen with attention to detail and recall sounds with increasing aural memory
- o use and understand staff and other musical notations
- o appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- o develop an understanding of the history of music.

### Specific unit outcomes

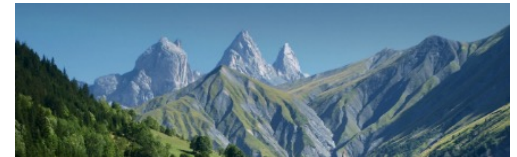
Pupils who are **secure** will be able to:  
 Verbalise how the music makes them feel.  
 Create actions or movements appropriate to each section of a piece of music.  
 Play in time and with an awareness of other pupils' parts, giving some thought to dynamics.  
 Play melodies and rhythms which represent the section of an animation they are accompanying.

### Key skills

- Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Understanding that music from different parts of the world, and different times, has different features.
- Recognising and explaining the changes within a piece of music using musical vocabulary.
- Describing the timbre, dynamic, and textural details of a piece of music, both verbally and through movement.
- Beginning to show an awareness of metre.
- Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.
- Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).
- Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.
- Suggesting and implementing improvements to their own work, using musical vocabulary.
- Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.

### Key knowledge

- To understand that the timbre of instruments played affect the mood and style of a piece of music.
- To know that an ensemble is a group of musicians who perform together.
- To know that to perform well, it is important to listen to the other members of your ensemble.



### Key Vocabulary

influence  
listen  
dynamics  
timbre  
pitch  
repeated

rhythm  
pattern  
notation  
ensemble  
compose



The **BIG** Picture

The children develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions.

NC Objectives- Key Stage 2

Pupils should be taught to:

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:

- 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.

Specific unit outcomes

Pupils who are **secure** will be able to:

Move and sing as a team, following the lyrics on the screen.

Recognise minims, crotchets and quavers often by ear and reliably by sight.

Perform rhythms accurately from notation and layer them to create a composition.

Add appropriate sound effects to their performances using untuned percussion.

Join in with the performances confidently, and reasonably in time and tune.

Make suggestions for improving their performance.

Key skills

- Understanding that music from different parts of the world, and different times, has different features.
- Recognising and explaining the changes within a piece of music using musical vocabulary.
- Beginning to show an awareness of metre.
- Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.
- Composing a piece of music in a given style with voices and instruments.
- Combining melodies and rhythms to compose a multi-layered composition in a given style.
- Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.
- Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.
- Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.
- Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology.

Key knowledge

- To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.
- To know that different notes have different durations, and that crotchets are worth one whole beat.
- To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.
- To know that written music tells you how long to play a note for.



Key Vocabulary

composition  
melody  
notation  
tempo  
minim

crotchet  
quaver  
coordinated  
disciplined



### The **BIG** Picture

Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies.

### NC Objectives- Key Stage 2

#### Pupils should be taught to:

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:

- o play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- o improvise and compose music for a range of purposes using the inter-related dimensions of music
- o listen with attention to detail and recall sounds with increasing aural memory
- o use and understand staff and other musical notations
- o appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- o develop an understanding of the history of music.

### Specific unit outcomes

Pupils who are **secure** will be able to:  
Match their movements to the music,  
explaining why they chose these movements.  
Accurately notate and play a pentatonic melody.  
Play their part in a composition confidently.  
Work as a group to perform a piece of music.

### Key skills

- Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Understanding that music from different parts of the world, and different times, has different features.
- Recognising and explaining the changes within a piece of music using musical vocabulary.
- Describing the timbre, dynamic and textural details of a piece of music, both verbally and through movement.
- Beginning to show an awareness of metre.
- Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.
- Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).
- Using letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions.
- Suggesting and implementing improvements to their own work, using musical vocabulary.
- Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.
- Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.

### Key knowledge

- To know that the word 'crescendo' means a sound getting gradually louder.
- To know that some traditional music around the world is based on five notes called a 'pentatonic' scale.
- To understand that a pentatonic melody uses only the five notes C D E G A.



### Key Vocabulary

tempo  
crescendo  
dynamics  
timbre  
duration



### The **BIG** Picture

Children listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class.

### NC Objectives- Key Stage 2

#### Pupils should be taught to:

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:

- 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.

### Specific unit outcomes

Verbalise feelings about music and identify likes and dislikes.

Read musical notation and play the correct notes of the rag.

Improvise along to a drone and tal.

Play a rag and a tal accurately alongside a drone.

Sing accurately from musical notation and lyrics.

Sing and play in time with others with some degree of accuracy and awareness of each other's parts.

### Key skills

- Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Understanding that music from different parts of the world, and different times, has different features.
- Recognising and explaining the changes within a piece of music using musical vocabulary.
- Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.
- Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.
- Composing a piece of music in a given style with voices and instruments.
- Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.
- Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.
- Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.

### Key knowledge

• To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music.

• To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'.

• To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'.

• To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note.

• To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.



### Key Vocabulary

Bollywood	sitar
drone	tabla
dynamics	tanpura
notation	tala
rag	tempo



### The **BIG** Picture

Children learn what ballads are, how to identify their features and how to convey different emotions when performing them.

### NC Objectives- Key Stage 2

#### Pupils should be taught to:

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:

- 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.

### Specific unit outcomes

- Pupils who are **secure** will be able to:
- Identify the key features of a ballad.
- Perform a ballad using actions.
- Sing in time and in tune with a song and incorporate actions.
- Retell a summary of an animation's story.
- Write a verse with rhyming words which tell part of a story.
- Perform their lyrics fluently and with actions.

### Key skills

- Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Recognising and explaining the changes within a piece of music using musical vocabulary.
- Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.
- Beginning to show an awareness of metre.
- Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.
- Composing a piece of music in a given style with voices and instruments.
- Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.
- Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.

### Key knowledge

- To know that a ballad tells a story through song.
- To know that lyrics are the words of a song.
- To know that in a ballad, a 'stanza' is a verse.



### Key Vocabulary

ballad	a capella
ensemble	barbershop
compose	music
	harmony



The **BIG** Picture

Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm.

NC Objectives- Key Stage 2

Pupils should be taught to:

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:

- o play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- o improvise and compose music for a range of purposes using the inter-related dimensions of music
- o listen with attention to detail and recall sounds with increasing aural memory
- o use and understand staff and other musical notations
- o appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- o develop an understanding of the history of music.

Specific unit outcomes

Pupils who are **secure** will be able to:  
 Explain what ragtime music is.  
 Play on the 'off beat' and sing a syncopated rhythm.  
 Play a call and then improvise a response.  
 Improvise or compose a scat singing performance with sounds and words.  
 Compose and play a jazz motif fluently, using swung quavers.  
 Play a swung rhythm using a tuned percussion instrument.

Key skills

- Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Understanding that music from different parts of the world, and different times, has different features.
- Recognising and explaining the changes within a piece of music using musical vocabulary.
- Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.
- Beginning to show an awareness of metre.
- Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.
- Composing a piece of music in a given style with voices and instruments.
- Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).
- Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.
- Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.
- Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.
- Performing from basic staff notation, incorporating rhythm and pitch and identifying notation symbols using musical terminology.

Key knowledge

- To understand that 'syncopation' means a rhythm that is played off the natural beat.
- To know that Ragtime is piano music that uses syncopation and a fast tempo.
- To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago.
- To know that 'scat singing' is using made-up words to create the sound of an instrument playing.



Key Vocabulary

call and response  
 dixieland  
 jazz  
 motif  
 Ragtime  
 rhythm  
 scat

singing  
 straight  
 quaver  
 swung quaver  
 syncopation