

West Ashton Music 2 year rolling programme – Cycle B

2023 - 2024

Class	Term	Unit	Skill overview	Knowledge	Vocabulary
Comets	1	Musical Vocabulary: Under the Sea	Make movements that are appropriate to the pulse and tempo of a piece of music. Choose instruments with appropriate timbre to represent sparkling fishes. Respond to dynamic changes in a piece of music. Create pitches and rhythms. Perform a layer of the music within an overall piece. Define all the musical terms from this unit.	To understand that pitch means how high or low a note sounds. To know that 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch. To know that music has layers called 'texture'.	Pulse Dynamics Tempo Timbre Pitch Rhythm
	2	Timbre and Rhythmic Patterns: Fairy Tales	. Chant the well-known phrase, "I'll huff..." Make changes to their voices to represent a character. Choose a suitable sound to represent a specific point in a story. Play a rhythmic pattern along with their spoken words. Identify and hold up the correct sign to correspond to some music. Play/chant along with the elements of a story with prompting from the teacher.	To know that an instrument or rhythm pattern can represent a character in a story. To know that my voice can create different timbres to help tell a story. To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.	Timbre Pulse Rhythm Instruments
	3	African Call and Response: Animals	Use tempo, dynamics and timbre in their piece. Play in time with their group. Use instruments appropriately. Successfully sing back the melody line in time and at the correct pitch.	To know that dynamics can change the effect a sound has on the audience. To know that the long and short sounds of a spoken phrase can be represented by a rhythm.	Dynamics Tempo Timbre Rhythm Call and response

			<p>Play either a call and/or response role in time with another pupil. Perform their composition.</p>	<p>To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song. To understand that the tempo of a musical phrase can be changed to achieve a different effect. To understand that an instrument can be matched to an animal noise based on its timbre.</p>	
	4	Vocal and Body Sounds: By the Sea	<p>Create movements that match the music, explaining why they are moving in that way. Identify descriptive sounds within the music. Recreate and then adapt descriptive sounds heard using their voice or body. Make appropriate instrument choices to represent a descriptive sound. Control instruments and voices to make both quiet and loud sounds. Follow simple instructions during a group performance. Create their own graphic score and play from it. Make more than one sound on their instrument and with their voice.</p>	<p>To know that dynamics can change how someone listening feels about music. To know that your voice can be used as a musical instrument. To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees. To understand that music can be represented by pictures or symbols.</p>	<p>Pitch Timbre Vocal sounds Dynamic Tempo Graphic score</p>
	5	Dynamic, Timbre, Tempo and Motifs: Space	<p>Use their voice to create a variety of sounds. Use dynamics to create atmosphere. Correctly identify some instruments and changes in dynamics in a piece. Explain how the same instrument can have many different sounds.</p>	<p>To know that a 'soundscape' is a landscape created using only sounds. To know that a composer is someone who creates music and writes it down.</p>	<p>Compose Composition Dynamics Motif Soundscape Timbre Tempo</p>

			<p>Compare two pieces of music using some musical vocabulary to describe the changes in tempo, dynamics and timbre.</p> <p>Successfully create and play a motif.</p> <p>Notate and write down their motif in some form.</p>	<p>To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music.</p>	
	6	Myths and Legends	<p>Create rhythms and arrange them in a particular order or structure.</p> <p>Identify the structure of a piece of music and write it down.</p> <p>Describe whether a musical texture is thick or thin.</p> <p>Explore ways of writing down different textural layers.</p> <p>Follow a given structure for a composition.</p> <p>Write a structure score accurately.</p> <p>Compose music with several layers.</p> <p>Perform their composition accurately, following the structure score.</p>	<p>I know that a graphic score can show a picture of the structure of music.</p> <p>To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.</p> <p>To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917.</p>	<p>Rhythm</p> <p>Layers</p> <p>Melody</p> <p>Dynamics</p> <p>Timbre</p> <p>Pitch</p> <p>Verse</p> <p>Chorus</p> <p>Instrumental</p>
Class	Term	Unit	Overview	Knowledge	Vocabulary
Discoverers	1	Rock and roll	<p>Perform the hand jive hand actions in sequence and in time with the music.</p> <p>Sing in tune and perform their actions in time.</p> <p>Play the notes of the walking bass in the correct sequence.</p> <p>Independently play their part with some awareness of the other performers.</p>	<p>To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness.</p> <p>To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.</p>	<p>Bass line</p> <p>Walking bass</p> <p>Notation</p> <p>In time</p> <p>Hand jive</p> <p>In tune</p> <p>Tempo</p> <p>Dynamics</p> <p>Pitch</p>

				To know that playing in time means all performers playing together at the same speed. To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.	
	2	Creating and composition in response to animation: Mountains	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 animation they are accompanying.	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.	Compose Notation Composition Graphic score Ensemble Melody Soundscape Rhythm
	3	Haiku, Music and Performance: Hanami Festival	Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings. Recognise, name and describe the effect of the interrelated dimensions of music. Select instruments and sounds which match their vocabulary. Work as a group to create a piece of music. Perform a piece of music as part of a group.	To know that a glissando in music means a sliding effect played on instruments or made by your voice. To know that expressive language (like a poem) can be used as inspiration for composing music. To understand that both instruments and voices can create audio effects that describe something you can see. To know that grouping instruments according to their timbre can create contrasting 'textures' in music.	Col legno Pizzicato Haiku Glissando Staccato Improvising Melody
	4	Samba and Carnival Sounds and Instruments: South America	Explain what samba music is and that it is mainly percussion instruments	To know that samba music originated in Brazil, South	Rhythm Syncopation Off-beat

			<p>used in celebrations such as Carnival in Brazil.</p> <p>Clap on the off- beat (the and of each beat) and be able to play a syncopated rhythm.</p> <p>Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class).</p> <p>Play their break in time with the rest of their group and play in the correct place in the piece.</p> <p>Play in time and with confidence; accurately playing their break.</p>	<p>America and its main musical feature is syncopated rhythms.</p> <p>To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these.</p> <p>To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.</p>	Break
	5	Ballads	<p>Identify the key features of a ballad.</p> <p>Perform a ballad using actions.</p> <p>Sing in time and in tune with a song and incorporate actions.</p> <p>Retell a summary of an animation's story.</p> <p>Write a verse with rhyming words which tell part of a story.</p> <p>Perform their lyrics fluently and with actions.</p>	<p>To know that a ballad tells a story through song.</p> <p>To know that lyrics are the words of a song.</p> <p>To know that in a ballad, a 'stanza' is a verse.</p> <p>.</p>	<p>Ballad</p> <p>Compose</p> <p>Stanza</p> <p>Solo</p> <p>Ensemble</p> <p>Expression</p> <p>Lyrics</p> <p>Chorus</p> <p>Nonsense words</p>
	6	Changes in Pitch, Tempo and Dynamics: Rivers	<p>Sing in tune and in harmony with others, with developing breath control.</p> <p>Explain how a piece of music makes them feel with some use of musical terminology.</p> <p>Perform a vocal ostinato in time.</p> <p>Listen to other members of their group as they perform.</p> <p>Create an ostinato and represent it on paper so that they can remember it.</p> <p>Create and perform a piece with a variety of ostinatos.</p>	<p>To know that when you sing without accompaniment it is called 'A Cappella'.</p> <p>To know that harmony means playing two notes at the same time that usually sound good together.</p> <p>To know that an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</p> <p>To know that 'performance directions' are words added to</p>	<p>Ostinato</p> <p>Acapella</p> <p>Rounds</p> <p>Harmony</p> <p>Cue</p>

				musical notation to tell the performers how to play.	
Class	Term	Unit	Overview	Knowledge	Vocabulary
Voyagers	1	Blues	<p>Name three key features of Blues music.</p> <p>Sing in tune, using vocal expression to convey meaning.</p> <p>Explain what a chord is and play the chord of C sixteen times.</p> <p>Play the twelve bar blues correctly.</p> <p>Play the notes of the Blues scale in the correct order, ascending and descending.</p> <p>Play a selection of Blues scale notes out of order in their own improvisation.</p>	<p>To understand that a chord is the layering of several pitches played at the same time.</p> <p>To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</p> <p>To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.</p> <p>To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down.</p> <p>To understand that a chord is the layering of several pitches played at the same time.</p>	<p>12-bar blues</p> <p>Chord</p> <p>Scale</p> <p>Ascending scale</p> <p>Descending scale</p> <p>Blues scale</p> <p>Improvisation</p> <p>Bent notes</p> <p>Bar</p> <p>Quaver</p>
	2	Looping and Remixing	<p>Perform a looped body percussion rhythm; keeping in time with their group.</p> <p>Use loops to create a whole piece of music, ensuring that the different aspects of music work together.</p> <p>Play the first section of 'Somewhere Over the Rainbow' with accuracy.</p> <p>Choose a suitable fragment of music and be able to play it along to the backbeat.</p> <p>Perform a piece with some structure and two different loops.</p>	<p>To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals.</p> <p>To know that a loop is a repeated rhythm or melody, and is another word for ostinato.</p> <p>To know that remix is music that has been changed, usually so it is suitable for dancing to.</p>	<p>Layers</p> <p>Loop</p> <p>Remix</p> <p>Fragment</p> <p>Melody line</p> <p>Structure</p> <p>Backbeat</p>

	3	Composition: Egypt	<p>Sing in time and in tune with other people and the backing track. Remember the lyrics to a song. Identify the structure of a piece of music and match this to non-standard notation. Improvise their own piece of music. Play a melody with reasonable accuracy. Perform with confidence and in time with others. Compose and play a melody using stave notation. Contribute meaningfully to the group performance and composition. Use hieroglyphic notation to show the structure of their piece</p>	<p>To know that simple pictures can be used to represent the structure (organisation) of music. To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</p>	<p>Melody Improvising Notation Motif Call and response Unison Verse</p>
	4	Composition: Holi	<p>Suggest a colour to match a piece of music. Create a graphic score and describe how this matches the general structure of a piece of music. Create a vocal composition in response to a picture and justify their choices using musical terms. Create a vocal composition in response to a colour. Record their compositions in written form. Work as a group to perform a piece of music.</p>	<p>To know that a vocal composition is a piece of music created only using voices. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made. To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</p>	<p>Graphic score Synaesthesia Major Minor Layering</p>
	5	Songs of WW2	<p>Use musical and comparative language in discussion.</p>	<p>To know that 'Pack up your troubles in your old kit bag' and</p>	<p>Expression Dynamics</p>

			<p>Follow the melody line.</p> <p>Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing.</p> <p>Sing the correct words at the correct time.</p> <p>Recall the counter-melody line.</p>	<p>'We'll meet again' are examples of songs popular during WW2.</p> <p>To know that the Solfa syllables represent the pitches in an octave.</p> <p>A 'counter-subject' or 'counter-melody' provides contrast to the main melody.</p> <p>To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</p>	<p>Diaphragm</p> <p>Melody</p> <p>Melody line</p> <p>Counter melody</p> <p>Pitch</p> <p>Score</p> <p>Graphic score</p>
	6	South and West Africa	<p>Sing using the correct pronunciation and with increasing confidence.</p> <p>Play a chord with two notes, remaining in time.</p> <p>Maintain their part in a performance with accuracy.</p> <p>Play the more complicated rhythms in time and with rests.</p> <p>Create an eight beat break and play this in the correct place.</p>	<p>To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.</p> <p>To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.</p> <p>To understand that major chords create a bright, happy sound.</p> <p>To know that poly-rhythms means many rhythms played at once.</p>	<p>Chord</p> <p>Chord progression</p> <p>Major chords</p> <p>Minor chords</p> <p>Break</p> <p>Call and response</p> <p>Acapella</p> <p>Soloist</p> <p>Duo</p>