

Knowledge Building

Instrumentation

The combination of instruments used in a piece of music is known as **instrumentation**. Part of composition involves planning for different instruments and their groupings. Recognising the connection between the musical elements and **instrumentation** is an important part of thinking musically, as timbre, texture, pitch, dynamics all link directly to **instrumentation**.

Notation

Notation is music that has been written down so performers, whether instrumental or vocal, can read the pitch and duration of the notes they are supposed to be played and sing. It consists of a series of symbols and markings that inform musicians how to perform a composition. Types and methods of notation vary between cultures and throughout history. Modern staff notation, written on five horizontal parallel lines, is the most used form worldwide.

Cultural Understanding

Songs and music act as a mirror for the history, values and traditions of different cultures. Even though there is diversity in the types of music that people enjoy (which often relates to cultural norms), it is universally agreed that music is an important way of expressing ourselves as human beings. Music offers a means of **intercultural understanding** and appreciation.

Musical Vocabulary

Music vocabulary relates to genres, instrumentation, Subject specific vocabulary for music can be found in Italian as well as English. Italian terms are most commonly used when composers are instructing performers, telling them how they want their music to be played e.g. for “fast” the music would say “allegro” or for “loud” it would say “forte”.

Musical Elements

The **Musical Elements** are sometimes also called the inter-related dimensions of music. They are **pitch, timbre, texture, duration, dynamics, structure and tempo**. These are the fundamental building blocks of all music and are essential components that distinguish noise and random sounds from music.

Singing

Singing is the act of producing musical sounds with the voice. There are five main components of singing: **breathing, pitch, rhythm, diction, and voice**. A person who sings is called a singer or vocalist and singers perform music that can be sung, with or without accompaniment by musical instruments.

*The **Technical, Constructive** and **Expressive** aspects of music are taught across the six pillars.

EXPLORERS

| Knowledge Building | | | | | |
|--|---|---|--|--|------------------------------|
| Instrumentation | Notation | Cultural Understanding | Musical Vocabulary | Musical Elements | Singing |
| Know the names of some basic tuned instruments and untuned percussions | Know that symbols represent sounds in music | Know some simple songs and singing games from local, national and pupils' own heritages | Know and understand simple words related to tempo e.g. fast and dynamics e.g. loud | Know and understand the elements of tempo and dynamics | Know a range of simple songs |
| 3 – 4 years | | | Reception | | |
| <ul style="list-style-type: none"> Listen with increased attention to sounds Respond to what they have heard, expressing their thoughts and feelings Remember and sing entire songs Sing the pitch of a tone sung by another person ('pitch match') Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Create their own songs, or improvise a song around one they know Play instrument with increasing control to express their feelings and ideas | | | <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with the music Listen attentively, move to and talk about music, expressing their feelings and responses Sing in a group or on their own, increasingly matching the pitch and following the melody | | |

PATHFINDERS

| Knowledge Building | | | | | |
|---|--|---|---|--|---|
| Instrumentation | Notation | Cultural Understanding | Musical Vocabulary | Musical Elements | Singing |
| Know the names of an increasing range of instruments and how they are played | Understand and use simple graphic notation | Know about music from world heritages and a range of cultures | Know and understand words related to pitch and duration, such as high and long | Know and understand the elements of pitch and duration, including beat, rhythm and pattern | Know and understand about basic posture |
| Skills Progression | | | | | |
| Music Skills Pathfinders 1 / Y1 | | | Music Skills Pathfinders 2 / Y2 | | |
| Mu1 Use their voices confidently in different ways Mu2 explore how sounds can be made and changed Mu3 Recognise how sounds can be made and changed Mu4 Identify the beat in different pieces of music Mu5 Identify long and short sounds in music Mu6 Respond appropriately to musical instruments Mu7 Respond verbally and physically to different musical moods Mu8 Create and choose sounds in response to given starting points Mu9 Follow pitch movements with their hands and use high, low and middle voices Mu10 Repeat short, rhythmic and melodic patterns to a given beat | | | Mu11 Select and order sounds within simple structures and sounds in response to given starting points Mu12 Experiment with, create, select and combine sounds using inter-related musical dimensions e.g. tempo, pitch Mu13 Represent sounds with symbols Mu14 Play musical instruments with expression and control, listening and observing carefully Mu15 Identify the beat and join in getting faster and slower together Mu16 Recognise and explore how sounds can be organised Mu17 Begin to sing in tune with expression and control Mu18 Recall, perform and accompany simple songs, sequences and rhythmic patterns Mu19 Perform long and short sounds in music in response to symbols Mu20 Respond to a range of high-quality live and recorded music | | |



Knowledge Progression

| Pathfinders 1 / Year 1 | Pathfinders 2 / Year 2 |
|---|--|
| <p>Happily Ever After</p> <p> Skills Development - Timbre</p> <ul style="list-style-type: none"> To learn the meaning of 'timbre' and recognise that voices have their own unique timbre <ul style="list-style-type: none"> To recognise that different instruments have their own unique timbres and be able to identify some instruments by listening to their sound <p>Pupils will work on producing sound effects to perform to enhance the re-telling of different fairy stories.</p> <p>Concepts</p> <p>NC - Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <ul style="list-style-type: none"> To understand the meaning of pitch To know the meaning of tempo To know that dynamics relates to volume To know what sound effects are and how they are used To know how to create and follow a graphic score | <p>Inter-Nation Media Station</p> <p> Skills Development - Structure</p> <ul style="list-style-type: none"> To learn what 'structure' means in the context of music <ul style="list-style-type: none"> To order sounds to create a structured piece of music <p>Pupils begin by listening to examples of jingles, identifying features, and discussing how jingles can help you to remember things. Using the same structure as the song "If You're Happy and You Know it", they will add new lyrics to create a jingle for a new breakfast cereal.</p> <p>Concepts</p> <p>NC - Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <ul style="list-style-type: none"> To know the meaning of timbre To know what lyrics are in a song To know what a jingle is and understand its purpose To know what sound effects are and how they are used |
| <p>Come Fly With Me! Arctic Circle</p> <p> Skills Development - Pitch</p> <ul style="list-style-type: none"> To explore the element of pitch using voices <ul style="list-style-type: none"> To increase control of vocal pitch To use pitched instruments and accurately match their voices to the different notes they can hear <p>A singing-based unit, with children learning and performing "Oh, I Do Like to be Inside My Igloo". They then learn about the tradition of Inuit Throat Singing and have the opportunity to try out this traditional type of musical performance.</p> <p>Concepts</p> <p>NC - Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> To understand what beat is To know what lyrics are in a song To know the importance of posture and vocal warm-ups when singing To know what Inuit throat singing is, its history and purpose | <p>Zero to Hero</p> <p> Skills Development - Duration (Beat and Rhythm)</p> <ul style="list-style-type: none"> To mark the beat of a listening piece by tapping or clapping and recognising tempo as well as change in tempo To identify the beat groupings in familiar music that they listen to <p>Concepts</p> <p>NC - Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> To know what cheerleading is and learn about the history of cheerleading To understand the importance of listening to others when performing in a group |

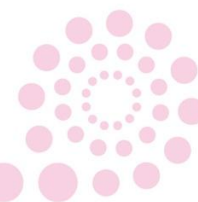


Knowledge Progression

| Pathfinders 1 / Year 1 | Pathfinders 2 / Year 2 |
|---|---|
| <p align="center">Unity in the Community</p> <p> Skills Development - Texture</p> <ul style="list-style-type: none"> To learn the meaning of 'texture' To be able to recognise the difference between a thin and thicker texture <p>Pupils begin by looking at signs and symbols they can see around school and then in their locality. Photographs of selected signs and symbols are used in composition work, exploring vocal and percussion sounds to match to signs. A dynamics focus will be included, introducing the musical signs for loud and quiet.</p> <p>Concepts</p> <p>NC - Play tuned and untuned instruments musically</p> <ul style="list-style-type: none"> To know how symbols are used in composition To know that the dynamic symbol <i>f</i> means 'loud' and <i>p</i> means 'quiet' To know what is meant by musical texture To name and know how to play a range of musical instruments | <p align="center">Land Ahoy!</p> <p> Skills Development - Dynamics</p> <ul style="list-style-type: none"> To identify the difference between loud and quiet sounds To play copycat rhythms, copying a leader, and invent rhythms for others to copy with an awareness of dynamics, on tuned percussion <p>Pupils begin by learning 'Shiver me Timbers' song. They then think of sounds associated with pirates and the sea to add to the song. A soundtrack will be created using instrumental and vocal sounds to replicate those chosen for the song. Some of the sounds will be used to add verses to the song.</p> <p>Concepts</p> <p>NC - Play tuned and untuned instruments musically</p> <ul style="list-style-type: none"> To know what lyrics are in a song To name and know how to play a range of musical instruments To understand the role of a conductor To understand what beat is and the importance of keeping the beat |
| <p align="center">Light Up the World</p> <p> Through investigation, pupils will choose instruments whose sound depict the images of light and dark. Then, using the firework video clip as a stimulus, pupils will explore and match some of those light sounds to provide a musical soundtrack for the footage.</p> <p>Concepts</p> <p>NC - Listen with concentration and understanding to a range of high-quality live and recorded music</p> <ul style="list-style-type: none"> To know how to create and follow a graphic score To understand the meaning of timbre To know the importance of structure in a piece of music | <p align="center">Going Wild</p> <p> Skills Development - Tempo</p> <ul style="list-style-type: none"> To learn that the speed (tempo) of the beat can change, creating a faster or slower pace To mark the beat of a listening piece by tapping or clapping and recognising tempo as well as change in tempo To walk in time to the beat of a piece of music <p>The unit will begin by listening to some African music. Pupils will discuss the kinds of animals that can be found on safari in Africa, and they will learn that a number of African animals are endangered. Five animals will be chosen to be represented using vocal and instrumental sounds. The sounds will be recorded using audacity and manipulated to create a jungle soundtrack.</p> <p>Concepts</p> <p>NC - Play tuned and untuned instruments musically</p> <ul style="list-style-type: none"> To know what beat is To name and know how to play a range of musical instruments To know what is meant by tempo To know the meaning of dynamics To know what sound effects are and how they can be used to enhance a performance |

| Key Vocabulary | | | |
|------------------------|-----------------|------------------------|--|
| Pathfinders 1 / Year 1 | | Pathfinders 2 / Year 2 | |
| Unity in the Community | | Going Wild | |
| dynamics | body percussion | tempo | |
| structure | f (forte) | duration | |
| texture | p (piano) | recording | |
| signs | sequencing | soundtrack | |
| symbols | | backing track | |
| vocal percussion | | | |





| Key Vocabulary | | | |
|------------------------|------------------|------------------------|-------------|
| Pathfinders 1 / Year 1 | | Pathfinders 2 / Year 2 | |
| Light Up the World | | Land Ahoy! | |
| dynamics | graphic notation | dynamics | actions |
| duration | extract | duration | instruments |
| timbre | low-pitched | timbre | beats |
| texture | | structure | |
| high-pitched | | song | |
| accompaniment | | lyrics | |
| | | soundscape | |






ADVENTURERS

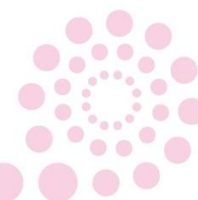
| Knowledge Building | | | | | |
|--|--|--|--|--|--|
| Instrumentation | Notation | Cultural Understanding | Musical Vocabulary | Musical Elements | Singing |
| Know about different instrument families and ensemble groupings e.g. orchestra, brass band | Know basic note values and understand how they are used in the context of beat and metre | Know about a range of musical styles and their origins | Know and understand words related to texture, timbre and structure such as layers and tone | Know and understand the elements of texture, timbre and structure including form | Know and understand about techniques, such as breathing linked to phrasing |
| Music Skills Adventurers 1 / Y3 | | | Music Skills Adventurers 2 / Y4 | | |
| Mu21 Explore the way sounds can be combined and used expressively Mu22 Improvise repeated patterns Mu23 Compose and perform simple accompaniments recognising different musical elements and how they can be used together to compose music Mu24 Explore sounds using symbols and ICT Mu25 Begin to recognise, recall and perform simple rhythmic patterns Mu26 Recognise and explore different combinations of pitch sounds Mu27 Listen carefully and recognise patterns and increase aural memory Mu28 Begin to sing in tune expressively with an awareness of beat and rhythm Mu29 Perform with control and awareness of audience | | | Mu30 Explore and extend the ways sounds can be combined and used expressively to convey mood and emotion Mu31 Improvise simple tunes based on the pentatonic scale Mu32 Compose and perform simple melodies recognising different musical elements and how they can be used together to compose music Mu33 Explore, recall and plan sounds using symbols and ICT Mu34 Combine several layers of sound, observing the combined effect Mu35 Listen carefully, recognise and use repeated patterns and increase aural memory Mu36 Internalise sounds by singing parts of a song 'in their heads' and attempt to play simple melodic phrases by ear Mu37 Perform with awareness of different parts that others are playing or singing | | |

Knowledge Progression

| Adventurers 1 / Year 3 | Adventurers 2 / Year 4 |
|---|---|
| <p style="text-align: center;">Come Fly With Me! Africa</p> <p> Skills Development - Structure</p> <ul style="list-style-type: none"> To learn about repetition as a compositional tool and to understand the term 'ostinato' To structure musical ideas, creating music that has a beginning, middle and end <p>Pupils will learn to recognise the main features and instruments used in African music. They will then explore the techniques of 'call and response'. Finally, pupils will develop ensemble skills by rehearsing and performing a rhythmic pattern, which uses the call and response technique.</p> <p>Concepts</p> <p>NC - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <ul style="list-style-type: none"> To know what call and response is in a piece of music To know that call and response is a feature of African music To know that the drum is integral to African music To know how to play hand drums and other percussion to create different sounds To know how important tempo, dynamics and pitch are in call and response singing | <p style="text-align: center;">A World of Difference</p> <p> Skills Development - Pitch</p> <ul style="list-style-type: none"> To learn about the pentatonic scale and combine known rhythmic notation with letter names to create short pentatonic phrases <p>With a focus on Hanukkah, the Jewish festivals of lights, listen to some Hanukkah music and discuss the features. Pupils will learn the song 'Ner Li' and improvise using notes from the melody. They will add some of the ideas to a rhythmic accompaniment and notate.</p> <p>Concepts</p> <p>NC - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> To know the purpose of notation To know how to write basic musical notation To know some songs associated with Festivals of Light e.g. Hanukkah To know how to choose and play a variety of tuned and untuned instruments |
| <p style="text-align: center;">Lightning Speed</p> <p> Skills Development - Tempo</p> <ul style="list-style-type: none"> To copy stepwise melodic phrases with accuracy at different speeds: allegro and adagio, fast and slow <p>The unit focuses specifically on the musical element of tempo, developing listening and appraising skills through comparing contrasting piece of music. Pupils will be able to apply their knowledge of the effects achieved by choosing specific tempos for a purpose and see how changing tempo in a piece can create drama and evoke mood changes. They will go on to explore moods created by music and look at how the combined musical elements contribute to the overall effect of a piece.</p> <p>Concepts</p> <p>NC - Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <ul style="list-style-type: none"> To know that music can affect mood and emotions To know how to use tempo and pitch to create drama and evoke different moods To know the features of major and minor tonality To understand and explain their own personal likes and dislikes in music, related back to the elements of music | <p style="text-align: center;">Picture Our Planet</p> <p> Skills Development - Texture</p> <ul style="list-style-type: none"> To use listening skills to correctly identify how many sounds they can hear and to name the individual instrument voices To create and play a group piece which shows understanding of texture and notation <p>This unit focuses on the origins of ancient Celtic music, beginning with two of the best-known ancient instruments - the carnyx and the crwth. Pupils will then look at the broader genre of Celtic music and how it has developed, up to the present day.</p> <p>Concepts</p> <p>NC - Develop an understanding of the history of music</p> <ul style="list-style-type: none"> To know what the ancient instruments, the carnyx and the crwth, are To know the origins of Celtic music To know that the bodhran is a Celtic drum To understand what improvisation means To know what a rhythmic pattern is |

Knowledge Progression

| Adventurers 1 / Year 3 Under The Canopy | Adventurers 2 / Year 4 Law And Order |
|--|--|
|  <p>Skills Development - Timbre</p> <ul style="list-style-type: none"> To improvise using tuned and untuned instruments To learn about instrument families and how they can be recognised by their timbre To use listening skills to correctly identify different instrument voices <p>Concepts</p> <p>NC - Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <ul style="list-style-type: none"> To understand and explain what texture is To know how to identify low and high pitched sounds To know the importance of listening to each other when performing in groups |  <p>Skills Development - Duration</p> <ul style="list-style-type: none"> To use listening skills to keep the beat in a piece of music, showing awareness of and responding to change in tempo To make compositional decisions about the overall structure of improvisations To improvise by inventing short 'on-the-spot' rhythm patterns <p>Pupils be introduced note values and use Lego to begin to understand the concept of duration of notes, time and metre in music. They will compose rhythmic patterns and perform them.</p> <p>Concepts</p> <p>NC - Use and understand staff and other musical notations</p> <ul style="list-style-type: none"> To know the basic notation values To know what crotchets, minims and semibreves are To know how to read simple duration notation To know the importance of listening to each other when performing in groups |
| | <p style="text-align: center;">Cry Freedom</p>  <p>Skills Development - Singing</p> <ul style="list-style-type: none"> To practice breathing techniques in order to improve vocal control To improve diction when singing To understand the importance of posture when singing <p>With a focus on coded songs from the Underground Railroad, pupils will learn about the contribution of Harriet Tubman in helping slaves escape to the northern states of America. They will learn how her songs provided instructions and maps to guide people to freedom.</p> <p>Concepts</p> <p>NC - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>NC - Develop an understanding of the history of music</p> |

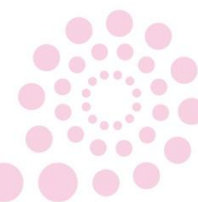


Key Vocabulary

| Adventurers 1 / Year 3 | | | Adventurers 2 / Year 4 | |
|--------------------------|-------------------|---------------|------------------------|-----------|
| Come Fly With Me! Africa | | | A World of Difference | |
| tempo | call and response | Kpanlogo drum | duration | minor key |
| dynamic | rhythmic pattern | repetition | tempo | major key |
| pitch | percussion | | dynamic | melody |
| texture | djembe drum | | pitch | |
| timbre | slit drum | | listen | |
| duration | talking drum | | compare | |

Key Vocabulary

| Adventurers 1 / Year 3 | | | Adventurers 2 / Year 4 | |
|------------------------|----------|--|------------------------|------------------------------|
| Lightning Speed | | | Picture Our Planet | |
| tempo | tonality | | carnyx | wind instrument Celtic music |
| pitch | major | | crwth | hammer dulcimer |
| fast | minor | | carnyces | harp |
| slow | scale | | plucked | bouzouki |
| notate | playlist | | stringed instrument | tin whistle |
| mood music | | | | fiddle |







NAVIGATORS

| Knowledge Building | | | | | |
|--|--|---|---|---|--|
| Instrumentation | Notation | Cultural Understanding | Musical Vocabulary | Musical Elements | Singing |
| Understand how instruments have developed and evolved over time | Know and understand basic pitch notation | Understand how music is used for different purposes within different cultures | Know and understand more specific vocabulary linked to the elements such as ostinato (duration) | Know and understand how the elements combine to create different musical styles and effects | Know and understand a range of styles, such as call and response songs and rounds. |
| Skills Progression | | | | | |
| Music Skills Navigators 1 / Y5 | | | Music Skills Navigators 2 / Y6 | | |
| Mu38 Improvise melodic and rhythmic phrases Mu39 Compose from different starting points by developing ideas within musical structures Mu40 Explore the use of notation and ICT to support creative work Mu41 Suggest improvements to their own and others' work Mu42 Identify the relationship between sounds and how music reflects different intentions Mu43 Describe and compare different kinds of music using key musical vocabulary Mu44 Listen carefully, developing and demonstrating musical understanding Mu45 Perform by ear Mu46 Perform rounds and part songs, maintaining their own part with awareness of how different parts fit together to achieve an overall effect Mu47 Sing songs with increasing control of breathing, posture and sound projection Mu48 Use ICT to change and manipulate sounds Mu49 Compose their own instrumental and vocal music and perform their own and others' compositions | | | Mu50 Explore the use of notation and ICT to support creative expression Mu51 Refine and improve their work through evaluation, analysis and comparison, commenting on how intentions have been achieved Mu52 Perform significant parts from memory, with awareness of their own contributions Mu53 Analyse and compare musical features and structures using appropriate musical vocabulary Mu54 Listen carefully, demonstrating musical understanding and increasing aural memory Mu55 Perform solo and lead others from notation Mu56 Subdivide the pulse and identify the metre of different songs through recognising the pattern of strong and weak beats Mu57 Use a variety of notation Mu58 Perform their own and others' compositions in a way that reflects their meaning and intentions | | |






Knowledge Progression

| Navigators 1 / Y5 | Navigators 2 / Y6 |
|--|---|
| <p style="text-align: center;">Mission Control</p> <p> Skills Development - Duration</p> <ul style="list-style-type: none"> To understand what metre is and its relationship to beat To know how to identify metre within a piece of music To know what a polyrhythm is <p>Pupils find out about the concept of 'orbits' and relate it to cyclic patterns. Pupils will experiment with cyclic patterns focus on strong beats. They will improvise melodic cyclic patterns and then try combining them with rhythmic cycles. Then, pupils will explore the genre of musicals, leading to the composition of a mini musical based on the first moon landing.</p> <p>Concepts</p> <p>NC - Use and understand staff and other musical notations</p> <ul style="list-style-type: none"> To understand what a cyclic pattern is To understand the difference between strong and weak beats in a piece of music To know what metre means To know how to notate a simple melody, using letter names or on a staff To know what a musical is and the features of this genre | <p style="text-align: center;">A World of Bright Ideas</p> <p> Skills Development – Instrumentation and Notation</p> <ul style="list-style-type: none"> To use listening skills to identify instruments playing both individually and in small groups To distinguish between similar timbres to correctly identify and name instruments To learn what a chord is and how a chord is played To develop notation reading skills <p>Focusing on the development of the guitar and the flute, pupils examine the changes that have taken place in the evolution of each instrument and how that links with the generic creative process of observe, reflect, make.</p> <p>Concepts</p> <p>NC - Develop an understanding of the history of music</p> <ul style="list-style-type: none"> To know about the history and evolution of the guitar To know how to recognise the instruments heard in a piece of music To know about the history and evolution of the flute To understand the importance and impact of timbre in music To know which instruments belong to the flute and guitar families |
| <p style="text-align: center;">Come Fly With Me! America</p> <p> Skills Development - Singing</p> <ul style="list-style-type: none"> To understand the importance of diaphragmatic breathing when singing To understand what a round is and learn to sing a round in two parts <p>This unit looks at the following national anthems: - England 'God Save the Queen', USA 'The Star-Spangled Banner', France 'Le Marseillaise', South Africa 'Nkosi Sikelel' iAfrika' (God Bless Africa) and Germany 'Deutschlandlied'. Pupils will examine the broad features of national anthems, analyse the above and compare them, looking for similarities and differences.</p> <p>Concepts</p> <p>NC - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <ul style="list-style-type: none"> To know what a national anthem is and its purpose To know the meaning of 'crescendo' To know that music can affect mood and emotions To know which orchestral families some instruments belong to To be able to correctly play a range of percussion instruments | <p style="text-align: center;">"I Have a Dream..."</p> <p> Skills Development - Structure</p> <ul style="list-style-type: none"> To understand ternary form and compose a piece of music using this structure <p>The slave trade is described by some as the pre-cursor to apartheid. Pupils will explore the history of the slave trade songs. Use 'Swing Low' as an example of a popular call and response spiritual folk song, to play simple melodic phrases by ear and sing expressively. They will sing in two parts and compose a Soundscape to go with 'Gospel Train'.</p> <p>Concepts</p> <p>NC - Develop an understanding of the history of music</p> <ul style="list-style-type: none"> To know what folk music is To know some English folk music To know about the origins of spiritual folk / slave songs To understand what a musical phrase is |



Knowledge Progression

| Navigators 1 / Y5 | Navigators 2 / Y6 |
|---|--|
| <p> Learn the 'Global Warning' song and perform in two parts. Research eco-issues related to the elements mentioned in the song. Then, compose lyrics beginning "If we don't make changes now....." and record them, adding sound effects.</p> <p>Concepts</p> <p>NC - Listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> To know what a 'verse' is in a piece of music To know what an echo is To know what a call and response song is To know how to record a composition using digital technology | <p> Skills Development</p> <ul style="list-style-type: none"> To identify whether consecutive notes are higher or lower in pitch To learn about performing music without having to read from a score <p>Wartime songs were hugely popular in their day and seen as an important tool for motivating troops and keeping spirits up. Pupils will learn some popular World War Songs. They will also learn an original song that tells the story of the Christmas 1914 truce, before examining two other anti-war Christmas songs.</p> <p>Concepts</p> <p>NC - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> To know that music is used for a variety of purposes To know how to use dynamics in singing To know the importance of listening to each other when singing and performing |
| <p> You're Not Invited</p> <p>Skills Development - Dynamics</p> <ul style="list-style-type: none"> To use listening skills to identify and distinguish between a wider range of dynamics To create sounds with a range of dynamics, with accuracy <p>Pupils will explore old Norse Battle mottos and devise their own. Then, they will look at other battle chants such as the Haka, perform and add a beat using appropriate instruments. They will compose a soundscape to depict a battle scene.</p> <p>Concepts</p> <p>NC - Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <ul style="list-style-type: none"> To know that music is used for different purposes, including keeping spirits up in battle To understand how pitch and dynamics have an impact on the overall effect of a piece of music To know the impact that tempo and beat have on a piece of music To know about the origins of the Haka and its meaning | |



Key Vocabulary

| Navigators 1 / Y5 | | Navigators 2 / Y6 | |
|-------------------|-----------------|-------------------------|------------------|
| Mission Control | | A World of Bright Ideas | |
| structure | strong and weak | timbre | woodwind |
| texture | beats | guitar | string |
| dynamic | musicals | flute | creative process |
| pitch - notation | | musical evolution | |
| cyclic rhythms | | sitar | |
| melodic patterns | | oud | |

Key Vocabulary

| Navigators 1 / Y5 | | Navigators 2 / Y6 | |
|---------------------------|-------|---------------------|-------------------|
| Come Fly With Me! America | | "I Have A Dream..." | |
| tempo | lyric | tempo | melodic ostinato |
| dynamic | | dynamic | rhythmic ostinato |
| pitch | | pitch | genre |
| national anthems | | folk music | |
| musical patriotism | | slave songs | |
| verse | | notes | |



| Key Vocabulary | | | |
|--------------------|-------------------|-------------------|----------------|
| Navigators 1 / Y5 | | Navigators 2 / Y6 | |
| You're Not Invited | | Global Warning | |
| texture | battle motto | pitch | compose |
| timbre | chant | texture | rehearse |
| tempo | rhythmic ostinato | timbre | record |
| structure | Haka | structure | perform |
| duration | call and response | solo | |
| dynamics | accelerando | duet | |
| Key Vocabulary | | | |
| Navigators 1 / Y5 | | Navigators 2 / Y6 | |
| You're Not Invited | | Wars of the World | |
| texture | battle motto | tempo | Christmas song |
| timbre | chant | dynamic | |
| tempo | rhythmic ostinato | structure | |
| structure | Haka | morale | |
| duration | call and response | solo parts | |
| dynamics | accelerando | choral singing | |



