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| **Music** | | |
| **Term 1.1**  **Film music** | | |
| Vocabulary | Knowledge | Objectives |
| Accelerando  Chromatics  Crescendo  Convey  Body percussion  chords | Identify how different styles of music contribute to the feel of a film.  Participate in discussions, sharing their views and justifying their answers.  Use the terms ‘major’ and ‘minor’. Identify different instruments to describe how music evokes different emotions.  Identify pitch, tempo and dynamics, and use these to explain and justify their answers.  Give reasonable and thought-out suggestions for what different graphic scores represent.  Use their body, voice and instruments to create sounds to represent a given theme.  Create a musical score to represent a composition.  Interpret their graphic score and performing their composition appropriately with their group. Create sounds that relate to the scene of a film | I can appraise different musical features in a variety of film contexts  I can identify and understand some composing techniques in film music  I can identify and understand some composing techniques in film music  I can create and notate musical ideas and relate them to film music  I can play a sequence of musical ideas to convey emotion |
| **Term 1.2**  **Composition nation** | | |
| Vocabulary | Knowledge | Objectives |
| Composition  Dotted minim  Ensemble  Lyrics  Minim  Minor key  Balance | 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. | I can sing with accuracy, fluency, control, and expression  I can explore and use different forms of notation  I can understand note length  I can read simple pitch notation  I can use hieroglyphs and stave notation to write a piece of music |
| **Term 2.1**  **Musical theatre** | | |
| Vocabulary | Knowledge | Objectives |
| Ensemble  Duet  Composer  Comic opera  Character song | Explain what musical theatre is and be able to recall at least three features of this kind of music. Categorise songs as action songs or character songs.  Select appropriate existing music for their scene to tell the story of a journey.  Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing. | I can understand the history of musical theatre  I can identify character songs and action songs  I can create a musical theatre scene  I can rehearse a musical theatre scene  I can perform a musical theatre scene |
| **Term 2.2**  **Theme and variations** | | |
| Vocabulary | Knowledge | Objectives |
| ¾ time  4/4 time  Accidentals  Diaphragm  Legato  Pizzicato | Performing rhythms confidently either on their own or in a group.  Identify the sounds of different instruments and discuss what they sound like.  Make reasonable suggestions for which instruments can be matched to which art pieces. Recall the names of several instruments according to their orchestra sections.  Keep the pulse using body percussion.  Sing with control and confidence.  Name rhythms correctly.  Copy rhythms accurately with a good sense of pulse.  Draw rhythms accurately.  Show a difference between musical variations. Show creativity in a finished musical product. | I can explore the musical concept of theme and variations  I can compare and contrast different variations in the piece ‘The Young Person’s Guide to the Orchestra’  I can use complex rhythms to be able to perform a theme  I can play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time  I can use music notation to create visual representations of TIKITIKI, TI-TIKI and TIKI-TI rhythms. |
| **Term 3.1**  **Songs of WW2** | | |
| Vocabulary | Knowledge | Objectives |
| Complement  Counter-melody  Era  Graphic score  Harmony  Contrast | Use musical and comparative language in discussion.  Follow the melody line.  Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing.  Sing the correct words at the correct time.  Recall the counter-melody line. | I can use musical vocabulary to identify features of different eras of music  I can improve accuracy in pitch and control, singing with expression and dynamics  I can identify pitches within an octave when singing  I can use knowledge of pitch to develop confidence when singing in parts  I can notate a melody using pitches up to an octave |
| **Term 3.2**  **Composing and performing** | | |
| Vocabulary | Knowledge | Objectives |
| Allegro  Arrangement  Chord progression  Diminuendo  Forte  Largo | Identify and evaluate the musical features of a song.  Contribute ideas to their group chorus, suggesting how lines three and four could rhyme. Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme.  Fit an existing melody over a four-chord backing track.  Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments.  Record melodies using letter notation.  Perform the leavers’ song with confidence | I can listen to and describe music  I can write lyrics for a song  I can organise lyrics into a song structure  I can use vocal improvisation and known melodies against a backing track  I can compose a melody  I can compose a verse melody |