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| **Music** |
| **Term 1.1****Film music** |
| Vocabulary | Knowledge | Objectives |
| AccelerandoChromaticsCrescendoConveyBody percussionchords | 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 contextsI can identify and understand some composing techniques in film musicI can identify and understand some composing techniques in film musicI can create and notate musical ideas and relate them to film musicI can play a sequence of musical ideas to convey emotion |
| **Term 1.2****Composition nation** |
| Vocabulary | Knowledge | Objectives |
| CompositionDotted minimEnsembleLyricsMinimMinor keyBalance  | 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 expressionI can explore and use different forms of notationI can understand note lengthI can read simple pitch notationI can use hieroglyphs and stave notation to write a piece of music |
| **Term 2.1****Musical theatre** |
| Vocabulary | Knowledge | Objectives |
| EnsembleDuetComposerComic operaCharacter 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 theatreI can identify character songs and action songsI can create a musical theatre sceneI can rehearse a musical theatre sceneI can perform a musical theatre scene |
| **Term 2.2****Theme and variations** |
| Vocabulary  | Knowledge  | Objectives |
| ¾ time4/4 timeAccidentalsDiaphragmLegatoPizzicato  | 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 variationsI 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 themeI can play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 timeI 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  |
| ComplementCounter-melodyEraGraphic scoreHarmonyContrast  | 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 musicI can improve accuracy in pitch and control, singing with expression and dynamicsI can identify pitches within an octave when singingI can use knowledge of pitch to develop confidence when singing in partsI can notate a melody using pitches up to an octave |
| **Term 3.2****Composing and performing** |
| Vocabulary  | Knowledge  | Objectives  |
| AllegroArrangementChord progressionDiminuendoForteLargo  | 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 musicI can write lyrics for a songI can organise lyrics into a song structureI can use vocal improvisation and known melodies against a backing trackI can compose a melodyI can compose a verse melody |