



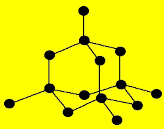





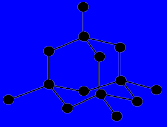
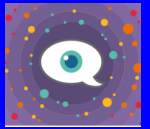






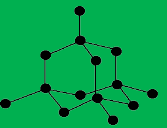



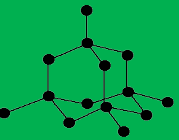

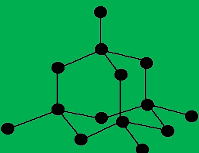

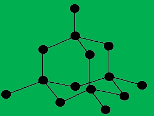






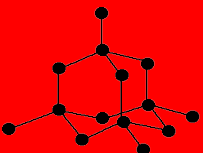





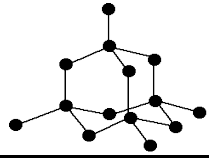




Music - Overview

Music - Overview						
Rationale						
	<p>The aim of our Music curriculum at Baden-Powell & St. Peter's is to provide a high quality and inclusive music experience for all our children; to engage and inspire children to develop a love of music; and to encourage their self-confidence, creativity and sense of self achievement. We provide our children with the skills to express themselves as composers, performers, improvisers and communicators. Our curriculum endeavours to expose children to the works of great musicians and composers (historical and current); to introduce a diverse variety of musical genres; to develop an appreciation of quality listening and appraising; and to see the importance of our school values of Respect, Friendship, Compassion, Aspiration and Resilience within different, musical contexts. We are passionate that music belongs to every child of every ability and that a love of music is something the children can take on with them to the wider world. Our musical opportunities nurture pupils' talent and creativity, but most importantly, teach our children to use their voices, take part and celebrate their unique gift 'with all their heart'.</p> <p>The knowledge and skills that we have chosen to include in our Music curriculum derive directly from the objectives set out in the National Curriculum (2014), the Model Music Curriculum (2020) and are in line with CLP guidance for Music.</p> <p>To make our Music curriculum as meaningful as possible, we have sequenced our Music units in a progressive format.</p> <p>Lastly, we aim to highlight three substantive concepts which we consider to be integral to the subject of Music –Communicating, Experimenting and Expression. We weave these ideas throughout our topics to further increase the relevance and real-world application of the learning the children encounter.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	African Drumming	Singing & Vocal Work	Steel Pans		Music Notation (through recorders)	Composing
	<p>Substantive concepts:</p>  	<p>Substantive concepts:</p>  	<p>Substantive concepts:</p>  		<p>Substantive concepts:</p> 	<p>Substantive concepts:</p>  
Year 4	Ukulele	Singing & Vocal Work	Steel Pans		Introduction To The Orchestra	Composing
	<p>Substantive concepts:</p>  	<p>Substantive concepts:</p>  	<p>Substantive concepts:</p>  		<p>Substantive concepts:</p> 	<p>Substantive concepts:</p>  
Year 5	Ukulele	Singing & Vocal Work	Steel Pans		Composing	Hip Hop Composing (using YuStudio)
	<p>Substantive concepts:</p>  	<p>Substantive concepts:</p>  	<p>Substantive concepts:</p>  		<p>Substantive concepts:</p>  	<p>Substantive concepts:</p>   
Year 6	Samba	Singing & Vocal Work	Steel Pans		Composing	Composing (using Garage Band)
	<p>Substantive concepts:</p>  	<p>Substantive concepts:</p>  	<p>Substantive concepts:</p>  		<p>Substantive concepts:</p>  	<p>Substantive concepts:</p>  

3 substantive concepts

structure	 A network diagram consisting of several black dots (nodes) connected by thin black lines (edges), forming a complex, interconnected structure.
communication	 A stylized icon featuring a large, light blue eye with a white pupil and a white speech bubble, set against a dark purple background with scattered colorful dots.
expression	 A line-art icon showing two hands holding up a glowing lightbulb. The lightbulb has several short lines radiating from it, symbolizing an idea or expression.

Music - Progression

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Music - Progression		
Autumn 1	Autumn 2	Spring 1 & 2
Djembe Drumming	Singing & Vocal Work	Steel Pans
Key Knowledge Three different sounds can be made on the Djembe drums: slap, bass and tone. Musical ideas can be structured, using call and response. To maintain a steady tempo, it is important to watch the leader carefully.	Key Knowledge Unison is when everyone sings the same thing at the same time. Tempo and dynamics can be used to create different effects in Music. Good posture improves the quality of your sound.	Key Knowledge There are six sections in the steel band and know the name of each section: Tenors, Double Seconds, Single Seconds, Guitars, Cellos and Bass. Music is made up of different parts: melody, chords and bass line. A chord or harmony is when two or more notes are played or sung together at the same time.
Other Knowledge The drum is rested against our legs when playing and is tilted at an angle to allow the sound to come out. We play Djembe drums with our hands. The master drummer controls the rhythm of the music and is the leader. High tones and low tones can be created on the drums. Different rhythms can be layered together to create a different texture. The Djembe drums come from Mali, in West Africa.	Other Knowledge Part singing is when two different melodies are being sung at the same time. To sing as part of an ensemble, you must watch the conductor/leader during the performance. A conductor provides you with musical cues. Eg. Dynamics, when to come in etc.. Hand signals can be used to show the melodic shape of a piece. In order to make a clear sound, it is important that the mouth shape is wide and round so that the air can travel through. Warming up before singing keeps vocal muscles relaxed. Piano and forte (soft and loud), allegro and lento (fast and slow) are examples of dynamics we can use. Standing tall, hands by your sides, two feet flat on the floor in line with your shoulders supports the quality of sound.	Other Knowledge A scale is made up of eight notes that are played in order. Steel pans originate/come from the Caribbean island of Trinidad and Tobago. The tenor is the highest pitched pan and the bass is the lowest pitched. It is important to hold the beater lightly, at the end of the beater. The bigger the size of the note, the lower the sound and the smaller the size, the higher the pitch.
Key Skills Listening: Develop ability to listen to and remember patterns. Performing: Play drums with increasing precision and control. Begin to use call and response to copy drumming patterns.	Key Skills Listening: Begin to use vocabulary of interrelated (eg. tempo, dynamics, texture, pitch, structure) dimensions when describing music and expressing opinions. Performing: Begin simple part singing eg. Call and response. Perform confidently in front of others and consider what makes a good performance.	Key Skills Listening: Develop ability to remember instrumental parts on the steel pans. Develop ability to listen to other parts to play as an ensemble. Performing: Demonstrate willingness and ability to play as part of a class ensemble. Understand how to play to a conducted pulse.
Key Vocabulary Africa: The world's second largest continent Rhythm: A strong, regular repeated pattern of movement or sound Djembe: A djembe drum is a skin-covered goblet drum played with bare hands, originally from West Africa Tone: The tone (medium pitch) is played with the hand on the edge of the skin, using the wrist as well as the arm to propel the hand towards the drum. Bass tone: The bass sound (low pitch) is achieved by striking the drum in the middle of the skin with a heavy hand Slap tone: The slap (high-pitched) is technically the hardest stroke to achieve. There are many types of slap, all of which are played near the edge. Call and Response: Songs or instrumental pieces where the leader sings/plays a short phrase and everyone responds. Sometimes the response is a copy of the call, sometimes it is different. Master Drummer: A drummer who is well known by other masters for their high skill and knowledge. Repeat: To play or sing something again. Structure: The arrangement and order of the parts or sections of the music. Pattern: When a series of notes and rests repeats, it forms a rhythmic pattern Warm-up: To engage in exercise or practice especially before entering a game or performance. Texture: How layers of sound within a piece of music interact.	Key Vocabulary Call and response — Songs or instrumental pieces where the leader sings/plays a short phrase and everyone responds. Sometimes the response is a copy of the call, sometimes it is different. Dynamics —how loud or quiet a sound is. Pitch —how high or low a sound is. Structure: The arrangement and order of the parts or sections of the music. Tempo —how fast or slow the music is. Texture: How layers of sound within a piece of music interact. Conductor —the leader of a music group. Melody —the main tune.	Key Vocabulary Melody —the main tune. Bass line —the lowest sounding line in a piece of music Rhythm —different patterns of long and short sounds Tempo —how fast or slow the music is. Rolling —drum roll please! The sound of many quick beats played one after the other to produce a long smooth sound Rising/falling Crotchets - one beat note Dynamics —how loud or quiet a sound is. Minims - two beat notes
supporting texts		
cross-curricular links		

Music - Progression		
Summer 1	Summer 2	
Reading Notation (Recorders)	Composition (Go Compose)	
Key Knowledge Notation is used by musicians to record a melody or a rhythm. A musical staff is a set of lines and spaces to record the music. A time signature tells you how many beats are in a bar.	Key Knowledge Structure in music is the way in which musical ideas are organised. Improvising means to invent short 'on-the-spot' responses using a limited note-range. Composers can be inspired by a wide variety of stimuli e.g. nature	
Other Knowledge A sound is produced in a recorder by blowing in to the mouthpiece. A treble clef is a sign at the beginning of the staff used to show high pitched notes. Crotchets, quavers and minims have different note values. Bar lines are used to separate the bars in to beats.	Other Knowledge A groove is the main theme of a piece. Graphic scores can be used to show the rise and fall of notes. Musical rests are an important part of music. A loop is a repeated melodic rhythm.	
Key Skills Listening: Musician of the month (Appreciate and understand a wide range of live and recorded music drawn from different traditions and from great composers and musicians.) Composing: Begin to read and write simple rhythms and pitches using staff notation. Performing: Start to play the recorder with precision and control. Understand and use the terms, tempo and dynamics. Use simple grids to read music.	Key Skills Listening: Begin to use vocabulary related to tempo, dynamics and structure when describing music and expressing opinions. Composing: Experiment with and select tempo and dynamics carefully to achieved desired effect. Understand and use the term 'structure' and use simple structures in music making (eg. AB/ABA) Performing: Perform confidently in front of others.	
Key Vocabulary Notation -the link between sound and symbol. Staff -the lines that the notes are written on. Time signature -tells you how many beats in a bar. Crotchet -a one beat note Minim -a two beat note Rests -pauses in the music. Tempo —how fast or slow the music is. Quaver – 1/2 a beat note Semibreve – a 4 beat note	Key Vocabulary Groove —the theme we use to build our music on to. Loop —a musical track on repeat Pulse —the beat of the music. Texture - How layers of sound within a piece of music interact. Graphic notation - a way of writing music using pictures and symbols. Tuned percussion - instruments that have been pitched to particular notes. Untuned percussion - instruments that have no notes of definite pitch. Call and Response: Songs or instrumental pieces where the leader sings/plays a short phrase and everyone responds. Sometimes the response is a copy of the call, sometimes it is different. Melody - the main tune.	
supporting texts		
cross-curricular links		

Music - Progression

The aim of our Music curriculum at Baden-Powell & St. Peter's is to provide a high quality and inclusive music experience for all our children; to engage and inspire children to develop a love of music; and to encourage their self-confidence, creativity and sense of self achievement. We provide our children with the skills to express themselves as composers, performers, improvisers and communicators. Our curriculum endeavours to expose children to the works of great musicians and composers (historical and current); to introduce a diverse variety of musical genres; to develop an appreciation of quality listening and appraising; and to see the importance of our school values of Respect, Friendship, Compassion, Aspiration and Resilience within different, musical contexts. We are passionate that music belongs to every child of every ability and that a love of music is something the children can take on with them to the wider world. Our musical opportunities nurture pupils' talent and creativity, but most importantly, teach our children to use their voices, take part and celebrate their unique gift 'with all their heart'. The knowledge and skills that we have chosen to include in our Music curriculum derive directly from the objectives set out in the National Curriculum (2014), the Model Music Curriculum (2020) and are in line with CLP guidance for Music. To make our Music curriculum as meaningful as possible, we have sequenced our Music units in a progressive format. Lastly, we aim to highlight three substantive concepts which we consider to be integral to the subject of Music –Communicating, Experimenting and Expression. We weave these ideas throughout our topics to further increase the relevance and real-world application of the learning the children encounter.

Music - Progression		
Autumn 1	Autumn 2	Spring 1 & 2
Ukulele	Singing & Vocal Work	Steel Pans
Key Knowledge	Key Knowledge	Key Knowledge
The names of the strings from top to bottom are G, C, E, A (Greedy Cats Eat Anything) To form a chord, you use your left hand to hold the string down on the correct fret. The right hand is used to strum the strings.	It is important to count in music to maintain a steady tempo. Harmony is a musical part that fits with and enhances the melody. Good breath control improves the quality of singing.	A minor scale creates a sad mood in music. In order to produce a long note on a steel pan, rolling is used. A bass line build up is a musical pattern which starts in the lowest section and gradually adds in each part, til you reach the highest section.
Other Knowledge	Other Knowledge	Other Knowledge
There are different parts of a ukulele: frets, tuning pegs, body, strings, bridge, body, neck. Open strings are when a string is not held down. The ukulele is held across the body and your left hand holds the neck of the instrument. Upstrums are where you move your finger both up and down the string to create a rhythmic pattern. Chord diagrams are another form of music notation. They show you which strings to hold down and which strings are open strings. They also tell you which number finger to use to hold down the string. Strumming is an up and down movement over the strings, using the finger or thumb.	In order to successfully learn lyrics or music, repetition, isolation of words and slowing the tempo can be used. Non-verbal cues can be used to give musical directions. Clear diction (pronunciation of the words) improves the effect of the overall delivery of the song. Breathing low and using the diaphragm, allows you to sing longer phrases. Musical directions are written in Italian. Crescendo means gradually getting louder. Diminuendo means to gradually get quieter. Musical directions are used to enhance the quality of a performance or song.	Ballet is a classical form of dance. Tchaikovsky composed 'Dance of the Sugar Plum Fairy' and it is part of a ballet called 'The Nutcracker Suite'. The Pentatonix are an a cappella vocal group and have created a classical/hip hop arrangement of 'Dance of the Sugar Plum Fairy.' Fusion is when two styles of music are combined.
Key Skills	Key Skills	Key Skills
Listening: Remember and play short melodies, both chords and melodic lines. Performing: Demonstrate a range of correct basic techniques in learning an instrument. E.g. how to hold and make a good sound Name instrumental parts and know their function.	Listening: Remember and sing short melodies, and identify structure of song. Pay increasing attention to intonation and rhythmic accuracy. Performing: Develop intonation (ability to sing in tune) singing songs with growing range of pitches, intervals and rhythms. Begin to consider how to breathe better for singing and where best to take breaths. Develop part singing skills. E.g. rounds	Listening: Remember and play melodic lines or chordal patterns. Performing: Play steel pans with accuracy and control. Demonstrate commitment towards quality ensemble learning. Be able to listen to other ensemble players whilst playing.
Key Vocabulary	Key Vocabulary	Key Vocabulary
Melody — the main tune. Harmony —a musical part that fits with and enhances the melody / tune. Rhythm —different patterns of long and short sounds. Chord —more than one note is played at the same time. Bar — a section of music made up of a certain amount of beats Tempo —how fast or slow the music is Chord Diagram —a diagram that shows how to play a chord. Strumming pattern — a pattern produced by an up and down movement on the strings. Swing (shuffle) rhythm — a rhythm that is heard in rock, blues and jazz.	Crescendo —gradually getting louder. Diminuendo —gradually getting quieter. Rondo form —a musical structure where a tune introduced at the start keeps returning. Dynamics — the volume of the music. Structure - The arrangement and order of the parts or sections of the music. Tempo —how fast or slow the music is.	Fusion —two or more different styles of music that are combined Crotchet —a one beat note Semibreve —a four beat note Quaver —a half beat note Sharp notes —# Flat notes —b Hip hop —also known as Rap. A style of music, dance, poetry and fashion Accapella —music that only features singing voices and no accompanying instruments
supporting texts		
cross-curricular links		

Music - Progression	
Summer 1	Summer 2
Introduction To The Orchestra	
Key Knowledge	Key Knowledge
An orchestra is divided in to different families; strings, woodwind, brass and percussion. A conductor leads the orchestra. Music from various genres can be played by an orchestra.	Composition can be enhanced by including variation in dynamics. The texture of music can be varied by changing the amount of layers that are played at the same time in a piece of music. Tuned instruments can be used to add a melody line to a composition
Other Knowledge	Other Knowledge
The string family is the biggest section and is made up of violins, violas, cellos and doubles basses. The woodwind family is made up of flutes, piccolos, clarinets, oboes, English horns and bassoons. The percussion section is made up of both untuned and tuned percussion. The brass family members are the trumpet, trombone, tuba and the French horn. Body percussion is a way of creating rhythmic patterns using the body. Macaton signing is a form of communicating that can be used with singing.	Music can be composed to create a specific mood. An introduction in the music can be used to introduce and establish the song, aswell as giving an idea of the genre and style.
Key Skills	Key Skills
Listening: Use the vocabulary of the interrelated dimensions to describe the different instruments of the orchestra. Remember and sing short melodies when learning song to accompany orchestra. Composing: Begin to learn some simple Italian terms for tempi and dynamics and use for desired effect. (e.g. forte and largo) Performing: Be able to give and follow non-verbal musical direction with control and precision.	Listening: Use the vocabulary of the interrelated dimensions when describing and discussing music. Composing: Play and create melodic patterns. Continue to experience and experiment with different musical structures. Performing: Begin to lead group/class music-making.
Key Vocabulary	Key Vocabulary
Bowed, plucked, blown and struck - techniques used to play the instruments Percussion, woodwind, brass and strings - the different families in the orchestra Dynamics —how loud or quiet a sound is. Tempo —how fast or slow the music is. Macaton signing - a form of communication Tuned percussion - instruments that have been pitched to particular notes. Untuned percussion - instruments that have no notes of definite pitch.	Legato —smooth Staccato —short and spikey Texture — the amount of layers in a piece of music. Melody line —the main tune or theme of a piece of music. Improvise —to make on the spot musical ideas. Loop — a musical phrase on repeat. Tempo — the speed of a piece of music.
supporting texts	
cross-curricular links	

Music - Progression

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Music - Progression		
Autumn 1	Autumn 2	Spring 1 & 2
Ukulele	Singing & Vocal Work	Steel Pans
Key Knowledge	Key Knowledge	Key Knowledge
A chord progression is a sequence of chords...eg. C to F to G7 A strumming pattern is a pattern used to make a rhythm. Chord diagrams allow us to work out how to form a chord and is a type of musical notation.	Phrasing gives shape to melodic lines. Mouth shape, long vowels and supported breathing can improve the quality of singing. Tempo and dynamics can add to the effect of a song.	A round or canon is a piece of music that has the same melody, but starts at different times. Music is used in film to create mood and atmosphere. A bridge connects two parts of a piece, building tension or variety.
Other Knowledge	Other Knowledge	Other Knowledge
Different chords can be made by holding down different strings, on different frets. Holding our hand over the strings and stopping the sound, is called damping. If we arch our fingers over the strings, the chords have a clearer sound. The 12 bar blues chord progression is made up of chords, C, F and G7. To read a chord diagram, we need to know the name of the strings and count which fret to place the fingers in.	Three part songs are songs split in to three sections. This may be divided into higher (soprano) and lower (alto) voices. This can also be a three part round where all three parts sing the same but come in at different times. To maintain a part accurately and musically whilst other parts are being played, the singer needs to listen carefully and watch the conductor. Phrasing helps emphasise important syllables and creates musical interest in the melody. Accelerando (accelerate the speed) and ritardando (gradually get slower) help the performer understand the tempo of a piece. Mezzo forte (mf) is not as loud as forte (f).	Music becomes more interesting and effective when using longer chord sequences. Music becomes more varied and exciting when there are a number of different sections in a piece. Jeff Wayne composed the music to 'War of the Worlds'. John Williams is regarded by many as the greatest film composer of all time.
Key Skills	Key Skills	Key Skills
Listening: Understand and discuss ways in which music achieves its desired purpose and effects and communicates meaning. Performing: Confidently demonstrate a range of chords	Listening: Learn a wider range of Italian terms for dynamics (eg. Accelerando, diminuendo) to use when describing songs and then use them to effect. Performing: Understand and use some simple techniques to improve singing (mouth shape, long vowels, supported breathing) Sing partner songs and repeated melodic phrases with awareness of other parts.	Listening: Understand and discuss ways in which music achieves its desired purpose and effects and communicates meaning. Performing: Confidently demonstrate a range of notes, chords and techniques when playing the steel pans. Be able to maintain a part accurately and musically when other parts are being played. Demonstrate good teamwork as an ensemble.
Key Vocabulary	Key Vocabulary	Key Vocabulary
Melody — the main theme/tune of a piece. Harmony —A musical part that fits with and enhances the melody / tune Rhythm —a repeated pattern of notes) Chord —more than one note is played at the same time. Bar — a section of music made up of a certain amount of beats. Tempo —how fast or slow the music is. Chord Progression — a change from one chord to another. Chord Diagram —a diagram that shows how to play a chord. Arrangement —how a piece of music is organised. Strumming pattern — a pattern produced by an up and down movement on the strings. Swing (shuffle) rhythm — a rhythm that is heard in rock, blues and jazz.	Duration —how long or short a sound is. ABA —a way of structuring a musical piece with 2 contrasting sections. Interval —the distance in pitch between the notes. Intonation —the ability to sing play/in tune. Accelerando - accelerate the speed. Ritardando - gradually get slower.	Concord —a pleasing and harmonious combination of notes Discord —an displeasing combination of notes that creates tension / suspense Suspension —when the notes in a chord deliberately clash to create tension / suspense Dynamics: Forte (f) - loud; Piano (p) - soft; Crescendo —gradually getting louder Diminuendo — gradually getting quieter.
supporting texts		
cross-curricular links		

Music - Progression		
Summer 1	Summer 2	
Composition (Go Compose)	Composition (YuStudio)	
Key Knowledge	Key Knowledge	
Ternary form (ABA), means to compose two sections the same and one different (B) Using a wider range of dynamics can enhance the overall effect of a piece Both major and minor chords can be used in the same piece of music.	Online technology can be used to mix and arrange when composing. Online technology can also be used to create drum beats, melodies and basslines. Hip - hop Music is a genre of Music that has a strong, rhythmic beat and a rapping vocal track.	
Other Knowledge	Other Knowledge	
When composing, melodies can be enhanced with rhythmic or chordal accompaniment. Musical ideas can be recorded using: - graphic symbols - rhythm notation and time signatures - staff notation - technology.	A loop is a repeated phrase. A bassline is a low pitched instrumental phrase. Online technology can be used to create chords and melodies. A loop track can be used as the first ingredient of a piece of music with other sound layers on top. The structure and texture of a piece can be made more varied and interesting by adding and removing notes.	
Key Skills	Key Skills	
Listening: Understand and discuss ways in which music achieves its desired purpose and effects and communicates meaning. Composing: Create more effective pieces by combining rhythmic ideas. Combine repeated patterns to create different instrumental textures. Continue to experiment with different musical structures. Performing: Be able to contribute towards a polished performance.	Listening: Understand and discuss ways in which music achieves its desired purpose and effects and communicates meaning. Composing: Independent use and navigation of Yustudio ICT package. Explore the basic features of the Yustudio app. Performing: Demonstrate good teamwork.	
Key Vocabulary	Key Vocabulary	
Texture - the amount of layers in a piece. Very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano) Improvise - to make on the spot musical ideas. Chords - when two or more notes are played or sung together at the same time. Notation - how music is recorded in visual form.	Bar - a section of music made up of a certain amount of beats. Tempo - how fast or slow the music is. Octave - the distance between two musical notes that have the same note name. Structure - The arrangement and order of the parts or sections of the music. Articulation - the way notes are played. Eg. Spiky (staccato) and flowing (legato) Timbre - the character or colour of a particular instrument or sound. Pitch - how high or low a sound is.	
supporting texts		
cross-curricular links		

Music - Progression

The aim of our Music curriculum at Baden-Powell & St. Peter's is to provide a high quality and inclusive music experience for all our children; to engage and inspire children to develop a love of music; and to encourage their self-confidence, creativity and sense of self achievement. We provide our children with the skills to express themselves as composers, performers, improvisers and communicators. Our curriculum endeavours to expose children to the works of great musicians and composers (historical and current); to introduce a diverse variety of musical genres; to develop an appreciation of quality listening and appraising; and to see the importance of our school values of Respect, Friendship, Compassion, Aspiration and Resilience within different, musical contexts. We are passionate that music belongs to every child of every ability and that a love of music is something the children can take on with them to the wider world. Our musical opportunities nurture pupils' talent and creativity, but most importantly, teach our children to use their voices, take part and celebrate their unique gift 'with all their heart'. The knowledge and skills that we have chosen to include in our Music curriculum derive directly from the objectives set out in the National Curriculum (2014), the Model Music Curriculum (2020) and are in line with CLP guidance for Music. To make our Music curriculum as meaningful as possible, we have sequenced our Music units in a progressive format. Lastly, we aim to highlight three substantive concepts which we consider to be integral to the subject of Music –Communicating, Experimenting and Expression. We weave these ideas throughout our topics to further increase the relevance and real-world application of the learning the children encounter.

Music - Progression		
Autumn 1	Autumn 2	Spring 1 & 2
Samba	Singing & Vocal Work	Steel Pans
Key Knowledge	Key Knowledge	Key Knowledge
Syncopated (off the beat) rhythms are a characteristic of South American music. Samba music is built up of ostinatos; a rhythm that is played repeatedly. The structure of Samba Batucada consists of different breaks and the main pattern which is called the groove.	Clear diction can improve the clarity and quality of my singing. To sing a harmony part, it is important to listen to the people in your section so that your part can blend in accurately. The same song such in a different genre can create a different effect on the listener.	Salsa music originated in Cuba, in South America and is a form of dance music. Modulation is the change from one scale or key to another within a piece of music. A counter melody is a secondary melody that is played at the same time as the another lead melody.
Other Knowledge	Other Knowledge	Other Knowledge
Different amounts of layers in the music affect the texture of the music. A Buzz or a drag is a technique used to create a different sound on a drum. Breaks in the music are directed by the leader on the repinique. Samba originates from Rio de Janeiro in Brazil. The repinique, surdo, Caixa, tamborim, agogo bells and ganza make up the samba band. Samba Batucada is the rhythm played at Rio de Janeiro Mardi Gras, the world's largest street parade. Breaks are signalled by different sounds on the whistle or hand signals. Breaks are used to highlight different sections as solos.	The leader/conductor is used to control the sounds produced and give direction to the group of singers. Dynamics can add variety to a song. (Fortissimo—very loud) Morendo (gradually fading away)	Salsa spread to neighbouring countries and became hugely popular in New York in the 1960s. Samba music and salsa music have musical ingredients in common. E.g. groove, break and syncopated rhythms. Salsa music can have incredibly long and complicated structures. Improvisation is used in salsa music.
Key Skills	Key Skills	Key Skills
Listening: Compare and contrast songs sung, using the vocabulary of the interrelated dimensions. Performing: Understand the concept of syncopation and be able to play these rhythms.	Listening: Compare and contrast songs sung, using the vocabulary of the interrelated dimensions. Performing: Be able to perform accurately and confidently as a soloist/group in a formal performance situation. Be able to sing harmonies. Sing songs of increasing challenge with developing confidence.	Listening: Use a range of terms to describe tempo and dynamics. Performing: Continue to develop instrumental skill when playing increasingly challenging music. Be able to change tempo and dynamics with control, to achieve desired effect.
Key Vocabulary	Key Vocabulary	Key Vocabulary
Call and Response: Songs or instrumental pieces where the leader sings/plays a short phrase and everyone responds. Sometimes the response is a copy of the call, sometimes it is different. Rhythm —different patterns of long and short sounds Beats — the pulse of the music. Repinique, surdo, Caixa, cajon, agogos and tamborim. —the different names of the samba instruments. Skin shots - playing on the skin of the drum Rim shots — playing on the edge (rim) of the drum Crotchet - a one beat note. Quaver - a half beat note Rest — a one beat rest. Notation - how music is recorded in visual form. Syncopation —off the beat patterns Drag/buzz — dragging the stick across the drum skin. Thumb break —a complete change in the music introduced by the whistle. Fusion —two or more types of music are combined. Groove —the main section of the music.	Accelerando —getting faster Andante —walking pace—not too fast or slow. Diminuendo —getting quieter Forte —loud Fortissimo —very loud Largo —slow Morendo —gradually fading away Piano —quiet Pianissimo —very quiet Presto —Fast	Ascending scale —a group of eight notes that are played in order going up in pitch Descending scale —a group of eight notes that are played in order going down in pitch Chromatic scale —a group of twelve notes that are played in order half a step apart (semitone). Dynamics —the full spectrum of dynamics; Pianissimo (pp) - very soft; Piano (p) - soft; Mezzo Piano (mp) - moderately soft; Mezzo Forte (mf) - moderately loud; Forte (f) - loud; Fortissimo (ff) - very loud.
supporting texts		
cross-curricular links		

Music - Progression		
Summer 1	Summer 2	
Composition (Garageband)	Composition (GoCompose)	
Key Knowledge	Key Knowledge	
Musical phrases can be recorded as a loop and then used as the first layer of a composition. Garageband can be used to recreate the sounds of other instruments, or to record live music.	Music can be created with multiple sections that involve repetition and contrast. Multiple rhythms can be used in a piece to create variety and interest. Melodies can be embellished with rhythmic or chordal accompaniment.	
Other Knowledge	Other Knowledge	
The texture of a piece can be enhanced by bringing in layers gradually. Autoplay chordal patterns can add variety to a composition. Garageband is a mixing desk used by professional recording studios.	Chord changes change the overall effect of the music. Extended improvised melodies beyond 8 beats, create greater melodic interest. A pentatonic scale is a group of 5 notes that can add rhythmic variety and interest to the music. Choosing a minor or major key can help create the right effect in the music.	
Key Skills	Key Skills	
Listening: Compare and contrast music experienced and composed, using the vocabulary of the interrelated dimensions. Composing: Independent use of Garageband. Attempt basic composition using Garageband with clear structure points. Performing: Create short, effective melodies.	Listening: Compare and contrast music experienced and composed, using the vocabulary of the interrelated dimensions. Composing: Create short, effective melodies. Analyse the structure of music to then use in own music making. Recap structures previously used to use appropriately in compositions. Performing: Lead music making effectively. Create short, effective melodies. Analyse the structure of music to then use in own music making.	
Key Vocabulary	Key Vocabulary	
Loops - repeated melodic phrase. Texture - the amount of layers in a piece Autoplay - pre programmed chords Acoustic - does not use electric Strumming pattern — a pattern produced by an up and down movement on the strings. Pizzicato - plucked strings Sustained notes - notes that are held for a long time.	Ternary form (ABA) - to compose two sections the same and one different (B) Texture - the amount of layers in a piece Melody line —the main tune or theme of a piece of music. Improvise —to make on the spot musical ideas. Loop — a musical phrase on repeat. Tempo — the speed of a piece of music.	
supporting texts		
cross-curricular links		