

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.

ADVENTURERS YEAR 3&4

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
Skills Progression					
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 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 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 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 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
<p align="center">Under The Canopy</p>  <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>	<p align="center">Law And Order</p>  <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

Music

- 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

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.

Concepts

NC - Use and understand staff and other musical notations

- 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

Cry Freedom



Skills Development - Singing

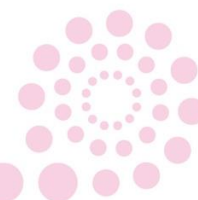
- To practice breathing techniques in order to improve vocal control
- To improve diction when singing
- To understand the importance of posture when singing

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.

Concepts

NC - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

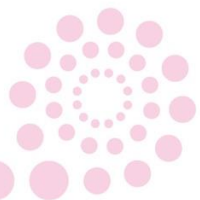
NC - Develop an understanding of the history of music



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
dynamic	rhythmic pattern	repetition	minor key
pitch	percussion		major key
texture	djembe drum		melody
timbre	slit drum		pitch
duration	talking drum		listen
			compare
Lightning Speed		Picture Our Planet	
tempo	tonality	carnyx	wind instrument
pitch	major	crwth	hammer dulcimer
fast	minor	carynces	harp
slow	scale	plucked	bouzouki
notate	playlist	stringed instrument	tin whistle
mood music			fiddle
Under The Canopy		Law and Order	
timbre	body percussion	duration	crotchet
dynamics	body music	notes	minim
pitch		timing	semibreve
texture		metre	notation
soundscape		composer	
animal sounds		composing	
		Cry Freedom	
		Underground Railroad	
		coded songs	
		diction	
		posture	

NAVIGATORS YEAR 5&6

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>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>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>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>"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
<p>Global Warning</p> <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 	<p>Wars of the World</p> <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>



Music

- To know what a call and response song is
- To know how to record a composition using digital technology

- NC** - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- 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



You're Not Invited

Skills Development - Dynamics

- To use listening skills to identify and distinguish between a wider range of dynamics
 - To create sounds with a range of dynamics, with accuracy
- 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.

Concepts

NC - Improvise and compose music for a range of purposes using the inter-related dimensions of music

- 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 beats	timbre	woodwind
texture	musicals	guitar	string
dynamic		flute	creative process
pitch - notation		musical evolution	
cyclic rhythms		sitar	
melodic patterns		oud	
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	
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	
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	

End Goals

Adventurers / LKS2

Our aim in teaching music in Adventurers is to develop pupils' appreciation of how the musical elements combine in the construction of music, to realise an expressive intention. They should be developing their own musical tastes and be able to give reasons for their personal preferences. They should know about different instrument families and ensemble groupings and be able to play a range of instruments with increasing accuracy and fluency. They should also be confident to try playing by ear, showing an increased aural memory. Pupils should know about a range of musical styles and their origins and have developed singing techniques that include a focus on breathing and phrasing.

Navigators / UKS2

Our aim in teaching music in Navigators is to increase their confidence in improvisation, with a clear awareness of form and structure. Pupils should have a deeper understanding of how the musical elements combine when constructing pieces to create a desired effect or intent. They should have experience of singing across a range of styles, such as rounds, two parts and call and response. Their use of technical vocabulary should include more advanced terms, such as Italian musical directions that indicate how a piece should be played, and they should be able to compare musical forms and structures using appropriate musical vocabulary. They should also have an understanding of how music is used for different purposes within different cultures. The historical aspect of musical, including the development and evolution of instruments over time, should be an area they are increasingly aware of.

