

The Craylands School KS1 Long term subject: Music

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| Aims | | | |
| <ul style="list-style-type: none"> perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notation | | | |
| Skills | | Knowledge | |
| <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the interrelated dimensions of music | | <ul style="list-style-type: none"> | |
| | | Term 1 | |
| Year 1 Terms 1 & 2 | The Great Musicians – Johnny Cash + The Ring of Fire | | |
| Link to prior learning | | | |
| Vocabulary | Loud, quiet sounds | Chorus | Repeated Country |
| Learning objectives | Context | Skills | Knowledge |
| To learn about a famous artist | Who was Johnny Cash? What is country Music? | | |
| To respond to music | How do you feel when listening to Hurt / I Walk the Line / Ring of Fire? | listen with concentration and understanding to a range of high-quality live and recorded music | |

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| To sing in a certain style | How do we Sing LOW? How can we join in as part of a chorus? | use their voices expressively and creatively by singing songs and speaking chants and rhymes | <ul style="list-style-type: none"> • Can they make different sounds with their voice? • Do they join in with singing? • Can they copy sounds? • Can they follow instructions about when to sing? |
| To perform | How can we perform a version of Ring of Fire? What rhythms, patterns of clapping will we need? | use their voices expressively and creatively by singing songs and speaking chants and rhymes | <ul style="list-style-type: none"> • Can they use their voice to sing / speak / chant? |
| Year 1 Terms 3 -6 | Classical + The Great Composers – Fantasia and Prokofiev’s ‘Peter and the Wolf’ | | |
| Link to prior learning | | | |
| Vocabulary | Texture, timbre, tone colour, Strings, woodwind, brass, percussion leitmotif Clarinet, oboe, bassoon, French horn, strings, timpani, bass drum, | | |
| Learning objectives | Context | Skills | Knowledge |
| To learn about a famous composer | Who was Sergey Prokofiev? | | |
| To name instruments | What is the name of this Instrument? What family do they belong to in an orchestra? | | |
| To name brass and percussion instruments | What are these instruments called? Are they brass or percussion? | | |

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| To listen and respond to music | Can we listen to Peter and the Wolf; can you hear when the music is about Peter and when it is about the wolf? What instrument has been used? | <ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music | <ul style="list-style-type: none"> Can they identify simple changes in sounds? |
| To respond to music | How does each instrument fit the story? Which instrument would you choose to represent this animal? Why? | | <ul style="list-style-type: none"> Can they show sounds by using pictures – for example, shapes / marks? |
| To compose | What would a piece of music sound like for this animal? Fast, slow, high, low? | experiment with, create, select and combine sounds using the interrelated dimensions of music | <ul style="list-style-type: none"> Can they make different sounds with instruments? Can they clap short rhythmic patterns? |
| To perform | Can we play our music and record it? | <ul style="list-style-type: none"> play tuned and untuned instruments musically | <ul style="list-style-type: none"> Can they change the sound? Can they repeat simple (short rhythmic and melodic) patterns? Can they make a sequence of sounds? Can they use instruments to perform? Can they follow basic instructions about when to play? |
| To perform with others | Can we make a class tory from the piece of music you have composed? What will happen? What animals are in it? | | <ul style="list-style-type: none"> Can they change the sound? Can they repeat simple (short rhythmic and melodic) patterns? Can they make a sequence of sounds? |

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| | | | <ul style="list-style-type: none"> • Can they use instruments to perform? • Can they follow basic instructions about when to play? |
| Year 2 Term 1 & 2 | The Great Musicians – Gospel – From Aretha Franklin to Queen and U2 | | |
| Link to prior learning | | | |
| Vocabulary | Vocals, Christian lyric, breathe | Call and response A Capella | Tempo, melody, pulse, clap, pitch Rhythm, phrases, |
| Learning objectives | Context | Skills | Knowledge |
| To learn about a famous artist | Who was Aretha Franklin? | <ul style="list-style-type: none"> • listen with concentration and understanding to a range of high-quality live and recorded music | |
| To learn about a style of music | What is Gospel Music? | | |
| To respond to music | Can we listen to Somebody to Love / I Still haven't found – what makes the gospel version different to the original? | <ul style="list-style-type: none"> • listen with concentration and understanding to a range of high-quality live and recorded music | |
| To perform using voices | How can we sing like a gospel choir? How can we use our voices to chant? How can we use clapping and our body language to enhance the singing?– | use their voices expressively and creatively by singing songs and speaking chants and rhymes | <ul style="list-style-type: none"> • Do they sing and follow the shape of a melody (tune)? • Do they sing accurately at a given pitch? • Can they perform with others? |

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| | | | <ul style="list-style-type: none"> • Can they sing / clap a steady pulse increasing or decreasing the tempo? |
| To perform | How can we perform the chorus in a gospel version of Somebody to Love or I Still Haven't Found? | use their voices expressively and creatively by singing songs and speaking chants and rhymes | <ul style="list-style-type: none"> • Do they sing and follow the shape of a melody (tune)? • Do they sing accurately at a given pitch? • Can they perform with others? • Can they sing / clap a steady pulse increasing or decreasing the tempo? |
| Year 2 Terms 3 & 4 | Classical + The Great Composers – The Classics in Film: 2001: A Space Odyssey + Fantasia 2000 | | |
| Link to prior learning | | | |
| Vocabulary | Beginning, middle, end Pulse Sounds Patterns Notations and musical sounds – symbols, shapes, marks | | |
| Learning objectives | Context | Skills | Knowledge |
| To make links between music and images | How does the music we are listening to match with the images we are looking at? | <ul style="list-style-type: none"> • listen with concentration and understanding to a range of high-quality live and recorded music • play tuned and untuned instruments musically <p>experiment with, create, select and combine sounds using the interrelated dimensions of music</p> | |
| To identify instruments | What instruments are being played? | | |
| To respond to music in media | What do you think of the music played in these films? How does it tell a story? | | |

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| To compose | What instruments can we play to match the images/film clips? How can we create a beginning, middle and end? | | <ul style="list-style-type: none"> • Can they order sounds to create a beginning, middle and end? • Can they choose sounds which create an effect? • Can they create music in response to different starting points? • Can they confidently use a range of symbols, shapes or marks to represent sounds? • Can they make connections between notations and musical sounds? |
| To perform | Does the music we play match the images/clips we are using? | | <ul style="list-style-type: none"> • Can they perform simple patterns and accompaniments keeping a steady pulse? • Can they play simple rhythmic patterns on an instrument? |
| Year 2 Terms 5 & 6 | The History of Music –February 3rd 1959: The Day the Music Died | | |
| Link to prior learning | | | |
| Vocabulary | <p>Nostalgia, rock n roll, America, 1950s Buddy Holly, Ritchie Valens, The Big Bopper</p> <p>Chevrolet, levee, rye whiskey Civil Rights, JFK, MLK, Vietnam War</p> <p>Sock hops, cruising, Bob Dylan, The Beatles, James Dean, Rolling Stones, Verse, chorus, repeated phrase/line</p> | | |
| Learning objectives | Context | Skills | Knowledge |
| To make links between history and music | Who were Ritchie Valens, Buddy Holly, JP ‘The Big Bopper’ Richardson? What happened to them? | | <ul style="list-style-type: none"> • Can they respond to different moods in music and think about the changes in sound? |

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| | | | <ul style="list-style-type: none"> • Can they listen to a piece of music and discuss where and when they may be heard using simple musical vocabulary – E.g. it's quiet and smooth so would be good for sleeping |
| To understand a genre of music | What was rock n roll? | | |
| To recognise repeating phrases in songs | In Don McLean 'American Pie' –Can we identify verses and repeating chorus? | <ul style="list-style-type: none"> • listen with concentration and understanding to a range of high-quality live and recorded music | <ul style="list-style-type: none"> • Can they listen out for particular things when listening to music? |
| To understand songs have meanings | Lyric analysis – what does the chorus mean? Why does it repeat? What effect does this have? | | <ul style="list-style-type: none"> • Can they listen out for particular things when listening to music? |
| To make links between history and music | Why is the song called 'The day the music died'? | | |

The Craylands School KS2 Long term subject: Music

Aims

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence

understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notation

Skills

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations

Knowledge

- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musician
- develop an understanding of the history of music
- understand staff and other musical notation

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| <ul style="list-style-type: none"> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | | | |
| Year 3 Term 2 | The History of Music – 1970s – Classic Rock – Queen + Bohemian Rhapsody | | |
| Link to prior learning | | | |
| Vocabulary | Chorus Multi-tracking Harmonising Operatic Silhouette, Scaramouche, fandango, Galileo, Figaro, magnifico, bismillah, Beelzebub | | |
| Learning objectives | Context | Skills | Knowledge |
| To watch and respond to a performance | Watch Boh Rap Live at Wembley 1986 – have you heard this song before? How is the performance made exciting? What about the crowd participation? | | <ul style="list-style-type: none"> Do they sing in tune with expression? Do they control their voice when singing? |
| To look at the lyrics of a song | Anatomy of a song – listen, questions about lyrical content – discuss meaning, structure of, watch making of documentary | | |
| To discuss a feature of a song | ‘The opera bit’ focus – How is this different from the rest of the song? How has it been arranged and performed? | | |
| To practice part of a song | How can we re-create part of a song? How do we warm up our voices? | | |

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| | Can any of us sing at different ranges? | | |
| To perform | How will we perform what we have practised to everyone else? | | |
| Year 3 Terms 3 & 4 | The Great Musicians – Pink Floyd –Time + Percussion | | |
| Links to prior learning | | | |
| Vocabulary | Rototoms – tuned v untuned percussion Clocks chiming, alarms ringing | Muted strings Bass guitar | Introductory passage |
| Learning objectives | Context | Skills | Knowledge |
| To respond to a piece of music | Listen to intro of 'Time' what are RotoToms? What do you think the song represents? | | |
| To recreate a piece of music | How can we recreate the introductory passage – clocks chiming, alarms ringing, do a modern version of this using ringtones etc? | | |
| To compose | How can we use djembe drums or any percussion instruments appropriate to create repeated patterns? | | <ul style="list-style-type: none"> • Can they compose melodies and songs? • Can they combine different sounds to create a specific mood or feeling? • Can they use different elements in their composition? • Can they create repeated patterns with different instruments? |
| To evaluate a composition | How have they created an accompaniment / combined sounds for different feelings/moods does their piece give the impression of time passing? | | <ul style="list-style-type: none"> • Can they create accompaniments for tunes? |
| Year 3 Terms 5 & 6 | Classical + The Great Composers – Baroque Era – Bach, Vivaldi, Handel | | |

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| Links to prior learning | | | | | | |
| Vocabulary | Violin Concerto | Baroque | Sonnet | Motif | Program music | Movements |
| Learning objectives | Context | | Skills | | Knowledge | |
| To understand features of an era of music | What was the music like from the Baroque era of history? | | <ul style="list-style-type: none"> listen with attention to detail understand staff and other musical notation develop an understanding of the history of music | | <ul style="list-style-type: none"> Can they improve their work, explaining how it has been improved? Can they use musical words to describe what they like and dislike? | |
| To understand the life of a famous composer | Who were Handel, Bach and Vivaldi? How can we find out about them? | | | | | |
| To appraise a piece of music | Vivaldi 'four seasons' concertos – listen to the concertos summer, autumn, winter, spring – how can we describe the music? What instruments are played? | | <ul style="list-style-type: none"> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | | <ul style="list-style-type: none"> Can they use musical vocabulary to describe a piece of music and compositions? | |
| To match music with the written word | How can we match these sonnets with the music being played? | | | | | |
| To compare composers | If we play three pieces from Bach, Vivaldi and Handel – can we match the pieces to the correct composer? | | | | <ul style="list-style-type: none"> Can they recognise the work of at least one famous composer or significant artist? | |
| Year 4 Terms 1 & 2 | The Great Musicians–The Voices – Paul Simon + Art Garfunkel, Axl Rose, Liam Gallagher, Freddie Mercury, Kate Bush, Enya, Sinead o'Connor, Thom Yorke | | | | | |

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| Link to prior learning | | | |
| Vocabulary | Voice – tonality, rhythm Vocalist - Arias, recitatives, songs Vocal coach, voice training vocal technique crossover pitch, volume, timbre, vocal resonation chest/head voice voice types – soprano, mezzo-sop, contralto, countertenor, tenor, baritone, bass | | |
| Learning objectives | Context | Skills | Knowledge |
| To understand the voice is an instrument | How do artists use their voice as an instrument? What ways can we use the voice? | | |
| To learn about an artist | <p>Who is this artist? What songs have they performed? How do they use their voice in their performances? Can we recreate part of their song?</p> <p>Cover examples from the following singers: 1 – Freddie Mercury – Killer Queen 2 – Axl Rose – Paradise City 3 – Liam Gallagher – Cast no Shadow 4 – Kate Bush – Wuthering Heights, Enya – May it Be 5 – Delores o’Riordan – Dreams/Linger, Alanis Morissette – Smiling / Ironic</p> | <ul style="list-style-type: none"> perform in solo and ensemble contexts, using their voice with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music | <ul style="list-style-type: none"> Can they perform a simple part rhythmically? Can they sing songs from memory with accurate pitch? Can they improvise using repeated patterns? |
| To learn about an artist | Who is this artist? What songs have they performed? How do they use their voice in their performances? Can we recreate part of their song? | | |

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| | <p>Cover examples from the following singers:</p> <ol style="list-style-type: none"> 1 – Freddie Mercury – Killer Queen 2 – Axl Rose – Paradise City 3 – Liam Gallagher – Cast no Shadow 4 – Kate Bush – Wuthering Heights, Enya – May it Be 5 – Delores o’Riordan – Dreams/Linger, Alanis Morissette – Smiling / Ironic | | |
| <p>To learn about an artist</p> | <p>Who is this artist? What songs have they performed? How do they use their voice in their performances? Can we recreate part of their song?</p> <p>Cover examples from the following singers:</p> <ol style="list-style-type: none"> 1 – Freddie Mercury – Killer Queen 2 – Axl Rose – Paradise City 3 – Liam Gallagher – Cast no Shadow 4 – Kate Bush – Wuthering Heights, Enya – May it Be 5 – Delores o’Riordan – Dreams/Linger, Alanis Morissette – Smiling / Ironic | | |
| <p>Year 4 Terms 3 & 4</p> | <p style="text-align: center;">The History of Music– Composing Electronic + Ambient –Jean-Michel Jarre, Brian Eno, Vangelis Mike Oldfield – Tubular Bells</p> | | |

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| Links to prior learning | | | |
| Vocabulary | Analogue synthesizer, Muzak Sequences, melody Eight-track recorder Related musicians - Edgar Froese, Tangerine Dream, Mike Oldfield, Gustav Mahler, Johann Sebastian Bach Michel Granger – artist | | |
| Learning objectives | Context | Skills | Knowledge |
| To appraise a piece of music | Listen to Jarre 'Oxygene IV' What do we think of this piece of music? How is it different from others we have listened to? | <ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music | |
| To understand what notes are | What are octaves? How do we know what key is for which note? | | |
| To understand staff notation | What is staff notation? | <ul style="list-style-type: none"> understand staff and other musical notations | <ul style="list-style-type: none"> Can they use notations to record and interpret sequences of pitches? Can they use standard notation / non-standard notation? |

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| | | | <ul style="list-style-type: none"> Can they use notations to record compositions in a small group or on their own? |
| To follow notation | How can we follow the notation to play a tuned instrument? | <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression | |
| To play tuned instruments | How can we play in time? How do we know when to 'rest'? | <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the interrelated dimensions of music | <ul style="list-style-type: none"> Can they use their notation in a performance? |
| Year 4 Terms 5&6 | Classical + The Great Composers – Classical Era – The Battle of Genius: Mozart v Salieri | | |
| Links to prior learning | | | |
| Vocabulary | | | |
| Learning objectives | Context | Skills | Knowledge |
| To learn about a famous musician | Who was Mozart? Who was Salieri? How were their lives and background different? | | |

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| To respond to music | What is Mozart's music like? What was Mozart like as a personality/character? | <ul style="list-style-type: none"> listen with attention to detail appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music | <ul style="list-style-type: none"> Can they begin to identify with the style of work of a composer or significant artist? Can they explain the place of silence and explain what effect it has? Can they start to identify the character of a piece of music? Can they describe and identify the different purposes of music? |
| To learn about a famous musician | What do we know about Salieri's work? What did Salieri say about Mozart? | <ul style="list-style-type: none"> develop an understanding of the history of music | |
| To learn about musicians | WERE Mozart and Salieri 'rivals'? What evidence is there for this? Where did the idea of 'rivalry' come from + why? | <ul style="list-style-type: none"> develop an understanding of the history of music | |
| Year 5 Terms 1 & 2 | The History of Music– 1990s –School of Alt-Rock Choir Grunge, Metal, Hard Rock, nu metal, industrial | | |
| Link to prior learning | | | |
| Vocabulary | Chord progression Power chords Double tracked 4/8/12 bar sections 8 bar verse/chorus Developing variation – volume and dynamics, quiet to loud | | |
| Learning objectives | Context | Skills | Knowledge |

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| <p>To recognise a genre of music</p> | <p>Watch performances from Nirvana's MTV unplugged / Reading festival 1992</p> <p>What is alt-rock? LOOK AT EXAMPLES OF grunge, metal, hard rock, nu metal, industrial – Nirvana, Pearl Jam, REM, Metallica, Guns n Roses, Linkin Park, RATM, SOAD for examples</p> | <ul style="list-style-type: none"> • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music | <ul style="list-style-type: none"> • Do they breathe in the correct place when singing? • Can they sing and use their understanding of meaning to add expression? • Can they maintain their part whilst others are performing their part? • Can they perform 'by ear' and from simple notations? • Can they improvise within a group using melodic and rhythmic phrases? • Can they recognise and use basic structural forms – rounds, variations, rondo form? |
| <p>To appraise a song</p> | <p>Smells like Teen Spirit – the moment where grunge entered the mainstream – what do you notice about the music? How does it change throughout the song?</p> | | |
| <p>To find out about a band</p> | <p>What can we find out about the band from the documentary?</p> | | |
| <p>To appraise a genre of music</p> | <p>What do we think of rock choirs eg rockin, 1000?</p> | <ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory | |

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| To perform | How can we recreate the style of a rock choir? | <ul style="list-style-type: none"> perform in solo and ensemble contexts, using their voice with increasing accuracy, fluency, control and expression | |
| Year 5 Terms 3 & 4 | Classical + The Great Composers – Romantic Era – Berlioz, Tchaikovsky, Prokofiev, Dvorak | | |
| Links to prior learning | | | |
| Vocabulary | Features of – song cycle, nocturne, programme music, melody, themes, dynamics, tonal range, orchestration | | |
| Learning objectives | Context | Skills | Knowledge |
| To find out about an era of music | What were the features / significant composers of the Romantic Era? Focus on Tchaikovsky, Berlioz, Dvorak + Prokofiev | <ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musician develop an understanding of the history of music | <ul style="list-style-type: none"> Can they change sounds or organise them differently to change the effect? Can they compose music which meets specific criteria? Can they use their notation to record groups of pitches (chords)? Can they use a music diary to record aspects of the composition process? Can they choose the most appropriate tempo for a piece of music? |

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| To find out about an era of music | What were the features / significant composers of the Romantic Era? Focus on Tchaikovsky, Berlioz, Dvorak + Prokofiev | | |
| To find out about an era of music | What were the features / significant composers of the Romantic Era? Focus on Tchaikovsky, Berlioz, Dvorak + Prokofiev | | |
| To research a famous composer | Who was Tchaikovsky? | | |
| To understand how music can be performed to | How is the music being represented by dance in these ballets – Nutcracker? | | |
| Year 5 Terms 5 & 6 | The Great Musicians – David Bowie: The Blackstar | | |
| Links to prior learning | | | |
| Vocabulary | Singer-songwriter Innovation Inventor, reinvention, visual presentation, music stagecraft, experimentation, glam rock, flamboyant, androgynous, alter-ego, Ziggy Stardust Plastic Soul, The Berlin Trilogy – collaboration, Brian Eno | | |
| Learning objectives | Context | Skills | Knowledge |
| To find out about a famous artist | Who was David Bowie? | <ul style="list-style-type: none"> listen with attention to detail appreciate and understand a wide range of high-quality live and recorded music | <ul style="list-style-type: none"> Can they describe, compare and evaluate music using musical vocabulary? |

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| To find out about a famous artist | Who were the the 'characters' – Ziggy Stardust, Aladdin Sane, The Thin White Duke? | <ul style="list-style-type: none"> drawn from different traditions and from great composers and musicians develop an understanding of the history of music | <ul style="list-style-type: none"> Can they explain why they think their work is successful or unsuccessful? Can they contrast the work of famous composers / significant artists and show preferences? |
| To find out about a famous artist | What role does David Bowie play in the film the 'Labyrinth' | | |
| To analyse a music video | How would you describe these music videos? What do they tell us about the artist? The Blind Prophet – 'The Goodbye' – 'blackstar / lazarus' | | |
| Year 6 Terms 1 & 2 | The History of Music– 1990/00s –The DJ – Paul Oakenfold GOA mix | | |
| Link to prior learning | | | |
| Vocabulary | DJ – turntablist, music festival, nightclub, radio DJ, mix – vinyl records, cassette, CDs DAF Mix, playlist BPM, BEAT-MATCHING, cross fading, cue, DJ controllers, effects unit/pedals, drum machines, synthesisers, | | |
| Learning objectives | Context | Skills | Knowledge |
| To understand what a DJ is | What is a DJ? | <ul style="list-style-type: none"> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musician | |

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| | | <ul style="list-style-type: none"> develop an understanding of the history of music | |
| To understand how music can match an occasion | What is a 'mix' or playlist? For what reasons do we listen to music for? What occasions may we need a list? | | |
| To understand music can be combined | What is crossfading and beatmatching? | | |
| To compile a playlist | What music would you have on your playlist for a party? Birthday? For exercise? | | |
| To mix music | How can we mix different songs? What technology do we need to use? | <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression | <ul style="list-style-type: none"> Can they use a variety of different musical devices in their compositions - including melody, rhythm and chords? Can they combine groups of beats? |
| Year 6 Terms 3 & 4 | Classical + The Great Composers– A Night at the Opera –Richard Wagner and the Leitmotif | | |
| Links to prior learning | | | |
| Vocabulary | composer/librettist, performing arts, scenery, acting, costume, dance/ballet, Opera House, orchestra, musical ensemble, conductor, singspiel, arias, music drama, bel canto | | |
| Learning objectives | Context | Skills | Knowledge |
| To find out about a famous composer | 'Ride of the Valkyries' / 'Wedding March' from Tannhauser | <ul style="list-style-type: none"> listen with attention to detail | <ul style="list-style-type: none"> Can they refine and improve their work? |

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| | Who was Richard Wagner? | <ul style="list-style-type: none"> • understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music | <ul style="list-style-type: none"> • Can they compare and contrast the impact that different composers / artists from different times would have had on the people of the time? |
| To recognise a genre of music | What is Opera? Investigate the plot of 'The Ring of the Nibelung' | | <ul style="list-style-type: none"> • Can they analyse features within different pieces of music? |
| To recognise a style of music | The Leitmotif' – what is it? Examples of from the operas – look at the notation of each leitmotif – transcribe and play | | Can they compare and contrast the impact that different composers / artists from different times would have had on the people of the time |
| To find out about famous composers | Who are John Williams and Howard Shore? | | <ul style="list-style-type: none"> • Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? • Can they compare and contrast the impact that different composers / artists from different times would have had on the people of the time |