



Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Cycle 2023/24</b>	<b>Animal Antics- based around The Carnival of the Animals by Camille Saint Saens</b>	<b>Trains and Transport</b>	<b>The Grandma Rap</b>	<b>Swinging Shostakovich</b>	<b>Recorders</b>	<b>Composing inspired by Birdsong</b>
<b>Cycle A 2023/2024</b>	<p>MMC Development of singing skills Listening and music appreciation</p>	<p>Warm Up Sings Get on the train Magic Travel Machine The Transport Song</p> <p>Listen to four pieces of music inspired by travel.</p> <p>Learn a simple rhythm and perform it with tempo and volume changes.</p> <p>Learn about the musical terms <i>crescendo</i>, <i>diminuendo</i>, <i>accelerando</i>, and <i>ritenuto</i>.</p> <p>Begin to understand duration and rhythm notation.</p> <p>Follow signals from a conductor. Structure musical ideas into a whole-class composition</p>	<p>Use rap from Little Pig Jive</p> <p>Show ‘walk’ (crotchet) and ‘jogging’ (quavers) actions.</p> <p>Chant and play rhythms from stick notation.</p> <p>Learn a clapping game to <i>Hi lo chicka lo</i> that shows the rhythm.</p> <p>Compose 4-beat patterns using a looping app.</p> <p>Chant <i>Grandma rap</i> rhythmically and perform to an accompaniment you have created.</p>	<p>Substantive knowledge</p> <p>Show the beat with actions.</p> <p>Step rhythm patterns in our feet.</p> <p>Learn how beats can be grouped into patterns.</p> <p>Create body percussion patterns in 2- and 3-time.</p> <p>Identify beat groupings in familiar songs.</p> <p>Move freely and creatively to music using a prop.</p>	<p>Using the Charanga Recorder Scheme And the Rainbow Recorder Scheme for assessment</p> <p>Pupils to be proficient in B A and G by the end of the unit</p>	<p>Substantive knowledge</p> <p>Invent simple patterns using your voices, body percussion, and instruments.</p> <p>Follow signals given by a conductor/leader.</p> <p>Structure composing ideas into a bigger piece.</p> <p>Improvise solos using instruments.</p>



	<p>Technical Knowledge/Skills/Sticky Knowledge Choose instruments and compose music to reflect an animal.</p> <p>Listen with concentration.</p> <p>Talk about music using music vocabulary. Move to music showing it's character in movement.</p> <p>Identify different instrument sounds.</p> <p>Recognise changes in speed, note lengths, pitch, articulation (e.g. smooth/detached).</p>	<p>Implicit Knowledge/Skills</p> <p>Duration: the length of a note.</p> <p>Dynamics: volume, <i>crescendo</i> (gradually getting louder), <i>diminuendo</i> (gradually getting quieter).</p> <p>Tempo: speed, <i>accelerando</i> (gradually getting faster), <i>ritenuto</i> (gradually getting slower).</p> <p>Other: conductor – the person who signals to musicians and often decides the tempo of a piece, as well as when it starts and stops.</p>	<p>Technical Knowledge/Skills/Sticky Knowledge</p> <p>Duration: beat, rhythm, note durations: crotchet ('walk'), quavers ('jogging'), and crotchet rest ('shh').</p> <p>Pitch: pitch shape.</p> <p>Structure: 4-beat rhythm.</p> <p>Tempo: steady beat.</p> <p>Texture: round.</p>	<p>Implicit Knowledge/Skills</p> <p>Beat: a continuous steady pulse, like a ticking clock.</p> <p>Metre: beats grouped into regular patterns (usually in 2s, 3s, or 4s).</p> <p>Rhythm: is made up of patterns of different length notes.</p>	<p>Technical Knowledge/Skills/Sticky Knowledge</p>	<p>Implicit Knowledge/Skills</p> <p>Motif: a short musical idea.</p> <p>Conductor: the person who signals to musicians.</p> <p>Improvise: invent or create music on the spot.</p> <p>Accompaniment: a supporting part.</p>
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