

Ingoldmells Academy Long-Term Map: Music

<p>Reception Knowledge</p>		<p><u>Kapow – Celebration music</u> To learn about music from another culture - The festival of Diwali and respond to music with movement - The festival of Hanukkah, name some Jewish instruments and play some traditional Jewish music - The festival of Kwanzaa, take part in a call and response song and use drums to respond to African music - Christmas, singing, voice sounds and playing instruments to a Christmas song - Christmas - To suggest appropriate actions to match song lyrics, sing and move to Christmas songs</p>	<p><u>Kapow – Exploring sound</u> - To explore using voices to make a variety of sounds - To explore how to use our bodies to make sounds - To explore the sounds of different instruments - To identify sounds in the environment and differentiate between them - To use voices to imitate nature sounds</p>	<p><u>Kapow – Music and movement</u> - To understand why songs have actions, to learn some simple Makaton signs to accompany a song - To explore beat through body movement, to express feelings and emotions through movement to music - To explore pitch and tempo through scarf dancing and body movement, to express feelings and emotions through movement to music - To perform action songs to a small audience</p>	<p><u>Kapow – Musical stories</u> - To listen and follow music, changing their movements to reflect the tempo, pitch or dynamic - To explore how characters are represent in music - To sing and perform a group song with actions - To use instruments to represent actions - To write, compose, practise and perform their own musical story - To perform a story using movement to express moods or actions</p>	<p><u>Kapow – Big band</u> - To learn about and create their own musical instruments - To learn about the different groups in an orchestra and the role of a conductor - To follow a beat and play instruments together matching the beat - To play and sing to familiar songs changing the tempo and dynamic each time - To select instruments for different parts of a song and perform to a small audience</p>
<p>Vocabulary</p>			<p>voice sound whisper high/low body sounds rhythm beat tempo triangle shaker tambourine</p>	<p>action songs sign language Makaton lyrics verse heartbeat pulse composer cello</p>	<p>classical music dynamic musical story lyrics melody percussion</p>	<p>orchestra conductor wind brass strings</p>

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<p>Year 1/2 Knowledge</p>	<p>Kapow – Dynamics</p> <ul style="list-style-type: none"> - To understand how music can be used to represent an environment - To understand how music can represent changes in an environment - To explore using instruments, body and voice to create a seaside soundscape - To identify how dynamics can reflect environments - To create and represent sounds using symbols 	<p>Kapow – Sound Patterns</p> <ul style="list-style-type: none"> - To explore and change dynamics using the voice - To experiment with creating different sounds using a single instrument - To read simple rhythmic patterns comprising of one beat sounds and one beat rests - To play sound patterns in time with the pulse using a visual stimulus - To show awareness of different roles when performing in a group performance 	<p>Kapow – Call and Response</p> <ul style="list-style-type: none"> - To create short sounds with varied dynamics that represent an animal - To copy a short sound pattern - To explore call and response using instruments - To create sound patterns based on call and response - To perform different patterns with contrasting dynamics 	<p>Musical theatre- Megan</p> <ul style="list-style-type: none"> - To create a musical theatre scene - To rehearse a musical theatre scene - To perform a musical theatre scene 	<p>Kapow – Contrasting Dynamics</p> <ul style="list-style-type: none"> - To create a simple soundscape using dynamic changes - To listen to music and respond creatively, considering how dynamics can be represented - To compare two pieces of music - To create a short pitch pattern to represent a planet - To perform a pitch pattern representing a planet, using vocal and instrumental sounds and changes in dynamics 	<p>Kapow – Structure</p> <ul style="list-style-type: none"> - To read and clap a rhythm based on a phrase from a story - To hear write and clap rhythms based on phrase from a story - To use a rhythm in different ways to demonstrate structure - To create a structure using rhythmic patterns - To perform a group composition
<p>Vocabulary</p>	<p>dynamics instrument seaside soundscape symbol volume</p>	<p>character voice sound pattern</p>			<p>composer dynamics pitch pattern planet representation soundscape tempo</p>	<p>one-beat notes composition paired half-beat notes legend myth notation pulse rest rhythm structure tempo thinking voice</p>
<p>Year 3/4 Knowledge</p>	<p>Kapow - Creating a composition in response to an animation</p>	<p>Kapow – Rock and Roll</p> <ul style="list-style-type: none"> - To understand the history of rock and roll music 	<p>Instrumental Unit - Music Service - Trumpets</p>	<p>Instrumental Unit - Music Service – Trumpets</p>	<p>Kapow – Changes in pitch, tempo and dynamics</p>	<p>Kapow – Samba and carnival sounds and instruments</p>

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	<ul style="list-style-type: none"> - To tell a story from a piece of music through movement - To create a soundscape using percussion - To create a range of sounds to accompany a story - To compose and perform a rhythm to accompany a story - To compose and notate a short melody to accompany a story 	<ul style="list-style-type: none"> - To be able to perform with a sense of style - To play a walking bass line on tuned percussion - To be able to play a rock and roll bass line - To be able to play a rock and roll piece of music 		<p>Musical theatre- Megan</p> <ul style="list-style-type: none"> - To create a musical theatre scene - To rehearse a musical theatre scene - To perform a musical theatre scene 	<ul style="list-style-type: none"> - To sing in two parts using expression and dynamics - To recognise key elements of music - To perform a vocal ostinato - To create and perform an ostinato - To improve and perform a piece of music based around ostinatos 	<ul style="list-style-type: none"> - To recognise and identify the main features of samba music - To understand and play syncopated rhythms - To play syncopated rhythms as part of a group - To compose a basic rhythmic break - To perform rhythmic breaks within a samba piece
Vocabulary	<p>influence dynamics pitch pattern timbre repeated rhythm notation compose</p>	<p>rock and roll dynamic hand jive tempo notation style</p>			<p>a cappella dynamics tempo percussion breathing harmony texture ostinato layer</p>	<p>agogo crescendo ensemble Samba breaks syncopated rhythms chocalho ganza surdo</p>
Year 5 Knowledge	<p>Kapow – Composition notation</p> <ul style="list-style-type: none"> - To sing with accuracy, fluency, control and expression - To explore and use different forms of notation - To understand note length - To read simple pitch notation 	<p>Kapow – Blues</p> <ul style="list-style-type: none"> - To know some features of Blues music - To play the first line of the 12-bar blues - To be able to play the 12-bar blues - To be able to play the blues scale on a tuned instrument - To be able to improvise with notes from the blues scale 	<p>Kapow – South and West Africa</p> <ul style="list-style-type: none"> - To sing a traditional African song unaccompanied - To use tuned percussion to play a chord progression - To use vocals or tuned percussion to perform a piece of music as an ensemble 	<p>Musical theatre- Megan</p> <ul style="list-style-type: none"> - To create a musical theatre scene - To rehearse a musical theatre scene - To perform a musical theatre scene 	<p>Kapow – Composition to represent the festival of colour</p> <ul style="list-style-type: none"> - To understand that music can be represented with colours - To represent a piece of music as a graphic score - To create a vocal composition based on a picture 	<p>Kapow – Looping and remixing</p> <ul style="list-style-type: none"> - To play a simple looped rhythm from notation - To explore how sound can be layered using loops - To play a melody line accurately and fluently - To select a section of a tune and perform it as a loop

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	- To use hieroglyphs and stave notation to write a piece of music		- To play call and response rhythms using percussion instruments - To create an eight-beat break to play within a performance		- To create a piece of music inspired by a single colour - To work as a group to perform a piece of music	- To combine loops to create a remix
Vocabulary	backing track composition crotchet dotted minim ensemble fluency lyrics minim minor key notation pitch pitch notation quaver semibreve staff notation stave tempo tuned percussion unison vocal warm-ups	Blues chord 12-bar Blues bar scale bent notes ascending/ descending scale improvisation	a cappella call and response dynamics performance chord improvisation ostinato break ply-rhythms master drummer syncopation metronome		synesthesia dynamics Holi graphic score vocal composition performance	accuracy fragment looped rhythm notation rhythm backbeat layers melody ostinato riff body percussion loop melody line remix
Year 6 Knowledge	Kapow – Film music - To appraise different musical features in a variety of film contexts - To identify and understand some composing techniques in film music - To use graphic scores to interpret different emotions in film music	Kapow – Songs of WW2 - To use musical vocabulary to identify features of different eras of music - To improve accuracy in pitch and control for singing with expression and dynamics - To identify pitches within an octave when singing	Kapow – Theme and variations - To explore the musical concept of theme and variations - To compare and contrast different variations in the piece ‘The Young Person’s Guide to the Orchestra’	Musical theatre- Megan - To create a musical theatre scene - To rehearse a musical theatre scene - To perform a musical theatre scene	Kapow – Dynamics, pitch and texture - To appraise the work of a classical composer (Felix Mendelssohn) - To improvise as a group, using dynamics and pitch - To improvise as a group, using texture - To use knowledge of dynamics, texture and	Kapow – Composing and performing a leavers song - To listen to and describe music - To write lyrics for a song - To organise lyrics into a song structure - To use vocal improvisation and

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	<ul style="list-style-type: none"> - To create and notate musical ideas and relate them to film music - To play a sequence of musical ideas to convey emotions 	<ul style="list-style-type: none"> - To use knowledge of pitch to develop confidence when singing in parts - To be able to notate a melody using pitches up to an octave 	<ul style="list-style-type: none"> - To use complex rhythms to be able to perform a theme - To play TIKI-TIKI rhythms in ¾ time - To use music notation to create visual representations of TIKI-TIKI rhythms 		<ul style="list-style-type: none"> pitch to create a group composition - To use teamwork to create a group composition featuring changes in texture, dynamics and pitch 	<ul style="list-style-type: none"> known melodies against a backing track - To compose a melody - To compose a verse melody
Vocabulary	<ul style="list-style-type: none"> accelerando chords chromatics crescendo descending dynamics major/minor melodic modulate orchestral timpani tension texture tremolo unison 	<ul style="list-style-type: none"> counter-melody higher and lower Solfa morale frontline Vera Lynn 	<ul style="list-style-type: none"> accelerando crescendo chromatics improvise modulate sequence tremolo unison timpani tension 		<ul style="list-style-type: none"> conductor improvisation notation graphic score composition ensemble 	<ul style="list-style-type: none"> allegro chorus crescendo arrangement chord progression diminuendo forte ritardando stave notation largo