

Key Vocabulary

compose	Write or create, especially music and art
percussion	Instruments which make a sound when hit or shaken
pitch	The degree of highness or lowness of a note
tuned	Instruments tuned to a particular key or pitch, such as guitar or piano
untuned	Instruments not tuned to a particular key or pitch, such as percussion
unison	Two or more musical parts of the same pitch or one or more octaves
volume	Degree of loudness or intensity
repeat	Something which is said or done again
pulse	Space between beats which allows tempo
didgeridoo	Australian wind instrument which produces a continuous drone

Key Facts

The percussion family is the largest in the orchestra. Percussion instruments include any instrument that makes a sound when it is hit, shaken, or scraped.



Tuned percussion instruments include the xylophone, marimba, glockenspiel and bells. **Untuned percussion** instruments include the bass drum, side drum, anvils, triangles and jingles.

Pitch in music refers to how high or low a sound is. Large instrument produce low notes and small instruments produce high notes.

Key Questions

- How do didgeridoos make sound?
- What is the difference between volume and pitch?
- How would you show unison between two different instruments?
- Do all large instruments produce low notes?
- Do all small instruments produce high notes?
- What does percussion add to a song/performance?
- Do you always have to use musical instruments to represent sounds?

Autumn 1: Why do we love to be beside the seaside?

Listen and explore: Sounds of the sea and seaside songs. **Compose,** perform and evaluate a piece of music based around the sounds of the ocean. Score compositions using simple graphic scores and picture representations. **Perform** compositions.

Autumn 2: The Great Fire of London

Listen, appraise and perform songs based upon Christmas. **Compose** Choose two notes to make a pulse for a new fire engine siren.

Spring 1: Why is Earl Shilton important?

Listen, appraise, perform and compose rock songs. Investigate the heritage of the local rock band Kasabian.

Spring 2: The hidden joys of where we live.

Summer 1: The wonderful world of authors.

Listen and explore Australian music. Research didgeridoos and aboriginal music. **Sing and perform** Waltzing Matilda.

Summer 2: Where would you prefer to live England or Australia?



Key Skills

- Sing a range of songs with developing awareness of pitch.
- Have a sense of tempo (speed) and dynamics (varying levels of volume of sounds) when singing.
- Know that unison is everyone singing at the same time. Start and stop singing when following a leader.
- Work and perform as part of small groups.
- Play with control by getting louder or quieter, faster or slower keeping a steady beat.
- Begin to play using graphic scores.
- Compose a structured piece of music with a beginning middle and end
- Compose short melodies
- Use graphic scoring to express the duration of sounds and the structure of a piece of music.

Influencing Musician

Johann Pachelbel

Date 1653 –1706

German composer known for his works for the organ and one of the great organ masters of the generation before Johann Sebastian Bach. Famous for Canon in D.



Key Facts

Indigenous music of Australia comprises the music of the Aboriginal people of Australia. Music and dance are important to Aboriginal culture. They are used as part of everyday life and to mark special occasions. Song lines tell stories of the Creation and Dreamtime as Aboriginals made their journeys across the desert, while other sacred music is used in ceremonies. The music was often used to map journeys they would know where they were by the verse in the song.



Singing - When we sing, we use lots of muscles. We always warm up before singing, to make these muscles stronger. Warming up includes singing a range of notes that range from a low to high pitch.

Projection is using our voices loudly and clearly. We must breathe in before singing the start of each line of music. As we sing the line of music, we must slowly release our breath and then breathe in again at the start of the next line. This helps us sing with control. Our mouths must be as round as possible when singing to ensure a good quality of sound.

Links to other Subjects

Geography - Seaside towns and Australia

English and Reading - Stories from different cultures (Australia)

History - Great Fire of London

D&T - Making fire engines

Links to other Learning

- **Year 1** -Sing together and with a leader. Learn the names of the instruments they are playing. Play a range of instruments fast, slow, loudly and quietly. Help to compose a simple melody using one, two or three notes. Use graphics or symbols to record the sounds they have made. To explore: high and low sounds , long and short sounds, loud and quiet sounds, fast and slow sounds. Enjoy moving to music by dancing, marching, clapping
- **Year 3** - Play tuned percussion with increasing confidence. Keep a steady beat on an instrument in a group or individually. Explore the different sounds (timbres) that an instrument can make. Explore longer/shorter, faster/slower, higher/lower and louder/quieter sound using percussion and voices. Listen to music and identify the beat, rhythm, dynamic tempo or melody. Use graphic scoring to express the duration of sounds and the structure of a piece of music.