

# WHITLEY MEMORIAL C of E AIDED PRIMARY SCHOOL



*'Let your light shine' – Matthew 5:16*

Curriculum Planning    Subject:    **MUSIC**    **KEY STAGE 2 Pitch**

<b>Overview</b>	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>			
<b>Year Group</b>	Year 3	Year 4	Year 5	Year 6
<b>Topic</b>	<b>Pitch</b>	<b>Pitch</b>	<b>Pitch (Viking topic)</b>	<b>Pitch</b>
<b>Duration</b>	6 weeks	6 weeks	Autumn 2 6 weeks	6 weeks
<b>Key Learning:</b> National Curriculum knowledge covered	<p>Explore pitch and duration.</p> <p>Sing and use voices to create music with others.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing</p>	<p>Understand and explore pitch.</p> <p>Sing and use voices to create music with others.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing</p>	<p>Understand and explore pitch and duration.</p> <p>Sing and use voices to create music with others.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical</p>	<p>Understand and explore pitch, duration and texture.</p> <p>Sing and use voices to create music with others.</p> <p>Improvise, play and perform in solo and ensemble contexts, using their voices and playing</p>

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	accuracy, fluency, control and expression	accuracy, fluency, control and expression	instruments with increasing accuracy, fluency, control and expression	musical instruments with increasing accuracy, fluency, control and expression
<b>Other Key Learning Rational</b>			Understand and experience the various styles of Viking Music.	
<b>Key Progressive Skills:</b> National Curriculum skills covered	<p><b>To listen with attention to detail and to internalise and recall sounds-</b> To listen with attention and begin to recall sounds.</p> <p><b>To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects</b> To begin to understand how different musical elements are combined and used to create an effect.</p>	<p><b>To listen with attention to detail and to internalise and recall sounds-</b> To listen to and recall patterns of sounds with increasing accuracy.</p> <p><b>To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.</b> To understand how different musical elements are combined and used expressively.</p>	<p><b>To listen with attention to detail and to internalise and recall sounds-</b> To listen to and recall a range of sounds and patterns of sounds confidently.</p> <p><b>To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.</b> To begin to identify the relationship between sounds and how music can reflect different meanings.</p>	<p><b>To listen with attention to detail and to internalise and recall sounds.</b> To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.</p> <p><b>To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.</b> To identify and explore the relationship between sounds and how music can reflect different meanings.</p>
<b>Key Vocabulary</b> National Curriculum and other	<p>PULSE: the steady beat of a piece of a piece of music</p> <p>PITCH: the melody and the way the notes change from low to high and vice versa.</p> <p>RHYTHM: or duration is the pattern of long and short sounds in a piece of music.</p> <p>DYNAMICS: Loud and soft.</p>			

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TEMPO: Fast and slow.

TIMBRE: The type of sound - whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)

TEXTURE: Layers of sound (number of instruments or voices playing together)

STRUCTURE: The way the music is laid out -e.g. Verse, chorus, verse.