

PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNEY ITINERARY

Pembridge is a school where we encourage everyone to be inspired through faith in God and to live by Christian values so that our teaching and learning is of the highest quality, our whole community flourishes and we reflect all that is worthy of praise.

SUBJECT: Music

YEAR GROUPS: 3 and 4

Name:

PREVIOUS KNOWLEDGE We would expect most children to already be able to:

- Follow simple melodies; keep a steady pulse; play simple patterns on an instrument
- Make different sounds with voice/instruments; show sounds by pictures/symbols; create music in response
- Respond to different moods in music; talk about how music makes them feel; make some improvements to work; listen to specific parts

At the end of LKS2, children should be able to:

Performing:	Composing (including notation):	Appraising:
• sing in tune with expression • control their voice when singing • play clear notes on instruments • perform a simple part rhythmically • sing songs from memory with accurate pitch • improvise using repeated patterns	• use different elements in their composition • create repeated patterns with different instruments • compose melodies and songs • create accompaniments for tunes • combine different sounds to create a specific mood or feeling • use notations to record and interpret sequences of pitches • use standard notation • use notations to record compositions in a small group or on their own • use their notation in a performance	• improve their work; explaining how it has improved • use musical words (the elements of music) to describe a piece of music and compositions • use musical words to describe what they like and dislike • recognise the work of at least one famous composer (e.g. Copland) • explain the place of silence and say what effect it has • start to identify the character of a piece of music • describe and identify the different purposes of music • begin to identify with the style of work of a range of composers (e.g. Elgar)

Year	Autumn Term	Spring Term	Summer Term
A	Perform: Can I play three chords on the ukulele? Can I recognise the chord notation from the symbol above the music? Can I transition between the chords so that the rhythm of the song is kept steady? Can I play Frère Jaques in a round? Can I perform Jingle Bells? Appraise: Can I suggest how I can improve my playing of the ukulele?	Compose and appraise: Can I explain what samba music is like and how this is part of life in Brazil? Can I move in time with music? Perform: Can I perform vocal percussion using different rhythm patterns? Can I perform call-and-response rhythms vocally, then to percussion?	Sing and appraise and compose: 'The Fantasy Football Team' Can I identify, play from, and compose with rhythm patterns comprising crotchets, quavers, crotchet rests, and minims. Can I compose and perform a whole-class 'rondo' with melodic patterns?
B	Listen and appraise: 'The Pink Panther Theme' tune. Can I recognise elements of the music e.g. the rhythm that establishes the mood and character? Compose: Can I create a mood/ scene based on a given set of instruments and talk about the effect of particular sounds?	Listen and appraise: Copland's 'Fanfare for the Common Man' Can I describe how timbre, dynamics and texture can be used to create impact in a fanfare? Compose: Can I create a fanfare melody using a note set combined with short, repeated rhythms? Does it reflect a special occasion using melody, rhythm, texture, and silence?	All on a theme of railways: Can I listen to pieces of music, identifying and comparing how composers have combined words and music? Can I explore a variety of ways in which words can be used to create music? E.g. The Night Mail/From a Railway Carriage Can I use words to create atmosphere and effect in music, creating rhythm patterns and longer sequences with words?

ASSESSMENT OPPORTUNITIES

Children will be able to demonstrate their learning through:

- Class performances, composition opportunities and oral and written explanations during lessons.
- Give appreciation of a wide range of high-quality music.
- Performing for parents/visitors and on Seesaw.

ENRICHMENT OPPORTUNITIES

We will endeavour to include:

- Listen to a wide range of high-quality music from different times/cultures.
- Performance opportunities including using percussion instruments.
- Young Voices/worship services/school productions

SUBJECT-SPECIFIC VOCABULARY

We will expect children to use these words and phrases:

duration, pitch, structure, melody, beat, compose, rhythm, texture, silence, melody, pentatonic scale, notation, crotchets, quavers, crotchet rests, and minims.

CROSS-CURRICULAR LINKS

This itinerary fits with our other learning through:

- History – timelines, chronology
- Geography – folk music countries, Brazil (rainforest)
- PSHE – celebrating a special occasion with a fanfare
- English – poetry

LEARNING BEHAVIOURS Children will be expected to:

Tries new things	be eager to try new songs and pick up new rhythms.
Works hard	show, amongst group work, an equity of work.
Concentrates	listen attentively to details in songs.
Self-motivates	understand the importance of when it is the right time to play instruments.
Imagines	think carefully about the relationship between words and music.
Improves	listens to and follows other people's suggestions after appraisal.
Understands others	appreciate how other composers approach a theme.
Doesn't give up	be mindful of how to support others to continue in small group compositions.