

Our Curriculum Key Drivers - Flourishing for All, Diversity and Challenge

L	Learning objective	Connect knowledge (Super 6)	Key Teacher subject knowledge	Substantive knowledge (N.C)	Disciplinary knowledge (skills)	Apply (lesson - planned in phases)	Key Vocabulary	Outcome of Lesson
1	<u>Pitter, patter raindrops</u> To identify structure and texture in music.	Prior learning: Traditional instruments and improvisation https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/around-the-world-india/	(knowledge organiser)	Cycle B y4: -Improvise and compose music for a range of purposes using the inter-related dimensions of music. -Listen with attention to detail and recall sounds with increasing aural memory. - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. -Develop an understanding of the history of music	Cycle B Year 4: -Recognising the use and development of motifs in music. - Identifying gradual dynamic and tempo changes within a piece of music. - Recognising, naming and explaining the effect of the interrelated dimensions of music. - Identifying scaled dynamics (crescendo/deceleration) within a piece of music. - Using musical vocabulary to discuss the purpose of a piece of music.	https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/rainforests/lesson-1-pitter-patter-raindrops/	body percussion clapping clicking patter pitter raindrop	-I know what body percussion is. -I know that structure means the organisation of the music into sections. -I know that texture means how many different layers of music there are playing at a time. -I can identify the different sections in a piece of music. -I can identify how many layers there are in a piece of music.
2	<u>Rainforest body percussion</u> To use body percussion			-Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. -Improvise and compose music for a range of purposes using the inter-related dimensions of music	- Using musical vocabulary when discussing improvements to their own and others' work. - Composing a coherent piece of music in a given style with voices, bodies and instruments. - Developing melodies using rhythmic variation, transposition, inversion, and looping.	https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/rainforests/lesson-2-rainforest-body-percussion/	boom clap rhythm snap tempo	-I can describe a piece of music, referring to: tempo (speed); dynamics (volume); texture (different layers); structure (organisation of the piece). -I can use body percussion to perform a boom clap click sequence and play in time with my partner. -I can create one line of my own sequence using a stamp. -I can record my rhythm using symbols or words.
3	<u>The rhythm of the forest floor</u> To create musical rhythms using body percussion.			-Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. -Improvise and compose music for a range of purposes using the inter-related dimensions of music.	- Creating a piece of music with at least four different layers and a clear structure. - Suggesting improvements to others work, using musical vocabulary. - Composing a coherent piece of music in a given style with voices, bodies and instruments. - Beginning to improvise musically within a given style.	https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/rainforests/lesson-3-the-rhythm-of-the-forest-floor/	contrast higher lower rhythm structure texture	-I know that there are four layers of the rainforest. -I can use body percussion to make two different rhythms to represent the forest floor and understorey layers of the rainforest. -Both rhythms consist of three or four sounds made by using my body. -I consider the movement of the animals that live in each layer when making my rhythms. -In my group, we can consider the overall structure and texture of the rhythms when they are put together. -I can record my rhythm
4	<u>The loopy rainforest</u> To create simple tunes			-Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. -Improvise and compose music for a range of purposes using the inter-related dimensions of music. -Use and understand staff and other musical notation.		https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/rainforests/lesson-4-the-loopy-rainforest/	compose loop melody pitch tempo	-I know that a repeated melody or a loop is something that keeps repeating. -I can make two simple melodies to represent the canopy and emergent layers of the rainforest. -I can work with a partner and use tuned percussion instruments to create a short melody line. -I consider the movement of the different animals within the layers of the rainforest and how this affects the pitch and tempo of my melodies. -In our groups, we can decide which melodies are most appropriate for each layer and record them.
5	<u>Sounds of the rainforest</u> To build an improvise a composition			-Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. -Listen with attention to detail and recall sounds with increasing aural memory. - Use and understand staff and other musical notations.		https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/rainforests/lesson-5-sounds-of-the-rainforest/	inspiration keyboard melody rhythm texture	-I can work as part of a group to build the structure of our rainforest inspired composition by considering: -the best way to start and end; tempo (speed); dynamics (volume); texture (different layers); structure (organisation of the piece). -I can play in time with my group. -I can play my part in the composition accurately. -I can offer suggestions for improvements considering rhythm and