

#Dorset
making music



Progression in Musical Learning

Primary Phase

INTRODUCTION

With the publication of the new 'Model Music Curriculum' and Ofsted's 'Music Research Review' earlier this year, it's clear that the DfE are encouraging schools to realise the benefits that a quality music education can bring to children and young people. Both documents emphasise the need for children to experience a broad and balanced curriculum that is carefully structured to allow for clear progression and consolidated learning.

At Dorset Music Hub we believe music education can positively impact a young person's life through enhanced wellbeing, confidence and communication skills, and can contribute towards a thriving and vibrant school community. **Making music** should be at the heart of music lessons and children should be actively 'doing music' as much as possible. They should know that they are in a music lesson and have plenty of opportunities to sing, play, create and perform music throughout their school life.

The aim of this resource is to support both specialist and non-specialist teachers in delivering the National Curriculum for music in a progressive and age-appropriate way. We want to enable all teaching staff to recognise how their pupils' understanding of music deepens and develops as they learn key musical skills. We hope this guidance will support more opportunities for pupils to explore the interrelated dimensions, or elements, of music in school and experience a variety of musical styles.

The guide has been designed to be simple and clear - with minimal jargon - so teachers can dip in and feel confident in understanding what pupils at different stages on their musical journey should be learning.

This Primary Phase Progression in Musical Learning guide has been co-produced with a group of primary Music Subject Leads who contributed their expertise and great ideas to shape the resource in collaboration with our Project Manager Hannah Reeves.

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The logo features the text "#Dorset making music" in a playful, multi-colored font. The word "Dorset" is in blue, "making" is in green and yellow, and "music" is in red and blue. The hashtag symbol is also in blue.

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PROGRESSION IN KNOWLEDGE & UNDERSTANDING OF THE INTERRELATED DIMENSIONS/ELEMENTS OF MUSIC

Year	PITCH	DURATION	TEMPO	DYNAMICS	TEXTURE	TIMBRE	STRUCTURE
	The range of sounds between high and low	The length of time each sound lasts for	How fast or slow a piece of music is	The range of sounds between loud and quiet	How many different sounds there are	The different kinds of sounds such as string, metal, wind & wood	The way music is organised into different sections

Children know that....

1	Sounds can be high or low and move from one to the other	Sounds can be long or short, steady, or silent	Music can be fast or slow	Sounds can be loud, quiet, or silent.	There can be more than one sounds at a time.	There are different types of sounds such as vocal, body and sounds found around them and they can identify these	Music can be the same or different and music can tell stories
2	Sounds can move by steps and leaps	Sounds can be fast or slow and patterns can be made from these sounds (rhythms)	Music can be fast, slow, or medium and they can identify this	Loud and quiet sounds should be used at different times.	Different layers of sounds are used in music to create texture	Sounds can be grouped based on the way they are made, and some instrument can make more than one type of sound.	Music has a beginning, middle and an end. Music sometimes has an echo.
3	Melodies have a shape and recognise step-like patterns (scales)	Beats can be strong or weak depending on where they fall in the music	The speed of music can change gradually or suddenly	Sounds can get louder gradually (crescendo) and quieter gradually (diminuendo)	Lots of layers creates a heavier sound, and fewer layers create a lighter sound.	There are different families of orchestral instruments and how these instruments are played (wind, strings, percussion)	Music can have repeated patterns (ostinati) and question and answer type phrases.

PROGRESSION IN KNOWLEDGE & UNDERSTANDING OF THE INTERRELATED DIMENSIONS/ELEMENTS OF MUSIC

Year	PITCH The range of sounds between high and low	DURATION The length of time each sound lasts for	TEMPO How fast or slow a piece of music is	DYNAMICS The range of sounds between loud and quiet	TEXTURE How many different sounds there are	TIMBRE The different kinds of sounds such as string, metal, wind & wood	STRUCTURE The way music is organised into different sections
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Children know that....

4	Different note combinations create pentatonic scales (set of 5 notes)	Sounds are grouped into beats of 2, 3 or 4.	There is specific vocabulary or the different speeds in music (largo – slow, moderato–moderate and allegro- fast)	There are specific symbols to represent the volume of music. PP – very quiet, P – quiet, mf – med loud, f – loud, ff – Very loud	There are different types of texture e.g. solo, duet, trio, unison, harmony	Orchestral instruments create different sounds and can identify instruments from listening	Music can be structured into a verse and chorus, or two sections (Binary form – AB form)
5	Groups of sounds can be happy sounding (major) or sad sounding (minor)	Music is played in different time signatures such as 2/4, 3/4 or 4/4 and these change the feel of the music	There is specific vocabulary for the changing speeds in music (accelerando – getting faster, ritardando – getting slower)	Dynamics can be added to their own music to create different moods	More than one note can be played at a time in different combinations such as note clusters and chords	Different instruments can be combined for effect.	Music can be played by more than one player at a time and this create harmony
6	Major and Minor sounds can affect the mood of a piece and can identify if a piece is in a major or minor key.	Some beats don't fall on the main beat and are syncopated or off beat.	The speed of the music can be used to create different moods and effects.	Dynamics can be used for specific effects.	Chords can be used to accompany a song and follow a set sequence	There are lots of different grouping of instruments such as rock bands, jazz bands, gamelan, samba etc.	Music can be structured in more complex forms with repeating sections such as Ternary Form (ABA) or Rondo Form (ABACAD)

LISTENING LINKS FOR THE MODEL MUSIC CURRICULUM

This list is cumulative, so only new additions at each year group will be listed. These links have been checked for inappropriate content, but we strongly recommend watching them yourself before sharing them with your class to ensure you feel they are suitable for the age of your pupils.

Year	Category	Title	Composer	Period/style
Year 1	Western Classical Tradition and Film	Rondo Alla Turca	Mozart	Classical
		Mars from <i>The Planets</i>	Holst	20 th Century
	Popular Music	Wild Man	Kate Bush	Art Pop
		Runaway Blues	Ma Rainey	Blues
	Musical Traditions	Fanfarra (Cabua-Le-Le)	Sergio Mendes/Carlinhos Brown	Samba (Brazil)
Year 2	Western Classical Tradition and Film	Night Ferry	Anna Clyne	21 st Century
		Bolero	Ravel	20 th Century
	Popular Music	Hound Dog	Elvis Presley	Rock 'n' Roll
		With a Little Help from My Friends	The Beatles	Pop
	Musical Traditions	Baris	Gong Kebyar of Peliatan	Gamelan (Indonesia)

- <https://www.youtube.com/watch?v=aeEmGvm7kDk>
- <https://www.youtube.com/watch?v=cXOanvv4plU>
- <https://www.youtube.com/watch?v=uhh1KbeKr4M>
- <https://www.youtube.com/watch?v=ObGCoc3d92Y>
- https://www.youtube.com/watch?v=_Cd6Kaf0ag0
- https://www.youtube.com/watch?v=HKQAI_rNsVU&list=OLAK5uy_nvNIqyrcFiBzLWuriTI-Co4Fg934skU&index=4
- <https://www.youtube.com/watch?v=E9PiL5icwic>
- <https://www.youtube.com/watch?v=lzQ8GDBA8Is>
- <https://www.youtube.com/watch?v=0C58ttB2-Qg>
- https://www.youtube.com/watch?v=_dayy-a8gMo

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Year 3	Western Classical Tradition and Film	Hallelujah from Messiah	Handel	Baroque
		Night on a Bare Mountain	Mussorgsky	Romantic
		Jai Ho from Slumdog Millionaire	A.R.Rahman	21 st Century
	Popular Music	I Got You (I feel good)	James Brown	Funk
		Le Freak	Chic	Disco
Musical Traditions	Sahela Re	Kishori Amonkar	Indian Classical	
Year 4	Western Classical Tradition and Film	Symphony No. 5	Beethoven	Classical
		O Euchari	Hildegard	Early/ Medieval
		For the Beauty of the Earth	Rutter	20 th Century
	Popular Music	Take the 'A' Train	Billy Strayhorn/ Duke Ellington Orchestra	Jazz
		Wonderwall	Oasis	90s Indie
	Musical Traditions	Bhabiye Akh Larr Gayee	Bhunjhangy Group	Bhangra (Punjab/UK)
Tropical Bird		Trinidad Steel Band	Calypso (Trinidad)	

<https://www.youtube.com/watch?v=IUZEtVbJT5c>

<https://www.youtube.com/watch?v=1NeKz22Mdxo>

<https://www.youtube.com/watch?v=xwwAVRyNmgQ>

https://www.youtube.com/watch?v=U5Tqldff_DQ

<https://www.youtube.com/watch?v=aXgSHL7efKg>

<https://www.youtube.com/watch?v=ipauyMfVYso>

<https://www.youtube.com/watch?v=jv2WJMVPQi8>

<https://www.youtube.com/watch?v=ctx5fo-8DTI>

<https://www.youtube.com/watch?v=K-fcOgBTs4M>

<https://www.youtube.com/watch?v=cb2w2m1JmCY>

<https://www.youtube.com/watch?v=bx1Bh8ZvH84>

<https://www.youtube.com/watch?v=bcZgFx8YGC0>

<https://www.youtube.com/watch?v=rFcq9ouzY5s>

LISTENING LINKS FOR THE MODEL MUSIC CURRICULUM

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Year 5	Western Classical Tradition and Film	English Folk Song Suite	Vaughan Williams	20 th Century
		Symphonic Variations on an African Air	Coleridge-Taylor	20 th Century
		This Little Babe from Ceremony of Carols	Britten	20 th Century
	Popular Music	Play Dead	Bjork	90s Singer/Songwriter
		Smalltown Boy	Bronski Beat	80s Synth/Pop
	Musical Traditions	Jin-Go-La-Ba (Drums of Passion)	Babatunde Olatunji	Drumming (Nigeria)
Inkanyezi Nezazi		Ladysmith Black Mambazo	Choral (South African)	
Year 6	Western Classical Tradition and Film	1812 Overture	Tchaikovsky	Romantic
		Connect It	Anna Meredith	21 st Century
	Popular Music	Say My Name	Destiny's Child	90s RnB
	Musical Traditions	Sprinting Gazelle	Reem Kelani	Folk (Middle East)
		Sea Shanties	Various	Folk (England)
		Mazurkas Op.24	Chopin	Folk (Poland)
		Libertango	Piazzola	Tango (Argentina)

<https://www.youtube.com/watch?v=cSVDF5IbN-g>

<https://www.youtube.com/watch?v=EPRNWXsdb90>

https://www.youtube.com/watch?v=U_Tux6tixN0

https://www.youtube.com/watch?v=mNoo_rNZQ84

<https://www.youtube.com/watch?v=88sARuFu-tc>

<https://www.youtube.com/watch?v=ZYhFyF8dvU4>

https://www.youtube.com/watch?v=_bkYOU7yQjc

<https://www.youtube.com/watch?v=QUpuAvQQrC0>

<https://www.bbc.co.uk/programmes/p02b5cqq>

<https://www.youtube.com/watch?v=sQgd6MccwZc>


<https://www.youtube.com/watch?v=wNQaJyyf14>

<https://www.youtube.com/watch?v=ILGLUSzZuWU>

<https://www.youtube.com/watch?v=fIIQ02Nlkpk>

<https://www.youtube.com/watch?v=kdhTodxH7Gw>

Mars from The Planets – Holst	Singing	Playing	Creating
	<p>Sing simple songs about space such as 'Five little men in a flying saucer' or 'Rocket into space' focussing on singing in time with each other and learning it from memory.</p> <p>Songs both available at www.bbc.co.uk/teach/school-radio/primary-school-songs</p> <p>Teacher notes: The best way to learn a song is to split it up into one line at a time. You sing the line to them a few times, then they sing it back to you. Gradually build up the song by adding a new line each time until the whole piece is learnt. You may want some visual cues to help them remember the order – this doesn't have to be the words but could be pictures or another stimulus instead.</p>	<p>Copy back patterns of short spiky sounds whilst keeping together and maintaining a steady beat – child to lead once confident.</p> <p>Teacher notes: Keep the patterns short and simple so that children can remember them. Watch out for the children getting faster, you might want to ask your TA to play a steady beat on a drum / clap it to keep everyone steady.</p>	<p>Create your own Mars piece by creating short spiky repeating patterns (ostinato) and then selecting the appropriate sound makers to play them on.</p> <p>Teacher notes: Encourage the children to think of a sentence that is about space and then play that sentence on repeat. Children may struggle to keep a pattern going without a verbal cue to hold on to. E.g. 'I'm in a big space rocket'</p>
	Notation	Listening & Appraising	Musicianship & Performing
	<p>Draw how the music makes you feel or draw what you think the music is about to create a graphic score.</p> <p>Teacher notes: Don't tell the children anything about the music before they listen to it. Just ask them to draw what they think the music is about. Ask children to walk around the room viewing the gallery to see the different interpretations of it. Has anyone drawn a space related scene?</p>	<p>Do you like the music? How does it make you feel? What do you think the music is about? Move to the music whilst listening – how are you moving and why?</p> <p>Teacher notes: Sitting still and quiet isn't the only way to actively listen to music. Moving or tapping along is a great way of engaging in the music than just listening whilst sitting still. Never expect children to sit still and quiet to make sure they are listening!</p>	<p>Clap along to the beat then pass the beat around your body for children to copy, e.g. tap your knees, stamp feet, pat your head... child to lead once confident.</p> <p>Teacher notes: The piece is in 5 /4 time meaning a strong clap on number 1, and then 4 weaker claps. The rhythm is unusual so if you imagine the words "I'd like to eat some fish and chips" and say this through a few times whilst listening to the opening pattern it will give you a feel for the timing. The beats and claps will then fall as follows:</p> <p>Beat Rhythm 1- I'd like to 2- Eat 3- Some 4 - Fish and 5- Chips</p>

Singing	Playing	Creating
<p>Learn the first verse to the song: "Oh where oh where has my little dog gone, oh where oh where is he?" (Song available on YouTube). Sing it quietly and sing it loudly. Use a small soft toy dog which can be hidden inside a child's jumper. Sit in a circle, one child leaves the room, while the dog is hidden with a child. The child who left, re-enters the room and starts to go around the inside of the circle; meanwhile the other children sing loudly if the seeking child approaches the dog or quietly as they move away from it.</p> <p>Teacher notes: This is a good opportunity to introduce some Italian terms such as <i>Piano</i> (Quite) and <i>Forte</i> (Loud). You could also have some musical symbols on display which children could point to such as <i>P</i> – Quiet <i>f</i> - Loud</p>	<p>Play along to the piece of music by keeping a steady beat on untuned percussion. Pay attention to playing quietly and accurately so that you can still hear the music and know when to start and stop for a polished performance.</p> <p>Teacher notes: The piece is in 4/4 time meaning a strong sound on the 1st beat and then weaker sounds on beats 2-4. The tune starts later than beat one, so you need to play the 1st beat before the music starts. After your first pattern of 4 beats, the next strong beat (number 1) will fall on the word 'Hound'</p>	<p>Create your own short pattern using two or three notes based on your own word sentence linked to the song. E.g. you ain't nothing but a...</p> <p>Teacher notes: Only give children two or three notes to use, remove any extra notes from a xylophone or only hand them 2/3 boom whackers etc.</p>
Notation	Listening & Appraising	Musicianship & Performing
<p>Use dot notation to notate the lyrics that children have created that reflect high, middle or low sounds.</p> <p>Teacher notes: Model a pattern on the board before asking children to notate their own. You can use all kinds of things to notate the piece, it doesn't have to be pencil and paper... think about using other items such as teddies, multilink, sports cones etc.</p> 	<p>Listen to the music and talk about how it makes you feel. Compare it with other songs by Elvis, how does the mood compare for different pieces?</p> <p>Teacher notes: Think of songs with a clear difference in mood such as 'Suspicious Minds' or "Can't help falling in love". Hound dog is a lively upbeat tempo with catchy lyrics, whereas these are slower songs with a gentle feel to them and more sensitive lyrics.</p>	<p>Copy back simple patterns from the piece such as "ain't nothing but a hound dog" and the backing pattern of "I like coffee"</p> <p>Teacher notes: To find a pattern to clap, use the syllables of the words – this gives us the rhythm of the music. Try clapping your name or favourite food to get the hang of it if and then extend this by adding extra words in. E.g. "My name is Mr Jones".</p>

Singing

Use your voice to experiment with creating surging sounds and short repetitive sounds. Get children to think about the shape their mouth is making and exactly how the sound is being produced. Children could imagine they are robots to get a feel for the activity. Create a symbol to represent that sound and create a graphic score to map your creations.

Teacher notes: Practice following graphic scores which can use any sounds you like and will allow freedom to be creative and fun in their exploring.



For the above score, start on the left and choose a path into the centre, then out again to the right. Then try it top to bottom.

Playing

Create your own opening to a piece of music in a similar style using percussion or tuned instruments – explore the timbre of it to create different sound effects. E.g. scrapes on a guiro or xylophone slides to reflect the surges, taps to reflect the background repetitive patterns.

Teacher notes: Encourage children to really explore the instrument and make sounds in different ways. E.g. a tambourine can be shaken, tapped, or the skin can be drawn on gently with fingers or a beater.

Creating

Create a short piece of music based on a well-known story. Use musical ideas to represent the beginning, middle and end of the story.

Teacher notes: You might choose that the whole class does the same story, or different groups do different stories.

Ask children to split their story into three parts. E.g. three little pigs – leaving home / houses being blown down / wolf falling in the water.

Ask them to think of a short musical sentence to represent this part of the story and then add the three sections together.

Notation

Introduce the stave and staff notation by explaining the stave is a musical ladder and the higher you go up the lines (steps), the higher the pitch. Practice by placing dots on the stave and see if children can play an appropriate sound to match its position (high, middle, or low)

Teacher notes: Explain that notes can sit on a line or in a space. Depending on where it sits, tells us how low or high the note should be. Each line and space represent a specific note. Share the pneumonics to help start to understand the pitch:

Every Green Bus Drives Fast
(notes that sit on the lines – bottom to top)
FACE in the space – notes in-between lines (bottom to top)



Listening & Appraising

Identify instruments heard within the music and what effect they have on the piece. What do you think certain sounds are meant to represent in the music? E.g. stirring their witches' cauldrons for the surging sounds.

Teacher notes: This arrangement has a standard orchestra playing – woodwind, brass, strings, and percussion instruments.

Tell children what the piece of music is about once they have listened to it once. Listen again to various sections with strong ideas – this video might help: www.bbc.co.uk/teach/ten-pieces/ks-modest-mussorgsky-a-night-on-the-bare-mountain/zvw2t39

Musicianship & Performing

Find examples of easy stepwise melodic music that is written in stave notation and ask children to try and play this on a tuned instrument. This can link well with the surging stepwise sounds heard at the start of the Bare Mountain.

Teacher notes: Pieces to choose for this activity could include:
'Hot Cross Buns' (3 note version)
'Twinkle twinkle little star'
'Lean on me'
'Colours of the wind'

Singing

Pass an imaginary pen around the circle and when the child has the 'pen' they can make up their own nonsense sounds **unaccompanied** (acapella) before passing it on to the next person.

Explore vocal effects that can be created and singing nonsense syllables (scat singing). Ask children to make up nonsense sounds to this backing track www.youtube.com/watch?v=L6sYJxe0FNy

Teacher notes: Here is an example of scat singing – www.youtube.com/watch?app=desktop&v=9CbVy1NnB4g
Get all children to sing scat at the same time to take away any shyness. Ask if anyone wants to share their sounds as a solo – never force a child to sing a solo!

Notation

Read and perform pitch notation using just C, F and G.
Record creative ideas using graphic score, staff notation or technology.

Teacher notes: Play the three notes and work out which is the low/middle/high sound. Show these as dots to start with and add letter names. E.g.



Note how the spacing shows that the F is much closer to the G than the C.

Translate this to a staff as follows:

Ignore the notes D and E for now, just focus on the 3 notes you want the children to learn. Write various combinations of these three notes on the staff and ask children to play them.



Playing

Learn to play a simple 12 bar blues pattern of notes with an **awareness of pulse and keeping in time with others**–

C C C C
F F C C
G F C C

Teacher notes: Only have the correct notes on display to children, remove any extra notes from instruments. Split the class up to each play a different note at the appropriate time if children are struggling. Encourage the children to keep steady and not rush whilst playing the notes accurately and with correct technique.

Listening & Appraising

Without showing the visuals, **identify the genre** of the music and which instruments can be heard in the piece.

Identify the beginning, middle and end of the piece.

Teacher notes: The genre or style of this piece is Jazz with typical instruments for this style (piano, saxophone, trumpet, cornet, trombone, double bass, guitar, drum kit, vocals)

Beginning – up to 1:06
Middle (interlude) – up to 2:48
End (outro) – from 2:48

Creating



Work in pairs to create your own jazz piece. One player plays a steady drone (repeated notes- C and E work well together) whilst the other player uses the notes of a simple **pentatonic scale of C – CDEGA to improvise**

Teacher notes: Children don't have to use all the notes of the pentatonic, you might choose just 2 or 3 for your lower ability children, and the full range for the more able. Equally, you could just play one of the notes for the drone if co-ordination is tricky.

Musicianship & Performing

Perform in two or more parts from simple notation by playing patterns with a drone accompaniment

Teacher notes: Split the class in half. One half can play a simple drone, whilst the other half play a pattern written on staff notation that uses C, F and G). Swap when confident or keep children on an appropriate part to suit their skills.

Singing	Playing	Creating						
<p>Create and control rhythmic repeated patterns in a similar style E.g. Jin go lo ba Can they say it accurately and in time with each other? Sing the pattern on two notes where the note goes up at the end of the phrase.</p> <p>Once confident, add a second part where the pattern starts the same pitch, but then goes down at the end of the phrase instead of up.</p> <p>Try to sing both together by splitting the class in half.</p> <p>Teacher notes: Singing two parts together can be tricky. Keep the parts very simple to start with until confident. Play along if you can on a tuned instrument to help children keep in tune.</p> <p>E.g.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Part one –</td> <td style="width: 50%;">Part two-</td> </tr> <tr> <td>E E G G</td> <td>E E C C</td> </tr> <tr> <td>Jin go lo Ba</td> <td>Jin go lo Ba</td> </tr> </table> <p>Once this can be sung accurately and together, you can build the song up phrase by phrase and add more changes of note.</p>	Part one –	Part two-	E E G G	E E C C	Jin go lo Ba	Jin go lo Ba	<p>Create and play word sentences in different sized groupings to create polyrhythms.</p> <p>Experiment with playing the sentences on one note only at different volumes by getting quieter/louder at certain times so different sentences can be heard at different times.</p> <p>Teacher notes: A polyrhythm just means lots of rhythms at the same time. Creating word sentences will give you these rhythms which can then be layered up to create a polyrhythm.</p> <p>You will want your word sentences to all fit to a 4-beat pattern, so the task works. Give them some ideas to get them started. E.g. I love fish and chips / I love spaghetti bolognaise. Try playing them all separately and then at the same time.</p>	<p>Make up a rhythmic musical sentence on the spot (improvise) in the style of the piece heard to fit to a steady beat. Develop this into a binary structured piece (Two contrasting sections) with a partner's sentence</p> <p>Teacher notes: Children will need two different sentences to create their piece. They will play sentence one (A), then sentence two (B). The 'B' sentence will need to be something contrasting in length or style to hear the sections clearly</p>
Part one –	Part two-							
E E G G	E E C C							
Jin go lo Ba	Jin go lo Ba							
Notation	Listening & Appraising	Musicianship & Performing						
<p>Notate all creative work using a variety of methods including pitched staff notation and rhythmic notation.</p> <p> Teacher notes: Encourage children to think about a word pattern and how many syllables it has, to work out its rhythmic notation. E.g.</p> <p></p> <p>I like fish and chips</p> <p>When you say the sentence, the words 'Fish and' go by faster than the other words so these syllables get squashed together to form quavers.</p>	<p>Identify the time signature of the piece by finding the pulse and the strong and weak beats.</p> <p>Join in with some of the patterns in the music by picking a part to join in with and tapping it rhythmically on your body.</p> <p>Teacher notes: this piece is in 4/4 time, meaning the 1st beat is strong, and the other 3 are weak.</p> <p>Children might want to explore using different parts of their body to show strong and weak beats. Stamping and tapping chest or clapping.</p>	<p>Explore playing polyrhythms on a range of mixed instruments and voice. Pick any instrument in the room and perform the polyrhythm activity using that instrument. Try it with different combinations E.g. untuned percussion, vocal, sound effects on an instrument, tuned and discuss what effect it has on the music.</p> <p>Teacher notes: Children can do this activity on instruments they learn in tuition too. If you are short on instruments, don't forget that anything that can make a sound can be used as an instrument!</p>						

Singing	Playing	Creating
<p>Learn to sing the chorus with clear diction and attention to detail.</p> <p>Teacher notes: Concentrate on how the words are said and the way they are sung – smooth or short and sharp. Make sure you can hear every word and that children are using clear diction. You might want to split the class into groups, one can sing “say my name, say my name” and the other sings the other parts – like a call and response activity.</p>	<p>Learn to play the repeated pattern “say my name, say my name” on a keyboard or other tuned instrument by combining melody and rhythm. Use this phrase to create a musical sandwich piece (ABA ternary form).</p> <p>Teacher notes: Children can use their own instruments for this as well as instruments you provide.</p> <p>Give them the starting note (G) and then encourage them to learn it from ear to develop their aural and memory skills.</p> <p>Ternary form means playing one phrase (A), then a contrasting phrase (B) and then the original phrase again (A).</p>	<p>Create the song in a different genre by making your own rap version of the chorus by saying the words rhythmically rather than as pitched notes. You might choose to add some beat boxing in too.</p> <p>Teacher notes: Watch this video to give you a feel for creating and rap – www.youtube.com/watch?app=desktop&v=bcYQa-KwzSY Then use this video as a backing track to perform your rap to – www.youtube.com/watch?app=desktop&v=omcmg6hqvR0</p>
Notation	Listening & Appraising	Musicianship & Performing
<p>Use notation to record creative ideas about the piece such as your musical sandwich, rap, or accompaniment. This might be in the form of staff notation, chord charts, TAB notation or rhythmic notation.</p> <p>Teacher notes: Chord charts and notation are a very common way for children to learn the guitar and ukulele. The chart works as follow... The vertical lines represent the strings on the guitar, and the horizontal lines represent the frets. The numbers show which finger to put where and the X and O's show which strings are being strummed. (x = don't play)</p> <div data-bbox="445 1048 703 1221" data-label="Image"> </div> <p>TAB</p>	<p>Listen to the piece and identify the genre and instrumentation. Think about whether the piece is in a major or minor key.</p> <p>Teacher notes: The piece is in the genre of Popular music, 90's R&B to be more accurate.</p> <p>R&B means Rhythm and Blues and has elements of soul, pop, hip hop, and electronic music.</p> <p>The piece is in a minor key – we know it's minor because it has a sad sound to it rather than an upbeat sound (regardless of the lyrical content).</p>	<p>Learn to play an accompaniment to the chorus of “Say My Name”. You could learn the full chords on a guitar, ukulele or keyboard or you could just play the main note from the chord.</p> <p>Teacher notes: This website will help with which chords/notes you need to play for a simpler version than the original - SAY MY NAME CHORDS by Destiny's Child @ Ultimate-Guitar.Com</p> <p>The piece uses 4 chords but if children find it hard to play the full chord, then they can just play the letter name that is display instead. E.g. for an C minor chord, they would just play a C.</p>

General

Do you like this music?

What don't you like about this music?

What do you think the music is about?

How did the music make you feel?

Where do you think this music would be played?

What do you like about this music?

What can you hear?

Have you heard this music before?

Can you describe the music in one word?

Specific

Is this music loud/quiet or a mixture?

Is the music mainly high, low or a mixture?

Does the music change at all?

Does the music have a clear steady beat?

Is there a singer in this piece of music?

Is this music happy? Fun/Happy/Sad/Angry?

Do you hear any instruments that you recognise?

What is the same/different about these pieces of music?

Can you show me with your hands when you hear a high or low sound in the melody?

Is this music fast/slow or a mixture?

Are the sounds long or short or a mixture?

Is there one sound or lots of sounds playing?

Are the sounds smooth or jumpy or a mixture?

Can you hum along to the melody?

General

Do you like this music? Why? Why not?

What do you think this music is about?

Why do you think this music was written?

Who do you think wrote this piece of music?

What title would you give this piece of music?

What style do you think this music is?

Have you heard this music before?

How did the music make you feel?

Where in the world do you think this music is from?

Is this piece similar like any other music you enjoy listening to? In what way?

What type of group is playing this music? (orchestra, jazz band, rock)

Can you describe the music in one word?

Why did you choose that word?

Specific

Can you identify where one section ends and the next begins?

What is the structure of this piece of music?

Are there any repeated sections or ideas in this piece?

How do you think the composer reflected the idea of 'x' in his music?

What is the same/different about these pieces of music?

Do you think this music is in a major (happy) or minor (sad) key?

Does the music move in groups of two, three or four?

Does the music move in groups of two, three or four?

What time signature do you think this piece of music is in?

Which instrument do you think is playing the accompaniment/ melody?

What do you notice about the pitch/dynamics/tempo/texture/timbre at this point in the music?

Is the texture of the music thick or thin?

Does the texture stay the same throughout?

How do you think the instrument is being played? Blown, plucked, bowed or struck?

What patterns did you notice in the music?

What were the lyrics about (if it had lyrics)?

Do any instruments play a solo?

VOCABULARY

PITCH

The range of sounds between high and low

Melody – the tune, usually the thing you sing along to in a song

Stepwise/ scalic – moving from one note to the note next-door either going up or down one at a time.

Leaps – moving between two notes that aren't next to each other in sound.

Pentatonic – a set of five notes from a scale which work well together.


Major key – sounds which are happy and joyous


Minor key – sounds which are sad

DURATION


The length of time each sound lasts for

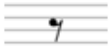
Steady beat/ Pulse – a steady heartbeat or ticking clock to the music. Often the thing you tap your foot too!

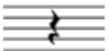
 Paired quavers – lasts for $\frac{1}{2}$ a beat per dot, 1 beat for the whole set


 Crotchet – lasts for 1 beat

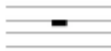
 Minim – lasts for 2 beats

 Semibreve – lasts for 4 beats

 Quaver rest – $\frac{1}{2}$ beat of silence

 Crotchet rest – 1 beat of silence

 Minim rest – 2 beats of silence

 Semibreve rest – 4 beats of silence

Time signature – the numbers at the start of a piece which tell you how the beats are grouped within the music.

Syncopated- where the strong beats where a weak beat is expected.

TEMPO

How fast or slow a piece of music is

Largo – Slowly

Moderato – moderately

Allegro – fast

Accelerando – getting faster

Ritardando – getting slower

VOCABULARY

DYNAMICS

The range of sounds between high and low

Silence – no sound
Pianissimo – very quiet
Piano – quiet
Mezzo forte – medium loud

Forte – Loud
Fortissimo – very loud
Crescendo – getting louder
Diminuendo – getting quieter

TEXTURE

How many different sounds there are

Layers/ Harmony – more than one sound at a time
Unison – all sounds playing the same thing at the same time
Solo – one part playing alone
Duet – two parts at the same time complementing each other
Trio – three parts at the same time complementing each other
Thin texture – where just a few instruments/voices are playing
Thick texture – where lots of instruments/voices are playing
Note clusters – playing notes at the same time which are next door to each other creating a blurred effect.
Chords – Playing set combinations of notes at the same time, often as an accompaniment.

TIMBRE

The different kinds of sounds such as string, metal, wind & wood

Found sounds – any object found around you that can make a noise.
Wind – instruments that make a sound by being blown
Strings – instruments which make a sound by being plucked, bowed, or strummed
Percussion – instruments which make a sound by being tapped, scraped, or shaken
Bowed – a bow is dragged across a string to make it vibrate. A bow is a wooden stick with horse hairs strung to it.
Plucked/pizzicato – the string is played with one finger by picking it up very briefly and dropping it again.
Strummed – brushing the strings of the instrument with your fingers or a plectrum (small flat hard tool)
Trill – changing between two next door notes as quickly as possible.

VOCABULARY

STRUCTURE

The way music is organised into different sections

Beginning/ middle/ end- the piece is organised like a story with clear sections.

Echo – a sound which is repeated back.

Ostinato – a repeated pattern

Call and response – a phrase is given and then copied back

Question and answer – a phrase is given (question) and a different phrase is played back (answer)

Verse- A set of words which tell the story and keep the music moving forwards.

Chorus- A part of a song which keeps returning throughout, often after a verse.

Binary form (AB form) – Two contrasting sections of music. Section A, followed by section B.

Ternary form (ABA form) – like a musical sandwich. Section A, followed by section B, then section A again.

Rondo form – A section of music (A) keeps returning between contrasting sections. ABACADA...

NOTATION

The way a piece of music is written down/visually represented

Staff/ staff notation – a set of 5 parallel lines where a note is written to indicate its pitch in Western cultures.

Rhythmic notation – the way notes are written to show their length (see crotchets, quavers etc)

Graphic score – a way of representing music visually through the use of symbols that don't traditionally come up in music notation.

Dot notation – using dots to show the relative pitch of a note by where they are placed.

TAB notation – a way of writing music for guitars and ukulele that shows the fingering to be used to play the note on the fretboard.

Chord chart – a way of showing the finger positions to play a chord. The vertical lines represent the strings on the instrument, and the horizontal represent the frets. The number shows which finger should be pressed down on which string and at which fret to make the correct note.