



| Genres and Preferences- Create Own Compositions Using iPad- Modern music development through the decades  |            |   |     |                   |          |            |            |            |  |  |
|---|------------|---|-----|-------------------|----------|------------|------------|------------|--|--|
| Progression   |            | End of Unit Assessment and Outcomes   |     |                   |          |            |            |            |  |  |
| <p>Music Prior and Future Learning:<br/>                     Y1/2 Year A- Why Were Castles Built In Britain?<br/>                     Y1/2 Year A- How Do Humans Compare To Other Animals?<br/>                     Y1/2 Year B- What Makes A Superhero?<br/>                     Y3/4 Year A- Why Has Britain Been Invaded Throughout History?<br/>                     Y3/4 Year A- How Does An Animal's Structure Support Bodily Processes?<br/>                     Y3/4 Year B- What Comparisons Can We Make Between Ancient Civilisations?<br/>                     Y3/4 Year B- How Can We Classify Plants And Animals?<br/>                     Y5/6 Year A- What's It Like To Be Invaded?<br/>                     Y5/6 Year B- How Does The Mayan Civilisation Contrast To Ancient Britain?</p> |            | <p><u>Year 5</u><br/>                     Improve and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and musical notations</p> |     |                   |          |            |            |            |  |  |
| <p><u>Key Vocabulary</u></p> <p>Subject Specific Vocabulary:</p> <table border="0"> <tr> <td>Genres</td> <td>Era</td> </tr> <tr> <td>'Popular' culture</td> <td>Industry</td> </tr> <tr> <td>Preference</td> <td>Production</td> </tr> <tr> <td>Innovative</td> <td></td> </tr> </table>  |            | Genres  | Era | 'Popular' culture | Industry | Preference | Production | Innovative |  | <p><u>Year 6</u><br/>                     Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music alongside staff and musical notations</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions</p> <p>Develop an understanding of the history of music.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music and how music has changed over time.</p> |
| Genres  | Era        |   |     |                   |          |            |            |            |  |  |
| 'Popular' culture   | Industry   |   |     |                   |          |            |            |            |  |  |
| Preference  | Production |   |     |                   |          |            |            |            |  |  |
| Innovative  |            |   |     |                   |          |            |            |            |  |  |
| End of Unit Assessment Vehicle  |            |   |     |                   |          |            |            |            |  |  |
| Own performance and evaluation  |            |   |     |                   |          |            |            |            |  |  |
| Music Disciplinary Knowledge  |            |   |     |                   |          |            |            |            |  |  |
| <ol style="list-style-type: none"> <li>1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>2. Listen to and appreciate a wide range of high-quality live and recorded music drawn from different traditions, historical periods and from great composers and musicians, commenting upon the features and impact on the listener.</li> <li>3. Compose simple pieces for a range of purposes using musical notations; reviewing, evaluating and adapting their piece as it develops.</li> <li>4. Compare and contrast music from different genres, different composers, and different historical periods.</li> </ol>  |            |   |     |                   |          |            |            |            |  |  |