


YEAR A								
Vocabulary	Question	Fieldwork/Trips	Key Concepts	Common Misconceptions	Substantive Knowledge	Disciplinary Knowledge	Oracy	Resources
<p>Tier 2 structure contrast develop interpret respond refine rehearse perform reflect collaborate</p> <p>Tier 3 rock pulse rhythm tempo dynamics structure verse chorus bridge texture accompaniment melody harmony</p>	<p>What makes this song a rock song?</p> <p>How is the music structured to keep it interesting?</p> <p>How do pulse and rhythm drive the music forward?</p> <p>How do different musical parts work together?</p> <p>How can dynamics and tempo change the impact of a performance?</p> <p>How can we rehearse and perform this song confidently as a group?</p>	<p>Whole School Christmas Performance</p> <p>Mevagissey Sea Shanty Festival October*</p>	<p>Music has a clear structure made of different sections. Rock music often features strong pulse and rhythm. Different musical parts combine to create texture. Dynamics and tempo affect the energy and impact of music. Rehearsing helps musicians refine accuracy and expression. Music communicates ideas, feelings and stories to an audience.</p>	<p>Rock music is always loud and fast. Pulse and rhythm are the same thing. Melody is the only important part of the music. Louder playing or singing always sounds better. Practising means playing the song from start to finish every time. If a mistake happens, the performance has failed.</p>	<p>Rock music has distinctive features such as a strong beat, repeated patterns and clear sections. Music is organised into sections such as verse, chorus and bridge. Pulse is the steady beat that runs through music. Rhythm is the pattern of sounds that fits with the pulse. Tempo describes how fast or slow music is. Dynamics describe how loud or quiet music is. A melody is the main tune. Accompaniment supports the melody. Music can have multiple layers at the same time, creating texture. Performances are a way of sharing music with others.</p>	<p>Listen analytically to identify musical features and structure. Maintain a steady pulse while performing. Sing or play accurately as part of a group. Perform different musical roles, such as melody or accompaniment. Rehearse sections of music to improve control and expression. Make musical decisions about tempo and dynamics. Perform confidently as an ensemble. Evaluate performances using appropriate musical vocabulary.</p>	<p>I can hear the structure because...</p> <p>The chorus stands out when...</p> <p>The pulse feels strong because...</p> <p>My part fits with the group by...</p> <p>We stayed together by...</p> <p>The dynamics improved when...</p> <p>One thing that worked well was...</p> <p>The performance was effective because...</p> <p>Next time, we would improve...</p>	<p>Charanga Scheme</p> <p>https://cornwall.charanga.com/c/13110608-music-curriculum-foxhole-year-a</p> <p>Charanga Unit</p> <p>https://cornwall.charanga.com/workspace/scheme_builder/110608-music-curriculum-foxhole-year-a/view_unit?mode=editing&unit=1312323-livin-on-a-prayer</p>

<p>Tier 2 technique accuracy fluency control refine rehearse coordinate interpret structure evaluate</p> <p>Tier 3 recorder fingering breath control articulation pitch melody notation rhythm pulse tempo dynamics ensemble</p>	<p>How does breath control affect the sound of a recorder?</p> <p>How do fingerings change pitch accurately?</p> <p>How can notation help us perform more fluently?</p> <p>How do musicians practise to improve technique?</p> <p>How can we stay together when playing as an ensemble?</p> <p>How can we perform a recorder piece with confidence and expression?</p>		<p>Instrumental technique affects sound quality and accuracy. Breath and fingering must be controlled and coordinated. Reading notation allows musicians to perform accurately. Practising improves fluency and confidence. Musicians must listen and adjust when playing with others. Performances communicate musical ideas to an audience.</p>	<p>Blowing harder produces a better sound. Breath control is less important than fingering. Playing faster means playing better. Reading music is only about naming notes. Practising means playing the whole piece from the beginning every time. If one person makes a mistake, the performance has failed.</p>	<p>The recorder is a woodwind instrument that produces sound when air is blown across the mouthpiece. Pitch changes depending on fingering and breath control. A melody is a sequence of notes played in a specific order. Music has a steady pulse that underpins rhythm. Rhythm is the pattern of long and short notes. Tempo describes how fast or slow a piece is. Dynamics describe changes in volume. Music is written using staff notation, showing pitch and rhythm. Playing in an ensemble requires accuracy and listening. Performances are a way of sharing music with others.</p>	<p>Use correct fingering to play notes accurately. Control breath to produce a clear, steady tone. Read and interpret notation fluently. Maintain pulse and rhythm while playing. Practise strategically, focusing on difficult sections. Play as part of an ensemble, adjusting to others. Make musical decisions about tempo and dynamics. Perform confidently with control and expression. Evaluate performances using appropriate musical vocabulary.</p>	<p>I improved my playing by...</p> <p>This fingering works because...</p> <p>My breath control helped when...</p> <p>This note is higher / lower because...</p> <p>The rhythm here is tricky because...</p> <p>The pulse helps me to...</p> <p>I listened to others so that...</p> <p>Our group stayed together by...</p> <p>The performance was effective because...</p> <p>One thing that went well was...</p> <p>I would improve this by...</p> <p>Next time, I will focus on...</p>	<p>Charanga Scheme</p> <p>https://cornwall.charanga.com/c/13110608-music-curriculum-foxhole-year-a</p> <p>Charanga Unit</p> <p>https://cornwall.charanga.com/c/13110608-music-curriculum-foxhole-year-a/1367333-hip-hop</p> <p>Recorders 1 each</p> 
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<p>Tier 2 expression identity structure contrast develop interpret collaborate refine perform reflect</p> <p>Tier 3 hip-hop rap groove pulse rhythm tempo dynamics lyrics beat structure texture improvisation</p>	<p>What makes hip-hop different from other musical styles?</p> <p>How does a steady pulse create a strong groove?</p> <p>How do rhythm and lyrics work together in rap?</p> <p>How does structure help performers stay together?</p> <p>How can dynamics and tempo change the impact of a rap performance?</p> <p>How can we create and perform a hip-hop piece that communicates a message?</p>		<p>Music can express identity, ideas and messages. Hip-hop is built around a strong groove and pulse. Rhythm and lyrics work together in rap. Music has a clear structure that helps performers stay together. Dynamics and tempo affect the impact and meaning of music. Collaboration and listening are essential when performing together.</p>	<p>Hip-hop is just talking, not music. Rap does not need rhythm or pulse. Louder delivery always sounds better. Lyrics do not need to fit the beat exactly. Hip-hop songs have no structure. Practising is less important than confidence.</p>	<p>Hip-hop is a musical style that combines rhythm, groove and spoken or chanted lyrics. Rap is a vocal style that focuses on rhythm and timing rather than pitch. Music has a steady pulse that underpins performance. Rhythm is the pattern of long and short sounds. Tempo describes how fast or slow the music is. Dynamics describe how loud or quiet the music is. Songs are organised into sections (such as verses and choruses). Lyrics can tell stories, express opinions or share messages. Multiple musical parts can be layered to create texture. Performances are a way of sharing music and ideas with an audience.</p>	<p>Listen analytically to identify groove, rhythm and structure. Maintain a steady pulse while rapping, singing or playing. Perform rhythmic vocal parts with accuracy and confidence. Create and refine lyrics that fit a rhythmic structure. Rehearse collaboratively, improving timing and expression. Make musical decisions about tempo, dynamics and delivery. Perform as an ensemble, listening and adjusting to others. Evaluate performances using appropriate musical vocabulary.</p>	<p>The groove feels strong because...</p> <p>I can hear the pulse when...</p> <p>The lyrics stand out because...</p> <p>My lyrics fit the rhythm by...</p> <p>We improved our performance when...</p> <p>We had to adjust the tempo because...</p> <p>Our performance communicated...</p> <p>One thing that worked well was...</p> <p>Next time, we would improve...</p>	<p>Charanga Scheme</p> <p>https://cornwall.charanga.com/c/13110608-music-curriculum-foxhole-year-a</p> <p>Charanga Unit</p> <p>https://cornwall.charanga.com/c/13110608-music-curriculum-foxhole-year-a/1367333-hip-hop</p> <p>Laptops and headphones 1 each Dell</p>
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