

YEAR B								
Vocabulary	Question	Fieldwork/Trips	Key Concepts	Common Misconceptions	Substantive Knowledge	Disciplinary Knowledge	Oracy	Resources
<p>Tier 2</p> <p>structure contrast expression refine rehearse interpret collaborate perform respond reflect</p> <p>Tier 3</p> <p>pop pulse rhythm tempo dynamics structure verse chorus melody accompaniment texture performance</p>	<p>What makes this song a pop song?</p> <p>How is the music structured to keep it interesting?</p> <p>How do pulse and rhythm work together?</p> <p>How do different musical parts create texture?</p> <p>How can tempo and dynamics change the mood of music?</p> <p>How can we rehearse and perform this song with confidence and expression?</p>	<p>Whole School Christmas Performance</p> <p>Mevagissey Sea Shanty Festival October*</p>	<p>Music has a clear structure made up of sections.</p> <p>Pop music often uses repeated patterns to make songs memorable.</p> <p>Different musical parts combine to create texture.</p> <p>Dynamics and tempo help create expression and mood.</p> <p>Rehearsing helps musicians refine accuracy and confidence.</p> <p>Music is performed to communicate feelings and ideas.</p>	<p>Pop music is simple and does not require musical skill.</p> <p>Louder music always sounds better.</p> <p>Pulse and rhythm are the same thing.</p> <p>Melody is the only important part of a song.</p> <p>Practising means playing the whole song from start to finish once.</p> <p>A performance must be perfect to be successful.</p>	<p>Pop music has recognisable features such as repetition, strong pulse and clear structure.</p> <p>Music is organised into sections such as verse and chorus.</p> <p>A pulse is the steady beat that runs through music.</p> <p>Rhythm is the pattern of long and short sounds that fit with the pulse.</p> <p>Tempo describes how fast or slow music is.</p> <p>Dynamics describe how loud or quiet music is.</p> <p>A melody is the main tune.</p> <p>An accompaniment supports the melody.</p> <p>Several musical parts played</p>	<p>Listen analytically to identify structure and musical features.</p> <p>Maintain a steady pulse while singing or playing.</p> <p>Perform different musical roles, such as melody or accompaniment.</p> <p>Rehearse sections to improve accuracy and expression.</p> <p>Make musical decisions about tempo and dynamics.</p> <p>Perform confidently as part of an ensemble.</p> <p>Evaluate performances using musical vocabulary.</p>	<p>I can hear the structure because...</p> <p>The chorus stands out when...</p> <p>The pulse feels steady 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 https://cornwall.charanga.com/c/13104791-music-curriculum-foxhole-year-b</p> <p>Charanga Unit https://cornwall.charanga.com/c/13104791-music-curriculum-foxhole-year-b/1311356-happy</p>

					together create texture. A performance is a way of sharing music with others.			
<p>Tier 2</p> <p>accuracy control develop practise refine sequence coordinate concentrate confident evaluate</p> <p>Tier 3</p> <p>glockenspiel mallets pitch melody rhythm pulse tempo dynamics notation pattern ostinato performance</p>	<p>How do we play the glockenspiel with control and accuracy?</p> <p>How does pitch change to create a melody?</p> <p>How can notation help us remember and perform music?</p> <p>What is an ostinato and how does repetition help music?</p> <p>How does a steady pulse help us play in time?</p> <p>How can we rehearse and perform a piece confidently?</p>		<p>Instruments can be played with increasing accuracy and control.</p> <p>Pitch changes create melodies that move up and down.</p> <p>Music is organised into patterns and repeating ideas.</p> <p>Reading notation helps musicians remember and perform music.</p> <p>A steady pulse helps musicians play in time.</p> <p>Practising and refining improves confidence and fluency.</p>	<p>Hitting the bars harder makes the music better.</p> <p>Pitch and rhythm mean the same thing.</p> <p>Notes can be played in any order and still sound correct.</p> <p>Practising means playing the whole piece from the beginning every time.</p> <p>Reading notation is only for advanced musicians.</p> <p>Making a mistake means the performance has failed.</p>	<p>A glockenspiel is a tuned percussion instrument played with mallets.</p> <p>Pitch describes how high or low a note sounds.</p> <p>A melody is a sequence of pitches played in order.</p> <p>Music has a steady pulse that underpins performance.</p> <p>Rhythm is made up of long and short sounds.</p> <p>Tempo describes how fast or slow the music is.</p> <p>Dynamics describe how loud or quiet music is.</p> <p>Simple music can be written and read using basic staff notation.</p> <p>A pattern or ostinato is a</p>	<p>Hold and use mallets correctly to produce a clear tone.</p> <p>Play notes accurately, striking the correct bars.</p> <p>Follow notation to play melodies and patterns.</p> <p>Keep a steady pulse while playing.</p> <p>Practise short sections, focusing on tricky parts.</p> <p>Play repeated patterns (ostinati) confidently.</p> <p>Listen and adjust when playing with others.</p> <p>Perform with confidence and control.</p> <p>Evaluate their own and others' playing using musical language.</p>	<p>I improved my playing by...</p> <p>This note sounds higher / lower because...</p> <p>I needed to practise this part because...</p> <p>This symbol tells me to...</p> <p>The pattern repeats here when...</p> <p>The rhythm sounds like...</p> <p>Our performance was successful because...</p> <p>Something that went well was...</p> <p>Next time, I would improve...</p>	<p>Charanga Scheme https://cornwall.charanga.com/c/13104791-music-curriculum-foxhole-year-b</p> <p>Charanga Unit https://cornwall.charanga.com/c/13104791-music-curriculum-foxhole-year-b/1360265-glockenspiel-stage-2</p>

					musical idea that repeats. A performance is a way of sharing music with others.			
<p>Tier 2 collaborate develop organise refine evaluate combine structure rehearse perform reflect</p> <p>Tier 3 composition motif rhythm pulse pitch melody tempo dynamics texture ostinato notation performance</p>	<p>What is a musical idea? How can we work together to create music?</p> <p>How can repetition and change improve a composition? How do pulse and rhythm help our ideas fit together?</p> <p>How can tempo and dynamics shape our music?</p> <p>How can we refine and perform our composition confidently?</p>		<p>Music can be created collaboratively. Compositions are built from musical ideas.</p> <p>Musical ideas can be repeated, changed and combined.</p> <p>A steady pulse helps musical ideas fit together.</p> <p>Dynamics and tempo help shape expression and mood.</p> <p>Composers rehearse, refine and improve their work.</p>	<p>Composing means making music up randomly.</p> <p>Only one person should make decisions in a group.</p> <p>Louder music always sounds better.</p> <p>A composition must be long to be successful.</p> <p>Practising is not needed when composing.</p> <p>There is only one right way to compose music.</p>	<p>A composition is music that has been created by a composer or group.</p> <p>A motif is a short musical idea that can be repeated or developed.</p> <p>Pulse is the steady beat that underpins music.</p> <p>Rhythm is a pattern of long and short sounds.</p> <p>Pitch describes how high or low a sound is.</p> <p>A melody is a sequence of pitches arranged in order.</p> <p>Tempo describes how fast or slow music is.</p> <p>Dynamics describe how loud or quiet music is.</p> <p>Different musical parts played</p>	<p>Generate musical ideas through exploration.</p> <p>Work collaboratively, listening to and respecting others' ideas.</p> <p>Create and develop motifs into longer pieces.</p> <p>Combine rhythm and pitch to form melodies.</p> <p>Keep a steady pulse while composing and performing.</p> <p>Make decisions about tempo, dynamics and structure.</p> <p>Rehearse and refine compositions.</p> <p>Perform compositions confidently.</p> <p>Evaluate what works well and</p>	<p>My idea could work because... We decided to change this because... I listened to your idea and... This part sounds better when... We improved this section by... The pulse helped us to... Our composition was successful because... One thing that worked well was... Next time, we would improve...</p>	<p>Charanga Scheme https://cornwall.charanga.com/c/13104791-music-curriculum-foxhole-year-b</p> <p>Charanga Unit https://cornwall.charanga.com/c/13104791-music-curriculum-foxhole-year-b/1370782-compose-with-your-friends</p>

					<p>together create texture.</p> <p>Music can be written down using simple notation.</p> <p>A performance is a way of sharing a composition with others.</p>	<p>what could be improved.</p>		
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