


| YEAR B  |   |  |   |  |   |  |  |   |
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| Vocabulary  | Question  | Fieldwork/Trips  | Key Concepts  | Common Misconceptions  | Substantive Knowledge   | Disciplinary Knowledge   | Oracy  | Resources   |
| <p><b>Tier 2</b></p> <p>together<br/>support<br/>practise<br/>improve<br/>listen<br/>share<br/>confident<br/>care<br/>feelings<br/>Reflect</p> <p><b>Tier 3</b></p> <p>pulse<br/>rhythm<br/>beat<br/>tempo<br/>dynamics<br/>melody<br/>accompaniment<br/>instruments<br/>unison<br/>performance</p> | <p>How does this song make us feel?</p> <p>How can a steady pulse help us play together?</p> <p>What is the difference between melody and accompaniment?</p> <p>How do musicians practise to improve?</p> <p>How can loud and quiet change the mood of the music?</p> <p>How can we perform this song confidently together?</p> | <p>Whole School Christmas Performance</p> <p>Mevagissey Sea Shanty Festival October*</p> | <p>Music can express feelings and friendship.</p> <p>A steady pulse helps musicians play together.</p> <p>Different musical parts have different roles.</p> <p>Practising helps musicians improve.</p> <p>Music can be performed to share with others.</p> <p>Listening to others helps a group work as a team.</p> | <p>Playing louder always sounds better.</p> <p>Pulse and rhythm are the same thing.</p> <p>Everyone must play the same part all the time.</p> <p>Instruments are more important than singing.</p> <p>Practising means playing the whole song once.</p> <p>If you make a mistake, the performance has failed.</p> | <p>Music can communicate feelings and emotions.</p> <p>A pulse is the steady beat in music.</p> <p>Rhythm is a pattern of long and short sounds.</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 of a song.</p> <p>An accompaniment supports the melody.</p> <p>Instruments can be played together in unison.</p> <p>A performance is sharing music with an audience.</p> | <p>Listen carefully to music and to each other.</p> <p>Keep a steady pulse while singing or playing.</p> <p>Play simple instrumental parts with control.</p> <p>Sing and play together as a group.</p> <p>Practise short sections to improve accuracy.</p> <p>Make choices about tempo and dynamics.</p> <p>Perform confidently to others.</p> <p>Talk about music, saying what they noticed and felt.</p> | <p>The music makes me feel...</p> <p>I can hear the pulse when...</p> <p>This part sounds happy / calm because...</p> <p>I kept in time by...</p> <p>My instrument part supports the song by...</p> <p>We improved when we...</p> <p>We performed our music to...</p> <p>Something that went well was...</p> <p>Next time, I would try to...</p> | <p><b>Charanga Scheme</b><br/><a href="https://cornwall.charanga.com/c/13104791-music-curriculum-foxhole-year-b">https://cornwall.charanga.com/c/13104791-music-curriculum-foxhole-year-b</a></p> <p><b>Charanga Unit</b><br/><a href="https://cornwall.charanga.com/c/13104791-music-curriculum-foxhole-year-b/1311824-you-ve-got-a-friend">https://cornwall.charanga.com/c/13104791-music-curriculum-foxhole-year-b/1311824-you-ve-got-a-friend</a></p> |
| <p><b>Tier 2</b></p> <p>together<br/>practise</p>   | <p>How do boomwhackers make different sounds?</p>   |  | <p>Instruments can be used to make different pitches.</p>   | <p>Hitting harder makes the music better.</p> <p>Pulse and rhythm are the same thing.</p>  | <p>Boomwhackers are tuned percussion instruments, each</p>  | <p>Hold and play boomwhackers safely and correctly.</p>  | <p>I can hear the pulse when...</p>  | <p><b>Charanga Scheme</b><br/><a href="https://cornwall.charanga.com/c/13104791-music-curriculum-foxhole-year-b">https://cornwall.charanga.com/c/13104791-music-curriculum-foxhole-year-b</a></p> <p><b>Charanga Unit</b></p>   |

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| <p>listen<br/>remember<br/>repeat<br/>improve<br/>control<br/>share<br/>confident<br/>reflect</p> <p><b>Tier 3</b></p> <p>boomwhackers<br/>pitch<br/>pulse<br/>rhythm<br/>beat<br/>tempo<br/>dynamics<br/>pattern<br/>unison<br/>performance</p> | <p>How can a steady pulse help us play together?</p> <p>How do we follow and repeat musical patterns?</p> <p>How can loud and quiet change our music?</p> <p>How do musicians practise to improve their playing?</p> <p>How can we perform confidently together?</p> |  | <p>A steady pulse helps everyone play together.</p> <p>Music is made of patterns that repeat.</p> <p>Playing together requires listening and teamwork.</p> <p>Practising helps musicians improve control and accuracy.</p> <p>Music can be performed and shared with others.</p> | <p>Boomwhackers can be played at any time and still sound right.</p> <p>Louder playing means better playing.</p> <p>Practising means playing the whole piece once.</p> <p>Making a mistake means the performance has failed.</p> | <p>with a different pitch.</p> <p>Pitch describes how high or low a sound is.</p> <p>A pulse is the steady beat that runs through music.</p> <p>Rhythm is the pattern of long and short sounds.</p> <p>Tempo describes how fast or slow the music is.</p> <p>Dynamics describe how loud or quiet the music is.</p> <p>Musical ideas can be organised into repeating patterns.</p> <p>Instruments can be played in unison or as different parts.</p> <p>A performance is sharing music with an audience.</p> | <p>Strike boomwhackers accurately to produce a clear sound.</p> <p>Play in time with a steady pulse.</p> <p>Follow and repeat simple patterns.</p> <p>Listen to others while playing in a group.</p> <p>Play together in unison.</p> <p>Practise short sections to improve accuracy.</p> <p>Perform confidently as part of a group.</p> <p>Talk about music, describing what they heard and did.</p> | <p>This sound is higher / lower because...</p> <p>The pattern sounds like...</p> <p>I kept in time by...</p> <p>I played my boomwhacker when...</p> <p>We improved when we...</p> <p>"We performed our music to...</p> <p>Something that went well was...</p> <p>Next time, I would try to...</p> | <p><a href="https://cornwall.charanga.com/c/13104791-music-curriculum-foxhole-year-b/1368553-boomwhackers">https://cornwall.charanga.com/c/13104791-music-curriculum-foxhole-year-b/1368553-boomwhackers</a></p>   |
| <p><b>Tier 2</b></p> <p>together<br/>cooperate<br/>practise<br/>improve<br/>listen<br/>focus</p>   | <p>What is an orchestra?</p> <p>How do musicians play together successfully?</p>   |  | <p>Music can be played together in a large group.</p> <p>An orchestra is made up of</p>  | <p>An orchestra is just lots of people playing the same thing.</p>   | <p>An orchestra is a large group of musicians playing together.</p> <p>Different instruments make different sounds.</p>   | <p>Listen carefully to music and to other performers.</p> <p>Keep a steady pulse while</p>   | <p>I can hear lots of instruments playing...</p> <p>The music stays together because...</p>   | <p><b>Charanga Scheme</b></p> <p><a href="https://cornwall.charanga.com/c/13104791-music-curriculum-foxhole-year-b">https://cornwall.charanga.com/c/13104791-music-curriculum-foxhole-year-b</a></p> <p><b>Charanga Unit</b></p> <p><a href="https://cornwall.charanga.com/c/13104791-music-curriculum-foxhole-year-b/1370767-playing-in-an-orchestra">https://cornwall.charanga.com/c/13104791-music-curriculum-foxhole-year-b/1370767-playing-in-an-orchestra</a></p> |

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| <p>remember<br/>share<br/>confident<br/>reflect</p> <p><b>Tier 3</b><br/>orchestra<br/>instruments<br/>pulse<br/>rhythm<br/>beat<br/>tempo<br/>dynamics<br/>melody<br/>accompaniment<br/>unison<br/>performance</p> | <p>How does a steady pulse help an orchestra stay together?</p> <p>What different musical parts can we hear?</p> <p>How do musicians practise to improve group performances?</p> <p>How can we perform together confidently as an orchestra?</p> |  | <p>different instruments with different roles.</p> <p>A steady pulse helps everyone stay together.</p> <p>Music is made of different parts that work together.</p> <p>Listening is just as important as playing.</p> <p>Music can be performed and shared with others.</p> | <p>Playing louder helps everyone stay together.</p> <p>You do not need to listen if you know your part.</p> <p>Pulse and rhythm are the same thing.</p> <p>Instruments are more important than voices.</p> <p>Making a mistake means the performance has failed.</p> | <p>A pulse is the steady beat in music.<br/>Rhythm is a pattern of long and short sounds.</p> <p>Tempo describes how fast or slow the music is.</p> <p>Dynamics describe how loud or quiet the music is.</p> <p>A melody is the main tune.</p> <p>An accompaniment supports the melody.</p> <p>Music can be played in unison or as different parts.</p> <p>A performance is sharing music with an audience.</p> | <p>singing or playing.</p> <p>Play simple instrumental parts with control.</p> <p>Follow cues to start and stop together.</p> <p>Work as part of a group, taking turns and supporting others.</p> <p>Practise short sections to improve accuracy.</p> <p>Perform confidently as part of an ensemble.</p> <p>Talk about music, describing what they noticed and heard.</p> | <p>This part sounds loud / quiet because...<br/>I kept in time by...<br/><br/>I listened to others so that...<br/><br/>My part helps the music by...<br/><br/>We performed our music to...<br/><br/>Something that went well was...<br/><br/>Next time, I would try to...</p> |  |
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