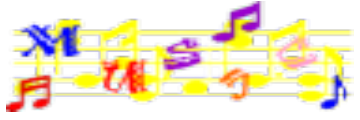





<p style="text-align: center;">Unit.</p> 	<p style="text-align: center;">Activities.</p> 	<p style="text-align: center;">Learning Outcomes – What I will learn to do!</p>
<p>1) Getting to know you.</p> 	<p>Musical games. Music and me. Music in school. Introduction to the Big Picture.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Understand how to work with others <input type="checkbox"/> Understand the Music Department Code of Conduct <input type="checkbox"/> Understand the Big Picture <input type="checkbox"/> Understand what the Music Department offers in its extra-curricular programme. <input type="checkbox"/> Reflect on what I already know about Music <input type="checkbox"/> Understand the significance of success criteria <input type="checkbox"/> Complete a cover for my Music Folder
<p>2) Introducing Pitch and Rhythm.</p> 	<p>Explore pitch and rhythm and their musical definitions. Note names B, A & G on recorder and how they are played. (Page 1 & 2 of recorder booklet.) Note lengths. How notes are written down. Pitch and rhythm games. Composing using high and low, short and long sounds. Use dynamics (quiets and louds) and to give even more variety to the music we play and compose. www.sfskids.org http://www.classicsforkids.com/games/compose/compose.html</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Understand the key word Pitch <input type="checkbox"/> Understand ‘How Musicians talk to each other’ <input type="checkbox"/> Understand how to interpret and create a pitch graph <input type="checkbox"/> Understand good practice when playing the recorder <input type="checkbox"/> Be able to play the notes B, A and G on the recorder <input type="checkbox"/> Use ICT to complete a homework on Pitch and Rhythm <input type="checkbox"/> Understand the key word Beat/Rhythm <input type="checkbox"/> Understand the key word Rhythm <input type="checkbox"/> Understand and recognise the durations of 1 beat and 2 beat Notes. Be able to play Mary had little lamb (CAT 1) <input type="checkbox"/> Be able to compose a short recorder piece using high and low, long and short sounds <input type="checkbox"/> Understand the key word Dynamics and apply this to my playing <input type="checkbox"/> Be able to recognise and interpret patterns of notes through clapping and playing <input type="checkbox"/> Be able to play Promenade (CAT 2)

3) Rhythm – a closer look and listen



Feeling the **beat** in music.
Patterns in rhythm – **Waltzes** and **Marches** (timing/metre).
Keeping the **beat** in music.
Tempo (speed) in music.
Playing and **composing** to a steady beat.
(A recorder march).
Recorder pages 2 & 3 – introducing quavers and notes C and D.
www.sfskids.org

- Understand the difference between a Waltz and a March
- Be able to identify Marches and Waltzes through listening
- Be able to find the pulse or beat in the music and tap, clap and play along with it
- Understand what a dotted minim is
- Understand and discuss the success criteria for a solo performance
- Be able to play a March and a Waltz and peer assess using given criteria
- Identify different types and styles of Marches & their uses through listening and playing
- Be able to compose a March (after Winter Assessments - CAT6)
- Be able to play and recognise the new recorder notes C and D
- Understand durations of notes including crotchet, minim, dotted minim, semibreve, and quavers
- Understand the meanings of the 'Elements of Music' (CAT 3)

4) Assessments and Christmas activities.



Winter assessments based on the work done so far. The **playing** assessment will be one piece you have learned in class on the recorder. You will also have a **listening** paper with questions and recorded music based on what you have learned so far this year.
Christmas Activities include Spot that Carol - pg 6 of recorder booklet, and Jingle Bells class ensemble.

- Be able to interpret a piece of music for recorder without the input of the teacher (CAT4)
- Be able to work with others in producing a Music ensemble for Christmas
- Understand helpful techniques/tips to aid my revision and complete Winter Listening Exam (CAT5)
- Be able to work out Christmas carols by unlocking the Musical code using knowledge I have attained.

5) Pitch - a closer look and listen



Investigating how sound is made through listening exercises and four 'instrument investigations' which explore different instrument 'types'

- Glass orchestra
- Pitch squawkers
- Double Bass
- Panpipes

The effect of **size, shape, tension** and **vibration** on **sound**.

Exploring **how different instruments produce and alter their sound/pitch**.

Recorders pages 5 & 7

- Understand how to carry out pitch investigations using everyday items as well as musical instruments
- Understand what need to happen for us to hear sounds
- Understand the effect of size, shape, tension and vibration on sound
- Be able to play and recognise new recorder notes F#, E and low D
- Folder check (CAT 7)

6) Timbre – instruments of the orchestra.



Through listening, looking at, and trying instruments we will try to **identify** and **describe** their individual **sounds** and their **characteristics**. Also the **features** and effects of the four main **families** of the orchestra. We will also develop an ensemble piece drawing on what we have learned so far – combining our knowledge of **pitch, rhythm, beat, dynamics, tempo** and now also **texture** and **expression**. Homeworks & I.T. research will also support our activities www.sfskids.org

- Be able to perform Skye Boat (CAT 8)
- Understand that instruments are divided up into different families.
- Understand how the different families evolved
- Be able to identify and describe different instruments and their individual sounds and characteristics through listening, looking and trying.
- Use ICT to complete work on sound production
- Make decisions on creating an ensemble piece using knowledge gained throughout the year.
- Be able to perform an unseen piece of music (CAT 9)
- Summer Listening Exam (CAT 10)