



# Kirkby Woodhouse School: Whole School Curriculum Intent

At Kirkby Woodhouse School our music curriculum offer will **PROVIDE** children with the essential knowledge, skills and experiences that they need to become life-long learners. It is designed to facilitate children knowing more and remembering more within a framework that encourages challenge, opportunity, ambition and participation.

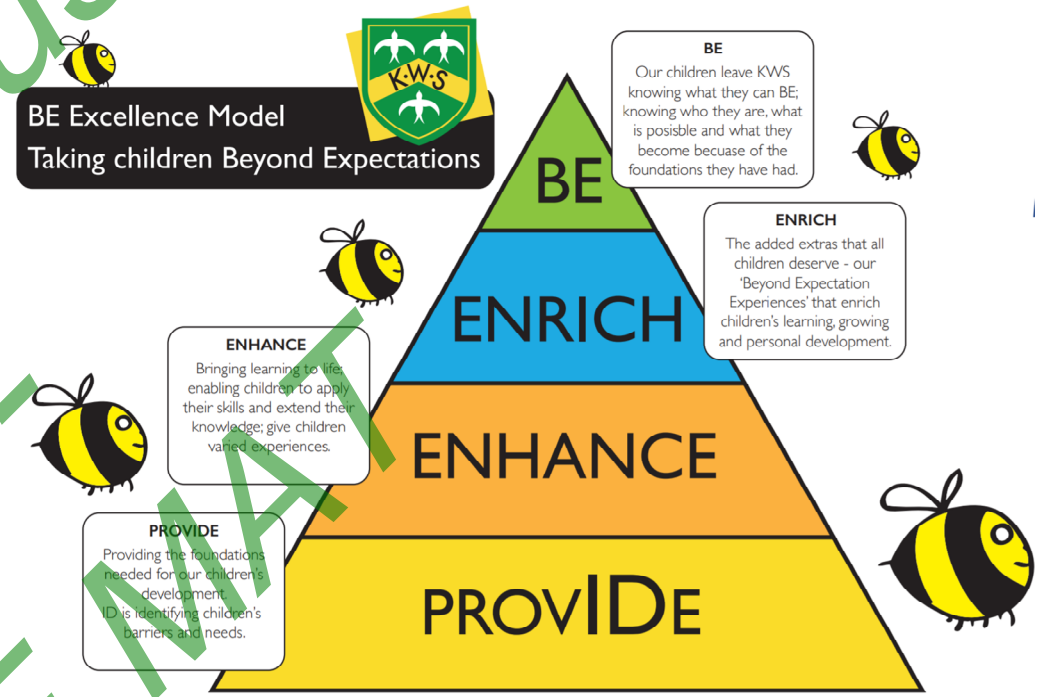
It will **PROVIDE** children with a clear pedagogical structure which allows them to acquire new learning. This is informed by national frameworks and expectations and supported by the Nottinghamshire Agreed Music Syllabus "Charanga". Each unit of work provides opportunities for listening and appraising and performing, as well as core knowledge and vocabulary about historic and contemporary music. There is also opportunity in each year group to compose and improvise within specific genres of music.

To allow children to remember more and learn more, the music curriculum at Kirkby Woodhouse School provides a robust and adaptable framework within which cross-curricular learning and meaningful real-life experiences happen. Teachers **ENHANCE** learning by linking concepts subject areas, providing exciting and engaging learning opportunities and providing opportunities for learning across children to work in partnership to solve problems.

The curriculum **ENRICHES** learning experiences through a comprehensive residential and extra-curricular program that supports learning within the classroom; these opportunities are extended from Early Years through to Year 6. Opportunities for children to excel are embedded into the culture of the school where children have opportunities to lead and shape school life through our School Council and House structure.

Profound Personal Development will be the heart of all teaching and learning where children are taught to take care of themselves, each other and the world around us. Through our High-5 Values, this "Take Care" language is central to our conversations with all stakeholders, and this allows children, staff, parents and governors to work together to ensure that our Take Care ethos helps us live out the things we have learned in our everyday lives.

Through a model of PROVIDING, ENHANCING AND ENRICHING learning experiences, and embedding a Take Care ethos within our community, we support our children to go Beyond Expectations and BE the best they can be.



## Our current curriculum intent

At the heart of our curriculum is our core purpose - the profound personal development of our children, which is about enabling our children to discover not just who they are, but they can become and what is possible.



To enable our children to learn and discover how these shape us as people and to enable our children to develop academically and personally, we provide our children with ...

**A community of opportunity and ambition**

**A community of participation**

... 'Beyond Expectation' opportunities and experiences in and out of the classroom that enrich children's learning to enable them to develop, grow and progress academically and personally regardless of their background, needs or academic ability; to learn about themselves, each other and the world around them; to learn about who they are, what they become and what is possible; to encourage them to be the best they can be (we like to say, be the best you can be, not the best in the world, but the best version of you); to prepare them for their future.

So, in short, our curriculum intent always comes back to our children – what do our children need to be the best they can be and to see what is possible; what do our children deserve so they can be the best they can be and see what is possible; how are we going to do this ...



# Music Learning Ladder – Nursery

Performing	Composing	Appraising
<ul style="list-style-type: none"><li>• Sing a large repertoire of songs. (C+L)</li><li>• Remember and sing entire songs. (EAD)</li><li>• Sing the pitch of a tone sung by another person ('pitch match') (EAD)</li><li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs (EAD)</li><li>• Play instruments with increasing control to express their feelings and ideas. (EAD)</li></ul>	<ul style="list-style-type: none"><li>• Create their own songs, or improvise a song around one they know. (EAD)</li></ul>	<ul style="list-style-type: none"><li>• Listen with increased attention to sounds. (EAD)</li><li>• Respond to what they have heard, expressing their thoughts and feelings. (EAD)</li></ul>



# Music Learning Ladder – Reception

Performing	Composing	Appraising
<ul style="list-style-type: none"><li>• Learn rhymes, poems and songs. (EAD)</li><li>• Sing in a group or on their own, increasingly matching the pitch and following the melody. (EAD)</li><li>• Explore and engage in music making and dance, performing solo or in groups. (EAD)</li></ul> <ul style="list-style-type: none"><li>• Sing a range of well-known nursery rhymes and songs. (ELG)</li><li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. (ELG)</li></ul>	<ul style="list-style-type: none"><li>• Create their own songs, or improvise a song around one they know. (EAD)</li></ul>	<ul style="list-style-type: none"><li>• Listen carefully to rhymes and songs, paying attention to how they sound. (C+L)</li><li>• Listen attentively, move to and talk about music, expressing their feelings and responses (C+L)</li></ul>

Kirkby Woodhouse School - ASPIRE MAT



# Skills Progression Document

## National Curriculum Requirements of Music at Key Stage 1

In music pupils should be taught to:

- use their voices expressively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.



# Music Learning Ladder – Year One

<b>Performing</b>	<b>Composing</b>	<b>Appraising</b>
<ul style="list-style-type: none"><li>• make different sounds with voice and with instruments</li><li>• follow instructions about when to play and sing</li><li>• use instruments to perform and choose sounds to represent different things</li></ul>	<ul style="list-style-type: none"><li>• clap and repeat short rhythmic and melodic patterns</li><li>• make a sequence of sounds and respond to different moods in music</li></ul>	<ul style="list-style-type: none"><li>• say whether they like or dislike a piece of music</li></ul>

Kirkby Woodhouse School - ASPIRE MAT

# Edward Elgar Knowledge Mat

Year 1

## End of Unit Quiz

1. Can you tell me which instruments are in this piece of music?
2. Can you tell me why Edward Elgar is famous?
3. Why is Land of Hope and Glory important to English people?
4. What is a March?
5. Can you tell me what an orchestra is?
6. Tell me how this music makes you feel?

### Orchestra Section

### Instruments

Strings

Violin, Viola, Cello

Woodwind

Flute, Clarinet, Bassoon

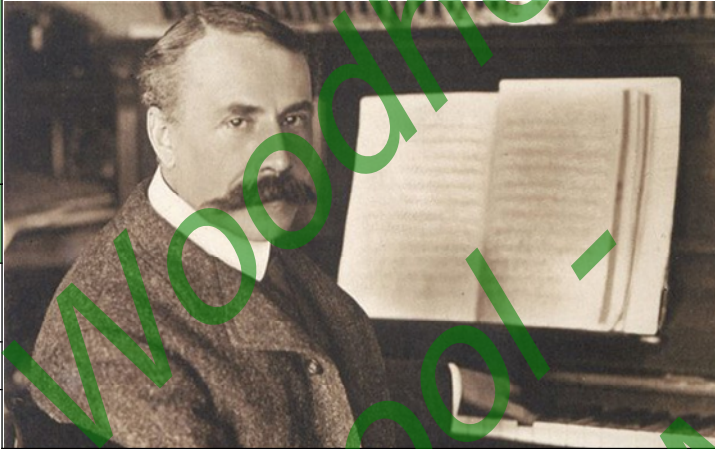
Brass

Trumpet, Trombone, Tuba

Percussion

Cymbal, Timpani

## Edward Elgar (1857 – 1934)



### Key Knowledge

Edward Elgar was an English Composer who composed the Pomp and Circumstance Marches.

His music is famous all around the world but most of his music is played in Britain.

Land of Hope and Glory is a piece of music taken from one of Elgar's compositions. Lyrics were added for the coronation of Edward VII.

Land of Hope and Glory is an important piece of music for British people. It has been used as an anthem for the English National Rugby Team, The Commonwealth Games and is featured during the Last night of the Proms.

The lyrics for Land of Hope and Glory were written by A.C. Benson.

## Vocabulary Expectations

Land of Hope and Glory

A song created from Edward Elgar's music – Pomp and Circumstance. The lyrics are by A. C. Benson

orchestra

A group of musical instruments that play together.

patriotic

Celebrating and loving the country where you were born.

March

A piece of music designed to be played in time to the marching of soldiers.

lyrics

The words to a song or poem.

Proms

The Proms is a concert in London that celebrates orchestral music. A traditional prom is played outside.



Trumpet



Violin


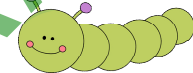




Flute



Timpani

# Year 1: Music Teacher Toolkit

1 beat		¼ beat	
½ beat		stave	
2 beats		treble clef	
rest		Louder /quieter	

## Subject Specific Vocabulary

<b>pulse</b>	A <b>pulse</b> is the heartbeat of the rhythm/ <b>music</b> that you hear - and feel - when listening to <b>music</b> and this is what people usually tap along to when listening.
<b>rhythm</b>	<b>Rhythm</b> is <b>music's</b> pattern in time. Whatever other elements a given piece of <b>music</b> may have (e.g., patterns in pitch or timbre), <b>rhythm</b> is the one indispensable element of all <b>music</b>
<b>beat</b>	In <b>music</b> and <b>music</b> theory, the <b>beat</b> is the basic unit of time also known as the pulse
<b>fast</b>	The <b>tempo</b> of the music can be described as <b>fast</b> . This will generally be in comparison to how it makes your body move in relation to the <b>pulse</b> or <b>beat</b> .
<b>slow</b>	The <b>tempo</b> of the music can be described as <b>slow</b> . This will generally be in comparison to how it makes your body move in relation to the <b>pulse</b> or <b>beat</b> .
<b>loud</b>	The <b>dynamics</b> of the music can be described as <b>loud</b> . This will generally be in comparison to the way the music changes in relation to other parts of the composition or other pieces of music.
<b>quiet</b>	The <b>dynamics</b> of the music can be described as <b>quiet</b> . This will generally be in comparison to the way the music changes in relation to other parts of the <b>composition</b> or other pieces of music.
<b>high</b>	The <b>pitch</b> of the music can be described as <b>high</b> . This will generally be in comparison to the way the music changes in relation to other parts of the <b>composition</b> or other pieces of music. The music moves up the scale in intervals or steps.
<b>low</b>	The <b>pitch</b> of the music can be described as <b>low</b> . This will generally be in comparison to the way the music changes in relation to other parts of the <b>composition</b> or other pieces of music. The music moves down the scale in intervals or steps.
<b>compose</b>	<b>Musical composition</b> can refer to an original piece of <b>music</b> , the structure of a <b>musical</b> piece, or the process of <b>creating</b> a new piece of <b>music</b> . People who practice <b>composition</b> are called composers. " <b>Composition</b> " is the act or practice of <b>creating</b> a song or other piece of <b>music</b> .
<b>improvise</b>	<b>Improvising</b> is the experimentation of performance within the structure of the music. This can also be described as instantaneous composition that is based on how we feel or relate to the structure of the existing music.
<b>perform</b>	<b>Performing</b> is the process of delivering the composition or improvisation to an audience for them to listen to and appraise the music.



# Music Learning Ladder – Year Two

<b>Performing</b>	<b>Composing</b>	<b>Appraising</b>
<ul style="list-style-type: none"><li>• sing or clap increasing and decreasing tempo</li><li>• perform simple patterns and accompaniments keeping a steady pulse</li><li>• play simple rhythmic patterns on an instrument</li></ul>	<ul style="list-style-type: none"><li>• order sounds to create a beginning, middle and an end</li><li>• create music in response to different starting points</li></ul>	<ul style="list-style-type: none"><li>• make connections between notations and musical sounds</li></ul>

Kirkby Woodhouse School  
ASPIRE MAT

# Music Year 2

## Listen and Appraise - Questions

1. Can you name some songs performed by Ladysmith Black Mambazo.
2. Can you describe how this style of singing is different to many of the songs you hear on the radio/online?
3. Can you describe any other instruments that are used?
4. Can you talk about what the songs are about?
5. Can you explain how the voices work together to create music?

## The Flag of South Africa



## Ladysmith Black Mambazo

1960-Present



## Vocabulary

**Male Voice  
Choir**

A large group of singers who are all men.

**a capella**

A performance by a singer or group of singers without musical accompaniment.

**indigenous**

Originating from a particular place. In this case, "mbube" is the language of people indigenous to Africa.

**melody**

A sequence of notes that makes up a memorable tune.

**chord**

A group of notes played together at the same time.

**choral**

A piece of music that is performed by a choir.

## Key Knowledge

Ladysmith Black Mambazo are a South African Male Voice Choir

Ladysmith Black Mambazo became well known in European and American culture after performing on Paul Simon's album Graceland in 1984.

Ladysmith Black Mambazo perform songs in Zulu, a language indigenous to South Africa.

Ladysmith is a town in South Africa.

# Rock Music

## Year 2

### Listen and Appraise - Questions

1. Can you name some songs that are rock songs?
2. What instruments are used in a rock song?
3. How many beats are in a bar in a rock song?
4. What is the structure of a rock song?
5. Which countries did rock music come from?
6. Can you explain what an amplifier is?

### Instruments



electric guitar



drum kit



electric bass guitar



electric keyboard



Queen  
1970 - Present



### Vocabulary

**beat**

The pulse of the music that you can feel.

**4/4 time signature**

Music that is written with four whole beats in a bar.

**pop music**

A wide variety of music that appeals to a large audience. It normally contains a song structure that has a verse and chorus.

**amplifier**

A piece of equipment that increases the sound volume of an instrument.

**electric guitar**

An instrument that requires an amplifier in order to make a noise or sound.

**structure**

The way a piece of music is organised. Rock music normally has a verse-chorus structure. Sometimes it has a bridge where a solo might be played.

### Key Knowledge




Rock music originated in the U.K. and United States America in the 1950s. It began as rock and roll and developed with the invention of the electrification of instruments such as the guitar and the keyboard.

Rock music is a type of pop music that normally has a 4/4 time signature and has a structure with a verse and a chorus.

Rock music has a number of types and styles but is identified by having electric instruments and a prominent drum kit/percussion section.

Rock music typically has a regular rhythm with an emphasis on the 1<sup>st</sup> and 3<sup>rd</sup> beats of the bar.

# Year 2: Music Teacher Toolkit

1 beat		$\frac{1}{4}$ beat	
$\frac{1}{2}$ beat		stave	
2 beats		treble clef	
rest		Louder /quieter	

## Subject Specific Vocabulary

<b>pulse</b>	A <b>pulse</b> is the heartbeat of the rhythm/ <b>music</b> that you hear - and feel - when listening to <b>music</b> and this is what people usually tap along to when listening.
<b>rhythm</b>	<b>Rhythm</b> is <b>music's</b> pattern in time. Whatever other elements a given piece of <b>music</b> may have (e.g., patterns in pitch or timbre), <b>rhythm</b> is the one indispensable element of all <b>music</b>
<b>beat</b>	In <b>music</b> and <b>music</b> theory, the <b>beat</b> is the basic unit of time also known as the pulse
<b>fast</b>	The <b>tempo</b> of the music can be described as <b>fast</b> . This will generally be in comparison to how it makes your body move in relation to the <b>pulse</b> or <b>beat</b> .
<b>slow</b>	The <b>tempo</b> of the music can be described as <b>slow</b> . This will generally be in comparison to how it makes your body move in relation to the <b>pulse</b> or <b>beat</b> .
<b>loud</b>	The <b>dynamics</b> of the music can be described as <b>loud</b> . This will generally be in comparison to the way the music changes in relation to other parts of the composition or other pieces of music.
<b>quiet</b>	The <b>dynamics</b> of the music can be described as <b>quiet</b> . This will generally be in comparison to the way the music changes in relation to other parts of the <b>composition</b> or other pieces of music.
<b>high</b>	The <b>pitch</b> of the music can be described as <b>high</b> . This will generally be in comparison to the way the music changes in relation to other parts of the <b>composition</b> or other pieces of music. The music moves up the scale in intervals or steps.
<b>low</b>	The <b>pitch</b> of the music can be described as <b>low</b> . This will generally be in comparison to the way the music changes in relation to other parts of the <b>composition</b> or other pieces of music. The music moves down the scale in intervals or steps.
<b>compose</b>	<b>Musical composition</b> can refer to an original piece of <b>music</b> , the structure of a <b>musical</b> piece, or the process of <b>creating</b> a new piece of <b>music</b> . People who practice <b>composition</b> are called composers. " <b>Composition</b> " is the act or practice of <b>creating</b> a song or other piece of <b>music</b> .
<b>improvise</b>	<b>Improvising</b> is the experimentation of performance within the structure of the music. This can also be described as instantaneous composition that is based on how we feel or relate to the structure of the existing music.
<b>perform</b>	<b>Performing</b> is the process of delivering the composition or improvisation to an audience for them to listen to and appraise the music.



# Skills Progression Document

## National Curriculum Requirements of Music at Key Stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians
- develop an understanding of the history of music.


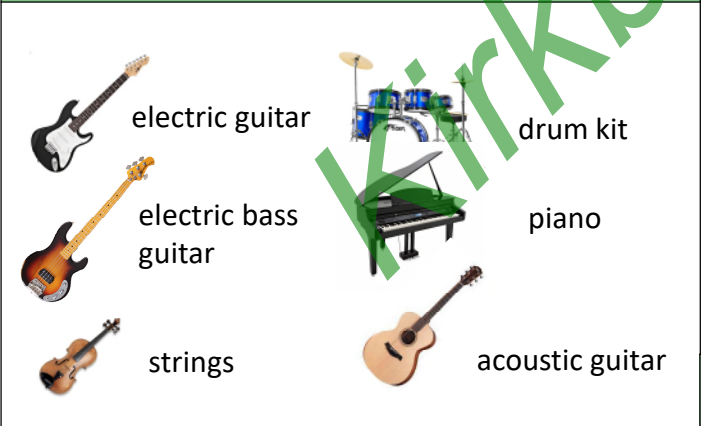




# Music Learning Ladder – Year Three

<b>Performing</b>	<b>Composing</b>	<b>Appraising</b>
<ul style="list-style-type: none"><li>• play clear notes on instruments and use different elements in composition</li></ul>	<ul style="list-style-type: none"><li>• combine different sounds to create a specific mood or feeling</li><li>• create repeated patterns with different instruments</li><li>• improve my work explaining how it has been improved</li></ul>	<ul style="list-style-type: none"><li>• listen carefully and recognise high and low phrases</li><li>• use musical words to describe a piece of music and compositions</li><li>• use musical words to describe what they like and do not like about a piece of music</li><li>• recognise the work of at least one famous composer</li></ul>









Kirkby Woodhouse School  
ASPIRE MAT

<h1>Music</h1> <h2>Year 3</h2>	<h3>Country of Origin - Jamaica</h3>	<h3>Vocabulary</h3>				
<h3>Listen and Appraise - Questions</h3>		<b>beat</b>	The pulse of the music that you can feel.			
1. In which country did Reggae originate?		<b>off-beat</b>	Where notes are played on the 2 <sup>nd</sup> and 4 <sup>th</sup> beat of the bar.			
2. Which musical instruments are in the foreground of reggae music?		<b>4/4 time signature</b>	Music the is written with four whole beats in a bar.			
3. What are some of the themes of reggae music?		<b>pop music</b>	A wide variety of music that appeals to a large audience. It normally contains a song structure that has a verse and chorus.			
4. Who is Bob Marley? Can you name some of his songs?		<b>chord</b>	Two or more notes played together at the same time.			
5. Can you explain what off-beat means?		<div data-bbox="1039 668 1396 853" data-label="Text"> <p><b>Bob Marley</b>  <b>Reggae</b>  <b>1945 - 1981</b></p> </div>	<b>syncopation</b>	A way of changing music so that notes are played slightly off the beat of the music		
6. Can you describe some of the musical styles that inspired Reggae music?	<h3>Key Knowledge</h3>					
<h3>Instruments</h3>						
<b>Vocals</b> – Main vocal: Male      Backing Vocals: Female				Reggae is a musical style that originated in Jamaica in the late 1960s.		
<div data-bbox="191 1039 471 1160" data-label="Image"> <p>electric guitar</p> </div> <div data-bbox="496 1039 802 1160" data-label="Image"> <p>drum kit</p> </div> <div data-bbox="191 1146 471 1303" data-label="Image"> <p>electric bass guitar</p> </div> <div data-bbox="496 1196 802 1303" data-label="Image"> <p>electric keyboard</p> </div>				Unlike most popular music styles, Reggae music has the bass guitar and percussion in the foreground of the music and the electric guitar and keyboard in the background.		
		Reggae music contains lots of religious ideas and often discusses ideas around peace and love. It also highlights ideas such as injustice and inequality.				
		Reggae music is inspired by different musical styles such as religious and gospel music, jazz and blues, and traditional songs from Jamaican culture.				

<h1>Music</h1> <h2>Year 3</h2>	<h3>The Beatles performing live</h3>	<h3>Vocabulary</h3>		
<h4>Listen and Appraise - Questions</h4>		<b>verse</b>	The verse is the part of the song that varies. It normally continues the story of the song or gives more examples of the main idea.	
1. Can you name some songs written by The Beatles?		<b>chorus</b>	The part of the song that repeats. It normally shortens the idea of the song into one or two repeated lines.	
2. Can you explain how the Beatles songs are structured?		<b>album</b>	A collection of songs compiled onto one cd or record.	
3. Can you describe some of the themes in the Beatles music?		<b>chord sequence</b>	A set of chords played one after the other to form the accompaniment to the vocals.	
4. Can you compare this music with the rock music from "I want to play in a band?" (Year 2)		<b>vocals</b>	Using a human voice as an instrument. This is another word for singing.	
5. Can you explain why The Beatles are an important musical artist to study?	<b>lyrics</b>	Words set to music that are usually sung.		
<h3>Instruments</h3>	<h2>The Beatles</h2> <h3>Pop Music</h3> <h3>1960-1971</h3>	<h3>Key Knowledge</h3>		
			<p>The Beatles are the best selling music artists of all time. They hold the record for the most number 1 albums and number 1 hit singles.</p>	
<h3>Abbey Road Album Cover</h3>			<p>The Beatles helped popularise different recording techniques such as track reversals and tape loops.</p>	
			<p>Paul McCartney and John Lennon are credited as the most successful writing partnership in popular music history. At the beginning of their careers they wrote songs together but towards the end of the Beatles, they wrote by themselves.</p>	

<h1>Music</h1> <h2>Year 3</h2>	<h3>Artistic Inspiration</h3>	<h3>Vocabulary</h3>		
<h4>Listen and Appraise - Questions</h4>		<b>Film score</b>	A film score is original music written specifically to accompany a film.	
1. Name some film scores composed by John Williams.		<b>Concerto</b>	A musical composition for a solo instrument or instruments accompanied by an orchestra.	
2. Can you describe how John Williams' music creates an emotional mood?		<b>Sound effects</b>	A sound other than speech or music made artificially for use in a play or film.	
3. Can you explain why John Williams is an important film score composer?		<b>Orchestra</b>	a group of instrumentalists, especially one combining string, woodwind, brass, and percussion sections and playing classical music.	
4. Can you compare two of John Williams's compositions?		<h4>Film scores</h4>	<b>Composer</b>	A person who is a musician and an author of music.
5. Can you describe the music of the "BFG" and how this music feels like dream music?		<b>Conductor</b>	A person who directs a musical performance	
<h4>Instruments</h4>		<b>melodic</b>	Having a melody – something that is tuneful and pretty to listen to.	
<b>Woodwind:</b> flute, piccolo, clarinet, bassoon, oboe		<h1>John Williams</h1> <h2>1932 -</h2>	<h3>Non-Negotiable Knowledge</h3>	
<b>Brass:</b> trumpet, tuba, trombone, horn, French Horn			John Williams is one of the most successful film score composers in history. He has been nominated for 52 Academy Awards. The second most in history.	
<b>Percussion:</b> timpani, triangle, gong,			He has worked closely with film director Steven Spielberg for much of his career and has composed the film scores for some of this most famous films.	
<b>Strings:</b> violin, viola, cello, double bass, harp	John Williams composes music in many different styles including jazz and symphonic music.			

# Year 3: Music Teacher Toolkit

1 beat		¼ beat	
½ beat		stave	
2 beats		treble clef	
rest		louder/ quieter	







Subject Specific Vocabulary	
<b>pulse</b>	A <b>pulse</b> is the heartbeat of the rhythm/ <b>music</b> that you hear - and feel - when listening to <b>music</b> and this is what people usually tap along to when listening.
<b>rhythm</b>	<b>Rhythm</b> is <b>music's</b> pattern in time. Whatever other elements a given piece of <b>music</b> may have (e.g., patterns in pitch or timbre), <b>rhythm</b> is the one indispensable element of all <b>music</b>
<b>beat</b>	In <b>music</b> and <b>music</b> theory, the <b>beat</b> is the basic unit of time also known as the pulse
<b>tempo</b>	The <b>tempo</b> of the music can be described as <b>fast or slow</b> . It describes the speed at which the beat or pulse drives the music.
<b>dynamics</b>	The <b>dynamics</b> of the music can be described as <b>loud or quiet</b> . It describes how loudly the music should be played. It is also used to describe the changes in music from loud to quiet and the other way round.
<b>pitch</b>	The <b>pitch</b> of the music can be described as <b>high or low</b> . This will generally be in comparison to the way the music changes in relation to other parts of the <b>composition</b> or other pieces of music. The music moves up the scale in intervals or steps.
<b>compose</b>	<b>Musical composition</b> can refer to an original piece of <b>music</b> , the structure of a <b>musical</b> piece, or the process of <b>creating</b> a new piece of <b>music</b> . People who practice <b>composition</b> are called composers. " <b>Composition</b> " is the act or practice of <b>creating</b> a song or other piece of <b>music</b> .
<b>improvise</b>	<b>Improvising</b> is the experimentation of performance within the structure of the music. This can also be described as instantaneous composition that is based on how we feel or relate to the structure of the existing music.
<b>verse</b>	A poem — especially one that rhymes — is called <b>verse</b> . ... In <b>music</b> , a <b>verse</b> is a section of a song that's often followed by a chorus
<b>chorus</b>	The <b>Chorus</b> is a part of a song that recurs at intervals, usually following each verse. Please note: This can also mean a group of people singing in unison (this can be as an accompaniment to a soloist or as part of a choir).
<b>instrumental</b>	An <b>instrumental</b> is a <b>musical</b> composition or recording without lyrics, or singing, although it might include some inarticulate vocals, such as shouted backup vocals in a Big Band setting.
<b>texture</b>	In <b>music</b> , <b>texture</b> is how the tempo, melodic, and harmonic materials are combined in a composition, thus determining the overall quality of the sound in a piece. ... For example, a thick <b>texture</b> contains many 'layers' of instruments.
<b>notation</b>	<b>Music notation</b> or <b>musical notation</b> is any system used to visually represent aurally perceived <b>music</b> played with instruments or sung by the human voice through the use of written, printed, or otherwise-produced symbols.
<b>tuned</b>	<b>Tuned</b> instruments are designed to create different pitches. Often these notes are played by changing the length of the instrument, such as the decreasing size of the keys on the glockenspiel
<b>un-tuned</b>	<b>Un-tuned</b> instruments are fixed in size and shape and the pitch of the notes created varies very little.



# Music Learning Ladder – Year Four

<b>Performing</b>	<b>Composing</b>	<b>Appraising</b>
<ul style="list-style-type: none"><li>• sing songs from memory with accurate pitch</li></ul>	<ul style="list-style-type: none"><li>• use notation to record compositions in a small group or individually</li><li>• use notation to record and interpret sequences of pitches</li></ul>	<ul style="list-style-type: none"><li>• explain why silence is often needed in music and explain what effect it has</li><li>• identify and describe the different purposes of music</li> <li>• begin to identify the style of work of Grieg, Elgar and John Williams</li></ul>

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<h1>Music</h1> <h2>Year 4</h2>	<h3>ABBA at the Eurovision Song Contest</h3>	<h2>Vocabulary</h2>	
<h3>Listen and Appraise - Questions</h3>		<b>synthesiser</b>	An electric keyboard that can be programmed to recreate the sounds of different types and styles of instruments.
1. Can you name some of ABBA's songs?		<b>unison</b>	When instruments or vocals perform the exact same music at the same time.
2. What are the instruments often used in ABBA's songs?		<b>4/4 time signature</b>	Music that is written with four whole beats in a bar.
3. What are the key themes contained in ABBA's music?		<b>pop music</b>	A wide variety of music that appeals to a large audience. It normally contains a song structure that has a verse and chorus.
4. How do the vocals work together that makes ABBA's style so recognisable?		<b>chord</b>	Two or more notes played together at the same time.
5. What is a synthesiser and how is it used in ABBA's music?	<b>beat</b>	The pulse of the music that you can feel.	
<h2>Instruments</h2>	<h2>ABBA</h2> <h3>Pop Music 1972-Present</h3>	<h2>Key Knowledge</h2>	
<b>Vocals –</b> Main vocal: 2 female singers Backing Vocals: 2 male singers		ABBA were one of the biggest selling music artists of the 1970s and their popularity continues to the present day.	
 electric guitar  drum kit  electric bass guitar  electric Keyboard/synthesiser		ABBA's popularity arose from winning the Eurovision Song Contest in 1974.	
		ABBA's music was adapted into a stage musical and a film which has toured across the world.	
	The members of ABBA consisted of two married couples. The name ABBA is taken from the first letters of their names to make up the band name.		

# Music

## Year 4

### Listen and Appraise - Questions

1. Why is soul music an important musical genre in the history of modern popular music?
2. What are the key themes discussed in Soul and Gospel Music songs?
3. What are the similarities between Reggae Music and Soul Music?
4. Can you name some other Soul and Gospel Songs?
5. Can you give an example of a Soul Song that contains a religious theme?

### Instruments



electric guitar



drum kit



electric bass guitar



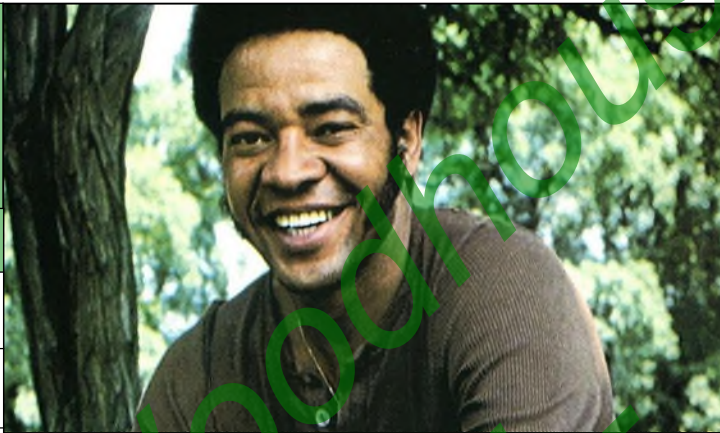
electric keyboard/synthesiser



strings



gospel choir



## Bill Withers Soul/Gospel Music 1938-2020

### Vocabulary


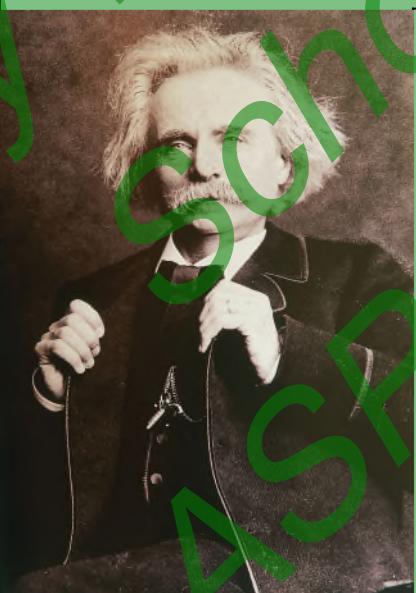
<b>call and response</b>	A repeated phrase that is sung in response to the main vocal e.g. "We all need somebody to lean on".
<b>a capella</b>	A performance by a singer or group of singers without musical accompaniment.
<b>sacred</b>	Music that has a key religious theme
<b>secular</b>	Music that has a non-religious theme.
<b>syncopation</b>	A way of changing music so that notes are played slightly off the beat of the music
<b>gospel</b>	Music that is linked specifically to the teachings of Jesus Christ through the New Testament.

### Key Knowledge









- Soul music is a style of music that originated in the African American community America in the 1950s. It is inspired by gospel, blues and jazz music.
- Soul music was an influential musical artform during the Civil Rights Movement in which people of colour were campaigning for a more equal society.
- One of the most famous record labels in the world – Motown – popularised the music of African American people and produced some of the most famous songs of all time.
- Soul music often contains religious Christian themes which includes social injustice. Many African American soul artists wrote and performed songs that focused on the lives of the black community and the struggle that people of colour faced in the 1960s.



Bill Withers – Greatest Hits Album

<h1>Music</h1> <h2>Year 4</h2>	Artistic Inspiration		Vocabulary	
Listen and Appraise - Questions	 <p>Peer Gynt in the Hall of the Mountain King – Theodore Kittelsen 1913</p>		<b>incidental music</b>	Music used in a film or play as a background to create or enhance a particular atmosphere.
1. What images does the music create in your head.			<b>suite</b>	A collection of short musical pieces which can be played one after the another.
2. Describe how the tempo (fast/slow) of the piece of music changes.			<b>folk music</b>	Music that is written in the traditional style of a country.
3. Describe how the dynamics (loud/quiet) of the piece of music change.			<b>orchestra</b>	A group of instrumentalists, especially one combining string, woodwind, brass, and percussion sections and playing classical music.
4. What do you think is happening in the hall of the Mountain King during the piece of music?			<b>pizzicato</b>	When string instrument players pluck the string on their instruments rather than use the bow.
5. How did Grieg make it sound as if the trolls were chasing Peer? How did Grieg make it sound as if the cave was falling down at the end?			<b>romanticism</b>	An artistic movement that focussed heavily on expression, drama and passion. Musical romanticism is known creating many different rich and complicated textures.
6. Why do you think people like this piece of music? Why do you think it is famous?	 <p><b>Edvard Grieg</b> 1843-1907</p> <p>“In the Hall of the Mountain King”</p>	<h3>Key Knowledge</h3> <p>'In the Hall of the Mountain King' is one of the pieces of incidental music written by Edvard Grieg to accompany Henrik Ibsen's play 'Peer Gynt'.</p> <p>Grieg later turned his full incidental music for 'Peer Gynt' into two suites.</p> <p>Edvard Grieg was a Norwegian composer and pianist who lived between 1843-1907. Many of his pieces were based on Norwegian fairy stories and many of his songs are written to sound like folk songs from his home country.</p> <p>This piece of music falls into an era of music know as Romanticism.</p>		
<h3>Instruments</h3>				
<b>Woodwind:</b> flute, piccolo, clarinet, bassoon, oboe				
<b>Brass:</b> trumpet, tuba, trombone, French horn				
<b>Percussion:</b> timpani, cymbal, bass drum, triangle				
<b>Strings:</b> violin, viola, cello, double bass				

# Year 4: Music Teacher Toolkit

1 beat		¼ beat	
½ beat		stave	
2 beats		treble clef	
rest		louder/ quieter	

## Subject Specific Vocabulary



<b>tempo</b>	The <b>tempo</b> of the music can be described as <b>fast or slow</b> . It describes the speed at which the beat or pulse drives the music.
<b>dynamics</b>	The <b>dynamics</b> of the music can be described as <b>loud or quiet</b> . It describes how loudly the music should be played. It is also used to describe the changes in music from loud to quiet and the other way round.
<b>pitch</b>	The <b>pitch</b> of the music can be described as <b>high or low</b> . This will generally be in comparison to the way the music changes in relation to other parts of the <b>composition</b> or other pieces of music. The music moves up the scale in intervals or steps.
<b>compose</b>	<b>Musical composition</b> can refer to an original piece of <b>music</b> , the structure of a <b>musical</b> piece, or the process of <b>creating</b> a new piece of <b>music</b> . People who practice <b>composition</b> are called composers. " <b>Composition</b> " is the act or practice of <b>creating</b> a song or other piece of <b>music</b> .
<b>improvise</b>	<b>Improvising</b> is the experimentation of performance within the structure of the music. This can also be described as instantaneous composition that is based on how we feel or relate to the structure of the existing music.
<b>texture</b>	In <b>music</b> , <b>texture</b> is how the tempo, melodic, and harmonic materials are combined in a composition, thus determining the overall quality of the sound in a piece. ... For example, a thick <b>texture</b> contains many 'layers' of instruments.
<b>notation</b>	<b>Music notation</b> or <b>musical notation</b> is any system used to visually represent aurally perceived <b>music</b> played with instruments or sung by the human voice through the use of written, printed, or otherwise-produced symbols.
<b>tuned</b>	<b>Tuned</b> instruments are designed to create different pitches. Often these notes are played by changing the length of the instrument, such as the decreasing size of the keys on the glockenspiel
<b>un-tuned</b>	<b>Un-tuned</b> instruments are fixed in size and shape and the pitch of the notes created varies very little.
<b>structure</b>	The way a piece of <b>music</b> is organised. <b>E.g. The verse, chorus, instrumental.</b>
<b>conductor</b>	The <b>Leader</b> of a group performance. Normally this person will be playing the <b>melody</b> or the most recognisable part of the music – or not playing at all and concentrating on leading the other musicians.
<b>melody</b>	<b>Melody</b> , or <b>musical</b> line, is a combination of pitch and rhythm. Sometimes a <b>melody</b> is considered to be the theme of a composition. We might characterise <b>melody</b> by its contour (rising or falling) and the size of the intervals in it.
<b>harmony</b>	<b>Harmony</b> is when you have multiple pitches being played at the same time. ... When we talk about <b>harmony</b> , we're generally talking about chords, which occur any time you have three or more notes played at the same time.
<b>solo</b>	In <b>music</b> , a <b>solo</b> (from the Italian: <b>solo</b> , meaning alone) is a piece or a section of a piece played or sung featuring a single performer, who may be performing completely alone or supported by an accompanying instruments.




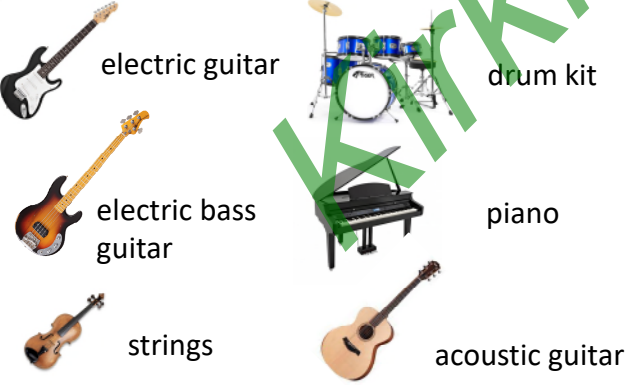
# Music Learning Ladder – Year Five

<b>Performing</b>	<b>Composing</b>	<b>Appraising</b>
<ul style="list-style-type: none"><li>maintain own part whilst others are performing their part</li></ul>	<ul style="list-style-type: none"><li>compose music which meets specific criteria</li><li>choose the most appropriate tempo for a piece of music</li><li>record aspects of the composition process</li></ul>	<ul style="list-style-type: none"><li>repeat a phrase from the music after listening intently</li><li>describe, compare and evaluate music using musical vocabulary</li><li>explain why they think music is successful or unsuccessful</li><li>contrast the work of a famous composer with another and explain preferences</li></ul>



Kirkby Woodhouse School - ASPIRE MAT

<p style="text-align: center;"><b>Music</b></p> <p style="text-align: center;"><b>Year 5</b></p>	<p style="text-align: center;"><b>Artistic Inspiration</b></p>		<p style="text-align: center;"><b>Vocabulary</b></p>	
<p style="text-align: center;"><b>Listen and Appraise - Questions</b></p>			<p><b>Ostinato</b></p>	<p>A continually repeated musical phrase or pattern.</p>
<p>1. Which movement do you like best and why?</p>			<p><b>Concerto</b></p>	<p>A musical composition for a solo instrument or instruments accompanied by an orchestra.</p>
<p>2. Can you hear the ostinato (the repeated pattern) in 'Mars'? Can you clap the rhythm?</p>			<p><b>Suite</b></p>	<p>A set of instrumental compositions, to be played in succession.</p>
<p>3. What instruments does Holst use to create tension?</p>			<p><b>Orchestra</b></p>	<p>A group of instrumentalists, especially one combining string, woodwind, brass, and percussion sections and playing classical music.</p>
<p>4. Describe how the dynamics (loud/quiet) change the mood of the piece you are listening to.</p>			<p><b>Composer</b></p>	<p>A person who is a musician and an author of music.</p>
<p>5. The string instruments use the wooden part of their bow in Mars. Can you hear it?</p>			<p style="text-align: center;"><b>The Planets</b></p>	<p><b>Conductor</b></p>
<p>6. Respond to 'Mars' with words and images to describe how this music makes you feel.</p>		<p><b>melodic</b></p>	<p>Having a melody – something that is tuneful and pretty to listen to.</p>	
<p style="text-align: center;"><b>Instruments</b></p>		<p style="text-align: center;"><b>Non-Negotiable Knowledge</b></p>		
<p><b>Woodwind:</b> flute, piccolo, clarinet, bassoon, oboe</p>		<p>The Planets is a seven-movement orchestral suite composed by Gustav Holst between 1914 and 1917.</p>		
<p><b>Brass:</b> trumpet, tuba, trombone, horn, French Horn</p>		<p>Each movement of the suite is named after a planet of the solar system. Earth is the only planet not to have a movement names after it.</p>		
<p><b>Percussion:</b> timpani, triangle, gong,</p>	<p>A march normally has 4 beats in a bar but Mars has 5 beats in a bar. Gustav Holst is known for using unusual time signatures in his compositions.</p>			
<p><b>Strings:</b> violin, viola, cello, double bass, harp</p>			<p style="text-align: center;"><b>Gustav Holst</b> 1874 - 1934</p>	

<h1>Music</h1> <h2>Year 5</h2>	<h3>Will Smith as the Fresh Prince of Bel-Air</h3>		<h3>Vocabulary</h3>	
<h4>Listen and Appraise - Questions</h4>			<b>synthesiser</b>	An electric keyboard that can be programmed to recreate the sounds of different types and styles of instruments.
1. Which new instruments are used in hip-hop music from previous genres and musical styles?			<b>turntable</b>	A circular plate on which music records can be played.
2. Can you name other songs that are hip-hop / rap songs?			<b>sample</b>	A recording taken from another piece of music that is re-use in a different context. I may be altered when it is re-used e.g. sped up or slowed down.
3. Can you describe some key themes of hip-hop / rap music and link these to other key themes in other music genres?			<b>loop</b>	A sample or beat that is played on repeat.
4. Can you describe the 4 key components in hip-hop music?			<b>scratching</b>	A technique used by DJs to move a record on a turntable to create a rhythmic pattern.
5. Can you explain why sampling older songs is important in hip-hop music?	<b>crossfade</b>	Where a DJ plays two songs at the same time and mixes one into the other.		
<h3>Instruments</h3>	<h3>Will Smith</h3> <h3>Hip-Hop/Rap Music</h3> <h3>1968-Present</h3>		<h3>Key Knowledge</h3>	
 <p>turntable</p> <p>drum/sample machine</p>				
<p>There are 4 key components to Hip-Hop musical culture. Rapping, rhythmic vocal rhyming, DJ-ing and breakdancing.</p>				
<p>Sampling is an important part of hip-hop culture. Hip-hop artist sample beats, bassline or backing track from older songs and remix them to re-invent older songs into new ones.</p>				
<p>A key theme in hip-hop music is the highlighting of social injustice and inequality.</p>				

<h1>Music</h1> <h2>Year 5</h2>	<h3>Bob Dylan</h3> <p>The composer of "Make you feel my love"</p>	<h2>Vocabulary</h2>	
<h3>Listen and Appraise - Questions</h3>		<b>prosody</b>	A technique used by composers to match the words to the music to convey meaning.
<p>1. Can you compare the Bob Dylan version with the Adele version and explain the similarities and differences?</p>		<b>hook</b>	A repetition in the music that catches the ear of the listener and is memorable.
<p>2. Can you describe the key themes of pop ballads?</p>		<b>crescendo</b>	A musical technique where the dynamics of the music get louder. In a pop ballad this normally reflects the emotion in the song growing.
<p>3. Can you explain how the music is arranged to match the mood of the lyrics?</p>		<b>diminuendo</b>	A musical technique where the dynamics of the music get quieter.
<p>4. Can you compare this style of pop music and the style of Soul/Gospel music?</p>		<h2>Adele</h2> <h3>Ballad – Pop Music</h3> <h4>1988-Present</h4>	<b>tempo</b>
<p>5. Can you name some other songs that are performed in this musical style?</p>	<b>dynamics</b>		Describes how loud or quiet the music is.
<h3>Instruments</h3>	<h3>Key Knowledge</h3>		
 <p>electric guitar</p> <p>electric bass guitar</p> <p>strings</p> <p>drum kit</p> <p>piano</p> <p>acoustic guitar</p>	<p>Pop ballads feature strong themes about love. This could be celebrating love or remembering lost love.</p>		
<p>Pop ballads have a slow and gentle backing track where the drums and bass guitar normally sit low in the mix.</p>			
<p>The mood of the music and the mood of the lyrics match each other. Normally ballads that celebrate love are joyful and ones that are about lost love are sombre.</p>			
<p>Some ballads have a greater focus on electric instruments and these are called power ballads. Normally, they have a slightly increased tempo and focus on the percussion section.</p>			

# Year 5: Music Teacher Toolkit

crotchet		semi-quaver	
quaver		stave	
minim		treble clef	
rest		Crescendo/ diminuendo	



Subject Specific Vocabulary	
<b>tempo</b>	The <b>tempo</b> of the music can be described as <b>fast or slow</b> . It describes the speed at which the beat or pulse drives the music.
<b>dynamics</b>	The <b>dynamics</b> of the music can be described as <b>loud or quiet</b> . It describes how loudly the music should be played. It is also used to describe the changes in music from loud to quiet and the other way round.
<b>pitch</b>	The <b>pitch</b> of the music can be described as <b>high or low</b> . This will generally be in comparison to the way the music changes in relation to other parts of the <b>composition</b> or other pieces of music. The music moves up the scale in intervals or steps.
<b>compose</b>	<b>Musical composition</b> can refer to an original piece of <b>music</b> , the structure of a <b>musical</b> piece, or the process of <b>creating</b> a new piece of <b>music</b> . People who practice <b>composition</b> are called composers. " <b>Composition</b> " is the act or practice of <b>creating</b> a song or other piece of <b>music</b> .
<b>improvise</b>	<b>Improvising</b> is the experimentation of performance within the structure of the music. This can also be described as instantaneous composition that is based on how we feel or relate to the structure of the existing music.
<b>texture</b>	In <b>music</b> , <b>texture</b> is how the tempo, melodic, and harmonic materials are combined in a composition, thus determining the overall quality of the sound in a piece. ... For example, a thick <b>texture</b> contains many 'layers' of instruments.
<b>notation</b>	<b>Music notation</b> or <b>musical notation</b> is any system used to visually represent aurally perceived <b>music</b> played with instruments or sung by the human voice through the use of written, printed, or otherwise-produced symbols.
<b>tuned</b>	<b>Tuned</b> instruments are designed to create different pitches. Often these notes are played by changing the length of the instrument, such as the decreasing size of the keys on the glockenspiel
<b>un-tuned</b>	<b>Un-tuned</b> instruments are fixed in size and shape and the pitch of the notes created varies very little.
<b>structure</b>	The way a piece of <b>music</b> is organised. <b>E.g. The verse, chorus, instrumental.</b>
<b>conductor</b>	The <b>Leader</b> of a group performance. Normally this person will be playing the <b>melody</b> or the most recognisable part of the music – or not plying at all and concentrating on leading the other musicians.
<b>melody</b>	<b>Melody</b> , or <b>musical</b> line, is a combination of pitch and rhythm. Sometimes a <b>melody</b> is considered to be the theme of a composition. We might characterise <b>melody</b> by its contour (rising or falling) and the size of the intervals in it.
<b>harmony</b>	<b>Harmony</b> is when you have multiple pitches being played at the same time. ... When we talk about <b>harmony</b> , we're generally talking about chords, which occur any time you have three or more notes played at the same time.
<b>solo</b>	In <b>music</b> , a <b>solo</b> (from the Italian: <b>solo</b> , meaning alone) is a piece or a section of a piece played or sung featuring a single performer, who may be performing completely alone or supported by an accompanying instruments.






# Music Learning Ladder – Year Six

<b>Performing</b>	<b>Composing</b>	<b>Appraising</b>
<ul style="list-style-type: none"><li>• sing in harmony confidently and accurately</li><li>• perform parts from memory</li><li>• take the lead in a performance</li></ul>	<ul style="list-style-type: none"><li>• use a variety of different musical devices in composition (including melody, rhythms and chords).</li></ul>	<ul style="list-style-type: none"><li>• accurately recall a part of the music listened to</li><li>• analyse features within different pieces of music</li><li>• evaluate how the venue, occasion and purpose affects the way a piece of music is created</li><li>• compare and contrast the impact that different composers from different times have had on people of that time</li></ul>

Kirkby Woodhouse School - ASPIRE MAT

<p style="text-align: center;"><b>Music</b></p> <p style="text-align: center;"><b>Year 6</b></p>	<p style="text-align: center;"><b>Artistic Inspiration</b></p>	<p style="text-align: center;"><b>Vocabulary</b></p>				
<p style="text-align: center;"><b>Listen and Appraise - Questions</b></p>		<p><b>Musical</b></p>	<p>A play or film in which singing and dancing play an essential part. Musicals developed from light opera in the early 20<sup>th</sup> century.</p>			
<p>1. How does Leonard Bernstein incorporate Latin and Jazz music into the score?</p>		<p><b>Lyrics</b></p>	<p>Words that are written to be put to music.</p>			
<p>2. What are the themes of this musical?</p>		<p><b>Opera</b></p>	<p>a style of classical musical that features drama, acting, instruments and singing. Opera singers normally tell the story through the singing.</p>			
<p>3. How do the lyrics and music work together to create meaning?</p>		<p><b>Orchestra</b></p>	<p>a group of instrumentalists, especially one combining string, woodwind, brass, and percussion sections and playing classical music.</p>			
<p>4. Describe how the dynamics (loud/quiet) of the piece of music change.</p>		<p style="text-align: center;"><b>West Side Story – New York</b></p>	<p><b>Composer</b></p>	<p>A person who writes music as a professional occupation</p>		
<p>5. What instrument can you hear?</p>			<p><b>Score</b></p>	<p>A score is notation in a printed form of musical work. It may contain many parts that make up an orchestra.</p>		
<p>6. Can you name some of the songs that are in this musical?</p>	<p><b>Jazz</b></p>		<p>A type of music which emerged at the beginning of the 20<sup>th</sup> Century. It is characterised by improvisation , syncopation and a forceful rhythm.</p>			
<p style="text-align: center;"><b>Instruments</b></p>	<p><b>Non-Negotiable Knowledge</b></p>					
<p><b>Woodwind:</b> flute, piccolo, clarinet, saxophone, bassoon, oboe</p>	<p>West Side Story is a modern day adaptation of the Shakespeare play Romeo and Juliet .</p>					
<p><b>Brass:</b> trumpet, tuba, trombone, French horn,</p>	<p>Leonard Bernstein composed the music and Stephen Sondheim wrote the lyrics.</p>					
<p><b>Percussion:</b> timpani, triangle, gong, drums</p>	<p>The musical explores a rivalry between two gangs of different ethnicities. At the heart of the musical is a love story between two people on different sides of the gang war.</p>					
<p><b>Strings:</b> violin, viola, cello, double bass, harp</p>				<p><b>Leonard Bernstein</b>  <b>1918 - 1990</b>  <b>“West Side Story”</b></p>		
<p><b>Additional:</b></p>						

<h1>Music</h1> <h2>Year 6</h2>	<h1>Carole King</h1> <h2>Pop Music</h2> <h3>1942-Present</h3>	<h1>Vocabulary</h1>	
<p>1. Can you name some songs the Carole King has written?</p>		<p><b>prosody</b></p>	<p>A technique used by composers to match the words to the music to convey meaning.</p>
<p>2. Can you describe the style of Carole King's song "You've got a friend."</p>		<p><b>hook</b></p>	<p>A repetition in the music that catches the ear of the listener and is memorable.</p>
<p>3. Compare "You've got a friend" with "Make you Feel My Love" by Adele. What is the same and what is different?</p>		<p><b>crescendo</b></p>	<p>A musical technique where the dynamics of the music get louder. In a pop ballad this normally reflects the emotion in the song growing.</p>
<p>4. Does Carole King write about similar themes in her songs? What are they?</p>		<p><b>diminuendo</b></p>	<p>A musical technique where the dynamics of the music get quieter.</p>
<p>5. Can you research about Carole King's other songs and her song writing style.</p>		<p><b>tempo</b></p>	<p>A word used to describe the speed of the music. A pop ballad normally has slow tempo.</p>
<h2>Instruments</h2>	<p>Aretha Franklin – Carole King wrote one of her most famous songs</p>	<h2>Key Knowledge</h2>	
		<p>Carole King is a songwriter. She wrote over 100 songs that have charted in the Billboard Top 100 songs between 1962 and 2005.</p>	
<p>Carole King wrote songs for a wide-range of artists including the song "(You make me feel like) A natural woman" by Aretha Franklin, one of the most successful singers of all time.</p>			
<p>Carole King released a solo album called Tapestry in 1971 which held the record for most weeks at number one in the charts for more than 20 years.</p>			
<p>Carole King has won four Grammy awards and has been inducted into the Songwriters Hall of Fame.</p>			

# Music

## Year 6

1. Can you name some Motown songs?
2. Can you name some of the Artists signed to the Motown record label.
3. Compare "(You make me feel like) A Nautral Woman" by Aretha Franklin with "(You make me feel like) A Nautral Woman" by Carole King
4. Can you describe some of the key themes of Motown Music?
5. Can you compare Motown Music with Gospel/Soul music in Year 4? (Lean on me)

### Key Knowledge

Motown is an American record label famous for popularising the music by artists of colour.

During the 1960s, the Motown record label had 79 top ten records.

The "Motown Sound" is a famous style of music that used tambourines to accent the beat of the music and call-and-response themes taken from Gospel Music.

Motown played a key role in highlighting the social injustice suffered by African-Americans in the 1960s. Many Motown songs reflected this injustice.



## Martha Reeves Pop Music - Motown 1957 - Present



### The Motown Record Label Logo

### Vocabulary

<b>back beat</b>	Where notes are played on the 2 <sup>nd</sup> and 4 <sup>th</sup> beat of the bar.
<b>syncopation</b>	A way of changing music so that notes are played slightly off the beat of the music
<b>record label</b>	A company that makes and produces music. Motown signed music artists the release records under their brand.
<b>Motown sound</b>	The "Motown Sound" is a famous style of music that used tambourines to accent the beat of the music and call-and-response themes taken from Gospel Music.
<b>orchestration</b>	The way in which music is organised to showcase or highlight specific instruments.

### Instruments

	electric guitar		drum kit
	electric bass guitar		piano
	strings		acoustic guitar
	trumpet		saxophone

# Year 6: Music Teacher Toolkit

crotchet		semi-quaver	
quaver		stave	
minim		treble clef	
rest		Crescendo/ diminuendo	

Subject Specific Vocabulary	
<b>tempo</b>	The <b>tempo</b> of the music can be described as <b>fast or slow</b> . It describes the speed at which the beat or pulse drives the music.
<b>dynamics</b>	The <b>dynamics</b> of the music can be described as <b>loud or quiet</b> . It describes how loudly the music should be played. It is also used to describe the changes in music from loud to quiet and the other way round.
<b>pitch</b>	The <b>pitch</b> of the music can be described as <b>high or low</b> . This will generally be in comparison to the way the music changes in relation to other parts of the <b>composition</b> or other pieces of music. The music moves up the scale in intervals or steps.
<b>compose</b>	<b>Musical composition</b> can refer to an original piece of <b>music</b> , the structure of a <b>musical</b> piece, or the process of <b>creating</b> a new piece of <b>music</b> . People who practice <b>composition</b> are called composers. " <b>Composition</b> " is the act or practice of <b>creating</b> a song or other piece of <b>music</b> .
<b>improvise</b>	<b>Improvising</b> is the experimentation of performance within the structure of the music. This can also be described as instantaneous composition that is based on how we feel or relate to the structure of the existing music.
<b>texture</b>	In <b>music</b> , <b>texture</b> is how the tempo, melodic, and harmonic materials are combined in a composition, thus determining the overall quality of the sound in a piece. ... For example, a thick <b>texture</b> contains many 'layers' of instruments.
<b>notation</b>	<b>Music notation</b> or <b>musical notation</b> is any system used to visually represent aurally perceived <b>music</b> played with instruments or sung by the human voice through the use of written, printed, or otherwise-produced symbols.
<b>tuned</b>	<b>Tuned</b> instruments are designed to create different pitches. Often these notes are played by changing the length of the instrument, such as the decreasing size of the keys on the glockenspiel
<b>un-tuned</b>	<b>Un-tuned</b> instruments are fixed in size and shape and the pitch of the notes created varies very little.
<b>structure</b>	The way a piece of <b>music</b> is organised. <b>E.g. The verse, chorus, instrumental.</b>
<b>conductor</b>	The <b>Leader</b> of a group performance. Normally this person will be playing the <b>melody</b> or the most recognisable part of the music – or not playing at all and concentrating on leading the other musicians.
<b>melody</b>	<b>Melody</b> , or <b>musical</b> line, is a combination of pitch and rhythm. Sometimes a <b>melody</b> is considered to be the theme of a composition. We might characterise <b>melody</b> by its contour (rising or falling) and the size of the intervals in it.
<b>harmony</b>	<b>Harmony</b> is when you have multiple pitches being played at the same time. ... When we talk about <b>harmony</b> , we're generally talking about chords, which occur any time you have three or more notes played at the same time.
<b>solo</b>	In <b>music</b> , a <b>solo</b> (from the Italian: <b>solo</b> , meaning alone) is a piece or a section of a piece played or sung featuring a single performer, who may be performing completely alone or supported by an accompanying instruments.