

## Music Knowledge and Skills, Reception: Technology, Structure and Form

<b>Key Question: How can I change sounds when I am playing?</b>		
<b>What I should already know</b>	<b>Key knowledge</b>	<b>Key skills</b>
<p>Sounds can be changed. When I make sounds, some of them sound different to each other.</p>	<p>Sounds can be made and changed. We can make sounds with instruments and technology. We can recreate sounds and use them in a song or rhyme we already know. We can change sounds using technology. We can add sound effects to stories or songs using technology.</p>	<p>Make and change sounds through play or using technology. Use technology to recreate sounds. Use an editing tool to change a known song. Use technology to add sound effects to a song. Use language associated with pitch, pulse and rhythm when talking about sounds. Perform in front of an audience.</p>
<b>End goal</b>	<b>Key Vocabulary</b>	<b>Key Music / People</b>
<p>Know that sounds can be made, recreated and changed through play and technology. Use technology to make, change and add sounds. Apply knowledge of pitch, pulse and rhythm when talking about changes in music.</p>	<p>Same – when something has not changed Change – when something is different Technology – devices or apps (hardware or software) Sound effect – a sound made to enhance a story or song</p>	<p>Nursery rhymes/ songs eg Old McDonald Songs with sound effects: The Beatles, ‘We All Live in a Yellow Submarine’ The Sweet, ‘Blockbuster</p>

## Music Knowledge and Skills, Palmer (Cycle A): Technology, Structure and Form

<b>Key Question: How can I use technology to change sounds?</b>		
<b>What I should already know</b>	<b>Key knowledge</b>	<b>Key skills</b>
<p>Sounds can be made and changed.            We can make sounds with instruments and technology.            We can recreate sounds and use them in a song or rhyme we already know.            We can change sounds using technology.            We can add sound effects to stories or songs using technology.</p>	<p>Technology can be used to make music.            Technology includes hardware (devices) and software (apps or programs).            We can use technology to create and change sounds in a song we already know.            We can use technology to edit sounds and add sound effects to a song we already know.</p>	<p>Use technology to make and change music.            Use an editing tool to change a known song.            Use technology to add sound effects to a song.            Use language associated with pitch, pulse and rhythm when talking about sounds.            Perform in front of an audience.</p>
<b>End goal</b>	<b>Key Vocabulary</b>	<b>Key Music / People</b>
<p>Know that sounds can be made, recreated and changed through play and technology.            Use technology to make, change and add sounds.            Apply knowledge of pitch, pulse and rhythm when talking about changes in music.</p>	<p>Technology – hardware and software            Edit – to make changes to a piece of music            Tool – something that is used to help with a task            Create – to make something            Recreate – to make something again</p>	<p>Song: ‘Down in the Jungle’             Songs with sound effects:            Kate Bush’s “Babooshka” which has many instances of breaking glass used rhythmically            Bicycle bells in Queen’s “Bicycle Race”            "Hole in The Ground" by Bernard Cribbins (pneumatic drill and construction equipment)</p>

## Music Knowledge and Skills, Palmer (Cycle B): Technology, Structure and Form

<b>Key Question: How can I use technology to record my music?</b>		
<b>What I should already know</b>	<b>Key knowledge</b>	<b>Key skills</b>
<p>Technology can be used to make music. Technology includes hardware (devices) and software (apps or programs). We can use technology to create and change sounds in a song we already know. We can use technology to edit sounds and add sound effects to a song we already know.</p>	<p>A time signature tells us how many beats are in a bar in a piece of music. Structure gives music shape and balance. A common musical structure in a song is verse, chorus, verse. If we want to hear a piece of music again exactly as it was played, we can use technology to record it.</p>	<p>Count and perform a steady beat in patterns of two, three, and four beats (metre). Explore and identify simple rhythms. Explore and create repeated rhythms. Identify the structure of familiar songs. Use technology to reate a rhythm in 4/4. Use technology to record a rhythm.</p>
<b>End goal</b>	<b>Key Vocabulary</b>	<b>Key Music / People</b>
<p>Identify the structure of familiar songs. Create a 4/4 rhythm using technology. Combine rhythms as a class to create a piece of music. Use technology to record and then edit the music.</p>	<p>Technology: hardware and software Edit: to make changes to a piece of music Record: to make a permanent copy that can be used again Rhythm: a musical pattern Structure: The order of each section in a piece of music. Metre: strong and weak beats Improvising: making music Composing: creating and writing music down</p>	<p>Buddy Holly, 'That'll be the Day' Beach Boys, 'California Girls' Outkast, 'Hey Ya'</p>

## Music Knowledge and Skills, Moore (Cycle A): Technology, Structure and Form

<b>Key Question: How can technology be used to create a structured piece of music?</b>		
<b>What I should already know</b>	<b>Key knowledge</b>	<b>Key skills</b>
<p>A time signature tells us how many beats are in a bar in a piece of music.</p> <p>Structure gives music shape and balance.</p> <p>A common musical structure in a song is verse, chorus, verse.</p> <p>If we want to hear a piece of music again exactly as it was played, we can use technology to record it.</p>	<p>A common musical structure in a song is verse, chorus, verse and is known as the AB structure.</p> <p>There are many ways to compose a song eg lyrics first, music first or both together.</p> <p>We can compose music using the pentatonic scale.</p> <p>Sequencing software can be used to create and edit our music.</p>	<p>Apply knowledge of AB structure to compose lyrics for a song.</p> <p>Apply knowledge of the pentatonic scale to compose a piece of music for the lyrics.</p> <p>Use sequencing software (eg GarageBand) to create a piece of music and then edit it.</p> <p>Appraise own and others' compositions.</p>
<b>End goal</b>	<b>Key Vocabulary</b>	<b>Key Music / People</b>
<p>Use and apply knowledge of the pentatonic scale to compose a song with an AB structure.</p> <p>Use sequencing software to create and edit music.</p> <p>Appraise music using musical vocabulary (terminology).</p>	<p>Scale- from the Latin word (which means ladder, staircase or flight of stairs).</p> <p>Pentatonic scale – a scale made up of 5 notes</p> <p>Octave – an interval of 8 notes (including the start and end note which have the same letter)</p> <p>Structure: the order of each section in a piece of music.</p> <p>Appraise: to assess the value or quality</p>	<p>Music with ABAB structure:</p> <p>Frank Sinatra, 'Fly Me to the Moon'</p> <p>Ritchie Valens, 'La Bamba'</p>

## Music Knowledge and Skills, Moore (Cycle B): Technology, Structure and Form

<b>Key Question: How can I use musical structure to create a pop song?</b>		
<b>What I should already know</b>	<b>Key knowledge</b>	<b>Key skills</b>
<p>A common musical structure in a song is verse, chorus, verse and is known as the AB structure.</p> <p>There are many ways to compose a song eg lyrics first, music first or both together.</p> <p>We can compose music using the pentatonic scale.</p> <p>Sequencing software can be used to create and edit our music.</p>	<p>Pop music is short for popular music and it is easy to listen to and sing along with.</p> <p>Pop music originated in the 1960s in the UK and USA.</p> <p>Early pop artists include The Beatles, Abba and the Rolling Stones</p> <p>A common musical structure of pop songs is ABC eg verse, chorus, verse, chorus, bridge, chorus.</p>	<p>Create a piece of pop music using images and word descriptions on a chosen theme.</p> <p>Use the AB or ABC song structure in the composition.</p> <p>Use voice, sounds, and instruments to create an AB or ABC pop song.</p> <p>Use sequencing software (eg GarageBand) to record a piece of music and then edit it.</p> <p>Compare and contrast sections of music (A, B,C) using key terminology to successfully describe what is heard</p> <p>Appraise own and others' compositions.</p>
<b>End goal</b>	<b>Key Vocabulary</b>	<b>Key Music / People</b>
<p>Use and apply musical knowledge of scales to compose a pop song with an ABC structure.</p> <p>Use sequencing software to create and edit music.</p> <p>Appraise music using musical vocabulary (terminology).</p>	<p>Melodic shape: the shape of a melody in steps, leaps or the same repeated note</p> <p>Dynamics: volume of sound</p> <p>Structure: the order of each section in a piece of music.</p> <p>Appraise: to assess the value or quality</p> <p>Pop music: Popular music that originated in the 1960s</p>	<p>Early Pop Artists: The Beatles, Abba and the Rolling Stones</p> <p>ABC song structures: Katy Perry, 'Firework' Adele, 'Rolling in the Deep'</p>

## Music Knowledge and Skills, Cameron (Cycle A): Technology, Structure and Form

<b>Key Question: How can I apply my knowledge of structure to Blues Music ?</b>		
<b>What I should already know</b>	<b>Key knowledge</b>	<b>Key skills</b>
<p>Pop music is short for popular music and it is easy to listen to and sing along with.</p> <p>Pop music originated in the 1960s in the UK and USA.</p> <p>Early pop artists include The Beatles, Abba and the Rolling Stones</p> <p>A common musical structure of pop songs is ABC eg verse, chorus, verse, chorus, bridge, chorus.</p>	<p>Blues music originated in the ‘Deep South’ of the USA in the 1860s. It strongly influenced pop music in the 1960s.</p> <p>Blues music was created by African Americans and has a slow tempo and strong rhythm.</p> <p>Blues has a time signature of 4/4.</p> <p>The most common blues form is the 12 bar blues with an AAB form for lyrics.</p>	<p>Identify the musical structure of a Blues song.</p> <p>Use voice, sounds, and instruments to change and create a 12 bar blues song.</p> <p>Apply knowledge of harmony to the composition (chords).</p> <p>Use sequencing software (eg GarageBand) to record a piece of music and then edit it.</p> <p>Compare and contrast sections of music (A, B,C) using key terminology to successfully describe what is heard.</p> <p>Appraise own and others’ compositions.</p>
<b>End goal</b>	<b>Key Vocabulary</b>	<b>Key Music / People</b>
<p>Use and apply musical knowledge of structure and harmony to compose a 12 bar blues song.</p> <p>Use sequencing software to create and edit music.</p> <p>Appraise music using musical vocabulary (terminology).</p>	<p>Chord: a combination of 3 or more notes that blend harmoniously.</p> <p>12 bar blues: a form with chords that follow a sequence over 12 bars.</p> <p>Walking bass: notes of equal duration played by the bass that drive the music forward</p> <p>Chromatic: a scale with notes that are a semitone apart</p>	<p>BB King</p> <p>Aretha Franklin</p> <p>AAB structure:</p> <p>Elvis, ‘Hound Dog’</p>

## Music Knowledge and Skills, Cameron (Cycle B): Technology, Structure and Form

<p><b>Key Question: How can I use my knowledge of pitch, duration, dynamics, tempo, timbre, texture and structure to compose a soundscape using technology?</b></p>		
<p><b>What I should already know</b></p> <p>Blues music originated in the ‘Deep South’ of the USA in the 1860s. It strongly influenced pop music in the 1960s. Blues music was created by African Americans and has a slow tempo and strong rhythm. Blues has a time signature of 4/4. The most common blues form is the 12 bar blues with an AAB form for lyrics.</p>	<p><b>Key knowledge</b></p> <p>A soundscape is when we use sound and music to create the atmosphere of a story being told or create a complete audio ‘picture’ of an environment. Soundscapes can include sound effects, music or recordings of the natural environment. Connecting with nature is a proven way to relax and is one of the five ways of wellbeing.</p>	<p><b>Key skills</b></p> <p>Apply previous knowledge of the elements of music to create a composition: sound, melody, harmony, texture, rhythm, structure, expression. Using the theme of ‘wellbeing’, create a soundscape to help the listener to eg relax, go to sleep, connect with nature. Appraise own and others’ compositions using key terminology.</p>
<p><b>End goal</b></p> <p>Know how to use knowledge of elements of music to create a composition: sound, melody, harmony, texture, rhythm, structure, expression. Record soundscape and appraise own and others’ compositions.</p>	<p><b>Key Vocabulary</b></p> <p>Inter-related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations Soundscape: a sound or combination of sounds that forms or arises from an immersive environment.</p>	<p><b>Key Music / People</b></p> <p>The Printmakers, ‘Tideway’ Nature Soundscapes</p> <p><a href="https://www.yym.org.uk/blog/sounds-like-a-soundscape">https://www.yym.org.uk/blog/sounds-like-a-soundscape</a></p>