

Music Knowledge and Skills, Reception: 20th Century Music / Music History

Key Question: What makes music different?		
What I should already know	Key knowledge	Key skills
<p>Sounds can be changed. When I make sounds, some of them sound different to each other. The steady beat in music is called pulse. The speed of music is called tempo.</p>	<p>Music has changed over time. Some music that is made now sounds different to music that was made a long time ago. Music has changed because people have different instruments. Songs that sound similar have a particular style and there is a name to describe each style. Bob Marley sang in a style called reggae. Kylie Minogue sang in a style called disco.</p>	<p>Pitch match when singing along with a melody. Recognise that some songs sound different and that some can sound similar. Listen to and recognise some of the different sounds made by traditional and modern instruments. Keep the beat when singing along with music. Use language associated with pitch, pulse and rhythm when talking about music. Perform in front of an audience.</p>
End goal	Key Vocabulary	Key Music / People
<p>Sing and perform the melody of a reggae song and a disco song. Recognise that there are different styles of music and that these have their own names. Identify familiar reggae music and disco music.</p>	<p>Same: when something has not changed Change: when something is different Reggae: a style of music with a strong beat Disco: a style of dance music</p>	<p>Reggae, Disco Bob Marley, 'Three Little Birds' Kylie Minogue, 'The Locomotion'</p>

Music Knowledge and Skills, Palmer (Cycle A): 20th Century Music / Music History

Key Question: How do dynamics, tempo and instruments create a style of music?		
What I should already know	Key knowledge	Key skills
<p>Music has changed over time. Some music that is made now sounds different to music that was made a long time ago. Music has changed because people have different instruments. Songs that sound similar have a particular style and there is a name to describe each style. Bob Marley sang in a style called reggae. Kylie Minogue sang in a style called disco.</p>	<p>Music has changed over time because of historical events and because of technology and inventions. Songs that sound similar have a particular style and there is a name to describe each style. Folk music is based on traditional songs passed down through families or cultures. Traditional folk music was originally learned through hearing music rather than reading it. Folk music is now a style of music that made by acoustic instruments and has meaningful lyrics</p>	<p>Recognise the styles of music: Reggae, Disco, Jazz and Folk and talk about the dynamics, tempo and instruments that make them different. Pitch match when singing along with a melody. Listen to and recognise traditional folk music from India, Africa, the Middle East and the United Kingdom. Keep the beat when singing along with music. Use language associated with pitch, pulse and rhythm when talking about music. Perform in front of an audience.</p>
End goal	Key Vocabulary	Key Music / People
<p>Sing and perform the melody of a folk song. Recognise that there are different styles of music and that these have their own names. Identify familiar reggae, disco, jazz and folk songs by their styles describing their tempo, dynamics and instruments.</p>	<p>Syncopated rhythm: when the strong beat is on the off beat 1 -2 -3 - 4 Improvised: when music is created at that moment in time without preparation Folk music: a style of music made with acoustic instruments Jazz music: a style of music with syncopated rhythms and improvised solos. Tempo: the speed of a piece of music</p>	<p>Traditional folk music from India, Africa, the Middle East and the United Kingdom. Traditional ‘Are You Going to Scarborough Fair?’ and Simon and Garfunkel version, ‘Are You Going to Scarborough Fair?’</p>

Music Knowledge and Skills, Palmer (Cycle B): 20th Century Music / Music History

Key Question: What makes Jazz music different to other styles of music?		
What I should already know	Key knowledge	Key skills
<p>Music has changed over time because of historical events and because of technology and inventions.</p> <p>Songs that sound similar have a particular style and there is a name to describe each style.</p> <p>Folk music is based on traditional songs passed down through families or cultures. Traditional folk music was originally learned through hearing music rather than reading it. Folk music is now a style of music that made by acoustic instruments and has meaningful lyrics</p>	<p>Jazz music is a style of music that originated in New Orleans in America in the African American communities.</p> <p>Jazz music has distinctive syncopated rhythms and improvised solos.</p> <p>Jazz is most commonly played on the saxophone, trumpet, trombone, piano, bass, drums, and guitar.</p> <p>George Gershwin was a famous composer of jazz music.</p>	<p>Recognise the styles of music: Reggae, Disco, Jazz and Folk and talk about the dynamics, tempo and instruments that make them different.</p> <p>Pitch match when singing along with a melody.</p> <p>Recognise and keep the beat when listening to the syncopated rhythms in jazz music.</p> <p>Use language associated with pitch, pulse and rhythm when talking about music.</p> <p>Perform in front of an audience.</p>
End goal	Key Vocabulary	Key Music / People
<p>Sing and perform the melody of a jazz song.</p> <p>Keep the beat when listening to the syncopated rhythms in jazz music.</p> <p>Recognise that there are different styles of music and that these have their own names.</p> <p>Identify familiar reggae, disco, jazz and folk songs by their styles describing their tempo, dynamics and instruments.</p>	<p>Syncopated rhythm: when the strong beat is on the off beat 1 -2 -3 - 4</p> <p>Improvised: when music is created at that moment in time without preparation</p> <p>Composing: creating and writing music down</p>	<p>Composers: George Gershwin: Rhapsody in Blue</p> <p>Frank Sinatra: Fly me to the Moon</p> <p>Duke Ellington: It Don't Mean a Thing (If It Ain't Got That Swing)</p>

























Music Knowledge and Skills, Moore (Cycle A): 20th Century Music / Music History

Key Question: How did music change over the 20th Century?		
What I should already know	Key knowledge	Key skills
<p>Jazz music is a style of music that originated in New Orleans in America in the African American communities.</p> <p>Jazz music has distinctive syncopated rhythms and improvised solos.</p> <p>Jazz is most commonly played on the saxophone, trumpet, trombone, piano, bass, drums, and guitar.</p> <p>George Gershwin was a famous composer of jazz music.</p>	<p>Before the 20th Century music was mainly either traditional (Folk Music) or Classical. Musical styles developed throughout the 20th Century as people were able to experience recorded music (not having to be present when the music was performed).</p> <p>Inventions and new technology also meant that musicians could make new sounds.</p> <p>Music, which is an expression of how people feel, also changed as political and social events changed in the world.</p>	<p>Recognise the styles of music that developed throughout the second half of the 20th Century and talk about the dynamics, tempo and instruments that make them different.</p> <p>Pitch match when singing along with a melody.</p> <p>Sing in harmony in a group song.</p> <p>Use language associated with pitch, pulse, rhythm, timbre and structure when talking about music.</p> <p>Perform in front of an audience.</p>
End goal	Key Vocabulary	Key Music / People
<p>Know how and why music changed over the 20th Century.</p> <p>Recognise that there are different styles of music and that these have their own names.</p> <p>Identify familiar musical genres from 1950 – 2000 by their styles, describing their tempo, dynamics and instruments.</p> <p>Perform an ABBA song as a group, pitch-matching and singing harmonies.</p>	<p>Timbre: the quality of a sound or musical tone and different for each voice or instrument.</p> <p>Genre: a style or category of music</p> <p>Appraise: to assess the value or quality</p> <p>Improvised: when music is created at that moment in time without preparation</p> <p>Composing: creating and writing music down</p>	<p>Pop music:</p> <p>ABBA</p> <p>Elton John</p> <p>Boy bands / Girl bands</p>

























Music Knowledge and Skills, Moore (Cycle B): 20th Century Music / Music History

Key Question: What makes a piece of music minimalist?		
What I should already know	Key knowledge	Key skills
<p>Know how and why music changed over the 20th Century.</p> <p>Recognise that there are different styles of music and that these have their own names.</p> <p>Identify familiar musical genres from 1950 – 2000 by their styles, describing their tempo, dynamics and instruments.</p> <p>Perform an ABBA song as a group, pitch-matching and singing harmonies.</p>	<p>Minimalist music is created from short musical patterns that are repeated, layered and changed to make them interesting.</p> <p>Minimalist music started in America in the 1960s. Famous minimalist composers include Steve Reich, Terry Riley and Philip Glass.</p> <p>It is often used for film and TV music.</p> <p>Orchestras have four main sections: strings, woodwind, brass and percussion. They are usually led by a conductor.</p>	<p>Recognise the styles of music that developed throughout the second half of the 20th Century and talk about the dynamics, tempo and instruments that make them different.</p> <p>Recognise the features of minimalist music.</p> <p>Create an ostinato in a group and play along with other groups to compose a piece of minimalist music.</p> <p>Recognise the sounds made by different sections of the orchestra.</p> <p>Use language associated with pitch, pulse, rhythm, timbre and structure when talking about music.</p> <p>Perform in front of an audience.</p>
End goal	Key Vocabulary	Key Music / People
<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>Minimalist: a style of music that uses limited or minimal musical materials and includes repeated patterns, steady drones and constant harmony.</p> <p>Orchestra: large instrumental ensemble typical of classical music, which combines instruments from different families.</p> <p>Ostinato: a short melodic phrase repeated throughout a composition</p> <p>Appraise: to assess the value or quality</p>	<p>Minimalist composers: Steve Reich, Terry Riley and Philip Glass</p>

Music Knowledge and Skills, Cameron (Cycle A): 20th Century Music / Music History

Key Question: How can I create a complex rhythmic pattern?																						
What I should already know	Key knowledge	Key skills																				
<p>Minimalist music is created from short musical patterns that are repeated, layered and changed to make them interesting. Minimalist music started in America in the 1960s. Famous minimalist composers include Steve Reich, Terry Riley and Philip Glass. It is often used for film and TV music. Orchestras have four main sections: strings, woodwind, brass and percussion. They are usually led by a conductor.</p>	<p>Samba is a style of Brazilian carnival music that uses a collection of contrasting rhythms played to the same beat/pulse. Samba music as we know it now became popular in the 1920s. Samba instruments include: Surdo, Repinique, Caixa, Shakers and Apito. Samba performances are split into instrument sections. Samba music uses lots of dotted rhythms. A dot after a note increases its duration (length) by half its original value.</p> <table border="1"> <thead> <tr> <th>Note</th> <th>Beats</th> <th>Note</th> <th>Beats</th> </tr> </thead> <tbody> <tr> <td></td> <td>4 beats</td> <td></td> <td>6 beats</td> </tr> <tr> <td></td> <td>2 beats</td> <td></td> <td>3 beats</td> </tr> <tr> <td></td> <td>1 beat</td> <td></td> <td>1½ beats</td> </tr> <tr> <td></td> <td>½ beat</td> <td></td> <td>¾ beat</td> </tr> </tbody> </table>	Note	Beats	Note	Beats		4 beats		6 beats		2 beats		3 beats		1 beat		1½ beats		½ beat		¾ beat	<p>Listen with attention to detail and recall sounds with increasing memory and accuracy. Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music: pulse, rhythm, pitch, dynamics, tempo, timbre. Discuss the inter-related dimensions of music and recognise them in heard music. Appreciate live and recorded Samba music drawn from different traditions and from great composers and musicians.</p>
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End goal	Key Vocabulary	Key Music / People																				
<p>Know how to identify Samba music and talk about its musical styles and traditions. Play Samba rhythms using body percussion and instruments. Play complex rhythmic patterns as part of an ensemble, at different tempos with accuracy. Name the instruments used in a samba band.</p>	<p>The inter-related dimensions of music. Call and Response: A leader sings or plays a short melody (the call) and a chorus of singers/players respond with an answering short melody (response). Polyrhythm: Layers of simpler rhythms. More than one type of rhythm is played at the same time.</p>	<p>Samba Music: Ary Barroso, ‘Aquarela do Brasil’</p> <p>People: Carmen Miranda</p>																				

Music Knowledge and Skills, Cameron (Cycle B): 20th Century Music / Music History

Key Question: How did The Beatles influence musicians who came after them?																						
What I should already know	Key knowledge	Key skills																				
<p>Samba is a style of Brazilian carnival music that uses a collection of contrasting rhythms played to the same beat/pulse. Samba music as we know it now became popular in the 1920s. Samba instruments include: Surdo, Repinique, Caixa, Shakers and Apito. Samba performances are split into instrument sections. Samba music uses lots of dotted rhythms. A dot after a note increases its duration (length) by half its original value.</p> <table border="1"> <thead> <tr> <th>Note</th> <th>Beats</th> <th>Note</th> <th>Beats</th> </tr> </thead> <tbody> <tr> <td></td> <td>4 beats</td> <td></td> <td>6 beats</td> </tr> <tr> <td></td> <td>2 beats</td> <td></td> <td>3 beats</td> </tr> <tr> <td></td> <td>1 beat</td> <td></td> <td>1½ beats</td> </tr> <tr> <td></td> <td>½ beat</td> <td></td> <td>¾ beat</td> </tr> </tbody> </table>	Note	Beats	Note	Beats		4 beats		6 beats		2 beats		3 beats		1 beat		1½ beats		½ beat		¾ beat	<p>The Beatles were an English rock band formed in Liverpool in 1960 and are thought to be one of the most influential bands of all time. They hold the record for the most number one hits in the UK and the US. They were active between 1960 – 1970 and their main songwriters were the two band members John Lennon and Paul McCartney. Their music influenced some of the most successful songwriters and musicians who came after them.</p>	<p>Recognise the styles of music that developed throughout the second half of the 20th Century and talk about the dynamics, tempo and instruments that make them different. Play a piece of music on the glockenspiel with accuracy and good technique. Sing a piece of music with accuracy of pitch and rhythm. Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression. Appreciate music by The Beatles.</p>
Note	Beats	Note	Beats																			
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End goal	Key Vocabulary	Key Music / People																				
<p>Know who The Beatles were and why they are important to world music. Play the glockenspiel with accuracy, expression and good technique. Sing a piece of music with accuracy of pitch and rhythm.</p>	<p>Inter-related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations</p>	<p>The Beatles ‘Yesterday’, The Beatles</p>																				

