






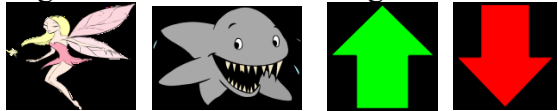
## Music Knowledge and Skills, Reception: Pitch

<b>Key Question: What is pitch?</b>		
<b>What I should already know</b>	<b>Key knowledge</b>	<b>Key skills</b>
<p>When I hear or make music, some sounds are high and some sounds are low. We can use our voices to copy music that we hear.</p>	<p>Pitch is the position of a sound within a range of sounds. Some sounds are higher than others (have a higher pitch) and some sounds are lower (have a lower pitch). When we sing a song, we usually sing the melody.</p>	<p>Identify high and low pitch sounds Use hand gestures to show high or low pitch. Sing songs (call and response) with correct pitch We can use voices and some instruments to slide from a low pitch to a high pitch and back again. (Glissando) Improvise a simple melody with their voice.</p>
<b>End goal</b>	<b>Key Vocabulary</b>	<b>Key Music / People</b>
<p>Know what pitch is. Identify higher and lower pitch when singing or making music. Start to sing with the correct pitch. Apply knowledge of pitch, pulse and rhythm when improvising music.</p>	<p>Pitch - High and low sounds. Melody - The tune. High - High sounding. Low - Sounds that are deep. Glissando – sliding from high to low or low to high</p>	<p>African call and response songs Nursery rhymes/ songs eg Mary Had a Little Lamb, Twinkle Twinkle, High Sounds: Prokofiev: Peter &amp; the Wolf – bird (flute) Low Sounds Prokofiev: Peter &amp; the Wolf – grandfather (bassoon)</p>



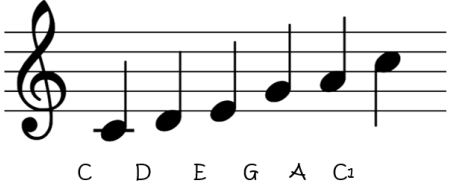
## Music Knowledge and Skills, Palmer (Cycle A): Pitch

<b>Key Question: How can I use my voice to make a melody?</b>		
<b>What I should already know</b>	<b>Key knowledge</b>	<b>Key skills</b>
<p>Pitch is the position of a sound within a range of sounds.</p> <p>Some sounds are higher than others (have a higher pitch) and some sounds are lower (have a lower pitch).</p> <p>When we sing a song, we usually sing the melody.</p>	<p>Understand pitch, and how to make high and low vocal sounds.</p> <p>Relate pitch to high and low body posture.</p> <p>Understand pitch by singing a song with contrasting high and low melodies.</p> <p>Understand a step in pitch:</p>  <p>Understand a leap in pitch</p> 	<p>Create high and low sounds using your voice.</p> <p>Create sounds that get higher and lower using your voice.</p> <p>Sing the pitch of a tone sung by another voice (pitch match)</p> <p>Sing a melodic shape (Moving melody, such as up and down, down and up).</p> <p>Sing a glissando (sliding from low to high and high to low)</p> <p>Sing in a group or on your own, increasingly matching the pitch and following the melody.</p> <p>Improvise music using knowledge of tempo, pitch, pulse, rhythm and timbre</p>
<b>End goal</b>	<b>Key Vocabulary</b>	<b>Key Music / People</b>
<p>Sing notes of different pitches and be able to pitch match a song sung by another voice.</p> <p>Sing glissando from a given starting note.</p> <p>Identify a step and a leap in pitch.</p> <p>Apply knowledge of rhythm, pitch, timbre and tempo when improvising music.</p>	<p>Pitch - High and low sounds.</p> <p>Melody - The tune.</p> <p>Step - Pitch moves one note at a time.</p> <p>Leap - Notes jump pitch.</p> <p>Drone - A very long sound, played constantly throughout a piece of music.</p> <p>Melody - The tune.</p> <p>Glissando – sliding from high to low or low to high</p>	<p>High Sounds:</p> <p>Tchaikovsky: The Nutcracker Suite: Dance of The Sugar Plum Fairy</p> <p>Low sounds:</p> <p>Ralph Vaughan Williams: Concerto for Bass Tuba and Orchestra in F Minor</p> <p>High and Low sounds:</p> <p>Handel: Hallelujah Chorus</p>


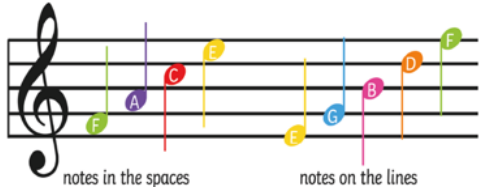


## Music Knowledge and Skills, Palmer (Cycle B): Pitch

Key Question: How do composers record music so that musicians can play it?		
What I should already know	Key knowledge	Key skills
<p>Understand pitch, and how to make high and low vocal sounds.            Relate pitch to high and low body posture.            Understand pitch by singing a song with contrasting high and low melodies.            Understand a step in pitch:</p>  <p>Understand a leap in pitch</p> 	<p>There are three ways pitch can move, by step, leap or on the same note. You can use your voice or pitched instrument to explore creating pitch.</p> <p>Repeated notes</p>  <p>A graphic score can show pitch and changes in pitch using symbols eg</p> <p>High      Low      Higher      Lower</p> 	<p>Identify and play high and low sounds on a glockenspiel or tuned percussion with rhythmic patterns in 2/4 and 3/4 time.            Explore and develop an understanding of pitch using the voice and body movements.            Recognise and perform pitch changes and contrasts showing steps, leaps and repeated patterns.            Compose a simple melody and record using a graphic score.</p>
End goal	Key Vocabulary	Key Music / People
<p>Perform and create simple rhythms using a simple score.            Identify, create and perform ostinato.            Interpret a score to perform different beat patterns.</p>	<p>Step - Pitch moves one note at a time.            Leap - Notes jump pitch.            Drone - A very long sound, played constantly throughout a piece of music.</p>	<p>Kye Kye Kule - a West African action song,            The Frog Song - a simple Japanese song rehearsing pitch, John Kanaka - a sea shanty with call and refrain.</p>

## Music Knowledge and Skills, Moore (Cycle A): Pitch

Key Question: What is the pentatonic scale?		
What I should already know	Key knowledge	Key skills
<p>There are three ways pitch can move., by step, leap or on the same note. You can use your voice or pitched instrument to explore creating pitch.</p> <p>Repeated notes</p>  <p>A graphic score can show pitch and changes in pitch using symbols eg</p> <p>High      Low      Higher      Lower</p> 	<p>The pentatonic scale originates from China. The pentatonic scale is made up of 5 notes. Here is an example of the pentatonic scale starting on note C.</p>  <p>A motif gives strength and structure to music that helps to hold it all together like glue.</p>	<p>Explore the pentatonic scale.</p> <p>Use graphic notation with the pentatonic scale.</p> <p>Understand pitch through composing, notating, and reading graphic notation.</p> <p>Perform a pentatonic song with tuned and untuned accompaniment.</p> <p>Play in steps using graphic notation.</p> <p>Identify motifs in familiar music.</p>
End goal	Key Vocabulary	Key Music / People
<p>To know what the pentatonic scale is and perform a melody using the pentatonic scale from graphic notation.</p> <p>To identify motifs in music.</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>Motif – a small repeated piece of music with characteristic rhythm and a characteristic interval, within a bigger piece of music</p> <p>Octave – an interval of 8 notes (including the start and end note which have the same letter)</p>	<p>Music with pentatonic scales:</p> <p>The Temptations – My Girl</p> <p>Led Zeppelin – Stairway to Heaven</p> <p>Rednex – Cotton Eye Joe</p> <p>Music with motifs:</p> <p>Classical - Beethoven – fifth symphony</p> <p>Jazz - Scott Joplin - Maple Leaf Rag</p> <p>Film - John Williams - Hedwig’s Theme</p>














## Music Knowledge and Skills, Moore (Cycle B): Pitch

Key Question: How can I show pitch using notation?		
What I should already know	Key knowledge	Key skills
<p>Staff notation is a formal way of recording music.</p> <p>The pentatonic scale originates from China. The pentatonic scale is made up of 5 notes. Here is an example of the pentatonic scale starting on note C.</p>  <p>C D E G A C<sub>1</sub></p> <p>A motif gives strength and structure to music that helps to hold it all together like glue.</p>	<p>Staff Notation: In Western musical notation, the staff is a set of five horizontal lines and four spaces that each represent a different musical pitch</p>  <p>notes in the spaces      notes on the lines</p> <p>Melody can move up and down by step.</p>  <p>C D E F G A B c d e f g</p> <p>Step Up      Step Down</p> <p>Melody can move by leap.</p>  <p>Melody can also be repeated on the same note</p>	<p>Learn how music can be inspired by a variety of stimuli</p> <p>Create a short piece of music using images and word descriptions on the theme of water.</p> <p>Use dynamics when performing, improvising and singing different songs and pieces describing water through sound .</p> <p>Identify melodic shape and how some melodies are smooth, moving mainly by step, while others are spiky and jagged and move with large leaps.</p> <p>Discuss the effect which smooth and spiky melodies have on music</p>
End goal	Key Vocabulary	Key Music / People
<p>Identify all notes on a staff.</p> <p>Create and perform a piece of music inspired by the theme of water using dynamics.</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>Crescendo – getting louder</p> <p>Diminuendo – getting quieter</p>	<p>Handel - Water Music</p> <p>Smooth melody: Grieg – Morning</p> <p>Spiky melody: Holst – St Paul’s Suite</p>

## Music Knowledge and Skills, Cameron (Cycle A): Pitch

Key Question: How does a chromatic scale differ from a major scale?		
What I should already know	Key knowledge	Key skills
<p>notes in the spaces      notes on the lines</p> <p>Melody can move up and down by step.</p> <p>Step Up      Step Down</p> <p>Melody can move by leap.</p> <p>Melody can also be repeated on the same note</p>	<p>The chromatic scale uses all 12 notes consisting of black and white notes</p> <p>The major scale often sounds the same no matter what note it begins on because the pattern of notes (tones and semitones) is always the same. Below is the C major scale. It is called C major because it begins and ends on note C.</p> <p><b>C Major Scale</b></p>	<p>Play and perform a simple Pentatonic melody with accuracy of pitch.</p> <p>Play as part of the class a piece which uses parts of the chromatic scale</p> <p>Perform the notes of the C major scale on a glockenspiel using the correct chimes technique ascending</p>
End goal	Key Vocabulary	Key Music / People
<p>To know what the chromatic scale is and perform a melody using the chromatic scale.</p> <p>To know what a major scale is.</p> <p>To identify tones and semitones in pitch.</p>	<p>Chromatic – a scale with notes that are a semitone apart</p> <p>Major - A common types of eight-note musical scale. Often described as having a happy sound</p> <p>Sharp # - A sharp sign makes a note one semitone higher</p> <p>Flat b – A flat sign makes a note one semitone lower</p>	<p>‘Is it Love’ BBC Teach school Radio, David Grant</p> <p>Nikolai Rimsky-Korsakov - "Flight of the Bumblebee”</p>

## Music Knowledge and Skills, Cameron (Cycle B): Pitch

<b>Key Question: How can I use my knowledge of pitch, tones, semitones, scales and chords to compose a motif?</b>																	
<b>What I should already know</b>	<b>Key knowledge</b>	<b>Key skills</b>															
<p>Different notes have duration values</p> <table border="1"> <thead> <tr> <th>Pattern</th> <th>Name</th> <th>Number of beats</th> </tr> </thead> <tbody> <tr> <td></td> <td>Quaver</td> <td>½ beat</td> </tr> <tr> <td></td> <td>Crotchet</td> <td>1 beat</td> </tr> <tr> <td></td> <td>Minim</td> <td>2 beats</td> </tr> <tr> <td></td> <td>Semibreve</td> <td>4 beats</td> </tr> </tbody> </table> <p>Western staff notation using 5 lines (stave)</p> 	Pattern	Name	Number of beats		Quaver	½ beat		Crotchet	1 beat		Minim	2 beats		Semibreve	4 beats	<p>Review: pentatonic scales, chromatic scales, major scales, chords, tones and semitones in music.</p> <p>Notes from a chosen scale can be used to compose a simple melody, and harmonies, using the same scale, can be added.</p> <p>Dynamics can be used to give expression to our compositions.</p> <p>A motif gives strength and structure to music that helps to hold it all together like glue.</p> <p>A liemotif is a short, recurring musical phrase that is associated with a person, place or idea.</p>	<p>Apply previous knowledge of the elements of music to create a composition: sound, melody, harmony, texture, rhythm, structure, expression.</p> <p>Use dynamics when performing, improvising and singing different songs and pieces.</p>
Pattern	Name	Number of beats															
	Quaver	½ beat															
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	Minim	2 beats															
	Semibreve	4 beats															
<b>End goal</b>	<b>Key Vocabulary</b>	<b>Key Music / People</b>															
<p>Know how to use knowledge of elements of music to create a composition: sound, melody, harmony, texture, rhythm, structure, expression.</p> <p>Perform composition as a solo or ensemble.</p>	<p>Chromatic – a scale with notes that are a semitone apart</p> <p>Major - A common types of eight-note musical scale. Often described as having a happy sound</p> <p>Pentatonic scale – a scale made up of 5 notes</p>	<p>Peter and the Wolf, Prokofiev</p> <p>Ed Sheeran</p> <p>Pupil choice</p>															