

# Belmont Cheveley Park Primary School



Music  
Passport



# Year 1

## Music Passport



### Autumn 1: Pulse and Rhythm: All about me

- Can you clap the pulse of this song?
- Can you keep in time to the changing pulse?
- Can you clap the rhythms from the song?
- Can you create a dance to the pulse or rhythm?
- Can you listen to and repeat short rhythmic patterns?

### Autumn 2: Timbre and rhythmic patterns: Fairy tails

- Can you change your voice for different characters?
- Can you recite repetitive phrase with dynamics?
- Can you create 'motifs'?
- Can you create phrases for different parts of a story and clap the rhythms?
- Can you compose and play a rhythm for each character or significant part of a story?

### Spring 1: Dynamics, timbre, tempo and motifs: Space

- Can you create a simple soundscape for effect?
- Can you represent dynamics through movement?
- Can you talk about the dynamics, tempo and instruments you can hear in the pieces of music?
- Can you represent your soundscape using a graphic score?
- Can you perform your soundscape using your graphic score?



# Year 1

## Music Passport



### Spring 2: Classical music, dynamics and tempo: Animals

- Can you move in a way that reflects the music?
- Can you use percussion instruments to represent how animals move?
- How did the music make you feel about the animal?
- Can you compare two pieces of classical music and describe their different timbre?
- Can you create a graphic score to show a section of a story?

### Summer 1: African call and response song

- Can you copy a short rhythm and recognise simple notation?
- Can you follow the score as it moves?
- How do the symbols show how the music is changing?
- Can you add dynamics to a structure of rhythms?
- Can you create a call and response song for your favourite animal?

### Summer 2: Write, rehearse and perform

- Did you know that all instruments have their own unique 'timbre' and that composers use this and dynamics to show different emotions in their music?
- Can you use musical notation to play melodies?
- Can you use letter notation to write your own melody?
- Can you compose a piece of music that uses dynamics and timbre to reflect an emotion?
- Can you sing a song in a round and perform it?



# Year 2

## Music Passport



### Autumn 1: Pitch and tempo: Superheroes

- What does pitch mean?
- Can you create a pattern using two pitches?
- Can you clap along to a pattern to show the increase in tempo?
- What does accelerando mean?
- Can you improvise a superhero theme using a graphic score?

### Autumn 2: On this Island: British Songs and Sounds

- Can you compose seaside sounds using parts of your body and instruments?
- Can you create a countryside soundscape?
- Can you create a city soundscape?
- Can you compose a piece of music that takes us on a journey through Britain?
- Can you compose a Cheveley composition and record it using a graphic score?

### Spring 1: Musical vocabulary

- How was timbre used with dynamics in underwater music?
- Can you explain what pitch and rhythm are?
- Can you hear the texture of the music?
- Can you tell the structure of the piece of music?
- Can you play a tune including the different elements learnt so far?



# Year 2

## Music Passport



### Spring 2: Vocal and body sounds: By the sea

- Can you find things around the room to make seaside sounds?
- Can you make an instrument that will create a seaside sound?
- Can you explore being the wind through movement and sound?
- Can you create a piece of seaside music using an instrument and your voice?
- Can you create a graphic score, thinking about sequencing, for your piece of music?

### Summer 1: Creating structured composition

- Can you invent your own rhythm using words from a story and then put those rhythms into a structure?
- Can you add in at least one 'rhythm section' to your structure?
- Can you write down the different layers in the music, known as 'texture'?
- Can you create a piece of music to match the structure given?
- Can you dance in time to the music?
- Can you use different moves for thick or thin texture?

### Summer 2: Orchestral instruments: Traditional stories

- Can you name some orchestral instruments?
- Can you identify what instruments are playing in a piece of music?
- Can you select appropriate sounds to match events, characters and feelings in a story?
- Can you perform a story script with accompanying music?
- Can you evaluate other performances and how they could be improved?



# Year 3

## Music Passport



### Autumn 1: Samba and Carnival Sounds and instruments

- Can you talk about the features of samba music?
- What is syncopation?
- Can you play a rhythm on a percussion instrument whilst keeping in time with the pulse?
- What is a break?
- Can you compose a Samba composition and record it using a graphic score with a line per instrument?

### Autumn 2: Jazz, rhythm and scat

- Can you play 'off the beat'?
- Can you sing and clap a syncopated rhythm?
- Can you create a scat singing call?
- Can you create a jazz motif?
- What is a swung/swing rhythm?

### Spring 1: Caribbean Instrumental

- What are the main features of Calypso music?
- Can you play parts of some calypso music alongside a backing track?
- Can you improvise a vocal part in the style of a Calypso?
- Can you work with a partner to create a different calypso style improvisation?
- Can you evaluate how accurate you were with notes and rhythm?



# Year 3

## Music Passport



### Spring 2: South America Instrumental

- Can you perform rhythms used in salsa music accurately using untuned percussion instruments and vocals?
- How are the South American music types different?
- Why is music and dance important to Latin American cultures?
- Can you compose and notate a salsa-inspired melody using tuned percussion instruments?
- Can you learn some salsa dance moves for a carnival?

### Summer 1: Indonesia Instrumental

- What is Gamelan music?
- What is the Slendro scale?
- Can you name some traditional gamelan instruments?
- Can you compose a section of gamelan music by improvising using the instruments?
- How are cyclic patterns used in gamelan music?

### Summer 2: India and ambient sounds

- What are the key features of Bollywood music and performing Bollywood dance moves?
- Can you talk about how ambient sounds can be used to enhance a film score?
- Can you identify the variation in dynamics and emphasis when the music is played?
- What is harmony?
- Can you evaluate your part and the parts of others in the class Bollywood drama?



# Year 4

## Music Passport



### Autumn 1: Film and soundtracks

- What does 'appraise' mean?
- What is a soundtrack? Why are they needed?
- Can you create a graphic score for a short section of the music?
- Can you use your body, voice and instruments to create sounds to represent a given theme?
- Can you create a graphic score to represent your music for that section of film?

### Autumn 2: Staff notation and music features

- What is staff notation?
- What is a harmonic ostinato?
- What is a minim?
- What is a semibreve and a crochet?
- Can you compose a rhythmic pattern for a gumboot dance?

### Spring 1: Adapting and transposing motifs: Romans

- Can you sing in tune and in time with our chosen Roman song?
- What is a musical motif?
- Can you use rhythm notation to draw the motif rhythm of one of the roman songs?
- Can you transpose your Roman motif by starting on a different note?
- Can you choose a famous person from the Roman era and compose a motif for that person?



# Year 4

## Music Passport



### Spring 2: Haiku, music and performance: Hanami festival

- Can you play the soundtrack of a blossom tree on a range of percussion instruments?
- What is a Haiku?
- Can you write a Haiku using the correct amount of syllables?
- Can you notate your melody using standard notation?
- Can you perform your piece of music to celebrate Hanami?

### Summer 1: Changes in pitch, tempo and dynamics: Rivers

- Can you sing a song in rounds and add a harmony line?
- What is an Ostinato?
- Can you compose your own percussive ostinato using a river as inspiration?
- Can you improve your ostinato by experimenting with layering sounds?
- Can you perform your piece of music adding dynamics?

### Summer 2: Ballads and Lyrics

- What are the features of a ballad?
- What are the similarities between the different ballads?
- Can you tell what the ballads are about? How?
- Can you write your own lyric line for your group's part of the story mountain/map?
- Can you perform the story mountain/map song to a live audience incorporating the agreed improvements?



# Year 5

## Music Passport



### Autumn 1: Developing singing technique: Vikings

- Can you sing with syncopation?
- Can you use different dynamics when singing the Viking saga song?
- Can you sing with a different pitch and tempo?
- What do you need to include in your composition of your Viking saga song?
- Can you hear any repeating patterns?

### Autumn 2: Composition notation

- Do you know the different forms of notation?
- Can you write your composition in hieroglyphics?
- Can you name the different note lengths?
- What is a staff?
- Can you name the notes on the staff?

### Spring 1: Musical theatre

- What is musical theatre?
- Can you create a musical theatre scene?
- What components do you need?
- What parts do you need to rehearse first? Why?
- How could your performance be improved?
- What is your favourite musical? Why?



# Year 5

## Music Passport



### Spring 2: Theme and variations

- What are theme and variations in music and can you identify the different variations in a piece of music?
- Can you use complex rhythms to perform a theme?
- What are rhythmic elements?
- Can you use music notation to create visual representations of different rhythms?
- Can you create this representation in the pop art style?

### Summer 1: South and West Africa – rhythm and percussion

- What is acapella?
- Can you use tuned percussion to play the chord progression from the chosen song?
- What is a chord progression?
- What is a metronome?
- Can you create an eight-beat break to play within your performance?

### Summer 2: Composing and performing

- Can you think of some key points of your year in year 5?
- Can you write some lyrics for the chorus describing those points?
- Can you work in a group to sequence and structure some lyrics into a verse?
- Can you compose a different melody for the chorus of their song using different kinds of notation?
- Can they create some visuals to accompany their performance e.g. pictures, actions?



# Year 6

## Music Passport



### Autumn 1: Looping and Remixing

- What does looping mean?
- What does remixing mean?
- Can you perform some body percussion rhythms on a loop?
- Can you hear the alterations to this familiar track?
- Can you combine loops to create your own remix?

### Autumn 2: Blues and improvisation

- What are the key features of Blues music?
- Can you play the first line of the 12-bar Blues?
- What are 'bent' notes?
- What is the Blues scale?
- Can you play the Blues scale in time with the 12-bar Blues backing track?

### Spring 1: Songs of World War 2

- What do you know about the music during the time of WW2 and how are they different to the songs we have now?
- What is a melodic pitch pattern?
- What is the Tonic Solfa?
- Can you use your knowledge of pitch to sing in parts?
- Can you write your own lyrics for a marching song using the correct atmosphere and feel?



# Year 6

## Music Passport



### Spring 2: Composition to represent the festival of colour

- Can you listen to a piece of music and create a picture using colours to represent the music?
- Can you work in a group to create a piece of vocal music to represent one of these images?
- Can you create a short piece of wordless, vocal music to describe the colour together with a graphic score?
- Can you create a dance-style soundtrack to play underneath the colour pieces?
- Can you work as a group to perform your piece of music using the images and the soundtrack?

### Summer 1: Dynamics, pitch and texture

- How does the composer depict waves by using music?
- How could you depict a wave in sound using dynamics, pitch and texture?
- What were the challenges of being a conductor?
- As a class, can you make a wave using texture by layering sounds?
- Can you reflect on the performance and discuss the best things about it, the challenges, and the things the you didn't enjoy?

### Summer 2: Composing and performing a Leavers' song

- How do the different leavers songs make you feel?
- Can you think of some key points of your time at Cheveley?
- Can you write some lyrics for the chorus describing those points?
- Can you work in a group to sequence and structure some lyrics into a verse?
- Can you compose the melody for the song to go over the chord progression?