

# Brough Primary School – Curriculum Intention Plan 2022 - 2023



<b>Subject: Music Cycle A</b> <b>Year Group: 1/2 (Year 2 objectives)</b>		<b>Area of learning:</b> Oak Academy - Musical Devices
Links to previous work/Remember when	To easily recognise the pulse of a piece of music and to be able to clap along to its beat.	
<b>Term: Summer 2 2023</b>	<b>Year 1/2</b>	<b>Key Skills to be taught (Oak Academy Y2)</b>
What the children should know at the end of this series of lessons	How pulse, rhythm and pitch work together.	<ol style="list-style-type: none"> <li>1. What conjunct and disjunct mean in a melody.</li> <li>2. Recognise, perform and compose rhythmic contrasts.</li> </ol>

## Vocabulary

**Pulse, beat, rhythm, contrast, pitch, melody, tempo, dynamics, timbre, texture, structure, graphic notation.**

Sequence of learning	Objectives and suggested details provided by subject leader.
1	<p><a href="https://classroom.thenational.academy/lessons/conjunct-melodies-6rvker">https://classroom.thenational.academy/lessons/conjunct-melodies-6rvker</a></p> <p>Conjunct melodies In this lesson, we will explore conjunct musical movement by listening to, performing and composing a musical story. <i>(In a conjunct melodic motion is when the melodic phrase/melody moves in a stepwise fashion up or down - like a scale.)</i></p> <p><b>L.O. Listening and Appraising: To understand how different musical elements combined can create a mood.</b></p>
2	<p><a href="https://classroom.thenational.academy/lessons/disjunct-melodies-6gr3ed">https://classroom.thenational.academy/lessons/disjunct-melodies-6gr3ed</a></p> <p>Disjunct melodies In this lesson, we will explore disjunct musical movement by listening to, performing and composing a musical story. <i>(A disjunct melodic motion is when the melodic phrase/melody leaps upwards or downwards - like a song)</i> <i>*An example of both would be 1, 2, 3, 4, 5, once I caught a fish alive - starts with conjunct for 1, 2, 3, 4, 5, then goes down and up for the disjunct 'once I caught a fish alive)</i></p>

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	<b>L.O. Composing:</b> To explore different instruments and ways of making a sound with them.
3	<p><a href="https://classroom.thenational.academy/lessons/imitation-71k3gt">https://classroom.thenational.academy/lessons/imitation-71k3gt</a></p> <p>Imitation - In this lesson, we will explore imitation by listening to, performing and composing musical patterns.</p> <p><b>L.O.s Listening and Appraising:</b> To understand how different musical elements combined can create a mood.</p> <p><b>Singing and Performing:</b> To add accompaniments to create and combine sounds using tuned and untuned instruments.</p>
4	<p><a href="https://classroom.thenational.academy/lessons/sequence-cgrpcd">https://classroom.thenational.academy/lessons/sequence-cgrpcd</a></p> <p>Sequence In this lesson, we will explore musical sequences by listening to, performing and composing musical patterns.</p> <p><b>L.O.s Listening and Appraising:</b> To identify instruments used in a piece of music. <b>Singing and Performing:</b> To add accompaniments to create and combine sounds using tuned and untuned instruments.</p>

## Learning Outcome/product:

- To be able to recognise the differing styles of sounds in music, from conjunct melodies to disjunct melodies.

## Assessment records

List only those children who have not achieved the expected outcomes.

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<b>Assessment records</b>	<b>List only those children who have exceeded the expected outcomes.</b>

<b>End of unit assessment question</b>
Which sounds in music did you like the best? Riffs? Drones? Or composing something yourself?