



# KSI- MUSIC



QUESTION: HOW DO WE CALL AND RESPOND LIKE ANIMALS?

| Weeks of teaching                                            | Line of enquiry       | Threshold concept           | Substantive knowledge                                                                                                                   | Disciplinary knowledge                                                                                                                                                                                                         | Curriculum endpoint                                                                                                                               |
|--------------------------------------------------------------|-----------------------|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                                                            | Animal sounds         | *describe music             | *volume means the sounds getting louder or quieter<br>*dynamics can be changed using the same instrument                                | *Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.                                                                                                                            | *play tuned and untuned instruments musically<br>*experiment with, create, select and combine sounds using the inter-related dimensions of music. |
| 2                                                            | Sound pattern safari  | *compose<br>*describe music | *sound patterns can be copied<br>*'in time' means at the same speed as the music or someone else                                        | *Create a mixture of different sounds (long and short, loud and quiet, high and low)<br>*Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.<br>*Create short, rhythmic phrases |                                                                                                                                                   |
| 3                                                            | Call and response     | *perform<br>*compose        | *call and response means when one person/instrument makes a sound and you make a sound back.<br>*instruments can be used to copy sounds | *Follow instructions on how and when to sing or play an instrument<br>*Create short, rhythmic phrases                                                                                                                          |                                                                                                                                                   |
| 4                                                            | Instrumental response | *compose                    | *questions can be calls<br>*answers can be responses<br>*simple patterns can be made on untuned instruments                             | *Create a mixture of different sounds (long and short, loud and quiet, high and low)<br>*create short, rhythmic phrases                                                                                                        |                                                                                                                                                   |
| 5                                                            | Dynamics performance  | *describe music             | *music can be improved by changing the volume (dynamics)                                                                                | *Recognise changes in timbre, dynamics and pitch                                                                                                                                                                               |                                                                                                                                                   |
| Assessment opportunity: Call and response animal performance |                       |                             |                                                                                                                                         |                                                                                                                                                                                                                                |                                                                                                                                                   |