



Music Trail

Part 1: Retrieval

What do pupils already know?

Retrieve prior learning and identify misconceptions.

Before introducing new content, revisit previously taught musical elements and vocabulary.

Possible Retrieval Activities:

Vocabulary Recall: pulse, rhythm, pitch, tempo, dynamics, structure, texture, timbre.

Beat or Clap Back: Teacher claps a rhythm from a previous unit – pupils echo.

Listening Prompt:

What instruments can you hear?

Is the tempo fast or slow?

How would you describe the mood?

Quick Quiz:

What is pulse?

What is the difference between rhythm and pitch?

Discussion:

Have you heard this style of music before?

Where might you hear it?

Address misconceptions (e.g., rhythm vs pulse confusion) before introducing new learning.

.Part 2: Knowledge Organiser

Introduce the Knowledge Organiser for the Charanga unit.

Include:

Key vocabulary (Tier 1, Tier 2, music-specific terms).

Musical elements:

Pulse

Rhythm

Pitch

Tempo

Dynamics

Timbre

Texture

Structure

Composer/artist focus (if applicable).

Style/genre focus.

Key skills (listening, appraising, composing, improvising, performing).

Part 3: Timeline / Context

Purpose: Place the music in historical, cultural and geographical context.

Depending on the Charanga unit:

Historical Context

When did this genre develop?

Was it linked to a historical movement or event?

Cultural Context

Which country or community is this music associated with?

Is it linked to celebration, protest, worship, storytelling?

Modern Context

Is this genre still popular today?

How has it influenced modern music?

Use maps, timelines and listening comparisons to embed contextual understanding.

Part 4: New Knowledge (broken down across 5–10 sessions)

1. Listen & Appraise

Listen to the focus song.

Identify:

Instruments

Tempo

Dynamics

Structure (verse/chorus)

Discuss:

1. How does it make you feel?

What musical elements stand out?

2. Musical Activities

Pulse & Rhythm Work

Clapping games.

Body percussion.

Rhythm grids.

Singing

Learn the focus song.

Work on:

Pitch accuracy

Expression

Breathing

Diction

Playing Instruments

Use tuned/untuned percussion.

Play simple accompaniment patterns.

Develop ensemble awareness.

3. Improvisation

Create short rhythmic or melodic patterns.

Use call-and-response.

Experiment within given notes or structures.

4. Composition

Create short pieces using:

Repeated rhythms

Layered textures

Simple structures (ABA, verse/chorus)

Notate using graphic or formal notation (age appropriate).

5. Performance

Rehearse as a class or group.

Focus on:

Starting and finishing together

Watching a conductor

Dynamic contrast

Confidence

6. Making Connections

If music expresses ____, how might it affect the listener?

How does music bring people together?

How is this style similar or different to previous units?

Part 5: Investigate

Children may:

Compare two performances of the same piece.

Identify differences in tempo, dynamics and interpretation.

Explore different instrument families.

Analyse how technology affects music production.

Distinguish between:

What they hear (objective features)

How it makes them feel (subjective response)

Encourage critical listening skills.

Part 6: Evaluate

Children may:

Write a short appraisal of a piece.

Evaluate their own performance:

What went well?

What could improve?

Discuss:

Why is music important in this culture?

How does music express identity?

What impact does this genre have today?

Encourage musical vocabulary in explanations.

Assessment

Based on the Knowledge Organiser.

Include:

Definitions (pulse, rhythm, pitch, tempo, dynamics)

Identification of instruments

Structure recognition

Style features

Composer/artist knowledge (if applicable)

Example stems:

What is pulse?

What is the difference between tempo and dynamics?

Name two instruments you can hear in the song.

What structure does this piece follow?

2. Reflect (Essay)

One extended response question.

Examples:

Why is music important in this style or culture?

How does this piece create a particular mood?

What skills do you need to perform successfully in a group?

How does music bring people together?

Expect use of musical vocabulary.

SPIRITUAL REFLECTION – OW / WOW / NOW

Music provides powerful opportunities for personal reflection and awe.

OW – What challenged you?

Was it difficult to keep in time?

Did performing in front of others feel uncomfortable?

Did you struggle to improvise?

WOW – What inspired or amazed you?

The power of many voices singing together?

How music can change mood instantly?

How a simple rhythm can build into something powerful?

NOW – What will you do differently?

Will you listen more carefully to music?

Will you practise to improve a skill?

Will you be braver in performance?

Encourage thoughtful, personal but non-assumptive reflection.