

## MPPS Music Curriculum Long Term Plan

This document shares the school's Music curriculum narrative from Nursery to Year 6. It also shares in more detail knowledge, skills and vocabulary expected to be taught. Charanga materials are used to support the teaching of Music. Whilst the EYFS Framework is structured differently to the national curriculum, we aim to show how Expressive Arts and Design feeds into the Music national curriculum programmes of study.

### Music Long Term Plan (using Charanga Scheme of work)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	Children are taught a range of nursery rhymes and songs. There are opportunities for music and dance are available throughout continuous provision, both indoors and outdoors. Musical instruments are used throughout various adult-led sessions as part of a cross curricular approach, for example, counting the beats in maths. Children learn Christmas songs and perform to parents.					
<b>Reception</b>	<b>Me!</b> Learn to sing nursery rhymes and action songs	<b>My Stories</b>	<b>Everyone!</b>	<b>Our World</b>	<b>Big Bear Funk</b>	<b>Reflect, Rewind, Replay</b>
<b>Year 1</b>	<b>Hey You!</b> Old-School Hip Hop	<b>Rhythm in the Way We Walk and Banana Rap</b> Reggae, Hip Hop	<b>In The Groove</b> Blues, Latin, Folk, Funk, Baroque, Bhangra	<b>Round And Round</b> Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion	<b>Your Imagination</b> Pop	<b>Reflect, Rewind and Replay</b> -Western Classical Music and your choice from Year 1
<b>Year 2</b>	<b>WCET – Hand Chimes</b>	<b>WCET – Hand Chimes</b>	<b>Hands, Feet, Heart</b> South African styles	<b>I Wanna Play in a Band</b> Rock	<b>Zootime</b> Reggae	<b>Friendship Song</b> Pop
<b>Year 3</b>	<b>Let Your Spirit Fly</b> R&B, Western Classical, Musicals, Motown, Soul	<b>Three Little Birds</b> Reggae	<b>The Dragon Song</b> A little bit funky and music from around the world	<b>Bringing Us Together</b> Disco	<b>WCET - Violins</b>	<b>WCET - Violins</b>
<b>Year 4</b>	<b>Mamma Mia</b> ABBA	<b>Stop!</b> Grime, Classical, Bhangra, Tango, Latin Fusion	<b>WCET - Violins</b>	<b>WCET - Violins</b>	<b>Lean On Me</b> Gospel	<b>Blackbird</b>
<b>Year 5</b>	<b>WCET - Violins</b>	<b>WCET - Violins</b>	<b>Livin' on a Prayer</b> Rock	<b>Make You Feel My Love</b> Pop Ballads	<b>Fresh Prince of Bel-Air</b> Hip Hop	<b>Dancing In the Street</b> Motown



<b>Year 6</b>	<b>Happy</b> Pop/Motown	<b>Benjamin Britten - A New Year Carol</b> Benjamin Britten (Western Classical Music), Gospel, Bhangra.	<b>You've Got a Friend</b> The Music of Carole King	<b>Music and Me</b> Contemporary, music and identity	<b>School Production/Musical</b>	<b>School Production/Musical</b>
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#### Year 7 Music Curriculum at Moor end Academy

Intro to Music Canon/ chords/melody writing NB – students on Perf Arts Carousel	Taliko/ World Rhythms NB – students on Perf Arts Carousel	Hip Hop a Capella NB – students on Perf Arts Carousel
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Music is at the heart of what it means to be human – it is a creative part of life which is central to history and culture and is key in broadening our view of the world. Our aim in the music education we provide our children is to aid them in enjoying, understanding, and creating music in their own lives

### **Music Curriculum**

At Mount Pleasant, we mainly follow Charanga online schemes of work, and supplement this through explicit teaching of a musical instrument (hand-chimes for Year 2 and Violins for Years 3,4,5). The school invests heavily in Music through contracting services of professional musicians from Kirklees Musica Service.

We have considered Ofsted research ([Research review series: music - GOV.UK \(www.gov.uk\)](https://www.gov.uk/research-review-series/music)) as well as the Model Music Curriculum ([Model Music Curriculum \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)), when planning our Music curriculum. We fully believe that *'Music touches the very heart of our humanity and a sense of the wonder of music has touched human societies throughout history. Music education offers young people the chance to understand, perform and create in an aural dimension that often sits outside our capacity to describe in words. For many pupils, the music they love will be part of the narrative of their lives and bring colour to the experiences that shape them.'*

Research has identified that music has many benefits, such as concentration, phonemic awareness, literacy, memory and academic achievement. Our music curriculum sets out pathways for progression that enable pupils to develop their musical knowledge. Progress in music requires pupils to develop musically through, technical (playing an instrument and singing), 2-constructive (how musical components come together), and expressive (aspects of music, quality, meaning and creativity).

### **Progress**

Across all subjects within our curriculum, we firmly believe that for children to make progress in their learning, they must acquire new knowledge (a change in long-term memory). In Music, this is enabled through the acquisition of tacit (knowledge gained through experience), procedural (knowledge exercised in the performance of a task) and declarative knowledge (facts or information stored in the memory). Hence, our curriculum content is relatively repetitive, allowing plenty of opportunities for children to return to and consolidate their short-term learning. The repetition of key curriculum content with a gradual introduction of new ideas, methods and concepts helps to embed the core musical ideas of pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture and notation. Each half term these ideas are taught through a different genre of music so that as they move up the school, children's knowledge of a wide range of musical styles increases, including western classical music, popular music and traditional music from around the world.

### **Learning to play a musical instrument**

We firmly believe that every child should be given the opportunity to play a musical instrument. To ensure this is successful, we have a progressive model where children first learn to play hand chimes in year 2, and then have a term of violin music teaching for 3 years. This allows children to learn, practice and apply their knowledge for significant periods of time each year, resulting in progression and competency.



## **Enrichment**

In addition to weekly Music lessons, the children are introduced to a wide range of composers carefully selected to expose children to a range of musical genres and composers, from classical composers, to modern, during the weekly assemblies. This promotion of music ensures that love of music is highly valued at the school.

## **School Song and Video**

An exciting part of last year was the recording and filming of our new school anthem 'Think Big, Aim High', working with Danny from Class Dynamix. The project began during the spring lockdown, with online song-writing workshops with small groups of children. Once the song was written children had the opportunity to join a choir to record the song with a professional sound engineer, and finally children were filmed for the accompanying music video. It has been an important project for the school community, as great effort has been made to ensure that all children in school have been involved and encouraged to take ownership of the song. The finished video and recording is a valuable resource for the school in the future which demonstrates the school's passion for music and creativity, as well as being a positive memory for all the children after they leave Mount Pleasant

## **Assessment**

Teachers monitor the progress of individual children. Charanga gives the opportunity to raise or lower the difficulty of the various musical activities through its 'Bronze, Silver and Gold' levels.

## Music Curriculum Narrative in Detail

### Early Years Framework

#### **ELG:** Being Imaginative and Expressive

Children at the expected level of development will: - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

In EYFS, children are taught a range of nursery rhymes and songs. There are opportunities for music and dance are available throughout continuous provision, both indoors and outdoors. Musical instruments are used throughout various adult-led sessions as part of a cross curricular approach, for example, counting the beats in maths.

#### **In Nursery children will:**

Sing a large repertoire of songs; listen with increased attention to sounds; respond to what they have heard, expressing their thoughts and feelings; remember and sing entire songs; sing the pitch of a tone sung by another person ('pitch match'); sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs; create their own songs, or improvise a song around one they know; play instruments with increasing control to express their feelings and ideas.

#### **In Reception children will:**

Listen carefully to rhymes and songs, paying attention to how they sound; learn rhymes, poems and songs' explore, use and refine a variety of artistic effects to express their ideas and feelings, return to and build on their previous learning, refining ideas and developing their ability to represent them; create collaboratively, sharing ideas, resources and skills; listen attentively, move to and talk about music, expressing their feelings and responses; sing in a group or on their own, increasingly matching the pitch and following the melody. explore and engage in music making and dance, performing solo or ingroups.

**Vocabulary:** chant; fast; follow; high; instrument; low; loud; quiet; repeat; rhythm; sing; slow; song; sounds

## National Curriculum Key Stage 1

**Key Stage 1** - Pupils should be taught to:

- ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes
- ♣ play tuned and untuned instruments musically
- ♣ listen with concentration and understanding to a range of high-quality live and recorded music
- ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.

## Key Stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:

- ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music
- ♣ listen with attention to detail and recall sounds with increasing aural memory
- ♣ use and understand staff and other musical notations
- ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- ♣ develop an understanding of the history of music.

## Curriculum in Detail

Year Reception	Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
Title	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind, Replay
<b>Main Songs</b>	Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song	I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on The Bed Twinkle Twinkle If You're Happy and You Know It	Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels on The Bus	Big Bear Funk	Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat

	Things For Fingers		Head, Shoulders, Knees and Toes	The Hokey Cokey		
<b>Theme</b>	Wide variety of musical styles as an introduction.	Wide variety of musical styles as an introduction.	Wide variety of musical styles as an introduction.	Wide variety of musical styles as an introduction.	Funk	Classical
<b>Other songs</b>	Celebration by Kool and The Gang Happy by Pharell Williams Sing by The Carpenters Sing A Rainbow by Peggy Le Happy Birthday by Stevie Wonder Our House by Madness	Roll Alabama by Bellowhead Wonderland by Earth Wind and Fire Don't Go Breaking My Heart by Elton John and Kiki Dee Ganesh Is Fresh by MC Yogi Frosty The Snowman sung by Ella Fitzgerald Spiderman sung by Michael Bublé	We Are Family by Sister Sledge Thula Baba by Hlabalela Ensemble ABC by The Jackson 5 My Mum Is Amazing (feat. Zain Bhikha) by Zimtech Productions Conga by Miami Sound Machine Horn Concerto No 4: Third Movement – Rondo by Mozar	Lovely Day by Bill Withers Beyond The Sea sung by Robbie Williams Mars from The Planets Suite by Gustav Holst Frog's Legs and Dragon's Teeth by Bellowhead Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terral Singing In the Rain performed by Gene Kelly	Big Bear Funk by Joanna Mangona I Feel Good by James Brown Don't You Worry 'Bout a Thing sung by Incognito My Promise by Earth Wind and Fire Superstition by Stevie Wonder Pick Up the Pieces by Average White Band	William Tell Overture by Rossini Dance Of the Sugar Plum Fairy by Tchaikovsky Flight Of the Bumblebee by Rimsky-Korsakov Jupiter, The Bringer Of Jollity by Gustav Holst Fantasia On A Theme by Thomas Tallis by Ralph Vaughan Williams E.T. Flying Theme by John Williams
<b>Knowledge</b>				<b>Skills</b>		
<b>Listen and Respond</b>	To know twenty nursery rhymes off by heart. ● To know the stories of some of the nursery rhymes.			To learn that music can touch your feelings. ● To enjoy moving to music by dancing, marching, being animals or Pop stars		
<b>Explore and Create</b>	To know that we can move with the pulse of the music. ● To know that the words of songs can tell stories and paint pictures.			There are progressive Music Activities within each unit that embed pulse, rhythm and pitch.		
<b>Singing</b>	To sing or rap nursery rhymes and simple songs from memory. ● Songs have sections.			To sing along with a pre-recorded song and add actions. ● To sing along with the backing track.		
<b>Share and Perform</b>	A performance is sharing music.			Perform any of the nursery rhymes by singing and adding actions or dance.		

		<ul style="list-style-type: none"> <li>• Perform any nursery rhymes or songs adding a simple instrumental part.</li> <li>• Record the performance to talk about</li> </ul>
<b>Vocabulary</b>	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.	

Year 1	Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
<b>Titles</b>	<b>Hey You!</b> Old-School Hip Hop	<b>Rhythm in the Way We Walk and Banana Rap</b> Reggae, Hip Hop	<b>In The Groove</b> Blues, Latin, Folk, Funk, Baroque, Bhangra	<b>Round And Round</b> Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion	<b>Your Imagination</b> Pop	<b>Reflect, Rewind and Replay</b> -Western Classical Music and your choice from Year 1
<b>Style of main song</b>	Old School Hip-Hop	Reggae Blues	Baroque Latin, Bhangra, Folk, Funk	Bossa, Nova	Pop	Classical
<b>Unit theme</b>	How pulse, rhythm and pitch work together	Pulse, rhythm and pitch, rapping, dancing and singing.	How to be in the groove with different styles of music.	Pulse, rhythm and pitch in different styles of music.	Using your imagination.	The history of music, look back and consolidate your learning, learn some of the language of music.



<b>Supporting Songs</b>	<p>Me, Myself and I by De La Soul</p> <p>Fresh Prince of Bel-Air by Will Smith</p> <p>Rapper's Delight by The Sugarhill Gang</p> <p>U Can't Touch This by MC Hammer</p> <p>It's Like That by Run DMC</p>	<p>The Planets, Mars by Gustav Holst (Classical)</p> <p>Tubular Bells by Mike Oldfield (Pop)</p> <p>The Banana Rap by Jane Sebba (Hip Hop)</p> <p>Happy by Pharrell Williams (Pop)</p> <p>When I'm 64 by The Beatles (Pop)</p>	<p>How Blue Can You Get by B.B. King (Blues)</p> <p>Let The Bright Seraphim by Handel (Baroque)</p> <p>Livin' La Vida Loca by Ricky Martin (Latin/Pop)</p> <p>Jai Ho by J.R. Rahman (Bhangra/Bollywood)</p> <p>Lord of the Dance by Ronan Hardiman (Irish)</p> <p>Diggin' On James Brown by Tower of Power (Funk)</p>	<p>Livin' La Vida Loca by Ricky Martin (Latin/Pop)</p> <p>Imperial War March by John Williams (Film)</p> <p>It Had Better Be Tonight by Michael Bublé (Latin/Big Band)</p> <p>Why Don't You by Gramophonedzie (Big Band/Dance)</p> <p>Oya Como Va by Santana (Latin/Jazz)</p>	<p>Supercalifragilisticexpialidocious from Mary Poppins</p> <p>Pure Imagination from Willy Wonka &amp; The Chocolate Factory soundtrack</p> <p>Daydream Believer by The Monkees</p> <p>Rainbow Connection from The Muppet Movie</p> <p>A Whole New World from Aladdin</p>	<p>A Song Before Sunrise by Frederick Delius – 20<sup>th</sup> Century</p> <p>The Firebird by Igor Stravinsky – 20<sup>th</sup> Century</p> <p>The Bird by Sergei Prokofiev – 20<sup>th</sup> Century</p> <p>Grand March from Aida by Giuseppe Verdi – Classical</p> <p>Bolero by Maurice Ravel – 20<sup>th</sup> Century</p> <p>The Lamb by John Tavener – Contemporary</p>
	<b>Knowledge</b>			<b>Skills</b>		
<b>Listen and appraise</b>	<p>To know 5 songs off by heart.</p> <ul style="list-style-type: none"> <li>● To know what the songs are about.</li> <li>● To know and recognise the sound and names of some of the instruments they use.</li> </ul>			<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>		
<b>Games</b>	<p>To know that music has a steady pulse, like a heartbeat.</p> <ul style="list-style-type: none"> <li>● To know that we can create rhythms from words, our names, favourite food, colours and animals</li> </ul>			<p>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p>		
<b>Singing</b>	<p>To confidently sing or rap five songs from memory and sing them in unison.</p>			<p>Learn about voices, singing notes of different pitches (high and low).</p> <ul style="list-style-type: none"> <li>● Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</li> <li>● Learn to start and stop singing when following a leader</li> </ul>		

<b>Playing</b>	<p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <ul style="list-style-type: none"> <li>● Learn the names of the instruments they are playing.</li> </ul>	<p>Treat instruments carefully and with respect.</p> <ul style="list-style-type: none"> <li>● Play a tuned instrumental part with the song they perform.</li> <li>● Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</li> <li>● Listen to and follow musical instructions from a leader</li> </ul>
<b>Improvisation</b>	<ul style="list-style-type: none"> <li>● Improvisation is about making up your own tunes on the spot.</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● Everyone can improvise</li> </ul>	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> <li>1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li>3. Improvise! – Take it in turns to improvise using one or two notes.</li> </ol>
<b>Composition</b>	<p>Composing is like writing a story with music.</p> <ul style="list-style-type: none"> <li>● Everyone can compose.</li> </ul>	<p>Help to create a simple melody using one, two or three notes.</p> <ul style="list-style-type: none"> <li>● Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>
<b>Performance</b>	<p>A performance is sharing music with other people, called an audience.</p>	<p>Choose a song they have learnt from the Scheme and perform it.</p> <ul style="list-style-type: none"> <li>● They can add their ideas to the performance.</li> <li>● Record the performance and say how they were feeling about it.</li> </ul>
<b>Vocabulary List</b>	<p>Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.</p>	



Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Titles	WCET – Hand Chimes Taught by Kirklees Musica, see below,		Hands, Feet and Heart	I Wanna Play in a Band	Zoo Time	Friendship Song
Style of main song			South African styles	Rock	Reggae	Pop
Unit theme			South African music	Playing together in a band	Reggae and animals	Songs about being a friend
Supporting Songs			The Click Song sung by Miriam Makeba The Lion Sleeps Tonight sung by Soweto Gospel Choir Bring Him Back by Hugh Masekela You Can Call Me Al by Paul Simon Hlokoloza by Arthur Mafokate	We Will Rock You by Queen Smoke On The Water by Deep Purple Rockin’ All Over The World by Status Quo Johnny B.Goode by Chuck Berry I Saw Her Standing There by The Beatles	Kingston Town by UB40 Shine by ASWAD IGY by Donald Fagen Feel Like Jumping by Marcia Griffiths I Can See Clearly Now by Jimmy Cliff	Count On Me by Bruno Mars We Go Together (from the Grease soundtrack) You Give A Little Love (from Bugsy Malone) That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John You've Got A Friend In Me by Randy Newman
Hand chimes taught through Kirklees Musica						
Keep a steady pulse, copy and repeat rhythms and sing back various pitches. Hold a hand chime correctly and produce a sound from the hand chime.	Be able to clap/play in tempo with the body percussion video. Continue to hold hand chime correctly Follow music on the board and play hand chime to correct time	Follow body percussion video playing knees, clap, click, stamps at the correct time. Play a Rio on the hand chimes, faster tempo.	Recognise and clap basic notations, crotchets, crotchet rests, quavers, semi quavers Know what a composer is and a composition Create a composition in pairs and perform composition	Put rhythm notation into practice by clapping to rhythm notation. Play Oh Susanna n the hand chimes, starting to read the pitch and rhythm notations.	Listen to a piece of classical music, answer questions and encourage feelings and indivual opinions. Introduce the Bb, the pupils will know that is the black hand chime like the sharps and flats on the piano. Play Skelton Dance with the Bb including dance moves.	

Independently read and clap rhythm Play Moana on the hand chimes adding in Bb and Dd correctly. Create the Echo vibration sound on the hand chime	Play body percussion with the written notations. Introduction to Minims, pupils will be able to put this into practice. Pupils understand what chords are. Pupils will play basic chords together	Introduction to hand held percussion instruments. Learn correct names for the instruments and how to hold and play them. Follow symbols to play the finale from William Tell Overture	More confident when playing the chords working on James Bay – Hold Back the River Learn how to play Bb F and C major.	More confident when playing percussion instruments Follow symbols on board to play Trepack from the Nutcracker	Play Christmas music with hand chimes
<b>Knowledge</b>		<b>Skills</b>			
<b>Listen and Appraise</b>	To know five songs off by heart. <ul style="list-style-type: none"> <li>● To know some songs have a chorus or a response/answer part.</li> <li>● To know that songs have a musical style.</li> </ul>		To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. <ul style="list-style-type: none"> <li>● To learn how songs can tell a story or describe an idea.</li> </ul>		
<b>Games</b>	To know that music has a steady pulse, like a heartbeat. <ul style="list-style-type: none"> <li>● To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>● Rhythms are different from the steady pulse.</li> <li>● We add high and low sounds, pitch, when we sing and play our instruments.</li> </ul>		Children will complete the following in relation to the main song: <ul style="list-style-type: none"> <li>● Game 1 – Have Fun Finding the Pulse! Find the pulse. Choose an animal and find the pulse.</li> <li>● Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat.</li> <li>● Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy.</li> <li>● Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat.</li> <li>● Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.</li> </ul>		
<b>Singing</b>	To confidently know and sing five songs from memory. <ul style="list-style-type: none"> <li>● To know that unison is everyone singing at the same time.</li> <li>● Songs include other ways of using the voice e.g. rapping (spoken word).</li> <li>● To know why we need to warm up our voices.</li> </ul>		Learn about voices singing notes of different pitches (high and low). <ul style="list-style-type: none"> <li>● Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</li> <li>● Learn to find a comfortable singing position.</li> <li>● Learn to start and stop singing when following a leader.</li> </ul>		

<b>Playing</b>	<p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <ul style="list-style-type: none"> <li>• Know the names of untuned percussion instruments played in class.</li> </ul>	<p>Treat instruments carefully and with respect.</p> <ul style="list-style-type: none"> <li>• Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</li> <li>• Play the part in time with the steady pulse.</li> <li>• Listen to and follow musical instructions from a leader.</li> </ul>
<b>Improvisation</b>	<p>Improvisation is making up your own tunes on the spot.</p> <ul style="list-style-type: none"> <li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>• Everyone can improvise, and you can use one or two notes.</li> </ul>	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> <li>1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li>3. Improvise! – Take it in turns to improvise using one or two notes.</li> </ol>
<b>Composition</b>	<p>Composing is like writing a story with music.</p> <ul style="list-style-type: none"> <li>• Everyone can compose</li> </ul>	<p>Help create three simple melodies with the Units using one, three or five different notes.</p> <ul style="list-style-type: none"> <li>• Learn how the notes of the composition can be written down and changed if necessary</li> </ul>
<b>Performance</b>	<p>A performance is sharing music with an audience.</p> <ul style="list-style-type: none"> <li>• A performance can be a special occasion and involve a class, a year group or a whole school.</li> <li>• An audience can include your parents and friends</li> </ul>	<p>Choose a song they have learnt from the Scheme and perform it.</p> <ul style="list-style-type: none"> <li>• They can add their ideas to the performance.</li> <li>• Record the performance and say how they were feeling about it</li> </ul>
<b>Key Vocabulary</b>	<p>: Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.</p>	



Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Title	Let Your Spirit Fly	Three Little Birds	The Dragon Song	Bringing Us Together	Violins
Style of main song	RnB	Reggae	A Pop song that tells a story	Disco	See below
Unit theme	RnB and other styles	Reggae and animals	Music from around the world, celebrating our differences and being kind to one another	Disco, friendship, hope and unity	
Other songs	Colonel Bogey March by Kenneth Alford (Film) Consider Yourself from the musical ‘Oliver!’ (Musicals) Ain’t No Mountain High Enough by Marvin Gaye (Motown) You’re The First, The Last, My Everything by Barry White (Soul)	Jamming by Bob Marley Small People by Ziggy Marley 54-56 Was My Number by Toots and The Maytals Ram Goat Liver by Pluto Shervington Our Day Will Come by Amy Winehouse	Birdsong – Chinese Folk Music Vaishnava Java – A Hindu Song A Turkish Traditional Tune Aitutaki Drum Dance from Polynesia Zebaidir Song from Sudan	Good Times by Nile Rodgers Ain’t Nobody by Chaka Khan We Are Family by Sister Sledge Ain’t No Stopping Us Now by McFadden and Whitehead Car Wash by Rose Royce	
Violins taught through Kirklees Musica					

<p>To teach year 3 how to play the violin, understanding how to read standard notation on open strings with confidence</p> <p>Introduce basic standard musical terms</p>	<p>Care of violin and how to hold securely.</p> <p>Sound production using pizzicato pizz and strumming techniques</p> <p>Introduce concept of pulse and crotchet rests</p>	<p>Introduce simple rhythmic patterns using heartbeat notation, plucking</p> <p>playing simple rhythmic patterns with pizz and playing to a pulse.</p>	<p>Introduce beginner bow and continue to pluck simple rhythmic pieces.</p> <p>Relate musical term pitch to the different open strings</p>	<p>Reiterate beginner bow hold and tone production</p> <p>Introduce standard notation rhythmic patterns.</p> <p>Get pupils to write simple rhythmic patterns and practice plucking in small groups</p>	<p>Continued development of tone production</p> <p>Play simple open string and rhythmic pieces with bow</p> <p>Introduce standard notation using open strings and reinforce concept of pitch</p> <p>Pupils perform to each other their rhythmic compositions</p>	<p>Learn pieces using both rhythmic and pitch notation playing with the bow</p> <p>Discuss relation to tempo &amp; pulse</p>
	<p>Introduce string crossings. Work on right hand movement</p> <p>Re-iteration of simple open string rhythmic pieces</p>	<p>Introduce minims and play simple pieces using all rhythmic values used so far</p> <p>Introduce dynamics and how volume changes are produced with the bow</p>	<p>Reiteration of minim pieces with string crossings and recapping all pieces learned so far</p>	<p>Learn how to write all open string notes using simple rhythmic patterns</p>	<p>Write own simple composition using standard notation on open strings</p> <p>Play all pieces learned</p>	<p>Practice composition and perform to class</p>



	Knowledge	Skills
<b>Listen and Appraise</b>	<p>To know five songs from memory and who sang them or wrote them.</p> <ul style="list-style-type: none"> <li>● To know the style of the five songs.</li> <li>● To choose one song and be able to talk about: <ul style="list-style-type: none"> <li>○ Its lyrics: what the song is about</li> <li>○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>○ Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>○ Name some of the instruments they heard in the song</li> </ul> </li> </ul>	<p>To confidently identify and move to the pulse.</p> <ul style="list-style-type: none"> <li>● To think about what the words of a song mean.</li> <li>● To take it in turn to discuss how the song makes them feel.</li> <li>● Listen carefully and respectfully to other people's thoughts about the music.</li> </ul>
<b>Musical Activities - Games</b>	<p>Know how to find and demonstrate the pulse.</p> <ul style="list-style-type: none"> <li>● Know the difference between pulse and rhythm.</li> <li>● Know how pulse, rhythm and pitch work together to create a song.</li> <li>● Know that every piece of music has a pulse/steady beat.</li> <li>● Know the difference between a musical question and an answer.</li> </ul>	<p>Using two notes</p>
<b>Singing</b>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Singing in a group can be called a choir</li> <li>● Leader or conductor: A person who the choir or group follow</li> <li>● Songs can make you feel different things e.g. happy, energetic or sad</li> <li>● Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>● To know why you must warm up your voice</li> </ul>	<p>To sing in unison and in simple two-parts.</p> <ul style="list-style-type: none"> <li>● To demonstrate a good singing posture.</li> <li>● To follow a leader when singing.</li> <li>● To enjoy exploring singing solo.</li> <li>● To sing with awareness of being 'in tune'.</li> <li>● To have an awareness of the pulse internally when singing.</li> </ul>
<b>Playing instruments</b>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● The instruments used in class (a glockenspiel, violin)</li> </ul>	<p>To treat instruments carefully and with respect.</p> <ul style="list-style-type: none"> <li>● Play any - one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</li> <li>● To rehearse and perform their part within the context of the Unit song.</li> <li>● To listen to and follow musical instructions from a leader</li> </ul>



<b>Improvisation</b>	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>● To know that using one or two notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> </ul>	<p>Improvise using instruments in the context of the song they are learning to perform.</p>
<b>Composition</b>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>● Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<p>To choose what to perform and create a programme.</p> <ul style="list-style-type: none"> <li>● To communicate the meaning of the words and clearly articulate them.</li> <li>● To talk about the best place to be when performing and how to stand or sit.</li> <li>● To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>
<b>Vocabulary</b>	<p>Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco, violin</p>	

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	Mamma Mia	Stop!	Violins	Violins	Lean on Me	Blackbird
Style of main song	Pop	Grime	See Violin section below		Gospel	Beatles/Pop
Unit theme	ABBA music	Writing lyrics linked to a theme			Soul/Gospel music and helping one another	The Beatles, equality and civil rights
Other songs	ABBA's music: Dancing Queen The Winner Takes It All Waterloo Super Trouper Thank You for The Music	Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop)  Radetzky Marsch by Strauss (Classical)			He Still Loves Me by Walter Williams and Beyoncé (Gospel)  Shackles (Praise You) by Mary Mary (Gospel)	Beatles Music:  Yellow Submarine Hey Jude Can't Buy Me Love Yesterday Let It Be

		Can't Stop the Feeling! by Justin Timberlake (Pop)  Libertango by Astor Piazzolla (Tango)  Mas Que Nada performed by Sérgio Mendes featuring Black Eyed Peas			Amazing Grace by Elvis Presley (Gospel)  Ode To Joy Symphony No 9 by Beethoven (Romantic – Western Classical)  Lean On Me by The ACM Gospel Choir (Gospel)	
Violins taught by Kirklees Musica						
Objectives:  To develop Year 4's understanding how to read standard notation on the D & A string with confidence; Recap how to play violin; and reinforce standard musical terms	Recap care of violin and how to hold securely.  Sound production both pizz and arco, checking beginner bow hold  Recap standard stave and pitches of 4 strings on stave	Continued development of sound production with both pizz and arco.  Recap standard rhythmic notation playing simple rhythmic patterns with both pizz and arco and playing to a pulse.  Play simple rhythmic pieces using crotchets and quavers on 4 open strings reading from stave	Using bow continue to use simple rhythmic pieces to reinforce understanding of stave and placement of open string notes  Reminder of crotchet rests, minims and semi breves.  Relate musical term pitch to the different open strings	Introduce left hand shape in preparation for finger placement using LH Pizz  Introduce concept of different tempo with rhythmic patterns.  Get pupils to write simple rhythmic patterns and practice in small groups	Further development of LH and placement of 3 fingers on finger board on D string  Play simple open string and rhythmic pieces  Pupils perform to each other their rhythmic compositions	Continue with LH finger placement.  Relate changes of pitch to finger placement on each string  Recap simple open string pieces and discuss relation to tempo & pulse
	Continued work with fingers, introducing concept of pitch.	Introduction of 2 <sup>nd</sup> fingers  Development of understanding of	Pieces using open strings, 1 <sup>st</sup> & 2 <sup>nd</sup> fingers, using simple numerical notation	Pieces using all 3 fingers using numerical notation.	Continue learning 3 finger pieces on D and A strings. Write own simple composition on 1	Practice composition and perform to class.

	Introduce first finger pitch on stave  Re-iteration of simple open string rhythmic patterns	notation relative to pitch on stave  Continue development of rhythmic notation with introduction of semi breves and minim rests	Develop 3 <sup>d</sup> finger placement and notes on stave	Make comparison with same pieces using standard notation  Learn how to write all notes in key of D major in a 1 octave range	string using standard notation	
	Knowledge			Skills		
Listen and Appraise	To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: <ul style="list-style-type: none"><li>● Some of the style indicators of that song (musical characteristics that give the song its style).</li><li>● The lyrics: what the song is about.</li><li>● Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</li><li>● Identify the main sections of the song (introduction, verse, chorus etc).</li><li>● Name some of the instruments they heard in the song.</li></ul>			To confidently identify and move to the pulse. <ul style="list-style-type: none"><li>● To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</li><li>● Talk about the music and how it makes them feel.</li><li>● Listen carefully and respectfully to other people’s thoughts about the music.</li><li>● When you talk try to use musical words.</li></ul>		
Games	Know and be able to talk about: <ul style="list-style-type: none"><li>● How pulse, rhythm and pitch work together</li><li>● Pulse: Finding the pulse – the heartbeat of the music</li><li>● Rhythm: the long and short patterns over the pulse</li><li>● Know the difference between pulse and rhythm</li><li>● Pitch: High and low sounds that create melodies</li><li>● How to keep the internal pulse</li><li>● Musical Leadership: creating musical ideas for the group to copy or respond to</li></ul>			1. Find the Pulse 2. Rhythm Copy Back: a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns <b>c. Gold: Perhaps lead the class using their simple rhythms</b> 3. Pitch Copy Back Using 2 Notes a. Bronze: Copy back – ‘Listen and sing back’ (no notation) b. Silver: Copy back with instruments, without then with notation <b>c. Gold: Copy back with instruments, without and then with notation</b> 4. Pitch Copy Back and Vocal Warm-ups		
Singing	To know and be able to talk about: <ul style="list-style-type: none"><li>● Singing in a group can be called a choir</li><li>● Leader or conductor: A person who the choir or group follow</li><li>● Songs can make you feel different things e.g. happy, energetic or sad</li></ul>			To sing in unison and in simple two-parts. <ul style="list-style-type: none"><li>● To demonstrate a good singing posture.</li><li>● To follow a leader when singing.</li><li>● To enjoy exploring singing solo.</li></ul>		

	<ul style="list-style-type: none"> <li>● Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>● Texture: How a solo singer makes a thinner texture than a large group</li> <li>● To know why you must warm up your voice</li> </ul>	<ul style="list-style-type: none"> <li>● To sing with awareness of being 'in tune'.</li> <li>● To rejoin the song if lost.</li> <li>● To listen to the group when singing.</li> </ul>
<b>Playing</b>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● The instruments used in class (a glockenspiel, recorder or xylophone).</li> <li>● Other instruments they might play or be played in a band or orchestra or by their friends.</li> </ul>	<p>To treat instruments carefully and with respect.</p> <ul style="list-style-type: none"> <li>● Play any - one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>● To rehearse and perform their part within the context of the Unit song.</li> <li>● To listen to and follow musical instructions from a leader.</li> <li>● To experience leading the playing by making sure everyone plays in the playing section of the song.</li> </ul>
<b>Improvisation</b>	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● To know that using one or two notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>● To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> </ul>	<p><b>Bronze Challenge:</b></p> <ul style="list-style-type: none"> <li>○ Copy Back – Listen and sing back melodic patterns</li> <li>○ Play and Improvise – Using instruments, listen and play your own answer using one note.</li> <li>○ Improvise! – Take it in turns to improvise using one note.</li> </ul> <p><b>Silver Challenge:</b></p> <ul style="list-style-type: none"> <li>○ Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.</li> <li>○ Play and Improvise – Using your instruments, listen and play your own answer using one or two notes.</li> <li>○ Improvise! – Take it in turns to improvise using one or two notes.</li> </ul> <p><b>Gold Challenge:</b></p> <ul style="list-style-type: none"> <li>○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes.</li> <li>○ Play and Improvise – Using your instruments, listen and play your own answer using two different notes.</li> <li>○ Improvise! – Take it in turns to improvise using three different notes.</li> </ul>
<b>Composition</b>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>● Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<p>Help create at least one simple melody using one, three or all five different notes.</p> <ul style="list-style-type: none"> <li>● Plan and create a section of music that can be performed within the context of the unit song.</li> <li>● Talk about how it was created.</li> <li>● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> </ul>

		<ul style="list-style-type: none"> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>
<b>Performance</b>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Performing is sharing music with other people, an audience</li> <li>A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>You need to know and have planned everything that will be performed</li> <li>You must sing or rap the words clearly and play with confidence</li> <li>A performance can be a special occasion and involve an audience including of people you don't know</li> <li>It is planned and different for each occasion</li> <li>It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	<p>To choose what to perform and create a programme.</p> <ul style="list-style-type: none"> <li>Present a musical performance designed to capture the audience.</li> <li>To communicate the meaning of the words and clearly articulate them.</li> <li>To talk about the best place to be when performing and how to stand or sit.</li> <li>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>
<b>Vocabulary</b>	<p>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.</p>	

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 21	Summer 1	Summer 2
<b>Title</b>	<b>Violins</b>	<b>Violins</b>	<b>Livin' on a Prayer Rock</b>	<b>Make You Feel My Love Pop Ballads</b>	<b>Fresh Prince of Bel-Air Hip Hop</b>	<b>Dancing In the Street Motown</b>
<b>Unit theme</b>	See Violin section below		Rock Anthems	Pop Ballads	Old School Hip-Hop	Motown
<b>Other songs</b>			<p>We Will Rock You by Queen</p> <p>Smoke On the Water by Deep Purple</p> <p>Rockin' All Over the World by Status Quo</p> <p>Johnny B.Goode by Chuck Berry</p>	<p>Make You Feel My Love by Bob Dylan</p> <p>So Amazing by Luther Vandross</p> <p>Hello by Lionel Ritchie</p> <p>The Way You Look Tonight by Tony Bennett</p>	<p>Me Myself and I by De La Soul</p> <p>Ready or Not by Fugees Rapper's</p> <p>Delight by The Sugarhill Gang</p> <p>U Can't Touch This by M C Hammer</p>	<p>I can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops</p> <p>I Heard it Through the Grapevine by Marvin Gaye</p> <p>Ain't No Mountain High Enough by</p>

		I Saw Her Standing There by The Beatles			Marvin Gaye and Tammi Terrell
					You Are the Sunshine of My Life by Stevie Wonder

### Violin Music lessons taught by Kirklees Musica

<b>Violins</b>  To teach Year 5 how to read standard notation confidently; Recap how to play violin; and reinforce standard musical terms	Recap care of violin and how to hold securely.  Sound production both pizz and arco, checking beginner bow hold  Recap standard stave and pitches of 4 strings on stave	Continued development of sound production with both pizz and arco.  Recap standard rhythmic notation playing simple rhythmic patterns with both pizz and arco and playing to a pulse.  Play simple rhythmic pieces using crotchets and quavers on 4 open strings reading from stave	Using bow continue to use simple rhythmic pieces to reinforce understanding of stave and placement of open string notes  Reminder of crotchet rests, minims and semi breves.  Relate musical term pitch to the different open strings	Introduce left hand shape in preparation for finger placement using LH Pizz  Introduce concept of different tempo with rhythmic patterns.  Get pupils to write simple rhythmic patterns and practice in small groups	Further development of LH and placement of 3 fingers on finger board  Play simple open string and rhythmic pieces  Pupils perform to each other their rhythmic compositions	Continue with LH finger placement.  Relate changes of pitch to finger placement on each string  Recap simple open string pieces and discuss relation to tempo & pulse
	Continued work with fingers, introducing concept of pitch.  Introduce first finger pitch on stave.	Introduction of 2 <sup>nd</sup> fingers  Development of understanding of notation relative to pitch on stave	Pieces using open strings, 1 <sup>st</sup> & 2 <sup>nd</sup> fingers, using simple numerical notation  Develop 3 <sup>rd</sup> finger placement and notes on stave	Pieces using all 3 fingers using numerical notation.  Make comparison with same pieces using standard notation	Continue learning 3 finger pieces on D and A strings.  Write own simple composition on 1 string using standard notation	Practice composition and perform to class

	Re-iteration of simple open string rhythmic patterns	Continue development of rhythmic notation with introduction of semi breves and minim rests		Learn how to write all notes in key of D major in a 1 octave range		
	<b>Knowledge</b>			<b>Skills</b>		
<b>Listen and Appraise</b>	<p>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <ul style="list-style-type: none"> <li>● To know the style of the five songs and to name other songs from the Units in those styles.</li> <li>● To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> <li>○ Some of the style indicators of the songs (musical characteristics that give the songs their style)</li> <li>○ The lyrics: what the songs are about</li> <li>○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>○ Identify the main sections of the songs (intro, verse, chorus etc.)</li> <li>○ Name some of the instruments they heard in the songs</li> <li>○ The historical context of the songs. What else was going on at this time?</li> </ul> </li> </ul>			<p>To identify and move to the pulse with ease.</p> <ul style="list-style-type: none"> <li>● To think about the message of songs.</li> <li>● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>● Listen carefully and respectfully to other people's thoughts about the music.</li> <li>● When you talk try to use musical words.</li> <li>● To talk about the musical dimensions working together in the Unit songs.</li> <li>● Talk about the music and how it makes you feel.</li> </ul>		
<b>Games</b>	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</li> <li>● How to keep the internal pulse</li> <li>● Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>			<p><b>Bronze Challenge</b></p> <ul style="list-style-type: none"> <li>○ Find the pulse</li> <li>○ Copy back rhythms based on the words of the main song, that include syncopation/off beat</li> <li>○ Copy back one-note riffs using simple and syncopated rhythm patterns</li> <li>● <b>Silver Challenge</b></li> <li>○ Find the pulse</li> <li>○ Lead the class by inventing rhythms for others to copy back</li> <li>○ Copy back two-note riffs by ear and with notation</li> <li>○ Question and answer using two different notes</li> <li>● <b>Gold Challenge</b></li> </ul>		

		<ul style="list-style-type: none"> <li>○ Find the pulse ○ Lead the class by inventing rhythms for them back</li> <li>○ Copy back three-note riffs by ear and with notation ○ Question and answer using three different notes</li> </ul>
<b>Singing</b>	<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <ul style="list-style-type: none"> <li>● To choose a song and be able to talk about: ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice</li> </ul>	<p>To sing in unison and to sing backing vocals.</p> <ul style="list-style-type: none"> <li>● To enjoy exploring singing solo. To listen to the group when singing.</li> <li>● To demonstrate a good singing posture.</li> <li>● To follow a leader when singing.</li> <li>● To experience rapping and solo singing.</li> <li>● To listen to each other and be aware of how you fit into the group.</li> <li>● To sing with awareness of being 'in tune'</li> </ul>
<b>Playing</b>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Different ways of writing music down – e.g. staff notation, symbols</li> <li>● The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>● The instruments they might play or be played in a band or orchestra or by their friends</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Different ways of writing music down – e.g. staff notation, symbols</li> <li>● The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>● The instruments they might play or be played in a band or orchestra or by their friends</li> </ul>
<b>Improvisation</b>	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● To know that using one or two notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>● To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> <li>● To know three well-known improvising musicians</li> </ul>	<p><b>Play and Copy Back</b></p> <ul style="list-style-type: none"> <li>○ Bronze – Copy back using instruments. Use one note.</li> <li>○ Silver – Copy back using instruments. Use the two notes.</li> <li>○ Gold – Copy back using instruments. Use the three notes.</li> </ul> <p><b>Play and Improvise You will be using up to three notes:</b></p> <ul style="list-style-type: none"> <li>○ Bronze – Question and Answer using instruments. Use one note in your answer.</li> <li>○ Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G.</li> <li>○ Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</li> </ul> <p><b>Improvisation! You will be using up to three notes.</b></p> <ul style="list-style-type: none"> <li>○ Bronze – Improvise using one note.</li> <li>○ Silver – Improvise using two notes.</li> <li>○ Gold – Improvise using three notes.</li> </ul>
<b>Composition</b>	<p>To know and be able to talk about:</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <ul style="list-style-type: none"> <li>● Explain the keynote or home note and the structure of the melody.</li> </ul>



	<ul style="list-style-type: none"> <li>● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>● Notation: recognise the connection between sound and symbol</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>
<b>Performance</b>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Performing is sharing music with other people, an audience</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● Everything that will be performed must be planned and learned</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>	<p>To choose what to perform and create a programme.</p> <ul style="list-style-type: none"> <li>● To communicate the meaning of the words and clearly articulate them.</li> <li>● To talk about the venue and how to use it to best effect.</li> <li>● To record the performance and compare it to a previous performance.</li> <li>● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul>
<b>Vocabulary</b>	<p>Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.</p>	

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Title</b>	<b>Happy</b> Pop/Motown	<b>Benjamin Britten - A New Year Carol</b> Benjamin Britten (Western Classical Music), Gospel, Bhangra.	<b>You've Got a Friend</b> 70s ballad/pop	<b>Music and Me</b> Contemporary, music and identity	<b>School Production/Musical</b>	<b>School Production/Musical</b>
<b>Unit theme</b>	Being Happy		The Music of Carole King	Create your own music inspired by your identity and	All children in Year 6 will take part in a musical production, learning at least 8 songs, as well as parts of soloists and group performances.	

				women in the music industry	
Other songs	Top Of the World sung by The Carpenters  Don't Worry, Be Happy sung by Bobby McFerrin  Walking On Sunshine sung by Katrina and The Waves  When You're Smiling sung by Frank Sinatra  Love Will Save The Day by Brendan Reilly		The Loco-Motion sung by Little Eva  One Fine Day by The Chiffons  Up On the Roof by The Drifters  Will You Still Love Me Tomorrow  (You Make Me Feel Like) A Natural Woman sung by Carole King	Something Helpful by Anna Meredith  O by Shiva Feshareki  V-A-C Moscow by Shiva Feshareki  Heroes & Villains by Eska Shades of Blue by Eska  And! by Afrodeutsche  The Middle Middle by Afrodeutsche	
Knowledge			Skills		
Listen and Appraise	To know five songs from memory, who sang or wrote them, when they were written and why? ● To know the style of the songs and to name other songs from the Units in those styles. ● To choose three or four other songs and be able to talk about: ○ The style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) ○ Identify the structure of the songs (intro, verse, chorus etc.) ○ Name some of the instruments used in the songs ○ The historical context of the songs. What else was going on at this time, musically and historically? ○ Know and talk about that fact that we each have a musical identity			To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ● Listen carefully and respectfully to other people's thoughts about the music. ● Use musical words when talking about the songs. ● To talk about the musical dimensions working together in the Unit songs. ● Talk about the music and how it makes you feel, using musical language to describe the music.	

<b>Games</b>	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</li> <li>● How to keep the internal pulse</li> <li>● Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>	<p><b>Bronze Challenge</b></p> <ul style="list-style-type: none"> <li>○ Find the pulse</li> <li>○ Copy back rhythms based on the words of the main song, that include syncopation/off beat</li> <li>○ Copy back one-note riffs using simple and syncopated rhythm patterns</li> </ul> <p><b>Silver Challenge</b></p> <ul style="list-style-type: none"> <li>○ Find the pulse</li> <li>○ Lead the class by inventing rhythms for others to copy back</li> <li>○ Copy back two-note riffs by ear and with notation</li> <li>○ Question and answer using two different notes</li> </ul> <p><b>Gold Challenge</b></p> <ul style="list-style-type: none"> <li>● Find the pulse</li> <li>● Lead the class by inventing rhythms for them to copy back</li> <li>● Copy back three-note riffs by ear and with notation</li> <li>● Question and answer using three different notes</li> </ul>
<b>Singing</b>	<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <ul style="list-style-type: none"> <li>● To know about the style of the songs so you can represent the feeling and context to your audience</li> <li>● To choose a song and be able to talk about: <ul style="list-style-type: none"> <li>○ Its main features</li> <li>○ Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>○ To know what the song is about and the meaning of the lyrics</li> <li>○ To know and explain the importance of warming up your voice</li> </ul> </li> </ul>	<p>To sing in unison and to sing backing vocals.</p> <ul style="list-style-type: none"> <li>● To demonstrate a good singing posture.</li> <li>● To follow a leader when singing.</li> <li>● To experience rapping and solo singing.</li> <li>● To listen to each other and be aware of how you fit into the group.</li> <li>● To sing with awareness of being 'in tune'.</li> </ul>
<b>Playing</b>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Different ways of writing music down – e.g. staff notation, symbols</li> <li>● The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>● The instruments they might play or be played in a band or orchestra or by their friends</li> </ul>	<p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <ul style="list-style-type: none"> <li>● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>● To rehearse and perform their part within the context of the Unit song.</li> <li>● To listen to and follow musical instructions from a leader.</li> <li>● To lead a rehearsal session.</li> </ul>

<b>Improvisation</b>	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● To know that using one, two or three notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>● To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations</li> <li>● To know three well-known improvising musicians</li> </ul>	<p><b>1. Play and Copy Back</b></p> <ul style="list-style-type: none"> <li>○ Bronze – Copy back using instruments. Use one note.</li> <li>○ Silver – Copy back using instruments. Use the two notes.</li> <li>○ Gold – Copy back using instruments. Use the three notes.</li> </ul> <p><b>2. Play and Improvise You will be using up to three notes:</b></p> <ul style="list-style-type: none"> <li>○ Bronze – Question and Answer using instruments. Use one note in your answer.</li> <li>○ Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G.</li> <li>○ Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</li> </ul> <p><b>3. Improvisation! You will be using up to three notes.</b></p> <ul style="list-style-type: none"> <li>○ Bronze – Improvise using one note.</li> <li>○ Silver – Improvise using two notes.</li> <li>○ Gold – Improvise using three notes.</li> </ul>
<b>Composition</b>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>● Notation: recognise the connection between sound and symbol</li> </ul>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <ul style="list-style-type: none"> <li>● Explain the keynote or home note and the structure of the melody.</li> <li>● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>
<b>Performance</b>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Performing is sharing music with an audience with belief</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● Everything that will be performed must be planned and learned</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>	<p>To choose what to perform and create a programme.</p> <ul style="list-style-type: none"> <li>● To communicate the meaning of the words and clearly articulate them.</li> <li>● To talk about the venue and how to use it to best effect.</li> <li>● To record the performance and compare it to a previous performance.</li> <li>● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul>



<b>Vocabulary</b>	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony
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### Music Vocabulary

#### The Interrelated Dimensions of Music (Dimensions)

- Pulse – the regular heartbeat of the music; its steady beat.
- Rhythm – long and short sounds or patterns that happen over the pulse.
- Pitch – high and low sounds.
- Tempo – the speed of the music; fast or slow or in-between.
- Dynamics – how loud or quiet the music is.
- Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
- Texture – layers of sound. Layers of sound working together make music very interesting to listen to.
- Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.
- Notation – the link between sound and symbol.