

K.O : Music

Curriculum Threads

Sense of belonging **Appreciation of difference**

Appreciation of the World **Awe and Wonder**

Music in Nursery (Development Matters)

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Birth to 3:

Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices and enjoy making sounds.

Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of soundmakers and instruments and play them in different ways. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.

3-4 year olds:

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.

MUSIC PROGRESSION OF KNOWLEDGE AND SKILLS

BASED ON CHARANGA UNITS OF WORK

The Interrelated Dimensions of Music:

Pulse - Rhythm - Pitch - Dynamics - Tempo - Timbre - Structure - Texture - Notation

All Year groups learn the simple definitions for The Interrelated Dimensions of Music and integrate this knowledge within the music curriculum through listening and reviewing, performing, improvising and composing.

Unit:	Disciplinary knowledge: <i>(how you use the interrelated dimensions of music)</i>	Substantive knowledge/skills: <i>(developing knowledge of the interrelated dimensions of music)</i>	Vocabulary:	Instrument
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Reception Autumn 1 Me!	Find the pulse Clap a rhythm Explore high and low sounds Learning a song off by heart	What pulse is What a rhythm is What pitch is	Pulse - The regular repeating heartbeat of the music Rhythm - A pattern usually made up of long and short sounds Pitch - How high or low a musical note is	Body percussion and percussion instruments
Reception Autumn 2 Christmas songs	How to sing correctly - Sitting/standing straight Feet slightly apart Shoulders rolled back Head facing forwards Deep breathing Learn traditional Christmas songs off by heart	To know why we need to warm up our voices.	Pulse - The regular repeating heartbeat of the music Rhythm - A pattern made up of long and short sounds Pitch - How high or low a musical note is	Voice
Reception Spring 1 Everyone!	Discuss what they like/dislike about a piece of music Name some instruments that they can hear (eg: drums, male voice, guitar) Copy/clap rhythms from the song Create a melodic pattern using two notes to go with the song - choose from notes D, G, E & A (depending on song chosen) Create a graphic score as a class.	What pulse is What rhythm is What pitch is Opportunities to explore musical instruments in both continuous provision and music lessons. Experiment with pulse, rhythm and pitch. Watch videos of musical instruments being played. Watch live performances.	Pulse - The regular repeating heartbeat of the music Rhythm - A pattern made up of long and short sounds Pitch - How high or low a musical note is Instrument - Something that make musical sounds	Chime bars
Reception Spring 2 Our World	Listen and respond to different types of music Find the pulse of a piece of music Singing from memory Create a melodic pattern using two notes to go with the song - from notes C, D, E, F, G (depending on song chosen) Create and play a graphic score as a class.	What pulse is What rhythm is What pitch is Opportunities to explore musical instruments in both continuous provision and music lessons. Experiment with pulse, rhythm and pitch. Watch videos of musical instruments	Pulse - The regular repeating heartbeat of the music Rhythm - A pattern usually made up of long and short sounds Pitch - How high or low a musical note is	Chime bars

		being played. Watch live performances.		
Reception Summer 1 Big Bear Funk	Listen and respond to different types of music Find a funky pulse Improvise to a song Sing and learn to play an instrument to a song Copy/Clap 3/4 word phrases Keep the beat of a song with a pitched note Play rhythms using a combination of any of the 3 notes - C, D & E	What pulse is What rhythm is What pitch is What it means to improvise Opportunities to explore musical instruments in both continuous provision and music lessons. Experiment with pulse, rhythm and pitch. To improvise with instruments. Watch videos of musical instruments being played. Watch live performances.	Pulse - The regular repeating heartbeat of the music Rhythm - A pattern usually made up of long and short sounds Pitch - How high or low a musical note is Improvisation - To make up a tune and play it on the spot.	Chime bars
Reception Summer 2 Reflect, Rewind and Replay	Revising all learning from previous units throughout the year.	What pulse is What rhythm is What pitch is Opportunities to explore musical instruments in both continuous provision and music lessons. Experiment with pulse, rhythm and pitch. Watch videos of musical instruments being played. Watch live performances.	Pulse - The regular repeating heartbeat of the music Rhythm - A pattern usually made up of long and short sounds Pitch - How high or low a musical note is Improvisation - To make up a tune and play it on the spot.	Selection of instruments
KS1				
Y1 Autumn 1 Hey You!	Learn a song in the style of old school hip-hop off by heart Discuss what they like/dislike about a piece of music Learn to sing/rap a song off by heart	<u>Rap</u> <i>Talking style vocals where the pitch doesn't change.</i> <i>Performed over the top of a backing beat.</i>	Pulse - The regular repeating heartbeat of the music Rhythm - A pattern usually made up of long and short sounds Pitch - How high or low a musical note is	Glockenspiel

	<p>Learn how pulse, rhythm and pitch work together</p> <p>Find the pulse of a song</p> <p>Copy rhythms</p> <p>Clap rhythms of their name and favourite colour</p> <p>Learn to play an instrument (glockenspiel/chime bars) - Note C</p>	<p>To know what songs are about</p> <p>To know and recognise the sound of and names of some instruments that are used.</p> <p>To rap in unison.</p> <p>Learn names of the notes that they are playing.</p>	<p>Improvisation - To make up a tune and play it on the spot.</p>	
<p>Y1</p> <p>Autumn 2</p> <p>Nativity</p>	<p>How to sing correctly -</p> <p>Sitting/standing straight</p> <p>Feet slightly apart</p> <p>Shoulders rolled back</p> <p>Head facing forwards</p> <p>Deep breathing</p> <p>Sing in unison</p> <p>Learn nativity songs discussing pulse, rhythm, pitch and dynamics</p> <p>Learn to start and stop singing when following a leader</p>	<p>To know why we need to warm up our voices.</p> <p>To sing in unison.</p> <p>To sing in two groups (no harmonies)</p> <p>To add in expression through lyrics and the interrelated dimensions of music.</p>	<p>Pulse - The regular repeating heartbeat of the music</p> <p>Rhythm - A pattern usually made up of long and short sounds</p> <p>Pitch - How high or low a musical note is</p> <p>Dynamics - the loudness or softness of the music</p> <p>Unison - Singing all together at the same time</p>	<p>Voice</p>
<p>Y1</p> <p>Spring 1</p> <p>In the groove</p>	<p>Learn the song 'In the groove' off by heart</p> <p>Discuss what they like/dislike about a piece of music</p> <p>Listen and appraise: Blues, Baroque, Latin, Bhangra, Folk and Funk</p> <p>Know and recognise the sounds of some instruments</p> <p>Find the pulse of a song</p> <p>Copy rhythms</p> <p>Clap rhythms of their name and favourite colour</p> <p>Learn to play an instrument (ocarina) - C, G & A</p>	<p>A selection of different genres: Blues, Funk, Baroque, Latin, Bhangra and Folk</p> <p>Be able to talk and discuss similarities and differences between the genres and styles of songs.</p> <p>To know and recognise the sound of and names of some instruments that are used.</p>	<p>Pulse - The regular repeating heartbeat of the music</p> <p>Rhythm - A pattern usually made up of long and short sounds</p> <p>Pitch - How high or low a musical note is</p> <p>Notation - The way we draw/write down music</p>	<p>Ocarina</p>

<p>Y1 Spring 2 Round and Round</p>	<p>Learn the song 'Round and Round' off by heart in a Bossa Nova style Listen and appraise: Latin/Pop, Film, Latin/Big Band, Big Band/Dance & Latin/Jazz Know and recognise the sounds of some instruments Clap/copy rhythms Improvise rhythms Aim to play the notes D F G A C (min C + D) Improvise using the notes D & E with either an instrument or voice</p>	<p><u>Bossa Nova Music:</u> <i>Strong rhythmic patterns</i> <i>Acoustic guitar</i> <i>Originates from Brazil</i> Learn the names of the instruments that they are playing and hearing.</p>	<p>Pulse - The regular repeating heartbeat of the music Rhythm - A pattern usually made up of long and short sounds Pitch - How high or low a musical note is Notation - The way we draw/write down music Improvisation - To make up a tune and play it on the spot.</p>	<p>Glockenspiel/ Chime bars</p>
<p>Y1 Summer 1 Your imagination</p>	<p>Learn the song 'Your Imagination' off by heart in the style of Pop. Listen and appraise: Musical Play the notes: C G E A Compose with 3 notes - C D E Compose with 5 notes - C D E F & G</p>	<p><u>Pop Music</u> <i>Popular with a large group of people - "popular music"</i> <i>Repeated choruses</i> <i>Catchy and easy to sing along to</i> Learn the names of instruments that they are playing and hearing. Learn that music can be fun to dance and sing along to.</p>	<p>Pulse - The regular repeating heartbeat of the music Rhythm - A pattern usually made up of long and short sounds Pitch - How high or low a musical note is Notation - The way we draw/write down music Improvisation - To make up a tune and play it on the spot. Composition - To write a piece of music that you can play in the same way each time.</p>	<p>Boomwhackers</p>
<p>Y1 Summer 2 Reflect, Rewind, Replay</p>	<p>Listen and appraise: Classical music Discuss the history of music Practise/revise previous learning</p>	<p><u>Classical Music</u></p>	<p>Pulse - The regular repeating heartbeat of the music Rhythm - A pattern usually made up of long and short sounds Pitch - How high or low a musical note is Notation - The way we draw/write down music Improvisation - To make up a tune and play it on the spot. Composition - To write a piece of music that you can play in the same way each time.</p>	<p>Ocarina/ Glockenspiel/ Chime bars</p>
<p>Y2</p>	<p>Listen and appraise Afropop and</p>	<p>Afropop:</p>	<p>Pulse - The regular repeating heartbeat of the</p>	<p>Recorder</p>

<p>Autumn 1 Hands, Feet, Heart</p>	<p>South African music Discuss likes and dislikes of music listened to Recognise and name instruments being played Learn to play the recorder: One note - G Easy part - G A C Medium part - G A B & C Melody - E F G A B & C Compose using the recorder: One note - C Three notes - C D & E Five notes - C D E F & G Learn the names of the notes from memory or when written down. Know the names of untuned percussion instruments played in class.</p>	<p><i>Electric guitars that weave in and out of each other.</i> <i>Strong dance or swing beat.</i> <i>Traditional instruments such as penny whistle, keyboards and African drums.</i> To know that some songs have a call and response part.</p>	<p>music Rhythm - A pattern usually made up of long and short sounds Pitch - How high or low a musical note is Notation - The way we draw/write down music Improvisation - To make up a tune and play it on the spot. Composition - To write a piece of music that you can play in the same way each time.</p>	
<p>Y2 Autumn 2 Nativity</p>	<p>How to sing correctly - Sitting/standing straight Feet slightly apart Shoulders rolled back Head facing forwards Deep breathing (using diaphragm) Sing in unison Sing in 2 groups Learn nativity songs discussing pulse, rhythm, pitch and dynamics Learn to start and stop singing when following a leader Learn a song off by heart</p>	<p>To know why we need to warm up our voices. To sing in unison. To sing in two groups (no harmonies) To add in expression through lyrics and the interrelated dimensions of music.</p>	<p>Pulse - The regular repeating heartbeat of the music Rhythm - A pattern usually made up of long and short sounds Pitch - How high or low a musical note is Unison - Singing all together at the same time. Dynamics - The loudness and softness of the music</p>	<p>Voice</p>
<p>Y2 Spring 1 I wanna play</p>	<p>Listen and appraise: Rock music Learn to play the recorder: One note - F</p>	<p><u>Rock music</u> <i>Instruments used are usually electric guitar, bass guitar and drums.</i></p>	<p>Pulse - The regular repeating heartbeat of the music Rhythm - A pattern usually made up of long and</p>	<p>Recorder</p>

<p>in a band</p>	<p>Easy part - D & C Medium part - G F & C Melody - C D & F Compose using the recorder: One note - F Three notes - F G & A Five notes - F G A Bb & C Learn how the notes in a composition can be written down and changed if necessary. Compose as a class using 'Music Notepad' on Charanga</p>	<p><i>There is a singer and sometimes other members of the band sing too.</i> Learn to treat instruments carefully and with respect. Learn to work as part of a group.</p>	<p>short sounds Pitch - How high or low a musical note is Notation - The way we draw/write down music Improvisation - To make up a tune and play it on the spot. Composition - To write a piece of music that you can play in the same way each time.</p>	
<p>Y2 Spring 2 Zootime</p>	<p>Listen and appraise - Reggae music Learn to play the glockenspiel: One note - C Easy part - C Medium part – C + D Melody - C + D Compose using the glockenspiel: One note - C Three notes - C, D & E Five notes – C, D, E, F & G</p>	<p><u>Reggae music:</u> <i>Prominent bass guitar and drums</i> <i>Slowish tempo with a laid back feel</i> <i>The lyrics often have a political message</i> To know a song off by heart. To know that rhythms are different to a steady pulse. To know that unison is everyone singing at the same time. Learn the names of their notes in the instrumental part.</p>	<p>Pulse - The regular repeating heartbeat of the music Rhythm - A pattern usually made up of long and short sounds Pitch - How high or low a musical note is Notation - The way we draw/write down music Improvisation - To make up a tune and play it on the spot. Composition - To write a piece of music that you can play in the same way each time. Tempo – The speed of the music. Fast/slow/in between</p>	<p>Glockenspiel</p>
<p>Y2 Summer 1 Friendship song</p>	<p>Listen and appraise – Pop music Learn to play the Glockenspiel: One note – C Easy part – E & G Medium part – E, G, A & B Melody – C, D, E, F, G, A & B Composing using the glockenspiel: One note – C Three notes – C, D & E Five notes – C, D, E, G, & A Adding in different rhythms when composing.</p>	<p><u>Pop music</u> <i>Uses instruments like strings, piano, drums and guitar.</i> <i>Lyrics are usually about love</i> <i>The mood of the lyrics and music match each other.</i> To know a song off by heart Learn the names of their notes in the instrumental part. Compose a piece of music using taught notes on the glockenspiel.</p>	<p>Pulse - The regular repeating heartbeat of the music Rhythm - A pattern usually made up of long and short sounds Pitch - How high or low a musical note is Notation - The way we draw/write down music Improvisation - To make up a tune and play it on the spot. Composition - To write a piece of music that you can play in the same way each time.</p>	<p>Glockenspiel</p>

<p>Y2 Summer 2 Reflect, Rewind, Replay</p>	<p>Listen and appraise – Classical Revisit pitch, rhythm, pulse and tempo. Revisit earlier units and perform songs on an instrument.</p>	<p><u>Classical Music</u> The piano was introduced.</p>	<p>Pulse - The regular repeating heartbeat of the music Rhythm - A pattern usually made up of long and short sounds Pitch - How high or low a musical note is Notation - The way we draw/write down music Improvisation - To make up a tune and play it on the spot. Composition - To write a piece of music that you can play in the same way each time.</p>	
<p>KS2 Each class will have 1 x term of learning a musical instrument with a peripatetic teacher from Gloucestershire Music in Y3/4</p>				
<p>Y3/4 Year A Autumn 1 Let your spirit fly</p>	<p>Listen and appraise – R&B Confidently identify and move to the pulse. Show and know the difference between pulse and rhythm</p>	<p><u>R&B</u> <i>Combines elements of Rhythm & Blues, Pop, Soul and Funk.</i> <i>Uses computer-originated sounds such as ‘drum machines’</i> <i>Singers use ‘melisma’ (riffing)</i> To think about what the words of a song mean. To discuss how a song makes you feel. To know the style of a song.</p>	<p>Pulse - The regular repeating heartbeat of the music Rhythm - A pattern usually made up of long and short sounds Pitch - How high or low a musical note is Tempo – How slow or fast the music is Dynamics – How loud or quiet the music is Notation - The way we draw/write down music Improvisation - To make up a tune and play it on the spot. Composition - To write a piece of music that you can play in the same way each time. Melisma – singing a group of notes over one syllable. (also known as ‘riffing’).</p>	<p>Glockenspiel</p>
<p>Y3/4 Year A Autumn 2 Glockenspiel stage 1</p>	<p>To play an instrument, following written notation. Explore and develop playing skills. Introduce the interrelated dimensions of music when playing and composing. Improvise using the notes E, D & F Compose using the notes E & D</p>	<p>No musical genre studied in this unit. Read and write using musical notation. Consider how to use the interrelated dimensions of music when performing.</p>	<p>Pulse - The regular repeating heartbeat of the music Rhythm - A pattern usually made up of long and short sounds Pitch - How high or low a musical note is Tempo – How slow or fast the music is Dynamics – How loud or quiet the music is Notation - The way we draw/write down music</p>	<p>Glockenspiel</p>

	Begin to write music using written notation (whole class and small groups)		Improvisation - To make up a tune and play it on the spot. Composition - To write a piece of music that you can play in the same way each time.	
Y3/4 Year A Spring 1 Three little birds	Listen and appraise – Reggae Music Learn the song off by heart. Learn and practise playing on the recorder. One note - G Easy – G & A Medium – C & A Melody – C, D, E, G, A & Bb Improvise using the notes C & D Compose Easy – C, D & E Harder – C, D, E, G & A Write compositions using formal notation (whole class or small groups)	<u>Reggae music:</u> <i>Prominent bass guitar and drums</i> <i>Slowish tempo with a laid back feel</i> <i>The lyrics often have a political message</i> <i>The guitar plays notes on the offbeat (beats 2&4)</i> To know the style of a song and discuss its features. To be able to talk about what a song is about. To discuss any musical dimensions featured in a song. Name instruments heard in a song. To create a simple melody	Pulse - The regular repeating heartbeat of the music Rhythm - A pattern usually made up of long and short sounds Pitch - How high or low a musical note is Dynamics – How loud or quiet the music is Tempo – How slow or fast the music is Notation - The way we draw/write down music Improvisation - To make up a tune and play it on the spot. Composition - To write a piece of music that you can play in the same way each time.	Recorders
Y3/4 Year A Spring 2 Production	Production singing practise How to sing correctly - Sitting/standing straight Feet slightly apart Shoulders rolled back Head facing forwards Deep breathing (using diaphragm) Learn to start and stop singing when following a leader Learn several songs off by heart	No specific genre studied during this unit. Understand why we warm up our voices. Singing in unison. Singing in two parts that overlap. Add expression into a song by thinking about the interrelated dimensions of music. Understand that you must listen to each other when singing in a group.	Pulse - The regular repeating heartbeat of the music Rhythm - A pattern usually made up of long and short sounds Pitch - How high or low a musical note is Dynamics – How loud or quiet the music is Tempo – How slow or fast the music is Unison – Singing the same thing altogether at the same time	Voice
Y3/4 Year A Summer 1 Bringing us	Listen and appraise – Disco Learn a song off by heart Practise playing the recorder One note - C Easy part - C	<u>Disco Music:</u> <i>It is a type of dance music</i> <i>Electric instruments used such as keyboard, guitars and synthesizers.</i> <i>Emerged in the late 1960s.</i>	Pulse - The regular repeating heartbeat of the music Rhythm - A pattern usually made up of long and short sounds Pitch - How high or low a musical note is	Recorders

together	Medium part – G, A & C Melody – G, A & C Improvise using the notes – C & A Compose using the notes: Easy – C, A, & G Harder – C, D, E, G & A	Adding in the interrelated dimensions of music taught into the instrumental playing and own compositions. Understand that using the interrelated dimensions of music adds an exciting and layer to music.	Dynamics – How loud or how quiet the music is. Tempo – How slow or hot fast the music is. Notation - The way we draw/write down music Improvisation - To make up a tune and play it on the spot. Composition - To write a piece of music that you can play in the same way each time.	
Y3/4 Year A Summer 2 Reflect, rewind and replay	Listen and appraise – Classical Revisit previous units and play/sing songs with expression. Revisit vocabulary: pulse, rhythm, pitch, tempo, dynamics. Performing to each other.	Classical music	Pulse - The regular repeating heartbeat of the music Rhythm - A pattern usually made up of long and short sounds Pitch - How high or low a musical note is Dynamics – How loud or how quiet the music is. Tempo – How slow or hot fast the music is.	Recorders, glockenspiel, voice
Y3/4 Year B Autumn 1 Mamma Mia	Listen and appraise – songs by ABBA To learn a song off by heart. Play the melody on the Glockenspiel Notes – G, A, B & C Improvise using the notes – G & A Compose using the notes: Easy - G, A & B Harder - G, A, B, D & E Learn several songs off by heart Practise keeping an internal pulse	<u>Pop music – ABBA</u> <i>Often an upbeat tempo and danceable rhythms.</i> <i>Telling stories through their lyrics.</i> <i>Dominated in the 1970s</i> Listen to lyrics to understand what a song is about. Identify the main sections of a song – introduction, verse, chorus, hook etc. Understand that songs can make you feel different things.	Pulse - The regular repeating heartbeat of the music Rhythm - A pattern usually made up of long and short sounds Pitch - How high or low a musical note is Tempo – How slow or fast the music is Dynamics – How loud or quiet the music is Texture – Layers of sound working together to make music interesting to listen to. Notation - The way we draw/write down music Improvisation - To make up a tune and play it on the spot. Composition - To write a piece of music that you can play in the same way each time.	Glockenspiel
Y3/4 Year B Autumn 2 Glockenspiel stage 2	To play an instrument, following written notation. Explore and develop playing skills. Introduce the interrelated dimensions of music when playing and composing. Play the notes:	No musical genre studied in this unit. Read and write using musical notation. Consider how to use the interrelated dimensions of music when performing.	Pulse - The regular repeating heartbeat of the music Rhythm - A pattern usually made up of long and short sounds Pitch - How high or low a musical note is Tempo – How slow or fast the music is Dynamics – How loud or quiet the music is	Glockenspiel

	<p>Easy - C & D Medium - C, D & E Melody – C, D, E, F & G Compose using the notes: Easy – C, D & E Hard – C, D, E, F & G Begin to write music using written notation (whole class and small groups)</p>		<p>Texture – Layers of sound working together to make music interesting to listen to. Notation - The way we draw/write down music Improvisation - To make up a tune and play it on the spot. Composition - To write a piece of music that you can play in the same way each time.</p>	
<p>Y3/4 Year B Spring 1 Stop!</p>	<p>Listen and appraise – Grime and mixed styles Writing lyrics and performing in the genre/style of rap. Writing lyrics for a theme. Improvise using the notes C & D</p>	<p><u>Grime</u> <i>Grime plays at a faster tempo than rap and has more melody in it.</i> <i>Grime is energetic and fast paced.</i> Considering how the interrelated dimensions of music can be added into their compositions.</p>	<p>Pulse - The regular repeating heartbeat of the music Rhythm - A pattern usually made up of long and short sounds Pitch - How high or low a musical note is Dynamics – How loud or quiet the music is Texture – Layers of sound working together to make music interesting to listen to. Tempo – How slow or fast the music is Unison – Singing the same thing altogether at the same time</p>	<p>Voice</p>
<p>Y3/4 Year B Spring 2 Production</p>	<p>Production singing practise How to sing correctly - Sitting/standing straight Feet slightly apart Shoulders rolled back Head facing forwards Deep breathing (using diaphragm) Learn to start and stop singing when following a leader Learn several songs off by heart</p>	<p>No specific genre studied during this unit. Understand why we warm up our voices. Singing in unison. Singing in two parts that overlap. Add expression into a song by thinking about the interrelated dimensions of music. Understand that you must listen to each other when singing in a group.</p>	<p>Pulse - The regular repeating heartbeat of the music Rhythm - A pattern usually made up of long and short sounds Pitch - How high or low a musical note is Dynamics – How loud or quiet the music is Texture – Layers of sound working together to make music interesting to listen to. Tempo – How slow or fast the music is Unison – Singing the same thing altogether at the same time</p>	<p>Voice</p>
<p>Y3/4 Year B Summer 1</p>	<p>Listen and appraise – Beatles music Learn a song off by heart Play a song on the recorder: Easy – C & B</p>	<p>The Beatles/Pop: <i>Simple and repeated chord sequences.</i> <i>1960s</i> <i>Inspired by 'rock and roll' music.</i></p>	<p>Pulse - The regular repeating heartbeat of the music Rhythm - A pattern usually made up of long and short sounds</p>	<p>Recorders</p>

<p>Blackbird</p>	<p>Medium - G, A, B & C Melody - C, D, E, F & G Improvise using the notes C & D Compose using the notes: Easy – C, D & E Harder – C, D, E, G & A Add the interrelated musical dimensions into their compositions.</p>	<p>To be able to discuss any musical dimensions used (tempo, dynamics etc) To identify the main sections of the song. Name instruments heard in the song. To be able to talk about the instruments used in class.</p>	<p>Pitch - How high or low a musical note is Tempo – How slow or fast the music is Dynamics – How loud or quiet the music is Texture – Layers of sound working together to make music interesting to listen to. Notation - The way we draw/write down music Improvisation - To make up a tune and play it on the spot. Composition - To write a piece of music that you can play in the same way each time.</p>	
<p>Y3/4 Year B Summer 2 Reflect, rewind and replay</p>	<p>Listen and appraise – Classical music Revisit previous units and play/sing songs with expression. Revisit vocabulary: pulse, rhythm, pitch, tempo, dynamics, texture. Performing to each other.</p>	<p><u>Classical music</u></p>	<p>Pulse - The regular repeating heartbeat of the music Rhythm - A pattern usually made up of long and short sounds Pitch - How high or low a musical note is Tempo – How slow or fast the music is Dynamics – How loud or quiet the music is Texture – Layers of sound working together to make music interesting to listen to. Notation - The way we draw/write down music Improvisation - To make up a tune and play it on the spot. Composition - To write a piece of music that you can play in the same way each time.</p>	
<p>Year 5/6 Year A Autumn 1 Livin' on a prayer</p>	<p>Listen and appraise: Rock music Learn 'Livin on a prayer' off by heart. Play a song on the glockenspiel: Easy – G, A & B Medium – D, E, F sharp & G Hard - D, E, F sharp, G, A, B & C</p>	<p><u>Rock music</u> <i>Heavily amplified guitar</i> <i>Often male vocals (70s &80s) with backing singers being other members of the band.</i> <i>Guitar solos</i></p>	<p>Pulse - The regular repeating heartbeat of the music Rhythm - A pattern usually made up of long and short sounds Pitch - How high or low a musical note is Dynamics – How loud or quiet the music is Texture – Layers of sound working together to make music interesting to listen to. Tempo – How slow or fast the music is Structure – Every piece of music has a structure eg: intro, verse, chorus, ending/outro Improvisation – To make up a tune and play it on</p>	<p>Glockenspiel</p>

	<p>Improvise using the notes: G, A & B</p> <p>Compose using the notes:</p> <p>Easy – G, A & B</p> <p>Harder – G, A, B, D, & E</p>	<p>Be able to discuss any musical dimensions in the songs (eg: texture, tempo etc)</p> <p>To name some of the instruments that they can hear.</p> <p>Understand the historical context of the song – what was going on at the time?</p> <p>To understand the meaning of lyrics</p>	<p>the spot</p> <p>Composition – To write a piece of music that you can play in the same way each time.</p>	
<p>Year 5/6</p> <p>Year A</p> <p>Autumn 2</p> <p>Classroom Jazz 1</p>	<p>Learn how to play 2 pieces of music on the glockenspiel.</p> <p>Improvise using the glockenspiel</p> <p>Play using the notes: 3 Note Bossa – G, A & B</p> <p>5 note Swing – D, E, G, A, & B</p>	<p><u>Bossa Nova & Swing music</u></p> <p><i>Usually 16 or 18 different instruments</i></p> <p><i>Lots of improvisation from instruments</i></p> <p><i>Strong 'swing feel'</i></p> <p><i>Improvising with voice is called 'scat singing'</i></p> <p>Be able to discuss any musical dimensions in the songs (eg: texture, tempo etc)</p> <p>To name some of the instruments that they can hear.</p> <p>Understand the historical context of the song – what was going on at the time? (came about after the great depression when people wanted to dance)</p>	<p>Pulse - The regular repeating heartbeat of the music</p> <p>Rhythm - A pattern usually made up of long and short sounds</p> <p>Pitch - How high or low a musical note is</p> <p>Dynamics – How loud or quiet the music is</p> <p>Texture – Layers of sound working together to make music interesting to listen to.</p> <p>Tempo – How slow or fast the music is</p> <p>Structure – Every piece of music has a structure eg: intro, verse, chorus, ending/outro</p> <p>Improvisation – To make up a tune and play it on the spot</p>	<p>Glockenspiel</p>

<p>Year 5/6</p> <p>Year A</p> <p>Spring 1</p> <p>Make you feel my love</p>	<p>Listen and appraise Pop Ballads.</p> <p>Learn a Pop Ballad off by heart.</p> <p>Play a song on the recorder: Easy – C & F</p> <p>Medium – E, F, G, A, B & C</p> <p>Hard – D, E, F sharp, G, A, B & C</p> <p>Improvise using the recorder: C, D & E</p> <p>Compose using the recorder: Easy – C, D & E</p> <p>Hard – C, D, E, F & G</p> <p>Compose using notation and/or note letters</p>	<p><u>Pop Ballads</u></p> <p><i>Slow and gentle backing</i></p> <p><i>Often uses instruments such as strings, piano and acoustic guitar</i></p> <p><i>Lyrics are about lost love or celebrating love</i></p> <p>Be able to discuss any musical dimensions in the songs (eg: texture, tempo etc)</p> <p>To name some of the instruments that they can hear.</p> <p>Understand the historical context of the song – what was going on at the time?</p> <p>To talk about music and how it makes them feel.</p> <p>To compare songs of the same style and talk about similarities and differences.</p>	<p>Pulse - The regular repeating heartbeat of the music</p> <p>Rhythm - A pattern usually made up of long and short sounds</p> <p>Pitch - How high or low a musical note is</p> <p>Dynamics – How loud or quiet the music is</p> <p>Texture – Layers of sound working together to make music interesting to listen to.</p> <p>Tempo – How slow or fast the music is</p> <p>Structure – Every piece of music has a structure eg: intro, verse, chorus, ending/outro</p> <p>Improvisation – To make up a tune and play it on the spot</p> <p>Composition – To write a piece of music that you can play in the same way each time.</p>	<p>Recorder</p>
<p>Year 5/6</p> <p>Year A</p> <p>Spring 2</p>	<p>Listen and appraise old school hip hop music.</p> <p>Learn a hip hop song off by heart.</p> <p>Learn to play a song on the glockenspiel:</p>	<p><u>Old school hip-hop</u></p> <p><i>Rapping</i></p> <p><i>Drum and percussion backing loops</i></p> <p><i>Some sampling of other tracks</i></p>	<p>Pulse - The regular repeating heartbeat of the music</p> <p>Rhythm - A pattern usually made up of long and short sounds</p> <p>Pitch - How high or low a musical note is</p> <p>Dynamics – How loud or quiet the music is</p> <p>Texture – Layers of sound working together to make music interesting to listen to.</p> <p>Tempo – How slow or fast the music is</p>	<p>Glockenspiel</p>

<p>The Fresh Prince of Bel-Air</p>	<p>Easy – D & A</p> <p>Medium – G & A</p> <p>Hard – C, D, E, F, G & A</p> <p>Improvise using the notes – D, E & F</p> <p>Compose using the notes:</p> <p>Easy: D, E & F</p> <p>Hard: D, E, F, G & A</p> <p>Compose using notation and/or note letters</p>	<p>To compare songs in the same style finding similarities and differences.</p> <p>Be able to discuss any musical dimensions in the songs (eg: texture, tempo etc)</p> <p>To name some of the instruments that they can hear.</p> <p>Understand the historical context of the song – what was going on at the time/ how did the genre start?</p>	<p>Structure – Every piece of music has a structure eg: intro, verse, chorus, ending/outro</p> <p>Improvisation – To make up a tune and play it on the spot</p> <p>Composition – To write a piece of music that you can play in the same way each time.</p>	
<p>Year 5/6</p> <p>Year A</p> <p>Summer 1</p> <p>Dancing in the street</p>	<p>Listen and appraise Motown music</p> <p>Learn a song in the style of Motown off by heart.</p> <p>Learn to play a song on the recorder:</p> <p>Easy - G</p> <p>Medium – F & G</p> <p>Hard – F, G, A & D</p> <p>Improvise using the notes – D, E & F</p> <p>Compose using the notes:</p> <p>Easy – C, D & E</p> <p>Hard – C, D, E, F & G</p>	<p><u>Motown music</u></p> <p><i>Motown was a music label that was created in 1960. It employed exclusively black musicians, artists and producers.</i></p> <p><i>It was a 'pop' approach to Blues music.</i></p> <p>To compare songs in the same style finding similarities and differences.</p> <p>Be able to discuss any musical dimensions in the songs (eg: texture, tempo etc)</p> <p>To name some of the instruments that they can hear.</p>	<p>Pulse - The regular repeating heartbeat of the music</p> <p>Rhythm - A pattern usually made up of long and short sounds</p> <p>Pitch - How high or low a musical note is</p> <p>Dynamics – How loud or quiet the music is</p> <p>Texture – Layers of sound working together to make music interesting to listen to.</p> <p>Tempo – How slow or fast the music is</p> <p>Structure – Every piece of music has a structure eg: intro, verse, chorus, ending/outro</p> <p>Improvisation – To make up a tune and play it on the spot</p> <p>Composition – To write a piece of music that you can play in the same way each time.</p>	<p>Recorder</p>

		Understand the historical context of the song – what was going on at the time/ how did the genre start?		
<p>Year 5/6</p> <p>Year A</p> <p>Summer 2</p> <p>Production</p>	<p>Production singing practise</p> <p>How to sing correctly -</p> <p>Sitting/standing straight</p> <p>Feet slightly apart</p> <p>Shoulders rolled back</p> <p>Head facing forwards</p> <p>Deep breathing (using diaphragm)</p> <p>Learn to start and stop singing when following a leader</p> <p>Learn several songs off by heart</p>	<p>No specific genre studied during this unit.</p> <p>Understand why we warm up our voices.</p> <p>Singing in unison.</p> <p>Singing in two parts that overlap.</p> <p>Add expression into a song by thinking about the interrelated dimensions of music.</p> <p>Understand that you must listen to each other when singing in a group.</p> <p>Singing in harmony.</p>	<p>Pulse - The regular repeating heartbeat of the music</p> <p>Rhythm - A pattern usually made up of long and short sounds</p> <p>Pitch - How high or low a musical note is</p> <p>Dynamics – How loud or quiet the music is</p> <p>Texture – Layers of sound working together to make music interesting to listen to.</p> <p>Tempo – How slow or fast the music is</p> <p>Structure – Every piece of music has a structure eg: intro, verse, chorus, ending/outro</p> <p>Improvisation – To make up a tune and play it on the spot</p> <p>Composition – To write a piece of music that you can play in the same way each time.</p> <p>Unison – Singing the same thing altogether at the same time</p> <p>Harmony – Singing different notes that compliment each other.</p>	Voice
<p>Year 5/6</p> <p>Year B</p> <p>Autumn 1</p> <p>Happy</p>	<p>To listen and appraise Pop/Soul Music.</p> <p>To learn to sing a soul song off by heart.</p> <p>Learn to play a song on the glockenspiel:</p> <p>Easy - A & G</p> <p>Medium – A, G & B</p>	<p><u>Soul music</u></p> <p><i>Large horn sections (trumpet, saxophone, trombone)</i></p> <p><i>Blending R&B with gospel music</i></p> <p><i>Call and response</i></p> <p>To compare songs in the same style finding similarities and differences.</p>	<p>Pulse - The regular repeating heartbeat of the music</p> <p>Rhythm - A pattern usually made up of long and short sounds</p> <p>Pitch - How high or low a musical note is</p> <p>Dynamics – How loud or quiet the music is. (Piano, Mezzo piano, Mezzo, Mezzo Forte, Forte)</p> <p>Texture – Layers of sound working together to make music interesting to listen to.</p> <p>Tempo – How slow or fast the music is</p> <p>Structure – Every piece of music has a structure eg: intro, verse, chorus, ending/outro</p> <p>Unison – Singing the same thing altogether at the same time</p>	Glockenspiel

	<p>Hard – G, A, B, C, D & E</p> <p>To improvise using the notes – A & G</p> <p>To compose using the notes:</p> <p>Easy – A, G & B</p> <p>Hard – C, E, G, A & B</p>	<p>Be able to discuss any musical dimensions in the songs (eg: texture, tempo etc)</p> <p>To name some of the instruments that they can hear.</p> <p>Understand the historical context of the song – what was going on at the time/ how did the genre start?</p> <p>To use musical vocabulary when talking about the songs.</p>	<p>Improvisation – To make up a tune and play it on the spot</p> <p>Composition – To write a piece of music that you can play in the same way each time.</p> <p>Call and response – A musical phrase that is responded to by another phrase – either by voice of instrument.</p>	
<p>Year 5/6</p> <p>Year B</p> <p>Autumn 2</p> <p>Classroom Jazz 2</p>	<p>To listen and appraise Jazz/Blues music</p> <p>To focus on improvisation and composition.</p> <p>To learn to play two different songs off by heart.</p> <p>Improvise using A, G & B</p> <p>Compose using:</p> <p>C, Bb, G, F & C</p>	<p>To compare songs in the same style finding similarities and differences.</p> <p>Be able to discuss any musical dimensions in the songs (eg: texture, tempo etc)</p> <p>To name some of the instruments that they can hear.</p> <p>Understand the historical context of the song – what was going on at the time/ how did the genre start?</p> <p>To use musical vocabulary when talking about the songs.</p>	<p>Pulse - The regular repeating heartbeat of the music</p> <p>Rhythm - A pattern usually made up of long and short sounds</p> <p>Pitch - How high or low a musical note is</p> <p>Dynamics – How loud or quiet the music is. (Piano, Mezzo piano, Mezzo, Mezzo Forte, Forte)</p> <p>Texture – Layers of sound working together to make music interesting to listen to.</p> <p>Tempo – How slow or fast the music is</p> <p>Structure – Every piece of music has a structure eg: intro, verse, chorus, ending/outro</p> <p>Unison – Singing the same thing altogether at the same time</p> <p>Improvisation – To make up a tune and play it on the spot</p> <p>Composition – To write a piece of music that you can play in the same way each time.</p>	Recorder

<p>Year 5/6</p> <p>Year B</p> <p>Spring 1</p> <p>A New Year Carol</p>	<p>To listen and appraise Classical or Urban Gospel music.</p> <p>To learn a song off by heart in two different styles.</p> <p>How to sing correctly - Sitting/standing straight Feet slightly apart Shoulders rolled back Head facing forwards Deep breathing (using diaphragm) Learn to start and stop singing when following a leader</p>	<p><u>Gospel Music</u></p> <p><i>Religious music where people sing about God.</i></p> <p><i>Strong vocals and the chorus will be uplifting.</i></p> <p><i>Urban Gospel music might include elements of pop and funk.</i></p> <p>Understand why we warm up our voices. Singing in unison. Singing in two parts that overlap. Add expression into a song by thinking about the interrelated dimensions of music. Understand that you must listen to each other when singing in a group.</p>	<p>Pulse - The regular repeating heartbeat of the music</p> <p>Rhythm - A pattern usually made up of long and short sounds</p> <p>Pitch - How high or low a musical note is</p> <p>Dynamics – How loud or quiet the music is. (Piano, Mezzo piano, Mezzo, Mezzo Forte, Forte)</p> <p>Texture – Layers of sound working together to make music interesting to listen to.</p> <p>Tempo – How slow or fast the music is</p> <p>Structure – Every piece of music has a structure eg: intro, verse, chorus, ending/outro</p> <p>Unison – Singing the same thing altogether at the same time</p> <p>Improvisation – To make up a tune and play it on the spot</p> <p>Composition – To write a piece of music that you can play in the same way each time.</p>	<p>Voice</p>
<p>Year 5/6</p> <p>Year B</p> <p>Spring 2</p> <p>You've Got a Friend</p>	<p>To listen and appraise Pop Ballads.</p> <p>To learn a pop ballad off by heart.</p> <p>Learn to play a song on the glockenspiel: Easy – G, A & B</p> <p>Medium – C, D, E & F</p> <p>Hard – D, E, F, G, A B & C</p>	<p><u>Pop Ballad</u></p> <p><i>Slow and gentle backing</i></p> <p><i>Often uses instruments such as strings, piano and acoustic guitar</i></p> <p><i>Lyrics are about lost love or celebrating love</i></p> <p>To compare songs in the same style finding similarities and differences.</p>	<p>Pulse - The regular repeating heartbeat of the music</p> <p>Rhythm - A pattern usually made up of long and short sounds</p> <p>Pitch - How high or low a musical note is</p> <p>Dynamics – How loud or quiet the music is. (Piano, Mezzo piano, Mezzo, Mezzo Forte, Forte)</p> <p>Texture – Layers of sound working together to make music interesting to listen to.</p> <p>Tempo – How slow or fast the music is</p> <p>Structure – Every piece of music has a structure eg: intro, verse, chorus, ending/outro</p> <p>Unison – Singing the same thing altogether at the same time</p>	<p>Glockenspiel</p>

	<p>Improvise using the notes – A, G & E</p> <p>Compose using the notes:</p> <p>Easy – E, G & A</p> <p>Hard – E, G, A C & D</p>	<p>Be able to discuss any musical dimensions in the songs (eg: texture, tempo etc)</p> <p>To name some of the instruments that they can hear.</p> <p>Understand the historical context of the song – what was going on at the time/ how did the genre start?</p>	<p>Improvisation – To make up a tune and play it on the spot</p> <p>Composition – To write a piece of music that you can play in the same way each time.</p>	
<p>Year 5/6</p> <p>Year B</p> <p>Summer 1</p> <p>Music and Me</p>	<p>To compose a piece of music to represent themselves.</p> <p>To write lyrics for a song.</p> <p>To rehearse and perform a song.</p> <p>To give constructive feedback to peers.</p>	<p>To compare songs finding similarities and differences.</p> <p>Be able to discuss any musical dimensions in the songs (eg: texture, tempo etc)</p> <p>To name some of the instruments that they can hear.</p> <p>Understand the historical context of the song.</p>	<p>Pulse - The regular repeating heartbeat of the music</p> <p>Rhythm - A pattern usually made up of long and short sounds</p> <p>Pitch - How high or low a musical note is</p> <p>Dynamics – How loud or quiet the music is. (Piano, Mezzo piano, Mezzo, Mezzo Forte, Forte)</p> <p>Texture – Layers of sound working together to make music interesting to listen to.</p> <p>Tempo – How slow or fast the music is</p> <p>Structure – Every piece of music has a structure eg: intro, verse, chorus, ending/outro</p> <p>Unison – Singing the same thing altogether at the same time</p> <p>Improvisation – To make up a tune and play it on the spot</p> <p>Composition – To write a piece of music that you can play in the same way each time.</p>	<p>Pupils' choice of instrument</p>
<p>Year 5/6</p> <p>Year B</p> <p>Summer 2</p>	<p>Production singing practise</p> <p>How to sing correctly -</p> <p>Sitting/standing straight</p> <p>Feet slightly apart</p> <p>Shoulders rolled back</p> <p>Head facing forwards</p>	<p>No specific genre studied during this unit.</p> <p>Understand why we warm up our voices.</p> <p>Singing in unison.</p> <p>Singing in two parts that overlap.</p>	<p>Pulse - The regular repeating heartbeat of the music</p> <p>Rhythm - A pattern usually made up of long and short sounds</p> <p>Pitch - How high or low a musical note is</p> <p>Dynamics – How loud or quiet the music is</p>	<p>Voice</p>

<p>Production</p>	<p>Deep breathing (using diaphragm) Learn to start and stop singing when following a leader Learn several songs off by heart</p>	<p>Add expression into a song by thinking about the interrelated dimensions of music. Understand that you must listen to each other when singing in a group. Singing in harmony.</p>	<p>Texture – Layers of sound working together to make music interesting to listen to. Tempo – How slow or fast the music is Structure – Every piece of music has a structure eg: intro, verse, chorus, ending/outro Unison – Singing the same thing altogether at the same time Harmony – Singing different notes that compliment each other.</p>	
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