

# St Charles' VC Academy



**ST CHARLES'**  
VC ACADEMY

## Music Curriculum Leader

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# **Intent, Implementation and Impact Statement**

## **Intent:**

The intent of the Music Curriculum is to provide the children with plenty of opportunities to learn, apply and strengthen their musical skills of listen & appraise, composition, singing, improvisation, playing a musical instrument and in performance.

It is also the intent of the Music Curriculum for children to learn about different styles, traditions and times of Music and to develop their knowledge of different composers. In addition, for children to experience Music in different ways such as going to a concert, watching a band or viewing live orchestra performance.

## **Implementation:**

In Early Years, the children will access Music on a daily basis via the singing of rhymes, having a musical area within the continuous provision and by being involved with whole school events such as Singing Worship and watching performances.

In Years 1-6, children will engage in weekly music lessons to ensure full coverage of the National Curriculum. Music is well planned and sequenced to ensure a progression of skills across the year groups. Teachers have access to 'Charanga' in order to support the planning and delivery of music lesson through high quality planning support documents along with engaging and exciting whiteboard resources to support every lesson. Music is also supplemented by specialist colleagues from within the St Cuthbert's Trust who deliver high quality curriculum music lessons and individual instrument lessons through peripatetic teaching staff.

Lessons taught through Charanga will follow the following format:

1. Listening and Appraising -
2. Musical Activities
  - a. Warm-up Games
  - b. Optional Flexible Games
  - c. Singing
  - d. Playing instruments
  - e. Improvisation
  - f. Composition
3. Performing / Share

**Listening and Appraising** – will involve the children listening to a piece of music, engaging in a discussion about this music (which will also include identification of concepts of this music such as tempo, timbre, dynamics, genre/style etc)

**Musical Activities - All** activities are based around a song.

- a. **Games** embed the Interrelated Dimensions of Music through repetition
- b. **Singing** is at the heart of all the musical learning
- c. **Playing** instruments with the song to be learnt – tuned/un-tuned classroom percussion and an option to play any band instrument. A sound-before-symbol approach is used but scores are provided as an understanding of notation is introduced to the children
- d. **Improvising** with the song using voices and instruments occurs in some Units of Work
- e. **Composing** with the song using instruments occurs in some Units of Work

**Performing / Share** – Allows the children to share what has taken place during the lesson and work towards performing to an audience.

### **Impact:**

The intended impact of the Music Curriculum is that the majority of children in each year group are working at or above the expected level for their age. (At the end of each unit, the teacher will carry out assessment linked to the progression in skills document)

In addition, it is the intended impact that the children:

- are inspired by the Music Curriculum and want to learn more.
- show the progression in their skills and knowledge in their performance, class record book and class diary.
- can discuss their learning and remember what they have learnt.
- can identify some composers and song writers of different styles and talk about the impact that their composing/writing has had on the world.

# Our Music Curriculum

## Music Overview

Music is taught weekly using a combination of Charanga and specialist teachers.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	Hey you!	Rhythm in the Way we Walk and Banana Rap	In The Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay
<b>Year 2</b>	Hands, Feet, Heart	Ho Ho Ho	I Wanna Play in a Band	Zootime	Friendship Song	Reflect, Rewind and Replay
<b>Year 3</b>	Let Your Spirit Fly	Glockenspiel 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
<b>Year 4</b>	Mamma Mia	Glockenspiel 2	Stop	Lean On Me	Blackbird	Reflect, Rewind and Replay
<b>Year 5</b>	Living On A Prayer	Classroom Jazz 1	Make You Feel My Love	Fresh Prince Of Bel-Air	Dancin' In The Street	Reflect, Rewind And Replay
<b>Year 6</b>	I'll Be There	Classroom Jazz 2	New Year Carol	Happy	You've Got a Friend	Reflect, Rewind and Replay

## Learning Sequence

Music lessons include the following range of activities:

1. Listening and Appraising -
2. Musical Activities
  - a. Warm-up Games
  - b. Optional Flexible Games
  - c. Singing
  - d. Playing instruments
  - e. Improvisation
  - f. Composition
3. Performing / Share

## Monitoring

Music is monitored in line with the core curriculum subjects and is part of the regular monitoring cycle. Monitoring will consist of learning walks, work scrutiny as well as pupil, staff and parent voice.

## Raising Profile of Subject

Special themed days

Visitors

Visits

Assemblies and performances from specialists

## Home Links

Curriculum show case events.

Music performances and events



## Enrichment

Links to other subject areas – cross curriculum days

Visits / Visitors from external agencies

Performances from Music specialists and previous students

Involvement in Trust wide performances

Lessons from specialists

## Assessment

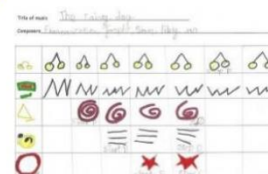
On going assessment is used during lessons through observations, questions and evidence from practical sessions

End of unit assessments are provided from Charanga which will be used along with the progression of skills and unit overviews to assess where children are and plan next steps and subsequent sessions.

## Learning Evidence

Work is evidenced through photographs and videos of activities and performances.

Evidence of written compositions and other written tasks will be saved and stored by the class teacher.



## Long Term Plan

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 1</b>	Hey you!	Rhythm in the Way we Walk and Banana Rap	In The Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay
<b>Year 2</b>	Hands, Feet, Heart	Ho Ho Ho	I Wanna Play in a Band	Zootime	Friendship Song	Reflect, Rewind and Replay
<b>Year 3</b>	Let Your Spirit Fly	Glockenspiel 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
<b>Year 4</b>	Mamma Mia	Glockenspiel 2	Stop	Lean On Me	Blackbird	Reflect, Rewind and Replay
<b>Year 5</b>	Livin On A Prayer	Classroom Jazz 1	Make You Feel My Love	Fresh Prince Of Bel-Air	Dancin' In The Street	Reflect, Rewind And Replay
<b>Year 6</b>	I'll Be There	Classroom Jazz 2	New Year Carol	Happy	You've Got a Friend	Reflect, Rewind and Replay

## Curriculum Progression by Strand

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Controlling Sounds Through Singing And Playing (Performing)</b>	<ul style="list-style-type: none"> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the use of the voice in different ways such as speaking, singing and chanting.</li> <li>Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects.</li> <li>Find out how to sing with expression, confidence and creativity to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>Sing with a sense of the shape of a melody.</li> <li>To represent sounds with symbols.</li> <li>To improvise in making sounds with the voice.</li> <li>Perform songs using creativity and expression and create dramatic effect.</li> </ul>	<ul style="list-style-type: none"> <li>Sing in tune.</li> <li>Perform simple melodic and rhythmic parts.</li> <li>Improvise repeated patterns.</li> <li>Beginning to understand the importance of pronouncing the words in a song well.</li> <li>Start to show control in voice.</li> <li>Perform with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Sing in tune with awareness of others.</li> <li>Perform simple melodic and rhythmic parts with awareness of others.</li> <li>Improvise repeated patterns growing in sophistication.</li> <li>Sing songs from memory with accurate pitch.</li> <li>Maintain a simple part within a group.</li> <li>Understand the importance of pronouncing the words in a song well.</li> <li>Show control in voice.</li> <li>Play notes on instruments with care so they sound clear.</li> <li>Perform with control and awareness of what others in the group are singing or playing.</li> </ul>	<ul style="list-style-type: none"> <li>Create songs with an understanding of the relationship between lyrics and melody.</li> <li>Whilst performing by ear and from notations, I maintain my own parts with awareness of how the different parts fit together and the need to achieve an overall effect.</li> <li>Breathe well and pronounce words, change pitch and show control in singing.</li> <li>Perform songs with an awareness of the meaning of the words.</li> <li>Hold a part in a round.</li> <li>Perform songs in a way that reflects there meaning and the occasion.</li> <li>Sustain a drone or melodic ostinato to accompany singing.</li> <li>Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal).</li> </ul>	<ul style="list-style-type: none"> <li>Perform significant parts from memory and from notations with awareness of my own contribution.</li> <li>Refine and improve my own work.</li> <li>Sing or play from memory with confidence, expressively and in tune.</li> <li>Perform alone and in a group, displaying a variety of techniques.</li> <li>Take turns to lead a group.</li> <li>Sing a harmony part confidently and accurately.</li> </ul>

<b>Creating And Developing Musical Ideas (Improvising And Composing)</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Play instruments showing an awareness of others.</li> <li>• Repeat and investigate simple beats and rhythms.</li> <li>• Learn to play sounds linking with symbols.</li> <li>• Understand how to play an instrument with care and attention.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform simple patterns and accompaniments keeping to a steady pulse.</li> <li>• Recognise and explore how sounds can be organised.</li> <li>• Respond to starting points that have been given</li> <li>• Understand how to control playing a musical instrument so that they sound, as they should.</li> </ul>	<ul style="list-style-type: none"> <li>• To compose music that combines musical elements.</li> <li>• Carefully choose sounds to achieve an effect.</li> <li>• Order my sounds to help create an effect.</li> <li>• Create short musical patterns with long and short sequences and rhythmic phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose music that combines several layers of sound.</li> <li>• Awareness of the effect of several layers of sound. Compose and perform melodies and songs. (Including using ICT).</li> <li>• Use sound to create abstract effects.</li> <li>• Recognise and create repeated patterns with a range of instruments.</li> <li>• Create accompaniments for tunes.</li> <li>• Carefully choose order, combine and control sounds with awareness of their combined effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the venue and sense of occasion to create performances that are well appreciated by the audience.</li> <li>• Compose by developing ideas within musical structures.</li> <li>• Improvise melodic and rhythmic phases as part of a group performance.</li> <li>• Improvise within a group.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise melodic and rhythmic material within given structures.</li> <li>• Show thoughtfulness in selecting sounds and structures to convey an idea.</li> <li>• Create my own musical patterns.</li> <li>• Use a variety of different musical devices including melody, rhythms, and chords.</li> </ul>
<b>Responding And Reviewing (Appraising)</b>	<ul style="list-style-type: none"> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).</li> <li>• Reflect on music and say how it makes people feel, act and move.</li> <li>• Respond to different composers and discuss different genres of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Notice how music can be used to create different moods and effects and to communicate ideas.</li> <li>• Listen and understand how to improve own composition.</li> <li>• Sort composers in to different genres and instruments in to different types.</li> </ul>	<ul style="list-style-type: none"> <li>• To notice and explore the way sounds can be combined and used expressively.</li> <li>• Listen to different types of composers and musicians.</li> </ul>	<ul style="list-style-type: none"> <li>• To notice, analyse and explore the way sounds can be combined and used expressively.</li> <li>• To comment on musicians use of technique to create effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Notice and explore the relationship between sounds.</li> <li>• Notice and explore how music reflects different intentions.</li> </ul>	<ul style="list-style-type: none"> <li>• Notice, comment on and compare the use of musical devises.</li> <li>• Notice, comment on and compare the relationship between sounds.</li> <li>• Notice, comment on, compare and explore how music reflects different intentions.</li> </ul>



<b>Use And Understand Staff And Other Musical Notation</b>				<ul style="list-style-type: none"> <li>• Begin to recognise and identify instruments being played.</li> <li>• Comment on likes and dislikes.</li> <li>• Recognise how musical elements can be used together to compose music.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to read music during recorder lessons.</li> <li>• Use Staff and musical notation when composing work.</li> <li>• Know how many beats in a minim, crotchet and semibreve and I recognise their symbols.</li> <li>• Know the symbol for a rest in music, and use silence for effect in my music</li> </ul>	<ul style="list-style-type: none"> <li>• Know and use standard musical notation of crotchet, minim and semibreve. To indicate how many beats to play.</li> <li>• Read the musical stave and can work out the notes, EGBDF and FACE.</li> <li>• Draw a treble clef at the correct position on the stave.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of a variety of notation when performing and composing.</li> <li>• Compose music for different occasions appropriate musical devises.</li> <li>• Quickly read notes and know how many beats they represent.</li> <li>• Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence.</li> <li>• Describe music using musical words and use this to identify strengths and weaknesses in music.</li> </ul>
<b>Listening, And Applying Knowledge And Understanding</b>	<ul style="list-style-type: none"> <li>• Listen attentively, move to and talk about music,</li> <li>• expressing their feelings and responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a sequence of long and short sounds with help, including clapping longer rhythms.</li> <li>• Investigate making sounds that are very different (loud and quiet, high and low etc.).</li> <li>• Explore own ideas and change as desired.</li> </ul>	<ul style="list-style-type: none"> <li>• Notice how music can be used to create different moods and effects and to communicate ideas.</li> <li>• Listen and understand how to improve own composition.</li> <li>• Sort composers in to different genres and instruments in to different types.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the different purposes of music throughout history and in other cultures.</li> <li>• Understand that the sense of occasion affects the performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to recognise and identify instruments and numbers of instruments and voices being played.</li> <li>• Compare music and express growing tastes in music.</li> <li>• Explain how musical elements can be used together to compose music.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and evaluate different kinds of music using appropriate musical vocabulary.</li> <li>• Explain and evaluate how musical elements, features and styles can be used together to compose music.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and evaluate different kinds of music using appropriate musical vocabulary.</li> <li>• Explain and evaluate how musical elements, features and styles can be used together to compose music.</li> </ul>
<b>Develop An Understanding Of The History Of Music</b>					<ul style="list-style-type: none"> <li>• Understand that the sense of occasion affects the performance.</li> <li>• Combine sounds expressively</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the different cultural meanings and purposes of music, including contemporary culture.</li> <li>• Use different venues and occasions to vary my performances.</li> </ul>	<ul style="list-style-type: none"> <li>• Notice and explore how music reflects time, place and culture.</li> <li>• Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural</li> <li>• Use different venues and occasions to vary my performances.</li> </ul>

# Curriculum Progression Through Charanga

## Year 1

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
listen with concentration and understanding to a range of high-quality live and recorded music	Listen and Appraise	The children will listen to a variety of musical styles from different times, traditions and composers. Learn to recognise instruments and basic style indicators. Encourage discussions using musical language.	<ul style="list-style-type: none"> <li>The children will begin to recognise very basic style indicators and start to recognise different instruments.</li> <li>Have fun finding the pulse together and start to understand what pulse is/does/means etc.</li> <li>Start to use correct musical language during discussion and when describing feelings.</li> <li>They will begin to recognise the sound of the musical instruments used.</li> <li>Basic musical structure.</li> <li>The purpose of the song and context within history.</li> <li>How music makes them feel.</li> <li>About the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics.</li> <li>They will start to use correct musical language and describe how the music makes them feel through safe and respectful discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Start to recognise/identify very simple style indicators and different instruments used.</li> <li>March, clap, tap your knees, move to find and internalise the pulse. Begin to understand what it means to find the pulse.</li> <li>Start using basic musical language to describe the music you are listening to and your feelings towards it.</li> <li>Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to.</li> <li>Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to.</li> </ul>
	Musical Activities	<b>Games:</b> Begin to understand how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games.	Within the context of the song being learnt, the children will begin to embed the foundations of the dimensions of music (pulse, rhythm and pitch) by playing Warm-up Games: <ul style="list-style-type: none"> <li>Have fun finding the pulse together.</li> <li>Copy back simple rhythms, clapping.</li> <li>Copy back simple rhythms related to animals, food etc.</li> <li>Rhythm copy back - It's Your Turn! Create your own simple rhythms.</li> <li>Pitch copy back including vocal warm-ups. Using voices and related to the song you are learning.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to find and internalise the pulse on their own or with support.</li> <li>Try to or demonstrate more confidently how they find/feel the pulse.</li> <li>Begin to demonstrate how pulse, rhythm and pitch work together – copy a simple rhythm over the pulse and sing back over the Games Track in time.</li> <li>Clap the rhythm of your name, favourite food, favourite colour etc.</li> <li>Begin to understand how pulse, rhythm and pitch and perhaps dynamics and tempo work together and are sprinkled through songs/music.</li> </ul>
use their voices expressively and creatively by singing songs and speaking chants and rhymes		<b>Singing:</b> Start to sing songs/raps together in a group/ensemble.	Sing within a limited pitch range and begin to understand: <ul style="list-style-type: none"> <li>The importance of working together in an ensemble or as part of a group.</li> <li>How important it is and why we warm up our voices.</li> <li>How to join in and stop as appropriate - learn how to follow a leader/conductor.</li> <li>How melody and words should be interpreted.</li> <li>How to sing with good diction.</li> <li>How to perform with a good sense of pulse and rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand working together as part of a group and with their friends, gradually developing the confidence to sing alone .</li> <li>Begin to understand the importance of warming up their voices and to establish a good singing position.</li> <li>Start to consider that words mean something and how they work together with the music.</li> <li>Sing with a good sense of the pulse internally and try to sing together with the group.</li> <li>Stop and start as appropriate, begin to follow a leader/conductor.</li> </ul>

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
play tuned and untuned instruments musically □	Musical Activities	<b>Playing Instruments:</b> Use glocks, recorders or band instruments if appropriate. Start to learn to play together in a band or ensemble.	<ul style="list-style-type: none"><li>• Start to learn to play together in a band or ensemble.</li><li>• Join in and stop as appropriate.</li><li>• Start to respond to simple musical cues such as starting and stopping etc.</li><li>• Learn how to follow a leader/conductor.</li><li>• Play and move between differentiated parts with a sound-before-symbol approach, according to ability.</li><li>• Learn to play your instrument correctly and treat it with respect</li></ul>	<ul style="list-style-type: none"><li>• Begin to play a classroom instrument as part of a group/ensemble and as part of the song that is being learnt.</li><li>• Move between differentiated parts as required using a sound-before-symbol approach.</li><li>• Learn to stop/start and respond to basic musical cues from the leader/conductor.</li><li>• Learn how to treat your instrument with respect and how to play it correctly.</li><li>• Play as part of your ensemble/group with a sound-before-symbol (by ear) approach.</li></ul>
experiment with, create, select and combine sounds using the inter-related dimensions of music.		<b>Improvisation:</b> Begin to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes composition.	Using the differentiated improvisation challenges in the Year 1 units you will learn the fundamentals of improvisation and skills will build overtime: <ul style="list-style-type: none"><li>• Clap and improvise (simple rhythmic patterns).</li><li>• Copy back.</li><li>• Question and Answer.</li><li>• Sing and Improvise (simple patterns).</li><li>• Copy back using voices.</li><li>• Question and Answer using voices.</li><li>• Play and Improvise (simple patterns).</li><li>• Copy back using instruments.</li><li>• Question and Answer using instruments.</li><li>• Improvise! Take it in turns to improvise using one or two notes.</li></ul>	<ul style="list-style-type: none"><li>• Explore and create simple musical sounds with voices and instruments within the context of the song being learnt.</li><li>• Begin to understand through activity, that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition.</li><li>• Improvise using very simple patterns on your instrument and/or voice.</li><li>• Create your own simple rhythmic patterns that lead to melodies in a group or a solo situation.</li><li>• Start to perform your own rhythms and melodies with confidence and understanding in the group. Start improvising using one or two notes.</li></ul>
		<b>Composition:</b> Start to learn that composition is creating very simple rhythms and melodies that are notated or recorded in some way.	<ul style="list-style-type: none"><li>• Begin to understand the differences between composition and improvisation.</li><li>• Create your own simple melodies within the context of the song that is being learnt.</li><li>• Compose using one or two notes.</li><li>• Record the composition in any way appropriate.</li><li>• Notate music in different ways, using graphic/video, ICT.</li><li>• Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations.</li></ul>	<ul style="list-style-type: none"><li>• Create your own very simple melodies (usually in a group) within the context of the song that is being learnt.</li><li>• Create compositions using one or two notes, increasing to three notes if appropriate.</li><li>• Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT.</li><li>• Musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch).</li><li>• Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it</li></ul>

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and un-tuned instruments musically.</p>	Perform and Share	Perform together in an ensemble/band.	<ul style="list-style-type: none"> <li>• Start to perform together in an ensemble/band.</li> <li>• Sing, play, improvise and play back compositions as part of your ensemble/band.</li> <li>• Do all of this in front of an audience.</li> <li>• Learn about performance and building confidence.</li> <li>• Understand about practice.</li> <li>• Record your performance and learn from watching it back.</li> </ul>	<ul style="list-style-type: none"> <li>• Start to work together as part of an ensemble/band. Remember the importance of starting and ending together. Try to follow the conductor/band leader.</li> <li>• Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence as possible.</li> <li>• Perform with some understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.</li> <li>• Practise rehearse and present performances with some awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration.</li> <li>• Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</li> </ul>

## Year 2

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
listen with concentration and understanding to a range of high-quality live and recorded music	Listen and Appraise	The children will continue to listen to a variety of musical styles from different times, traditions and composers. Learn to recognise instruments and basic style indicators. Encourage discussions using musical language.	<ul style="list-style-type: none"> <li>The children will begin to recognise very basic style indicators and start to recognise different instruments. Styles include: South African, Rock, Reggae, Early Classical, 20th Century Contemporary Classical.</li> <li>Have fun finding the pulse together and start to understand what pulse is/does/means etc.</li> <li>Start to use correct musical language during discussion and when describing feelings.</li> <li>They will begin to recognise the sound of the musical instruments used.</li> <li>Basic musical structure.</li> <li>The purpose of the song and context within history.</li> <li>How music makes them feel.</li> <li>About the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics.</li> <li>They will start to use correct musical language and describe how the music makes them feel through safe and respectful discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Try to recognise/identify very simple style indicators and different instruments used.</li> <li>March, clap, tap your knees, move to find and internalise the pulse. Continue to understand what it means to find the pulse.</li> <li>Start using basic musical language to describe the music you are listening to and your feelings towards it.</li> <li>Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to.</li> <li>Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to.</li> </ul>
	Musical Activities	<b>Games:</b> Continue to understand how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games.	<p>Within the context of the song being learnt, the children will begin to embed the foundations of the dimensions of music (pulse, rhythm and pitch) by playing Warm-up Games:</p> <ul style="list-style-type: none"> <li>Continue with beginner games</li> <li>Have fun finding the pulse.</li> <li>Copy back simple rhythms with increasing knowledge and confidence.</li> <li>Rhythm copy back - It's Your Turn! Create your own simple rhythms.</li> <li>Pitch copy back including vocal warm-ups. Using voices and related to the song you are learning.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to find and internalise the pulse on their own or with support.</li> <li>Demonstrate more confidently how they find/feel the pulse.</li> <li>Demonstrate more confidently how pulse, rhythm and pitch work together – copy a simple rhythm over the pulse and sing back over the Games Track in time.</li> <li>Clap the rhythm of your name, favourite food, favourite colour etc. confidently and create their own rhythm when asked.</li> <li>Show a deeper understanding of how pulse, rhythm and pitch and perhaps dynamics and tempo work together and are sprinkled through songs/music.</li> </ul>
use their voices expressively and creatively by singing songs and speaking chants and rhymes		<b>Singing:</b> Start to sing songs/raps together in a group/ensemble.	<p>Sing within a limited pitch range and deepen their understanding of:</p> <ul style="list-style-type: none"> <li>The importance of working together in an ensemble or as part of a group.</li> <li>How important it is and why we warm up our voices.</li> <li>How to join in and stop as appropriate - learn how to follow a leader/conductor.</li> <li>How melody and words should be interpreted.</li> <li>How to sing with good diction.</li> <li>How to perform with a good sense of pulse and rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to understand working together as part of a group and with their friends, gradually developing the confidence to sing alone.</li> <li>Continue to understand the importance of warming up their voices and to establish a good singing position.</li> <li>Consider that words mean something and how they work together with the music.</li> <li>Sing with a good sense of the pulse internally and try to sing together with the group.</li> <li>Stop and start as appropriate, begin to follow a leader/conductor.</li> </ul>

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
play tuned and untuned instruments musically □	Musical Activities	<b>Playing Instruments:</b> Use glocks, recorders or band instruments if appropriate. Start to learn to play together in a band or ensemble.	<ul style="list-style-type: none"><li>• Continue to learn to play together in a band or ensemble.</li><li>• Join in and stop as appropriate more confidently.</li><li>• Continue to respond to simple musical cues such as starting and stopping etc.</li><li>• Follow a leader/conductor.</li><li>• Play and move between differentiated parts with a sound-before-symbol approach, according to ability.</li><li>• Continue to learn to play your instrument correctly and treat it with respect</li></ul>	<ul style="list-style-type: none"><li>• Continue to play a classroom instrument as part of a group/ensemble and as part of the song that you are learning.</li><li>• Move between differentiated parts as required using a sound-before-symbol approach.</li><li>• Continue to respond to basic musical cues from the leader/conductor.</li><li>• Continue to treat your instrument with respect and how to play it correctly.</li><li>• Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach.</li></ul>
experiment with, create, select and combine sounds using the inter-related dimensions of music.		<b>Improvisation:</b> Begin to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes composition.	Using the differentiated improvisation challenges in the Year 2 units, you will deepen your knowledge of the fundamentals of improvisation and skills will continue to build overtime: <ul style="list-style-type: none"><li>• Clap and improvise (simple rhythmic patterns).</li><li>• Copy back.</li><li>• Question and Answer.</li><li>• Sing and Improvise (simple patterns).</li><li>• Copy back using voices.</li><li>• Question and Answer using voices.</li><li>• Play and Improvise (simple patterns).</li><li>• Copy back using instruments.</li><li>• Question and Answer using instruments.</li><li>• Improvise! Take it in turns to improvise using one or two notes.</li></ul>	<ul style="list-style-type: none"><li>• Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt.</li><li>• Deepen your understanding through activity, so that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition.</li><li>• Continue to improvise using very simple patterns on your instrument and/or voice.</li><li>• Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation.</li><li>• Continue to perform your own rhythms and melodies with confidence and understanding in the group. Start improvising using one or two notes.</li></ul>
		<b>Composition:</b> Start to learn that composition is creating very simple rhythms and melodies that are notated or recorded in some way.	<ul style="list-style-type: none"><li>• Continue to understand the differences between composition and improvisation.</li><li>• Continue to create your own simple melodies within the context of the song that is being learnt.</li><li>• Compose using one, two or three notes.</li><li>• Record the composition in any way appropriate.</li><li>• Notate music in different ways, using graphic/video, ICT.</li><li>• Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations.</li></ul>	<ul style="list-style-type: none"><li>• Continue to create your own very simple melodies (usually in a group) within the context of the song that is being learnt.</li><li>• Move beyond composing using one or two notes, increasing to three notes if appropriate.</li><li>• Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT.</li><li>• Musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch).</li><li>• Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it</li></ul>

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and un-tuned instruments musically.</p>	Perform and Share	Perform together in an ensemble/band.	<ul style="list-style-type: none"> <li>• Continue to learn how to perform together in an ensemble/band.</li> <li>• Sing, play, improvise and play back compositions as part of your ensemble/band.</li> <li>• Do all of this in front of an audience.</li> <li>• Learn about performance and building confidence.</li> <li>• Understand about practice.</li> <li>• Record your performance and learn from watching it back.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to work together as part of an ensemble/band. Remember the importance of starting and ending together. Try to follow the conductor/band leader.</li> <li>• Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence as possible.</li> <li>• Perform with some understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.</li> <li>• Practise rehearse and present performances with some awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration.</li> <li>• Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</li> </ul>

## Year 3

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
<p>□ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>□ Develop an understanding of the history of music.</p>	Listen and Appraise	<p>The children will understand and appreciate a variety of musical styles from different times and traditions. Continue to recognise the sound of musical instruments and basic features of key musical styles. Encourage discussion using more accurate musical language.</p>	<ul style="list-style-type: none"> <li>The children will begin to recognise very basic style indicators and start to recognise different instruments. Styles include: RnB, Rock, Reggae, Pop, Film/Classical, Musicals, Motown, Soul, Disco, Funk, Hip Hop, Big Band Jazz.</li> <li>Have fun finding the pulse together and deepen their understanding of what pulse is/does/means etc.</li> <li>They will continue to recognise the sound of the musical instruments used and basic musical structure.</li> <li>They will continue to use correct musical language and describe how the music makes them feel through safe and respectful discussion.</li> <li>The purpose of the song and context within history.</li> <li>Continue to deepen their understanding of the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics, structure.</li> </ul>	<ul style="list-style-type: none"> <li>Identify basic musical styles through learning about their style indicators and the instruments played.</li> <li>Find the pulse, the steady beat to the music they are listening to and understand what that means.</li> <li>More consistently use accurate musical language to describe and talk about music.</li> <li>Listen to other ideas about music, respect those ideas and feelings.</li> <li>Continue to realise/ understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too.</li> </ul>
<p>□ Listen with attention to detail and recall sounds with increasing aural memory</p>	Musical Activities	<p><b>Games:</b> Continue to understand how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games.</p>	<p>Within the context of the song being learnt, the children will continue to embed the foundations of the dimensions of music, pulse, rhythm and pitch by playing Warm-up Games. Through fun, repetition and the song they are learning about:</p> <ul style="list-style-type: none"> <li>Pulse - a steady beat.</li> <li>Rhythm - copy simple patterns and how they work with pulse.</li> <li>Pitch - what it is, to copy it and to warm up their voices.</li> <li>Progress through the differentiated Bronze, Silver and Gold Challenges.</li> <li>Rhythm copy back - progress from teacher to pupil-led games.</li> <li>Pitch copy back - using voices then instruments; one or two notes dependent on ability and song.</li> <li>Build on the understanding that pulse is the foundation of music upon which the other dimensions are built.</li> <li>Understand in greater depth how the other dimensions of music are sprinkled through songs and pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>Find and internalise the pulse on your own or with support but more confidently.</li> <li>Demonstrate how you find/feel the pulse, with ease.</li> <li>Demonstrate more confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing/play back over the Games Track in time.</li> <li>Clap/play simple rhythms/copy one or two note pitches confidently and create your own rhythm when asked.</li> <li>Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.</li> </ul>



National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Musical Activities	<b>Singing:</b> Continue to sing songs/raps together in a group/ensemble.	Sing within a limited pitch range and continue to understanding: <ul style="list-style-type: none"> <li>The importance of working together in an ensemble or as part of a group. and how the musical outcomes are of higher quality when doing so</li> <li>How important it is and why we warm up our voices posture, breathing and voice projection.</li> <li>How to join in and stop as appropriate – continue to follow a leader/conductor confidently.</li> <li>How melody and words should be interpreted.</li> <li>How to sing with good diction.</li> <li>How to perform with a good send of pulse and rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to understand how to work together as part of a group and with their friends, developing the confidence to sing alone.</li> <li>Continue to understand the importance of warming up their voices and to establish a good singing position.</li> <li>Consider that words mean something and project the meaning of the song.</li> <li>Sing with a good sense of the pulse internally and sing together and in time with the group.</li> <li>Follow a leader/conductor.</li> </ul>
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression □ Use and understand staff and other musical notations		<b>Playing Instruments:</b> Use glocks, recorders or band instruments if appropriate. Learn to play together in a band or ensemble.	<ul style="list-style-type: none"> <li>Continue to play and move between differentiated parts with a sound-before-symbol approach, according to ability. Use the notated parts provided if appropriate.</li> <li>Continue to experience playing together in a band or ensemble. Join in and stop as appropriate. Respond to musical cues such as starting and stopping. Learn how to follow a leader/conductor.</li> <li>Learn to treat each instrument with respect and use the correct techniques to play them.</li> <li>Begin to recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations if appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning. Play with more knowledge and confidence.</li> <li>Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate.</li> <li>Continue to respond to basic musical cues from the leader/conductor.</li> <li>Continue to treat your instrument with respect and care and to play it correctly.</li> <li>Play more confidently as part of your ensemble/group with a sound before- symbol (by ear) approach or, with notation if appropriate.</li> </ul>
Improvise and compose music for a range of purposes using the inter-related dimensions of music  Use and understand staff and other musical notations		<b>Improvisation:</b> Continue to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition.	Through differentiated challenges, the children will deepen their knowledge and understanding of improvisation. <ul style="list-style-type: none"> <li>Progress through the differentiated Bronze, Silver and Gold Challenges. <ul style="list-style-type: none"> <li>Sing, Play and Copy back - clapping progressing to using instruments.</li> <li>Copy back a musical idea.</li> <li>Play and Improvise – using instruments.</li> <li>Invent a musical answer using one or two notes.</li> <li>Improvise! - using two notes on instruments.</li> <li>Listen to each other's musical ideas.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt.</li> <li>Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing.</li> <li>Continue to improvise using very simple patterns on your instrument and/or voice.</li> <li>Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation.</li> <li>Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using two notes with confidence.</li> </ul>

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Use and understand staff and other musical notations</p>	Musical Activities	<p><b>Composition:</b> Continue to learn that composition is creating simple rhythms and melodies that are notated or recorded in some way.</p>	<ul style="list-style-type: none"> <li>Continue to explore and continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required.</li> <li>Listen to the sound of the composition as it unfolds and make decisions about it.</li> <li>Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation.</li> <li>Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context.</li> <li>Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations if appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to create your own slightly more complex melodies (usually in a group) within the context of the song that is being learnt.</li> <li>Move beyond composing using two notes, increasing to three notes if appropriate.</li> <li>Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT.</li> <li>Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo).</li> <li>Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember.</li> </ul>
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	Perform and Share	<p>Perform together in an ensemble/band.</p>	<ul style="list-style-type: none"> <li>Continue to perform together with confidence in an ensemble/band with an increasing understanding of how to improve your performance.</li> <li>Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence.</li> <li>Do all of this in front of an audience with more understanding of their needs.</li> <li>Learn about performance and building confidence.</li> <li>Understand about practice.</li> <li>Record your performance and learn from watching it back.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to work together as part of an ensemble/band. Follow the conductor/band leader.</li> <li>Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible.</li> <li>Perform with an understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.</li> <li>Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration.</li> <li>Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</li> </ul>

## Year 4

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
<input type="checkbox"/> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  <input type="checkbox"/> Develop an understanding of the history of music.	Listen and Appraise	<p>The children will understand and appreciate a variety of musical styles from different times and traditions. Continue to recognise the sound of musical instruments and basic features of key musical styles. Encourage discussion using more accurate musical language.</p>	<p>The children will continue to recognise basic style indicators and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators.            Styles include: ABBA, Grime, Beatles, Gospel, Classical Romantic, Tango, Hip Hop, Early Classical Music, 20th Century Contemporary Classical Music.</p> <ul style="list-style-type: none"> <li>Have fun finding the pulse together and deepen their understanding of what pulse is/does/means etc.</li> <li>They will continue to recognise the sound of the musical instruments used and basic musical structure.</li> <li>The children will continue to recognise basic style indicators and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators.</li> <li>The purpose of the song and context within history.</li> <li>Continue to deepen their understanding of the dimensions of music and how they fit into music. Perhaps the children will give specific reference to musical dimensions: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics, timbre, structure.</li> </ul>	<ul style="list-style-type: none"> <li>Identify basic musical styles through learning about their style indicators and the instruments played.</li> <li>Find the pulse, the steady beat to the music they are listening to and understand what that means.</li> <li>More consistently use accurate musical language to describe and talk about music.</li> <li>Listen to other ideas about music, respect those ideas and feelings.</li> <li>Continue to realise/understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too.</li> </ul>
<input type="checkbox"/> Listen with attention to detail and recall sounds with increasing aural memory	Musical Activities	<p><b>Games:</b> Continue to understand how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games.</p>	<p>Within the context of the song being learnt, the children will continue to embed the foundations of the dimensions of music, pulse, rhythm and pitch by playing Warm-up Games. Through fun, repetition and the song they are learning about:</p> <ul style="list-style-type: none"> <li>Pulse - a steady beat.</li> <li>Rhythm - copy simple patterns and how they work with pulse.</li> <li>Pitch - what it is, to copy it and to warm up their voices.</li> <li>Progress through the differentiated Bronze, Silver and Gold Challenges.</li> <li>Rhythm copy back - progress from teacher to pupil-led games.</li> <li>Pitch copy back - using voices then instruments; one or two notes dependent on ability and song.</li> <li>Build on the understanding that pulse is the foundation of music upon which the other dimensions are built.</li> <li>Understand in greater depth how the other dimensions of music are sprinkled through songs and pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>Find and internalise the pulse on your own and stay in time.</li> <li>Demonstrate how you find/feel the pulse, with ease. Demonstrate a fast or slow pulse.</li> <li>Demonstrate more confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing/play back over the Games Track in time.</li> <li>Clap/play simple rhythms/copy one or two note pitches confidently and create your own rhythm when asked.</li> <li>Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.</li> </ul>

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Musical Activities	<b>Singing:</b> Learn and understand more about preparing to sing. Explore a range of vocal activity eg rapping, beatboxing. Perhaps sing as a soloist and as part of a larger group and/or in parts.	Sing within a limited pitch range and continue to understand in greater depth: <ul style="list-style-type: none"> <li>The importance of working together in an ensemble or as part of a group, and how the musical outcomes are of higher quality when doing so</li> <li>How important it is and why we warm up our voices posture, breathing and voice projection.</li> <li>How to join in and stop as appropriate – continue to follow a leader/conductor confidently.</li> <li>How melody and words should be interpreted.</li> <li>Try to match your performance of the song to how the music sounds ie start to think musically.</li> <li>How to sing with good diction.</li> <li>How to perform with a good sense of pulse and rhythm.</li> </ul>	Sing in tune within a limited pitch range and continue to understand: <ul style="list-style-type: none"> <li>How to work together as part of a group and with their friends, developing the confidence to sing alone.</li> <li>The importance of warming up their voices and to establish a good singing position.</li> <li>How to perform a song stylistically and as musically as you can.</li> <li>How to sing with a good sense of the pulse internally and sing together and in time with the group. Perhaps singing two parts.</li> <li>Follow a leader/conductor with confidence.</li> </ul>
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression □ Use and understand staff and other musical notations		<b>Playing Instruments:</b> Perform as a soloist and as part of a band or ensemble, by ear and/or from different notations. Playing pieces in unison and in two parts.	In greater depth: <ul style="list-style-type: none"> <li>Continue to play and move between differentiated parts with a sound-before-symbol approach, according to ability. Use the notated parts provided if appropriate.</li> <li>Continue to experience playing together in a band or ensemble. Join in and stop as appropriate. Respond to musical cues such as starting and stopping. Learn how to follow a leader/conductor.</li> <li>Treat each instrument with respect and use the correct techniques to play them.</li> <li>Continue to recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations if appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning. Play with more knowledge and confidence.</li> <li>Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate.</li> <li>Continue to respond to basic musical cues from the leader/conductor.</li> <li>Continue to treat your instrument with respect and care and to play it correctly.</li> <li>Play more confidently as part of your ensemble/group with a sound before- symbol (by ear) approach or, with notation if appropriate.</li> </ul>
Improvise and compose music for a range of purposes using the inter-related dimensions of music  Use and understand staff and other musical notations		<b>Improvisation:</b> Continue inventing musical ideas within improvisation.	<ul style="list-style-type: none"> <li>Progress through the differentiated Bronze, Silver and Gold Challenges. <ul style="list-style-type: none"> <li>Sing, Play and Copy back - clapping progressing to using instruments.</li> <li>Play and Improvise – using instruments.</li> <li>Invent a musical answer using one or two notes.</li> <li>To listen and copy musical ideas by ear (rhythmic or melodic).</li> <li>To create musical rhythms and melodies as answers as part of a group and as a soloist.</li> <li>To respect each other's musical ideas and efforts.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt.</li> <li>Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing.</li> <li>Continue to improvise using very simple patterns on your instrument and/or voice.</li> <li>Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation.</li> <li>Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using two notes with confidence.</li> </ul>

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Use and understand staff and other musical notations</p>	Musical Activities	<p><b>Composition:</b> Continue inventing musical ideas within composition. They can be recorded in sound or written using any appropriate notation.</p>	<ul style="list-style-type: none"> <li>Continue to explore and continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required.</li> <li>Listen to the sound of the composition as it unfolds and make decisions about it.</li> <li>Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation.</li> <li>Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context.</li> <li>Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations if appropriate.</li> </ul>	<p>Compose a section of music that can be added to a performance of a song.</p> <ul style="list-style-type: none"> <li>Continue to create your own slightly more complex melodies (usually in a group) within the context of the song that is being learnt.</li> <li>Move beyond composing using two notes, increasing to three notes if appropriate.</li> <li>Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT.</li> <li>Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo).</li> <li>Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember.</li> </ul>
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	Perform and Share	<p>Perform together in an ensemble/band.</p>	<ul style="list-style-type: none"> <li>Continue to perform together with confidence in an ensemble/band with an increasing understanding of how to improve your performance.</li> <li>Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence.</li> <li>Do all of this in front of an audience with more understanding of their needs.</li> <li>Learn about performance and building confidence.</li> <li>Understand in more depth about practice and why we do it.</li> <li>Record your performance and learn from watching it back.</li> </ul>	<ul style="list-style-type: none"> <li>Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece through the performance.</li> <li>Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible.</li> <li>Perform with a deeper understanding. A performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.</li> <li>Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration.</li> <li>Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</li> </ul>

## Year 5

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
<p>☐ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>☐ Develop an understanding of the history of music.</p>	Listen and Appraise	The children will continue to listen to a variety of musical styles from different times and traditions. Recognise instruments and features of key musical styles. Encourage confident discussion using accurate musical language.	<p>The children will continue to recognise features of key musical styles and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators.</p> <p><i>Styles include: Pop, Motown, Country, A Capella Music, 80s Rock, Funk, The Beatles, Latin, Early Classical Music, 20th Century Classical Music, Contemporary, Classical Music.</i></p> <ul style="list-style-type: none"> <li>When listening to the music, find and internalise the pulse using movement.</li> <li>Listen with security and confidently recognise/identify different style indicators and different instruments and their sounds.</li> <li>Use correct musical language consistently to describe the music you are listening to and your feelings towards it.</li> <li>Listen, comment on and discuss with confidence, ideas together as a group.</li> <li>Discuss other dimensions of music and how they fit into the music you are listening to.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth.</li> <li>Find the pulse confidently and innately, of the music they are listening to and understand what that means.</li> <li>Use accurate musical language to describe and talk about music.</li> <li>Listen to other ideas about music, respect those ideas and feelings.</li> <li>Continue to realise/ understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible.</li> </ul>
☐ Listen with attention to detail and recall sounds with increasing aural memory	Musical Activities	<p><b>Games:</b></p> <p>Games and Flexible Games. The children will have an understanding of how pulse, rhythm and pitch work together to create music through Warm-up Games.</p>	<p>Within the context of the song being learnt, the children will continue to embed and deepen their growing knowledge and understanding of the foundations of the dimensions of music, pulse, rhythm and pitch by playing Warm-up Games.</p> <p>Progress through the Bronze, Silver and Gold Challenges:</p> <ul style="list-style-type: none"> <li>Rhythm and Pitch Copy Back using one, two or three notes</li> <li>Question and Answer using one, two or three notes</li> </ul> <p>Security, confidence and ease, will start to be apparent through:</p> <ul style="list-style-type: none"> <li>Body movement and within the context of the Games Track being used.</li> <li>Knowing, understanding and demonstrating how pulse and rhythm work together.</li> <li>Understanding how the other dimensions of music are sprinkled through songs and pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>Find and internalise the pulse on your own and stay in time.</li> <li>Demonstrate how you find/feel the pulse, with ease. Demonstrate a fast and slow pulse.</li> <li>Demonstrate more confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing/play back over the Games Track in time.</li> <li>Clap/play simple rhythms/copy one or two note pitches confidently and create your own rhythm when asked. Lead others if asked.</li> <li>Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.</li> </ul>
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Musical Activities	<p><b>Singing:</b></p> <p>Understand more about preparing to sing songs/raps together in a group/ensemble, sometimes in parts and confidently.</p>	<p>Sing within an appropriate vocal range with clear diction and continue to understand:</p> <ul style="list-style-type: none"> <li>The workings of an ensemble/choir, how everything fits together. Follow the leader/conductor and have a chance to be the leader/conductor.</li> <li>How important it is and why we warm up our voices, posture, breathing and voice projection.</li> <li>Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts.</li> <li>Have a greater understanding of melody, words and their importance and how to interpret a song musically.</li> <li>Demonstrate musical quality and understanding of how the interrelated dimensions of music play their part.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to work together as part of a group and in an ensemble or, as a soloist.</li> <li>Continue to understand the importance of warming up your voice and to establish a good singing position.</li> <li>Perform and interpret a song stylistically and as musically as you can.</li> <li>Sing with a good sense of the pulse internally and sing together and in time with the group. Understand the importance of clear diction and tuning.</li> <li>Follow a leader/conductor with confidence and ease, understand why and how the ensemble works/fits together. Perhaps lead the group yourself?</li> </ul>

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>□ Use and understand staff and other musical notations</p>		<p><b>Playing Instruments:</b> Use glocks, recorders or band instruments. Play together with confidence and understanding in a band or ensemble.</p>	<ul style="list-style-type: none"> <li>• Play differentiated parts with a sound-before-symbol approach or using the notated scores.</li> <li>• Choose parts according to ability and play them musically.</li> <li>• Progress as appropriate between the parts.</li> <li>• Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, and maintaining an appropriate pulse.</li> <li>• Demonstrate musical quality eg clear starts, ends of pieces/phrases, technical accuracy etc. Maintain an independent part in a small group.</li> <li>• Continue to treat each instrument with respect and use the correct techniques to play them.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to play a classroom instrument (or band instrument) as part of a group/ensemble and as part of the song you are learning. Play with more knowledge, confidence, ease and enjoyment.</li> <li>• Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate.</li> <li>• Demonstrate confidence and fluency when playing your instrument in a solo or ensemble context.</li> <li>• Continue to treat your instrument with respect and care and to play it correctly.</li> <li>• Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with notation if appropriate.</li> </ul>
<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Use and understand staff and other musical notations</p>		<p><b>Improvisation:</b> Know and understand that when you make up your own tune or rhythm it's called improvisation. Have the knowledge and understanding that an improvisation is not written down or notated. If written down in any way or recorded, it becomes composition.</p>	<ul style="list-style-type: none"> <li>• Understand what musical improvisation means. Improvise and perform in solo and ensemble contexts, use quality not quantity of notes.</li> <li>• Continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies.</li> <li>• Progress through the differentiated Bronze, Silver and Gold Challenges in Year 5.</li> </ul> <p><b>Autumn and spring units:</b></p> <ul style="list-style-type: none"> <li>• Sing, Play and Copy back – clapping progressing to using instruments.</li> <li>• Play and Improvise - using instruments, invent a musical answer using one, two or three notes.</li> <li>• Improvise! - using up to three notes on instruments.</li> </ul> <p><b>Summer 1 unit Bronze, Silver and Gold Challenges:</b></p> <ul style="list-style-type: none"> <li>• Challenge 1 - clapping riffs.</li> <li>• Challenge 2 - playing riffs using one, two or three notes.</li> <li>• Challenge 3 - Question and Answer using one, two or three notes.</li> <li>• Challenge 4 - Improvise using one, two or three notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to explore and create musical improvisations with voices and instruments within the context of the song being learnt.</li> <li>• Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing.</li> <li>• Continue to improvise using simple patterns on your instrument and/or voice.</li> <li>• Continue to create your own more complex rhythmic patterns that lead to melodies in a group or a solo situation.</li> <li>• Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using up to three notes with greater confidence.</li> </ul>



National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Use and understand staff and other musical notations</p>	<p>Musical Activities</p>	<p><b>Composition:</b> Know and understand that composition is creating your own melody within given boundaries. It can be notated or recorded in some way.</p>	<ul style="list-style-type: none"> <li>Continue to create your own more complex tunes and melodies within the context of the song that is being learnt and do this with understanding as part of a group or with your whole class.</li> <li>Continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required.</li> <li>Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation.</li> <li>Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context.</li> <li>Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations.</li> </ul>	<p>Compose a section of music that can be added to a performance of a song.</p> <ul style="list-style-type: none"> <li>Create your own more complex melodies within the context of the song that is being learnt.</li> <li>Move beyond composing using two notes, increasing to three notes then five if appropriate.</li> <li>Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate.</li> <li>Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate.</li> <li>Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.</li> </ul>
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Perform and Share</p>	<p>Perform together in an ensemble/band with ease and confidence.</p>	<ul style="list-style-type: none"> <li>Continue to perform together in an ensemble/band with a deeper understanding of how to improve your performance musically.</li> <li>sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence, skill and accuracy.</li> <li>Do all of this in front of an audience with more understanding of their needs.</li> <li>Communicate ideas, thoughts and feelings through the performance.</li> <li>Understand about practice.</li> <li>Record your performance and learn from watching it back. Respond to feedback and offer positive comment.</li> </ul>	<ul style="list-style-type: none"> <li>Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece, through the performance.</li> <li>Perform what you have learnt to your audience. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible.</li> <li>Perform with a deeper understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.</li> <li>Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Communicate your ideas, thoughts and feelings through simple musical demonstration.</li> <li>Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</li> </ul>



## Year 6

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
<input type="checkbox"/> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  <input type="checkbox"/> Develop an understanding of the history of music.	Listen and Appraise	The children will continue to listen to a variety of musical styles from different times and traditions. Recognise instruments and features of key musical styles. Encourage confident discussion using accurate musical language.	<ul style="list-style-type: none"> <li>Children will continue to show their increasing depth of knowledge and understanding.</li> <li>The children will recognise style indicators with increasing knowledge and confidence and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators. Styles include: The Music of Michael Jackson, Jazz, The Music of Benjamin Britten, Rock music, The Music of Carole King, Early Classical Music, 20th Century Contemporary Classical Music.</li> <li>When listening to the music, find and internalise the pulse using movement confidently and independently. Understand the pulse and its role as the foundation of music.</li> <li>Listen with security/confidently recognise/identify different style indicators and different instruments and their sounds.</li> <li>Use correct musical language to confidently describe the music you are listening to and your feelings towards it.</li> <li>Listen, comment on and discuss with confidence, ideas together as a group.</li> <li>Appropriately and confidently discuss other dimensions of music and how they fit into the music you are listening to.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth.</li> <li>Find the pulse confidently and innately, of the music they are listening to and understand what that means.</li> <li>Use accurate musical language to describe and talk about music.</li> <li>Listen to other ideas about music, respect those ideas and feelings.</li> <li>Continue to realise/ understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible.</li> </ul>
<input type="checkbox"/> Listen with attention to detail and recall sounds with increasing aural memory	Musical Activities	<b>Games:</b> A deeper understanding of how pulse, rhythm and pitch work together to create music through Warm-up Games..	Within the context of the song being learnt, the children will continue to embed and deepen their growing knowledge and understanding of the foundations of the dimensions of music, pulse, rhythm and pitch by playing Warm-up Games. Progress through the Bronze, Silver and Gold Challenges: <ul style="list-style-type: none"> <li>Rhythm and Pitch Copy Back using one, two or three notes</li> <li>Question and Answer using one, two or three notes</li> </ul> Security, confidence and ease, will start to be apparent through: <ul style="list-style-type: none"> <li>Body movement and within the context of the Games Track being used.</li> <li>Knowing, understanding and demonstrating how pulse and rhythm work together.</li> <li>Understanding how the other dimensions of music are sprinkled through songs and pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>Find and internalise the pulse on your own and with ease.</li> <li>Demonstrate how you find/feel the pulse, with ease. Demonstrate a fast and slow pulse.</li> <li>Understand and demonstrate confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing/play back over the Games Track in time.</li> <li>Clap/play simple rhythms/copy one or two note pitches confidently and create your own rhythm when asked. Lead others if asked.</li> <li>Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.</li> </ul>

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Musical Activities	<b>Singing:</b> Understand with greater depth about preparing to sing songs/raps together in a group/ensemble, sometimes in parts and confidently.	Sing within an appropriate vocal range with clear diction and continue to understand: <ul style="list-style-type: none"> <li>The workings of an ensemble/choir, how everything fits together. Follow the leader/conductor and have a chance to be the leader/conductor.</li> <li>How important it is and why we warm up our voices, posture, breathing and voice projection.</li> <li>Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts.</li> <li>Have a greater understanding of melody, words and their importance and how to interpret a song musically.</li> <li>Demonstrate musical quality and understanding of how the interrelated dimensions of music play their part.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to work together as part of a group and in an ensemble or, as a soloist.</li> <li>Continue to understand the importance of warming up your voice and to establish a good singing position.</li> <li>Perform and interpret a song stylistically and as musically as you can.</li> <li>Sing with a good sense of the pulse internally and sing together and in time with the group. Understand the importance of clear diction and tuning.</li> <li>Follow a leader/conductor with confidence and ease, understand why and how the ensemble works/fits together. Perhaps lead the group yourself?</li> </ul>
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression □ Use and understand staff and other musical notations		<b>Playing Instruments:</b> Use glocks, recorders or band instruments. Play together with confidence and understanding in a band or ensemble.	With a greater depth of understanding: <ul style="list-style-type: none"> <li>Play differentiated parts with a sound-before-symbol approach or using the notated scores.</li> <li>Choose parts according to ability and play them musically.</li> <li>Progress as appropriate between the parts.</li> <li>Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, and maintaining an appropriate pulse.</li> <li>Demonstrate musical quality eg clear starts, ends of pieces/phrases, technical accuracy etc. Maintain an independent part in a small group.</li> <li>Continue to treat each instrument with respect and use the correct techniques to play them.</li> <li>Build on understanding the basics and foundations of formal notation – an introduction.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to play a classroom instrument (or band instrument) as part of a group/ensemble and as part of the song you are learning. Play with more knowledge, confidence, ease and enjoyment.</li> <li>Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate.</li> <li>Demonstrate confidence and fluency when playing your instrument in a solo or ensemble context.</li> <li>Continue to treat your instrument with respect and care and to play it correctly.</li> <li>Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with notation if appropriate.</li> </ul>

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Use and understand staff and other musical notations</p>		<p><b>Improvisation:</b> Understand with greater depth that when you make up your own tune or rhythm it's called improvisation. Have the knowledge and understanding that an improvisation is not written down or notated. If written down in any way or recorded, it becomes composition.</p>	<ul style="list-style-type: none"> <li>• Deepen your understanding of what musical improvisation means. Continue to Improvise and perform confidently in solo and ensemble contexts, use quality not quantity of notes.</li> <li>• Continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies.</li> <li>• Progress through the differentiated Bronze, Silver and Gold challenges in Year 6.</li> <li>• Challenge 1 - clapping riffs.</li> <li>• Challenge 2 - playing riffs using one, two or three notes.</li> <li>• Challenge 3 - Question and Answer using one, two or three notes.</li> <li>• Challenge 4 - Improvise using one, two or three notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to explore and create musical improvisations with voices and instruments within the context of the song being learnt.</li> <li>• Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing.</li> <li>• Continue to improvise using simple patterns on your instrument and/or voice.</li> <li>• Continue to create your own more complex rhythmic patterns that lead to melodies in a group or a solo situation.</li> <li>• Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using up to three notes with greater confidence.</li> </ul>
<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Use and understand staff and other musical notations</p>	Musical Activities	<p><b>Composition:</b> Understand with greater depth that composition is creating your own melody within given boundaries. It can be notated or recorded in some way.</p>	<ul style="list-style-type: none"> <li>• Confidently create your own melodies within the context of the song that is being learnt.</li> <li>• Move beyond composing using two notes, increasing to three notes then five if appropriate.</li> <li>• Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT or with formal notation if appropriate.</li> <li>• Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate.</li> <li>• Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.</li> </ul>	<p>Compose a section of music that can be added to a performance of a song.</p> <ul style="list-style-type: none"> <li>• Confidently create your own melodies within the context of the song that is being learnt and do this with deeper understanding.</li> <li>• Move beyond composing using two notes, increasing to three notes then five if appropriate.</li> <li>• Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate.</li> <li>• Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate.</li> <li>• Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.</li> </ul>

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Perform and Share</p>	<p>Perform together in an ensemble/band with ease, confidence and knowledge of your audience.</p>	<p>With a greater understanding:</p> <ul style="list-style-type: none"> <li>• Continue to perform together in an ensemble/band with a deeper understanding of how to improve your performance musically.</li> <li>• sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence, skill and accuracy.</li> <li>• Do all of this in front of an audience with more understanding of their needs.</li> <li>• Communicate ideas, thoughts and feelings through the performance.</li> <li>• Understand about practice related to performance outcomes.</li> <li>• Record your performance and learn from watching it back. Respond to feedback and offer positive comment.</li> </ul>	<p>In greater depth:</p> <ul style="list-style-type: none"> <li>• Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece, through the performance.</li> <li>• Perform what you have learnt to your audience. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible.</li> <li>• Perform with a deeper understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.</li> <li>• Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Communicate your ideas, thoughts and feelings through simple musical demonstration.</li> <li>• Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</li> </ul>

## Vocabulary Progression

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Pulse,</li> <li>• rhythm,</li> <li>• pitch,</li> <li>• rap,</li> <li>• improvise,</li> <li>• compose,</li> <li>• melody,</li> <li>• bass guitar,</li> <li>• drums,</li> <li>• decks,</li> <li>• perform,</li> <li>• singers,</li> <li>• keyboard,</li> <li>• percussion,</li> <li>• trumpets,</li> <li>• saxophones,</li> <li>• Blues,</li> <li>• Baroque,</li> <li>• Latin,</li> <li>• Irish Folk,</li> <li>• Funk,</li> <li>• pulse,</li> <li>• rhythm,</li> <li>• pitch,</li> <li>• groove,</li> <li>• audience,</li> <li>• imagination.</li> </ul>	<ul style="list-style-type: none"> <li>• Keyboard,</li> <li>• drums,</li> <li>• bass,</li> <li>• electric guitar,</li> <li>• saxophone,</li> <li>• trumpet,</li> <li>• pulse,</li> <li>• rhythm,</li> <li>• pitch,</li> <li>• improvise,</li> <li>• compose,</li> <li>• audience,</li> <li>• question and answer,</li> <li>• melody,</li> <li>• dynamics,</li> <li>• tempo,</li> <li>• perform/performance,</li> <li>• audience,</li> <li>• rap,</li> <li>• Reggae,</li> <li>• glockenspiel.</li> </ul>	<ul style="list-style-type: none"> <li>• Structure,</li> <li>• intro/introduction,</li> <li>• verse,</li> <li>• chorus,</li> <li>• improvise,</li> <li>• compose,</li> <li>• pulse,</li> <li>• rhythm,</li> <li>• pitch,</li> <li>• tempo,</li> <li>• dynamics,</li> <li>• bass,</li> <li>• drums,</li> <li>• guitar,</li> <li>• keyboard,</li> <li>• synthesizer,</li> <li>• hook,</li> <li>• melody,</li> <li>• texture,</li> <li>• structure,</li> <li>• electric guitar,</li> <li>• organ,</li> <li>• backing vocals,</li> <li>• hook,</li> <li>• riff,</li> <li>• melody,</li> <li>• Reggae,</li> <li>• pentatonic scale,</li> <li>• imagination,</li> <li>• Disco.</li> </ul>	<ul style="list-style-type: none"> <li>• Keyboard,</li> <li>• electric guitar,</li> <li>• bass,</li> <li>• drums,</li> <li>• improvise,</li> <li>• compose,</li> <li>• melody,</li> <li>• pulse,</li> <li>• rhythm,</li> <li>• pitch,</li> <li>• tempo,</li> <li>• dynamics,</li> <li>• texture,</li> <li>• structure,</li> <li>• compose,</li> <li>• improvise,</li> <li>• hook,</li> <li>• riff,</li> <li>• melody,</li> <li>• solo,</li> <li>• pentatonic scale,</li> <li>• unison,</li> <li>• rhythm patterns,</li> <li>• musical style,</li> <li>• rapping,</li> <li>• lyrics,</li> <li>• choreography,</li> <li>• digital/electronic sounds,</li> <li>• turntables,</li> <li>• synthesizers,</li> <li>• by ear,</li> <li>• notation,</li> <li>• backing vocal,</li> <li>• piano,</li> <li>• organ,</li> </ul>	<ul style="list-style-type: none"> <li>• Rock,</li> <li>• bridge,</li> <li>• backbeat,</li> <li>• amplifier,</li> <li>• chorus,</li> <li>• bridge,</li> <li>• riff,</li> <li>• hook,</li> <li>• improvise,</li> <li>• compose,</li> <li>• appraising,</li> <li>• Bossa Nova,</li> <li>• syncopation,</li> <li>• structure,</li> <li>• Swing,</li> <li>• tune/head,</li> <li>• note values,</li> <li>• note names,</li> <li>• Big bands,</li> <li>• pulse,</li> <li>• rhythm,</li> <li>• solo,</li> <li>• ballad,</li> <li>• verse,</li> <li>• interlude,</li> <li>• tag ending,</li> <li>• strings,</li> <li>• piano,</li> <li>• guitar,</li> <li>• bass,</li> <li>• drums,</li> <li>• melody,</li> <li>• cover,</li> <li>• Old-school Hip Hop,</li> <li>• Rap,</li> </ul>	<ul style="list-style-type: none"> <li>• style indicators,</li> <li>• melody,</li> <li>• compose,</li> <li>• improvise,</li> <li>• cover,</li> <li>• pulse,</li> <li>• rhythm,</li> <li>• pitch,</li> <li>• tempo,</li> <li>• dynamics,</li> <li>• timbre,</li> <li>• texture,</li> <li>• structure,</li> <li>• dimensions of music,</li> <li>• Neo Soul,</li> <li>• producer,</li> <li>• groove,</li> <li>• Motown,</li> <li>• hook,</li> <li>• riff,</li> <li>• solo,</li> <li>• Blues,</li> <li>• Jazz,</li> <li>• improvise/improvisation,</li> <li>• by ear,</li> <li>• melody,</li> <li>• riff,</li> <li>• solo,</li> <li>• ostinato,</li> <li>• phrases,</li> <li>• unison,</li> <li>• Urban Gospel,</li> <li>• civil rights,</li> <li>• gender equality,</li> </ul>

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<ul style="list-style-type: none"> <li>• acoustic guitar,</li> <li>• percussion,</li> <li>• birdsong,</li> <li>• civil rights,</li> <li>• racism,</li> <li>• equality.</li> </ul>	<ul style="list-style-type: none"> <li>• riff,</li> <li>• synthesizer,</li> <li>• deck,</li> <li>• backing loops,</li> <li>• Funk,</li> <li>• scratching,</li> <li>• unison,</li> <li>• melody,</li> <li>• cover,</li> <li>• pitch,</li> <li>• tempo,</li> <li>• dynamics,</li> <li>• timbre,</li> <li>• texture,</li> <li>• Soul,</li> <li>• groove,</li> <li>• riff,</li> <li>• bass line,</li> <li>• brass section,</li> <li>• harmony,</li> <li>• melody.</li> </ul>	<ul style="list-style-type: none"> <li>• unison,</li> <li>• harmony.</li> </ul>

# Keywords/Vocabulary for Teachers

## 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.

## Keywords A-Z

- **A Capella** : Without accompaniment from instruments, i.e. voices only.
- **Appraising** : Listening carefully and considering aspects of the music.
- **Arrangements**: How voices and instruments are used in a song; where they occur within the song.
- **Back beat**: Beats 2 and 4 in a drum-line or if we are clapping along with the music.
- **Backing**: The accompaniment to a song.
- **Balance** : The level of volume at which players or singers play. If the balance is good then everyone can be heard.
- **Ballad** : A gentle love song.
- **Band** : Playing/singing/performing together.
- **Bossa Nova** : A Brazilian dance music that has syncopated guitar rhythms.
- **Blues** : A style of music characterised by its harmonic structure and the notes used to create the melodies.
- **Bridge/middle 8** : Contrasting section which leads back to main material.
- **Call and response** : A musical structure where a solo person sings or plays a musical idea and the rest of the performers sing or play a different musical idea.
- **Chord** : More than one note played at the same time.
- **Chorus** : A repeated section in a song which gives the main message.
- **Classical music** : This often means all Western art music from the Medieval era to the present. More specifically, it is music composed between c.1720 and 1840, e.g. the era of Mozart, Joseph Haydn, and the young Beethoven.
- **Coda** : Short section which brings the song or piece to an end.
- **Cover** : A version of a song performed by someone other than the original artist. It might sound a bit or very different from the original.
- **Composing** : Creating and developing musical ideas and 'fixing' them.

- **Crossover** : Can be a mixture of different styles which introduces new music to different audiences.
- **Decks** : Equipment used by DJs, MCs, and Rappers to mix sounds from different records and to make effects e.g. scratching that was first used in the late 1970s.
- **Disco** : (short for discotheque) is dance music from the 1970s, characterized by hypnotic rhythm, repetitive lyrics and electronically produced sounds.
- **Drum loops** : A sequence of sounds/music that is recorded, may be sampled, and is reproduced digitally or electronically.
- **Dynamics** : A musical dimension indicating how loudly or quietly the music is being played.
- **Ending** : Short section which brings the song or piece to an end.
- **Ensemble** : A French word used to describe playing, singing or performing together.
- **Folk tunes/melodies** : Music sung or played by people, usually not recorded or performed. Often the music is passed down through families and friends.
- **Funk** : music with strong bass lines and a heavy syncopated beat.
- **Gospel** : Music that is christian usually sung with rich harmony and often with a call and response structure.
- **Groove** : The rhythmic part of the music that makes you want to move and dance.
- **Grime** : Electronic dance music that emerged in London in the early 2000s. It developed out of a British electronic music style called UK Garage, and draws influences from Jungle, Dancehall, and Hip Hop. It has been described as the "most significant musical development within the UK for decades."
- **Harmony** : Different notes sung or played at the same time to produce chords.
- **Hip-Hop** : Music that developed in the 1970s but remains very popular today. It includes rapping.
- **Hook** : A term used in Pop music to describe a short catchy phrase or riff that we can't stop singing; the bit that 'hooks' us in; the main musical idea from a song that we remember.
- **Improvise** : To make up a tune and play it on the spot. There is an assumption that it can never be recreated.
- **Interlude** : A passage of music played between the main theme.
- **Introduction** : Music heard at the beginning of a song or piece of music
- **Keyboard** : An electric instrument played like the piano. It has a range of pre-recorded sounds.
- **Lyrics** : The words of a song.
- **Melody** : Another name for tune.
- **Melodic** : The music has a melody or tune.
- **Motown** : A 1960s label created from Soul music characterised by a rhythm section playing, laying down the groove with a funky bassline and a tambourine sounding over the top. Often brass sections play punchy riff-based rhythms and sometimes violins playing long high notes.
- **Neo-Soul** : The style emerged from Soul and contemporary RnB. The instrumentation, arrangement and studio mix are very important. Songs are mixed in the studio to sound as if they are from an older Soul era like the Motown era. The modern way in which the songs are produced, give a timeless Soul feel that has a contemporary edge.
- **Notation** : Ways to visually represent music.



- **Offbeat** : The beat that is not the strong beat. If a piece of music has 4 beats in a bar i.e. 1, 2, 3, 4, beats 2 and 4 would be the 'off' beats.
- **Organ** : Organ usually refers to church organs but is also used to describe a type of electric keyboard that is large and with 2 or 3 keyboards and foot pedals.
- **Original** : The first ever version of a song.
- **Ostinato** : A short repeated rhythmic or melodic pattern.
- **Outro** : Short section which brings the song or piece to an end.
- **Pentatonic scale** : A fixed five-note pattern e.g: the five black keys on a piano.
- **Performing** : Singing and playing instruments for others to hear.
- **Phrase** : A musical sentence.
- **Pitch** : A musical dimension that describes the range of high and low sounds.
- **Pop music** : A shortened form of 'Popular music'. Pop music constantly changes as we change and the world changes.
- **Pre-chorus** : A short section in a song, before the chorus.
- **Producer** : A record producer or music producer oversees and manages the sound recording and production of a band or performer's music.
- **Pulse/beat** : The heartbeat or steady beat of a song/piece of music.
- **Rapping** : A vocal technique in which the performer speaks rhythmically against a steady beat.
- **Recurring theme** : A tune that repeats again and again in a piece of music.
- **Rhythm** : A musical dimension that describes the combination of long and short sounds to make patterns.
- **Reggae** : Developed in the 1970s and originated from Jamaica, Reggae defined by Bob Marley. It has a prominent bass beat and a strong off-beat usually played on the guitar.
- **Riff** : A short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone.
- **Roots Reggae** : Music that deals with social and racial issues and references elements of Rastafari.
- **Sampling** : Record a sample of music, a small section, and re-use it in another piece of music or song. Used frequently in hip-hop and other Pop music.
- **Secular** : Non-religious.
- **Solo** : An Italian word to describe playing, singing or performing of one person or on our own.
- **Structure/form/shape** :How the sections (verses and choruses etc.) of a song are ordered to make
- the whole piece.
- **Rock music** : Came from Rock'n'roll of America in the 1950s and 1960s. It is characterised by loud guitars and drums due to the heavy amplification, strong bass line and driving rhythms.
- **Style** : The type of music e.g. Blues or Rock.
- **Style indicators** : Identifiers that show us the genre of the music.
- **Swing** : A type of rhythm often associated with Jazz. Notes in the rhythm pattern are made longer and shorter to create a syncopated effect.
- **Syncopation** : Music with lots of rhythmic variety, often quite difficult. The strong beats occur in unexpected places.
- **Synthesizer** : An electric instrument that looks like a keyboard and has pre-recorded and created sounds.
- **Tag** : (Usually) a short ending, tagged on to the main part of the song.

- **Tempo** : A musical dimension that describes how fast or slowly the music is played.
- **Texture** : A musical dimension that describes the layers of sound in music.
- **Timbre** : A musical dimension that describes the quality and character of the sound of the instruments used.
- **Turntables** : (typically 2) are used by DJs to manipulate sounds and create new music, sound effects, mixes and other creative sounds and beats.
- **Unison** : Everyone plays or sings the same music at the same time.
- **Urban contemporary** : Modern music that uses elements of Soul, Hip Hop, Funk, Jazz and RnB.
- **Verse**: A section in a song which has the same tune but different words.

# Musical Progression

## KS1

Unit of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Title	Key	Easy note range	Medium note range	Melody not range	Each note values	Medium not values	Melody note values	Easy	Medium	More Difficult	Easy	Medium	More Difficult
1	Autumn 1	Hey You!	C	C	C,G	C,G	Crotchets	Crotchets	Semi-quavers, Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
	Autumn 2	Rhythm in the Way we Walk and Banana Rap	C	Singing and performing only						Singing and performing only			Singing and performing only		
	Spring 1	In The Groove	C	C,D	C,D	C,G,A,C	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
	Spring 2	Round and Round	D Minor	C,D,F	D,E,F,G,A	D,E,F,G,A,B	Semibreves	Crotchets and Minims	Crotchets, Minims and Quavers	D,E	D,E,F	D,E,F,G,A	N/A		
	Summer 1	Your Imagination	C	G	C, E, G	E,G,A	Semibreves	Crotchets, Minims and Semibreves	Crotchets, Quavers, Minims and Semibreves	C,D using instruments and / or clap and sing			C,D	C,D,E	C,D,E,G,A
	Summer 2	Reflect, Rewind and Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		
2	Autumn 1	Hands, Feet, Heart	C	G,A,C	G,A,B,C	F,G,A,B,C	Crotchets	Minims	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
	Autumn 2	Ho Ho Ho	G	C,E,G	B,A,G	N/A	Crotchets and rests	Crotchets and rests	N/A	N/A			N/A		
	Spring 1	I Wanna Play in a Band	F	C,D	C,F,G	C,D,F	Minims	Minims	Quavers and Crotchets	F,G,	F,G,A	F,G,A,C,D	F,G,	F,G,A	F,G,A,C,D
	Spring 2	Zootime	C	C,D	C,D	C,D	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
	Summer 1	Friendship Song	C	G,E	E,G,A,B	C,D,E,F,G,A,B	Crotchet, dotted Minim and Rests	Crotchets and Rests	Crotchets, Quavers and Minims	C	C,D	C,D	C,D	C,D,E	C,D,E,G,A
	Summer 2	Reflect, Rewind and Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		

## Lower KS2

Unit of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Title	Key	Easy note range	Medium note range	Melody note range	Each note values	Medium note values	Melody note values	Easy	Medium	More Difficult	Easy	Medium	More Difficult
3	Autumn 1	Let Your Spirit Fly	C	C,F,C	E,F,G,A,B,C	N/A	Semibreves and rests	Minims and rests	N/A	Not Applicable			Not Applicable		
	Autumn 2	Glockenspeil 1	Multiple Songs	C,D,E,F	C,D,E,F	C,D,E,F	Crotchets minims and rests	N/A	N/A	C,D	C,D	N/A	C,D,E,F	C,D,E,F	N/A
	Spring 1	Three Little Birds		G	B,C	G,A,B,C,D,E	Crotchets and rest	Crotchets and rest	Quavers, crotchets, minims and rests	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
	Spring 2	The Dragon Song		G	G,A,B	B,C,D,E,F,G	Crotchets and minims	Crotchets and minims	N/A	C	C,D	C,D,E	G,A	G,A,B	D,E,G,A,B
	Summer 1	Bringing Us Together		C	G,A,C	G,A,C	Minims and minim rests	Minims, crotchet rests and quavers	Crotchets and rests, quavers, dotted quavers.	C	C sometimes A	C and A	C,A	C,A,G	C,D,E,G,A
	Summer 2	Reflect, Rewind and Replay		Consolidation and Revision							Consolidation and Revision			Consolidation and Revision	
4	Autumn 1	Mamma Mia	G	G	G,A	G,A,B,C	Crotchets	Crotchets	Crotchets and quavers	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
	Autumn 2	Glockenspiel 2	Multiple Songs	C,D,E,F,G	C,D,E,F,G	C,D,E,F,G	Semibreves and rest	Crotchets, minims and rests	Quavers, crotchets, minims, semibreves and rests	N/A	N/A	N/A	C,D,E	C,D,E	C,D,E
	Spring 1	Stop		Singing, rapping and lyric composition							Singing, rapping and lyric composition			Singing, rapping and lyric composition	
	Spring 2	Lean On Me		C	C,F	E,F,G	G,A,B,C,D	Crotchets	Minims	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
	Summer 1	Blackbird		C	D,C	C,D,E	C,D,E,F,G	Dotted minims, minims, semibreves	Crotchets, semibreves and minims	C	C,D	C,D,E	C,D	C,D,E	C,D,E,G,A
	Summer 2	Reflect, Rewind and Replay		Consolidation and Revision							Consolidation and Revision			Consolidation and Revision	

## Upper KS2

Unit of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Title	Key	Easy note range	Medium note range	Melody note range	Each note values	Medium note values	Melody note values	Easy	Medium	More Difficult	Easy	Medium	More Difficult
5	Autumn 1	Livin On A Prayer	G	G,A,B	D,E,F#,G	D,E,F#,G,A,B,C	minims	Crotchets and minims	Quavers, crotchets, dotted crotchets and quavers	G,A	G,A,B	G,A,B,D,E	D,E or G,A	G,A,B or D,E,F#	G,A,B or D,E,F#
	Autumn 2	Classroom Jazz 1	G	G,A,B	D,E,G,A,B	D,E,,G,A,B	Crotchets and rests	Crotchets and rests	Crotchets and rests	G,A	G,A,B	G,A,B	N/A		
	Spring 1	Make You Feel My Love	C	C,D	G,A,B,C	B,C,D,E,F,G	Minims	Crotchets, minims, and semibreves	Quavers and crotchets	G,A	G,A,B	G,A,B,C,D	G,A	G,A,B	G,A,B,C,D
	Spring 2	Fresh Prince Of Bel-Air	A minor	D,A	A,G	C,D,E,F,G,A	Minims	Quavers, crotchets	Quavers, minims and semibreves	D,E	D,E,F	D,E,F,G,A	D,E	D,E,F	D,E,F,G,A
	Summer 1	Dancin' In The Street	F Major	F	F, G	D,F,G,A	Semibreves	Quavers, Crotchets and rests	Quavers, Crotchets and rests	F	F,G	F,G,A	F,G	F,G,A	F,G,A,C,D
	Summer 2	Reflect, Rewind and Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		
6	Autumn 1	I'll Be There	F Major	F,G,A	F,G,A	D,E,F,G,A,Bb,C	Semibreves	Quavers, Crotchets, Minims, Semibreves and rests	Quavers, Crotchets, Minims, Semibreves, dotted notes and rests	F	F,G	F,G,A	F,G	,G,A	F,G,A,C,D
	Autumn 2	Classroom Jazz 2	C Major	C,D,E,F,G,A,B,C	C,D,E,F,G,A,B,C	C,D,E,F,G,A,B,C	Crotchets and quavers	Crotchets and quavers	Crotchets and quavers	C,D,E	C,D,E,F,G	C,D,E,F,G,A,B,C	N/A		
			C Blues	C, Bb,G	C,Bb,G,F	C,Bb,D,F,C	N/A			C,Bb, G	C,Bb,G,F	C,Bb,G,F,C	N/A		
	Spring 1	New Year Carol	G	G,F	F,A,F	N/A	Minims and rests	Crotchets and minims	Quavers, minims and semibreves	D,E	D,E,F	D,E,F,G,A	D,E	D,E,F	D,E,F,G,A
	Spring 2	Happy	C Major	G,A	B,A,G	E,D,C,B,A,G,E	Minims and rests	Semibreves, minims and rests	Quavers, dotted crotchets, minims, semibreves and rests	A	A,G	A,G,B	A,G	A,G,B	C,E,G,A,B
	Summer 1	You've Got a Friend	C	G,A,B	C,D,E	C,D,E,F,G,A,B	Minims and rests	Crotchets, quavers, minims, dotted notes and rests	Quavers, dotted crotchets, minims, dotted minims	E	E,G	E,G,A	A,G	A,G,E	E,G,A,C,D

	Summ er 2	Reflect, Rewind and Replay	Consolidation and Revision	Consolidation and Revision	Consolidation and Revision
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## EYFS - Music in the Foundation Stage

The Area of Learning and Development in Foundation Stage which links to Music in KS1 and 2 is **Expressive Art and Design** particularly **Being Imaginative and Expressive**. By the end of their time in Foundation Stage children who have reached 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 our Foundation Stage children have the opportunity to sing every day.

We develop skills of listening and sound discrimination during phonics in FS1.

Children are taught simple call and response songs as well as a range of traditional and contemporary songs and rhymes. Children are given opportunity to sing solo to an audience of their peers if they feel confident or to sing a small phrase as part of a listening game. Children have the opportunity to manipulate their voices for different effects (eg big giant voice, tiny squeaky voice) and are helped to identify the pulse and the rhythm in music through using body percussion and untuned percussion.

Children are taught the names of untuned percussion instruments, as well as simple techniques to use and handle the instruments appropriately.

Children are taught rhyme as part of phonics and many enjoy making up their own songs and rhymes and sharing them with an audience.

Children have the opportunity to respond and move to music with movement during the year. They enjoy making patterns to music as part of 'scarf dancing' which is used as a tool to develop early handwriting. During 'scarf dancing' they are encouraged to listen to the music and say if it is fast, slow, if it makes them feel happy or sad etc. A range of classical and contemporary music is used during these 'scarf dancing' sessions.

### Ideas to support music in EYFS from the new curriculum 2021 - Development matters

Listen attentively, move to and talk about music, expressing their feelings and responses.	Give children an insight into new musical worlds. Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain.  Invite musicians in to play music to children and talk about it.  Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.
Watch and talk about dance and performance art, expressing their feelings and responses.	Offer opportunities for children to go to a live performance, such as a pantomime, play, music or dance performance.  Provide related costumes and props for children to incorporate into their pretend play.
Sing in a group or on their own, increasingly matching the pitch and following the melody.	Play pitch-matching games, humming or singing short phrases for children to copy.  Use songs with and without words – children may pitch match more easily with sounds like 'ba'.  Sing call-and-response songs, so that children can echo phrases of songs you sing.  Introduce new songs gradually and repeat them regularly.  Sing slowly, so that children can listen to the words and the melody of the song.

## Key Stage 1 and Key Stage 2 unit structure

1. Listen and Appraise
2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:
  - a. Games (Warm-up Games and Flexible Games)
  - b. Singing
  - c. Playing Instruments (classroom and or band instruments)
  - d. Improvisation
  - e. Composition
3. Perform and Share

### **The national curriculum says:**

...understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

(Duration is pulse and rhythm in the national curriculum statement.)

In Charanga Musical School we always begin a lesson with pulse as a foundation and with rhythm and pitch as the next two building blocks.

- Pulse – the regular heartbeat of the music, the steady beat
- Rhythm – long and short sounds or patterns that happen over the pulse, the steady beat
- Pitch – high and low sounds
- Tempo – the speed of the music, fast or slow or in-between
- Dynamics – how loud or quiet music is
- Timbre – all instruments including voices, have a certain sound quality eg 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 eg introduction, verse, chorus ending



# Year 1 Unit overviews

## Unit 1 – Hey you!

Lesson	Listen and appraise	Musical activities	Perform
1	Hey You! by Joanna Mangona	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Start to learn the song Hey You!	Sing the song
2	Me, Myself And I by De La Soul Hey You!	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Hey You! <b>d.</b> Play instrumental parts	Sing the song and play instrumental parts within the song
3	Fresh Prince of Bel Air by Will Smith Hey You!	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Hey You! <b>d.</b> Play instrumental parts <b>e.</b> Improvise (optional extension activities for improvisation)	Sing the song and improvise using voices and/or instruments within the song
4	Rapper's Delight by The Sugarhill Gang Hey You!	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Hey You! <b>d.</b> Play instrumental parts <b>e.</b> Improvise option (optional extension activities for improvisation) <b>f.</b> Compose	Sing the song and perform composition(s) within the song
5	U Can't Touch This by MC Hammer Hey You!	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Hey You! <b>d.</b> Play instrumental parts <b>e.</b> Improvise option (optional extension activities for improvisation) <b>f.</b> Play your composition(s) within the song	Choose what you perform today. Start to prepare for the end-of-unit performance
6	It's Like That by Run DMC Hey You!	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Hey You! <b>d.</b> Choose and play any of the options below, then decide which one to practise for the <ul style="list-style-type: none"> <li>• end-of-unit performance:</li> <li>• Play instrumental parts</li> <li>• Improvise option (optional extension activities for improvisation)</li> <li>• Play your composition(s) within the song</li> </ul>	Prepare for the end-of-unit performance

## Unit 2 – Rhythm in The Way We Walk and Banana Rap

Lesson	Listen and appraise	Musical activities	Perform
1	Rhythm In The Way We Walk by Joanna Mangona	<b>a.</b> Flexible Games <b>b.</b> Vocal warm ups <b>c.</b> Start to learn to sing the song <b>d.</b> Rhythm In The Way We Walk	Sing the song
2	The Planets:Mars by Gustav Holst  Rhythm In The Way We Walk by Joanna Mangona	<b>a.</b> Flexible Games <b>b.</b> Vocal warm ups <b>c.</b> Continue to learn the song Rhythm In The Way We Walk	Sing the song
3	Tubular Bells by Mike Oldfield  Rhythm In The Way We Walk by Joanna Mangona	<b>a.</b> Flexible Games <b>b.</b> Vocal warm ups <b>c.</b> Continue to learn the song Rhythm In The Way We Walk	Sing the song
4	The Banana Rap	<b>a.</b> Flexible Games <b>b.</b> Vocal warm ups <b>c.</b> Start to learn The Banana Rap	Rap!
5	Happy by Pharrell Williams  The Banana Rap	<b>a.</b> Flexible Games <b>b.</b> Vocal warm ups <b>c.</b> Continue to learn The Banana Rap	Rap!
6	When I'm 64 by The Beatles  The Banana Rap	<b>a.</b> Flexible Games <b>b.</b> Vocal warm ups <b>c.</b> Continue to learn The Banana Rap	Prepare for the end-of-unit performance

## Unit 3 – In The Groove

Lesson	Listen and appraise	Musical activities	Perform
1	In The Groove – Joanna Mangona How Blue Can You Get - B.B. King	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Start to learn the song In The Groove	Sing the song
2	In The Groove – Joanna Mangona How Blue Can You Get - B.B. King	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song In The Groove <b>d.</b> Play instrumental parts	Sing the song and play instrumental parts within the song
3	In The Groove – Joanna Mangona Livin' La Vida Loca - Ricky Martin	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song In The Groove <b>d.</b> Play instrumental parts <b>e.</b> Improvise (optional extension activities for improvisation)	Sing the song and improvise using voices and/or instruments within the song
4	In The Groove – Joanna Mangona Jai Ho - J.R. Rahman	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song In The Groove <b>d.</b> Play instrumental parts <b>e.</b> Improvise option (optional extension activities for improvisation) <b>f.</b> Compose	Sing the song and perform composition(s) within the song
5	In The Groove – Joanna Mangona Lord Of The Dance - Ronan Hardiman	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games <b>c.</b> (optional) <b>d.</b> Sing the song In The <b>e.</b> Groove <b>f.</b> Play instrumental parts <b>g.</b> Improvise option (optional extension activities for improvisation) <b>h.</b> Play your composition(s) within the song	Choose what you perform today. Start to prepare for the end-of-unit performance
6	In The Groove – Joanna Mangona Diggin' On James Brown - Tower of Power	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song In The Groove <b>d.</b> Choose and play any of the options below, then decide which one to practise for the <b>e.</b> end-of-unit performance: <ul style="list-style-type: none"> <li>• Play instrumental parts</li> <li>• Improvise option (optional extension activities for improvisation)</li> <li>• Play your composition(s) within the song</li> </ul>	Prepare for the end-of-unit performance

## Unit 4 – Round and Round

Lesson	Listen and appraise	Musical activities	Perform
1	Round And Round (Bossa Nova) by Joanna Mangona	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Start to learn the song Round And Round	Sing the song
2	Livin' La Vida Loca (Latin/Pop) by Ricky Martin Round And Round	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Round And Round <b>d.</b> d. Play instrumental parts	Sing the song and play instrumental parts within the Song
3	The Imperial March, Darth Vader's Theme (March Of The Empire) (Film) by John Williams Round And Round	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Round And Round <b>d.</b> Play instrumental parts <b>e.</b> Improvise (optional extension activities for improvisation)	Sing the song and improvise using voices and/or instruments within the song
4	It Had Better Be Tonight (Latin/Big Band) by Michael Bublé Round And Round	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Round and Round <b>d.</b> Play instrumental parts <b>e.</b> Improvise option (optional extension activities for improvisation)	Sing the song and Perform composition(s) within the song
5	Why Don't You by (Dance/Big Band) Gramophonedzie Round And Round	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Round And Round <b>d.</b> Play instrumental parts <b>e.</b> Improvise option (optional extension activities for improvisation)	Choose what you perform today. Start to prepare for the end-of-unit performance
6	Oye Como Va (Latin/Jazz) by Santana Round And Round	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Round And Round <b>d.</b> Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: <ul style="list-style-type: none"> <li>• Play instrumental parts</li> <li>• Improvise option(optional extension activities for improvisation)</li> </ul>	Prepare for the end-of-unit performance

## Unit 5 – Your Imagination

Lesson	Listen and appraise	Musical activities	Perform
<b>1</b>	Your Imagination by Joanna Mangona and Pete Readman	<ul style="list-style-type: none"> <li>a. Warm-up Games</li> <li>b. Flexible Games (optional)</li> <li>c. Start to learn the song Your Imagination</li> </ul>	Sing the song
<b>2</b>	Supercalifragilistic xpialidocious from Mary Poppins  Your Imagination	<ul style="list-style-type: none"> <li>a. Warm-up Games</li> <li>b. Flexible Games (optional)</li> <li>c. Sing the song Your Imagination</li> <li>d. Play instrumental parts</li> </ul>	Sing the song and play instrumental parts within the song
<b>3</b>	Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack  Your Imagination	<ul style="list-style-type: none"> <li>a. Warm-up Games</li> <li>b. Flexible Games (optional)</li> <li>c. Sing the song Your Imagination</li> <li>d. Play instrumental parts</li> <li>e. Improvise (optional extension activities for improvisation)</li> </ul>	Sing the song and improvise using voices and/or instruments within the song
<b>4</b>	Daydream Believer by The Monkees  Your Imagination	<ul style="list-style-type: none"> <li>a. Warm-up Games</li> <li>b. Flexible Games (optional)</li> <li>c. Sing the song Your Imagination</li> <li>d. Play instrumental parts</li> <li>e. Improvise option (optional extension activities for improvisation)</li> </ul>	Sing the song and perform composition(s) within the song
<b>5</b>	Rainbow Connection from The Muppet Movie  Your Imagination	<ul style="list-style-type: none"> <li>a. Warm-up Games</li> <li>b. Flexible Games (optional)</li> <li>c. Sing the song Your Imagination</li> <li>d. Play instrumental parts</li> <li>e. Improvise option (optional extension activities for improvisation)</li> </ul>	Choose what you perform today. Start to prepare for the end-of-unit performance
<b>6</b>	A Whole New World from Aladdin  Your Imagination	<ul style="list-style-type: none"> <li>a. Warm-up Games</li> <li>b. Flexible Games (optional)</li> <li>c. Sing the song Your Imagination</li> <li>d. Choose and play any of the options below, then decide which one to practise for the end-of-unit performance:                             <ul style="list-style-type: none"> <li>• Play instrumental parts</li> <li>• Improvise option (optional extension activities for improvisation)</li> </ul> </li> </ul>	Prepare for the end-of-unit performance

## Unit 6 – Reflect, Rewind and Replay

Lesson	Listen and appraise	Musical activities	Perform
1	<b>Reflect</b> - A Song Before Sunrise by Delius - 20th Century  <b>Rewind and Listen Out!</b> The Fresh Prince Of Bel Air by Will Smith	<ul style="list-style-type: none"> <li>• A composition activity using First Composer</li> <li>• Rhythm Grid work</li> <li>• The Language of Music</li> <li>• Rewind and Replay (Revision) - revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.
2	<b>Reflect</b> - The Firebird by Stravinsky - 20th Century  <b>Rewind and Listen Out!</b> When I'm 64 by The Beatles	<ul style="list-style-type: none"> <li>• Warm-up games with Hey You!</li> <li>• A composition activity using First Composer</li> <li>• Rhythm Grid work</li> <li>• The Language of Music</li> <li>• Rewind and Replay (Revision) - revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.
3	<b>Reflect</b> - The Bird by Prokofiev - 20th Century  <b>Rewind and Listen Out!</b> Jai Ho by A. R. Rahman	<ul style="list-style-type: none"> <li>• Flexible games with Rhythm In The Way We Walk</li> <li>• A composition activity using First Composer</li> <li>• Rhythm Grid work</li> <li>• The Language of Music</li> <li>• Rewind and Replay (Revision) - revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.
4	<b>Reflect</b> - Grand March from Aida by Verdi - Classical  <b>Rewind and Listen Out!</b> Oye Como Va by Santana	<ul style="list-style-type: none"> <li>• Warm-up games with In The Groove</li> <li>• A composition activity using First Composer</li> <li>• Rhythm Grid work</li> <li>• The Language of Music</li> <li>• Rewind and Replay (Revision) - revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.
5	<b>Reflect</b> - Boléro by Ravel - 20th Century  <b>Rewind and Listen Out!</b> Pure Imagination from the film Charlie And The Chocolate Factory	<ul style="list-style-type: none"> <li>• Warm-up games with Round And Round</li> <li>• A composition activity using First Composer</li> <li>• Rhythm Grid work</li> <li>• The Language of Music</li> <li>• Rewind and Replay (Revision) - revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.
6	<b>Reflect</b> - The Lamb by John Tavener - Contemporary  <b>Rewind and Listen Out!</b> Rainbow Connection sung by Kermit The Frog	<ul style="list-style-type: none"> <li>• Warm-up games with Your Imagination</li> <li>• A composition activity using First Composer</li> <li>• Rhythm Grid work</li> <li>• The Language of Music</li> <li>• Rewind and Replay (Revision) - revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.

## Year 2 Unit overviews

### Unit 1 – Hands, Feet, Heart

Lesson	Listen and appraise	Musical activities	Perform
1	Hands, Feet, Heart by Joanna Mangona	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Start to learn the song Hands, Feet, Heart	Sing the song
2	The Click Song sung by Miriam Makeba  Hands, Feet, Heart	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Hands, Feet, Heart <b>d.</b> Play instrumental parts	Sing the song and play instrumental parts within the song
3	The Lion Sleeps Tonight sung by Soweto Gospel Choir  Hands, Feet, Heart	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Hands, Feet, Heart <b>d.</b> Play instrumental parts <b>e.</b> Improvise (optional extension activities for improvisation)	Sing the song and improvise using voices and/or instruments within the song
4	Bring Him Back Home by Hugh Masekela  Hands, Feet, Heart	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Hands, Feet, Heart <b>d.</b> Play instrumental parts <b>e.</b> Improvise option (optional extension activities for improvisation) <b>f.</b> Compose	Sing the song and perform composition(s) within the song
5	You Can Call Me Al by Paul Simon  Hands, Feet Heart	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Hands, Feet, Heart <b>d.</b> Play instrumental parts <b>e.</b> Improvise option (optional extension activities for improvisation) <b>f.</b> Play your composition(s) within the song	Choose what you perform today. Start to prepare for the end-of-unit performance
6	Hlokoloza by Arthur Mofokate  Hands, Feet, Heart	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Hands, Feet, Heart <b>d.</b> Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: <ul style="list-style-type: none"> <li>• Play instrumental parts</li> <li>• Improvise option (optional extension activities for improvisation)</li> <li>• Play your composition(s) within the song</li> </ul>	Prepare for the end-of-unit performance

## Unit 2 – Ho Ho Ho

Lesson	Listen and appraise	Musical activities	Perform
1	Ho Ho Ho by Joanna Mangona	<b>a.</b> Flexible Games <b>b.</b> Vocal warm-ups and start to learn the song Ho Ho Ho	Sing the song
2	Choose your own listening resource  Ho Ho Ho by Joanna Mangona	<b>a.</b> Flexible Games <b>b.</b> Vocal warm-ups and sing the song Ho Ho Ho <b>c.</b> Play instrumental parts	Sing the song and play instrumental parts within the song
3	Bring Him Back Home (Nelson Mandela) by Hugh Masekela  Ho Ho Ho by Joanna Mangona	<b>a.</b> Flexible Games <b>b.</b> Vocal warm-ups and sing the song Ho Ho Ho <b>c.</b> Play instrumental parts	Sing the song and play instrumental parts within the song
4	Suspicious Minds by Elvis Presley  Ho Ho Ho by Joanna Mangona	<b>a.</b> Flexible Games <b>b.</b> Sing the song Ho Ho Ho <b>c.</b> Play instrumental parts	Sing the song and play instrumental parts within the song
5	Sir Duke by Stevie Wonder Ho Ho Ho by Joanna Mangona	<b>a.</b> Flexible Games <b>b.</b> Sing the song Ho Ho Ho <b>c.</b> Play instrumental parts	Choose what you perform today. Start to prepare for the end-of-unit performance
6	Fly Me to the Moon by Frank Sinatra  Ho Ho Ho by Joanna Mangona	<b>a.</b> Flexible Games <b>b.</b> Sing the song Ho Ho Ho <b>c.</b> Play instrumental parts	Prepare for the end-of-unit performance



## Unit 3 – I Wanna Play in a Band

Lesson	Listen and appraise	Musical activities	Perform
1	I Wanna Play In A Band by Joanna Mangona	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Start to learn the song I Wanna Play In A Band	Sing the song
2	We Will Rock You by Queen I Wanna Play In A Band	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song I Wanna Play In A Band <b>d.</b> Play instrumental parts	Sing the song and play instrumental parts within the song
3	Smoke On The Water by Deep Purple I Wanna Play In A Band	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song I Wanna Play In A Band <b>d.</b> Play instrumental parts <b>e.</b> Improvise (optional extension activities for improvisation)	Sing the song and improvise using voices and/or instruments within the song
4	Rockin' All Over The World by Status Quo I Wanna Play In A Band	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song I Wanna Play In A Band <b>d.</b> Play instrumental parts <b>e.</b> Improvise option (optional extension activities for improvisation) <b>f.</b> Compose	Sing the song and perform composition(s) within the song
5	Johnny B.Goode by Chuck Berry I Wanna Play In A Band	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song I Wanna Play In A Band <b>d.</b> Play instrumental parts <b>e.</b> Improvise option (optional extension activities for improvisation) <b>f.</b> Play your composition(s) within the song	Choose what you perform today. Start to prepare for the end-of-unit performance
6	I Saw Her Standing There by The Beatles I Wanna Play In A Band	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song I Wanna Play In A Band <b>d.</b> Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: <ul style="list-style-type: none"> <li>• Play instrumental parts</li> <li>• Improvise option (optional extension activities for improvisation)</li> <li>• Play your composition(s) within the song</li> </ul>	Prepare for the end-of-unit performance

## Unit 4 – Zootime

Lesson	Listen and appraise	Musical activities	Perform
<b>1</b>	Zootime by Joanna Mangona	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Start to learn the song Zootime	Sing the song
<b>2</b>	Kingston Town by UB40  Zootime	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Zootime <b>d.</b> Play instrumental parts	Sing the song and play instrumental parts within the song
<b>3</b>	Shine by ASWAD  Zootime	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Zootime <b>d.</b> Play instrumental parts <b>e.</b> Improvise (optional extension activities for improvisation)	Sing the song and improvise using voices and/or instruments within the song
<b>4</b>	I.G.Y. by Donald Fagen  Zootime	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Zootime <b>d.</b> Play instrumental parts <b>e.</b> Improvise option (optional extension activities for improvisation) <b>f.</b> Compose	Sing the song and perform composition(s) within the song
<b>5</b>	Feel Like Jumping by Marcia Griffiths  Zootime	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Zootime <b>d.</b> Play instrumental parts <b>e.</b> Improvise option (optional extension activities for improvisation) <b>f.</b> Play your composition(s) within the song	Choose what you perform today. Start to prepare for the end-of-unit performance
<b>6</b>	I Can See Clearly Now by Jimmy Cliff  Zootime	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Zootime <b>d.</b> Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: <ul style="list-style-type: none"> <li>• Play instrumental parts</li> <li>• Improvise option (optional extension activities for improvisation)</li> <li>• Play your composition(s) within the song</li> </ul>	Prepare for the end-of-unit performance

## Unit 5 – Friendship Song

Lesson	Listen and appraise	Musical activities	Perform
<b>1</b>	Friendship Song by Joanna Mangona and Pete Readman	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Start to learn the song Friendship Song	Sing the song
<b>2</b>	Count On Me by Bruno Mars  Friendship Song	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Friendship Song <b>d.</b> Play instrumental parts	Sing the song and play instrumental parts within the song
<b>3</b>	We Go Together (from Grease soundtrack)  Friendship Song	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Friendship Song <b>d.</b> Play instrumental parts <b>e.</b> Improvise	Sing the song and improvise using voices and/or instruments within the song
<b>4</b>	You Give A Little Love from Buggy Malone  Friendship Song	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Friendship Song <b>d.</b> Play instrumental parts <b>e.</b> Improvise option <b>f.</b> Compose	Sing the song and perform composition(s) within the song
<b>5</b>	That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick and Elton John  Friendship Song	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Friendship Song <b>d.</b> Play instrumental parts <b>e.</b> Improvise option <b>f.</b> Play your composition(s) within the song	Choose what you perform today. Start to prepare for the end-of-unit performance
<b>6</b>	You've Got A Friend In Me by Randy Newman  Friendship Song	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Friendship Song <b>d.</b> Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: <ul style="list-style-type: none"> <li>• Play instrumental parts</li> <li>• Improvise option</li> <li>• Play your composition(s) within the song</li> </ul>	Prepare for the end-of-unit performance

## Unit 6 – Reflect, Rewind and Replay

Lesson	Listen and appraise	Musical activities	Perform
1	<p><b>Reflect</b> - Peer Gynt Suite: Anitra's Dance by Edvard Grieg - Romantic</p> <p><b>Rewind and Listen Out!</b> Bring Him Back Home (Nelson Mandela) by Hugh Masekela</p>	<ul style="list-style-type: none"> <li>• A composition activity using First Composer</li> <li>• Rhythm Grid work</li> <li>• The Language of Music</li> <li>• Rewind and Replay (Revision) - revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.
2	<p><b>Reflect</b> - Brandenburg Concerto No 1 by Johann Sebastian Bach - Baroque</p> <p><b>Rewind and Listen Out!</b> Fly Me To The Moon sung by Frank Sinatra.</p>	<ul style="list-style-type: none"> <li>• Warm-up games with Hands, Feet, Heart</li> <li>• A composition activity using First Composer</li> <li>• Rhythm Grid work</li> <li>• The Language of Music</li> <li>• Rewind and Replay (Revision) - revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.
3	<p><b>Reflect</b> - From the Diary Of A Fly by Béla Bartók - 20th Century</p> <p><b>Rewind and Listen Out!</b> We Will Rock You by Queen</p>	<ul style="list-style-type: none"> <li>• Flexible games with Ho, Ho, Ho</li> <li>• A composition activity using First Composer</li> <li>• Rhythm Grid work</li> <li>• The Language of Music</li> <li>• Rewind and Replay (Revision) - revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.
4	<p><b>Reflect</b> - Fantasia on Greensleeves by Vaughan Williams - 20th Century</p> <p><b>Rewind and Listen Out!</b> Feel Like Jumping by Marcia Griffiths</p>	<ul style="list-style-type: none"> <li>• Warm-up games with I Wanna Play In A Band</li> <li>• A composition activity using First Composer</li> <li>• Rhythm Grid work</li> <li>• The Language of Music</li> <li>• Rewind and Replay (Revision) - revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.
5	<p><b>Reflect</b> - Dance Of The Sugar Plum Fairy by Tchaikovsky - Romantic</p> <p><b>Rewind and Listen Out!</b> You've Got A Friend In Me by Randy Newman</p>	<ul style="list-style-type: none"> <li>• Warm-up games with Zootime</li> <li>• A composition activity using First Composer</li> <li>• Rhythm Grid work</li> <li>• The Language of Music</li> <li>• Rewind and Replay (Revision) - revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.
6	<p><b>Reflect</b> - The Robots (Die Roboter) by Kraftwerk</p> <p><b>Rewind and Listen Out!</b> Count On Me by Bruno Mars</p>	<ul style="list-style-type: none"> <li>• Warm-up games with Friendship Song</li> <li>• A composition activity using First Composer</li> <li>• Rhythm Grid work</li> <li>• The Language of Music</li> <li>• Rewind and Replay (Revision) - revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.

# Year 3 Unit overviews

## Unit 1 – Let Your Spirit Fly

Lesson	Listen and appraise	Musical activities	Perform
<b>1</b>	Let Your Spirit Fly by Joanna Mangona	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Start to learn the song Let Your Spirit Fly	Sing the song
<b>2</b>	There is currently no listening resource for this part of the lesson, please choose your own Let Your Spirit Fly	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Let Your Spirit Fly <b>d.</b> Play instrumental parts	Sing the song and play instrumental parts within the song
<b>3</b>	Colonel Bogey March by Kenneth Alford  Let Your Spirit Fly	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Let Your Spirit Fly <b>d.</b> Play instrumental parts <b>e.</b> Improvise	Sing the song and improvise using voices and/or instruments within the song
<b>4</b>	Consider Yourself from the musical 'Oliver!'  Let Your Spirit Fly	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Let Your Spirit Fly <b>d.</b> Play instrumental parts <b>e.</b> Improvise option <b>f.</b> Compose	Sing the song and perform composition(s) within the song
<b>5</b>	Ain't No Mountain High Enough by Marvin Gaye  Let Your Spirit Fly	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games(optional) <b>c.</b> Sing the song Let Your Spirit Fly <b>d.</b> Play instrumental parts <b>e.</b> Improvise option <b>f.</b> Play your composition(s) within the song	Choose what you perform today. Start to prepare for the end-of-unit performance
<b>6</b>	You're the First, the Last, My Everything by Barry White  Let Your Spirit Fly	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Let Your Spirit Fly <b>d.</b> Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: <ul style="list-style-type: none"> <li>• Play instrumental parts</li> <li>• Improvise option</li> <li>• Play your composition(s) within the song</li> </ul>	Prepare for the end-of-unit performance

## Unit 2 – Glockenspiel Stage 1

Lesson	Section 1 Musical activities	Notes Used	Section 2 Perform / Share
1	<ul style="list-style-type: none"> <li>• Easy E - Player 2/Group 2</li> <li>• Easy E - Player1/group 1</li> <li>• Easy E</li> <li>• Easy E theory - the language of music</li> <li>• Easy E (notation)</li> <li>• Strictly D</li> <li>• Strictly D ( Note-names )</li> <li>• Strictly D ( Note-names and notes )</li> <li>• Strictly D Theory - the language of music</li> <li>• Strictly D (notation)</li> <li>• Copyback 1</li> </ul>	E  D	Perform/share the learning from this step
2	<ul style="list-style-type: none"> <li>• Play your music</li> <li>• Play your music( note-names)</li> <li>• Play your music ( notes and note-names)</li> <li>• Play your music theory- the language of music</li> <li>• Play your music (notation)</li> <li>• Drive</li> <li>• Drive (note-names)</li> <li>• Drive (note-names and notes)</li> <li>• Drive theory - the language of music</li> <li>• Drive (notation)</li> </ul>	D & E	Perform/share the learning from this step
3	<ul style="list-style-type: none"> <li>• DeeCee's Blues</li> <li>• DeeCee's Blues (note-names)</li> <li>• DeeCee's Blues (notes + note-names)</li> <li>• DeeCee's Blues theory - the language of music</li> <li>• DeeCee's Blues (notation)</li> <li>• Improvising to DeeCee's Blues</li> <li>• DeeCee's Blues and your improvisation</li> <li>• Copy Back 2</li> <li>• What's up?</li> <li>• What's Up? (note-names)</li> <li>• What's Up? (note-names + notes)</li> <li>• What's up? theory - the language of music</li> <li>• What's Up? (notation)</li> </ul>	C & D	Perform/share the learning from this step
4	<ul style="list-style-type: none"> <li>• D-E-F-initely</li> <li>• D-E-F-initely (note-names)</li> <li>• D-E-F-initely(notes + note-names)</li> <li>• D-E-F-initely(notation)</li> </ul>	D, E & F	Perform/share the learning from this step
5	<ul style="list-style-type: none"> <li>• Roundabout</li> <li>• March of the Golden Guards</li> <li>• March of the Golden Guards (note-names)</li> <li>• March of the Golden Guards (note-names + notes)</li> <li>• March of the Golden Guards theory - the language of music</li> <li>• March of the Golden Guards (notation)</li> <li>• Theory - the language of music</li> <li>• Portsmouth</li> </ul>	C, D, E & F	Perform/share the learning from this step
6	<ul style="list-style-type: none"> <li>• Composition</li> </ul>	C, D, E & F	Perform/share the learning from this step

## Unit 3 – Three Little Birds

Lesson	Listen and appraise	Musical activities	Perform
<b>1</b>	Three Little Birds by Bob Marley	<ul style="list-style-type: none"> <li>a. Warm-up Games</li> <li>b. Flexible Games (optional)</li> <li>c. Start to learn the song Three Little Birds</li> </ul>	Sing the song
<b>2</b>	Jamming by Bob Marley  Three Little Birds	<ul style="list-style-type: none"> <li>a. Warm-up Games</li> <li>b. Flexible Games (optional)</li> <li>c. Sing the song Three Little Birds</li> <li>d. Play instrumental parts</li> </ul>	Sing the song and play instrumental parts within the song
<b>3</b>	Small People by Ziggy Marley  Three Little Birds	<ul style="list-style-type: none"> <li>a. Warm-up Games</li> <li>b. Flexible Games (optional)</li> <li>c. Sing the song Three Little Birds</li> <li>d. Play instrumental parts</li> <li>e. Improvise (optional extension activities for improvisation)</li> </ul>	Sing the song and improvise using voices and/or instruments within the song
<b>4</b>	54 - 46 Was My Number by Toots and The Maytals  Three Little Birds	<ul style="list-style-type: none"> <li>a. Warm-up Games</li> <li>b. Flexible Games (optional)</li> <li>c. Sing the song Three Little Birds</li> <li>d. Play instrumental parts</li> <li>e. Improvise option (optional extension activities for improvisation)</li> <li>f. Compose</li> </ul>	Sing the song and perform composition(s) within the song
<b>5</b>	Ram Goat Liver by Pluto Shervington  Three Little Birds	<ul style="list-style-type: none"> <li>a. Warm-up Games</li> <li>b. Flexible Games (optional)</li> <li>c. Sing the song Three Little Birds</li> <li>d. Play instrumental parts</li> <li>e. Improvise option (optional extension activities for improvisation)</li> <li>f. Play your composition(s) within the song</li> </ul>	Choose what you perform today. Start to prepare for the end-of-unit performance
<b>6</b>	Our Day Will Come by Amy Winehouse  Three Little Birds	<ul style="list-style-type: none"> <li>a. Warm-up Games</li> <li>b. Flexible Games (optional)</li> <li>c. Sing the song Three Little Birds</li> <li>d. Choose and play any of the options below, then decide which one to practise for the</li> <li>e. end-of-unit performance:               <ul style="list-style-type: none"> <li>• Play instrumental parts</li> <li>• Improvise option (optional extension activities for improvisation)</li> <li>• Play your composition(s) within the song</li> </ul> </li> </ul>	Prepare for the end-of-unit performance

## Unit 4 – The Dragon Song

Lesson	Listen and appraise	Musical activities	Perform
<b>1</b>	The Dragon Song	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Start to learn the song The Dragon Song	Sing the song
<b>2</b>	Birdsong - Chinese Folk Music The Dragon Song	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song The Dragon Song <b>d.</b> Option: Play instrumental parts	Sing the song and play instrumental parts within the song
<b>3</b>	Vaishnava Java - A Hindu Song The Dragon Song	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song The Dragon Song <b>d.</b> Option: Play instrumental parts <b>e.</b> Option: Improvise	Sing the song and improvise using voices and/or instruments within the song
<b>4</b>	A Turkish Traditional Tune The Dragon Song	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song The Dragon Song <b>d.</b> Option: Play instrumental parts <b>e.</b> Option: Improvise option <b>f.</b> Option: Compose	Sing the song and perform composition(s) within the song
<b>5</b>	Aitutaki Drum Dance from Polynesia The Dragon Song	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song The Dragon Song <b>d.</b> Option: Play instrumental parts <b>e.</b> Option: Improvise <b>f.</b> Option: Play your composition(s) within the song	Choose what you perform today. Start to prepare for the end-of-unit performance
<b>6</b>	Zebaidir Song from Sudan The Dragon Song	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song The Dragon Song <b>d.</b> Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: <ul style="list-style-type: none"> <li>• Play instrumental parts</li> <li>• Improvise option</li> <li>• Play your composition(s) within the song</li> </ul>	Prepare for the end-of-unit performance



## Unit 5 – Bringing Us Together

Lesson	Listen and appraise	Musical activities	Perform
<b>1</b>	Bringing Us Together	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Start to learn the song Bringing Us Together	Sing the song
<b>2</b>	Good Times by Nile Rodgers  Bringing Us Together	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Bringing Us Together <b>d.</b> Option: Play instrumental parts	Sing the song and play instrumental parts within the song
<b>3</b>	Ain't Nobody by Chaka Khan  Bringing Us Together	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Bringing Us Together <b>d.</b> Option: Play instrumental parts <b>e.</b> Option: Improvise	Sing the song and improvise using voices and/or instruments within the song
<b>4</b>	We Are Family by Sister Sledge  Bringing Us Together	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Bringing Us Together <b>d.</b> Option: Play instrumental parts <b>e.</b> Option: Improvise option <b>f.</b> Option: Compose	Sing the song and perform composition(s) within the song
<b>5</b>	Ain't No Stopping Us Now by McFadden and Whitehead  Bringing Us Together	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Bringing Us Together <b>d.</b> Option: Play instrumental parts <b>e.</b> Option: Improvise <b>f.</b> Option: Play your composition(s) within the song	Choose what you perform today. Start to prepare for the end-of-unit performance
<b>6</b>	Car Wash by Rose Royce  Bringing Us Together	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Bringing Us Together <b>d.</b> Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: <ul style="list-style-type: none"> <li>• Play instrumental parts</li> <li>• Improvise option</li> <li>• Play your composition(s) within the song</li> </ul>	Prepare for the end-of-unit performance

## Unit 6 – Reflect, Rewind and Reply

Lesson	Listen and appraise	Musical activities	Perform
1	<p><b>Reflect</b> - L'Homme Armé by Robert Morton (Early Music)</p> <p><b>Rewind and Listen Out!</b> Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell</p> <p><b>Reflect</b> - Composers and Composition (Talvin Singh)</p>	<ul style="list-style-type: none"> <li>• A composition activity using Clash And Bang</li> <li>• Rhythm Grid work</li> <li>• The Language of Music</li> <li>• Rewind and Replay (Revision)</li> <li>- revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.
2	<p><b>Reflect</b> - Les Tricoteuses (The Knitters) from the Baroque era</p> <p><b>Rewind and Listen Out!</b> Small People by Ziggy Marley</p> <p><b>Reflect</b> - Composers and Composition (Gwyneth Herbert)</p>	<ul style="list-style-type: none"> <li>• A composition activity using Clash and Bang</li> <li>• A composition activity</li> <li>• Rhythm Grid work</li> <li>• The Language of Music</li> <li>• Rewind and Replay (Revision)</li> <li>- revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.
3	<p><b>Reflect</b> - The Clock: II Andante by Franz Joseph Haydn (from the Classical era)</p> <p><b>Rewind and Listen Out!</b> Vaishnava Jana (Traditional)</p> <p><b>Reflect</b> - Composers and Composition (Gwyneth Herbert)</p>	<ul style="list-style-type: none"> <li>• A composition activity using Clash And Bang</li> <li>• A composition activity</li> <li>• Rhythm Grid work</li> <li>• The Language of Music</li> <li>• Rewind and Replay (Revision)</li> <li>- revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.
4	<p><b>Reflect</b> - Piano Concerto: Allegro Maestoso (Tempo Guisto) by Franz Liszt (from the Romantic era)</p> <p><b>Rewind and Listen Out!</b> Birdsong (Chinese Traditional)</p> <p><b>Reflect</b> - Composers and Composition (Gwyneth Herbert)</p>	<ul style="list-style-type: none"> <li>• A composition activity using Clash And Bang</li> <li>• Rhythm Grid work</li> <li>• The Language of Music</li> <li>• Rewind and Replay (Revision)</li> <li>- revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.
5	<p><b>Reflect</b> - Prelude à L'Après-Midi D'Un Faune by Claude Debussy (20th Century)</p> <p><b>Rewind and Listen Out!</b> We Are Family by Sister Sledge</p> <p><b>Reflect</b> - Composers and Composition (Gwyneth Herbert)</p>	<ul style="list-style-type: none"> <li>• A composition activity using Clash And Bang</li> <li>• Rhythm Grid work</li> <li>• The Language of Music</li> <li>• Rewind and Replay (Revision)</li> <li>- revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.
6	<p><b>Reflect</b> - Music For Large And Small Ensembles (opening) by Kenny Wheeler (Contemporary Jazz)</p> <p><b>Rewind and Listen Out!</b> Car Wash by Rose Royce</p> <p><b>Reflect</b> - Watch a video of our Charanga singers, Kim and Chris</p>	<ul style="list-style-type: none"> <li>• A composition activity using Clash And Bang</li> <li>• Rhythm Grid work</li> <li>• The Language of Music</li> <li>• Rewind and Replay (Revision)</li> <li>- revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.

## Year 4 Unit overviews

### Unit 1 – Mamma Mia

Lesson	Listen and appraise	Musical activities	Perform
1	Mamma Mia by Abba	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Start to learn the song Mamma Mia	Sing the song
2	Dancing Queen by Abba Mamma Mia by Abba	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Mamma Mia <b>d.</b> Play instrumental parts	Sing the song and play instrumental parts within the song
3	The Winner Takes It All by Abba Mamma Mia by Abba	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Mamma Mia <b>d.</b> Play instrumental parts <b>e.</b> Improvise (optional extension activities for improvisation)	Sing the song and improvise using voices and/or instruments within the song
4	Waterloo by Abba Mamma Mia by Abba	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Mamma Mia <b>d.</b> Play instrumental parts <b>e.</b> Improvise option (optional extension activities for improvisation) <b>f.</b> Compose	Sing the song and perform composition(s) within the song
5	Super Trouper by Abba Mamma Mia by Abba	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Mamma Mia <b>d.</b> Play instrumental parts <b>e.</b> Improvise option (optional extension activities for improvisation) <b>f.</b> Play your composition(s) within the song	Choose what you perform today. Start to prepare for the end-of-unit performance
6	Thank You For The Music by Abba Mamma Mia by Abba	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Mamma Mia <b>d.</b> Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: <ul style="list-style-type: none"> <li>Play instrumental parts</li> <li>Improvise option (optional extension activities for improvisation)</li> <li>Play your composition(s) within the song</li> </ul>	Prepare for the end-of-unit performance

## Unit 2 – Glockenspiel Stage 2

Lesson	Section 1 Musical activities	Notes Used	Section 2 Perform / Share
1	<p>Revisit D-E-F-inately , Easy E from Stage 1 Theory:</p> <ul style="list-style-type: none"> <li><b>Finding out about music: Pulse.</b></li> <li><b>Finding out about music: Pulse question.</b></li> </ul> <p><b>Pieces:</b>  Mardi Gras Groovin'  Mardi Gras Groovin' (note-names)  Mardi Gras Groovin' (note-names + notes)  Mardi Gras Groovin' theory - the language of music  Copy Back 3  Mardi Gras Groovin' (notation)</p>	C, D, E & F	Perform /share the learning from this step
2	<p>Revisit Roundabout and March of the Golden Guards from Stage 1.</p> <p>Theory:  Finding out about music (rhythm) Remembering what you found out - rhythm</p> <ul style="list-style-type: none"> <li>Finding out about music  Watch this clip to find out about pitch.</li> <li>Finding out about music - Listening game  Listen to the pitch of the instruments playing in these pieces. Drag each piece to the box next to the description of the pitch.</li> <li>Finding out about music - Pitch  Watch, listen, learn, remember...</li> </ul> <p><b>Pieces:</b>  Good, Better, Best</p>	C, D, E & F	Perform /share the learning from this step
3	<p>Revisit Portsmouth, Strictly D from Stage 1.</p> <p><b>Pieces:</b>  Remembering what you've found out  Two-Way Radio (note-names) - playing part 2 Two-Way Radio (note-names) - playing part 1 Two-Way Radio (note-names + notes) - All  Two-Way Radio theory - the language of music Two-Way Radio (notation)</p> <p><b>Theory:</b>  More finding out about music  Finding out about music - Rhythm game 1</p>	C, D, E, F and G	Perform /share the learning from this step
4	<p>Revisit: What's up? DeeCee's Blues from Stage 1</p> <p><b>Pieces:</b>  Flea Fly  Flea Fly (note-names)  Flea Fly (notes + note-names)  Flea Fly theory - the language of music Flea Fly (notation)</p> <p><b>Theory:</b>  Finding out about music - Rhythm game 2</p>	C, D, E, F and G	Perform /share the learning from this step
5	<p>Revisit: Play Your Music, Drive from Stage 1</p> <p><b>Pieces:</b>  Rigadoon  Rigadoon (note-names)  Rigadoon (notes + note-names)  Rigadoon theory - the language of music Rigadoon (notation)  Mamma Mia</p> <p><b>Theory:</b>  Even more finding out about music - drag and drop  1. Finding out about song rhythms  2. Finding out about different pulses</p>	C, D, E, F with more complex rhythm patterns	Perform /share the learning from this step
6	<p>Composition - revisit Stage 1 and create your compositions for this Stage.</p>	C, D, E, F and G	Perform /share the learning from this step

## Unit 3 – Stop!

Lesson	Listen and appraise	Musical activities	Perform
<b>1</b>	Stop!	<b>a.</b> Games and vocal warm ups <b>b.</b> Start to learn Stop! - the sung and rapped chorus, A and B	Perform/share the sung chorus and rapped chorus
<b>2</b>	Gotta Be Me by Secret Agent 23 Skidoo Stop!	<b>a.</b> Games and vocal warm ups <b>b.</b> Learn Stop! - option to learn the rapped examples <b>c.</b> Option to compose own raps	Perform/share Stop! - rapped examples or beginnings of compositions or a combination of the two
<b>3</b>	Radetzky March by Strauss Stop!	<b>a.</b> Games and vocal warm ups <b>b.</b> Learn Stop! - option to learn the rapped examples <b>c.</b> Option to compose own raps	Perform/share Stop! - rapped examples, beginnings of own compositions or a combination of the two
<b>4</b>	Can't Stop The Feeling! by Justin Timberlake Stop!	<b>a.</b> Games and vocal warm ups <b>b.</b> Learn Stop! - option to learn the rapped examples <b>c.</b> Option to compose own raps	Perform/share Stop! - rapped examples, own compositions or a combination of the two
<b>5</b>	Libertango by Astor Piazzolla Stop!	<b>a.</b> Games and vocal warm ups <b>b.</b> Learn Stop! - option to learn the rapped examples <b>c.</b> Option to compose own raps	Perform/share Stop! - rapped examples, own compositions or a combination of the two
<b>6</b>	Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas Stop!	<b>a.</b> Games and vocal warm ups <b>b.</b> Learn Stop! - option to learn the rapped examples <b>c.</b> Option to compose own raps	Perform/share Stop! - rapped examples, own compositions or a combination of the two

## Unit 4 – Lean on Me

Lesson	Listen and appraise	Musical activities	Perform
<b>1</b>	Lean On Me by Bill Withers	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Start to learn the song Lean On Me	Sing the song
<b>2</b>	He Still Loves Me by Walter Williams and Beyoncé Lean On Me by Bill Withers	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Lean On Me <b>d.</b> Play instrumental parts	Sing the song and play instrumental parts within the song
<b>3</b>	Shackles by Mary Mary  Lean On Me by Bill Withers	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Lean On Me <b>d.</b> Play instrumental parts <b>e.</b> Improvise (optional extension activities for improvisation)	Sing the song and improvise using voices and/or instruments within the song
<b>4</b>	Amazing Grace by Elvis  Lean On Me by Bill Withers	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Lean On Me <b>d.</b> Play instrumental parts <b>e.</b> Improvise option (optional extension activities for improvisation) <b>f.</b> Compose	Sing the song and perform composition(s) within the song
<b>5</b>	Ode To Joy Symphony No 9 by Beethoven  Lean On Me by Bill Withers	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Lean On Me <b>d.</b> Play instrumental parts <b>e.</b> Improvise option (optional extension activities for improvisation) <b>f.</b> Play your composition(s) within the song	Choose what you perform today. Start to prepare for the end-of-unit performance
<b>6</b>	Lean On Me by The ACM Gospel Choir  Lean On Me by Bill Withers	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Lean On Me <b>d.</b> Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: <ul style="list-style-type: none"> <li>• Play instrumental parts</li> <li>• Improvise option (optional extension activities for improvisation)</li> <li>• Play your composition(s) within the song</li> </ul>	Prepare for the end-of-unit performance

## Unit 5 – Blackbird

Lesson	Listen and appraise	Musical activities	Perform
<b>1</b>	Blackbird by The Beatles	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> b. Vocal warm-ups and start to learn the song Blackbird	Sing the song
<b>2</b>	Yellow Submarine by The Beatles  Blackbird by The Beatles	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Vocal warm-ups Continue to learn to sing the song Blackbird <b>d.</b> Play instrumental parts	Sing the song and play instrumental parts within the song
<b>3</b>	Hey Jude by The Beatles  Blackbird by The Beatles	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Vocal warm-ups. Sing the song Blackbird, perhaps use the extended version. <b>d.</b> Play instrumental parts <b>e.</b> d. Improvise	Sing the song and improvise using voices and/or instruments within the song
<b>4</b>	Can't Buy Me Love by The Beatles  Blackbird by The Beatles	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Vocal warm-ups. Sing the song Blackbird, perhaps use the extended version. <b>d.</b> Play instrumental parts <b>e.</b> Compose	Sing the song and perform composition(s) within the song
<b>5</b>	Yesterday by The Beatles  Blackbird by The Beatles	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Vocal warm-ups. Sing the song Blackbird Options: <b>d.</b> Include some instrumental and/or <b>e.</b> Vocal improvisation within the song <b>f.</b> Play your composition(s) within the song	Choose what you perform today. Start to prepare for the end-of-unit performance
<b>6</b>	Let It Be by The Beatles  Blackbird by The Beatles	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Vocal warm-ups. Sing the song Blackbird <b>d.</b> Choose and play two performance options, then decide which one to practise for the <b>a.</b> end-of-unit performance	Prepare for the end-of-unit performance

## Unit 6 – Reflect, Rewind and Reply

Lesson	Listen and appraise	Musical activities	Perform
1	<p><b>Reflect</b> - La Quinta Estampie Real anon 13th century (Early Music)</p> <p><b>Rewind and Listen Out!</b> Dancing Queen by ABBA</p> <p><b>Reflect</b> - Composers and Composition (Zoe Dixon)</p>	<ul style="list-style-type: none"> <li>• A composition activity using the Music Explorer resource</li> <li>• Rhythm Grid work</li> <li>• The Language of Music</li> <li>• Rewind and Replay (Revision) - revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.
2	<p><b>Reflect</b> - The Arrival Of The Queen Of Sheba - Handel (Baroque)</p> <p><b>Rewind and Listen Out!</b> Can't Stop The Feeling! by Justin Timberlake</p> <p><b>Reflect</b> - Composers and Composition (Zoe Dixon)</p>	<ul style="list-style-type: none"> <li>• A composition activity using the Music Explorer resource</li> <li>• Rhythm Grid work</li> <li>• The Language of Music</li> <li>• Rewind and Replay (Revision) - revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.
3	<p><b>Reflect</b> - Moonlight Sonata by Beethoven (Romantic)</p> <p><b>Rewind and Listen Out!</b> Libertango by Piazzolla</p> <p><b>Reflect</b> - Composers and Composition (Zoe Dixon)</p>	<ul style="list-style-type: none"> <li>• A composition activity using the Music Explorer resource</li> <li>• Rhythm Grid work</li> <li>• The Language of Music</li> <li>• Rewind and Replay (Revision) - revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.
4	<p><b>Reflect</b> - Bridal March/Chorus by Wagner (Romantic)</p> <p><b>Rewind and Listen Out!</b> Lean On Me sung by The ACM Gospel Choir</p> <p><b>Reflect</b> - Composers and Composition (Nico Muhly)</p>	<ul style="list-style-type: none"> <li>• A composition activity using the Music Explorer resource</li> <li>• Rhythm Grid work</li> <li>• The Language of Music</li> <li>• Rewind and Replay (Revision) - revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.
5	<p><b>Reflect</b> - Rhapsody In Blue by Gershwin (20th Century)</p> <p><b>Rewind and Listen Out!</b> Amazing Grace sung by Elvis Presley</p> <p><b>Reflect</b> - Composers and Composition (Nico Muhly)</p>	<ul style="list-style-type: none"> <li>• A composition activity using the Music Explorer resource</li> <li>• Rhythm Grid work</li> <li>• The Language of Music</li> <li>• Rewind and Replay (Revision) - revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.
6	<p><b>Reflect</b> - Einstein On The Beach by Philip Glass (Contemporary)</p> <p><b>Rewind and Listen Out!</b> Let It Be by The Beatles</p> <p><b>Reflect</b> - Watch a video of our Charanga singer, Brendan Reilly</p>	<ul style="list-style-type: none"> <li>• A composition activity using the Music Explorer resource</li> <li>• Rhythm Grid work</li> <li>• The Language of Music</li> <li>• Rewind and Replay (Revision) - revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.



## Year 5 Unit overviews

### Unit 1 – Livin' On A Prayer

Lesson	Listen and appraise	Musical activities	Perform
<b>1</b>	Livin' On A Prayer by Bon Jovi	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Start to learn the song Livin' On A Prayer	Sing the song
<b>2</b>	We Will Rock You By Queen  Livin' On A Prayer by Bon Jovi	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Livin' On A Prayer <b>d.</b> Play instrumental parts	Sing the song and play instrumental parts within the song
<b>3</b>	Smoke On The Water by Deep Purple  Livin' On A Prayer by Bon Jovi	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Livin' On A Prayer <b>d.</b> Play instrumental parts <b>e.</b> Improvise (optional extension activities for improvisation)	Sing the song and improvise using voices and/or instruments within the song
<b>4</b>	Rockin' All Over The World by Status Quo  Livin' On A Prayer by Bon Jovi	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Livin' On A Prayer <b>d.</b> Play instrumental parts <b>e.</b> Improvise option (optional extension activities for improvisation) <b>f.</b> Compose	Sing the song and perform composition(s) within the song
<b>5</b>	Johnny B. Goode by Chuck Berry  Livin' On A Prayer by Bon Jovi	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Livin' On A Prayer <b>d.</b> Play instrumental parts <b>e.</b> Improvise option (optional extension activities for improvisation) <b>f.</b> Play your composition(s) within the song	Choose what you perform today. Start to prepare for the end-of-unit performance
<b>6</b>	I Saw Her Standing There by The Beatles  Livin' On A Prayer by Bon Jovi	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Livin' On A Prayer <b>d.</b> Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: <ul style="list-style-type: none"> <li>• Play instrumental parts</li> <li>• Improvise option (optional extension activities for improvisation)</li> <li>• Play your composition(s) within the song</li> </ul>	Prepare for the end-of-unit performance

## Unit 2 – Classroom Jazz 1

Lesson	Listen and appraise	Musical activities	Perform
1	Three Note Bossa	a. Learn to play the tune/head b. Improvise using instruments	Play the tune/head and improvise
2	Desafinado Three Note Bossa	a. Play the tune/head b. Build on improvisation skills using instruments	Play the tune/head and improvise
3	Cotton Tail Three Note Bossa	a. Play the tune/head b. Build on improvisation skills using instruments	Play the tune/head and improvise
4	Five Note Swing	a. Play the tune/head and the middle 8 b. Improvise using instruments	Play the tune/head and middle 8 and improvise
5	Perdido Five Note Swing	a. Play the tune/head and the middle 8 b. Build on improvisation skills using instruments	Play the tune/head and middle 8 and improvise
6	Things Ain't What They Used To Be Five Note Swing	a. Play the tune/head and the middle 8 b. Build on improvisation skills using instruments	Play the tune/head and middle 8 and improvise

## Unit 3 – Make You Feel My Love

Lesson	Listen and appraise	Musical activities	Perform
1	Make You Feel My Love by Bob Dylan - Adele version	<ul style="list-style-type: none"> <li>a. Warm-up Games</li> <li>b. Flexible Games (optional)</li> <li>c. Start to learn the song Make You Feel My Love</li> </ul>	Sing the song
2	Make You feel my Love - Bob Dylan version  Make You Feel My Love by Bob Dylan - Adele version	<ul style="list-style-type: none"> <li>a. Warm-up Games</li> <li>b. Flexible Games (optional)</li> <li>c. Sing the song Make You Feel My Love</li> <li>d. Play instrumental parts</li> </ul>	Sing the song and play instrumental parts within the song
3	So Amazing by Luther Vandross  Make You Feel My Love by Bob Dylan - Adele version	<ul style="list-style-type: none"> <li>a. Warm-up Games</li> <li>b. Flexible Games (optional)</li> <li>c. Sing the song Make You Feel My Love</li> <li>d. Play instrumental parts</li> <li>e. Improvise (optional extension activities for improvisation)</li> </ul>	Sing the song and improvise using voices and/or instruments within the song
4	Hello by Lionel Richie  Make You Feel My Love by Bob Dylan - Adele version	<ul style="list-style-type: none"> <li>a. Warm-up Games</li> <li>b. Flexible Games (optional)</li> <li>c. Sing the song Make You Feel My Love</li> <li>d. Play instrumental parts</li> <li>e. Improvise option (optional extension activities for improvisation)</li> <li>f. Compose</li> </ul>	Sing the song and perform composition(s) within the song
5	The Way You Look Tonight by Jerome Kern  Make You Feel My Love by Bob Dylan - Adele version	<ul style="list-style-type: none"> <li>a. Warm-up Games</li> <li>b. Flexible Games (optional)</li> <li>c. Sing the song Make You Feel My Love</li> <li>d. Play instrumental parts</li> <li>e. Improvise option (optional extension activities for improvisation)</li> <li>f. Play your composition(s) within the song</li> </ul>	Choose what you perform today. Start to prepare for the end-of-unit performance
6	Love Me Tender by Elvis Presley  Make You Feel My Love by Bob Dylan - Adele version	<ul style="list-style-type: none"> <li>a. Warm-up Games</li> <li>b. Flexible Games (optional)</li> <li>c. Sing the song Make You Feel My Love</li> <li>d. Choose and play any of the options below, then decide which one to practise for the end-of-unit performance:               <ul style="list-style-type: none"> <li>• Play instrumental parts</li> <li>• Improvise option (optional extension activities for improvisation)</li> <li>• Play your composition(s) within the song</li> </ul> </li> </ul>	Prepare for the end-of-unit performance

## Unit 4 – The Fresh Prince of Bel-Air

Lesson	Listen and appraise	Musical activities	Perform
1	The Fresh Prince of Bel Air	<ul style="list-style-type: none"> <li>a. Warm-up Games</li> <li>b. Flexible Games (optional)</li> <li>c. Start to learn the song The Fresh Prince of Bel Air</li> </ul>	Sing the song
2	Me, Myself and I by De La Soul  The Fresh Prince of Bel Air	<ul style="list-style-type: none"> <li>a. Warm-up Games</li> <li>b. Flexible Games (optional)</li> <li>c. Sing the song The Fresh Prince of Bel Air</li> <li>d. Play instrumental parts</li> </ul>	Sing the song and play instrumental parts within the song
3	Ready or Not by The Fugees  The Fresh Prince of Bel Air	<ul style="list-style-type: none"> <li>a. Warm-up Games</li> <li>b. Flexible Games (optional)</li> <li>c. Sing the song The Fresh Prince of Bel Air</li> <li>d. Play instrumental parts</li> <li>e. Improvise (optional extension activities for improvisation)</li> </ul>	Sing the song and improvise using voices and/or instruments within the song
4	Rapper's Delight by The Sugarhill Gang  The Fresh Prince of Bel Air	<ul style="list-style-type: none"> <li>a. Warm-up Games</li> <li>b. Flexible Games (optional)</li> <li>c. Sing the song The Fresh Prince of Bel Air</li> <li>d. Play instrumental parts</li> <li>e. Improvise option (optional extension activities for improvisation)</li> <li>f. Compose</li> </ul>	Sing the song and perform composition(s) within the song
5	U Can't Touch This by MC Hammer  The Fresh Prince of Bel Air	<ul style="list-style-type: none"> <li>a. Warm-up Games</li> <li>b. Flexible Games (optional)</li> <li>c. Sing the song The Fresh Prince of Bel Air</li> <li>d. Play instrumental parts</li> <li>e. Improvise option (optional extension activities for improvisation)</li> <li>f. Play your composition(s) within the song</li> </ul>	Choose what you perform today. Start to prepare for the end-of-unit performance
6	It's Like That by Run DMC  The Fresh Prince of Bel Air	<ul style="list-style-type: none"> <li>a. Warm-up Games</li> <li>b. Flexible Games (optional)</li> <li>c. Sing the song The Fresh Prince of Bel Air</li> <li>d. Choose and play any of the options below, then decide which one to practise for the end-of-unit performance:               <ul style="list-style-type: none"> <li>• Play instrumental parts</li> <li>• Improvise option (optional extension activities for improvisation)</li> <li>• Play your composition(s) within the song</li> </ul> </li> </ul>	Prepare for the end-of-unit performance

## Unit 5 – Dancing in the Street

Lesson	Listen and appraise	Musical activities	Perform
<b>1</b>	Dancing In The Street by Martha And The Vandellas	<b>a.</b> Warm-up Games <b>b.</b> Option: Flexible Games <b>c.</b> Vocal warm ups and start to learn the song Dancing In The Street	Sing the song
<b>2</b>	I Can't Help Myself (Sugar Pie Honey Bunch) sung by The Four Tops  Dancing In The Street by Martha And The Vandellas	<b>a.</b> Warm-up Games <b>b.</b> Option: Flexible Games <b>c.</b> Vocal warm ups. Continue to learn to sing the song Dancing In The Street <b>d.</b> Play instrumental parts	Sing the song and play instrumental parts within the song
<b>3</b>	I Heard It Through The Grapevine sung by Marvin Gaye  Dancing In The Street by Martha And The Vandellas	<b>a.</b> Warm-up Games <b>b.</b> Option: Flexible Games <b>c.</b> Vocal warm ups. Sing the song Dancing In The Street <b>d.</b> Play instrumental parts <b>e.</b> Improvise	Sing the song and improvise using voices and/or instruments within the song
<b>4</b>	Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell  Dancing In The Street by Martha And The Vandellas	<b>a.</b> Warm-up Games <b>b.</b> Option: Flexible Games <b>c.</b> Vocal warm ups. Sing the song Dancing In The Street <b>d.</b> Play instrumental parts <b>e.</b> Compose	Sing the song and perform composition(s) within the song
<b>5</b>	You Are The Sunshine Of My Life sung by Stevie Wonder  Dancing In The Street by Martha And The Vandellas	<b>a.</b> Warm-up Games <b>b.</b> Option: Flexible Games <b>c.</b> Vocal warm ups. Sing the song Dancing In The Street <b>d.</b> Options: <b>e.</b> Include some instrumental and/or <b>f.</b> Vocal improvisation within the song <b>g.</b> Play your composition(s) within the song	Choose what you perform today. Start to prepare for the end-of-unit performance
<b>6</b>	The Tracks Of My Tears sung by Smokey Robinson And The Miracles  Dancing In The Street by Martha And The Vandellas	<b>a.</b> Warm-up Games <b>b.</b> Option: Flexible Games <b>c.</b> Vocal warm ups. Sing the song Dancing In The Street <b>d.</b> Choose and play two performance options, then decide which one to practise for the end-of-unit performance	Prepare for the end-of-unit performance

## Unit 6 – Reflect, Rewind and Reply

Lesson	Listen and appraise	Musical activities	Perform
1	<p><b>Reflect</b> - Music For Compline (traditional) (Early Music)</p> <p><b>Rewind and Listen Out!</b> Johnny B. Goode by Chuck Berry</p> <p><b>Reflect</b> - Composers and Composition (Rachel Portman)</p>	<ul style="list-style-type: none"> <li>• A composition activity using the Music Explorer resource</li> <li>• Rhythm Grid work</li> <li>• The Language of Music</li> <li>• Rewind and Replay (Revision) - revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.
2	<p><b>Reflect</b> - Dido And Aeneas by Purcell (Baroque)</p> <p><b>Rewind and Listen Out!</b> Things Ain't What They Used To Be by Ellington and Persons</p> <p><b>Reflect</b> - Composers and Composition (Rachel Portman)</p>	<ul style="list-style-type: none"> <li>• A composition activity using the Music Explorer resource</li> <li>• Rhythm Grid work</li> <li>• The Language of Music</li> <li>• Rewind and Replay (Revision) - revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.
3	<p><b>Reflect</b> - Symphony No 5 in C minor Opus 67 by Beethoven (Romantic)</p> <p><b>Rewind and Listen Out!</b> Hello by Lionel Richie</p> <p><b>Reflect</b> - Composers and Composition (Rachel Portman)</p>	<ul style="list-style-type: none"> <li>• A composition activity using the Music Explorer resource</li> <li>• Rhythm Grid work</li> <li>• The Language of Music</li> <li>• Rewind and Replay (Revision) - revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.
4	<p><b>Reflect</b> - Minute Waltz by Chopin (Romantic)</p> <p><b>Rewind and Listen Out!</b> U Can't Touch This by MC Hammer</p> <p><b>Reflect</b> - Composers and Composition (Jason Yarde)</p>	<ul style="list-style-type: none"> <li>• A composition activity using the Music Explorer resource</li> <li>• Rhythm Grid work</li> <li>• The Language of Music</li> <li>• Rewind and Replay (Revision) - revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.
5	<p><b>Reflect</b> - Central Park In The Dark by Charles Ives (Contemporary)</p> <p><b>Rewind and Listen Out!</b> I Heard It Through The Grapevine by Marvin Gaye</p> <p><b>Reflect</b> - Composers and Composition (Jason Yarde)</p>	<ul style="list-style-type: none"> <li>• A composition activity using the Music Explorer resource</li> <li>• Rhythm Grid work</li> <li>• The Language of Music</li> <li>• Rewind and Replay (Revision) - revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.
6	<p><b>Reflect</b> - Clapping Music by Steve Reich (Contemporary)</p> <p><b>Rewind and Listen Out!</b> Sugar Pie, Honey Bunch (I Can't Help Myself) sung by The Four Tops</p> <p><b>Reflect</b> - Composers and Composition (Jason Yarde).</p>	<ul style="list-style-type: none"> <li>• A composition activity using the Music Explorer resource</li> <li>• Rhythm Grid work</li> <li>• The Language of Music</li> <li>• Rewind and Replay (Revision) - revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.

# Year 6 Unit overviews

## Unit 1 – Happy

Lesson	Listen and appraise	Musical activities	Perform
<b>1</b>	Happy by Pharrell Williams	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> b. Vocal warm ups and start to learn the song Happy	Sing the song
<b>2</b>	Top Of The World sung by The Carpenters  Happy by Pharrell Williams	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Vocal warm ups. Continue to learn to sing the song Happy <b>d.</b> Play instrumental parts	Sing the song and play instrumental parts within the song
<b>3</b>	Don't Worry Be Happy sung by Bobby McFerrin  Happy by Pharrell Williams	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Vocal warm ups. Sing the song Happy, perhaps use the extended version. <b>d.</b> Play instrumental parts <b>e.</b> d. Improve	Sing the song and improvise using voices and/or instruments within the song
<b>4</b>	Walking On Sunshine sung by Katrina And The Waves  Happy by Pharrell Williams	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Vocal warm ups. Sing the song Happy, perhaps use the extended version. <b>d.</b> Play instrumental parts <b>e.</b> Compose	Sing the song and perform composition(s) within the song
<b>5</b>	When You're Smiling sung by Frank Sinatra  Happy by Pharrell Williams	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Vocal warm ups. Sing the song Happy Options: <b>d.</b> Include some instrumental and/or <b>e.</b> Vocal improvisation within the song <b>f.</b> Play your composition(s) within the song	Choose what you perform today. Start to prepare for the end-of-unit performance
<b>6</b>	Love Will Save The Day sung by Brendan Reilly  Happy by Pharrell Williams	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Vocal warm ups. Sing the song Happy <b>d.</b> Choose and play two performance options, then decide which one to practise for the end-of-unit performance	Prepare for the end-of-unit performance

## Unit 2 – Classroom Jazz 2

Lesson	Listen and appraise	Musical activities	Perform
1	Bacharach Anorak	<ul style="list-style-type: none"> <li>• Learn to play the tune/head</li> <li>• Learn to play the middle 8</li> </ul>	Play the tune/head and middle 8
2	Speaking My Peace Bacharach Anorak	<ul style="list-style-type: none"> <li>• Learn to play the whole tune/head</li> <li>• Improvise using instruments</li> </ul>	Play the whole tune/head including improvisation
3	Take The A train Bacharach Anorak	<ul style="list-style-type: none"> <li>• Learn to play the whole tune/head</li> <li>• Improvise using instruments</li> </ul>	Play the whole tune/head including improvisation
4	Meet the Blues	<ul style="list-style-type: none"> <li>• Compose your own tune/head</li> <li>• Improvise using the notes of the tune/head</li> </ul>	Play the composed tune/head, improvise then tune/head to finish
5	Back O' Town Blues Meet the Blues	<ul style="list-style-type: none"> <li>• Continue to compose your own tune/head</li> <li>• Improvise using the notes of the tune/head</li> </ul>	Play the composed tune/head, improvise then tune/head to finish
6	One O' Clock Jump Meet the Blues	<ul style="list-style-type: none"> <li>• Secure your compositions</li> <li>• Improvise using the notes of the tune/head</li> </ul>	Play the composed tune/head, improvise then tune/head to finish



## Unit 3 – A New Year Carol

Lesson	Listen and appraise	Musical activities	Perform
1	A New Year Carol by Benjamin Britten	<ul style="list-style-type: none"> <li>a. Pulse games</li> <li>b. Rhythm games</li> <li>c. Pitch games</li> <li>d. Vocal warm-ups and start to learn A New Year Carol (Britten)</li> </ul>	Sing the song A New Year Carol
2	A New Year Carol by Benjamin Britten A New Year Carol - Urban Gospel version	<ul style="list-style-type: none"> <li>a. Pulse</li> <li>b. Rhythm games</li> <li>c. Pitch games</li> <li>d. Vocal warm-ups and Sing A New Year Carol (Britten)</li> <li>e. and/or sing A New Year Carol - Urban Gospel version</li> </ul>	Sing both or one version of A New Year Carol
3	I Mun be Married on Sunday by Benjamin Britten Options to listen to: A New Year Carol by Benjamin Britten and A New Year Carol - Urban Gospel version	<ul style="list-style-type: none"> <li>a. Pulse</li> <li>b. Rhythm games</li> <li>c. Pitch games</li> <li>d. Vocal warm-ups and sing A New Year Carol (Britten)</li> <li>e. and/or A New Year Carol - Urban Gospel version</li> </ul>	Sing both or one version of A New Year Carol
4	I Mun be Married on Sunday Britten version and Bhangra version Options to listen to: A New Year Carol by Benjamin Britten and A New Year Carol - Urban Gospel version	<ul style="list-style-type: none"> <li>a. Pulse</li> <li>b. Rhythm games</li> <li>c. Pitch games</li> <li>d. Vocal warm-ups and Sing A New Year Carol (Britten)</li> <li>e. and/or sing A New Year Carol - Urban Gospel version</li> </ul>	Sing both or one version of A New Year Carol
5	Fishing Song by Benjamin Britten Options to listen to: A New Year Carol by Benjamin Britten and A New Year Carol - Urban Gospel version	<ul style="list-style-type: none"> <li>a. Pulse</li> <li>b. Rhythm games</li> <li>c. Pitch games</li> <li>d. Vocal warm-ups and sing A New Year Carol (Britten)</li> <li>e. and/or A New Year Carol - Urban Gospel version</li> </ul>	Sing both or one version of A New Year Carol
6	Fishing Song Britten version and South African version Options to listen to: A New Year Carol by Benjamin Britten and A New Year Carol - Urban Gospel version	<ul style="list-style-type: none"> <li>a. Pulse</li> <li>b. Rhythm games</li> <li>c. Pitch games</li> <li>d. Vocal warm-ups and sing A New Year Carol (Britten)</li> <li>e. and/or sing A New Year Carol - Urban Gospel version</li> </ul>	Sing both or one version of A New Year Carol

## Unit 4 – You’ve got a Friend

Lesson	Listen and appraise	Musical activities	Perform
1	You've Got A Friend by Carole King	<b>a.</b> Warm-up Games <b>b.</b> Option: Flexible Games <b>c.</b> Vocal warm ups and start to learn the song You've Got A Friend	Sing the song
2	The Loco-Motion sung by Little Eva  You've Got A Friend by Carole King	<b>a.</b> Warm-up Games <b>b.</b> Option: Flexible Games <b>c.</b> Vocal warm ups. Continue to learn to sing the song You've Got A Friend <b>d.</b> Play instrumental parts	Sing the song and play instrumental parts within the song
3	One Fine Day sung by The Chiffons  You've Got A Friend by Carole King	<b>a.</b> Warm-up Games <b>b.</b> Option: Flexible Games <b>c.</b> Vocal warm ups. Sing the song You've Got A Friend <b>d.</b> Play instrumental parts <b>e.</b> d. Improvise	Sing the song and improvise using voices and/or instruments within the song
4	Up On The Roof by The Drifters  You've Got A Friend by Carole King	<b>a.</b> Warm-up Games <b>b.</b> Option: Flexible Games <b>c.</b> Vocal warm ups. Sing the song You've Got A Friend <b>d.</b> Play instrumental parts <b>e.</b> Compose	Sing the song and perform composition(s) within the song
5	Will You Still Love Me Tomorrow by Carole King  You've Got A Friend by Carole King	<b>a.</b> Warm-up Games <b>b.</b> Option: Flexible Games <b>c.</b> Vocal warm ups. Sing the song You've Got A Friend <b>d.</b> Options: <b>e.</b> Include some instrumental and/or Vocal improvisation within the song <b>f.</b> Play your composition(s) within the song	Choose what you perform today. Start to prepare for the end-of-unit performance
6	(You Make Me Feel Like) A Natural Woman by Carole King  You've Got A Friend by Carole King	<b>a.</b> Warm-up Games <b>b.</b> Option: Flexible Games <b>c.</b> Vocal warm ups. Sing the song You've Got A Friend <b>d.</b> Choose and play two performance options, then decide which one to practise for the end-of-unit performance	Prepare for the end-of-unit performance

## Unit 5 – Music and Me

Lesson	Listen and Appraise	About the Artists	Create	Perform, Share and Present
1	<p>Something Helpful by Anna Meredith</p> <p>O by Shiva Feshareki</p> <p>Heroes &amp; Villains by Eska</p> <p>And! By Afrodeutsche</p> <p><b>Choose an artist from the Inspirational Women's Timeline</b> to listen to and learn about</p>	<p><b>a.</b> Watch the video <b>'Introduction to the Artists'</b></p> <p><b>b.</b> Discuss themes and key words that relate to <b>'Music and Me'</b></p>	<p>Get into groups and begin to create your own beats/lyrics/melodies</p> <p>See supporting guides/videos:</p> <ul style="list-style-type: none"> <li>• Create - A Guide To Writing Your Own Music</li> <li>• A Quick Guide To Writing Lyrics</li> <li>• Writing Raps - Alphabet Trick (video)</li> <li>• Writing Raps - Rhyme Guide</li> <li>• Guide to Quickbeats (video)</li> </ul>	Perform, share and present the learning that has taken place in today's lesson
2	<p>Something Helpful by Anna Meredith</p> <p><b>Choose an artist from the Inspirational Women's Timeline</b> to listen to and learn about</p>	<p><b>a.</b> Video 1 Music and Anna - <b>Who is Anna?</b></p> <p><b>b.</b> Video 2 Music and Anna - <b>Anna the Composer</b></p> <p><b>c.</b> Video 3 Music and Anna - <b>Anna's Music</b></p> <p><b>d.</b> Video 4 Music and Anna - <b>Anna's Way Into Writing Music</b></p>	Get into groups and continue to create your own music	Perform, share and present the learning that has taken place in today's lesson
3	<p>V-A-C Moscow by Shiva Feshareki</p> <p><b>Choose an artist from the Inspirational Women's Timeline</b> to listen to and learn about</p>	<p><b>a.</b> Video 1 Music and Shiva - <b>Who is Shiva?</b></p> <p><b>b.</b> Video 2 Music and Shiva - <b>Confidence and Believing in Yourself</b></p> <p><b>c.</b> Video 3 Music and Shiva - <b>Shiva's Work and her Role Models</b></p>	Get into groups and continue to create your own music	Perform, share and present the learning that has taken place in today's lesson

4	<p>Shades Of Blue by Eska</p> <p><b>Choose an artist from the Inspirational Women's Timeline</b> to listen to and learn about</p>	<p><b>a.</b> Video 1 Music and Eska - <b>Who is Eska?</b></p> <p><b>b.</b> Video 2 Music and Eska - <b>My Purpose in the World</b></p>	Get into groups and continue to create your own music	Perform, share and present the learning that has taken place in today's lesson
5	<p>The Middle Middle by Afrodeutsche</p> <p><b>Choose an artist from the Inspirational Women's Timeline</b> to listen to and learn about</p>	<p><b>a.</b> Video 1 Music and Afrodeutsche - <b>Who is Afrodeutsche?</b></p> <p><b>b.</b> Video 2 Music and Afrodeutsche - <b>Music is Powerful</b></p>	Prepare for your performances	Perform, share and present the learning that has taken place in today's lesson
6	<p>You decide who to listen to</p> <p><b>Choose an artist from the Inspirational Women's Timeline</b> to listen to and learn about</p>	<b>a.</b> Video: Music and Me - <b>Advice from the Artists</b>	Get into your groups and perform!	Perform, share and present some of the music you have created. It's important for each group to perform. Record the performances

## Unit 6 – Reflect, Rewind and Reply

Lesson	Listen and appraise	Musical activities	Perform
1	<p><b>Reflect</b> - L'Autrier Pastoure Seoit (The Other Day A Shepherdess Was Sitting) - Traditional - Early Music</p> <p><b>Rewind and Listen Out!</b> I Want You Back by The Jackson 5</p> <p><b>Reflect</b> - Composers and Composition (Jon Boden)</p>	<ul style="list-style-type: none"> <li>• A composition activity using the Music Explorer resource</li> <li>• Rhythm Grid work</li> <li>• The Language of Music</li> <li>• Rewind and Replay (Revision) - revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.
2	<p><b>Reflect</b> - Amide Overture by Jean-Baptiste Lully - Baroque</p> <p><b>Rewind and Listen Out!</b> Take The 'A' Train by Duke Ellington and Billy Strayhorn</p> <p><b>Reflect</b> - Composers and Composition (Jon Boden)</p>	<ul style="list-style-type: none"> <li>• A composition activity using the Music Explorer resource</li> <li>• Rhythm Grid work</li> <li>• The Language of Music</li> <li>• Rewind and Replay (Revision) - revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.
3	<p><b>Reflect</b> - The Marriage Of Figaro: Overture by Mozart - Classical</p> <p><b>Rewind and Listen Out!</b> Walking On Sunshine by Katrina And The Waves</p> <p><b>Reflect</b> - Composers and Composition (Jon Boden)</p>	<ul style="list-style-type: none"> <li>• A composition activity using the Music Explorer resource</li> <li>• Rhythm Grid work</li> <li>• The Language of Music</li> <li>• Rewind and Replay (Revision) - revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.
4	<p><b>Reflect</b> - Erlkönig (D 382 Opus 1 Wer Reitet So Spät) by Schubert - Romantic</p> <p><b>Rewind and Listen Out!</b> Don't Worry, Be Happy by Bobby McFerrin</p> <p><b>Reflect</b> - Composers and Composition (Jon Boden)</p>	<ul style="list-style-type: none"> <li>• A composition activity using the Music Explorer resource</li> <li>• Rhythm Grid work</li> <li>• The Language of Music</li> <li>• Rewind and Replay (Revision) - revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.

5	<p><b>Reflect</b> - Sonata For Horn In F by Hindemith - 20th Century</p> <p><b>Rewind and Listen Out!</b> The Loco-Motion sung by Little Eva <b>Reflect</b> - Composers and Composition (Jon Boden)</p>	<ul style="list-style-type: none"> <li>• A composition activity using the Music Explorer resource</li> <li>• Rhythm Grid work</li> <li>• The Language of Music</li> <li>• Rewind and Replay (Revision) - revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.
6	<p><b>Reflect</b> - Homelands by Nitin Sawhney - Contemporary</p> <p><b>Rewind and Listen Out!</b> Man In The Mirror by Michael Jackson</p> <p><b>Reflect</b> - Composers and Composition (Jon Boden)</p>	<ul style="list-style-type: none"> <li>• A composition activity using the Music Explorer resource</li> <li>• Rhythm Grid work</li> <li>• The Language of Music</li> <li>• Rewind and Replay (Revision) - revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.

## Key Performance Indicators

<b>MUSIC– Year 1</b>		
<b>Controlling Sounds Through Singing And Playing (Performing)</b>	<b>Creating And Developing Musical Ideas (Improvising And Composing)</b>	<b>Responding And Reviewing (Appraising)</b>
<p>Explore the use of the voice in different ways such as speaking, singing and chanting.</p> <p>Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects.</p> <p>Find out how to sing with expression, confidence and creativity to an audience.</p>	<p>Play instruments showing an awareness of others.</p> <p>Repeat and investigate simple beats and rhythms.</p> <p>Learn to play sounds linking with symbols.</p> <p>Understand how to play an instrument with care and attention.</p>	<p>Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).</p> <p>Reflect on music and say how it makes people feel, act and move.</p> <p>Respond to different composers and discuss different genres of music.</p>
<b>Use And Understand Staff And Other Musical Notation</b>	<b>Listening, And Applying Knowledge And Understanding</b>	<b>Develop An Understanding Of The History Of Music</b>
N/A	<p>Create a sequence of long and short sounds with help, including clapping longer rhythms.</p> <p>Investigate making sounds that are very different (loud and quiet, high and low etc.).</p> <p>Explore own ideas and change as desired.</p>	N/A

<b>MUSIC– Year 2</b>		
<b>Controlling Sounds Through Singing And Playing (Performing)</b>	<b>Creating And Developing Musical Ideas (Improvising And Composing)</b>	<b>Responding And Reviewing (Appraising)</b>
<p>Sing with a sense of the shape of a melody. To represent sounds with symbols.</p> <p>To improvise in making sounds with the voice. Perform songs using creativity and expression and create dramatic effect.</p>	<p>Perform simple patterns and accompaniments keeping to a steady pulse.</p> <p>Recognise and explore how sounds can be organised.</p> <p>Respond to starting points that have been given</p> <p>Understand how to control playing a musical instrument so that they sound, as they should.</p>	<p>Notice how music can be used to create different moods and effects and to communicate ideas.</p> <p>Listen and understand how to improve own composition.</p> <p>Sort composers in to different genres and instruments in to different types.</p>
<b>Use And Understand Staff And Other Musical Notation</b>	<b>Listening, And Applying Knowledge And Understanding</b>	<b>Develop An Understanding Of The History Of Music</b>
N/A	<p>Choose carefully and order sounds in a beginning, middle and end.</p> <p>Use sounds to achieve an effect. (including use of ICT)</p> <p>Create short musical patterns.</p> <p>Investigate long and short sounds</p> <p>Explore changes in pitch to communicate an idea.</p>	N/A



### MUSIC– Year 3

Controlling Sounds Through Singing And Playing (Performing)	Creating And Developing Musical Ideas (Improvising And Composing)	Responding And Reviewing (Appraising)
<p>Sing in tune.</p> <p>Perform simple melodic and rhythmic parts.</p> <p>Improvise repeated patterns.</p> <p>Beginning to understand the importance of pronouncing the words in a song well.</p> <p>Start to show control in voice.</p> <p>Perform with confidence.</p>	<p>To compose music that combines musical elements.</p> <p>Carefully choose sounds to achieve an effect.</p> <p>Order my sounds to help create an effect.</p> <p>Create short musical patterns with long and short sequences and rhythmic phrases.</p>	<p>To notice and explore the way sounds can be combined and used expressively.</p> <p>Listen to different types of composers and musicians.</p>
Use And Understand Staff And Other Musical Notation	Listening, And Applying Knowledge And Understanding	Develop An Understanding Of The History Of Music
<p>N/A</p>	<p>Begin to recognise and identify instruments being played.</p> <p>Comment on likes and dislikes.</p> <p>Recognise how musical elements can be used together to compose music.</p>	<p>Describe the different purposes of music throughout history and in other cultures.</p> <p>Understand that the sense of occasion affects the performance.</p>

## MUSIC– Year 4

<b>Controlling Sounds Through Singing And Playing (Performing)</b>	<b>Creating And Developing Musical Ideas (Improvising And Composing)</b>	<b>Responding And Reviewing (Appraising)</b>
<p>Sing in tune with awareness of others. Perform simple melodic and rhythmic parts with awareness of others.</p> <p>Improvise repeated patterns growing in sophistication.</p> <p>Sing songs from memory with accurate pitch. Maintain a simple part within a group.</p> <p>Understand the importance of pronouncing the words in a song well.</p> <p>Show control in voice.</p> <p>Play notes on instruments with care so they sound clear.</p> <p>Perform with control and awareness of what others in the group are singing or playing.</p>	<p>Compose music that combines several layers of sound.</p> <p>Awareness of the effect of several layers of sound. Compose and perform melodies and songs. (Including using ICT).</p> <p>Use sound to create abstract effects.</p> <p>Recognise and create repeated patterns with a range of instruments.</p> <p>Create accompaniments for tunes.</p> <p>Carefully choose order, combine and control sounds with awareness of their combined effect.</p>	<p>To notice, analyse and explore the way sounds can be combined and used expressively.</p> <p>To comment on musicians use of technique to create effect.</p>
<b>Use And Understand Staff And Other Musical Notation</b>	<b>Listening, And Applying Knowledge And Understanding</b>	<b>Develop An Understanding Of The History Of Music</b>
<p>Learn to read music during recorder lessons. Use Staff and musical notation when composing work.</p> <p>Know how many beats in a minim, crotchet and semibreve and I recognise their symbols.</p> <p>Know the symbol for a rest in music, and use silence for effect in my music</p>	<p>Begin to recognise and identify instruments and numbers of instruments and voices being played.</p> <p>Compare music and express growing tastes in music.</p> <p>Explain how musical elements can be used together to compose music.</p>	<p>Understand that the sense of occasion affects the performance.</p> <p>Combine sounds expressively</p>

## MUSIC– Year 5

<b>Controlling Sounds Through Singing And Playing (Performing)</b>	<b>Creating And Developing Musical Ideas (Improvising And Composing)</b>	<b>Responding And Reviewing (Appraising)</b>
<p>Create songs with an understanding of the relationship between lyrics and melody.</p> <p>Whilst performing by ear and from notations, I maintain my own parts with awareness of how the different parts fit together and the need to achieve an overall effect.</p> <p>Breathe well and pronounce words, change pitch and show control in singing.</p> <p>Perform songs with an awareness of the meaning of the words.</p> <p>Hold a part in a round.</p> <p>Perform songs in a way that reflects there meaning and the occasion.</p> <p>Sustain a drone or melodic ostinato to accompany singing.</p> <p>Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal).</p>	<p>Use the venue and sense of occasion to create performances that are well appreciated by the audience.</p> <p>Compose by developing ideas within musical structures.</p> <p>Improvise melodic and rhythmic phases as part of a group performance.</p> <p>Improvise within a group.</p>	<p>Notice and explore the relationship between sounds.</p> <p>Notice and explore how music reflects different intentions.</p>
<b>Use And Understand Staff And Other Musical Notation</b>	<b>Listening, And Applying Knowledge And Understanding</b>	<b>Develop An Understanding Of The History Of Music</b>
<p>Know and use standard musical notation of crotchet, minim and semibreve. To indicate how many beats to play.</p> <p>Read the musical stave and can work out the notes, EGBDF and FACE.</p> <p>Draw a treble clef at the correct position on the stave.</p>	<p>Compare and evaluate different kinds of music using appropriate musical vocabulary.</p> <p>Explain and evaluate how musical elements, features and styles can be used together to compose music.</p>	<p>Understand the different cultural meanings and purposes of music, including contemporary culture.</p> <p>Use different venues and occasions to vary my performances.</p>

## MUSIC– Year 6

<b>Controlling Sounds Through Singing And Playing (Performing)</b>	<b>Creating And Developing Musical Ideas (Improvising And Composing)</b>	<b>Responding And Reviewing (Appraising)</b>
<p>Perform significant parts from memory and from notations with awareness of my own contribution.</p> <p>Refine and improve my own work.</p> <p>Sing or play from memory with confidence, expressively and in tune.</p> <p>Perform alone and in a group, displaying a variety of techniques.</p> <p>Take turns to lead a group.</p> <p>Sing a harmony part confidently and accurately.</p>	<p>Improvise melodic and rhythmic material within given structures.</p> <p>Show thoughtfulness in selecting sounds and structures to convey an idea.</p> <p>Create my own musical patterns.</p> <p>Use a variety of different musical devices including melody, rhythms, and chords.</p>	<p>Notice, comment on and compare the use of musical devises.</p> <p>Notice, comment on and compare the relationship between sounds.</p> <p>Notice, comment on, compare and explore how music reflects different intentions.</p>
<b>Use And Understand Staff And Other Musical Notation</b>	<b>Listening, And Applying Knowledge And Understanding</b>	<b>Develop An Understanding Of The History Of Music</b>
<p>Use of a variety of notation when performing and composing.</p> <p>Compose music for different occasions appropriate musical devises.</p> <p>Quickly read notes and know how many beats they represent.</p> <p>Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence.</p> <p>Describe music using musical words and use this to identify strengths and weaknesses in music.</p>	<p>Analyse and compare musical features choosing appropriate musical vocabulary.</p> <p>Explain and evaluate how musical elements, features and styles can be used together to compose music.</p>	<p>Notice and explore how music reflects time, place and culture.</p> <p>Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural.</p> <p>Use different venues and occasions to vary my performances.</p>

