

## <u>Intent</u>

At Kingsthorne, we want to make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. The children should feel able, reflective and expressive, developing their own appreciation of music with the opportunities we provide as a school. All children are actively encouraged and given the opportunity to learn to play a musical instrument, from standard classroom instrumental lessons, to learning a brass instrument for a year which is taught by a music specialist; pupils learn to read music and play as part of an ensemble. We aim to incorporate music into as many elements of school life as possible, with cross-curricular links throughout the year - we work alongside The Birmingham Hippodrome to provide children with drama & music sessions, linking to their topics.

## **Implement**

A Kingsthorne, we teach music through a combination of discreet lessons and wider school opportunities. The music curriculum is delivered using the support from the Charanga scheme of work. We have chosen to use Charanga as the scheme has been closely referenced against the 2014 National Curriculum attainment targets in order to ensure progression and coverage, it is easily accessible to both pupils and staff, and it also provides extensive support for our teachers to deliver effective and meaningful music lessons. Charanga provides many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre. Through the half-termly units' children are actively involved in a wide range of musical opportunities; children develop their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

Year Group       What We Teach         Knowledge & Skills       NC Links         NC Links       Key Vocabulary         Sequence of Lessons       Why?         Link to previous learning	Adaptations and experiences that are specifically chosen for our community and make links to the wider world. What do we hang the learning on to make it exciting? Include a variety of: charity work, cultural links, career opportunities, house competitions, trips, cross curricular links, intervention work, displays, focus on local area, link with external agencies, visitors, themed days etc
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	Nursery - Whole Year		
	<u>Charanga</u>		
Autumn units	Spring Units	Summer units	<b>Continuous Provision</b>
1. All About Me	1. People Who Help Us	1. Bears	The children have free access to a
2. Nursery Rhymes and Celebrations	2. Colours and Patterns	2. Seaside	variety of instruments in the creative
			room as well as a stage and CD player
Links to DM			We listen to a wide range of CDs from
Birth to Three			40s to Riverdance to gospel music.
Literacy:			
Enjoy songs and rhymes, tuning in and pa			
Join in with songs and rhymes, copying so			External Provision
Say some of the words in songs and rhym			Hippodrome come in during Spring
Copy finger movements and other gestur			term to work with the children on
Sing songs and say rhymes independently	, for example, singing whilst playing		music. They use the book of the week
			as a them and create songs, using the
Three and Four Year Olds			instruments, with the children.
Communication and Language:			
Sing a large repertoire of songs			Topic/Cross Curricular Links
Birth to Three			
Expressive Arts and Design:			In autumn term as well as Charanga
Show attention to sounds and music			the children will-
Respond emotionally and physically to m	isic when it changes		Learn a Harvest song.
Enjoy and take part in action songs, such	-		Explore moving like fireworks and
			using the instruments to make
Three and Four Year Olds			firework noises.
Expressive Arts and Design:			In spring-
Listen with increased attention to sounds			The children will explore changes in
Respond to what they have heard, expres	sing their thoughts and feelings		music- loud/quiet, hard/soft,
Remember and sing entire songs			slow/quick.
Sing the pitch of a tone sung by another p	erson 'pitch match'		When learning about Chinese New
Sing the melodic shape (moving melody,	such as up and down, down and up) of familiar songs		Year, the children will listen to music
Create their own songs, or improvise a so	ng around one they know		from China and explore Chinese
Play instruments with increasing control	o express their feelings and ideas		dragon/lion dances.
	Key Knowledge		Deufermennen
Listen & Respond			Performances
To a different nursery rhyme, dance or so	ng each week		Nursery and Reception children take
To play musical statues and musical bum			part in a Christmas Performance – The
To learn to stop when music finishes			Nativity. This includes drama, singing
			and dancing.
Explore and Create			
	to tie in with different festivals and celebrations.		
To use musical instruments in the room t	o experiment with sounds and move bodies to music.		

<u>Listen &amp; Learn</u> <u>Sing/Rap</u>		
Performance Share and perform the learning that has	action songs throughout the year to tie in with topics – e.g. Head Shoulder aken place – Christmas Nativity	s knees and roes
pulse, rhythm, pitch, audience, imaginati	Key Vocabulary on, singing, songs, music, beat, perform, instrument	
Sequence of Lessons		
	Sequence of music lessons throughout each unit	
1. Listen and Respond		
2. Explore and Create (N	Iusical Activities)	
3.Sing4.Share and Perform		
continuous provision. The children will ha	ithin the children's daily activities; allowing the children to explore music ve the opportunity to listen and respond to nursery rhymes & songs; as w other, in small groups, individually and whole-class.	
Nursery Rhyme week in November helps	us to explore Nursery Rhymes in more depth, with a focus rhyme a day.	
	children to play and explore during child led learning sessions. We also wo sounds as part of our phonics Phase 1 programme, where children explored	
We have chosen a selection of nursery rh their topics.	ymes and songs for each unit to ensure that the children have a variety th	roughout the year, linking to
Autumn 1	Spring 1	Summer 1
All About Me	People Who Help Us	Bears
Music/Nursery Rhymes/Songs:	Music/Nursery Rhymes/Songs:	Music/Nursery Rhymes/Songs:
Heads Shoulders Knees and Toes	Twinkle: People Who Help Us Songs and Rhymes Resources Pack:	The Bear went over the mountain
Here I am Here I am	999 Emergency Song	Going on a Bear Hunt
Stand Up and Turn Around	Being Helpful Song	Teddy Bear Teddy bear Turn Around
This is the way we wash our hands	I'm a Firefighter Song	Teddy Bears Picnic
If you're Happy and you Know it	Special Helpers Song	Twinkl: Goldilocks and the Three Bears Song Pack
	There are people to help us song	

Twinkl resource pack – All About Ourselves Songs and Rh	lymes	
Resources PACK	Chinese New Year Music – you tube	
Nursery Rhymes	Colours and Patterns	Seaside
Music/Nursery Rhymes/Songs:	Music/Nursery Rhymes/Songs:	Music/Nursery Rhymes/Songs:
Baa Baa Black Sheep	I can Sing a Rainbow	She Sells Sea Shells
Twinkle Twinkle Little Star	Twinkl Colours Songs and Rhymes Resources Pack: Seeing Colours Song	Cockles and Muscles
Wind the Bobbin Up		I Do like to Be Beside the Seaside
See the Little Bunnies	Mixing Colours Song The Spectrum Song	The Pirate Song – (this way that way, forwards backwards over the deep blue sea)
Incy Wincy Spider		
5 Little Speckled Frogs	Colours All Around Us Song Twinkl: Pretty Patterns Song	The Big Ship Sails on the Ally Ally Oh A Sailor went to Sea Sea
5 Currant Buns	You tube – Carnvial music, Chinese, music, African music – listen to	1 2 3 4 5 Once I caught a fish alive
3 Blind Mice	the different instruments and patterns in the music	
Jack and Jill		Twinkl: Seaside Themed Songs and Rhymes Resource Pack: Summer Clothes Song
Humpty Dumpty		Sun Cream Song
The Grand Old Duke of York		Rock Pool Song
Hey Diddle Diddle		Into the Sea Song
Celebrations		Tide is Turning Song
<u>Christmas Songs (link to Nativity)</u>		Lost Hat song
On a Starry Night		
Little Donkey		
We Wish you a Merry Xmas		
Jingle Bells		
Rudolph the Red Nose Reindeer		

Frosty the Snowman	
When Santa Got Stuck up the Chimney	

Reception - Whole Year			
Autumn Units	Spring Units	aranga Summer Units	Continuous Provision
1.Me!	1.Everyone!	1.Big Bear Funk	continuous Provision
2.My Stories	2. Our World	2. Reflect, Rewind, Replay	The children have free access to a
,			variety of instruments in the creative
			room as well as a stage and CD playe
	Links to DM and	d EYFS	We listen to a wide range of CDs fro
DM 40-60+mths •Begins to bu	ild a repertoire of songs and dances.	<u> </u>	40s to Riverdance to gospel music.
•Explores the different sound			
	ke music and dance, and experiment with ways of	changing them.	
	Key Knowled		External Provision
Listen & Respond	<b>-</b>		
	erent song or piece of music in a different style.		Hippodrome come in during Spring
	native movement, initially free and child-led move	ement.	term to work with the children on
	to follow and copy instruction.		music. They use the book of the we
To begin to respond verbally a			as a them and create songs, using
			instruments, with the children.
Explore and Create			
To explore pulse, rhythm and			
To explore pulse, rhythm and	pitch using instruments		Topic Links
<u>Games</u>			In autumn term as well as Charang
Use games to create a context			the children will-
Listen & Learn			Learn a Harvest song.
Sing/Rap			
	of nursery rhymes and action songs		Explore moving like fireworks and
To sing along with nursery rhy			using the instruments to make
			firework noises.
<u>Play</u>			In spring-
Instruments			
To use classroom instruments	along with the correct notes.		The children will explore changes in
			music- loud/quiet, hard/soft,
Performance			slow/quick.
Share and perform the learnin	g that has taken place.		

pulse, rhythm, pitch, audience, imagination,	Key Vocabulary singing, songs, music, beat, perform, instrument, share, learn, follow, c	When learning about Chinese New Year, the children will listen to music from China and explore Chinese dragon/lion dances. <u>Performances</u>
		Nursery and Reception children take part in a Christmas Performance – The Nativity. This includes drama, singing and dancing.
Autumn 1	Spring 1	Summer 1
Sequence of Lessons	Sequence of Lessons	Sequence of Lessons
Step 1	Step 1	<u>Step 1</u>
Listen & Respond Celebration by Kool and The Gang Explore and Create Using the Pat-A-Cake games track, find the pulse in different ways Games Copycat rhythm games for me High and low games (pitch) Listen & Learn Sing and learn the song Pat-A-Cake Performance Share and perhaps perform what has taken place in today's lesson. Share and perhaps perform what has taken place in today's lesson. <u>Step 2</u> Listen & Respond Happy by Pharrell Williams Explore and Create Using the Pat-A-Cake games track, and the pulse in different ways Games	Listen & Respond We Are Family by Sister Sledge Explore and Create Using the Wind the Bobbin Up games track, and the pulse in different ways Games Rhythm games for everyone High and low games (pitch) Listen & Learn Sing and learn the song Wind The Bobbin Up Play Learn and then play along (using the glocks and percussion) to the song If You're Happy and You Know It Performance Share and perhaps perform what has taken place in today's lesson. Step 2 Listen & Respond	Listen & RespondBig Bear Funk by Joanna MangonaDiscuss funk musicDo you like it?What can you hear?Explore and CreateUsing the games track (Big Bear Funk), ask the children for differentways to find the pulseGamesRhythm games for big bear funkHigh and low games (pitch)Listen & LearnLearn and sing the song Big Bear FunkPlayLearn and then play along (using the glocks and percussion) to thesong Big Bear FunkPerformanceShare and perhaps perform what has taken place in today's lesson.
Copycat rhythm games for me High and low games (pitch) Listen & Learn Sing and learn the song Pat-A-Cake Performance Share and perhaps perform what has taken place in today's lesson.	Thula Baba - a South African Iullaby <u>Explore and Create</u> Using the Wind the Bobbin Up games track, and the pulse in different ways <u>Games</u> Rhythm games for everyone High and low games (pitch)	<u>Step 2</u> <u>Listen &amp; Respond</u> I Feel Good by James Brown Further discuss funk music Do you like it? What can you hear?
Step 3 Listen & Respond Sing by the Carpenters Explore and Create	Listen & Learn Sing and learn the song Wind The Bobbin Up and Rock-a-bye Baby Play	Explore and Create Using the games track (Big Bear Funk), ask the children for different ways to find the pulse Games

Using the 1, 2, 3, 4, 5 games track, and the pulse in different ways	Learn and then play along (using the glocks and percussion) to the	Rhythm games for big bear funk
Games	song If You're Happy and You Know It	High and low games (pitch)
Copycat rhythm games for me	Performance	Listen & Learn
High and low games (pitch)	Share and perhaps perform what has taken place in today's lesson.	Learn and sing the song Big Bear Funk
Listen & Learn		<u>Play</u>
Sing and learn the song 1, 2, 3, 4,	Step 3	Learn and then play along (using the glocks and percussion) to the
Performance	Listen & Respond	song Big Bear Funk
Share and perhaps perform what has taken place in today's lesson.	ABC by The Jackson 5	Performance
	Explore and Create	Share and perhaps perform what has taken place in today's lesson.
Step 4	Using the Rock-a-bye Baby games track, and the pulse in different	
Listen & Respond	ways	Step 3
Sing a Rainbow by Peggy Lee	Games	Listen & Respond
Explore and Create	Rhythm games for everyone	Don't You Worry 'Bout A Thing performed by Incognito See above for discussions
Using the This Old Man games track, and the pulse in different	High and low games (pitch)	
ways	Listen & Learn	Explore and Create
Games	Sing and learn the song Five Little Monkeys	Using the games track (Big Bear Funk), ask the children for different
Copycat rhythm games for me	<u>Play</u>	ways to find the pulse
High and low games (pitch)	Learn and then play along (using the glocks and percussion) to the	Games
Listen & Learn	song If You're Happy and You Know It	Rhythm games for big bear funk
Sing and learn the song This Old Man	Performance	High and low games (pitch)
Performance	Share and perhaps perform what has taken place in today's lesson.	Listen & Learn
Share and perhaps perform what has taken place in today's lesson.		Learn and sing the song Big Bear Funk
	<u>Step 4</u>	<u>Play</u>
Step 5	Listen & Respond	Learn and then play along (using the glocks and percussion) to the
<u>Step 5</u> Listen & Respond	Listen & Respond My Mum Is Amazing by Zain Bhikha and performed by Naadira Ali	Learn and then play along (using the glocks and percussion) to the song Big Bear Funk
Listen & Respond	My Mum Is Amazing by Zain Bhikha and performed by Naadira Ali	song Big Bear Funk
Listen & Respond Happy Birthday by Stevie Wonder Explore and Create	My Mum Is Amazing by Zain Bhikha and performed by Naadira Ali Explore and Create	song Big Bear Funk <u>Performance</u>
Listen & Respond Happy Birthday by Stevie Wonder	My Mum Is Amazing by Zain Bhikha and performed by Naadira Ali Explore and Create Using the Twinkle, Twinkle, Little Star games track, and the pulse in	song Big Bear Funk <u>Performance</u>
Listen & Respond Happy Birthday by Stevie Wonder Explore and Create Using the This Old Man games track, and the pulse in different	My Mum Is Amazing by Zain Bhikha and performed by Naadira Ali Explore and Create Using the Twinkle, Twinkle, Little Star games track, and the pulse in different ways Games	song Big Bear Funk <u>Performance</u> Share and perhaps perform what has taken place in today's lesson. <u>Step 4</u>
Listen & Respond Happy Birthday by Stevie Wonder Explore and Create Using the This Old Man games track, and the pulse in different ways Games	My Mum Is Amazing by Zain Bhikha and performed by Naadira Ali <u>Explore and Create</u> Using the Twinkle, Twinkle, Little Star games track, and the pulse in different ways <u>Games</u> Rhythm games for everyone	song Big Bear Funk <u>Performance</u> Share and perhaps perform what has taken place in today's lesson. <u>Step 4</u> Listen & Respond
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Listen & Respond Happy Birthday by Stevie Wonder Explore and Create Using the This Old Man games track, and the pulse in different ways Games Copycat rhythm games for me High and low games (pitch)	My Mum Is Amazing by Zain Bhikha and performed by Naadira Ali <u>Explore and Create</u> Using the Twinkle, Twinkle, Little Star games track, and the pulse in different ways <u>Games</u> Rhythm games for everyone High and low games (pitch) <u>Listen &amp; Learn</u>	song Big Bear Funk Performance Share and perhaps perform what has taken place in today's lesson. <u>Step 4</u> Listen & Respond My Promise by Earth Wind & Fire See above for discussions Explore and Create Using the games track (Big Bear Funk), ask the children for different
Listen & Respond Happy Birthday by Stevie Wonder Explore and Create Using the This Old Man games track, and the pulse in different ways Games Copycat rhythm games for me High and low games (pitch) Listen & Learn Sing and learn the song This Old Man Performance	My Mum Is Amazing by Zain Bhikha and performed by Naadira Ali Explore and Create Using the Twinkle, Twinkle, Little Star games track, and the pulse in different ways Games Rhythm games for everyone High and low games (pitch) Listen & Learn Sing and learn the song Twinkle, Twinkle, Little Star and Head, Shoulders, Knees and Toes	song Big Bear Funk <u>Performance</u> Share and perhaps perform what has taken place in today's lesson. <u>Step 4</u> <u>Listen &amp; Respond</u> My Promise by Earth Wind & Fire <u>See above for discussions</u> <u>Explore and Create</u> Using the games track (Big Bear Funk), ask the children for different ways to find the pulse
Listen & Respond Happy Birthday by Stevie Wonder Explore and Create Using the This Old Man games track, and the pulse in different ways Games Copycat rhythm games for me High and low games (pitch) Listen & Learn Sing and learn the song This Old Man	My Mum Is Amazing by Zain Bhikha and performed by Naadira Ali Explore and Create Using the Twinkle, Twinkle, Little Star games track, and the pulse in different ways Games Rhythm games for everyone High and low games (pitch) Listen & Learn Sing and learn the song Twinkle, Twinkle, Little Star and Head, Shoulders, Knees and Toes Play Learn and then play along (using the glocks and percussion) to the	song Big Bear Funk <u>Performance</u> Share and perhaps perform what has taken place in today's lesson. <u>Step 4</u> <u>Listen &amp; Respond</u> My Promise by Earth Wind & Fire See above for discussions <u>Explore and Create</u> Using the games track (Big Bear Funk), ask the children for different ways to find the pulse <u>Games</u>
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Listen & Respond Happy Birthday by Stevie Wonder Explore and Create Using the This Old Man games track, and the pulse in different ways Games Copycat rhythm games for me High and low games (pitch) Listen & Learn Sing and learn the song This Old Man Performance Share and perhaps perform what has taken place in today's lesson. Step 6 Listen & Respond Our House by Madness Explore and Create Using the Five Little Ducks games track, and the pulse in different ways	My Mum Is Amazing by Zain Bhikha and performed by Naadira Ali Explore and Create Using the Twinkle, Twinkle, Little Star games track, and the pulse in different ways Games Rhythm games for everyone High and low games (pitch) Listen & Learn Sing and learn the song Twinkle, Twinkle, Little Star and Head, Shoulders, Knees and Toes Play Learn and then play along (using the glocks and percussion) to the song If You're Happy and You Know It Performance Share and perhaps perform what has taken place in today's lesson. Step 5 Listen & Respond Conga by Miami Sound Machine	song Big Bear Funk Performance Share and perhaps perform what has taken place in today's lesson. <u>Step 4</u> Listen & Respond My Promise by Earth Wind & Fire See above for discussions <u>Explore and Create</u> Using the games track (Big Bear Funk), ask the children for different ways to find the pulse <u>Games</u> Rhythm games for big bear funk High and low games (pitch) Extend to improvisation and composition <u>Listen &amp; Learn</u> Learn and sing the song Big Bear Funk <u>Play</u> Learn and then play along (using the glocks and percussion) to the
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Listen & Respond Happy Birthday by Stevie Wonder Explore and Create Using the This Old Man games track, and the pulse in different ways Games Copycat rhythm games for me High and low games (pitch) Listen & Learn Sing and learn the song This Old Man Performance Share and perhaps perform what has taken place in today's lesson. Step 6 Listen & Respond Our House by Madness Explore and Create Using the Five Little Ducks games track, and the pulse in different ways	My Mum Is Amazing by Zain Bhikha and performed by Naadira Ali Explore and Create Using the Twinkle, Twinkle, Little Star games track, and the pulse in different ways Games Rhythm games for everyone High and low games (pitch) Listen & Learn Sing and learn the song Twinkle, Twinkle, Little Star and Head, Shoulders, Knees and Toes Play Learn and then play along (using the glocks and percussion) to the song If You're Happy and You Know It Performance Share and perhaps perform what has taken place in today's lesson. Step 5 Listen & Respond Conga by Miami Sound Machine	song Big Bear Funk Performance Share and perhaps perform what has taken place in today's lesson. <u>Step 4</u> Listen & Respond My Promise by Earth Wind & Fire See above for discussions <u>Explore and Create</u> Using the games track (Big Bear Funk), ask the children for different ways to find the pulse <u>Games</u> Rhythm games for big bear funk High and low games (pitch) Extend to improvisation and composition <u>Listen &amp; Learn</u> Learn and sing the song Big Bear Funk <u>Play</u> Learn and then play along (using the glocks and percussion) to the

Listen & Learn	Games	Step 5
Sing and learn the song Five Little Ducks	Rhythm games for everyone	Listen & Respond
Performance	High and low games (pitch)	Superstition by Stevie Wonder
Share and perhaps perform what has taken place in today's lesson.	Listen & Learn	See above for discussions
	Sing and learn the song Twinkle, Twinkle, Little Star and Head,	
	Shoulders, Knees and Toes	Explore and Create
	Play	Using the games track (Big Bear Funk), ask the children for different
	Learn and then play along (using the glocks and percussion) to the	ways to find the pulse
	song If You're Happy and You Know It	Games
	Performance	Rhythm games for big bear funk
	Share and perhaps perform what has taken place in today's lesson.	High and low games (pitch)
	Share and perhaps perform what has taken place in today slesson.	Extend to improvisation and composition
	Stop C	Listen & Learn
	<u>Step 6</u>	Learn and sing the song Big Bear Funk
	Listen & Respond	Revisit The Wheels on the Bus
	Mozart's Horn Concerto no 4 - Rondo	Play
	Explore and Create	Learn and then play along (using the glocks and percussion) to the
	Using the Twinkle, Twinkle, Little Star games track, and the pulse in	song Big Bear Funk
	different ways	Performance
	Games	Share and perhaps perform what has taken place in today's lesson.
	Rhythm games for everyone	
	High and low games (pitch)	<u>Step 6</u>
	Listen & Learn	Listen & Respond
	Sing and learn the song Twinkle, Twinkle, Little Star and Head,	Pick Up The Pieces by Average White Band
	Shoulders, Knees and Toes	See above for discussions
	<u>Play</u>	Explore and Create
	Learn and then play along (using the glocks and percussion) to the	Using the games track (Big Bear Funk), ask the children for different
	song If You're Happy and You Know It	ways to find the pulse
	Performance	Games
	Share and perhaps perform what has taken place in today's lesson.	Rhythm games for big bear funk
		High and low games (pitch)
		Extend to improvisation and composition
		Listen & Learn
		Learn and sing the song Big Bear Funk
		Revisit The Hokey Cokey
		Play
		Learn and then play along (using the glocks and percussion) to the
		song Big Bear Funk
		Performance
		Share and perhaps perform what has taken place in today's lesson.
Autumn 2	Spring 2	Summer 2
Sequence of Lessons	Sequence of Lessons	Sequence of Lessons
<u>Step 1</u>	<u>Step 1</u>	<u>Step 1</u>
Listen & Respond	Listen & Respond	Listen & Respond
Roll Alabama by Bellowhead	Lovely Day performed by Bill Withers	William Tell Overture by Rossini
Explore and Create	Explore and Create	Assessment Activities

Using the I'm a Little Teapot games track, and the pulse in different	Using the Old Macdonald games track, and the pulse in different	Reflect & Rewind
ways	ways	What can you hear?
Create your own sounds using instruments (Glocks and percussion)	Games	How does the music make you feel?
	Rhythm games for our world	How old do you think the music is?
	High and low games (pitch)	Does the music tell a story?
	Listen & Learn	Do you like the music?
Listen & Learn	Sing and learn the song Old Macdonald and The Wheels on the Bus	Play Celebration by Kool And The Gang. Which of the following can
Sing and learn the song I'm a Little Teapot	<u>Play</u>	
Performance	Learn and then play along (using the glocks and percussion) to the	you hear in this musical extract? Name the instruments and voices.
Share and perhaps perform what has taken place in today's lesson.	song Old Macdonald	<u>Compose</u>
	Performance	Compose with the song Big Bear Funk.
Step 2	Share and perhaps perform what has taken place in today's lesson.	<u>Replay</u>
Listen & Respond		-Replay and revisit nursery rhymes, songs or activities from the year
Boogie Wonderland by Earth Wind and Fire	<u>Step 2</u>	-Perform and Share- prepare for a performance of songs and
Explore and Create	Listen & Respond	activities from the year.
Using The Grand Old Duke of York games track, and the pulse in	Beyond The Sea sung by Robbie Williams	
different ways	Explore and Create	Step 2
Create your own sounds using instruments (Glocks and percussion)	Using the Incy Wincey Spider games track, and the pulse in	Listen & Respond
Games	different ways	Dance Of The Sugar Plum Fairy by Tchaikovsky
	Games	Assessment Activities
	Rhythm games for our world	
Listen & Learn	High and low games (pitch)	Reflect & Rewind
Sing and learn the song The Grand Old Duke of York	Listen & Learn	What can you hear?
Performance	Sing and learn the song Incy Wincy Spider	How does the music make you feel?
Share and perhaps perform what has taken place in today's lesson.	Play	How old do you think the music is?
share and perhaps perform what has taken place in today s lesson.	Learn and then play along (using the glocks and percussion) to the	Does the music tell a story?
Step 3	song Incy Wincy Spider	Do you like the music?
-	Song mey whey spider	Play Ganesh Is Fresh by MC Yogi. Which of the following can you
Listen & Respond	Performance	hear in this musical extract? Name the instruments and voices.
Don't Go Breaking My Heart by Elton John and Kiki Dee	Share and perhaps perform what has taken place in today's lesson.	Compose
Explore and Create	Share and perhaps perform what has taken place in today slesson.	Compose with the song Baa, Baa Black Sheep.
Using the Ring O' Roses games track, and the pulse in different		Replay
Ways	<u>Step 3</u>	
Create your own sounds using instruments (Glocks and percussion)	Listen & Respond	-Replay and revisit nursery rhymes, songs or activities from the year
	Mars from The Planets by Gustav Holst	-Perform and Share- prepare for a performance of songs and
	Explore and Create	activities from the year.
High and low games (pitch)	Using the Baa, Baa Black Sheep games track, and the pulse in	
Listen & Learn	different ways	<u>Step 3</u>
Sing and learn the song Ring O' Roses	<u>Games</u>	Listen & Respond
Performance	Rhythm games for our world	Flight Of The Bumblebee by Rimsky-Korsakov
Share and perhaps perform what has taken place in today's lesson.	High and low games (pitch)	Assessment Activities
	Listen & Learn	Reflect & Rewind
<u>Step 4</u>	Sing and learn the song Baa, Baa Black Sheep	What can you hear?
Listen & Respond	<u>Play</u>	How does the music make you feel?
Ganesh is Fresh by MC Yogi	Learn and then play along (using the glocks and percussion) to the	
Explore and Create	song Baa, Baa Black Sheep	How old do you think the music is?
	Performance	Does the music tell a story?
		Do you like the music?

Using the Hickory Dickory Dock games track, and the pulse in	Share and perhaps perform what has taken place in today's lesson.	Play We Are Family by Sister Sledge. Which of the following can you
different ways	share and periods periodin while has taken place in today stesson	hear in this musical extract? Name the instruments and voices.
Create your own sounds using instruments (Glocks and percussion)	Chair A	Compose
Games	<u>Step 4</u>	
Copycat rhythm games for my stories	Listen & Respond	Compose with the song Twinkle, Twinkle Little Star.
High and low games (pitch)	Frog's Legs And Dragon's Teeth by Bellowhead	<u>Replay</u>
Listen & Learn	Explore and Create	-Replay and revisit nursery rhymes, songs or activities from the year
Sing and learn the song Hickory Dickory Dock	Using the Row, Row, Row Your Boat games track, and the pulse in	-Perform and Share- prepare for a performance of songs and
Not Too Difficult	different ways	activities from the year.
The ABC Song	Games	
	Rhythm games for our world	Step 4
Performance	High and low games (pitch)	Listen & Respond
Share and perhaps perform what has taken place in today's lesson.	Listen & Learn	Jupiter, The Bringer Of Jollity by Holst
share and perhaps perform what has taken place in today shesson.	Sing and learn the song Row, Row, Row Your Boat	Assessment Activities
Step 5	<u>Play</u>	Reflect & Rewind
Listen & Respond	Learn and then play along (using the glocks and percussion) to the	What can you hear?
	song Row, Row, Row Your Boat	
Frosty the Snowman by Ella Fitzgerald	Performance	How does the music make you feel?
Explore and Create	Share and perhaps perform what has taken place in today's lesson.	How old do you think the music is?
Using the ABC song games track, and the pulse in different ways		Does the music tell a story?
Create your own sounds using instruments (Glocks and percussion)	<u>Step 5</u>	Do you like the music?
Games	Listen & Respond	Play Singing In The Rain sung by Gene Kelly. Which of the following
Copycat rhythm games for my stories	Ain't No Mountain High Enough sung by Marvin Gaye and Tammi	can you hear in this musical extract? Name the instruments and
High and low games (pitch) Listen & Learn	Terrell	voices.
	Explore and Create	Compose
Sing and learn the song ABC song Not Too Difficult	Using the Hokey Cokey games track, and the pulse in different	Compose with the song Incy, Wincey Spider.
The ABC Song	ways	Replay
Performance	Games	-Replay and revisit nursery rhymes, songs or activities from the year
Share and perhaps perform what has taken place in today's lesson.	Rhythm games for our world	-Perform and Share- prepare for a performance of songs and
Share and perhaps perform what has taken place in today slesson.	High and low games (pitch)	activities from the year.
Stop 6	Listen & Learn	activities nom the year.
Step 6	Sing and learn the song Hokey Cokey	Share F
Listen & Respond	Play	<u>Step 5</u>
Spiderman by Michael Bublé	Learn and then play along (using the glocks and percussion) to the	Listen & Respond
Explore and Create	song Hokey Cokey	Fantasia On A Theme By Thomas Tallis by Ralph Vaughan Williams
Using the ABC song games track, and the pulse in different ways	Performance	Assessment Activities
Create your own sounds using instruments (Glocks and percussion)	Share and perhaps perform what has taken place in today's lesson.	Reflect & Rewind
Games		What can you hear?
Copycat rhythm games for my stories	<u>Step 6</u>	How does the music make you feel?
High and low games (pitch)	Listen & Respond	How old do you think the music is?
Listen & Learn	Singing In The Rain performed by Gene Kelly	Does the music tell a story?
Sing and learn the song ABC song	Explore and Create	Do you like the music?
Not Too Difficult	Using the Hokey Cokey games track, and the pulse in different	Play Frogs' Legs And Dragons' Teeth by Bellowhead. Which of the
The ABC Song	ways	following can you hear in this musical extract? Name the
Performance	Games	instruments and voices.
Share and perhaps perform what has taken place in today's lesson.	Rhythm games for our world	
	High and low games (pitch)	<u>Compose</u>

Listen & Learn	Compass with the sang Back a hue Bahy
	Compose with the song Rock-a-bye Baby.
Sing their favourite songs from this unit	<u>Replay</u>
Play	-Replay and revisit nursery rhymes, songs or activities from the year
Play their favourite songs form this unit using the glocks and	-Perform and Share- prepare for a performance of songs and
percussion instruments	activities from the year.
Performance	
Share and perhaps perform what has taken place in today's lesson.	
	<u>Step 6</u>
	Listen & Respond
	E.T. Flying Theme by John Williams
	Assessment Activities
	Reflect & Rewind
	What can you hear?
	How does the music make you feel?
	How old do you think the music is?
	Does the music tell a story?
	Do you like the music?
	Play I Feel Good ( I Got You) by James Brown. Which of the following
	can you hear in this musical extract? Name the instruments and
	voices.
	Compose
	Compose with the song Row, Row, Row Your Boat.
	<u>Replay</u>
	-Replay and revisit nursery rhymes, songs or activities from the year
	-Perform and Share- prepare for a performance of songs and
	activities from the year.

Year 1 Key Threads			
Knowledge	Skills		
Listen & Appraise	Listen & Appraise		
To know 5 songs off by heart	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.		
To know what the songs are about			
To know and recognise the sound and names of some of the instruments they use	Games		
	There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm		
Games	and pitch. Children will complete the following in relation to the main song:		
To know that music has a steady pulse, like a heartbeat	Game 1 – Have Fun Finding the Pulse! Find the pulse. Choose an animal and find the pulse		
To know that we can create rhythms from words, our names, favourite food, colours and animals.	Game 2 – Rhythm Copy Back - Listen to the rhythm and clap back. Copy back short rhythmic phrases		
	based on words, with one and two syllables whilst marching to the steady beat.		
Listen & Learn	Game 3 – Rhythm Copy Back, Your Turn - Create rhythms for others to copy		
Sing/Rap	Game 4 – Pitch Copy Back and Vocal Warm-up 1 - Listen and sing back. Use your voices to copy back		
To confidently sing or rap five songs from memory and sing them in unison	using 'la', whist marching to the steady beat		
	Game 4a – Pitch Copy Back and Vocal Warm-up 2 - Listen and sing back, and some different vocal		
Play	warm-ups. Use your voices to copy back using 'la'.		
Instruments			
To learn the names of the notes in their instrumental part from memory or when written down.	Listen & Learn		
To learn the names of the instruments they are playing	Sing/Rap		
	To learn about voices, singing notes of different pitches (high and low).		
Improvisation	To learn that they can make different types of sounds with their voices - you can rap or say words in		
To know that improvisation is about making up your own tunes/beats on the spot.	rhythm.		
To know it is not written down and belongs to them.	To learn to start and stop singing when following a leader.		
To know when someone improvises, they make up their own tune that has never been heard before.			
To know that everyone can improvise!	<u>Play</u>		
	Instruments		
Composition	To treat instruments carefully and with respect.		
To know that composing is like writing a story with music.	To play a tuned instrumental part with the song they perform.		
To know that everyone can compose.	To learn to play an instrumental part that matches their musical challenge, using one of the		
	differentiated parts (a one-note part, a simple part, medium part).		
Performance	To listen to and follow musical instructions from a leader.		
To know a performance is sharing music with other people, called an audience.			
	Improvisation		
	To use the improvisation tracks provided. Improvise using the three challenges:		
	1. Clap and Improvise - Listen and clap back, then listen and clap your own answer (rhythms of		
	words).		
	2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play		
	your own answer using one or two notes		
	<b>3. Improvise</b> - Take it in turns to improvise using one or two notes.		
	Composition		

	To learn how the second	te a simple melody using one, two or three not he notes of the composition can be written dov g they have learnt from the Scheme and perform erformance and say how they were feeling about i	vn and changed if necessary. it. To add their ideas to the performance.
<ul> <li>Choose sounds to represent difference</li> <li>Follow instructions: when to play</li> <li>pulse, rhythm, pitch, rap, improvise, composition</li> </ul>	pice and with instruments lic patterns usic and say whether they like or dislike a piece of mi rent things		Clubs         KS1 Music Club         Autumn 2         Children in Years 1 & 2 will have         the opportunity to join a music         club, focused on singing         External Provision         We work throughout the year with         education officer from the         Hippodrome – linking to         curriculum topics.         Summer 1 – Plants Drama         Workshops that Incorporates –         songs, dances and performances         25,         Topic Links         Spring         When learning about Chinese New         Year, the children will listen to         music from China and explore         Chinese dragon/lion dances.         Performances         Christmas Show to parents –         involves drama, songs and dances.
Autumn 1	Spring 1		Summer 1
Step 1	Sequence of Lessons Step 1 Listen & Appraise	Sequence of Lessons Listen & Appraise	<u>Step 1</u>

Begin to recognise the basic style indicators of Hip Hop Song/Music

Hey You! By Joanna Mangona <u>Warm-up Games</u> Vocal warm-up Pulse & Rhythm <u>Listen and Learn</u> <u>Sing/Rap</u> Learn to Sing the Song - Hey You! Start to learn to rap and sing the song

Perform Share and rap/sing the song as a class – Hey You!

## <u>Step 2</u>

## Listen & Appraise Begin to recognise the basic style indicators of Hip Hop Song/Music Me, Myself And I by De La Soul Compare with Hey You! From previous lesson. Warm-up Games Vocal warm-up Pulse & Rhythm Listen and Learn Sing/Rap Continue to rap and sing the song. Play Use instruments and play along with the song. Instrument Glockenspiel

Perform Share and rap/sing/play the song as a class - Hey You!

<u>Step 3</u>

Listen & Appraise Begin to recognise the basic style indicators of Hip Hop Song/Music Fresh Prince Of Bel Air by Will Smith Compare with Hey You! From previous lesson. Warm-up Games Vocal warm-up Pulse & Rhythm Listen and Learn Sing/Rap Begin to recognise the basic style indicators of blues Song/Music In The Groove, Blues by Joanna Mangona <u>Warm-up Games</u> Vocal warm-up, clapping, rhythms, pulse. <u>Listen and Learn</u> <u>Sing/Rap</u> In The Groove, Blues: Start to learn to sing the song. <u>Perform</u> Share and rap/sing the song as a class – In The Groove, Blues

## Step 2

Listen & Appraise Begin to recognise the basic style indicators of baroque music. Song/Music In The Groove, Baroque by Joanna Mangona Let The Bright Seraphim by Handel How are the songs different, how are they similar? Warm-up Games Vocal warm-up, clapping, rhythms, pulse. Listen and Learn Sing/Rap In The Groove, Baroque: Learn to sing the song. Play

Use instruments and play along with the song. Instrument Recorder

Perform Share and rap/sing/play the song as a class – In The Groove, Baroque

## Step 3

Listen & Appraise Begin to recognise the basic style indicators of latin. Song/Music In The Groove, Latin by Joanna Mangona Livin' La Vida Loca by Ricky Martin How are the songs different, how are they similar? Warm-up Games Vocal warm-up, clapping, rhythms, pulse. Listen and Learn Sing/Rap In the Groove, Latin: Continue to sing the song.

Song/Music Your Imagination by Joanna Mangona and Pete Readman <u>Warm-up Games</u> Vocal warm-up, clapping, rhythms, pulse. Listen and Learn Sing/Rap Your Imagination Start to learn to sing the song. Learn to sing verse 1 and the chorus and perhaps verse 2. Perform Share and rap/sing the song as a class – Your Imagination

## <u>Step 2</u>

## Listen & Appraise

Song/Music Supercalifragilisticexpialidocious from Mary Poppins. Compare with Your Imagination. How are the songs different, how are they similar? What did you imagine? Warm-up Games Vocal warm-up, clapping, rhythms, pulse. Listen and Learn Sing/Rap Your Imagination Continue to learn to sing the song. Whole song. Play Use instruments and play along with the song. Instrument

Recorder Glockenspiel All Learn to play the given parts for the coda section. Then decide who will sing and who will play. Perform

Share and rap/sing/play the song as a class - Your Imagination.

## Step 3

Listen & Appraise

#### Song/Music

Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack. Compare with Your Imagination. How are the songs different, how are they similar? What did you imagine?

Continue to rap and sing the song. Repeat as step 2 - Warm up games, Listen and Learn; Play; Plav Play Use instruments and play along with the song. Perform: Use instruments and play along with the song. Instrument Instrument Recorder Glockenspiel Improvise Step 4 Improvise Clap and Improvise Listen & Appraise Clap and Improvise Sing, Play and Improvise with the song. Song/Music Sing, Play and Improvise with the song. Perform Daydream Believer by The Monkees. Perform Share and rap/sing/play/improvise the song as a class – In The Groove, Compare with Your Imagination. How are the songs different, how Share and rap/sing/play/improvise the song as a class - Hey You! Latin are they similar? What did you imagine? Repeat as step 2 - Warm up games, Listen and Learn; Play; Step 4 Step 4 Improvise - optional Listen & Appraise Clap and Improvise Listen & Appraise Begin to recognise the basic style indicators of Hip Hop Sing, Play and Improvise with the song. Begin to recognise the basic style indicators of bhangra. Song/Music Perform Song/Music Rapper's Delight by The Sugarhill Gang In The Groove, Latin by Joanna Mangona Share and rap/sing/play the song as a class - Your Imagination. Compare with Hey You! From previous lesson. Jai Ho by J.R. Rahman. How are the songs different, how are they similar? Step 5 Listen & Appraise Song/Music **Listen and Learn** Listen and Learn **Rainbow Connection from The Muppet Movie** Sing/Rap Sing/Rap Compare with Your Imagination. How are the songs different, how Continue to rap and sing the song. In the Groove are they similar? What did you imagine? Improvise Continue to sing the song. Repeat as step 2 - Warm up games, Listen and Learn; Play; **Clap and Improvise** Plav Sing, Play and Improvise with the song. Use instruments and play along with the song. **Improvise** - optional Compose Instrument Clap and Improvise Use the base track to the song Hey You! Recorder Sing, Play and Improvise with the song. Create a new composition using notes. Improvise **Compose - optional** Perform Clap and Improvise Use the base track to the song Your Imagination! Share and rap/sing/play/improvise the song as a class - Hey You! Sing, Play and Improvise with the song. Create a new composition using notes. Compose Perform Step 5 Use the base track to the song In The Groove, Bhangra Share and rap/sing/play the song as a class - Your Imagination. Listen & Appraise Create a new composition using notes. Begin to recognise the basic style indicators of Hip Hop Perform Step 6 Song/Music Share and rap/sing/play/improvise the song as a class – In The Groove, Listen & Appraise U Can't Touch This by MC Hammer. Bhangra Song/Music Compare with Hey You! From previous lesson. A Whole New World from Aladdin Repeat as step 4 - Warm up games, Listen and Learn; Play; Step 5 Compare with Your Imagination. How are the songs different, how Improvise; Compose; Perform; Listen & Appraise are they similar? What did you imagine? Begin to recognise the basic style indicators of folk music. Repeat as step 2 - Warm up games, Listen and Learn; Play; Step 6 Song/Music Improvise - optional Listen & Appraise In The Groove, folk by Joanna Mangona Clap and Improvise

Begin to recognise the basic style indicators of Hip Hop	Lord Of The Dance by R. Hardiman	Sing, Play and Improvise with the song.
Song/Music	How are the songs different, how are they similar?	Compose - optional
It's Like That by Run DMC.	Repeat as step 4 - Warm up games, Listen and Learn; Play; Improvise;	Use the base track to the song Your Imagination!
Compare with Hey You! From previous lesson.	Compose; Perform;	Create a new composition using notes.
Repeat as step 4 - <mark>Warm up games, <u>Listen and Learn; Play;</u></mark>		Perform
Improvise; Compose; Perform;		Share and rap/sing/play the song as a class - Your Imagination.
	<u>Step 6</u>	
	Listen & Appraise	
	Begin to recognise the basic style indicators of funk.	
	Song/Music	
	In The Groove, funk by Joanna Mangona	
	Diggin' On James Brown by Tower Of Power	
	How are the songs different, how are they similar?	
	Repeat as step 4 - Warm up games, <u>Listen and Learn; Play; Improvise;</u>	
	Compose; Perform;	
Autumn 2	Spring 2	Summer 2
Sequence of Lessons	Sequence of Lessons	Sequence of Lessons
<u>Step 1</u>	<u>Step 1</u>	Assessment Unit
Listen & Appraise	Listen & Appraise	<u>Step 1</u>
Song/Music	Begin to recognise the basic style indicators of Bossa Nova	Listen & Appraise
Rhythm In The Way We Walk by Joanna Mangona	Song/Music	<u>Reflect</u>
Warm-up Games	Bound And Bound by Joanna Mangona	
	Round And Round by Joanna Mangona	Song/Music
Vocal warm-up	Warm-up Games	R A Song Before Sunrise by Frederick Delius (Early 20th Century)
Vocal warm-up Pulse & Rhythm	<u>Warm-up Games</u> Clapping, rhythms, pulse.	R A Song Before Sunrise by Frederick Delius (Early 20th Century) <u>Rewind</u>
Vocal warm-up Pulse & Rhythm <u>Listen and Learn</u>	Warm-up Games Clapping, rhythms, pulse. Vocal warm-up, warm up bodies and faces, breathing, from speech to	R A Song Before Sunrise by Frederick Delius (Early 20th Century)
Vocal warm-up Pulse & Rhythm <u>Listen and Learn</u> Sing/Rap	Warm-up Games Clapping, rhythms, pulse. Vocal warm-up, warm up bodies and faces, breathing, from speech to singing, developing tone and range.	R A Song Before Sunrise by Frederick Delius (Early 20th Century) <u>Rewind</u> Rewind and Listen Out! The Fresh Prince Of Bel Air by Will Smith
Vocal warm-up Pulse & Rhythm <u>Listen and Learn</u> Sing/Rap Start to learn the Song – Rhythm In The Way You Walk.	Warm-up Games Clapping, rhythms, pulse. Vocal warm-up, warm up bodies and faces, breathing, from speech to singing, developing tone and range. Listen and Learn	R A Song Before Sunrise by Frederick Delius (Early 20th Century) Rewind Rewind and Listen Out! The Fresh Prince Of Bel Air by Will Smith Assessment Activities
Vocal warm-up Pulse & Rhythm <u>Listen and Learn</u> Sing/Rap Start to learn the Song – Rhythm In The Way You Walk. <u>Perform</u>	Warm-up Games Clapping, rhythms, pulse. Vocal warm-up, warm up bodies and faces, breathing, from speech to singing, developing tone and range. Listen and Learn Sing/Rap	R A Song Before Sunrise by Frederick Delius (Early 20th Century) Rewind Rewind and Listen Out! The Fresh Prince Of Bel Air by Will Smith Assessment Activities Reflect & Rewind
Vocal warm-up Pulse & Rhythm Listen and Learn Sing/Rap Start to learn the Song – Rhythm In The Way You Walk. Perform Share and rap/sing/play/improvise the song as a class – Rhythm in	Warm-up GamesClapping, rhythms, pulse.Vocal warm-up, warm up bodies and faces, breathing, from speech to singing, developing tone and range.Listen and LearnSing/RapRound and Round: Start to learn to sing the song.	R A Song Before Sunrise by Frederick Delius (Early 20th Century) Rewind Rewind and Listen Out! The Fresh Prince Of Bel Air by Will Smith Assessment Activities Reflect & Rewind -Composition activity using First Composer
Vocal warm-up Pulse & Rhythm <u>Listen and Learn</u> Sing/Rap Start to learn the Song – Rhythm In The Way You Walk. <u>Perform</u>	Warm-up Games         Clapping, rhythms, pulse.         Vocal warm-up, warm up bodies and faces, breathing, from speech to singing, developing tone and range.         Listen and Learn         Sing/Rap         Round and Round: Start to learn to sing the song.         Perform	R A Song Before Sunrise by Frederick Delius (Early 20th Century) <u>Rewind</u> Rewind and Listen Out! The Fresh Prince Of Bel Air by Will Smith <u>Assessment Activities</u> <u>Reflect &amp; Rewind</u> -Composition activity using First Composer -Rhythm Grid work
Vocal warm-up Pulse & Rhythm <u>Listen and Learn</u> Sing/Rap Start to learn the Song – Rhythm In The Way You Walk. <u>Perform</u> Share and rap/sing/play/improvise the song as a class – Rhythm in the Way You Walk.	Warm-up GamesClapping, rhythms, pulse.Vocal warm-up, warm up bodies and faces, breathing, from speech to singing, developing tone and range.Listen and LearnSing/RapRound and Round: Start to learn to sing the song.PerformShare and rap/sing/play/improvise the song as a class - Round and	R A Song Before Sunrise by Frederick Delius (Early 20th Century) <u>Rewind</u> Rewind and Listen Out! The Fresh Prince Of Bel Air by Will Smith <u>Assessment Activities</u> <u>Reflect &amp; Rewind</u> -Composition activity using First Composer -Rhythm Grid work -The Language of Music - Music has its own language which
Vocal warm-up Pulse & Rhythm <u>Listen and Learn</u> Sing/Rap Start to learn the Song – Rhythm In The Way You Walk. <u>Perform</u> Share and rap/sing/play/improvise the song as a class – Rhythm in the Way You Walk. <u>Step 2</u>	Warm-up Games         Clapping, rhythms, pulse.         Vocal warm-up, warm up bodies and faces, breathing, from speech to singing, developing tone and range.         Listen and Learn         Sing/Rap         Round and Round: Start to learn to sing the song.         Perform	R A Song Before Sunrise by Frederick Delius (Early 20th Century) Rewind Rewind and Listen Out! The Fresh Prince Of Bel Air by Will Smith Assessment Activities <u>Reflect &amp; Rewind</u> -Composition activity using First Composer -Rhythm Grid work -The Language of Music - Music has its own language which you will get familiar with over time.
Vocal warm-up Pulse & Rhythm <u>Listen and Learn</u> Sing/Rap Start to learn the Song – Rhythm In The Way You Walk. <u>Perform</u> Share and rap/sing/play/improvise the song as a class – Rhythm in the Way You Walk. <u>Step 2</u> <u>Listen &amp; Appraise</u>	Warm-up Games Clapping, rhythms, pulse. Vocal warm-up, warm up bodies and faces, breathing, from speech to singing, developing tone and range. Listen and Learn Sing/Rap Round and Round: Start to learn to sing the song. Perform Share and rap/sing/play/improvise the song as a class - Round and Round.	R A Song Before Sunrise by Frederick Delius (Early 20th Century) Rewind Rewind and Listen Out! The Fresh Prince Of Bel Air by Will Smith Assessment Activities <u>Reflect &amp; Rewind</u> -Composition activity using First Composer -Rhythm Grid work -The Language of Music - Music has its own language which you will get familiar with over time. -Watch the cartoons and videos to embed your learning.
Vocal warm-up Pulse & Rhythm Listen and Learn Sing/Rap Start to learn the Song – Rhythm In The Way You Walk. Perform Share and rap/sing/play/improvise the song as a class – Rhythm in the Way You Walk. Step 2 Listen & Appraise Song/Music	Warm-up Games         Clapping, rhythms, pulse.         Vocal warm-up, warm up bodies and faces, breathing, from speech to singing, developing tone and range.         Listen and Learn         Sing/Rap         Round and Round: Start to learn to sing the song.         Perform         Share and rap/sing/play/improvise the song as a class - Round and Round.         Step 2	R A Song Before Sunrise by Frederick Delius (Early 20th Century) Rewind Rewind and Listen Out! The Fresh Prince Of Bel Air by Will Smith Assessment Activities <u>Reflect &amp; Rewind</u> -Composition activity using First Composer -Rhythm Grid work -The Language of Music - Music has its own language which you will get familiar with over time. -Watch the cartoons and videos to embed your learning. <u>Replay</u>
Vocal warm-up Pulse & Rhythm Listen and Learn Sing/Rap Start to learn the Song – Rhythm In The Way You Walk. Perform Share and rap/sing/play/improvise the song as a class – Rhythm in the Way You Walk. <u>Step 2</u> Listen & Appraise Song/Music The Planets: Mars by Gustav Holst	Warm-up Games         Clapping, rhythms, pulse.         Vocal warm-up, warm up bodies and faces, breathing, from speech to singing, developing tone and range.         Listen and Learn         Sing/Rap         Round and Round: Start to learn to sing the song.         Perform         Share and rap/sing/play/improvise the song as a class - Round and Round.         Step 2         Listen & Appraise	R A Song Before Sunrise by Frederick Delius (Early 20th Century) Rewind Rewind and Listen Out! The Fresh Prince Of Bel Air by Will Smith Assessment Activities <u>Reflect &amp; Rewind</u> -Composition activity using First Composer -Rhythm Grid work -The Language of Music - Music has its own language which you will get familiar with over time. -Watch the cartoons and videos to embed your learning. <u>Replay</u> -Replay and revisit songs from the year
Vocal warm-up Pulse & Rhythm Listen and Learn Sing/Rap Start to learn the Song – Rhythm In The Way You Walk. Perform Share and rap/sing/play/improvise the song as a class – Rhythm in the Way You Walk. Step 2 Listen & Appraise Song/Music	Warm-up Games         Clapping, rhythms, pulse.         Vocal warm-up, warm up bodies and faces, breathing, from speech to singing, developing tone and range.         Listen and Learn         Sing/Rap         Round and Round: Start to learn to sing the song.         Perform         Share and rap/sing/play/improvise the song as a class - Round and Round.         Step 2         Listen & Appraise         Begin to recognise the basic style indicators of Bossa Nova	R A Song Before Sunrise by Frederick Delius (Early 20th Century) Rewind Rewind and Listen Out! The Fresh Prince Of Bel Air by Will Smith Assessment Activities <u>Reflect &amp; Rewind</u> -Composition activity using First Composer -Rhythm Grid work -The Language of Music - Music has its own language which you will get familiar with over time. -Watch the cartoons and videos to embed your learning. <u>Replay</u> -Replay and revisit songs from the year -Perform and Share -prepare for a performance of songs
Vocal warm-up Pulse & Rhythm Listen and Learn Sing/Rap Start to learn the Song – Rhythm In The Way You Walk. Perform Share and rap/sing/play/improvise the song as a class – Rhythm in the Way You Walk. <u>Step 2</u> Listen & Appraise Song/Music The Planets: Mars by Gustav Holst Compare with Rhythm In The Way You Walk! From previous	Warm-up Games         Clapping, rhythms, pulse.         Vocal warm-up, warm up bodies and faces, breathing, from speech to singing, developing tone and range.         Listen and Learn         Sing/Rap         Round and Round: Start to learn to sing the song.         Perform         Share and rap/sing/play/improvise the song as a class - Round and Round.         Step 2         Listen & Appraise         Begin to recognise the basic style indicators of Bossa Nova Song/Music	R A Song Before Sunrise by Frederick Delius (Early 20th Century) Rewind Rewind and Listen Out! The Fresh Prince Of Bel Air by Will Smith Assessment Activities <u>Reflect &amp; Rewind</u> -Composition activity using First Composer -Rhythm Grid work -The Language of Music - Music has its own language which you will get familiar with over time. -Watch the cartoons and videos to embed your learning. <u>Replay</u> -Replay and revisit songs from the year
Vocal warm-up Pulse & Rhythm Listen and Learn Sing/Rap Start to learn the Song – Rhythm In The Way You Walk. Perform Share and rap/sing/play/improvise the song as a class – Rhythm in the Way You Walk. <u>Step 2</u> Listen & Appraise Song/Music The Planets: Mars by Gustav Holst Compare with Rhythm In The Way You Walk! From previous lesson.	Warm-up Games         Clapping, rhythms, pulse.         Vocal warm-up, warm up bodies and faces, breathing, from speech to singing, developing tone and range.         Listen and Learn         Sing/Rap         Round and Round: Start to learn to sing the song.         Perform         Share and rap/sing/play/improvise the song as a class - Round and Round.         Step 2         Listen & Appraise         Begin to recognise the basic style indicators of Bossa Nova	R A Song Before Sunrise by Frederick Delius (Early 20th Century) Rewind Rewind and Listen Out! The Fresh Prince Of Bel Air by Will Smith Assessment Activities <u>Reflect &amp; Rewind</u> -Composition activity using First Composer -Rhythm Grid work -The Language of Music - Music has its own language which you will get familiar with over time. -Watch the cartoons and videos to embed your learning. <u>Replay</u> -Replay and revisit songs from the year -Perform and Share -prepare for a performance of songs

<u>Step 3</u>	Clapping, rhythms, pulse.	Listen & Appraise
Listen & Appraise	Vocal warm-up, warm up bodies and faces, breathing, from speech to	Reflect
Song/Music	singing, developing tone and range.	Song/Music
Tubular Bells by Mike Oldeld	Listen and Learn	The Firebird by Igor Stravinsky (from the 20th century)
Compare with Rhythm In The Way You Walk! From previous	Sing/Rap	Rewind
lesson.	Round and Round: Continue to learn to sing the song.	Rewind and Listen Out! When I'm 64 by The Beatles
Repeat as step 1 - Warm up games, Listen and Learn; Perform;	<u>Play</u>	Warm-up Games
	Use instruments and play along with the song.	Clapping, rhythms, pulse.
Step 4	Instrument	Vocal warm-up, warm up bodies and faces.
Listen & Appraise	Recorder	
Song/Music	Perform	Assessment Activities
The Banana Rap by Jane Sebba	Share and rap/sing/play the song as a class - Round and Round.	Reflect & Rewind
Warm-up Games		-Composition activity using First Composer
	Step 3	-Rhythm Grid work
	Listen & Appraise	-The Language of Music - Music has its own language which
Listen and Learn	Begin to recognise the basic style indicators of film music.	you will get familiar with over time.
Sing/Rap	Song/Music	-Watch the cartoons and videos to embed your learning.
Start to learn the Song/Rap – The Banana Rap	The Imperial March, Darth Vader's Theme (March Of The Empire) by	-Theory: finding out about music – rhythm, understanding
Perform	John Williams	rhythm & beat
Share and rap/sing/play/improvise the song as a class - Banana	Compare with Round and Round - How are the songs different, how are	Step 3
Rap.	they similar?	Listen & Appraise
Step 5	Warm-up Games	Reflect
Listen & Appraise	Clapping, rhythms, pulse.	Song/Music
Song/Music	Vocal warm-up, warm up bodies and faces, breathing, from speech to	The Bird by Sergei Prokofiev (from the 20th century)
Happy by Pharrell Williams	singing, developing tone and range.	Rewind
Compare with The Banana Rap – from previous lesson.	Listen and Learn	Rewind and Listen Out! Jai Ho by A. R. Rahman
Repeat as step 4 - Warm up games, Listen and Learn; Perform;	Sing/Rap	Warm-up Games
	Round and Round: Continue to learn to sing the song.	Clapping, rhythms, pulse.
	<u>Play</u>	Vocal warm-up, warm up bodies and faces.
Step 6	Use instruments and play along with the song.	
Listen & Appraise	Instrument	Assessment Activities
Song/Music	Recorder	Reflect & Rewind
-	<u>Improvise</u>	-Composition activity using First Composer
When I'm 64 by The Beatles Compare with The Banana Rap – from previous lesson.	Clap and Improvise	-Rhythm Grid work
	Sing, Play and Improvise with the song.	-The Language of Music - Music has its own language which
Repeat as step 1 - Warm up games, Listen and Learn; Perform;	Perform	you will get familiar with over time.
	Share and rap/sing/play/improvise the song as a class - Round and	-Watch the cartoons and videos to embed your learning.
	Round.	-Theory: finding out about music – rhythm and pitch, high &
		incory. Infang out about masic in ytim and pitch, ngh a
		low changing nitch
	Step 4	low, changing pitch.
	<u>Step 4</u> Listen & Appraise	
		low, changing pitch. <u>Step 4</u> Listen & Appraise

It Had Better Be Tonight by Michael Bublé	Reflect
Compare with Round and Round - How are the songs different, how are	Song/Music
they similar?	Grand March from Aida by Guiseppe Verdi (from the Romantic
Repeat as step 3 - Warm up games, Listen and Learn; Play; Improvise;	period)
Perform;	Rewind
	Rewind and Listen Out! Oye Como Va by Santana
<u>Step 5</u>	Warm-up Games
Listen & Appraise	Clapping, rhythms, pulse.
Begin to recognise the basic style indicators of Dance music - a 'mash up'	Vocal warm-up, warm up bodies and faces.
of House, Funk and Classic Swing	
Song/Music	Assessment Activities
Why Don't You by Gramophonedzie. Compare with Round and Round -	Reflect & Rewind
How are the songs different, how are they similar?	-Composition activity using First Composer
Repeat as step 3 - Warm up games, Listen and Learn; Play; Improvise;	-Rhythm Grid work
Perform;	-The Language of Music - Music has its own language which
	you will get familiar with over time.
<u>Step 6</u>	-Watch the cartoons and videos to embed your learning.
Listen & Appraise	-Theory: finding out about music – rhythm and pitch, pitch
Begin to recognise the basic style indicators of Latin/Jazz/Rock Fusion.	shapes.
Song/Music	Shapes.
Oye Como Va by Santana	Stop E
Compare with Round and Round - How are the songs different, how are	Step 5
they similar?	Listen & Appraise
Repeat as step 3 - Warm up games, Listen and Learn; Play; Improvise;	<u>Reflect</u>
Perform;	Song/Music
<u>·</u>	Boléro by Maurice Ravel (from the 20th century)
	Rewind
	Pure Imagination from the film Charlie And The Chocolate Factor
	Warm-up Games
	Clapping, rhythms, pulse.
	Vocal warm-up, warm up bodies and faces.
	Assessment Activities
	Reflect & Rewind
	-Composition activity using First Composer
	-Rhythm Grid work
	-The Language of Music - Music has its own language whic
	you will get familiar with over time.
	-Watch the cartoons and videos to embed your learning.
	-Theory: finding out about music – pulse, rhythm, pitch an
	tempo.

	Listen & Appraise
	Reflect
	Song/Music
	The Lamb by Sir John Tavener (20th Century music)
	Rewind
	Rainbow Connection sung by Kermit The Frog
	Repeat Reflect, Rewind & Replay from step 1-5.
Vear 2	Key Threads

Year 2 Key Threads			
Knowledge	Skills		
Listen & Appraise	Listen & Appraise		
To know five songs off by heart.	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.		
To know some songs have a chorus or a response/answer part.	To learn how songs can tell a story or describe an idea.		
To know that songs have a musical style			
	Games		
	There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm		
	and pitch. Children will complete the following in relation to the main song:		
	Game 1 – Have Fun Finding the Pulse! Find the pulse.		
	Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases		
	based on words, with one and two syllables whilst marching the steady beat.		
	Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy.		
Listen & Learn	Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back		
Sing/Rap	using 'la', whilst marching the steady beat.		
To confidently know and sing five songs from memory.	Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal		
To know that unison is everyone singing at the same time.	warm-ups. Use your voices to copy back using 'la'.		
Songs include other ways of using the voice e.g. rapping (spoken word).			
To know why we need to warm up our voices.	Listen & Learn		
	Sing/Rap		
	To learn about voices singing notes of different pitches (high and low).		
<u>Play</u>	To learn that they can make different types of sounds with their voices – you can rap (spoken word		
Instruments	with rhythm).		
To learn the names of the notes in their instrumental part from memory or when written down.	To learn to find a comfortable singing position.		
To know the names of un-tuned percussion instruments played in class.	To learn to start and stop singing when following a leader.		
	<u>Play</u>		
<u>Improvisation</u>	Instruments		
To know improvisation is making up your own tunes on the spot.	To treat instruments carefully and with respect.		
To know when someone improvises, they make up their own tune that has never been heard before.	To learn to play a tuned instrumental part that matches their musical challenge, using one of the		
It is not written down and belongs to them.	differentiated parts (a one-note, simple or medium part).		
To know everyone can improvise, and you can use one or two notes.	To play the part in time with the steady pulse.		
	To listen to and follow musical instructions from a leader.		
Composition			
To know composing is like writing a story with music.	Improvisation		
To know everyone can compose.	To use the improvisation tracks provided. Improvise using the three challenges:		
	1. Clap and Improvise - Listen and clap back, then listen and clap your own answer (rhythms of		
Performance	words).		

To know a performance is sharing music with an audience. To know a performance can be a special occasion and involve a class, a year group or a whole school. To know an audience can include your parents and friends.		a whole school. your own answer 3. Improvise! - Ta <u>Composition</u> To help create the To learn how the <u>Performance</u> To choose a song Can add their ide	Improvise – Use voices and instruments, listen using one or two notes. Ike it in turns to improvise using one or two not ree simple melodies with the Units using one, t notes of the composition can be written down they have learnt from the Scheme and perforn as to the performance. formance and say how they were feeling about	tes. hree or five different notes. and changed if necessary.
		<u>Year 2 - Whole Year</u> <u>Charanga</u>		
	1.Hands, feet, Heart	Spring Units 1. I Wanna Play in a Band 2. Zootime	Summer Units 1.Friendship Song 2.Reflect, Rewind, Replay	Clubs KS1 Music Club Autumn 2 Children in Years 1 & 2 will have
	<ul> <li>Sing and follow a melody</li> <li>Perform simple patterns and accompaniments keep</li> <li>Play simple rhythmic patterns on an instrument</li> <li>Sing or clap increasing and decreasing tempo</li> <li>Order sounds to create a beginning, middle and an</li> <li>Create music in response to different starting point</li> <li>Choose sounds which create an effect</li> </ul>	end		the opportunity to join a music club, focused on singing. <b>Summer 2</b> Children in Years 1 & 2 will have the opportunity to join a music club, focused on singing and learning an instrument.
	<ul> <li>Use symbols to represent sounds</li> <li>Make connections between notations and musical</li> <li>Listen out for things when listening to music</li> <li>Improve their own work</li> </ul>			Performances Christmas Show to parents – involves songs and dances. Harvest Assembly Performance whole school – involves visual
	Key I keyboard, drums, bass, electric guitars, trumpet, pulse, rhyth dynamics, tempo, guitar, percussion, saxophones, singing, pl		m, audience, question and answer, melody,	poetry, dance and songs Topic/Cross Curricular Lin Spring When learning about Chinese N Year, the children will listen to music from China and explore Chinese dragon/lion dances. Summer

		The Great Fire of London –         workshop with drama company,         exploring the fire of London         through drama, music and         performance.         External Provision         We work throughout the year with         education officer from the         Hippodrome – linking to         curriculum topics.         Autumn 2 –         Harvest Assembly Performance to         whole school – involves visual         poetry, dance and songs.
Autumn 1	Spring 1	Summer 1
Sequence of Lessons	Sequence of Lessons	Sequence of Lessons
Step 1: Listen and Appraise	<u>Step 1:</u>	<u>Step 1:</u>
begin to recognise the basic style indicators of South African	Listen and Appraise	Listen and Appraise
music) Hands, Feet, Heart by Joanna Mangona	begin to recognise the basic style indicators of Rock music I Wanna Play In A Band by Joanna Mangona	Friendship Song by Joanna Mangona and Pete Readman
Warm-up Games	Warm-up Games	Warm-up Games Find the pulse; copy rhythms; warm up your voice; clapping pulse;
(including vocal warm-ups) - Hands, Feet, Heart	Find the pulse; Rhythm copy back; Pitch copy back;	Listen and Learn:
Listen and Learn:	Listen and Learn:	Learn to sing the Friendship Song.
Learn to Sing the Song - Hands, Feet, Heart:	Learn to sing the song – I Wanna Play in a Band.	Perform:
Perform:	Perform:	Friendship Song.
Hands, Feet, Heart	I Wanna Play in a Band.	
		Step 2:
Step 2:	Step 2:	Listen and Appraise
Listen and Appraise	Listen and Appraise	Count On Me by Bruno Mars
begin to recognise the basic style indicators of South African	begin to recognise the basic style indicators of Rock music	Warm-up Games
music) The Click Song sung by Miriam Makeba & Hands, Feet,	We Will Rock You by Queen	Find the pulse; copy rhythms; warm up your voice; clapping pulse;
Heart by Joanna Mangona - – compare the two.	I Wanna Play In A Band by Joanna Mangona Warm-up Games	Listen and Learn:
Warm-up Games	Find the pulse; Rhythm copy back; Pitch copy back;	Learn to sing the Friendship Song.
(including vocal warm-ups) - Hands, Feet, Heart	Listen and Learn:	<u>Play:</u>
Listen and Learn:	Continue to Sing the Song - I Wanna PLay in a Band.	Use instruments and accompany the song – glockenspiel.
Continue to Sing the Song - Hands, Feet, Heart:	<u>Play:</u>	Perform: Friendship Song.
Play:	Use instruments and accompany the song – glockenspiel.	пеналір зонд.
Use instruments and accompany the song – glockenspiel.	Perform:	Step 3:
Perform:	I Wanna Play in a Band.	Listen and Appraise
Hands, Feet, Heart		We Go Together (from Grease soundtrack)
	Step 3:	Warm-up Games

Step 3:	Listen and Appraise	Find the pulse; copy rhythms; warm up your voice; clapping pulse
Listen and Appraise	begin to recognise the basic style indicators of Rock music	Listen and Learn:
begin to recognise the basic style indicators of South African	Smoke On The Water by Deep Purple	Continue to sing the Friendship Song.
music) The Lion Sleeps Tonight sung by The Soweto Gospel Choir:	I Wanna Play In A Band by Joanna Mangona	Play:
& Hands, Feet, Heart by Joanna Mangona – compare the two.	Warm-up Games	Use instruments and accompany the song – glockenspiel.
Warm-up Games	Find the pulse; Rhythm copy back; Pitch copy back;	Improvise:
	Listen and Learn:	Clap and improvise; Sing, play and improvise;
Listen and Learn:	Continue to Sing the Song - I Wanna PLay in a Band.	Perform:
Continue to Sing the Song - Hands, Feet, Heart:	<u>Play:</u>	Friendship Song.
<u>Play:</u>	Use instruments and accompany the song – glockenspiel.	
Use instruments and accompany the song – glockenspiel.	Improvise:	Step 4:
Improvise:	Clap and improvise; Sing, play and improvise;	Listen and Appraise
Clap and improvise.	Perform:	You Give A little Love from Bugsy Malone:
Perform:	I Wanna Play in a Band.	Warm-up Games
Hands, Feet, Heart		Find the pulse; Rhythm copy back; Pitch copy back;
Hanas, reet, fiedri	Step 4:	Listen and Learn:
Stop 4:	Listen and Appraise	Continue to Sing The Friendship Song.
Step 4:	begin to recognise the basic style indicators of Rock music	Play:
Listen and Appraise	Rockin' All Over The World by Status Quo	Use instruments and accompany the song – glockenspiel.
begin to recognise the basic style indicators of South African	I Wanna Play In A Band by Joanna Mangona	Improvise:
music) Bring Him Back Home by Hugh Masekela: & Hands, Feet,	Warm-up Games	Clap and improvise; Sing, play and improvise;
Heart by Joanna Mangona – compare the two.	Find the pulse; Rhythm copy back; Pitch copy back;	Compose:
	Listen and Learn:	Use the base track to the Friendship Song
(including vocal warm-ups) - Hands, Feet, Heart	Continue to Sing the Song - I Wanna PLay in a Band.	Create a new composition using notes - Drag notes into boxes to
Listen and Learn:	<u>Play:</u>	create class composition.
Continue to Sing the Song - Hands, Feet, Heart:	Use instruments and accompany the song – glockenspiel.	
<u>Play:</u>	Improvise:	Perform:
Use instruments and accompany the song – glockenspiel.	Clap and improvise; Sing, play and improvise;	The Friendship Song.
Improvise:	Compose:	
Clap and improvise.	Use the base track to the song I Wanna PLay in a band	Step 5:
Compose:	Create a new composition using notes - Drag notes into boxes to create	Listen and Appraise
Drag notes into boxes to create class composition.	class composition.	That's What Friends Are For sung by Gladys Knight, Stevie
Perform:	Perform:	Wonder, Dionne Warwick and Elton John
Hands, Feet, Heart – sing; sing and play; sing and improvise; sing	I Wanna Play in a Band.	Repeat as Step 4
and play compositions.		Warm up games, Listen and Learn; Play; Improvise; Compose;
	Step 5:	Perform;
Step 5:	Listen and Appraise	
Listen and Appraise	begin to recognise the basic style indicators of Rock music	Step 6:
begin to recognise the basic style indicators of South African	Johnny B. Goode by Chuck Berry	Listen and Appraise
music) You Can Call Me Al by Paul Simon & Hands, Feet, Heart by	I Wanna Play In A Band by Joanna Mangona	You've Got A Friend In Me by Randy Newman
Joanna Mangona – compare the two.	Repeat as Step 4	Repeat as Step 4
Repeat as Step 4	Warm up games, Listen and Learn; Play; Improvise; Compose; Perform;	Warm up games, Listen and Learn; Play; Improvise; Compose;
Warm up games Listen and Learn: Play: Improvise: Compose:		Perform;

Perform;

<u>Step 6:</u> <u>Listen and Appraise</u> begin to recognise the basic style indicators of South African music) Hlokoloza by Arthur Mofokate & Hands, Feet, Heart by Joanna Mangona – compare the two. <u>Repeat as Step 4</u> <u>Warm up games, Listen and Learn; Play; Improvise; Compose;</u> <u>Perform;</u>	Step 6:         Listen and Appraise         begin to recognise the basic style indicators of Rock music         I Saw Her Standing There by The Beatles         I Wanna Play In A Band by Joanna Mangona         Repeat as Step 4         Warm up games, Listen and Learn; Play; Improvise; Compose; Perform;	
Autumn 2	Spring 2	Summer 2
Sequence of Lessons         Step 1:         Listen and Appraise         Christmas Song - Ho, Ho, Ho by Joanna Mangona         Warm-up Games         Vocal warm up's, breathing, pulse and rhythm games.         Listen and Learn:         Learn to Sing the Song - Ho, Ho, Ho.         Perform:         Ho, Ho, Ho.	Sequence of Lessons         Step 1:         Listen and Appraise         begin to recognise the basic style indicators of Reggae music         Zootime by Joanna Mangona         Warm-up Games         Game 1 - Find the pulse, use your imagination. Choose an animal and find the pulse.         Game 2 - Listen to the rhythm and clap back.         Listen and Learn:	Sequence of Lessons         Step 1:         Listen and Appraise         Reflect:       Peer Gynt Suite: Anitra's Dance by Edvard Grieg written in 1875.         Rewind & Listen Out!:       Bring Him Back Home (Nelson Mandela) by Hugh Masekela.         Composition activity using First Composer;       Rhythm Grid work;         Play:       Play:
Step 2:         Listen and Appraise         Christmas Song - Ho, Ho, Ho by Joanna Mangona - answer on screen questions.         Warm-up Games         Vocal warm up's, breathing, pulse and rhythm games.         Listen and Learn:         Continue to Sing the Song - Ho, Ho, Ho.         Play:         Use instruments and accompany the song – glockenspiel (&	Learn to Sing the Song - Zootime Perform: Song - Zootime Step 2: Listen and Appraise begin to recognise the basic style indicators of Reggae music Kingston Town by UB40 Warm-up Games Vocal warm up's, breathing, pulse and rhythm games. Listen and Learn:	Use instruments and accompany the composition – glockenspiel / woodblocks. <u>Music Theory:</u> The Language of Music - Music has its own language which you will get familiar with over time. Watch the cartoons and videos to embed your learning. Notation; Duration; Cleffs, Staves; <u>Perform:</u> Rewind and Replay (Revision) - revisit songs from the year.
recorders?). Perform: Ho, Ho, Ho. <u>Step 3:</u> <u>Listen and Appraise</u> Bring Him Back Home (Nelson Mandela) by Hugh Masekela Christmas Song - Ho, Ho, Ho by Joanna Mangona <u>Warm-up Games</u>	Continue to Sing the Song - Zootime. Play: Use instruments and accompany the song – glockenspiel (& recorders?). Perform: Ho, Ho, Ho. Step 3: Listen and Appraise begin to recognise the basic style indicators of Reggae music	Step 2:         Listen and Appraise         Reflect - Brandenburg Concerto No 1 by Johann Sebastian         Bach - Baroque         Rewind and Listen Out!         Fly Me To The Moon sung by Frank         Sinatra.         Warm-up games         Hands, Feet, Heart

Use instruments and accompany the song – glockenspiel (&       Game 3 - Usy avoid to the rhythm and dop back.       woodblocks.         Performs:       Game 3 - Usy avoid to the rhythm and dop back.       Music Theory:         Step 5:       Listen and sing back with added vocal warm-ups. Use your       Step 3:         Varmue Games       Use instruments and accompany the song – glockenspiel (&       Step 3:         Varmue Games       Use instruments and accompany the song – glockenspiel (&       Step 3:         Varmue Games       Use instruments and accompany the song – glockenspiel (&       Step 3:         Varmue Games       Use instruments and accompany the song – glockenspiel (&       Step 3:         Varmue Games       Use instruments and accompany the song – glockenspiel (&       Step 3:         Varmue Games       Use instruments and accompany the song – glockenspiel (&       Step 3:         Varmue Games       Use instruments and accompany the song – glockenspiel (&       Step 3:         Varmue Games       Use instruments and accompany the song – glockenspiel (&       Step 3:         Varmue Games       Use instruments and accompany the song – glockenspiel (&       Step 4:         Varmue Games       Use instruments and accompany the song – glockenspiel (&       Step 4:         Varmue Games       Use instruments and accompany the song – glockenspiel (&       Step 4:         V		Shine by ASWAD	A composition activity using First Composer;
Buy:         Ind the pube.         Ind the pube.           Use instruments and accompany the song – glockenspiel (& recorders?).         Game 2 - Listen of the hythm and clap back.         Music Theory:           Perform:         Game 3 - Listen and larger subpictus Minds by Evia Presley:         Bai: Listen and Lagers         Music Theory:           Suppictus Minds by Evia Presley:         Bai: Listen and Lagers         Continue to sing the Song - Zoctime         Bai: Listen and Lagers         Sige 2 : Listen and Lager<	Listen and Learn:	Warm-up Games	Rhythm Grid work
Use instruments and accompany the song – glockenspiel (& correcters)).         Gree 2 - Lisen to the rhythm and dip back.         woodblocks.           Perform:         Gree 2 - Lisen to the rhythm and dip back.         woodblocks.           Step 2:         Gree 2 - Lisen to the rhythm and dip back.         woodblocks.           Step 2:         Gree 2 - Lisen to the rhythm and dip back.         Woodblocks.           Step 2:         Listen and Appraise         Gree 2 - Lisen to the rhythm and dip back.           Continue to sing the Song - Tool, Ho, Ho, Bo, Bo, Bo, Bo, Bo, Ho, Ho, Bo, Continue to sing the Song - Zootime         East and sing back with added vocal warm-ups. Use your rote sing the Song - Tool the Play;           Continue to sing the Song - Ho, Ho, Ho, Bo, Bo, Bo, Bo, Ho, Ho, Ho.         Eerform:         Rewind and Replay (Revision) - revisit songs from the Play;           Use instruments and accompany the song - glockenspiel (& recorders?).         Eerform:         Rewind and Learn:           Continue to sing the Song - Ho, Ho, Ho.         Eerform:         Rote Hoa are powith instruments.           Step 1:         Listen and Appraise         Gree 1:         Rewind and Learn:           Continue to sing the Song - Ho, Ho, Ho.         Eerform:         Rote Hoa are powith instruments.         Step 1:           Step 3:         Gree 1:         Listen and Appraise         Step 1:         Ken Hoa are are with Hoa, Ho, Hoo, Hoo           S	Continue to Sing the Song - Ho, Ho, Ho.		Play:
recorders?).       Game 3 - 1% your turn. This game is teacher-led initially to make sur- you mer prepared.       Music Theory:         Reference:       Game 4 - Listen and sing back with added yous warmups. Use your warmups. Use your       The Language of Music - pulse; quration - crothete; crothet rests; staves - treble & bass;         Sep 4:       Listen and Learn:       Continue to Sing the Song - Zootime       Rewind and Replay (Revision) - revisit songs from th Supportus Minds by Elvis Presley:         Christmas Song - Ho, Ho, Ho by Yoanna Mangona       Use instruments and accompany the song - glockenspiel (& recorders?).       Step 3:         Use instruments and accompany the song - glockenspiel (& Parcorders?).       Step 4:       Step 4:         Use instruments and accompany the song - glockenspiel (& Parcorders?).       Step 4:       Step 4:         Step 5:       Step 5:       Step 4:       Step 4:         Music Theory:       Continue to Sing the song - Ho, Ho, Ho, Ho       Parcorders?).         Step 5:       Step 5:       Step 4:       Step 4:         Music Theory:       Continue to Sing the song - Ho, Ho, Ho, Ho       Parcorders?).         Music Theory:       Rewind and Listen Out! We Will Rock You by Queen         Warm us dames.       Step 5:       Step 5:       Step 5:         Music Theory:       Continue to Sing the song - glockenspiel.       Step 5:         Music Theory:	<u>Play:</u>		Use instruments and accompany the composition – glockenspiel /
Perform:You are prepared!InstructionHa, Ho, Ho.Can et a - Liste and lag back with added ocal warmup. Use youInstructionStep 4:Continue to Sing the Song - ZootimeRevind and Replay (Revision) - revisit songs from theSupplicions Minds by Clish Preley:Play:Step 3:Vacati warmup's, breathing, pube and rhythm games.Ligh and improvise.Step 3:Vacati warmup's, breathing, pube and rhythm games.Eag and improvise.Step 3:Use instruments and accompany the song - glockenspiel (& recorders?).Step 3:Step 3:Vacati warmup's, breathing, pube and rhythm games.Eag and improvise.Step 3:Use instruments and accompany the song - glockenspiel (& recorders?).Step 3:Step 3:Vacati warmup's, breathing, pube and rhythm games.Step 4:Step 3:Use instruments and accompany the song - glockenspiel (& recorders?).Step 3:Step 3:Vacati warmup's, breathing, pube and rhythm games.Step 3:Step 3:Vacati warmup's, breathing, pube and step 3:Step 3:Step 3:Step 5:Step 4:Step 4:Step 4:Vacati warmup's, breathing, Pube Step 4:Step 4:Step 4:Vacati warmup's, breathing, breathi	Use instruments and accompany the song – glockenspiel (&		woodblocks.
Partfarm: No, Ho, Ho.       You are prepared!       The Language of Music – pulse; duration – crotchet; values to copy back this time, Use 'La' when you are singing back.       The Language of Music – pulse; duration – crotchet; values to copy back this time, Use 'La' when you are singing back.         Step 3:       Listen and Agenise       Revind and Replay (Revision) - revisit songs from the values to copy back this time, Use 'La' when you are singing back.       Step 3:         Varm up Games       Day and Improvise.       Step 3:         Varm up Games       Day and Improvise.       Revind and Listen Out! We Will Rock You by Games         Play:       Use instruments and accompany the song – glockenspiel (& recorders?).       Step 3:         Varm up Games       Berform:       Step 3:         Varm up Games       Step 3:       Varm up Games         Varm up Games       Step 3:       Varm up Games         Varm up Games       Step 3:       Varm up Games         Step 5:       Step 3:       Varm up Games         Step 5:       Game 1 - Find the pulse, we your imagnation. Choose an animal and find the pulse, Step 4:       Music – pulse; time signatures; min minim resis;         Warm up games       Came 3 - I's your turm. This game is teacher-led initially so make sure you are propared!       Music Theory:         Step 5:       Came 4 - Listen and Learn; Play, Improvise; Compose;       Game 4 - Listen and sing back with added yooul warm	recorders?).	Game 3 - It's your turn. This game is teacher-led initially so make sure	Music Theory:
H0, H0, 100.       Game 4a - Listen and sing back with added volus warmups. Use your visces to corp back the time. Use 'List when you are singing back.       Corthout to Sing the Song - Jockenspiel (& Periodic)         Step 3:       Listen and Appraise       Sing 5a - Listen in a diagna back with added volus warmups. Use your visces to corp back the time. Use 'List when you are singing back.       Step 3:         Varian up Games 4       Listen and Learn:       Continue to Sing the Song - H0, H0, H0.       Step 3:         Use instruments and accompany the song - glockenspiel (& recorders?).       Step 3:       Listen and Appraise         Varian up Games 4       Park       Zootime       Warm-up Games         Use instruments and accompany the song - glockenspiel (& recorders?).       Step 3:       Listen and Appraise       Revind and Appraise         Step 5:       Step 3:       Step 3:       Step 3:       Revind and Appraise       Revind and Appraise         Step 5:       Step 3:       Game 4 - Find the pulse, use your imagination. Choose an animal and minimers.       Revind and Appraise       Revind and Appraise         Step 5:       Listen and Appraise       Game 3 - Listen to the rhythm and clop back.       Mask Choose an animal and minimers.       Revind and Appraise         Step 5:       Listen and Appraise       Game 3 - Listen to the chythm and clop back with added vocal warmups. Use your monimimersts;       Revind and Appraise         Ste	Perform:		
Step 4:     Listen and Ageraise     Notes to Copy Pack the time. Use L3 when you are singing back.     Perform:       Supplicus Minds by Evis Presley:     Continue to Sing the Song - Zootime     Rewlind and Replay (Rewlsion) - rewlsit songs from th       Marma-up Gammas     Use instruments and accompany the song – glockenspiel (& recorders?).     Step 3:       Continue to Sing the Song - Ho, Ho, Ho.     Zootime     Step 3:       Listen and Learn:     Continue to Sing the Song - Ho, Ho, Ho.     Zootime       Part     Zootime     Step 4:       Use instruments and accompany the song – glockenspiel (& recorders?).     Revind and Listen Out! We Will Rock You by Queet       Play:     Zootime     Step 5:       Step 5:     Step 6:     Step 1:       Step 6:     Step 4:     Listen and Laparaise       Step 5:     Same 1 - Find the pulse, use your imagination. Choose an animal and find the pulse.     A composition activity using First Composer       Reperts 5:     Continue to Sing the Song - Ho, Ho, Ib by Joanna Mangona     Continue to Sing the Song - Ho, Ho, Ib by Joanna Mangona       Warm: up Camps, Listen and Learn; Play: Imarovise: Composer;     Compared I     Continue to Sing the Song - Ho, Ho, Ib by Joanna Mangona       Repet 5:     Continue to Sing the Song - Ho, Ho, Ib by Joanna Mangona     Continue to Sing the Song - Ho, Ho, Ib by Joanna Mangona       Repet 5:     Continue to Sing the Song - Ho, Ho, Ib by Joanna Mangona     Contin	Но, Но, Но.		
Step 2:       Listen and Learn:       Rewind and Replay (Revision) - revisit songs from th         Supplicitud Minds by Evisy Presley:       Continue to Sing the Song - Zootime       Step 3:         Variance Games       Listen and Appraise       Step 3:         Variance Games       Cap and improvise:       Plax:       Listen and Appraise         Vaciat warm up's, brenthing, pubse and rhythm games.       Eaform:       Zootime       Reflect - From the Diary Of A Fly by Bella Bartók - 200         Use instruments and accompany the song – glockenspiel (&       Step 4:       Century       Rewind and Listen Out!       We Will Rock You by Queer         Variance Games       Listen and Appraise       Report 4       Perform:		voices to copy back this time. Use 'La' when you are singing back.	
Support         Continue to sing the Song * Booking         Step 3:           Support         Use instruments and accompany the song – glockenspiel (& recorders?).         Step 3:           Vocal warm up Sames         Use instruments and accompany the song – glockenspiel (& recorders?).         Reflect - From the Diary Of A Fly by Béla Bartók - 200           Continue to sing the Song - Ho, Ho, Ho.         Perform:         Continue to sing the Song - Ho, Ho, Ho.         Reflect - From the Diary Of A Fly by Béla Bartók - 200           Discinstruments and accompany the song – glockenspiel (& recorders?).         Reflect - From the Diary Of A Fly by Béla Bartók - 200           Vocal warm up Sames         Zootime         Reflect - From the Diary Of A Fly by Béla Bartók - 200           Discinstruments and accompany the song – glockenspiel (& recorders?).         Reflect - From the Diary Of A Fly by Béla Bartók - 200           Discinstruments and accompany the song – glockenspiel (& recorders?).         Step 1         Zootime           Step 5:         Usten and Appraise         Flexible games with Ho, Ho, Ho         A composition activity using First Composer           Step 5:         Step 5:         Step 6:         Step 1         Usten and Appraise         Step 1           Warm up Cames, Listen and Learn; Play, Improvise, Composer         Game 4 - Listen and sing back with added vocat warm-ups. Use your         Music Theory:         The Language of Music – pitch; time signatures; min minim rests; <td><u>Step 4:</u></td> <td></td> <td></td>	<u>Step 4:</u>		
Christmas Song - Ho, Ho, Ho by Joanna Mangona       Use instruments and accompany the song - glockenspiel (& recorders?).       Step 3:         Varm-up Games:       Clap and improvise:       Reflect - From the Diary Of A Fly by Béla Bartók - 200         Continue to Sing the Song - Ho, Ho, Ho.       Perform:       Reflect - From the Diary Of A Fly by Béla Bartók - 200         Continue to Sing the Song - Ho, Ho, Ho.       Perform:       Reflect - From the Diary Of A Fly by Béla Bartók - 200         Varm-up Games:       Zootime       Reflect - From the Diary Of A Fly by Béla Bartók - 200         Varm-up Games:       Zootime       Reflect - From the Diary Of A Fly by Béla Bartók - 200         Varm-up Games:       Zootime       Reflect - From the Diary Of A Fly by Béla Bartók - 200         Varm-up Games:       Zootime       Narm-up Games:       Narm-up Games:         Vise instruments and accompany the song – glockenspiel (&       Step 3:       Narm-up Games:       Narm-up Games:         Step 5:       Step 4:       Marm-up Games:       Narm-up Games:       Narm-up Games:       Narm-up Games:         Step 5:       Step 4:       Marm-up Games:       Narm-up Games:       Narm-up Games:       Narm-up Games:       Narm-up Games:         Step 5:       Step 6:       Step 4:       Marm-up Games:       Narm-up Games:       Narm-up Games:       Narm-up Games:       Narm-up Games:<	Listen and Appraise	Continue to Sing the Song - Zootime	Rewind and Replay (Revision) - revisit songs from the year
Contraction of the product mining of the product o	Suspicious Minds by Elvis Presley:	<u>Play:</u>	
InternationReflect - from the Diary Of A Fly by Béla Bartók - 200Listen and Learn: Continue to Sing the Song - Ho, Ho, Ho.Perform: ZootimeCata and improvise.Reflect - from the Diary Of A Fly by Béla Bartók - 200Play: Use instruments and accompany the song - glockenspiel (8, recorders7).Step 4: Listen and AppraiseStep 4: Listen and AppraiseReflect - from the Diary Of A Fly by Béla Bartók - 200No. Ho, Ho, Ho as a rap with instruments.Step 4: Listen and AppraiseStep 4: Listen and AppraiseReflect - from the Diary Of A Fly by Béla Bartók - 200Step 5: Listen and AppraiseGame 1 - Find the pulse, use your inagination. Choose an animal and for the pulse.Name use parse strict Ho, Ho, Ho, HoStep 5: Listen and AppraiseGame 1 - Find the pulse, use your imagination. Choose an animal and for the pulse.Play: Use instruments and accompany the composition - glock woodblocks.Warm up games, Listen and Learn; Play; Improvise; Compose; Perform;Game 4 - Listen and Sing back with added vocal warm-ups. Use your vou are propared1Play: Use instruments and accompany the song - glockenspiel. Improvise; Compose;Step 6: Listen and AppraiseListen and Appraise Compose;Step 4: Sing, play and improvise.Step 4: Listen and Learn; Play; Improvise; Compose; Sing, play and improvise.Step 4: Listen and Appraise Compose;Warm up pames, Listen and Learn; Play; Improvise; Compose; Perform;Step 5: Listen and Appraise Compose;Step 4: Listen and Appraise Compose;Step 4: Listen and Appraise Compose;Step 4: Listen and Appraise Reflect - Fantasia on Greenslee	Christmas Song - Ho, Ho, Ho by Joanna Mangona	Use instruments and accompany the song – glockenspiel (& recorders?).	
Listen and Learn:     Perform:     Century       Continue to Sing the Song - Ho, Ho, Ho.     Zootime     Rewind and Listen Out] We Will Rock You by Queent       Use instruments and accompany the song – glockenspiel (& recorders?).     Step 4:     Rewind and Listen Out] We Will Rock You by Queent       Montered Street     Step 5:     Listen and Appraise     Rey and and Listen Out] We Will Rock You by Queent       Step 5:     Listen and Appraise     Step 4:     Rey and and Listen Out] We Will Rock You by Queent       Step 5:     Listen and Appraise     Step 4:     Rey and and Listen Out] We Will Rock You by Queent       Step 5:     Comme     Listen and Appraise     Rooting and Listen Out] We Will Rock You by Queent       Step 5:     Comme     Listen and Appraise     Rooting and Listen Out] We Will Rock You by Queent       Step 5:     Comme     Listen and Appraise     Rooting and Listen Out] We Will Rock You by Queent       Warm-up Games     Game 2 - Listen to the rhythm and clap back.     Step 0:     Notice Theory:       Warm up games, Listen and Learn; Play; Improvise; Compose;     Game 4 - Listen.     Step 1:     Notice Theory:       Yuarm up games, Listen and Learn; Play; Improvise; Compose;     Perform:     Continue to Sing the Song - Hands, Feet, Heart:     Perform:       Py We to the Noon by Fank Sinatra     Christmas Song - Ho, Ho, Ho by Joanna Mangona     Reet asta step 4:     Step 1:     Listen and Lea		Improvise:	
Continue to Sing the Song - Ho, Ho, Ho.ZootimeRewind and Listen Out] We Will Rock You by QueetPlay:Step 4:Listen and AppraiseFlexible games with Ho, Ho, HoPerform:Ho, Ho, Ho as a rap with instruments.Step 5:Flexible games with Ho, Ho, HoSie D S:Warm-up GamesGame 1- Find the pulse, use your imagination. Choose an animal and find the pulse.Flexible games with Ho, Ho, HoSie D S:Warm-up GamesGame 2- Listen to the rhythm and clap back.Music Theory:Christmas Song - Ho, Ho, Ho by Joanna MangonaGame 2- Listen to the rhythm and clap back.Music Theory:Repeat as Step 4Game 3- H's your turn. This game is teacher-led initially so makes sur you are prepared!Step 4:Yum up games, Listen and Learn; Play; Improvise; ComposerContinue to Sing the Song - Hands, Feet, Heart:Step 4:Perform:Continue to Sing the Song - Hands, Feet, Heart:Step 4:Yum up games, Listen and Learn; Play; Improvise; ComposerContinue to Sing the Song - Hands, Feet, Heart:Step 4:Yum up games, Listen and Learn; Play; Improvise; ComposerSing, play and improvise.Step 4:Yum up games, Listen and Learn; Play; Improvise; ComposerSing, play and improvise.Step 4:Yum up games, Listen and Learn; Play; Improvise; ComposerPariotic:Sing, play and improvise.Perform:Continue to Sing the Song - Hands, Feet, Heart:Step 4:Use instruments and accompany the song - glockenspiel.Step 4:Pariotic:Sing, play and improvise.Step 4:Continue to Sing base into boxes to create		Clap and improvise.	<b>Reflect</b> - From the Diary Of A Fly by Béla Bartók - 20th
Play:       Use instruments and accompany the song – glockenspiel (& recorders?).         Perform:       Ho, Ho, Ho as a rap with instruments.         Mo, Ho, Ho as a rap with instruments.       Step 1:         Step 5:       Degin to recognise the basic style indicators of Reggae music I.G.Y. by Donald Fagen         Marm-up Games       Game 1 - Find the pulse, use your imagination. Choose an animal and find the pulse.         Step 5:       Game 1 - Find the pulse, use your imagination. Choose an animal and find the pulse.         Game 2 - Listen to the rhythm and clap back.       Music Theory:         Christmas Song - Ho, Ho, Ho by Joanna Mangona       Came 4 - Usten and sing back with added vocal warm-ups. Use your voices to copy back this time. Use 'La' when you are singing back.       Music Theory:         Perform:       Continue to Sing the Song - Hands, Feet, Heart:       Play:         Use instruments and Learn; Play; Improvise; Compose;       Play:       Use instruments and accompany the song – glockenspiel.         Play:       Use instruments and accompany the song – glockenspiel.       The Language of Music – pitch; time signatures; min minim rests;         Perform:       Continue to Sing the Song - Hands, Feet, Heart:       Play:         Use mass, Listen and Learn; Play; Improvise; Compose;       Continue to Sing the Song - glockenspiel.       Listen and Learn;         Continue to Sing the Song - Hands, Feet, Heart:       Play:       Use Century From the	Listen and Learn:	Perform:	Century
Use instruments and accompany the song – glockenspiel (& recorders?).       Step 4:       Flexible games with Ho, Ho, Ho         Perform:       Listen and Appraise       Rhythm Grid work       Play:         Step 5:       Use instruments and accompany the you are prepared!       Step 4:       Step 4:         Warm up games, Listen and Learn; Play; Improvise; Compose;       Game 4 - Listen and sing back with added vocal warm-up. Use your singling back.       Music Theory:         Step 5:       Listen and Appraise       Game 4 - Listen and sing back with added vocal warm-up. Use your woices to copy back this time. Use 'La' when you are singling back.       Music Theory:         Perform:       Continue to Sing the Song - Hands, Feet, Heart:       Perform:         Perform:       Step 4:       Step 4:         Warm up games, Listen and Learn; Play; Improvise; Compose;       Sing the Song - Hands, Feet, Heart:       Perform:         Perform:       Continue to Sing the Song - Hands, Feet, Heart:       Perform:         Provise:       Sing play and improvise.       Step 4:         Varam up games, Listen and Learn; Play; Improvise; Compose;       Sing play and improvise.       Step 4:         Varam up games, Listen and Learn; Play; Improvise; Compose;       Paris:       Step 4:         Varam up games, Listen and Learn; Play; Improvise; Compose;       Sing play and improvise.       Step 4:         Varam up	Continue to Sing the Song - Ho, Ho, Ho.	Zootime	Rewind and Listen Out! We Will Rock You by Queen
Use instruments and accompany the song – glockenspiel (& recorders?).       Step 4:       Flexible games with Ho, Ho, Ho         Perform:       Listen and Appraise       Rhythm Grid work       Play:         Step 5:       Use instruments and accompany the you are prepared!       Step 4:       Step 4:         Warm up games, Listen and Learn; Play; Improvise; Compose;       Game 4 - Listen and sing back with added vocal warm-up. Use your singling back.       Music Theory:         Step 5:       Listen and Appraise       Game 4 - Listen and sing back with added vocal warm-up. Use your woices to copy back this time. Use 'La' when you are singling back.       Music Theory:         Perform:       Continue to Sing the Song - Hands, Feet, Heart:       Perform:         Perform:       Step 4:       Step 4:         Warm up games, Listen and Learn; Play; Improvise; Compose;       Sing the Song - Hands, Feet, Heart:       Perform:         Perform:       Continue to Sing the Song - Hands, Feet, Heart:       Perform:         Provise:       Sing play and improvise.       Step 4:         Varam up games, Listen and Learn; Play; Improvise; Compose;       Sing play and improvise.       Step 4:         Varam up games, Listen and Learn; Play; Improvise; Compose;       Paris:       Step 4:         Varam up games, Listen and Learn; Play; Improvise; Compose;       Sing play and improvise.       Step 4:         Varam up	<u>Play:</u>		Warm-up Games
recorders?).       Listen and Appraise       A composition activity using First Composer         Perform:       Ho, Ho, Ho as a rap with instruments.       Csr. by Donald Fagen       Play:         Step 5:       Warm-up Games       Game 1 - Find the pulse, us your imagination. Choose an animal and find the pulse.       Music Theory:       The Language of Music – pitch; time signatures; min minim rest;         Repeat as Step 4       Game 4 - Listen and sign back with added vocal warm-ups. Use your       Perform:       Perform:         Step 5:       Game 4 - Listen and sign back with added vocal warm-ups. Use your       Perform:       Rewind and Replay (Revision) - revisit songs from the voices to copy back this time. Use 'La' when you are singing back.       Music Theory:       The Language of Music – pitch; time signatures; min minim rests;         Perform:       Game 4a - Listen and sign back with added vocal warm-ups. Use your       Perform:       Rewind and Replay (Revision) - revisit songs from the voices to copy back this time. Use 'La' when you are singing back.       Step 6:       Listen and Learn:       Listen and Learn:         Listen and Appraise       Figure as Step 4       Use instruments and accompany the song – glockenspiel.       Listen and Appraise       Reflect - Fantasia on Greensleeves by Vaughan Willi         Fy Me to the Moon by Frank Sinatra       Improvise; Compose;       Sing, play and improvise.       Compose;       Continue to Sing the Song – glockenspiel.       Listen and Learn; Play; Improvise	Use instruments and accompany the song – glockenspiel (&	Step 4:	
Perform:begin to recognise the basic style indicators of Reggae musicRhythm Grid workHo, Ho, Ho as a rap with instruments.LGY. by Donald FagenPlay: Use instruments.Step 5:Game 1 - Find the pulse, use your imagination. Choose an animal and find the pulse.Nusic Theory: The Language of Music - pitch; time signatures; min minim rests;Stro Like by Stevie WonderGame 3 - It's your turn. This game is teacher-led initially so make sure you are prepared!Music Theory: The Language of Music - pitch; time signatures; min minim rests;Warm up games, Listen and Learn; Play; Improvise; Compose; Perform;Game 4 - Listen and sign back with added vocal warm-ups. Use your voles to corp back this time. Use 'La' when you are singing back. Game 4 - Listen, Listen and Learn;Music Theory: The Language of Music - pitch; time signatures; min minim rests;Step 6:Listen and Learn; Play; Improvise; Compose; Perform;Continue to Sing the Song - Hands, Feet, Heart: Play: Use instruments and accompany the song - glockenspiel. Improvise; Compose; Parform;Step 4: Listen and Learn; Play; Improvise; Compose; Play: Drag notes into boxes to create class composition. Perform;Step 4: Listen and Learn; Play; Improvise; Compose; Prag notes into boxes to create class composition. Perform;Step 4: Listen and Learn; Play; Improvise; Compose; Prag notes into boxes to create class composition. Perform;Step 4: Listen and Learn; Play; Improvise; Compose; Prag notes into boxes to create class composition. Perform;Step 4: Listen and Learn; Play; Improvise; Compose; Prag notes into boxes to create class composition. Perform;Step 4: Listen and Learn; Play; Improvise; C	recorders?).	Listen and Appraise	_
Ho, Ho, Ho as a rap with instruments.       I. S.Y. by Donald Fagen       Play:         Step 5:       Game 1 - Find the pulse, use your imagination. Choose an animal and find the pulse.       Warm-up Games         Sir Duke by Stevie Wonder       Game 2 - Listen to the rhythm and clap back.       Music Theory:         Christmas Song - Ho, Ho, Ho by Joanna Mangona       Game 3 - It's your turn. This game is teacher-led initially so make sure you are prepared!       Music Theory:         Warm up games, Listen and Learn; Play; Improvise; Compose;       Game 4 - Listen and sign back with added vocal warm-ups. Use your       Perform:         Step 6:       Listen and Learn; Play; Improvise; Compose;       Game 4 - Listen,       Step 4:         Listen and Learn; Play; Improvise; Compose;       Play:       Use instruments and accompany the song - glockenspiel.         Fly Me to the Moon by Frank Sinatra       Listen and Learn;       Step 4:         Christmas Song - Ho, Ho, Ho by Joanna Mangona       Play:       Use instruments and accompany the song - glockenspiel.         Fly Me to the Moon by Frank Sinatra       Listen and Learn;       Step 4:       Step 4:         Christmas Song - Ho, Ho, Ho by Joanna Mangona       Regreat a Step 4       Use instruments and accompany the song - glockenspiel.       Dimprovise:         Flay:       Use instruments and accompany the song - glockenspiel.       Dimprovise:       Step 4:       Step 4:       Step 4:	Perform:	begin to recognise the basic style indicators of Reggae music	
Step 5: Listen and Appraise Sir Duke by Stevie Wonder Christmas Song - Ho, Ho, Ho by Joanna Mangona Repeat as Step 4Warm-up Games Game 1 - Find the pulse, use your imagination. Choose an animal and find the pulse, use your imagination. Choose an animal and find the pulse, use your imagination. Choose an animal and find the pulse. Game 2 - Listen to the rhythm and clap back. Game 3 - Listen to the rhythm and clap back. Game 3 - Listen and Learn; Play; Improvise; Compose; Perform;Use instruments and accompany the composition – glocker woodblocks.Step 6: Listen and Learn; Play; Improvise; Compose; Play: Listen and Learn; Play; Improvise; Compose; Play: Listen and Learn; Play; Improvise; Compose; Play: Listen and Learn; Play; Improvise; Compose; Play: Continue to Sing the Song - Hands, Feet, Heart: Play: Use instruments and accompany the song – glockenspiel. Use instruments and accompany the song – glockenspiel. Drag notes into boxes to create class composition. Perform: Zotime.Use instruments and accompany the song – glockenspiel. Listen and Learn; Play; Improvise; Compose; Drag notes into boxes to create class composition. Perform: Zotime.Kewind and Listen Out] Feel Like Jumping by Marci Griffiths Warm-up games Livanna Play in A Band A composition activity using First Composer Rhythm Grid work	Ho, Ho, Ho as a rap with instruments.	I.G.Y. by Donald Fagen	
Step 2:Game 1 - Find the pulse, use your imagination. Choose an animal and listen and Appraisewoodblocks.Sir Duke by Stevie WonderGame 2 - Listen to the rhythm and clap back. Game 2 - Listen to the rhythm and clap back. Game 3 - It's your turn. This game is teacher-led initially so make sure you are prepared!Music Theory: The Language of Music – pitch; time signatures; min minim rests; Perform;Warm up games, Listen and Learn; Play; Improvise; Compose; Ply Me to the Moon by Frank Sinatra Christmas Song - Ho, Ho, Ho by Joanna Mangona Repeat as Step 4Step 6: Listen and Learn: Continue to Sing the Song - Hands, Feet, Heart: Play; Use instruments and accompany the song – glockenspiel.Step 4: Listen and Appraise Reflect - Fantasia on Greensleeves by Vaughan Willi 20th Century From the Diary Of A Fly by Béla Bartók Century Rewind and Listen Out! Feel Like Jumping by Marci Griffiths Warm-up games I Wanna Play In A Band A composition activity using First Composer Rhythm Grid workStep 4: Listen and Learn; Composer Sing, play and improvise.		Warm-up Games	
Listen and Appraisefind the pulse.Music Theory:Sir Duke by Stevie WonderGame 2 - Listen to the rhythm and clap back.The Language of Music – pitch; time signatures; min minim rests;Christmas Song - Ho, Ho, Ho by Joanna MangonaGame 3 - It's your turn. This game is teacher-led initially so make sure you are prepared!Music Theory:Warm up games, Listen and Learn; Play; Improvise; Compose;Game 4 - Listen and sing back with added vocal warm-ups. Use your voices to copy back this time. Use 'La' when you are singing back. Game 4b - ListenPerform:Step 6:Listen and Learn: Continue to Sing the Song - Hands, Feet, Heart: Play:Step 4:Listen and Appraise Play:Use instruments and accompany the song – glockenspiel. Use instruments and accompany the song – glockenspiel.Step 4:Warm up games, Listen and Learn; Play; Improvise; Compose; Perform;Sing, play and improvise. Compose:Reflect - Fantasia on Greensleeves by Vaughan Willi 20th Century From the Diary Of A Fly by Béla Bardók CenturyWarm up games, Listen and Learn; Play; Improvise; Compose; Perform;Sing, play and improvise. Compose:Reflect - Games Play:Perform:Compose: Drag notes into boxes to create class composition. Perform: Zootime.Iwanna Play In A Band A composition activity using First Composer Rhythm Grid work	<u>Step 5:</u>	Game 1 - Find the pulse, use your imagination. Choose an animal and	
Sin Duke by Steve Wonder       Game 2 - Listen to the rhythm and clap back.       The Language of Music – pitch; time signatures; min minim rests;         Christmas Song - Ho, Ho, Ho by Joanna Mangona       Game 4 - Listen and sing back with added vocal warm-ups. Use your voices to copy back this time. Use 'La' when you are singing back.       The Language of Music – pitch; time signatures; min minim rests;         Perform;       Game 4 - Listen and sing back with added vocal warm-ups. Use your voices to copy back this time. Use 'La' when you are singing back.       Perform:         Step 6:       Listen and Appraise       Listen and Learn;       Continue to Sing the Song - Hands, Feet, Heart:       Perform:         Ply We to the Moon by Frank Sinatra       Play:       Use instruments and accompany the song – glockenspiel.       Listen and Learn; Play; Improvise; Compose;       Play:         Warm up games, Listen and Learn; Play; Improvise; Compose;       Sing, play and improvise.       Continue to Sing the Song - glockenspiel.       Listen Dutl; Feel Like Jumping by Marci Griffiths Warm-up games         Perform;       Drag notes into boxes to create class composition.       Perform;       Rewind and Listen Out] Feel Like Jumping by Marci Griffiths Warm-up games         Perform;       Zootime.       Drag notes into boxes to create class composition.       Perform;	Listen and Appraise	find the pulse.	
Cambo Song - Ho, Ho, Ho, Ho y Sound Mangend       Cambo Song - Ho, Ho, Ho y Sound Mangend       minim rests;         Warm up games, Listen and Learn; Play; Improvise; Compose;       Game 4a - Listen and sing back with added vocal warm-ups. Use your voices to copy back this time. Use 'La' when you are singing back.       Perform:         Step 6:       Listen and Appraise       Listen and Learn:       Step 4:         Listen and Appraise       Continue to Sing the Song - Hands, Feet, Heart:       Perform:         Fly Me to the Moon by Frank Sinatra       Piay:       Use instruments and accompany the song – glockenspiel.       Listen and Appraise         Repeat as Step 4       Warm up games, Listen and Learn; Play; Improvise; Compose;       Sing, play and improvise.       Sing, play and improvise.       Sing, play and improvise.         Warm up games, Listen and Learn; Play; Improvise; Compose;       Drag notes into boxes to create class composition.       Perform:       Rewind and Listen Out!       Feel Like Jumping by Marci Griffiths Warm-up games         Warm up games, Listen and Learn; Play; Improvise; Compose;       Drag notes into boxes to create class composition.       Perform:       Rewind and Listen Out!       Feel Like Jumping by Marci Griffiths Warm-up games         Warm up games, Listen and Learn; Play; Improvise; Compose;       Drag notes into boxes to create class composition.       Perform:       Rewind and Listen Out!       Feel Like Jumping by Marci Griffiths Warm-up games         Warm up g	Sir Duke by Stevie Wonder	Game 2 - Listen to the rhythm and clap back.	
Warm up games, Listen and Learn; Play; Improvise; Compose;       Game 4a - Listen and sing back with added vocal warm-ups. Use your       Perform:         Step 6:       Game 4b - Listen, and Learn:       Listen and Appraise       Rewind and Replay (Revision) - revisit songs from the         Step 6:       Listen and Appraise       Continue to Sing the Song - Hands, Feet, Heart:       Listen and Appraise       Reflect - Fantasia on Greensleeves by Vaughan Willi         Perform;       Output to the Moon by Frank Sinatra       Play:       Use instruments and accompany the song – glockenspiel.       Listen and Learn; Vug your of A Fly by Béla Bartók         Christmas Song - Ho, Ho, Ho by Joanna Mangona       Repeat as Step 4       Sing, play and improvise.       Compose:       Perform:       Zoth Century From the Diary Of A Fly by Béla Bartók         Perform;       Drag notes into boxes to create class composition.       Perform:       Rewind and Listen Out! Feel Like Jumping by Marci         Goriffiths Warm-up games       Drag notes into boxes to create class composition.       Perform:       Rewind and Listen Out! Feel Like Jumping by Marci         Continue.       Ordine.       Perform:       Zootime.       Rewind and Keiter Compose;	Christmas Song - Ho, Ho, Ho by Joanna Mangona	Game 3 - It's your turn. This game is teacher-led initially so make sure	
Perform;       Outre 4/2 Effect and sing ouer with doce voel with doce	Repeat as Step 4	you are prepared!	minim rests;
Step 6:       Listen and Appraise         Listen and Appraise       Continue to Sing the Song - Hands, Feet, Heart:         Play:       Use instruments and accompany the song – glockenspiel.         Improvise:       Sing, play and improvise.         Repeat as Step 4       Sing, play and improvise.         Warm up games, Listen and Learn; Play; Improvise; Compose;       Drag notes into boxes to create class composition.         Perform;       Preform:         Zootime.       Perform:         Zootime.       Perform:	Warm up games, Listen and Learn; Play; Improvise; Compose;	Game 4a - Listen and sing back with added vocal warm-ups. Use your	Perform:
Step 6:Listen and Learn:Step 4:Listen and AppraiseData of the Song - Hands, Feet, Heart:Listen and AppraiseFly Me to the Moon by Frank SinatraPlay:Reflect - Fantasia on Greensleeves by Vaughan WilliChristmas Song - Ho, Ho by Joanna MangonaImprovise:Continue to Sing the Song - glockenspiel.Oth Century From the Diary Of A Fly by Béla BartókRepeat as Step 4Sing, play and improvise.Compose:Rewind and Listen Out! Feel Like Jumping by MarciWarm up games, Listen and Learn; Play; Improvise; Compose:Drag notes into boxes to create class composition.Griffiths Warm-up gamesPerform: Zootime.Joatine.Listen and Listen Out! Feel Like Jumping by MarciHamida AppraiseMarm up games, Listen and Learn; Play; Improvise; Compose: Drag notes into boxes to create class composition.Hamida AppraiseHamida AppraisePerform: Zootime.Joatine.A composition activity using First ComposerHamida AppraiseBartine AppraiseA composition activity using First ComposerReythen Grid workBartine AppraiseBartíne AppraiseReythen Grid workBartine AppraiseBartine AppraiseBartine Appraise	Perform;	voices to copy back this time. Use 'La' when you are singing back.	Rewind and Replay (Revision) - revisit songs from the year
Step 6:Continue to Sing the Song - Hands, Feet, Heart:Listen and AppraiseListen and AppraisePlay:Reflect - Fantasia on Greensleeves by Vaughan WilliFly Me to the Moon by Frank SinatraUse instruments and accompany the song – glockenspiel.20th Century From the Diary Of A Fly by Béla BartókChristmas Song - Ho, Ho, Ho by Joanna MangonaImprovise:Sing, play and improvise.Compose:Warm up games, Listen and Learn; Play; Improvise; Compose;Drag notes into boxes to create class composition.Rewind and Listen Out!Perform:Joanna Play In A BandA composition activity using First ComposerRhythm Grid workRewindA composition activity using First Composer		Game 4b - Listen,	
Listen and AppraisePlay:Reflect - Fantasia on Greensleeves by Vaughan WilliFly Me to the Moon by Frank SinatraUse instruments and accompany the song – glockenspiel.Reflect - Fantasia on Greensleeves by Vaughan WilliChristmas Song - Ho, Ho, Ho by Joanna MangonaImprovise:Sing, play and improvise.Rewind and Listen Out!Warm up games, Listen and Learn; Play; Improvise; Compose;Orag notes into boxes to create class composition.Rewind and Listen Out!Feel Like Jumping by MarciOrag notes into boxes to create class composition.Perform:Jootime.I Wanna Play In A BandA composition activity using First ComposerRhythm Grid workRueRetiet - Fantasia on Greensleeves by Vaughan Willi		Listen and Learn:	Step 4:
Fly Me to the Moon by Frank Sinatra       Use instruments and accompany the song – glockenspiel.       20th Century From the Diary Of A Fly by Béla Bartók         Christmas Song - Ho, Ho, Ho by Joanna Mangona       Improvise:       Sing, play and improvise.       Century         Warm up games, Listen and Learn; Play; Improvise; Compose;       Orag notes into boxes to create class composition.       Rewind and Listen Out!       Feel Like Jumping by Marci         Orag notes into boxes to create class composition.       Perform:       I Wanna Play In A Band       A composition activity using First Composer         Rhythm Grid work       Rhythm Grid work       Rhythm Grid work       Rhythm Grid work	Step 6:	Continue to Sing the Song - Hands, Feet, Heart:	Listen and Appraise
Fly Me to the Moon by Frank SinatraUse instruments and accompany the song – glockenspiel.20th Century From the Diary Of A Fly by Béla Bartók CenturyChristmas Song - Ho, Ho, Ho by Joanna MangonaImprovise:Sing, play and improvise.Rewind and Listen Out!Feel Like Jumping by Marci Griffiths Warm-up gamesWarm up games, Listen and Learn; Play; Improvise; Compose; Perform;Drag notes into boxes to create class composition.Griffiths Warm-up games I Wanna Play In A Band A composition activity using First Composer Rhythm Grid work	Listen and Appraise	Play:	Reflect - Fantasia on Greensleeves by Vaughan Williams -
Christmas Song - Ho, Ho, Ho by Joanna Mangona       Improvise:       Century         Repeat as Step 4       Sing, play and improvise.       Rewind and Listen Out! Feel Like Jumping by Marci         Warm up games, Listen and Learn; Play; Improvise; Compose;       Compose:       Drag notes into boxes to create class composition.         Perform:       Drag notes into boxes to create class composition.       I Wanna Play In A Band         A composition activity using First Composer       Rhythm Grid work	Fly Me to the Moon by Frank Sinatra	Use instruments and accompany the song – glockenspiel.	
Repeat as Step 4       Sing, play and improvise.       Rewind and Listen Out!       Feel Like Jumping by Marci         Warm up games, Listen and Learn; Play; Improvise; Compose;       Origo notes into boxes to create class composition.       Rewind and Listen Out!       Feel Like Jumping by Marci         Perform:       Drag notes into boxes to create class composition.       I Wanna Play In A Band       A composition activity using First Composer         Rhythm Grid work       Rhythm Grid work       Revind and Listen Out!       Perform:	Christmas Song - Ho, Ho, Ho by Joanna Mangona	Improvise:	
Warm up games, Listen and Learn; Play; Improvise; Compose;       Compose:       Griffiths Warm-up games         Perform;       Drag notes into boxes to create class composition.       I Wanna Play In A Band         Perform:       Zootime.       A composition activity using First Composer         Rhythm Grid work       Plane	Repeat as Step 4	Sing, play and improvise.	
Perform: Zootime. Drag notes into boxes to create class composition. I Wanna Play In A Band A composition activity using First Composer Rhythm Grid work	Warm up games, Listen and Learn; Play; Improvise; Compose;		
Perform:       I Wanna Play In A Band         Zootime.       A composition activity using First Composer         Rhythm Grid work       Rome	Perform;	Drag notes into boxes to create class composition.	
Zootime. A composition activity using First Composer Rhythm Grid work			
Rhythm Grid work			
Stor E			Rhythm Grid work
		Step 5:	Play:

Listen and Appraise begin to recognise the basic style indicators of Reggae music Feel Like Jumping by Marcia Griffiths Repeat as Step 4 Warm up games, Listen and Learn; Play; Improvise; Compose; Perform; Step 6: Listen and Appraise begin to recognise the basic style indicators of Reggae music I Can See Clearly Now by Jimmy Clif Repeat as Step 4 Warm up games, Listen and Learn; Play; Improvise; Compose; Perform;	Use instruments and accompany the composition – glockenspiel / woodblocks. <u>Music Theory:</u> The Language of Music – time signatures; bars & bar lines; <u>Perform:</u> Rewind and Replay (Revision) - revisit songs from the year <u>Step 5:</u> <u>Listen and Appraise</u> <u>Reflect</u> - Dance Of The Sugar Plum Fairy by Tchaikovsky - Romantic <u>Rewind and Listen Out!</u> You've Got A Friend In Me by Randy Newman <u>Warm-up games with Zootime</u> A composition activity using First Composer Rhythm Grid work <u>Play:</u> Use instruments and accompany the composition – glockenspiel / woodblocks.
	Music Theory:         The Language of Music – time signatures; dynamics;         Perform:         Rewind and Replay (Revision) - revisit songs from the year         Step 6:         Listen and Appraise         Reflect - The Robots (Die Roboter) by Kraftwerk         Rewind and Listen Out! Count On Me by Bruno Mars         Warm-up games with Friendship Song         A composition activity using First Composer         Rhythm Grid work         Play:         Use instruments and accompany the composition – glockenspiel / woodblocks.         Music Theory:         The Language of Music – pulse; rhythm; pitch; duration; staves and cleffs;         Perform:         Rewind and Replay (Revision) - revisit songs from the year

Year 3 Key Threads		
Knowledge Skills		
Listen & Appraise	Listen & Appraise	
To know five songs from memory and who sang them or wrote them.	To confidently identify and move to the pulse.	
To know the style of the five songs.	To think about what the words of a song mean.	
To choose one song and be able to talk about:	To take it in turn to discuss how the song makes them feel.	
- Its lyrics: what the song is about	To listen carefully and respectfully to other people's thoughts about the music.	
- Any musical dimensions featured in the song, and where they are used (texture,		
dynamics, tempo, rhythm and pitch)		
-Identify the main sections of the song (introduction, verse, chorus etc.)	Games	
- Name some of the instruments they heard in the song	Using the warm-up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children	
	will complete the following in relation to the main song, using two notes:	
	1. Find the Pulse	
	2. Rhythm Copy Back:	
	a. Bronze: Clap and say back rhythms	
	b. Silver: Create your own simple rhythm patterns	
	c. Gold: Perhaps lead the class using their simple rhythms	
	3. Pitch Copy Back Using 2 Notes	
	a. Bronze: Copy back – 'Listen and sing back' (no notation)	
	b. Silver: Copy back with instruments, without then with notation	
Listen & Learn	c. Gold: Copy back with instruments, without and then with notation	
Sing/Rap	4. Pitch Copy Back and Vocal Warm-ups	
To know singing in a group can be called a choir		
To know leader or conductor: a person who the choir or group follow	Listen & Learn	
To know songs can make you feel different things e.g. happy, energetic or sad	Sing/Rap	
To know singing as part of an ensemble or large group is fun, but that you must listen to each other	To sing in unison and in simple two-parts.	
To know why you must warm up your voice	To demonstrate a good singing posture.	
	To follow a leader when singing.	
Play	To enjoy exploring singing solo.	
Instruments	To sing with awareness of being 'in tune'.	
To know and be able to talk about:	To have an awareness of the pulse internally when singing.	
The instruments used in class (a glockenspiel, a recorder)		
	<u>Play</u>	
	Instruments	
Improvisation	To treat instruments carefully and with respect.	
To know that Improvisation is making up your own tunes on the spot	To play anyone, or all of four, differentiated parts on a tuned instrument – a one-note, simple or	
	medium part or the melody of the song) from memory or using notation.	

To know when someone improvises, they make up their ow It is not written down and belongs to them To know that using one or two notes confidently is better th To know that if you improvise using the notes you are giver <u>Composition</u> To know that composition is music that is created by you ar story. It can be played or performed again to your friends. To know different ways of recording compositions (letter na <u>Performance</u> To know performing is sharing music with other people, an To know a performance doesn't have to be a drama! It can You need to know and have planned everything that will be You must sing or rap the words clearly and play with confid To know a performance can be a special occasion and invol don't know To know a performance is planned and different for each or To know a performance involves communicating feelings, th	To listen to and musing five you cannot make a mistake d kept in some way. It's like writing a mes, symbols, audio etc.) nudience be to one person or to each other performed nnce e an audience including of people you casion oughts and ideas about the song/music Composition To help create a To plan and creat To talk about ho To listen to and rhythm, pitch, d To communicate To choose what To communicate To talk about the	-Copy Back – Listen and sing mprovise – Using instruments, listen and play -Improvise! – Take it in turns to improvis and Copy Back – Listen and copy back using inst rovise – Using your instruments, listen and play otesImprovise! – Take it in turns to improvis y and Copy Back – Listen and copy back using i ovise – Using your instruments, listen and play notes. -Improvise! – Take it in turns to improvise usin : least one simple melody using one, three or f te a section of music that can be performed w w it was created. reflect upon the developing composition and n ynamics and tempo. mposition in any way appropriate that recogni obic/pictorial notation)	e learning to perform. Using the tee, Silver or Gold Challenges: back your own answer using one note. e using one note. ruments, using two different notes. y your own answer using one or two e using one or two notes. nstruments, two different notes. your own answer using two different g three different notes. two different notes. two different notes. thin the context of the unit song. hake musical decisions about pulse, ses the connection between sound and te them. o stand or sit.
Autumn Units 1. Let your spirit fly	<u>Spring Units</u> 1. Three little birds	Summer Units 1. Bringing us together	Clubs KS1 Music Club
2. Glockenspiel Stage 1 replay	2. The Dragon Song Skills Links to NC	2. Reflect, rewind and	Summer 2 Children in Years 2 & 3 will have the opportunity to join a music club, focused on singing and

<ul> <li>Use musical words to describe</li> <li>Use musical words to describe</li> <li>Recognise the work of at least</li> <li>Improve their work; explaining</li> <li>rhythm, pulse, beat, clap, sing, note, pite</li> </ul>	different instruments nes reate a specific mood or feeling a piece of music and compositions what I like and do not like about a piece of music one famous composer	
Sequence of Lessons	Sequence of Lessons	Sequence of Lessons
<u>Step 1</u>	Step 1	Step 1
Listen & Appraise	Listen & Appraise	Listen & Appraise
Begin to recognise the basic style indicators of R&B style song Song/Music	Begin to recognise the basic style indicators of Reggae music Song/Music	Begin to recognise the style indicators of Disco music Song/Music
Let Your Spirit Fly by Joanna Mangona	Three Little Birds by Bob Marley	Bring Us Together by Joanna Mangona and Pete Readman

Warm-up Games Rhythm and Pitch Copyback Vocal warm-up

Listen and Learn Sing/Rap Learn to Sing the Song – Let your spirit fly Perform Sing the song Let Your Spirit Fly

#### <u>Step 2</u>

Listen & Appraise Begin to recognise the basic style indicators of R&B style song Song/Music Let Your Spirit Fly by Joanna Mangona Warm-up Games Rhythm and Pitch Copyback Vocal warm-up Listen and Learn Sing/Rap Learn to Sing the Song – Let Your Spirit Fly Play Use an instrument and play along with the song.

Instrument Glockenspiel

Perform Sing and play the song Let Your Spirt Fly

## <u>Step 3</u>

Listen & Appraise Begin to recognise the basic style indicators of R&B style song Song/Music Colonel Bogey March by Kenneth Alford Compare with Let Your Spirit Fly by Joanna Mangona Warm-up Games Rhythm and Pitch Copyback Vocal warm-up Listen and Learn Sing/Rap Learn to Sing the Song – Let Your Spirit Fly Play Use an instrument and play along with the song. Instrument Glockenspiel Warm-up Games Rhythm and Pitch Copybac Vocal warm-up

Listen and Learn Sing/Rap Learn to Sing the Song – Three Little Birds Perform Sing the song Three Little Birds

#### Step 2

Listen & Appraise Begin to recognise the basic style indicators of Reggae music Song/Music Jamming by Bob Marley Compare to Three Little Birds by Bob Marley Warm-up Games Rhythm and Pitch Copyback Vocal warm-up Listen and Learn

Sing/Rap Learn to Sing the Song – Three Little Birds Play Use an instrument and play along with the song. Instrument Glockenspiel

<u>Perform</u> Sing and play the song Three Little Birds

#### Step 3

Listen & Appraise Begin to recognise the basic style indicators of Reggae music Song/Music Small People by Ziggy Marley Compare to Three Little Birds by Bob Marley Warm-up Games Rhythm and Pitch Copyback Vocal warm-up Listen and Learn Sing/Rap Learn to Sing the Song – Three Little Birds Play Use an instrument and play along with the song. Instrument Warm-up Games Rhythm and Pitch Copyback Vocal warm-up Listen and Learn Sing/Rap Learn to Sing the Song – Bring Us Together Perform Sing the song Bring Us Together

#### Step 2

Listen & Appraise Begin to recognise the style indicators of Disco music Song/Music Good Time by Nile Rodgers Compare to Bring Us Together by Joanna Mangona and Pete Readman Warm-up Games Rhythm and Pitch Copyback Vocal warm-up

Listen and Learn Sing/Rap Learn to Sing the Song – Bring Us Together Play Use an instrument to play during the chorus.

> Instrument Glockenspiel

<u>Perform</u> Sing and play the song Bring Us Together.

#### Step 3

Listen & Appraise Begin to recognise the style indicators of Disco music Song/Music Ain't Nobody - Chaka Khan Compare to Bring Us Together by Joanna Mangona and Pete Readman Warm-up Games Rhythm and Pitch Copyback Vocal warm-up Listen and Learn Sing/Rap Learn to Sing the Song – Bring Us Together Play

## Improvise Sing, Play and Copy Back Play and Improvise Improvise Perform Sing the song and improvise using voices and/or instruments within the song.

#### Step 4

Listen & Appraise Begin to recognise the basic style indicators of R&B style song Song/Music Consider Yourself from the musical 'Oliver!' Compare with Let Your Spirit Fly by Joanna Mangona Warm-up Games Rhythm and Pitch Copyback Vocal warm-up Listen and Learn Sing/Rap Learn to Sing the Song – Let Your Spirit Fly Play Use an instrument and play along with the song. Instrument

#### Improvise

Revisit Sing Play and Improvise Improvise Compose Use the base track to the song Let Your Spirit Fly Create a new composition using notes. Perform Sing the song and perform compositions.

## <u>Step 5</u>

Glockenspiel

Listen & Appraise Begin to recognise the basic style indicators of R&B style song Song/Music Ain't No Mountain High Enough by Marvin Gaye Compare with Let Your Spirit Fly by Joanna Mangona Repeat as step 4 - Warm up games, Listen and Learn; Play; Improvise; Compose; Perform; Glockenspiel
Improvise
Clap and Improvise
Sing, Play and Copy Back
Improvise
Perform
Sing the song and improvise using voices and/or instruments within the
song.

## Step 4

Listen & Appraise Begin to recognise the basic style indicators of Reggae music Song/Music 54 – 46 Was My Number by Toots and The Maytals Compare to Three Little Birds by Bob Marley Warm-up Games Rhythm and Pitch Copyback Vocal warm-up Listen and Learn

Sing/Rap Learn to Sing the Song – Three Little Birds Play Use an instrument and play along with the song. Instrument Glockenspiel

#### Improvise

Sing, Play and Copy Back Improvise Compose Use the base track to the song Three Little Birds Create a new composition using notes. Perform Sing the song and perform compositions.

## Step 5

Listen & Appraise Begin to recognise the basic style indicators of Reggae music Song/Music Ram Goat Liver by Pluto Shervington Compare to Three Little Birds by Bob Marley Repeat as step 4 - Warm up games, Listen and Learn; Play; Improvise; Compose; Perform; Use an instrument to play during the chorus. Instrument

Glockenspiel

Improvise Sing, Play and Copy Back Improvise Perform Sing the song and improvise using instruments within the song.

## Step 4

Listen & Appraise Begin to recognise the style indicators of Disco music Song/Music We Are Family by Sister Sledge Compare to Bring US Together by Joanna Mangona and Pete Readman Warm-up Games Rhythm and Pitch Copyback Vocal warm-up Listen and Learn

Sing/Rap Learn to Sing the Song – Bring Us Together Play Use an instrument to play during the chorus.

> Instrument Glockenspiel

Improvise Sing, Play and Copy Back Improvise Compose

Use the base track to the song Bring Us Together Create a class melody to play over the chorus.

Perform Sing the song and play instruments, improvise or perform a composition within the song.

## <u>Step 5</u>

Listen & Appraise Begin to recognise the style indicators of Disco music Song/Music Ain't No Stopping Us Now by McFadden and Whitehead Compare to Bring US Together by Joanna Mangona and Pete Readman

Step 6 Listen & Appraise Begin to recognise the basic style indicators of R&B style song Song/Music You're the First, the Last, My Everything by Barry White Compare with Let Your Spirit Fly by Joanna Mangona Repeat as step 4 - Warm up games, Listen and Learn; Play; Improvise; Compose; Perform;	<u>Step 6</u> <u>Listen &amp; Appraise</u> Begin to recognise the basic style indicators of Reggae music <u>Song/Music</u> Our Day Will Come by Amy Winehouse Compare to Three Little Birds by Bob Marley Repeat as step 4 - Warm up games, Listen and Learn; Play; Improvise; <u>Compose; Perform;</u>	Step 6         Listen & Appraise         Begin to recognise the style indicators of Disco music         Song/Music         Car Wash by Rose Royce         Compare to Bring US Together by Joanna Mangona and Pete
		Readman Repeat as step 4 - Warm up games, Listen and Learn; Play; Improvise; Compose; Perform;
Autumn 2	Spring 2	Summer 2
Instrumental Focus	Sequence of Lessons	Sequence of Lessons
Glockenspiels	<u>Step 1</u> Listen & Appraise	Assessment Unit
This is a six-week Unit of Work that introduces the children to learning about the language of music through playing the glockenspiel.	Learn about kindness, respect, friendship, acceptance and happiness. Song/Music	<u>Step 1</u> Listen & Appraise
The learning is focused around exploring and developing playing skills through the glockenspiel or if you have previous knowledge, the recorder.	The Dragon Song by Joanna Mangona <u>Warm-up Games</u> Rhythm and Pitch Copyback Vocal warm-up	L'Homme Arme by Robert Morton (Early Music) <u>Rewind</u> Rewind and Listen Out! Ain't No Mountain High Enough by Marvin Gaye and Tammi Terrell
Key Threads across the Unit:	Listen and Learn Sing/Rap Learn to Sing the Song – The Dragon Song	Reflect The work of Talvin Singh
Instruments Glockenspiels	Perform Sing the song The Dragon Song	Assessment Activities Reflect & Rewind
Learn to play and read the notes C, D, E + F.	<u>Step 2</u>	-Composition activity using Clash and Bang -Rhythm Grid work
Learn to play these tunes: • Easy E • Strictly D • Play Your Music • Drive • Dee Cee's Blues • What's Up • D-E-F-initely • Roundabout • March of the Golden Guards	Listen & Appraise Learn about kindness, respect, friendship, acceptance and happiness. Song/Music Birdsong – Chinese Folk Music Compare to The Dragon Song by Joanna Mangona Warm-up Games Rhythm and Pitch Copyback Vocal warm-up	<ul> <li>-The Language of Music - Music has its own language which you will get familiar with over time.</li> <li>Watch cartoons to embed your learning.</li> <li>Replay</li> <li>-Replay and revisit songs from the year</li> <li>-Perform and Share -prepare for a performance of songs and activities from the year.</li> </ul>
<ul><li>March of the Golden Guards</li><li>Portsmouth</li></ul>	Listen and Learn	<u>Step 2</u>

Improvise 'Dee Cee's Blues' using the notes C + D.

<u>Compose</u> Using the notes C, D, E + F.

#### <u>Perform</u>

Decide how your class will introduce the performance. Tell your audience how you learnt the music and why. Record the performance and talk about it afterwards.

Sing/Rap Learn to Sing the Song – The Dragon Song Play Use an instrument and play along with the song. Instrument Glockenspiel Perform

Sing and play the song The Dragon Song

Listen & Appraise

#### Step 3

Learn about kindness, respect, friendship, acceptance and happiness. Song/Music Vaishnava Jana Compare to The Dragon Song by Joanna Mangona Warm-up Games Rhythm and Pitch Copyback Vocal warm-up Listen and Learn Sing/Rap Learn to Sing the Song – The Dragon Song Play Use an instrument and play along with the song. Instrument Glockenspiel

# Improvise

**<u>Perform</u>** Sing the song and improvise using voices and/or instruments within the song.

## <u>Step 4</u>

Listen & Appraise Learn about kindness, respect, friendship, acceptance and happiness. Song/Music A Turkish Traditional Tune Compare to The Dragon Song by Joanna Mangona Warm-up Games Rhythm and Pitch Copyback Listen & Appraise

Les Tricoteuses (The Knitters) (Classical Period) <u>Rewind</u> Rewind and Listen Out! Small People by Ziggy Marley <u>Reflect</u> The work of Gwyneth Herbert

# Assessment Activities

Reflect & Rewind-Composition activity using Clash and Bang-Rhythm Grid work-The Language of Music - Music has its own language which<br/>you will get familiar with over time.Watch cartoons to embed your learning.Replay-Replay and revisit songs from the year-Perform and Share -prepare for a performance of songs and<br/>activities from the year.

#### Step 3

Listen & Appraise Symphony No 101 'The Clock': Part II Andante by Franz Joseph Haydn (from the Classical era) Rewind Rewind and Listen Out! Vaishnava Java (Traditional) Reflect The work of Gwyneth Herbert

Assessment Activities

Reflect & Rewind-Composition activity using Clash and Bang-Rhythm Grid work-The Language of Music - Music has its own language which<br/>you will get familiar with over time.Watch cartoons to embed your learning.Replay-Replay and revisit songs from the year-Perform and Share -prepare for a performance of songs and<br/>activities from the year.

Listen and Learn Sing/Rap Learn to Sing the Song – The Dragon Song Play Use an instrument and play along with the song. Instrument Glockenspiel

#### **Improvise**

Improvise <u>Compose</u> Use the base track to the song The Dragon Song Create a class melody to play over the chorus.

Perform Sing the song and perform compositions.

## <u>Step 5</u>

Listen & Appraise Learn about kindness, respect, friendship, acceptance and happiness. Song/Music Aitutaki Drum Dance Compare to The Dragon Song by Joanna Mangona Repeat as step 4 - Warm up games, Listen and Learn; Play; Improvise; Compose; Perform;

## Step 6

Listen & Appraise Learn about kindness, respect, friendship, acceptance and happiness. Song/Music Zebaidir Song Compare to The Dragon Song by Joanna Mangona Repeat as step 4 - Warm up games, Listen and Learn; Play; Improvise; Compose; Perform;

## Step 4

Listen & Appraise Piano Concerto: Allegro Maestoso (Temp Guisto) by Franz Liszt (from the Romantic era) Rewind Rewind and Listen Out! Birdsong (Chinese Traditional) Reflect The work of Gwyneth Herbert

## **Assessment Activities**

 Reflect & Rewind

 -Composition activity using Clash and Bang

 -Rhythm Grid work

 -The Language of Music - Music has its own language which you will get familiar with over time.

 Watch cartoons to embed your learning.

 Replay

-Replay and revisit songs from the year
-Perform and Share -prepare for a performance of songs and activities from the year.

## <u>Step 5</u>

## Listen & Appraise

Prelude a L'Apres-Midi D'Un Faune by Claude Debussy (20<sup>th</sup> Century) Rewind Rewind and Listen Out! We Are Family by Sister Sledge Reflect The work of Gwyneth Herbert

Assessment Activities <u>Reflect & Rewind</u> -Composition activity using Clash and Bang -Rhythm Grid work -The Language of Music - Music has its own language which you will get familiar with over time. Watch cartoons to embed your learning. <u>Replay</u>

-Replay and revisit songs from the year
-Perform and Share -prepare for a performance of songs and
activities from the year.
<u>Step 6</u>
Linker O America
Listen & Appraise
Music for Large and Small Ensembles (the opening) by Kenny
Wheeler (Contemporary Jazz)
Rewind
Rewind and Listen Out! Car Wash by Rose Royce
Reflect
Watch a video of Charanga singers, Kim and Chris
Assessment Activities
Reflect & Rewind
-Composition activity using Clash and Bang
-Rhythm Grid work
-The Language of Music - Music has its own language which
you will get familiar with over time.
Watch cartoons to embed your learning.
Replay
-Replay and revisit songs from the year
-Perform and Share -prepare for a performance of songs and
activities from the year.

Year 4 Key Threads		
Knowledge	Skills	
Listen & Appraise	Listen & Appraise	
To know five songs from memory and who sang them or wrote them.	To confidently identify and move to the pulse.	
To know the style of the five songs.	To talk about the musical dimensions working together in the Unit	
To choose one song and be able to talk about:	songs (e.g. if the song gets louder in the chorus (dynamics).	
<ul> <li>Some of the style indicators of that song (musical characteristics that</li> </ul>	To talk about the music and how it makes them feel.	
give the song its style).	To listen carefully and respectfully to other people's thoughts about the	
• The lyrics: what the song is about.	music.	
<ul> <li>Any musical dimensions featured in the song and where they are used</li> </ul>	When you talk try to use musical words	
(texture, dynamics, tempo, rhythm and pitch).		
<ul> <li>Identify the main sections of the song (introduction, verse, chorus etc).</li> </ul>	Games	
• Name some of the instruments they heard in the song.	Using the Warm up Games tracks provided, complete the Bronze, Silver and	
	Gold Challenges. Children will complete the following in relation to the main	
Games	song, using two notes:	
To know how pulse, rhythm and pitch work together	1. Find the Pulse	
To know Pulse: Finding the pulse – the heartbeat of the music	2. Rhythm Copy Back:	
To know Rhythm: the long and short patterns over the pulse	a. Bronze: Clap and say back rhythms	
To know the difference between pulse and rhythm	b. Silver: Create your own simple rhythm patterns	
To know Pitch: High and low sounds that create melodies	c. Gold: Perhaps lead the class using their simple rhythms	
To know how to keep the internal pulse	3. Pitch Copy Back Using 2 Notes	
To know musical Leadership: creating musical ideas for the group to copy or	a. Bronze: Copy back – 'Listen and sing back' (no notation)	
respond to.	b. Silver: Copy back with instruments, without then with notation	
	c. Gold: Copy back with instruments, without and then with notation	
Listen & Learn	4. Pitch Copy Back and Vocal Warm-ups	
Sing/Rap		
To know singing in a group can be called a choir	Listen & Learn	
To know a Leader or conductor: A person who the choir or group follow	Sing/Rap	
To know songs can make you feel different things e.g. happy, energetic or sad	To sing in unison and in simple two-parts.	
To know singing as part of an ensemble or large group is fun, but that you must	To demonstrate a good singing posture.	
listen to each other	To follow a leader when singing.	
To know texture: How a solo singer makes a thinner texture than a large group	To enjoy exploring singing solo.	
To know why you must warm up your voice	To sing with awareness of being 'in tune'.	
	To re-join the song if lost.	
<u>Play</u>	To listen to the group when singing.	
Instruments		
	<u>Play</u>	

To know the instruments used in class (a glockenspiel, recorder or xylophone).	Instruments
To know other instruments they might play or be played in a band or orchestra	To treat instruments carefully and with respect.
or by their friends.	To play any one, or all four, differentiated parts on a tuned instrument – a
	one-note, simple or medium part or the melody of the song from
Improvisation	memory or using notation.
To know improvisation is making up your own tunes on the spot	To rehearse and perform their part within the context of the Unit song.
To know when someone improvises, they make up their own tune that has never been heard before.	To listen to and follow musical instructions from a leader.
To know improvisation is not written down and belongs to them.	To experience leading the playing by making sure everyone plays in
To know that using one or two notes confidently is better than using five	the playing section of the song.
To know that if you improvise using the notes you are given, you cannot make a mistake	
To know that you can use some of the riffs you have heard in the challenges in your improvisations	Improvisation
	Improvise using instruments in the context of the song they are learning to perform. Using the
<u>Composition</u>	improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:
To know that composition is music that is created by you and kept in some way. It's like writing a	Bronze Challenge:
story. It can be played or performed again to your friends.	-Copy Back – Listen and sing back
To know different ways of recording compositions (letter names, symbols, audio etc.)	-Play and Improvise – Using instruments, listen and play your own answer using one note. -Improvise! – Take it in turns to improvise using one note.
Performance	Silver Challenge:
For know performing is sharing music with other people, an audience	-Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.
To know a performance doesn't have to be a drama! It can be to one person or to each other	-Play and Improvise – Using your instruments, listen and play your own answer using one or two
/ou need to know and have planned everything that will be performed	notesImprovise! – Take it in turns to improvise using one or two notes.
You must sing or rap the words clearly and play with confidence	Gold Challenge:
To know a performance can be a special occasion and involve an audience including of people you	-Sing, Play and Copy Back – Listen and copy back using instruments, two different notes.
don't know	-Play and Improvise – Using your instruments, listen and play your own answer using two different
To know a performance is planned and different for each occasion	notes.
To know a performance involves communicating feelings, thoughts and ideas about the song/music	-Improvise! – Take it in turns to improvise using three different notes.
	Composition
	To help create at least one simple melody using one, three or five different notes.
	To plan and create a section of music that can be performed within the context of the unit song.
	To talk about how it was created.
	To listen to and reflect upon the developing composition and make musical decisions about pulse,
	rhythm, pitch, dynamics and tempo.
	To record the composition in any way appropriate that recognises the connection between sound an
	symbol (e.g. graphic/pictorial notation).
	Performance
	To choose what to perform and create a programme.
	To present a musical performance designed to capture the audience.
	To communicate the meaning of the words and clearly articulate them.
	To talk about the best place to be when performing and how to stand or sit.
	To record the performance and say how they were feeling, what they were pleased with what they would change and why.

# Year 4 - Whole Year

<u>Charanga</u>
## Whole Class Instrumental Teaching

#### **Trumpets**

Every child in Year 4 will receive weekly instrumental lessons with a specialist music teacher from Music Services. The Government's National Plan for Music Education has Whole Class Instrumental Teaching as a core requirement and at Kingsthorne we feel that Year 4 is the ideal year group for this; having put all the foundations in place in EYFS and KS1, the children have the opportunity to apply their knowledge/skills with the support of a specialist music teacher.

## **Skills Links to NC**

- Perform a simple part rhythmically
- Sing songs from memory with accurate pitch
- Improvise using repeated patterns
- Use notation to record and interpret sequences of pitches
- Use notation to record compositions in a small group or on my own
- Explain why silence is often needed in music and explain what effect it has
- Identify the character in a piece of music
- Identify and describe the different purposes of music
- Begin to identify the style of work of Beethoven, Mozart and Elgar

## Key Knowledge & Vocabulary

Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality

## <u>Clubs</u>

## KS2 Music Club

This club is run by the Music Service teacher every Tuesday after school for electives from Year 4, 5 and 6. The instruments they use are trumpet and/or trombone.

## **Performances**

At the end of the year in the summer term there is an opportunity for pupils to perform a few pieces they have learnt on the trumpet to Parents.

There is also an opportunity for a few select pupils to take part in a performance with other schools that work on instrument lessons with the music service. In 2019 this was at Birmingham university. (It didn't take place in 2020 but was supposed to so should return in 2021)

# Topic/ Cross Curricular

## <u>Links</u>

As music is taught externally in year 4 the topic links are limited. The main focus is on learning an instrument.

## **External Provision**

We work throughout the year with education officer from the Hippodrome – linking to curriculum topics.

Greek Myths and Legends – developing characterisation and

		dialogue to support writing in Literacy.	
Autumn 1	Spring 1	Summer 1	
Sequence of Lessons *follows Music Services' specialists planning	Sequence of Lessons *follows Music Services' specialists planning	Sequence of Lessons *follows Music Services' specialists planning	
All key threads are explored throughout the term through the whole class instrumental sessions.	All key threads are explored throughout the term through the whole class instrumental sessions.	All key threads are explored throughout the term through the whole class instrumental sessions.	
Listen & Appraise Games	Listen & Appraise Games	Listen & Appraise Games	
<u>Listen &amp; Learn -</u> Sing/Rap Play - Instruments	Listen & Learn - Sing/Rap Play - Instruments	<u>Listen &amp; Learn -</u> Sing/Rap Play - Instruments	
Improvisation	Improvisation	Improvisation	
Composition	Composition	Composition	
Performance	Performance	Performance	
Autumn 2	Spring 2	Summer 2	
Sequence of Lessons *follows Music Services' specialists planning	Sequence of Lessons *follows Music Services' specialists planning	Sequence of Lessons *follows Music Services' specialists planning	
All key threads are explored throughout the term through the whole class instrumental sessions.	All key threads are explored throughout the term through the whole class instrumental sessions.	All key threads are explored throughout the term through the whole class instrumental sessions.	
Listen & Appraise	Listen & Appraise	Listen & Appraise	
Games Listen & Learn - Sing/Rap	Games Listen & Learn - Sing/Rap	Games	
Play - Instruments	Play - Instruments	Listen & Learn - Sing/Rap Play - Instruments	
Improvisation	Improvisation	Improvisation	
Composition	Composition	Composition	
Performance	Performance	Performance	

Knowledge	Skills
isten & Appraise	Listen & Appraise
To know five songs from memory, who sang or wrote them, when they were written and, if possible,	To identify and move to the pulse with ease.
why?	To think about the message of songs.
To know the style of the five songs and to name other songs from the Units in those styles.	To compare two songs in the same style, talking about what stands out musically in each of them,
To choose two or three other songs and be able to talk about:	their similarities and differences.
• Some of the style indicators of the songs (musical characteristics that give the songs their	To listen carefully and respectfully to other people's thoughts about the music.
style)	When you talk try to use musical words.
<ul> <li>The lyrics: what the songs are about          Any musical dimensions featured in the songs and     </li> </ul>	To talk about the musical dimensions working together in the Unit songs.
where they are used (texture, dynamics, tempo, rhythm and pitch)	To talk about the music and how it makes you feel.
<ul> <li>Identify the main sections of the songs (intro, verse, chorus etc.)</li> </ul>	
Name some of the instruments they heard in the songs	
• The historical context of the songs. What else was going on at this time?	Games
	Using the warm-up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children
	will complete the following in relation to the main song, using three notes:
	Bronze Challenge
	-Find the pulse
	-Copy back rhythms based on the words of the main song, that include syncopation/off beat
Fo know about Musical Leadership: creating musical ideas for the group to copy or respond to	-Copy back one-note riffs using simple and syncopated rhythm patterns
	Silver Challenge
.isten & Learn	-Find the pulse
Sing/Rap	-Lead the class by inventing rhythms for others to copy back
Fo know and confidently sing five songs and their parts from memory, and to sing them with a strong	-Copy back two-note riffs by ear and with notation
nternal pulse.	-Question and answer using two different notes
Fo choose a song and be able to talk about: O Its main features O Singing in unison, the solo, lead	Gold Challenge
	-Find the pulse
/ocal, backing vocals or rapping Γο know what the song is about and the meaning of the lyrics ○ To know and explain the importance	-Lead the class by inventing rhythms for them to copy back
	-Copy back three-note riffs by ear and with notation
of warming up your voice.	-Question and answer using three different notes
	Listen & Learn
nstruments	Sing/Rap
Different ways of writing music down – e.g. staff notation, symbols	To sing in unison and to sing backing vocals.
The notes C, D, E, F, G, A, B + C on the treble stave	To enjoy exploring singing solo.
The instruments they might play or be played in a band or orchestra or by their friends	To listen to the group when singing.
	To demonstrate a good singing posture.
mprovisation	To follow a leader when singing.
To know improvisation is making up your own tunes on the spot	To experience rapping and solo singing.
To know when someone improvises, they make up their own tune that has never been heard before.	To listen to each other and be aware of how you fit into the group.
t is not written down and belongs to them.	To sing with awareness of being 'in tune'.
To know that using one or two notes confidently is better than using five	
To know that if you improvise using the notes you are given, you cannot make a mistake	
To know that you can use some of the riffs you have heard in the Challenges in your improvisations	
To know three well-known improvising musicians	

Composition	<u>Play</u>
To know a composition: music that is created by you and kept in some way. It's like writing a story. It	Instruments
can be played or performed again to your friends.	To play a musical instrument with the correct technique within the context of the Unit song.
To know a composition has pulse, rhythm and pitch that work together and are shaped by tempo,	To select and learn an instrumental part that matches their musical challenge, using one of the
dynamics, texture and structure	differentiated parts - a one-note, simple or medium part or the melody of the song from memory or
Notation: recognise the connection between sound and symbol	using notation.
	To rehearse and perform their part within the context of the Unit song.
Performance	To listen to and follow musical instructions from a leader.
To know performing is sharing music with other people, an audience	To lead a rehearsal session.
To know a performance doesn't have to be a drama! It can be to one person or to each other	
To know everything that will be performed must be planned and learned	Improvisation
To know you must sing or rap the words clearly and play with confidence	Improvise using instruments in the context of a song to be performed. Use the improvisation tracks
To know a performance can be a special occasion and involve an audience including of people you	provided and improvise using the Bronze, Silver or Gold Challenges.
don't know	1. Play and Copy Back
To know a performance is planned and different for each occasion	Bronze – Copy back using instruments. Use one note.
To know a performance involves communicating ideas, thoughts and feelings about the song/music	Silver – Copy back using instruments. Use the two notes.
To know apertormance involves communicating faces, inoughts and recimps about the song/masic	Gold – Copy back using instruments. Use the three notes.
	2. Play and Improvise - You will be using up to three notes:
	Bronze – Question and Answer using instruments. Use one note in your answer.
	Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G.
	Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G
	<b>3. Improvisation</b> - You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:
	Bronze – Improvise using one note.
	Silver – Improvise using two notes.
	Gold – Improvise using three notes.
	Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E,
	G, A + B (pentatonic scale/a five-note pattern)
	Composition
	To create simple melodies using up to five different notes and simple rhythms that work musically
	with the style of the Unit song.
	To explain the keynote or home note and the structure of the melody.
	To listen to and reflect upon the developing composition and make musical decisions about how the
	melody connects with the song.
	To record the composition in any way appropriate that recognises the connection between sound and
	symbol (e.g. graphic/pictorial notation)
	Performance
	To choose what to perform and create a programme.
	To communicate the meaning of the words and clearly articulate them.
	To talk about the venue and how to use it to best effect.
	To record the performance and compare it to a previous performance.
	To discuss and talk musically about it - "What went well?" and "It would have been even better if?"

<u>Autumn Units</u> 1.Living on a prayer 2.Classroom Jazz 1	Spring Units	Summer Units	
	4 Males see failures lass		<u>Clubs</u>
Z.Classroom 1azz 1	1. Make you feel my love	1. Dancing in the Street	KS2 Music Club
	2. The French Prince of Bel-Air	2.Reflect, rewind and replay	This club is run by the Music
	Skills Links to NC		Service teacher every Tuesda
<ul> <li>Breathe in the correct place</li> </ul>			after school for electives from
			4, 5 and 6. The instruments they use are
	ners are performing their part		trumpet and/or trombone.
	sing melodic and rhythmic phrases		trumper and/or trombone.
	them differently to change the effect		Topic/Cross – Curricula
<ul> <li>Compose music which meet</li> </ul>	-		Links
<ul> <li>Use notation to record gro</li> </ul>			<b>PE</b> : The Fresh Prince of Bel-A
<ul> <li>Use their music diary to re</li> </ul>	ord aspects of composition process		
<ul> <li>Use their music diary to re</li> </ul>	ord aspects of composition process		
<ul> <li>Describe, compare and evaluation</li> </ul>	luate music using musical vocabulary		Performances
<ul> <li>Explain why they think mu</li> </ul>	ic is successful or unsuccessful		Perform Fresh Prince rap to
<ul> <li>Suggest improvement to their own work and that of others</li> </ul>			parents during an inspire
<ul> <li>Contrast the work of a farr</li> </ul>	ous composer and explain their preferences		workshop.
tune/head, note values, note names, Bi	Key Knowledge & Vocabulary s, bridge, riff, hook, improvise, compose, appraising, Boss bands, pulse, rhythm, solo, ballad, verse, interlude, tag riff, synthesizer, deck, backing loops, Funk, scratching, u ne, brass section, harmony, melody.	ending, strings, piano, guitar, bass, drums,	External Provision We work throughout the year education officer from the Hippodrome – linking to curriculum topics. The learning officer will cond weekly dramatical workshop focusing on the story of 'The Egyptian Cindarella'. The office will also use music is appropriate to the story ar children to reflect on this mu

Autumn 1	Spring 1	Summer 1	
Sequence of Lessons	Sequence of Lessons	Sequence of Lessons	
Step 1	Step 1	Step 1	
Listen and Appraise	Listen and Appraise	Listen and Appraise	
Begin to recognise the basic style indicators of Classic Rock music	Song/Music. Make You Feel My Love by Bob Dylan, sung by Adele	Dancing In The Street by Martha And The Vandellas: Play the song.	
Song/music	Play the song. Use your body to find the pulse whilst scrolling	Click on the 'Listening' tab and use the questions as a focus when	
Livin' On A Prayer by Bon Jovi	through/using the on-screen questions as a focus. The coloured timeline	you are finding the pulse.	
Warm up games	denotes the song sections.	Warm-up Games	
Livin' On A Prayer	Warm-up Games	Dancing In The Street: Starting with the Bronze Challenge and	
Pitch and Rhythm	Including vocal warm-ups - Make You Feel My Love	moving to Silver and Gold over time, clap, sing and play through	
Listen and learn	Listen and Learn	the Copyback and Question and Answer Activities Perform	
Learn to Sing the Song - Livin' On A Prayer: Start to learn to sing	Learn to Sing the Song - Make You Feel My Love: Start to learn to sing	Perform Performance - Dancing In The Street: Perform and share what has	
the song.	the song. Perform	taken place in today's lesson. Sing the song.	
Perform	Performance - Make You Feel My Love : Perform and share what has	taken place in today s lesson. Sing the song.	
Performance - Livin' On A Prayer: Perform and share what has	taken place in today's lesson - sing the song.	Step 2	
taken place in today's lesson - sing the song.	taken place in today s lesson sing the song.	Listen and Appraise	
taken place in today slesson sing the song.	Step 2	Song/Music- I Can't Help Myself (Sugar Pie Honey Bunch)	
Step 2	Listen and Appraise	Repeat from step 1.	
Listen and Appraise	Song/Music- Make You Feel My Love - Bob Dylan version	Warm-up Games	
Song/music We Will Rock You	Repeat from step 1.	Dancing In The Street: Continue to work through the warm-	
Begin to recognise the basic style indicators of Classic Rock music.	Warm-up Games	up challenges.	
Warm-up Games	Including vocal warm-ups - Make You Feel My Love	Play	
Vocal warm-ups - Livin' On A Prayer	Listen and Learn	Play Your Instruments with the Song: New Musical Activity	
Listen and learn	Learn to Sing the Song - Make You Feel My Love: Continue to sing the	in this step	
Learn to Sing the Song - Livin' On A Prayer: Continue to sing the	song	Instrument	
song.	Play	Recorder	
Play	Play Your Instruments with the Song: New Musical Activity Instrument	Perform	
Play Your Instruments with the Song: Revisit your learning from	Recorder	Performance - Dancing In The Street: Perform and share	
the last step	Perform	what has taken place in today's lesson. You can sing and	
Instrument	Perform Make You Feel My Love: Perform and share what has taken		
Glockenspiel	place in today's lesson. Sing and play instrumental parts within the song.	play instrumental parts within the song, you decide	
Perform			
Livin' On A Prayer: Perform and share what has taken place in	Step 3	Step 3	
today's lesson. Sing and play instrumental parts within the song.	Listen and Appraise	Listen and Appraise	
today s lesson, sing and play instrainental parts within the song.	Song/Music- So Amazing by Luther Vandross	Song/Music- I Heard It Through The Grapevine	
Step 3	Repeat from step 1.	Repeat from step 1.	
Listen and Appraise	Warm-up Games	Warm-up Games	
Song/music Smoke On The Waters	Including vocal warm-ups - Make You Feel My Love	Dancing In The Street: Continue to work through the warm-	
Begin to recognise the basic style indicators of Classic Rock music.	Listen and Learn	up challenges.	
Warm- up Games	Learn to Sing the Song - Make You Feel My Love: Continue to sing the	<u>Play</u>	
Including vocal warm-ups - Livin' On A Prayer	song	Play Your Instruments with the Song: Revisit Musical	
	<u>Play</u>	Activity in_this step	
Listen and Learn			

Learn to Sing the Song - Livin' On A Prayer: Continue to sing the	Play Your Instruments with the Song: Revisit your learning from the last	Instrument
song.	step.	Recorder
Play	Instrument	Improvise
Play Your Instruments with the Song: Revisit your learning from	Recorder	Improvise with the Song: New Musical Activity for this step.
the last step		improvise with the song. New Musical Activity for this step.
Instrument	Improvise	
	Improvise with the Song: New Musical Activity: Play and Copy back, Play	Perform
Glockenspiel	and Improvise and Improvise!	Performance - Dancing In The Street: Perform and share
Improvise	Perform	what has taken place in today's lesson. Sing the song and
Clap and Improvise	Performance Make You Feel My Love: Perform and share what has	improvise using voices and/or instruments within the song.
Sing, Play and Improvise with the song.	taken place in today's lesson. Sing the song and improvise using voices	
Perform	and/or instruments within the song.	Chan A
Share and rap/sing/play/improvise the song as a class – Livin' On A	and/or instruments within the song.	Step 4
Prayer!	Chan A	Listen and Appraise
riayel:	Step 4	Song/Music- Ain't No Mountain High Enough
	Listen and Appraise	Repeat from step 1.
Step 4	Song/Music- Hello by Lionel Richie	Warm-up Games
Listen and Appraise	Repeat from step 1.	Dancing In The Street: Continue to work through the warm-
Song/music Rockin' All Over The World by Status Quo	Warm-up Games	
Warm-up Games	Including vocal warm-ups - Make You Feel My Love	up challenges.
Including vocal warm-ups - Livin' On A Prayer	Listen and Learn	Play
Listen and Learn	Learn to Sing the Song - Make You Feel My Love: Sing the song.	Play Your Instruments with the Song: Revisit your learning
Learn to Sing the Song - Livin' On A Prayer Sing the song.		from the last step.
Improvise	Play	Instrument
	Play Your Instruments with the Song: Option to revisit your	Recorder
Clap and Improvise	learning from the last step.	Improvise
Sing, Play and Improvise with the song.	Instrument	Improvise with the Song: Perhaps revisit your learning from
Compose	Recorder	
Use the base track to the song Livin' On A Prayer!		the last step.
Create a new composition using notes.	Improvise	Compose
<u>Perform</u>		Compose with the Song: New Musical Activity for this step.
Share and rap/sing/play/improvise the song as a class – Livin' On A	Improvise with the Song: Revisit Play and Copy back, Play and	(See Unit Overview).
Prayer!	Improvise.	Perform
	<u>Compose</u>	Performance - Dancing In The Street: Perform and share
Step 5	Use the base track to the song make You Feel My Life.	what has taken place in today's lesson. Sing the song and
	Create a new composition using notes.	
Listen and Appraise	Perform	perform your composition(s) within the song.
Song/music name Johnny B. Goode by Chuck Berry	Performance - Make You Feel My Love: Perform and share what has	
Warm-up Games	taken place in today's lesson. Sing the song and perform your	Step 5
Including vocal warm-ups - Livin' On A Prayer	composition(s) within the song.	Listen and Appraise
Listen and learn	composition(s) within the song.	Song/Music- You Are The Sunshine Of My Life
Livin' On A Prayer: Sing the song.		Repeat from step 1.
Improvise	Step 5	Warm-up Games
Clap and Improvise	Listen and Appraise	
Sing, Play and Improvise with the song.	Song/Music- The Way You Look Tonight by Jerome Kern	Dancing In The Street: Continue to work through the warm-
Compose	Repeat from step 1.	up challenges.
	Warm-up Games	<u>Play</u>
Use the base track to the song Livin' On A Prayer!	Including vocal warm-ups - Make You Feel My Love	Play Your Instruments with the Song: Revisit this activity.
	menuing vocal warm-ups - make rou reering Love	

Create a new composition using notes.	Listen and Learn	Recorder
Perform	Learn to Sing the Song - Make You Feel My Love: Sing the song.	Improvise
Share and rap/sing/play/improvise the song as a class – Livin' On A	Play	Improvise with the Song: Option to revisit this activity.
Prayer!	Play Your Instruments with the Song: Revisit this activity.7	<u>Compose</u>
	Instrument	Compose with the Song: Option to revisit this activity.
Step 6	Recorder	<u>Perform</u>
Listen and Appraise		Performance - Dancing In The Street: Perform and share
Song/music name- I Saw Her Standing There by The Beatles	Improvise	what has taken place in today's lesson. Choose what you
	Improvise with the Song: Option to revisit/continue this activity.	perform today.
Including vocal warm-ups - Livin' On A Prayer	Compose	
Listen and Learn	Use the base track to the song make You Feel My Life.	Step 6
Livin' On A Prayer: Sing the song.	Create a new composition using notes.	Listen and Appraise
Improvise	<u>Perform</u>	Song/Music- The Tracks Of My Tears
Clap and Improvise	Performance - Make You Feel My Love: Perform and share what	Repeat from step 1.
Sing, Play and Improvise with the song.	has taken place in today's lesson.	Warm-up Games
<u>Compose</u>		Dancing In The Street: Continue to work through the warm-
Use the base track to the song Livin' On A Prayer! Create a new composition using notes.	Step 6	up challenges.
Perform	Listen and Appraise	Play
Share and rap/sing/play/improvise the song as a class – Livin' On A	Song/Music- Love Me Tender by Elvis Presley	Play Your Instruments with the Song: Revisit this activity.
Prayer!	Repeat from step 1.	Instrument
	Warm-up Games	Recorder
	Including vocal warm-ups - Make You Feel My Love	Improvise
	Listen and Learn	Improvise with the Song: Option to revisit this activity.
	Learn to Sing the Song - Make You Feel My Love: Sing the song.	Compose
	<u>Play</u>	Compose with the Song: Option to revisit this activity.
	Play Your Instruments with the Song: Revisit this activity.	<u>Perform</u>
	Instrument	Performance - Dancing In The Street: Perform and share
	Recorder	what has taken place in today's lesson. Choose what you
		perform today.
	Improvise	
	Improvise with the Song: Option to revisit/continue this activity	
	<u>Compose</u> Use the base track to the song make You Feel My Life.	
	Create a new composition using notes.	
	Perform	
	Performance - Make You Feel My Love: Perform and share what	
	has taken place in today's lesson. Choose what you perform today.	
	today.	

Autumn 2	Spring 2	Summer 2
Sequence of Lessons	Sequence of Lessons	Sequence of Lessons
Step 1 <u>Listen and Appraise</u> Song/Music name- The Three Note Bossa by Ian Gray Play the music and find the pulse. After listening, talk about the music and answer the questions together building on musical vocabulary. <u>Play</u> Learn to play the Tune/Head <u>Instrument</u> Glockenspiel	Step 1         Listen and Appraise         Song/Music- The Fresh Prince Of Bel Air by Will Smith: Play the song.         Use your body to find the pulse whilst scrolling through/using the on- screen questions as a focus.         Warm-up Games         Including vocal warm-ups - The Fresh Prince Of Bel Air         Listen and Learn         Learn to Sing the Song - The Fresh Prince Of Bel Air: Start to learn to sing the song.         Perform         Performance -The Fresh Prince Of Bel Air: Perform and share what has	Step 1 Listen and Appraise Song/music- Music For Compline - traditional (Early Music) Assessment (Reflect, Rewind and Replay) A composition activity using the Music Explorer resource Rhythm Grid work The Language of Music - Music has its own language which you will get familiar with over time. Watch the cartoons and videos to embed your learning. Rewind and Replay (Revision) - revisit songs from the year
Improvise Introduce improvisation with Tune/Head. Perform Perform the Piece - The Three Note Bossa: Perform and share what has taken place in today's lesson Step 2 Listen and Appraise Song/Msuic name- Desafinado by Antonio Carlos Jobim and played by Stan Getz	taken place in today's lesson - sing the song Step 2 Listen and Appraise Song/Music- Me, Myself And I by De La Soul Repeat from step 1. Warm-up Games Including vocal warm-ups - The Fresh Prince Of Bel Air Listen and Learn Learn to Sing the Song -The Fresh Prince Of Bel Air : Continue to sing the song. Play Play Your Instruments with the Song	Step 2 Listen and Appraise Song/music- Music For Compline - traditional (Early Music) Assessment (Reflect, Rewind and Replay) A composition activity using the Music Explorer resource Rhythm Grid work The Language of Music - Music has its own language which you will get familiar with over time. Watch the cartoons and videos to embed your learning. Rewind and Replay (Revision) - revisit songs from the year
Repeat from step 1.         Play         Continue to Play the Tune/Head         Instrument         Glockenspiel         Improvise         Continue to Improvise with the Tune/Head         Perform         Perform the Piece - The Three Note Bossa: Perform and share what has taken place in today's lesson         Step 3         Listen and Appraise         Song/Music name- Cotton Tail by Duke Ellington and performed	Instrument         Glockenspiel         Perform         Performance - The Fresh Prince Of Bel Air: Perform and share         what has taken place in today's lesson. Sing and play         instrumental parts within the song.         Step 3         Listen and Appraise         Sing/Music - Ready Or Not by The Fugees         Warm-up Games         Including vocal warm-ups - The Fresh Prince Of Bel Air         Listen and Learn         Learn to Sing the Song -The Fresh Prince Of Bel Air: Continue to	Step 3Listen and AppraiseSong/Music - Symphony No 5 in C minor Opus 67 (allegro con brio)by Ludwig van Beethoven (Romantic era)Assessment(Reflect, Rewind and Replay)A composition activity using the Music Explorer resourceRhythm Grid workThe Language of Music - Music has its own language which youwill get familiar with over time. Watch the cartoons and videos toembed your learning.Rewind and Replay (Revision) - revisit songs from the yearStep 4
by Ben Webster.	Learn to Sing the Song -The Fresh Prince Of Bel Air: Continue to sing the song.	Step 4 Listen and Appraise

## Repeat from step 1.

<u>Play</u> Continue to Play the Tune/Head <u>Instrument</u> Glockenspiel

I<u>mprovise</u> Continue to Improvise with the Tune/Head <u>Perform</u> Perform the Piece - The Three Note Bossa: Perform and share what has taken place in today's lesson Notes.

## Step 4

Listen and Appraise Song/Music- Five Note Swing by Ian Gray. Repeat from step 1. Play Play the Tune/Head and the middle 8 Instrument Glockenspiel Improvise Improvise with the Tune/Head Perform Perform the Piece - Five Note Swing: Perform and share what has taken place in today's lesson

## Step 5

Listen and Appraise Song/Music- Perdido by Tizol and performed by Woody Herman Repeat from step 1. Play Play the Tune/Head and the middle 8 Instrument Glockenspiel

Improvise Improvise with the Tune/Head Perform <u>Play</u> Play Your Instruments with the Song: Revisit your learning from the last step.

Instrument Glockenspiel

## **Improvise**

Improvise with the Song: New Musical Activity: Play and Copy back, Play and Improvise and Improvise! <u>Perform</u> Performance - The Fresh Prince Of Bel Air: Perform and share what has taken place in today's lesson. Sing the song and improvise using voices and/or instruments within the song.

## Step 4

Listen and Appraise Song/Music- Rapper's Delight by The Sugarhill Gang Warm-up Games Including vocal warm-ups - The Fresh Prince Of Bel Air Listen and Learn Learn to Sing the Song -The Fresh Prince Of Bel Air: Continue to sing the song. Play Play Your Instruments with the Song: Option to revisit your learning from the last step.

Instrument Glockenspiel

Improvise Improvise with the Song: Revisit Play and Copy back, Play and Improvise and Improvise! Compose Use the base track to the song Fresh Prince of Bel-Air. Create a new composition using notes. Perform Performance - The Fresh Prince Of Bel Air: Perform and share what has taken place in today's lesson. Sing the song and perform your composition(s) within the song. Step 5

Listen and Appraise Song/Music - U Can't Touch This by MC Hammer Song/music - Minute Waltz in D flat major Opus 64 No 1 by Chopin (Romantic era)

## <u>Assessment</u>

(Reflect, Rewind and Replay) A composition activity using the Music Explorer resource Rhythm Grid work The Language of Music - Music has its own language which you will get familiar with over time. Watch the cartoons and videos to embed your learning. Rewind and Replay (Revision) - revisit songs from the year.

## Step 5

<u>Listen and Appraise</u> Song/Music - Central Park In The Dark by Charles Edward Ives (Early 20th Century)

Assessment (Reflect, Rewind and Replay) A composition activity using the Music Explorer resource Rhythm Grid work The Language of Music - Music has its own language which you will get familiar with over time. Watch the cartoons and videos to embed your learning. Rewind and Replay (Revision) - revisit songs from the year.

## Step 6

Listen and Appraise Sing/Music - Clapping Music by Steve Reich (Contemporary) Assessment (Reflect, Rewind and Replay) A composition activity using the Music Explorer resource Rhythm Grid work. The Language of Music - Music has its own language which you will get familiar with over time. Watch the cartoons and videos to embed your learning. Rewind and Replay (Revision) - revisit songs from the year.

	-	
Perform the Piece - Five Note Swing: Perform and share	Repeat from step 1.	
what has taken place in today's lesson	Warm-up Games	
	Including vocal warm-ups -The Fresh Prince Of Bel Air	
Step 6	Listen and Learn	
Listen and Appraise	Learn to Sing the Song - The Fresh Prince Of Bel Air: Sing the song	
Song/music- Things Ain't What They Used To Be by	<u>Play</u>	
Ellington and Parsons	Play Your Instruments with the Song: Revisit this activity.	
Play	Instrument	
Play the Tune/Head and the middle 8	Glockenspiel	
	Improvise	
Instrument	Improvise with the Song: Option to revisit/continue this activity.	
Glockenspiel	Compose	
Improvise	Use the base track to the song Fresh Prince of Bel-Air.	
Improvise with the Tune/Head	Create a new composition using notes.	
<u>Perform</u>	Perform	
Perform the Piece - Five Note Swing: Perform and share	Performance - The Fresh Prince Of Bel Air: Perform and share what has	
what has taken place in today's lesson	taken place in today's lesson. Choose what you perform today.	
	Step 6	
	Listen and Appraise	
	Song/Music- It's Like That by Run DMC	
	Warm-up Games	
	Including vocal warm-ups -The Fresh Prince Of Bel Air	
	Listen and Learn	
	Learn to Sing the Song -The Fresh Prince Of Bel Air: Sing the song.	
	<u>Play</u>	
	Play your Instruments with the Song: Revisit this activity.	
	Instrument	
	Glockenspiel	
	Improvise	
	Improvise with the Song: Option to revisit/continue this activity.	
	Compose	
	Use the base track to the song Fresh Prince of Bel-Air.	
	Create a new composition using notes.	
	Perform	
	Performance -The Fresh Prince Of Bel Air: Perform and share	
	what has taken place in today's lesson. Choose what you	
	perform today.	

<u>Year 6 Key Threads</u>			
Knowledge	Skills		
Listen & Appraise	Listen & Appraise		
To know five songs from memory, who sang or wrote them, when they were written and why?	To identify and move to the pulse with ease.		
To know the style of the songs and to name other songs from the Units in those styles.	To think about the message of songs.		
To choose three or four other songs and be able to talk about:	To compare two songs in the same style, talking about what stands out musically in each of them,		
• The style indicators of the songs (musical characteristics that give the songs their style)	their similarities and differences.		
The lyrics: what the songs are about	To listen carefully and respectfully to other people's thoughts about the music.		
<ul> <li>Any musical dimensions featured in the songs and where they are used (texture, dynamics,</li> </ul>	To use musical words when talking about the songs.		
tempo, rhythm, pitch and timbre)	To talk about the musical dimensions working together in the Unit songs.		
	To talk about the music and how it makes you feel, using musical language to describe the music.		
<ul> <li>Identify the structure of the songs (intro, verse, chorus etc.)          O Name some of the         A structure of the songs (intro, verse, chorus etc.)          O Name some of the         A structure of the songs (intro, verse, chorus etc.)          O Name some of the         A structure of the songs (intro, verse, chorus etc.)          O Name some of the         A structure of the songs (intro, verse, chorus etc.)          O Name some of the         A structure of the songs (intro, verse, chorus etc.)         A structure of the song (intro, verse, chorus etc.)         A structure of the song (intro, verse, chorus etc.)         A structure of the song (intro, verse, chorus etc.)</li></ul>			
instruments used in the songs	Games		
• The historical context of the songs. What else was going on at this time, musically and	Using the warm-up games tracks provided, complete the Bronze, Silver and Gold Challenges. Children		
historically?	will complete the following in relation to the main song, using three notes:		
<ul> <li>Know and talk about that fact that we each have a musical identity</li> </ul>	Bronze Challenge		
	-Find the pulse		
Games	-Copy back rhythms based on the words of the main song, that include syncopation/off beat		
To know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a	-Copy back one-note riffs using simple and syncopated rhythm patterns		
song or music	Silver Challenge		
To know how to keep the internal pulse	-Find the pulse		
To acknowledge Musical Leadership: creating musical ideas for the group to copy or respond to.	-Lead the class by inventing rhythms for others to copy back		
	-Copy back two-note riffs by ear and with notation		
Listen & Learn	-Question and answer using two different notes		
Sing/Rap	Gold Challenge		
To know and confidently sing five songs and their parts from memory, and to sing them with a strong	-Find the pulse -Lead the class by inventing rhythms for them to copy back		
internal pulse.	-Copy back three-note riffs by ear and with notation		
To know about the style of the songs so you can represent the feeling and context to your audience	-Question and answer using three different notes		
To choose a song and be able to talk about:	-Question and answer using three different notes		
Its main features	Listen & Learn		
	Sing/Rap		
Singing in unison, the solo, lead vocal, backing vocals or rapping	To sing in unison and to sing backing vocals.		
To know what the song is about and the meaning of the lyrics	To demonstrate a good singing posture.		
<ul> <li>To know and explain the importance of warming up your voice</li> </ul>	To follow a leader when singing.		
	To experience rapping and solo singing.		
<u>Play</u>	To listen to each other and be aware of how you fit into the group.		
Instruments	To sing with awareness of being 'in tune'.		
To know different ways of writing music down – e.g. staff notation, symbols			
To know the notes C, D, E, F, G, A, B + C on the treble stave			
To know the instruments they might play or be played in a band or orchestra or by their friends	<u>Play</u>		
	Instruments		
	To play a musical instrument with the correct technique within the context of the Unit song.		
Improvisation	To select and learn an instrumental part that matches their musical challenge, using one of the		
To know improvisation is making up your own tunes on the spot	differentiated parts – a one-note, simple or medium part or the melody of the song from memory or		
	using notation.		
	To rehearse and perform their part within the context of the Unit song.		

To know when someone improvises, they make up their own tune that has never been heard before.	To listen to and follow musical instructions from a leader.
It is not written down and belongs to them.	To lead a rehearsal session.
To know that using one, two or three notes confidently is better than using five	
To know that if you improvise using the notes you are given, you cannot make a mistake	Improvisation
To know that you can use some of the riffs and licks you have learnt in the Challenges in your	Improvise using instruments in the context of a song to be performed. Use the improvisation tracks
improvisations	provided and improvise using the Bronze, Silver or Gold Challenges.
To know three well-known improvising musicians	1. Play and Copy Back
To know three well known improvising musicians	Bronze – Copy back using instruments. Use one note.
Composition	Silver – Copy back using instruments. Use the two notes.
To know a composition: music that is created by you and kept in some way. It's like writing a story. It	Gold – Copy back using instruments. Use the three notes.
can be played or performed again to your friends.	2. Play and Improvise - you will be using up to three notes:
To know a composition has pulse, rhythm and pitch that work together and are shaped by tempo,	Bronze – Question and Answer using instruments. Use one note in your answer.
dynamics, texture and structure	Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G.
Notation: recognise the connection between sound and symbol	Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G.
Performance	3. Improvisation - you will be using up to three notes. The notes will be provided on-screen and in the
To know performing is sharing music with an audience with belief	lesson plan:
To know a performance doesn't have to be a drama! It can be to one person or to each other	Bronze – Improvise using one note.
To know everything that will be performed must be planned and learned	Silver – Improvise using two notes.
To know you must sing or rap the words clearly and play with confidence	Gold – Improvise using three notes.
To know a performance can be a special occasion and involve an audience including of people you	Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E,
don't know	G, A + B (pentatonic scale/a five-note pattern)
To know performance is planned and different for each occasion	Composition
To know a performance involves communicating ideas, thoughts and feelings about the song/music	Composition
	To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.
	To explain the keynote or home note and the structure of the melody.
	To listen to and reflect upon the developing composition and make musical decisions about how the
	melody connects with the song.
	To record the composition in any way appropriate that recognises the connection between sound and
	symbol (e.g. graphic/pictorial notation).
	Performance
	To choose what to perform and create a programme.
	To communicate the meaning of the words and clearly articulate them.
	To talk about the venue and how to use it to best effect.
	To record the performance and compare it to a previous performance.
	To discuss and talk musically about it – "What went well?" and "It would have been even better if?"
Voorf	Whole Year
	haranga

	enaranga		
Autumn Units	Spring Units	Summer Units	<u>Clubs</u>
1.Нарру	1. A New Year Carol		KS2 Music Club
2.Classroom Jazz 2	2. You've Got A Friend	2. Reflect, Rewind and Replay	

,				
Sou	<ul> <li>Evaluate how the venue, occasio</li> <li>Analyse features within differen</li> <li>Compare and contrast the impa</li> <li>de indicators, melody, compose, improvi</li> </ul>	al devices in their composition (including melody, rhythms and chords) on and purpose affects the way a piece of music is created t pieces of music ct that different composers from different times have had on people of that <u>Key Knowledge &amp; Vocabulary</u> vise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure ff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostin	e, dimensions of music, Neo	This club is run by the Music Service teacher every Tuesday after school for electives from Year 4, 5 and 6. The instruments they use are trumpet and/or trombone. Performance Christmas performance Leavers show Topic/ Cross Curricular Links Electricity song writing session and performance. External Provision We work throughout the year with education officer from the Hippodrome – linking to curriculum topics. Autumn - Eye of the Storm work with Ryan including learning the Harvest song Spring - Working with Anna on writing, recording and performing a song linked to curriculum topic (children's choice)
Autumn 1		Spring 1	S	ummer 1
Sequence of Lessons		Sequence of Lessons	Sequence of Lessons	
_	<u>Step 1</u>	<u>Step 1</u>		Step 1
Listen & Appraise		Listen & Appraise		to Unit of Work and Step 1
	dicators of Pop music with a Soul	Song/Music	Listen & Appraise	from the four featured outlets in this
influence	ng/Music	A New Year Carol by Benjamin Britten Warm-up Games	Listen to a selection of music unit.	from the four featured artists in this
Happy by Pharrell Williams		Warm-up Games Pulse, Rhythm and Pitch games		ong/Music

Warm-up Games

Vocal warm-up Extended Games challenges

## Listen and Learn

Sing/Rap Learn to Sing the Song - Happy Start to learn to rap and sing the song Perform Share and sing the song as a class – Happy

## <u>Step 2</u>

Listen & Appraise Begin to recognise the basic style indicators of a pop song with a country groove

## Song/Music

Top of the World Compare with Happy from previous lesson. <u>Warm-up Games</u>

### vocal warm-up

Listen and Learn

# Sing/Rap

Continue to learn to sing the song 'Happy'. Play Use instruments and play along with the song. Instrument

Glockenspiel

Perform Share and rap/sing/play the song as a class - Happy

#### <u>Step 3</u>

Listen & Appraise Begin to recognise the basic style indicators of a cappella pop music Song/Music Don't Worry Be Happy Compare with Happy from previous lesson. Warm-up Games

Vocal warm-up

Extended Games challenges

Listen and Learn Sing/Rap Continue to learn and sing the song. Play

#### Body and Vocal Warm-Ups

Listen and Learn Sing A New Year Carol: Start to learn to sing the song. Perform Share and sing the song as a class – A New Year Carol

## Step 2

#### Listen & Appraise.

Song/Music A New Year Carol by Benjamin Britten A New Year Carol – Urban Gospel version How are the songs different, how are they similar? Warm-up Games Pulse, Rhythm and Pitch games Body and Vocal Warm-Ups Listen and Learn Sing/Rap

A New Year Carol (Option to choose original or Urban Gospel version to continue with) Learn to sing the song. <u>Perform</u> Share and sing the song as a class – A New Year Carol

## <u>Step 3</u>

#### Listen & Appraise

Song/Music I Mun Be Married On Sunday by Benjamin Britten A New Year Carol by Benjamin Britten (option) A New Year Carol – Urban Gospel version (option) Warm-up Games Pulse, Rhythm and Pitch games Body and Vocal Warm-Ups Listen and Learn Sing/Rap A New Year Carol (Option to choose original or Urban Gospel version to continue with) Continue to learn to sing the song.

Perform Share and sing the song as a class – A New Year Carol

# Explain what the Inspirational Women's Timeline is and choose an artist to listen to and learn about. Listen using YouTube or Spotify About the Artists - Inspirational Women in the Music Industry

a. Watch the video 'Introduction to the Artists'. These are four very different artists who create their own music. They have a very strong sense of identity and culture. They know who they are and where they are from

b. Themes or key words - can you remember any from the video? Perhaps choose some to discuss together. Anything interesting about the artists? Discuss what you have seen **Create** 

What do we mean by Music and Me (identity)? Get into groups of two or more and begin to create your own music that represents how you feel/what you believe/your gender/where you are from and anything else.

#### Perform (Share and Present)

Perform, share and present the learning that has taken place in the lesson.

## <u>Step 2</u>

#### Listen & Appraise

#### Song/Music

Something Helpful by Anna Meredith Share thoughts and feelings together. Revisit the Inspirational Women's Timeline and choose an artist to listen to and learn about. Listen using YouTube or Spotify.

About the Artists - Inspirational Women in the Music Industry: Anna Meredith

Watch some or all of the videos about Anna:
a. Video 1 Music and Anna - Who is Anna?
b. Video 2 Music and Anna - Anna the Composer
c. Video 3 Music and Anna - Anna's Music
d. Video 4 Music and Anna - Anna's Way Into Writing Music
Watch some or all of the videos and discuss together the key
words and themes (see Unit Overview doc) that arise; you will see

some of them on the screen. Use this in preparation for the Create section of the unit.

## <u>Create</u>

What do we mean by Music and Me (identity)? Get into your groups and continue to create your own music that represents how you feel/what you believe/your gender/where you are from and anything else. Perform (Share and Present) Use instruments and play along with the song. Instrument Glockenspiel

Improvise Clap and Improvise Sing, Play and Improvise with the song. Perform Share and sing/play/improvise the song using voices or instruments as a class - Happy

#### Step 4

Listen & Appraise Begin to recognise the basic style indicators of Soft Rock from the 1980s

# Song/Music

Walking On Sunshine by Katrina and the Waves Compare with Happy from previous lessons. <u>Warm-up Games</u> Vocal warm-up Extended Games challenges Listen and Learn Sing/Rap

Continue to learn and sing the song. <u>Play</u> Revisit learning from last step.

> Instrument Glockenspiel

ImproviseRevisit learning from last step.ComposeUse the base track to the song HappyCreate a new composition using notes.PerformShare and sing/play/improvise the song as a class – Happy/owncomposition

## <u>Step 5</u>

Begin to recognise the basic style indicators of Big Band music from the 1940s and 1950s.

#### **Song/Music** When You're Smiling by Frank Sinatra. Compare with Happy from previous lessons.

Listen & Appraise

Listen & Appraise Song/Music I Mun Be Married On Sunday by Benjamin Britten I Mun Be Married On Sunday – Bhangra version A New Year Carol by Benjamin Britten (option) A New Year Carol – Urban Gospel version (option) Warm-up Games Pulse, Rhythm and Pitch games Body and Vocal Warm-Ups Listen and Learn Sing/Rap A New Year Carol (Option to choose original or Urban Gospel version to continue with)

Continue to learn to sing the song.

Perform Share and sing the song as a class – A New Year Carol

#### <u>Step 5</u>

#### Listen & Appraise Song/Music

Fishing Song by Benjamin Britten A New Year Carol by Benjamin Britten (option) A New Year Carol – Urban Gospel version (option) Warm-up Games Pulse, Rhythm and Pitch games Body and Vocal Warm-Ups Listen and Learn

<u>Sing/Rap</u> A New Year Carol (Option to choose original or Urban Gospel version to continue with) Continue to learn to sing the song. <u>Perform</u> Share and sing the song as a class – A New Year Carol Teacher to decide what to perform and share from lesson.

#### Step 6

Listen & Appraise Song/Music Fishing Song by Benjamin Britten Fishing Song – South African version A New Year Carol by Benjamin Britten (option) Perform, share and present the learning that has taken place in the lesson.

#### Step 3

#### Listen & Appraise

#### Song/Music

V-A-C Moscow by Shiva Feshareki Share thoughts and feelings together. Revisit the Inspirational Women's Timeline and choose an artist to listen to and learn about. Listen using YouTube or Spotify.

#### About the Artists - Inspirational Women in the Music Industry: Shiva Feshareki

Watch some or all of the videos about Shiva:

a. Video 1 Music and Shiva - Who is Shiva?

b. Video 2 Music and Shiva - Confidence and Believing in Yourself

c. Video 3 Music and Shiva - Shiva's Work and her Role Models Watch some or all of the videos and discuss together the key words and themes (see Unit Overview doc) that arise; you will see some of them on the screen. Use this in preparation for the Create section of the unit.

#### <u>Create</u>

What do we mean by Music and Me (identity)? Get into your groups and continue to create your own music that represents how you feel/what you believe/your gender/where you are from and anything else. See 'Create - A Guide To Writing Your Own Music' document. This breaks down the steps towards creating your own music. There are options to use different resources to support this activity.

#### Perform (Share and Present)

Perform, share and present the learning that has taken place in the lesson.

#### Step 4

#### Listen & Appraise

#### Song/Music

Shades of Blue by Eska Share thoughts and feelings together. Revisit the Inspirational Women's Timeline and choose an artist to listen to and learn about. Listen using YouTube or Spotify. <u>About the Artists - Inspirational Women in the Music Industry:</u> <u>Eska</u> Watch some or all of the videos about Eska: a. Video 1 Music and Eska - Who is Eska?

Repeat as step 4 - Warm up games, Listen and Learn; Play;	A New Year Carol – Urban Gospel version (option)	b. Video 2 Music and Eska - My Purpose in the World
Improvise; Compose; Perform;	How are the songs different, how are they similar?	Watch some or all of the videos and discuss together the key
	Repeat as step 5 - Warm up games, Listen and Learn; Perform;	words and themes (see Unit Overview doc) that arise; you will see
Step 6		some of them on the screen. Use this in preparation for the Create
Listen & Appraise		section of the unit.
Begin to recognise the basic style indicators of Hip Hop		Create
Song/Music		What do we mean by Music and Me (identity)? Get into your
Love Will Save the Day by Brendan Reilly.		groups and continue to create your own music that represents
Compare with Happy from previous lessons.		how you feel/what you believe/your gender/where you are from
		and anything else.
Repeat as step 4 - Warm up games, Listen and Learn; Play;		Perform (Share and Present)
Improvise; Compose; Perform;		
		Perform, share and present the learning that has taken place in
		the lesson.
		Stop E
		<u>Step 5</u> Listen & Appraise
		Song/Music
		The Middle Middle by Afrodeutsche
		Share thoughts and feelings together.
		Revisit the Inspirational Women's Timeline and choose an artist to
		listen to and learn about. Listen using YouTube or Spotify.
		About the Artists - Inspirational Women in the Music Industry:
		<u>Afrodeutsche</u>
		Watch some or all of the videos about Afrodeutsche: a. Video 1
		Music and Afrodeutsche - Who is Afrodeutsche?
		b. Video 2 Music and Afrodeutsche - Music is Powerful
		Watch some or all of the videos and discuss together the key
		words and themes (see Unit Overview doc) that arise; you will see
		some of them on the screen. Use this in preparation for the Create
		section of the unit.
		Create
		What do we mean by Music and Me (identity)? Get into your
		groups and start to prepare for a performance of your music.
		Perform (Share and Present)
		Perform, share and present the learning that has taken place in
		the lesson.
		<u>Step 6</u>
		Listen & Appraise
		Song/Music
		Decide as a class which artist/s to listen to again.
		Revisit the Inspirational Women's Timeline and choose an artist to
		listen to and learn about. Listen using YouTube or Spotify.

		About the Artists - Inspirational Women in the Music Industry
		a. Video: Music and Me - Advice from the Artists
		Watch the video and discuss together the key words and themes
		(see Unit Overview doc) that arise; you will see some of them on
		the screen.
		<u>Create</u>
		Get into your groups and prepare for your performances!
		Perform (Share and Present)
		Perform, share and present some of the music you have created.
		It's important for each group to perform and there might not be
		time to do so in one lesson. Record the performances.
Autumn 2	Spring 2	Summer 2
Sequence of Lessons	Sequence of Lessons	Sequence of Lessons
<u>Step 1</u>	<u>Step 1</u>	<u>Step 1</u>
Listen & Appraise	Listen & Appraise	Listen & Appraise
Song/Music	Learn about/start to recognise some of Carole King's compositions.	Reflect
Bacharach Anorak by Ian Gray	Song/Music	Song/Music
Warm-up Games	You've Got A Friend by Carole King	L'Autrier Pastoure Seoit (The Other Day A Shepherdess Was
	Warm-up Games	Sitting) – Traditional (Early Music)
Listen and Learn	Bronze, Silver, Gold Challenges: pulse and rhythm games	Rewind
Sing/Rap	Flexible Games	Rewind and Listen Out! I Want You Back by The Jackson 5
Start to learn the piece – Bacharach Anorak.	Vocal Warm Ups	
Learn to play the Tune/Head	Listen and Learn	Assessment Activities
Learn to play the middle 8	Sing	Reflect & Rewind
Perform	You've Got A Friend: Start to learn to sing the song.	-Composition activity using Music Explorer
Share and sing/play the song as a class – Bacharach Anorak	Perform	-Rhythm Grid work
	Share and sing the song as a class – You've Got A Friend.	-The Language of Music - Music has its own language which
<u>Step 2</u>		you will get familiar with over time.
Listen & Appraise	Step 2	-Watch the cartoons and videos to embed your learning.
Song/Music	Listen & Appraise	Replay
Speaking My Peace by Jesper Lundfaard	Learn about/start to recognise some of Carole King's compositions.	-Replay and revisit songs from the year
Compare with Bacharach Anorak from previous lesson.	Song/Music	-Perform and Share -prepare for a performance of songs
Listen and Learn	The Loco-Motion by Little Eva	and activities from the year.
Sing/Rap	Compare with You've Got A Friend by Carole King	and activities from the year.
Start to learn the piece – Bacharach Anorak.	How are they different/similar?	Step 2
Continue to learn/play the Tune/Head	Warm-up Games	
Improvise	Bronze, Silver, Gold Challenges: pulse and rhythm games	Listen & Appraise
Improvise using instruments	Flexible Games	Song/Music
Perform	Vocal Warm Ups	Armide Overture by Jean-Baptiste Lully (Baroque)
		Rewind
Share and sing/play the song as a class – Bacharach Anorak	Listen and Learn	Rewind and Listen Out! Take The A Train by Duje Elington and Billy

#### Step 3

Listen & Appraise Song/Music Take the A Train by Duke Ellington Compare with Bacharach Anorak form previous lessons. Repeat as step 1 - Listen and Learn; Play; Improvise; Compose; Perform;

#### <u>Step 4</u>

Listen & Appraise Song/Music Meet The Blues by Ian Gray Warm-up Games None given Listen and Learn Sing/Rap Start to learn the Song – Meet The Blues Compose Use the base track to the song Meet The Blues Create a new composition using notes. Improvise Improvise using the Notes of the Tune/Head. Perform Share and rap/sing/play/improvise the song as a class – Meet The Blues

# <u>Step 5</u>

Song/Music Back O' Town Blues by Earl 'Fatha' Hines Compare with Meet The Blues – from previous lesson. Repeat as step 4 - Warm up games, Listen and Learn; Play; Improvise; Perform;

Listen & Appraise

Listen & Appraise

#### <u>Step 6</u>

Song/Music One O'Clock Jump by Count Basie Compare with Meet The Blues – from previous lessons. Compose Use the base track to the song Meet The Blues Secure your Compositions You've Got A Friend: Continue to learn to sing the song. Play Use instruments and play along with the song. Instrument

Recorder

Share and sing the song as a class – You've Got A Friend.

Perform

#### <u>Step 3</u>

Listen & Appraise Learn about/start to recognise some of Carole King's compositions. Song/Music One Fine Day by The Chiffons Compare with You've Got A Friend - How are the songs different, how are they similar? Warm-up Games Bronze, Silver, Gold Challenges: pulse and rhythm games Flexible Games Vocal Warm Ups Listen and Learn Sing You've Got A Friend: Continue to learn to sing the song.

Play Use instruments and play along with the song. Instrument Recorder

Improvise Improvise using instruments Perform Share and sing the song as a class – You've Got A Friend. Sing and improvise using voices and/or instruments within the song. Step 4

Listen & Appraise Learn about/start to recognise some of Carole King's compositions. Song/Music Up On The Roof by The Drifters Compare with You've Got A Friend - how are the songs different, how are they similar? Warm-up Games

Bronze, Silver, Gold Challenges: pulse and rhythm games Flexible Games Vocal Warm Ups Listen and Learn

#### Reflect The work of Jon Boden (Composers and Composition)

Assessment Activities <u>Reflect, Rewind and Replay</u> -Composition activity using Music Explorer -Rhythm Grid work

-The Language of Music - Music has its own language which you will get familiar with over time.

-Watch the cartoons and videos to embed your learning. **<u>Replay</u>** 

-Replay and revisit songs from the year -Perform and Share -prepare for a performance of songs and activities from the year.

## Step 3

Listen & Appraise

Song/Music The Marriage of Figaro: Overture by Mozart (Classical) Rewind and Listen Out! Walking On Sunshine by Katrina and the Waves Reflect

The work of Jon Boden (Composers and Composition)

Assessment Activities Reflect, Rewind and Replay -Composition activity using Music Explorer -Rhythm Grid work -The Language of Music - Music has its own language which you will get familiar with over time. -Watch the cartoons and videos to embed your learning. Replay -Replay and revisit songs from the year -Perform and Share -prepare for a performance of songs and activities from the year.

#### Step 4

#### Listen & Appraise

Song/Music Erlkönig (D 382 Opus 1 Wer Reitet So Spät) by Franz Schubert (Romantic)

Improvise	Sing	Rewind
Improvise using the Notes of the Tune/Head.	You've Got A Friend: Continue to learn to sing the song.	Rewind and Listen Out! Don't Worry, Be Happy by Bobby
	Improvise	McFerrin.
	As last step.	<u>Reflect</u>
	<u>Compose</u>	The work of Jon Boden (Composers and Composition)
	Use the base track to the song You've Got A Friend	
	Create a new composition using notes.	Assessment Activities
	Play	Reflect, Rewind and Replay
	Use instruments and play along with the song.	-Composition activity using Music Explorer
	Instrument	-Rhythm Grid work
	Recorder	-The Language of Music - Music has its own language whicl
	Perform	you will get familiar with over time.
	Share and rap/sing/play/improvise the song as a class – You've Got A	
	Friend	Replay
		-Replay and revisit songs from the year
	Step 5	-Perform and Share -prepare for a performance of songs
	Listen & Appraise	and activities from the year.
	Learn about/start to recognise some of Carole King's compositions.	
	Song/Music	Step 5
	Will You Still Love Me Tomorrow? By Carole King.	Listen & Appraise
	Compare with You've Got A Friend - How are the songs different, how	
	are they similar?	Sonata For Horn In F by Paul Hindemith (20 <sup>th</sup> Century)
	Repeat as step 4 - Warm up games, Listen and Learn; Play; Improvis	e: Rewind
	Compose; Perform;	Rewind and Listen Out! The Loco-Motion by Little Eva.
		Reflect
		The work of Jon Boden (Composers and Composition)
	Step 6	The work of Joh Boden (Composers and Composition)
	Listen & Appraise	Assessment Activities
	Learn about/start to recognise some of Carole King's compositions.	Reflect, Rewind and Replay
	Song/Music	-Composition activity using Music Explorer
	(You Make Me Feel Like) A Natural Woman By Carole King.	-Composition activity using Music Explorer
	Compare with You've Got A Friend - How are the songs different, how	<ul> <li>-The Language of Music - Music has its own language which</li> </ul>
	are they similar?	- The Language of Music - Music has its own language which
	Repeat as step 4 - Warm up games, Listen and Learn; Play; Improvis	you will get familiar with over time.
	Compose; Perform;	-watch the calloons and videos to embed your learning.
		<u>Replay</u>
		-Replay and revisit songs from the year
		-Perform and Share -prepare for a performance of songs
		and activities from the year.
		Step 6
		Listen & Appraise
		Song/Music
		Song/ Music

Homelands by Nitin Sawhney (Contemporary)          Rewind         Rewind and Listen Out! Man In The Mirror by Michael Jackson         Reflect         The work of Jon Boden (Composers and Composition)
Assessment Activities Reflect, Rewind and Replay -Composition activity using Music Explorer -Rhythm Grid work -The Language of Music - Music has its own language which you will get familiar with over time. -Watch the cartoons and videos to embed your learning.Replay -Replay and revisit songs from the year -Perform and Share -prepare for a performance of songs and activities from the year.