



Intent

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

At 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	<p>What We Teach Knowledge & Skills NC Links Key Vocabulary Sequence of Lessons</p> <p>Why? Link to previous learning</p>	<p>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?</p> <p>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..</p>
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Nursery - Whole Year

Charanga

Autumn units

1. All About Me
2. Nursery Rhymes and Celebrations

Links to DM

Birth to Three

Literacy:

Enjoy songs and rhymes, tuning in and paying attention
Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo
Say some of the words in songs and rhymes
Copy finger movements and other gestures
Sing songs and say rhymes independently, for example, singing whilst playing

Three and Four Year Olds

Communication and Language:

Sing a large repertoire of songs

Birth to Three

Expressive Arts and Design:

Show attention to sounds and music
Respond emotionally and physically to music when it changes
Enjoy and take part in action songs, such as 'Twinkle Twinkle Little Star'.

Three and Four Year Olds

Expressive Arts and Design:

Listen with increased attention to sounds
Respond to what they have heard, expressing their thoughts and feelings
Remember and sing entire songs
Sing the pitch of a tone sung by another person 'pitch match'
Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs
Create their own songs, or improvise a song around one they know
Play instruments with increasing control to express their feelings and ideas

Key Knowledge

Listen & Respond

To a different nursery rhyme, dance or song each week
To play musical statues and musical bumps
To learn to stop when music finishes

Explore and Create

To explore music from around the world to tie in with different festivals and celebrations.
To use musical instruments in the room to experiment with sounds and move bodies to music.

Summer units

1. Bears
2. Seaside

Continuous Provision

The children have free access to a variety of instruments in the creative room as well as a stage and CD player. We listen to a wide range of CDs from 40s to Riverdance to gospel music.

External Provision

Hippodrome come in during Spring term to work with the children on music. They use the book of the week as a theme and create songs, using the instruments, with the children.

Topic/Cross Curricular Links

In autumn term as well as Charanga the children will-
Learn a Harvest song.
Explore moving like fireworks and using the instruments to make firework noises.
In spring-
The children will explore changes in music- loud/quiet, hard/soft, slow/quick.
When learning about Chinese New Year, the children will listen to music from China and explore Chinese dragon/lion dances.

Performances

Nursery and Reception children take part in a Christmas Performance – The Nativity. This includes drama, singing and dancing.

Listen & Learn

Sing/Rap

To learn a variety of nursery rhymes and action songs throughout the year to tie in with topics – e.g. Head Shoulders Knees and Toes

Performance

Share and perform the learning that has taken place – Christmas Nativity

Key Vocabulary

pulse, rhythm, pitch, audience, imagination, singing, songs, music, beat, perform, instrument

Sequence of Lessons

Sequence of music lessons throughout each unit

1. Listen and Respond
2. Explore and Create (Musical Activities)
3. Sing
4. Share and Perform

In Nursery we have incorporated music within the children's daily activities; allowing the children to explore music and instruments through continuous provision. The children will have the opportunity to listen and respond to nursery rhymes & songs; as well as learn to sing and perform these nursery rhymes and songs to each 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.

Percussion instruments are available for children to play and explore during child led learning sessions. We also work on identifying musical instruments and naming them from their sounds as part of our phonics Phase 1 programme, where children explore rhythm and rhyme.

We have chosen a selection of nursery rhymes and songs for each unit to ensure that the children have a variety throughout the year, linking to their topics.

Autumn 1	Spring 1	Summer 1
<u>All About Me</u> <u>Music/Nursery Rhymes/Songs:</u> Heads Shoulders Knees and Toes Here I am Here I am Stand Up and Turn Around This is the way we wash our hands If you're Happy and you Know it	<u>People Who Help Us</u> <u>Music/Nursery Rhymes/Songs:</u> Twinkle: People Who Help Us Songs and Rhymes Resources Pack: 999 Emergency Song Being Helpful Song I'm a Firefighter Song Special Helpers Song There are people to help us song	<u>Bears</u> <u>Music/Nursery Rhymes/Songs:</u> The Bear went over the mountain Going on a Bear Hunt Teddy Bear Teddy bear Turn Around Teddy Bears Picnic Twinkl: Goldilocks and the Three Bears Song Pack

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

Frosty the Snowman		
When Santa Got Stuck up the Chimney		

Reception - Whole Year				
Charanga				
	Autumn Units 1.Me! 2.My Stories	Spring Units 1.Everyone! 2. Our World	Summer Units 1.Big Bear Funk 2. Reflect, Rewind, Replay	Continuous Provision The children have free access to a variety of instruments in the creative room as well as a stage and CD player. We listen to a wide range of CDs from 40s to Riverdance to gospel music.
	Links to DM and EYFS DM 40-60+mths •Begins to build a repertoire of songs and dances. •Explores the different sounds of instruments. ELG • Children sing songs, make music and dance, and experiment with ways of changing them.			
	Key Knowledge Listen & Respond To listen and respond to a different song or piece of music in a different style. Use this music to inspire imaginative movement, initially free and child-led movement. To begin to teach the children to follow and copy instruction. To begin to respond verbally and with movement. Explore and Create To explore pulse, rhythm and pitch using voices (singing) To explore pulse, rhythm and pitch using instruments Games Use games to create a context in which to learn about pulse, rhythm, pitch Listen & Learn Sing/Rap To revisit and learn selection of nursery rhymes and action songs To sing along with nursery rhymes and action songs Play Instruments To use classroom instruments along with the correct notes. Performance Share and perform the learning that has taken place.			
	External Provision Hippodrome come in during Spring term to work with the children on music. They use the book of the week as a them and create songs, using the instruments, with the children. Topic Links In autumn term as well as Charanga the children will- Learn a Harvest song. Explore moving like fireworks and using the instruments to make firework noises. In spring- The children will explore changes in music- loud/quiet, hard/soft, slow/quick.			

Key Vocabulary

pulse, rhythm, pitch, audience, imagination, singing, songs, music, beat, perform, instrument, share, learn, follow, copy

When learning about Chinese New Year, the children will listen to music from China and explore Chinese dragon/lion dances.

Performances

Nursery and Reception children take part in a Christmas Performance – The Nativity. This includes drama, singing and dancing.

Autumn 1	Spring 1	Summer 1
<p><u>Sequence of Lessons</u></p> <p><u>Step 1</u></p> <p><u>Listen & Respond</u> Celebration by Kool and The Gang</p> <p><u>Explore and Create</u> Using the Pat-A-Cake games track, find the pulse in different ways</p> <p><u>Games</u> Copycat rhythm games for me High and low games (pitch)</p> <p><u>Listen & Learn</u> Sing and learn the song Pat-A-Cake</p> <p><u>Performance</u> Share and perhaps perform what has taken place in today's lesson.</p> <p><u>Step 2</u></p> <p><u>Listen & Respond</u> Happy by Pharrell Williams</p> <p><u>Explore and Create</u> Using the Pat-A-Cake games track, and the pulse in different ways</p> <p><u>Games</u> Copycat rhythm games for me High and low games (pitch)</p> <p><u>Listen & Learn</u> Sing and learn the song Pat-A-Cake</p> <p><u>Performance</u> Share and perhaps perform what has taken place in today's lesson.</p> <p><u>Step 3</u></p> <p><u>Listen & Respond</u> Sing by the Carpenters</p> <p><u>Explore and Create</u></p>	<p><u>Sequence of Lessons</u></p> <p><u>Step 1</u></p> <p><u>Listen & Respond</u> We Are Family by Sister Sledge</p> <p><u>Explore and Create</u> Using the Wind the Bobbin Up games track, and the pulse in different ways</p> <p><u>Games</u> Rhythm games for everyone High and low games (pitch)</p> <p><u>Listen & Learn</u> Sing and learn the song Wind The Bobbin Up</p> <p><u>Play</u> Learn and then play along (using the glocks and percussion) to the song If You're Happy and You Know It</p> <p><u>Performance</u> Share and perhaps perform what has taken place in today's lesson.</p> <p><u>Step 2</u></p> <p><u>Listen & Respond</u> Thula Baba - a South African lullaby</p> <p><u>Explore and Create</u> Using the Wind the Bobbin Up games track, and the pulse in different ways</p> <p><u>Games</u> Rhythm games for everyone High and low games (pitch)</p> <p><u>Listen & Learn</u> Sing and learn the song Wind The Bobbin Up and Rock-a-bye Baby</p> <p><u>Play</u></p>	<p><u>Sequence of Lessons</u></p> <p><u>Step 1</u></p> <p><u>Listen & Respond</u> Big Bear Funk by Joanna Mangona</p> <p>Discuss funk music Do you like it? What can you hear?</p> <p><u>Explore and Create</u> Using the games track (Big Bear Funk), ask the children for different ways to find the pulse</p> <p><u>Games</u> Rhythm games for big bear funk High and low games (pitch)</p> <p><u>Listen & Learn</u> Learn and sing the song Big Bear Funk</p> <p><u>Play</u> Learn and then play along (using the glocks and percussion) to the song Big Bear Funk</p> <p><u>Performance</u> Share and perhaps perform what has taken place in today's lesson.</p> <p><u>Step 2</u></p> <p><u>Listen & Respond</u> I Feel Good by James Brown</p> <p>Further discuss funk music Do you like it? What can you hear?</p> <p><u>Explore and Create</u> Using the games track (Big Bear Funk), ask the children for different ways to find the pulse</p> <p><u>Games</u></p>

<p>Using the 1, 2, 3, 4, 5 games track, and the pulse in different ways <u>Games</u> Copycat rhythm games for me High and low games (pitch) <u>Listen & Learn</u> Sing and learn the song 1, 2, 3, 4, <u>Performance</u> Share and perhaps perform what has taken place in today's lesson.</p> <p style="text-align: center;"><u>Step 4</u></p> <p><u>Listen & Respond</u> Sing a Rainbow by Peggy Lee <u>Explore and Create</u> Using the This Old Man games track, and the pulse in different ways <u>Games</u> Copycat rhythm games for me High and low games (pitch) <u>Listen & Learn</u> Sing and learn the song This Old Man <u>Performance</u> Share and perhaps perform what has taken place in today's lesson.</p> <p style="text-align: center;"><u>Step 5</u></p> <p><u>Listen & Respond</u> Happy Birthday by Stevie Wonder <u>Explore and Create</u> Using the This Old Man games track, and the pulse in different ways <u>Games</u> Copycat rhythm games for me High and low games (pitch) <u>Listen & Learn</u> Sing and learn the song This Old Man <u>Performance</u> Share and perhaps perform what has taken place in today's lesson.</p> <p style="text-align: center;"><u>Step 6</u></p> <p><u>Listen & Respond</u> Our House by Madness <u>Explore and Create</u> Using the Five Little Ducks games track, and the pulse in different ways <u>Games</u> Copycat rhythm games for me High and low games (pitch)</p>	<p>Learn and then play along (using the glocks and percussion) to the song If You're Happy and You Know It <u>Performance</u> Share and perhaps perform what has taken place in today's lesson.</p> <p style="text-align: center;"><u>Step 3</u></p> <p><u>Listen & Respond</u> ABC by The Jackson 5 <u>Explore and Create</u> Using the Rock-a-bye Baby games track, and the pulse in different ways <u>Games</u> Rhythm games for everyone High and low games (pitch) <u>Listen & Learn</u> Sing and learn the song Five Little Monkeys <u>Play</u> Learn and then play along (using the glocks and percussion) to the song If You're Happy and You Know It <u>Performance</u> Share and perhaps perform what has taken place in today's lesson.</p> <p style="text-align: center;"><u>Step 4</u></p> <p><u>Listen & Respond</u> 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 & Learn</u> Sing and learn the song Twinkle, Twinkle, Little Star and Head, Shoulders, Knees and Toes <u>Play</u> Learn and then play along (using the glocks and percussion) to the song If You're Happy and You Know It <u>Performance</u> Share and perhaps perform what has taken place in today's lesson.</p> <p style="text-align: center;"><u>Step 5</u></p> <p><u>Listen & Respond</u> Conga by Miami Sound Machine <u>Explore and Create</u> Using the Twinkle, Twinkle, Little Star games track, and the pulse in different ways</p>	<p>Rhythm games for big bear funk High and low games (pitch) <u>Listen & 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 song Big Bear Funk <u>Performance</u> Share and perhaps perform what has taken place in today's lesson.</p> <p style="text-align: center;"><u>Step 3</u></p> <p><u>Listen & Respond</u> Don't You Worry 'Bout A Thing performed by Incognito 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) <u>Listen & 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 song Big Bear Funk <u>Performance</u> Share and perhaps perform what has taken place in today's lesson.</p> <p style="text-align: center;"><u>Step 4</u></p> <p><u>Listen & 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> Rhythm games for big bear funk High and low games (pitch) Extend to improvisation and composition <u>Listen & 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 song Big Bear Funk <u>Performance</u> Share and perhaps perform what has taken place in today's lesson.</p>
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<p><u>Listen & Learn</u> Sing and learn the song Five Little Ducks</p> <p><u>Performance</u> Share and perhaps perform what has taken place in today's lesson.</p>	<p><u>Games</u> Rhythm games for everyone High and low games (pitch)</p> <p><u>Listen & Learn</u> Sing and learn the song Twinkle, Twinkle, Little Star and Head, Shoulders, Knees and Toes</p> <p><u>Play</u> Learn and then play along (using the glocks and percussion) to the song If You're Happy and You Know It</p> <p><u>Performance</u> Share and perhaps perform what has taken place in today's lesson.</p> <p style="text-align: center;"><u>Step 6</u></p> <p><u>Listen & Respond</u> Mozart's Horn Concerto no 4 - Rondo</p> <p><u>Explore and Create</u> Using the Twinkle, Twinkle, Little Star games track, and the pulse in different ways</p> <p><u>Games</u> Rhythm games for everyone High and low games (pitch)</p> <p><u>Listen & Learn</u> Sing and learn the song Twinkle, Twinkle, Little Star and Head, Shoulders, Knees and Toes</p> <p><u>Play</u> Learn and then play along (using the glocks and percussion) to the song If You're Happy and You Know It</p> <p><u>Performance</u> Share and perhaps perform what has taken place in today's lesson.</p>	<p style="text-align: right;"><u>Step 5</u></p> <p><u>Listen & Respond</u> Superstition by Stevie Wonder See above for discussions</p> <p><u>Explore and Create</u> Using the games track (Big Bear Funk), ask the children for different ways to find the pulse</p> <p><u>Games</u> Rhythm games for big bear funk High and low games (pitch) Extend to improvisation and composition</p> <p><u>Listen & Learn</u> Learn and sing the song Big Bear Funk Revisit The Wheels on the Bus</p> <p><u>Play</u> Learn and then play along (using the glocks and percussion) to the song Big Bear Funk</p> <p><u>Performance</u> Share and perhaps perform what has taken place in today's lesson.</p> <p style="text-align: right;"><u>Step 6</u></p> <p><u>Listen & Respond</u> Pick Up The Pieces by Average White Band See above for discussions</p> <p><u>Explore and Create</u> Using the games track (Big Bear Funk), ask the children for different ways to find the pulse</p> <p><u>Games</u> Rhythm games for big bear funk High and low games (pitch) Extend to improvisation and composition</p> <p><u>Listen & Learn</u> Learn and sing the song Big Bear Funk Revisit The Hokey Cokey</p> <p><u>Play</u> Learn and then play along (using the glocks and percussion) to the song Big Bear Funk</p> <p><u>Performance</u> Share and perhaps perform what has taken place in today's lesson.</p>
Autumn 2	Spring 2	Summer 2
<p style="text-align: center;"><u>Sequence of Lessons</u> <u>Step 1</u></p> <p><u>Listen & Respond</u> Roll Alabama by Bellowhead</p> <p><u>Explore and Create</u></p>	<p style="text-align: center;"><u>Sequence of Lessons</u> <u>Step 1</u></p> <p><u>Listen & Respond</u> Lovely Day performed by Bill Withers</p> <p><u>Explore and Create</u></p>	<p style="text-align: center;"><u>Sequence of Lessons</u> <u>Step 1</u></p> <p><u>Listen & Respond</u> William Tell Overture by Rossini</p> <p><u>Assessment Activities</u></p>

<p>Using the I'm a Little Teapot games track, and the pulse in different ways Create your own sounds using instruments (Glocks and percussion)</p> <p><u>Games</u> Copycat rhythm games for my stories High and low games (pitch)</p> <p><u>Listen & Learn</u> Sing and learn the song I'm a Little Teapot</p> <p><u>Performance</u> Share and perhaps perform what has taken place in today's lesson.</p> <p style="text-align: center;"><u>Step 2</u></p> <p><u>Listen & Respond</u> Boogie Wonderland by Earth Wind and Fire</p> <p><u>Explore and Create</u> Using The Grand Old Duke of York games track, and the pulse in different ways Create your own sounds using instruments (Glocks and percussion)</p> <p><u>Games</u> Copycat rhythm games for my stories High and low games (pitch)</p> <p><u>Listen & Learn</u> Sing and learn the song The Grand Old Duke of York</p> <p><u>Performance</u> Share and perhaps perform what has taken place in today's lesson.</p> <p style="text-align: center;"><u>Step 3</u></p> <p><u>Listen & Respond</u> Don't Go Breaking My Heart by Elton John and Kiki Dee</p> <p><u>Explore and Create</u> Using the Ring O' Roses games track, and the pulse in different ways Create your own sounds using instruments (Glocks and percussion)</p> <p><u>Games</u> Copycat rhythm games for my stories High and low games (pitch)</p> <p><u>Listen & Learn</u> Sing and learn the song Ring O' Roses</p> <p><u>Performance</u> Share and perhaps perform what has taken place in today's lesson.</p> <p style="text-align: center;"><u>Step 4</u></p> <p><u>Listen & Respond</u> Ganesh is Fresh by MC Yogi</p> <p><u>Explore and Create</u></p>	<p>Using the Old Macdonald games track, and the pulse in different ways</p> <p><u>Games</u> Rhythm games for our world High and low games (pitch)</p> <p><u>Listen & Learn</u> Sing and learn the song Old Macdonald and The Wheels on the Bus</p> <p><u>Play</u> Learn and then play along (using the glocks and percussion) to the song Old Macdonald</p> <p><u>Performance</u> Share and perhaps perform what has taken place in today's lesson.</p> <p style="text-align: center;"><u>Step 2</u></p> <p><u>Listen & Respond</u> Beyond The Sea sung by Robbie Williams</p> <p><u>Explore and Create</u> Using the Incy Wincey Spider games track, and the pulse in different ways</p> <p><u>Games</u> Rhythm games for our world High and low games (pitch)</p> <p><u>Listen & Learn</u> Sing and learn the song Incy Wincy Spider</p> <p><u>Play</u> Learn and then play along (using the glocks and percussion) to the song Incy Wincy Spider</p> <p><u>Performance</u> Share and perhaps perform what has taken place in today's lesson.</p> <p style="text-align: center;"><u>Step 3</u></p> <p><u>Listen & Respond</u> Mars from The Planets by Gustav Holst</p> <p><u>Explore and Create</u> Using the Baa, Baa Black Sheep games track, and the pulse in different ways</p> <p><u>Games</u> Rhythm games for our world High and low games (pitch)</p> <p><u>Listen & Learn</u> Sing and learn the song Baa, Baa Black Sheep</p> <p><u>Play</u> Learn and then play along (using the glocks and percussion) to the song Baa, Baa Black Sheep</p> <p><u>Performance</u></p>	<p><u>Reflect & Rewind</u> 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 Celebration by Kool And The Gang. Which of the following can you hear in this musical extract? Name the instruments and voices.</p> <p><u>Compose</u> Compose with the song Big Bear Funk.</p> <p><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.</p> <p style="text-align: center;"><u>Step 2</u></p> <p><u>Listen & Respond</u> Dance Of The Sugar Plum Fairy by Tchaikovsky</p> <p><u>Assessment Activities</u></p> <p><u>Reflect & Rewind</u> 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 Ganesh Is Fresh by MC Yogi. Which of the following can you hear in this musical extract? Name the instruments and voices.</p> <p><u>Compose</u> Compose with the song Baa, Baa Black Sheep.</p> <p><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.</p> <p style="text-align: center;"><u>Step 3</u></p> <p><u>Listen & Respond</u> Flight Of The Bumblebee by Rimsky-Korsakov</p> <p><u>Assessment Activities</u></p> <p><u>Reflect & Rewind</u> 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?</p>
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<p>Using the Hickory Dickory Dock games track, and the pulse in different ways Create your own sounds using instruments (Glocks and percussion)</p> <p><u>Games</u> Copycat rhythm games for my stories High and low games (pitch)</p> <p><u>Listen & Learn</u> Sing and learn the song Hickory Dickory Dock Not Too Difficult The ABC Song</p> <p><u>Performance</u> Share and perhaps perform what has taken place in today's lesson.</p> <p>Step 5</p> <p><u>Listen & Respond</u> Frosty the Snowman by Ella Fitzgerald</p> <p><u>Explore and Create</u> Using the ABC song games track, and the pulse in different ways Create your own sounds using instruments (Glocks and percussion)</p> <p><u>Games</u> Copycat rhythm games for my stories High and low games (pitch)</p> <p><u>Listen & Learn</u> Sing and learn the song ABC song Not Too Difficult The ABC Song</p> <p><u>Performance</u> Share and perhaps perform what has taken place in today's lesson.</p> <p>Step 6</p> <p><u>Listen & Respond</u> Spiderman by Michael Bublé</p> <p><u>Explore and Create</u> Using the ABC song games track, and the pulse in different ways Create your own sounds using instruments (Glocks and percussion)</p> <p><u>Games</u> Copycat rhythm games for my stories High and low games (pitch)</p> <p><u>Listen & Learn</u> Sing and learn the song ABC song Not Too Difficult The ABC Song</p> <p><u>Performance</u> Share and perhaps perform what has taken place in today's lesson.</p>	<p>Share and perhaps perform what has taken place in today's lesson.</p> <p>Step 4</p> <p><u>Listen & Respond</u> Frog's Legs And Dragon's Teeth by Bellowhead</p> <p><u>Explore and Create</u> Using the Row, Row, Row Your Boat games track, and the pulse in different ways</p> <p><u>Games</u> Rhythm games for our world High and low games (pitch)</p> <p><u>Listen & Learn</u> Sing and learn the song Row, Row, Row Your Boat</p> <p><u>Play</u> Learn and then play along (using the glocks and percussion) to the song Row, Row, Row Your Boat</p> <p><u>Performance</u> Share and perhaps perform what has taken place in today's lesson.</p> <p>Step 5</p> <p><u>Listen & Respond</u> Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell</p> <p><u>Explore and Create</u> Using the Hokey Cokey games track, and the pulse in different ways</p> <p><u>Games</u> Rhythm games for our world High and low games (pitch)</p> <p><u>Listen & Learn</u> Sing and learn the song Hokey Cokey</p> <p><u>Play</u> Learn and then play along (using the glocks and percussion) to the song Hokey Cokey</p> <p><u>Performance</u> Share and perhaps perform what has taken place in today's lesson.</p> <p>Step 6</p> <p><u>Listen & Respond</u> Singing In The Rain performed by Gene Kelly</p> <p><u>Explore and Create</u> Using the Hokey Cokey games track, and the pulse in different ways</p> <p><u>Games</u> Rhythm games for our world High and low games (pitch)</p>	<p>Play We Are Family by Sister Sledge. Which of the following can you hear in this musical extract? Name the instruments and voices.</p> <p><u>Compose</u> Compose with the song Twinkle, Twinkle Little Star.</p> <p><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.</p> <p>Step 4</p> <p><u>Listen & Respond</u> Jupiter, The Bringer Of Jollity by Holst</p> <p><u>Assessment Activities</u> <u>Reflect & Rewind</u> 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 Singing In The Rain sung by Gene Kelly. Which of the following can you hear in this musical extract? Name the instruments and voices.</p> <p><u>Compose</u> Compose with the song Incy, Wincey Spider.</p> <p><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.</p> <p>Step 5</p> <p><u>Listen & Respond</u> Fantasia On A Theme By Thomas Tallis by Ralph Vaughan Williams</p> <p><u>Assessment Activities</u> <u>Reflect & Rewind</u> 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 Frogs' Legs And Dragons' Teeth by Bellowhead. Which of the following can you hear in this musical extract? Name the instruments and voices.</p> <p><u>Compose</u></p>
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	<p><u>Listen & Learn</u> Sing their favourite songs from this unit</p> <p><u>Play</u> Play their favourite songs from this unit using the glocks and percussion instruments</p> <p><u>Performance</u> Share and perhaps perform what has taken place in today's lesson.</p>	<p>Compose with the song Rock-a-bye Baby.</p> <p><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.</p> <p style="text-align: right;"><u>Step 6</u></p> <p><u>Listen & Respond</u> E.T. Flying Theme by John Williams</p> <p><u>Assessment Activities</u> <u>Reflect & Rewind</u> 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.</p> <p><u>Compose</u> Compose with the song Row, Row, Row Your Boat.</p> <p><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.</p>
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Year 1 Key Threads

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

To help to create a simple melody using one, two or three notes.
To learn how the notes of the composition can be written down and changed if necessary.

Performance

To choose a song they have learnt from the Scheme and perform it. To add their ideas to the performance.
To record the performance and say how they were feeling about it.

Year 1 - Whole Year

Charanga

Autumn Units

1. Hey You!
 2. Rhythm in the Way We Walk
- Banana Rap

Spring Units

1. In the Groove
2. Round & Round

Summer Units

1. Your Imagination
2. Reflect, Rewind, Replay

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

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.

Skills Links to NC

- Use their voice to speak, sing and chant
- Clap short rhythmic patterns
- Make different sounds with my voice and with instruments
- Repeat short rhythmic and melodic patterns
- Make a sequence of sounds
- Respond to different moods in music and say whether they like or dislike a piece of music
- Choose sounds to represent different things
- Follow instructions: when to play and sing

Key Knowledge & Key Vocabulary

pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.

Autumn 1

Sequence of Lessons

Step 1

Listen & Appraise

Spring 1

Sequence of Lessons

Step 1

Listen & Appraise

Summer 1

Sequence of Lessons

Step 1

Listen & Appraise

<p>Begin to recognise the basic style indicators of Hip Hop</p> <p>Song/Music</p> <p>Hey You! By Joanna Mangona</p> <p><u>Warm-up Games</u></p> <p>Vocal warm-up</p> <p>Pulse & Rhythm</p> <p><u>Listen and Learn</u></p> <p><u>Sing/Rap</u></p> <p>Learn to Sing the Song - Hey You!</p> <p>Start to learn to rap and sing the song</p> <p><u>Perform</u></p> <p>Share and rap/sing the song as a class – Hey You!</p> <p>Step 2</p> <p><u>Listen & Appraise</u></p> <p>Begin to recognise the basic style indicators of Hip Hop</p> <p>Song/Music</p> <p>Me, Myself And I by De La Soul</p> <p>Compare with Hey You! From previous lesson.</p> <p><u>Warm-up Games</u></p> <p>Vocal warm-up</p> <p>Pulse & Rhythm</p> <p><u>Listen and Learn</u></p> <p><u>Sing/Rap</u></p> <p>Continue to rap and sing the song.</p> <p><u>Play</u></p> <p>Use instruments and play along with the song.</p> <p><u>Instrument</u></p> <p>Glockenspiel</p> <p><u>Perform</u></p> <p>Share and rap/sing/play the song as a class - Hey You!</p> <p>Step 3</p> <p><u>Listen & Appraise</u></p> <p>Begin to recognise the basic style indicators of Hip Hop</p> <p>Song/Music</p> <p>Fresh Prince Of Bel Air by Will Smith</p> <p>Compare with Hey You! From previous lesson.</p> <p><u>Warm-up Games</u></p> <p>Vocal warm-up</p> <p>Pulse & Rhythm</p> <p><u>Listen and Learn</u></p> <p><u>Sing/Rap</u></p>	<p>Begin to recognise the basic style indicators of blues</p> <p>Song/Music</p> <p>In The Groove, Blues by Joanna Mangona</p> <p><u>Warm-up Games</u></p> <p>Vocal warm-up, clapping, rhythms, pulse.</p> <p><u>Listen and Learn</u></p> <p><u>Sing/Rap</u></p> <p>In The Groove, Blues: Start to learn to sing the song.</p> <p><u>Perform</u></p> <p>Share and rap/sing the song as a class – In The Groove, Blues</p> <p>Step 2</p> <p><u>Listen & Appraise</u></p> <p>Begin to recognise the basic style indicators of baroque music.</p> <p>Song/Music</p> <p>In The Groove, Baroque by Joanna Mangona</p> <p>Let The Bright Seraphim by Handel</p> <p>How are the songs different, how are they similar?</p> <p><u>Warm-up Games</u></p> <p>Vocal warm-up, clapping, rhythms, pulse.</p> <p><u>Listen and Learn</u></p> <p><u>Sing/Rap</u></p> <p>In The Groove, Baroque: Learn to sing the song.</p> <p><u>Play</u></p> <p>Use instruments and play along with the song.</p> <p><u>Instrument</u></p> <p>Recorder</p> <p><u>Perform</u></p> <p>Share and rap/sing/play the song as a class – In The Groove, Baroque</p> <p>Step 3</p> <p><u>Listen & Appraise</u></p> <p>Begin to recognise the basic style indicators of latin.</p> <p>Song/Music</p> <p>In The Groove, Latin by Joanna Mangona</p> <p>Livin' La Vida Loca by Ricky Martin How are the songs different, how are they similar?</p> <p><u>Warm-up Games</u></p> <p>Vocal warm-up, clapping, rhythms, pulse.</p> <p><u>Listen and Learn</u></p> <p><u>Sing/Rap</u></p> <p>In the Groove, Latin:</p> <p>Continue to sing the song.</p>	<p>Song/Music</p> <p>Your Imagination by Joanna Mangona and Pete Readman</p> <p><u>Warm-up Games</u></p> <p>Vocal warm-up, clapping, rhythms, pulse.</p> <p><u>Listen and Learn</u></p> <p><u>Sing/Rap</u></p> <p>Your Imagination</p> <p>Start to learn to sing the song.</p> <p>Learn to sing verse 1 and the chorus and perhaps verse 2.</p> <p><u>Perform</u></p> <p>Share and rap/sing the song as a class – Your Imagination</p> <p>Step 2</p> <p><u>Listen & Appraise</u></p> <p>Song/Music</p> <p>Supercalifragilisticexpialidocious from Mary Poppins.</p> <p>Compare with Your Imagination. How are the songs different, how are they similar? What did you imagine?</p> <p><u>Warm-up Games</u></p> <p>Vocal warm-up, clapping, rhythms, pulse.</p> <p><u>Listen and Learn</u></p> <p><u>Sing/Rap</u></p> <p>Your Imagination</p> <p>Continue to learn to sing the song.</p> <p>Whole song.</p> <p><u>Play</u></p> <p>Use instruments and play along with the song.</p> <p><u>Instrument</u></p> <p>Recorder</p> <p>Glockenspiel</p> <p>All Learn to play the given parts for the coda section. Then decide who will sing and who will play.</p> <p><u>Perform</u></p> <p>Share and rap/sing/play the song as a class - Your Imagination.</p> <p>Step 3</p> <p><u>Listen & Appraise</u></p> <p>Song/Music</p> <p>Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack.</p> <p>Compare with Your Imagination. How are the songs different, how are they similar? What did you imagine?</p>
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<p>Continue to rap and sing the song.</p> <p><u>Play</u> Use instruments and play along with the song.</p> <p><u>Instrument</u> Glockenspiel</p> <p><u>Improvise</u> Clap and Improvise Sing, Play and Improvise with the song.</p> <p><u>Perform</u> Share and rap/sing/play/improvise the song as a class - Hey You!</p> <p>Step 4</p> <p><u>Listen & Appraise</u> Begin to recognise the basic style indicators of Hip Hop</p> <p>Song/Music Rapper's Delight by The Sugarhill Gang Compare with Hey You! From previous lesson.</p> <p><u>Warm-up Games</u> Vocal warm-up Pulse & Rhythm</p> <p><u>Listen and Learn</u> Sing/Rap Continue to rap and sing the song.</p> <p><u>Improvise</u> Clap and Improvise Sing, Play and Improvise with the song.</p> <p><u>Compose</u> Use the base track to the song Hey You! Create a new composition using notes.</p> <p><u>Perform</u> Share and rap/sing/play/improvise the song as a class - Hey You!</p> <p>Step 5</p> <p><u>Listen & Appraise</u> Begin to recognise the basic style indicators of Hip Hop</p> <p>Song/Music U Can't Touch This by MC Hammer. Compare with Hey You! From previous lesson.</p> <p>Repeat as step 4 - <u>Warm up games, Listen and Learn; Play; Improvise; Compose; Perform;</u></p> <p>Step 6</p> <p><u>Listen & Appraise</u></p>	<p><u>Play</u> Use instruments and play along with the song.</p> <p><u>Instrument</u> Recorder</p> <p><u>Improvise</u> Clap and Improvise Sing, Play and Improvise with the song.</p> <p><u>Perform</u> Share and rap/sing/play/improvise the song as a class – In The Groove, Latin</p> <p>Step 4</p> <p><u>Listen & Appraise</u> Begin to recognise the basic style indicators of bhangra.</p> <p>Song/Music In The Groove, Latin by Joanna Mangona Jai Ho by J.R. Rahman. How are the songs different, how are they similar?</p> <p><u>Warm-up Games</u> Vocal warm-up, clapping, rhythms, pulse.</p> <p><u>Listen and Learn</u> Sing/Rap In the Groove Continue to sing the song.</p> <p><u>Play</u> Use instruments and play along with the song.</p> <p><u>Instrument</u> Recorder</p> <p><u>Improvise</u> Clap and Improvise Sing, Play and Improvise with the song.</p> <p><u>Compose</u> Use the base track to the song In The Groove, Bhangra Create a new composition using notes.</p> <p><u>Perform</u> Share and rap/sing/play/improvise the song as a class – In The Groove, Bhangra</p> <p>Step 5</p> <p><u>Listen & Appraise</u> Begin to recognise the basic style indicators of folk music.</p> <p>Song/Music In The Groove, folk by Joanna Mangona</p>	<p>Repeat as step 2 - <u>Warm up games, Listen and Learn; Play; Perform;</u></p> <p>Step 4</p> <p><u>Listen & Appraise</u> Song/Music Daydream Believer by The Monkees. Compare with Your Imagination. How are the songs different, how are they similar? What did you imagine?</p> <p>Repeat as step 2 - <u>Warm up games, Listen and Learn; Play; Improvise - optional</u> Clap and Improvise Sing, Play and Improvise with the song.</p> <p><u>Perform</u> Share and rap/sing/play the song as a class - Your Imagination.</p> <p>Step 5</p> <p><u>Listen & Appraise</u> Song/Music Rainbow Connection from The Muppet Movie Compare with Your Imagination. How are the songs different, how are they similar? What did you imagine?</p> <p>Repeat as step 2 - <u>Warm up games, Listen and Learn; Play; Improvise - optional</u> Clap and Improvise Sing, Play and Improvise with the song.</p> <p><u>Compose - optional</u> Use the base track to the song Your Imagination! Create a new composition using notes.</p> <p><u>Perform</u> Share and rap/sing/play the song as a class - Your Imagination.</p> <p>Step 6</p> <p><u>Listen & Appraise</u> Song/Music A Whole New World from Aladdin Compare with Your Imagination. How are the songs different, how are they similar? What did you imagine?</p> <p>Repeat as step 2 - <u>Warm up games, Listen and Learn; Play; Improvise - optional</u> Clap and Improvise</p>
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<p>Begin to recognise the basic style indicators of Hip Hop</p> <p>Song/Music</p> <p>It's Like That by Run DMC.</p> <p>Compare with Hey You! From previous lesson.</p> <p>Repeat as step 4 - Warm up games, Listen and Learn; Play; Improvise; Compose; Perform;</p>	<p>Lord Of The Dance by R. Hardiman</p> <p>How are the songs different, how are they similar?</p> <p>Repeat as step 4 - Warm up games, Listen and Learn; Play; Improvise; Compose; Perform;</p> <p>Step 6</p> <p>Listen & Appraise</p> <p>Begin to recognise the basic style indicators of funk.</p> <p>Song/Music</p> <p>In The Groove, funk by Joanna Mangona</p> <p>Diggin' On James Brown by Tower Of Power</p> <p>How are the songs different, how are they similar?</p> <p>Repeat as step 4 - Warm up games, Listen and Learn; Play; Improvise; Compose; Perform;</p>	<p>Sing, Play and Improvise with the song.</p> <p>Compose - optional</p> <p>Use the base track to the song Your Imagination!</p> <p>Create a new composition using notes.</p> <p>Perform</p> <p>Share and rap/sing/play the song as a class - Your Imagination.</p>
Autumn 2	Spring 2	Summer 2
<p>Sequence of Lessons</p> <p>Step 1</p> <p>Listen & Appraise</p> <p>Song/Music</p> <p>Rhythm In The Way We Walk by Joanna Mangona</p> <p>Warm-up Games</p> <p>Vocal warm-up</p> <p>Pulse & Rhythm</p> <p>Listen and Learn</p> <p>Sing/Rap</p> <p>Start to learn the Song – Rhythm In The Way You Walk.</p> <p>Perform</p> <p>Share and rap/sing/play/improvise the song as a class – Rhythm in the Way You Walk.</p> <p>Step 2</p> <p>Listen & Appraise</p> <p>Song/Music</p> <p>The Planets: Mars by Gustav Holst</p> <p>Compare with Rhythm In The Way You Walk! From previous lesson.</p> <p>Repeat as step 1 - Warm up games, Listen and Learn; Perform;</p>	<p>Sequence of Lessons</p> <p>Step 1</p> <p>Listen & Appraise</p> <p>Begin to recognise the basic style indicators of Bossa Nova</p> <p>Song/Music</p> <p>Round And Round by Joanna Mangona</p> <p>Warm-up Games</p> <p>Clapping, rhythms, pulse.</p> <p>Vocal warm-up, warm up bodies and faces, breathing, from speech to singing, developing tone and range.</p> <p>Listen and Learn</p> <p>Sing/Rap</p> <p>Round and Round: Start to learn to sing the song.</p> <p>Perform</p> <p>Share and rap/sing/play/improvise the song as a class - Round and Round.</p> <p>Step 2</p> <p>Listen & Appraise</p> <p>Begin to recognise the basic style indicators of Bossa Nova</p> <p>Song/Music</p> <p>Round And Round by Joanna Mangona</p> <p>Warm-up Games</p>	<p>Sequence of Lessons</p> <p>Assessment Unit</p> <p>Step 1</p> <p>Listen & Appraise</p> <p>Reflect</p> <p>Song/Music</p> <p>R A Song Before Sunrise by Frederick Delius (Early 20th Century)</p> <p>Rewind</p> <p>Rewind and Listen Out! The Fresh Prince Of Bel Air by Will Smith</p> <p>Assessment Activities</p> <p>Reflect & Rewind</p> <p>-Composition activity using First Composer</p> <p>-Rhythm Grid work</p> <p>-The Language of Music - Music has its own language which you will get familiar with over time.</p> <p>-Watch the cartoons and videos to embed your learning.</p> <p>Replay</p> <p>-Replay and revisit songs from the year</p> <p>-Perform and Share -prepare for a performance of songs and activities from the year.</p> <p>Step 2</p>

<p style="text-align: center;"><u>Step 3</u></p> <p><u>Listen & Appraise</u></p> <p style="text-align: center;">Song/Music</p> <p>Tubular Bells by Mike Oldeld Compare with Rhythm In The Way You Walk! From previous lesson.</p> <p>Repeat as step 1 - <u>Warm up games, Listen and Learn; Perform;</u></p> <p style="text-align: center;"><u>Step 4</u></p> <p><u>Listen & Appraise</u></p> <p style="text-align: center;">Song/Music</p> <p>The Banana Rap by Jane Sebba <u>Warm-up Games</u> Vocal warm-up Pulse & Rhythm <u>Listen and Learn</u> Sing/Rap Start to learn the Song/Rap – The Banana Rap <u>Perform</u> Share and rap/sing/play/improvise the song as a class - Banana Rap.</p> <p style="text-align: center;"><u>Step 5</u></p> <p><u>Listen & Appraise</u></p> <p style="text-align: center;">Song/Music</p> <p>Happy by Pharrell Williams Compare with The Banana Rap – from previous lesson.</p> <p>Repeat as step 4 - <u>Warm up games, Listen and Learn; Perform;</u></p> <p style="text-align: center;"><u>Step 6</u></p> <p><u>Listen & Appraise</u></p> <p style="text-align: center;">Song/Music</p> <p>When I’m 64 by The Beatles Compare with The Banana Rap – from previous lesson.</p> <p>Repeat as step 1 - <u>Warm up games, Listen and Learn; Perform;</u></p>	<p>Clapping, rhythms, pulse. Vocal warm-up, warm up bodies and faces, breathing, from speech to singing, developing tone and range.</p> <p><u>Listen and Learn</u></p> <p><u>Sing/Rap</u> Round and Round: Continue to learn to sing the song.</p> <p><u>Play</u> Use instruments and play along with the song.</p> <p style="text-align: center;"><u>Instrument</u> Recorder</p> <p><u>Perform</u> Share and rap/sing/play the song as a class - Round and Round.</p> <p style="text-align: center;"><u>Step 3</u></p> <p><u>Listen & Appraise</u> Begin to recognise the basic style indicators of film music.</p> <p style="text-align: center;">Song/Music</p> <p>The Imperial March, Darth Vader’s Theme (March Of The Empire) by John Williams Compare with Round and Round - How are the songs different, how are they similar?</p> <p><u>Warm-up Games</u> Clapping, rhythms, pulse. Vocal warm-up, warm up bodies and faces, breathing, from speech to singing, developing tone and range.</p> <p><u>Listen and Learn</u></p> <p><u>Sing/Rap</u> Round and Round: Continue to learn to sing the song.</p> <p><u>Play</u> Use instruments and play along with the song.</p> <p style="text-align: center;"><u>Instrument</u> Recorder</p> <p><u>Improvise</u> Clap and Improvise Sing, Play and Improvise with the song.</p> <p><u>Perform</u> Share and rap/sing/play/improvise the song as a class - Round and Round.</p> <p style="text-align: center;"><u>Step 4</u></p> <p><u>Listen & Appraise</u> Begin to recognise the basic style indicators of Big Band Jazz.</p> <p style="text-align: center;">Song/Music</p>	<p><u>Listen & Appraise</u></p> <p><u>Reflect</u></p> <p style="text-align: center;">Song/Music</p> <p>The Firebird by Igor Stravinsky (from the 20th century)</p> <p><u>Rewind</u> Rewind and Listen Out! When I'm 64 by The Beatles <u>Warm-up Games</u> Clapping, rhythms, pulse. Vocal warm-up, warm up bodies and faces.</p> <p><u>Assessment Activities</u> <u>Reflect & 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. -Theory: finding out about music – rhythm, understanding rhythm & beat</p> <p style="text-align: center;"><u>Step 3</u></p> <p><u>Listen & Appraise</u></p> <p><u>Reflect</u></p> <p style="text-align: center;">Song/Music</p> <p>The Bird by Sergei Prokofiev (from the 20th century)</p> <p><u>Rewind</u> Rewind and Listen Out! Jai Ho by A. R. Rahman <u>Warm-up Games</u> Clapping, rhythms, pulse. Vocal warm-up, warm up bodies and faces.</p> <p><u>Assessment Activities</u> <u>Reflect & 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. -Theory: finding out about music – rhythm and pitch, high & low, changing pitch.</p> <p style="text-align: center;"><u>Step 4</u></p> <p><u>Listen & Appraise</u></p>
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	<p>It Had Better Be Tonight by Michael Bublé Compare with Round and Round - How are the songs different, how are they similar? Repeat as step 3 - Warm up games, Listen and Learn; Play; Improvise; Perform;</p> <p style="text-align: center;">Step 5</p> <p>Listen & Appraise Begin to recognise the basic style indicators of Dance music - a 'mash up' of House, Funk and Classic Swing</p> <p style="text-align: center;">Song/Music Why Don't You by Gramophonedzie. Compare with Round and Round - How are the songs different, how are they similar? Repeat as step 3 - Warm up games, Listen and Learn; Play; Improvise; Perform;</p> <p style="text-align: center;">Step 6</p> <p>Listen & Appraise Begin to recognise the basic style indicators of Latin/Jazz/Rock Fusion.</p> <p style="text-align: center;">Song/Music Oye Como Va by Santana Compare with Round and Round - How are the songs different, how are they similar? Repeat as step 3 - Warm up games, Listen and Learn; Play; Improvise; Perform;</p>	<p>Reflect</p> <p style="text-align: center;">Song/Music Grand March from Aida by Guiseppe Verdi (from the Romantic period)</p> <p>Rewind Rewind and Listen Out! Oye Como Va by Santana Warm-up Games Clapping, rhythms, pulse. Vocal warm-up, warm up bodies and faces.</p> <p>Assessment Activities Reflect & Rewind -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. -Theory: finding out about music – rhythm and pitch, pitch shapes.</p> <p style="text-align: center;">Step 5</p> <p>Listen & Appraise</p> <p>Reflect</p> <p style="text-align: center;">Song/Music Boléro by Maurice Ravel (from the 20th century)</p> <p>Rewind Pure Imagination from the film Charlie And The Chocolate Factory Warm-up Games Clapping, rhythms, pulse. Vocal warm-up, warm up bodies and faces.</p> <p>Assessment Activities Reflect & Rewind -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. -Theory: finding out about music – pulse, rhythm, pitch and tempo.</p> <p style="text-align: center;">Step 6</p>
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		<p><u>Listen & Appraise</u></p> <p><u>Reflect</u></p> <p>Song/Music</p> <p>The Lamb by Sir John Tavener (20th Century music)</p> <p><u>Rewind</u></p> <p>Rainbow Connection sung by Kermit The Frog</p> <p>Repeat Reflect, Rewind & Replay from step 1-5.</p>
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Year 2 Key Threads

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

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.

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.
3. Improvise! - Take it in turns to improvise using one or two notes.

Composition

To help create three simple melodies with the Units using one, three or five different notes.
 To learn how the notes of the composition can be written down and changed if necessary.

Performance

To choose a song they have learnt from the Scheme and perform it.
 Can add their ideas to the performance.
 To record the performance and say how they were feeling about it.

Year 2 - Whole Year

Charanga

Autumn Units

1. Hands, feet, Heart
2. Ho, Ho, Ho

Spring Units

1. I Wanna Play in a Band
2. Zootime

Summer Units

1. Friendship Song
2. Reflect, Rewind, Replay

Skills Links to NC

- Sing and follow a melody
- Perform simple patterns and accompaniments keeping a steady pulse
- Play simple rhythmic patterns on an instrument
- Sing or clap increasing and decreasing tempo
- Order sounds to create a beginning, middle and an end
- Create music in response to different starting points
- Choose sounds which create an effect
- Use symbols to represent sounds
- Make connections between notations and musical sounds
- Listen out for things when listening to music
- Improve their own work

Key Knowledge & Vocabulary

keyboard, drums, bass, electric guitars, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo, guitar, percussion, saxophones, singing, playing

Clubs

KS1 Music Club

Autumn 2

Children in Years 1 & 2 will have the opportunity to join a music club, focused on singing.

Summer 2

Children in Years 1 & 2 will have the opportunity to join a music club, focused on singing and learning an instrument.

Performances

Christmas Show to parents – involves songs and dances.

Harvest Assembly Performance to whole school – involves visual poetry, dance and songs

Topic/Cross Curricular Links

Spring

When learning about Chinese New Year, the children will listen to music from China and explore Chinese dragon/lion dances.

Summer

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

<p>Step 3: Listen and Appraise begin to recognise the basic style indicators of South African music) The Lion Sleeps Tonight sung by The Soweto Gospel Choir: & Hands, Feet, Heart by Joanna Mangona – compare the two. Warm-up Games (including vocal warm-ups) - Hands, Feet, Heart Listen and Learn: Continue to Sing the Song - Hands, Feet, Heart: Play: Use instruments and accompany the song – glockenspiel. Improvise: Clap and improvise. Perform: Hands, Feet, Heart</p> <p>Step 4: Listen and Appraise begin to recognise the basic style indicators of South African music) Bring Him Back Home by Hugh Masekela: & Hands, Feet, Heart by Joanna Mangona – compare the two. Warm-up Games (including vocal warm-ups) - Hands, Feet, Heart Listen and Learn: Continue to Sing the Song - Hands, Feet, Heart: Play: Use instruments and accompany the song – glockenspiel. Improvise: Clap and improvise. Compose: Drag notes into boxes to create class composition. Perform: Hands, Feet, Heart – sing; sing and play; sing and improvise; sing and play compositions.</p> <p>Step 5: Listen and Appraise begin to recognise the basic style indicators of South African music) You Can Call Me Al by Paul Simon & Hands, Feet, Heart by Joanna Mangona – compare the two. Repeat as Step 4 Warm up games, Listen and Learn; Play; Improvise; Compose; Perform;</p>	<p>Listen and Appraise begin to recognise the basic style indicators of Rock music Smoke On The Water by Deep Purple I Wanna Play In A Band by Joanna Mangona Warm-up Games Find the pulse; Rhythm copy back; Pitch copy back; Listen and Learn: Continue to Sing the Song - I Wanna Play in a Band. Play: Use instruments and accompany the song – glockenspiel. Improvise: Clap and improvise; Sing, play and improvise; Perform: I Wanna Play in a Band.</p> <p>Step 4: Listen and Appraise begin to recognise the basic style indicators of Rock music Rockin’ All Over The World by Status Quo I Wanna Play In A Band by Joanna Mangona Warm-up Games Find the pulse; Rhythm copy back; Pitch copy back; Listen and Learn: Continue to Sing the Song - I Wanna Play in a Band. Play: Use instruments and accompany the song – glockenspiel. Improvise: Clap and improvise; Sing, play and improvise; Compose: Use the base track to the song I Wanna Play in a band Create a new composition using notes - Drag notes into boxes to create class composition. Perform: I Wanna Play in a Band.</p> <p>Step 5: Listen and Appraise begin to recognise the basic style indicators of Rock music Johnny B. Goode by Chuck Berry I Wanna Play In A Band by Joanna Mangona Repeat as Step 4 Warm up games, Listen and Learn; Play; Improvise; Compose; Perform;</p>	<p>Find the pulse; copy rhythms; warm up your voice; clapping pulse; Listen and Learn: Continue to sing the Friendship Song. Play: Use instruments and accompany the song – glockenspiel. Improvise: Clap and improvise; Sing, play and improvise; Perform: Friendship Song.</p> <p>Step 4: Listen and Appraise You Give A Little Love from Buggy Malone: Warm-up Games Find the pulse; Rhythm copy back; Pitch copy back; Listen and Learn: Continue to Sing The Friendship Song. Play: Use instruments and accompany the song – glockenspiel. Improvise: Clap and improvise; Sing, play and improvise; Compose: Use the base track to the Friendship Song Create a new composition using notes - Drag notes into boxes to create class composition. Perform: The Friendship Song.</p> <p>Step 5: Listen and Appraise That’s What Friends Are For sung by Gladys Knight, Stevie Wonder, Dionne Warwick and Elton John Repeat as Step 4 Warm up games, Listen and Learn; Play; Improvise; Compose; Perform;</p> <p>Step 6: Listen and Appraise You’ve Got A Friend In Me by Randy Newman Repeat as Step 4 Warm up games, Listen and Learn; Play; Improvise; Compose; Perform;</p>
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<p>Step 6: Listen and Appraise begin to recognise the basic style indicators of South African music) Hlokoloza by Arthur Mofokate & Hands, Feet, Heart by Joanna Mangona – compare the two. Repeat as Step 4 <u>Warm up games, Listen and Learn; Play; Improvise; Compose; Perform;</u></p>	<p>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 <u>Warm up games, Listen and Learn; Play; Improvise; Compose; Perform;</u></p>	
Autumn 2	Spring 2	Summer 2
<p>Sequence of Lessons Step 1: Listen and Appraise Christmas Song - Ho, Ho, Ho by Joanna Mangona <u>Warm-up Games</u> Vocal warm up's, breathing, pulse and rhythm games. Listen and Learn: Learn to Sing the Song - Ho, Ho, Ho. <u>Perform:</u> Ho, Ho, Ho.</p> <p>Step 2: Listen and Appraise Christmas Song - Ho, Ho, Ho by Joanna Mangona - answer on screen questions. <u>Warm-up Games</u> Vocal warm up's, breathing, pulse and rhythm games. Listen and Learn: Continue to Sing the Song - Ho, Ho, Ho. <u>Play:</u> Use instruments and accompany the song – glockenspiel (& recorders?). <u>Perform:</u> Ho, Ho, Ho.</p> <p>Step 3: Listen and Appraise Bring Him Back Home (Nelson Mandela) by Hugh Masekela Christmas Song - Ho, Ho, Ho by Joanna Mangona <u>Warm-up Games</u></p>	<p>Sequence of Lessons Step 1: Listen and Appraise begin to recognise the basic style indicators of Reggae music Zootime by Joanna Mangona <u>Warm-up Games</u> 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: Learn to Sing the Song - Zootime <u>Perform:</u> Song - Zootime</p> <p>Step 2: Listen and Appraise begin to recognise the basic style indicators of Reggae music Kingston Town by UB40 <u>Warm-up Games</u> Vocal warm up's, breathing, pulse and rhythm games. Listen and Learn: Continue to Sing the Song - Zootime. <u>Play:</u> Use instruments and accompany the song – glockenspiel (& recorders?). <u>Perform:</u> Ho, Ho, Ho.</p> <p>Step 3: Listen and Appraise begin to recognise the basic style indicators of Reggae music</p>	<p>Sequence of Lessons Step 1: Listen and Appraise <u>Reflect:</u> Peer Gynt Suite: Anitra's Dance by Edvard Grieg written in 1875. <u>Rewind & Listen Out!:</u> Bring Him Back Home (Nelson Mandela) by Hugh Masekela. 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 - 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.</p> <p>Step 2: Listen and Appraise <u>Reflect</u> - Brandenburg Concerto No 1 by Johann Sebastian Bach - Baroque <u>Rewind and Listen Out!</u> Fly Me To The Moon sung by Frank Sinatra. <u>Warm-up games</u> Hands, Feet, Heart</p>

<p>Vocal warm up's, breathing, pulse and rhythm games.</p> <p><u>Listen and Learn:</u> Continue to Sing the Song - Ho, Ho, Ho.</p> <p><u>Play:</u> Use instruments and accompany the song – glockenspiel (& recorders?).</p> <p><u>Perform:</u> Ho, Ho, Ho.</p> <p><u>Step 4:</u> <u>Listen and Appraise</u> Suspicious Minds by Elvis Presley: Christmas Song - Ho, Ho, Ho by Joanna Mangona</p> <p><u>Warm-up Games</u> Vocal warm up's, breathing, pulse and rhythm games.</p> <p><u>Listen and Learn:</u> Continue to Sing the Song - Ho, Ho, Ho.</p> <p><u>Play:</u> Use instruments and accompany the song – glockenspiel (& recorders?).</p> <p><u>Perform:</u> Ho, Ho, Ho as a rap with instruments.</p> <p><u>Step 5:</u> <u>Listen and Appraise</u> Sir Duke by Stevie Wonder Christmas Song - Ho, Ho, Ho by Joanna Mangona</p> <p><u>Repeat as Step 4</u> <u>Warm up games, Listen and Learn; Play; Improvise; Compose; Perform;</u></p> <p><u>Step 6:</u> <u>Listen and Appraise</u> Fly Me to the Moon by Frank Sinatra Christmas Song - Ho, Ho, Ho by Joanna Mangona</p> <p><u>Repeat as Step 4</u> <u>Warm up games, Listen and Learn; Play; Improvise; Compose; Perform;</u></p>	<p>Shine by ASWAD</p> <p><u>Warm-up Games</u> Game 1 - Find the pulse, use your imagination. Choose an animal and find the pulse. 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! 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.</p> <p><u>Listen and Learn:</u> Continue to Sing the Song - Zootime</p> <p><u>Play:</u> Use instruments and accompany the song – glockenspiel (& recorders?).</p> <p><u>Improvise:</u> Clap and improvise.</p> <p><u>Perform:</u> Zootime</p> <p><u>Step 4:</u> <u>Listen and Appraise</u> begin to recognise the basic style indicators of Reggae music I.G.Y. by Donald Fagen</p> <p><u>Warm-up Games</u> Game 1 - Find the pulse, use your imagination. Choose an animal and find the pulse. 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! 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. Game 4b - Listen,</p> <p><u>Listen and Learn:</u> Continue to Sing the Song - Hands, Feet, Heart:</p> <p><u>Play:</u> Use instruments and accompany the song – glockenspiel.</p> <p><u>Improvise:</u> Sing, play and improvise.</p> <p><u>Compose:</u> Drag notes into boxes to create class composition.</p> <p><u>Perform:</u> Zootime.</p> <p><u>Step 5:</u></p>	<p>A composition activity using First Composer; Rhythm Grid work</p> <p><u>Play:</u> Use instruments and accompany the composition – glockenspiel / woodblocks.</p> <p><u>Music Theory:</u> The Language of Music – pulse; duration – crotchet; crotchet rests; staves – treble & bass;</p> <p><u>Perform:</u> Rewind and Replay (Revision) - revisit songs from the year</p> <p><u>Step 3:</u> <u>Listen and Appraise</u> <u>Reflect</u> - From the Diary Of A Fly by Béla Bartók - 20th Century</p> <p><u>Rewind and Listen Out!</u> We Will Rock You by Queen</p> <p><u>Warm-up Games</u> Flexible games with Ho, Ho, Ho A composition activity using First Composer Rhythm Grid work</p> <p><u>Play:</u> Use instruments and accompany the composition – glockenspiel / woodblocks.</p> <p><u>Music Theory:</u> The Language of Music – pitch; time signatures; minims; minim rests;</p> <p><u>Perform:</u> Rewind and Replay (Revision) - revisit songs from the year</p> <p><u>Step 4:</u> <u>Listen and Appraise</u> <u>Reflect</u> - Fantasia on Greensleeves by Vaughan Williams - 20th Century From the Diary Of A Fly by Béla Bartók - 20th Century</p> <p><u>Rewind and Listen Out!</u> Feel Like Jumping by Marcia Griffiths <u>Warm-up games</u> I Wanna Play In A Band A composition activity using First Composer Rhythm Grid work</p> <p><u>Play:</u></p>
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	<p><u>Listen and Appraise</u> begin to recognise the basic style indicators of Reggae music Feel Like Jumping by Marcia Griffiths</p> <p><u>Repeat as Step 4</u> Warm up games, Listen and Learn; Play; Improvise; Compose; Perform;</p> <p><u>Step 6:</u> <u>Listen and Appraise</u> begin to recognise the basic style indicators of Reggae music I Can See Clearly Now by Jimmy Clif</p> <p><u>Repeat as Step 4</u> Warm up games, Listen and Learn; Play; Improvise; Compose; Perform;</p>	<p>Use instruments and accompany the composition – glockenspiel / woodblocks.</p> <p><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</p> <p><u>Step 5:</u> <u>Listen and Appraise</u> Reflect - 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 Warm-up games with Zootime A composition activity using First Composer Rhythm Grid work <u>Play:</u> Use instruments and accompany the composition – glockenspiel / woodblocks.</p> <p><u>Music Theory:</u> The Language of Music – time signatures; dynamics; <u>Perform:</u> Rewind and Replay (Revision) - revisit songs from the year</p> <p><u>Step 6:</u> <u>Listen and Appraise</u> Reflect - The Robots (Die Roboter) by Kraftwerk <u>Rewind and Listen Out!</u> Count On Me by Bruno Mars Warm-up games with Friendship Song A composition activity using First Composer Rhythm Grid work <u>Play:</u> Use instruments and accompany the composition – glockenspiel / woodblocks.</p> <p><u>Music Theory:</u> The Language of Music – pulse; rhythm; pitch; duration; staves and cleffs; <u>Perform:</u> Rewind and Replay (Revision) - revisit songs from the year</p>
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Year 3 Key Threads

Knowledge

Listen & Appraise

To know five songs from memory and who sang them or wrote them.

To know the style of the five songs.

To choose one song and be able to talk about:

- Its lyrics: what the song is about
- 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.)
- Name some of the instruments they heard in the song

Games

To know how to find and demonstrate the pulse.

To know the difference between pulse and rhythm.

To know how pulse, rhythm and pitch work together to create a song.

To know that every piece of music has a pulse/steady beat.

To know the difference between a musical question and an answer.

Listen & Learn

Sing/Rap

To know singing in a group can be called a choir

To know leader or conductor: a person who the choir or group follow

To know songs can make you feel different things e.g. happy, energetic or sad

To know singing as part of an ensemble or large group is fun, but that you must listen to each other

To know why you must warm up your voice

Play

Instruments

To know and be able to talk about:

The instruments used in class (a glockenspiel, a recorder)

Improvisation

To know that Improvisation is making up your own tunes on the spot

Skills

Listen & Appraise

To confidently identify and move to the pulse.

To think about what the words of a song mean.

To take it in turn to discuss how the song makes them feel.

To listen carefully and respectfully to other people's thoughts about the music.

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 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

c. Gold: Copy back with instruments, without and then with notation

4. Pitch Copy Back and Vocal Warm-ups

Listen & Learn

Sing/Rap

To sing in unison and in simple two-parts.

To demonstrate a good singing posture.

To follow a leader when singing.

To enjoy exploring singing solo.

To sing with awareness of being 'in tune'.

To have an awareness of the pulse internally when singing.

Play

Instruments

To treat instruments carefully and with respect.

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 own tune that has never been heard before.
It is not written down and belongs to them
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

Composition

To know that composition is music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.
To know different ways of recording compositions (letter names, symbols, audio etc.)

Performance

To know performing is sharing music with other people, an audience
To know a performance doesn't have to be a drama! It can be to one person or to each other
You need to know and have planned everything that will be performed
You must sing or rap the words clearly and play with confidence
To know a performance can be a special occasion and involve an audience including of people you don't know
To know a performance is planned and different for each occasion
To know a performance involves communicating feelings, thoughts and ideas about the song/music

To rehearse and perform their part within the context of the Unit song.
To listen to and follow musical instructions from a leader.

Improvisation

Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:

Bronze Challenge:

- Copy Back – Listen and sing back
- Play and Improvise – Using instruments, listen and play your own answer using one note.
- Improvise! – Take it in turns to improvise using one note.

Silver Challenge:

- Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.
- Play and Improvise – Using your instruments, listen and play your own answer using one or two notes.
- Improvise! – Take it in turns to improvise using one or two notes.

Gold Challenge:

- Sing, Play and Copy Back – Listen and copy back using instruments, two different notes.
- Play and Improvise – Using your instruments, listen and play your own answer using two different notes.
- 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 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 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 3 - Whole Year

Charanga

Autumn Units

1. Let your spirit fly
2. Glockenspiel Stage 1 replay

Spring Units

1. Three little birds
2. The Dragon Song

Summer Units

1. Bringing us together
2. Reflect, rewind and

Clubs

KS1 Music Club

Summer 2

Children in Years 2 & 3 will have the opportunity to join a music club, focused on singing and learning an instrument.

Skills Links to NC

- Sing a tune with expression
- Play clear notes on instruments

	<ul style="list-style-type: none"> – Use different elements in their composition – Create repeated patterns with different instruments – Compose melodies and songs – Create accompaniments for tunes – Combine different sounds to create a specific mood or feeling – Use musical words to describe a piece of music and compositions – Use musical words to describe what I like and do not like about a piece of music – Recognise the work of at least one famous composer – Improve their work; explaining how it has been improved. <p style="text-align: center;"><u>Key Knowledge & Vocabulary</u></p> <p>rhythm, pulse, beat, clap, sing, note, pitch, higher, lower, sound, drums, bass, guitar, synthesiser, improvise, introduction, verse, chorus, tempo, dynamics, melody, riff, hook, reggae, structure, dynamics bass, keyboard, texture, electric guitar, organ, backing vocals, pentatonic scale, imagination, disco</p>		<p><u>Performances</u></p> <p>Performance of Christmas Carols to parents at INSPIRE workshop.</p> <p><u>Topic Links</u></p> <p><u>Autumn 1</u></p> <p>When learning about the Romans, children learn a song and practice marching like a Roman soldier in time with the music.</p> <p><u>Autumn 2</u></p> <p>Children write and perform their own Haiku. Focus will be on number of syllables/beats per line.</p> <p><u>External Provision</u></p> <p>We work throughout the year with education officer from the Hippodrome – linking to curriculum topics.</p> <p><u>Summer 1</u></p> <p>Linked to the literacy unit ‘The Butterfly Lion’, children will develop a character and create settings using music and movement for a potential performance.</p>
Autumn 1		Spring 1	Summer 1
<p><u>Sequence of Lessons</u></p> <p style="text-align: center;"><u>Step 1</u></p> <p><u>Listen & Appraise</u></p> <p>Begin to recognise the basic style indicators of R&B style song</p> <p><u>Song/Music</u></p> <p>Let Your Spirit Fly by Joanna Mangona</p>		<p><u>Sequence of Lessons</u></p> <p style="text-align: center;"><u>Step 1</u></p> <p><u>Listen & Appraise</u></p> <p>Begin to recognise the basic style indicators of Reggae music</p> <p><u>Song/Music</u></p> <p>Three Little Birds by Bob Marley</p>	<p><u>Sequence of Lessons</u></p> <p style="text-align: center;"><u>Step 1</u></p> <p><u>Listen & Appraise</u></p> <p>Begin to recognise the style indicators of Disco music</p> <p><u>Song/Music</u></p> <p>Bring Us Together by Joanna Mangona and Pete Readman</p>

<p>Warm-up Games Rhythm and Pitch Copyback Vocal warm-up</p> <p><u>Listen and Learn</u> <u>Sing/Rap</u> Learn to Sing the Song – Let your spirit fly <u>Perform</u> Sing the song Let Your Spirit Fly</p> <p style="text-align: center;"><u>Step 2</u></p> <p><u>Listen & Appraise</u> Begin to recognise the basic style indicators of R&B style song <u>Song/Music</u> Let Your Spirit Fly by Joanna Mangona <u>Warm-up Games</u> Rhythm and Pitch Copyback Vocal warm-up <u>Listen and Learn</u> <u>Sing/Rap</u> Learn to Sing the Song – Let Your Spirit Fly <u>Play</u> Use an instrument and play along with the song. <u>Instrument</u> Glockenspiel <u>Perform</u> Sing and play the song Let Your Spirt Fly</p> <p style="text-align: center;"><u>Step 3</u></p> <p><u>Listen & Appraise</u> Begin to recognise the basic style indicators of R&B style song <u>Song/Music</u> Colonel Bogey March by Kenneth Alford Compare with Let Your Spirit Fly by Joanna Mangona <u>Warm-up Games</u> Rhythm and Pitch Copyback Vocal warm-up <u>Listen and Learn</u> <u>Sing/Rap</u> Learn to Sing the Song – Let Your Spirit Fly <u>Play</u> Use an instrument and play along with the song. <u>Instrument</u> Glockenspiel</p>	<p>Warm-up Games Rhythm and Pitch Copyback Vocal warm-up</p> <p><u>Listen and Learn</u> <u>Sing/Rap</u> Learn to Sing the Song – Three Little Birds <u>Perform</u> Sing the song Three Little Birds</p> <p style="text-align: center;"><u>Step 2</u></p> <p><u>Listen & Appraise</u> Begin to recognise the basic style indicators of Reggae music <u>Song/Music</u> Jamming by Bob Marley Compare to Three Little Birds by Bob Marley <u>Warm-up Games</u> Rhythm and Pitch Copyback Vocal warm-up <u>Listen and Learn</u> <u>Sing/Rap</u> Learn to Sing the Song – Three Little Birds <u>Play</u> Use an instrument and play along with the song. <u>Instrument</u> Glockenspiel <u>Perform</u> Sing and play the song Three Little Birds</p> <p style="text-align: center;"><u>Step 3</u></p> <p><u>Listen & Appraise</u> Begin to recognise the basic style indicators of Reggae music <u>Song/Music</u> Small People by Ziggy Marley Compare to Three Little Birds by Bob Marley <u>Warm-up Games</u> Rhythm and Pitch Copyback Vocal warm-up <u>Listen and Learn</u> <u>Sing/Rap</u> Learn to Sing the Song – Three Little Birds <u>Play</u> Use an instrument and play along with the song. <u>Instrument</u></p>	<p>Warm-up Games Rhythm and Pitch Copyback Vocal warm-up</p> <p><u>Listen and Learn</u> <u>Sing/Rap</u> Learn to Sing the Song – Bring Us Together <u>Perform</u> Sing the song Bring Us Together</p> <p style="text-align: center;"><u>Step 2</u></p> <p><u>Listen & Appraise</u> Begin to recognise the style indicators of Disco music <u>Song/Music</u> Good Time by Nile Rodgers Compare to Bring Us Together by Joanna Mangona and Pete Readman <u>Warm-up Games</u> Rhythm and Pitch Copyback Vocal warm-up <u>Listen and Learn</u> <u>Sing/Rap</u> Learn to Sing the Song – Bring Us Together <u>Play</u> Use an instrument to play during the chorus. <u>Instrument</u> Glockenspiel <u>Perform</u> Sing and play the song Bring Us Together.</p> <p style="text-align: center;"><u>Step 3</u></p> <p><u>Listen & Appraise</u> Begin to recognise the style indicators of Disco music <u>Song/Music</u> Ain't Nobody - Chaka Khan Compare to Bring Us Together by Joanna Mangona and Pete Readman <u>Warm-up Games</u> Rhythm and Pitch Copyback Vocal warm-up <u>Listen and Learn</u> <u>Sing/Rap</u> Learn to Sing the Song – Bring Us Together <u>Play</u></p>
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<p><u>Improvise</u> Sing, Play and Copy Back Play and Improvise Improvise <u>Perform</u> Sing the song and improvise using voices and/or instruments within the song.</p> <p style="text-align: center;"><u>Step 4</u></p> <p><u>Listen & Appraise</u> Begin to recognise the basic style indicators of R&B style song <u>Song/Music</u> Consider Yourself from the musical ‘Oliver!’ Compare with Let Your Spirit Fly by Joanna Mangona <u>Warm-up Games</u> Rhythm and Pitch Copyback Vocal warm-up <u>Listen and Learn</u> <u>Sing/Rap</u> Learn to Sing the Song – Let Your Spirit Fly <u>Play</u> Use an instrument and play along with the song. <u>Instrument</u> Glockenspiel</p> <p><u>Improvise</u> Revisit Sing Play and Improvise Improvise <u>Compose</u> Use the base track to the song Let Your Spirit Fly Create a new composition using notes. <u>Perform</u> Sing the song and perform compositions.</p> <p style="text-align: center;"><u>Step 5</u></p> <p><u>Listen & Appraise</u> Begin to recognise the basic style indicators of R&B style song <u>Song/Music</u> Ain’t No Mountain High Enough by Marvin Gaye Compare with Let Your Spirit Fly by Joanna Mangona Repeat as step 4 - <u>Warm up games, Listen and Learn; Play; Improvise; Compose; Perform;</u></p>	<p style="text-align: center;">Glockenspiel</p> <p><u>Improvise</u> Clap and Improvise Sing, Play and Copy Back Improvise <u>Perform</u> Sing the song and improvise using voices and/or instruments within the song.</p> <p style="text-align: center;"><u>Step 4</u></p> <p><u>Listen & Appraise</u> Begin to recognise the basic style indicators of Reggae music <u>Song/Music</u> 54 – 46 Was My Number by Toots and The Maytals Compare to Three Little Birds by Bob Marley <u>Warm-up Games</u> Rhythm and Pitch Copyback Vocal warm-up <u>Listen and Learn</u> <u>Sing/Rap</u> Learn to Sing the Song – Three Little Birds <u>Play</u> Use an instrument and play along with the song. <u>Instrument</u> Glockenspiel</p> <p><u>Improvise</u> Sing, Play and Copy Back Improvise <u>Compose</u> Use the base track to the song Three Little Birds Create a new composition using notes. <u>Perform</u> Sing the song and perform compositions.</p> <p style="text-align: center;"><u>Step 5</u></p> <p><u>Listen & Appraise</u> Begin to recognise the basic style indicators of Reggae music <u>Song/Music</u> Ram Goat Liver by Pluto Shervington Compare to Three Little Birds by Bob Marley Repeat as step 4 - <u>Warm up games, Listen and Learn; Play; Improvise; Compose; Perform;</u></p>	<p>Use an instrument to play during the chorus. <u>Instrument</u> Glockenspiel</p> <p><u>Improvise</u> Sing, Play and Copy Back Improvise <u>Perform</u> Sing the song and improvise using instruments within the song.</p> <p style="text-align: center;"><u>Step 4</u></p> <p><u>Listen & Appraise</u> Begin to recognise the style indicators of Disco music <u>Song/Music</u> We Are Family by Sister Sledge Compare to Bring US Together by Joanna Mangona and Pete Readman <u>Warm-up Games</u> Rhythm and Pitch Copyback Vocal warm-up <u>Listen and Learn</u> <u>Sing/Rap</u> Learn to Sing the Song – Bring Us Together <u>Play</u> Use an instrument to play during the chorus. <u>Instrument</u> Glockenspiel</p> <p><u>Improvise</u> Sing, Play and Copy Back Improvise <u>Compose</u> Use the base track to the song Bring Us Together Create a class melody to play over the chorus. <u>Perform</u> Sing the song and play instruments, improvise or perform a composition within the song.</p> <p style="text-align: center;"><u>Step 5</u></p> <p><u>Listen & Appraise</u> Begin to recognise the style indicators of Disco music <u>Song/Music</u> Ain’t No Stopping Us Now by McFadden and Whitehead Compare to Bring US Together by Joanna Mangona and Pete Readman</p>
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<p style="text-align: center;"><u>Step 6</u></p> <p><u>Listen & Appraise</u> Begin to recognise the basic style indicators of R&B style song <u>Song/Music</u> You're the First, the Last, My Everything by Barry White Compare with Let Your Spirit Fly by Joanna Mangona Repeat as step 4 - <u>Warm up games, Listen and Learn; Play; Improve; Compose; Perform;</u></p>	<p style="text-align: center;"><u>Step 6</u></p> <p><u>Listen & 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 - <u>Warm up games, Listen and Learn; Play; Improve; Compose; Perform;</u></p>	<p>Repeat as step 4 - <u>Warm up games, Listen and Learn; Play; Improve; Compose; Perform;</u></p> <p style="text-align: center;"><u>Step 6</u></p> <p><u>Listen & Appraise</u> Begin to recognise the style indicators of Disco music <u>Song/Music</u> Car Wash by Rose Royce Compare to Bring US Together by Joanna Mangona and Pete Readman Repeat as step 4 - <u>Warm up games, Listen and Learn; Play; Improve; Compose; Perform;</u></p>
Autumn 2	Spring 2	Summer 2
<p><u>Instrumental Focus</u></p> <p style="text-align: center;"><u>Glockenspiels</u></p> <p>This is a six-week Unit of Work that introduces the children to learning about the language of music through playing the glockenspiel.</p> <p>The learning is focused around exploring and developing playing skills through the glockenspiel or if you have previous knowledge, the recorder.</p> <p><u>Key Threads across the Unit:</u></p> <p><u>Instruments</u></p> <p style="text-align: center;"><u>Glockenspiels</u></p> <p>Learn to play and read the notes C, D, E + F.</p> <p>Learn to play these tunes:</p> <ul style="list-style-type: none"> • 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 • Portsmouth 	<p><u>Sequence of Lessons</u></p> <p style="text-align: center;"><u>Step 1</u></p> <p><u>Listen & Appraise</u> Learn about kindness, respect, friendship, acceptance and happiness. <u>Song/Music</u> The Dragon Song by Joanna Mangona <u>Warm-up Games</u> Rhythm and Pitch Copyback Vocal warm-up <u>Listen and Learn</u> <u>Sing/Rap</u> Learn to Sing the Song – The Dragon Song <u>Perform</u> Sing the song The Dragon Song</p> <p style="text-align: center;"><u>Step 2</u></p> <p><u>Listen & Appraise</u> Learn about kindness, respect, friendship, acceptance and happiness. <u>Song/Music</u> Birdsong – Chinese Folk Music Compare to The Dragon Song by Joanna Mangona <u>Warm-up Games</u> Rhythm and Pitch Copyback Vocal warm-up <u>Listen and Learn</u></p>	<p><u>Sequence of Lessons</u></p> <p style="text-align: center;"><u>Assessment Unit</u> <u>Step 1</u></p> <p><u>Listen & Appraise</u> 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 <u>Reflect</u> The work of Talvin Singh</p> <p><u>Assessment Activities</u> <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.</p> <p style="text-align: center;"><u>Step 2</u></p>

<p><u>Improvise</u> 'Dee Cee's Blues' using the notes C + D.</p> <p><u>Compose</u> Using the notes C, D, E + F.</p> <p><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.</p>	<p><u>Sing/Rap</u> Learn to Sing the Song – The Dragon Song</p> <p><u>Play</u> Use an instrument and play along with the song.</p> <p><u>Instrument</u> Glockenspiel</p> <p><u>Perform</u> Sing and play the song The Dragon Song</p> <p>Step 3</p> <p><u>Listen & Appraise</u> Learn about kindness, respect, friendship, acceptance and happiness.</p> <p><u>Song/Music</u> Vaishnava Jana Compare to The Dragon Song by Joanna Mangona</p> <p><u>Warm-up Games</u> Rhythm and Pitch Copyback Vocal warm-up</p> <p><u>Listen and Learn</u></p> <p><u>Sing/Rap</u> Learn to Sing the Song – The Dragon Song</p> <p><u>Play</u> Use an instrument and play along with the song.</p> <p><u>Instrument</u> Glockenspiel</p> <p><u>Improvise</u> Improvise</p> <p><u>Perform</u> Sing the song and improvise using voices and/or instruments within the song.</p> <p>Step 4</p> <p><u>Listen & Appraise</u> Learn about kindness, respect, friendship, acceptance and happiness.</p> <p><u>Song/Music</u> A Turkish Traditional Tune Compare to The Dragon Song by Joanna Mangona</p> <p><u>Warm-up Games</u> Rhythm and Pitch Copyback Vocal warm-up</p>	<p><u>Listen & Appraise</u> Les Tricoteuses (The Knitters) (Classical Period)</p> <p><u>Rewind</u> Rewind and Listen Out! Small People by Ziggy Marley</p> <p><u>Reflect</u> The work of Gwyneth Herbert</p> <p><u>Assessment Activities</u> <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.</p> <p><u>Replay</u> -Replay and revisit songs from the year -Perform and Share -prepare for a performance of songs and activities from the year.</p> <p>Step 3</p> <p><u>Listen & Appraise</u> Symphony No 101 'The Clock': Part II Andante by Franz Joseph Haydn (from the Classical era)</p> <p><u>Rewind</u> Rewind and Listen Out! Vaishnava Java (Traditional)</p> <p><u>Reflect</u> The work of Gwyneth Herbert</p> <p><u>Assessment Activities</u> <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.</p> <p><u>Replay</u> -Replay and revisit songs from the year -Perform and Share -prepare for a performance of songs and activities from the year.</p>
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	<p><u>Listen and Learn</u> <u>Sing/Rap</u> Learn to Sing the Song – The Dragon Song <u>Play</u> Use an instrument and play along with the song. <u>Instrument</u> Glockenspiel <u>Improvise</u> Improvise <u>Compose</u> Use the base track to the song The Dragon Song Create a class melody to play over the chorus. <u>Perform</u> Sing the song and perform compositions.</p> <p style="text-align: center;"><u>Step 5</u></p> <p><u>Listen & Appraise</u> Learn about kindness, respect, friendship, acceptance and happiness. <u>Song/Music</u> Aitutaki Drum Dance Compare to The Dragon Song by Joanna Mangona Repeat as step 4 - <u>Warm up games, Listen and Learn; Play; Improvise; Compose; Perform;</u></p> <p style="text-align: center;"><u>Step 6</u></p> <p><u>Listen & Appraise</u> Learn about kindness, respect, friendship, acceptance and happiness. <u>Song/Music</u> Zebaidir Song Compare to The Dragon Song by Joanna Mangona Repeat as step 4 - <u>Warm up games, Listen and Learn; Play; Improvise; Compose; Perform;</u></p>	<p style="text-align: center;"><u>Step 4</u></p> <p><u>Listen & Appraise</u> Piano Concerto: Allegro Maestoso (Temp Guisto) by Franz Liszt (from the Romantic era) <u>Rewind</u> Rewind and Listen Out! Birdsong (Chinese Traditional) <u>Reflect</u> The work of Gwyneth Herbert</p> <p><u>Assessment Activities</u> <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.</p> <p style="text-align: center;"><u>Step 5</u></p> <p><u>Listen & Appraise</u> Prelude a L'Après-Midi D'Un Faune by Claude Debussy (20th Century) <u>Rewind</u> Rewind and Listen Out! We Are Family by Sister Sledge <u>Reflect</u> The work of Gwyneth Herbert</p> <p><u>Assessment Activities</u> <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></p>
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		<p>-Replay and revisit songs from the year</p> <p>-Perform and Share -prepare for a performance of songs and activities from the year.</p> <p><u>Step 6</u></p> <p><u>Listen & Appraise</u></p> <p>Music for Large and Small Ensembles (the opening) by Kenny Wheeler (Contemporary Jazz)</p> <p><u>Rewind</u></p> <p>Rewind and Listen Out! Car Wash by Rose Royce</p> <p><u>Reflect</u></p> <p>Watch a video of Charanga singers, Kim and Chris</p> <p><u>Assessment Activities</u></p> <p><u>Reflect & Rewind</u></p> <p>-Composition activity using Clash and Bang</p> <p>-Rhythm Grid work</p> <p>-The Language of Music - Music has its own language which you will get familiar with over time.</p> <p>Watch cartoons to embed your learning.</p> <p><u>Replay</u></p> <p>-Replay and revisit songs from the year</p> <p>-Perform and Share -prepare for a performance of songs and activities from the year.</p>
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Year 4 Key Threads

Knowledge	Skills
<p><u>Listen & Appraise</u></p> <p>To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> • Some of the style indicators of that song (musical characteristics that give the song its style). • The lyrics: what the song is about. • 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). • Name some of the instruments they heard in the song. <p><u>Games</u></p> <p>To know how pulse, rhythm and pitch work together To know Pulse: Finding the pulse – the heartbeat of the music To know Rhythm: the long and short patterns over the pulse To know the difference between pulse and rhythm To know Pitch: High and low sounds that create melodies To know how to keep the internal pulse To know musical Leadership: creating musical ideas for the group to copy or respond to.</p> <p><u>Listen & Learn</u></p> <p><u>Sing/Rap</u></p> <p>To know singing in a group can be called a choir To know a Leader or conductor: A person who the choir or group follow To know songs can make you feel different things e.g. happy, energetic or sad To know singing as part of an ensemble or large group is fun, but that you must listen to each other To know texture: How a solo singer makes a thinner texture than a large group To know why you must warm up your voice</p> <p><u>Play Instruments</u></p>	<p><u>Listen & Appraise</u></p> <p>To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs (e.g. if the song gets louder in the chorus (dynamics). To talk about the music and how it makes them feel. To listen carefully and respectfully to other people’s thoughts about the music. When you talk try to use musical words</p> <p><u>Games</u></p> <p>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:</p> <ol style="list-style-type: none"> 1. Find the Pulse 2. Rhythm Copy Back: <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> a. Bronze: Copy back – ‘Listen and sing back’ (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups <p><u>Listen & Learn</u></p> <p><u>Sing/Rap</u></p> <p>To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being ‘in tune’. To re-join the song if lost. To listen to the group when singing.</p> <p><u>Play</u></p>

To know the instruments used in class (a glockenspiel, recorder or xylophone).
To know other instruments they might play or be played in a band or orchestra or by their friends.

Improvisation

To know improvisation is making up your own tunes on the spot
To know when someone improvises, they make up their own tune that has never been heard before.
To know improvisation is not written down and belongs to them.
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

Composition

To know that composition is music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.
To know different ways of recording compositions (letter names, symbols, audio etc.)

Performance

To know performing is sharing music with other people, an audience
To know a performance doesn't have to be a drama! It can be to one person or to each other
You need to know and have planned everything that will be performed
You must sing or rap the words clearly and play with confidence
To know a performance can be a special occasion and involve an audience including of people you don't know
To know a performance is planned and different for each occasion
To know a performance involves communicating feelings, thoughts and ideas about the song/music

Instruments

To treat instruments carefully and with respect.
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 memory or using notation.
To rehearse and perform their part within the context of the Unit song.
To listen to and follow musical instructions from a leader.
To experience leading the playing by making sure everyone plays in the playing section of the song.

Improvisation

Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:

Bronze Challenge:

- Copy Back – Listen and sing back
- Play and Improvise – Using instruments, listen and play your own answer using one note.
- Improvise! – Take it in turns to improvise using one note.

Silver Challenge:

- Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.
- Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. -Improvise! – Take it in turns to improvise using one or two notes.

Gold Challenge:

- Sing, Play and Copy Back – Listen and copy back using instruments, two different notes.
- Play and Improvise – Using your instruments, listen and play your own answer using two different notes.
- 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 and 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

Charanga

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

Clubs

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

Links

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

Year 5 Key Threads

Knowledge	Skills
<p><u>Listen & Appraise</u></p> <p>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>To know the style of the five songs and to name other songs from the Units in those styles.</p> <p>To choose two or three other songs and be able to talk about:</p> <ul style="list-style-type: none"> Some of the style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the songs (intro, verse, chorus etc.) Name some of the instruments they heard in the songs The historical context of the songs. What else was going on at this time? <p><u>Games</u></p> <p>To know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</p> <p>To know to keep the internal pulse</p> <p>To know about Musical Leadership: creating musical ideas for the group to copy or respond to</p> <p><u>Listen & Learn</u></p> <p><u>Sing/Rap</u></p> <p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To choose a song and be able to talk about: <ul style="list-style-type: none"> Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping </p> <p>To know what the song is about and the meaning of the lyrics</p> <p>To know and explain the importance of warming up your voice.</p> <p><u>Play</u></p> <p><u>Instruments</u></p> <p>Different ways of writing music down – e.g. staff notation, symbols</p> <p>The notes C, D, E, F, G, A, B + C on the treble stave</p> <p>The instruments they might play or be played in a band or orchestra or by their friends</p> <p><u>Improvisation</u></p> <p>To know improvisation is making up your own tunes on the spot</p> <p>To know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>To know that using one or two notes confidently is better than using five</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</p> <p>To know three well-known improvising musicians</p>	<p><u>Listen & Appraise</u></p> <p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>To listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>To talk about the music and how it makes you feel.</p> <p><u>Games</u></p> <p>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:</p> <p>Bronze Challenge</p> <ul style="list-style-type: none"> -Find the pulse -Copy back rhythms based on the words of the main song, that include syncopation/off beat -Copy back one-note riffs using simple and syncopated rhythm patterns <p>Silver Challenge</p> <ul style="list-style-type: none"> -Find the pulse -Lead the class by inventing rhythms for others to copy back -Copy back two-note riffs by ear and with notation -Question and answer using two different notes <p>Gold Challenge</p> <ul style="list-style-type: none"> -Find the pulse -Lead the class by inventing rhythms for them to copy back -Copy back three-note riffs by ear and with notation -Question and answer using three different notes <p><u>Listen & Learn</u></p> <p><u>Sing/Rap</u></p> <p>To sing in unison and to sing backing vocals.</p> <p>To enjoy exploring singing solo.</p> <p>To listen to the group when singing.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p>

Composition

To know a composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.

To know a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure

Notation: recognise the connection between sound and symbol

Performance

To know performing is sharing music with other people, an audience

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

To know you must sing or rap the words clearly and play with confidence

To know a performance can be a special occasion and involve an audience including of people you don't know

To know a performance is planned and different for each occasion

To know a performance involves communicating ideas, thoughts and feelings about the song/music

Play

Instruments

To play a musical instrument with the correct technique within the context of the Unit song.

To select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.

To rehearse and perform their part within the context of the Unit song.

To listen to and follow musical instructions from a leader.

To lead a rehearsal session.

Improvisation

Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.

1. Play and Copy Back

Bronze – Copy back using instruments. Use one note.

Silver – Copy back using instruments. Use the two notes.

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

3. Improvisation - 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...?”

Year 5 - Whole Year

Charanga

Autumn Units

1. Living on a prayer
2. Classroom Jazz 1

Spring Units

1. Make you feel my love
2. The French Prince of Bel-Air

Summer Units

1. Dancing in the Street
2. Reflect, rewind and replay

Skills Links to NC

- Breathe in the correct place when singing
- Maintain my part whilst others are performing their part
- Improvise within a group using melodic and rhythmic phrases
- Change sounds or organise them differently to change the effect
- Compose music which meets specific criteria
- Use notation to record groups of pitches (chords)
- Use their music diary to record aspects of composition process
- Use their music diary to record aspects of composition process
- Describe, compare and evaluate music using musical vocabulary
- Explain why they think music is successful or unsuccessful
- Suggest improvement to their own work and that of others
- Contrast the work of a famous composer and explain their preferences

Key Knowledge & Vocabulary

Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.

Clubs

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.

Topic/Cross – Curricular Links

PE: The Fresh Prince of Bel-Air

Performances

Perform Fresh Prince rap to parents during an inspire workshop.

External Provision

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

The learning officer will conduct weekly dramatical workshops, focusing on the story of 'The Egyptian Cindarella'.

The office will also use music that is appropriate to the story and get children to reflect on this music.

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

<p>Learn to Sing the Song - Livin' On A Prayer: Continue to sing the song.</p> <p><u>Play</u> Play Your Instruments with the Song: Revisit your learning from the last step</p> <p><u>Instrument</u> Glockenspiel</p> <p><u>Improvise</u> Clap and Improvise Sing, Play and Improvise with the song.</p> <p><u>Perform</u> Share and rap/sing/play/improvise the song as a class – Livin' On A Prayer!</p> <p>Step 4 <u>Listen and Appraise</u> Song/music Rockin' All Over The World by Status Quo <u>Warm-up Games</u> Including vocal warm-ups - Livin' On A Prayer <u>Listen and Learn</u> Learn to Sing the Song - Livin' On A Prayer Sing the song. <u>Improvise</u> Clap and Improvise Sing, Play and Improvise with the song. <u>Compose</u> Use the base track to the song Livin' On A Prayer! Create a new composition using notes. <u>Perform</u> Share and rap/sing/play/improvise the song as a class – Livin' On A Prayer!</p> <p>Step 5 <u>Listen and Appraise</u> Song/music name Johnny B. Goode by Chuck Berry <u>Warm-up Games</u> Including vocal warm-ups - Livin' On A Prayer <u>Listen and learn</u> Livin' On A Prayer: Sing the song. <u>Improvise</u> Clap and Improvise Sing, Play and Improvise with the song. <u>Compose</u> Use the base track to the song Livin' On A Prayer!</p>	<p>Play Your Instruments with the Song: Revisit your learning from the last step.</p> <p><u>Instrument</u> Recorder</p> <p><u>Improvise</u> Improvise with the Song: New Musical Activity: Play and Copy back, Play and Improvise and Improvise! <u>Perform</u> Performance Make You Feel My Love: Perform and share what has taken place in today's lesson. Sing the song and improvise using voices and/or instruments within the song.</p> <p>Step 4 <u>Listen and Appraise</u> Song/Music- Hello by Lionel Richie Repeat from step 1. <u>Warm-up Games</u> Including vocal warm-ups - Make You Feel My Love <u>Listen and Learn</u> Learn to Sing the Song - Make You Feel My Love: Sing the song. <u>Play</u> Play Your Instruments with the Song: Option to revisit your learning from the last step. <u>Instrument</u> Recorder</p> <p><u>Improvise</u> Improvise with the Song: Revisit Play and Copy back, Play and Improvise. <u>Compose</u> Use the base track to the song make You Feel My Life. Create a new composition using notes. <u>Perform</u> Performance - Make You Feel My Love: Perform and share what has taken place in today's lesson. Sing the song and perform your composition(s) within the song.</p> <p>Step 5 <u>Listen and Appraise</u> Song/Music- The Way You Look Tonight by Jerome Kern Repeat from step 1. <u>Warm-up Games</u> Including vocal warm-ups - Make You Feel My Love</p>	<p><u>Instrument</u> Recorder</p> <p><u>Improvise</u> Improvise with the Song: New Musical Activity for this step. (<u>Perform</u> Performance - Dancing In The Street: Perform and share what has taken place in today's lesson. Sing the song and improvise using voices and/or instruments within the song.</p> <p>Step 4 <u>Listen and Appraise</u> Song/Music- Ain't No Mountain High Enough Repeat from step 1. <u>Warm-up Games</u> Dancing In The Street: Continue to work through the warm-up challenges. <u>Play</u> Play Your Instruments with the Song: Revisit your learning from the last step. <u>Instrument</u> Recorder</p> <p><u>Improvise</u> Improvise with the Song: Perhaps revisit your learning from the last step. <u>Compose</u> Compose with the Song: New Musical Activity for this step. (See Unit Overview). <u>Perform</u> Performance - Dancing In The Street: Perform and share what has taken place in today's lesson. Sing the song and perform your composition(s) within the song.</p> <p>Step 5 <u>Listen and Appraise</u> Song/Music- You Are The Sunshine Of My Life Repeat from step 1. <u>Warm-up Games</u> Dancing In The Street: Continue to work through the warm-up challenges. <u>Play</u> Play Your Instruments with the Song: Revisit this activity.</p>
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<p>Create a new composition using notes.</p> <p><u>Perform</u></p> <p>Share and rap/sing/play/improvise the song as a class – Livin' On A Prayer!</p> <p>Step 6</p> <p><u>Listen and Appraise</u></p> <p>Song/music name- I Saw Her Standing There by The Beatles</p> <p><u>Warm-up Games</u></p> <p>Including vocal warm-ups - Livin' On A Prayer</p> <p><u>Listen and Learn</u></p> <p>Livin' On A Prayer: Sing the song.</p> <p><u>Improvise</u></p> <p>Clap and Improvise</p> <p>Sing, Play and Improvise with the song.</p> <p><u>Compose</u></p> <p>Use the base track to the song Livin' On A Prayer!</p> <p>Create a new composition using notes.</p> <p><u>Perform</u></p> <p>Share and rap/sing/play/improvise the song as a class – Livin' On A Prayer!</p>	<p><u>Listen and Learn</u></p> <p>Learn to Sing the Song - Make You Feel My Love: Sing the song.</p> <p><u>Play</u></p> <p>Play Your Instruments with the Song: Revisit this activity.7</p> <p><u>Instrument</u></p> <p>Recorder</p> <p><u>Improvise</u></p> <p>Improvise with the Song: Option to revisit/continue this activity.</p> <p><u>Compose</u></p> <p>Use the base track to the song make You Feel My Life.</p> <p>Create a new composition using notes.</p> <p><u>Perform</u></p> <p>Performance - Make You Feel My Love: Perform and share what has taken place in today's lesson.</p> <p>Step 6</p> <p><u>Listen and Appraise</u></p> <p>Song/Music- Love Me Tender by Elvis Presley</p> <p><u>Repeat from step 1.</u></p> <p><u>Warm-up Games</u></p> <p>Including vocal warm-ups - Make You Feel My Love</p> <p><u>Listen and Learn</u></p> <p>Learn to Sing the Song - Make You Feel My Love: Sing the song.</p> <p><u>Play</u></p> <p>Play Your Instruments with the Song: Revisit this activity.</p> <p><u>Instrument</u></p> <p>Recorder</p> <p><u>Improvise</u></p> <p>Improvise with the Song: Option to revisit/continue this activity</p> <p><u>Compose</u></p> <p>Use the base track to the song make You Feel My Life.</p> <p>Create a new composition using notes.</p> <p><u>Perform</u></p> <p>Performance - Make You Feel My Love: Perform and share what has taken place in today's lesson. Choose what you perform today.</p>	<p>Recorder</p> <p><u>Improvise</u></p> <p>Improvise with the Song: Option to revisit this activity.</p> <p><u>Compose</u></p> <p>Compose with the Song: Option to revisit this activity.</p> <p><u>Perform</u></p> <p>Performance - Dancing In The Street: Perform and share what has taken place in today's lesson. Choose what you perform today.</p> <p>Step 6</p> <p><u>Listen and Appraise</u></p> <p>Song/Music- The Tracks Of My Tears</p> <p><u>Repeat from step 1.</u></p> <p><u>Warm-up Games</u></p> <p>Dancing In The Street: Continue to work through the warm-up challenges.</p> <p><u>Play</u></p> <p>Play Your Instruments with the Song: Revisit this activity.</p> <p><u>Instrument</u></p> <p>Recorder</p> <p><u>Improvise</u></p> <p>Improvise with the Song: Option to revisit this activity.</p> <p><u>Compose</u></p> <p>Compose with the Song: Option to revisit this activity.</p> <p><u>Perform</u></p> <p>Performance - Dancing In The Street: Perform and share what has taken place in today's lesson. Choose what you perform today.</p>
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Autumn 2	Spring 2	Summer 2
<p><u>Sequence of Lessons</u></p> <p>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</p> <p><u>Improvise</u> Introduce improvisation with Tune/Head. <u>Perform</u> Perform the Piece - The Three Note Bossa: Perform and share what has taken place in today's lesson</p> <p>Step 2 <u>Listen and Appraise</u> Song/Music name- Desafinado by Antonio Carlos Jobim and played by Stan Getz Repeat from step 1. <u>Play</u> Continue to Play the Tune/Head <u>Instrument</u> Glockenspiel</p> <p><u>Improvise</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</p> <p>Step 3 <u>Listen and Appraise</u> Song/Music name- Cotton Tail by Duke Ellington and performed by Ben Webster.</p>	<p><u>Sequence of Lessons</u></p> <p>Step 1 <u>Listen and Appraise</u> 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. <u>Warm-up Games</u> Including vocal warm-ups - The Fresh Prince Of Bel Air <u>Listen and Learn</u> Learn to Sing the Song - The Fresh Prince Of Bel Air: Start to learn to sing the song. <u>Perform</u> Performance -The Fresh Prince Of Bel Air: Perform and share what has taken place in today's lesson - sing the song</p> <p>Step 2 <u>Listen and Appraise</u> Song/Music- Me, Myself And I by De La Soul Repeat from step 1. <u>Warm-up Games</u> Including vocal warm-ups - The Fresh Prince Of Bel Air <u>Listen and Learn</u> Learn to Sing the Song -The Fresh Prince Of Bel Air : Continue to sing the song. <u>Play</u> Play Your Instruments with the Song <u>Instrument</u> Glockenspiel</p> <p><u>Perform</u> 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.</p> <p>Step 3 <u>Listen and Appraise</u> Sing/Music - Ready Or Not by The Fugees <u>Warm-up Games</u> Including vocal warm-ups - The Fresh Prince Of Bel Air <u>Listen and Learn</u> Learn to Sing the Song -The Fresh Prince Of Bel Air: Continue to sing the song.</p>	<p><u>Sequence of Lessons</u></p> <p>Step 1 <u>Listen and Appraise</u> Song/music- Music For Compline - traditional (Early Music) <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</p> <p>Step 2 <u>Listen and Appraise</u> Song/music- Music For Compline - traditional (Early Music) <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</p> <p>Step 3 <u>Listen and Appraise</u> Song/Music - Symphony No 5 in C minor Opus 67 (allegro con brio) by Ludwig van Beethoven (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</p> <p>Step 4 <u>Listen and Appraise</u></p>

<p>Repeat from step 1.</p> <p><u>Play</u> Continue to Play the Tune/Head</p> <p style="text-align: center;"><u>Instrument</u> Glockenspiel</p> <p><u>Improvise</u> Continue to Improvise with the Tune/Head</p> <p><u>Perform</u> Perform the Piece - The Three Note Bossa: Perform and share what has taken place in today's lesson Notes.</p> <p>Step 4 <u>Listen and Appraise</u> Song/Music- Five Note Swing by Ian Gray.</p> <p>Repeat from step 1.</p> <p><u>Play</u> Play the Tune/Head and the middle 8</p> <p style="text-align: center;"><u>Instrument</u> Glockenspiel</p> <p><u>Improvise</u> Improvise with the Tune/Head</p> <p><u>Perform</u> Perform the Piece - Five Note Swing: Perform and share what has taken place in today's lesson</p> <p>Step 5 <u>Listen and Appraise</u> Song/Music- Perdido by Tizol and performed by Woody Herman</p> <p>Repeat from step 1.</p> <p><u>Play</u> Play the Tune/Head and the middle 8</p> <p style="text-align: center;"><u>Instrument</u> Glockenspiel</p> <p><u>Improvise</u> Improvise with the Tune/Head</p> <p><u>Perform</u></p>	<p><u>Play</u> Play Your Instruments with the Song: Revisit your learning from the last step.</p> <p style="text-align: center;"><u>Instrument</u> Glockenspiel</p> <p><u>Improvise</u> Improvise with the Song: New Musical Activity: Play and Copy back, Play and Improvise and Improvise!</p> <p><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.</p> <p>Step 4 <u>Listen and Appraise</u> Song/Music- Rapper's Delight by The Sugarhill Gang</p> <p><u>Warm-up Games</u> Including vocal warm-ups - The Fresh Prince Of Bel Air</p> <p><u>Listen and Learn</u> Learn to Sing the Song -The Fresh Prince Of Bel Air: Continue to sing the song.</p> <p><u>Play</u> Play Your Instruments with the Song: Option to revisit your learning from the last step.</p> <p style="text-align: center;"><u>Instrument</u> Glockenspiel</p> <p><u>Improvise</u> Improvise with the Song: Revisit Play and Copy back, Play and Improvise and Improvise!</p> <p><u>Compose</u> Use the base track to the song Fresh Prince of Bel-Air. Create a new composition using notes.</p> <p><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 perform your composition(s) within the song.</p> <p>Step 5 <u>Listen and Appraise</u> Song/Music - U Can't Touch This by MC Hammer</p>	<p>Song/music - Minute Waltz in D flat major Opus 64 No 1 by Chopin (Romantic era)</p> <p>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.</p> <p>Step 5 <u>Listen and Appraise</u> Song/Music - Central Park In The Dark by Charles Edward Ives (Early 20th Century)</p> <p>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.</p> <p>Step 6 <u>Listen and Appraise</u> Sing/Music - Clapping Music by Steve Reich (Contemporary)</p> <p>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.</p>
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<p>Perform the Piece - Five Note Swing: Perform and share what has taken place in today's lesson</p> <p>Step 6</p> <p><u>Listen and Appraise</u></p> <p>Song/music- Things Ain't What They Used To Be by Ellington and Parsons</p> <p><u>Play</u></p> <p>Play the Tune/Head and the middle 8</p> <p><u>Instrument</u></p> <p>Glockenspiel</p> <p><u>Improvise</u></p> <p>Improvise with the Tune/Head</p> <p><u>Perform</u></p> <p>Perform the Piece - Five Note Swing: Perform and share what has taken place in today's lesson</p>	<p>Repeat from step 1.</p> <p><u>Warm-up Games</u></p> <p>Including vocal warm-ups -The Fresh Prince Of Bel Air</p> <p><u>Listen and Learn</u></p> <p>Learn to Sing the Song - The Fresh Prince Of Bel Air: Sing the song</p> <p><u>Play</u></p> <p>Play Your Instruments with the Song: Revisit this activity.</p> <p><u>Instrument</u></p> <p>Glockenspiel</p> <p><u>Improvise</u></p> <p>Improvise with the Song: Option to revisit/continue this activity.</p> <p><u>Compose</u></p> <p>Use the base track to the song Fresh Prince of Bel-Air.</p> <p>Create a new composition using notes.</p> <p><u>Perform</u></p> <p>Performance - The Fresh Prince Of Bel Air: Perform and share what has taken place in today's lesson. Choose what you perform today.</p> <p>Step 6</p> <p><u>Listen and Appraise</u></p> <p>Song/Music- It's Like That by Run DMC</p> <p><u>Warm-up Games</u></p> <p>Including vocal warm-ups -The Fresh Prince Of Bel Air</p> <p><u>Listen and Learn</u></p> <p>Learn to Sing the Song -The Fresh Prince Of Bel Air: Sing the song.</p> <p><u>Play</u></p> <p>Play your Instruments with the Song: Revisit this activity.</p> <p><u>Instrument</u></p> <p>Glockenspiel</p> <p><u>Improvise</u></p> <p>Improvise with the Song: Option to revisit/continue this activity.</p> <p><u>Compose</u></p> <p>Use the base track to the song Fresh Prince of Bel-Air.</p> <p>Create a new composition using notes.</p> <p><u>Perform</u></p> <p>Performance -The Fresh Prince Of Bel Air: Perform and share what has taken place in today's lesson. Choose what you perform today.</p>	
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Year 6 Key Threads

Knowledge	Skills
<p><u>Listen & Appraise</u></p> <p>To know five songs from memory, who sang or wrote them, when they were written and why?</p> <p>To know the style of the songs and to name other songs from the Units in those styles.</p> <p>To choose three or four other songs and be able to talk about:</p> <ul style="list-style-type: none"> • The style indicators of the songs (musical characteristics that give the songs their style) • The lyrics: what the songs are about • Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) • Identify the structure of the songs (intro, verse, chorus etc.) o Name some of the instruments used in the songs • The historical context of the songs. What else was going on at this time, musically and historically? • Know and talk about that fact that we each have a musical identity <p><u>Games</u></p> <p>To know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</p> <p>To know how to keep the internal pulse</p> <p>To acknowledge Musical Leadership: creating musical ideas for the group to copy or respond to.</p> <p><u>Listen & Learn</u></p> <p><u>Sing/Rap</u></p> <p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To know about the style of the songs so you can represent the feeling and context to your audience</p> <p>To choose a song and be able to talk about:</p> <ul style="list-style-type: none"> • Its main features • Singing in unison, the solo, lead vocal, backing vocals or rapping • To know what the song is about and the meaning of the lyrics • To know and explain the importance of warming up your voice <p><u>Play</u></p> <p><u>Instruments</u></p> <p>To know different ways of writing music down – e.g. staff notation, symbols</p> <p>To know the notes C, D, E, F, G, A, B + C on the treble stave</p> <p>To know the instruments they might play or be played in a band or orchestra or by their friends</p> <p><u>Improvisation</u></p> <p>To know improvisation is making up your own tunes on the spot</p>	<p><u>Listen & Appraise</u></p> <p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>To listen carefully and respectfully to other people’s thoughts about the music.</p> <p>To use musical words when talking about the songs.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>To talk about the music and how it makes you feel, using musical language to describe the music.</p> <p><u>Games</u></p> <p>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:</p> <p>Bronze Challenge</p> <ul style="list-style-type: none"> -Find the pulse -Copy back rhythms based on the words of the main song, that include syncopation/off beat -Copy back one-note riffs using simple and syncopated rhythm patterns <p>Silver Challenge</p> <ul style="list-style-type: none"> -Find the pulse -Lead the class by inventing rhythms for others to copy back -Copy back two-note riffs by ear and with notation -Question and answer using two different notes <p>Gold Challenge</p> <ul style="list-style-type: none"> -Find the pulse -Lead the class by inventing rhythms for them to copy back -Copy back three-note riffs by ear and with notation -Question and answer using three different notes <p><u>Listen & Learn</u></p> <p><u>Sing/Rap</u></p> <p>To sing in unison and to sing backing vocals.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being ‘in tune’.</p> <p><u>Play</u></p> <p><u>Instruments</u></p> <p>To play a musical instrument with the correct technique within the context of the Unit song.</p> <p>To select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p>

<p>To know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>To know that using one, two or three notes confidently is better than using five</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations</p> <p>To know three well-known improvising musicians</p> <p>Composition</p> <p>To know a composition: music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your friends.</p> <p>To know a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</p> <p>Notation: recognise the connection between sound and symbol</p> <p>Performance</p> <p>To know performing is sharing music with an audience with belief</p> <p>To know a performance doesn’t have to be a drama! It can be to one person or to each other</p> <p>To know everything that will be performed must be planned and learned</p> <p>To know you must sing or rap the words clearly and play with confidence</p> <p>To know a performance can be a special occasion and involve an audience including of people you don’t know</p> <p>To know performance is planned and different for each occasion</p> <p>To know a performance involves communicating ideas, thoughts and feelings about the song/music</p>		<p>To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session.</p> <p>Improvisation</p> <p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p>1. Play and Copy Back</p> <p>Bronze – Copy back using instruments. Use one note.</p> <p>Silver – Copy back using instruments. Use the two notes.</p> <p>Gold – Copy back using instruments. Use the three notes.</p> <p>2. Play and Improvise - you will be using up to three notes:</p> <p>Bronze – Question and Answer using instruments. Use one note in your answer.</p> <p>Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G.</p> <p>Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</p> <p>3. Improvisation - you will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <p>Bronze – Improvise using one note.</p> <p>Silver – Improvise using two notes.</p> <p>Gold – Improvise using three notes.</p> <p>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)</p> <p>Composition</p> <p>To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>To explain the keynote or home note and the structure of the melody.</p> <p>To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p>Performance</p> <p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>		
<p>Year 6 - Whole Year</p> <p>Charanga</p>				
	<p>Autumn Units</p> <p>1.Happy</p> <p>2.Classroom Jazz 2</p>	<p>Spring Units</p> <p>1. A New Year Carol</p> <p>2. You’ve Got A Friend</p>	<p>Summer Units</p> <p>1.Music and Me</p> <p>2. Reflect, Rewind and Replay</p>	<p>Clubs</p> <p>KS2 Music Club</p>

<p><u>Warm-up Games</u> Vocal warm-up Extended Games challenges</p> <p><u>Listen and Learn</u> <u>Sing/Rap</u> Learn to Sing the Song - Happy Start to learn to rap and sing the song <u>Perform</u> Share and sing the song as a class – Happy</p> <p style="text-align: center;">Step 2</p> <p><u>Listen & Appraise</u> Begin to recognise the basic style indicators of a pop song with a country groove</p> <p style="text-align: center;">Song/Music</p> <p>Top of the World Compare with Happy from previous lesson.</p> <p><u>Warm-up Games</u> Vocal warm-up Flexible Games</p> <p><u>Listen and Learn</u> <u>Sing/Rap</u> Continue to learn to sing the song ‘Happy’.</p> <p><u>Play</u> Use instruments and play along with the song.</p> <p style="text-align: center;"><u>Instrument</u> Glockenspiel</p> <p><u>Perform</u> Share and rap/sing/play the song as a class - Happy</p> <p style="text-align: center;">Step 3</p> <p><u>Listen & Appraise</u> Begin to recognise the basic style indicators of a cappella pop music</p> <p style="text-align: center;">Song/Music</p> <p>Don’t Worry Be Happy Compare with Happy from previous lesson.</p> <p><u>Warm-up Games</u> Vocal warm-up Extended Games challenges</p> <p><u>Listen and Learn</u> <u>Sing/Rap</u> Continue to learn and sing the song.</p> <p><u>Play</u></p>	<p>Body and Vocal Warm-Ups</p> <p><u>Listen and Learn</u> <u>Sing</u> A New Year Carol: Start to learn to sing the song.</p> <p><u>Perform</u> Share and sing the song as a class – A New Year Carol</p> <p style="text-align: center;">Step 2</p> <p><u>Listen & Appraise.</u></p> <p style="text-align: center;">Song/Music</p> <p>A New Year Carol by Benjamin Britten A New Year Carol – Urban Gospel version How are the songs different, how are they similar?</p> <p><u>Warm-up Games</u> Pulse, Rhythm and Pitch games Body and Vocal Warm-Ups</p> <p><u>Listen and Learn</u> <u>Sing/Rap</u> A New Year Carol (Option to choose original or Urban Gospel version to continue with) Learn to sing the song.</p> <p><u>Perform</u> Share and sing the song as a class – A New Year Carol</p> <p style="text-align: center;">Step 3</p> <p><u>Listen & Appraise</u></p> <p style="text-align: center;">Song/Music</p> <p>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)</p> <p><u>Warm-up Games</u> Pulse, Rhythm and Pitch games Body and Vocal Warm-Ups</p> <p><u>Listen and Learn</u> <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.</p> <p><u>Perform</u> Share and sing the song as a class – A New Year Carol</p> <p style="text-align: center;">Step 4</p>	<p>Explain what the Inspirational Women’s Timeline is and choose an artist to listen to and learn about. Listen using YouTube or Spotify</p> <p><u>About the Artists - Inspirational Women in the Music Industry</u></p> <p>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</p> <p>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</p> <p><u>Create</u> 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.</p> <p><u>Perform (Share and Present)</u> Perform, share and present the learning that has taken place in the lesson.</p> <p style="text-align: center;">Step 2</p> <p><u>Listen & Appraise</u></p> <p style="text-align: center;">Song/Music</p> <p>Something Helpful by Anna Meredith Share thoughts and feelings together.</p> <p>Revisit the Inspirational Women’s Timeline and choose an artist to listen to and learn about. Listen using YouTube or Spotify.</p> <p><u>About the Artists - Inspirational Women in the Music Industry: Anna Meredith</u></p> <p>Watch some or all of the videos about Anna:</p> <p>a. Video 1 Music and Anna - Who is Anna?</p> <p>b. Video 2 Music and Anna - Anna the Composer</p> <p>c. Video 3 Music and Anna - Anna’s Music</p> <p>d. Video 4 Music and Anna - Anna’s Way Into Writing Music</p> <p>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.</p> <p><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.</p> <p><u>Perform (Share and Present)</u></p>
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<p>Use instruments and play along with the song.</p> <p style="text-align: center;"><u>Instrument</u></p> <p style="text-align: center;">Glockenspiel</p> <p><u>Improvise</u></p> <p>Clap and Improvise</p> <p>Sing, Play and Improvise with the song.</p> <p><u>Perform</u></p> <p>Share and sing/play/improvise the song using voices or instruments as a class - Happy</p> <p style="text-align: center;"><u>Step 4</u></p> <p><u>Listen & Appraise</u></p> <p>Begin to recognise the basic style indicators of Soft Rock from the 1980s</p> <p style="text-align: center;"><u>Song/Music</u></p> <p>Walking On Sunshine by Katrina and the Waves</p> <p>Compare with Happy from previous lessons.</p> <p><u>Warm-up Games</u></p> <p>Vocal warm-up</p> <p>Extended Games challenges</p> <p><u>Listen and Learn</u></p> <p><u>Sing/Rap</u></p> <p>Continue to learn and sing the song.</p> <p><u>Play</u></p> <p>Revisit learning from last step.</p> <p style="text-align: center;"><u>Instrument</u></p> <p style="text-align: center;">Glockenspiel</p> <p><u>Improvise</u></p> <p>Revisit learning from last step.</p> <p><u>Compose</u></p> <p>Use the base track to the song Happy</p> <p>Create a new composition using notes.</p> <p><u>Perform</u></p> <p>Share and sing/play/improvise the song as a class – Happy/own composition</p> <p style="text-align: center;"><u>Step 5</u></p> <p><u>Listen & Appraise</u></p> <p>Begin to recognise the basic style indicators of Big Band music from the 1940s and 1950s.</p> <p style="text-align: center;"><u>Song/Music</u></p> <p>When You're Smiling by Frank Sinatra.</p> <p>Compare with Happy from previous lessons.</p>	<p><u>Listen & Appraise</u></p> <p style="text-align: center;"><u>Song/Music</u></p> <p>I Mun Be Married On Sunday by Benjamin Britten</p> <p>I Mun Be Married On Sunday – Bhangra version</p> <p>A New Year Carol by Benjamin Britten (option)</p> <p>A New Year Carol – Urban Gospel version (option)</p> <p><u>Warm-up Games</u></p> <p>Pulse, Rhythm and Pitch games</p> <p>Body and Vocal Warm-Ups</p> <p><u>Listen and Learn</u></p> <p><u>Sing/Rap</u></p> <p>A New Year Carol (Option to choose original or Urban Gospel version to continue with)</p> <p>Continue to learn to sing the song.</p> <p><u>Perform</u></p> <p>Share and sing the song as a class – A New Year Carol</p> <p style="text-align: center;"><u>Step 5</u></p> <p><u>Listen & Appraise</u></p> <p style="text-align: center;"><u>Song/Music</u></p> <p>Fishing Song by Benjamin Britten</p> <p>A New Year Carol by Benjamin Britten (option)</p> <p>A New Year Carol – Urban Gospel version (option)</p> <p><u>Warm-up Games</u></p> <p>Pulse, Rhythm and Pitch games</p> <p>Body and Vocal Warm-Ups</p> <p><u>Listen and Learn</u></p> <p><u>Sing/Rap</u></p> <p>A New Year Carol (Option to choose original or Urban Gospel version to continue with)</p> <p>Continue to learn to sing the song.</p> <p><u>Perform</u></p> <p>Share and sing the song as a class – A New Year Carol</p> <p>Teacher to decide what to perform and share from lesson.</p> <p style="text-align: center;"><u>Step 6</u></p> <p><u>Listen & Appraise</u></p> <p style="text-align: center;"><u>Song/Music</u></p> <p>Fishing Song by Benjamin Britten</p> <p>Fishing Song – South African version</p> <p>A New Year Carol by Benjamin Britten (option)</p>	<p>Perform, share and present the learning that has taken place in the lesson.</p> <p style="text-align: center;"><u>Step 3</u></p> <p><u>Listen & Appraise</u></p> <p style="text-align: center;"><u>Song/Music</u></p> <p>V-A-C Moscow by Shiva Feshareki</p> <p>Share thoughts and feelings together.</p> <p>Revisit the Inspirational Women's Timeline and choose an artist to listen to and learn about. Listen using YouTube or Spotify.</p> <p><u>About the Artists - Inspirational Women in the Music Industry: Shiva Feshareki</u></p> <p>Watch some or all of the videos about Shiva:</p> <p>a. Video 1 Music and Shiva - Who is Shiva?</p> <p>b. Video 2 Music and Shiva - Confidence and Believing in Yourself</p> <p>c. Video 3 Music and Shiva - Shiva's Work and her Role Models</p> <p>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.</p> <p><u>Create</u></p> <p>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.</p> <p><u>Perform (Share and Present)</u></p> <p>Perform, share and present the learning that has taken place in the lesson.</p> <p style="text-align: center;"><u>Step 4</u></p> <p><u>Listen & Appraise</u></p> <p style="text-align: center;"><u>Song/Music</u></p> <p>Shades of Blue by Eska</p> <p>Share thoughts and feelings together.</p> <p>Revisit the Inspirational Women's Timeline and choose an artist to listen to and learn about. Listen using YouTube or Spotify.</p> <p><u>About the Artists - Inspirational Women in the Music Industry: Eska</u></p> <p>Watch some or all of the videos about Eska:</p> <p>a. Video 1 Music and Eska - Who is Eska?</p>
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<p>Repeat as step 4 - Warm up games, Listen and Learn; Play; Improve; Compose; Perform;</p> <p style="text-align: center;"><u>Step 6</u></p> <p><u>Listen & Appraise</u></p> <p>Begin to recognise the basic style indicators of Hip Hop</p> <p style="text-align: center;">Song/Music</p> <p>Love Will Save the Day by Brendan Reilly.</p> <p>Compare with Happy from previous lessons.</p> <p>Repeat as step 4 - Warm up games, Listen and Learn; Play; Improve; Compose; Perform;</p>	<p>A New Year Carol – Urban Gospel version (option)</p> <p>How are the songs different, how are they similar?</p> <p>Repeat as step 5 - Warm up games, Listen and Learn; Perform;</p>	<p>b. Video 2 Music and Eska - My Purpose in the World</p> <p>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.</p> <p><u>Create</u></p> <p>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.</p> <p><u>Perform (Share and Present)</u></p> <p>Perform, share and present the learning that has taken place in the lesson.</p> <p style="text-align: center;"><u>Step 5</u></p> <p><u>Listen & Appraise</u></p> <p style="text-align: center;">Song/Music</p> <p>The Middle Middle by Afrodeutsche</p> <p>Share thoughts and feelings together.</p> <p>Revisit the Inspirational Women’s Timeline and choose an artist to listen to and learn about. Listen using YouTube or Spotify.</p> <p><u>About the Artists - Inspirational Women in the Music Industry: Afrodeutsche</u></p> <p>Watch some or all of the videos about Afrodeutsche: a. Video 1 Music and Afrodeutsche - Who is Afrodeutsche?</p> <p>b. Video 2 Music and Afrodeutsche - Music is Powerful</p> <p>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.</p> <p><u>Create</u></p> <p>What do we mean by Music and Me (identity)? Get into your groups and start to prepare for a performance of your music.</p> <p><u>Perform (Share and Present)</u></p> <p>Perform, share and present the learning that has taken place in the lesson.</p> <p style="text-align: center;"><u>Step 6</u></p> <p><u>Listen & Appraise</u></p> <p style="text-align: center;">Song/Music</p> <p>Decide as a class which artist/s to listen to again.</p> <p>Revisit the Inspirational Women’s Timeline and choose an artist to listen to and learn about. Listen using YouTube or Spotify.</p>
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Autumn 2	Spring 2	Summer 2
<p><u>Sequence of Lessons</u></p> <p style="text-align: right;"><u>Step 1</u></p> <p><u>Listen & Appraise</u></p> <p style="text-align: right;"><u>Song/Music</u></p> <p>Bacharach Anorak by Ian Gray</p> <p><u>Warm-up Games</u></p> <p>None given</p> <p><u>Listen and Learn</u></p> <p><u>Sing/Rap</u></p> <p>Start to learn the piece – Bacharach Anorak. Learn to play the Tune/Head Learn to play the middle 8</p> <p><u>Perform</u></p> <p>Share and sing/play the song as a class – Bacharach Anorak</p> <p style="text-align: right;"><u>Step 2</u></p> <p><u>Listen & Appraise</u></p> <p style="text-align: right;"><u>Song/Music</u></p> <p>Speaking My Peace by Jesper Lundfaard Compare with Bacharach Anorak from previous lesson.</p> <p><u>Listen and Learn</u></p> <p><u>Sing/Rap</u></p> <p>Start to learn the piece – Bacharach Anorak. Continue to learn/play the Tune/Head</p> <p><u>Improvise</u></p> <p>Improvise using instruments</p> <p><u>Perform</u></p> <p>Share and sing/play the song as a class – Bacharach Anorak</p>	<p><u>Sequence of Lessons</u></p> <p style="text-align: right;"><u>Step 1</u></p> <p><u>Listen & Appraise</u></p> <p>Learn about/start to recognise some of Carole King's compositions.</p> <p style="text-align: right;"><u>Song/Music</u></p> <p>You've Got A Friend by Carole King</p> <p><u>Warm-up Games</u></p> <p>Bronze, Silver, Gold Challenges: pulse and rhythm games Flexible Games Vocal Warm Ups</p> <p><u>Listen and Learn</u></p> <p><u>Sing</u></p> <p>You've Got A Friend: Start to learn to sing the song.</p> <p><u>Perform</u></p> <p>Share and sing the song as a class – You've Got A Friend.</p> <p style="text-align: right;"><u>Step 2</u></p> <p><u>Listen & Appraise</u></p> <p>Learn about/start to recognise some of Carole King's compositions.</p> <p style="text-align: right;"><u>Song/Music</u></p> <p>The Loco-Motion by Little Eva Compare with You've Got A Friend by Carole King How are they different/similar?</p> <p><u>Warm-up Games</u></p> <p>Bronze, Silver, Gold Challenges: pulse and rhythm games Flexible Games Vocal Warm Ups</p> <p><u>Listen and Learn</u></p> <p><u>Sing/Rap</u></p>	<p><u>Sequence of Lessons</u></p> <p style="text-align: right;"><u>Step 1</u></p> <p><u>Listen & Appraise</u></p> <p><u>Reflect</u></p> <p style="text-align: right;"><u>Song/Music</u></p> <p>L'Autrier Pastoure Seoit (The Other Day A Shepherdess Was Sitting) – Traditional (Early Music)</p> <p><u>Rewind</u></p> <p>Rewind and Listen Out! I Want You Back by The Jackson 5</p> <p><u>Assessment Activities</u></p> <p><u>Reflect & Rewind</u></p> <p>-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.</p> <p><u>Replay</u></p> <p>-Replay and revisit songs from the year -Perform and Share -prepare for a performance of songs and activities from the year.</p> <p style="text-align: right;"><u>Step 2</u></p> <p><u>Listen & Appraise</u></p> <p style="text-align: right;"><u>Song/Music</u></p> <p>Armide Overture by Jean-Baptiste Lully (Baroque)</p> <p><u>Rewind</u></p> <p>Rewind and Listen Out! Take The A Train by Duke Ellington and Billy Strayhorn</p>

<p style="text-align: center;"><u>Step 3</u></p> <p><u>Listen & Appraise</u></p> <p style="text-align: center;">Song/Music</p> <p>Take the A Train by Duke Ellington Compare with Bacharach Anorak from previous lessons.</p> <p>Repeat as step 1 - <u>Listen and Learn; Play; Improve; Compose; Perform;</u></p>	<p>You've Got A Friend: Continue to learn to sing the song.</p> <p><u>Play</u> Use instruments and play along with the song.</p> <p style="text-align: center;"><u>Instrument</u> Recorder</p> <p><u>Perform</u> Share and sing the song as a class – You've Got A Friend.</p>	<p><u>Reflect</u> The work of Jon Boden (Composers and Composition)</p> <p><u>Assessment Activities</u> <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.</p> <p><u>Replay</u> -Replay and revisit songs from the year -Perform and Share -prepare for a performance of songs and activities from the year.</p>
<p style="text-align: center;"><u>Step 4</u></p> <p><u>Listen & Appraise</u></p> <p style="text-align: center;">Song/Music</p> <p>Meet The Blues by Ian Gray <u>Warm-up Games</u> None given</p> <p><u>Listen and Learn</u> <u>Sing/Rap</u> Start to learn the Song – Meet The Blues</p> <p><u>Compose</u> Use the base track to the song Meet The Blues Create a new composition using notes.</p> <p><u>Improvise</u> Improvise using the Notes of the Tune/Head.</p> <p><u>Perform</u> Share and rap/sing/play/improvise the song as a class – Meet The Blues</p>	<p style="text-align: center;"><u>Step 3</u></p> <p><u>Listen & Appraise</u> Learn about/start to recognise some of Carole King's compositions.</p> <p style="text-align: center;">Song/Music</p> <p>One Fine Day by The Chiffons Compare with You've Got A Friend - How are the songs different, how are they similar?</p> <p><u>Warm-up Games</u> Bronze, Silver, Gold Challenges: pulse and rhythm games Flexible Games Vocal Warm Ups</p> <p><u>Listen and Learn</u> <u>Sing</u> You've Got A Friend: Continue to learn to sing the song.</p> <p><u>Play</u> Use instruments and play along with the song.</p> <p style="text-align: center;"><u>Instrument</u> Recorder</p>	<p style="text-align: center;"><u>Step 3</u></p> <p><u>Listen & Appraise</u></p> <p style="text-align: center;">Song/Music</p> <p>The Marriage of Figaro: Overture by Mozart (Classical)</p> <p><u>Rewind</u> Rewind and Listen Out! Walking On Sunshine by Katrina and the Waves</p> <p><u>Reflect</u> The work of Jon Boden (Composers and Composition)</p> <p><u>Assessment Activities</u> <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.</p> <p><u>Replay</u> -Replay and revisit songs from the year -Perform and Share -prepare for a performance of songs and activities from the year.</p>
<p style="text-align: center;"><u>Step 5</u></p> <p><u>Listen & Appraise</u></p> <p style="text-align: center;">Song/Music</p> <p>Back O' Town Blues by Earl 'Fatha' Hines Compare with Meet The Blues – from previous lesson.</p> <p>Repeat as step 4 - <u>Warm up games, Listen and Learn; Play; Improve; Perform;</u></p> <p style="text-align: center;"><u>Step 6</u></p> <p><u>Listen & Appraise</u></p> <p style="text-align: center;">Song/Music</p> <p>One O'Clock Jump by Count Basie Compare with Meet The Blues – from previous lessons.</p> <p><u>Compose</u> Use the base track to the song Meet The Blues Secure your Compositions</p>	<p style="text-align: center;"><u>Step 4</u></p> <p><u>Listen & Appraise</u> Learn about/start to recognise some of Carole King's compositions.</p> <p style="text-align: center;">Song/Music</p> <p>Up On The Roof by The Drifters Compare with You've Got A Friend - how are the songs different, how are they similar?</p> <p><u>Warm-up Games</u> Bronze, Silver, Gold Challenges: pulse and rhythm games Flexible Games Vocal Warm Ups</p> <p><u>Listen and Learn</u></p>	<p style="text-align: center;"><u>Step 4</u></p> <p><u>Listen & Appraise</u></p> <p style="text-align: center;">Song/Music</p> <p>Erlkönig (D 382 Opus 1 Wer Reitet So Spät) by Franz Schubert (Romantic)</p>

<p><u>Improvise</u> Improvise using the Notes of the Tune/Head.</p>	<p><u>Sing</u> You've Got A Friend: Continue to learn to sing the song. <u>Improvise</u> As last step. <u>Compose</u> Use the base track to the song You've Got A Friend Create a new composition using notes. <u>Play</u> Use instruments and play along with the song. <u>Instrument</u> Recorder</p> <p><u>Perform</u> Share and rap/sing/play/improvise the song as a class – You've Got A Friend</p> <p style="text-align: center;"><u>Step 5</u></p> <p><u>Listen & Appraise</u> Learn about/start to recognise some of Carole King's compositions. <u>Song/Music</u> Will You Still Love Me Tomorrow? By Carole King. Compare with You've Got A Friend - How are the songs different, how are they similar? Repeat as step 4 - <u>Warm up games, Listen and Learn; Play; Improvise; Compose; Perform;</u></p> <p style="text-align: center;"><u>Step 6</u></p> <p><u>Listen & Appraise</u> Learn about/start to recognise some of Carole King's compositions. <u>Song/Music</u> (You Make Me Feel Like) A Natural Woman By Carole King. Compare with You've Got A Friend - How are the songs different, how are they similar? Repeat as step 4 - <u>Warm up games, Listen and Learn; Play; Improvise; Compose; Perform;</u></p>	<p><u>Rewind</u> Rewind and Listen Out! Don't Worry, Be Happy by Bobby McFerrin. <u>Reflect</u> The work of Jon Boden (Composers and Composition)</p> <p><u>Assessment Activities</u> <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.</p> <p style="text-align: center;"><u>Step 5</u></p> <p><u>Listen & Appraise</u> <u>Song/Music</u> Sonata For Horn In F by Paul Hindemith (20th Century) <u>Rewind</u> Rewind and Listen Out! The Loco-Motion by Little Eva. <u>Reflect</u> The work of Jon Boden (Composers and Composition)</p> <p><u>Assessment Activities</u> <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.</p> <p style="text-align: center;"><u>Step 6</u></p> <p><u>Listen & Appraise</u> <u>Song/Music</u></p>
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