



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

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

<p>Year Group</p>	<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>
--------------------------	--	--

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

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

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

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

ELG

- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

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

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.

Instruments

To use classroom instruments along with the correct notes.

Performance

Share and perform the learning that has taken place.

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

Using the 1, 2, 3, 4, 5 games track, and the pulse in different ways

Games

Copycat rhythm games for me

High and low games (pitch)

Listen & Learn

Sing and learn the song 1, 2, 3, 4,

Performance

Share and perhaps perform what has taken place in today's lesson.

Step 4

Listen & Respond

Sing a Rainbow by Peggy Lee

Explore and Create

Using the This Old Man games track, and the pulse in different ways

Games

Copycat rhythm games for me

High and low games (pitch)

Listen & Learn

Sing and learn the song This Old Man

Performance

Share and perhaps perform what has taken place in today's lesson.

Step 5

Listen & Respond

Happy Birthday by Stevie Wonder

Explore and Create

Using the This Old Man games track, and the pulse in different ways

Games

Copycat rhythm games for me

High and low games (pitch)

Listen & Learn

Sing and learn the song This Old Man

Performance

Share and perhaps perform what has taken place in today's lesson.

Step 6

Listen & Respond

Our House by Madness

Explore and Create

Using the Five Little Ducks games track, and the pulse in different ways

Games

Copycat rhythm games for me

High and low games (pitch)

Learn and then play along (using the glocks and percussion) to the song If You're Happy and You Know It

Performance

Share and perhaps perform what has taken place in today's lesson.

Step 3

Listen & Respond

ABC by The Jackson 5

Explore and Create

Using the Rock-a-bye Baby games track, and the pulse in different ways

Games

Rhythm games for everyone

High and low games (pitch)

Listen & Learn

Sing and learn the song Five Little Monkeys

Play

Learn and then play along (using the glocks and percussion) to the song If You're Happy and You Know It

Performance

Share and perhaps perform what has taken place in today's lesson.

Step 4

Listen & Respond

My Mum Is Amazing by Zain Bhikha and performed by Naadira Ali

Explore and Create

Using the Twinkle, Twinkle, Little Star games track, and the pulse in different ways

Games

Rhythm games for everyone

High and low games (pitch)

Listen & Learn

Sing and learn the song Twinkle, Twinkle, Little Star and Head, Shoulders, Knees and Toes

Play

Learn and then play along (using the glocks and percussion) to the song If You're Happy and You Know It

Performance

Share and perhaps perform what has taken place in today's lesson.

Step 5

Listen & Respond

Conga by Miami Sound Machine

Explore and Create

Using the Twinkle, Twinkle, Little Star games track, and the pulse in different ways

Rhythm games for big bear funk

High and low games (pitch)

Listen & Learn

Learn and sing the song Big Bear Funk

Play

Learn and then play along (using the glocks and percussion) to the song Big Bear Funk

Performance

Share and perhaps perform what has taken place in today's lesson.

Step 3

Listen & Respond

Don't You Worry 'Bout A Thing performed by Incognito

See above for discussions

Explore and Create

Using the games track (Big Bear Funk), ask the children for different ways to find the pulse

Games

Rhythm games for big bear funk

High and low games (pitch)

Listen & Learn

Learn and sing the song Big Bear Funk

Play

Learn and then play along (using the glocks and percussion) to the song Big Bear Funk

Performance

Share and perhaps perform what has taken place in today's lesson.

Step 4

Listen & Respond

My Promise by Earth Wind & Fire

See above for discussions

Explore and Create

Using the games track (Big Bear Funk), ask the children for different ways to find the pulse

Games

Rhythm games for big bear funk

High and low games (pitch)

Extend to improvisation and composition

Listen & Learn

Learn and sing the song Big Bear Funk

Play

Learn and then play along (using the glocks and percussion) to the song Big Bear Funk

Performance

Share and perhaps perform what has taken place in today's lesson.

<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: center;"><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: center;"><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><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><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>End of Year Music Festival Song – Old Macdonald Had a Farm</p> <p><u>Sequence of Lessons</u> <u>Step 1</u></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)
Games
Copycat rhythm games for my stories
High and low games (pitch)
Listen & Learn
Sing and learn the song I'm a Little Teapot
Performance
Share and perhaps perform what has taken place in today's lesson.

Step 2

Listen & Respond
Boogie Wonderland by Earth Wind and Fire
Explore and Create
Using The Grand Old Duke of York games track, and the pulse in different ways
Create your own sounds using instruments (Glocks and percussion)
Games
Copycat rhythm games for my stories
High and low games (pitch)
Listen & Learn
Sing and learn the song The Grand Old Duke of York
Performance
Share and perhaps perform what has taken place in today's lesson.

Step 3

Listen & Respond
Don't Go Breaking My Heart by Elton John and Kiki Dee
Explore and Create
Using the Ring O' Roses games track, and the pulse in different ways
Create your own sounds using instruments (Glocks and percussion)
Games
Copycat rhythm games for my stories
High and low games (pitch)
Listen & Learn
Sing and learn the song Ring O' Roses
Performance
Share and perhaps perform what has taken place in today's lesson.

Step 4

Listen & Respond
Ganesh is Fresh by MC Yogi
Explore and Create

Using the Old Macdonald games track, and the pulse in different ways
Games
Rhythm games for our world
High and low games (pitch)
Listen & Learn
Sing and learn the song Old Macdonald and The Wheels on the Bus
Play
Learn and then play along (using the glocks and percussion) to the song Old Macdonald
Performance
Share and perhaps perform what has taken place in today's lesson.

Step 2

Listen & Respond
Beyond The Sea sung by Robbie Williams
Explore and Create
Using the Incy Wincey Spider games track, and the pulse in different ways
Games
Rhythm games for our world
High and low games (pitch)
Listen & Learn
Sing and learn the song Incy Wincy Spider
Play
Learn and then play along (using the glocks and percussion) to the song Incy Wincy Spider
Performance
Share and perhaps perform what has taken place in today's lesson.

Step 3

Listen & Respond
Mars from The Planets by Gustav Holst
Explore and Create
Using the Baa, Baa Black Sheep games track, and the pulse in different ways
Games
Rhythm games for our world
High and low games (pitch)
Listen & Learn
Sing and learn the song Baa, Baa Black Sheep
Play
Learn and then play along (using the glocks and percussion) to the song Baa, Baa Black Sheep
Performance

Listen & Appraise

Begin to recognise the basic style indicators of Pop Music
Song/Music
Pure Imagination – Willy Wonker
Refer to the 'Freestyle' tab, select 'Listening Centre', select 'Listening Games' and 'Film, TV and Musical'
Warm-up Games
Clapping, rhythms, pulse.
Vocal warm-up, warm up bodies and faces, breathing, from speech to singing, developing tone and range
Listen and Learn
Sing/Rap
Old Macdonald Had a Farm: Start to learn to sing the song.

Step 2

Listen & Appraise
Begin to recognise the basic style indicators of Pop Music
Song/Music
Rainbow Connection – The Muppets
Refer to the 'Freestyle' tab, select 'Listening Centre', select 'Listening Games' and 'Film, TV and Musical'
Warm-up Games
Clapping, rhythms, pulse.
Vocal warm-up, warm up bodies and faces, breathing, from speech to singing, developing tone and range
Listen and Learn
Sing/Rap
Old Macdonald Had a Farm: Start to learn to sing the song.

Step 3

Listen & Appraise
Begin to recognise the basic style indicators of Pop Music
Song/Music
Singing in the Rain
Refer to the 'Freestyle' tab, select 'Listening Centre', select 'Listening Games' and 'Film, TV and Musical'
Warm-up Games
Clapping, rhythms, pulse.
Vocal warm-up, warm up bodies and faces, breathing, from speech to singing, developing tone and range
Listen and Learn
Sing/Rap
Old Macdonald Had a Farm: Start to learn to sing the song.

Using the Hickory Dickory Dock games track, and the pulse in different ways
Create your own sounds using instruments (Glocks and percussion)

Games

Copycat rhythm games for my stories
High and low games (pitch)

Listen & Learn

Sing and learn the song Hickory Dickory Dock
Not Too Difficult
The ABC Song

Performance

Share and perhaps perform what has taken place in today's lesson.

Step 5

Listen & Respond

Frosty the Snowman by Ella Fitzgerald

Explore and Create

Using the ABC song games track, and the pulse in different ways
Create your own sounds using instruments (Glocks and percussion)

Games

Copycat rhythm games for my stories
High and low games (pitch)

Listen & Learn

Sing and learn the song ABC song
Not Too Difficult
The ABC Song

Performance

Share and perhaps perform what has taken place in today's lesson.

Step 6

Listen & Respond

Spiderman by Michael Bublé

Explore and Create

Using the ABC song games track, and the pulse in different ways
Create your own sounds using instruments (Glocks and percussion)

Games

Copycat rhythm games for my stories
High and low games (pitch)

Listen & Learn

Sing and learn the song ABC song
Not Too Difficult
The ABC Song

Performance

Share and perhaps perform what has taken place in today's lesson.

Share and perhaps perform what has taken place in today's lesson.

Step 4

Listen & Respond

Frog's Legs And Dragon's Teeth by Bellowhead

Explore and Create

Using the Row, Row, Row Your Boat games track, and the pulse in different ways

Games

Rhythm games for our world
High and low games (pitch)

Listen & Learn

Sing and learn the song Row, Row, Row Your Boat

Play

Learn and then play along (using the glocks and percussion) to the song Row, Row, Row Your Boat

Performance

Share and perhaps perform what has taken place in today's lesson.

Step 5

Listen & Respond

Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell

Explore and Create

Using the Hokey Cokey games track, and the pulse in different ways

Games

Rhythm games for our world
High and low games (pitch)

Listen & Learn

Sing and learn the song Hokey Cokey

Play

Learn and then play along (using the glocks and percussion) to the song Hokey Cokey

Performance

Share and perhaps perform what has taken place in today's lesson.

Step 6

Listen & Respond

Singing In The Rain performed by Gene Kelly

Explore and Create

Using the Hokey Cokey games track, and the pulse in different ways

Games

Rhythm games for our world
High and low games (pitch)

Perform

Share and rap/sing/play the song as a class – Old Macdonald Had A Farm

Step 4

Listen & Appraise

Begin to recognise the basic style indicators of Pop Music

Song/Music

You've Got a Friend in Me – Toy Story

Refer to the 'Freestyle' tab, select 'Listening Centre', select 'Listening Games' and 'Film, TV and Musical'

Warm-up Games

Clapping, rhythms, pulse.

Vocal warm-up, warm up bodies and faces, breathing, from speech to singing, developing tone and range

Listen and Learn

Sing/Rap

Old Macdonald Had a Farm: Start to learn to sing the song.

Perform

Share and rap/sing/play the song as a class – Old Macdonald Had A Farm

FINAL PERFORMANCE IN MUSIC FESTIVAL

Song – Old Macdonald Had a Farm

Perform

Share and rap/sing/play the song as a class to the school – Old Macdonald Had A Farm

	<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>	
--	--	--

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>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</p>

<p><u>Play</u> Instruments 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>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> Sing/Rap 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> Instruments 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> 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.</p> <p><u>Performance</u> 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.</p>
---	--

Year 1 - Whole Year

Charanga

	<p><u>Autumn Units</u> 1.Hey You! 2.Rhythm in the Way We Walk Banana Rap</p>	<p><u>Spring Units</u> 1. In the Groove 2. Round & Round</p>	<p><u>Summer Units</u> 1. Your Imagination 2.Reflect, Rewind, Replay</p>	<p><u>Clubs</u> <u>KS1 Music Club</u> Autumn 2 Children in Years 1 & 2 will have the opportunity to join a music club, focused on singing. .</p> <p><u>External Provision</u></p>
<p align="center"><u>Skills Links to NC</u></p> <ul style="list-style-type: none"> - 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.

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.

Autumn 1	Spring 1	Summer 1
<p style="text-align: center;"><u>Sequence of Lessons</u></p> <p style="text-align: center;"><u>Step 1</u></p> <p><u>Listen & Appraise</u> Begin to recognise the basic style indicators of Hip Hop</p> <p style="text-align: center;"><u>Song/Music</u> Hey You! By Joanna Mangona</p> <p><u>Warm-up Games</u> Vocal warm-up Pulse & Rhythm</p> <p><u>Listen and Learn</u> <u>Sing/Rap</u> Learn to Sing the Song - Hey You! Start to learn to rap and sing the song</p> <p><u>Perform</u> Share and rap/sing the song as a class – Hey You!</p> <p style="text-align: center;"><u>Step 2</u></p> <p><u>Listen & Appraise</u> Begin to recognise the basic style indicators of Hip Hop</p> <p style="text-align: center;"><u>Song/Music</u> Me, Myself And I by De La Soul</p>	<p style="text-align: center;"><u>Sequence of Lessons</u></p> <p style="text-align: center;"><u>Step 1</u></p> <p><u>Listen & Appraise</u> Begin to recognise the basic style indicators of blues</p> <p style="text-align: center;"><u>Song/Music</u> In The Groove, Blues by Joanna Mangona</p> <p><u>Warm-up Games</u> Vocal warm-up, clapping, rhythms, pulse.</p> <p><u>Listen and Learn</u> <u>Sing/Rap</u> In The Groove, Blues: Start to learn to sing the song.</p> <p><u>Perform</u> Share and rap/sing the song as a class – In The Groove, Blues</p> <p style="text-align: center;"><u>Step 2</u></p> <p><u>Listen & Appraise</u> Begin to recognise the basic style indicators of baroque music.</p> <p style="text-align: center;"><u>Song/Music</u> In The Groove, Baroque by Joanna Mangona Let The Bright Seraphim by Handel</p>	<p style="text-align: center;"><u>Sequence of Lessons</u></p> <p style="text-align: center;"><u>Step 1</u></p> <p><u>Listen & Appraise</u> Your Imagination by Joanna Mangona and Pete Readman</p> <p style="text-align: center;"><u>Song/Music</u> <u>Warm-up Games</u> Vocal warm-up, clapping, rhythms, pulse.</p> <p><u>Listen and Learn</u> <u>Sing/Rap</u> Your Imagination Start to learn to sing the song. Learn to sing verse 1 and the chorus and perhaps verse 2.</p> <p><u>Perform</u> Share and rap/sing the song as a class – Your Imagination</p> <p style="text-align: center;"><u>Step 2</u></p> <p><u>Listen & Appraise</u> Supercalifragilisticexpialidocious from Mary Poppins. Compare with Your Imagination. How are the songs different, how are they similar? What did you imagine?</p>

Compare with Hey You! From previous lesson.

Warm-up Games

Vocal warm-up
Pulse & Rhythm

Listen and Learn

Sing/Rap

Continue to rap and sing the song.

Play

Use instruments and play along with the song.

Instrument
Glockenspiel

Perform

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

Step 3

Listen & Appraise

Begin to recognise the basic style indicators of Hip Hop

Song/Music

Fresh Prince Of Bel Air by Will Smith

Compare with Hey You! From previous lesson.

Warm-up Games

Vocal warm-up
Pulse & Rhythm

Listen and Learn

Sing/Rap

Continue to rap and sing the song.

Play

Use instruments and play along with the song.

Instrument
Glockenspiel

Improvise

Clap and Improvise
Sing, Play and Improvise with the song.

Perform

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

Step 4

Listen & Appraise

Begin to recognise the basic style indicators of Hip Hop

Song/Music

Rapper's Delight by The Sugarhill Gang

Compare with Hey You! From previous lesson.

Warm-up Games

How are the songs different, how are they similar?

Warm-up Games

Vocal warm-up, clapping, rhythms, pulse.

Listen and Learn

Sing/Rap

In The Groove, Baroque: Learn to sing the song.

Play

Use instruments and play along with the song.

Instrument
Recorder

Perform

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

Step 3

Listen & Appraise

Begin to recognise the basic style indicators of latin.

Song/Music

In The Groove, Latin by Joanna Mangona

Livin' La Vida Loca by Ricky Martin How are the songs different, how are they similar?

Warm-up Games

Vocal warm-up, clapping, rhythms, pulse.

Listen and Learn

Sing/Rap

In the Groove, Latin:

Continue to sing the song.

Play

Use instruments and play along with the song.

Instrument
Recorder

Improvise

Clap and Improvise
Sing, Play and Improvise with the song.

Perform

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

Step 4

Listen & Appraise

Begin to recognise the basic style indicators of bhangra.

Song/Music

In The Groove, Latin by Joanna Mangona

Warm-up Games

Vocal warm-up, clapping, rhythms, pulse.

Listen and Learn

Sing/Rap

Your Imagination

Continue to learn to sing the song.

Whole song.

Play

Use instruments and play along with the song.

Instrument
Recorder
Glockenspiel

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

Perform

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

Step 3

Listen & Appraise

Song/Music

Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack.

Compare with Your Imagination. How are the songs different, how are they similar? What did you imagine?

Repeat as step 2 - Warm up games, Listen and Learn; Play; Perform;

Step 4

Listen & Appraise

Song/Music

Daydream Believer by The Monkees.

Compare with Your Imagination. How are the songs different, how are they similar? What did you imagine?

Repeat as step 2 - Warm up games, Listen and Learn; Play; Improvise - optional

Clap and Improvise
Sing, Play and Improvise with the song.

Perform

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

Step 5

Listen & Appraise

Vocal warm-up
Pulse & Rhythm
Listen and Learn
Sing/Rap
Continue to rap and sing the song.
Improvise
Clap and Improvise
Sing, Play and Improvise with the song.
Compose
Use the base track to the song Hey You!
Create a new composition using notes.
Perform
Share and rap/sing/play/improvise the song as a class - Hey You!

Step 5

Listen & Appraise

Begin to recognise the basic style indicators of Hip Hop

Song/Music

U Can't Touch This by MC Hammer.

Compare with Hey You! From previous lesson.

Repeat as step 4 - **Warm up games, Listen and Learn; Play; Improvise; Compose; Perform;**

Step 6

Listen & Appraise

Begin to recognise the basic style indicators of Hip Hop

Song/Music

It's Like That by Run DMC.

Compare with Hey You! From previous lesson.

Repeat as step 4 - **Warm up games, Listen and Learn; Play; Improvise; Compose; Perform;**

Jai Ho by J.R. Rahman. How are the songs different, how are they similar?

Warm-up Games

Vocal warm-up, clapping, rhythms, pulse.

Listen and Learn

Sing/Rap

In the Groove

Continue to sing the song.

Play

Use instruments and play along with the song.

Instrument

Recorder

Improvise

Clap and Improvise

Sing, Play and Improvise with the song.

Compose

Use the base track to the song In The Groove, Bhangra

Create a new composition using notes.

Perform

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

Step 5

Listen & Appraise

Begin to recognise the basic style indicators of folk music.

Song/Music

In The Groove, folk by Joanna Mangona

Lord Of The Dance by R. Hardiman

How are the songs different, how are they similar?

Repeat as step 4 - **Warm up games, Listen and Learn; Play; Improvise; Compose; Perform;**

Step 6

Listen & Appraise

Begin to recognise the basic style indicators of funk.

Song/Music

In The Groove, funk by Joanna Mangona

Diggin' On James Brown by Tower Of Power

How are the songs different, how are they similar?

Repeat as step 4 - **Warm up games, Listen and Learn; Play; Improvise; Compose; Perform;**

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?

Repeat as step 2 - **Warm up games, Listen and Learn; Play;**

Improvise - optional

Clap and Improvise

Sing, Play and Improvise with the song.

Compose - optional

Use the base track to the song Your Imagination!

Create a new composition using notes.

Perform

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

Step 6

Listen & Appraise

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?

Repeat as step 2 - **Warm up games, Listen and Learn; Play;**

Improvise - optional

Clap and Improvise

Sing, Play and Improvise with the song.

Compose - optional

Use the base track to the song Your Imagination!

Create a new composition using notes.

Perform

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

Autumn 2	Spring 2	Summer 2
<p><u>Sequence of Lessons</u></p> <p style="text-align: center;"><u>Step 1</u></p> <p><u>Listen & Appraise</u></p> <p style="text-align: center;">Song/Music</p> <p>Rhythm In The Way We Walk by Joanna Mangona</p> <p><u>Warm-up Games</u></p> <p>Vocal warm-up Pulse & Rhythm</p> <p><u>Listen and Learn</u></p> <p><u>Sing/Rap</u></p> <p>Start to learn the Song – Rhythm In The Way You Walk.</p> <p><u>Perform</u></p> <p>Share and rap/sing/play/improvise the song as a class – Rhythm in the Way You Walk.</p> <p style="text-align: center;"><u>Step 2</u></p> <p><u>Listen & Appraise</u></p> <p style="text-align: center;">Song/Music</p> <p>The Planets: Mars by Gustav Holst 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 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</p> <p><u>Warm-up Games</u></p> <p>Vocal warm-up Pulse & Rhythm</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 Bossa Nova</p> <p style="text-align: center;">Song/Music</p> <p>Round And Round by Joanna Mangona</p> <p><u>Warm-up Games</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></p> <p>Round and Round: Start to learn to sing the song.</p> <p><u>Perform</u></p> <p>Share and rap/sing/play/improvise the song as a class - Round and Round.</p> <p style="text-align: center;"><u>Step 2</u></p> <p><u>Listen & Appraise</u></p> <p>Begin to recognise the basic style indicators of Bossa Nova</p> <p style="text-align: center;">Song/Music</p> <p>Round And Round by Joanna Mangona</p> <p><u>Warm-up Games</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></p> <p>Round and Round: Continue to learn to sing the song.</p> <p><u>Play</u></p> <p>Use instruments and play along with the song.</p> <p style="text-align: center;"><u>Instrument</u></p> <p style="text-align: center;">Recorder</p> <p><u>Perform</u></p> <p>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></p> <p>Begin to recognise the basic style indicators of film music.</p>	<p style="text-align: center;">End of Year Music Festival Song – Jack the Lad</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 Pop Music</p> <p style="text-align: center;">Song/Music</p> <p>Let it be</p> <p>Refer to the ‘Freestyle’ tab, select ‘Listening Centre’, select ‘Listening Games’ and ‘Pop Music’</p> <p><u>Warm-up Games</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></p> <p>Jack the Lad: Start to learn to sing the song.</p> <p style="text-align: center;"><u>Step 2</u></p> <p><u>Listen & Appraise</u></p> <p>Begin to recognise the basic style indicators of Pop Music</p> <p style="text-align: center;">Song/Music</p> <p>Can’t Stop That Feeling</p> <p>Refer to the ‘Freestyle’ tab, select ‘Listening Centre’, select ‘Listening Games’ and ‘Pop Music’</p> <p><u>Warm-up Games</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></p> <p>Jack the Lad: Start to learn to sing the song.</p> <p style="text-align: center;"><u>Step 3</u></p> <p><u>Listen & Appraise</u></p> <p>Begin to recognise the basic style indicators of Pop Music</p> <p style="text-align: center;">Song/Music</p>

Listen and Learn

Sing/Rap

Start to learn the Song/Rap – The Banana Rap

Perform

Share and rap/sing/play/improvise the song as a class - Banana Rap.

Step 5

Listen & Appraise

Song/Music

Happy by Pharrell Williams

Compare with The Banana Rap – from previous lesson.

Repeat as step 4 - **Warm up games, Listen and Learn; Perform;**

Step 6

Listen & Appraise

Song/Music

When I'm 64 by The Beatles

Compare with The Banana Rap – from previous lesson.

Repeat as step 1 - **Warm up games, Listen and Learn; Perform;**

Song/Music

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?

Warm-up Games

Clapping, rhythms, pulse.

Vocal warm-up, warm up bodies and faces, breathing, from speech to singing, developing tone and range.

Listen and Learn

Sing/Rap

Round and Round: Continue to learn to sing the song.

Play

Use instruments and play along with the song.

Instrument

Recorder

Improvise

Clap and Improvise

Sing, Play and Improvise with the song.

Perform

Share and rap/sing/play/improvise the song as a class - Round and Round.

Step 4

Listen & Appraise

Begin to recognise the basic style indicators of Big Band Jazz.

Song/Music

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;**

Step 5

Listen & Appraise

Begin to recognise the basic style indicators of Dance music - a 'mash up' of House, Funk and Classic Swing

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;**

Johnny B. Goode

Refer to the 'Freestyle' tab, select 'Listening Centre', select 'Listening Games' and 'Pop Music'

Warm-up Games

Clapping, rhythms, pulse.

Vocal warm-up, warm up bodies and faces, breathing, from speech to singing, developing tone and range

Listen and Learn

Sing/Rap

Jack the Lad: Start to learn to sing the song.

Perform

Share and rap/sing/play the song as a class – Jack The Lad

Step 4

Listen & Appraise

Begin to recognise the basic style indicators of Pop Music

Song/Music

Dancing Queen

Refer to the 'Freestyle' tab, select 'Listening Centre', select 'Listening Games' and 'Pop Music'

Warm-up Games

Clapping, rhythms, pulse.

Vocal warm-up, warm up bodies and faces, breathing, from speech to singing, developing tone and range

Listen and Learn

Sing/Rap

Jack the Lad: Start to learn to sing the song.

Perform

Share and rap/sing/play the song as a class – Jack The Lad

FINAL PERFORMANCE IN MUSIC FESTIVAL

Song – Jack the Lad

Perform

Share and rap/sing/play the song as a class to the school – Jack The Lad

Step 6

Listen & Appraise

Begin to recognise the basic style indicators of Latin/Jazz/Rock Fusion.

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;**

Year 2 Key Threads

Knowledge

Listen & Appraise

To know five songs off by heart.

To know some songs have a chorus or a response/answer part.

To know that songs have a musical style

Games

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. To

To know that rhythms are different from the steady pulse.

To know we add high and low sounds, pitch, when we sing and play our instruments.

Listen & Learn

Sing/Rap

To confidently know and sing five songs from memory.

To know that unison is everyone singing at the same time.

Songs include other ways of using the voice e.g. rapping (spoken word).

To know why we need to warm up our voices.

Play

Instruments

To learn the names of the notes in their instrumental part from memory or when written down.

To know the names of un-tuned percussion instruments played in class.

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.

It is not written down and belongs to them.

To know everyone can improvise, and you can use one or two notes.

Composition

To know composing is like writing a story with music.

To know everyone can compose.

Skills

Listen & Appraise

To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.

To learn how songs can tell a story or describe an idea.

Games

There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:

Game 1 – Have Fun Finding the Pulse! Find the pulse.

Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat.

Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy.

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.

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'.

Listen & Learn

Sing/Rap

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 (spoken word with rhythm).

To learn to find a comfortable singing position.

To learn to start and stop singing when following a leader.

Play

Instruments

To treat instruments carefully and with respect.

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).

To play the part in time with the steady pulse.

To listen to and follow musical instructions from a leader.

Improvisation

To use the improvisation tracks provided. Improvise using the three challenges:

Performance

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.

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.

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

		<p>music from China and explore Chinese dragon/lion dances.</p> <p>Summer 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>Sequence of Lessons</p> <p>Step 1: Listen and Appraise begin to recognise the basic style indicators of South African music) Hands, Feet, Heart by Joanna Mangona Warm-up Games (including vocal warm-ups) - Hands, Feet, Heart Listen and Learn: Learn to Sing the Song - Hands, Feet, Heart: Perform: Hands, Feet, Heart</p> <p>Step 2: Listen and Appraise 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. 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. Perform:</p>	<p>Sequence of Lessons</p> <p>Step 1: Listen and Appraise begin to recognise the basic style indicators of Rock music I Wanna Play In A Band by Joanna Mangona Warm-up Games Find the pulse; Rhythm copy back; Pitch copy back; Listen and Learn: Learn to sing the song – I Wanna Play in a Band. Perform: I Wanna Play in a Band.</p> <p>Step 2: Listen and Appraise 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 Warm-up Games Find the pulse; Rhythm copy back; Pitch copy back; Listen and Learn: Continue to Sing the Song - I Wanna PPlay in a Band. Play: Use instruments and accompany the song – glockenspiel. Perform:</p>	<p>Sequence of Lessons</p> <p>Step 1: Listen and Appraise Friendship Song by Joanna Mangona and Pete Readman Warm-up Games Find the pulse; copy rhythms; warm up your voice; clapping pulse; Listen and Learn: Learn to sing the Friendship Song. Perform: Friendship Song.</p> <p>Step 2: Listen and Appraise Count On Me by Bruno Mars Warm-up Games Find the pulse; copy rhythms; warm up your voice; clapping pulse; Listen and Learn: Learn to sing the Friendship Song. Play: Use instruments and accompany the song – glockenspiel. Perform: Friendship Song.</p> <p>Step 3:</p>

Hands, Feet, Heart

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

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.

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

I Wanna Play in a Band.

Step 3:

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.

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.

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

Listen and Appraise

We Go Together (from Grease soundtrack)

Warm-up Games

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.

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.

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;

Step 6:

Listen and Appraise

You've Got A Friend In Me by Randy Newman

Repeat as Step 4

<p><u>Warm up games, Listen and Learn; Play; Improvise; Compose; Perform;</u></p> <p>Step 6: <u>Listen and Appraise</u> begin to recognise the basic style indicators of South African music) Hlokoloza by Arthur Mofokate & Hands, Feet, Heart by Joanna Mangona – compare the two. Repeat as Step 4 <u>Warm up games, Listen and Learn; Play; Improvise; Compose; Perform;</u></p>	<p><u>Warm up games, Listen and Learn; Play; Improvise; Compose; Perform;</u></p> <p>Step 6: <u>Listen and Appraise</u> 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>	<p><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: <u>Listen and Appraise</u> Christmas Song - Ho, Ho, Ho by Joanna Mangona <u>Warm-up Games</u> Vocal warm up's, breathing, pulse and rhythm games. <u>Listen and Learn:</u> Learn to Sing the Song - Ho, Ho, Ho. <u>Perform:</u> Ho, Ho, Ho.</p> <p>Step 2: <u>Listen and Appraise</u> 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. <u>Listen and Learn:</u> 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: <u>Listen and Appraise</u> Bring Him Back Home (Nelson Mandela) by Hugh Masekela</p>	<p>Sequence of Lessons Step 1: <u>Listen and Appraise</u> 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. <u>Listen and Learn:</u> Learn to Sing the Song - Zootime <u>Perform:</u> Song - Zootime</p> <p>Step 2: <u>Listen and Appraise</u> 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. <u>Listen and Learn:</u> 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:</p>	<p style="text-align: center;">End of Year Music Festival Song – Ready, Set, Go!</p> <p>Sequence of Lessons</p> <p style="text-align: center;">Step 1</p> <p><u>Listen & Appraise</u> Begin to recognise the basic style indicators of Pop Music Song/Music Car Wash Refer to the 'Freestyle' tab, select 'Listening Centre', select 'Listening Games' and 'Soul. R&B, Funk'</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 <u>Listen and Learn</u> <u>Sing/Rap</u> Ready, Set, Go!: Start to learn to sing the song.</p> <p style="text-align: center;">Step 2</p> <p><u>Listen & Appraise</u> Begin to recognise the basic style indicators of Pop Music Song/Music Celebration Refer to the 'Freestyle' tab, select 'Listening Centre', select 'Listening Games' and 'Soul. R&B, Funk'</p> <p><u>Warm-up Games</u></p>

Christmas Song - Ho, Ho, Ho by Joanna Mangona

Warm-up Games

Vocal warm up's, breathing, pulse and rhythm games.

Listen and Learn:

Continue to Sing the Song - Ho, Ho, Ho.

Play:

Use instruments and accompany the song – glockenspiel (& recorders?).

Perform:

Ho, Ho, Ho.

Step 4:

Listen and Appraise

Suspicious Minds by Elvis Presley:

Christmas Song - Ho, Ho, Ho by Joanna Mangona

Warm-up Games

Vocal warm up's, breathing, pulse and rhythm games.

Listen and Learn:

Continue to Sing the Song - Ho, Ho, Ho.

Play:

Use instruments and accompany the song – glockenspiel (& recorders?).

Perform:

Ho, Ho, Ho as a rap with instruments.

Step 5:

Listen and Appraise

Sir Duke by Stevie Wonder

Christmas Song - Ho, Ho, Ho by Joanna Mangona

Repeat as Step 4

Warm up games, Listen and Learn; Play; Improvise; Compose;

Perform;

Step 6:

Listen and Appraise

Fly Me to the Moon by Frank Sinatra

Christmas Song - Ho, Ho, Ho by Joanna Mangona

Repeat as Step 4

Warm up games, Listen and Learn; Play; Improvise; Compose;

Perform;

Listen and Appraise

begin to recognise the basic style indicators of Reggae music

Shine by ASWAD

Warm-up Games

Game 1 - Find the pulse, use your imagination. Choose an animal and find the pulse.

Game 2 - Listen to the rhythm and clap back.

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.

Listen and Learn:

Continue to Sing the Song - Zootime

Play:

Use instruments and accompany the song – glockenspiel (& recorders?).

Improvise:

Clap and improvise.

Perform:

Zootime

Step 4:

Listen and Appraise

begin to recognise the basic style indicators of Reggae music

I.G.Y. by Donald Fagen

Warm-up Games

Game 1 - Find the pulse, use your imagination. Choose an animal and find the pulse.

Game 2 - Listen to the rhythm and clap back.

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,

Listen and Learn:

Continue to Sing the Song - Hands, Feet, Heart:

Play:

Use instruments and accompany the song – glockenspiel.

Improvise:

Sing, play and improvise.

Compose:

Drag notes into boxes to create class composition.

Perform:

Zootime.

Clapping, rhythms, pulse.

Vocal warm-up, warm up bodies and faces, breathing, from speech to singing, developing tone and range

Listen and Learn

Sing/Rap

Ready, Set, Go!: Start to learn to sing the song.

Step 3

Listen & Appraise

Begin to recognise the basic style indicators of Pop Music

Song/Music

I Feel Good

Refer to the 'Freestyle' tab, select 'Listening Centre', select 'Listening Games' and 'Soul. R&B, Funk'

Warm-up Games

Clapping, rhythms, pulse.

Vocal warm-up, warm up bodies and faces, breathing, from speech to singing, developing tone and range

Listen and Learn

Sing/Rap

Ready, Set, Go!: Start to learn to sing the song.

Perform

Share and rap/sing/play the song as a class – Ready, Set, Go!

Step 4

Listen & Appraise

Begin to recognise the basic style indicators of Pop Music

Song/Music

We Are Family

Refer to the 'Freestyle' tab, select 'Listening Centre', select 'Listening Games' and 'Soul. R&B, Funk'

Warm-up Games

Clapping, rhythms, pulse.

Vocal warm-up, warm up bodies and faces, breathing, from speech to singing, developing tone and range

Listen and Learn

Sing/Rap

Ready, Set, Go!: Start to learn to sing the song.

Perform

Share and rap/sing/play the song as a class – Ready, Set, Go!

Step 5:

Listen and Appraise

begin to recognise the basic style indicators of Reggae music

Feel Like Jumping by Marcia Griffiths

Repeat as Step 4

Warm up games, Listen and Learn; Play; Improvise; Compose; Perform;

Step 6:

Listen and Appraise

begin to recognise the basic style indicators of Reggae music

I Can See Clearly Now by Jimmy Clif

Repeat as Step 4

Warm up games, Listen and Learn; Play; Improvise; Compose; Perform;

FINAL PERFORMANCE IN MUSIC FESTIVAL

Song – Ready, Set. Go!

Perform

Share and rap/sing/play the song as a class to the school – Ready, Set, Go!:

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

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.)

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 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.

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

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.

Performances

Performance of Christmas Carols to parents at INSPIRE workshop.

Skills Links to NC

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

Key Knowledge & Vocabulary

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

Topic Links

Autumn 1

When learning about the Romans, children learn a song and practice marching like a Roman soldier in time with the music.

Autumn 2

Children write and perform their own Haiku. Focus will be on number of syllables/beats per line.

External Provision

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

Summer 1

Linked to the literacy unit ‘The Butterfly Lion’, children will develop a character and create settings using music and movement for a potential performance.

Autumn 1

Spring 1

Summer 1

Sequence of Lessons

Step 1

Listen & Appraise

Begin to recognise the basic style indicators of R&B style song

Song/Music

Let Your Spirit Fly by Joanna Mangona

Warm-up Games

Rhythm and Pitch Copyback

Vocal warm-up

Listen and Learn

Sing/Rap

Learn to Sing the Song – Let your spirit fly

Perform

Sing the song Let Your Spirit Fly

Sequence of Lessons

Step 1

Listen & Appraise

Begin to recognise the basic style indicators of Reggae music

Song/Music

Three Little Birds by Bob Marley

Warm-up Games

Rhythm and Pitch Copyback

Vocal warm-up

Listen and Learn

Sing/Rap

Learn to Sing the Song – Three Little Birds

Perform

Sing the song Three Little Birds

Sequence of Lessons

Step 1

Listen & Appraise

Begin to recognise the style indicators of Disco music

Song/Music

Bring Us Together by Joanna Mangona and Pete Readman

Warm-up Games

Rhythm and Pitch Copyback

Vocal warm-up

Listen and Learn

Sing/Rap

Learn to Sing the Song – Bring Us Together

Perform

Sing the song Bring Us Together

Step 2

Listen & Appraise

Begin to recognise the basic style indicators of R&B style song

Song/Music

Let Your Spirit Fly by Joanna Mangona

Warm-up Games

Rhythm and Pitch Copyback

Vocal warm-up

Listen and Learn

Sing/Rap

Learn to Sing the Song – Let Your Spirit Fly

Play

Use an instrument and play along with the song.

Instrument

Glockenspiel

Perform

Sing and play the song Let Your Spirit Fly

Step 3

Listen & Appraise

Begin to recognise the basic style indicators of R&B style song

Song/Music

Colonel Bogey March by Kenneth Alford

Compare with Let Your Spirit Fly by Joanna Mangona

Warm-up Games

Rhythm and Pitch Copyback

Vocal warm-up

Listen and Learn

Sing/Rap

Learn to Sing the Song – Let Your Spirit Fly

Play

Use an instrument and play along with the song.

Instrument

Glockenspiel

Improvise

Sing, Play and Copy Back

Play and Improvise

Improvise

Perform

Sing the song and improvise using voices and/or instruments within the song.

Step 2

Listen & Appraise

Begin to recognise the basic style indicators of Reggae music

Song/Music

Jamming by Bob Marley

Compare to Three Little Birds by Bob Marley

Warm-up Games

Rhythm and Pitch Copyback

Vocal warm-up

Listen and Learn

Sing/Rap

Learn to Sing the Song – Three Little Birds

Play

Use an instrument and play along with the song.

Instrument

Glockenspiel

Perform

Sing and play the song Three Little Birds

Step 3

Listen & Appraise

Begin to recognise the basic style indicators of Reggae music

Song/Music

Small People by Ziggy Marley

Compare to Three Little Birds by Bob Marley

Warm-up Games

Rhythm and Pitch Copyback

Vocal warm-up

Listen and Learn

Sing/Rap

Learn to Sing the Song – Three Little Birds

Play

Use an instrument and play along with the song.

Instrument

Glockenspiel

Improvise

Clap and Improvise

Sing, Play and Copy Back

Improvise

Perform

Sing the song and improvise using voices and/or instruments within the song.

Step 2

Listen & Appraise

Begin to recognise the style indicators of Disco music

Song/Music

Good Time by Nile Rodgers

Compare to Bring Us Together by Joanna Mangona and Pete Readman

Warm-up Games

Rhythm and Pitch Copyback

Vocal warm-up

Listen and Learn

Sing/Rap

Learn to Sing the Song – Bring Us Together

Play

Use an instrument to play during the chorus.

Instrument

Glockenspiel

Perform

Sing and play the song Bring Us Together.

Step 3

Listen & Appraise

Begin to recognise the style indicators of Disco music

Song/Music

Ain't Nobody - Chaka Khan

Compare to Bring Us Together by Joanna Mangona and Pete Readman

Warm-up Games

Rhythm and Pitch Copyback

Vocal warm-up

Listen and Learn

Sing/Rap

Learn to Sing the Song – Bring Us Together

Play

Use an instrument to play during the chorus.

Instrument

Glockenspiel

Improvise

Sing, Play and Copy Back

Improvise

Perform

Sing the song and improvise using instruments within the song.

Step 4

Listen & Appraise

Begin to recognise the basic style indicators of R&B style song

Song/Music

Consider Yourself from the musical 'Oliver!'

Compare with Let Your Spirit Fly by Joanna Mangona

Warm-up Games

Rhythm and Pitch Copyback

Vocal warm-up

Listen and Learn

Sing/Rap

Learn to Sing the Song – Let Your Spirit Fly

Play

Use an instrument and play along with the song.

Instrument

Glockenspiel

Improvise

Revisit Sing

Play and Improvise

Improvise

Compose

Use the base track to the song Let Your Spirit Fly

Create a new composition using notes.

Perform

Sing the song and perform compositions.

Step 5

Listen & Appraise

Begin to recognise the basic style indicators of R&B style song

Song/Music

Ain't No Mountain High Enough by Marvin Gaye

Compare with Let Your Spirit Fly by Joanna Mangona

Repeat as step 4 - **Warm up games, Listen and Learn; Play;**

Improvise; Compose; Perform;

Step 6

Listen & Appraise

Begin to recognise the basic style indicators of R&B style song

Song/Music

You're the First, the Last, My Everything by Barry White

Compare with Let Your Spirit Fly by Joanna Mangona

Repeat as step 4 - **Warm up games, Listen and Learn; Play;**

Improvise; Compose; Perform;

Step 4

Listen & Appraise

Begin to recognise the basic style indicators of Reggae music

Song/Music

54 – 46 Was My Number by Toots and The Maytals

Compare to Three Little Birds by Bob Marley

Warm-up Games

Rhythm and Pitch Copyback

Vocal warm-up

Listen and Learn

Sing/Rap

Learn to Sing the Song – Three Little Birds

Play

Use an instrument and play along with the song.

Instrument

Glockenspiel

Improvise

Sing, Play and Copy Back

Improvise

Compose

Use the base track to the song Three Little Birds

Create a new composition using notes.

Perform

Sing the song and perform compositions.

Step 5

Listen & Appraise

Begin to recognise the basic style indicators of Reggae music

Song/Music

Ram Goat Liver by Pluto Shervington

Compare to Three Little Birds by Bob Marley

Repeat as step 4 - **Warm up games, Listen and Learn; Play; Improvise;**

Compose; Perform;

Step 6

Listen & Appraise

Begin to recognise the basic style indicators of Reggae music

Song/Music

Our Day Will Come by Amy Winehouse

Compare to Three Little Birds by Bob Marley

Repeat as step 4 - **Warm up games, Listen and Learn; Play; Improvise;**

Compose; Perform;

Step 4

Listen & Appraise

Begin to recognise the style indicators of Disco music

Song/Music

We Are Family by Sister Sledge

Compare to Bring US Together by Joanna Mangona and Pete Readman

Warm-up Games

Rhythm and Pitch Copyback

Vocal warm-up

Listen and Learn

Sing/Rap

Learn to Sing the Song – Bring Us Together

Play

Use an instrument to play during the chorus.

Instrument

Glockenspiel

Improvise

Sing, Play and Copy Back

Improvise

Compose

Use the base track to the song Bring Us Together

Create a class melody to play over the chorus.

Perform

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

Step 5

Listen & Appraise

Begin to recognise the style indicators of Disco music

Song/Music

Ain't No Stopping Us Now by McFadden and Whitehead

Compare to Bring US Together by Joanna Mangona and Pete Readman

Repeat as step 4 - **Warm up games, Listen and Learn; Play;**

Improvise; Compose; Perform;

Step 6

Listen & Appraise

Begin to recognise the style indicators of Disco music

Song/Music

Car Wash by Rose Royce

		Compare to Bring US Together by Joanna Mangona and Pete Readman Repeat as step 4 - Warm up games , Listen and Learn ; Play ; Improvise ; Compose ; Perform ;
Autumn 2	Spring 2	Summer 2
<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>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></p>	<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> <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>Perform</u> Sing and play the song The Dragon Song</p>	<p style="text-align: center;">End of Year Music Festival Song – Recycle it!</p> <p><u>Sequence of Lessons</u></p> <p style="text-align: center;"><u>Step 1</u></p> <p><u>Listen & Appraise</u> Begin to recognise the basic style indicators of Pop Music <u>Song/Music</u> We Will Rock You Refer to the ‘Freestyle’ tab, select ‘Listening Centre’, select ‘Listening Games’ and ‘Rock Music’ <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 <u>Listen and Learn</u> <u>Sing/Rap</u> Recycle it! Start to learn to sing the song.</p> <p style="text-align: center;"><u>Step 2</u></p> <p><u>Listen & Appraise</u> Begin to recognise the basic style indicators of Pop Music <u>Song/Music</u> Fly Me to the Moon Refer to the ‘Freestyle’ tab, select ‘Listening Centre’, select ‘Listening Games’ and ‘Jazz & Blues’ <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 <u>Listen and Learn</u> <u>Sing/Rap</u> Recycle it!: Start to learn to sing the song.</p> <p style="text-align: center;"><u>Step 3</u></p> <p><u>Listen & Appraise</u></p>

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.

Step 3

Listen & Appraise

Learn about kindness, respect, friendship, acceptance and happiness.

Song/Music

Vaishnava Jana

Compare to The Dragon Song by Joanna Mangona

Warm-up Games

Rhythm and Pitch Copyback

Vocal warm-up

Listen and Learn

Sing/Rap

Learn to Sing the Song – The Dragon Song

Play

Use an instrument and play along with the song.

Instrument

Glockenspiel

Improvise

Improvise

Perform

Sing the song and improvise using voices and/or instruments within the song.

Step 4

Listen & Appraise

Learn about kindness, respect, friendship, acceptance and happiness.

Song/Music

A Turkish Traditional Tune

Compare to The Dragon Song by Joanna Mangona

Warm-up Games

Rhythm and Pitch Copyback

Vocal warm-up

Listen and Learn

Sing/Rap

Learn to Sing the Song – The Dragon Song

Play

Use an instrument and play along with the song.

Instrument

Glockenspiel

Improvise

Improvise

Begin to recognise the basic style indicators of Pop Music

Song/Music

Take the 'A' Train

Refer to the 'Freestyle' tab, select 'Listening Centre', select 'Listening Games' and 'Jazz & Blues'

Warm-up Games

Clapping, rhythms, pulse.

Vocal warm-up, warm up bodies and faces, breathing, from speech to singing, developing tone and range

Listen and Learn

Sing/Rap

Recycle it! Start to learn to sing the song.

Perform

Share and rap/sing/play the song as a class – Recycle it!

Step 4

Listen & Appraise

Begin to recognise the basic style indicators of Pop Music

Song/Music

Things Ain't What They Used To Be

Refer to the 'Freestyle' tab, select 'Listening Centre', select 'Listening Games' and 'Jazz & Blues'

Warm-up Games

Clapping, rhythms, pulse.

Vocal warm-up, warm up bodies and faces, breathing, from speech to singing, developing tone and range

Listen and Learn

Sing/Rap

Recycle it! Start to learn to sing the song.

Perform

Share and rap/sing/play the song as a class – Recycle it!

FINAL PERFORMANCE IN MUSIC FESTIVAL

Song – Recycle it!

Perform

Share and rap/sing/play the song as a class to the school – Recycle it!

Compose

Use the base track to the song The Dragon Song
Create a class melody to play over the chorus.

Perform

Sing the song and perform compositions.

Step 5

Listen & Appraise

Learn about kindness, respect, friendship, acceptance and happiness.

Song/Music

Aitutaki Drum Dance

Compare to The Dragon Song by Joanna Mangona

Repeat as step 4 - **Warm up games, Listen and Learn; Play; Improve;**

Compose; Perform;

Step 6

Listen & Appraise

Learn about kindness, respect, friendship, acceptance and happiness.

Song/Music

Zebaidir Song

Compare to The Dragon Song by Joanna Mangona

Repeat as step 4 - **Warm up games, Listen and Learn; Play; Improve;**

Compose; Perform;

Year 4 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:

- 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.

Games

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.

Listen & Learn

Sing/Rap

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

Play

Instruments

Skills

Listen & Appraise

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

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 re-join the song if lost.

To listen to the group when singing.

Play

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 style="text-align: center;">End of Year Music Festival TRUMPET PERFORMANCE</p>

Year 5 Key Threads

Knowledge	Skills
<p><u>Listen & Appraise</u> To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs from the Units in those styles. 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 o 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> To know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song To know to keep the internal pulse To know about Musical Leadership: creating musical ideas for the group to copy or respond to</p> <p><u>Listen & Learn</u> Sing/Rap To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and be able to talk about: o Its main features o Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics o To know and explain the importance of warming up your voice.</p> <p><u>Play</u> Instruments Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble staff The instruments they might play or be played in a band or orchestra or by their friends</p> <p><u>Improvisation</u> 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. 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 To know that you can use some of the riffs you have heard in the Challenges in your improvisations To know three well-known improvising musicians</p>	<p><u>Listen & Appraise</u> To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. To listen carefully and respectfully to other people’s thoughts about the music. When you talk try to use musical words. To talk about the musical dimensions working together in the Unit songs. To talk about the music and how it makes you feel.</p> <p><u>Games</u> 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> Sing/Rap To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. 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

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.

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.

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: center;"><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 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: 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 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: 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) 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: New Musical Activity in_this step</p> <p style="text-align: center;"><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 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 Musical Activity in_this step</p>

Learn to Sing the Song - Livin' On A Prayer: Continue to sing the song.

Play

Play Your Instruments with the Song: Revisit your learning from the last step

Instrument

Glockenspiel

Improvise

Clap and Improvise

Sing, Play and Improvise with the song.

Perform

Share and rap/sing/play/improvise the song as a class – Livin' On A Prayer!

Step 4

Listen and Appraise

Song/music Rockin' All Over The World by Status Quo

Warm-up Games

Including vocal warm-ups - Livin' On A Prayer

Listen and Learn

Learn to Sing the Song - Livin' On A Prayer Sing the song.

Improvise

Clap and Improvise

Sing, Play and Improvise with the song.

Compose

Use the base track to the song Livin' On A Prayer!

Create a new composition using notes.

Perform

Share and rap/sing/play/improvise the song as a class – Livin' On A Prayer!

Step 5

Listen and Appraise

Song/music name Johnny B. Goode by Chuck Berry

Warm-up Games

Including vocal warm-ups - Livin' On A Prayer

Listen and learn

Livin' On A Prayer: Sing the song.

Improvise

Clap and Improvise

Sing, Play and Improvise with the song.

Compose

Use the base track to the song Livin' On A Prayer!

Play Your Instruments with the Song: Revisit your learning from the last step.

Instrument

Recorder

Improvise

Improvise with the Song: New Musical Activity: Play and Copy back, Play and Improvise and Improvise!

Perform

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.

Step 4

Listen and Appraise

Song/Music- Hello by Lionel Richie

Repeat from step 1.

Warm-up Games

Including vocal warm-ups - Make You Feel My Love

Listen and Learn

Learn to Sing the Song - Make You Feel My Love: Sing the song.

Play

Play Your Instruments with the Song: Option to revisit your learning from the last step.

Instrument

Recorder

Improvise

Improvise with the Song: Revisit Play and Copy back, Play and Improvise.

Compose

Use the base track to the song make You Feel My Life.

Create a new composition using notes.

Perform

Performance - Make You Feel My Love: Perform and share what has taken place in today's lesson. Sing the song and perform your composition(s) within the song.

Step 5

Listen and Appraise

Song/Music- The Way You Look Tonight by Jerome Kern

Repeat from step 1.

Warm-up Games

Including vocal warm-ups - Make You Feel My Love

Instrument

Recorder

Improvise

Improvise with the Song: New Musical Activity for this step.

(

Perform

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.

Step 4

Listen and Appraise

Song/Music- Ain't No Mountain High Enough

Repeat from step 1.

Warm-up Games

Dancing In The Street: Continue to work through the warm-up challenges.

Play

Play Your Instruments with the Song: Revisit your learning from the last step.

Instrument

Recorder

Improvise

Improvise with the Song: Perhaps revisit your learning from the last step.

Compose

Compose with the Song: New Musical Activity for this step. (See Unit Overview).

Perform

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.

Step 5

Listen and Appraise

Song/Music- You Are The Sunshine Of My Life

Repeat from step 1.

Warm-up Games

Dancing In The Street: Continue to work through the warm-up challenges.

Play

Play Your Instruments with the Song: Revisit this activity.

Create a new composition using notes.

Perform

Share and rap/sing/play/improvise the song as a class – Livin' On A Prayer!

Step 6

Listen and Appraise

Song/music name- I Saw Her Standing There by The Beatles

Warm-up Games

Including vocal warm-ups - Livin' On A Prayer

Listen and Learn

Livin' On A Prayer: Sing the song.

Improvise

Clap and Improvise

Sing, Play and Improvise with the song.

Compose

Use the base track to the song Livin' On A Prayer!

Create a new composition using notes.

Perform

Share and rap/sing/play/improvise the song as a class – Livin' On A Prayer!

Listen and Learn

Learn to Sing the Song - Make You Feel My Love: Sing the song.

Play

Play Your Instruments with the Song: Revisit this activity.7

Instrument

Recorder

Improvise

Improvise with the Song: Option to revisit/continue this activity.

Compose

Use the base track to the song make You Feel My Life.

Create a new composition using notes.

Perform

Performance - Make You Feel My Love: Perform and share what has taken place in today's lesson.

Step 6

Listen and Appraise

Song/Music- Love Me Tender by Elvis Presley

Repeat from step 1.

Warm-up Games

Including vocal warm-ups - Make You Feel My Love

Listen and Learn

Learn to Sing the Song - Make You Feel My Love: Sing the song.

Play

Play Your Instruments with the Song: Revisit this activity.

Instrument

Recorder

Improvise

Improvise with the Song: Option to revisit/continue this activity

Compose

Use the base track to the song make You Feel My Life.

Create a new composition using notes.

Perform

Performance - Make You Feel My Love: Perform and share what has taken place in today's lesson. Choose what you perform today.

Recorder

Improvise

Improvise with the Song: Option to revisit this activity.

Compose

Compose with the Song: Option to revisit this activity.

Perform

Performance - Dancing In The Street: Perform and share what has taken place in today's lesson. Choose what you perform today.

Step 6

Listen and Appraise

Song/Music- The Tracks Of My Tears

Repeat from step 1.

Warm-up Games

Dancing In The Street: Continue to work through the warm-up challenges.

Play

Play Your Instruments with the Song: Revisit this activity.

Instrument

Recorder

Improvise

Improvise with the Song: Option to revisit this activity.

Compose

Compose with the Song: Option to revisit this activity.

Perform

Performance - Dancing In The Street: Perform and share what has taken place in today's lesson. Choose what you perform today.

Autumn 2	Spring 2	Summer 2
<p>Sequence of Lessons</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 <div style="text-align: center;"><u>Instrument</u> Glockenspiel</div> <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 <u>Repeat from step 1.</u> <u>Play</u> Continue to Play the Tune/Head <div style="text-align: center;"><u>Instrument</u> Glockenspiel</div> <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>Sequence of Lessons</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 <u>Repeat from step 1.</u> <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 <div style="text-align: center;"><u>Instrument</u> Glockenspiel</div> <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 style="text-align: center;">End of Year Music Festival Song – Hydrologic Cycle</p> <p>Sequence of Lessons</p> <p style="text-align: center;">Step 1</p> <p>Listen & Appraise Begin to recognise the basic style indicators of Pop Music <div style="text-align: center;">Song/Music</div> Feel Like Jumping Refer to the 'Freestyle' tab, select 'Listening Centre', select 'Listening Games' and 'Reggae'</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>Listen and Learn Sing/Rap Hydrologic Cycle: Start to learn to sing the song.</p> <p style="text-align: center;">Step 2</p> <p>Listen & Appraise Begin to recognise the basic style indicators of Pop Music <div style="text-align: center;">Song/Music</div> Small People Refer to the 'Freestyle' tab, select 'Listening Centre', select 'Listening Games' and 'Reggae'</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>Listen and Learn Sing/Rap Hydrologic Cycle: Start to learn to sing the song.</p> <p style="text-align: center;">Step 3</p> <p>Listen & Appraise Begin to recognise the basic style indicators of Pop Music <div style="text-align: center;">Song/Music</div> Fresh Prince of Bel Air</p>

Repeat from step 1.

Play

Continue to Play the Tune/Head

Instrument
Glockenspiel

Improvise

Continue to Improvise with the Tune/Head

Perform

Perform the Piece - The Three Note Bossa: Perform and share what has taken place in today's lesson Notes.

Step 4

Listen and Appraise

Song/Music- Five Note Swing by Ian Gray.

Repeat from step 1.

Play

Play the Tune/Head and the middle 8

Instrument
Glockenspiel

Improvise

Improvise with the Tune/Head

Perform

Perform the Piece - Five Note Swing: Perform and share what has taken place in today's lesson

Step 5

Listen and Appraise

Song/Music- Perdido by Tizol and performed by Woody Herman

Repeat from step 1.

Play

Play the Tune/Head and the middle 8

Instrument
Glockenspiel

Improvise

Improvise with the Tune/Head

Perform

Play

Play Your Instruments with the Song: Revisit your learning from the last step.

Instrument
Glockenspiel

Improvise

Improvise with the Song: New Musical Activity: Play and Copy back, Play and Improvise and Improvise!

Perform

Performance - The Fresh Prince Of Bel Air: Perform and share what has taken place in today's lesson. Sing the song and improvise using voices and/or instruments within the song.

Step 4

Listen and Appraise

Song/Music- Rapper's Delight by The Sugarhill Gang

Warm-up Games

Including vocal warm-ups - The Fresh Prince Of Bel Air

Listen and Learn

Learn to Sing the Song -The Fresh Prince Of Bel Air: Continue to sing the song.

Play

Play Your Instruments with the Song: Option to revisit your learning from the last step.

Instrument
Glockenspiel

Improvise

Improvise with the Song: Revisit Play and Copy back, Play and Improvise and Improvise!

Compose

Use the base track to the song Fresh Prince of Bel-Air.

Create a new composition using notes.

Perform

Performance - The Fresh Prince Of Bel Air: Perform and share what has taken place in today's lesson. Sing the song and perform your composition(s) within the song.

Step 5

Listen and Appraise

Song/Music - U Can't Touch This by MC Hammer

Refer to the 'Freestyle' tab, select 'Listening Centre', select 'Listening Games' and 'Hip Hop'

Warm-up Games

Clapping, rhythms, pulse.

Vocal warm-up, warm up bodies and faces, breathing, from speech to singing, developing tone and range

Listen and Learn

Sing/Rap

Hydrologic Cycle: Start to learn to sing the song.

Perform

Share and rap/sing/play the song as a class – Hydrologic Cycle

Step 4

Listen & Appraise

Begin to recognise the basic style indicators of Pop Music

Song/Music

Ganesh is Fresh

Refer to the 'Freestyle' tab, select 'Listening Centre', select 'Listening Games' and 'Hip Hop'

Warm-up Games

Clapping, rhythms, pulse.

Vocal warm-up, warm up bodies and faces, breathing, from speech to singing, developing tone and range

Listen and Learn

Sing/Rap

Hydrologic Cycle: Start to learn to sing the song.

Perform

Share and rap/sing/play the song as a class – Hydrologic Cycle

FINAL PERFORMANCE IN MUSIC FESTIVAL

Song – Hydrologic Cycle

Perform

Share and rap/sing/play the song as a class to the school – Hydrologic Cycle

Perform the Piece - Five Note Swing: Perform and share what has taken place in today's lesson

Step 6

Listen and Appraise

Song/music- Things Ain't What They Used To Be by Ellington and Parsons

Play

Play the Tune/Head and the middle 8

Instrument
Glockenspiel

Improvise

Improvise with the Tune/Head

Perform

Perform the Piece - Five Note Swing: Perform and share what has taken place in today's lesson

Repeat from step 1.

Warm-up Games

Including vocal warm-ups -The Fresh Prince Of Bel Air

Listen and Learn

Learn to Sing the Song - The Fresh Prince Of Bel Air: Sing the song

Play

Play Your Instruments with the Song: Revisit this activity.

Instrument
Glockenspiel

Improvise

Improvise with the Song: Option to revisit/continue this activity.

Compose

Use the base track to the song Fresh Prince of Bel-Air.

Create a new composition using notes.

Perform

Performance - The Fresh Prince Of Bel Air: Perform and share what has taken place in today's lesson. Choose what you perform today.

Step 6

Listen and Appraise

Song/Music- It's Like That by Run DMC

Warm-up Games

Including vocal warm-ups -The Fresh Prince Of Bel Air

Listen and Learn

Learn to Sing the Song -The Fresh Prince Of Bel Air: Sing the song.

Play

Play your Instruments with the Song: Revisit this activity.

Instrument
Glockenspiel

Improvise

Improvise with the Song: Option to revisit/continue this activity.

Compose

Use the base track to the song Fresh Prince of Bel-Air.

Create a new composition using notes.

Perform

Performance -The Fresh Prince Of Bel Air: Perform and share what has taken place in today's lesson. Choose what you perform today.

Year 6 Key Threads

Knowledge	Skills
<p><u>Listen & Appraise</u> To know five songs from memory, who sang or wrote them, when they were written and why? To know the style of the songs and to name other songs from the Units in those styles. To choose three or four other songs and be able to talk about:</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.) ○ 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> To know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music To know how to keep the internal pulse To acknowledge Musical Leadership: creating musical ideas for the group to copy or respond to.</p> <p><u>Listen & Learn</u> Sing/Rap To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling and context to your audience 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> Instruments To know different ways of writing music down – e.g. staff notation, symbols To know the notes C, D, E, F, G, A, B + C on the treble staff To know the instruments they might play or be played in a band or orchestra or by their friends</p> <p><u>Improvisation</u> To know improvisation is making up your own tunes on the spot</p>	<p><u>Listen & Appraise</u> To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. To listen carefully and respectfully to other people’s thoughts about the music. To use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. To talk about the music and how it makes you feel, using musical language to describe the music.</p> <p><u>Games</u> 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> Sing/Rap To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being ‘in tune’.</p> <p><u>Play</u> 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.</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.

To know that using one, two or three notes confidently is better than using five

To know that if you improvise using the notes you are given, you cannot make a mistake

To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations

To know three well-known improvising musicians

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 an audience with belief

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 performance is planned and different for each occasion

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

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 6 - Whole Year

Charanga

Autumn Units

- 1.Happy
- 2.Classroom Jazz 2

Spring Units

- 1. A New Year Carol
- 2. You've Got A Friend

Summer Units

- 1.Music and Me
- 2. Reflect, Rewind and Replay

Clubs

KS2 Music Club

Skills Links to NC

- Sing in harmony confidently and accurately
- Perform parts from memory
- Take the lead in a performance
- Use a variety of different musical devices in their composition (including melody, rhythms and chords)
- Evaluate how the venue, occasion and purpose affects the way a piece of music is created
- Analyse features within different pieces of music
- Compare and contrast the impact that different composers from different times have had on people of that time

Key Knowledge & Vocabulary

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

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

Performance

Christmas performance

Leavers show

Topic/ Cross Curricular

Links

Electricity song writing session and performance.

External Provision

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

Autumn - Eye of the Storm work with Ryan including learning the Harvest song

Spring - Working with Anna on writing, recording and performing a song linked to curriculum topic (children’s choice)

Autumn 1	Spring 1	Summer 1
<p><u>Sequence of Lessons</u> <u>Step 1</u></p> <p><u>Listen & Appraise</u> Begin to recognise the style indicators of Pop music with a Soul influence</p> <p style="text-align: center;"><u>Song/Music</u> Happy by Pharrell Williams</p>	<p><u>Sequence of Lessons</u> <u>Step 1</u></p> <p><u>Listen & Appraise</u> <u>Song/Music</u> A New Year Carol by Benjamin Britten</p> <p><u>Warm-up Games</u> Pulse, Rhythm and Pitch games</p>	<p><u>Sequence of Lessons</u> <u>Step 1</u></p> <p>Watch video introduction to Unit of Work and Step 1 <u>Listen & Appraise</u> Listen to a selection of music from the four featured artists in this unit.</p> <p style="text-align: center;"><u>Song/Music</u></p>

Warm-up Games

Vocal warm-up
Extended Games challenges

Listen and Learn

Sing/Rap
Learn to Sing the Song - Happy
Start to learn to rap and sing the song

Perform
Share and sing the song as a class – Happy

Step 2

Listen & Appraise

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

Song/Music

Top of the World
Compare with Happy from previous lesson.

Warm-up Games

Vocal warm-up
Flexible Games

Listen and Learn

Sing/Rap
Continue to learn to sing the song ‘Happy’.

Play
Use instruments and play along with the song.

Instrument
Glockenspiel

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

Step 3

Listen & Appraise

Begin to recognise the basic style indicators of a cappella pop music

Song/Music

Don’t Worry Be Happy
Compare with Happy from previous lesson.

Warm-up Games
Vocal warm-up
Extended Games challenges

Listen and Learn

Sing/Rap
Continue to learn and sing the song.

Play

Body and Vocal Warm-Ups

Listen and Learn

Sing
A New Year Carol: Start to learn to sing the song.

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

Step 2

Listen & Appraise.

Song/Music

A New Year Carol by Benjamin Britten
A New Year Carol – Urban Gospel version
How are the songs different, how are they similar?

Warm-up Games

Pulse, Rhythm and Pitch games
Body and Vocal Warm-Ups

Listen and Learn

Sing/Rap
A New Year Carol (Option to choose original or Urban Gospel version to continue with)
Learn to sing the song.

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

Step 3

Listen & Appraise

Song/Music

I Mun Be Married On Sunday by Benjamin Britten
A New Year Carol by Benjamin Britten (option)
A New Year Carol – Urban Gospel version (option)

Warm-up Games

Pulse, Rhythm and Pitch games
Body and Vocal Warm-Ups

Listen and Learn

Sing/Rap
A New Year Carol (Option to choose original or Urban Gospel version to continue with)
Continue to learn to sing the song.

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

Step 4

Explain what the Inspirational Women’s Timeline is and choose an artist to listen to and learn about. Listen using YouTube or Spotify

About the Artists - Inspirational Women in the Music Industry

- a. Watch the video ‘Introduction to the Artists’. These are four very different artists who create their own music. They have a very strong sense of identity and culture. They know who they are and where they are from
- b. Themes or key words - can you remember any from the video? Perhaps choose some to discuss together. Anything interesting about the artists? Discuss what you have seen

Create

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

Perform (Share and Present)

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

Step 2

Listen & Appraise

Song/Music

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

About the Artists - Inspirational Women in the Music Industry:

Anna Meredith

Watch some or all of the videos about Anna:

- a. Video 1 Music and Anna - Who is Anna?
 - b. Video 2 Music and Anna - Anna the Composer
 - c. Video 3 Music and Anna - Anna’s Music
 - d. Video 4 Music and Anna - Anna’s Way Into Writing Music
- Watch some or all of the videos and discuss together the key words and themes (see Unit Overview doc) that arise; you will see some of them on the screen. Use this in preparation for the Create section of the unit.

Create

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

Perform (Share and Present)

Use instruments and play along with the song.

Instrument
Glockenspiel

Improvise

Clap and Improvise

Sing, Play and Improvise with the song.

Perform

Share and sing/play/improvise the song using voices or instruments as a class - Happy

Step 4

Listen & Appraise

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

Song/Music

Walking On Sunshine by Katrina and the Waves

Compare with Happy from previous lessons.

Warm-up Games

Vocal warm-up

Extended Games challenges

Listen and Learn

Sing/Rap

Continue to learn and sing the song.

Play

Revisit learning from last step.

Instrument
Glockenspiel

Improvise

Revisit learning from last step.

Compose

Use the base track to the song Happy

Create a new composition using notes.

Perform

Share and sing/play/improvise the song as a class – Happy/own composition

Step 5

Listen & Appraise

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

Song/Music

When You're Smiling by Frank Sinatra.

Compare with Happy from previous lessons.

Listen & Appraise

Song/Music

I Mun Be Married On Sunday by Benjamin Britten

I Mun Be Married On Sunday – Bhangra version

A New Year Carol by Benjamin Britten (option)

A New Year Carol – Urban Gospel version (option)

Warm-up Games

Pulse, Rhythm and Pitch games

Body and Vocal Warm-Ups

Listen and Learn

Sing/Rap

A New Year Carol (Option to choose original or Urban Gospel version to continue with)

Continue to learn to sing the song.

Perform

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

Step 5

Listen & Appraise

Song/Music

Fishing Song by Benjamin Britten

A New Year Carol by Benjamin Britten (option)

A New Year Carol – Urban Gospel version (option)

Warm-up Games

Pulse, Rhythm and Pitch games

Body and Vocal Warm-Ups

Listen and Learn

Sing/Rap

A New Year Carol (Option to choose original or Urban Gospel version to continue with)

Continue to learn to sing the song.

Perform

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

Teacher to decide what to perform and share from lesson.

Step 6

Listen & Appraise

Song/Music

Fishing Song by Benjamin Britten

Fishing Song – South African version

A New Year Carol by Benjamin Britten (option)

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

Step 3

Listen & Appraise

Song/Music

V-A-C Moscow by Shiva Feshareki

Share thoughts and feelings together.

Revisit the Inspirational Women's Timeline and choose an artist to listen to and learn about. Listen using YouTube or Spotify.

About the Artists - Inspirational Women in the Music Industry:

Shiva Feshareki

Watch some or all of the videos about Shiva:

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

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

c. Video 3 Music and Shiva - Shiva's Work and her Role Models

Watch some or all of the videos and discuss together the key words and themes (see Unit Overview doc) that arise; you will see some of them on the screen. Use this in preparation for the Create section of the unit.

Create

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

Perform (Share and Present)

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

Step 4

Listen & Appraise

Song/Music

Shades of Blue by Eska

Share thoughts and feelings together.

Revisit the Inspirational Women's Timeline and choose an artist to listen to and learn about. Listen using YouTube or Spotify.

About the Artists - Inspirational Women in the Music Industry:

Eska

Watch some or all of the videos about Eska:

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

Repeat as step 4 - [Warm up games](#), [Listen and Learn](#); [Play](#); [Improvise](#); [Compose](#); [Perform](#);

Step 6

Listen & Appraise

Begin to recognise the basic style indicators of Hip Hop

Song/Music

Love Will Save the Day by Brendan Reilly.

Compare with Happy from previous lessons.

Repeat as step 4 - [Warm up games](#), [Listen and Learn](#); [Play](#); [Improvise](#); [Compose](#); [Perform](#);

A New Year Carol – Urban Gospel version (option)

How are the songs different, how are they similar?

Repeat as step 5 - [Warm up games](#), [Listen and Learn](#); [Perform](#);

b. Video 2 Music and Eska - My Purpose in the World
Watch some or all of the videos and discuss together the key words and themes (see Unit Overview doc) that arise; you will see some of them on the screen. Use this in preparation for the Create section of the unit.

Create

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

Perform (Share and Present)

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

Step 5

Listen & Appraise

Song/Music

The Middle Middle by Afrodeutsche

Share thoughts and feelings together.

Revisit the Inspirational Women's Timeline and choose an artist to listen to and learn about. Listen using YouTube or Spotify.

About the Artists - Inspirational Women in the Music Industry: Afrodeutsche

Watch some or all of the videos about Afrodeutsche: a. Video 1 Music and Afrodeutsche - Who is Afrodeutsche?

b. Video 2 Music and Afrodeutsche - Music is Powerful
Watch some or all of the videos and discuss together the key words and themes (see Unit Overview doc) that arise; you will see some of them on the screen. Use this in preparation for the Create section of the unit.

Create

What do we mean by Music and Me (identity)? Get into your groups and start to prepare for a performance of your music.

Perform (Share and Present)

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

Step 6

Listen & Appraise

Song/Music

Decide as a class which artist/s to listen to again.

Revisit the Inspirational Women's Timeline and choose an artist to listen to and learn about. Listen using YouTube or Spotify.

		<p>About the Artists - Inspirational Women in the Music Industry</p> <p>a. Video: Music and Me - Advice from the Artists Watch the video and discuss together the key words and themes (see Unit Overview doc) that arise; you will see some of them on the screen.</p> <p>Create Get into your groups and prepare for your performances!</p> <p>Perform (Share and Present) Perform, share and present some of the music you have created. It's important for each group to perform and there might not be time to do so in one lesson. Record the performances.</p>
Autumn 2	Spring 2	Summer 2
<p>Sequence of Lessons</p> <p style="text-align: center;">Step 1</p> <p>Listen & Appraise Song/Music Bacharach Anorak by Ian Gray Warm-up Games None given Listen and Learn Sing/Rap Start to learn the piece – Bacharach Anorak. Learn to play the Tune/Head Learn to play the middle 8 Perform Share and sing/play the song as a class – Bacharach Anorak</p> <p style="text-align: center;">Step 2</p> <p>Listen & Appraise Song/Music Speaking My Peace by Jesper Lundfaard Compare with Bacharach Anorak from previous lesson. Listen and Learn Sing/Rap Start to learn the piece – Bacharach Anorak. Continue to learn/play the Tune/Head Improvise Improvise using instruments Perform Share and sing/play the song as a class – Bacharach Anorak</p>	<p>Sequence of Lessons</p> <p style="text-align: center;">Step 1</p> <p>Listen & Appraise Learn about/start to recognise some of Carole King's compositions. Song/Music You've Got A Friend by Carole King Warm-up Games Bronze, Silver, Gold Challenges: pulse and rhythm games Flexible Games Vocal Warm Ups Listen and Learn Sing You've Got A Friend: Start to learn to sing the song. Perform Share and sing the song as a class – You've Got A Friend.</p> <p style="text-align: center;">Step 2</p> <p>Listen & Appraise Learn about/start to recognise some of Carole King's compositions. Song/Music The Loco-Motion by Little Eva Compare with You've Got A Friend by Carole King How are they different/similar? Warm-up Games Bronze, Silver, Gold Challenges: pulse and rhythm games Flexible Games Vocal Warm Ups Listen and Learn Sing/Rap</p>	<p style="text-align: center;">End of Year Music Festival Song – Wave Goodbye</p> <p>Sequence of Lessons</p> <p style="text-align: center;">Step 1</p> <p>Listen & Appraise Begin to recognise the basic style indicators of Pop Music Song/Music Ain't No Mountain High Enough Refer to the 'Freestyle' tab, select 'Listening Centre', select 'Listening Games' and 'Motown' Warm-up Games Clapping, rhythms, pulse. Vocal warm-up, warm up bodies and faces, breathing, from speech to singing, developing tone and range Listen and Learn Sing/Rap Wave Goodbye: Start to learn to sing the song.</p> <p style="text-align: center;">Step 2</p> <p>Listen & Appraise Begin to recognise the basic style indicators of Pop Music Song/Music I Can't Help Myself Refer to the 'Freestyle' tab, select 'Listening Centre', select 'Listening Games' and 'Motown' Warm-up Games Clapping, rhythms, pulse.</p>

Step 3

Listen & Appraise

Song/Music

Take the A Train by Duke Ellington
Compare with Bacharach Anorak from previous lessons.

Repeat as step 1 - **Listen and Learn; Play; Improvise; Compose; Perform;**

Step 4

Listen & Appraise

Song/Music

Meet The Blues by Ian Gray

Warm-up Games

None given

Listen and Learn

Sing/Rap

Start to learn the Song – Meet The Blues

Compose

Use the base track to the song Meet The Blues
Create a new composition using notes.

Improvise

Improvise using the Notes of the Tune/Head.

Perform

Share and rap/sing/play/improvise the song as a class – Meet The Blues

Step 5

Listen & Appraise

Song/Music

Back O’ Town Blues by Earl ‘Fatha’ Hines
Compare with Meet The Blues – from previous lesson.

Repeat as step 4 - **Warm up games, Listen and Learn; Play; Improvise; Perform;**

Step 6

Listen & Appraise

Song/Music

One O’Clock Jump by Count Basie
Compare with Meet The Blues – from previous lessons.

Compose

Use the base track to the song Meet The Blues
Secure your Compositions

You’ve Got A Friend: Continue to learn to sing the song.

Play

Use instruments and play along with the song.

Instrument

Recorder

Perform

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

Step 3

Listen & Appraise

Learn about/start to recognise some of Carole King’s compositions.

Song/Music

One Fine Day by The Chiffons

Compare with You’ve Got A Friend - How are the songs different, how are they similar?

Warm-up Games

Bronze, Silver, Gold Challenges: pulse and rhythm games

Flexible Games

Vocal Warm Ups

Listen and Learn

Sing

You’ve Got A Friend: Continue to learn to sing the song.

Play

Use instruments and play along with the song.

Instrument

Recorder

Improvise

Improvise using instruments

Perform

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

Sing and improvise using voices and/or instruments within the song.

Step 4

Listen & Appraise

Learn about/start to recognise some of Carole King’s compositions.

Song/Music

Up On The Roof by The Drifters

Compare with You’ve Got A Friend - how are the songs different, how are they similar?

Warm-up Games

Bronze, Silver, Gold Challenges: pulse and rhythm games

Flexible Games

Vocal Warm Ups

Listen and Learn

Vocal warm-up, warm up bodies and faces, breathing, from speech to singing, developing tone and range

Listen and Learn

Sing/Rap

Wave Goodbye: Start to learn to sing the song.

Step 3

Listen & Appraise

Begin to recognise the basic style indicators of Pop Music

Song/Music

Amazing Grace

Refer to the ‘Freestyle’ tab, select ‘Listening Centre’, select ‘Listening Games’ and ‘Gospel’

Warm-up Games

Clapping, rhythms, pulse.

Vocal warm-up, warm up bodies and faces, breathing, from speech to singing, developing tone and range

Listen and Learn

Sing/Rap

Wave Goodbye: Start to learn to sing the song.

Perform

Share and rap/sing/play the song as a class – Wave Goodbye

Step 4

Listen & Appraise

Begin to recognise the basic style indicators of Pop Music

Song/Music

Lean On Me

Refer to the ‘Freestyle’ tab, select ‘Listening Centre’, select ‘Listening Games’ and ‘Gospel’

Warm-up Games

Clapping, rhythms, pulse.

Vocal warm-up, warm up bodies and faces, breathing, from speech to singing, developing tone and range

Listen and Learn

Sing/Rap

Wave Goodbye: Start to learn to sing the song.

Perform

Share and rap/sing/play the song as a class – Wave Goodbye

FINAL PERFORMANCE IN MUSIC FESTIVAL

Improvise

Improvise using the Notes of the Tune/Head.

Sing

You've Got A Friend: Continue to learn to sing the song.

Improvise

As last step.

Compose

Use the base track to the song You've Got A Friend

Create a new composition using notes.

Play

Use instruments and play along with the song.

Instrument

Recorder

Perform

Share and rap/sing/play/improvise the song as a class – You've Got A Friend

Step 5

Listen & Appraise

Learn about/start to recognise some of Carole King's compositions.

Song/Music

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 - **Warm up games; Listen and Learn; Play; Improvise; Compose; Perform;**

Step 6

Listen & Appraise

Learn about/start to recognise some of Carole King's compositions.

Song/Music

(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 - **Warm up games; Listen and Learn; Play; Improvise; Compose; Perform;**

Song – Wave Goodbye

Perform

Share and rap/sing/play the song as a class to the school – Wave Goodbye