



## Music Curriculum Map

### Whole School Music Glossary: The Interrelated Dimensions of Music

**Pulse** - the regular heartbeat of the music; its steady beat.

**Rhythm** - long and short sounds or patterns that happen over the pulse.

**Pitch** - high and low sounds.

**Tempo** - the speed of the music; fast or slow or in-between.

**Dynamics** - how loud or quiet the music is.

**Timbre** - all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.

**Texture** - layers of sound. Layers of sound working together make music very interesting to listen to.

**Structure** - every piece of music has a structure e.g. an introduction, verse and chorus ending.

**Notation** - the link between sound and symbol.

### Supporting Materials

Ten pieces lesson notes at: [www.bbc.co.uk/programmes/articles/xFHT9GvfKjBbtw28pgDgyG/key-stage-2-music-lesson-plans](http://www.bbc.co.uk/programmes/articles/xFHT9GvfKjBbtw28pgDgyG/key-stage-2-music-lesson-plans)



**EYFS**

The most relevant statements for Music are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Expressive Arts and Design

**By the end of Nursery, we expect children to be able to:**

- Sing a large repertoire of songs
- Use large-muscle movements to wave flags and streamers, paint and make marks
- 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

**By the end of Reception, we expect children to be able to:**

- Listen carefully to rhymes and songs, paying attention to how they sound
- Learn rhymes, poems, and songs
- Combine different movements with ease and fluency
- Explore, use, and refine a variety of artistic effects to express their ideas and feelings
- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Create collaboratively, sharing ideas, resources, and skills
- Listen attentively, move to and talk about music, 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
- 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

| Year | Content  | Knowledge   | Skills   |
|------|--|---|--|
| 1    | <u>To use voices expressively and creatively</u>   | <ul style="list-style-type: none"> <li>To confidently sing songs from memory and sing them in unison</li> </ul>   | <ul style="list-style-type: none"> <li>Learn to sing notes of different pitches (high and low)</li> <li>Learn that they can make different types of sounds with their voices - you can rap or say words in rhythm</li> <li>Learn to start and stop singing when following a leader</li> </ul>  |
|      | <u>To play tuned and untuned instruments musically</u>   | <ul style="list-style-type: none"> <li>To learn the names of the instruments they are playing</li> </ul>  | <ul style="list-style-type: none"> <li>Learn to treat instruments carefully and with respect</li> <li>Play an untuned instrumental part with the song they perform</li> <li>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)</li> <li>Listen to and follow musical instructions from a leader</li> </ul>   |
|      | <u>To listen with concentration and understanding to a range of high-quality live and recorded music</u> | <ul style="list-style-type: none"> <li>To begin to describe music using correct vocabulary (fast, slow etc)</li> <li>To know and recognise the sound and names of some of the instruments they use.</li> <li>To know that music can tell a story.</li> </ul>  | <ul style="list-style-type: none"> <li>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars</li> </ul>   |
|      | <u>To experiment with, create, select and combine sounds using the inter-related dimensions of music</u> | <ul style="list-style-type: none"> <li>To know that music has a steady pulse, like a heartbeat</li> <li>To know that we can create rhythms from words, our names, favourite food, colours and animals</li> <li>Composing is like writing a story with music.</li> <li>Everyone can compose.</li> <li>Improvisation is about making up your own tunes on the spot</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>Everyone can improvise!</li> </ul> | <ul style="list-style-type: none"> <li>Game 1 - Find the pulse</li> <li>Game 2 - 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</li> <li>Game 3 - Create rhythms for others to copy</li> <li>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</li> <li>Clap and Improvise - Listen and clap back, then listen and clap your own answer (rhythms of words)</li> <li>Sing, Play and Improvise - Use voices and instruments, listen and sing back, then listen and play your own answer</li> <li>Improvise! - Take it in turns to improvise</li> </ul> |
|      | <u>Performance</u>   | <ul style="list-style-type: none"> <li>A performance is sharing music with other people, called an audience.</li> </ul>   | <ul style="list-style-type: none"> <li>Choose a song they have learnt from the Scheme and perform it</li> <li>They can add their ideas to the performance</li> <li>Record the performance and say how they were feeling about it</li> </ul>  |

|  |   |  |   |   |   |   |
|--|---|--|---|---|---|---|
|  | <p><b>Autumn 1</b></p> <p><u>Instrumental</u><br/>(20 mins)<br/>Untuned<br/>percussion -<br/>Contrasting<br/>musical elements:<br/>loud / quiet,<br/>smooth / jumpy,<br/>fast/slow.</p> <p><u>Musicianship</u><br/>(20 mins)<br/>Charanga: Hey<br/>You! - Hip Hop</p> <p><u>Singing Strategy -<br/>SINGUP</u><br/>(10 mins)<br/>Menu Song<br/>In the Autumn</p>   | <p><b>Autumn 2</b></p> <p><u>Instrumental</u><br/>(20 mins)<br/>Untuned<br/>percussion -<br/>consolidation of<br/>musical contrasts.</p> <p><u>Musicianship</u><br/>(20 mins)<br/>Christmas<br/>production</p> <p><u>Singing Strategy -<br/>SINGUP</u><br/>(10 mins)<br/>Songs for<br/>Christmas</p> | <p><b>Spring 1</b></p> <p><u>Instrumental</u><br/>(20 mins)<br/>Untuned percussion -<br/>note values<br/>(crotchet, minim,<br/>quaver) Clapping /<br/>playing note values.</p> <p><u>Musicianship</u><br/>(20 mins)<br/>Charanga: In the<br/>Groove - Blues</p> <p><u>Singing Strategy -<br/>SINGUP</u><br/>(10 mins)<br/>Who Stole My<br/>Chickens and Hens<br/>Just Like Me</p> | <p><b>Spring 2</b></p> <p><u>Instrumental</u><br/>(20 mins)<br/>Untuned percussion -<br/>consolidate note values.</p> <p><u>Musicianship</u><br/>(20 mins)<br/>Listening:<br/><i>The Carnival of the<br/>Animals</i> - Saint-Saens.<br/><i>Sorcerer's Apprentice</i> -<br/>Paul Dukas</p> <p><u>Singing Strategy - SINGUP</u><br/>(10 mins)<br/><i>Acka Backa</i><br/><i>Come Dance with Me</i></p> | <p><b>Summer 1</b></p> <p><u>Instrumental</u><br/>(20 mins)<br/>Untuned percussion: 4 beat rhythms.</p> <p><u>Musicianship</u><br/>(20 mins)<br/>Charanga:<br/>Rhythm in the way we walk<br/>Banana rap.<br/><u>Singing Strategy - SINGUP</u><br/>(10 mins)<br/><i>The Animals Went in Two by Two</i><br/><i>Oats and Beans and Barley Grow</i></p> | <p><b>Summer 2</b></p> <p><u>Instrumental</u><br/>(20 mins)<br/>Untuned percussion<br/>- develop rhythmic<br/>awareness and<br/>memory skills.</p> <p><u>Musicianship</u><br/>(20 mins)<br/>Charanga:<br/>Round and Round -<br/>Latin American</p> <p><u>Singing Strategy -<br/>SINGUP</u> (10 mins)<br/><i>Mister Double<br/>Trouble</i><br/><i>As I Was Walking<br/>Down the Street</i></p> |
|  | <p><b><u>When they leave Year 1, we expect children to be able to:</u></b></p> <ul style="list-style-type: none"> <li>✓ Listen to music with sustained concentration</li> <li>✓ Find the pulse whilst listening to music and using movement</li> <li>✓ Use the correct musical language to describe a piece of music</li> <li>✓ Recognise different instruments</li> <li>✓ Discuss feelings and emotions linked to different pieces of music</li> <li>✓ Begin to understand that the rhythm is a mixture of short and long sounds that happen over the pulse</li> <li>✓ Listen to, copy and repeat a simple rhythm or melody</li> <li>✓ Understand that pitch describes how low or high sounds are</li> <li>✓ Understand that tempo describes how fast or slow the music is</li> <li>✓ Learn and perform chants, raps, rhythms and songs</li> <li>✓ Learn to follow the conductor or band leader</li> <li>✓ Sing songs musically and understand how to warm up whilst demonstrating good posture</li> </ul> |  |   |   |   |   |

| Year | Content  | Knowledge   | Skills   |
|------|--|---|--|
| 2    | <u>To use voices expressively and creatively</u>   | <ul style="list-style-type: none"> <li>To confidently know and sing five songs from memory</li> <li>To know that unison is everyone singing at the same time</li> <li>Songs include other ways of using the voice e.g. rapping (spoken word)</li> <li>To know why we need to warm up our voices</li> </ul>  | <ul style="list-style-type: none"> <li>Learn about voices singing notes of different pitches (high and low)</li> <li>Learn that they can make different types of sounds with their voices - you can rap (spoken word with rhythm)</li> <li>Learn to find a comfortable singing position</li> <li>Learn to start and stop singing when following a leader</li> </ul>  |
|      | <u>To play tuned and untuned instruments musically</u>   | <ul style="list-style-type: none"> <li>To learn the names of the notes in their instrumental part from memory or when written down.</li> <li>To know the names of untuned percussion instruments played in class.</li> </ul>  | <ul style="list-style-type: none"> <li>Treat instruments carefully and with respect</li> <li>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)</li> <li>Play the part in time with the steady pulse</li> <li>Listen to and follow musical instructions from a leader</li> </ul>  |
|      | <u>To listen with concentration and understanding to a range of high-quality live and recorded music</u> | <ul style="list-style-type: none"> <li>To listen to music and describe it using the correct vocabulary</li> <li>To know that music can tell a story</li> <li>To know that some songs have a chorus or a response/answer part</li> <li>To know that songs have a musical style</li> </ul>  | <ul style="list-style-type: none"> <li>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars</li> <li>To learn how songs can tell a story or describe an idea</li> <li>To pick out a repeating theme</li> </ul>   |
|      | <u>To experiment with, create, select and combine sounds using the inter-related dimensions of music</u> | <ul style="list-style-type: none"> <li>To know that music has a steady pulse, like a heartbeat</li> <li>To know that we can create rhythms from words, our names, favourite food, colours and animals</li> <li>Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments</li> <li>Composing is like writing a story with music.</li> <li>Everyone can compose</li> <li>Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before It is not written down and belongs to them</li> <li>Everyone can improvise, and you can use one or two notes</li> </ul> | <ul style="list-style-type: none"> <li>Game 1 - Find the pulse.</li> <li>Game 2 - 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.</li> <li>Game 3 - Create rhythms for others to copy.</li> <li>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.</li> <li>Help create three simple melodies with the Units using one, three or five different notes.</li> <li>Learn how the notes of the composition can be written down and changed if necessary.</li> <li>Clap and Improvise - Listen and clap back, then listen and clap your own answer (rhythms of words)</li> <li>Sing, Play and Improvise - Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes</li> </ul> |

|  |   |  |   |  |  |  |
|--|---|--|---|--|--|--|
|  |   |  |   |  | <ul style="list-style-type: none"> <li>• Improvise! - Take it in turns to improvise using one or two notes</li> </ul>  |  |
|  | <u>Performance</u>  |  | <ul style="list-style-type: none"> <li>• A performance is sharing music with an audience.</li> <li>• A performance can be a special occasion and involve a class, a year group or a whole school.</li> <li>• An audience can include your parents and friends.</li> </ul> |  | <ul style="list-style-type: none"> <li>• Choose a song they have learnt from the Scheme and perform it.</li> <li>• They can add their ideas to the performance.</li> <li>• Record the performance and say how they were feeling about it.</li> </ul> |  |
|  | <u>Autumn 1</u><br><u>Instrumental</u><br>(20 mins)<br>Untuned percussion - rhythm building. Recognising and playing rhythms. | <u>Autumn 2</u><br><u>Instrumental</u><br>(20 mins)<br>Untuned percussion - consolidate rhythm | <u>Spring 1</u><br><u>Instrumental</u><br>(20 mins)<br>Chime bars: notation, rhythm reading, accuracy in playing.   | <u>Spring 2</u><br><u>Instrumental</u><br>(20 mins)<br><u>Chime bars:</u><br><u>development of pitch.</u>  | <u>Summer 1</u><br><u>Instrumental</u><br>(20 mins)<br>Untuned percussion: 4 beat rhythms.   | <u>Summer 2</u><br><u>Instrumental</u><br>(20 mins)<br>Tuned percussion - chime bar accompaniment.   |
|  | <u>Musicianship</u><br>(20 mins)<br>Charanga:<br><i>Hands, Feet, Heart</i><br>Musical genre - African                         | <u>Musicianship</u><br>(20 mins)<br>Christmas production<br>Key element - performance.         | <u>Musicianship</u><br>(20 mins)<br>Charanga:<br><i>I Wanna Play in a Band</i><br>Musical genre - Rock  | <u>Musicianship</u><br>(20 mins)<br>BBC Ten Pieces:<br><i>A night on a Bare Mountain</i> - Mussorgsky<br>Listening - <i>A Children's Overture</i> - Quilter<br>Musical genre - Classical | <u>Musicianship</u><br>(20 mins)<br>Charanga:<br><i>Zootime</i><br>Musical genre - Reggae  | <u>Musicianship</u><br>(20 mins)<br>Charanga:<br><i>The Friendship Song.</i><br>Musical genre - pop. |
|  | <u>Singing Strategy - SINGUP</u><br>(10 mins)<br><i>Tony Chestnut</i><br><i>Cauliflowers</i><br><i>Fluffy</i>                 | <u>Singing Strategy - SINGUP</u><br>(10 mins)<br>Songs for Christmas                           | <u>Singing Strategy - SINGUP</u><br>(10 mins)<br><i>The Friendly Robot</i><br><i>Grandma Rap</i>  | <u>Singing Strategy - SINGUP</u><br>(10 mins)<br><i>Here Comes Sally</i><br><i>Eh Memarie</i>  | <u>Singing Strategy - SINGUP</u><br>(10 mins)<br><i>Jump Jim Joe</i><br><i>Minibeasts</i>  | <u>Singing Strategy - SINGUP</u><br>(10 mins)<br><i>Tanczmy Labada</i><br><i>The Rockpool Rock</i>   |

**When they leave Year 2, we expect children to be able to:**

- ✓ Listen with concentration and understanding to a range of high quality live and recorded music
- ✓ Build an understanding of the pulse and internalise it when listening to a piece of music
- ✓ Improvise a simple rhythm using different instruments including the voice
- ✓ Understand that timbre describes the quality or character of a sound
- ✓ Understand that texture describes the layers within the music
- ✓ Understand that structure describes how different sections of music are ordered
- ✓ Begin to describe a piece of music using developing understanding of the interrelated musical dimensions
- ✓ Use the voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence
- ✓ Develop an understanding of the melody, the words and the importance in the music being listened to
- ✓ Sing a song in two parts
- ✓ Use tuned and un tuned classroom percussion to play accompaniments and tunes
- ✓ Use tuned and un tuned classroom percussion to compose and improvise
- ✓ Play instruments using the correct techniques with respect
- ✓ Practise, rehearse and present performances to audiences with a growing awareness of the people watching
- ✓ Experiment with, create, select and combine sounds using the inter-related dimensions of music

| Year | Content  | Knowledge   | Skills  |
|------|--|---|---|
| 3    | <u>To sing and play musically with increasing confidence and control.</u>                                  | <u>To know and be able to talk about:</u> <ul style="list-style-type: none"> <li>Singing in a group can be called a choir</li> <li>Leader or conductor: A person who the choir or group follow</li> <li>Songs can make you feel different things e.g. happy, energetic or sad</li> <li>Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>To know why you must warm up your voice</li> </ul>   | <ul style="list-style-type: none"> <li>To sing in unison and in simple two-part rounds</li> <li>To demonstrate a good singing posture</li> <li>To follow a leader when singing</li> <li>To enjoy exploring singing solo</li> <li>To sing with awareness of being 'in tune'</li> <li>To have an awareness of the pulse internally when singing</li> </ul>  |
|      | <u>To play musical instruments with increasing accuracy, fluency, control and expression</u>               | <ul style="list-style-type: none"> <li>To know and be able to talk about the instruments used in class (chime bars and a recorder)</li> </ul>   | <ul style="list-style-type: none"> <li>To treat instruments carefully and with respect</li> <li>To play a one-note, simple rhythm from memory or using notation</li> <li>To rehearse and perform their part within the context of the piece</li> <li>To listen to and follow musical instructions from a leader</li> </ul>  |
|      | <u>To listen with attention to detail and recall sounds with increasing aural memory</u>                   | <ul style="list-style-type: none"> <li>To know at least three songs from memory and who sang them or wrote them</li> <li>To know the style of the songs</li> </ul> <u>To choose one song and be able to talk about:</u> <ul style="list-style-type: none"> <li>Its lyrics: what the song is about</li> <li>Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>Name some of the instruments they heard in the song</li> </ul> | <ul style="list-style-type: none"> <li>To confidently identify and move to the pulse</li> <li>To think about what the words of a song mean</li> <li>To take it in turn to discuss how the song makes them feel</li> <li>To listen carefully and respectfully to other people's thoughts about the music</li> </ul>  |
|      | <u>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</u> | <u>To know and be able to talk about improvisation:</u> <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake.</li> <li>To know that composition: music that is created by you and kept in some way</li> </ul>  | <ul style="list-style-type: none"> <li>To improvise using instruments in the context of the song they are learning to perform</li> <li>Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges</li> <li>To create at least one simple melody using one, two or three different notes</li> <li>To talk about how it was created</li> <li>To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo</li> </ul> |



|   |  |  |   |   |  |
|---|--|--|---|---|--|
|   |  | <ul style="list-style-type: none"> <li>To know that there are different ways of recording compositions (letter names, symbols, audio etc.)</li> <li>To know the difference between improvisation and composition</li> </ul>  |   | <ul style="list-style-type: none"> <li>To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/notation/pictorial)</li> </ul>  |  |
| <b><u>To use and understand staff and other musical notations</u></b>   |  | <ul style="list-style-type: none"> <li>To know musical notes are written on 5 lines called the stave</li> <li>To know notes are placed either on the lines or in the spaces</li> <li>To know that musical notes are represented by a head, stem and tail</li> </ul>  |   | <ul style="list-style-type: none"> <li>To play the notes B, A and G on the recorder in response to notation or visual prompts</li> <li>To play notes C, D and E on the chime bars in response to visual prompts</li> <li>To observe and comment on the differences between crotchets, minims, quavers and semibreves in both appearance and length</li> </ul>         |  |
| <b><u>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</u></b>                     |  | <ul style="list-style-type: none"> <li>To talk about musical dimensions featured in music, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>To know that music has a musical style</li> <li>To identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>To name some of the instruments they heard in the song</li> </ul> |   | <ul style="list-style-type: none"> <li>To confidently identify and move to the pulse</li> <li>To take it in turn to discuss how the music makes them feel</li> <li>To listen carefully and respectfully to other people's thoughts about the music</li> <li>To learn how music can tell a story or describe an idea</li> <li>To identify a repeating theme</li> </ul> |  |
| <b><u>To develop an understanding of the history of music.</u></b>  |  | <ul style="list-style-type: none"> <li>To be able to name one great composer</li> </ul>  |   | <ul style="list-style-type: none"> <li>To listen to music from different periods of time and begin to place on a timeline</li> <li>To begin to identify similarities and differences in the work of a great composer/musician from history</li> </ul>   |  |
| <b>Autumn 1</b><br><u>Instrumental</u><br>(20 mins)<br>Recorder:<br>Controlled blowing, tone production, notes B and A.<br>Notation and rhythm reading.<br>Use Charanga - <i>Blown Away</i> | <b>Autumn 2</b><br><u>Instrumental</u><br>(20 mins)<br>Recorder:<br>Controlled blowing, tone production, notes B, A and G.<br>Notation and rhythm reading.<br>Use Charanga - <i>Blown Away</i> .<br><br><u>Musicianship</u><br>(20 mins) | <b>Spring 1</b><br><u>Instrumental</u><br>(20 mins)<br>Chime bars:<br>notation, rhythm reading, accuracy in playing. Link to Glockenspiel stage 1.<br><br><u>Musicianship</u><br>(20 mins)<br>Charanga:<br>Glockenspiel Stage 1  | <b>Spring 2</b><br><u>Instrumental</u><br>(20 mins)<br>Chime bars -<br>Improvisation from Glockenspiel 1.<br><br><u>Musicianship</u><br>(20 mins)<br>BBC Ten Pieces: <i>Horn Concerto</i> - Mozart<br><i>Mars</i> - Holst | <b>Summer 1</b><br><u>Instrumental</u><br>(20 mins)<br>Recorder: Increased complexity of note combinations (BAG) and rhythms. Use Charanga – <i>Hot and Cross</i> and <i>Mamma Mia</i> .<br><br><u>Musicianship</u><br>(20 mins)<br>Charanga:<br><i>Three Little Birds</i><br>Musical genre - Reggae  | <b>Summer 2</b><br><u>Instrumental</u><br>(20 mins)<br>Recorder: Increased complexity of note combinations (BAG) and rhythms.<br><br>Crotchets, quavers, minims and semibreves.<br>Crotchet rest.<br>Use Charanga - <i>Blown Away</i> , introduce E. |

**Commented [GU1]:** There is improvisation in one of the weeks of the Glockenspiel unit which ties in with the knowledge and skills doc. I would carry the unit into the next half term and then do the chime bars/ BBC ten pieces in the last couple of weeks of the term

**Commented [GU2]:** 'Hot and Cross' and Mamma Mia are in the beginner recorder, 3 notes section and would be better than The Jane Sebba course. I would also think about continuing with the Blown Away course and start 'E' in the second half term

|  |   |   |  |   |   |  |
|--|---|---|--|---|---|--|
|  | <u>Musicianship (20 mins)</u><br>Charanga:<br><i>Let Your Spirit Fly</i><br>Musical genre - R'n'B<br><br><u>Singing Strategy - SINGUP (10 mins)</u><br><i>I've Been to Harlem</i><br><i>Mexican Wave</i>  | Christmas production.<br>Performance.<br><br><u>Singing Strategy - SINGUP (10 mins)</u><br>Christmas songs.<br><i>Tell Me a Story, Shining Star</i> | <u>Singing Strategy - SINGUP (10 mins)</u><br><i>My Dog</i><br><i>Step Back Baby</i> | <u>Singing Strategy - SINGUP (10 mins)</u><br>Chilled out clap-rap<br><i>The Bare Necessities</i> | <u>Singing Strategy - SINGUP (10 mins)</u><br><i>Sunshine in my Heart</i><br><i>Senwa Dedende</i> | <u>Musicianship (20 mins)</u><br>Charanga:<br><i>The Dragon Song.</i><br>Musical genre - Pop.<br><br><u>Singing Strategy - SINGUP (10 mins)</u><br><i>Four White Horses</i><br><i>The Barbeque Blues</i> |
|  | <p><b><u>When they leave Year 3, we expect children to be able to:</u></b></p> <ul style="list-style-type: none"> <li>✓ Listen with direction to a range of high quality music</li> <li>✓ Confidently recognise a range of musical instruments</li> <li>✓ Find the pulse within the context of different songs/music with ease</li> <li>✓ Understand that improvisation is when a composer makes up a tune within boundaries</li> <li>✓ Understand that composition is when a composer writes down and records a musical idea</li> <li>✓ Sing songs with multiple parts with increasing confidence</li> <li>✓ Play and perform in solo or ensemble contexts with confidence</li> <li>✓ Develop an understanding of formal, written notation which includes crochets and rests</li> <li>✓ Begin to listen to and recall sounds with increasing aural memory</li> </ul> |   |  |   |   |  |

| Year | Content  | Knowledge  | Skills  |
|------|--|--|---|
| 4    | <u>To sing and play musically with increasing confidence and control.</u>                                  | <u>To know and be able to talk about:</u> <ul style="list-style-type: none"> <li>Singing in a group can be called a choir</li> <li>Leader or conductor: A person who the choir or group follow</li> <li>Songs can make you feel different things e.g. happy, energetic or sad</li> <li>Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>Texture: How a solo singer makes a thinner texture than a large group</li> <li>To know why you must warm up your voice</li> </ul>   | <ul style="list-style-type: none"> <li>To sing in unison and in simple two-part rounds</li> <li>To demonstrate a good singing posture</li> <li>To follow a leader when singing</li> <li>To enjoy exploring singing solo</li> <li>To sing with awareness of being 'in tune'</li> <li>To rejoin the song if lost</li> <li>To listen to the group when singing</li> </ul>  |
|      | <u>To play musical instruments with increasing accuracy, fluency, control and expression</u>               | <u>To know and be able to talk about:</u><br>The instruments used in class (chime bars, a glockenspiel or xylophone and recorder).   | To treat instruments carefully and with respect.<br>To play any differentiated part on a tuned instrument - a simple or medium part or the melody of the song from memory or using notation.<br>To rehearse and perform their part within the context of the piece.<br>To listen to and follow musical instructions from a leader.<br>To experience leading the playing by making sure everyone plays in the playing section of the song.             |
|      | <u>To listen with attention to detail and recall sounds with increasing aural memory</u>                   | To know five songs from memory and who sang them or wrote them.<br>To know the style of the five songs.<br><u>To choose one song and be able to talk about:</u> <ul style="list-style-type: none"> <li>Some of the style indicators of that song (musical characteristics that give the song its style).</li> <li>The lyrics: what the song is about.</li> <li>Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>To identify the main sections of the song (introduction, verse, chorus etc)</li> <li>To identify and name some of the instruments of the orchestra</li> </ul> | <ul style="list-style-type: none"> <li>To confidently identify and move to the pulse</li> <li>To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics)</li> <li>To talk about the music and how it makes them feel</li> <li>To listen carefully and respectfully to other people's thoughts about the music</li> <li>To use musical language when talking about music</li> </ul> |
|      | <u>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</u> | <u>To know and be able to talk about improvisation:</u> <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot</li> </ul>  | <ul style="list-style-type: none"> <li>Improvise using instruments in the context of a song they are learning to perform</li> </ul>   |

|  |  |   |  |  |   |
|--|--|---|--|--|---|
|  |  |   | <ul style="list-style-type: none"><li>When someone improvises, they make up their own tune that has never been heard before It is not written down and belongs to them</li><li>To know that using one or two notes confidently is better than using five</li></ul>   | <ul style="list-style-type: none"><li>Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges</li><li>To create at least one simple melody using between one and five different notes</li><li>To plan and create a section of music that can be performed within the context of the unit song</li><li>To talk about how it was created</li><li>To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li><li>To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial/ notation)</li></ul> |   |
|  | <u>To use and understand staff and other musical notations</u>   |   | <ul style="list-style-type: none"><li>To talk about some of the style indicators of a piece of music (musical characteristics that give the song its style). To talk about the lyrics of a song</li><li>To discuss musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch)</li><li>To identify the main sections of the song (introduction, verse, chorus etc)</li><li>To name some of the instruments they heard in the song</li></ul> | <ul style="list-style-type: none"><li>To confidently identify and move to the pulse.</li><li>To talk about the musical dimensions working together in music (e.g. if the song gets louder in the chorus)</li><li>To talk about the music and how it makes them feel</li><li>To listen carefully and respectfully to other people's thoughts about the music</li><li>To use correct musical language in discussion</li></ul>  |   |
|  | <u>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</u> |   | <ul style="list-style-type: none"><li>To listen to a piece of music and know who wrote it</li></ul>  | <ul style="list-style-type: none"><li>To listen to music from different periods of time and place on a timeline with increasing ability</li><li>To compare the works of great composers and musicians with increasing confidence</li></ul>   |   |
|  | <u>To develop an understanding of the history of music.</u>  |   | <ul style="list-style-type: none"><li>To listen to a piece of music and know who wrote it</li></ul>  | <ul style="list-style-type: none"><li>To listen to music from different periods of time and place on a timeline with increasing ability</li><li>To compare the works of great composers and musicians with increasing confidence</li></ul>   |   |
| <b>Autumn 1</b><br><u>Instrumental</u><br>(20 mins)<br>Recorder:<br>Controlled blowing, tone | <b>Autumn 2</b><br><u>Instrumental</u><br>(20 mins)<br>Recorder: Move onward.  | <b>Spring 1</b><br><u>Instrumental</u><br>(20 mins)<br>Chime bars:<br>notation, rhythm reading, accuracy in | <b>Spring 2</b><br><u>Instrumental</u><br>(20 mins)<br>Chime bars: notation, rhythm reading, accuracy  | <b>Summer 1</b><br><u>Instrumental</u><br>(20 mins)<br>Body percussion. Link to Connect It - ten pieces.<br>BBC Ten Pieces   | <b>Summer 2</b><br><u>Instrumental</u><br>(20 mins)<br>Introduction to the instruments of the orchestra and |

|  |  |  |   |  |   |  |
|--|--|--|---|--|---|--|
|  | <p>production, revise notes B,A,G and E. Use extra repertoire. (<i>Mamma Mia, Hot and Cross</i>, Beginner recorder, 3 notes on Charanga) Notation and rhythm reading.</p> <p><u>Musicianship (20 mins)</u><br/>Charanga: <i>Mamma Mia</i><br/>Musical genre - Pop music (Abba)<br/>Key skill – composition.</p> <p><u>Singing Strategy - SINGUP (10 mins)</u><br/><i>This Little Light of Mine</i><br/><i>Juba</i></p>   | <p>Use <i>Blown Away</i> recorder Book 1 in ‘Instruments’ section. Progress to notes E, D, F.</p> <p><u>Musicianship (20 mins)</u><br/>Christmas production<br/>Performance</p> <p><u>Singing Strategy - SINGUP (10 mins)</u><br/><i>Plynie Statek</i><br/><i>A Young Austrian</i></p> | <p>playing. Link to Glockenspiel stage 2.</p> <p><u>Musicianship (20 mins)</u><br/>Charanga: <i>Lean On Me</i><br/>Musical genre – Gospel</p> <p><u>Singing Strategy - SINGUP (10 mins)</u><br/><i>The Giant’s Garden</i><br/><i>My Fantasy Football Team</i></p> | <p>in playing. Link to Glockenspiel stage 2.</p> <p><u>Musicianship (20 mins)</u><br/>BBC Ten Pieces: <i>In the Hall of the Mountain King</i> - Grieg</p> <p><u>Singing Strategy - SINGUP (10 mins)</u><br/><i>Be Cool</i><br/><i>Janie Mama</i></p> | <p><i>Connect It</i> - Anna Meredith (<a href="http://www.bbc.co.uk/programmes/p02b5cqq">www.bbc.co.uk/programmes/p02b5cqq</a>)</p> <p><u>Musicianship (20 mins)</u><br/>Charanga: <i>Blackbird</i>.<br/>Musical genre – Pop (The Beatles)</p> <p><u>Singing Strategy - SINGUP (10 mins)</u><br/><i>I Wish I Knew...</i><br/><i>Tongo</i></p> | <p>identify different timbres. Introduction to ostinato rhythms.</p> <p><u>Musicianship (20 mins)</u><br/><i>Peter and the Wolf</i> or <i>A Young Persons Guide to the Orchestra</i></p> <p>BBC Ten pieces...<i>Mars</i> by Holst</p> <p><u>Singing Strategy - SINGUP (10 mins)</u><br/><i>Consider Yourself</i><br/><i>Baiao de Ninar</i></p> |
|  | <p><b><u>When they leave Year 4, we expect children to be able to:</u></b></p> <ul style="list-style-type: none"> <li>✓ Confidently recognise a range of musical instruments and the different sounds they make</li> <li>✓ Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators</li> <li>✓ Use musical language to appraise a piece or style of music</li> <li>✓ Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate</li> <li>✓ Sing as part of an ensemble with confidence and precision</li> <li>✓ Play and perform in solo or ensemble contexts with increasing confidence</li> <li>✓ Develop an understanding of formal, written notation which includes minims and quavers</li> <li>✓ Listen to and recall sounds with increasing aural memory</li> </ul> |  |   |  |   |  |

| Year | Content  | Knowledge  | Skills   |
|------|--|--|--|
| 5    | <u>To sing and play musically with increasing confidence and control.</u>                                  | <ul style="list-style-type: none"> <li>To know and confidently sing songs and their parts from memory, and to sing them with a strong internal pulse</li> <li>To choose a song and be able to talk about its main features</li> <li>To talk about singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>To know what the song is about and the meaning of the lyrics</li> <li>To know and explain the importance of warming up your voice</li> </ul> | <ul style="list-style-type: none"> <li>To sing in unison and to sing backing vocals</li> <li>To enjoy exploring singing solo</li> <li>To listen to the group when singing</li> <li>To demonstrate a good singing posture</li> <li>To follow a leader when singing</li> <li>To experience rapping and solo singing</li> <li>To listen to each other and be aware of how you fit into the group</li> <li>To sing with an awareness of being 'in tune'</li> </ul>   |
|      | <u>To play musical instruments with increasing accuracy, fluency, control and expression</u>               | <u>To know and be able to talk about:</u> <ul style="list-style-type: none"> <li>Different ways of writing music down - e.g. staff notation, symbols</li> <li>The notes on the treble staff.</li> <li>The instruments they might play or be played in a band or orchestra or by their friends</li> </ul>   | <ul style="list-style-type: none"> <li>To play a musical instrument with the correct technique</li> <li>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</li> <li>To rehearse and perform their part</li> <li>To listen to and follow musical instructions from a leader</li> </ul>  |
|      | <u>To listen with attention to detail and recall sounds with increasing aural memory</u>                   | <ul style="list-style-type: none"> <li>To know the style of the songs and to name other songs from the Units in those styles.</li> </ul> <u>To be able to talk about:</u> <ul style="list-style-type: none"> <li>The style indicators of the songs (musical characteristics that give the songs their style)</li> <li>The lyrics: what the songs are about</li> </ul>  | <ul style="list-style-type: none"> <li>To identify and move to the pulse with ease</li> <li>To think about the message of songs</li> <li>To use musical language with increasing confidence and accuracy in discussion</li> <li>To talk about the musical dimensions working together in music</li> <li>To talk about the music and how it makes you feel, listening carefully and respectfully to other people's thoughts about the music</li> <li>To accurately sing the melody of these songs</li> <li>To accurately copy back given rhythms</li> </ul> |
|      | <u>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</u> | <u>To know and be able to talk about improvisation:</u> <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot</li> <li>When someone improvises, they make up their own tune that has never been heard</li> </ul>  | <ul style="list-style-type: none"> <li>To improvise using instruments in the context of a song to be performed</li> <li>Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges</li> </ul>   |

**Commented [GU3]:** I think this needs more of aural recall and remembering and repeating sounds and rhythms than the styles of songs. There are copy back rhythms in the Charanga units and on the ukulele scheme I am doing

|  |  |   |  |   |  |
|--|--|---|--|---|--|
|  |  | <p>before. It is not written down and belongs to them.</p> <ul style="list-style-type: none"> <li>To know that using one or two notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>To know that you can use some of the riffs you have heard in the Challenges in your improvisations.</li> <li>To know that a 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.</li> <li>To know that composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> </ul> |  | <ul style="list-style-type: none"> <li>To improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B</li> <li>To create simple melodies using up to five different notes and simple rhythms that work together musically</li> <li>To listen to and reflect upon the developing composition and make musical decisions</li> <li>To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</li> <li>To use notation to recognise the connection between sound and symbol</li> </ul> |  |
| <u>To use and understand staff and other musical notations</u>   |  | <ul style="list-style-type: none"> <li>To be aware of how to read chord diagrams</li> <li>To begin to read TAB notation</li> </ul>  |  | <ul style="list-style-type: none"> <li>To play the chords C, F, G7, Am and D7 on the ukulele</li> <li>To strum downwards on the beat</li> <li>To interpret chord diagrams</li> <li>To sing and play along to a song</li> </ul>  |  |
| <u>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</u> |  | <ul style="list-style-type: none"> <li>To talk about any musical dimensions featured in the music and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</li> <li>To name some of the instruments they heard</li> </ul>   |  | <ul style="list-style-type: none"> <li>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences</li> </ul>   |  |
| <u>To develop an understanding of the history of music.</u>  |  | <ul style="list-style-type: none"> <li>To be able to talk about the historical context of the music. What else was going on at the time?</li> <li>To know when some of the songs and music they have listened to were written.</li> </ul>   |  | <ul style="list-style-type: none"> <li>To be able to listen to a song or piece of music and pick out elements and characteristics which give it its style</li> <li>To be able to place a piece of music onto a musical timeline and compare to a historical timeline, matching its composition to historical events</li> </ul>  |  |
| <b>Autumn 1</b><br><u>Instrumental</u><br>(20 mins)<br>Ukulele: chords of C, F, G7.<br>Playing together, in time.<br>Beat / rhythm.                              | <b>Autumn 2</b><br><u>Instrumental</u><br>(20 mins)<br>Ukulele: chords of C, F, G7, Am, D7.<br>Playing together, in time. More | <b>Spring 1</b><br><u>Instrumental</u><br>(20 mins)<br>Charanga:<br>Ukulele Term 2  | <b>Spring 2</b><br><u>Instrumental</u><br>(20 mins)<br>Charanga:<br>Ukulele Term 2 | <b>Summer 1</b><br><u>Instrumental</u><br>(20 mins)<br>Charanga:<br>Classroom jazz part 1<br>Musical genre - Bossa Nova / swing (recorder, chime bars or glockenspiel.)   | <b>Summer 2</b><br><u>Instrumental</u><br>(20 mins)<br>Improvisation and composition using recorded sound<br>BBC Ten Pieces: |

Commented [GU4]: I've added some bits in this section

|  |  |   |   |  |  |   |
|--|--|---|---|--|--|---|
|  | <p><u>Musicianship (20 mins)</u><br/>Charanga:<br/><i>Livin' on a Prayer</i><br/>Musical genre - Pop</p> <p><u>Singing Strategy - SINGUP (10 mins)</u><br/><i>Dem Bones</i><br/><i>Poverty Knock</i></p>   | <p>complex chord changes.<br/>Beat / rhythm.</p> <p><u>Musicianship (20 mins)</u><br/>Christmas production<br/>Key musical element - Performance.</p> <p><u>Singing Strategy - SINGUP (10 mins)</u><br/><i>Winter Wonderland</i><br/>Songs for Christmas.</p> | <p><u>Musicianship (20 mins)</u><br/>Charanga:<br/><i>Dancing in the Street.</i><br/>Musical genre - Motown.</p> <p><u>Singing Strategy - SINGUP (10 mins)</u><br/><i>Mama Don't Allow</i><br/><i>Madina Tun Nabi</i></p> | <p><u>Musicianship (20 mins)</u><br/>Charanga:<br/><i>The Fresh Prince of Bel Air</i><br/>Musical genre - Hip hop<br/><u>Singing Strategy - SINGUP (10 mins)</u><br/><i>Firework</i><br/><i>Three Little Birds</i></p> | <p>Improvise using notes B,A, G and D and E as an extension.)</p> <p><u>Musicianship (20 mins)</u><br/>BBC Ten Pieces:<br/><i>The Firebird</i> - Stravinsky<br/><i>Zadok the Priest</i> - Handel</p> <p><u>Singing Strategy - SINGUP (10 mins)</u><br/><i>A Keelie</i><br/><i>Baloo Baleerie</i></p> | <p><i>Dr Who</i> (6 week lesson plan)</p> <p><u>Musicianship (20 mins)</u><br/>BBC Ten Pieces:<br/><i>Dr Who</i> - Delia Derbyshire</p> <p><u>Singing Strategy - SINGUP (10 mins)</u><br/><i>Kis Nay Banaaya</i><br/><i>Life is a Highway</i></p> |
|  | <p><b><u>When they leave Year 5, we expect children to be able to:</u></b></p> <ul style="list-style-type: none"> <li>✓ Compose complex rhythms from an increasing aural memory</li> <li>✓ Understand how pulse, rhythm and pitch work together</li> <li>✓ Improvise with increasing confidence using own voice, rhythms and varied pitch</li> <li>✓ Sing as part of an ensemble with confidence and precision</li> <li>✓ Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression</li> <li>✓ Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crochets</li> <li>✓ Develop an increasing understanding of the history and context of music</li> <li>✓ Listen with attention to detail and recall sounds with increasing aural memory</li> </ul> |   |   |  |  |   |



| Year | Content  | Knowledge  | Skills   |
|------|--|--|--|
| 6    | <u>To sing and play musically with increasing confidence and control.</u>                                  | <ul style="list-style-type: none"> <li>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>To know about the style of the songs so you can represent the feeling and context to your audience</li> <li>To choose a song and be able to talk about its main features</li> <li>To talk about singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>To know what the song is about and the meaning of the lyrics</li> <li>To know and explain the importance of warming up your voice</li> </ul> | <ul style="list-style-type: none"> <li>To sing in unison and to sing backing vocals</li> <li>To demonstrate a good singing posture</li> <li>To sing songs in parts - rounds and harmonies</li> <li>To sing a song in another language</li> <li>To follow a leader when singing</li> <li>To experience rapping and solo singing</li> <li>To listen to each other and be aware of how you fit into the group</li> <li>To sing with awareness of being 'in tune'</li> </ul>   |
|      | <u>To play musical instruments with increasing accuracy, fluency, control and expression</u>               | <u>To know and be able to talk about:</u> <ul style="list-style-type: none"> <li>Different ways of writing music down - e.g. staff notation, symbols</li> <li>The notes on the treble staff</li> <li>The instruments they might play or be played in a band or orchestra or by their friends</li> </ul>  | <ul style="list-style-type: none"> <li>To play a musical instrument with the correct technique</li> <li>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.</li> <li>To rehearse and perform their part</li> <li>To listen to and follow musical instructions from a leader. To lead a rehearsal session</li> </ul>  |
|      | <u>To listen with attention to detail and recall sounds with increasing aural memory</u>                   | <ul style="list-style-type: none"> <li>To know the style of the songs and to name other songs from the Units in those styles</li> </ul>  | <ul style="list-style-type: none"> <li>To identify and move to the pulse with ease</li> <li>To think about the message of songs</li> <li>Listen carefully and respectfully to other people's thoughts about the music</li> <li>Use musical language confidently and accurately in discussion</li> <li>To talk about the musical dimensions working together in the music</li> <li>Talk about the music and how it makes you feel, using correct musical language</li> <li>To accurately sing the melody of these songs</li> <li>To accurately copy back given rhythms</li> </ul> |
|      | <u>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</u> | <u>To know and be able to talk about improvisation:</u> <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot</li> </ul>  | <ul style="list-style-type: none"> <li>To improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B</li> </ul>   |

**Commented [GU5]:** I think this needs more of aural recall and remembering and repeating sounds and rhythms than the styles of songs. There are copy back rhythms in the Charanga units and on the ukulele scheme I am doing

|  |  |  |   |
|--|--|--|---|
|  |  | <ul style="list-style-type: none"> <li>• When someone improvises, they make up their own tune that has never been heard before (It is not written down and belongs to them)</li> <li>• To know that using one or two notes confidently is better than using five</li> <li>• To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>• To know that you can use some of the riffs you have heard in the Challenges in your improvisations.</li> <li>• To know that a 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)</li> <li>• To know that composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>• To name a famous improvising musician</li> </ul> | <ul style="list-style-type: none"> <li>• To compose simple melodies using up to five different notes and simple rhythms that work musically</li> <li>• To explain the keynote or home note and the structure of the melody</li> <li>• To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>• To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</li> <li>• To use notation to recognise the connection between sound and symbol</li> </ul> |
|  | <u>To use and understand staff and other musical notations</u>   | <ul style="list-style-type: none"> <li>• To know and be able to talk about staff notation</li> <li>• To know how the notes C, D, E, F, G, A, B + C on the treble stave</li> <li>• To know that silence in music is represented by rests</li> <li>• To be aware of how to read chord diagrams</li> <li>• To begin to read TAB notation</li> </ul>   | <ul style="list-style-type: none"> <li>• To play the notes B, A, G, D and E on the recorder by reading the musical notation</li> <li>• To play notes C, D, E, F, G, on the chime bars by reading the musical notation</li> <li>• To recognise crotchets, minims, quavers, semibreves and crotchet rests</li> <li>• To play the chords C, F, G7, Am, G and D7 on the ukulele</li> <li>• To strum downwards on the beat</li> <li>• To interpret chord diagrams</li> <li>• To sing and play along to a song</li> </ul>   |
|  | <u>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</u> | <ul style="list-style-type: none"> <li>• To know and be able to talk about pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</li> <li>• To know how to keep the internal pulse</li> <li>• To identify the main sections of the songs (intro, verse, chorus, bridge)</li> </ul>  | <ul style="list-style-type: none"> <li>• To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences</li> <li>• To choose three or four pieces of music and be able to talk about the style indicators of the music (musical characteristics that give the music their style)</li> </ul>  |

|   |  |  |   |  |   |
|---|--|--|---|--|---|
|   |  |  | <ul style="list-style-type: none"><li>To name some of the instruments used in the music</li></ul>   |  |   |
|   | <u>To develop an understanding of the history of music.</u>  |  | <ul style="list-style-type: none"><li>To be able to talk about the historical context of the music What else was going on during this time, musically and historically?</li></ul>   |  | <ul style="list-style-type: none"><li>To be able to listen to a song or piece of music and pick out elements and characteristics which give it its style</li><li>To be able to place a piece of music onto a musical timeline and compare to a historical timeline, matching its composition to historical events</li></ul> |
|   |  |  |   |  |   |
| <b>Autumn 1</b><br><u>Instrumental</u><br>(20 mins)<br>Improvisation and composition.<br>Chime Bars or Glocks<br>Charanga:<br>Classroom Jazz 2.<br>Musical genre - Blues<br><br><u>Musicianship</u><br>(20 mins)<br>BBC Ten Pieces: Bernstein Mambo from Westside Story - Bernstein<br>Musical genre - Musicals<br><br><u>Singing Strategy - SINGUP</u><br>(10 mins)<br><i>Hey Mr Miller</i><br><i>Oleo</i> | <b>Autumn 2</b><br><u>Instrumental</u><br>(20 mins)<br>Composition using chime bars, glockenspiels, recorders, and other classroom instruments<br>BBC Ten pieces<br><i>A Short Ride in a Fast Machine</i> - Adams<br>Musical genre - 20th Century<br><br><u>Musicianship</u><br>(20 mins)<br>Christmas production.<br>Key musical element - performance. | <b>Spring 1</b><br><u>Instrumental</u><br>(20 mins)<br>'The Voice as an Instrument'<br>Charanga Hip Hop Course<br><br><u>Musicianship</u><br>(20 mins)<br>BBC Ten Pieces: Storm Interlude - Britten<br>Musical genre - Classical.<br><br><u>Singing Strategy - SINGUP</u><br>(10 mins)<br><i>Dona Nobis Pacem</i><br><i>Wonder</i> | <b>Spring 2</b><br><u>Instrumental</u><br>(20 mins)<br>'The Voice as an Instrument'<br>Charanga Hip Hop Course<br><br><u>Musicianship</u><br>(20 mins)<br>BBC Ten Pieces: <i>Symphony no. 5</i> - Beethoven<br>Musical genre - Classical<br><br><u>Singing Strategy - SINGUP</u><br>(10 mins)<br><i>Ain't Gonna Let Nobody</i><br><i>Anderson's Coast</i> | <b>Summer 1</b><br><u>Instrumental</u><br>(20 mins)<br>Ukulele<br><br><u>Musicianship</u><br>(20 mins)<br>Charanga:<br><i>You've Got a Friend</i><br>Musical genre - 1970 ballad<br><br><u>Singing Strategy - SINGUP</u><br>(10 mins)<br><i>We Go Together</i><br><i>Ame Sau Vala Tara Bal</i> | <b>Summer 2</b><br><u>Instrumental</u><br>(20 mins)<br>Ukulele<br><br><u>Musicianship</u><br>(20 mins)<br>Charanga:<br>Reflect, rewind, replay.<br>Performance - Leaver's show.<br><br><u>Singing Strategy - SINGUP</u> (10 mins)<br><i>Shabuvu</i><br><i>We are the Champions</i>  |

Commented [GU6]: I've added some bits in this section

|  |  |   |  |  |  |  |
|--|--|---|--|--|--|--|
|  |  | <u>Singing Strategy -</u><br><u>SINGUP</u><br><u>(10 mins)</u><br><i>I Wish it Could Be</i><br><i>Christmas Every</i><br><i>Day.</i><br>Song for<br>Christmas |  |  |  |  |
|  | <p><b><u>When they leave Year 6, we expect children to be able to:</u></b></p> <ul style="list-style-type: none"> <li>✓ Sing as part of an ensemble with full confidence and precision</li> <li>✓ Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression</li> <li>✓ Create a simple composition and record using formal notation</li> <li>✓ Develop a deeper understanding of the history and context of music</li> <li>✓ Appropriately discuss the dimensions of music and express them in music heard</li> <li>✓ Listen with attention to detail and recall sounds with increasing aural memory and accuracy</li> <li>✓ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>✓ Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crochets</li> <li>✓ Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> </ul> |   |  |  |  |  |