**Music Curriculum Overview**

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| **Areas of Study 2020-2021** |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Autumn 1 | Found Sounds | Rap it Up | Introduction to Samba | Take 5 | Ukulele Orchestra | That’s why they call it the Blues |
| Autumn 2 | Musical Pictures | Setting the Scene | Introduction to the Ukulele |
| Spring 1 | In the Groove | Music of the Caribbean | Musical Arrangements for the Classroom | Loop the Loop and Introduction to Gamelan | Take Note and Strike a Chord | Let’s Compose Ourselves |
| Spring 2 | Let’s Talk Drums | Sing Up |
| Summer 1 | A Load of Rubbish | Introduction to the Recorder | Programme Music | Film Music | World Music | Let’s put the show on right here! |
| Summer 2 |

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| **Music - National Curriculum** |
|  | **Key Stage 1** | **Key Stage 2** |
| **Subject Content** | -use their voices expressively and creatively by singing songs and speaking chants and rhymes. -play tuned and untuned instruments musically-listen with concentration and understanding to a range of high quality live and recorded music -experiment with, create, select and combine sounds using the inter-related dimensions of music  | -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy and fluency, control and expression -improvise and compose music for a range of purposes using the inter-related dimensions of music-listen with attention to detail and recall sounds with increasing aural memory-use and understand staff and other musical notations-appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians-develop an understanding of the history of music  |

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| **National Curriculum** |
| **Key Stage 2 - Subject content** |
|  | -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy and fluency, control and expression | -improvise and compose music for a range of purposes using the inter-related dimensions of music | -listen with attention to detail and recall sounds with increasing aural memory | -use and understand staff and other musical notations | -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | -develop an understanding of the history of music |
| Year 3 | Aut |  |  |  |  |  |  |
| Spr |  |  |  |  |  |  |
| Sum |  |  |  |  |  |  |
| Year 4 | Aut |  |  |  |  |  |  |
| Spr |  |  |  |  |  |  |
| Sum |  |  |  |  |  |  |
| Year 5 | Aut |  |  |  |  |  |  |
| Spr |  |  |  |  |  |  |
| Sum |  |  |  |  |  |  |
| Year 6 | Aut |  |  |  |  |  |  |
| Spr |  |  |  |  |  |  |
| Sum |  |  |  |  |  |  |

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| **National Curriculum** |
| **Key Stage 1 - Subject content** |
|  | use their voices expressively and creatively by singing songs and speaking chants and rhymes. | play tuned and untuned instruments musically  | listen with concentration and understanding to a range of high quality live and recorded music | experiment with, create, select and combine sounds using the inter-related dimensions of music  |
| Year 1 | Aut |  |  |  |  |
| Spr |  |  |  |  |
| Sum |  |  |  |  |
| Year 2 | Aut |  |  |  |  |
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|  | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Singing | - To enjoy singing familiar songs within a group at their own pitch- To use the voice to create loud and soft sounds- To sing songs with movements to a steady beat | -To sing with correctPosture and breathing-To improvise in makingsounds with the voice-To sing withdeveloping awarenessof pulse and rhythm | -To sing with confidencefollowing pitch-To use the voice indifferent ways such asspeaking, singing andchanting-To sing with expressionand correct phrasing | -To sing and follow pitch with hand gestures-To show control ofdifferent elements in thevoice such as tempoand dynamics-To start to sing with purevowels | -To sing in tune withawareness of otherparts-To sing melodies frommemory with accuratepitch-To start to understand the ‘break’ in thevoice | * To sing an inner harmony part with confidence

-To be confident oftheir voice range-To know how to warmup the voice and beable to lead a warmup | -To T To sing together as a class  ensemble or solo -To teach a song toyounger children-To sing extendedphrases with goodtechnique |
| Performing | -To develop anawareness of pulsewhilst playing aninstrument -To create appropriateSounds on an instrument withincreasing physicalcontrol-To follow simple visualand verbalcues(stop/start, louder/softer) | -To repeat, investigateAnd improvise simplerhythms against asteady beat-To play tuned andUntuned percussionfrom a graphic scoreeg long/short,loud/soft, high/low-To play with anawareness of others | -To accompany asong using simplerhythms with awareness andaccuracy within agroup-To play and singphrases from standardnotation-To play in a scoredclass composition that explores changes inpitch, timbre, durationand tempo to createan atmosphere | -To lead a call andresponse in time-To begin to playtuned instrumentsexpressively (chimesand ukulele)-To be able to followvisual and musicalcues and recallinternalised parts | -To perform in acomplex rhythmictexture-To perform simplemelodic and rhythmicparts reading notationwith awareness of allinterlocking parts-To perform as part ofa small ensemble withlimited guidance | -To be able to improviseand maintain rhythmicpatterns-To perform simplechord progressions withincreasing accuracy,reading tab (ukulele)and standard(Keyboard) notation- | To perform effectivelywith awareness ofvenue, audience andoccasion-To perform an originalsong as part of agroup ensemble –To demonstrate good rehearsal technique |
| Composing | -To explore differentsounds aninstrument, includingthe voice, can make-To explore differentcombinations ofsounds-To explore ways ofchanging apiece ofmusic (louder/faster) | -To explore howsounds can beorganised to paint apicture-To experiment withCombining differentsounds to create newsounds-To be able tocompose patternsand rhythmsTo improvise with 2 given notes | -To explore how soundscan be organised toexpress an emotion-To compose a classcomposition-To compose a rhythmusing a rhythm sentenceand to write it out instandard notationTo improvise with three given notes | -To order and choosesounds to create aneffect-To create differentaccompaniments forfamiliar songs-To compose songswith three notes andgiven text | -To compose music thatcombines severallayers of sound and tobe aware of theireffect-To create repeatedpatterns with a rangeof instruments-To compose simplemelodies with thepentatonic scale | -To compose morecomplex melodies bydeveloping ideaswithin musicalstructures-To create a simplechord progression withaccompanyingriffs/ostinati-To compose melodylines with structure(question and answer) | -To compose using avariety of differentmusical devices melody/rhythms/chord-To improvise melodicand rhythmic phrasesas part of a groupperformance-To compose anoriginal song using arange of stimuli andunderstanding therelationship betweenmelody and lyrics |
| Listening and Evaluating | -To comment onWhether they like ordislike a piece of musicand provide reason-To begin to recogniseVisually and aurallysome commonWestern instruments.-To comment on pulseIn different pieces of music | -To select a favouriteinstrument and givereasons-To know the name of some percussioninstruments fromdifferent parts of theworld(Africa/Brazil/India)-To begin to recogniseDifferent musical styles in songs. | -To comment on tempoand dynamics of givenlistening extracts-To be able to recognisethe four maininstrumental familiesaurally and visually-To recognise aurallymusical styles (African,Classical, Reggae andRock) | -To be able to sing andstart to play simplemelodies ‘by ear’-To recognise numbersof instruments andvoices in a piece ofmusic or song-To understand thatsinging is used in anumber of contextsincluding secular andsacred | -To aurally recogniseand reproduce simpleinterludes in music-To recognise songs fromthe pentatonic scaleand to discusstraditional music fromdifferent cultures.-To reflect on theemotional impact of apiece | -To be able to commenton tonality of a givenmusic extract-To compare andcontrast different kindsof music usingappropriate musicalvocabulary-To share ways toimprove thecomposition of others | -To be aurally familiarwith common diatonicchord sequences (I, IV,V etc)-To notice andcomment on the useof musical structuresand devices within apiece of music-To discuss ways toimprove thecomposition of othersusing musicaldimensions as a guide |

**Year 1**

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| **Autumn**  |
|  | **Skills** | **Activities and Knowledge** |  |
| **Found Sounds**   | Singing-I can sing with the correct posture-I can start to breathe properly when singingPerforming -I can play long sounds and short sounds and soft and loud sounds. I can play fast and slow-I can start and stop with an ensemble by following the leader.-I can respond to visual cues to change dynamics-I can start to copy simple rhythms aurally and play them in time- I can perform sounds within a group and in response to symbolsComposing -I can find interesting sounds on instruments and in my environment. I can use untuned percussion correctly.-I can use my voice and body to create different soundsListening and Appraising -I can name the untuned percussion instruments in the music room. I know how to play them properly.-I can anticipate what sound they will make. I can think of ways of making different sounds on them |  Recurring activities* Vocal warmups
* Games exploring pulse, rhythm, dynamics and tempo

Main activities1. Exploring untuned percussion
* Classifying through size, material, sound and how they are played
* Finding different ways to play these instruments
* Playing in instrument groups as a class orchestra led by a conductor
1. Exploring musically opposite sounds
* Identifying and playing long and short sounds and recording the sound sequence with symbols
* Identifying and playing fast and slow sounds and recording the sound sequence with symbols
* Identifying and playing loud and quiet sounds and recording the sound sequence with symbols
* Playing as a class orchestra following change of dynamics and tempo cues, as well as rests and continuous sound
1. Exploring sounds in the classroom and different environments
* Using classroom resources to create, record and then manipulate the recorded sound samples
* Playing these live sounds as a class orchestra led by a conductor
* Recreating sounds from different environments with percussion instruments in the classroom
1. Exploring sounds we can make with our voices and bodies
* Using a graphic score to create a body-sound sequence
* Using a graphic score to respond to changes in our voices
 | **Resources**Untuned Percussion InstrumentsPASCAM recorderShow-Me music boards |
| **Songs and Chants**Building on FS songsAssembly songsTopic focussed songs |
| **Glossary**Pulse/rhythm/dynamics/tempo/durationTexture and timbreSampling |
| History of Music/Genre World Music PercussionMusique Concrete |
| **Musical Pictures**  | Singing-I can sing a small repertoire of songs. -I can start to project by standing and breathing properlyPerforming I can play tuned instruments so that they create high and low notes. -I can start to recognize different pitches. -I can start to remember patterns that include high and low soundsComposing -I can organize sounds using graphic scores-I can use music or paint a picture Listening and Appraising **(Instruments of the Orchestra)**-I can recognize some instruments visually and aurally.-I can say which are high and which are low |  Recurring activities* Vocal warmups – including singing well known songs starting on different notes ie at different pitches
* Games exploring pitch reinforcing the concept with hand movements- voice walking
* Games exploring pulse, rhythm, dynamics and tempo

  Main activities1. Exploring high and low sounds in the environment
* Using the voice to imitate high and low sounds eg animals,
* Using the voice to tell a story with these sounds
* Using the voice to tell a story with a range of changing pitched sounds eg lift story
* Using symbols to represent changing pitch- eg. dots/straight lines
* Using the voice to move by step, skip or leap
1. Exploring tuned percussion in the music room
* Using two chimes to work out which is high and which is low
* Creating and notating their own high, low song with these two chimes
* Introducing a third chime to understand the concept of middle/in- between
1. Exploring the glockenspiel
* Identifying the glock as a ladder with lower(bigger) notes moving up to higher notes
* Telling appropriate nursery rhyme stories using the glockenspiel – Hickory, Dickory Dock,
1. Listening to music with well-defined changes in pitch
* Recognising instruments that play high sounds and instruments that play low sounds
 | ResourcesTuned percussion including single chimes, xylophones and whole class set of glocks  |
| Songs and ChantsNursery rhymesSimple well known songs to illustrate voice walking  |
| Additions to GlossaryPitch- high, low, higher, lower |
| History of Music/ GenreWestern Classical music-Carnival of the Animals Dance of the Sugar Plum FairyFlight of the Bumblebee The Firebird |

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| **Spring**  |
|  | **Skills** | **Activities** |  |
| **In the Groove**  | Singing- I can start to sing with increasing accuracy of pitch and rhythm.-I can improvise with my voice Performing -I can use a limited range of given notes and play them from a graphic score.-I can play tuned percussion within a groupComposing I can compose a tune with two notes using graphic notation. -I can improvise playing on two notes on a glockenspiel Listening and Appraising **(Musical Styles)**- I can begin to recognize different styles of music and know which country or culture it comes from |  Recurring activities* Vocal warmups
* Warmup games reinforcing musical dimensions of pitch/dynamics/tempo and duration

  Main activities* Listening and appraising 4 different musical styles
* Learning one new song ‘In the Groove’ in four different music styles
* Finding the pulse in the song
* Clapping rhythms along to the song
* Improvising rhythms with the song
* Playing the glock along to the song with two notes
* Improvising with the voice along with the song
* Improvising with glocks on two notes
* Composing a simple melody to the accompaniment with two notes C and D
 | ResourcesCharanga Unit- In the GrooveChimes C and D for groups of 4Class set of glocks |
| Songs and ChantsIn the GrooveAssembly songsTopic based songs |
| Addition to GlossaryImprovisationCompositionPerformanceGroove |
| History of Music/GenreBhangraBaroqueFolkFunk |
| **Let’s Talk Drums**  | Singing-I can sing an increasing repertoire of songs.-I can sing in a foreign language Performing -I can internalize a simple call and response pattern. -I can play a rhythm in time with a group. -I can follow auditory cues from the master drummerComposing- I can use a short phrase to remember a rhythm. -I can use a short phrase to create a basic rhythm Listening and Appraising - I can recognize a djembe and other African instruments and the different sounds that can be produced from them. -I can recognize traditional African singing when I hear it |  Recurring activities* Vocal warmups
* Warmup games and chants reinforcing call and response and the musical dimensions of pitch/dynamics/tempo and duration

  Main activities1. Introduction to djembe
* Learning the history of the djembe
* Learning the correct posture for, and the three main sounds that can be produced on a djembe
* Learning stop and start signals from the master drummer
* Learning to improvise a solo
1. Exploring pulse and rhythm
* Copying and then creating rhythm phrases eg orange ball,
* Copying and then creating a rhythm phrase sequence
* Developing a call and response sequence
* Learning to lead a call and response sequence
1. Dancing and singing as part of African music making
* Learning a gumboot dance from South Africa
* Learning classic dance moves from West Africa
* Listening and appraising African singing
 | ResourcesClass set of djembes |
| Songs and ChantsCall and response songsAfrican playground songs |
| Addition to GlossaryCall and responseAcapella |
| History of Music/GenreAfrican Drumming, singing and dancingSouth African gumboot dancing |

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|  **Summer**  |
|  | **Skills** | **Knowledge** |  |
| **A Load of Rubbish (Trash Orchestra)**  | Singing-I can maintain my part accurately in a round.-I can perform as part of a large group I can follow visual cues. -I can start to build up my repertoire with songs from different musical styles.Performing **(Hup 2,3,4)**- I can differentiate between clapping a rhythm and clapping a pulse-I can perform simple rhythms against a steady pulse.-I can find the pulse and rhythm in different songs and pieces of music.-I can read a simple rhythm from a graphic score- I can find musical sounds in everyday objects. -I can maintain my own rhythm in an ensemble. -I can count the pulse. I can follow a range of musical, verbal and visual cues. -I can respond to changes in tempo-I can recall a simple call and response patternComposing **(Trash Orchestra)**-I can anticipate what sounds I can make. -I can create original sounds-I can compose a rhythmic pattern with limited assistance -I can compose my own rhythm.-I can lead a small group with limited assistance.Listening and Appraising **(Stomp)**-I can recognize how different objects will sound. -I can think of different playing techniques.- I can recognize common western musical instruments aurally and visually-I can recognise different brass instruments visually- I can recognise a simple structure eb ABACADA in a piece of music | Recurring activities* Vocal warmups
* Warmup games and chants reinforcing the musical dimensions of pitch/dynamics/tempo and duration
* Simple dances with movements- eg Continental Drift
* Playground games- Double double this this
* Cup game to reinforce pulse

Main activities 1. Exploring ways of making an instrument
* Exploring how the sound is created for a pitched instrument
* Exploring how the sound is made for a percussion instrument
1. Creating a trash orchestra in order to reinforce musical opposites
* High/low sounds
* Long/ short sounds
* Soft and loud
1. Controlling the pulse
* Singing songs at different tempos
* Playing music with a change of tempo
* Listening and appraising music with a well-defined change in tempo
1. Developing rhythmic literacy
* Using simple songs and rhythms to clap the pulse
* Using simple songs to clap the rhythm of the words
* Walking around the class singing the songs whilst marching to a steady beat
* Using two drums(one for pulse and one for rhythm) to play as the children sing the song
* Reading the rhythm as symbols/ hearts etc
* Reading music notation to play the rhythm
1. Learning the Raspa and Waltz
* Using a simple dance to explore structure and meter
* Listening and appraising music with a simple ABA structure
1. Exploring the Brass Band
* Listening and appraising brass band music
* Recognising and feeling the four

  | ResourcesMaterials to make example instruments(trumpet,drum, shaker,pan pipes) |
| Songs and ChantsAssembly songsTopic based songsMarching songs |
| GlossaryBeats, crotchet, quaver, structure |
| History of Music /GenreMarching BandsRecent Pop Music |

**Year 2**

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| **Autumn**  |
|  | **Skills** | **Activities and Knowledge** |  |
| **Rap it Up**   | Singing- I can sing with increasing accuracy of pitch and rhythm.-I can project by standing and breathing properlyPerforming -I can play rhythmic patterns based on phrases and sentences**-**I can internalize a rhythm. -I can play basic rhythm from notations-I can play in time with a pulse. -I can perform a simple verbal ostinato Composing - I can compose my own rhythm using words or phrases-I can compose a simple rap with body percussion -I can start to notate a simple rhythmListening and Appraising - I can identify and comment on the difference between pulse and rhythm. | Recurring activities* Vocal warmups
* Warmup games reinforcing musical dimensions of rhythm and pulse
* Building up a call and response sequence
* Cup game with a song

Main activities1. Exploring the rhythm in children’s names
* Using children’s names for clapping rhythms
* Using rhythms of names to guess which child
1. Exploring food to create simple rhythms
* Using favourite foods to create rhythm sentences – I like cottage pie
* Applying this rhythm to a hearts grid against the pulse
* Starting to write the rhythm in standard notation
1. Exploring food to create more complex rhythms- eg cauliflower cheese
* Creating rhythm sentence starting with I like…..
* Applying to a hearts grid
* Writing the rhythm in standard notationeg I like hot dogs
1. Using school phrases to create rhythms as above
2. Exploring Little Red Hen as a rap
* Learning the poem and rapping it with music
 | ResourcesShow-me boards |
| Songs/ChantsAssembly songsBuilding on y1 songsTopic based songs |
| Glossary Additions and recapsOstinato |
| History of Music/ GenreHip Hop/ Rap |
| **Setting the Scene**  | Singing- I can remember songs from last year. -I can sing with the correct posture and breathing. -I can sing with good diction.Performing -I can play loud and soft/fast and slow/low and high.-I can play untuned sounds in response to a graphic score- I can play changing sounds in response to a graphic scoreComposing - I can use texture to change a piece of music. -I can plan to use dynamics and texture in a performance. -I can use music to tell a story and create different effects and feelingsListening and Appraising **(Musical Opposites)**- I can comment on dynamics, pitch and tempo loud/soft-high/low/fast/slow.-I can explain how music can be used to tell a story.-I can recognize the 4 main instrumental families | Recurring activities* Vocal warmups
* Warm up games reinforcing musical dimension of rhythm, pulse, duration

Main activities1. Exploring different sounds to create different effects and feelings
* Playing different groups of instruments to create a variety of sounds
* Revisitng Please Mr Noah to create the animals
1. Exploring different combinations of sound to create different effects
* Extending Please Mr Noah to recreate the storm with body percussion
* Recreating the storm with instruments
1. Exploring how symbols can be used to represent a sequence of sounds
* Writing a score for the storm
* Developing symbols that show that a sound is changing eg getting louder
1. Create a class composition that tells a story using a sequence of symbols
* Using Noah’s ark story from building the ark through to the end.
* In smaller groups breaking the story down egbuilding/animals coming in, storm, drifting on the sea
 | ResourcesUntuned percussion instruments |
| Songs |
| GlossaryScore, timbre, texture |
| History of Music/ GenreWestern classical music in particular ‘The Sorcerer’s Apprentice’ |

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| **Spring**  |
|  | **Skills** | **Knowledge** |  |
| **Music of the Caribbean** | Singing- I can sing with increasing independence.Performing **(Call and Response)**- I can lead a call and response in time-I can internalize complex rhythms -I can read a simple rhythm grid and play that rhythmComposing -I can notate a simple rhythm on a rhythm grid. -I can compose complex rhythms using a rhythm sentenceListening and Appraising **(Calypso)**- I can recognize calypso music and rhythms. -I know the history of Bamboo Tamboo and the Steel Pans | Recurring activities* Vocal warmups
* Warmup games reinforcing musical dimensions of rhythm and pulse
* Building up a call and response sequence
* Games and exercises to develop co-ordination

Main activities1. Exploring syncopation
* Recapping on hearts and rhythm grid
* Introducing insect grid to compose more complex rhythms
* Embedding calypso rhythms in all performances
* Reinforcing 1&2&3&4&
* Using rhythms eg 12345 Bananas
* Recognising parts of a rhythm that are off the beat
* Visualising parts of a rhythm that are off the beat
* Notating a simple syncopated rhythm
1. Exploring Bamboo Tamboo and calypso music
* Learning the history and development of Bamboo Tamboo
* Recognising the differences in pitch of the three tubes
* Learning three different rhythms on BT
* Layering these three rhythms on top of each other
1. Exploring tuned percussion
* Learning the history and development of the steel pan
* Accompanying calypso songs with tuned percussion.
1. Exploring the history of Reggae music
* Listening to and appraising the main features of reggae music
* Learning to play tuned percussion with Three Little Birds
* Improvising tunes and rhythms to Three Little Birds
* Composing tunes and rhythms to Three Little Birds- C/D/E
* Listening to and appraising different reggae songs eg Toots and the Maytals/Amy Winehouse

  | ResourcesBamboo Tamboo class setClavesDjembesBongosTuned percussion (classroom alternatives for steel pans) |
| SongsAssembly songsCalypso songsReggae songs |
| Singing- I can start to sing in different textures Performing - I can accompany a song with simple rhythms.-I can respond to cues from the leader.-I can perform my own rhythm within a polyrhythmic structureComposing -I can compose and play complex rhythms for the Bamboo Tamboo Listening and Appraising **(Reggae)**- I can recognize and comment on reggae music | GlossaryCalypsoRhythm gridSyncopation |
| History of Music/GenreCalypsoReggae |

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|  **Summer**  |
|  | **Skills** | **Knowledge** |  |
| **Introduction to the Recorder**  | Singing- I can sing with enthusiasm.-I can use perfect posture and breathing -I can follow visual cues regarding pitch Performing **(Recorder)**- I can hold the recorder correctly and stand with good posture.-I can master the tonguing technique in order toproduce a good sound. -I can warm up the recorder- I can read and play a simple melody with a limited number of notesTaken from Seting the sceneComposing - I can compose a simple tune with a limited number of notes(GAB)Listening and Appraising - I can demonstrate that I know the names of the different parts of the recorder. -I know what a crotchet, minim and semibreve look like | Recurring activities* Vocal warm ups
* Games to reinforce musical inter-related dimensions

Main activities1. Pilot lesson on recorder
* Taking apart recorder and putting back together
* Learning parts of recorder
* Learning good posture and technique
* Producing a good quality sound
1. Language of music
* Studying a piece of music to decode the symbols
* Drawing a treble clef
* Drawing crotchet,minim and semibreve
* Understanding the stave as a ladder
* Leaning BAG
1. Dynamic symbols
* Revisiting ways to express loud/quiet/loud to quiet/quiet to loud
* Exploring the musical symbols for dynamics
* Learning the ladder of sound pp>p>mp>mf>f>ff
1. Playing the recorder
* Studying Sarah Watts pieces
* Composing with BAG songs
* Improvising with BAG
1. Listening and appraising
* Music from the Baroque period
* Folk music
* Any top-quality recorder playing
1. The recorder family
* Listening to recorder quartet music
* Exploring the four main instruments- soprano, alto, tenor and bass
* Exploring the llnk with the voice range SATB
 | ResourcesClass set of recordersSarah Watts recorder sheetsCharanga recorder music Show Me Boards |
| SongsAssembly songsEnd of KS! Songs for show |
| **Recorder Continued**  | Singing - I can perform as part of a massed ensemble. -I can maintain my part with accuracy. I can follow a conductor Performing-I can follow a conductor. I can perform as part of an ensemble. -I can begin to play notes from a simple musical score.-I can respond to dynamic symbolsComposing- I can compose a simple tune and write it in music notation Listening and Appraising -I can recognize the different sounds in the recorder family - descant/treble and bass.-I can recognise recorder music from different ages and cultures | GlossaryCrotchet, minim, rest, semibreve, stave, duration, cresecendo/time signature/treble clef |
| History of Music/GenreBaroqueFolk Music |

**Year 3**

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| **Autumn**  |
|  | **Skills** | **Knowledge** |  |
| **Introduction to Samba**  | Singing- I can learn new material quickly.-I know how to take care of my voicePerforming - I can internalize complex rhythms within a group-I can respond to cues from a leader-I can lead a call and responseComposing - I can compose a simple Samba rhythm -I can notate a samba rhythmListening and Appraising -I can name the samba instruments and I can identify the musical elements of Samba | Recurring activities* Vocal warm-up
* Rhythm games and body percussion warmups reinforcing the off beat

Main activities1. Introducing Samba instruments and the origin of Samba
* Learning names and sounds of different samba instrumetns
* Learning good playing technique
1. Introducing insect grid to include caterpillar
* Relating BT rhythms to insect grid
* Composing 4 beat rhythms using insect grid
1. Introducing syncopation into the insect grid
* Walking the pulse whilst maintaining syncopated rhythms
* Notating these syncopated rhythms on the insect grid
1. Introducing a groove and creating layers of repeated patterns
* Reinforce Ken and BBQ groove vocally
* Play this groove on samba instruments individually
* Building up to whole class on groove
1. Introducing a call and response to introduce groove
* Performing and leading a call and response leading to a groove
 | ResourcesWhole class set of samba instruments |
| SongsAssembly SongsSamba Chill Samba BrazilSing a Samba (Sing Up |
| GlossaryOstinato |
| History of Music/GenreLatin American Music |
| **Introduction to Ukulele** | Singing- I can continue to develop my rangePerforming I can perform a simple song accompaniment using a thumb brush strum. I can pluck on the open stringsI can strum on open strings-I can recognise tablatureComposing - I can use the 4 strings on the ukulele to compose my own melodyListening and Appraising I know the different parts of the ukulele and I can name the stringsI can talk confidently about its cultural and historical background | Recurring activities* Vocal warmups
* Warm up games to reinforce pitch on the ukulele

Main activities#1 Pilot lesson on the uke* Learning the different parts of the uke and comparing with guitar or violin
* Learning good posture and technique
* Learning the open string notes

2. Simple playing techniques on open strings* learning the correct playing position for thumb brush strum
* Learning to sing and play alternately with accuracy
* Learning the thumb rest stroke and the free stroke and recognising the difference
* Learning to pluck banjo-style

3. Understanding that the tab relates to the fretboard | ResourcesClass set of ukes |
| SongsAssembly songsStarlight, star brightIt’s raining its pouring |
| GlossaryTuning the ukuleleHead/body/bridge/fretboard |
| History of Music/GenreHawaiian MusicBlue GrassRagtime Music |

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| **Spring**  |
|  | **Skills** | Knowledge |  |
| **Musical Arrangements**  | Singing- I can sing with enthusiasm-I can sing and play a rhythm at the same timeI can sing in different stylesPerforming - I can reproduce a melody aurallyI can perform an ostinato as accompaniment to a song Composin-I can identify and compose different ways to accompany a songI can compose a simple ostinato and use it as an accompaniment to a songListening and AppraisingI can recognise that an accompaniment is the underlying sound that supports the melody | Recurring activities* Vocal warm-ups to explore shapes of tunes eg Ebenezer sneezer
* Showing music score when singing songs
* Checking the pitch games High/low/middle

Main activities focussing on different song styles1. Hill and Gully- work song
* Working out notes for melody by ear
* Creating an accompaniment for the song
1. Ol’ Mas Charlie
* Using song lyrics to compose ostinato accompaniments
1. Ein Madchen oder weibchen
* Working out the glock accompaniment by ear
1. Merrily we roll along/Twinkle, twinkle
* Exploring different arrangements
* Composing a whole class arrangement
1. Exploring different moods in a song
* Castle on a cloud/My favourite things/My Ol Man
 | ResourcesClass set of glockenspielsClass set of djembes and hand percussion |
| SongsAssembly songs – (*you tube for different accompaniments)*As listed in knowledge section |
| GlossaryAccompaniment/Arrangement  |
| History of Music/GenreMusical theatre/Opera/Work Songs/music hall songs |
| **Sing Up** | Singing- I can start to sing pure vowels with accuracyPerformingI can learn to play a simple melody from graphic and standard notation.I can perform songs from different eras and stylesComposing I can compose my own song using three notes and given textListening and Appraising I can recognise that singing is used in a range of contexts including sacred and secularI can explain what an opera and musical is. I can recognize that different people have different voices and sing at different pitches.I can hear inner parts | Recurring activities* Vocal warm-ups to explore shapes of tunes eg Ebenezer sneezer
* Showing music score when singing songs
* Checking the pitch games High/low/middle

Main activities1. Exploring songs in different settings
* Hallelujah Chorus and ‘This song has a melody’ to understand four part
1. Appraising protest songs/national anthems and religious choral works
2. Exploring development of notation
* Exploring how to represent a melody on the page (Columbia aspexit)
1. Composing a 3 note melody with given text

and appropriate accompaniment* Sumer is icumen in
* The Sun goes down below the woods
* In small groups , using these two texts composing

 appropriate accompaniments on three notes* Writing the melody on the musical stave
 | ResourcesClass set of glockenspiels |
| SongsAssembly songs |
| GlossaryUnisonhomophonic/monophonic/PolyphonicSopano/alto/tenor/bassChoral singing SATBDroneHistory of Music/ GenreMedieval, freedom songs/national anthems/oratorios |
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|  **Summer**  |
|  | **Skills** | **Knowledge** |  |
| **Programme Music**  | Singing- I can sing with increasing independence- I can sing as part of a large group and maintain my part with accuracyPerforming - I can use sounds expressively and perform them in a group to create a given imageI can use dynamics, tempo, timbre, texture to change a piece of musicI can use music to express a moodI can use sounds to match my movementsComposing  I can select appropriate instruments on the basis of internalized sounds. I can create different combinations of sound to create different moodsListening and Appraising I can identify descriptive features in musicI can name and recognise visually and aurally the standard orchestral instruments within their families and describe how they are played-I can analyze and comment on how sounds are used to create moods | Recurring activities* Vocal warm up reinforcing pitch movement
* Games reinforcing timbre and texture

Main activities1. Exploring musical stories and images
* Listen and appraise Peter and the Wolf
* Exploring the animal motifs
* Exploring the timbre of instruments used for these animals
* In groups explore which group of instruments best represent each animal (Carnival of the Animals
1. Exploring music and movement
* Composing a short sequence of sounds representing an encounter between to animals
1. .Exploring contrasts in music
* Listen and appraise 2 contrasting movements in Peer Gynt
* Compose a short piece that illustrates a change in mood within the composition
1. Composing a sound picture as a class ensemble
* Explore different sounds within a picture
* Preparing sound bites with appropriate instruments
* Exploring different combinations of sound bites to create the entire picture
1. Exploring the 4 families in the symphony orchestra
* Listening to ‘live recorded ‘ music performances
* ‘Show and Play’
 | ResourcesAll instruments available |
| SongsAssembly Songs |
| GlossaryMotifTimbre/texture/dynamics/tempo |
| History of Music/GenreRomantic Period / 20th Century PeriodMussorgsky- Night on bald MountainGrieg- In the hall of the mountain king/Morning MoodJohn Adams Short ridePeter and the Wolf- Prokofiev  |

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| **Autumn**  |
|  | **Skills** | **Knowledge** |  |
| **Scaling the Heights**   | Singing- I can warm up my voice properly. -I can sing in a head voice and a chest voice.Performing -I can begin to recognise intervals within a major scale-I can play a chromatic scale and understand how it is constructed-I can sing and sign sol-faComposing - I can compose a simple structured melody using stepping scales and simple arpeggio movement using up to 5 notes -I can notate this melody graphicallyListening and Appraising - I can hear the difference between major and minor scales. I can begin to recognise how a melody is constructed-steps/intervals | Recurring activities* Vocal warm up reinforcing intervals/skipping/stepping and jumping, Ebenezer Sneezer/ Chromatic warm up
* Games reinforcing aural recognition of intervals e.g.Guess the note sequence/ Snakes and Ladders/ Match the interval direction/checking the pitch. Smart board games

Main activities1. .Exploring the structure of major scale C and E
* Singing and playing 112112321 on glocks and in canon
* Learning that the relationship between each note is constant
* Singing simple songs from different starting notes
* Learning tonic sol-fa hand signs
1. Exploring melodies
* Learning to identify melodic intervals, playing them by ear and dot notating-one 2nd/1 3rd 1 4th etc
* Learning to identify melodic phrases and playing them by ear
* Composing melodies with a given set of intervals
* Notating these melodies graphically
* Learning that melodies are made up of step movement, intervals and repeated notes
1. Exploring chromatic scale
* Playing and singing the chromatic scale warm up
1. Exploring tonality
* Listening to different pieces of music to recognise major or minor
 | ResourcesGlockenspiels/Tuned percussionShow- me boards |
| SongsAssembly songs/Janie Mama(Reading the sheet music to start to visualise melody movement) |
| GlossaryScales/Major/Minor/tonality/intervals/step movement/melodic hrase/tone/semitone/key |
| History of Music/GenreClassical Period Flight of the Bumblebee |
| **Take 5**  | Singing - I am aware of what my vocal range is. I can increase my vocal rangePerforming -I can play a drone -I can improvise using a range of given notes.Composing - I can sing and play my own structured pentatonic melodyListening and Appraising - I can recognize songs from the pentatonic scale and can discuss traditional music from different countries | Recurring activities* Vocal warm up reinforcing major and chromatic scales
* Games reinforcing pitch movement –eg which notes are these?

Main activities1. Using Old Macdonald as an introduction to the pentatonic
* Learning to play the tune by ear
* Recognising the melody uses 5 notes and understanding the 12356 structure, starting on different notes
1. Improvising using the pentatonic scale
* In pairs tell a joke using the notes of the pentatonic
* Listening for questions and answers in the musical idea
* In pairs use two musical phrases to create a 4 phrase piece AABA
* In groups composing the structure for a vocal ostinato considering dynamics and tempo
* Composing a tune for the ostinato
* Improvising with the pentatonic over the ostinato
1. Setting a short poem to music
* Considering using step/skip/jump movement and repeated notes
* Considering using groups of notes to fit with the flow of words
 | ResourcesGlockenspielsTuned percussion with pentatonic notes Poems for group work |
| SongsAssembly songsFolk SongsSongs using the pentatonic scale |
| GlossaryPentatonic scale/structure/drone |
| History of Music/GenreFolk Music |

 **Year 4**

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| **Spring**  |
|  | **Skills** | **Knowledge** |  |
| **Loop the Loop** | Singing - I can sing a complex polyphonic texture and maintain my partPerforming - I can play and maintain a tuned and untuned ostinato within a small group Composing -I can compose and maintain a tuned and un tuned ostinato I can notate my untuned ostinatoListening and Appraising - I can demonstrate that I understand in music there is different terminology for a repeated pattern in different music genres.-I can recognise a riff, a loop and an ostinato | Recurring activities* Vocal warmup reinforcing pitch movement and repeated rhythmic patterns
* Games to reinforce pitch movement

Main activities1. Exploring rhythm ostinati
* Using song phrases to create layers of rhythmic ostinato
* Notating these ostinati
* Understanding that pulse is an essential part of the exercise.
1. Exploring vocal ostinati
* In groups learn Harry Potter ostinato
* Use categories(animals/games/etc to create interlocking rhythmic ostinati
* Create beat-boxing grids in groups to accompany a song
* One person from each group to improvise a pentatonic tune with their phrase
1. Exploring well-known melodic and rhythmic ostinati
* Listening and identifying rhythmic and melodic ostinato in well-known pieces of music. Eg Ravel’s Bolero
* Build up a class composition ith Unsquare Dance using 2 rhythmic ostinato and a bass ostinato
* Listening to Pachabel’s Canon- exploring the structure and identifying the groundbass.
* Exploring Chiacona Groundbass and melody
* Listening to and identifying riffs and loops in guitar music and dance music Show and Play
1. Rhythmic and Melodic Ostinati World Premiere as a class performance

  | ResourcesTuned and untuned percusison |
| Songs |
| GlossaryOstinato/riff/loopGround bassDronePolyphonic |
| History of Music/GenreMinimalismBaroque |
| **Introduction to Gamelan** | Singing - I can sing a harmony part and maintain my linePerforming - I can perform Gamelan music within a group Composing - I can compose a balungan and notate it graphicallyListening and Appraising - I can recognize Gamelan music and understand its social and religioussignificance | Recurring activities* Vocal warmup
* Games – rhythm games 3 groups clapping on different beats over 8 and tuned games picking up the different beats on triangles then tuned percussion

Main activities1. Exploring the history and cultural significance of Gamelan Music
* Looking at authentic Gamelan instruments and discussing classroom alternatives in relation to pitch, timbre and function
* Investigating the structure of a piece of Gamelan music (layers)
* Learning technique for playing authentic and classroom instruments
* Investigate changing dynamics and tempo in a Gamelan piece
* Understanding that the drummer leads (Dynamic drummer)
1. Applying knowledge to recreate Baris Gede Bandrangan
* Building up the piece from the Balungan /double balungan/ceng-ceng/ kempli/kendang and the gongs
1. Composing and notating a simple balungan over 8 beats and with given scale of notes

  | ResourcesTuned and Untuned percussion Keyboards |
| SongsAssembly songs |
| GlossaryHeterophonyCyclic melody |
| History of Music/GenreGamelan |

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|  **Summer**  |
|  | **Skills** | **Knowledge** |  |
| **Film Music**  | Singing -I can teach a song to my peers Performing- I can perform a sequence of layered sounds that builds a storyline as part of a group Composing - I can compose music that creates an atmosphereI can compose a motif Listening and Appraising -I can recognize the different instrumental families aurally-I can discuss the difference between major and minor tonality | Recurring activities* Vocal warmup and games to reinforce previous knowledge

Main activities1. Composing a leitmotif
* Guess the superhero
* Considering the elements of superhero motifs
* Analysing how timbre/texture/dynamis/tempo is used to create an image
* In groups children to invent their own superhero character
* Children to create a musical idea that represents their character
1. Developing a soundtrack as a class activity
* Creating a sequence of scenes- Journey around the world
* In groups children to create the atmosphere for their own scene
* Children to compose music for moving from one scene to the next
 | ResourcesAll available instruments |
| SongsAssembly songsWell known film songs eg Happy/ I’m a believer |
| GlossaryLeitmotifScore/ OrchestrationSoundtrack/ Instrumentation |
| History of Music/GenreFilm Music |
| Singing- I can perform as part of a large group and maintain my partPerforming - I can develop my performance within the group and work out ways to improve it Composing - I can compose my own short film scoreListening and Appraising - I can discuss how music reflects a mood and tells a story | Recurring activities* Vocal warmup and games to reinforce previous knowledge

Main activities1. Exploring music from The Harry Potter Symphonic suite
* Discussing the suitability of orchestration to each scene
* Discusssing the instrumentation for each scene with reference to tonality/timbre/texture etc
1. Music manipulating the emotions
* Watching film extracts with and without the soundtrack
* Watching one film extract with different music comic/scary/majestic
1. Composing the score for a Pop-Eye cartoon
* Using mickey-mousing and under scoring to highlight certain actions.
 | Resources |
| Songs |
| GlossaryMickey-mousingUnder-scoreDissonance |
| History of Music/GenreFilm Music |

**Year 5**

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| **Autumn** |
|  | **Skills** | **Knowledge** |  |
| **Ukulele Orchestra**  | Singing - I can sing a more difficult harmony part.Performing -I can play Am/ C/and F chords-I can strum in time. Composing - I can compose my own 2 or 3 chord sequenceListening and Appraising -I can recognize Hawaiian music aurally. I can identify its key features -I can explain the difference between a major and a minor chord |  Recurring activities* Vocal exercises that explore harmonies
* More complicated rhythm games

Main activities 1. Revisiting knowledge learnt in Year 3
2. Developing technique
* Learning the first finger strum
* Improvising strumming rhythms with the first finger strum
* Incorporating the shuffle within the strum
* Learning the tremolo playing technique
* Learning the string dampening techniue
1. Exploring tablature
* Learning how to read tabs for chords
1. Learning smooth chord progressions
* C major/Am/F major/G7/Em
* Using these chords to create different progressions
1. Melodies and accompaniments
* Playing simple melodies from standard notation
* Composing melodies on the A and E strings
* Developing chord accompaniments for these melodies
* Evaluating individual performances
1. Exploring the ukulele family
* Learning how to tune a uke to itself
* Appraising popular uke performances
 | ResourcesWhole class set of ukuleles |
| SongsAssembly songsStay with meOl’ Town RoadEleanor RigbyRockabye BabyPrice TagSee you again |
| Singing - I can sing in a homophonic texture with up to three parts. -I can maintain my part accurately.Performing -I can move smoothly between chords.- I can play simple melodies on the ukulele reading standard notationComposing - I can compose a melody on the ukulele Listening and Appraising - I can start to tune the ukulele by myself and can explain what I am doing | GlossaryFirst finger strum/shuffleChord progression |
| History of Music/GenreMusic of HawaiiModern popular music |

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| **Spring** |
|  | **Skills** | **Knowledge** |  |
| **Take Note**   | Singing- I can warm up my voice correctly. I know how to take care of my voice-I can do a range of warm ups Performing - I can recognize the pattern of the keys. I can find ‘C”.-I can play C major scale on chimes and on keyboard- I can play a simple melody in the C major positionComposing - I can compose a simple 4 bar melody in the C major position-I can notate this melodyListening and Appraising - I can read a simple melody from standard notation. -I can discuss various features in a simple music score. | Recurring activities* Vocal warmups
* Games to reinforce music notation and aural memory

Main activities1. Exploring music notation
* Learning techniques to be able to read music
* Exploring the design of notes to indicate duration
* Exploring the position of notes to indicate pitch
* Starting to play simple well known tunes by reading the music
* Composing simple 4 bar tunes in the C major position
* Notating these tunes on the music stave

  | ResourcesShow me boardsGlockenspiels/KeyboardsClass music board |
| SongsAssembly songsSongs from AUT term |
| **Strike a chord** | Singing- I can sing in a complex polyphonic texture and maintain my part.-I can sing a range of polyphonic songsPerforming **- I can move smoothly through all the triads in C Major**- I can read more complex musical scores including rests- I can perform my’uke’songs on the piano- I can improvise a melody with an unusual set of notesComposing - I can compose a melody with question and answer phrases Listening and Appraising - I can understand the concept of different keys.-I understand the structure of a major scale – TTS TTTS | Recurring activities* Vocal warmups
* Games to reinforce music notation and aural memory

Main activities1. Exploring chords
* Learning how to construct all the C major triads
* Learning to move smoothly up and down the C major triads
* Learning to move through chord progressions adapting fingering if appropriate
* Exploring chord progressions using Dmin and C major
* Improvising a melody over these two chords
1. Improvising with chord progression I-IV-V
* Learning this progression in different keys/ different tonics
* Improvising melodies for this chord progression
1. Improvising melodies and chords with an unusual set of notes
* Breaking down Satie’s Gnossienne 3 into three chords and three related scales
* Using these three scales to create new chords and melodies
* Developing musical questions and answers within the melodic phrases
* Appraising these compositions
 | GlossaryStave/spaces/lines/trable clef/ metre/bar/Notation/tone/semitone/Triads/root/key/tonic/subdominant/dominant/chord numbers eg I-IV-V/three chord trickEquivalent American glossary- whole note/measure |
| History of Music/GenreHistory of keyboard instruments – hydraulis/ piano accordion/harpsichord etcKeyboard music – Baroque/Classical/Romantic |

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|  **Summer**  |
|  | **Skills** | **Knowledge** |  |
| **World Music**  | Singing - I can teach a song to younger children. -I can demonstrate understanding of breathing and posture Performing-I can perform as psrt of a group ensemble-I can lead as samba meistre or master drummer.-I can perform music with a complex polyrhythmic structure Composing - I can use my own complex rhythm sentences to create a rhythm-I can compose my own samba/bamboo tamboo groove Listening and Appraising - I can recall the cultural and historical significance of Samba, African drumming and Bamboo Tamboo | Recurring activities* Vocal warm ups to reinforce aural memory
* Games to reinforce more complex rhythms

Main activities Revisitiing and building on previous knowledge 1. Bamboo Tamboo
* Exploring complex rhythms in layers
* Composing a class piece with 3 rhythmic layers
* Developing call and response intro
* Developing breaks within the groove
* Perform and evaluate class piece
1. Samba
* Exploring Samba reggae/hip-hop/bossa nova
* Learning the piano and uke accompaniment for Mas Que Nada (Hip hop)
* Developing a class performance of Samba Insetos
* Perform and evaluate class piece
1. African djembe
* Exploring traditional and contemporary rhythmic arrangements
* Building in intros , closing rhythms, breaks and solos into a class ensemble
* Perform and evaluate class ensemble
1. Gamelan
* Composing music for a Wauang Guliit puppet show
* Composing a balungan and all other layers around it.
* Exploring the influence of Gamelan in classical and modern music
* Perform and evaluate group performances of a gamelan piece
1. Flamenco
* Exploring the history of flamenco
* Exploring the rhythms of flamenco music
* Composing a melody over a flamenco chord sequence.
1. Kwela
* Exploring the history of kwela music from South Africa
* Breaking down the structure of the kwela style
* Building up to a performance of the kwela song ‘In South Afirca’
 | ResourcesDjembe –class setClassroom equivalents for GamelanSamba drumsBamboo TambooRecorders or any appropriate wind/brass instrumentUkuleles/Guitars |
| SongsAssembly songsMas que nada |
| Singing- I can perform as part of a large group.-I can use perfect posture, breathing and projection Performing Composing - I can compose a flamenco piece as part of a group-I can compose a balungan and construct the layers around it Listening and Appraising - I can discuss the historical significance of flamenco and kwela music -I can recall the significance of Gamelan music and discuss its influence on other music stylesI can recall the significance of samba and discuss its influence on other music styles | GlossaryKwela/music fusion |
| History of Music/GenreKwela/flamenco/music fusion |

**Year 6**

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| **Autumn**  |
|  | **Skills** | **Knowledge** |  |
| **That’s why they call it the Blues**   | Singing- I can sing with correct breathing. I am in control of my head voce and my chest voice.-I can recognize the differencePerforming - I can play a 12 bar blues chord sequence on the uke-I can perform a 12 bar blues arrangement within a small groupComposing -I can improvise a blues melody using the blues scale Listening and Appraising - I I can recognize and explain the 12 bar blues structure. | Recurring activities* Vocal warm up concentrating on developing aural memory
* Games

 Main activities1. Exploring the history of the Blues
* Listening and appraising well known traditional and contemporary blues songs
1. Exploring the chord structure of the 12 bar blues
* Listening and appraising well known traditional and contemporary blues songs
* Learning the I-IV-V chord sequence on ukulele and keboard
1. Exploring the instrumental break
* Learning the blues scale notes on tuned percussion
* Improvising melodic phrases for the instrumental break
* Exploring rhythmic improvisations for the instrumental break on appropriate percussion instruments
* In small groups put together the chords and the instrumental break using uke/keyboard/tuned and untuned percussion
1. Exploring the contents of the lyrics and its structure
* Recognising the mood within the lyrics of well-known blues songs
* Identifying the AAB lyrics structure
* Brainstorming opening lines for a blues song
* Using nursery rhymes as starting points for writing lyrics.eg Humpty Dumpty – well he sat on that wall
* In their groups write lyrics for their song
* Creating a melody for the groups blues song using at least 4 notes from the blues scale
1. Group performances of their blues song
* Evaluate each groups blues song
* Work to improve their performances

  | ResourcesKeyboardsUkulelesTuned and untuned percussion |
| Songs |
| Singing- I can warm up my voice and others. -I am confident about my voice range and what part I sing in harmonies.-I can sing unusual intervals in a melodyPerforming - I can perform a blues song as part of a group. -I can be a co-operative band member. Composing - I can write lyrics for a blues songListening and Appraising - I can recognize common band instruments. -I can recognize subtle differences between them | Glossary12 bar blues/instrumental break/ |
| History of Msic/GenreBlues |

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| **Spring**  |
|  | **Skills** | **Knowledge** |  |
| **Let’s Compose Ourselves**  | Singing - I can sing an inner harmony and hold it with confidence. Performing **(I’m in a Band)**- I can put together my own arrangements using all the instruments at my disposal Composing - I I can compose a melody on the pentatonic and write it down in standard notation -I can compose a melody over a chord sequence that I have constructedListening and Appraising - I can name basic structures of a song- intro/outro/bridge /middle 8/hook-I can explain how melodies and songs are constructed | Recurring activities* Vocal warmup
* Games to reinforce inter-relational dimensions of music and aural memory

Main activities1. Listening and appraising contemporary songs to discuss structure
* Recognising key elements of a song- eg verse/chorus/hook/bridge
* Discussing how to compose – melody or lyrics first?-
* Discussing famous song-writers methods
1. Learning the four parts for I gotta feeling
* In groups of four learning chords, bass line, riff and chorus
1. Listening and appraising popular chord progressions in pop culture
* I V vi IV/ Bubblegumprogression/blues
* Playing these progressions on uke/keyboard
1. Composing new chord progressions
* Creating different 4 chord progressions using any of the 7 triads
1. Composing melodies against preferred chord progressions
* Using the pentatonic scale to compose a melody
* Putting melody and chord progressions together in groups
1. Exploring different starting points for writing lyrics
* Cut-up technique
* Blue-print technique
1. Composing songs in groups of 4/5
* Evaluating ongoing work and acting on feedback from group members
* Leading to a final performance
 | ResourcesAll instruments at our disposal |
| SongsAssembly songsI gotta feelingYear 5 AUT songs |
| Singing - I can sing solo or as part of a smaller group. -I can recognize and try to improve the break in my voicePerforming - I can choose band members based on suitability. -I can direct or take direction within the band Composing - I can write lyrics for a melody.-I can create a verse and a chorusListening and Appraising - I can reflect on my work and act on feedback | Glossaryhook/intro/outro/middle 8/bridge/pre-chorus |
| History of Music/GenreModern Popular music from the 1950’s to present day |

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|  **Summer**  |
|  | **Skills** | **Knowledge** |  |
| **Let’s put the show on right here!**  | Singing - I can sing extended phrases with good techniquePerforming- I can make changes to my group’s performance in response to feedback Composing - I can write a pop song Listening and Appraising - I can give constructive feedback to another band’s performance | Recurring activities* Vocal warmup
* Games to reinforce inter-relational dimensions

Main activities1. Working on a whole class arrangement of a known song
* Children to choose from past group activities to bring unexpected layers into their arrangement eg Bamboo Tamboo/djembe/samba/
* Discussing how to achieve a high quality performance
* Discussing how to create an intended affect
* Working to improve individual parts and the whole class ensemble
* Reflecting on whole class ensemble
* Working on feedback to make improvements
* Videoing the individual group rehearsal process and the final performance
1. Working on End of Year show
 | ResouorcesAll instruments at our disposal |
| SongsEnd of Year show songs |
| Singing- I can sing on stage with confidence.-I can tell a story when I am singing Performing -I can perform with confidence to an audienceComposing - I can suggest ways to change our performanceListening and Appraising - I can recognise my strengths as a musician and can reflect on my achievements | Glossarycollaboration |
| History of Music/Genre |