**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 |  |  |  |  |  |  |
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| Year 5 | Aut |  |  |  |  |  |  |
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| Sum |  |  |  |  |  |  |
| Year 6 | Aut |  |  |  |  |  |  |
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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 |  |  |  |  |
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| 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 correct  Posture and breathing  -To improvise in making  sounds with the voice  -To sing with  developing awareness  of pulse and rhythm | -To sing with confidence  following pitch  -To use the voice in  different ways such as  speaking, singing and  chanting  -To sing with expression  and correct phrasing | -To sing and follow pitch with hand gestures  -To show control of  different elements in the  voice such as tempo  and dynamics  -To start to sing with pure  vowels | -To sing in tune with  awareness of other  parts  -To sing melodies from  memory with accurate  pitch  -To start to understand  the ‘break’ in the  voice | * To sing an inner harmony part with confidence   -To be confident of  their voice range  -To know how to warm  up the voice and be  able to lead a warm  up | -To T To sing together as a class  ensemble or solo  -To teach a song to  younger children  -To sing extended  phrases with good  technique |
| Performing | -To develop an  awareness of pulse  whilst playing an  instrument  -To create appropriate  Sounds on an  instrument with  increasing physical  control  -To follow simple visual  and verbal  cues(stop/start, louder/  softer) | -To repeat, investigate  And improvise simple  rhythms against a  steady beat  -To play tuned and  Untuned percussion  from a graphic score  eg long/short,  loud/soft, high/low  -To play with an  awareness of others | -To accompany a  song using simple  rhythms with  awareness and  accuracy within a  group  -To play and sing  phrases from standard  notation  -To play in a scored  class composition that  explores changes in  pitch, timbre, duration  and tempo to create  an atmosphere | -To lead a call and  response in time  -To begin to play  tuned instruments  expressively (chimes  and ukulele)  -To be able to follow  visual and musical  cues and recall  internalised parts | -To perform in a  complex rhythmic  texture  -To perform simple  melodic and rhythmic  parts reading notation  with awareness of all  interlocking parts  -To perform as part of  a small ensemble with  limited guidance | -To be able to improvise  and maintain rhythmic  patterns  -To perform simple  chord progressions with  increasing accuracy,  reading tab (ukulele)  and standard  (Keyboard) notation  - | To perform effectively  with awareness of  venue, audience and  occasion  -To perform an original  song as part of a  group ensemble –  To demonstrate good rehearsal technique |
| Composing | -To explore different  sounds an  instrument, including  the voice, can make  -To explore different  combinations ofsounds  -To explore ways of  changing apiece of  music (louder/faster) | -To explore how  sounds can be  organised to paint a  picture  -To experiment with  Combining different  sounds to create new  sounds  -To be able to  compose patterns  and rhythms  To improvise with 2 given notes | -To explore how sounds  can be organised to  express an emotion  -To compose a class  composition  -To compose a rhythm  using a rhythm sentence  and to write it out in  standard notation  To improvise with three given notes | -To order and choose  sounds to create an  effect  -To create different  accompaniments for  familiar songs  -To compose songs  with three notes and  given text | -To compose music that  combines several  layers of sound and to  be aware of their  effect  -To create repeated  patterns with a range  of instruments  -To compose simple  melodies with the  pentatonic scale | -To compose more  complex melodies by  developing ideas  within musical  structures  -To create a simple  chord progression with  accompanying  riffs/ostinati  -To compose melody  lines with structure(question and answer) | -To compose using a  variety of different  musical devices  melody/rhythms/chord  -To improvise melodic  and rhythmic phrases  as part of a group  performance  -To compose an  original song using a  range of stimuli and  understanding the  relationship between  melody and lyrics |
| Listening and Evaluating | -To comment on  Whether they like or  dislike a piece of music  and provide reason  -To begin to recognise  Visually and aurally  some common  Western instruments.  -To comment on pulse  In different pieces of  music | -To select a favourite  instrument and give  reasons  -To know the name of  some percussion  instruments from  different parts of the  world(Africa/Brazil/India)  -To begin to recognise  Different musical styles in  songs. | -To comment on tempo  and dynamics of given  listening extracts  -To be able to recognise  the four main  instrumental families  aurally and visually  -To recognise aurally  musical styles (African,  Classical, Reggae and  Rock) | -To be able to sing and  start to play simple  melodies ‘by ear’  -To recognise numbers  of instruments and  voices in a piece of  music or song  -To understand that  singing is used in a  number of contexts  including secular and  sacred | -To aurally recognise  and reproduce simple  interludes in music  -To recognise songs from  the pentatonic scale  and to discuss  traditional music from  different cultures.  -To reflect on the  emotional impact of a  piece | -To be able to comment  on tonality of a given  music extract  -To compare and  contrast different kinds  of music using  appropriate musical  vocabulary  -To share ways to  improve the  composition of others | -To be aurally familiar  with common diatonic  chord sequences (I, IV,  V etc)  -To notice and  comment on the use  of musical structures  and devices within a  piece of music  -To discuss ways to  improve the  composition of others  using musical  dimensions 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 singing  Performing  -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 symbols  Composing  -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 sounds  Listening 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 activities   1. 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 Instruments  PASCAM recorder  Show-Me music boards |
| **Songs and Chants**  Building on FS songs  Assembly songs  Topic focussed songs |
| **Glossary**  Pulse/rhythm/dynamics/  tempo/duration  Texture and timbre  Sampling |
| History of Music/Genre  World Music Percussion  Musique Concrete |
| **Musical Pictures** | Singing  -I can sing a small repertoire of songs.  -I can start to project by standing and breathing properly  Performing  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 sounds  Composing  -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 activities   1. 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 | Resources  Tuned percussion including single chimes, xylophones and whole class set of glocks |
| Songs and Chants  Nursery rhymes  Simple well known songs to illustrate voice walking |
| Additions to Glossary  Pitch- high, low, higher, lower |
| History of Music/ Genre  Western Classical music-  Carnival of the Animals  Dance of the Sugar Plum Fairy  Flight 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 group  Composing  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 | Resources  Charanga Unit- In the Groove  Chimes C and D for groups of 4  Class set of glocks |
| Songs and Chants  In the Groove  Assembly songs  Topic based songs |
| Addition to Glossary  Improvisation  Composition  Performance  Groove |
| History of Music/Genre  Bhangra  Baroque  Folk  Funk |
| **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 drummer  Composing  - 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 activities   1. 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 | Resources  Class set of djembes |
| Songs and Chants  Call and response songs  African playground songs |
| Addition to Glossary  Call and response  Acapella |
| History of Music/Genre  African Drumming, singing and dancing  South 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 pattern  Composing **(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 | Resources  Materials to make example instruments  (trumpet,drum, shaker,pan pipes) |
| Songs and Chants  Assembly songs  Topic based songs  Marching songs |
| Glossary  Beats, crotchet, quaver, structure |
| History of Music /Genre  Marching Bands  Recent 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 properly  Performing  -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 rhythm  Listening 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 activities   1. 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 | Resources  Show-me boards |
| Songs/Chants  Assembly songs  Building on y1 songs  Topic based songs |
| Glossary Additions and recaps  Ostinato |
| History of Music/ Genre  Hip 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 score  Composing  - 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 feelings  Listening 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 activities   1. 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 | Resources  Untuned percussion instruments |
| Songs |
| Glossary  Score, timbre, texture |
| History of Music/ Genre  Western 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 rhythm  Composing  -I can notate a simple rhythm on a rhythm grid.  -I can compose complex rhythms using a rhythm sentence  Listening 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 activities   1. 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 | Resources  Bamboo Tamboo class set  Claves  Djembes  Bongos  Tuned percussion (classroom alternatives for steel pans) |
| Songs  Assembly songs  Calypso songs  Reggae 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 structure  Composing  -I can compose and play complex rhythms for the Bamboo Tamboo  Listening and Appraising **(Reggae)**  - I can recognize and comment on reggae music | Glossary  Calypso  Rhythm grid  Syncopation |
| History of Music/Genre  Calypso  Reggae |

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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 notes  Taken from Seting the scene  Composing  - 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 activities   1. 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 | Resources  Class set of recorders  Sarah Watts recorder sheets  Charanga recorder music  Show Me Boards |
| Songs  Assembly songs  End 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 symbols  Composing  - 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 | Glossary  Crotchet, minim, rest, semibreve, stave, duration, cresecendo/time signature/treble clef |
| History of Music/Genre  Baroque  Folk 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 voice  Performing  - I can internalize complex rhythms within a group  -I can respond to cues from a leader  -I can lead a call and response  Composing  - I can compose a simple Samba rhythm  -I can notate a samba rhythm  Listening 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 activities   1. 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 | Resources  Whole class set of samba instruments |
| Songs  Assembly Songs  Samba Chill Samba Brazil  Sing a Samba (Sing Up |
| Glossary  Ostinato |
| History of Music/Genre  Latin American Music |
| **Introduction to Ukulele** | Singing  - I can continue to develop my range  Performing  I can perform a simple song accompaniment using a thumb brush strum.  I can pluck on the open strings  I can strum on open strings  -I can recognise tablature  Composing  - I can use the 4 strings on the ukulele to compose my own melody  Listening and Appraising  I know the different parts of the ukulele and I can name the strings  I 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 | Resources  Class set of ukes |
| Songs  Assembly songs  Starlight, star bright  It’s raining its pouring |
| Glossary  Tuning the ukulele  Head/body/bridge/fretboard |
| History of Music/Genre  Hawaiian Music  Blue Grass  Ragtime 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 time  I can sing in different styles  Performing  - I can reproduce a melody aurally  I can perform an ostinato as accompaniment to a song  Composin  -I can identify and compose different ways to accompany a song  I can compose a simple ostinato and use it as an accompaniment to a song  Listening and Appraising  I 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 styles   1. 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 | Resources  Class set of glockenspiels  Class set of djembes and hand percussion |
| Songs  Assembly songs – (*you tube for different accompaniments)*  As listed in knowledge section |
| Glossary  Accompaniment/Arrangement |
| History of Music/Genre  Musical theatre/Opera/Work Songs/music hall songs |
| **Sing Up** | Singing  - I can start to sing pure vowels with accuracy  Performing  I can learn to play a simple melody from graphic and standard notation.  I can perform songs from different eras and styles  Composing  I can compose my own song using three notes and given text  Listening and Appraising  I can recognise that singing is used in a range of contexts including sacred and secular  I 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 activities   1. 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 | Resources  Class set of glockenspiels |
| Songs  Assembly songs |
| Glossary  Unison  homophonic/monophonic/  Polyphonic  Sopano/alto/tenor/bass  Choral singing SATB  Drone  History of Music/ Genre  Medieval, 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 accuracy  Performing  - I can use sounds expressively and perform them in a group to create a given image  I can use dynamics, tempo, timbre, texture to change a piece of music  I can use music to express a mood  I can use sounds to match my movements  Composing  I can select appropriate instruments on the basis of internalized sounds.  I can create different combinations of sound to create different moods  Listening and Appraising  I can identify descriptive features in music  I 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 activities   1. 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’ | Resources  All instruments available |
| Songs  Assembly Songs |
| Glossary  Motif  Timbre/texture/dynamics/tempo |
| History of Music/Genre  Romantic Period / 20th Century Period  Mussorgsky- Night on bald Mountain  Grieg- In the hall of the mountain king/Morning Mood  John Adams Short ride  Peter 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-fa  Composing  - I can compose a simple structured melody using stepping scales and simple arpeggio movement using up to 5 notes  -I can notate this melody graphically  Listening 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 activities   1. .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 | Resources  Glockenspiels/Tuned percussion  Show- me boards |
| Songs  Assembly songs/Janie Mama  (Reading the sheet music to start to visualise melody movement) |
| Glossary  Scales/Major/Minor/tonality/intervals/step movement/melodic hrase/tone/semitone/  key |
| History of Music/Genre  Classical Period  Flight of the Bumblebee |
| **Take 5** | Singing  - I am aware of what my vocal range is. I can increase my vocal range  Performing  -I can play a drone  -I can improvise using a range of given notes.  Composing  - I can sing and play my own structured pentatonic melody  Listening 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 activities   1. 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 | Resources  Glockenspiels  Tuned percussion with pentatonic notes  Poems for group work |
| Songs  Assembly songs  Folk Songs  Songs using the pentatonic scale |
| Glossary  Pentatonic scale/structure/drone |
| History of Music/Genre  Folk Music |

**Year 4**

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| **Spring** | | | |
|  | **Skills** | **Knowledge** |  |
| **Loop the Loop** | Singing  - I can sing a complex polyphonic texture and maintain my part  Performing  - 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 ostinato  Listening 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 activities   1. 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 | Resources  Tuned and untuned percusison |
| Songs |
| Glossary  Ostinato/riff/loop  Ground bass  Drone  Polyphonic |
| History of Music/Genre  Minimalism  Baroque |
| **Introduction to Gamelan** | Singing  - I can sing a harmony part and maintain my line  Performing  - I can perform Gamelan music within a group  Composing  - I can compose a balungan and notate it graphically  Listening and Appraising  - I can recognize Gamelan music and understand its social and religious  significance | 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 activities   1. 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 | Resources  Tuned and Untuned percussion  Keyboards |
| Songs  Assembly songs |
| Glossary  Heterophony  Cyclic melody |
| History of Music/Genre  Gamelan |

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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 atmosphere  I 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 activities   1. 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 | Resources  All available instruments |
| Songs  Assembly songs  Well known film songs eg Happy/ I’m a believer |
| Glossary  Leitmotif  Score/ Orchestration  Soundtrack/ Instrumentation |
| History of Music/Genre  Film Music |
| Singing  - I can perform as part of a large group and maintain my part  Performing  - I can develop my performance within the group and work out ways to improve it  Composing  - I can compose my own short film score  Listening 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 activities   1. 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 |
| Glossary  Mickey-mousing  Under-score  Dissonance |
| History of Music/Genre  Film 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 sequence  Listening 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 | Resources  Whole class set of ukuleles |
| Songs  Assembly songs  Stay with me  Ol’ Town Road  Eleanor Rigby  Rockabye Baby  Price Tag  See 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 notation  Composing  - 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 | Glossary  First finger strum/shuffle  Chord progression |
| History of Music/Genre  Music of Hawaii  Modern 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 position  Composing  - I can compose a simple 4 bar melody in the C major position  -I can notate this melody  Listening 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 activities   1. 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 | Resources  Show me boards  Glockenspiels/  Keyboards  Class music board |
| Songs  Assembly songs  Songs 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 songs  Performing  **- 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 notes  Composing  - 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 activities   1. 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 | Glossary  Stave/spaces/lines/trable clef/ metre/bar/Notation/tone/semitone/Triads/root/key/tonic/subdominant/dominant/chord numbers eg I-IV-V/three chord trick  Equivalent American glossary- whole note/measure |
| History of Music/Genre  History of keyboard instruments – hydraulis/ piano accordion/harpsichord etc  Keyboard 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’ | Resources  Djembe –class set  Classroom equivalents for Gamelan  Samba drums  Bamboo Tamboo  Recorders or any appropriate wind/brass instrument  Ukuleles/Guitars |
| Songs  Assembly songs  Mas 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 styles  I can recall the significance of samba and discuss its influence on other music styles | Glossary  Kwela/music fusion |
| History of Music/Genre  Kwela/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 difference  Performing  - I can play a 12 bar blues chord sequence on the uke  -I can perform a 12 bar blues arrangement within a small group  Composing  -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 activities   1. 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 | Resources  Keyboards  Ukuleles  Tuned 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 melody  Performing  - 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 song  Listening and Appraising  - I can recognize common band instruments.  -I can recognize subtle differences between them | Glossary  12 bar blues/instrumental break/ |
| History of Msic/Genre  Blues |

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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 constructed  Listening 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 activities   1. 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 | Resources  All instruments at our disposal |
| Songs  Assembly songs  I gotta feeling  Year 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 voice  Performing  - 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 chorus  Listening and Appraising  - I can reflect on my work and act on feedback | Glossary  hook/intro/outro/middle 8/bridge/pre-chorus |
| History of Music/Genre  Modern 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 technique  Performing  - 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 activities   1. 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 | Resouorces  All instruments at our disposal |
| Songs  End 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 audience  Composing  - I can suggest ways to change our performance  Listening and Appraising  - I can recognise my strengths as a musician and can reflect on my achievements | Glossary  collaboration |
| History of Music/Genre |