

# Deer Park Primary School

## MUSIC CURRICULUM

### **Our Ultimate End Goal:**

**What will our musicians be able to do when they leave Deer Park?**

- **By the end of their time at Deer Park Primary School our Year 6 musicians will be able to feel confident that they have competent performing skills that will bring pleasure to others and to themselves.**
- **They will be able to express different emotions through their own compositions**
- **Children will have the compositional skills and knowledge to be able to create music for different occasions and have something to say musically to the world.**
- **Our musicians will be able to appreciate music of all genres and feel that they have knowledge of a wide variety of these different genres and to have the confidence to give a competent comment on the musical content of different performances, whether live or recorded, that they might experience.**

**Curriculum Coverage (NC)**

What are the most basic requirements from the National Curriculum?

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Early Years Goal</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>		<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>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</p> <p>Develop an understanding of the history of music.</p>			

## Overview

### Cycle A

Reception		Year 1 and Year 2		Year 3 and Year 4		Year 5 and Year 6	
Hey You!	Introduce beat	Exploring simple patterns/Nativity Songs	Junk Percussion - Y3 Mamma Mia -Y4	Brass tuition Y5 Music and Me - Y6			
Nativity Songs	Exploring simple patterns/Nativity Songs	Christmas		Brass tuition - Y5 Happy - Y6			
Everyone!	Adding rhythm and pitch	Glockenspiel 1 - Y3 Let your Spirit Fly - Y3/4 Stop! - Y4		Brass tuition Y5 New Year Carol - Y6			
Rhythm in the way we walk	Introducing tempo and dynamics	Three Little Birds - Y3 Glockenspiel 2 - Y3/4 Recorders - Y4		Brass tuition - Y5 You've got a friend - Y6			
Me!	Focus and dynamics and temp	The Dragon Song - Y3 Lean on Me - Y3/4 Blackbird - Y4		Brass tuition - Y5 School production - Y6			
Sun Sea Song	Exploring feelings through music	Reflect, Rewind, Replay - Y3 Bring us Together - Y3/4 Reflect, Rewind, Replay - Y4		School Production			

### Cycle B

Reception		Year 1 and Year 2		Year 3 and Year 4		Year 5 and Year 6	
Our World	How does music help us understand our neighbours	Junk Percussion - Y3 Mamma Mia -Y4	Brass tuition Y5 Music and Me - Y6				
Nativity Songs	Inventing a musical story/Nativity Songs	Christmas		Brass tuition - Y5 Happy - Y6			
In the Groove	Having fun with improvisation	Glockenspiel 1 - Y3 Let your Spirit Fly - Y3/4 Stop! - Y4		Brass tuition Y5 New Year Carol - Y6			
Round and Round	Music that makes you dance	Three Little Birds - Y3 Glockenspiel 2 - Y3/4 Recorders - Y4		Brass tuition - Y5 You've got a friend - Y6			
Your Imagination	Exploring sound and creating a story	The Dragon Song - Y3 Lean on Me - Y3/4 Blackbird - Y4		Brass tuition - Y5 School production - Y6			
Sea Shanties	Exploring improvisation	Reflect, Rewind, Replay - Y3 Bring us Together - Y3/4 Reflect, Rewind, Replay - Y4		School Production			

# Progression of Knowledge and Skills

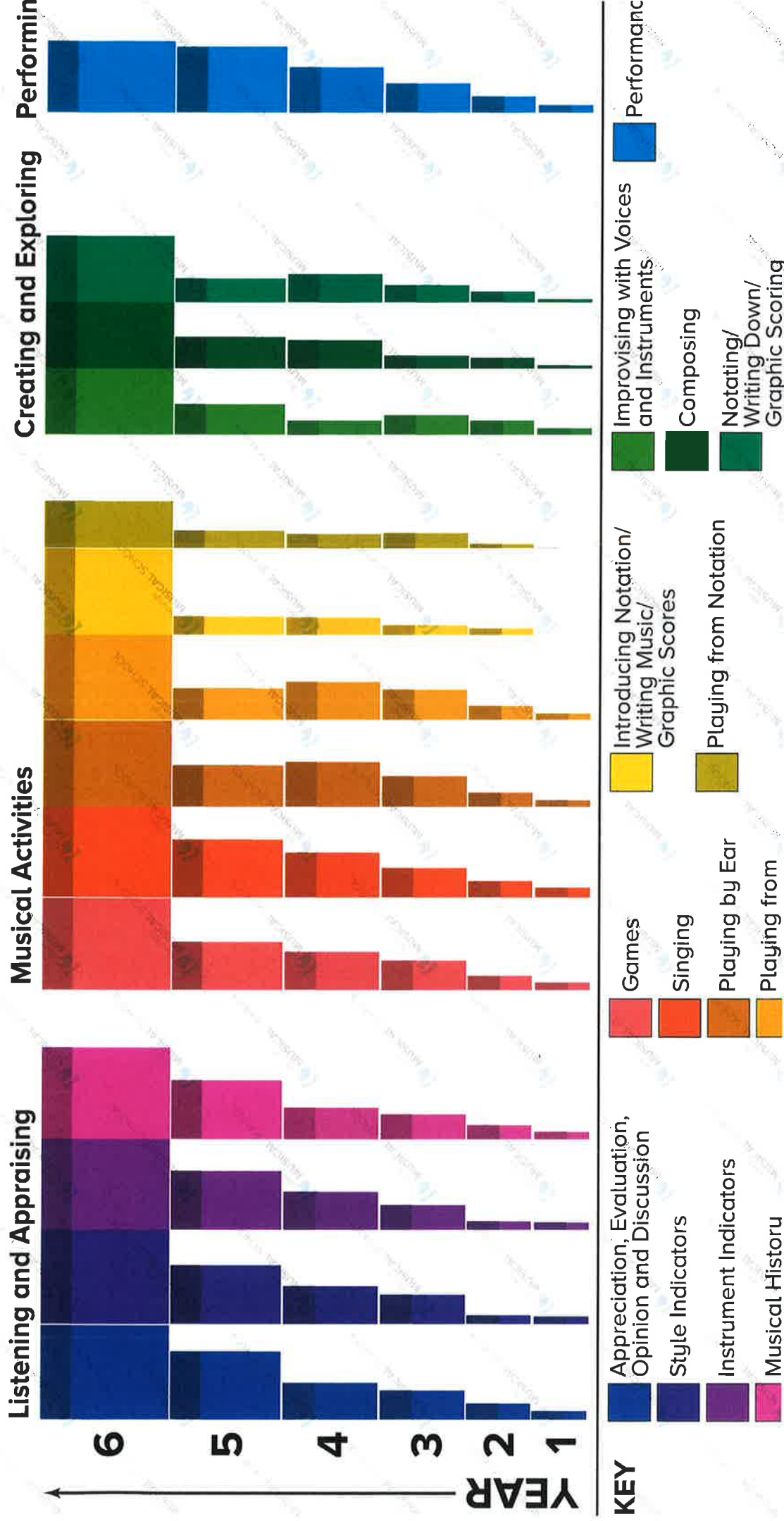
**Charanga Musical Curriculum 2014:**

"Pupils should be taught to sing and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression."

"Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory."

"Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression."

**DEPTH OF LEARNING**



# Knowledge & Skills – Year R

Unit	1	2	3	4	5	6
<b>Title</b>	<b>Me!</b>	<b>My Stories</b>	<b>Everyone!</b>	<b>Our World</b>	<b>Big Bear Funk</b>	<b>Reflect, Rewind &amp; Replay</b>
<b>Main Songs</b>	Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers	I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes	Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	Big Bear Funk	Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat
<b>Cross-curricular / topic-based focus</b>	Growing, homes, colour, toys, how I look.	Imagination, Christmas, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time.	Family, friends, people, music from around the world.	Animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space.	Transition unit.	Consolidate learning and contextualise the history of music.
<b>Explore and Create</b>	Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.					
<b>Games Track</b>	Find the pulse.	Find the pulse as one of the characters from the song.	Invent ways to find the pulse.	Find the pulse and show others your ideas.	Find a funky pulse.	Revise existing.

<b>Copy Cat Rhythm Games</b>	Copy-clap the rhythm of names.	Copy-clap the rhythm phrases from the songs.	Copy-clap some rhythms of phrases from the songs.	Copy-clap some rhythms of phrases from the songs.	Copy-clap 3 or 4 word phrases from the song.	Revise existing.
<b>High and Low Games</b>	Explore high sounds and low sounds using voices and glockenspiels.	Explore high pitch and low pitch in the context of the songs.	Explore high pitch and low pitch in the context of the songs.	Explore high pitch and low pitch using the images from the songs.		Revise existing.
<b>High and Low Games A. Play Together</b>					Keep the beat of the song with a pitched note.	Revise existing.
<b>High and Low Games B. Pitch Activities</b>					Add pitched notes to the rhythm of the words or phrases in the song.	Revise existing.
<b>High and Low Games C. Extended Options</b>					Enjoy playing patterns using a combination of any of the three notes C, D and E.	Revise existing.
<b>Create your own Sounds using instruments</b>		Invent a pattern to go with a song using one note.	Use the starting note to explore melodic patterns using one or two notes.	Use the starting note to explore melodic patterns using one or two notes.		Revise existing.

Instrument Notes	1	2	3	4	5	6
		<p>I'm A Little Teapot C, C + D The Grand Old Duke Of York C, C + D Ring O' Roses C, C + D Hickory Dickory Dock C, C + D The ABC Song D, D + E</p>	<p>Wind The Bobbin Up D, D + E Rock-a-bye Baby D, D + E If You're Happy And You Know It G, G + A</p>	<p>Old Macdonald Incy Wincy Spider G, G + A Baa Baa Black Sheep D, D + E Row, Row, Row Your Boat C, C + D Wheels On The Bus C, C + D The Hokey Cokey F, F + G</p>	<p>Big Bear Funk D, D + E, D + C</p>	<p>Revise existing.</p>



## Supporting Songs and Styles

1	2	3	4	5	6
<p><b>Me!</b> by Joanna Mangona</p> <p>Wide variety of musical styles as an introduction.</p> <p>Celebration by Kool And The Gang</p> <p>Happy by Pharell Williams</p> <p>Sing by The Carpenters</p> <p>Sing A Rainbow by Peggy Lee</p> <p>Happy Birthday by Stevie Wonder</p> <p>Our House by Madness</p>	<p><b>My Stories</b> by Joanna Mangona</p> <p>Wide variety of musical styles as an introduction.</p> <p>Roll Alabama by Bellowhead</p> <p>Boogie Wonderland by Earth Wind And Fire</p> <p>Don't Go Breaking My Heart by Elton John and Kiki Dee</p> <p>Ganesh Is Fresh by MC Yogi</p> <p>Frosty The Snowman sung by Ella Fitzgerald</p> <p>Spiderman sung by Michael Bubl�</p>	<p><b>Everyone!</b> by Joanna Mangona</p> <p>Wide variety of musical styles as an introduction.</p> <p>We Are Family by Sister Sledge</p> <p>Thula Baba by Hlabalela Ensemble</p> <p>ABC by The Jackson 5</p> <p>My Mum Is Amazing (feat. Zain Bhikha) by Zimtech Productions</p> <p>Conga by Miami Sound Machine</p> <p>Horn Concerto No 4: Third Movement – Rondo by Mozart</p>	<p><b>Our World</b> by Joanna Mangona</p> <p>Wide variety of musical styles as an introduction.</p> <p>Lovely Day by Bill Withers</p> <p>Beyond The Sea sung by Robbie Williams</p> <p>Mars from The Planets Suite by Gustav Holst</p> <p>Frog's Legs And Dragon's Teeth by Bellowhead</p> <p>Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terral</p> <p>Singing In The Rain performed by Gene Kelly</p>	<p><b>Big Bear Funk</b> by Joanna Mangona</p> <p>Funk.</p> <p>Big Bear Funk by Joanna Mangona</p> <p>I Feel Good by James Brown</p> <p>Don't You Worry 'Bout a Thing sung by Incognito</p> <p>My Promise by Earth Wind And Fire</p> <p>Superstition by Stevie Wonder</p> <p>Pick Up The Pieces by Average White Band</p>	<p><b>Reflect, Rewind and Replay</b></p> <p>Classical.</p> <p>William Tell Overture by Rossini</p> <p>Dance Of The Sugar Plum Fairy by Tchaikovsky</p> <p>Flight Of The Bumblebee by Rimsky-Korsakov</p> <p>Jupiter, The Bringer Of Jollity by Gustav Holst</p> <p>Fantasia On A Theme by Thomas Tallis by Ralph Vaughan Williams</p> <p>E.T. Flying Theme by John Williams</p>

## Listen and Respond

Knowledge	Skills
<ul style="list-style-type: none"> <li>To know twenty nursery rhymes off by heart.</li> <li>To know the stories of some of the nursery rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>To learn that music can touch your feelings.</li> <li>To enjoy moving to music by dancing, marching, being animals or Pop stars.</li> </ul>

## Explore and Create (Musical Activities)

Knowledge	Skills
<ul style="list-style-type: none"> <li>● To know that we can move with the pulse of the music.</li> <li>● To know that the words of songs can tell stories and paint pictures.</li> </ul>	<p>There are progressive Music Activities within each unit that embed pulse, rhythm and pitch. Children listen to and work with the Games Track to complete the following in relation to the main song:</p> <ul style="list-style-type: none"> <li>● <b>Activity A Games Track</b> Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.</li> <li>● <b>Activity B Copycat Rhythm</b> Copy basic rhythm patterns of single words, building to short phrases from the song/s.</li> <li>● <b>Activity C High and Low</b> Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.</li> <li>● <b>Activity D Create Your Own Sounds</b> Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.</li> <li>● <b>Extension Activity</b> Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns.</li> </ul>

## Singing

Knowledge	Skills
<ul style="list-style-type: none"> <li>● To sing or rap nursery rhymes and simple songs from memory.</li> <li>● Songs have sections.</li> </ul>	<ul style="list-style-type: none"> <li>● To sing along with a pre-recorded song and add actions.</li> <li>● To sing along with the backing track.</li> </ul>

## Share and Perform

Knowledge	Skills
<ul style="list-style-type: none"> <li>● A performance is sharing music.</li> </ul>	<ul style="list-style-type: none"> <li>● Perform any of the nursery rhymes by singing and adding actions or dance.</li> <li>● Perform any nursery rhymes or songs adding a simple instrumental part.</li> <li>● Record the performance to talk about.</li> </ul>

# Knowledge & Skills – Year 1

Unit	1	2	3	4	5	6
Title	Hey You	Rhythm In The Way We Walk and The Banana Rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind & Replay
Style of main song	Old School Hip-Hop	Reggae	Blues, Baroque, Latin, Bhangra, Folk, Funk	Bossa Nova	Pop	Classical
Unit theme	How pulse, rhythm and pitch work together.	Pulse, rhythm and pitch, rapping, dancing and singing.	How to be in the groove with different styles of music.	Pulse, rhythm and pitch in different styles of music.	Using your imagination.	The history of music, look back and consolidate your learning, learn some of the language of music.
<b>Instrumental Parts</b>						
Key	C		C	D minor	C	Revise existing
One Note	C		C	D	C	
Easy Part	C		C + D	D, F, C + D	C + G	
Medium Part	C + G		C + D	D, E, F, G + A	C, E + G	
Melody	C + G		C, G + A	D, F, G, A + C	E, G + A	
<b>Warm-up Games</b>	Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same.					
Game 1	<b>Find The Pulse</b> Choose an animal and find the pulse					
Game 2	<b>Rhythm Copy Back</b> Listen to the rhythm and clap back					
Game 3	<b>Rhythm Copy Back, Your Turn</b>					
Game 4	<b>Pitch Copy Back and Vocal Warm-up 1</b>					
Game 4a	<b>Pitch Copy Back and Vocal Warm-up 2</b>					

1	2	3	4	5	6
---	---	---	---	---	---

**Improvisation**

	1	2	3	4	5	6
Challenge 1	<b>Clap and Improvise</b> Listen and clap back, then listen and clap your own answer (rhythms of words).		<b>Clap and Improvise</b> Listen and clap back, then listen and clap your own answer (rhythms of words).	<b>Clap and Improvise</b> Listen and clap back, then listen and clap your own answer (rhythms of words).	<b>Clap and Improvise</b> Listen and clap back, then listen and clap your own answer (rhythms of words).	Revise existing
Challenge 2	<b>Sing, Play and Improvise</b> Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.		<b>Sing, Play and Improvise</b> Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.	<b>Sing, Play and Improvise</b> Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with D moving to E.	<b>Sing, Play and Improvise</b> Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with D moving to E.	
Challenge 3	<b>Improvise!</b> Take it in turns to improvise using C or C and D		<b>Improvise!</b> Take it in turns to improvise using C or C and D	<b>Improvise!</b> Take it in turns to improvise using D or D and E	<b>Improvise!</b> Take it in turns to improvise using D or D and E	

**Composing**

With one note	C		C		C	Revise existing
With three notes	C, D + E		C, D + E		C, D + E	
With five notes	C, D, E, F + G		C, D, E, F + G		C, D, E, F + G	

## Supporting Songs and Styles

1	2	3	4	5	6
<p><b>Hey You!</b> By Joanna Mangona</p> <p>Old-School Hip-Hop</p> <p>Me, Myself And I by De La Soul</p> <p>Fresh Prince Of Bel-Air by Will Smith</p> <p>Rapper's Delight by The Sugarhill Gang</p> <p>U Can't Touch This by MC Hammer</p> <p>It's Like That by Run DMC</p>	<p><b>Rhythm In The Way We Walk and The Banana Rap</b> by Joanna Mangona and Jane Sebba</p> <p>Reggae</p> <p>The Planets, Mars by Gustav Holst (Classical)</p> <p>Tubular Bells by Mike Oldfield (Pop)</p> <p>The Banana Rap by Jane Sebba (Hip Hop)</p> <p>Happy by Pharrell Williams (Pop)</p> <p>When I'm 64 by The Beatles (Pop)</p>	<p><b>In The Groove</b> by Joanna Mangona</p> <p>Blues, Baroque, Latin, Bhangra, Folk, Funk</p> <p>How Blue Can You Get by B.B. King (Blues)</p> <p>Let The Bright Seraphim by Handel (Baroque)</p> <p>Livin' La Vida Loca by Ricky Martin (Latin/Pop)</p> <p>Jai Ho by J.R. Rahman (Bhangra/Bollywood)</p> <p>Lord Of The Dance by Ronan Hardiman (Irish)</p> <p>Diggin' On James Brown by Tower Of Power (Funk)</p>	<p><b>Round and Round</b> by Joanna Mangona</p> <p>Bossa Nova</p> <p>Livin' La Vida Loca by Ricky Martin (Latin/Pop)</p> <p>Imperial War March by John Williams (Film)</p> <p>It Had Better Be Tonight by Michael Bubl� (Latin/Big Band)</p> <p>Why Don't You by Gramophonezie (Big Band/Dance)</p> <p>Oya Como Va by Santana (Latin/Jazz)</p>	<p><b>Your Imagination</b> by Joanna Mangona and Pete Readman</p> <p>Pop</p> <p>Supercalifragilisticexpialidocious from Mary Poppins</p> <p>Pure Imagination from Willy Wonka &amp; The Chocolate Factory soundtrack</p> <p>Daydream Believer by The Monkees</p> <p>Rainbow Connection from The Muppet Movie</p> <p>A Whole New World from Aladdin</p>	<p><b>Reflect, Rewind and Replay</b></p> <p>Classical</p> <p>A Song Before Sunrise by Frederick Delius – 20th Century</p> <p>The Firebird by Igor Stravinsky – 20th Century</p> <p>The Bird by Sergei Prokofiev – 20th Century</p> <p>Grand March from Aida by Giuseppe Verdi – Classical</p> <p>Bolero by Maurice Ravel – 20th Century</p> <p>The Lamb by John Tavener – Contemporary</p>

## Listen and Appraise

Knowledge	Skills
<ul style="list-style-type: none"> <li>● To know 5 songs off by heart.</li> <li>● To know what the songs are about.</li> <li>● To know and recognise the sound and names of some of the instruments they use.</li> </ul>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>

## Games

Knowledge	Skills
<ul style="list-style-type: none"> <li>● To know that music has a steady pulse, like a heartbeat.</li> <li>● To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> </ul>	<p>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <ul style="list-style-type: none"> <li>● <b>Game 1 – Have Fun Finding The Pulse!</b> Find the pulse. Choose an animal and find the pulse</li> <li>● <b>Game 2 – Rhythm Copy Back</b> Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.</li> <li>● <b>Game 3 – Rhythm Copy Back, Your Turn</b> Create rhythms for others to copy</li> <li>● <b>Game 4 – Pitch Copy Back and Vocal Warm-up 1</b> Listen and sing back. Use your voices to copy back using ‘la’, whilst marching to the steady beat</li> <li>● <b>Game 4a – Pitch Copy Back and Vocal Warm-up 2</b> Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using ‘la’.</li> </ul>

## Singing

Knowledge	Skills
To confidently sing or rap five songs from memory and sing them in unison.	<ul style="list-style-type: none"> <li>• Learn about voices, singing notes of different pitches (high and low).</li> <li>• Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</li> <li>• Learn to start and stop singing when following a leader.</li> </ul>

## Playing

Knowledge	Skills
<ul style="list-style-type: none"> <li>• Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>• Learn the names of the instruments they are playing.</li> </ul>	<ul style="list-style-type: none"> <li>• Treat instruments carefully and with respect.</li> <li>• Play a tuned instrumental part with the song they perform.</li> <li>• Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</li> <li>• Listen to and follow musical instructions from a leader.</li> </ul>



## Improvisation

Knowledge	Skills
<ul style="list-style-type: none"> <li>● Improvisation is about making up your own tunes on the spot.</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● Everyone can improvise!</li> </ul>	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> <li>1. <b>Clap and Improvise</b> – Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>2. <b>Sing, Play and Improvise</b> – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li>3. <b>Improvise!</b> – Take it in turns to improvise using one or two notes.</li> </ol>

## Composition

Knowledge	Skills
<ul style="list-style-type: none"> <li>● Composing is like writing a story with music.</li> <li>● Everyone can compose.</li> </ul>	<ul style="list-style-type: none"> <li>● Help to create a simple melody using one, two or three notes.</li> <li>● Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>

## Performance

Knowledge	Skills
<p>A performance is sharing music with other people, called an audience.</p>	<ul style="list-style-type: none"> <li>● Choose a song they have learnt from the Scheme and perform it.</li> <li>● They can add their ideas to the performance.</li> <li>● Record the performance and say how they were feeling about it.</li> </ul>

# Knowledge & Skills – Year 2

Unit	1	2	3	4	5	6
Title	<b>Hands, Feet, Heart</b>	<b>Ho, Ho, Ho</b>	<b>I Wanna Play in a Band</b>	<b>Zootime</b>	<b>Friendship Song</b>	<b>Reflect, Rewind &amp; Replay</b>
Style of main song	Afropop, South African	A song with rapping and improvising for Christmas	Rock	Reggae	Pop	Classical
Unit theme	South African music	Festivals and Christmas	Playing together in a band	Reggae and animals	A song about being friends	The history of music, look back and consolidate your learning, learn some of the language of music
<b>Instrumental Parts</b>						
Key	G	G	D	C	C	Revise existing
One Note	G	G	F	C	C	
Easy Part	G, A + C	G, A + B	D + C	C + D	E + G	
Medium Part	G, A, B + C	G, A + B	G, F + C	C + D	E, G, A + B	
Melody	E, F, G, A, B + C	N/A	C, D + F	C + D	C, D, E, F, G, A + B	
<b>Warm-up Games</b>	Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same.					
Game 1	<b>Find the Pulse</b> Choose an animal and find the pulse					
Game 2	<b>Rhythm Copy Back</b> Listen to the rhythm and clap back					
Game 3	<b>Rhythm Copy Back, Your Turn</b>					
Game 4	<b>Pitch Copy Back and Vocal Warm-up 1</b>					
Game 4a	<b>Pitch Copy Back and Vocal Warm-up 2</b>					

		1	2	3	4	5	6
<b>Improvising</b>							
Challenge 1	<b>Clap and Improvise</b> Listen and clap back, then listen and clap your own answer (rhythms of words).		<b>Clap and Improvise</b> Listen and clap back, then listen and clap your own answer (rhythms of words).	<b>Clap and Improvise</b> Listen and clap back, then listen and clap your own answer (rhythms of words).	<b>Clap and Improvise</b> Listen and clap back, then listen and clap your own answer (rhythms of words).	<b>Clap and Improvise</b> Listen and clap back, then listen and clap your own answer (rhythms of words).	Revise existing
Challenge 2	<b>Sing, Play and Improvise</b> Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.		<b>Sing, Play and Improvise</b> Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with F moving to G.	<b>Sing, Play and Improvise</b> Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.	<b>Sing, Play and Improvise</b> Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.	<b>Sing, Play and Improvise</b> Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.	
Challenge 3	<b>Improvise!</b> Take it in turns to improvise using C or C and D.		<b>Improvise!</b> Take it in turns to improvise using F or F and G.	<b>Improvise!</b> Take it in turns to improvise using C or C and D.	<b>Improvise!</b> Take it in turns to improvise using C or C and D.	<b>Improvise!</b> Take it in turns to improvise using C or C and D.	
<b>Composing</b>							
With one note	C		F		C	C	Revise existing
With three notes	C, D + E		F, G + A		C, D + E	C, D + E	
With five notes	C, D, E, F + G		F, G, A, B <sup>b</sup> (A <sup>#</sup> ) + C		C, D, E, F + G	C, D, E, G + A	

## Supporting Songs and Styles

1	2	3	4	5	6
<b>Hands, Feet, Heart</b> by Joanna Mangona	<b>Ho, Ho, Ho</b> by Joanna Mangona	<b>I Wanna Play in a Band</b> by Joanna Mangona	<b>Zootime</b> by Joanna Mangona	<b>Friendship Song</b> by Joanna Mangona and Pete Readman	<b>Reflect, Rewind and Replay</b>
Afropop, South African	A song with rapping and improvising for Christmas	Rock	Reggae	Pop	Classical
The Click Song sung by Miriam Makeba	Please choose your own song here	We Will Rock You by Queen	Kingston Town by UB40	Count On Me by Bruno Mars	Peer Gynt Suite: Anitras Dance by Edvard Grieg – Romantic
The Lion Sleeps Tonight sung by Soweto Gospel Choir	Bring Him Back Home (Nelson Mandela) by Hugh Masekela (Freedom Song)	Smoke On The Water by Deep Purple	Shine by ASWAD	We Go Together (from the Grease soundtrack)	Brandenburg Concerto No 1 by Johann Sebastian Bach – Baroque
Bring Him Back by Hugh Masekela	Suspicious Minds by Elvis Presley (Pop)	Rockin' All Over The World by Status Quo	IGY by Donald Fagen	You Give A Little Love (from Bugsy Malone)	
You Can Call Me Al by Paul Simon	Sir Duke by Stevie Wonder (Funk)	Johnny B.Goode by Chuck Berry	Feel Like Jumping by Marcia Griffiths	That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John	From The Diary Of A Fly by Béla Bartók – 20th Century
Hlokoloza by Arthur Mafokate	Fly Me To The Moon by Frank Sinatra (Big Band/Jazz)	I Saw Her Standing There by The Beatles	I Can See Clearly Now by Jimmy Cliff	You've Got A Friend In Me by Randy Newman	Fantasia On Greensleeves by Ralph Vaughn Williams – 20th century Dance of The Sugar Plum Fairy by Pytor Tchaikovsky – Romantic The Robots (Die Roboter) by Kraftwerk – Contemporary

## Listen and Appraise

Knowledge	Skills
<ul style="list-style-type: none"> <li>● To know five songs off by heart.</li> <li>● To know some songs have a chorus or a response/answer part.</li> <li>● To know that songs have a musical style.</li> </ul>	<ul style="list-style-type: none"> <li>● To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>● To learn how songs can tell a story or describe an idea.</li> </ul>

## Games

Knowledge	Skills
<ul style="list-style-type: none"> <li>● To know that music has a steady pulse, like a heartbeat.</li> <li>● To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>● Rhythms are different from the steady pulse.</li> <li>● We add high and low sounds, pitch, when we sing and play our instruments.</li> </ul>	<p>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <ul style="list-style-type: none"> <li>● <b>Game 1 – Have Fun Finding the Pulse!</b> Find the pulse. Choose an animal and find the pulse.</li> <li>● <b>Game 2 – Rhythm Copy Back</b> Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat.</li> <li>● <b>Game 3 – Rhythm Copy Back, Your Turn</b> Create rhythms for others to copy.</li> <li>● <b>Game 4 – Pitch Copy Back and Vocal Warm-up 1</b> Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat.</li> <li>● <b>Game 4a – Pitch Copy Back and Vocal Warm-up 2</b> Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.</li> </ul>

## Singing

Knowledge	Skills
<ul style="list-style-type: none"> <li>● To confidently know and sing five songs from memory.</li> <li>● To know that unison is everyone singing at the same time.</li> <li>● Songs include other ways of using the voice e.g. rapping (spoken word).</li> <li>● To know why we need to warm up our voices.</li> </ul>	<ul style="list-style-type: none"> <li>● Learn about voices singing notes of different pitches (high and low).</li> <li>● Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</li> <li>● Learn to find a comfortable singing position.</li> <li>● Learn to start and stop singing when following a leader.</li> </ul>

## Playing

Knowledge	Skills
<ul style="list-style-type: none"> <li>● Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>● Know the names of untuned percussion instruments played in class.</li> </ul>	<ul style="list-style-type: none"> <li>● Treat instruments carefully and with respect.</li> <li>● Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</li> <li>● Play the part in time with the steady pulse.</li> <li>● Listen to and follow musical instructions from a leader.</li> </ul>

## Improvisation

Knowledge	Skills
<ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot.</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● Everyone can improvise, and you can use one or two notes.</li> </ul>	<p>Use the improvisation tracks provided. Improve using the three challenges:</p> <ol style="list-style-type: none"> <li>1. <b>Clap and Improvise</b> – Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>2. <b>Sing, Play and Improvise</b> – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li>3. <b>Improvise!</b> – Take it in turns to improvise using one or two notes.</li> </ol>

## Composition

Knowledge	Skills
<ul style="list-style-type: none"> <li>● Composing is like writing a story with music.</li> <li>● Everyone can compose.</li> </ul>	<ul style="list-style-type: none"> <li>● Help create three simple melodies with the Units using one, three or five different notes.</li> <li>● Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>

## Performance

Knowledge	Skills
<ul style="list-style-type: none"> <li>● A performance is sharing music with an audience.</li> <li>● A performance can be a special occasion and involve a class, a year group or a whole school.</li> <li>● An audience can include your parents and friends.</li> </ul>	<ul style="list-style-type: none"> <li>● Choose a song they have learnt from the Scheme and perform it.</li> <li>● They can add their ideas to the performance.</li> <li>● Record the performance and say how they were feeling about it.</li> </ul>

# Knowledge & Skills – Year 3

Unit	1	2	3	4	5	6
Title	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind & Replay
Style of main song	RnB	N/A	Reggae	A Pop song that tells a story	Disco	Classical
Unit theme	RnB and other styles	Exploring & developing playing skills	Reggae and animals	Music from around the world, celebrating our differences and being kind to one another	Disco, friendship, hope and unity	The history of music, look back and consolidate your learning, learn some of the language of music

## Instrumental Parts

Key	C	Multiple pieces	G	G	C	Revise existing
One Note	C	E	G	G	C	
Easy Part	C, F + G	D + E and D + C	G + A	G	C	
Medium Part	E, F, G, A, B + C	D, E, F and C, D + E	C + A	G, A + B	G, A + C	
Melody	N/A	N/A	C, D, E, G, A + Bb	B, C, D, E, F + G	G, A + C	

**Warm-up Games** Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same.

Bronze	no notes	no notes	no notes	no notes	no notes	Revise existing
Silver	C + sometimes D	n/a	C + sometimes D	G + sometimes A	C + sometimes A	
Gold	C + D	n/a	C + D	G + A	C + A	



1	2	3	4	5	6
---	---	---	---	---	---

**Improvisation**

	1	2	3	4	5	6
<b>Bronze Challenge 1</b>	<b>Sing and Copy Back</b> Listen and sing back	Improvise using the note D	<b>Sing and Copy Back</b> Listen and sing back	<b>Improvise Challenge 1</b> Listen and copy back using the notes G, A + B	<b>Sing and Copy Back</b> Listen and sing back	Revise existing
<b>Bronze Challenge 2</b>	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one note: C		<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one note: C	n/a	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one note: C	
<b>Bronze Challenge 3</b>	<b>Improvise!</b> Take it in turns to improvise using one note: C		<b>Improvise!</b> Take it in turns to improvise using one note: C	n/a	<b>Improvise!</b> Take it in turns to improvise using one note: C	
<b>Silver Challenge 1</b>	<b>Sing, Play and Copy Back</b> Listen and copy back using instruments and one note: C		<b>Sing, Play and Copy Back</b> Listen and copy back using instruments and one note: C	<b>Improvise Challenge 2</b> Using your instruments, listen and play your own answer using any of these notes: G, A or B	<b>Sing, Play and Copy Back</b> Listen and copy back using instruments, one note: C	
<b>Silver Challenge 2</b>	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one or two notes: C and sometimes D		<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one or two notes: C and sometimes D	n/a	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one or two notes: C and sometimes A	
<b>Silver Challenge 3</b>	<b>Improvise!</b> Take it in turns to improvise using one or two notes: C and sometimes D		<b>Improvise!</b> Take it in turns to improvise using one or two notes: C and sometimes D	n/a	<b>Improvise!</b> Take it in turns to improvise using one or two notes: C and sometimes A	

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
----------	----------	----------	----------	----------	----------

**Improvisation, continued**

<b>Gold Challenge 1</b>	<b>Sing, Play and Copy Back</b> Listen and copy back using two notes: C and D	Improvise using the notes D E F	<b>Sing, Play and Copy Back</b> Listen and copy back using two notes: C and D	<b>Improvise Challenge 3</b> Take it in turns to improvise using all or any of these notes: G, A and B	<b>Sing, Play and Copy Back</b> Listen and copy back using two notes: C and A	Revise existing
<b>Gold Challenge 2</b>	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using two notes: C and D	n/a	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using two notes: C and D	n/a	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using two notes: C and A	
<b>Gold Challenge 3</b>	<b>Improvise!</b> Take it in turns to improvise using two notes: C and D	n/a	<b>Improvise!</b> Take it in turns to improvise using two notes: C and D	n/a	<b>Improvise!</b> Take it in turns to improvise using two notes: C and A	

**Composition**

Starting notes	C	D or E	C	G + A	C + A	Revise existing
Easy option	C, D + E	D + E	C, D + E	G, A + B	C, A + G	
Harder option	C, D, E, F + G	D + E	C, D, E, G + A	D, E, G, A + B	C, D, E, G + A	

## Supporting Songs and Styles

1	2	3	4	5	6
<p><b>Let Your Spirit Fly</b> by Joanna Mangona</p>	<p><b>Glockenspiel Stage 1</b></p>	<p><b>Three Little Birds</b> by Bob Marley</p>	<p><b>The Dragon Song</b> by Joanna Mangona and Pete Readman</p>	<p><b>Bringing Us Together</b> by Joanna Mangona and Pete Readman</p>	<p><b>Reflect, Rewind and Replay</b></p>
RnB	Mixed styles	Reggae	A Pop song that tells a story	Disco	Classical
<p>Please choose your own song/piece here</p> <p>Colonel Bogey March by Kenneth Alford (Film)</p> <p>Consider Yourself from the musical 'Oliver!' (Musicals)</p> <p>Ain't No Mountain High Enough by Marvin Gaye (Motown)</p> <p>You're The First, The Last, My Everything by Barry White (Soul)</p>	<p>Easy E</p> <p>Strictly D</p> <p>Drive</p> <p>D-E-F-inately</p> <p>Roundabout</p> <p>March of the Golden Guards</p> <p>Portsmouth</p>	<p>Jamming by Bob Marley</p> <p>Small People by Ziggy Marley</p> <p>54-56 Was My Number by Toots and The Maytals</p> <p>Ram Goat Liver by Pluto Shervington</p> <p>Our Day Will Come by Amy Winehouse</p>	<p>Birdsong – Chinese Folk Music</p> <p>Vaishnava Java – A Hindu Song</p> <p>A Turkish Traditional Tune</p> <p>Aitutaki Drum Dance from Polynesia</p> <p>Zebaidir Song from Sudan</p>	<p>Good Times by Nile Rodgers</p> <p>Ain't Nobody by Chaka Khan</p> <p>We Are Family by Sister Sledge</p> <p>Ain't No Stopping Us Now by McFadden and Whitehead</p> <p>Car Wash by Rose Royce</p>	<p>L'Homme Arme by Robert Morton – Early Music</p> <p>Les Tricoteuses (The Knitters) – Baroque</p> <p>The Clock: II Andante by Franz Joseph Haydn – Classical</p> <p>Piano Concerto: Allegro Maestoso (Tempo Guisto) by Franz Liszt – Romantic</p> <p>Prelude A L'Apres-Midi d'un Faune by Claude Debussy – 20th century</p> <p>Music for Large and Small Ensembles (opening) by Kenny Wheeler – Contemporary</p>

## Listen and Appraise

Knowledge	Skills
<ul style="list-style-type: none"> <li>● To know five songs from memory and who sang them or wrote them.</li> <li>● To know the style of the five songs.</li> <li>● To choose one song and be able to talk about:               <ul style="list-style-type: none"> <li>○ Its lyrics: what the song is about</li> <li>○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>○ Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>○ Name some of the instruments they heard in the song</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● To confidently identify and move to the pulse.</li> <li>● To think about what the words of a song mean.</li> <li>● To take it in turn to discuss how the song makes them feel.</li> <li>● Listen carefully and respectfully to other people's thoughts about the music.</li> </ul>

## Musical Activities: Games

Knowledge	Skills
<ul style="list-style-type: none"> <li>● Know how to find and demonstrate the pulse.</li> <li>● Know the difference between pulse and rhythm.</li> <li>● Know how pulse, rhythm and pitch work together to create a song.</li> <li>● Know that every piece of music has a pulse/steady beat.</li> <li>● Know the difference between a musical question and an answer.</li> </ul>	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> <li>1. <b>Find the Pulse</b></li> <li>2. <b>Rhythm Copy Back:</b> <ol style="list-style-type: none"> <li>a. <b>Bronze:</b> Clap and say back rhythms</li> <li>b. <b>Silver:</b> Create your own simple rhythm patterns</li> <li>c. <b>Gold:</b> Perhaps lead the class using their simple rhythms</li> </ol> </li> <li>3. <b>Pitch Copy Back Using 2 Notes</b> <ol style="list-style-type: none"> <li>a. <b>Bronze:</b> Copy back – ‘Listen and sing back’ (no notation)</li> <li>b. <b>Silver:</b> Copy back with instruments, without then with notation</li> <li>c. <b>Gold:</b> Copy back with instruments, without and then with notation</li> </ol> </li> <li>4. <b>Pitch Copy Back and Vocal Warm-ups</b></li> </ol>

## Musical Activities: Singing

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Singing in a group can be called a choir</li> <li>● Leader or conductor: A person who the choir or group follow</li> <li>● Songs can make you feel different things e.g. happy, energetic or sad</li> <li>● Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>● To know why you must warm up your voice</li> </ul>	<ul style="list-style-type: none"> <li>● To sing in unison and in simple two-parts.</li> <li>● To demonstrate a good singing posture.</li> <li>● To follow a leader when singing.</li> <li>● To enjoy exploring singing solo.</li> <li>● To sing with awareness of being 'in tune'.</li> <li>● To have an awareness of the pulse internally when singing.</li> </ul>

## Musical Activities: Playing Instruments

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● The instruments used in class (a glockenspiel, a recorder)</li> </ul>	<ul style="list-style-type: none"> <li>● To treat instruments carefully and with respect.</li> <li>● Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</li> <li>● To rehearse and perform their part within the context of the Unit song.</li> <li>● To listen to and follow musical instructions from a leader.</li> </ul>

## Musical Activities: Improvisation

Knowledge	Skills
<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>● To know that using one or two notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> </ul>	<p>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</p> <ul style="list-style-type: none"> <li>● <b>Bronze Challenge:</b> <ul style="list-style-type: none"> <li>○ <b>Copy Back</b> – Listen and sing back</li> <li>○ <b>Play and Improvise</b> – Using instruments, listen and play your own answer using one note.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using one note.</li> </ul> </li> <li>● <b>Silver Challenge:</b> <ul style="list-style-type: none"> <li>○ <b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, using two different notes.</li> <li>○ <b>Play and Improvise</b> – Using your instruments, listen and play your own answer using one or two notes.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using one or two notes.</li> </ul> </li> <li>● <b>Gold Challenge:</b> <ul style="list-style-type: none"> <li>○ <b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, two different notes.</li> <li>○ <b>Play and Improvise</b> – Using your instruments, listen and play your own answer using two different notes.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using three different notes.</li> </ul> </li> </ul>

## Musical Activities: Composition

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>• Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Help create at least one simple melody using one, three or five different notes.</li> <li>• Plan and create a section of music that can be performed within the context of the unit song.</li> <li>• Talk about how it was created.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>

## Performance

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Performing is sharing music with other people, an audience</li> <li>• A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>• You need to know and have planned everything that will be performed</li> <li>• You must sing or rap the words clearly and play with confidence</li> <li>• A performance can be a special occasion and involve an audience including of people you don't know</li> <li>• It is planned and different for each occasion</li> <li>• It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>• To choose what to perform and create a programme.</li> <li>• To communicate the meaning of the words and clearly articulate them.</li> <li>• To talk about the best place to be when performing and how to stand or sit.</li> <li>• To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>



# Knowledge & Skills – Year 4

Unit	1	2	3	4	5	6
Title	<b>Mamma Mia</b>	<b>Glockenspiel 2</b>	<b>Stop!</b>	<b>Lean On Me</b>	<b>Blackbird</b>	<b>Reflect, Rewind &amp; Replay</b>
Style of main song	Pop	Mixed styles	Grime	Gospel	The Beatles/Pop	Classical
Unit theme	ABBA's music	Exploring and developing playing skills using the glockenspiel	Writing lyrics linked to a theme	Soul/Gospel music and helping one another	The Beatles, equality and civil rights	The history of music, look back and consolidate your learning, learn some of the language of music

## Instrumental Parts

Key	G	multiple pieces		C	C	Revise existing
One Note	G	C		C	C	
Easy Part	G	C + D		C + F	C + B	
Medium Part	G + A	C, D + E		E, F + G	G, A, B + C	
Melody	G, A, B + C	C, D, E, F + G		G, A, B, C, D + E	C, D, E, F + G	

## Warm-up Games

Progressive challenges within each unit that include four games. The games build over the year but the structure stays the same.						
Bronze	no notes	no notes	no notes	no notes	no notes	Revise existing
Silver	G + sometimes A	n/a	C + sometimes D	F + sometimes G	C + sometimes D	
Gold	G + A	n/a	C + D	F + G	C + D	

**Improvisation**

<b>Bronze Challenge 1</b>	<b>Sing and Copy Back</b> Listen and sing back	n/a	<b>Sing and Copy Back</b> Listen and sing back	<b>Sing and Copy Back</b> Listen and sing back	<b>Sing and Copy Back</b> Listen and sing back	Revise existing
<b>Bronze Challenge 2</b>	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one note: G		<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one note: C	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one note: F	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one note: C	
<b>Bronze Challenge 3</b>	<b>Improvise!</b> Take it in turns to improvise using one note: G		<b>Improvise!</b> Take it in turns to improvise using one note: C	<b>Improvise!</b> Take it in turns to improvise using one note: F	<b>Improvise!</b> Take it in turns to improvise using one note: C	
<b>Silver Challenge 1</b>	<b>Sing, Play and Copy Back</b> Listen and copy back using instruments, one note: G		<b>Sing, Play and Copy Back</b> Listen and copy back using instruments, one note: C	<b>Sing, Play and Copy Back</b> Listen and copy back using instruments, one note: F	<b>Sing, Play and Copy Back</b> Listen and copy back using instruments, one note: C	
<b>Silver Challenge 2</b>	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one or two notes: G and sometimes A		<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one or two notes: C and sometimes D	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one or two notes: F and sometimes G	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one or two notes: C and sometimes D	
<b>Silver Challenge 3</b>	<b>Improvise!</b> Take it in turns to improvise using one or two notes: G and sometimes A		<b>Improvise!</b> Take it in turns to improvise using one or two notes: C and sometimes D	<b>Improvise!</b> Take it in turns to improvise using one or two notes: F and sometimes G	<b>Improvise!</b> Take it in turns to improvise using one or two notes: C and sometimes D	
<b>Gold Challenge 1</b>	<b>Sing, Play and Copy Back</b> Listen and copy back using two notes: C and D		<b>Sing, Play and Copy Back</b> Listen and copy back using two notes: C and D	<b>Sing, Play and Copy Back</b> Listen and copy back using two notes: F and G	<b>Sing, Play and Copy Back</b> Listen and copy back using two notes: C and D	
<b>Gold Challenge 2</b>	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using two notes: C and D		<b>Play and Improvise</b> Using your instruments, listen and play your own answer using two notes: C and D	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using two notes: F and G	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using two notes: C and D	
<b>Gold Challenge 3</b>	<b>Improvise!</b> Take it in turns to improvise using two notes: C and D		<b>Improvise!</b> Take it in turns to improvise using two notes: C and D	<b>Improvise!</b> Take it in turns to improvise using two notes: F and G	<b>Improvise!</b> Take it in turns to improvise using two notes: C and D	

	1	2	3	4	5	6
<b>Composition</b>						
Starting notes	G	C	n/a	C	C	
Easy option	G, A + B	C, D + E		F, G + A	C, D + E	
Harder option	G, A, B, D + E	C, D, E, F + G		C, D, F, G + A	C, D, E, G + A	

## Supporting Songs and Styles

1	2	3	4	5	6
<b>Mamma Mia</b> by ABBA	<b>Glockenspiel Stage 2</b>	<b>Stop!</b> by Joanna Mangona	<b>Lean On Me</b> sung by Bill Withers	<b>Blackbird</b> by The Beatles	<b>Reflect, Rewind &amp; Replay</b>
Pop	Mixed styles	Grime and mixed styles	Gospel	Pop/The Beatles	Classical
ABBA's music: Dancing Queen by ABBA The Winner Takes It All by ABBA Waterloo by ABBA Super Trouper by ABBA Thank You For The Music by ABBA	Mardi Gras Groovin' Two-Way Radio Flea, Fly, Mosquito Rigadoon Mamma Mia Portsmouth Strictly D Play Your Music Drive	Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) Radetzky Marsch by Strauss (Classical) Can't Stop The Feeling! by Justin Timberlake (Pop) Libertango by Astor Piazzolla (Tango) Mas Que Nada performed by Sérgio Mendes featuring Black Eyed Peas	He Still Loves Me by Walter Williams and Beyoncé (Gospel) Shackles (Praise You) by Mary Mary (Gospel) Amazing Grace by Elvis Presley (Gospel) Ode To Joy Symphony No 9 by Beethoven (Romantic – Western Classical) Lean On Me by The ACM Gospel Choir (Gospel)	Yellow Submarine by The Beatles Hey Jude by The Beatles Can't Buy Me Love by The Beatles Yesterday by The Beatles Let It Be by The Beatles	La Quinta Estampie Real anon 13th century (Early Music) The Arrival Of The Queen Of Sheba by Handel (Baroque) Moonlight Sonata by Beethoven (Romantic) Bridal Chorus (Wedding March) by Wagner (Romantic) Rhapsody In Blue by Gershwin (20th Century) Einstein On The Beach by Philip Glass (Contemporary)

## Listen and Appraise

Knowledge	Skills
<p>To know five songs from memory and who sang them or wrote them.            To know the style of the five songs.            To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Some of the style indicators of that song (musical characteristics that give the song its style).</li> <li>● The lyrics: what the song is about.</li> <li>● Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</li> <li>● Identify the main sections of the song (introduction, verse, chorus etc).</li> <li>● Name some of the instruments they heard in the song.</li> </ul>	<ul style="list-style-type: none"> <li>● To confidently identify and move to the pulse.</li> <li>● To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</li> <li>● Talk about the music and how it makes them feel.</li> <li>● Listen carefully and respectfully to other people's thoughts about the music.</li> <li>● When you talk try to use musical words.</li> </ul>

## Games

Knowledge	Skills
<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● How pulse, rhythm and pitch work together</li> <li>● Pulse: Finding the pulse – the heartbeat of the music</li> <li>● Rhythm: the long and short patterns over the pulse</li> <li>● Know the difference between pulse and rhythm</li> <li>● Pitch: High and low sounds that create melodies</li> <li>● How to keep the internal pulse</li> <li>● Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> <li>1. <b>Find the Pulse</b></li> <li>2. <b>Rhythm Copy Back:</b> <ol style="list-style-type: none"> <li>a. <b>Bronze:</b> Clap and say back rhythms</li> <li>b. <b>Silver:</b> Create your own simple rhythm patterns</li> <li>c. <b>Gold:</b> Perhaps lead the class using their simple rhythms</li> </ol> </li> <li>3. <b>Pitch Copy Back Using 2 Notes</b> <ol style="list-style-type: none"> <li>a. <b>Bronze:</b> Copy back – ‘Listen and sing back’ (no notation)</li> <li>b. <b>Silver:</b> Copy back with instruments, without then with notation</li> <li>c. <b>Gold:</b> Copy back with instruments, without and then with notation</li> </ol> </li> <li>4. <b>Pitch Copy Back and Vocal Warm-ups</b></li> </ol>

## Singing

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Singing in a group can be called a choir</li> <li>● Leader or conductor: A person who the choir or group follow</li> <li>● Songs can make you feel different things e.g. happy, energetic or sad</li> <li>● Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>● Texture: How a solo singer makes a thinner texture than a large group</li> <li>● To know why you must warm up your voice</li> </ul>	<ul style="list-style-type: none"> <li>● To sing in unison and in simple two-parts.</li> <li>● To demonstrate a good singing posture.</li> <li>● To follow a leader when singing.</li> <li>● To enjoy exploring singing solo.</li> <li>● To sing with awareness of being ‘in tune’.</li> <li>● To rejoin the song if lost.</li> <li>● To listen to the group when singing.</li> </ul>

## Playing

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● The instruments used in class (a glockenspiel, recorder or xylophone).</li> <li>● Other instruments they might play or be played in a band or orchestra or by their friends.</li> </ul>	<ul style="list-style-type: none"> <li>● To treat instruments carefully and with respect.</li> <li>● Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>● To rehearse and perform their part within the context of the Unit song.</li> <li>● To listen to and follow musical instructions from a leader.</li> <li>● To experience leading the playing by making sure everyone plays in the playing section of the song.</li> </ul>

## Improvisation

Knowledge	Skills
<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● To know that using one or two notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>● To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> </ul>	<p>Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ul style="list-style-type: none"> <li>● <b>Bronze Challenge:</b> <ul style="list-style-type: none"> <li>○ <b>Copy Back</b> – Listen and sing back melodic patterns</li> <li>○ <b>Play and Improvise</b> – Using instruments, listen and play your own answer using one note.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using one note.</li> </ul> </li> <li>● <b>Silver Challenge:</b> <ul style="list-style-type: none"> <li>○ <b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, using two different notes.</li> <li>○ <b>Play and Improvise</b> – Using your instruments, listen and play your own answer using one or two notes.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using one or two notes.</li> </ul> </li> <li>● <b>Gold Challenge:</b> <ul style="list-style-type: none"> <li>○ <b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, two different notes.</li> <li>○ <b>Play and Improvise</b> – Using your instruments, listen and play your own answer using two different notes.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using three different notes.</li> </ul> </li> </ul>

## Composition

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>• Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Help create at least one simple melody using one, three or all five different notes.</li> <li>• Plan and create a section of music that can be performed within the context of the unit song.</li> <li>• Talk about how it was created.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>

## Performance

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Performing is sharing music with other people, an audience</li> <li>• A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>• You need to know and have planned everything that will be performed</li> <li>• You must sing or rap the words clearly and play with confidence</li> <li>• A performance can be a special occasion and involve an audience including of people you don't know</li> <li>• It is planned and different for each occasion</li> <li>• It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>• To choose what to perform and create a programme.</li> <li>• Present a musical performance designed to capture the audience.</li> <li>• To communicate the meaning of the words and clearly articulate them.</li> <li>• To talk about the best place to be when performing and how to stand or sit.</li> <li>• To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>



# Knowledge & Skills – Year 5

Unit	1	2	3	4	5	6
Title	1	2	3	4	5	6
Style of main song	Rock	Bossa Nova and Swing	Pop Ballads	Old-School Hip-Hop	Motown	Classical
Unit theme	Rock Anthems	Jazz and Improvisation	Pop Ballads	Old School Hip-Hop	Motown	The history of music, look back and consolidate your learning, learn some of the language of music
	Rock Anthems	Jazz and Improvisation	Pop Ballads	Old School Hip-Hop	Motown	The history of music, look back and consolidate your learning, learn some of the language of music

## Instrumental Parts

Key	G	Bossa Nova B, A + G	C		F	Revise existing
One Note	G		C	A	F	
Easy Part	G, A + B	Swing D, E, G, A + B	C F	D + A	G	
Medium Part	D, E, F sharp, G		E, F, G, A, B + C	G + A	F + G	
Melody	D, E, F sharp, G, A, B + C		B, C, D, E, F + G	C, D, E, F, G + A	F, G, A + D	

## Warm-up Games

### Rhythm and Pitch Copy Back, and Question and Answer

Bronze	G	n/a	C	D	F	Revise existing
Silver	G + A	n/a	C + D	D + E	F + G	
Gold	G, A + B	n/a	C, D + E	D, E + F	F, G + A	

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
----------	----------	----------	----------	----------	----------

<b>Improvisation</b>						
<b>Bronze Challenge 1</b>	<b>Play and Copy Back</b> Copy back using instruments. Use 1 note: G	Bossa Nova B, A + G Swing D, E, G, A + B			<b>Play and Copy back</b> Copy back using instruments. Use 1 note: D	Revise existing
<b>Bronze Challenge 2</b>	<b>Play and Improve</b> Question and Answer using instruments. Use 1 note in your answer: G	<b>Play and Improve</b> Question and Answer using instruments. Use 1 note in your answer: C	<b>Play and Improve</b> Question and Answer using instruments. Use 1 note in your answer: D	<b>Play and Improve</b> Question and Answer using instruments. Use 1 note in your answer: D	<b>Play and Improve</b> Question and Answer using instruments. Use 1 note in your answer: D	
<b>Bronze Challenge 3</b>	<b>Improvise!</b> Take it in turns to improvise using 1 note: G	<b>Improvise!</b> Take it in turns to improvise using 1 note: C	<b>Improvise!</b> Take it in turns to improvise using 1 note: D	<b>Improvise!</b> Take it in turns to improvise using 1 note: D	<b>Improvise!</b> Take it in turns to improvise using 1 note: D	
<b>Silver Challenge 1</b>	<b>Play and Copy back</b> Copy back using instruments. Use 2 notes: G and A	<b>Play and Copy back</b> Copy back using instruments. Use 2 notes: C and D	<b>Play and Copy back</b> Copy back using instruments. Use 2 notes: D and E	<b>Play and Copy back</b> Copy back using instruments. Use 2 notes: D and E	<b>Play and Copy back</b> Copy back using instruments. Use 2 notes: D and E	
<b>Silver Challenge 2</b>	<b>Play and Improve</b> Question and Answer using instruments. Use 2 notes in your answer: G and A	<b>Play and Improve</b> Question and Answer using instruments. Use 2 notes in your answer: C and D	<b>Play and Improve</b> Question and Answer using instruments. Use 2 notes in your answer: D and E	<b>Play and Improve</b> Question and Answer using instruments. Use 2 notes in your answer: D and E	<b>Play and Improve</b> Question and Answer using instruments. Use 2 notes in your answer: D and E	
<b>Silver Challenge 3</b>	<b>Improvise!</b> Take it in turns to improvise using 2 notes: G and A	<b>Improvise!</b> Take it in turns to improvise using 2 notes: C and D	<b>Improvise!</b> Take it in turns to improvise using 2 notes: D and E	<b>Improvise!</b> Take it in turns to improvise using 2 notes: D and E	<b>Improvise!</b> Take it in turns to improvise using 2 notes: D and E	
<b>Gold Challenge 1</b>	<b>Play and Copy back</b> Copy back using instruments. Use 3 notes: G, A and B	<b>Play and Copy back</b> Copy back using instruments. Use 3 notes: C, D and E	<b>Play and Copy back</b> Copy back using instruments. Use 3 notes: D, E and F	<b>Play and Copy back</b> Copy back using instruments. Use 3 notes: D, E and F	<b>Play and Copy back</b> Copy back using instruments. Use 3 notes: D, E and F	
<b>Gold Challenge 2</b>	<b>Play and Improve</b> Question and Answer using instruments. Use 3 notes in your answer: G, A and B	<b>Play and Improve</b> Question and Answer using instruments. Use 3 notes in your answer: C, D and E	<b>Play and Improve</b> Question and Answer using instruments. Use 3 notes in your answer: D, E and F	<b>Play and Improve</b> Question and Answer using instruments. Use 3 notes in your answer: D, E and F	<b>Play and Improve</b> Question and Answer using instruments. Use 3 notes in your answer: D, E and F	
<b>Gold Challenge 3</b>	<b>Improvise!</b> Take it in turns to improvise using 3 notes: G, A and B	<b>Improvise!</b> Take it in turns to improvise using 3 notes: C, D and E	<b>Improvise!</b> Take it in turns to improvise using 3 notes: D, E and F	<b>Improvise!</b> Take it in turns to improvise using 3 notes: D, E and F	<b>Improvise!</b> Take it in turns to improvise using 3 notes: D, E and F	

<b>Composing</b>							
Starting notes	G	n/a	C	D	C	Revise existing	
Easy option	G, A + B	n/a	C, D + E	D, E + F	C, D + E		
Harder option	G, A, B, D + E	n/a	C, D, E, F + G	D, E, F, G + A	C, D, E, F + G		

## Supporting Songs and Styles

1	2	3	4	5	6
<b>Livin' on a Prayer</b> by Bon Jovi	<b>Classroom Jazz</b> by Ian Gray	<b>To Make You Feel My Love</b> sung by Adele	<b>Fresh Prince of Bel-Air</b> rapped by Will Smith	<b>Dancing in the Street</b> sung by Martha and The Vandellas	<b>Reflect, Rewind &amp; Replay</b>
Rock	Bossa Nova and Swing	Pop Ballads	Old-School Hip-Hop	Motown	Classical
We Will Rock You by Queen Smoke On The Water by Deep Purple Rockin' All Over The World by Status Quo Johnny B.Goode by Chuck Berry I Saw Her Standing There by The Beatles	Desafinado by Stan Getz (Swing) Cotton Tail by Ben Webster 5 Note Swing by Ian Gray Perdido by Woody Herman	Make You Feel My Love by Bob Dylan So Amazing by Luther Vandross Hello by Lionel Ritchie The Way You Look Tonight by Tony Bennett	Me Myself and I by De La Soul Ready or Not by Fugees Rapper's Delight by The Sugarhill Gang U Can't Touch This by M C Hammer	I can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops I Heard it Through the Grapevine by Marvin Gaye Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell You Are the Sunshine of My Life by Stevie Wonder	Music from Compline – Traditional – Early Music Dido and Aeneas: Overture by Henry Purcell – Baroque Symphony No. 5 in C minor (allegro con brío) by Ludwig Van Beethoven – Classical Minute Waltz in D-flat by Chopin – Romantic Central Park in the Dark by Charles Edward Ives – 20th Century Clapping Music by Steve Reich – Contemporary

## Listen and Appraise

Knowledge	Skills
<ul style="list-style-type: none"> <li>● To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</li> <li>● To know the style of the five songs and to name other songs from the Units in those styles.</li> <li>● To choose two or three other songs and be able to talk about:               <ul style="list-style-type: none"> <li>○ Some of the style indicators of the songs (musical characteristics that give the songs their style)</li> <li>○ The lyrics: what the songs are about</li> <li>○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>○ Identify the main sections of the songs (intro, verse, chorus etc.)</li> <li>○ Name some of the instruments they heard in the songs</li> <li>○ The historical context of the songs. What else was going on at this time?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● To identify and move to the pulse with ease.</li> <li>● To think about the message of songs.</li> <li>● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>● Listen carefully and respectfully to other people's thoughts about the music.</li> <li>● When you talk try to use musical words.</li> <li>● To talk about the musical dimensions working together in the Unit songs.</li> <li>● Talk about the music and how it makes you feel.</li> </ul>

## Games

Knowledge	Skills
<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</li> <li>● How to keep the internal pulse</li> <li>● Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</p> <ul style="list-style-type: none"> <li>● <b>Bronze Challenge</b> <ul style="list-style-type: none"> <li>○ Find the pulse</li> <li>○ Copy back rhythms based on the words of the main song, that include syncopation/off beat</li> <li>○ Copy back one-note riffs using simple and syncopated rhythm patterns</li> </ul> </li> <li>● <b>Silver Challenge</b> <ul style="list-style-type: none"> <li>○ Find the pulse</li> <li>○ Lead the class by inventing rhythms for others to copy back</li> <li>○ Copy back two-note riffs by ear and with notation</li> <li>○ Question and answer using two different notes</li> </ul> </li> <li>● <b>Gold Challenge</b> <ul style="list-style-type: none"> <li>○ Find the pulse</li> <li>○ Lead the class by inventing rhythms for them to copy back</li> <li>○ Copy back three-note riffs by ear and with notation</li> <li>○ Question and answer using three different notes</li> </ul> </li> </ul>

## Singing

Knowledge	Skills
<ul style="list-style-type: none"> <li>● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>● To choose a song and be able to talk about:               <ul style="list-style-type: none"> <li>○ Its main features</li> <li>○ Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>○ To know what the song is about and the meaning of the lyrics</li> <li>○ To know and explain the importance of warming up your voice</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● To sing in unison and to sing backing vocals.</li> <li>● To enjoy exploring singing solo.</li> <li>● To listen to the group when singing.</li> <li>● To demonstrate a good singing posture.</li> <li>● To follow a leader when singing.</li> <li>● To experience rapping and solo singing.</li> <li>● To listen to each other and be aware of how you fit into the group.</li> <li>● To sing with awareness of being 'in tune'.</li> </ul>

## Playing

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Different ways of writing music down – e.g. staff notation, symbols</li> <li>● The notes C, D, E, F, G, A, B + C on the treble staff</li> <li>● The instruments they might play or be played in a band or orchestra or by their friends</li> </ul>	<ul style="list-style-type: none"> <li>● Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>● To rehearse and perform their part within the context of the Unit song.</li> <li>● To listen to and follow musical instructions from a leader.</li> <li>● To lead a rehearsal session.</li> </ul>

## Improvisation

Knowledge	Skills
<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● To know that using one or two notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>● To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> <li>● To know three well-known improvising musicians</li> </ul>	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ol style="list-style-type: none"> <li>1. <b>Play and Copy Back</b> <ul style="list-style-type: none"> <li>○ <b>Bronze</b> – Copy back using instruments. Use one note.</li> <li>○ <b>Silver</b> – Copy back using instruments. Use the two notes.</li> <li>○ <b>Gold</b> – Copy back using instruments. Use the three notes.</li> </ul> </li> <li>2. <b>Play and Improvise</b> You will be using up to three notes: <ul style="list-style-type: none"> <li>○ <b>Bronze</b> – Question and Answer using instruments. Use one note in your answer.</li> <li>○ <b>Silver</b> – Question and Answer using instruments. Use two notes in your answer. Always start on a G.</li> <li>○ <b>Gold</b> – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</li> </ul> </li> <li>3. <b>Improvisation!</b> You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: <ul style="list-style-type: none"> <li>○ <b>Bronze</b> – Improvise using one note.</li> <li>○ <b>Silver</b> – Improvise using two notes.</li> <li>○ <b>Gold</b> – Improvise using three notes.</li> </ul> </li> </ol> <p><b>Classroom Jazz 2</b> – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>

## Composition

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>• A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>• Notation: recognise the connection between sound and symbol</li> </ul>	<ul style="list-style-type: none"> <li>• Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>• Explain the keynote or home note and the structure of the melody.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>

## Performance

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Performing is sharing music with other people, an audience</li> <li>• A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>• Everything that will be performed must be planned and learned</li> <li>• You must sing or rap the words clearly and play with confidence</li> <li>• A performance can be a special occasion and involve an audience including of people you don't know</li> <li>• It is planned and different for each occasion</li> <li>• A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>• To choose what to perform and create a programme.</li> <li>• To communicate the meaning of the words and clearly articulate them.</li> <li>• To talk about the venue and how to use it to best effect.</li> <li>• To record the performance and compare it to a previous performance.</li> <li>• To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul>



# Knowledge & Skills – Year 6

Unit	1	2	3	4	5	6
Title	Happy	Classroom Jazz 2	A New Year Carol	You've Got A Friend	Music and Me	Reflect, Rewind & Replay
Style of main song	Pop/Neo Soul	Bacharach and Blues	Classical or Urban Gospel	70s Ballad/Pop	Create your own music inspired by your identity and women in the music industry	Classical
Unit theme	Being happy!	Jazz, improvisation and composition	Benjamin Britten's music and cover versions	The music of Carole King		The history of music, look back and consolidate your learning, learn some of the language of music
<b>Instrumental Parts</b>						
Key	D (mixolydian on A)	C and Blues in C	Eb major	C major	n/a	Revise existing
One Note	A	n/a	n/a	C		
Easy Part	A + G	n/a	n/a	G, A + B		
Medium Part	A, G + B	n/a	n/a	C, D, E + F		
Melody	G, A, B, C, D + E	n/a	Eb, F, G, Ab, Bb, C + D	D, E, F, G, A, B + C		
<b>Warm-up Games</b> Rhythm and Pitch Copy back and Question and Answer			<b>Warm-up games</b> pulse, rhythm and pitch	<b>Warm-up Games</b> Rhythm and Pitch Copy back and Question and Answer	n/a	Revise existing
Bronze	A	n/a	Learn to clap some of the the rhythms used in the song	A	n/a	Revise existing
Silver	A + G	n/a	Learn some musical phrases that you will sing in the song	A + G		
Gold	A, G + B	n/a		A, G + E		

Unit	1	2	3	4	5	6
<b>Improvisation</b>						
<b>Bronze Challenge 1</b>	<b>Play and Copy back</b> Copy back using instruments. Use 1 note: A	Bacharach Anarak C, D, E, F, G, A, B + C Meet the Blues C, Bb, G, F + C	n/a	<b>Play and Copy back</b> Copy back using instruments. Use 1 note: A	n/a	Revise existing
<b>Bronze Challenge 2</b>	<b>Play and Improvise</b> Question and Answer using instruments. Use 1 note in your answer: A			<b>Play and Improvise</b> Question and Answer using instruments. Use 1 note in your answer: A	n/a	
<b>Bronze Challenge 3</b>	<b>Improvise!</b> Take it in turns to improvise using 1 note: A			<b>Improvise!</b> Take it in turns to improvise using 1 note: A	n/a	
<b>Silver Challenge 1</b>	<b>Play and Copy back</b> Copy back using instruments. Use 2 notes: A and G			<b>Play and Copy back</b> Copy back using instruments. Use 2 notes: A and G	n/a	
<b>Silver Challenge 2</b>	<b>Play and Improvise</b> Question and Answer using instruments. Use 2 notes in your answer: A and G			<b>Play and Improvise</b> Question and Answer using instruments. Use 2 notes in your answer: A and G	n/a	
<b>Silver Challenge 3</b>	<b>Improvise!</b> Take it in turns to improvise using 2 notes: A and G			<b>Improvise!</b> Take it in turns to improvise using 2 notes: D and E	n/a	
<b>Gold Challenge 1</b>	<b>Play and Copy back</b> Copy back using instruments. Use 3 notes: A, G and B			<b>Play and Copy back</b> Copy back using instruments. Use 3 notes: A, G and E	n/a	
<b>Gold Challenge 2</b>	<b>Play and Improvise</b> Question and Answer using instruments. Use 3 notes in your answer: A, G and B			<b>Play and Improvise</b> Question and Answer using instruments. Use 3 notes in your answer: A, G and E	n/a	
<b>Gold Challenge 3</b>	<b>Improvise!</b> Take it in turns to improvise using 3 notes: A, G and B			<b>Improvise!</b> Take it in turns to improvise using 3 notes: A, G and E	n/a	

Unit	1	2	3	4	5	6
<b>Composing</b>						
Starting notes	A	n/a	n/a	E	n/a	Revise existing
Easy option	A, G + B	n/a	n/a	E, G + A	n/a	
Harder option	C, E, G, A + B	n/a	n/a	E, G, A, C + D	n/a	

## Supporting Songs and Styles

1	2	3	4	5	6
<b>Happy</b>	<b>Classroom Jazz 2</b>	<b>A New Year Carol</b>	<b>You've Got A Friend</b>	<b>Music and Me</b>	<b>Reflect, Rewind &amp; Replay</b>
Pop/Neo Soul	Bacharach and Blues	Classical or Urban Gospel	70s Ballad/Pop	Hip Hop, Classical, Electronic, Soul, Contemporary	Classical
Top Of The World sung by The Carpenters	Take The 'A' Train by Duke Ellington	I Mun Be Married on Sunday	The Loco-Motion sung by Little Eva	Something Helpful by Anna Meredith	L'autrier Pastoure Seoit (The Other Day a Shepherdess Was Sitting) – Traditional – Early Music
Don't Worry, Be Happy sung by Bobby McFerrin	Speaking My Peace by H. Parlan	Fishing Song	One Fine Day sung by The Chiffons	O by Shiva Feshareki	Armide Overture by Jean-Baptiste Lully – Baroque
Walking On Sunshine sung by Katrina And The Waves	Back 'O'Town Blues by Earl Hines		Up On The Roof sung by The Drifters	V-A-C Moscow by Shiva Feshareki	The Marriage of Figaro: Overture by Mozart – Classical
When You're Smiling sung by Frank Sinatra	One 'O' Clock Jump by Count Basie		Will You Still Love Me Tomorrow	Heroes & Villains by Eska	Erlkönig, D.328 Op. 1
Love Will Save The Day sung by Brendan Reilly			(You Make Me Feel Like) A Natural Woman sung by Carole King	Shades Of Blue by Eska	Wer reitet so spät by Franz Schubert – Romantic
				And! by Afrodeutsche	Sonata for Horn in F by Paul Hindemith – 20th century
				The Middle Middle by Afrodeutsche	Homelands by Nitin Sawhney – Contemporary

## Listen and Appraise

Knowledge	Skills
<ul style="list-style-type: none"> <li>● To know five songs from memory, who sang or wrote them, when they were written and why?</li> <li>● To know the style of the songs and to name other songs from the Units in those styles.</li> <li>● To choose three or four other songs and be able to talk about:               <ul style="list-style-type: none"> <li>○ The style indicators of the songs (musical characteristics that give the songs their style)</li> <li>○ The lyrics: what the songs are about</li> <li>○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</li> <li>○ Identify the structure of the songs (intro, verse, chorus etc.)</li> <li>○ Name some of the instruments used in the songs</li> <li>○ The historical context of the songs. What else was going on at this time, musically and historically?</li> <li>○ Know and talk about that fact that we each have a musical identity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● To identify and move to the pulse with ease.</li> <li>● To think about the message of songs.</li> <li>● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>● Listen carefully and respectfully to other people's thoughts about the music.</li> <li>● Use musical words when talking about the songs.</li> <li>● To talk about the musical dimensions working together in the Unit songs.</li> <li>● Talk about the music and how it makes you feel, using musical language to describe the music.</li> </ul>

## Games

Knowledge	Skills
<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</li> <li>● How to keep the internal pulse</li> <li>● Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</p> <ul style="list-style-type: none"> <li>● <b>Bronze Challenge</b> <ul style="list-style-type: none"> <li>○ Find the pulse</li> <li>○ Copy back rhythms based on the words of the main song, that include syncopation/off beat</li> <li>○ Copy back one-note riffs using simple and syncopated rhythm patterns</li> </ul> </li> <li>● <b>Silver Challenge</b> <ul style="list-style-type: none"> <li>○ Find the pulse</li> <li>○ Lead the class by inventing rhythms for others to copy back</li> <li>○ Copy back two-note riffs by ear and with notation</li> <li>○ Question and answer using two different notes</li> </ul> </li> <li>● <b>Gold Challenge</b> <ul style="list-style-type: none"> <li>● Find the pulse</li> <li>● Lead the class by inventing rhythms for them to copy back</li> <li>● Copy back three-note riffs by ear and with notation</li> <li>● Question and answer using three different notes</li> </ul> </li> </ul>

## Singing

Knowledge	Skills
<ul style="list-style-type: none"> <li>● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>● To know about the style of the songs so you can represent the feeling and context to your audience</li> <li>● To choose a song and be able to talk about:               <ul style="list-style-type: none"> <li>○ Its main features</li> <li>○ Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>○ To know what the song is about and the meaning of the lyrics</li> <li>○ To know and explain the importance of warming up your voice</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● To sing in unison and to sing backing vocals.</li> <li>● To demonstrate a good singing posture.</li> <li>● To follow a leader when singing.</li> <li>● To experience rapping and solo singing.</li> <li>● To listen to each other and be aware of how you fit into the group.</li> <li>● To sing with awareness of being 'in tune'.</li> </ul>

## Playing

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Different ways of writing music down – e.g. staff notation, symbols</li> <li>● The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>● The instruments they might play or be played in a band or orchestra or by their friends</li> </ul>	<ul style="list-style-type: none"> <li>● Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>● To rehearse and perform their part within the context of the Unit song.</li> <li>● To listen to and follow musical instructions from a leader.</li> <li>● To lead a rehearsal session.</li> </ul>

# Improvisation

Knowledge	Skills
<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● To know that using one, two or three notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>● To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations</li> <li>● To know three well-known improvising musicians</li> </ul>	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ol style="list-style-type: none"> <li> <p><b>1. Play and Copy Back</b></p> <ul style="list-style-type: none"> <li>○ <b>Bronze</b> – Copy back using instruments. Use one note.</li> <li>○ <b>Silver</b> – Copy back using instruments. Use the two notes.</li> <li>○ <b>Gold</b> – Copy back using instruments. Use the three notes.</li> </ul> </li> <li> <p><b>2. Play and Improvise</b> You will be using up to three notes:</p> <ul style="list-style-type: none"> <li>○ <b>Bronze</b> – Question and Answer using instruments. Use one note in your answer.</li> <li>○ <b>Silver</b> – Question and Answer using instruments. Use two notes in your answer. Always start on a G.</li> <li>○ <b>Gold</b> – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</li> </ul> </li> <li> <p><b>3. Improvisation!</b> You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <ul style="list-style-type: none"> <li>○ <b>Bronze</b> – Improvise using one note.</li> <li>○ <b>Silver</b> – Improvise using two notes.</li> <li>○ <b>Gold</b> – Improvise using three notes.</li> </ul> </li> </ol> <p><b>Classroom Jazz 2</b> – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>



## Composition

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>● Notation: recognise the connection between sound and symbol</li> </ul>	<ul style="list-style-type: none"> <li>● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>● Explain the keynote or home note and the structure of the melody.</li> <li>● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>

## Performance

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Performing is sharing music with an audience with belief</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● Everything that will be performed must be planned and learned</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>● To choose what to perform and create a programme.</li> <li>● To communicate the meaning of the words and clearly articulate them.</li> <li>● To talk about the venue and how to use it to best effect.</li> <li>● To record the performance and compare it to a previous performance.</li> <li>● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul>

**What experiences do we want our musicians to have?**

**EYFS**

**YEAR 1 AND YEAR 2**

**YEAR 3 AND YEAR 4**

**YEAR 5 AND YEAR 6**

Performing Sea Shanties to parents and carers

Nativity performance – performing to a larger audience

Singing Happy Birthday to their friends

Learning a range of songs and rhymes to support different aspects of learning

Watch a stage performance – this could be outside of school or other children in school performing (or both).

Instrument performance assemblies – children to watch these.

Listen to different genres of music as part of their regular classroom routine.

Singing stars performance to parents – Y1

Nativity performance – singing, speaking and performing to a larger audience

Watch a stage performance – this could be outside of school or other children in school performing (or both).

Instrument performance assemblies – children to watch these.

Listen to different genres of music as part of their regular classroom routine.

Junk percussion performance to parents – Y3

Watch a stage performance – this could be outside of school or other children in school performing (or both).

Instrument performance assemblies – children to watch these – some children will take part

Listen to different genres of music as part of their regular classroom routine.

Brass performance to parents – Y5

Play with the Halle Orchestra – Y5

End of year performance – Y6

Watch a stage performance – this could be outside of school or other children in school performing (or both).

Instrument performance assemblies – children to watch these – some children will take part

Listen to different genres of music as part of their regular classroom routine.

# Vocabulary

## Musical Vocabulary: Years 1–6

### Year 1

**Words you need to know:** Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.

### Year 2

**Words you need to know:** Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.

### Year 3

**Vocabulary:** Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.

### Year 4

**Vocabulary:** Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.

### Year 5

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

### Year 6

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

## The Interrelated Dimensions of Music (Dimensions)

- Pulse – the regular heartbeat of the music; its steady beat.
- Rhythm – long and short sounds or patterns that happen over the pulse.
- Pitch – high and low sounds.
- Tempo – the speed of the music; fast or slow or in-between.
- Dynamics – how loud or quiet the music is.
- Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
- Texture – layers of sound. Layers of sound working together make music very interesting to listen to.
- Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.
- Notation – the link between sound and symbol.