

Long Term Progression in Music Overview 2021-2022

To see how Music will be taught to each year group at Lindow Community Primary School in 2021/22 please click on the appropriate button.

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Year One						
Term & theme	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big question/key concept	Hey You <i>Old School Hip-Hop</i> How pulse, rhythm and pitch work together.	Rhythm In The Way We Walk and The Banana Rap <i>Reggae</i> Pulse, rhythm and pitch, rapping, dancing and singing.	In the Groove <i>Blues, Baroque, Latin, Bhangra, Folk, Funk</i> How to be in the groove with different styles of music.	Round and Round <i>Bossa Nova</i> Pulse, rhythm and pitch in different styles of music.	Your Imagination <i>Pop</i> Using your imagination. <i>Taught by specialist teacher</i>	Reflect, Rewind & Replay <i>Classical</i> The history of music, look back and consolidate your learning, learn some of the language of music. <i>Taught by specialist teacher</i>
Prior knowledge Prior knowledge continually drawn upon throughout the Charanga units.	Children will be able to: Listen and appraise <ul style="list-style-type: none"> Learn that music can touch your feelings. Enjoy moving to music by dancing, marching, being animals or Pop stars. 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. Know twenty nursery rhymes off by heart. Know the stories of some of the nursery rhymes. Explore and Create <ul style="list-style-type: none"> Know that we can move with the pulse of the music. Know that the words of songs can tell stories and paint pictures. Singing <ul style="list-style-type: none"> Sing or rap nursery rhymes and simple songs from memory. Songs have sections. Share and perform <ul style="list-style-type: none"> Know a performance is sharing music. 					
Prior Skills Prior skills are continually drawn upon throughout the Charanga units.	Children will be able to: Listen and appraise <ul style="list-style-type: none"> Learn that music can touch your feelings. Enjoy moving to music by dancing, marching, being animals or Pop stars. Explore and Create <ul style="list-style-type: none"> 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. Copy basic rhythm patterns of single words, building to short phrases from the song/s. 					

	<ul style="list-style-type: none"> Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel. 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. <p>Singing</p> <ul style="list-style-type: none"> To sing along with a pre-recorded song and add actions. To sing along with the backing track. <p>Share and perform</p> <ul style="list-style-type: none"> Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about. 					
Key vocabulary	Pulse, rhythm, sing, instruments, improvise, compose, listening, bass guitar, drums, decks, pitch, rap, melody	Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform	Blues, baroque, Latin, Irish Folk, funk, Pulse, rhythm, sing, instruments, improvise, compose,	Keyboard, bass, guitar, percussion, trumpets, saxophones, Pulse, rhythm, sing, instruments, improvise, compose, pitch, audience	Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination	All vocabulary stated from previous half terms.
Statutory Requirements	<p>Pupils should be taught to:</p> <p>To learn to sing and use their voices to know the song off by heart.</p> <p>To know what an instrument is and play C and D on the glockenspiel.</p> <p>Know how pulse, rhythm and pitch work together.</p> <p>Recognise the sound and names of some of the instruments they use.</p>	<p>Pupils should be taught to:</p> <p>To learn to sing and use their voices to know the song off by heart.</p> <p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>To listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>To find the pulse in the piece of music.</p>	<p>Pupils should be taught to:</p> <p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>To name their instrument correctly and play C and D on the glockenspiel.</p> <p>To compose a rhythm as a class.</p> <p>To find the pulse in the piece of music.</p> <p>To know what a performance is and perform their song with increasing confidence.</p>	<p>Pupils should be taught to:</p> <p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>To find the pulse in the piece of music.</p> <p>To name their instrument correctly and play D, F, C + D on the glockenspiel.</p> <p>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>To perform their song with increasing confidence.</p>	<p>Pupils should be taught to:</p> <p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>To name their instrument correctly and play C, E + G on the glockenspiel.</p> <p>To find the pulse in the piece of music.</p>	<p>Pupils should be taught to:</p> <p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>To find the pulse in the piece of music.</p> <p>To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions.</p>

<p>Skills covered As stated above, all skills are developed throughout all of the Charanga units for the year group. There will be a particular emphasis on the skills that have been placed in each half term.</p>	<p>March in time with the pulse. Copy and clap back rhythms. Using their voice to sing. Compose a simple melody choosing from the notes C + D. Listen to and appraise songs of a similar genre. Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</p>	<p>March in time with the pulse. Copy and clap back rhythms. Use voices to sing. The difference between singing and rapping. Identify features of Reggae and hip-hop style music. To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Treat instruments carefully and with respect.</p>	<p>Learn to start and stop singing when following a leader. March in time with the pulse. Clap their own rhythms. Compose a simple melody choosing from the notes C + D. Identify different musical styles including: Blues, Baroque, Latin, Irish Folk, Funk Treat instruments carefully and with respect.</p>	<p>March in time with the pulse. Copy and clap back rhythms. Play a tuned instrumental part with the song they perform. 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). Compose a simple melody choosing from the notes D, F, C + D</p>	<p>Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. I can Recognise and name two or more instruments they hear: Keyboard, drums, bass, a female singer. Listen to the music and play in time with their instrument.</p>	<p>experiment with, create, select and combine sounds using the inter-related dimensions of music. Listen out for different instruments in classical music. Identify: pitch, rhythm, beat. tempo</p>
<p>End Point</p>	<p>I can perform ‘Hey You’ with singing, rapping and playing the ‘C’ note on the glockenspiel . I can improvise and copy back notes vocally, or with a glockenspiel.</p>	<p>I can keep the pulse and know that this is a steady beat throughout the song. I can rap and sing in time to the music of ‘The Way We Walk’ and ‘The Banana Rap’.</p>	<p>I can comment on songs that have a similar genre. I can march to the pulse. I can copy back the rhythms I hear. I can sing with the class on time.</p>	<p>I can comment on songs that have a similar genre. I can find the pulse as I am listening to the main Unit song and understand that it is the heartbeat of the music.</p>	<p>I can comment on songs that have a similar genre. I can find the pulse as I am listening to the main Unit song and understand that it is the heartbeat of the music.</p>	<p>I can comment on songs that have a similar genre. I can use my learning from the year and apply it to new songs. I can Identify: pitch, rhythm, beat. tempo</p>

	I can comment on songs that have a similar genre.	I can recognise and name two or more instruments I can hear. I can copy and clap back rhythms, I can comment on songs that have a similar genre.	I can play C on the glockenspiel in time to the song. I can find the pulse as I am listening to the main Unit song and understand that it is the heartbeat of the music. I can identify five different musical styles: Blues, Baroque, Latin, Irish Folk, Funk and name some of them.	I can recognise and name two or more instruments they hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones. I can play D, F, C + D accurately and in time as part of the performance. I can use my imagination to find the pulse. I can sing the song together with the actions.	I can Recognise and name two or more instruments they hear: Keyboard, drums, bass, a female singer. I can use my imagination to find the pulse. I can sing in unison and in two parts. I can play C accurately and in time as part of the performance.	
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Year Two						
Term & theme	Autumn 1 –	Autumn 2 –	Spring 1 -	Spring 2 -	Summer 1 -	Summer 2 -
Big question/key concept	Hands, Feet, Heart <i>Afropop, South African</i> South African music	Ho, Ho, Ho <i>A song with rapping and improvising for Christmas</i> Festivals and Christmas	I Wanna Play in a Band <i>Rock</i> Playing together in a band	Zootime <i>Reggae</i> Reggae and animals	Friendship Song <i>Pop</i> A song about being friends <i>Taught by specialist teacher</i>	Reflect, Rewind & Replay <i>Classical</i> The history of music, look back and consolidate your learning, learn some of the language of music <i>Taught by specialist teacher</i>
Prior knowledge Prior knowledge continually drawn upon throughout the Charanga units.	Children will be able to: Listen and appraise <ul style="list-style-type: none"> To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. Explore <ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Singing <ul style="list-style-type: none"> Sing or rap nursery rhymes and simple songs from memory. Songs have sections. Playing <ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing. Improvisation <ul style="list-style-type: none"> Know that improvisation is about making up your own tunes on the spot. Composition <ul style="list-style-type: none"> Know that composing is like writing a story with music. Share and perform <ul style="list-style-type: none"> Know a performance is sharing music with an audience. 					
Prior Skills Prior skills are continually drawn	Children will be able to: Listen and appraise learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.					

<p>upon throughout the Charanga units.</p>	<p>Explore</p> <p>Find the pulse.</p> <p>Listen to the rhythm and clap or sing back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.</p> <p>Singing</p> <p>Learn about voices, singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</p> <p>Learn to start and stop singing when following a leader.</p> <p>Playing</p> <p>Treat instruments carefully and with respect.</p> <p>Play a tuned instrumental part with the song they perform.</p> <p>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).</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Improvisation</p> <p>Use voices and instruments, listen and sing back, then listen and play their own answer using one or two notes.</p> <p>Composition</p> <p>Help to create a simple melody using one, two or three notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary</p> <p>Share and perform</p> <p>Know a performance is sharing music with an audience.</p>					
<p>Key vocabulary</p>	<p>Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo</p>	<p>Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo</p>	<p>Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p>	<p>Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p>	<p>Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p>	<p>All vocabulary stated from previous half terms.</p>
<p>Statutory Requirements</p>	<p>Pupils should be taught to:</p> <p>Identify instruments/voices they can hear: keyboard, bass, drums, electric guitars, saxophone, trumpet, vocals.</p>	<p>Pupils should be taught to:</p> <p>Know we add high and low sounds, pitch, when we sing and play our instruments.</p>	<p>Pupils should be taught to:</p> <p>Identify instruments/voices you can hear: keyboard, drums, bass, electric guitar, singers.</p>	<p>Pupils should be taught to:</p> <p>Use different strategies to find the pulse.</p> <p>Identify instruments/voices you can hear: Keyboard,</p>	<p>Pupils should be taught to:</p> <p>Identify instruments/voices you can hear: Keyboard, drums, bass, a female singer, a glockenspiel.</p>	<p>Pupils should be taught to:</p> <p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>

	<p>We add high and low sounds, pitch, when we sing and play our instruments.</p> <p>Sing Hands, Feet, Heart in groups.</p> <p>Playing instruments using up to three notes – G or G, A + C.</p> <p>To know that we can create rhythms from words, our names, favourite food, colours and animals.</p>	<p>Identify instruments/voices you can hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.</p> <p>Rap and sing Ho Ho Ho.</p> <p>Playing instruments using up to three notes – G or G, A and B.</p> <p>To know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>To introduce a performance to an audience.</p>	<p>Sing in a different style for 'I Wanna Play in a Band', using their voices expressively and creatively.</p> <p>Playing instruments using up to three notes – F or D and C.</p> <p>Improvise using the notes F + G.</p> <p>Compose a simple melody using simple rhythms, choosing from the notes F + G or F, G + A.</p>	<p>drums, bass, electric guitar, singers.</p> <p>Make up their own rhythms.</p> <p>Know how to change pitch to match the song.</p> <p>Playing instruments using up to two notes – C or C + D.</p> <p>Improvise using the notes C + D.</p> <p>Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.</p> <p>Develop knowledge of Reggae music and sing 'Zootime'.</p> <p>Perform and evaluate a performance.</p>	<p>Use different strategies to find the pulse and decide on their favourite.</p> <p>Sing in two parts while keeping in time with their group.</p> <p>Playing instruments using up to three notes – C or E and G.</p> <p>Improvise using the notes C + D.</p> <p>Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D or E.</p>	<p>To find the pulse in the piece of music.</p> <p>To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions.</p>
<p>Skills covered</p> <p>As stated above, all skills are developed throughout all of the Charanga units for the year group.</p> <p>There will be a particular emphasis on the skills that have been placed in each half term.</p>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat.</p> <p>Play the part in time with the steady pulse.</p> <p>Learn to play a tuned instrumental part that matches their musical</p>	<p>To learn how songs can tell a story or describe an idea</p> <p>Listen to the rhythm and clap back.</p> <p>Learn about voices singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</p>	<p>To learn how songs can tell a story or describe an idea</p> <p>Listen and sing back, and some different vocal warm-ups.</p> <p>Learn about voices singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</p>	<p>Listen to the rhythm and clap back.</p> <p>Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat.</p> <p>Use your voices to copy back using 'la'.</p> <p>Learn about voices singing notes of different pitches (high and low).</p>	<p>To learn how songs can tell a story or describe an idea</p> <p>Listen to the rhythm and clap back.</p> <p>Listen and sing back, and some different vocal warm-ups.</p> <p>Learn about voices singing notes of different pitches (high and low).</p> <p>Learn to start and stop singing when following a leader.</p>	<p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Listen out for different instruments in classical music.</p> <p>Identify: pitch, rhythm, beat. tempo</p> <p>Learn that they can make different types of sounds with their voices Choose a song they have learnt</p>

	<p>challenge, using one of the differentiated parts (a one-note, simple or medium part).</p> <p>Learn to identify different sounds in a song.</p> <p>Learn to find a comfortable singing position.</p> <p>Choose a song they have learnt from the Scheme and perform it.</p>	<p>Learn to start and stop singing when following a leader.</p> <p>Treat instruments carefully and with respect.</p> <p>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).</p> <p>Use voices and instruments, listen and sing back, then listen and play their own answer using one or two notes.</p> <p>Help create three simple melodies with the Units using one, three or five different notes.</p> <p>Choose a song they have learnt from the Scheme and perform it.</p>	<p>Treat instruments carefully and with respect.</p> <p>Play the part in time with the steady pulse.</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Use voices and instruments, listen and sing back, then listen and play their own answer using one or two notes.</p> <p>Help create three simple melodies with the Units using one, three or five different notes.</p> <p>That they can add their ideas to the performance.</p>	<p>Learn to find a comfortable singing position.</p> <p>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).</p> <p>Play the part in time with the steady pulse.</p> <p>Use voices and instruments, listen and sing back, then listen and play their own answer using one or two notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p> <p>Record the performance and say how they were feeling about it.</p>	<p>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).</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Use voices and instruments, listen and sing back, then listen and play their own answer using one or two notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>from the Scheme and perform it.</p>
End Point	<p>I can find the pulse of the song.</p> <p>I can recognise and name at least 2 instruments I can hear: keyboard, bass, drums, electric guitars, saxophone, trumpet and vocals.</p> <p>I can copy and clap back rhythms.</p>	<p>I can find the pulse of the song.</p> <p>I can recognise and name at least 2 instruments I can hear: singers, keyboard, bass, guitar, percussion, trumpets and saxophone.</p>	<p>I can find the pulse of the song.</p> <p>I can recognise and name at least 2 instruments I can hear: singers, keyboard, drum, bass, electric guitar, singers.</p> <p>I can copy and clap back rhythms.</p>	<p>I can find the pulse of the song.</p> <p>I can recognise Reggae style of music.</p> <p>I can recognise and name at least 2 instruments I can hear: singers, keyboard, drum, bass, electric guitar, singers.</p>	<p>I can decide how I can find the pulse (clap, march ect).</p> <p>I can recognise and name at least 2 instruments I can hear: female singers, keyboard, drum, bass, glockenspiel.</p>	<p>I can comment on songs that have a similar genre.</p> <p>I can use my learning from the year and apply it to new songs.</p> <p>I can Identify: pitch, rhythm, beat. tempo</p>

	<p>I can play accurately and in time.</p> <p>I can play G, A + C on the glockenspiel.</p> <p>I can improvise rhythms using C.</p> <p>I can sing in groups.</p> <p>I can perform and evaluate my performance.</p>	<p>I understand the musical style of rap.</p> <p>I can copy and clap back rhythms.</p> <p>I can clap rhythms of my name and my favourite colours.</p> <p>I can play G, A + B on the glockenspiel.</p> <p>I can sing and wrap together in time.</p> <p>I can perform and evaluate my performance.</p>	<p>I can clap rhythms of my name and my favourite colours.</p> <p>I can improvise rhythms using F.</p> <p>I can play D + C on the glockenspiel.</p> <p>I can compose a simple melody using simple rhythms.</p> <p>I can perform and evaluate my performance.</p>	<p>I can identify that pitch is high and low sounds.</p> <p>I can sing in time with others and the music.</p> <p>I can play D + C on the glockenspiel.</p> <p>I can compose a simple melody using simple rhythms with C, D + E.</p> <p>I can perform and evaluate my performance.</p>	<p>I can clap rhythms of my name and my favourite colours.</p> <p>I can play E + G on the glockenspiel.</p> <p>I can improvise using the C note.</p> <p>I can compose a simple melody using simple rhythms with G + E.</p> <p>I can perform and evaluate my performance.</p>	
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Year Three						
Term & theme	Autumn 1 –	Autumn 2 –	Spring 1 -	Spring 2 -	Summer 1 -	Summer 2 -
Big question/key concept	Let Your Spirit Fly RnB RnB and other styles	Glockenspiel Stage 1 No main song Exploring & developing playing skills	Recorder by specialist teacher First three notes; B, A and G Exploring & developing playing skills		Bringing Us Together Disco Disco, friendship, hope and unity	Reflect, Rewind & Replay Classical The history of music, look back and consolidate your learning, learn some of the language of music
Prior knowledge Prior knowledge continually drawn upon throughout the Charanga units.	Children will be able to: Listen and appraise <ul style="list-style-type: none">To know five songs off by heart.To know some songs have a chorus or a response/answer part.To know that songs have a musical style. Explore <ul style="list-style-type: none">To know that music has a steady pulse, like a heartbeat.To know that we can create rhythms from words, our names, favourite food, colours and animals.Rhythms are different from the steady pulse.We add high and low sounds, pitch, when we sing and play our instruments. Singing <ul style="list-style-type: none">To confidently know and sing five songs from memory.To know that unison is everyone singing at the same time.Songs include other ways of using the voice e.g. rapping (spoken word).To know why we need to warm up our voices. Playing <ul style="list-style-type: none">Learn the names of the notes in their instrumental part from memory or when written down.Know the names of untuned percussion instruments played in class. Improvisation <ul style="list-style-type: none">Improvisation is making up your own tunes on the spot. Composition <ul style="list-style-type: none">Composing is like writing a story with music. Share and perform <ul style="list-style-type: none">A performance is sharing music with an audience.A performance can be a special occasion and involve a class, a year group or a whole school.An audience can include your parents and friends.					
Prior Skills	Children will be able to: Listen and appraise					

<p>Prior skills continually drawn upon throughout the Charanga units.</p>	<ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea <p>Explore</p> <ul style="list-style-type: none"> 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. Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'. <p>Singing</p> <ul style="list-style-type: none"> Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader. <p>Playing</p> <ul style="list-style-type: none"> Treat instruments carefully and with respect. 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). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader. <p>Improvisation</p> <ul style="list-style-type: none"> Use voices and instruments, listen and sing back, then listen and play their own answer using one or two notes. <p>Composition</p> <ul style="list-style-type: none"> Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary. <p>Share and perform</p> <ul style="list-style-type: none"> Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it. 				
<p>Key vocabulary</p>	<p>Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody</p>	<p>Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody</p>	<p>Introduction, verse, chorus, Minims, semibreves and rests, Crotchets accompaniment, melody, beat</p>	<p>Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody</p>	<p>All vocabulary stated from previous half terms.</p>

Statutory Requirements	<p>Pupils should be taught to: Identify the structure or the song 'Let Your Spirit Fly': Introduction, verse, chorus. Identify instruments/voices they can hear: Male and female voices, bass, drums, guitar, keyboard, synthesizer. Style indicators of RnB. Find the pulse as you are listening. Play and copy rhythms using up to 2 notes – C + D. Play instrumental parts with the song by ear and/or from notation. up to 3 notes – C, D + E. Improvise using up to 3 notes – C, D + E. Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G. Record the performance and talk about it afterwards.</p>	<p>Pupils should be taught to: Learn to play and read the notes C, D, E + F. Learn to play these tunes: • Easy E • Strictly D • Play Your Music • Drive • Dee Cee's Blues • What's Up • D-E-F-initely • Roundabout • March of the Golden Guards • Portsmouth Improvise with Dee Cee's Blues using the notes C + D. Compose using the notes C, D, E + F. Listen with attention to detail and recall sounds with increasing aural memory. Record the performance and talk about it afterwards.</p>	<p>Pupils should be taught to: To hold and play the recorder in the correct position. To hold the recorder correctly and play the note B. To play in time with the pulse and breathe in the correct places. To listen and copy different rhythms (patterns of long and short sounds) on the note B. To play the note B clearly and confidently in two new pieces and learn more about the musical score. To play the note A, know what the word 'rhythm' means and copy back different rhythms on the note B with greater accuracy. To play a duet, the notes A and B and to cover the finger holes properly to ensure a good sound. To sing, play and improvise using the notes A and B. To recognise and play semibreves (four beats) and minims (two beats) on notes A and B. To continue improving improvisation. To play G. Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Pupils should be taught to: Find the pulse as you are listening: Dance, clap, sway, march, be an animal or a pop star. Identify instruments/voices they can hear: Keyboard, drums, bass, a female singer. Play and copy back using up to 3 notes – C + A on glockenspiel. Sing in 2 parts. Play instrumental parts with the song by ear and/or from notation using up to 3 notes – C, A + G. Improvise using up to 2 notes – C + A. Compose a simple melody using simple rhythms choosing from the notes C, A + G or C, D, E, G + A. (Pentatonic scale). What are the 'style indicators' of Disco music?</p>	<p>Pupils should be taught to: To use their voices expressively and creatively by singing songs and speaking chants and rhymes. To find the pulse in the piece of music. To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions.</p>
<p>Skills covered As stated above, all skills are developed</p>	<p>To confidently identify and move to the pulse.</p>	<p>Copy back with instruments, without then with notation Playing</p>	<p>To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or</p>	<p>To confidently identify and move to the pulse.</p>	<p>Experiment with, create, select and combine sounds using the inter-</p>

<p>throughout all of the Charanga units for the year group. There will be a particular emphasis on the skills that have been placed in each half term.</p>	<p>To take it in turn to discuss how the song makes them feel. Clap and say back rhythms To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To treat instruments carefully and with respect. Using instruments, listen and play your own answer using one note. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. To talk about the best place to be when performing and how to stand or sit.</p>	<p>To treat instruments carefully and with respect. 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. Listen and copy back using instruments, two different notes. Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). To choose what to perform and create a programme. To record the performance and say how they were feeling,</p>	<p>medium part or the melody of the song) from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. Using instruments, listen and play your own answer using one note. Listen and copy back using instruments, two different notes. Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>To think about what the words of a song mean. Listen carefully and respectfully to other people's thoughts about the music. Copy back with instruments, without then with notation To sing in unison and in simple two-parts. To demonstrate a good singing posture. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To rehearse and perform their part within the context of the Unit song. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p>	<p>related dimensions of music. Listen out for different instruments in classical music. Identify: pitch, rhythm, beat. tempo Learn that they can make different types of sounds with their voices Choose a song they have learnt from the Scheme and perform it. Explore staves and clefs.</p>
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		what they were pleased with what they would change and why.		To choose what to perform and create a programme.	
End Point	<p>I can identify the piece's structure: Introduction, verse, chorus.</p> <p>I can identify the instruments/voices: Male/female voices, bass, drums, guitar, keyboard, synthesizer.</p> <p>I can find the pulse while listening.</p> <p>copy back, play, invent rhythmic and melodic patterns.</p> <p>I can play instrumental parts accurately and in time, as part of the performance.</p> <p>I can improvise in the lessons and as part of the performance. I can compose a simple melody using simple rhythms and use it as part of the performance.</p>	<p>I can explore the language and history of music.</p> <p>I can include one of the following in my performance:</p> <ul style="list-style-type: none"> • Improvisations • Instrumental performances • Compositions <p>I can play a variety of tunes using consistent notes.</p> <p>I can begin to recognise when to play and when to rest using musical notes.</p> <p>I can improvise my own tune using C and D.</p>	<p>I can keep the pulse when playing the recorder</p> <p>I can breathe at the correct time when playing I can copy back a rhythm on the note A, B and G.</p> <p>I can play my part in a duet (piece with two parts).</p> <p>I can cover the finger holes properly to make a good sound.</p> <p>I can play a piece using B, A and G.</p> <p>Use and understand staff and other musical notations.</p>	<p>I can find the pulse while listening. Some will identify funky rhythms, tempo changes, dynamics.</p> <p>I can identify the instruments/voices you can hear: Keyboard, drums, bass, a female singer.</p> <p>I can explain how the words of the song tell a story.</p> <p>I can copy back, play, invent rhythmic and melodic patterns.</p> <p>I can play instrumental parts accurately and in time, as part of the performance. The easy part: C. The medium part: G, A + C.</p> <p>I can compose a simple melody using simple rhythms. and use as part of the performance Using the notes: C, A + G.</p>	<p>I can comment on songs that have a similar genre.</p> <p>I can use my learning from the year and apply it to new songs.</p> <p>I can Identify: pitch, rhythm, beat. Tempo and dynamics</p>

Year Four						
Term & theme	Autumn 1 –	Autumn 2 –	Spring 1 -	Spring 2 -	Summer 1 -	Summer 2 -
Big question/key concept	Mamma Mia Pop Abba’s music	Glockenspiel Stage 2 Mixed styles Exploring and developing playing skills using the glockenspiel	Recorder by specialist teacher First three notes; B, A and G Exploring & developing playing skills		Blackbird The Beatles/Pop The Beatles, equality and civil rights	Reflect, Rewind & Replay Classical The history of music, look back and consolidate your learning, learn some of the language of music
Prior knowledge Prior knowledge continually drawn upon throughout the Charanga units.	Children will be able to: Listen and appraise <ul style="list-style-type: none">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:<ul style="list-style-type: none">- Its lyrics: what the song is about-Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)<ul style="list-style-type: none">Identify the main sections of the song (introduction, verse, chorus etc.)Name some of the instruments they heard in the song Explore <ul style="list-style-type: none">Know how to find and demonstrate the pulse.Know the difference between pulse and rhythm.Know how pulse, rhythm and pitch work together to create a song.Know that every piece of music has a pulse/steady beat.Know the difference between a musical question and an answer. Singing <ul style="list-style-type: none">To know and be able to talk about:Singing in a group can be called a choirLeader or conductor: A person who the choir or group followSongs can make you feel different things e.g. happy, energetic or sadSinging as part of an ensemble or large group is fun, but that you must listen to each otherTo know why you must warm up your voice Playing <ul style="list-style-type: none">To know and be able to talk about:<ul style="list-style-type: none">- The instruments used in class (a recorder)					

	<p>Improvisation</p> <ul style="list-style-type: none"> • To know and be able to talk about improvisation: - Improvisation is making up your own tunes on the spot - When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them - To know that using one or two notes confidently is better than using five - To know that if you improvise using the notes you are given, you cannot make a mistake <p>Composition</p> <ul style="list-style-type: none"> • To know and be able to talk about: - 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. - Different ways of recording compositions (letter names, symbols, audio etc.) <p>Share and perform</p> <ul style="list-style-type: none"> • To know and be able to talk about: - Performing is sharing music with other people, an audience - A performance doesn't have to be a drama! It can be to one person or to each other - You need to know and have planned everything that will be performed - You must sing or rap the words clearly and play with confidence - A performance can be a special occasion and involve an audience including of people you don't know - It is planned and different for each occasion - It involves communicating feelings, thoughts and ideas about the song/music
<p>Prior Skills Prior skills continually drawn upon throughout the Charanga units.</p>	<p>Children will be able to:</p> <p>Listen and appraise</p> <ul style="list-style-type: none"> • To confidently identify and move to the pulse. • To think about what the words of a song mean. • To take it in turn to discuss how the song makes them feel. • Listen carefully and respectfully to other people's thoughts about the music. <p>Explore</p> <ul style="list-style-type: none"> • Clap and say back rhythms • Copy back with instruments, without then with notation <p>Singing</p> <ul style="list-style-type: none"> • To sing in unison and in simple two-parts. • To demonstrate a good singing posture. • To follow a leader when singing. • To enjoy exploring singing solo. • To sing with awareness of being 'in tune'.

	<ul style="list-style-type: none"> To have an awareness of the pulse internally when singing. <p>Playing</p> <ul style="list-style-type: none"> To treat instruments carefully and with respect. 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. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. <p>Improvisation</p> <ul style="list-style-type: none"> Using instruments, listen and play your own answer using one note. Listen and copy back using instruments, two different notes. <p>Composition</p> <ul style="list-style-type: none"> Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). <p>Share and perform</p> <ul style="list-style-type: none"> To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why. 				
Key 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, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure,	Introduction, verse, chorus, minims, semibreves and rests, crotchets accompaniment, melody, beat	Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo	All vocabulary stated from previous half terms.
Statutory Requirements	Pupils should be taught to: Identify the structure: Intro, verse, bridge,	Pupils should be taught to: Learn more complex rhythm patterns.	Pupils should be taught to: To hold and play the recorder in the correct position.	Pupils should be taught to:	Pupils should be taught to: To use their voices expressively and

	<p>chorus, introduction, verse, bridge, chorus. Instruments/voices you can hear: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums. Find the pulse as you are listening. Play and copy back using up to 2 notes – G + A. Singing in unison. Play instrumental parts with the song by ear and/or from notation using up to 3 notes – G, A + B. Improvise using up to 3 notes – G, A + B. Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (the pentatonic scale).</p>	<p>Revise, play and read the notes C, D, E, F + G. Revisit these tunes from Stage 1:</p> <ul style="list-style-type: none"> ● Portsmouth ● Strictly D ● Play Your Music ● Drive Compose using the notes C, D, E, F + G. Learn to play these tunes: ● Mardi Gras Groovin' ● Two-Way Radio ● Flea Fly ● Rigadoon ● Mamma Mia <p>Decide how the class will introduce the performance. Tell your audience how you learnt the music and why. Record the performance and talk about it afterwards.</p>	<p>To hold the recorder correctly and play the note B. To play in time with the pulse and breathe in the correct places. To listen and copy different rhythms (patterns of long and short sounds) on the note B. To play the note B clearly and confidently in two new pieces and learn more about the musical score. To play the note A, know what the word 'rhythm' means and copy back different rhythms on the note B with greater accuracy. To play a duet, the notes A and B and to cover the finger holes properly to ensure a good sound. To sing, play and improvise using the notes A and B. To recognise and play semibreves (four beats) and minims (two beats) on notes A and B. To continue improving improvisation. To play G. Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Know how music can represent equality, civil rights. Instruments/voices you can hear: Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong. Play and copy back using 2 notes – C + D. Sing in unison. Play instrumental parts with the song by ear and/or from notation using C, D + E. Improvise using up to 3 notes – C, D + E. Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, G + A (the pentatonic scale).</p>	<p>creatively by singing songs and speaking chants and rhymes. To find the pulse in the piece of music. To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. To explore a composer-Zoe Dixon.</p>
<p>Skills covered As stated above, all skills are developed throughout all of the Charanga units for the year group. There will be a particular emphasis on the</p>	<p>To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). Clap and say back rhythms.</p>	<p>To treat instruments carefully and with respect. 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</p>	<p>To treat instruments carefully and with respect. 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. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader.</p>	<p>Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words.</p>	<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music. Listen out for different instruments in classical music.</p>

<p>skills that have been placed in each half term.</p>	<p>To sing in unison and in simple two-parts. To follow a leader when singing. To sing with awareness of being 'in tune'. To rehearse and perform their part within the context of the Unit song. Help create at least one simple melody using one, three or all five different notes. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). To talk about the best place to be when performing and how to stand or sit.</p>	<p>Using instruments, listen and play your own answer using one note. Listen and copy back using instruments, two different notes. Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>To sing in unison and in simple two-parts. To enjoy exploring singing solo. To rejoin the song if lost. To listen to the group when singing. 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. Take it in turns to improvise using one or two notes. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. To communicate the meaning of the words and clearly articulate them. To record the performance and say how they were feeling, what they were pleased with</p>	<p>Identify: pitch, rhythm, beat. tempo Learn that they can make different types of sounds with their voices Choose a song they have learnt from the Scheme and perform it. Explore staves and clefs.</p>
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				what they would change and why.	
End Point	<p>I can identify the piece's structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus.</p> <p>I can identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums.</p> <p>I can find the pulse whilst listening.</p> <p>I can copy back, play, invent rhythmic and melodic patterns.</p> <p>I can sing in unison.</p> <p>I can play instrumental parts accurately and in time, as part of the performance. (G by ear)</p> <p>I can improvise using G and sometimes A.</p> <p>I can compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: G, A + B.</p>	<p>I can play these tunes:</p> <ul style="list-style-type: none"> • Mardi Gras • Groovin' • Two-Way Radio • Flea Fly • Rigadoon • Mamma Mia <p>Using the notes C, D, E, F + G.</p>	<p>I can keep the pulse when playing the recorder</p> <p>I can breathe at the correct time when playing</p> <p>I can copy back a rhythm on the note A, B and G.</p> <p>I can play my part in a duet (piece with two parts).</p> <p>I can cover the finger holes properly to make a good sound.</p> <p>I can play a piece using B, A and G.</p> <p>Use and understand staff and other musical notations.</p>	<p>I can identify the themes: Equality, civil rights.</p> <p>Identify instruments/voices: Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong.</p> <p>I can use the lyrics to tell a story.</p> <p>I can copy back, play, invent rhythmic and melodic patterns.</p> <p>I can play instrumental parts accurately and in time, as part of the performance. (C + G by ear).</p> <p>Improvise in the lessons and as part of the performance.</p> <p>Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: C, D + E.</p>	<p>I can comment on songs that have a similar genre.</p> <p>I can use my learning from the year and apply it to new songs.</p> <p>I can Identify: pitch, rhythm, beat.</p> <p>Tempo and dynamics</p> <p>I can use the composer Zoe Dixon in conversation.</p>

Year Five						
Term & theme	Autumn 1 –	Autumn 2 –	Spring 1 -	Spring 2 -	Summer 1 -	Summer 2 -
Big question/key concept	Ukulele <i>chords C, F, G7 and G</i> mixed styles taught by specialist teacher		Make You Feel My Love <i>Pop Ballads</i> Pop Ballads	The Fresh Prince of Bel-Air <i>Old-School Hip-Hop</i> Old-School Hip-Hop	Dancing in the Street <i>Motown</i> Motown	Reflect, Rewind & Replay <i>Classical</i> The history of music, look back and consolidate your learning, learn some of the language of music
Prior knowledge Prior knowledge continually drawn upon throughout the Charanga units.	<p>Children will be able to:</p> <p>Listen and appraise</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> - Some of the style indicators of that song (musical characteristics that give the song its style). - The lyrics: what the song is about. - Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). - Identify the main sections of the song (introduction, verse, chorus etc). - Name some of the instruments they heard in the song. <p>Explore</p> <ul style="list-style-type: none"> • Know and be able to talk about: <ul style="list-style-type: none"> - How pulse, rhythm and pitch work together - Pulse: Finding the pulse – the heartbeat of the music - Rhythm: the long and short patterns over the pulse - Know the difference between pulse and rhythm - Pitch: High and low sounds that create melodies - How to keep the internal pulse - Musical Leadership: creating musical ideas for the group to copy or respond to <p>Singing</p> <ul style="list-style-type: none"> • To know and be able to talk about: <ul style="list-style-type: none"> - Singing in a group can be called a choir - Leader or conductor: A person who the choir or group follow - Songs can make you feel different things e.g. happy, energetic or sad - Singing as part of an ensemble or large group is fun, but that you must listen to each other - Texture: How a solo singer makes a thinner texture than a large group 					

	<ul style="list-style-type: none"> - To know why you must warm up your voice <p>Playing</p> <ul style="list-style-type: none"> • To know and be able to talk about: <ul style="list-style-type: none"> - The instruments used in class (a glockenspiel). - Other instruments they might play or be played in a band or orchestra or by their friends. <p>Improvisation</p> <ul style="list-style-type: none"> • To know and be able to talk about improvisation: <ul style="list-style-type: none"> - Improvisation is making up your own tunes on the spot - When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. - To know that using one or two notes confidently is better than using five - To know that if you improvise using the notes you are given, you cannot make a mistake - To know that you can use some of the riffs you have heard previously in your improvisations <p>Composition</p> <ul style="list-style-type: none"> • To know and be able to talk about: <ul style="list-style-type: none"> - 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. - Different ways of recording compositions (letter names, symbols, audio etc.) <p>Share and perform</p> <ul style="list-style-type: none"> • To know and be able to talk about: <ul style="list-style-type: none"> - Performing is sharing music with other people, an audience - A performance doesn't have to be a drama! It can be to one person or to each other - You need to know and have planned everything that will be performed - You must sing or rap the words clearly and play with confidence - A performance can be a special occasion and involve an audience including of people you don't know - It is planned and different for each occasion - It involves communicating feelings, thoughts and ideas about the song/music
<p>Prior Skills Prior skills continually drawn upon throughout the Charanga units.</p>	<p>Children will be able to:</p> <p>Listen and appraise</p> <ul style="list-style-type: none"> • To confidently identify and move to the pulse. • To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). • Talk about the music and how it makes them feel. • Listen carefully and respectfully to other people's thoughts about the music. • When you talk try to use musical words. <p>Explore</p> <ul style="list-style-type: none"> • Clap and say back rhythms • Copy back with instruments, without then with notation <p>Singing</p>

	<ul style="list-style-type: none"> To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To rejoin the song if lost. To listen to the group when singing. <p>Playing</p> <ul style="list-style-type: none"> To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song. <p>Improvisation</p> <ul style="list-style-type: none"> Take it in turns to improvise using one or two notes. <p>Composition</p> <ul style="list-style-type: none"> Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). <p>Share and perform</p> <ul style="list-style-type: none"> To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why. 					
Key vocabulary	Chord, C chord, F chord, G7 chord, pulse, rhythm, dynamics, tempo, pitch	Chord, C chord, F chord, G7 chord, pulse, rhythm, dynamics, tempo, pitch	Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch,	Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse,	Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo,	All vocabulary stated from previous half terms.

			tempo, dynamics, timbre, texture, structure	rhythm, pitch, tempo, dynamics, timbre, texture, structure	dynamics, timbre, texture, structure	
Statutory Requirements	Pupils should be taught to: To hold and play the Ukulele in the correct way, sing a simple song and strum open string patterns rhythmically and in time. To hold and play the Ukulele in the correct way, strum open string patterns rhythmically, in time and pluck open strings. To begin playing chord of C,F, G, G7. To choose a song to sing and play and begin rehearsing towards a performance.	Pupils should be taught to: Identify structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending. Identify instruments/voices you can hear: Strings, piano, guitar, bass, drums Play and copy back using up to 3 notes – C, D + E. Sing in unison. Play instrumental parts with the song by ear and/or from notation using up to 3 notes – C, D + E. Improvise using up to 3 notes – C, D + E. Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G. The ‘style indicators’ of a Pop ballad.	Pupils should be taught to: Identify Structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending Identify instruments/sounds you can hear: Loops, samples, decks, scratching, drums, bass, synthesizer, rapper. To find the pulse as they are listening. Is the tempo fast, slow or in between? Dynamics? Texture? Play and copy back using up to 3 notes – D, E + F. Know the difference and use their voices to rap and sing. The style indicators of hip hop. The song Fresh Prince of Bel Air. Play instrumental parts with the song	Pupils should be taught to: Identify structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3. Identify instruments/voices you can hear: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax). play and copy back using up to 3 notes – F, G + A. Singing in unison and with backing vocals. Play instrumental parts with the song by ear and/or from notation using up to 2 notes – F + G (complex rhythms). Improvise using up to 3 notes – D, E + F.	Pupils should be taught to: To use their voices expressively and creatively by singing songs and speaking chants and rhymes. To find the pulse in the piece of music. To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. To explore a composers- Rachel Portman and Jason Yarde	

			by ear and/or from notation using the notes – D, G + A. Improvise using up to 3 notes – D, E + F. Compose a simple melody using simple rhythms choosing from the notes D, E + F or D, E, F, G + A.	Compose a simple melody using simple rhythms choosing from the notes C, D, E, F + G. To sing and play 'Dancing in The Street' using glockenspiels.	
Skills covered As stated above, all skills are developed throughout all of the Charanga units for the year group. There will be a particular emphasis on the skills that have been placed in each half term.	Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” To sing with awareness of being ‘in tune’. To listen to the group when singing.	To identify and move to the pulse with ease. To think about the message of songs. When you talk try to use musical words. Talk about the music and how it makes you feel. Question and answer using two different notes To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To listen to each other and be aware of how you fit into the group. To sing with awareness of being ‘in tune’. To rehearse and perform their part within the context of the Unit song.	To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people’s thoughts about the music. To talk about the musical dimensions working together in the Unit songs. Lead the class by inventing rhythms for others to copy back. To experience rapping and solo singing. Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical	To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. When you talk try to use musical words. To rehearse and perform their part within the context of the Unit song. Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Listen to and reflect upon the developing composition and make musical	To choose what to perform and create a programme. Lead the class by inventing rhythms for others to copy back To talk about the musical dimensions working together in the Unit songs. Copy back two-note riffs by ear and with notation. To lead a rehearsal session. To choose what to perform and create a programme. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?”

		<p>Copy back using instruments. Use one, two or three notes. Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. To communicate the meaning of the words and clearly articulate them.</p>	<p>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. Explain the keynote or home note and the structure of the melody. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). To record the performance and compare it to a previous performance.</p>	<p>decisions about how the melody connects with the song. To talk about the venue and how to use it to best effect.</p>	<p>and “It would have been even better if...?” Experiment with, create, select and combine sounds using the inter-related dimensions of music. Listen out for different instruments in classical music. Identify: pitch, rhythm, beat. Tempo, dynamics, texture</p>
End Point	<p>I can hold the Ukulele correctly I can sing a simple song I can strum open string patterns rhythmically and on the beat. I can pluck open strings in time with a song. I can play the chord of C, F, G, G7. I can change between the chords C and F in time with the song. I can change between the chords C and G7 in time with the song. I can explain how to hold the Ukulele correctly. I can improvise a variety of rhythmic strumming patterns.</p>	<p>I can identify the instruments/voices: Strings, piano, guitar, bass, drums. I can talk about the tempo, dynamics and texture. I can copy back rhythms C + D and use knowledge of reading notes. I can sing in unison. I can play instrumental parts accurately and</p>	<p>I can identify the piece’s structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending I can identify the instruments/voices: Loops, samples, decks, scratching, drums, bass, synthesizer, rapper.</p>	<p>I can identify the piece’s structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3. I can identify instruments/voices: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section</p>	<p>I can comment on songs that have a similar genre. I can use my learning from the year and apply it to new songs. I can Identify: pitch, rhythm, beat. Tempo and dynamics, texture I can use the composer Rachel Portman and Jason</p>

	<p>I can sing and play at the same time.</p> <p>I can play and sing a two chord song.</p> <p>I can identify which song will be best for me to play</p>	<p>in time as part of the performance.</p> <p>I can identify C, D + E by ear.</p> <p>I can sing 'Make Me Feel My Love' and play along with the glockenspiel.</p> <p>I can identify the style indicators of a pop ballad.</p>	<p>I can find the pulse whilst listening.</p> <p>I can sing and rap at the appropriate times in the song.</p> <p>I can play instrumental parts accurately and in time as part of the performance. D + A by ear and from notation.</p> <p>I can Improvise in the lessons and as part of the Performance using D + E.</p> <p>I can compose a melody using simple rhythms and use as part of the performance.</p> <p>Using the notes: D, E + F.</p>	<p>(trumpet, trombone and sax).</p> <p>I can find the pulse whilst listening</p> <p>I can copy back rhythm and pitch, and question and answer using F + G and reading notes.</p> <p>I can play instrumental parts accurately and in time as part of the performance G + A by ear and from notation Compose a melody using simple rhythms and use as part of the performance. Using the notes: C, D, + E</p> <p>I can sing and play to' Dancing In The Street.'</p>	<p>Yarde in conversation.</p>
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Year Six						
Term & theme	Autumn 1 –	Autumn 2 –	Spring 1 -	Spring 2 -	Summer 1 -	Summer 2 -
Big question/key concept	Ukulele <i>chords C, F, G7 and G</i> mixed styles taught by specialist teacher		A New Year Carol <i>Classical or Urban Gospel</i> Benjamin Britten's music and cover versions	You've Got A Friend <i>70s Ballad/Pop</i> The music of Carole King	Music and Me <i>Create your own music inspired by your identity and women in the music industry</i>	Reflect, Rewind & Replay <i>Classical</i> The history of music, look back and consolidate your learning, learn some of the language of music
Prior knowledge Prior knowledge continually drawn upon throughout the Charanga units.	<p>Children will be able to:</p> <p>Listen and appraise</p> <ul style="list-style-type: none"> To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs from the Units in those styles. To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> Some of the style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about? Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the songs (intro, verse, chorus etc.) Name some of the instruments they heard in the songs The historical context of the songs. What else was going on at this time? <p>Explore</p> <ul style="list-style-type: none"> Know and be able to talk about: <ul style="list-style-type: none"> How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to <p>Singing</p> <ul style="list-style-type: none"> To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and be able to talk about: <ul style="list-style-type: none"> Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice <p>Playing</p> <ul style="list-style-type: none"> To know and be able to talk about: 					

	<ul style="list-style-type: none"> - Different ways of writing music down – e.g. staff notation, symbols - The notes C, D, E, F, G, A, B + C on the treble stave - The instruments they might play or be played in a band or orchestra or by their friends <p>Improvisation</p> <ul style="list-style-type: none"> • To know and be able to talk about improvisation: - Improvisation is making up your own tunes on the spot - When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. - To know that using one or two notes confidently is better than using five - To know that if you improvise using the notes you are given, you cannot make a mistake - To know that you can use some of the riffs you have heard in the Challenges in your improvisations - To know three well-known improvising musicians <p>Composition</p> <ul style="list-style-type: none"> • To know and be able to talk about: - 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. - A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure - Notation: recognise the connection between sound and symbol <p>Share and perform</p> <ul style="list-style-type: none"> • To know and be able to talk about: - Performing is sharing music with other people, an audience - A performance doesn't have to be a drama! It can be to one person or to each other - Everything that will be performed must be planned and learned - You must sing or rap the words clearly and play with confidence - A performance can be a special occasion and involve an audience including of people you don't know - It is planned and different for each occasion - A performance involves communicating ideas, thoughts and feelings about the song/music
<p>Prior Skills Prior skills continually drawn upon throughout the Charanga units.</p>	<p>Children will be able to:</p> <p>Listen and appraise</p> <ul style="list-style-type: none"> • To identify and move to the pulse with ease. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • When you talk try to use musical words. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel. <p>Explore</p>

	<ul style="list-style-type: none"> Find the pulse Lead the class by inventing rhythms for others to copy back Copy back two-note riffs by ear and with notation Question and answer using two different notes <p>Singing</p> <ul style="list-style-type: none"> To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. <p>Playing</p> <ul style="list-style-type: none"> Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session. <p>Improvisation</p> <ul style="list-style-type: none"> Copy back using instruments. Use one, two or three notes. <p>Composition</p> <ul style="list-style-type: none"> Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). <p>Share and perform</p> <ul style="list-style-type: none"> To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...” 					
Key vocabulary	Chord, C chord, F chord, G7 chord, pulse, rhythm, dynamics, tempo, pitch	Chord, C chord, F chord, G7 chord, pulse, rhythm, dynamics, tempo, pitch	Blues, Jazz, improvisation, by ear,	Melody, compose, improvise, cover,	Gender, racism, rap, lyrics, turntablist,	All vocabulary stated from previous half terms.

			melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo	pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony	DJing, producer, Electronic and Acoustic music.	
Statutory Requirements	Pupils should be taught to: To hold and play the Ukulele in the correct way, sing a simple song and strum open string patterns rhythmically and in time. To hold and play the Ukulele in the correct way, strum open string patterns rhythmically, in time and pluck open strings. To begin playing chord of C,F, G, G7. To choose a song to sing and play and begin rehearsing towards a performance.	Pupils should be taught to: Begin more independent conversations about: style indicators, structure, instruments and voices they can hear, describe the musical dimensions, describe mood and story told by the music. Learn to clap some of the rhythms used in the song Learn some musical phrases that they will sing in the song Sing in unison. Sing the song in its original style, and the Urban Gospel version. Tell your audience how you learnt this song and why.	Pupils should be taught to: Begin more independent conversations about: style indicators, structure, instruments and voices they can hear, describe the musical dimensions, describe mood and story told by the music. Play and copy back using up to 3 notes – A, G + E. Play instrumental parts with the song by ear and/or from notation using up to 4 notes – B, A + G and C, D, E + F. Improvise using up to 3 notes – A, G + E. Compose a simple melody using simple rhythms choosing from the notes E, G + A or E, G, A, C + D.	Pupils should be taught to: Listen to a range of female artists and identify: What they could hear, recognise any instrumental sounds or voice, whether they liked the music and explain why/not. Consider how artists make stylistic choices. The components to making their own songs and considering: lyrics, beats, instruments, whether they want to sing or rap and why they are making these choices.	Pupils should be taught to: To use their voices expressively and creatively by singing songs and speaking chants and rhymes. To find the pulse in the piece of music. To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. To explore a composer- Jon Boden.	

<p>Skills covered As stated above, all skills are developed throughout all of the Charanga units for the year group. There will be a particular emphasis on the skills that have been placed in each half term.</p>	<p>Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” To sing with awareness of being ‘in tune’. To listen to the group when singing.</p>	<p>To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Lead the class by inventing rhythms for others to copy back To sing in unison and to sing backing vocals. To demonstrate a good singing posture. 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. Improvise using up to three notes. Create simple melodies using up to five different notes and simple</p>	<p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people’s thoughts about the Music. Lead the class by inventing rhythms for others to copy back. To follow a leader when singing. To experience solo singing. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p>	<p>Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit Songs. Lead the class by inventing rhythms for others to copy back. Copy back two-note riffs by ear and with notation. To listen to each other and be aware of how you fit into the group. To sing with awareness of being ‘in tune’. To lead a rehearsal session. 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). To record the performance and compare it to a previous performance.</p>	<p>Use musical words when talking about the songs. To lead a rehearsal session. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” Listen out for different instruments in classical music. Identify: pitch, rhythm, beat. Tempo, dynamics, texture</p>
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		rhythms that work musically with the style of the Unit song.	To choose what to perform and create a programme.		
End Point	<p>I can hold the Ukulele correctly</p> <p>I can sing a simple song</p> <p>I can strum open string patterns rhythmically and on the beat.</p> <p>I can pluck open strings in time with a song.</p> <p>I can play the chord of C, F, G, G7.</p> <p>I can change between the chords C and F in time with the song.</p> <p>I can change between the chords C and G7 in time with the song.</p> <p>I can explain how to hold the Ukulele correctly.</p> <p>I can improvise a variety of rhythmic strumming patterns.</p> <p>I can sing and play at the same time.</p> <p>I can play and sing a two chord song.</p> <p>I can identify which song will be best for me to play</p>	<p>I can describe the style indicators of the song/music.</p> <p>I can describe the structure of the song.</p> <p>I can identify the instruments/voices they can hear.</p> <p>I can talk about the musical dimensions used in the song.</p> <p>I can describe the mood and story told.</p> <p>I can learn some musical phrases that you will sing in the song.</p> <p>I can sing a song 'A New Year Carol' in two different styles.</p> <p>I can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition</p>	<p>I can describe the style indicators of the song/music.</p> <p>I can describe the structure of the song.</p> <p>I can identify the instruments/voices they can hear.</p> <p>I can talk about the musical dimensions used in the song.</p> <p>I can describe the mood and story told.</p> <p>I can learn some musical phrases that you will sing in the song.</p> <p>I can sing a song 'You've Got a Friend'.</p> <p>I can use rhythm and pitch to copy back using A and G and read the notes.</p> <p>I can evaluate a performance.</p>	<p>I can talk about the music of the artists featured.</p> <p>I can talk about musical connection with previous knowledge and understanding.</p> <p>I can talk about why females were chosen for this unit.</p> <p>I can talk about how I planned and talk about the composition.</p> <p>I can present my performance in an interesting way.</p> <p>I can talk about strengths and weaknesses.</p>	<p>I can comment on songs that have a similar genre.</p> <p>I can use my learning from the year and apply it to new songs.</p> <p>I can Identify: pitch, rhythm, beat.</p> <p>Tempo and dynamics, texture</p> <p>I can use the composer Jon Boden in conversation.</p>