

## 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 One  |  |  |  |
|---|--|---|---|--|--|--|
| Term & theme  | Autumn 1   | Autumn 2  | Spring 1  | Spring 2   | Summer 1   | Summer 2   |
| Big question/key<br>concept   | Hey You<br>Old School Hip-Hop<br>How pulse, rhythm<br>and pitch work<br>together.  | Rhythm In The Way<br>We Walk and The<br>Banana Rap<br>Reggae<br>Pulse, rhythm and<br>pitch, rapping,<br>dancing and singing.  | In the Groove<br>Blues, Baroque,<br>Latin, Bhangra, Folk,<br>Funk<br>How to be in the<br>groove with<br>different styles of<br>music. | Round and Round<br>Bossa Nova<br>Pulse, rhythm and<br>pitch in different<br>styles of music. | Your Imagination<br>Pop<br>Using your<br>imagination.<br>Taught by specialist<br>teacher | Reflect, Rewind &<br>Replay<br>Classical<br>The history of music,<br>look back and<br>consolidate your<br>learning, learn some<br>of the language of<br>music.<br>Taught by specialist |
| Prior knowledge<br>Prior knowledge<br>continually drawn<br>upon throughout<br>the Charanga units. | <ul> <li>Enjoy moving to</li> <li>Find the pulse by</li> <li>Know twenty n</li> <li>Know the storie</li> </ul> Explore and Create <ul> <li>Know that we construct the storie</li> </ul> Explore and Create <ul> <li>Know that the storie</li> </ul> Sing or rap nurs <ul> <li>Songs have sector</li> </ul> Share and perform | c can touch your feelings.<br>o music by dancing, march<br>by copying a character in a<br>ursery rhymes off by heart<br>ts of some of the nursery r<br>an move with the pulse of<br>words of songs can tell sto<br>ery rhymes and simple so<br>cions. | nursery rhyme, imagining<br><br>hymes.<br>the music.<br>ries and paint pictures.  |  | ject and finding differer  | <i>teacher</i>   |
| Prior Skills<br>Prior skills are<br>continually drawn<br>upon throughout<br>the Charanga units.   | <ul> <li>Enjoy moving to</li> <li>Explore and Create</li> <li>Find the pulse by pulse.</li> </ul>  | c can touch your feelings.<br>o music by dancing, march<br>by copying a character in a<br>hm patterns of single word  | nursery rhyme, imaginin   | g a similar character or ob  | ject and finding differe   | nt ways to keep the  |

|                | glockenspiel.<br>Invent a pattern<br>accompany the s<br>Singing<br>To sing along wit<br>To sing along wit<br>Share and perform<br>Perform any of t<br>Perform any nur   | low using voices and sour<br>using one pitched note, ke<br>song.<br>In a pre-recorded song and<br>In the backing track.<br>The nursery rhymes by sing<br>sery rhymes or songs addi<br>prmance to talk about.   | eep the pulse throughout<br>d add actions.<br>ing and adding actions or   | with a single note and be<br>dance.   |   |   |
|----------------|---|--|---|---|---|---|
| Key vocabulary | Pulse, rhythm, sing,<br>instruments, improvise,<br>compose, listening, bass<br>guitar, drums, decks,<br>pitch, rap, melody  | Pulse, rhythm, pitch,<br>rap, melody, singers,<br>keyboard, bass, guitar,<br>percussion, trumpets,<br>saxophones, perform  | Blues, baroque, Latin,<br>Irish Folk, funk, Pulse,<br>rhythm, sing,<br>instruments, improvise,<br>compose,  | Keyboard, bass, guitar,<br>percussion, trumpets,<br>saxophones, Pulse,<br>rhythm, sing,<br>instruments, improvise,<br>compose, pitch,<br>audience   | Keyboard, drums,<br>bass, pulse, rhythm,<br>pitch, improvise,<br>compose, perform,<br>audience,<br>imagination  | All vocabulary stated<br>from previous half<br>terms.   |
| Statutory      | Pupils should be taught   | Pupils should be taught  | Pupils should be  | Pupils should be  | Pupils should be  | Pupils should be  |
| Requirements   | to:<br>To learn to sing and use<br>their voices to know the<br>song off by heart.<br>To know what an<br>instrument is and play C<br>and D on the<br>glockenspiel.<br>Know how pulse,<br>rhythm and pitch work<br>together.<br>Recognise the sound<br>and names of some of<br>the<br>instruments they use. | to:<br>To learn to sing and use<br>their voices to know the<br>song off by heart.<br>To use their voices<br>expressively and<br>creatively by singing<br>songs and speaking<br>chants and rhymes.<br>To listen with<br>concentration and<br>understanding to a<br>range of high-quality<br>live and recorded music.<br>To find the pulse in the<br>piece of music. | taught to:<br>To use their voices<br>expressively and<br>creatively by singing<br>songs and speaking<br>chants and rhymes.<br>To name their<br>instrument correctly<br>and play C and D on the<br>glockenspiel.<br>To compose a rhythm<br>as a class.<br>To find the pulse in the<br>piece of music.<br>To know what a<br>performance is and<br>perform their song with<br>increasing confidence. | taught to:<br>To use their voices<br>expressively and<br>creatively by singing<br>songs and speaking<br>chants and rhymes.<br>To find the pulse in the<br>piece of music.<br>To name their<br>instrument correctly<br>and play D, F, C + D on<br>the glockenspiel.<br>To experiment with,<br>create, select and<br>combine sounds using<br>the inter-related<br>dimensions of music.<br>To perform their song<br>with increasing<br>confidence. | taught to:<br>To use their voices<br>expressively and<br>creatively by singing<br>songs and speaking<br>chants and rhymes.<br>To name their<br>instrument correctly<br>and play C, E + G<br>on the glockenspiel.<br>To find the pulse in<br>the piece of music. | taught to:<br>To use their voices<br>expressively and<br>creatively by singing<br>songs and speaking<br>chants and rhymes.<br>To find the pulse in<br>the piece of music.<br>To perform, listen to,<br>review and evaluate<br>music across a range<br>of historical periods,<br>genres, styles and<br>traditions. |

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

| I can comment on  | I can recognise and     | I can play C on the     | I can recognise and     | I can Recognise and  |
|-------------------|-------------------------|-------------------------|-------------------------|----------------------|
|                   | •                       |                         | •                       |                      |
| songs that have a | name two or more        | glockenspiel in time to | name two or more        | name two or more     |
| similar genre.    | instruments I can hear. | the song.               | instruments they        | instruments they     |
|                   | I can copy and clap     | I can find the pulse as | hear: Singers,          | hear: Keyboard,      |
|                   | back rhythms,           | I am listening to the   | keyboard, bass, guitar, | drums, bass, a       |
|                   | I can comment on        | main Unit song and      | percussion, trumpets    | female singer.       |
|                   | songs that have a       | understand that it is   | and saxophones.         | l can use my         |
|                   | similar genre.          | the heartbeat of the    | I can play D, F, C + D  | imagination to find  |
|                   |                         | music.                  | accurately and in time  | the pulse.           |
|                   |                         | I can identity five     | as part of the          | I can sing in unison |
|                   |                         | different musical       | performance.            | and in two parts.    |
|                   |                         | styles: Blues, Baroque, | l can use my            | l can play C         |
|                   |                         | Latin, Irish Folk, Funk | imagination to find     | accurately and in    |
|                   |                         | and name some of        | the pulse.              | time as part of the  |
|                   |                         | them.                   | I can sing the song     | performance.         |
|                   |                         |                         | together with the       |                      |
|                   |                         |                         | actions.                |                      |

|   |  |  | Year Two   |   |  |   |
|---|--|--|--|---|--|---|
| Term & theme  | Autumn 1 –   | Autumn 2 –   | Spring 1 -   | Spring 2 -  | Summer 1 -   | Summer 2 -  |
| Big question/key<br>concept   | Hands, Feet, Heart<br>Afropop, South African<br>South African music  | Ho, Ho, Ho<br>A song with rapping<br>and improvising for<br>Christmas<br>Festivals and<br>Christmas  | I Wanna Play in a Band<br><i>Rock</i><br>Playing together in a<br>band   | <b>Zootime</b><br><i>Reggae</i><br>Reggae and animals | Friendship Song<br>Pop<br>A song about being<br>friends<br>Taught by specialist<br>teacher | Reflect, Rewind &<br>Replay<br><i>Classical</i><br>The history of<br>music, look back<br>and consolidate<br>your learning, learn<br>some of the<br>language of music<br><i>Taught by specialist</i><br><i>teacher</i> |
| Prior knowledge<br>Prior knowledge<br>continually drawn<br>upon throughout<br>the Charanga units. | <ul> <li>To know and read</li> <li>To know that may</li> <li>To know that way</li> <li>Sing or rap nurse</li> <li>Songs have sect</li> <li>Playing         <ul> <li>Learn the name</li> <li>Learn the name</li> <li>Manow that improvisation</li> <li>Know that comp</li> </ul> </li> <li>Share and perform</li> </ul> | ne songs are about.<br>cognise the sound and na<br>usic has a steady pulse, li<br>e can create rhythms from<br>ery rhymes and simple so<br>ions.<br>s of the notes in their ins<br>s of the instruments they | m words, our names, favour<br>ongs from memory.<br>trumental part from memor<br>are playing.<br>g up your own tunes on the s | ite food, colours and ani<br>y or when written down   |  |   |
| Prior Skills  | Children will be able to:  |  |  |   |  |   |
| Prior skills are  | Listen and appraise  |  |  |   |  |   |
| continually drawn   | learn how they can enjoy   | , moving to music by don   | sing mending being suing   |   |  |   |

| upon throughout           | Explore   |                                  |                             |                             |                                |                             |  |
|---------------------------|---|----------------------------------|-----------------------------|-----------------------------|--------------------------------|-----------------------------|--|
| the Charanga units.       | Find the pulse.   |                                  |                             |                             |                                |                             |  |
|                           | 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 th |                                  |                             |                             |                                |                             |  |
|                           | steady beat.  |                                  |                             |                             |                                |                             |  |
|                           | Singing   |                                  |                             |                             |                                |                             |  |
|                           | Learn about voices, singir  | ng notes of different pitche     | es (high and low).          |                             |                                |                             |  |
|                           |   | different types of sounds        |                             | in rap or say words in rhy  | thm.                           |                             |  |
|                           | Learn to start and stop singing when following a leader.  |                                  |                             |                             |                                |                             |  |
|                           | Playing   |                                  |                             |                             |                                |                             |  |
|                           | Treat instruments careful   | ly and with respect.             |                             |                             |                                |                             |  |
|                           |   | ,<br>I part with the song they p | erform.                     |                             |                                |                             |  |
|                           |   | ntal part that matches the       |                             | g one of the differentiate  | d parts (a one-note par        | t, a simple part,           |  |
|                           | medium part).   |                                  |                             | -                           |                                |                             |  |
|                           | Listen to and follow music  | cal instructions from a lead     | der.                        |                             |                                |                             |  |
|                           | Improvisation   |                                  |                             |                             |                                |                             |  |
|                           | Use voices and instrumen  | ts, listen and sing back, th     | en listen and play their ov | wn answer using one or tv   | wo notes.                      |                             |  |
|                           | Composition   |                                  |                             |                             |                                |                             |  |
|                           | Help to create a simple melody using one, two or three notes.   |                                  |                             |                             |                                |                             |  |
|                           | Learn how the notes of th   | e composition can be writ        | ten down and changed if     | necessary                   |                                |                             |  |
|                           | Share and perform   |                                  |                             |                             |                                |                             |  |
|                           | Know a performance is sh  | aring music with an audie        | nce.                        |                             |                                |                             |  |
| Key vocabulary            | Keyboard, drums, bass,  | Keyboard, bass, guitar,          | Keyboard, drums,            | Keyboard, drums, bass,      | Keyboard, drums,               | All vocabulary stated       |  |
|                           | electric guitars,   | percussion, trumpets,            | bass, electric guitar,      | electric guitar, reggae,    | bass,                          | from previous half          |  |
|                           | saxophone, trumpet,   | saxophones, pulse,               | rock, pulse, rhythm,        | pulse, rhythm, pitch,       | glockenspiel, pulse,           | terms.                      |  |
|                           | pulse, rhythm,  | rhythm,                          | pitch,                      | improvise, compose,         | rhythm, pitch,                 |                             |  |
|                           | pitch, improvise,   | pitch, perform,                  | improvise, compose,         | perform, audience,          | improvise,                     |                             |  |
|                           | compose, perform,   | audience, rap,                   | perform, audience,          | melody,                     | compose, perform,              |                             |  |
|                           | audience, question and  | improvise, dynamics,             | melody, dynamics,           | dynamics, tempo             | audience, melody,              |                             |  |
|                           | answer, melody,   | tempo                            | tempo                       |                             | dynamics, tempo                |                             |  |
| Chatastana                | dynamics, tempo   | Double also and has to control   | Dave the set of a labor     | Double should be            | Durally should be              | Durally should be           |  |
| Statutory<br>Requirements | Pupils should be taught to:   | Pupils should be taught to:      | Pupils should be taught to: | Pupils should be taught to: | Pupils should be<br>taught to: | Pupils should be taught to: |  |
| Requirements              | Identify  | Know we add high and             | Identify                    | Use different strategies    | Identify                       | To use their voices         |  |
|                           | instruments/voices they   | low sounds, pitch, when          | instruments/voices          | to find the pulse.          | instruments/voices             | expressively and            |  |
|                           | can hear: keyboard,   | we sing and play our             | you can hear:               | Identify                    | you can hear:                  | creatively by singing       |  |
|                           | bass, drums, electric   | instruments.                     | keyboard, drums, bass,      | instruments/voices you      | Keyboard, drums,               | songs and speaking          |  |
|                           | guitars, saxophone,   |                                  | electric guitar, singers.   | can hear: Keyboard,         | bass, a female singer,         | chants and rhymes.          |  |
|                           | trumpet, vocals.  |                                  |                             |                             | a glockenspiel.                |                             |  |

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

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

| I can play accurately and<br>in time.<br>I can play G, A + C on<br>the glockenspiel.<br>I can improvise rhythms<br>using C.<br>I can sing in groups.<br>I can perform and<br>evaluate my<br>performance. | I understand the musical<br>style of rap.<br>I can copy and clap back<br>rhythms.<br>I can clap rhythms of my<br>name and my favourite<br>colours.<br>I can play G, A + B on<br>the glockenspiel.<br>I can sing and wrap<br>together in time.<br>I can perform and<br>evaluate my<br>performance. | I can clap rhythms of<br>my name and my<br>favourite colours.<br>I can improvise<br>rhythms using F.<br>I can play D + C on the<br>glockenspiel.<br>I can compose a simple<br>melody using simple<br>rhythms.<br>I can perform and<br>evaluate my<br>performance. | I can identify that pitch<br>is high and low sounds.<br>I can sing in time with<br>others and the music.<br>I can play D + C on the<br>glockenspiel.<br>I can compose a simple<br>melody using simple<br>rhythms with C, D + E.<br>I can perform and<br>evaluate my<br>performance. | I can clap rhythms of<br>my name and my<br>favourite colours.<br>I can play E +G on the<br>glockenspiel.<br>I can improvise using<br>the C note.<br>I can compose a<br>simple melody using<br>simple rhythms with<br>G + E.<br>I can perform and<br>evaluate my<br>performance. |  |
|--|---|---|---|---|--|
|--|---|---|---|---|--|

|                                    |  |                              | Year Three                 |                        |                    |                         |  |  |  |
|------------------------------------|--|------------------------------|----------------------------|------------------------|--------------------|-------------------------|--|--|--|
| Term & theme                       | Autumn 1 –   | Autumn 2 –                   | Spring 1 -                 | Spring 2 -             | Summer 1 -         | Summer 2 -              |  |  |  |
| Big question/key                   | Let Your Spirit Fly  | Glockenspiel Stage 1         | Recorder by sp             | ecialist teacher       | Bringing Us        | Reflect, Rewind         |  |  |  |
| concept                            | RnB  | No main song                 |                            | tes; B, A and G        | Together           | & Replay                |  |  |  |
|                                    | RnB and other styles   | Exploring & developing       | Exploring & developing     | playing skills         | Disco              | Classical               |  |  |  |
|                                    |  | playing skills               |                            |                        | Disco, friendship, | The history of music,   |  |  |  |
|                                    |  |                              |                            |                        | hope and unity     | look back and           |  |  |  |
|                                    |  |                              |                            |                        |                    | consolidate your        |  |  |  |
|                                    |  |                              |                            |                        |                    | learning, learn some of |  |  |  |
| Duian lun avula daa                | Children will be able to:  |                              |                            |                        |                    | the language of music   |  |  |  |
| Prior knowledge<br>Prior knowledge | Listen and appraise  |                              |                            |                        |                    |                         |  |  |  |
| continually drawn                  | To know five so  | ngs off by boart             |                            |                        |                    |                         |  |  |  |
| upon throughout                    |  | songs have a chorus or a re  | sponso /answor part        |                        |                    |                         |  |  |  |
| the Charanga units.                |  | •                            | esponse/answer part.       |                        |                    |                         |  |  |  |
|                                    | To know that songs have a musical style.  Explore  |                              |                            |                        |                    |                         |  |  |  |
|                                    | To know that music has a steady pulse, like a heartbeat.   |                              |                            |                        |                    |                         |  |  |  |
|                                    | <ul> <li>To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> </ul>   |                              |                            |                        |                    |                         |  |  |  |
|                                    | <ul> <li>Rhythms are different from the steady pulse.</li> </ul>   |                              |                            |                        |                    |                         |  |  |  |
|                                    | <ul> <li>We add high and low sounds, pitch, when we sing and play our instruments.</li> </ul>  |                              |                            |                        |                    |                         |  |  |  |
|                                    | Singing  |                              |                            |                        |                    |                         |  |  |  |
|                                    | <ul> <li>To confidently know and sing five songs from memory.</li> </ul>   |                              |                            |                        |                    |                         |  |  |  |
|                                    | <ul> <li>To know that unison is everyone singing at the same time.</li> </ul>  |                              |                            |                        |                    |                         |  |  |  |
|                                    | <ul> <li>Songs include of</li> </ul>   | ther ways of using the void  | ce e.g. rapping (spoken wo | ord).                  |                    |                         |  |  |  |
|                                    | To know why we need to warm up our voices.   |                              |                            |                        |                    |                         |  |  |  |
|                                    | Playing  |                              |                            |                        |                    |                         |  |  |  |
|                                    | 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  |                              |                            |                        |                    |                         |  |  |  |
|                                    | Improvisation is making up your own tunes on the spot.   |                              |                            |                        |                    |                         |  |  |  |
|                                    |  | Composition                  |                            |                        |                    |                         |  |  |  |
|                                    | . –  | e writing a story with mus   | SIC.                       |                        |                    |                         |  |  |  |
|                                    | Share and perform  | ta alaantina muusta watala . |                            |                        |                    |                         |  |  |  |
|                                    | <ul> <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> </ul> |                              |                            |                        |                    |                         |  |  |  |
|                                    |  |                              |                            | group or a whole schoo |                    |                         |  |  |  |
| Prior Skills                       | An audience car     Children will be able to:  | n include your parents and   | i menus.                   |                        |                    |                         |  |  |  |
| FIIOT SKIIIS                       | Listen and appraise  |                              |                            |                        |                    |                         |  |  |  |
|                                    | Listen and appraise  |                              |                            |                        |                    |                         |  |  |  |

| Prior skills<br>continually drawn<br>upon throughout<br>the Charanga units. | <ul> <li>To learn how so</li> <li>Explore         <ul> <li>Listen to the rhy</li> <li>Copy back short</li> <li>Listen and sing b</li> </ul> </li> <li>Singing         <ul> <li>Learn about void</li> <li>Learn about void</li> <li>Learn that they</li> <li>Learn to find a c</li> <li>Learn to start an</li> </ul> </li> <li>Playing         <ul> <li>Treat instrumen</li> <li>Learn to play a t medium part).</li> <li>Play the part in fill</li> <li>Listen to and fol</li> </ul> </li> <li>Improvisation         <ul> <li>Use voices and i</li> </ul> </li> <li>Composition         <ul> <li>Help create three</li> <li>Learn how the n</li> </ul> </li> </ul> | ngs can tell a story or deso<br>rthm and clap back.<br>Thythmic phrases based of<br>back, and some different v<br>ces singing notes of different<br>can make different types of<br>comfortable singing position<br>and stop singing when follow<br>its carefully and with respe-<br>cuned instrumental part the<br>time with the steady pulse<br>low musical instructions for<br>nstruments, listen and sin<br>the simple melodies with the<br>totes of the composition c | on words, with one and two syllables whilst m<br>rocal warm-ups. Use your voices to copy back<br>ent pitches (high and low).<br>of sounds with their voices – you can rap (spo<br>on.<br>wing a leader.<br>ect.<br>ect.<br>at matches their musical challenge, using one<br>e.<br>rom a leader.<br>g back, then listen and play their own answer<br>e Units using one, three or five different note<br>an be written down and changed if necessary | arching the steady beat.<br>using 'la'.<br>oken word with rhythm).<br>e of the differentiated parts (<br>using one or two notes.   | a one-note, simple or                                 |
|---|--|---|--|--|---|
|   | They can add th  | hey have learnt from the S<br>eir ideas to the performar  | nce.   |  |   |
| Key vocabulary  | Record the performance     Structure,     introduction, verse,     chorus,     improvise, compose,     pulse, rhythm, pitch,     tempo,     dynamics bass, drums,     guitar, keyboard,     synthesizer, hook,     melody  | ormance and say how the<br>Improvise, compose,<br>pulse,<br>rhythm, pitch, tempo,<br>dynamics, texture<br>structure, melody   | y were feeling about it.<br>Introduction, verse, chorus, Minims,<br>semibreves and rests, Crotchets<br>accompaniment, melody, beat   | Keyboard, drums,<br>bass, imagination,<br>improvise,<br>compose, disco,<br>pentatonic scale,<br>pulse,<br>rhythm, pitch,<br>tempo, dynamics,<br>texture structure,<br>hook, riff, melody | All vocabulary stated<br>from previous half<br>terms. |

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

| throughout all of                  | To take it in turn to                    | To treat instruments     | medium part or the melody of the song) from    | To think about what   | related dimensions of    |
|------------------------------------|--|--------------------------|--|-----------------------|--------------------------|
| the Charanga units                 | discuss how the song                     | carefully and with       | memory or using notation.                      | the words of a song   | music.                   |
| for the year group.                | makes them feel.                         | respect.                 | To rehearse and perform their part within the  | mean.                 | Listen out for different |
| There will be a                    | Clap and say back                        | Play any one, or all of  | context of the Unit song.                      | Listen carefully and  | instruments in classical |
| particular                         | rhythms                                  | four, differentiated     | To listen to and follow musical instructions   | respectfully to       | music.                   |
| emphasis on the                    | To sing in unison and in                 | parts on a tuned         | from a leader.                                 | other people's        | Identify: pitch, rhythm, |
| skills that have<br>been placed in | simple two-parts.                        | instrument – a one-      | Using instruments, listen and play your own    | thoughts about the    | beat. tempo              |
| each half term.                    | To demonstrate a good singing posture.   | note, simple or medium   | answer using one note.                         | music.                | Learn that they can      |
| each nan term.                     | To follow a leader                       | part or the melody of    | Listen and copy back using instruments, two    | Copy back with        | make different types of  |
|                                    | when singing.                            | the song) from memory    | different notes.                               | instruments,          | sounds with their voice  |
|                                    | To treat instruments                     | or using notation.       | Help create at least one simple melody using   | without then with     | Choose a song they have  |
|                                    | carefully and with                       | Listen and copy back     | one, three or five different notes.            | notation              | learnt from the Scheme   |
|                                    | respect.                                 | using instruments, two   | Plan and create a section of music that can be | To sing in unison     | and perform it.          |
|                                    | Using instruments,                       | different notes.         | performed within the context of the unit song. | and in simple two-    | Explore staves and clefs |
|                                    | listen and play your                     | Help create at least one | Talk about how it was created.                 | parts.                |                          |
|                                    | own answer using one                     | simple melody using      | Listen to and reflect upon the developing      | To demonstrate a      |                          |
|                                    | note.                                    | one, three or five       | composition and make musical decisions about   | good singing          |                          |
|                                    | Listen to and reflect                    | different notes.         | pulse, rhythm, pitch, dynamics and tempo.      | posture.              |                          |
|                                    | upon the developing composition and make | Plan and create a        | Record the composition in any way appropriate  | To enjoy exploring    |                          |
|                                    | musical decisions                        | section of music that    | that recognises the connection between sound   | singing solo.         |                          |
|                                    | about pulse, rhythm,                     | can be performed within  | and symbol (e.g. graphic/pictorial notation).  | To sing with          |                          |
|                                    | pitch, dynamics and                      | the context of the unit  | To choose what to perform and create a         | awareness of being    |                          |
|                                    | tempo.                                   | song.                    | programme.                                     | 'in tune'.            |                          |
|                                    | To talk about the best                   | Record the composition   | To communicate the meaning of the words and    | To rehearse and       |                          |
|                                    | place to be when                         | in any way appropriate   | clearly articulate them.                       | perform their part    |                          |
|                                    | performing and how to                    | that recognises the      | To talk about the best place to be when        | within the context    |                          |
|                                    | stand or sit.                            | connection between       | performing and how to stand or sit.            | of the Unit song.     |                          |
|                                    |  | sound and symbol (e.g.   | To record the performance and say how they     | Listen to and reflect |                          |
|                                    |  | graphic/pictorial        | were feeling, what they were pleased with      | upon the              |                          |
|                                    |  | notation).               | what they would change and why.                | developing            |                          |
|                                    |  | To choose what to        |  | composition and       |                          |
|                                    |  | perform and create a     |  | make musical          |                          |
|                                    |  | programme.               |  | decisions about       |                          |
|                                    |  | To record the            |  | pulse, rhythm,        |                          |
|                                    |  | performance and say      |  | pitch, dynamics and   |                          |
|                                    |  | how they were feeling,   |  | tempo.                |                          |

|   |   | what they were pleased<br>with what they would<br>change and why.   |   | To choose what to perform and create a programme.   |   |
|---|---|---|---|---|---|
| 2<br> <br> | I can identify the piece's<br>structure: Introduction,<br>verse, chorus.<br>I can identify the<br>instruments/voices:<br>Male/female voices,<br>bass, drums, guitar,<br>keyboard, synthesizer.<br>I can find the pulse<br>while listening.<br>copy back, play, invent<br>rhythmic and melodic<br>patterns.<br>I can play instrumental<br>parts accurately and in<br>time, as part of the<br>performance.<br>I can improvise in the<br>lessons and as part of<br>the performance. I can<br>compose a simple<br>melody using simple<br>rhythms and use it as<br>part of the<br>performance. | I can explore the<br>language and history of<br>music.<br>I can include one of the<br>following in my<br>performance:<br>Improvisations<br>Instrumental<br>performances<br>Compositions<br>I can play a variety of<br>tunes using consistent<br>notes.<br>I can begin to recognise<br>when to play and when<br>to rest using musical<br>notes.<br>I can improvise my own<br>tune using C and D. | I can keep the pulse when playing the recorder<br>I can breathe at the correct time when playing I<br>can copy back a rhythm on the note A, B and G.<br>I can play my part in a duet (piece with two<br>parts).<br>I can cover the finger holes properly to make a<br>good sound.<br>I can play a piece using B, A and G.<br>Use and understand staff and other musical<br>notations. | I can find the pulse<br>while listening. Some<br>will identify funky<br>rhythms, tempo<br>changes, dynamics.<br>I can identify the<br>instruments/voices<br>you can hear:<br>Keyboard, drums,<br>bass, a female singer.<br>I can explain how the<br>words of the song<br>tell a story.<br>I can copy back, play,<br>invent rhythmic and<br>melodic patterns.<br>I can play<br>instrumental parts<br>accurately and in<br>time, as part of the<br>performance. The<br>easy part: C. The<br>medium part: G, A +<br>C.<br>I can compose a<br>simple melody using<br>simple rhythms. and<br>use as part of the<br>performance Using<br>the notes: C, A + G. | I can comment on songs<br>that have a similar genre<br>I can use my learning<br>from the year and apply<br>to new songs.<br>I can Identify: pitch,<br>rhythm, beat. Tempo and<br>dynamics |

|  |   |                            | Year Four              |                                |                       |                     |  |  |  |
|--|---|----------------------------|------------------------|--------------------------------|-----------------------|---------------------|--|--|--|
| Term & theme                           | Autumn 1 –  | Autumn 2 –                 | Spring 1 -             | Spring 2 -                     | Summer 1 -            | Summer 2 -          |  |  |  |
| Big question/key                       | Mamma Mia   | Glockenspiel Stage 2       | Recorder by sp         | Recorder by specialist teacher |                       | Reflect,            |  |  |  |
| concept                                | Рор   | Mixed styles               | First three no         | First three notes; B, A and G  |                       | Rewind &            |  |  |  |
|  | Abba's music  | Exploring and              | Exploring & developing | playing skills                 | The Beatles, equality | Replay              |  |  |  |
|  |   | developing                 |                        |                                | and                   | Classical           |  |  |  |
|  |   | playing skills             |                        |                                | civil rights          | The history         |  |  |  |
|  |   | using the                  |                        |                                |                       | of music, look back |  |  |  |
|  |   | glockenspiel               |                        |                                |                       | and consolidate     |  |  |  |
|  |   |                            |                        |                                |                       | your learning,      |  |  |  |
|  |   |                            |                        |                                |                       | learn some of the   |  |  |  |
|  |   |                            |                        |                                |                       | language of music   |  |  |  |
| Prior knowledge                        | Children will be able to:   |                            |                        |                                |                       |                     |  |  |  |
| Prior knowledge                        | Listen and appraise   | <b>c</b>                   |                        |                                |                       |                     |  |  |  |
| continually drawn                      |   | ngs from memory and who    | sang them or wrote the | n.                             |                       |                     |  |  |  |
| upon throughout<br>the Charanga units. | • To know the style of the five songs.  |                            |                        |                                |                       |                     |  |  |  |
| the Charanga units.                    | To choose one song and be able to talk about:      Its busies what the song is shout  |                            |                        |                                |                       |                     |  |  |  |
|  | - 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> <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>                                      |                            |                        |                                |                       |                     |  |  |  |
|  | Name some of the instruments they heard in the song  Evalure  |                            |                        |                                |                       |                     |  |  |  |
|  | <ul> <li>Know how to find and demonstrate the pulse.</li> </ul>   |                            |                        |                                |                       |                     |  |  |  |
|  | <ul> <li>Know how to find and demonstrate the pulse.</li> <li>Know the difference between pulse and rhythm.</li> </ul>  |                            |                        |                                |                       |                     |  |  |  |
|  | <ul> <li>Know the difference between pulse and mythm.</li> <li>K now how pulse, rhythm and pitch work together to create a song.</li> </ul>   |                            |                        |                                |                       |                     |  |  |  |
|  | <ul> <li>Know how pulse, mythin and pitch work together to create a song.</li> <li>Know that every piece of music has a pulse/steady beat.</li> </ul>   |                            |                        |                                |                       |                     |  |  |  |
|  | <ul> <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>  |                            |                        |                                |                       |                     |  |  |  |
|  | Singing   |                            |                        |                                |                       |                     |  |  |  |
|  | <ul> <li>To know and be able to talk about:</li> </ul>  |                            |                        |                                |                       |                     |  |  |  |
|  | <ul> <li>Singing in a group can be called a choir</li> </ul>  |                            |                        |                                |                       |                     |  |  |  |
|  | <ul> <li>Leader or conductor: A person who the choir or group follow</li> </ul>   |                            |                        |                                |                       |                     |  |  |  |
|  | <ul> <li>Songs can make you feel different things e.g. happy, energetic or sad</li> </ul>   |                            |                        |                                |                       |                     |  |  |  |
|  | <ul> <li>Songs can make you reel different things e.g. happy, energetic of sad</li> <li>Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> </ul> |                            |                        |                                |                       |                     |  |  |  |
|  | <ul> <li>Singing as part of an ensemble of large group is full, but that you must listen to each other</li> <li>To know why you must warm up your voice</li> </ul>                              |                            |                        |                                |                       |                     |  |  |  |
|  | Playing   |                            | -                      |                                |                       |                     |  |  |  |
|  |   | able to talk about:        |                        |                                |                       |                     |  |  |  |
|  |   | used in class (a recorder) |                        |                                |                       |                     |  |  |  |

|                   | Improvisation   |  |  |  |  |  |
|-------------------|---|--|--|--|--|--|
|                   | 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  |  |  |  |  |  |
|                   | Composition   |  |  |  |  |  |
|                   | • To know and be able to talk about:  |  |  |  |  |  |
|                   | <ul> <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> </ul> |  |  |  |  |  |
|                   | - Different ways of recording compositions (letter names, symbols, audio etc.)  |  |  |  |  |  |
|                   | Share and perform   |  |  |  |  |  |
|                   | • 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   |  |  |  |  |  |
|                   | <ul> <li>You need to know and have planned everything that will be</li> </ul>   |  |  |  |  |  |
|                   | - 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   |  |  |  |  |  |
|                   | <ul> <li>It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>   |  |  |  |  |  |
| Prior Skills      | Children will be able to:   |  |  |  |  |  |
| Prior skills      | Listen and appraise   |  |  |  |  |  |
| continually drawn | <ul> <li>To confidently identify and move to the pulse.</li> </ul>  |  |  |  |  |  |
| upon throughout   | • To think about what the words of a song mean.   |  |  |  |  |  |
| the Charanga      | • To take it in turn to discuss how the song makes them feel.   |  |  |  |  |  |
| units.            | <ul> <li>Listen carefully and respectfully to other people's thoughts about the music.</li> </ul>   |  |  |  |  |  |
|                   | Explore   |  |  |  |  |  |
|                   | Clap and say back rhythms   |  |  |  |  |  |
|                   | Copy back with instruments, without then with notation  |  |  |  |  |  |
|                   | Singing   |  |  |  |  |  |
|                   | • 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 have an awa   | areness of the pulse interna  | ally when singing.                               |                           |                     |  |  |  |
|----------------|--|-------------------------------|--|---------------------------|---------------------|--|--|--|
|                | Playing  |                               |  |                           |                     |  |  |  |
|                | To treat instruments carefully and with respect.   |                               |  |                           |                     |  |  |  |
|                | <ul> <li>Play any one, o</li> </ul>  | r all of four, differentiated | parts on a tuned instrument - a one-note, simpl  | e or medium part or the n | nelody of the song) |  |  |  |
|                | from memory of   | or using notation.            |  |                           |                     |  |  |  |
|                | To rehearse and  | d perform their part withir   | the context of the Unit song.                    |                           |                     |  |  |  |
|                | To listen to and   | I follow musical instruction  | is from a leader.                                |                           |                     |  |  |  |
|                | Improvisation  |                               |  |                           |                     |  |  |  |
|                | Using instrume   | nts, listen and play your ov  | wn answer using one note.                        |                           |                     |  |  |  |
|                | <ul> <li>Listen and copy</li> </ul>  | / back using instruments, t   | wo different notes.                              |                           |                     |  |  |  |
|                | Composition  |                               |  |                           |                     |  |  |  |
|                | Help create at l   | east one simple melody us     | ing one, three or five different notes.          |                           |                     |  |  |  |
|                | Plan and create  | e a section of music that ca  | n be performed within the context of the unit so | ng.                       |                     |  |  |  |
|                | <ul> <li>Talk about how it was created.</li> </ul>   |                               |  |                           |                     |  |  |  |
|                | • 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).   |                               |  |                           |                     |  |  |  |
|                | Share and perform  |                               |  |                           |                     |  |  |  |
|                | • 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   | Rhythm patterns,              | Introduction, verse, chorus, minims,             | Acoustic guitar,          | All vocabulary      |  |  |  |
|                | guitar, bass,  | compose,                      | semibreves and rests, crotchets                  | percussion, birdsong,     | stated from         |  |  |  |
|                | Drums, improvise,  | melody, pulse, rhythm,        | accompaniment, melody, beat                      | civil rights, racism,     | previous half terms |  |  |  |
|                | compose, melody,   | pitch, tempo,                 |  | equality, pentatonic      |                     |  |  |  |
|                | pulse, rhythm,   | dynamics, texture             |  | scale,                    |                     |  |  |  |
|                | pitch, tempo,  | structure,                    |  | unison, pulse,            |                     |  |  |  |
|                | dynamics, texture  |                               |  | rhythm, pitch,            |                     |  |  |  |
|                | structure, compose,  |                               |  | tempo, dynamics,          |                     |  |  |  |
|                | improvise, hook, riff,   |                               |  | texture structure,        |                     |  |  |  |
|                | melody, solo,  |                               |  | compose, improvise,       |                     |  |  |  |
|                | pentatonic scale,  |                               |  | hook, riff, melody,       |                     |  |  |  |
|                | unison   |                               |  | solo                      |                     |  |  |  |
| Statutory      | Pupils should be   | Pupils should be              | Pupils should be taught to:                      | Pupils should be          | Pupils should be    |  |  |  |
| Requirements   | taught to:   | taught to:                    | To hold and play the recorder in the correct     | taught to:                | taught to:          |  |  |  |
|                | Identify the structure:  | Learn more complex            | position.  |                           | To use their voices |  |  |  |
|                | Intro, verse, bridge,  | rhythm patterns.              |  |                           | expressively and    |  |  |  |

|   | chorus, introduction,<br>verse, bridge, chorus.<br>Instruments/voices<br>you can hear:<br>Keyboard sounds<br>imitating strings, a<br>glockenspiel playing as<br>a keyboard, electric<br>guitar, bass, drums.<br>Find the pulse as you<br>are listening.<br>Play and copy back<br>using up to 2 notes – G<br>+ A.<br>Singing in unison.<br>Play instrumental parts<br>with the song<br>by ear and/or from<br>notation using up<br>to 3 notes – G, A + B.<br>Improvise using up to 3<br>notes – G, A + B.<br>Compose a simple<br>melody using simple<br>rhythms<br>choosing from the<br>notes G, A + B or G, A,<br>B, D + E (the<br>pentatonic scale). | Revise, play and read<br>the notes C, D, E, F + G.<br>Revisit these tunes<br>from Stage 1:<br>• Portsmouth<br>• Strictly D<br>• Play Your Music<br>• Drive Compose using<br>the notes C, D, E, F + G.<br>Learn to play these<br>tunes:<br>• Mardi Gras Groovin'<br>• Two-Way Radio<br>• Flea Fly<br>• Rigadoon<br>• Mamma Mia<br>Decide how the class<br>will introduce the<br>performance.<br>Tell your audience how<br>you learnt the music<br>and why. Record the<br>performance and talk<br>about it afterwards. | To hold the recorder correctly and play the<br>note B.<br>To play in time with the pulse and breathe in<br>the correct places. To listen and copy different<br>rhythms (patterns of long and short sounds)<br>on the note B.<br>To play the note B clearly and confidently in<br>two new pieces and learn more about the<br>musical score.<br>To play the note A, know what the word<br>'rhythm' means and copy back different<br>rhythms on the note B with greater accuracy.<br>To play a duet, the notes A and B and to cover<br>the finger holes properly to ensure a good<br>sound.<br>To sing, play and improvise using the notes A<br>and B.<br>To recognise and play semibreves (four beats)<br>and minims (two beats) on notes A and B. To<br>continue improving improvisation.<br>To play G.<br>Listen with attention to detail and recall<br>sounds with increasing aural memory. | Know how music can<br>represent equality,<br>civil rights.<br>Instruments/voices<br>you can hear: Solo<br>male vocals in the<br>verses, another male<br>vocal in the choruses,<br>acoustic guitar,<br>percussion, birdsong.<br>Play and copy back<br>using 2 notes – C + D.<br>Sing in unison.<br>Play instrumental<br>parts with the song<br>by ear and/or from<br>notation using C, D +<br>E.<br>Improvise using up to<br>3 notes – C, D + E.<br>Compose a simple<br>melody using simple<br>rhythms choosing<br>from the notes C, D +<br>E or C, D, E, G + A<br>(the pentatonic<br>scale). | creatively by<br>singing songs and<br>speaking chants<br>and rhymes.<br>To find the pulse in<br>the piece of music.<br>To perform, listen<br>to, review and<br>evaluate music<br>across a range of<br>historical periods,<br>genres, styles and<br>traditions.<br>To explore a<br>composer-Zoe<br>Dixon. |
|---|--|--|--|--|--|
| Skills covered<br>As stated above,<br>all skills are<br>developed<br>throughout all of<br>the Charanga units<br>for the year group.<br>There will be a<br>particular<br>emphasis on the | To confidently identify<br>and move to the pulse.<br>To talk about the<br>musical dimensions<br>working together in<br>the Unit songs eg if the<br>song gets louder in the<br>chorus (dynamics).<br>Clap and say back<br>rhythms.  | To treat instruments<br>carefully and with<br>respect.<br>Play any one, or all<br>four, differentiated<br>parts on a tuned<br>instrument – a one-<br>note, simple or<br>medium part or the<br>melody of the song   | To treat instruments carefully and with<br>respect.<br>Play any one, or all of four, differentiated parts<br>on a tuned instrument – a one-note, simple or<br>medium part or the melody of the song) from<br>memory or using notation.<br>To rehearse and perform their part within the<br>context of the Unit song.<br>To listen to and follow musical instructions<br>from a leader.   | Talk about the music<br>and how it makes<br>them feel.<br>Listen carefully and<br>respectfully to other<br>people's thoughts<br>about the music.<br>When you talk try to<br>use musical words.   | Experiment with,<br>create, select and<br>combine sounds<br>using the inter-<br>related dimensions<br>of music.<br>Listen out for<br>different<br>instruments in<br>classical music.   |

| skills that have<br>been placed in<br>each half term. | To sing in unison and<br>in simple two-parts.<br>To follow a leader<br>when singing.<br>To sing with awareness<br>of being 'in tune'.<br>To rehearse and<br>perform their part<br>within the context of<br>the Unit song.<br>Help create at least<br>one simple melody<br>using one, three or all<br>five different notes.<br>Present a musical<br>performance designed<br>to capture the<br>audience.<br>To communicate the<br>meaning of the words<br>and clearly articulate<br>them.<br>To record the<br>performance and say<br>how they were feeling,<br>what they were<br>pleased with what they<br>would change and<br>why. | from memory or using<br>notation.<br>To rehearse and<br>perform their part<br>within the context of<br>the Unit song.<br>To listen to and follow<br>musical instructions<br>from a leader.<br>To experience leading<br>the playing by making<br>sure everyone plays in<br>the playing section of<br>the song.<br>Listen to and reflect<br>upon the developing<br>composition and make<br>musical decisions<br>about pulse, rhythm,<br>pitch, dynamics and<br>tempo.<br>Record the<br>composition in any<br>way appropriate that<br>recognises the<br>connection between<br>sound and symbol (e.g.<br>graphic/pictorial<br>notation).<br>To talk about the best<br>place to be when<br>performing and how to<br>stand or sit. | Using instruments, listen and play your own<br>answer using one note.<br>Listen and copy back using instruments, two<br>different notes.<br>Help create at least one simple melody using<br>one, three or five different notes.<br>Plan and create a section of music that can be<br>performed within the context of the unit song.<br>Talk about how it was created.<br>Listen to and reflect upon the developing<br>composition and make musical decisions<br>about pulse, rhythm, pitch, dynamics and<br>tempo.<br>Record the composition in any way<br>appropriate that recognises the connection<br>between sound and symbol (e.g.<br>graphic/pictorial notation).<br>To choose what to perform and create a<br>programme.<br>To communicate the meaning of the words<br>and clearly articulate them.<br>To talk about the best place to be when<br>performing and how to stand or sit.<br>To record the performance and say how they<br>were feeling, what they were pleased with<br>what they would change and why. | To sing in unison and<br>in simple two-parts.<br>To enjoy exploring<br>singing solo.<br>To rejoin the song if<br>lost.<br>To listen to the group<br>when singing.<br>Play any one, or all<br>four, differentiated<br>parts on a tuned<br>instrument – a one-<br>note, simple or<br>medium part or the<br>melody of the song<br>from memory or<br>using notation.<br>Take it in turns to<br>improvise using one<br>or two notes.<br>Talk about how it was<br>created.<br>Listen to and reflect<br>upon the developing<br>composition and<br>make musical<br>decisions about<br>pulse, rhythm, pitch,<br>dynamics and tempo.<br>To record the<br>performance and say<br>how they were<br>feeling, what they<br>were pleased with | Identify: pitch,<br>rhythm, beat.<br>tempo<br>Learn that they can<br>make different<br>types of sounds<br>with their voices<br>Choose a song they<br>have learnt from<br>the Scheme and<br>perform it.<br>Explore staves and<br>clefs. |
|---|---|--|--|--|--|
|---|---|--|--|--|--|

|                     |   |                               | Year Five                   |                     |                |                                     |  |  |
|---------------------|---|-------------------------------|-----------------------------|---------------------|----------------|-------------------------------------|--|--|
| Term & theme        | Autumn 1 –  | Autumn 2 –                    | Spring 1 -                  | Spring 2 -          | Summer 1 -     | Summer 2 -                          |  |  |
| Big question/key    |   | ulele                         | Make You Feel My            | The Fresh Prince of | Dancing in the | Reflect, Rewind &                   |  |  |
| concept             |   | F, G7 and G                   | Love                        | Bel-Air             | Street         | Replay                              |  |  |
|                     |   | d styles                      | Pop Ballads                 | Old-School Hip-Hop  | Motown         | Classical                           |  |  |
|                     | taught by sp  | ecialist teacher              | Pop Ballads                 | Old-School Hip-Hop  | Motown         | The history of                      |  |  |
|                     |   |                               |                             |                     |                | music, look back                    |  |  |
|                     |   |                               |                             |                     |                | and consolidate                     |  |  |
|                     |   |                               |                             |                     |                | your learning, learr<br>some of the |  |  |
|                     |   |                               |                             |                     |                | language of music                   |  |  |
| Prior knowledge     | Children will be able to:   |                               |                             |                     |                | language of music                   |  |  |
| Prior knowledge     | Listen and appraise   |                               |                             |                     |                |                                     |  |  |
| continually drawn   |   | ongs from memory and who      | o sang them or wrote the    | m.                  |                |                                     |  |  |
| upon throughout     |   | yle of the five songs.        | 0                           |                     |                |                                     |  |  |
| the Charanga units. | <ul> <li>To choose one song and be able to talk about:</li> </ul>   |                               |                             |                     |                |                                     |  |  |
|                     | - 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.  |                               |                             |                     |                |                                     |  |  |
|                     | Explore   |                               |                             |                     |                |                                     |  |  |
|                     | Know and be able to talk about:   |                               |                             |                     |                |                                     |  |  |
|                     | <ul> <li>How pulse, rhythm and pitch work together</li> </ul>   |                               |                             |                     |                |                                     |  |  |
|                     | <ul> <li>Pulse: Finding the pulse – the heartbeat of the music</li> </ul>   |                               |                             |                     |                |                                     |  |  |
|                     | <ul> <li>Rhythm: the long and short patterns over the pulse</li> </ul>  |                               |                             |                     |                |                                     |  |  |
|                     | - Know the difference between pulse and rhythm  |                               |                             |                     |                |                                     |  |  |
|                     | <ul> <li>Pitch: High and low sounds that create melodies</li> </ul>   |                               |                             |                     |                |                                     |  |  |
|                     | -   | ne internal pulse             |                             |                     |                |                                     |  |  |
|                     | - Musical Leadership: creating musical ideas for the group to copy or respond to                                    |                               |                             |                     |                |                                     |  |  |
|                     | Singing   |                               |                             |                     |                |                                     |  |  |
|                     |   | e able to talk about:         |                             |                     |                |                                     |  |  |
|                     |   | oup can be called a choir     |                             |                     |                |                                     |  |  |
|                     |   | luctor: A person who the ch   |                             |                     |                |                                     |  |  |
|                     |   | e you feel different things e |                             |                     |                |                                     |  |  |
|                     |   | of an ensemble or large gro   |                             |                     |                |                                     |  |  |
|                     | - Texture: How a  | a solo singer makes a thinne  | er texture than a large gro | up                  |                |                                     |  |  |

|  | - To know why you must warm up your voice   |
|--|---|
|  | Playing   |
|  | <ul> <li>To know and be able to talk about:</li> </ul>  |
|  | - The instruments used in class (a glockenspiel).   |
|  | - Other instruments they might play or be played in a band or orchestra or by their friends.  |
|  | Improvisation   |
|  | • To know and be able to talk about improvisation:  |
|  | <ul> <li>Improvisation is making up your own tunes on the spot</li> </ul>   |
|  | - When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.                                      |
|  | <ul> <li>To know that using one or two notes confidently is better than using five</li> </ul>   |
|  | - 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   |
|  | Composition   |
|  | To know and be able to talk about:  |
|  | <ul> <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<br/>friends.</li> </ul> |
|  | - Different ways of recording compositions (letter names, symbols, audio etc.)  |
|  | Share and perform   |
|  | • To know and be able to talk about:  |
|  | <ul> <li>Performing is sharing music with other people, an audience</li> </ul>  |
|  | <ul> <li>A performance doesn't have to be a drama! It can be to one person or to each other</li> </ul>  |
|  | <ul> <li>You need to know and have planned everything that will be performed</li> </ul>   |
|  | <ul> <li>You must sing or rap the words clearly and play with confidence</li> </ul>   |
|  | <ul> <li>A performance can be a special occasion and involve an audience including of people you don't know</li> </ul>  |
|  | <ul> <li>It is planned and different for each occasion</li> </ul>   |
|  | <ul> <li>It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>   |
| Prior Skills                           | Children will be able to:   |
| Prior skills                           | Listen and appraise   |
| continually drawn                      | To confidently identify and move to the pulse.  |
| upon throughout<br>the Charanga units. | • To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).  |
| the Charanga units.                    | Talk about the music and how it makes them feel.  |
|  | <ul> <li>Listen carefully and respectfully to other people's thoughts about the music.</li> <li>When you talk that a use musical words.</li> </ul>                        |
|  | When you talk try to use musical words.  Explore  |
|  | Clap and say back rhythms   |
|  | <ul> <li>Copy back with instruments, without then with notation</li> </ul>  |
|  | Singing   |
| LI                                     |   |

|                | To sing in unisor       | n and in simple two-parts.     |                              |                            |                          |                      |  |  |  |
|----------------|-------------------------|--------------------------------|------------------------------|----------------------------|--------------------------|----------------------|--|--|--|
|                | -                       | a good singing posture.        |                              |                            |                          |                      |  |  |  |
|                | To follow a lead        |                                |                              |                            |                          |                      |  |  |  |
|                | To enjoy explori        |                                |                              |                            |                          |                      |  |  |  |
|                |                         | areness of being 'in tune'.    |                              |                            |                          |                      |  |  |  |
|                | To rejoin the sore      | -                              |                              |                            |                          |                      |  |  |  |
|                | -                       | group when singing.            |                              |                            |                          |                      |  |  |  |
|                | Playing                 |                                |                              |                            |                          |                      |  |  |  |
|                |                         |                                |                              |                            |                          |                      |  |  |  |
|                |                         |                                |                              |                            |                          |                      |  |  |  |
|                | memory or usin          |                                |                              | <i>i</i> 1                 |                          | , 0                  |  |  |  |
|                | -                       | e<br>perform their part within | the context of the Unit se   | ong.                       |                          |                      |  |  |  |
|                |                         | follow musical instruction     |                              | -                          |                          |                      |  |  |  |
|                | To experience le        | eading the playing by maki     | ng sure everyone plays in    | the playing section of the | e song.                  |                      |  |  |  |
|                | Improvisation           |                                |                              |                            | -                        |                      |  |  |  |
|                | Take it in turns t      | to improvise using one or t    | wo notes.                    |                            |                          |                      |  |  |  |
|                | Composition             |                                |                              |                            |                          |                      |  |  |  |
|                | Help create at le       | east one simple melody usi     | ing one, three or all five d | lifferent notes.           |                          |                      |  |  |  |
|                | Plan and create         | a section of music that car    | n be performed within the    | e context of the unit song |                          |                      |  |  |  |
|                | Talk about how          | it was created.                |                              |                            |                          |                      |  |  |  |
|                | Listen to and ref       | flect upon the developing      | composition and make m       | usical decisions about pul | lse, rhythm, pitch, dyna | mics and tempo.      |  |  |  |
|                | Record the com          | position in any way approp     | priate that recognises the   | connection between sou     | nd and symbol (e.g. gra  | phic/pictorial       |  |  |  |
|                | notation).              |                                |                              |                            |                          |                      |  |  |  |
|                | Share and perform       |                                |                              |                            |                          |                      |  |  |  |
|                | To choose what          | to perform and create a p      | rogramme.                    |                            |                          |                      |  |  |  |
|                | Present a music         | al performance designed t      | o capture the audience.      |                            |                          |                      |  |  |  |
|                | To communicate          | e the meaning of the word      | s and clearly articulate th  | iem.                       |                          |                      |  |  |  |
|                | To talk about th        | e best place to be when pe     | erforming and how to sta     | nd or sit.                 |                          |                      |  |  |  |
|                | To record the period    | erformance and say how the     | ney were feeling, what th    | ey were pleased with wha   | at they would change a   | nd why.              |  |  |  |
| Key vocabulary | Chord, C chord, F       | Chord, C chord, F              | Ballad, verse, chorus,       | Old-school Hip Hop,        | Soul, groove, riff,      | All vocabulary       |  |  |  |
|                | chord, G7 chord, pulse, | chord, G7 chord, pulse,        | interlude, tag               | Rap, riff,                 | bass line, backbeat,     | stated from          |  |  |  |
|                | rhythm, dynamics,       | rhythm, dynamics,              | ending, strings, piano,      | synthesizer, deck,         | brass section,           | previous half terms. |  |  |  |
|                | tempo, pitch            | tempo, pitch                   | guitar, bass, drums,         | backing loops, Funk,       | harmony, hook,           |                      |  |  |  |
|                |                         |                                | melody,                      | scratching,                | melody, compose,         |                      |  |  |  |
|                |                         |                                | compose, improvise,          | unison, melody,            | improvise, cover,        |                      |  |  |  |
|                |                         |                                | cover, pulse, rhythm,        | compose, improvise,        | pulse, rhythm,           |                      |  |  |  |
|                |                         |                                | pitch,                       | cover, pulse,              | pitch, tempo,            |                      |  |  |  |

| Statutory<br>Requirements | Pupils should be taught to<br>To hold and play the Uku<br>sing a simple song and st<br>patterns rhythmically and  | lele in the correct way,<br>rum open string<br>d in time.                  | tempo, dynamics,<br>timbre, texture,<br>structure<br>Pupils should be<br>taught to:<br>Identify structure:<br>Piano intro, verse 1,<br>verse 2, chorus, verse   | rhythm, pitch, tempo,<br>dynamics, timbre,<br>texture,<br>structure<br><b>Pupils should be</b><br>taught to:<br>Identify Structure:<br>Piano intro, verse 1,<br>verse 2 chorus verse   | dynamics, timbre,<br>texture, structure<br>Pupils should be<br>taught to:<br>Identify structure:<br>Intro, verse 1,<br>chorus bridge   | Pupils should be<br>taught to:<br>To use their voices<br>expressively and<br>creatively by singing   |
|---------------------------|---|--|---|--|--|--|
|                           | To hold and play the Uku<br>strum open string pattern<br>and pluck open strings. T<br>C,F, G, G7.<br>To choose a song to sing<br>rehearsing towards a per | ns rhythmically, in time<br>o begin playing chord of<br>and play and begin | verse 2, chorus, verse<br>3, interlude, chorus,<br>verse 4 with tag<br>ending.<br>Identify<br>instruments/voices<br>you can hear: Strings,<br>piano, guitar, bass,<br>drums<br>Play and copy back<br>using up to 3 notes –<br>C, D + E.<br>Sing in unison.<br>Play instrumental<br>parts with the song by<br>ear and/or from<br>notation using up to 3<br>notes – C, D + E.<br>Improvise using up to 3<br>notes – C, D + E.<br>Improvise using up to<br>3 notes – C, D + E.<br>Compose a simple<br>melody using simple<br>rhythms choosing<br>from the notes C, D +<br>E or C, D, E, F + G. | verse 2, chorus, verse<br>3, interlude, chorus,<br>verse 4 with tag<br>ending<br>Identify<br>instruments/sounds<br>you can hear: Loops,<br>samples, decks,<br>scratching, drums,<br>bass, synthesizer,<br>rapper.<br>To find the pulse as<br>they are listening. Is<br>the tempo fast, slow<br>or in between?<br>Dynamics? Texture?<br>Play and copy back<br>using<br>up to 3 notes – D, E +<br>F.<br>Know the difference<br>and use their voices to<br>rap and sing.<br>The style indicators of<br>hip hop. | chorus, bridge,<br>verse 2, chorus,<br>bridge, verse 3.<br>Identify<br>instruments/voices<br>you can hear:<br>Female voice and<br>female backing<br>vocals, keyboard,<br>drums, bass guitar<br>(rhythm section),<br>brass section<br>(trumpet, trombone<br>and sax).<br>play and copy back<br>using<br>up to 3 notes – F, G<br>+ A.<br>Singing in unison<br>and with backing<br>vocals.<br>Play instrumental<br>parts with the song<br>by ear and/or from<br>notation using up | creatively by singing<br>songs and speaking<br>chants and rhymes.<br>To find the pulse in<br>the piece of music.<br>To perform, listen<br>to, review and<br>evaluate music<br>across a range of<br>historical periods,<br>genres, styles and<br>traditions.<br>To explore a<br>composers- Rachel<br>Portman and Jason<br>Yarde |
|                           |   |  | The 'style indicators'<br>of a Pop ballad.  | The song Fresh Prince<br>of Bel Air.<br>Play instrumental<br>parts with the song   | to 2 notes – F + G<br>(complex rhythms).<br>Improvise using up<br>to 3 notes – D, E +<br>F.  |  |

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

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

| I can sing and play at the same time.<br>I can play and sing a two chord song.<br>I can identify which song will be best for me to<br>play | in time as part of the<br>performance.<br>I can identify C, D + E<br>by ear.<br>I can sing 'Make Me<br>Feel My Love' and<br>play along with the<br>glockenspiel.<br>I can identify the style<br>indicators of a pop<br>ballad. | I can find the pulse<br>whilst listening.<br>I can sing and rap at<br>the appropriate times<br>in the song.<br>I can play<br>instrumental parts<br>accurately and in time<br>as part<br>of the performance. D<br>+ A by ear and from<br>notation.<br>I can Improvise in the<br>lessons and as part of<br>the<br>Performance using D<br>+ E.<br>I can compose a<br>melody using simple<br>rhythms and<br>use as part of the<br>performance.<br>Using the notes: D, E +<br>F. | (trumpet, trombone<br>and sax).<br>I can find the pulse<br>whilst listening<br>I can copy back<br>rhythm and pitch,<br>and question and<br>answer using F + G<br>and reading notes.<br>I can play<br>instrumental parts<br>accurately and in<br>time as part of the<br>performance G + A<br>by ear and from<br>notation Compose a<br>melody using<br>simple rhythms and<br>use as part of the<br>performance. Using<br>the notes: C, D, + E<br>I can sing and play<br>to' Dancing In The<br>Street.' | Yarde in<br>conversation. |
|--|--|---|--|---------------------------|
|--|--|---|--|---------------------------|

|                     |  |                            | Year Six                 |                            |                    |  |  |  |
|---------------------|--|----------------------------|--------------------------|----------------------------|--------------------|--|--|--|
| Term & theme        | Autumn 1 –   | Autumn 2 –                 | Spring 1 -               | Spring 2 -                 | Summer 1 -         | Summer 2 -                                 |  |  |
| Big question/key    | Ukulele  |                            | A New Year Carol         | You've Got A Friend        | Music and Me       | Reflect, Rewind &                          |  |  |
| concept             | chords C, F, G7 and G  |                            | Classical or Urban       | 70s Ballad/Pop             | Create your own    | Replay                                     |  |  |
|                     |  | styles                     | Gospel                   | The music of Carole        | music inspired by  | Classical                                  |  |  |
|                     | taught by spe  | cialist teacher            | Benjamin Britten's       | King                       | your identity and  | The history of music,                      |  |  |
|                     |  |                            | music and cover          |                            | women in the music | look back and                              |  |  |
|                     |  |                            | versions                 |                            | industry           | consolidate your                           |  |  |
|                     |  |                            |                          |                            |                    | learning, learn some<br>of the language of |  |  |
|                     |  |                            |                          |                            |                    | music                                      |  |  |
| Prior knowledge     | Children will be able to:  |                            |                          |                            |                    | masic                                      |  |  |
| Prior knowledge     | Listen and appraise  |                            |                          |                            |                    |  |  |  |
| continually drawn   |  | ngs from memory, who sa    | ng or wrote them, when t | hey were written and, if p | oossible, why?     |  |  |  |
| upon throughout     | To know the styl   | e of the five songs and to | name other songs from t  | he Units in those styles.  |                    |  |  |  |
| the Charanga units. | To choose two o  | r three other songs and b  | e able to talk about:    |                            |                    |  |  |  |
|                     | - 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)  |                            |                          |                            |                    |  |  |  |
|                     | <ul> <li>Identify the main sections of the songs (intro, verse, chorus etc.)</li> </ul>  |                            |                          |                            |                    |  |  |  |
|                     | <ul> <li>Name some of the instruments they heard in the songs</li> </ul>   |                            |                          |                            |                    |  |  |  |
|                     | - The historical context of the songs. What else was going on at this time?  |                            |                          |                            |                    |  |  |  |
|                     | Explore  |                            |                          |                            |                    |  |  |  |
|                     | Know and be able to talk about:  |                            |                          |                            |                    |  |  |  |
|                     | - 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   |                            |                          |                            |                    |  |  |  |
|                     | Singing  To know and confidently sing five congs and their parts from memory, and to sing them with a strong internal pulse.   |                            |                          |                            |                    |  |  |  |
|                     | <ul> <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:</li> </ul> |                            |                          |                            |                    |  |  |  |
|                     | <ul> <li>To choose a song and be able to talk about:</li> <li>Its main features</li> </ul>   |                            |                          |                            |                    |  |  |  |
|                     |  |                            |                          |                            |                    |  |  |  |
|                     | <ul> <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> </ul>                                 |                            |                          |                            |                    |  |  |  |
|                     | <ul> <li>To know what the song is about and the meaning of the tynes</li> <li>To know and explain the importance of warming up your voice</li> </ul>   |                            |                          |                            |                    |  |  |  |
|                     | Playing  |                            |                          |                            |                    |  |  |  |
|                     |  | able to talk about:        |                          |                            |                    |  |  |  |

|                     | Different ways of writing music down on a staff notation symbols  |
|---------------------|---|
|                     | - 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   |
|                     | Improvisation   |
|                     | To know and be able to talk about improvisation:  |
|                     | <ul> <li>Improvisation is making up your own tunes on the spot</li> </ul>   |
|                     | - When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.                                      |
|                     | <ul> <li>To know that using one or two notes confidently is better than using five</li> </ul>   |
|                     | <ul> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> </ul>  |
|                     | <ul> <li>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> </ul>  |
|                     | <ul> <li>To know three well-known improvising musicians</li> </ul>  |
|                     | Composition   |
|                     | • To know and be able to talk about:  |
|                     | <ul> <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<br/>friends.</li> </ul> |
|                     | - 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   |
|                     | Share and perform   |
|                     | <ul> <li>To know and be able to talk about:</li> </ul>  |
|                     | - Performing is sharing music with other people, an audience  |
|                     | <ul> <li>A performance doesn't have to be a drama! It can be to one person or to each other</li> </ul>  |
|                     | <ul> <li>Everything that will be performed must be planned and learned</li> </ul>   |
|                     | <ul> <li>You must sing or rap the words clearly and play with confidence</li> </ul>   |
|                     | <ul> <li>A performance can be a special occasion and involve an audience including of people you don't know</li> </ul>  |
|                     | - It is planned and different for each occasion   |
|                     | <ul> <li>A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>  |
| Prior Skills        | Children will be able to:   |
| Prior skills        | Listen and appraise   |
| continually drawn   | <ul> <li>To identify and move to the pulse with ease.</li> </ul>  |
| upon throughout     | <ul> <li>To think about the message of songs.</li> </ul>  |
| the Charanga units. | <ul> <li>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> </ul>                  |
|                     | <ul> <li>Listen carefully and respectfully to other people's thoughts about the music.</li> </ul>   |
|                     |   |
|                     | 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.   |
|                     | Explore   |

|                | Find the pulse                             |                             |                             |                        |                             |                       |
|----------------|--|-----------------------------|-----------------------------|------------------------|-----------------------------|-----------------------|
|                |  | inventing rhythms for oth   | pers to conv back           |                        |                             |                       |
|                | -  | ote riffs by ear and with n |                             |                        |                             |                       |
|                |  | wer using two different n   |                             |                        |                             |                       |
|                | Singing                                    |                             | lotes                       |                        |                             |                       |
|                |  | and to sing backing vocal   | <b>~</b>                    |                        |                             |                       |
|                | -  |                             | 5.                          |                        |                             |                       |
|                | To enjoy exploring     To listen to the gr |                             |                             |                        |                             |                       |
|                | -  | oup when singing.           |                             |                        |                             |                       |
|                |  | good singing posture.       |                             |                        |                             |                       |
|                | To follow a leader                         |                             |                             |                        |                             |                       |
|                |  | pping and solo singing.     | <b>6</b>                    |                        |                             |                       |
|                |  | other and be aware of ho    | w you fit into the group.   |                        |                             |                       |
|                | •  | eness of being 'in tune'.   |                             |                        |                             |                       |
|                | Playing                                    |                             |                             |                        |                             |                       |
|                | -  | trument with the correct    |                             | -                      | 11 <b>66</b>                |                       |
|                |  |                             |                             |                        | e differentiated parts – a  | one-note, simple or   |
|                |  | he melody of the song fro   |                             |                        |                             |                       |
|                | -  | perform their part within   |                             | ong.                   |                             |                       |
|                |  | ollow musical instructions  | s from a leader.            |                        |                             |                       |
|                | To lead a rehears                          | al session.                 |                             |                        |                             |                       |
|                | Improvisation                              |                             |                             |                        |                             |                       |
|                |  | nstruments. Use one, two    | o or three notes.           |                        |                             |                       |
|                | Composition                                |                             |                             |                        |                             |                       |
|                | -  |                             |                             |                        | cally with the style of the | Unit song.            |
|                |  | ote or home note and the    |                             |                        |                             |                       |
|                |  |                             | -                           |                        | ow the melody connects      | -                     |
|                | -  | osition in any way approp   | priate that recognises the  | connection between so  | ound and symbol (e.g. gra   | phic/pictorial        |
|                | notation).                                 |                             |                             |                        |                             |                       |
|                | Share and perform                          |                             |                             |                        |                             |                       |
|                |  | o perform and create a p    | -                           |                        |                             |                       |
|                | To communicate                             | the meaning of the word     | s and clearly articulate th | iem.                   |                             |                       |
|                | To talk about the                          | venue and how to use it     | to best effect.             |                        |                             |                       |
|                | -  | formance and compare it     |                             |                        |                             |                       |
|                | <ul> <li>To discuss and tal</li> </ul>     | k musically about it – "W   | hat went well?" and "It v   | vould have been even b | etter if?"                  | 1                     |
| Key vocabulary |  | Chord, C chord, F chord,    | Blues, Jazz,                | Melody, compose,       | Gender, racism, rap,        | All vocabulary stated |
|                |  | G7 chord, pulse,            | improvisation, by ear,      | improvise, cover,      | lyrics, turntablist,        | from previous half    |
|                |  | rhythm, dynamics,           |                             |                        |                             | terms.                |
|                | tempo, pitch                               | tempo, pitch                |                             |                        |                             |                       |

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

| Skills covered       | Play a musical instrument with the correct        | To identify and move                  | To compare two songs                   | Use musical words                    | Use musical words    |
|----------------------|---|---------------------------------------|--|--------------------------------------|----------------------|
| As stated above, all | technique within the context of the Unit song.    | to the pulse with                     | in the same style,                     | when talking about                   | when talking about   |
| skills are           | Select and learn an instrumental part that        | ease.                                 | talking about what                     | the songs.                           | the songs.           |
| developed            | matches their musical challenge, using one of the | To think about the                    | stands                                 | To talk about the                    | To lead a rehearsal  |
| throughout all of    | differentiated parts – a one-note, simple or      | message of songs.                     | out musically in each                  | musical dimensions                   |                      |
| the Charanga units   | medium part or the melody of the song from        | To compare two songs                  | of them, their                         | working together in                  | session.             |
| for the year group.  | memory or using notation.                         | in the same style,                    | similarities and                       | the Unit                             | Record the           |
| There will be a      | To rehearse and perform their part within the     | talking about what                    | differences.                           | Songs.                               | composition in any   |
| particular           | context of the Unit song.                         | stands                                | Listen carefully and                   | Lead the class by                    | way appropriate      |
| emphasis on the      | To listen to and follow musical instructions from | out musically in each                 | respectfully to other                  | inventing rhythms                    | that recognises the  |
| skills that have     | a leader.   | of them, their                        | people's thoughts                      | for others to copy                   | connection           |
| been placed in       | To lead a rehearsal session.                      | similarities and                      | about the                              | back.                                | between sound and    |
| each half term.      | To discuss and talk musically about it – "What    | differences.                          | Music.                                 | Copy back two-note                   | symbol (e.g.         |
|                      | went well?" and "It would have been even better   | Lead the class by                     | Lead the class by                      | riffs by ear and with                | graphic/pictorial    |
|                      | if?"  | inventing rhythms for                 | inventing rhythms for                  | notation.                            | notation).           |
|                      | To sing with awareness of being 'in tune'.        | others to copy back                   | others to copy back.                   | To listen to each                    | To discuss and talk  |
|                      | To listen to the group when singing.              | To sing in unison and                 | To follow a leader                     | other and be aware                   | musically about it – |
|                      |   | to sing backing vocals.               | when singing.                          | of how you fit into                  | "What went well?"    |
|                      |   | To demonstrate a                      | To experience solo                     | the group.                           | and "It would have   |
|                      |   | good singing posture.                 | singing.                               | To sing with                         | been even better     |
|                      |   | Select and learn an                   | To rehearse and                        | awareness of being                   | if?"                 |
|                      |   | instrumental part that                | perform their part                     | 'in tune'.                           | Listen out for       |
|                      |   | matches their musical                 | within the context of                  | To lead a rehearsal                  | different            |
|                      |   | challenge, using one                  | the Unit song.                         | session.                             | instruments in       |
|                      |   | of the differentiated                 | To listen to and follow                | Improvise with a                     | classical music.     |
|                      |   | parts – a one-note,                   | musical instructions                   | feeling for the style                |                      |
|                      |   | simple                                | from a leader.                         | of Bossa Nova and                    | Identify: pitch,     |
|                      |   | or medium part or the                 | Explain the keynote or                 | Swing using the                      | rhythm, beat.        |
|                      |   | melody of the song                    | home note and the                      | notes D, E, G, A + B                 | Tempo, dynamics,     |
|                      |   | from memory or using                  | structure of the                       | (pentatonic scale/a                  | texture              |
|                      |   | Notation.                             | melody.<br>Listen to and reflect       | five-note pattern).<br>To record the |                      |
|                      |   | Improvise using up to                 |  |                                      |                      |
|                      |   | three notes.                          | upon the developing<br>composition and | performance and                      |                      |
|                      |   | Create simple<br>melodies using up to | make musical                           | compare it to a<br>previous          |                      |
|                      |   | five different notes                  | decisions about how                    | previous<br>performance.             |                      |
|                      |   | and simple                            | the melody connects                    | periormance.                         |                      |
|                      |   |                                       |  |                                      |                      |
|                      |   |                                       | with the song.                         |                                      |                      |

| End Point |   | rhythms that work<br>musically with the<br>style of the Unit song.  | To choose what to<br>perform and create a<br>programme.   | I can talk about the   |   |
|-----------|---|---|---|--|---|
|           | I can hold the Ukulele correctly<br>I can sing a simple song<br>I can strum open string patterns rhythmically and<br>on the beat.<br>I can pluck open strings in time with a song.<br>I can play the chord of C, F, G, G7.<br>I can change between the chords C and F in time<br>with the song.<br>I can change between the chords C and G7 in<br>time with the song.<br>I can explain how to hold the Ukulele correctly.<br>I can improvise a variety of rhythmic strumming<br>patterns.<br>I can sing and play at the same time.<br>I can play and sing a two chord song.<br>I can identify which song will be best for me to<br>play | I can describe the<br>style indicators of the<br>song/music.<br>I can describe the<br>structure of the song.<br>I can identify the<br>instruments/voices<br>they can hear.<br>I can talk about the<br>musical dimensions<br>used in the song.<br>I can describe the<br>mood and story told.<br>I can learn some<br>musical phrases that<br>you will sing in the<br>song.<br>I can sing a song 'A<br>New Year Carol' in<br>two different styles.<br>I can contribute to the<br>performance by<br>singing, playing an<br>instrumental part,<br>improvising or by<br>performing their<br>composition | style indicators of the<br>song/music.<br>I can describe the<br>structure of the song.<br>I can identify the<br>instruments/voices<br>they can hear.<br>I can talk about the<br>musical dimensions<br>used in the song.<br>I can describe the<br>mood and story told.<br>I can learn some<br>musical phrases that<br>you will sing in the<br>song.<br>I can sing a song<br>'You've Got a Friend'.<br>I can use rhythm and<br>pitch to copy back<br>using A and G and<br>read the notes.<br>I can evaluate a<br>performance. | nusic of the artists<br>featured.<br>I can talk about<br>musical connection<br>with previous<br>knowledge and<br>understanding.<br>I can talk about why<br>females were<br>chosen for this unit.<br>I can talk about how<br>I planned and talk<br>about the<br>composition.<br>I can present my<br>performance in an<br>interesting way.<br>I can talk about<br>strengths and<br>weaknesses. | I can comment on<br>songs that have a<br>similar genre.<br>I can use my<br>learning from the<br>year and apply it to<br>new songs.<br>I can Identify: pitch,<br>rhythm, beat.<br>Tempo and<br>dynamics, texture<br>I can use the<br>composer Jon<br>Boden in<br>conversation. |