

Music: Spring Term

Whole School Medium term planning

Foundation

Main Songs

Everyone

Learn to sing nursery rhymes and action songs:

- Wind The Bobbin Up
- Rock-a-bye Baby
- Five Little Monkeys Jumping On The Bed
- Twinkle Twinkle
- If You're Happy And You Know It
- Head, Shoulders, Knees And Toes

Our World

Learn to sing nursery rhymes and action songs:

- Old Macdonald
- Incy Wincy Spider
- Baa Baa Black Sheep
- Row, Row, Row Your Boat
- The Wheels On The Bus
- The Hokey Cokey

Music Objectives

- Listening and responding to different styles of music
- Embedding foundations of the interrelated dimensions of music
- Learning to sing or sing along with nursery rhymes and action songs
- Improvising leading to playing classroom instruments
- Share and perform the learning that has taken place

Knowledge and skills.	<p>Knowledge</p> <ul style="list-style-type: none"> ● To know twenty nursery rhymes off by heart. ● To know the stories of some of the nursery rhymes. ● To know that we can move with the pulse of the music. ● To know that the words of songs can tell stories and paint pictures. ● To sing or rap nursery rhymes and simple songs from memory. ● Songs have sections. ● A performance is sharing music. <p>Skills</p> <ul style="list-style-type: none"> ● To learn that music can touch your feelings. ● To enjoy moving to music by dancing, marching, being animals or Pop stars. ● To sing along with a pre-recorded song and add actions. ● To sing along with the backing track. ● Perform any of the nursery rhymes by singing and adding actions or dance. ● Perform any nursery rhymes or songs adding a simple instrumental part. ● Record the performance to talk about
Cross curricular links	Family, Friends, People, Music from around the world
Prior knowledge	<p>I can sing some Nursery Rhymes and can copy actions. I know some off by heart.</p> <p>I can move my body to music.</p> <p>I can play an instrument along to the beat of the music.</p>

Future learning	<p>By the end of Foundation stage, children should be able to...</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Remember and sing entire songs including nursery rhymes.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Clap or tap to the pulse of songs or music.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Encourage children to create their own music.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Watch and talk about dance/performance art e.g. panto, play.</p>
Vocabulary	Pulse, pitch, control, melody, respond, clap, tap, performance,

Year 1

Main Songs

In The Groove (Blues, Latin, Folk, Funk, Baroque, Bhangra)

Round and Round (Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion)

Music Objectives	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music.
------------------	---

<p>Knowledge and skills.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> ● To know 5 songs off by heart. ● To know what the songs are about. ● To know and recognise the sound and names of some of the instruments they use ● To know that music has a steady pulse, like a heartbeat. ● To know that we can create rhythms from words, our names, favourite food, colours and animals. <p>To confidently sing or rap five songs from memory and sing them in unison.</p> <ul style="list-style-type: none"> ● Learn the names of the notes in their instrumental part from memory or when written down. ● Learn the names of the instruments they are playing. ● Improvisation is about 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. ● Everyone can improvise! ● Composing is like writing a story with music. ● Everyone can compose <p>A performance is sharing music with other people, called an audience.</p> <p>Skills</p> <ul style="list-style-type: none"> ● Treat instruments carefully and with respect. ● Play a tuned instrumental part with the song they perform. ● Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). ● Listen to and follow musical instructions from a leader <p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <ul style="list-style-type: none"> ● Learn about voices, singing notes of different pitches (high and low). ● Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. ● Help to create a simple melody using one, two or three notes. ● Learn how the notes of the composition can be written down and changed if necessary <p>Choose a song they have learnt from the Scheme and perform it.</p> <ul style="list-style-type: none"> ● They can add their ideas to the performance. ● Record the performance and say how they were feeling about it.
<p>Cross curricular links</p>	<p>Into The Groove</p> <p>Six different styles of music used here - Blues, Latin, Folk, Funk, Baroque, Bhangra that link to history, geography, countries and cultures. Ourselves. Historical context of musical styles.</p> <p>Round and Round</p> <p>Latin American style of music - Countries from around the world. Film music. Historical context of musical styles</p>

Prior knowledge	<p>Foundation stage to Year 1</p> <p>I can listen to and respond to different styles of music I can sing along with nursery rhymes and action songs I can improvise with a song leading to playing classroom instruments I can play an instrument along to music and within a song I can share and perform songs I have learnt</p>
Future learning	<p>By the end of Year 1 children should be able to... know songs by heart and what they are about.</p> <ul style="list-style-type: none"> • Start to identify instruments used and to learn their names. • Start to find and internalise the pulse using movement. • To know that we can create rhythms from words, our names, favourite food, colours and animals. • Start using basic musical language – see attached sheet. • Copy rhythms and create their own for others to copy. • Describe feelings towards music. • Begin to understand the importance of working together as part of a group when singing. • To sing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. • To play an instrument using simple notes- and treat it with respect. • Play a tuned instrumental part with the song they perform. Choose a song they have learnt and perform it. <p>Into the Groove Tragic Story - Britten - KS2/ages 7-11 (Scheme Year 5) Baroque - History of Music (see Reflect, Rewind and Replay units) I Mun Be Married On Sunday - Britten KS2/ages 7-11 (see Freestyle) Begone Dull Care! - Britten KS2/ages 7-11 (see Freestyle)</p> <p>Round and Round In The Groove - Year 1 - KS1/ages 5-7 (Scheme Year 1) Begone Dull Care! - Britten KS2/ages 7-11 (see Freestyle) Classroom Jazz 1 and 2 - KS2/ages 7-11 (Scheme Years 5 and 6)</p>
Vocabulary	<p>Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, percussion, trumpets, saxophones.</p>

Year 2

Main Songs

I Wanna Play In A Band (Rock)

Zoo Time (Reggae)

<p>Music Objective s</p>	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music.
<p>Knowled ge and skills.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • To know five songs off by heart. • To know some songs have a chorus or a response/answer part. • To know that songs have a musical style. • To know that music has a steady pulse, like a heartbeat. • To know that we can create rhythms from words, our names, favourite food, colours and animals. • Rhythms are different from the steady pulse. • We add high and low sounds, pitch, when we sing and play our instruments. • To confidently know and sing five songs from memory. • To know that unison is everyone singing at the same time. • Songs include other ways of using the voice e.g. rapping (spoken word). • To know why we need to warm up our voices. • 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 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. • Everyone can improvise, and you can use one or two notes • Composing is like writing a story with music. • Everyone can compose. <p>A performance is sharing music with an audience.</p> <ul style="list-style-type: none"> • A performance can be a special occasion and involve a class, a year group or a whole school. • An audience can include your parents and friends <p>Skills</p> <ul style="list-style-type: none"> • To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. • To learn how songs can tell a story or describe an idea. • Learn about voices singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices –

	<p>you can rap (spoken word with rhythm).</p> <ul style="list-style-type: none"> ● Learn to find a comfortable singing position. ● Learn to start and stop singing when following a leader ● Treat instruments carefully and with respect. ● Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). ● Play the part in time with the steady pulse. ● Listen to and follow musical instructions from a leader ● Help create three simple melodies with the Units using one, three or five different notes. ● Learn how the notes of the composition can be written down and changed if necessary ● Choose a song they have learnt from the Scheme and perform it. ● They can add their ideas to the performance. ● Record the performance and say how they were feeling about it.
Cross curricular links	<p>I Wanna Play In A Band Teamwork, working together. The Beatles. Historical context of musical styles</p> <p>Zootime Animals, poetry and the historical context of musical styles</p>
Prior knowledge	<p>Year 1 to Year 2</p> <p>I know 5 songs by heart</p> <p><u>Pulse</u> I can find the pulse of a song. I know that the pulse is the heartbeat of the music. I can be an animal, a pop star or march when finding the pulse of the music.</p> <p><u>Rhythm</u> I can copy rhythms when playing Warm-up Games. I can clap the rhythm of my name and favourite colour when playing Warm-up Games.</p> <p><u>Play</u> I can play the glockenspiel along to all the songs we sang this year.</p> <p><u>Improvise</u> I can improvise with the songs we sang this year.</p> <p>Compose I composed a simple melody with some of the songs we sang this year.</p>

Future learning	<p>By the end of Year 2 children should be able to...</p> <ul style="list-style-type: none"> • Start to recognise different styles of music and the instruments used. • Begin to understand that pulse is like a heartbeat and rhythms are different to the steady pulse. • To know that unison is everyone singing at the same time. • Understand why we warm up our voices. • To extend vocabulary – see attached sheet. • Learn the names of the notes in their instrumental part from memory or when written down. • To play an instrument and begin to recognise that music has a language e.g notation. • Make up simple improvisations on my own. • Help create three simple melodies with the units using one, three or five different notes. • Perform a song that they have learnt and say how they were feeling about it. <p><u>Links to other year groups</u> I Wanna Play In A Band Livin' On A Prayer - KS2/ages 7-11 (Scheme Year 5) Don't Stop Believin' - KS2/ages 7-11 (see Freestyle)</p> <p>Zoo Time Three Little Birds - KS2/ages 7-11 (Scheme Year 3)</p>
Vocabulary	<p>Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p>

Year 3

Main Songs

Three little birds (R&B, Western Classical, Musicals, Motown, Soul)

The Dragon Song (Learning basic instrumental skills by playing tunes in varying styles)

Music Objectives	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.
Knowledge and skills.	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To know five songs from memory and who sang them or wrote them. • To know the style of the five songs. • To choose one song and be able to talk about: <ul style="list-style-type: none"> ○ 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) ○ Identify the main sections of the song (introduction, verse, chorus etc.) ○ Name some of the instruments they heard in the song • Know how to find and demonstrate the pulse. • Know the difference between pulse and rhythm. • Know how pulse, rhythm and pitch work together to create a song. • Know that every piece of music has a pulse/steady beat. • Know the difference between a musical question and an answer. • Singing in a group can be called a choir • Leader or conductor: A person who the choir or group follow • Songs can make you feel different things e.g. happy, energetic or sad • Singing as part of an ensemble or large group is fun, but that you must listen to each other • To know why you must warm up your voice • To know the instruments used in class (a glockenspiel, a recorder) • To understand that Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • Different ways of recording compositions (letter names, symbols, audio etc.) <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • You need to know and have planned everything that will be performed

	<ul style="list-style-type: none"> ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don't know ● It is planned and different for each occasion ● It involves communicating feelings, thoughts and ideas about the song/music <p><u>Skills</u></p> <ul style="list-style-type: none"> ● To confidently identify and move to the pulse. ● To think about what the words of a song mean. ● To take it in turn to discuss how the song makes them feel. ● Listen carefully and respectfully to other people's thoughts about the Music. ● 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 awareness of the pulse internally when singing. ● To treat instruments carefully and with respect. ● Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● Help create at least one simple melody using one, three or five different notes. ● Plan and create a section of music that can be performed within the context of the unit song. ● Talk about how it was created. ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the best place to be when performing and how to stand or sit. ● To record the performance and say how they were feeling, what they were pleased with what they would change and why.
Cross curricular links	<p>Three Little Birds Animals, Jamaica, poetry and the historical context of musical styles</p> <p>The Dragon Song Storytelling, creativity, PSHE, friendship, acceptance, using your imagination.</p>

Prior knowledge	<p>Year 2 to Year 3</p> <p>I know 5 songs by heart</p> <p><u>Pulse</u></p> <p>I can find the pulse of a song.</p> <p>I know that the pulse is the heartbeat of the music.</p> <p>I can be an animal, a pop star or march when finding the pulse of the music.</p> <p><u>Rhythm</u></p> <p>I can copy rhythms when playing Warm-up Games.</p> <p>I can clap the rhythm of my name and favourite colour when playing Warm-up Games.</p> <p><u>Play</u></p> <p>I can play the glockenspiel along to all the songs we sang this year.</p> <p><u>Improvise</u></p> <p>I can improvise with the songs we sang this year.</p> <p>Compose</p> <p>I composed a simple melody with some of the songs we sang this year.</p>
Future learning	<p>By the end of Year 3 children should be able to...</p> <ul style="list-style-type: none"> •Listen with increasing concentration to a variety of music from all over the world and learn about the different instruments used. •To confidently identify and move to the pulse. •Know how pulse, rhythm and pitch work together to create a song. •To extend vocabulary – see attached sheet. •To develop singing solo/unison and in two parts and to have an awareness of the pulse internally when singing. •To play an instrument (including the glockenspiel and violin) and to experience playing together as a group. •Improvise using instruments in the context of the song they are learning to perform. •Help create at least one simple melody using one, three or five different notes. •To know that performing is sharing music with others, an audience. <p><u>Links to other year groups</u></p> <p>Three Little Birds</p> <p>Zootime - KS1/ages 5-7 (Year 2)</p> <p>The Dragon Song</p> <p>Britten -There Was A Man Of Newington - KS2/ages 7-11 (see Freestyle)</p> <p>Your Imagination - KS1 /ages 5-7 (Year 1)</p>
Vocabulary	<p>Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae.</p>

Year 4

Main Songs

STOP! (Grime, Classical, Bhangra, Tango, Latin Fusion)
Lean On Me (Gospel))

Music Objectives	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.
Knowledge and skills.	<p><u>Knowledge</u></p> <p>To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> • Some of the style indicators of that song (musical characteristics that give the song its style). • The lyrics: what the song is about. • Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). • Identify the main sections of the song (introduction, verse, chorus etc). • Name some of the instruments they heard in the song. <p>Know and be able to talk about:</p> <ul style="list-style-type: none"> • How pulse, rhythm and pitch work together • Pulse: Finding the pulse – the heartbeat of the music • Rhythm: the long and short patterns over the pulse • Know the difference between pulse and rhythm • Pitch: High and low sounds that create melodies • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Singing in a group can be called a choir • Leader or conductor: A person who the choir or group follow • Songs can make you feel different things e.g. happy, energetic or sad • Singing as part of an ensemble or large group is fun, but that you must listen to each other • Texture: How a solo singer makes a thinner texture than a large group • To know why you must warm up your voice

To know and be able to talk about:

- The instruments used in class (a glockenspiel, recorder or xylophone).
- Other instruments they might play or be played in a band or orchestra or by their friends.

To know and be able to talk about improvisation:

- Improvisation is making up your own tunes on the spot
- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
- To know that using one or two notes confidently is better than using five
- To know that if you improvise using the notes you are given, you cannot make a mistake
- To know that you can use some of the riffs you have heard in the Challenges in your improvisations

To know and be able to talk about:

- A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.
- Different ways of recording compositions (letter names, symbols, audio etc.)

To know and be able to talk about:

- Performing is sharing music with other people, an audience
- A performance doesn't have to be a drama! It can be to one person or to each other
- You need to know and have planned everything that will be performed
- You must sing or rap the words clearly and play with confidence
- A performance can be a special occasion and involve an audience including of people you don't know
- It is planned and different for each occasion
- It involves communicating feelings, thoughts and ideas about the song/music

Skills

- To confidently identify and move to the pulse.
- To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).
- Talk about the music and how it makes them feel.
- Listen carefully and respectfully to other people's thoughts about the music.
- When you talk, try to use musical words.
- To sing in unison and in simple two-parts.
- To demonstrate a good singing posture.
- To follow a leader when singing.
- To enjoy exploring singing solo.
- To sing with awareness of being 'in tune'.
- To rejoin the song if lost.
- To listen to the group when singing.
- To treat instruments carefully and with respect.
- Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.
- To rehearse and perform their part within the context of the Unit song.
- To listen to and follow musical instructions from a leader.
- To experience leading the playing by making sure everyone plays in the playing section of the song.
- Help create at least one simple melody using one, three or all five different notes.
- Plan and create a section of music that can be performed within the context of the unit song.

	<ul style="list-style-type: none"> • Talk about how it was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation) <p>To choose what to perform and create a programme.</p> <ul style="list-style-type: none"> • Present a musical performance designed to capture the audience. • To communicate the meaning of the words and clearly articulate them. • To talk about the best place to be when performing and how to stand or sit. • To record the performance and say how they were feeling, what they were pleased with what they would change and why
Cross curricular links	<p>STOP! Composition, Bullying</p> <p>Lean On Me Gospel in its historical context ie from Beethoven to slavery, Elvis to the Urban Gospel of Beyoncé and different choirs like the London Community Gospel Choir. Analysing performance</p>
Prior knowledge	<p>Year 3 to Year 4</p> <p>I know and can sing/rap four songs off by heart!</p> <p><u>Listen</u> Each song has a musical style that I can recognise. I have also listened to some Classical music.</p> <p><u>Play</u> I learnt some more tunes on the glockenspiel. I can play the glockenspiel along to all the songs we sang this year. I learnt to read some music in Glockenspiel Stage 1.</p> <p><u>Pulse</u> I can find the pulse of all these songs and recognise some other musical dimensions when I listen to them. I know the difference between pulse, rhythm and pitch and can show you when I'm doing Warm-up Games.</p> <p><u>Improvise</u> I can improvise with the songs we sang this year.</p> <p><u>Compose</u> I composed a simple melody with some of the songs we sang this year.</p>

Future learning	<p>By the end of Year 4 children should be able to...</p> <ul style="list-style-type: none"> •Talk about the musical dimensions working together in the Unit songs eg. Style indicators, the lyrics and what they mean,. •To understand that every piece of music has a pulse but it is different. •Understand that the words of a song convey meaning and how it is important to show how I feel when I sing a song. •Singing as part of an ensemble or large group is fun, but that you must listen to each other. •To extend vocabulary – see attached sheet. •To play an instrument (including the glockenspiel and violin) and to see how music is written down when we play instruments. •Comment and discuss views about music respectfully. •To improvise confidently and to know that you can use some riffs. •Plan and create a section of music that can be performed within the context of the unit song. •To choose what to perform and present a musical performance designed to capture the audience. <p>Links to other year group units</p> <p>STOP!</p> <p>The Fresh Prince Of Bel-Air - KS2/ages 7-11 (Scheme Year 5)</p> <p>Lean On Me</p> <p>A New Year Carol - Gospel version - KS2/ages 7-11 (Scheme Year 6)</p> <p>Reflect, Rewind and Replay - History of Music</p>
Vocabulary	<p>Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo</p>

Year 5

Main Songs

Make You Feel My Love (Pop/Ballad)

Fresh Prince Of Bel Air (Hip Hop)(

<p>Music Objectives</p>	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.
<p>Knowledge and skills.</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? • To know the style of the five songs and to name other songs from the Units in those styles. • To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> ○ Some of the style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the songs (intro, verse, chorus etc.) ○ Name some of the instruments they heard in the songs ○ The historical context of the songs. What else was going on at this time? <p>Know and be able to talk about:</p> <ul style="list-style-type: none"> • How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to • To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. • To choose a song and be able to talk about: <ul style="list-style-type: none"> ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Different ways of writing music down – e.g. staff notation, symbols • The notes C, D, E, F, G, A, B + C on the treble stave • The instruments they might play or be played in a band or orchestra or by their friends <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs you have heard in the Challenges in your improvisations

- To know three well-known improvising musicians
To know and be able to talk about:
- A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.
- A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure
- Notation: recognise the connection between sound and symbol
To know and be able to talk about:
- Performing is sharing music with other people, an audience
- A performance doesn't have to be a drama! It can be to one person or to each other
- Everything that will be performed must be planned and learned
- You must sing or rap the words clearly and play with confidence
- A performance can be a special occasion and involve an audience including of people you don't know
- It is planned and different for each occasion
- A performance involves communicating ideas, thoughts and feelings about the song/music

Skills

- To identify and move to the pulse with ease.
- To think about the message of songs.
- To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.
- Listen carefully and respectfully to other people's thoughts about the music.
- When you talk, try to use musical words.
- To talk about the musical dimensions working together in the Unit songs.
- Talk about the music and how it makes you feel.
- To sing in unison and to sing backing vocals.
- To enjoy exploring singing solo.
- To listen to the group when singing.
- To demonstrate a good singing posture.
- To follow a leader when singing.
- To experience rapping and solo singing.
- To listen to each other and be aware of how you fit into the group.
- To sing with awareness of being 'in tune'.
- Play a musical instrument with the correct technique within the context of the Unit song.
- Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.
- To rehearse and perform their part within the context of the Unit song.
- To listen to and follow musical instructions from a leader.
- To lead a rehearsal session.
- Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.
- Explain the keynote or home note and the structure of the melody.
- Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.
- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)
- To choose what to perform and create a programme.
- To communicate the meaning of the words and clearly articulate them.

	<ul style="list-style-type: none"> ● To talk about the venue and how to use it to best effect. ● To record the performance and compare it to a previous performance. ● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
Cross curricular links	<p>Make You Feel My Love Historical context for ballads.</p> <p>Fresh Prince Of Bel Air Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip Hop culture in general. Historical context of musical styles.</p>
Prior knowledge	<p>Year 4 to Year 5</p> <p>I know and can sing/rap four songs off by heart! <u>Listen</u> I can name some of the style indicators of these songs. I also listened to some Classical music. <u>Play</u> I learnt some more tunes on the glockenspiel. I can play the glockenspiel along to all the songs we sang this year. I learnt to read some music in Glockenspiel Stage 2. <u>Pulse</u> I can find the pulse of all these songs and recognise some other musical dimensions when I listen to them. I know the difference between pulse, rhythm and pitch and can show you when I’m doing <u>Improvise</u> I can improvise with the songs we sang this year. <u>Compose</u> I composed a simple melody with some of the songs we sang this year.</p>

End of year achievements and future learning	<p>By the end of Year 5 children should be able to....</p> <ul style="list-style-type: none"> •To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences and to think about their message. •To learn how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. •Explain the keynote or home note and the structure of the melody. •To know three well-known improvising musicians. •To extend vocabulary – see attached sheet. •To enjoy listening to others discussing their ideas about the music listened to and respectfully share ideas. •Enjoy singing in a group and think about how the whole song fits together. To demonstrate a good singing posture. •To play an instrument (including the glockenspiel and violin) and to play tunes and improvise. •To feel confident creating improvised melodies with their voice and instrument. To learn the notes C, D, E, F, G, A, B + C on the treble stave. •To perform to others and compare it to a previous performance and discuss “What went well?” and “It would have been even better if...?” <p>Links to other year group units</p> <p>Make You Fell My Love</p> <p>Mamma Mia - KS2/ages 7-11 (Scheme Year 4)</p> <p>Fresh Prince Of Bel Air</p> <p>Hey You! - KS1/ages 5-7 (Scheme Year 1)</p>
Vocabulary	<p>Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison.</p>

Year 6

Main Songs

Benjamin Britten - A New Year Carol (Western Classical music, Gospel, Bhangra)
 You've Got A Friend (The Music of Carole King)

Music Objectives	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.
------------------	---

Knowledge and skills.

Knowledge

- To know five songs from memory, who sang or wrote them, when they were written and why?
- To know the style of the songs and to name other songs from the Units in those styles.
- To choose three or four other songs and be able to talk about:
 - 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, pitch and timbre)
 - Identify the structure of the songs (intro, verse, chorus etc.)
 - Name some of the instruments used in the songs
 - The historical context of the songs. What else was going on at this time, musically and historically?
 - Know and talk about that fact that we each have a musical identity

Know and be able to talk about:

- How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music
- How to keep the internal pulse
- Musical Leadership: creating musical ideas for the group to copy or respond to
- To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.
- To know about the style of the songs so you can represent the feeling and context to your audience
- To choose a song and be able to talk about:
 - Its main features
 - Singing in unison, the solo, lead vocal, backing vocals or rapping
 - To know what the song is about and the meaning of the lyrics
 - To know and explain the importance of warming up your voice

To know and be able to talk about:

- 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

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, two or three notes confidently is better than using five
- To know that if you improvise using the notes you are given, you cannot make a mistake
- To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations
- To know three well-known improvising musicians

To know and be able to talk about:

- A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.
- A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure
- Notation: recognise the connection between sound and symbol

To know and be able to talk about:

- Performing is sharing music with an audience with belief
- A performance doesn't have to be a drama! It can be to one person or

to each other

- Everything that will be performed must be planned and learned
- You must sing or rap the words clearly and play with confidence
- A performance can be a special occasion and involve an audience including of people you don't know
- It is planned and different for each occasion
- A performance involves communicating ideas, thoughts and feelings about the song/music

Skills

- To identify and move to the pulse with ease.
 - To think about the message of songs.
 - To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.
 - Listen carefully and respectfully to other people's thoughts about the music.
 - Use musical words when talking about the songs.
 - To talk about the musical dimensions working together in the Unit songs.
 - Talk about the music and how it makes you feel, using musical language to describe the music.
 - To sing in unison and to sing backing vocals.
 - To demonstrate a good singing posture.
 - To follow a leader when singing.
 - To experience rapping and solo singing.
 - To listen to each other and be aware of how you fit into the group.
 - To sing with awareness of being 'in tune'.
 - Play a musical instrument with the correct technique within the context of the Unit song.
 - Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.
 - To rehearse and perform their part within the context of the Unit song.
 - To listen to and follow musical instructions from a leader.
 - To lead a rehearsal session.
 - Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.
 - Explain the keynote or home note and the structure of the melody.
 - Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.
 - Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
- To choose what to perform and create a programme.
- To communicate the meaning of the words and clearly articulate them.
 - To talk about the venue and how to use it to best effect.
 - To record the performance and compare it to a previous performance.
 - To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"

Cross curricular links	<p>Benjamin Britten Literacy and history, www.fridayafternoonsmusic.co.uk. The historical context of Gospel music and Bhangra</p> <p>You've Got A Friend Her importance as a female composer in the world of popular music.</p>
Prior knowledge	<p>Year 5 to Year 6</p> <p>I know and can sing/rap four songs off by heart! Listen I have focussed on Classical music in class and its history. Pulse, rhythm and pitch I can demonstrate and explain how pulse, rhythm and pitch connect in a song or piece of music. Play Classroom Jazz 1 – I have played these melodies by ear and improvised. I can play the glockenspiel along to all the songs we sang this year. Notation I used notated music. Improvise I can improvise with the songs we sang this year. Compose I composed a simple melody with some of the songs we sang this year</p>
End of year achievements and future learning	<p>By the end of Year 6 children should be able to...</p> <ul style="list-style-type: none"> •To learn about the historical context of the songs. What else was going on at this time, musically and historically? To know and talk about that fact that we each have a musical identity. •To understand and can explain that the pulse is the foundation upon which all other dimensions are built. To be able to recognise when people are out of time. •To know and confidently sing songs and their parts from memory, and to sing them with a strong internal pulse. •To know about the style of the songs so you can represent the feeling and context to your audience. •To know and be able to talk about: 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 – extend on year 5 knowledge •To extend vocabulary – see attached sheet. •To play an instrument (including the glockenspiel and violin for more able pupils) and to play solos. •To experience rapping and solo singing. •To feel more confident when improvising with more notes independently. <p>Links to other year group units Benjamin Britten Christmas units Lean On Me - Gospel - KS2/ages 7-11 (Scheme Year 4) In The Groove - Bhangra - KS1/ages 5-7 (Scheme Year 1)</p> <p>You've Got a Friend Make You Feel My Love - Adele - KS2/ages 7-11 (Scheme Year 5)</p>

Vocabulary

style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvisation, by ear.