

Music Curriculum Coverage: Key Stage One

Expected Vocabulary. NC Objectives. Intended activities. Additional knowledge for prior learning for KS2

EYFS links

Prime areas

Physical Development: *Moving and Handling *Health and Self-Care

Personal, Social and Emotional Development: *Making Relationships * Self Confidence and Self-Awareness * Managing Feelings and Emotions

Communication and Language: * Listening and Attention * Understanding * Speaking

Specific Areas

Literacy: *Reading *Writing

Mathematics *Numbers *Shape, Space and Measure

Understanding the World: *People and Communities * The World * Technology

Expressive Arts and Design: *Exploring and Using Media and Materials *Being Imaginative

YEAR ONE	PERFORMING	COMPOSING (INCLUDING NOTATION)	APPRAISING
The Charanga structure in each Year 1 unit of work. All 3 elements are developed in every lesson in every unit.	<ul style="list-style-type: none"> To use their voices to speak/sing and shout. To join in with singing To use instruments to perform To look at their audience when they are performing. To clap short rhythmic patterns To copy sounds. 	<ul style="list-style-type: none"> To make different sounds with their voice To make different sounds with instruments To identify changes in sounds To change the sound To repeat (short rhythmic and melodic patterns) To make a sequence of sounds To show sounds by using pictures. 	<ul style="list-style-type: none"> To respond to different moods in music To say how a piece of music makes them feel To say whether they like or dislike a piece of music To choose sounds to represent different things To recognise repeated patterns

			<ul style="list-style-type: none"> To follow instructions when to play or sing.
	National Curriculum	Curriculum Objective	Vocab
<p>Topic / Autumn One</p> <p>Charanga – Hey You</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Style: Old School Hip Hop</p> <p>Topic and cross curricular links: Option to make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffitti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles.</p> <p>L1 – Listen & Appraise - Hey You by Joanna Mangona Musical Activities – Warm up games. Start to learn the song Hey You. Performance – Sing the song.</p> <p>L2 – Listen & Appraise –Me, Myself & I by De La Soul and Hey You Musical Activities – Warm up games. Sing the song Hey You. Play instrumental parts. Performance – Sing the song and play instrumental parts within the song.</p> <p>L3 – Listen & Appraise – Fresh Prince of Bel Air by Will Smith and Hey You. Musical Activities - Warm up games. Sing the song Hey You. Play instrumental parts. Improvise. Performance – Sing the song and improvise using voices and/or instruments within the song.</p> <p>L4 – Listen & Appraise - Rapper’s Delight by The Sugarhill Gang and Hey You</p>	<p>Solo</p> <p>Rap</p> <p>Dynamics</p> <p>Texture</p> <p>pulse</p>

		<p>Musical Activities - Warm up games. Sing the song Hey You. Play instrumental parts. Improvise. Compose.</p> <p>Performance - Sing the song and perform compositions within the song.</p> <p>L5 – Listen & Appraise - U Can't Touch This by MC Hammer and Hey You</p> <p>Musical Activities - Warm up games. Sing the song Hey You. Play instrumental parts. Improvise. Play your composition within the song.</p> <p>Performance - Choose what to perform. Start to prepare for the end of unit performance.</p> <p>L6 – Listen & Appraise - It's Like That by Run DMC and Hey You</p> <p>Musical Activities - Warm up games. Sing the song Hey You. Play instrumental parts. Improvise. Play your composition within the song. Choose and play any of the options given within the unit and decide which to practice for the end of unit performance.</p> <p>Performance - Prepare for end of unit performance.</p>	
<p>Topic / Autumn Two</p> <p>Christmas Songs</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Learn the songs for their selected performance concentrating on dynamics and pitch.</p>	<p>Dynamics</p> <p>Loud</p> <p>Quiet</p> <p>Soft</p> <p>Tempo</p> <p>Fast</p> <p>slow</p>
<p>Topic / Spring One</p> <p>Charanga – In the Groove</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Style: Blues, Latin, Folk, Funk, Baroque, Bhangra</p> <p>Topic and cross curricular links: 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>Accompaniment</p> <p>Blues</p> <p>Riff</p> <p>Layers</p> <p>hook</p>

Experiment with, create, select and combine sounds using the inter-related dimensions of music.

L1 – **Listen & Appraise** - In The Groove by Joanna Mangona and How Blue Can You Get by BB King
Musical Activities – Warm up games. Start to learn the song Hey You.
Performance – Sing the song.

L2 – **Listen & Appraise** – In The Groove by Joanna Mangona and How Blue Can You Get by BB King
Musical Activities – Warm up games. Sing the song Hey You. Play instrumental parts.
Performance – Sing the song and play instrumental parts within the song.

L3 – **Listen & Appraise** – In The Groove by Joanna Mangona and Livin La Vida Loca by Ricky Martin
Musical Activities - Warm up games. Sing the song Hey You. Play instrumental parts. Improvise.
Performance – Sing the song and improvise using voices and/or instruments within the song.

L4 – **Listen & Appraise** - In The Groove by Joanna Mangona and Jai Ho – J.R Rahman
Musical Activities - Warm up games. Sing the song Hey You. Play instrumental parts. Improvise. Compose.
Performance - Sing the song and perform compositions within the song.

L5 – **Listen & Appraise** In The Groove by Joanna Mangona and Lord Of The Dance – Ronan Hardiman
Musical Activities - Warm up games. Sing the song Hey You. Play instrumental parts. Improvise. Play your composition within the song.
Performance - Choose what to perform. Start to prepare for the end of unit performance.

		<p>L6 – Listen & Appraise - In The Groove by Joanna Mangona and Diggin’ On James Brown – Tower of Power</p> <p>Musical Activities - Warm up games. Sing the song Hey You. Play instrumental parts. Improvise. Play your composition within the song. Choose and play any of the options given within the unit and decide which to practice for the end of unit performance.</p> <p>Performance - Prepare for end of unit performance.</p> <p>Links to other units: Tragic Story - Britten - KS2/ages 7-11 (Scheme Year 5) Baroque - History of Music (see Reflect, Rewind and Replay units) I Mun Be Married - Britten KS2/ages 7-11 (see Freestyle) Begone Dull Care! - Britten KS2/ages 7-11 (see Freestyle)</p>	
<p>Topic / Spring Two</p> <p>Charanga – Round and Round</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Style: Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion</p> <p>L1 – Listen & Appraise - Round And Round (Bossa Nova) by Joanna Mangona</p> <p>Musical Activities – Warm up games. Start to learn the song Hey You.</p> <p>Performance – Sing the song.</p> <p>L2 – Listen & Appraise –Livin’ La Vida Loca (Latin/Pop) by Ricky Martin</p> <p>Round And Round</p> <p>Musical Activities – Warm up games. Sing the song Hey You. Play instrumental parts.</p> <p>Performance – Sing the song and play instrumental parts within the song.</p>	<p>Orchestra</p> <p>Repeats</p> <p>Shape</p> <p>score</p>

		<p>L3 – Listen & Appraise –The Imperial March, Darth Vader’s Theme (March of The Empire) (Film) by John Williams Round And Round Musical Activities - Warm up games. Sing the song Hey You. Play instrumental parts. Improvise. Performance – Sing the song and improvise using voices and/or instruments within the song.</p> <p>L4 – Listen & Appraise - It Had Better Be Tonight (Latin/Big Band) by Michael Buble Round And Round Musical Activities - Warm up games. Sing the song Hey You. Play instrumental parts. Improvise. Compose. Performance - Sing the song and perform compositions within the song.</p> <p>L5 – Listen & Appraise Why Don’t You by (Dance/Big Band) Gramophonedzie Round And Round Musical Activities - Warm up games. Sing the song Hey You. Play instrumental parts. Improvise. Play your composition within the song. Performance - Choose what to perform. Start to prepare for the end of unit performance.</p> <p>L6 – Listen & Appraise - Oye Como Va (Latin/Jazz) by Santana Round And Round Musical Activities - Warm up games. Sing the song Hey You. Play instrumental parts. Improvise. Play your composition within the song. Choose and play any of the options given within the unit and decide which to practice for the end of unit performance. Performance - Prepare for end of unit performance.</p>	
--	--	--	--

		<p>Topic and cross curricular links: Latin American style of music - Countries from around the world. Film music. Historical context of musical styles</p> <p>Links to other units: In the Groove - Year 1 - KS1/ages 5-7 (Scheme Year 1) Benjamin Britten - Begone Dull Care - KS2/ages 7-11 (see Freestyle) Classroom Jazz 1 and 2 - KS2/ages 7-11 (Scheme Years 5 and 6)</p>	
<p>Topic / Summer One</p> <p>Charanga – Your Imagination</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>L1 – Listen & Appraise Your Imagination by Joanna Mangona & Pete Readman Musical Activities Warm up games from scheme. Start to learn the song Your Imagination. Performance Play instrumental parts.</p> <p>L2 – Listen & Appraise Supercalifragilisticexpialidocious from Mary Poppins & Your Imagination. Musical Activities – Warm up games from the scheme. Sing the song Your Imagination. Play instrumental parts. Performance – Sing the song and play instrumental parts within the song.</p> <p>L3 – Listen & Appraise – pure Imagination from Willy Wonka & the Chocolate Factory soundtrack & Your Imagination Musical Activities – Warm-up games Sing the song Your Imagination. Play instrumental parts. Improvise. Performance – Sing the song and improvise using voices and/or instruments within the song.</p> <p>L4 – Listen & Appraise – Daydream Believer by The Monkees & Your Imagination</p>	<p>Percussion Pitch solo</p>

		<p>Musical Activities – Warm-up games, sing the song Your Imagination, play instrumental parts and improvise.</p> <p>Performance – Sing the song and perform compositions within the song.</p> <p>L5 – Listen & Appraise Rainbow Connection from The Muppet Movie Your Imagination</p> <p>Musical Activities - Warm up games. Sing the song Your Imagination. Play instrumental parts. Improvise. Play your composition within the song.</p> <p>Performance - Choose what to perform. Start to prepare for the end of unit performance.</p> <p>L6 – Listen & Appraise - A Whole New World from Aladdin Your Imagination</p> <p>Musical Activities - Warm up games. Sing the song Your Imagination. Play instrumental parts. Improvise. Play your composition within the song. Choose and play any of the options given within the unit and decide which to practice for the end of unit performance.</p> <p>Performance - Prepare for end of unit performance.</p>	
<p>Topic / Summer Two</p> <p>Charanga – Reflect, Rewind, Replay</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Style: Western Classical Music and your choice from Year 1</p> <p>Topic and cross curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>	<p>Rhythm composition</p>

	<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>L1 Listen & Appraise Reflect – A Song Before Sunrise by Delius – 20th Century Rewind and Listen Out!– The Fresh Prince of Bel Air – Will Smith Musical Activities – Composition activity using First Composer Rhythm Grid work The Language of Music Rewind and Replay – revisit songs from the year Perform and Share – Prepare for a performance of songs and activities from the year.</p> <p>L2 Listen & Appraise – Reflect – The Firebird by Stravinsky – 20th Century Rewind and Listen Out!– When I’m 64 – The Beatles Musical Activities – Warm up games with Hey You. Composition activity using First Composer Rhythm Grid work The Language of Music Rewind and Replay – revisit songs from the year Perform and Share - Prepare for a performance of songs and activities from the year.</p> <p>L3 Listen & Appraise – Reflect – The Bird by Prokofiev – 20th Century Rewind and Listen Out!– Jai Ho by A.R Rahman Musical Activities – Flexible games with Rhythm In the Way We Walk Composition activity using First Composer Rhythm Grid work The Language of Music</p>	
--	--	---	--

		<p>Rewind and Replay – revisit songs from the year Perform and Share - Prepare for a performance of songs and activities from the year.</p> <p>L4 Listen & Appraise – Reflect – Grand March from Aida by Verdi - Classical Rewind and Listen Out!– Oye Como Va by Santana Musical Activities – Warm up games with in The Groove Composition activity using First Composer Rhythm Grid work The Language of Music Rewind and Replay – revisit songs from the year Perform and Share - Prepare for a performance of songs and activities from the year.</p> <p>L5 Listen & Appraise – Reflect – Bolero by Ravel- 20th Century Rewind and Listen Out!– Pure Imagination from Charlie and the Chocolate Factory Film Musical Activities – Warm – up games with Round and Round Composition activity using First Composer Rhythm Grid work The Language of Music Rewind and Replay – revisit songs from the year Perform and Share - Prepare for a performance of songs and activities from the year.</p> <p>L6 Listen & Appraise – Reflect – The Lamb by John Tavener - Contemporary</p>	
--	--	--	--

		<p>Rewind and Listen Out!– Rainbow Connection sung by Kermit The Frog</p> <p>Musical Activities – Warm-up games with your Imagination</p> <p>Composition activity using First Composer Rhythm Grid work</p> <p>The Language of Music</p> <p>Rewind and Replay – revisit songs from the year</p> <p>Perform and Share - Prepare for a performance of songs and activities from the year.</p> <p>Links to other units: All Year 1 Units</p>	
YEAR TWO	PERFORMING	COMPOSING (INCLUDING NOTATION)	APPRAISING
The Charanga structure in each Year 1 unit of work. All 3 elements are developed in every lesson in every unit.	<ul style="list-style-type: none"> To sing and follow the melody. To sing accurately at a given pitch To perform simple patterns and accompaniments keeping a steady pulse To perform with others To play simple rhythmic patterns on an instrument To sing/clap a pulse increasing or decreasing in tempo. 	<ul style="list-style-type: none"> To order sounds to create a beginning, middle and end. To create music in response to different starting points. To choose sounds which create an effect. To use symbols which represent sounds. To make connections between notations and musical sounds. 	<ul style="list-style-type: none"> To improve their own work. To listen out for particular things when listening to music.
Year Two	National Curriculum	Curriculum Objective	Vocab
<p>Topic / Autumn One</p> <p>Charanga – Hands, Feet, Heart</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Style: South African styles</p> <p>L1 – Listen & Appraise Hands, Feet, Heart by Joanna Mangona</p> <p>Musical Activities Warm up games from scheme. Start to learn the song Hands, Feet, Heart</p> <p>Performance Play instrumental parts.</p> <p>L2 – Listen & Appraise The Click song sung by Miriam Makeba</p> <p>Hands, Feet, Heart</p>	<p>Harmony</p> <p>Chord</p> <p>A capella</p> <p>improvise</p>

Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Musical Activities – Warm up games from the scheme. Sing the song Hands, Feet, Heart. Play instrumental parts.

Performance – Sing the song and play instrumental parts within the song.

L3 – **Listen & Appraise** – The Lion Sleeps Tonight sung by Soweto Gospel Choir
Hands, Feet, Heart

Musical Activities – Warm-up games
Sing the song Hands, Feet, Heart . Play instrumental parts. Improvise.

Performance – Sing the song and improvise using voices and/or instruments within the song.

L4 – **Listen & Appraise** –
Bring Him Back Home by Hugh Masekela
Hands, Feet, Heart

Musical Activities – Warm-up games, sing the song Hands, Feet, Heart, play instrumental parts and improvise.

Performance – Sing the song and perform compositions within the song.

L5 – **Listen & Appraise**
You Can Call Me Al by Paul Simon
Hands, Feet, Heart

Musical Activities - Warm up games. Sing the song Hands, Feet, Heart. Play instrumental parts. Improvise. Play your composition within the song.

Performance - Choose what to perform. Start to prepare for the end of unit performance.

L6 – **Listen & Appraise**
Hiokoloza by Arthur Mofokate
Hands, Feet, Heart

		<p>Musical Activities - Warm up games. Sing the song Hands, Feet, Heart. Play instrumental parts. Improvise. Play your composition within the song. Choose and play any of the options given within the unit and decide which to practice for the end of unit performance.</p> <p>Performance - Prepare for end of unit performance.</p> <p>Topic and cross curricular links: South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.</p> <p>Links to other units: Fishing Song - Britten - KS2/ages 7-11 (see Freestyle)</p>	
<p>Topic / Autumn Two</p> <p>Christmas Songs</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Learn the songs for their selected performance concentrating on dynamics and pitch.</p>	<p>Pitch Solo Duet Unison Tempo Dynamics</p>
<p>Topic / Spring One</p> <p>Charanga – I Wanna Play</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Style: Rock</p> <p>L1 – Listen & Appraise I Wanna Play In A Band by Joanna Mangona</p> <p>Musical Activities Warm up games from scheme. Start to learn the song I Wanna Play In A Band</p> <p>Performance Play instrumental parts.</p> <p>L2 – Listen & Appraise We Will Rock You by Queen I Wanna Play In A Band</p> <p>Musical Activities – Warm up games from the scheme. Sing the song I Wanna Play In A Band. Play instrumental parts.</p> <p>Performance – Sing the song and play instrumental parts within the song.</p>	<p>Repeat Echo Instrumental</p>

		<p>L3 – Listen & Appraise – Smoke On The Water by Deep Purple I Wanna Play In A Band Musical Activities – Warm-up games Sing the song I Wanna Play In A Band. Play instrumental parts. Improvise. Performance – Sing the song and improvise using voices and/or instruments within the song.</p> <p>L4 – Listen & Appraise – Rockin’ All Over The World by Status Quo I Wanna Play In A Band Musical Activities – Warm-up games, sing the song I Wanna Play In A Band, play instrumental parts and improvise. Performance – Sing the song and perform compositions within the song.</p> <p>L5 – Listen & Appraise Johnny B. Goode by Chuck Berry I Wanna Play In A Band Musical Activities - Warm up games. Sing the song I Wanna Play In A Band. Play instrumental parts. Improvise. Play your composition within the song. Performance - Choose what to perform. Start to prepare for the end of unit performance.</p> <p>L6 – Listen & Appraise I Saw Her Standing There by The Beatles I Wanna Play In A Band Musical Activities - Warm up games. Sing the song I Wanna Play In A Band. Play instrumental parts. Improvise. Play your composition within the song. Choose and play any of the options given within the unit and decide which to practice for the end of unit performance.</p>	
--	--	--	--

		<p>Performance - Prepare for end of unit performance.</p> <p>Topic and cross curricular links: Teamwork, working together. The Beatles. Historical context of musical styles.</p> <p>Links to other units: Livin' On A Prayer - KS2/ages 7-11 (Scheme Year 5) Don't Stop Believin' - KS2/ages 7-11 (see Freestyle)</p>	
<p>Topic / Spring Two</p> <p>Charanga – Zootime</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Style: Reggae</p> <p>L1 – Listen & Appraise Zootime by Joanna Mangona Musical Activities Warm up games from scheme. Start to learn the song Zootime Performance Sing the song</p> <p>L2 – Listen & Appraise Kingston Town by UB40 Zootime Musical Activities – Warm up games from the scheme. Sing the song Zootime. Play instrumental parts. Performance – Sing the song and play instrumental parts within the song.</p> <p>L3 – Listen & Appraise – Shine by ASWAD Zootime Musical Activities – Warm-up games Sing the song Zootime . Play instrumental parts. Improvise. Performance – Sing the song and improvise using voices and/or instruments within the song.</p>	<p>Reggae</p> <p>Roots Reggae</p> <p>Recurring theme</p>

		<p>L4 – Listen & Appraise – I.G.Y by Donald Fagen Zootime Musical Activities – Warm-up games, sing the song Zootime, play instrumental parts and improvise. Performance – Sing the song and perform compositions within the song.</p> <p>L5 – Listen & Appraise Feel Like Jumping by Marcia Griffiths Zootime Musical Activities - Warm up games. Sing the song Zootime. Play instrumental parts. Improvise. Play your composition within the song. Performance - Choose what to perform. Start to prepare for the end of unit performance.</p> <p>L6 – Listen & Appraise I Can See Clearly Now by Jimmy Cliff Zootime Musical Activities - Warm up games. Sing the song Zootime. Play instrumental parts. Improvise. Play your composition within the song. Choose and play any of the options given within the unit and decide which to practice for the end of unit performance. Performance - Prepare for end of unit performance.</p> <p>Topic and cross curricular links: Animals, poetry and the historical context of musical styles.</p> <p>Links to other units: Three Little Birds - KS2/ages 7-11 (Scheme Year 3)</p>	

<p>Topic / Summer One</p> <p>Recorders – Sarah Watts Ready, Steady Recorder!</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p>	<p>L1 – Listen to the Grand Recorder March and clap/move to the music. Learn the technique to hold the recorder. Practice whispering du to establish the tonguing method. Demonstrate how to play the note b. Introduce a stave and the symbols for crochets, rests and 4/4 time signatures.</p> <p>Clap and say rhymes in 4/4 time and look at where b goes on the stave.</p> <p>Learn To B or Not To B and Just B with backing and then performance track. Evaluate learning.</p> <p>L2 – Demonstrate how to play the note a and show where it sits on the stave. Introduce a two beat notes (minim) and two beat rests. Also discuss f (Forte) and p (piano).</p> <p>Clap and say rhymes in 4/4 time using one and two beat notes and rests. look at where b goes on the stave.</p> <p>Learn What’s The Time? Ten To Three (which uses notes a and b)with backing and then performance track. Evaluate learning.</p> <p>L3 – Continue with note a. Re-cap last weeks learning.Learn Hooray For A using notes a and b and rests. Also learn to sing it with the accompanying words and vary the performance. Introduce repeat signs and how this makes it more efficient on the page.</p> <p>Continue to work through a selection of Walking To Wherever, Stan’s plan and Watch That Space, all using different combinations of notes a and b as well as minims, crochets and one and two beat rests.</p> <p>L4 – Demonstrate how to play the note g and show where it sits on the stave. Introduce a four beat notes (semibreve) and a whole bar rest. Also</p>	<p>Stave</p> <p>One beat note (Crochet)</p> <p>One beat rest</p> <p>Beats in a bar</p> <p>Two beat note (minim)</p> <p>Two beat rest</p> <p>Piano (softly)</p> <p>Forte (Loudly)</p> <p>Repeat signs</p> <p>Four beat note (semibreve)</p> <p>Mezzopiano (Medium soft)</p> <p>Mezzoforte (Medium loud)</p>
---	---	--	--

		<p>discuss mf (mezzo Forte) Medium loud and mp (mezzopiano) Medium soft. Clap and say rhymes in 4/4 time using one and four beat notes and rests. Look at where g goes on the stave. Learn Ready Steady G(which uses notes g, a and b)with backing and then performance track. Discuss good places to take a breath when playing for longer periods of time. Evaluate learning.</p> <p>L5 – Recap the new learning from last week and the finger position for g. Learn and perform Barefoot Boogie, using crochets, minims and repeats as well as notes g, a and b. Introduce half beat notes (quaver) and that two of them make one beat. Learn Ta Dah, Singing it the second time through. Learn Stop and Hop which uses quavers and notes g,a and b. Make sure the pupils know to remove the recorders from their mouths before they hop! Clap and say rhythm rhymes for quavers and crochets. Evaluate Learning.</p> <p>L6 – Introduce the note e, how to play it and its position on the stave. Learn New Note E, You Don't Scare Me. Introduce $\frac{3}{4}$ time and a three beat note (dotted minim) Complete the clap and rhyme section.Play Odd Sock Samba using staccato crochets and quavers.. Evaluate performances.</p>	
<p>Topic / Summer Two</p> <p>Recorders- Sarah Watts Ready, Steady Recorder!</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p>	<p>L7 – Introduce the note low d, how to play it and its position on the stave. Learn New Note low d,</p>	<p>Stacatto Pause Sharp Smooth (legato)</p>

		<p>Look at Not On Your Head and Play A Recorder combining all the notes and rhythms taught so far.</p> <p>Complete the clap and rhyme section. Repeat the section 3 times increasing the tempo each time. Evaluate performances.</p> <p>L8 – Introduce the note e, how to play it and its position on the stave. Learn New Note C, Just Like That combining all the notes taught so far. Introduce the . over notes and how tells you to play it really short (Staccato). Also introduce the pause symbol. Complete the clap and rhyme section to establish the pulse of three in a bar and follow it by playing The Dotty Waltz, combining all the notes and note values. Recap posture to support breathing techniques. Evaluate performances.</p> <p>L9 – Introduce the note high d, how to play it and its position on the stave. Learn New Note high d, Introduce how a tied note of 2 crochets equals the same as a minim. Learn Howdy, High D to establish its position on the stave. Complete the clap and rhyme section to establish the effect of tied notes within a bar and follow it by playing The Chummy Charleston, combining all the notes and note values including ties and staccato. Evaluate performances.</p> <p>L10 –Introduce the note F sharp, how to play it and its position on the stave. Learn New Note F sharp, Introduce the sharp symbol and how a slur means moving from one note to another smoothly. Learn Proud Moment to establish its position on the stave. Work on Mike Oliver’s Other Tank Top to combine all the elements learned so far. Evaluate performances</p>	<p>Slur Dotted tie</p>
--	--	---	--------------------------------

		<p>L11 – Introduce the note C sharp, how to play it and its position on the stave. Learn New Note C sharp, Introduce the key symbol and a natural sign. Learn Look No Thumb to establish its finger position and to establish its position on the stave. Complete the clap and rhyme section looking at dotted rhythms. Work on Hey Mr May to combine all the elements learned so far. Evaluate performances</p> <p>L12 - Introduce the note F, how to play it and its position on the stave. Learn New Note F, Introduce the dot after a crochet meaning a beat and a half. Complete the clap and rhyme section looking at dotted rhythms Learn Boating Lake Lullaby and I Did It to combine all the elements learned so far. Evaluate performances</p>	
--	--	--	--

Music Curriculum Coverage: Key Stage Two

Expected Vocabulary. NC Objectives. Intended activities. **Additional knowledge for upper year groups**

YEAR THREE	PERFORMING	COMPOSING (INCLUDING NOTATION)	APPRAISING
The Charanga structure in each Year 3 unit of work. All 3 elements are developed in every lesson in every Charanga unit.	<ul style="list-style-type: none"> To sing in tune with expression To control their voice when singing To play clear notes on instruments 	<ul style="list-style-type: none"> To use different elements in their composition To create repeated patterns with different instruments To compose melodies and songs To create accompaniments for tunes To combine different sounds to create a specific mood or feeling. 	<ul style="list-style-type: none"> To improve their work explaining HOW it has improved. To use musical words (the elements of music) to describe a piece of music and compositions To use musical words to describe what they like and dislike.

			<ul style="list-style-type: none"> To recognise the works of at least one famous composer.
Year Three	National Curriculum	Curriculum Objective	Vocab
<p>Topic / Autumn One</p> <p>Handbells – Derbyshire Music Scheme</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>Lesson 1 To understand what pulse means in music. To be able to play patterns on the handbells as a whole class ensemble.</p> <p>Lesson 2 To develop an awareness of a steady pulse. To be able to play ‘Hot Cross Buns’ with a steady pulse.</p> <p>Lesson 3 To play chords together. To understand the role of a conductor in ensemble playing. To perform a 2-part round.</p> <p>Lesson 4 To be able to play rhythm patterns and tunes with 3 beats in a bar. To recognise the difference between ta-aa and ta-aa-aa rhythm notes. To play together as a whole class in time to a backing beat.</p> <p>Lesson 5 To internalise the pulse of a song when doing actions only. To play a 2-part round together as a whole class.</p> <p>Week 6 – Consolidation week</p>	<p>Pulse</p> <p>Ensemble</p> <p>Octave</p> <p>Pitch</p> <p>Ta and ta-aa rhythms</p> <p>Round</p> <p>Chord</p> <p>Conductor</p> <p>Bar and barline</p> <p>Ostinato</p> <p>Pitch</p> <p>Memorise</p> <p>Introduction structure</p>
Topic / Autumn Two	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments</p>	<p>Lesson 6 To explore the elements of music through singing and performing.</p>	<p>Call and response</p> <p>Pitch</p> <p>Tempo</p>

<p>Handbells – Derbyshire Music Scheme</p>	<p>with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>To accurately play different rhythm notes when performing as a whole class.</p> <p>To encourage pupils to take decisions about how pieces of music should have been sung and played.</p> <p>Lesson 7 To explore different sounds with voices To develop bell playing technique in making the ring last for 4 beats.</p> <p>Lesson 8 To encourage pupils to compose their own 4-beat rhythm patterns. To develop skills of ensemble performing in 2-part pieces of music.</p> <p>Lesson 9 To encourage pupils to make decisions about how they want a piece to be performed.</p> <p>Lesson 10 To rehearse for a mini-concert and develop a sense of performance.</p> <p>Lesson 11/12 To continue to rehearse and to perform to others.</p>	<p>Dynamics Te-te Technique Vocal sounds Sustain Tempo Composition accompaniment</p>
<p>Topic / Spring One</p> <p>Charanga - Glocks Stage 1</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>Style: Learning basic instrumental skills by playing tunes in varying styles</p> <p>L1 –</p> <p>Musical Activities</p> <p>Easy E – Play, theory (the language of music) & notation.</p> <p>Strictly D – Note names and notes, theory (the language of music) & notation.</p> <p>Notes used – E, D</p>	<p>Beaters Stave Synchronised rhythm Harmony chord</p>

	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Perform/Share – Perform/share the learning from this step.</p>	
	<p>Use and understand staff and other musical notations.</p>	<p>L2 – Musical Activities</p>	
	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Play Your Music – Play, note names, notes, theory (the language of music) & notation. Drive – Note names and notes, theory (the language of music) & notation. Notes used – D & E</p>	
	<p>Develop an understanding of the history of music.</p>	<p>Perform/Share – Perform/share the learning from this step.</p>	
		<p>L3 – Musical Activities</p>	
	<p>DeeCee’s Blues – Play, theory (the language of music) & notation, improvisation</p>		
	<p>What’s Up? – Note names and notes, theory (the language of music) & notation. Notes used – C & D</p>		
	<p>Perform/Share – Perform/share the learning from this step.</p>		
	<p>L4 – Musical Activities</p>		
	<p>D-E-F-initely– Play, note names and notes, & notation. Notes used – D, E & F</p>		
	<p>Perform/Share – Perform/share the learning from this step.</p>		
	<p>L5 – Musical Activities</p>		
	<p>Roundabout</p>		
	<p>March of the Golden Guards – Note names and notes, theory (the language of music) & notation. Notes used – C, D, E & F</p>		

		<p>Perform/Share – Perform/share the learning from this step.</p> <p>L6 – Musical Activities Composition using the notes taught. Notes used – C, D, E & F Perform/Share – Perform/share the learning from this step.</p> <p>Topic and cross curricular links: Introduction to the language of music, theory and composition.</p> <p>Links to other units: Glockenspiel Stage 2 - KS2/ages 7-11 (Scheme Year 4) Using scores/notation in the units.</p>	
<p>Topic / Spring Two</p> <p>Easter Performance Songs</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Learn the songs for their selected performance concentrating on dynamics and pitch and tempo.</p>	<p>Crescendo (Get louder) Diminuendo (Get quieter) Staccato (Short, snappy notes)</p>
<p>Topic / Summer One</p> <p>Charanga – The Dragon Song</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>Style: A little bit funky and music from around the world.</p> <p>L1 – Listen & Appraise The Dragon Song Musical Activities Warm up games from scheme. Start to learn The Dragon Song Performance Sing the song</p>	<p>Appraising Arrangement harmony</p>

	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>L2 – Listen & Appraise Birdsong – Chinese Folk Music The Dragon Song Musical Activities – Warm up games from the scheme. Sing The Dragon Song. Play instrumental parts. Performance – Sing the song and play instrumental parts within the song.</p> <p>L3 – Listen & Appraise – Vaishnava Java – A Hindu Song The Dragon Song Musical Activities – Warm-up games Sing The Dragon Song. Play instrumental parts. Improvise. Performance – Sing the song and improvise using voices and/or instruments within the song.</p> <p>L4 – Listen & Appraise – A Turkish Traditional Tune The Dragon Song Musical Activities – Warm-up games, sing The Dragon Song, play instrumental parts and improvise. Performance – Sing the song and perform compositions within the song.</p> <p>L5 – Listen & Appraise Aitutaki Drum Dance from Polynesia The Dragon Song Musical Activities - Warm up games. Sing The Dragon Song. Play instrumental parts. Improvise. Play your composition within the song. Performance - Choose what to perform. Start to prepare for the end of unit performance.</p> <p>L6 – Listen & Appraise</p>	
--	--	--	--

		<p>Zebaidir Song from Sudan The Dragon Song</p> <p>Musical Activities - Warm up games. Sing The Dragon Song. Play instrumental parts. Improvise. Play your composition within the song. Choose and play any of the options given within the unit and decide which to practice for the end of unit performance.</p> <p>Performance - Prepare for end of unit performance.</p> <p>Topic and cross curricular links: Storytelling, creativity, PSHE, friendship, acceptance, using your imagination.</p> <p>Links to other units: Your Imagination - KS1 /ages 5-7 (Scheme Year 1)</p>	
<p>Topic/Summer 2 Reflect, Rewind and replay</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>L1 Listen & Appraise Reflect – L’Homme Arme by Robert Morton (Early Music) Rewind and Listen Out!– Ain’t No Mountain High Enough – Marvin Gaye & Tammi Terrell Reflect – Composers and Compositions (Talvin Singh) Musical Activities – Composition activity using Clash and Bang Rhythm Grid work The Language of Music Rewind and Replay – revisit songs from the year Perform and Share – Prepare for a performance of songs and activities from the year.</p> <p>L2 Listen & Appraise – Reflect – Les Tricoteuses (The Knotters) from Baroque era</p>	<p>Melodic Verse structure</p>

		<p>Rewind and Listen Out Small People – Ziggy Marley</p> <p>Reflect – Composers and Composition (Gwyneth Herbert)</p> <p>Musical Activities –Composition activity using Clash and Bang</p> <p>Rhythm Grid work</p> <p>The Language of Music</p> <p>Rewind and Replay – revisit songs from the year</p> <p>Perform and Share - Prepare for a performance of songs and activities from the year.</p> <p>L3</p> <p>Listen & Appraise –</p> <p>Reflect – The Clock:II Andante by Franz Joseph Haydn (Classical era)</p> <p>Rewind and Listen Out! – Vaishnana Jana (Traditional)</p> <p>Reflect – Composers and Composition (Gwyneth Herbert)</p> <p>Musical Activities –</p> <p>Composition activity using Clash and Bang</p> <p>Rhythm Grid work</p> <p>The Language of Music</p> <p>Rewind and Replay – revisit songs from the year</p> <p>Perform and Share - Prepare for a performance of songs and activities from the year.</p> <p>L4</p> <p>Listen & Appraise –</p> <p>Reflect –Piano Concerto:Allegro Maestoso (Temp Guisto) by Franz Liszt (Romantic era)</p> <p>Rewind and Listen Out!– Birdsong (Chinese Traditional)</p> <p>Reflect – Composers and Composition (Gwyneth Herbert)</p> <p>Musical Activities –Composition activity using Clash and Bang</p>	
--	--	--	--

		<p>Rhythm Grid work The Language of Music Rewind and Replay – revisit songs from the year Perform and Share - Prepare for a performance of songs and activities from the year.</p> <p>L5 Listen & Appraise – Reflect – Prelude a L’Apres – Midi D’Un Faune by Claude Debussy (20th Century) Rewind and Listen Out!– We Are Family (Sister Sledge) Reflect – Composers and Composition (Gwyneth Herbert) Musical Activities –Composition activity using Clash and Bang Rhythm Grid work The Language of Music Rewind and Replay – revisit songs from the year Perform and Share - Prepare for a performance of songs and activities from the year.</p> <p>L6 Listen & Appraise – Reflect – Music For Large And Small Ensembles (opening) by Kenny Wheeler (Contemporary Jazz) Rewind and Listen Out!– Car Wash by Rose Royce Reflect – watch a video of Charanga singers Kim and Chris Musical Activities –Composition activity using Clash and Bang Rhythm Grid work The Language of Music Rewind and Replay – revisit songs from the year Perform and Share - Prepare for a performance of songs and activities from the year.</p>	
YEAR FOUR	PERFORMING	COMPOSING (INCLUDING NOTATION)	APPRAISING

<p>The Charanga structure is the same in each Year 4 unit of work. All 3 elements are developed in every lesson in every unit.</p>	<ul style="list-style-type: none"> • To perform a simple part rhythmically • To sing songs from memory with accurate pitch • To improvise using repeated patterns 	<ul style="list-style-type: none"> • To use notations to record and interpret sequences of pitches. • To use standard notation • To use notations to record compositions in a small group or on their own. • To use their notation in a performance. 	<ul style="list-style-type: none"> • To explain the place of silence and say what effect it has. • To start to identify the character of a piece of music. • To describe and identify the different purposes of music. • To begin to identify with the style of work of Beethoven, Mozart and Elgar.
<p>Topic / Whole Year</p> <p>Wider Opportunities Whole Class Brass Lessons based around the curriculum aims for Year 4.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>		
<p>YEAR FIVE</p>	<p>PERFORMING</p>	<p>COMPOSING (INCLUDING NOTATION)</p>	<p>APPRAISING</p>
<p>The Charanga structure in each Year 5 unit of work has aspects</p>	<ul style="list-style-type: none"> • To breathe in the correct place when singing 	<ul style="list-style-type: none"> • To change sounds or organise them differently to change the effect 	<ul style="list-style-type: none"> • To describe, compare and evaluate music

<p>of all 3 elements developed in every lesson in every unit.</p>	<ul style="list-style-type: none"> • To sing and use their understanding of meaning to add expression. • To maintain their part whilst others are maintaining theirs. • To perform ‘by ear’ and from simple notations. • To improvise within a group using melodic and rhythmic phrases. • To recognise and use basic structural forms e.g. rounds, variations and rondo forms. 	<ul style="list-style-type: none"> • To compose music which meets specific criteria • To use their notations to record groups of pitches (chords) • Written records of aspects of the compositional process. • To choose the most appropriate tempos for a piece of music. 	<p>using musical vocabulary.</p> <ul style="list-style-type: none"> • To explain why they think their music is successful or unsuccessful. • To suggest improvements to their own or others’ work. • To choose the most appropriate tempo for a piece of music • To contrast the work of famous composers and show preferences.
<p>Topic / Autumn One</p> <p>Charanga – Livin’ On a Prayer</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>Style: Rock</p> <p>Topic and cross curricular links: How rock music developed from the Beatles onwards. Analysing performance.</p> <p>L1 – Listen & Appraise Livin’ On A Prayer – Bon Jovi Musical Activities Warm up games from scheme. Start to learn Livin’ On A Prayer Performance Sing the song</p> <p>L2 – Listen & Appraise We Will Rock You by Queen Livin’ On A Prayer Musical Activities – Warm up games from the scheme. Sing Livin’ On A Prayer. Play instrumental parts. Performance – Sing the song and play instrumental parts within the song.</p> <p>L3 – Listen & Appraise – Smoke On The Water by Deep Purple</p>	<p>Rock</p> <p>Style indicators</p> <p>Band</p> <p>Loop</p>

		<p>Livin' On A Prayer Musical Activities – Warm-up games Sing Livin' On A Prayer. Play instrumental parts. Improvise. Performance – Sing the song and improvise using voices and/or instruments within the song.</p> <p>L4 – Listen & Appraise – Rockin' All Over The World by Status Quo Livin' On A Prayer Musical Activities – Warm-up games, sing Livin' On A Prayer, play instrumental parts and improvise. Performance – Sing the song and perform compositions within the song.</p> <p>L5 – Listen & Appraise Johnny B Goode by Chuck Berry Livin' On A Prayer Musical Activities - Warm up games. Sing Livin' On A Prayer. Play instrumental parts. Improvise. Play your composition within the song. Performance - Choose what to perform. Start to prepare for the end of unit performance.</p> <p>L6 – Listen & Appraise I Saw Her Standing There by The Beatles Livin' On A Prayer Musical Activities - Warm up games. Sing Livin' On A Prayer Play instrumental parts. Improvise. Play your composition within the song. Choose and play any of the options given within the unit and decide which to practice for the end of unit performance. Performance - Prepare for end of unit performance.</p> <p>Links to other units:</p>	
--	--	---	--

		<p>I Wanna Play In A Band - KS1/ages 5-7 (Scheme Year 2)</p> <p>Don't Stop Believin' - KS2/ages 7-11 (see Freestyle)</p>	
<p>Topic / Autumn Two</p> <p>Christmas Production Songs</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Learn the songs for their selected performance concentrating on dynamics, pitch and tempo and the effect for the audience.</p>	
<p>Topic / Spring One</p> <p>Charanga – Classroom Jazz 1</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>Style: Jazz</p> <p>Topic and cross curricular links: History of music - Jazz in its historical context.</p> <p>L1 –</p> <p>Listen & Appraise</p> <p>Three Note Bossa</p> <p>Musical Activities</p> <p>Learn to play the tune/head</p> <p>Improvise using instruments</p> <p>Perform/Share</p> <p>Play the tune/head and improvise</p> <p>L2 –</p> <p>Listen & Appraise</p> <p>Desafinado</p> <p>Three Note Bossa</p> <p>Musical Activities</p> <p>Play the tune/head</p> <p>Build on improvisation skills using instruments</p> <p>Perform/Share</p> <p>Play the tune/head and improvise</p>	<p>Tune/head</p> <p>Middle 8</p> <p>shape</p>

		<p>L3 – Listen & Appraise Cotton Tail Three Note Bossa Musical Activities Play the tune/head Build on improvisation skills using instruments Perform/Share Play the tune/head and improvise</p> <p>L4 – Listen & Appraise Five Note Swing Musical Activities Play the tune/head and the middle 8 Improvise using instruments Perform/Share Play the tune/head and middle 8 and improvise</p> <p>L5 – Listen & Appraise Perdido Five Note Swing Musical Activities Play the tune/head and the middle 8 Build on improvisation skills using instruments Perform/Share Play the tune/head and middle 8 and improvise</p> <p>L6 – Listen & Appraise Things Ain't What They Used To Be. Five Note Swing Musical Activities Play the tune/head and the middle 8 Build on improvisation skills using instruments Perform/Share Play the tune/head and middle 8 and improvise</p>	
--	--	---	--

		<p>Links to other units: Classroom Jazz 2 - KS2/ages 7-11 (Scheme Year 6) Supports improvisation generally in previous units</p>	
<p>Topic / Spring Two</p> <p>Charanga – Make You Feel My Love</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>Style: Pop Ballads</p> <p>Topic and cross curricular links: Historical context for ballads.</p> <p>L1 – Listen & Appraise Make You Feel My Love by Bob Dylan – Adele version Musical Activities Warm up games from scheme. Start to learn Make You Feel My Love Performance Sing the song</p> <p>L2 – Listen & Appraise Make You Feel My Love – Bob Dylan version Make You Feel My Love - Adele version Musical Activities – Warm up games from the scheme. Sing Make You Feel My Love . Play instrumental parts. Performance – Sing the song and play instrumental parts within the song.</p> <p>L3 – Listen & Appraise – So Amazing – Luther Vandross Make You Feel My Love Musical Activities – Warm-up games Sing Make You Feel My Love. Play instrumental parts. Improvise. Performance – Sing the song and improvise using voices and/or instruments within the song.</p> <p>L4 – Listen & Appraise – Hello – Lionel Richie Make You Feel My Love</p>	<p>Cover Ballad Texture</p>

		<p>Musical Activities – Warm-up games, sing Make You Feel My Love, play instrumental parts and improvise.</p> <p>Performance – Sing the song and perform compositions within the song.</p> <p>L5 – Listen & Appraise The Way You Look Tonight – Jerome Kern Make You Feel My Love</p> <p>Musical Activities - Warm up games. Sing Make You Feel My Love. Play instrumental parts. Improvise. Play your composition within the song.</p> <p>Performance - Choose what to perform. Start to prepare for the end of unit performance.</p> <p>L6 – Listen & Appraise Love Me Tender Elvis Presley Make You Feel My Love</p> <p>Musical Activities - Warm up games. Sing Make You Feel My Love. Play instrumental parts. Improvise. Play your composition within the song. Choose and play any of the options given within the unit and decide which to practice for the end of unit performance.</p> <p>Performance - Prepare for end of unit performance.</p> <p>Links to other units: Mamma Mia - KS2/ages 7-11 (Scheme Year 4)</p>	
<p>Topic / Summer One</p> <p>Charana – The Fresh Prince of Bel Air</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>Style: Hip Hop</p> <p>Topic and cross curricular links: 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>	<p>Urban Contemporary</p>

	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>L1 – Listen & Appraise The Fresh Prince of Bel Air Musical Activities Warm up games from scheme. Start to learn The Fresh Prince of Bel Air</p> <p>Performance Sing the song</p> <p>L2 – Listen & Appraise Me, Myself & I by De La Soul The Fresh Prince of Bel Air Musical Activities – Warm up games from the scheme. Sing The Fresh Prince of Bel Air . Play instrumental parts. Performance – Sing the song and play instrumental parts within the song.</p> <p>L3 – Listen & Appraise – Ready Or Not by The Fugees The Fresh Prince of Bel Air Musical Activities – Warm-up games Sing The Fresh Prince of Bel Air. Play instrumental parts. Improvise. Performance – Sing the song and improvise using voices and/or instruments within the song.</p> <p>L4 – Listen & Appraise – Rapper’s Delight by The Sugarhill Gang The Fresh Prince of Bel Air Musical Activities – Warm-up games, sing play instrumental parts and improvise. Performance – Sing the song The Fresh Prince of Bel Air and perform compositions within the song.</p> <p>L5 – Listen & Appraise U Can’t Touch This – MC Hammer The Fresh Prince of Bel Air</p>	
--	--	---	--

		<p>Musical Activities - Warm up games. Sing The Fresh Prince of Bel Air. Play instrumental parts. Improvise. Play your composition within the song.</p> <p>Performance - Choose what to perform. Start to prepare for the end of unit performance.</p> <p>L6 – Listen & Appraise It’s Like That by Run DMC The Fresh Prince of Bel Air</p> <p>Musical Activities - Warm up games. Sing The Fresh Prince of Bel Air. Play instrumental parts. Improvise. Play your composition within the song. Choose and play any of the options given within the unit and decide which to practice for the end of unit performance.</p> <p>Performance - Prepare for end of unit performance.</p> <p>Links to other units: Hey You! - KS1/ages 5-7 (Scheme Year 1)</p>	
<p>Topic/Summer 2 Reflect, Rewind, Replay</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from</p>	<p>L1 Listen & Appraise Reflect – Music For Compline (traditional) (Early Music) Rewind and Listen Out!– Johnny B. Goode – Chuck Berry Reflect – Composers and Compositions (Rachel Portman)</p> <p>Musical Activities – Composition activity using Music Explorer Rhythm Grid work The Language of Music Rewind and Replay – revisit songs from the year</p> <p>Perform and Share – Prepare for a performance of songs and activities from the year.</p> <p>L2</p>	<p>Previously learned vocabulary used with increasing independence and accuracy</p>

	<p>different traditions and from great composers and musicians.</p>	<p>Listen & Appraise – Reflect – Dido and Aeneas by Purcell (Baroque) Rewind and Listen – Things Ain’t What They Used To Be by Ellington and Persons Reflect – Composers and Composition (Rachel Portman) Musical Activities –Composition activity using Music Explorer Rhythm Grid work The Language of Music Rewind and Replay – revisit songs from the year Perform and Share - Prepare for a performance of songs and activities from the year.</p>	
	<p>Develop an understanding of the history of music.</p>	<p>L3 Listen & Appraise – Reflect – Symphony No 5 in C minor Opus 67 by Beethoven (Romantic) Rewind and Listen Out! –Hello by Lionel Richie Reflect – Composers and Composition (Rachel Portman) Musical Activities – Composition activity using Music Explorer Rhythm Grid work The Language of Music Rewind and Replay – revisit songs from the year Perform and Share - Prepare for a performance of songs and activities from the year.</p>	
		<p>L4 Listen & Appraise – Reflect –Minute Waltz by Chopin (Romantic) Rewind and Listen Out!– U Can’t Touch This – MC Hammer Reflect – Composers and Composition (Jason Yarde) Musical Activities –Composition activity using Music Explorer</p>	

		<p>Rhythm Grid work The Language of Music Rewind and Replay – revisit songs from the year Perform and Share - Prepare for a performance of songs and activities from the year.</p> <p>L5 Listen & Appraise – Reflect – Central Park In The Dark by Charles Ives (Contemporary) Rewind and Listen Out!– I Heard It Through The Grapvine – Marvin Gaye Reflect – Composers and Composition (Jason Yarde) Musical Activities –Composition activity using Music Explorer Rhythm Grid work The Language of Music Rewind and Replay – revisit songs from the year Perform and Share - Prepare for a performance of songs and activities from the year.</p> <p>L6 Listen & Appraise – Reflect – Clapping Music by Steve Reich (Contemporary) Rewind and Listen Out!– Sugar Pie, Honey Bunch (I Can’t Help Myself) by The Four Tops Reflect –Compoers and Composition (Jason Yarde) Musical Activities –Composition activity using Music Explorer Rhythm Grid work The Language of Music Rewind and Replay – revisit songs from the year Perform and Share - Prepare for a performance of songs and activities from the year.</p>	
YEAR SIX	PERFORMING	COMPOSING (INCLUDING NOTATION)	APPRAISING

<p>The Charanga structure in each Year 6 unit of work has aspects of all 3 elements developed in every lesson in every unit.</p>	<ul style="list-style-type: none"> • To sing a harmony part confidently and accurately • To perform parts from memory • To perform using notations • To take the lead in a performance • To take on a solo part • To provide rhythmic support. 	<ul style="list-style-type: none"> • To be able to use a variety of different musical devices in their composition (including melody, rhythms and chords) • To recognise that different forms of notation serve different purposes. • To use different forms of notation • To be able to combine groups of beats 	<ul style="list-style-type: none"> • To be able to refine and improve their work • To be able to evaluate how the venue, occasion and purpose affects the way a piece of music is created. • To be able to analyse features within different pieces of music • To be able to compare and contrast the impact that different composers from different times will have had on the people of the time.
<p>Topic / Autumn One</p> <p>Charanga - Happy</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Style: Pop/Motown</p> <p>Topic and cross curricular links: What makes us happy? Video/project with musical examples.</p> <p>L1 – Listen & Appraise Happy by Pharrell Williams Musical Activities Warm up games from scheme. Start to learn Happy Performance Sing the song</p> <p>L2 – Listen & Appraise Top Of The World – The Carpenters Happy by Pharrell Williams Musical Activities – Warm up games from the scheme. Sing Happy. Play instrumental parts. Performance – Sing the song and play instrumental parts within the song.</p> <p>L3 – Listen & Appraise –</p>	<p>Previously used vocabulary used with independence, accuracy and relevant to the piece/genre.</p>

	<p>Develop an understanding of the history of music.</p>	<p>Don't Worry Be Happy – Bobby McFerrin Happy by Pharrell Williams</p> <p>Musical Activities – Warm-up games Sing Happy. Play instrumental parts. Improvise.</p> <p>Performance – Sing the song and improvise using voices and/or instruments within the song.</p> <p>L4 – Listen & Appraise – Walking On Sunshine – Katrina And The Waves Happy by Pharrell Williams</p> <p>Musical Activities – Warm-up games, sing Happy, play instrumental parts and improvise.</p> <p>Performance – Sing the song and perform compositions within the song.</p> <p>L5 – Listen & Appraise When You're Smiling – Frank Sinatra Happy by Pharrell Williams</p> <p>Musical Activities - Warm up games. Sing Happy. Play instrumental parts. Improvise. Play your composition within the song.</p> <p>Performance - Choose what to perform. Start to prepare for the end of unit performance.</p> <p>L6 – Listen & Appraise Love Will Save The Day – Brendan Reilly Happy by Pharrell Williams</p> <p>Musical Activities - Warm up games. Sing Happy. Play instrumental parts. Improvise. Play your composition within the song. Choose and play any of the options given within the unit and decide which to practice for the end of unit performance.</p> <p>Performance - Prepare for end of unit performance.</p> <p>Links to other units:</p>	
--	--	---	--

		Dancing In The Street KS2/ages 7-11 (Scheme Year 5)	
<p>Topic / Autumn Two</p> <p>Christmas Production Songs</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>.</p>	<p>Learn the songs for their selected performance concentrating on dynamics, pitch and tempo and the effect for the audience.</p>	<p>Solo Duet Audience Timbre Dynamics Two part harmony</p>
<p>Topic / Spring One</p> <p>Charanga - Classroom Jazz 2</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>Style: Jazz, Latin, Blues</p> <p>Topic and cross curricular links: History of music - Jazz in its historical context.</p> <p>L1 – Listen & Appraise Bacharach Anorak Musical Activities Learn to play the tune/head Learn to play the middle 8 Perform/Share Play the tune/head and middle 8</p> <p>L2 – Listen & Appraise Speaking My Peace Bacharach Anorak Musical Activities Play the whole tune/head Improvise using instruments Perform/Share Play the whole tune/head and improvise</p>	<p>Coda Head Middle 8 Improvise riff</p>

		<p>L3 – Listen & Appraise Take The A Train Bacharach Anorak Musical Activities Play the whole tune/head Improvise using instruments Perform/Share Play the whole tune/head, improvise then tune/head to finish</p> <p>L4 – Listen & Appraise Meet The Blues Musical Activities Compose your own tune/head Improvise using the notes of the tune/head Perform/Share Play the composed tune/head, improvise then tune/head to finish</p> <p>L5 – Listen & Appraise Back O’Town Blues Meet The Blues Musical Activities Continue to compose your own tune/head Improvise using the notes of the tune/head Perform/Share Play the composed tune/head, improvise then tune/head to finish</p> <p>L6 – Listen & Appraise One O’Clock Jump Meet The Blues Musical Activities Secure your compositions Improvise using notes of the tune/head</p>	
--	--	--	--

		<p>Perform/Share Play the composed tune/head, improvise then tune/head to finish</p> <p>Links to other units: Classroom Jazz 1 (Scheme Year 5) Supports improvisation generally in other units.</p>	
<p>Topic / Spring Two</p> <p>Charanga – You’ve Got A Friend</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>Style: The Music of Carole King</p> <p>Topic and cross curricular links: Her importance as a female composer in the world of popular music.</p> <p>L1 – Listen & Appraise You’ve Got A Friend by Carole King Musical Activities Warm up games from scheme. Start to learn You’ve Got A Friend Performance Sing the song</p> <p>L2 – Listen & Appraise The Loco-Motion – Little Eva You’ve Got A Friend Musical Activities – Warm up games from the scheme. Sing You’ve Got A Friend. Play instrumental parts. Performance – Sing the song and play instrumental parts within the song.</p> <p>L3 – Listen & Appraise – One Fine Day – The Chiffons You’ve Got A Friend Musical Activities – Warm-up games Sing You’ve Got A Friend. Play instrumental parts. Improvise. Performance – Sing the song and improvise using voices and/or instruments within the song.</p> <p>L4 – Listen & Appraise –</p>	<p>Notation vocabulary and stave vocab to be re-capped and used independently with increasing accuracy.</p>

		<p>Up On The Roof – Drifters You’ve Got A Friend</p> <p>Musical Activities – Warm-up games, You’ve Got A Friend , play instrumental parts and improvise. Performance – Sing the song and perform compositions within the song.</p> <p>L5 – Listen & Appraise Will You Still Love Me Tomorrow – Carole King You’ve Got A Friend</p> <p>Musical Activities - Warm up games. Sing You’ve Got A Friend. Play instrumental parts. Improvise. Play your composition within the song. Performance - Choose what to perform. Start to prepare for the end of unit performance.</p> <p>L6 – Listen & Appraise (You Make Me Feel Like) A Natural Woman – Carole King You’ve Got A Friend</p> <p>Musical Activities - Warm up games. Sing You’ve Got A Friend. Play instrumental parts. Improvise. Play your composition within the song. Choose and play any of the options given within the unit and decide which to practice for the end of unit performance. Performance - Prepare for end of unit performance.</p> <p>Links to other units: Make You Feel My Love - Adele - KS2/ages 7-11 (Scheme Year 5)</p>	
<p>Topic / Summer One</p> <p>Charanga – (Music & Me) Create your own music inspired by your identity and women in the music industry</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>1. Listen and Appraise (listen to a selection of music from the four featured artists in this unit)</p> <ul style="list-style-type: none"> ● Choose who you want to listen to. Perhaps a little of each artist? After listening, share your thoughts and feelings together ● Explain what the Inspirational Women’s Timeline is and choose an artist to listen to and learn about. 	

	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>Listen using YouTube or Spotify 2. About the Artists - Inspirational Women in the Music Industry a. Watch the video 'Introduction to the Artists'. These are four very different artists who create their own music. They have a very strong sense of identity and culture. They know who they are and where they are from b. Themes or key words - can you remember any from the video? Perhaps choose some to discuss together. Anything interesting about the artists? Discuss what you have seen 3. Create - What do we mean by Music and Me (identity)? Get into groups of two or more and begin to create your own music that represents how you feel/what you believe/your gender/where you are from and anything else. See 'Create - A Guide To Writing Your Own Music' document. This breaks down the steps towards creating your own music. There are options to use different resources to support this activity. 4. Perform, Share and Present the learning that has taken place in the lesson.</p>	
Topic / Summer Two	WIDER OPPORTUNITIES PERCUSSION SESSIONS.		