Year Group	<u>Autumn Term</u>	Spring Term	<u>Summer Term</u>	Additional Experiences
	Autumn Term Rationale for Music in EYFS Children express themselves though responding to and creating r describe them using everyday vocabulary. They join in with singin and name songs and rhymes that are familiar to them, recalling the but also their phonological awareness and auditory memory. Lear acquisition. Music activities enable children to become attentive to music and create their own actions and movements in respons the Early Years, linking them with celebrations and special times of singing songs and experiencing musical activities within provision and using their developing musical vocabulary and everyday word with care and respect. Children have the confidence to perform a the skills they have gained with their imaginations to express feel in collaboration with others in musical activities. Children leave the them to achieve well in Key Stage One and beyond. Knowledge and Skills – Listen and Appraise Listen with increased attention to sounds in the environment and Respond to what they have heard, expressing their thoughts and Sing the pitch of a tone sung by another person ('pitch match'). Join in repeated refrains in stories and rhymes. Name some common instruments Talk about some performers that they have seen or heard Perform Remember and sing entire songs. Sing the melodic shape (moving melody, such as up and down, do Join in with dancing and ring games. Sing a few familiar songs. Move rhythmically. Imitate movement in response to music. Tap out simple rhythms using everyday items and intruments Explore how sou	husic in the Early Years. They develop an awareness of differer g songs and rhymes throughout the day and are exposed mus he words from memory. Children's experiences in the early year ning new words and a range of songs and rhymes develops och isteers, allowing them to respond appropriately in conversatio e to the music. Children's cultural appreciation is developed th or themselves and others. They learn how to control their voir areas. Children use a range of everyday objects musically, find is to describe them. They learn to name simple percussion insi longside, with and for others, developing a positive self-image ings and ideas. They develop organisational skills, make decisie e EYFS with a love of music and a secure foundation of musica music feelings. wn and up) of familiar song. v. and ideas.	nt sounds in the environment, songs and music, and ic within the learning environment. Children recognise ars not only support the development of musical skills, hildren's working memories and supports their language ons, play and learning activities. They move instinctively hrough hearing different styles and genres of music in ces and explore the sounds of instruments through ding out about the different sounds that they can create truments and how to play them correctly, handling them and confidence as a performer. Children use and apply ons about their work, whilst working independently and	

Reception FS2	Rationale for Music in EYFS Children express themselves though responding to and creating music in the Early Years. They develop an awareness of different sounds in the environment, songs and music, and describe them using everyday vocabulary. They join in with singing songs and rhymes throughout the day and are exposed music within the learning environment. Children recognise and name songs and rhymes that are familiar to them, recalling the words from memory. Children's experiences in the early years not only support the development of musical skills, but also their phonological awareness and auditory memory. Learning new words and a range of songs and rhymes develops children's working memories and supports their language acquisition. Music activities enable children to become attentive listeners, allowing them to respond appropriately in conversations, play and learning activities. They move instinctively to music and create their own actions and movements in response to the music. Children's cultural appreciation is developed through hearing different styles and genres of music in the Early Years, linking them with celebrations and special times for themselves and others. They learn how to control their voices and explore the sounds of instruments through singing songs and experiencing musical activities within provision areas. Children use a range of everyday objects musically, finding out about the different sounds that they can create and using their developing musical vocabulary and everyday words to describe them. They learn to name simple percussion instruments and how to play them correctly, handling them with care and respect. Children have the confidence to perform alongside, with and for others, developing a positive self-image and confidence as a performer. Children use and apply the skills they have gained with their imaginations to express feelings and ideas. They develop organisational skills, make decisions about their work, whilst working independently and in collaboration with others in mu			
Charanga Music Unit YR	<u>Autumn Term</u> Me!	<u>Spring Term</u> Everyone	<u>Summer Term</u> Big Bear Funk	genres and styles within in the learning
	Songs and rhymes: Pat-a-cake, 1, 2, 3, 4, 5, Once I Caught a Fish Alive, This Old Man, Five Little Ducks Name Song Things For Fingers Supporting songs and styles: Me! by Joanna Mangona Celebration by Kool And The Gang Happy by Pharell Williams Sing by The Carpenters Sing A Rainbow by Peggie Lee Happy Birthday by Stevie Wonder Our House by Madness	Songs and rhymes: Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes <u>Supporting songs and styles:</u> Everyone! by Joanna Mangona We Are Family by Sister Sledge Thula Baba by Hlabalela Ensemble ABC by The Jackson 5 My Mum Is Amazing (feat. Zain Bhikha) by Zimtech Productions Conga by Miami Sound Machine Horn Concerto No 4: Third Movement – Rondo by Mozart	Songs and rhymes: Big Bear Funk by Joanna Mangona Supporting songs and styles: I Feel Good by James Brown Don't You Worry 'Bout a Thing sung by Incognito My Promise by Earth Wind And Fire Superstition by Stevie Wonder Pick Up The Pieces by Average White Band	environment, linked to learning intentions, children's cultures and traditions, and their interests as appropriate. Singing Assemblies Opportunities to hear and see live music being played on a variety of instruments
<u>Knowledge</u> and Skills	Listen and Appraise Listen attentively, move to and talk about music, expressing their feelings and responses. To find the pulse of the music To sing along with a song or backing track and add actions. Know and name common instruments. Select rhymes and songs by title. Know that sounds can represent feelings. Know how to change the sound of an instrument or body percussion. Perform Sing in a group, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing in groups. Perform nursery rhymes by adding actions, dance and instruments, matching the pulse of the music Compose Explore and engage in music making and dance	Listen and Appraise Revise and refine Autumn knowledge and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. To learn that music can touch your feelings. Perform Revise and refine Autumn knowledge and skills Sing in a group or own their own, increasingly matching the pitch and following the melody To know that we can move with the pulse of the music. Compose Explore and engage in music making and dance, performing in groups or duets	Listen and Appraise Revise and refine skills from Autumn and Spring To know that the words of songs can tell stories and paint pictures. Recognise an increasing number of songs when played. Know that sounds can represent feelings. Perform Revise and refine knowledge and skills from Autumn and Spring. Explore and engage in music making and dance, performing in groups, duets or solo. Compose Explore and engage in music making and dance, performing in groups, duets or solo.	Singing at St Cuthbert's Church

Vocabulary Every day words to describe sounds: long, short, loud, quiet, ring, bang, tape, high, low, crash, jingle, ra shake, scrape, Beat, rhythm, song, rhyme, chant, choir, verse, chorus. Common instrument names: triar scrapers, bells, drums, tambourine, wood blocks, Solo, duet, Create, organise, combine.	
British Values: Democracy and individual liberty - Children choose the songs/rhymes they wish to sing t Children have the freedom to express themselves through musical opportunities in lessons and provisio respect and tolerance - Children listen to and sing songs from different cultures, faiths and traditions.	

Rationale for Music in Years 1 - 6

Listen and Appraise

Children tune in to sounds, recognising and naming a range of instruments and dynamics that can be heard within a piece of music. They develop the skills and attitudes of active and attentive listening that are vital for success in all areas of life. Children describe the effect and mood of music and explain how musical elements have been used to create the desired effect. They understand music as a form of expression that can be used to tell stories, convey feelings and connect with others. They learn to appreciate different musical styles and genres, and understand the work and skill that goes into creating a piece of music, whether they enjoy it personally or not. Children develop their own tastes and preferences, articulating their thoughts and opinions using musical vocabulary. This enables them to debate with others and respect opinions and ideas that differ from their own. Children link the music that they hear to different times in history, geographical locations, cultures and traditions through applying their knowledge of stylistic features and different genres. They appreciate and enjoy a broad range of music and are aware of many famous artists and local performers who have influenced and inspired others.

Perform

Children use their voices and instruments, rehearsing and refining music that is intended to be performed. They grow in resilience and develop the patience to keep working on a skill, even when faced with challenges. Children appreciate that they can improve their musical skills with practise, and enjoy a sense of achievement when they experience success. Pupils learn to work alongside others with an understanding that the success of a performance relies on co-operation and communication between performers. They learn to control their voices and instruments, performing for their own enjoyment and that of others. Pupils have the confidence and skills to perform as part of large ensembles, in smaller groups, in a duet or solo. They show an awareness of others within the group and adapt their performance appropriately.

Notation

Children learn the language of music. They learn to link symbols with sounds and can read staff notation, enabling them play music on a glockenspiel, woodwind and stringed instruments throughout their time at Ormesby Primary School. They gain insight into the knowledge, skills and requirements of musicianship and develop their individual talents, enabling them to make decisions about future study and hobbies. All children have a foundation of knowledge and skills that can be built upon at Secondary school and GCSE level if they so desire.

Compose

Children have opportunities to apply the skills they have learned through listening and appraising, performing and reading notation by composing their own pieces of music. They use existing ideas to innovate and create their own songs and sounds, using their creativity and imaginations. Composing allows children to develop their own musical identities through the development of their ideas and creating something new. They express themselves confidently and appreciate the efforts of their peers. Pupils work individually and collaborate with others to develop their music, gaining skills of cooperation, compromise, trust and leadership. Collaborating on a piece of music enables children to develop positive relationships with others and interpersonal skills that support them in all areas of life and learning.

Year 1				TVMS Music
	Autumn Term	Spring Term	Summer Term	Workshops
	<u> </u>		<u></u>	Opportunities to hear
<u>Charanga Music</u> Jnit Y1	Hey You! – Old School Hip Hop	In the Groove - Blues, Baroque, Latin, Bhangra, Folk, Funk	Your Imagination - Pop	and see live music being played on a
<u>(nowledge and kills</u>	Songs and rhymes: Hey You! By Joanna Mangona Supporting songs and styles: Me, Myself And I by De LaSoul Fresh Prince Of Bel-Air byWill Smith Rapper's Delight by The Sugarhill Gang U Can't Touch This by MC Hammer It's Like That by Run DMC Listen and Appraise - Learn the names of the notes in their instrumental part from memory or when written down. - To know and recognise the sound and names of the instruments they use. - To know that music has a steady pulse, like a heartbeat. - To know that music has a steady pulse, like a heartbeat. - To know that we can create rhythms from words - Treat instruments carefully and with respect. Perform Understand what performance is – role of performer and audience - Listen to the rhythm and clap back. - Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. - Create rhythms for others to copy - Play a tuned instrumental part with the song they perform. - Begin 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. Notation - Learn how the notes of the composition can be represented/ written down and changed if necessary Compose Understand improvisation. Improvise a simple melody or rhythm Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Help to create a simple melody using one or two notes Vocabulary – Pulse, rhythm, pitch, rap, pop, hip-hop, improd decks, perform, performance, audience, names of other ins	Songs and rhymes: In The Groove by Joanna Mangona Supporting songs and styles: How Blue Can You Get byB.B. King (Blues) Let The Bright Seraphimby Handel (Baroque) Livin' La Vida Loca by Ricky Martin (Latin/Pop) Jai Ho by J.R. Rahman (Bhangra/Bollywood) Lord Of The Dance by Ronan Hardiman (Irish) Diggin' On James Brown by Tower Of Power (Funk) Listen and Appraise Revise and refine skills taught in Autumn -Develop own tastes and express opinions about the music they hear. Talk about favourite types of music. Perform Revise and refine skills taught in Autumn -To move their bodies to music in variety of ways -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). Notation Revise and refine skills taught in Autumn Draw own symbols to represent notes and play them Compose Improvise a rhythm or actions for others to follow Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Take it in turns to improvise using one or two notes.	Songs and rhymes: Your Imagination by Joanna Mangona and Pete Readman Supporting songs and styles: Supercalifragilisticexpialidocious from Mary Poppins Pure Imagination from Willy Wonka & The Chocolate Factory Daydream Believer by The Monkees Rainbow Connection from The Muppet Movie A Whole New World from Aladdin Revise and refine knowledge and skills taught in Autumn and Spring term in this unit. Develop and express own opinions about the music they have heard at home and school, sharing favourite types of music and what makes them sound better that others. British Values Rule of Law and Respect and Tolerance - Pupils are taught how to be an appreciative and supportive audience who listen attentively whilst others perform. Children are taught that having different opinions and preferences enables us to learn from one another.	Variety of instrument Year group performances/talent shows Opportunity to perform to the schoo and family visitors Singing with peers a events within schoo and academy Children experience a range of musical genres and styles within in the learning environment, linked to learning intentions, children cultures and traditions, and their interests as appropriate. Singing Assemblies Singing at St Cuthbert's Church

Year 2	Autumn Term	Spring Term	Summer Term	TVMS Music Workshops
	Hands, Feet, Heart	I Wanna Play In a Band	Friendship Song	Opportunities to hear and
Charanga Unit Y2	- South African Music	- Rock	-Рор	see live music being played on a variety of instruments
	Songs and rhymes:	Songs and rhymes:	Songs and rhymes:	
	Hands Feet Heart by Joanna Mangona	l Wanna Play In a Band	Friendship Song byJoanna Mangona and Pete Readman	Year group performance – Christmas
	Supporting songs and styles:	Supporting songs and styles:	Supporting songs and styles:	Talent shows
	The Click Song sung by Miriam Makeba	We Will Rock You by Queen	Count On Me by Bruno Mars	
	The Lion Sleeps Tonight sung by Soweto Gospel Choir Bring Him Back by Hugh Masekela	Smoke On The Water by Deep Purple Rockin' All Over The World by Status Quo	We Go Together (from the Grease soundtrack) You Give A Little Love (from Bugsy Malone)	Opportunity to perform to
	You Can Call Me Al by Paul Simon	Johnny B.Goode by Chuck Berry	That's What Friends Are For by Gladys Knight, Stevie	the school and family visitors
	Hlokoloza by Arthur Mafokate	I Saw Her Standing There by The Beatles	Wonder, Dionne Warwick with Elton John	131013
			You've Got A Friend In Me by Randy Newman	Singing with peers at
Knowledge and	Listen and Appraise	Listen and Appraise	Listen and Appraise	events within school and
Skills	To know some songs have a chorus or a response/answer part	Revise and refine knowledge and skills taught in Autumn	Revisit and refine knowledge and skills taught	academy
	To know that songs have a musical style. To learn how they can enjoy moving to music in a variety of ways To learn how songs can tell a story or describe an idea. Understand that songs include other ways of using the voice e.g. rapping (spoken word). Perform To know that unison is everyone singing at the same time. Understand why we need to warm up our voices. Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices -you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader Use untuned percussion to play a part that matches their musical challenge, introducing a tuned instrument as appropriate Notation Learn the names of the notes when written down. Compose Help create three simple melodies with the Units using one, three or five different notes. Improvise parts of the song by clapping in response to given part Add their ideas to the performance.	 Perform Understand why we need to warm up our voices. Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader Begin to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Notation Learn the names of the notes from memory or when written down. Learn how the notes of the composition can be written down and changed if necessary Compose Record the performance and say how they were feeling about it. Improvise parts of the song by clapping and singing in response to given parts. 	Perform Play a tuned instrumental part that matches their musical challenge with increasing confidence. Follow musical instructions from a leader with increasing accuracy Notation Learn the names of notes from memory. Change notes of the composition to support composition Compose Improvise by clapping, singing and playing a tuned instrument. Record the performance and say how they were feeling about it.	Children experience a range of musical genres and styles within in the learning environment, linked to learning intentions, children's cultures and traditions, and their interests as appropriate. Singing Assemblies Singing at St Cuthbert's Church
	<u>Vocabulary</u> Pulse, rhythm, pitch, tempo, timbre, dynamics, harm balance, bossa nova, ballad, chorus, composing, A Ca rock		British Values Individual Liberty - Children are taught about self- discipline and that to be successful in playing an instrument requires work hard and resilience. Children are supported to develop a growth mind-set. Lessons provide opportunities for pupils to express themselves freely in composition and performing tasks.	

Year 3	<u>Autumn Term</u>	Spring Term	Summer Term	Talent shows
Charanga Unit Y3 Autumn unit	Let Your Spirit Fly RnB	Three Little Birds Reggae	The Dragon Song Disco	Singing with peers at events within school and academy
may be exchanged for Glockenspiel 1	Songs and rhymes: Let Your Spirit Fly by Joanna Mangona Supporting songs and styles: Colonel Bogey March by Kenneth Alford (Film) Consider Yourself from the musical 'Oliver!' (Musicals) Ain't No Mountain High Enough by Marvin Gaye (Motown) The First, The Last, My Everything by Barry White	Songs and rhymes: Three Little Birds By Bob Marley Supporting songs and styles: Jamming by Bob Marley Small People by Ziggy Marley 54-56 Was My Number by Toots and The Maytals Ram Goat Liver by Pluto Shervington Our Day Will Come by Amy Winehouse	Songs and rhymes: Bringing Us Together by Joanna Mangona and Pete Readman <u>Supporting songs and styles:</u> Good Times by Nile Rodgers Ain't Nobody by Chaka Khan We Are Family by Sister Sledge Ain't No Stopping Us Now by McFadden & Whitehead Car Wash by Rose Royce	Children experience a range of musical genres and styles within in the learning environment, linked to learning intentions, children's cultures and traditions, and their interests as appropriate.
Knowledge and Skills	Listen and Appraise 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 Perform 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 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 To know and be able to talk about the instruments used in class (a glockenspiel, a recorder) To treat instruments carefully and with respect. Notation Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.	Listen and Appraise Revisit knowledge and refine skills taught in Autumn Term Understand the role of the leader or conductor: A person who the choir or group follow Respond to direction from conduction Perform Revisit knowledge and refine skills taught in Autumn Notation 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. Compose 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 Different ways of recording compositions (letter names, symbols, audio etc. 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. 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).	Listen and Appraise Notation -Revisit prior learning in Autumn and Spring Compose Revisit and apply the knowledge and skills developed in Autumn and Spring to plan and perform music to an audience Perform To know and be able to talk about: Performing is sharing music with other people, an audience A performance 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 Performance can be a special occasion and involve an audience including people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas 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.	Singing Assemblies Singing at St Cuthbert's Church TVMS Music Workshops Opportunities to hear and see live music being played on a variety of instruments Event to celebrate learning across the year – performance planned by pupils for peers/ their families After School Music club
	Vocabulary – Verse, Chorus, pre chorus, outro, unisc Reggae, conductor, notation, organ, original, cover, s	on, ensemble, choir, timbre, pitch, tempo, RnB, Disco, synthesizer, swing, tag, Motown, musical	British Values Individual Liberty - Children are taught about self-discipline and that to be successful in playing an instrument requires work hard and resilience. Children are supported to develop a growth mind-set. Democracy – working fairly as a group.	

Year 4 Autumn term Dama term Jummer term Charanga Unit H4 Autumn Unit may be exchanged for (Lockengel 2) Mana Mia Pop Stop 2 (Trime, Classical Manage, Tango, Latin Fusion Stop 2 (Trime, Classical Manage, Tango, Latin Fusion Mana Kai S, ABBA Stopp 2 (Lockengel 2) Stop 2 (Trime, Classical Manage, Tango, Latin Fusion Mana Kai S, ABBA Stopp 2 (Lockengel 2) Taket shows Single and Manage Stop 2 (Lockengel 2) Single and Manage Stop 2 (Lockengel 2) Taket shows Single and Manage Stop 2 (Lockengel 2) Single and Manage Stop 2 (Lockengel 2) <td< th=""><th></th><th>· · -</th><th></th><th></th><th></th></td<>		· · -			
Autom Ult my be exchanged for Glockengiel 2 Change and hymes: Sampaoring conge, and styles: Supporting conge, and styles: Conception Supporting conge, and styles: Supporting conge, and styles: Supporting conge, and styles: Congetion	Year 4	<u>Autumn Term</u>	Spring Term	<u>Summer Term</u>	
Autom Ult my be exchanged for Glockengiel 2 Change and hymes: Sampaoring conge, and styles: Supporting conge, and styles: Conception Supporting conge, and styles: Supporting conge, and styles: Supporting conge, and styles: Congetion					
Autumn Unit may be exchanged for Glockengel 2/ Pop Grine, Classical, Bhangra, Tango, Latti Fusion Pop Singling with peers at events within school and activity Mount Mong May Mark Songa and rhymes: Support Mark Mark Mark Songa and rhymes: Songa and rhymes: Support Mark Mark Mark Songa and rhymes: Songa and rhymes: Support Mark Mark Mark Songa and rhymes: Songa and rhymes: Support Mark Mark Mark Mark Mark Mark Mark Songa and rhymes: Support Mark	Charanga Unit Y4	Mama Mia	Stop!	Blackbird	Talent shows
be exchanged for Glockenspel 2 Songs and trymes: Supporting songs and styles: ABRA songs Songs and trymes: Songs and trymes: Songs and trymes: ABRA songs Songs and trymes: Songs and trymes: Songs and trymes: ABRA songs Songs and trymes: Songs and trymes Songs and trymes: Songs and trymes: Songs and trymes: Songs and		Рор	Grime, Classical, Bhangra, Tango, Latin Fusion	Рор	Talent shows
be exchanged for Glockenspiel 2 Some and frymes: Supporting some and syster: Some and syster: Supporting some and syster: Some and syste	Autumn Unit may				Singing with peers at
Subscription Supporting songe and styles: ABBA songe Supporting songe and styles: Backsonge Supporting songe and styles: Subscription Supporting songe and styles: Backsonge Supporting songe Conge and styles: Backsonge Supporting songe and styles: Backsonge Supporting songe and styles: Backsonge Supporting songe and styles: Backsonge Supporting songe Conge and styles: Backsong	-				
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Knowledge and Skills Listen and Appraise Hext and Appraise Fulze: Finding the pulse, finding and set to get the status set to set to					,
ResultRedemption Song Sy Bob Markey (Reggae) The Train By Ella Ankins (fok) The Train By				5	Children experience a
Mase Que Nada performed by Sérgio Mendes featuring Bleck Kyel Peas Learning environment, Interning environm					range of musical genres
Listen and Appraise Listen and Appraise Listen and Appraise Intext to learning Inte			Libertango by Astor Piazzolla (Tango)	This Train By Ella Jenkins (folk)	and styles within in the
Knowledge and Skills Listen and Appraise How puese, rinding the puise – the heartbeat of the music Rhythm: the long and short patterns over the puise Rhythm: the long and short patterns over the puise Rhythm: the long and short patterns over the puise Rhythm: the long and short patterns over the puise To confident yidentify and low sounds that create meiodies How to keep the internal puise To confident yidentify and vore to the puise. To tark about the musical dimensions working together in the Unit songs off the song gets lowdrin in the control of dimons and in simple two-parts. To follow a leader when singing. To sing with awareness of being 'in ture'. To teader when singing. To region the about's got off the song dis gibts about the musical and refine knowledge and skills taught in Autumn To demonstrate ago do singing posture. To follow a leader when singing. To sing with awareness of being 'in ture'. To reader when singing. To reage low and with any the song if low a leader when singing. To region the song fing the everyone plays in the playing section of the song. Notation Revisit and refine knowledge and skills taught in Autumn To demonstrate ago do singing posture. To follow a leader when singing. To reage in the song if low. To teat instruments carefully and with respect. Notation Revisit and refine knowledge and skills taught in Autumn To reage internation and in simple two-parts. To teat instruments carefully and with respect. Notation Revisit and refine knowledge and skills taught in Autumn To reage internation and make music that can be perform and create a programm. Present a musical performance designed to taik shout: Different ways of recording compositions (letter names, symbols, audio etc.) Listen and Appraise May May Shout Phase and their interests as appropriate that recording compositions (letter names, symbols, audio etc.) Listen and Appraise Listen and Appraise May May Appropriate that recording compositions (lette					learning environment,
Skills How pulse, frythm and pitch work together Revisit and refine knowledge and skills taught in Autum Revisit and refine					linked to learning
Juins Pulse: finding the pulse - the heartbeat of the music Talk about the music and how it makes them feel. and Spring and Spring and Maximum pulse Rhythm: the long and short patterns over the pulse Talk about the music. Talk about the music. and Spring and Maximum pulse and Maximum pulse You to keep the internal pulse To confident the pulse. To know the song is form memory and who sang them song. To know the song is song and be able to talk about: Some the song is able. Singing A Scenability. Singing A Scenability. Perform Revist and refine knowledge and skills taught in Autumn to seque them song ing. To explore singing solo. To know the song is solu. To ward the song is solu. To Max the song is about.			Listen and Appraise Revisit and refine knowledge and skills taught in Autumn	Listen and Appraise Revisit and refine knowledge and skills taught in Autumn	
Rhythm: the long and short patterns over the pulse Know the difference between pulse and rhythm Pitch: High and low sounds that create medoles How to keen perform To confidently identify and move to the pulse. To confidently identify and move to the pulse. To confidently identify and move to the pulse. Perform To sing in unison and in simple two-parts. To follow a leader when singing. To listen to the group when singing. To listen to the group when singing. To listen to the group when singing. To sing in unison and in simple two-parts. To domonstrate a good singing posture. To domonstrate a good singing posture. To disten to the group when singing. To sing with awareness of being in tune'. To separene leading the playing by making sure everyone plays in the playing by making sure everyone do the to song. NotationTalk about the unsteal dualty in Autumn Record the composition in any way appropriate that recording	Skills				cultures and traditions,
Fitch: High and low sounds that create melodies thoughts about the music. To know the style of the five songs. To know the style of the five songs. Singing Assemblies Singing Assemblies If the five work deep the internal pulse To talk about the musical dimensions working together To know the style of the five song as the baout. To choose neoseng and be about. Singing Assemblies If the five work deep the internal pulse To talk about the musical dimensions working together To know the style of the five song its stout. To know the style of the five song its stout. Singing Assemblies If the five song first To sing with awareness of being 'in ture'. To sing with awareness of being 'in the song. Notation Notation Revist and refine knowledge and skills taught in Autumn Notation and refine knowledge and skills taught in Autumn After School Music club Perform Notation Notation Notation Notation Notation Notation After School Music club Performancec/celebration of situ wore preased with wha		Rhythm: the long and short patterns over the pulse	Talk about the music and how it makes them feel.		
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Year 5	Autumn Term	Spring Term	Summer Term	
Charanga Unit	Livin' On a Prayer	Make You Feel My Love	Dancing in the Street	
Y5	Rock	Pop Ballad	Motown	
	Songs and rhymes:	Songs and rhymes:	Songs and rhymes:	Talent shows
	Livin' On a Prayer By Bon Jovi	Make You Feel My Love sung by Adele	Dancing in the Street By Martha Reeves and the Vandellas	
	Supporting songs and styles:	<u>Supporting songs and styles:</u> Make You Feel My Love by Bob Dylan	Supporting songs and styles:	Singing with peers at
	We Will Rock You by Queen Smoke On The Water by	So Amazing by Luther Vandross	I can't Help Myself (Sugar Pie Honey Bunch) by The	events within school and
	Deep Purple Rockin' All Over The World by Status Quo	Hello by Lionel Ritchie	Four Tops	academy
	Johnny B.Goode by Chuck Berry I Saw Her Standing There	The Way You Look Tonight by Tony Bennett	I Heard it Through the Grapevine by Marvin Gaye Ain't	Children experience a
	by The Beatles		No Mountain High Enough sung by Marvin Gaye and	range of musical genres
			Tammi Terrell You Are the Sunshine of My Life by Stevie Wonder	and styles within in the
Knowledge and	Listen and Appraise	Build on and refine the knowledge and skills taught in	Listen and Appraise	learning environment,
Skills	To identify and move to the pulse with ease.	Autumn Term	Revisit and refine previously taught skills from Autumn	linked to learning
51113	To think about the message of songs. To compare two songs in the same style, talking about what	Listen and Appraise To know five songs from memory, who sang or wrote them,	and Spring units	intentions, children's
	stands out musically in each of them, their similarities and	when they	Perform	cultures and traditions,
	differences.	were written and, if possible, why?	To choose what to perform and create a	and their interests as
	Listen carefully and respectfully to other people's thoughts about the music.	To know the style of the five songs and to name other songs from the	programme.	appropriate.
	To talk about the musical dimensions working together in	Units in those styles.	To communicate the meaning of the words and clearly articulate them.	
	the Unit songs.	To choose two or three other songs and be able to talk	To talk about the venue and how to use it to best	Singing Assemblies
	Talk about the music and how it makes you feel. Perform	about: ○ Some of the style indicators of the songs (musical	effect.	
	How pulse, rhythm, pitch, tempo, dynamics, texture and	characteristics that give the songs their style)	To record the performance and compare it to a	Singing at St Cuthbert's
	structure work together and how they connect in a song How to keep the internal pulse	 The lyrics: what the songs are about Any musical dimensions featured in the songs and where 	pevious performance.	Church
	Musical Leadership: creating musical ideas for the group to	they are used (texture, dynamics, tempo, rhythm and pitch)	To discuss and talk musically about it – "What went well?" and "It	TVMS Music Workshops
	copy correspond to.	\circ Identify the main sections of the songs (intro, verse,	would have been even better if?"	– Rock Room
	Lead the class by inventing rhythms for them to copy back	chorus etc.)	Notation	Noek Noom
	Copy back three-note riffs by ear and with notation	 Name some of the instruments they heard in the songs 	Revisit and refine previously taught skills in context of	Opportunities to hear and
	Question and answer using three different notes	\circ The historical context of the songs. What else was going on at this time?	this unit Compose	see live music being
	To know and confidently sing five songs and their pa	Perform	Revisit and refine previously taught skills within the	played on a variety of
	rts from memory,	Revisit and refine previously taught skills within the	context of this unit.	instruments
	and to sing them with a strong internal pulse. To choose a song and be able to talk about:	context of this unit		After School Music club
	o Its main features	Different ways of writing music down – e.g. staff		Arter School Music Club
	• Singing in unison, the solo, lead vocal, backing vocals or	notation, symbols		Performance/celebratio
	rapping			of learning in the
	o To know what the song is about and the meaning of the			Summer term
	lyrics Find the pulse	the Unit song. To listen to and follow musical instructions from a leader.		
	Lead the class by inventing rhythms for them to copy	To lead a rehearsal session.		
	back			
	Copy back three-note riffs by ear and with notation	Notation Revisit and refine previously taught skills within the		
	Play a musical instrument with the correct technique	context of this unit		
	within the context of the Unit song.			

	Notation 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 Composition 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) <u>Vocabulary</u> - Ballad, verse, chorus, interlude, tag ending, strings, piano, g pulse, rhythm, pitch, tempo, dynamics, timbre, texture, struct texture, dynamics, chorus, bridge, riff, hook, improvise		British Values Respect and Tolerance – Valuing diversity in musical opinions and preferences. Individual Liberty - Children are taught about self-discipline and that to be successful in playing an instrument requires work hard and resilience. Children are supported to develop a growth mind-set. Democracy – working fairly as a group to create and perform.	
Year 6	Autumn Term	Spring Term	<u>Summer Term</u>	Talent shows
Charanga music unit Y6	Happy Pop/neo-soul	You've Got a Friend 70's ballad/pop	Music and Me Create your own music inspired by your identity and inspirational women in the music industry	Singing with peers at events within school and academy Children experience a
	Songs and rhymes: Happy By Pharrell Williams Supporting songs and styles: Top Of The World sung by The Carpenters Don't Worry, Be Happy sung by Bobby McFerrin Walking On Sunshine	Songs and rhymes: You've got a Friend By Carole King Supporting songs and styles: The Loco-Motion sung by Little Eva One Fine Day sung by The Chiffons Up On The Roof sung by The Drifters Will You Still Love Me Tomorrow (You Make Me Feel Like) A Natural Woman sung	Supporting songs and styles: Something Helpful by Anna Meredith O by Shiva Feshareki V-A-C Moscow by Shiva Feshareki Heroes & Villains by Eska Shades Of Blue by Eska And! by Afrodeutsche The Middle Middle by Afrodeutsche	range of musical genres and styles within in the learning environment, linked to learning intentions, children's cultures and traditions, and their interests as appropriate.

	The Waves	
	When You're Smiling sung by Frank Sinatra	Singing at St Cuthbert's
	Love Will Save The Day sung by Brendan Reilly	Church
nowledge and	Listen And Appraise	TVMS Music Workshop
kills	To know five songs from memory, who sang or wrote them, when they	
	were written and why?	Opportunities to hear a
	To know the style of the songs and to name other songs from the	see live music being
	Units in those styles.	played on a variety of
	To choose three or four other songs and be able to talk about:	instruments
	• The style indicators of the songs (musical characteristics that	
	give the songs their style)	After School Music clu
	• The lyrics: what the songs are about	
	• Any musical dimensions featured in the songs and where they	Performance/celebrat
	are used (texture, dynamics, tempo, rhythm, pitch and timbre)	of learning in the
	 Identify the structure of the songs (intro, verse, chorus etc.) Name some of the instruments used in the songs 	Summer term
	 The historical context of the songs. What else was going on at this time, musically and historically? 	
	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	
	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	
	Perform	
	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. Performing is sharing music with an audience with belief 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?" Notation 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 Compose Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. 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)	British Values Tolerance and respect – Link to civil rights movement and gender equality within context of music - Carole King/The Music and Me.	
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 Melody,	Tolerance and respect – Link to civil rights movement and gender equality within context of	

