

Year Group	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>	Additional Experiences
<p>Nursery FS1</p>	<p><u>Rationale for Music in EYFS</u> Children express themselves through 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 to 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 musical activities. Children leave the EYFS with a love of music and a secure foundation of musical knowledge, skills and understanding that will enable them to achieve well in Key Stage One and beyond.</p>			<p>Nativity performance</p> <p>Rhyme Time with parents and carers</p> <p>Opportunities to see real instruments being played</p> <p>Children experience a range of musical genres and styles within the learning environment, linked to learning intentions, children's cultures and traditions, and their interests as appropriate.</p> <p>Singing at St Cuthbert's Church</p>
	<p><u>Knowledge and Skills –</u> Listen and Appraise Listen with increased attention to sounds in the environment and music Respond to what they have heard, expressing their thoughts and feelings. 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, down and up) of familiar song. 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 instruments Explore how sounds can be changed Compose Create their own songs or improvise a song around one they know. Discover the sounds made by everyday objects Play instruments with increasing control to express their feelings and ideas. Creates movement in response to music. Makes up rhythms.</p>	<p><u>Key Songs and Rhymes:</u> Humpty Dumpty, Incy Wincy Spider, 5 Current Buns, Baa Baa Black Sheep, Little Miss Muffet, Two Little Birds, It's Raining It's Pouring, Little Bo Peep, This is the Way..., Polly Put the Kettle On, Row Row Your Boat, Dingle Dangle Scarecrow, Old Mac Donald, One Two Buckle My Shoe, Five Speckled Frogs, Three Blind Mice, Miss Polly Had a Dolly</p>		
	<p><u>Vocabulary –</u> Every day words to describe sounds: long, short, loud, quiet, ring, bang, tap, high, low, crash, jingle, rattle, fast, slow. Shake, scrape Beat, rhythm, song, rhyme. Common instrument names: triangle, shakers, scrapers, bells, drums, tambourine, wood blocks Create, choose, decide, combine</p>	<p><u>Links to British Values:</u> Democracy - Children choose songs/rhymes they wish to sing throughout the day. Mutual respect and tolerance - Children listen to and sing songs from different cultures, faiths and traditions</p>		

<p>Reception FS2</p>	<p><u>Rationale for Music in EYFS</u> Children express themselves through 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 to 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 musical activities. Children leave the EYFS with a love of music and a secure foundation of musical knowledge, skills and understanding that will enable them to achieve well in Key Stage One and beyond.</p>			<p>TVMS singing workshops</p> <p>Nativity performance</p> <p>Songs and rhyme time with families</p> <p>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.</p> <p>Singing Assemblies</p> <p>Opportunities to hear and see live music being played on a variety of instruments</p>
<p>Charanga Music Unit YR</p>	<p>Autumn Term Me!</p> <p><u>Songs and rhymes:</u> 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 <u>Supporting songs and styles:</u> Me! by Joanna Mangona Celebration by Kool And The Gang Happy by Pharell Williams Sing by The Carpenters Sing A Rainbow by Peggy Lee Happy Birthday by Stevie Wonder Our House by Madness</p>	<p>Spring Term Everyone</p> <p><u>Songs and rhymes:</u> 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</p>	<p>Summer Term Big Bear Funk</p> <p><u>Songs and rhymes:</u> Big Bear Funk by Joanna Mangona <u>Supporting songs and styles:</u> 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</p>	<p>Singing Assemblies</p> <p>Opportunities to hear and see live music being played on a variety of instruments</p>
<p><u>Knowledge and Skills</u></p>	<p>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</p>	<p>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</p>	<p>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.</p>	<p>Singing at St Cuthbert's Church</p>

Vocabulary

Every day words to describe sounds: long, short, loud, quiet, ring, bang, tape, high, low, crash, jingle, rattle, fast, slow, shake, scrape, Beat, rhythm, song, rhyme, chant, choir, verse, chorus. Common instrument names: triangle, shakers, 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 throughout the day. Children have the freedom to express themselves through musical opportunities in lessons and provision areas. Mutual respect and tolerance - Children listen to and sing songs from different cultures, faiths and traditions.

Other key songs and rhymes: Sing a Song of Six Pence, Hey Diddle Diddle, Jack and Jill, Little Green Frog, 5 Little Monkeys swinging through the Trees, Days of the Week, This Old Man, Goosey Goosey Gander, Mary Mary Quite Contrary, I'm a Little Tea Pot, The Grand Old Duke of York

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 Workshops
<u>Charanga Music Unit Y1</u>	<u>Autumn Term</u> Hey You! – Old School Hip Hop	<u>Spring Term</u> In the Groove - Blues, Baroque, Latin, Bhangra, Folk, Funk	<u>Summer Term</u> Your Imagination - Pop	Opportunities to hear and see live music being played on a variety of instruments Year group performances/talent shows Opportunity to perform to the school and family visitors
<u>Knowledge and Skills</u>	<p><u>Songs and rhymes:</u> Hey You! By Joanna Mangona</p> <p><u>Supporting songs and styles:</u> 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</p> <p><u>Listen and Appraise</u> - 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 we can create rhythms from words -Treat instruments carefully and with respect.</p> <p><u>Perform</u> 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.</p> <p><u>Notation</u> - Learn how the notes of the composition can be represented/ written down and changed if necessary</p> <p><u>Compose</u> 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</p> <p><u>Vocabulary</u> – Pulse, rhythm, pitch, rap, pop, hip-hop, improvise, compose, notation, notes, drums, melody, bass guitar, decks, perform, performance, audience, names of other instruments, respect, opinion, feelings, emotions</p>	<p><u>Songs and rhymes:</u> In The Groove by Joanna Mangona</p> <p><u>Supporting songs and styles:</u> 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)</p> <p><u>Listen and Appraise</u> Revise and refine skills taught in Autumn -Develop own tastes and express opinions about the music they hear. Talk about favourite types of music.</p> <p><u>Perform</u> 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).</p> <p><u>Notation</u> Revise and refine skills taught in Autumn Draw own symbols to represent notes and play them</p> <p><u>Compose</u> 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.</p>	<p>Revise and refine knowledge and skills taught in Autumn and Spring term in this unit.</p> <p>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 than others.</p>	<p>Singing with peers at events within school and academy</p> <p>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.</p> <p>Singing Assemblies</p> <p>Singing at St Cuthbert’s Church</p>
				<p><u>British Values</u> 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.</p>

Year 2	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>	TVMS Music Workshops
Charanga Unit Y2	Hands, Feet, Heart - South African Music	I Wanna Play In a Band - Rock	Friendship Song -Pop	Opportunities to hear and see live music being played on a variety of instruments
	<p><u>Songs and rhymes:</u> <u>Hands Feet Heart by Joanna Mangona</u></p> <p><u>Supporting songs and styles:</u> The Click Song sung by Miriam Makeba The Lion Sleeps Tonight sung by Soweto Gospel Choir Bring Him Back by Hugh Masekela You Can Call Me Al by Paul Simon Hlokoloza by Arthur Mafokate</p>	<p><u>Songs and rhymes:</u> I Wanna Play In a Band</p> <p><u>Supporting songs and styles:</u> We Will Rock You by Queen Smoke On The Water by Deep Purple Rockin' All Over The World by Status Quo Johnny B.Goode by Chuck Berry I Saw Her Standing There by The Beatles</p>	<p><u>Songs and rhymes:</u> Friendship Song by Joanna Mangona and Pete Readman</p> <p><u>Supporting songs and styles:</u> Count On Me by Bruno Mars We Go Together (from the Grease soundtrack) You Give A Little Love (from Bugsy Malone) That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John You've Got A Friend In Me by Randy Newman</p>	<p>Year group performance – Christmas Talent shows</p> <p>Opportunity to perform to the school and family visitors</p>
Knowledge and Skills	<p>Listen and Appraise To know some songs have a chorus or a response/answer part 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.</p>	<p>Listen and Appraise Revise and refine knowledge and skills taught in Autumn</p> <p>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).</p> <p>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</p> <p>Compose Record the performance and say how they were feeling about it.</p> <p>Improvise parts of the song by clapping and singing in response to given parts.</p>	<p>Listen and Appraise Revisit and refine knowledge and skills taught</p> <p>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</p> <p>Compose Improvise by clapping, singing and playing a tuned instrument.</p> <p>Record the performance and say how they were feeling about it.</p>	<p>Singing with peers at events within school and academy</p> <p>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.</p> <p>Singing Assemblies</p> <p>Singing at St Cuthbert's Church</p>
	<p><u>Vocabulary</u> Pulse, rhythm, pitch, tempo, timbre, dynamics, harmony, keyboard, glockenspiel, notation, arrangement, balance, bossa nova, ballad, chorus, composing, A Capella, disco, funk, folk, gospel, grime, pop, rap, riff, rock</p>		<p><u>British Values</u></p> <p>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.</p>	

Year 3	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>	Talent shows
Charanga Unit Y3 Autumn unit may be exchanged for Glockenspiel 1	<p style="text-align: center;">Let Your Spirit Fly RnB</p> <p style="text-align: center;"><u>Songs and rhymes:</u> Let Your Spirit Fly by Joanna Mangona <u>Supporting songs and styles:</u> 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</p>	<p style="text-align: center;">Three Little Birds Reggae</p> <p style="text-align: center;"><u>Songs and rhymes:</u> Three Little Birds By Bob Marley <u>Supporting songs and styles:</u> 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</p>	<p style="text-align: center;">The Dragon Song Disco</p> <p style="text-align: center;"><u>Songs and rhymes:</u> 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</p>	Singing with peers at events within school and academy 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	<p>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</p> <p>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.</p> <p>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.</p>	<p>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</p> <p>Perform Revisit knowledge and refine skills taught in Autumn Term</p> <p>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.</p> <p>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).</p>	<p>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</p> <p>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</p> <p>To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	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, unison, ensemble, choir, timbre, pitch, tempo, RnB, Disco, Reggae, conductor, notation, organ, original, cover, synthesizer, swing, tag, Motown, musical		<u>British Values</u> 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	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>	
Charanga Unit Y4 Autumn Unit may be exchanged for Glockenspiel 2	Mama Mia Pop <u>Songs and rhymes:</u> Mama Mia By ABBA <u>Supporting songs and styles:</u> ABBA songs	Stop! Grime, Classical, Bhangra, Tango, Latin Fusion <u>Songs and rhymes:</u> Stop By Joanna Mangona <u>Supporting songs and styles:</u> Gotta Be Me by Secret Agent 23 Skidoo (Hip Hop) Radetzky Marsch by Strauss (Classical) Can't Stop The Feeling! by Justin Timberlake (Pop) Libertango by Astor Piazzolla (Tango) Mas Que Nada performed by Sérgio Mendes featuring Black Eyed Peas	Blackbird Pop <u>Songs and rhymes:</u> Blackbird By The Beatles <u>Supporting songs and styles:</u> Beatles songs What's Going On By Marvin Gaye (soul) Redemption Song By Bob Marley (Reggae) This Train By Ella Jenkins (folk)	Talent shows Singing with peers at events within school and academy 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	<p>Listen and Appraise How pulse, rhythm and pitch work together Pulse: Finding the pulse – the heartbeat of the music Rhythm: the long and short patterns over the pulse Know the difference between pulse and rhythm Pitch: High and low sounds that create melodies How to keep the internal pulse To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p> <p>Perform To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To sing with awareness of being 'in tune'. To rejoin the song if lost. To treat instruments carefully and with respect. To experience leading the playing by making sure everyone plays in the playing section of the song.</p> <p>Notation Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>Composition To know and be able to talk about: Different ways of recording compositions (letter names, symbols, audio etc.)</p>	<p>Listen and Appraise Revisit and refine knowledge and skills taught in Autumn</p> <p>Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. Use musical vocabulary when talking about music</p> <p>Perform Revisit and refine knowledge and skills taught in Autumn To follow a leader when singing. To explore singing solo. To listen to the group when singing.</p> <p>Composition Revisit and refine knowledge and skills taught in Autumn Musical Leadership: creating musical ideas for the group to copy or respond to Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Notation Revisit and refine knowledge and skills taught in Autumn Record the composition in any way appropriate that recognises the connection between sound and symbol (graphic/pictorial notation)</p>	<p>Listen and Appraise Revisit and refine knowledge and skills taught in Autumn and Spring To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: Some of the style indicators of that song (musical characteristics that give the song its style). The lyrics: what the song is about. Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main sections of the song (introduction, verse, chorus etc). Name some of the instruments they heard in the song.</p> <p>Perform Revisit and refine knowledge and skills taught in Autumn and Spring To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why</p> <p>Notation and Composition Revisit and apply knowledge and skills developed in Autumn and Spring</p>	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 After School Music club Performance/celebration of learning in the Summer term
	<p><u>Vocabulary</u> electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, Musical style, rapping, lyrics, choreography, pentatonic scale, digital/electronic sounds, turntables, synthesizers, drums, unison, pulse, melody, solo, Acoustic guitar, percussion, birdsong, civil rights, racism, equality</p>	<p><u>British Values</u> Respect and Tolerance – Explore meaning of key songs: slavery, civil rights movement and racism. Links to PSHE curriculum. Equality and protected characteristics. Democracy – working fairly as an ensemble and performing as a group.</p>		

Year 5	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>	
Charanga Unit Y5	<p style="text-align: center;">Livin' On a Prayer Rock</p> <p style="text-align: center;"><u>Songs and rhymes:</u> Livin' On a Prayer By Bon Jovi</p> <p style="text-align: center;"><u>Supporting songs and styles:</u> We Will Rock You by Queen Smoke On The Water by Deep Purple Rockin' All Over The World by Status Quo Johnny B.Goode by Chuck Berry I Saw Her Standing There by The Beatles</p>	<p style="text-align: center;">Make You Feel My Love Pop Ballad</p> <p style="text-align: center;"><u>Songs and rhymes:</u> Make You Feel My Love sung by Adele</p> <p style="text-align: center;"><u>Supporting songs and styles:</u> Make You Feel My Love by Bob Dylan So Amazing by Luther Vandross Hello by Lionel Ritchie The Way You Look Tonight by Tony Bennett</p>	<p style="text-align: center;">Dancing in the Street Motown</p> <p style="text-align: center;"><u>Songs and rhymes:</u> Dancing in the Street By Martha Reeves and the Vandellas</p> <p style="text-align: center;"><u>Supporting songs and styles:</u> I can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops I Heard it Through the Grapevine by Marvin Gaye Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell You Are the Sunshine of My Life by Stevie Wonder</p>	Talent shows
Knowledge and Skills	<p>Listen and Appraise 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. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel.</p> <p>Perform How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy correspond to. Lead the class by inventing rhythms for them to copy back Copy back three-note riffs by ear and with notation Question and answer using three different notes To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and be able to talk about: o Its main features o Singing in unison, the solo, lead vocal, backing vocals or rapping o To know what the song is about and the meaning of the lyrics Find the pulse Lead the class by inventing rhythms for them to copy back Copy back three-note riffs by ear and with notation Play a musical instrument with the correct technique within the context of the Unit song.</p>	<p>Build on and refine the knowledge and skills taught in Autumn Term</p> <p>Listen and Appraise To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs from the Units in those styles. To choose two or three other songs and be able to talk about: o Some of the style indicators of the songs (musical characteristics that give the songs their style) o The lyrics: what the songs are about o Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) o Identify the main sections of the songs (intro, verse, chorus etc.) o Name some of the instruments they heard in the songs o The historical context of the songs. What else was going on at this time?</p> <p>Perform Revisit and refine previously taught skills within the context of this unit</p> <p>Different ways of writing music down – e.g. staff notation, symbols</p> <p>To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.</p> <p>Notation Revisit and refine previously taught skills within the context of this unit</p>	<p>Listen and Appraise Revisit and refine previously taught skills from Autumn and Spring units</p> <p>Perform To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the 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...?”</p> <p>Notation Revisit and refine previously taught skills in context of this unit</p> <p>Compose Revisit and refine previously taught skills within the context of this unit.</p>	<p>Children experience a range of musical genres and styles within the learning environment, linked to learning intentions, children's cultures and traditions, and their interests as appropriate.</p> <p>Singing Assemblies</p> <p>Singing at St Cuthbert's Church</p> <p>TVMS Music Workshops – Rock Room</p> <p>Opportunities to hear and see live music being played on a variety of instruments</p> <p>After School Music club</p> <p>Performance/celebration of learning in the Summer term</p>

	<p>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</p> <p>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)</p>			
	<p><u>Vocabulary</u> - Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure. Rock, structure, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise</p>	<p><u>British Values</u> 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.</p>		
Year 6	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>	Talent shows
Charanga music unit Y6	<p>Happy Pop/neo-soul</p> <p><u>Songs and rhymes:</u> Happy By Pharrell Williams <u>Supporting songs and styles:</u> Top Of The World sung by The Carpenters Don't Worry, Be Happy sung by Bobby McFerrin Walking On Sunshine sung by Katrina And</p>	<p>You've Got a Friend 70's ballad/pop</p> <p><u>Songs and rhymes:</u> You've got a Friend By Carole King <u>Supporting songs and styles:</u> 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 by Carole King</p>	<p>Music and Me Create your own music inspired by your identity and inspirational women in the music industry</p> <p><u>Supporting songs and styles:</u> 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</p>	<p>Singing with peers at events within school and academy</p> <p>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.</p> <p>Singing Assemblies</p>

	<p>The Waves When You're Smiling sung by Frank Sinatra Love Will Save The Day sung by Brendan Reilly</p>			<p>Singing at St Cuthbert's Church</p>
<p>Knowledge and Skills</p>	<p>Listen And Appraise To know five songs from memory, who sang or wrote them, when they were written and why? To know the style of the songs and to name other songs from the Units in those styles. To choose three or four other songs and be able to talk about: o The style indicators of the songs (musical characteristics that give the songs their style) o The lyrics: what the songs are about o Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) o Identify the structure of the songs (intro, verse, chorus etc.) o Name some of the instruments used in the songs o 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</p> <p>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</p> <p>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</p>			<p>TVMS Music Workshops</p> <p>Opportunities to hear and see live music being played on a variety of instruments</p> <p>After School Music club</p> <p>Performance/celebration of learning in the Summer term</p>

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)

Vocabulary -
 style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, Motown, hook, riff, solo Melody, compose, improvise, cover, hook, riff, solo, civil rights, gender equality, unison,harmony. gender, racism, rap, lyrics, DJ, producer, electronic, acoustic, culture, identity, inspirational

British Values

Tolerance and respect – Link to civil rights movement and gender equality within context of music - Carole King/The Music and Me.
 Inspirational artists studied with links to PSHE and History curriculum

