



Year 1

How Do We Make Friends When We Sing Together?	KS1 Christmas Nativity	How Does Music Tell Us Stories About the Past?	How Does Music Teach Us About Looking After Our Planet?	How does your Garden grow?	How Does Music Make the World a Better Place?
Overview					
This unit celebrates a wide range of musical styles. The lessons practise listening, singing, playing, composing, and performing. The class focus on the songs; Find the Beat, 1,2,3,4,5 and Head, Shoulders, Knees & Toes, where children have a chance to explore their taste in music and use their vocals to spark relationships with friends and how recognise how music can improve a mood.	During this term, the children in Year 1 will be the stars of the show in The KS1 Nativity! They will learn to sing songs that take them on a journey of Christmas, following a tune and use their voices effectively. They will also perform the traditional story with other children in KS1 and control long and short sounds using their voices and instruments to create effect through the performance.	Throughout Term 3 each week, the children are asked a question, related to a theme. Each theme takes and follows them on their musical journey through the grades. The unit question evolves as they grow, while encouraging them to be responsible and kind, citizens of the world. This starts with Reggae music, often associated with the island of Jamaica, it often encourages pupils to 'get up and dance'. This involves a new direction in the music journey; including body percussion (clapping, tapping and walking)	Charanga (Model Music Curriculum) – Coming Soon.	The well-loved tale of Jack And The Beanstalk is retold through a collection of songs to give the children an opportunity to embed their Class Text. They build on Term 3 percussion and move onto classroom percussions (shakers, sticks and blocks). The children have the chance to creatively explore the use of their voices alongside a fully narrated story which encounters a variety of characters (Jack, Giant, Cow, Hen) and objects (beans, golden egg, harp, Beanstalk). This unit of learning will finish with a mini musical performance to the rest of the school and their parents.	The children will explore a range of sounds created with both musical instruments and body percussion linking to the sounds they imagine they would hear in Africa (also linked to class text, <i>Lila and the Secret of Rain</i>). The children will be taken on a journey around the map of Africa to spark creativity and imagination through music in the classroom. Throughout the composition pupils will explore tempo, patterns and volume. To finish children will perform in small groups to the rest of the class and each groups work will be appraised.
Sticky Knowledge					

Musicianship: Understanding Music	Songs	A melody is a sequence of notes to form a tune. Tempo is the speed of the song. Changing the tempo, changes the effect of the song. When you sing with others, it is important to all try your best and feel positive.	Music has many genres including classical, musical, hip hop and rock. Fast and loud music creates tension. Slow and quiet music creates a calm experience. Music can take us to a memory. Music can change the way you think and feel.	Musicianship: Understanding Music	Songs	Our voices together can create a spoken chant. Body percussion can be used instead of musical instruments. Body percussions can perform natural sounds. Performance is the chance to tell a story through music.	A pattern can create a single or multiple sounds. Tempo is the speed at which a piece of music is played. The volume of a sound is how quiet or loud it is. Appraising is to respond to different moods in music. And to say how a piece of music makes us feel.
Tempo: 100bpm Time Signature: 4/4 Key Signature: C major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C G	Find The Beat 1-2-3-4-5 (Glockenspiel) 4/4, C major, 132bpm Head, Shoulders, Knees And Toes Shapes (Glockenspiel) 4/4, C major, 96bpm The Hokey Pokey We Are Together (Glockenspiel) 3/4, C major, 124bpm			Tempo: 98bpm Time Signature: 4/4 Key Signature: A minor Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: A E	Days Of The Week (Glockenspiel) 4/4, F major 136bpm Name Song (Glockenspiel) 4/4, C major, 124bpm Cuckoo (Glockenspiel) - 3/4, C major, 176bpm Upside Down Hush Little Baby Who Took The Cookie?		

Sticky Vocabulary

Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination

Skills

Controlling sound through singing and playing (performing)

I take part in singing.

I follow instructions on how and when to sing or play an instrument.

I can make and control long and short sounds, using voices and instruments.

I can imitate changes in pitch.

I take notice of others when I am performing.

Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation in C major, F major and D major

Standard notation using crotchets, quavers and minims, and simple combinations of:

C D E F G

F G A

D E F# G A

Respond and Creating and developing musical ideas (composing)

I can make a sequence of long and short sounds with help.

With help, I can clap longer rhythms.

Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation.

review (appraising)

I can choose sounds to represent different things (ideas, thoughts, feelings, moods etc).

I can show that I can hear different moods in music.

Listen and applying knowledge and understanding

I know how some sounds are made and changed.

With help, I can make sounds with a slight difference.

I can use my voice in different ways to create different effects.
I can listen out for different types of sounds.

Year 2

How Does Music Help Us to Make Friends?

The KS1 Nativity

Where in the World Would You Go?

What Happened During the Great Fire of London?

How Does Music Make Us Happy?

How Does Music Teach Us About Looking After Our Planet?

Overview

This unit celebrates a wide range of musical styles. The lessons practise listening, singing, playing, composing, and performing. The class focus on the songs; Music is my Soul, Hey Friends and Hello where child have a chance to play the glockenspiel and sing. Through the term, the vocals reinforce relationships with friends and how music can help friendships.

During this term, the children in Year 2 will be the stars of the show in The KS1 Nativity! They will learn to sing songs, following a tune and use their voices effectively. They will also perform with other children in KS1 and control long and short sounds using their voices and instruments to create effect through the performance.

Through this unit of learning, children experience music and how it affects other's moods. We focus on the BBC Our Planet with David Attenborough series and look into different background music and how it effects the way people see the images. The children will have a go at building, composing, and performing different short bursts using a range of musical instruments and will reflect how it makes them feel.

During this term, the children follow the BBC sounds scheme of work. The children learn a range of different songs about the Great Fire of London and use body percussions to rein act the different sounds around this time as well as experience what life was like in London during 1666. They will learn how to compose and sing in a perpetual canon where groups will start the song at different points.

Charanga (Model Music Curriculum) – Coming Soon.

Charanga (Model Music Curriculum) – Coming Soon.

Sticky Knowledge

<table><tr><th>Musicianship: Understanding Music</th><th>Songs</th></tr><tr><td>Tempo: 112bpm Time Signature: 4/4 Key Signature: C major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C G</td><td>Music Is In My Soul (Glockenspiel) 4/4, C major, 132bpm (Recorder) Hey Friends! Hello!</td></tr></table>	Musicianship: Understanding Music	Songs	Tempo: 112bpm Time Signature: 4/4 Key Signature: C major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C G	Music Is In My Soul (Glockenspiel) 4/4, C major, 132bpm (Recorder) Hey Friends! Hello!	<p>A melody is a sequence of notes to form a tune. Tempo is the speed of the song. Changing the tempo, changes the effect of the song. When you sing with others, it is important to all try your best and feel positive.</p>	<p>Music is used to create moods. Fast and loud music creates tension. Slow and quiet music creates a calm experience. Music can change the way you think and feel. The tempo and beat will change in each musical pattern.</p>	<p>You can learn facts about history through song. Singing brings a community closer. Body percussion can be used instead of musical instruments. Body percussions can perform natural sounds. A perpetual canon is when the song has an infinite ending.</p>	<table><tr><th>Musicianship: Understanding Music</th><th>Songs</th></tr><tr><td>Tempo: 97bpm Time Signature: 2/4 Key Signature: G major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: G D</td><td>I Wanna Play In A Band (Glockenspiel) 4/4, F major, 116bpm (Recorder) Music Is All Around (Glockenspiel) 4/4, G major, 112bpm (Recorder) Saying Sorry</td></tr></table>	Musicianship: Understanding Music	Songs	Tempo: 97bpm Time Signature: 2/4 Key Signature: G major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: G D	I Wanna Play In A Band (Glockenspiel) 4/4, F major, 116bpm (Recorder) Music Is All Around (Glockenspiel) 4/4, G major, 112bpm (Recorder) Saying Sorry	<table><tr><th>Musicianship: Understanding Music</th><th>Songs</th></tr><tr><td>Tempo: 100bpm Time Signature: 3/4 Key Signature: C major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C G</td><td>The Sunshine Song (Glockenspiel) 4/4, C major, 124bpm (Recorder) Four White Horses (Glockenspiel) 4/4, G major, 138bpm (Recorder) Down By The Bay</td></tr></table>	Musicianship: Understanding Music	Songs	Tempo: 100bpm Time Signature: 3/4 Key Signature: C major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C G	The Sunshine Song (Glockenspiel) 4/4, C major, 124bpm (Recorder) Four White Horses (Glockenspiel) 4/4, G major, 138bpm (Recorder) Down By The Bay
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Sticky Vocabulary

Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.

Skills

Controlling sound through singing and playing (performing)

I take part in singing songs, following the tune (melody) well.

I use my voice to good effect.

I perform with others’, taking instructions from the leader.

I make and control long and short sounds using voices and instruments.

Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major and G major.

Standard notation using crotchets, quavers, minims and semibreves, and simple combinations of:

C D E F G A B

G A B D E F#

F G A Bb C D E

Identify hand signals as notation and recognise music notation on a stave of five lines.

Creating and developing musical ideas (composing)

I carefully choose sounds to achieve an effect. (including use of ICT)

I order my sounds to help create an effect.

I can create short musical patterns.

I create a sequence of long and short sounds.

I create short rhythmic phrases.

I show control when playing musical instruments so that they sound, as they should.

Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation

I use changes in pitch to communicate an idea.

Respond and review (appraising)

I can identify the beat in music.

I recognise changes in timbre, dynamics and pitch.

Listen and applying knowledge and understanding

I listen carefully and recall short rhythmic and melodic patterns.

I use my knowledge of dynamics, timbre and pitch to organize my music.

I know how sounds can be made and changed to suit a situation.

I make my own signs and symbols to make, record my music.

I know that music can be played or listened to for a variety of purposes. (including throughout history and in different cultures)

Year 3

How Does Music Bring Us Closer Together?	How does music tell us about the past and represent a journey?	How Does Music allow us to reflect?	How Does Music create community cohesion?	How Do we experience music around us in the everyday?	How is nature represented through music?
	KS2 Christmas				

Overview

<u>'Bringing us together'</u> This unit explores different pieces of music with a disco focus throughout time, which has brought people together. It explores different periods in time when music has been created or used to help people get through sad or happy times. The children will contribute towards a class version of the song 'Bringing us together'.	In this unit, the children will be asked to create a short piece of music to represent a journey. They will be encouraged to consider key landmarks in a journey and how different instruments can represent these. The children learn songs for 'Carols by Candlelight'.	<u>'Looking in the Mirror'</u> This unit will encourage children to reflect personally and as a group on how decisions are made and the contribution they make towards a cohesive society. The class will perform a number of songs throughout the term.	In this unit, the children will listen to classical pieces of music by a range of composers (Using BBC at the Proms) and appraise these pieces. They will then play instruments individually, in groups and as a class to perform a class piece reflecting the different emotions of a community (e.g. upset, triumph, excitement, distress)	In this unit, children will be encouraged to listen to a range of examples where music is used in the Media (TV, Radio, Films). They will be asked to appraise a range of songs from different genres that are current to that period including why they like or dislike a song. <u>Boomwhackers – Performance</u> The children will practice playing the boomwhackers to set pieces of music, recognising notes and scales	<u>'Let your spirit fly'</u> In this unit the children will explore how music is presented in nature. They will be asked to put musical accompaniments to images and videos from Nature documentaries such as <i>Seven Worlds, One Planet/Blue Planet</i> . Children will learn and perform the song 'Let Your spirit fly'
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Sticky Knowledge

Musicianship: Understanding Music	Songs	Musicianship: Understanding Music	Songs	Musicianship: Understanding Music	Songs	Musicianship: Understanding Music	Songs	Musicianship: Understanding Music	Songs	Musicianship: Understanding Music	Songs
Tempo: 92bpm Time Signature: 4/4 Key Signature: A minor Rhythmic patterns using: Minims, crotchets and quavers. Melodic patterns: A B C	Home Is Where The Heart Is (Glockenspiel parts 1 and 2) 4/4, C major, 140bpm (Recorder parts 2 and 3) Family Come On Over	Tempo: 104bpm Time Signature: 2/4 Key Signature: C major Rhythmic patterns using: Minims, crotchets and quavers. Melodic patterns: C D E	Love What We Do (Glockenspiel parts 2 and 3) 4/4, C major, 140bpm (Recorder parts 3 and 4) When The Saints Go Marchin' In (Glockenspiel parts 1 and 2) 4/4, G major, 162bpm (Recorder parts 1 and 2) My Bonnie Lies Over The Ocean (Glockenspiel parts 2 and 3) 12/8, F major, 186bpm (Recorder parts 3 and 4)	Tempo: 112bpm Time Signature: 3/4 Key Signature: F major Rhythmic patterns using: Minims, crotchets and quavers. Melodic patterns: F G A	Your Imagination (Glockenspiel parts 2 and 3) 4/4, C major, 108bpm (Recorder parts 2 and 3) You're A Shining Star (Glockenspiel parts 1 and 2) 4/4, G major, 72bpm (Recorder parts 1 and 2) Music Makes The World Go Round (Glockenspiel parts 3 and 4)	Tempo: 100bpm Time Signature: 4/4 Key Signature: G major Rhythmic patterns using: Minims, crotchets and quavers. Melodic patterns: G A B	Friendship Song (Glockenspiel parts 2 and 3) 4/4, C major, 120bpm (Recorder parts 3 and 4) Let's Work It Out Together (Glockenspiel parts 2 and 3) 4/4, C major, 144bpm (Recorder parts 3 and 4) Please Be Kind	Tempo: 104bpm Time Signature: 3/4 Key Signature: C major Rhythmic patterns using: Minims, crotchets and quavers. Melodic patterns: C D E	He's Got The Whole World In His Hands (Glockenspiel parts 1 and 2) 4/4, F major, 120bpm (Recorder parts 2 and 3) Why Does Music Make A Difference? (Glockenspiel parts 2 and 3) 4/4, F major, 135bpm (Recorder parts 2 and 3) Panda Extravaganza	Tempo: 92bpm Time Signature: 2/4 Key Signature: F major Rhythmic patterns using: Minims, crotchets, and quavers. Melodic patterns: F G A	Michael Row The Boat Ashore (Glockenspiel parts 3 and 4) 4/4, F major, 175bpm (Recorder part 4) The Dragon Song (Glockenspiel parts 2 and 3) 4/4, G major, 94bpm (Recorder parts 2 and 3) Follow Me

Sticky Vocabulary
Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco
Skills
Controlling sound through singing and playing (performing) I can sing songs from memory with accurate pitch. I sing in tune. I can maintain a simple part within a group. When I sing songs I show control in my voice. I play notes on instruments with care so they sound clear. I perform with control and awareness of what others in the group are singing or playing. Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major, G major, E major Standard notation using dotted crotchets, crotchets, semiquavers, quavers, minims and semibreves, and simple combinations of: C D E F G A B F G A B♭ C G A B C D E E F♯ G♯ A B Reading and responding to minims, crotchets, and quavers. Identifying: Stave, Treble clef, Time signature.

Creating and developing musical ideas (composing)

I compose and perform melodies and songs. (Including using ICT.)

I use sound to create abstract effects.

I recognise and create repeated patterns with a range of instruments.

I create accompaniments for my tunes.

My accompaniments use drones or melodic ostinato (based on a pentatonic scale).

Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation

I recognise how musical elements can be used together to compose music.

Respond and review (appraising)

I describe music using terminology such as duration, timbre, pitch beat, tempo, and texture.

I use these words to identify where my music works well and how it can be improved.

I compare different musicians' music throughout history.

I describe the different purposes of music throughout history and in other cultures.

Listen and applying knowledge and understanding

I know how many beats in a minim, crotchet and semibreve and I recognise their symbols.

I know the symbol for a rest in music, and use silence for effect in my music.

Year 4

South Gloucestershire Ukuleles	How Does Music Make the World a Better Place?	South Gloucestershire Ukuleles	How Does Music Connect Us With The Environment?
Overview			
Over a 10 week period, the children have Ukulele lessons from a trained musician. Firstly, the children learn how to maintain a steady beat using clapping music which they perform together collectively as well as individually. The children are taught how to handle their instrument and when it is appropriate to play. The children are taught about frets and how to press down on the strings to change the pitch. The class learn notation and read music to play a piece of music. The children learn various chords and how to strum which they use to accompany a range of songs by various artists. They learn the words of each	<p>In this Unit, all the learning is focused around one song: Stop! - A rap/song about bullying. The children will learn about the interrelated dimensions of music through games, singing and composing. Finally, performing their compositions with the opportunity to listen and appraise each other.</p> <p>The children learn songs for 'Carols by Candlelight'.</p>	Over another 10 week period, the children resume Ukulele lessons from the same trained musician. The children continue to learn how to maintain a steady beat using clapping music which they perform together collectively as well as individually. The children are reminded how to handle their instrument and when it is appropriate to play. The class are taught more in-depth notation and will read music to play a piece of music. The children learn chords which involve more complicated finger placement which they continue to use to accompany a range of songs by various artists. The children explore	In this unit, the learning is focused around one song: Blackbird by The Beatles - a song about civil rights. The children will also have the opportunity to listen and appraise other Beatles' songs. Using classroom instruments, (glockenspiel and recorder) the children will create an ensemble which after many rehearsals they will play the song as a whole.

song in order to sing and play in harmony. The children are also taught how to change chords within a song. They are shown a photograph as well as learn facts about each artist. Each week, the lessons build on previous knowledge which concludes in a performance to the whole school as well as the wider community.		various artists by looking at a photograph as well as learn facts. Each week, the lessons build on previous knowledge and overlearning which concludes in a performance to the whole school as well as the wider community.	
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Sticky Knowledge

How to handle and care for a musical instrument. Recognise and maintain a steady beat. Basic right hand motion to produce sound from instrument (downstrum) Finger movement of the left hand to hold a simple chord How to hold a chord and strum at the same time How begin moving the fingers to new chord shapes while strumming Main major, minor, and 7th chord shapes up and down the fretboard. Simple open position chords in 12 keys. Basic chords in some easy uke keys: C, F, G7; F, Bb, C7; G, C, D7	Musicianship: Understanding Music	Songs	Recall how to handle and care for a musical instrument. Recognise and maintain a steady beat. Basic right hand motion to produce sound from instrument (downstrum) Finger movement of the left hand to hold a simple chord How to hold a chord and strum at the same time How begin moving the fingers to new chord shapes while strumming Main major, minor, and 7th chord shapes up and down the fretboard. Simple open position chords in 12 keys. Basic chords in some easy uke keys: C, F, G7; F, Bb, C7; G, C, D7	Musicianship: Understanding Music	Songs	
	Tempo: 150bpm Time Signature: 3/4 Key Signature: G major Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers. Melodic patterns: G A B	Hoedown (Glockenspiel parts 1 and 2) 4/4, F major, 192bpm			Tempo: 114bpm Time Signature: 4/4 Key Signature: C major Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers. Melodic patterns: C D E G A	Train Is A-Comin' (Glockenspiel parts 1 and 2) 4/4, C major, 134bpm
		(Recorder parts 1 and 2)				(Recorder parts 1 and 2)
		Old Joe Clark (Glockenspiel parts 2 and 3) 4/4, D major, 180bpm				The Octopus Slide
		(Recorder parts 2 and 3)				Connect
	Dance With Me					

Sticky Vocabulary

Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.
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Skills

<p>Controlling sound through singing and playing (performing)</p> <p>I breathe well and pronounce words, change pitch and show control in my singing.</p> <p>I perform songs with an awareness of the meaning of the words.</p>
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I hold my part in a round.

I perform songs in a way that reflects there meaning and the occasion.

I can sustain a drone or melodic ostinato to accompany singing.

Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major, G major, D major.

Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation

Standard notation using dotted crotchets, crotchets, semiquavers, quavers and minims, and simple combinations of:

C D E F G A B

F G A B \flat C

G A B C D E F \sharp

D E F \sharp G A B C

Reading and responding to minims, crotchets, and quavers.

Identifying: Stave, Treble clef Time signature.

Creating and developing musical ideas (composing)

I can combine sounds expressively

I create songs with an understanding of the relationship between lyrics and melody.

I know how to make creative use of the way sounds can be changed, organised and controlled (including ICT).

I can create rhythmic patterns with an awareness of timbre and duration.

My music takes inspiration from other musicians.

Respond and review (appraising)

I describe music using terminology such as duration, timbre, pitch beat, tempo, and texture.

and I use this to identify strengths and weaknesses in my music.

I listen to several layers of sound and talk about the effect on the mood and feelings.

I have studied music from other cultures or other time period.

Listen and applying knowledge and understanding

I know and use standard musical notation of crotchet, minim and semibreve. To indicate how many beats to play.

I can read the musical stave and can work out the notes, EGBDF and FACE.

I can draw a treble clef at the correct position on the stave.

Year 5					
Boomwhackers	How Does Music Bring Us Together? KS2 Christmas	How Does Music Connect Us with Our Past?	How Does Music Make the World a Better Place?	Fresh Prince Of Bel-Air by Will Smith	How Does Music Shape Our Way of Life?
Overview					
In this unit, children are taught how to use boomwhackers. They learn simple scales and progress to playing	This unit explores different pieces of music throughout time which has bought people together. It explores	Charanga (Model Music Curriculum) – Coming Soon.	Charanga (Model Music Curriculum) – Coming Soon.	All the learning is focused around one song: The Fresh Prince Of Bel-Air. The material presents an integrated approach to	Charanga (Model Music Curriculum) – Coming Soon.

chords, and recognising those chords as major or minor. They develop their skills in playing by ear, by playing some listen and respond games. The children develop their performance skills, culminating in a performance including glockenspiels.	different periods in time when music has been created or used to help people get through sad or happy times. The children learn songs for ‘Carols by Candlelight’.			music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. The children also explore other Hip-hop classics and appraise them against Fresh Prince of Bel-Air such as Me, Myself And I by De La Soul; Ready Or Not by The Fugees; Rapper’s Delight by The Sugarhill Gang; U Can’t Touch This by MC Hammer; and It’s Like That by Run DMC	
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Sticky Knowledge

<p>Middle C-C is the do-do range (do re fa so la te do)</p> <p>A scale is playing a series of notes one after the other.</p> <p>A chord is playing multiple notes at the same time.</p> <p>The melody is the main tune.</p> <p>A major chord sounds happy.</p> <p>A minor chord sounds sad.</p>	Musicianship: Understanding Music	Songs	Musicianship: Understanding Music	Songs	Musicianship: Understanding Music	Songs	<p>Fresh Primce of Bel-Air is Old-School Hip-Hop. Melody C, D, E, F, G + A Children can identify and move to the pulse of Fresh Prince Of Bel-Air with ease. Can rap Fresh Prince Of Bel-Air by heart. Understand the narrative of the song. To compare Fresh Prince Of Bel-Air to songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p>	Musicianship: Understanding Music	Songs
	Tempo: 128bpm Time Signature: 4/4 Key Signature: A minor Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers. Melodic patterns: A B C D E F# G	Ghost Parade (Glockenspiel parts 1 and 2) 6/8, C minor, 112bpm		Tempo: 112bpm Time Signature: 2/4 Key Signature: F major Rhythmic patterns using: Minims, dotted crotchets, crotchets, dotted quavers, quavers, and semiquavers. Melodic patterns: F G A B ♭ C D E		Tempo: 104bpm Time Signature: 3/4 Key Signature: D major Rhythmic patterns using: Dotted minims, minims, dotted crotchets, crotchets, dotted quavers, quavers, and semiquavers. Melodic patterns: D E F# G A B C#		Tempo: 66bpm Time Signature: 3/4 Key Signature: D major Rhythmic patterns using: Dotted minims, minims, crotchets, quavers, and semiquavers. Melodic patterns: D E F# G A	Look Into The Night (Glockenspiel parts 1 and 2) 4/4, D minor, 130bpm
		(Recorder parts 1 and 2)		(Recorder parts 1 and 2)		(Recorder parts 2 and 3)			(Recorder parts 1 and 2)
		Words Can Hurt (Glockenspiel parts 1 and 2) 4/4, G major, 78bpm		Dreaming Of Mars (Glockenspiel parts 2 and 3) 4/4, C major, 120bpm		All Over Again			Breathe (Glockenspiel parts 2 and 3) 3/4, C major, 176bpm
		(Recorder parts 1 and 2)		(Recorder parts 2 and 3)		Do You Ever Wonder?			(Recorder parts 2 and 3)
		Joyful, Joyful		Get On Board					Keeping Time

Sticky Vocabulary

Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.

Skills

Controlling sound through singing and playing (performing)

- I sing or play from memory with confidence.
- I perform alone and, in a group, displaying a variety of techniques.
- I can play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal).I take turns to lead a group.
- I perform showing expression.
- I hold my part in a round.
- I am confident in singing or playing solo.
- I can improvise within a group.
- Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major, G major, Ab major, D minor.
- Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation.
- Standard notation using dotted crotchets, crotchets, semiquavers, quavers and minims, and simple combinations of:
C D E F G A B
F G A Bb C D E
G A B C D E F#
Ab Bb C Db Eb F G
G G# A Bb C
D E F G A B C
- Identifying: Stave Treble clef Time signature.
- Reading and responding to minims, crotchets, quavers, dotted quavers, and semiquavers.
- Recognising how notes are grouped when notated.
- Identifying the stave and symbols on the stave such as the treble clef, the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign.

Creating and developing musical ideas (composing)

- I use ICT to organize my musical ideas.
- I create my own musical patterns.
- I create music, which reflects given intentions and uses notations as a support for performance.
- I identify where to place emphasis and accents in a song to create effects.
- My compositions work is sometimes based on historical or cultural observations

Respond and review (appraising)

- I can select the appropriate terminology help me describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence)
- I have studied historical piece of music and experimented with some of these ideas.

Listen and applying knowledge and understanding

- I know and use standard musical notation to both perform and record my music.
- I use my musical vocabulary to help me understand how best to combine musical elements.

Year 6

How Does Music Bring Us Together?	How Does Music Connect Us with Our Past? KS2 Christmas	How Does Music Make the World a Better Place?	How Does Music Teach Us About Our Community?	How Does Music Shape Our Way of Life?	How Does Music Connect Us with The Environment?
Overview					
<p>This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the MMC; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p> <p>Students will be practising a range of skills including; Steady beat Meter 2/4 Rhythmic and melodic patterns Recognising and/or reading simple notation and tonic sol-fa Tonal centre is C Major and C Major scale. Talk about the song together Explore its musical style through the style indicators of music and its performers Embed a deeper understanding of the musical concepts related to the song</p>	<p>Students have opportunities to explore their musical experiences. These include;</p> <p>Internalise, keep and move in time with a steady beat in 3/4 time Copy back rhythms from memory or with notation Listen to the rhythms provided and create a rhythmic answer. Create and/or identify rhythm patterns using combinations of Minims, crotchets, quavers, and semiquavers. Listen to and copy back melodic patterns from the notes A B C D E F G A from memory and with notation Listen to the melodic patterns and create a simple melodic answer. Create melodic patterns using rhythmic combinations of the A natural minor scale (A B C D E F G A) Begin to understand the importance of warming</p>	Charanga (Model Music Curriculum) – Coming Soon.	Charanga (Model Music Curriculum) – Coming Soon.	Charanga (Model Music Curriculum) – Coming Soon.	Charanga (Model Music Curriculum) – Coming Soon.

Learn to sing the song as part of an ensemble/choir Follow a leader/conductor Understand the meaning of the song.	up your face, body and voice Copy back melodic patterns using voices (solfa option in settings). The children learn songs for ‘Carols by Candlelight’.				
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Sticky Knowledge

<div> <div> Musicianship: Understanding Music </div> <div> Songs </div> </div>	<div> <div> Tempo: 68bpm Time Signature: 2/4 Key Signature: C major Rhythmic patterns using: Minims, crotchets, quavers, and semiquavers. Melodic patterns: C D E F G A B </div> <div> Do What You Want To (Glockenspiel parts 2 and 3) 4/4, C major, 120bpm (Recorder parts 2 and 3) It's All About Love (Glockenspiel parts 2 and 3) 4/4, G major, 140bpm (Recorder parts 3 and 4) Sunshine On A Rainy Day </div> </div>	<div> <div> Musicianship: Understanding Music </div> <div> Songs </div> </div>	<div> <div> Tempo: 66bpm Time Signature: 3/4 Key Signature: A minor Rhythmic patterns using: Minims, dotted crotchets, crotchets, dotted quavers, quavers, and semiquavers. Melodic patterns: A B C D E F G </div> <div> My Best Friend (Glockenspiel parts 1 and 2) 4/4, C major, 117bpm (Recorder parts 2 and 3) Singing Swinging Star (Glockenspiel parts 1 and 2) 4/4, G major, 180bpm (Recorder parts 1 and 2) Roll Alabama </div> </div>	<div> <div> Musicianship: Understanding Music </div> <div> Songs </div> </div>	<div> <div> Tempo: 68bpm Time Signature: 4/4 Key Signature: D major Rhythmic patterns using: Minims, dotted crotchets, crotchets, quavers, and semiquavers. Melodic patterns: D E F# G A B C# </div> <div> Disco Fever (Glockenspiel parts 1 and 2) 4/4, D minor, 115bpm (Recorder parts 3 and 4) La Bamba (Glockenspiel parts 1 and 2) 4/4, C major, 158bpm (Recorder parts 2 and 3) Change (Glockenspiel parts 2 and 3) 4/4, E ♭ major, 115bpm (Recorder parts 2 and 3) </div> </div>	<div> <div> Musicianship: Understanding Music </div> <div> Songs </div> </div>	<div> <div> Tempo: 116bpm Time Signature: 5/4 Key Signature: G major Rhythmic patterns using: Minims, dotted crotchets, crotchets, and quavers. Melodic patterns: G A B C D E F# </div> <div> Let's Rock (Glockenspiel parts 1 and 2) 4/4, G major, 72bpm (Recorder parts 2 and 3) Simple Gifts (Glockenspiel parts 1 and 2) 4/4, F major, 95bpm (Recorder parts 1 and 2) Friendship Should Never End (Glockenspiel parts 2 and 3) 4/4, A major, 120bpm (Recorder parts 2 and 3) </div> </div>	<div> <div> Musicianship: Understanding Music </div> <div> Songs </div> </div>	<div> <div> Tempo: 76bpm Time Signature: 6/8 Key Signature: D minor Rhythmic patterns using: Dotted crotchets, triplet quavers, and quavers. Melodic patterns: D E F G A </div> <div> Wake Up! (Glockenspiel parts 1 and 2) 4/4, F minor, 120bpm (Recorder parts 1 and 2) Down By The Riverside (Glockenspiel parts 2 and 3) 4/4, G major, 216bpm (Recorder parts 2 and 3) Dance The Night Away (Glockenspiel parts 1 and 2) 4/4, F minor, 120bpm </div> </div>	<div> <div> Musicianship: Understanding Music </div> <div> Songs </div> </div>	<div> <div> Tempo: 66bpm Time Signature: 2/4 Key Signature: C major Rhythmic patterns using: Minims, crotchets, and quavers Melodic patterns: C D E F G A B </div> <div> Heal The Earth (Glockenspiel parts 1 and 2) 4/4, F major, 147bpm (Recorder parts 1 and 2) Let's Go Surfin' So Amazing </div> </div>
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Sticky Vocabulary

style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony

Skills

Controlling sound through singing and playing (performing)

I sing or play expressively and in tune.

I sing a harmony part confidently and accurately.

I maintain my own part with an awareness of what others are playing.

I play the more complex instrumental parts (e.g. xylophone, flute, recorder, violin, cello or clarinet with control).

Rehearse and learn to play one of four differentiated instrumental parts in the tonal centres of C major, F major, G major, D major, E major, A major, E \flat major, D minor, F minor by ear or from notation.

Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation

Standard notation using dotted crotchets, crotchets, semiquavers, quavers, dotted minims, minims and semibreves, and simple.

combinations of:

C D E F G A B

F G A B \flat C D E

F G A \flat B \flat C D E \flat

G A B \flat C D E F

G A B C D E F \sharp

D E F G A

D E F \sharp A B C \sharp

E F \sharp G G \sharp A B C C \sharp

E \flat F G A \flat B \flat C D

Identifying: Stave, Treble clef, Time signature.

Reading and responding to minims, crotchets, quavers, dotted quavers, and semiquavers.

Recognising how notes are grouped when notated.

Identifying the stave and symbols on the stave such as the treble clef, the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign.

Creating and developing musical ideas (composing)

I demonstrate imagination and confidence in the use of sound.

I show thoughtfulness in selecting sounds and structures to convey an idea.

I use a variety of different musical devices including melody, rhythms, and chords.

My work includes historical studies of different types of music such as baroque.

Respond and review (appraising)

I understand how lyrics reflect the cultural context and have social meaning.

I use this knowledge to enhance my own compositions.

I appreciate harmonies and work out how drones and melodic ostinato are used to accompany singing.

I refine and improve my work.

I identify cyclic patterns.

Listen and applying knowledge and understanding

I can quickly read notes and know how many beats they represent.

I understand the different cultural meanings and purposes of music, including contemporary cultural.

I know that there are a variety of clefs and understand the contexts in which they are used.