

**CURRICULUM COVERAGE AND OVERVIEW:**

**SUBJECT: MUSIC**



**NATIONAL CURRICULUM KEY STAGE 1 SKILLS:**

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

**NATIONAL CURRICULUM KEY STAGE 2 SKILLS:**

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

<u>YR GROUP</u> <u>/AUTUMN</u>	<u>TOPIC</u>	<u>KEY CONTENT / KNOWLEDGE ACQUISITION/ LESSON SEQUENCE</u>	<u>SKILLS ACQUISITION</u>
Year 1 Autumn	Jazz and Blues	<p><b><u>TERMLY SESSION, LISTENING AND APPRECIATION:</u></b></p> <p><b>5 things to remember:</b></p> <ul style="list-style-type: none"> <li>• <b>Louis Armstrong is a famous musician.</b></li> <li>• <b>Jazz and Blues is a type or genre of music.</b></li> <li>• <b>Music is made from a range of different instruments.</b></li> <li>• <b>Lyrics can give us a message or a feeling.</b></li> <li>• <b>Songs can be broken up into verses and a chorus that we can sing along to.</b></li> </ul> <p><b>Louis Armstrong – What a Wonderful World.</b></p> <ul style="list-style-type: none"> <li>• Listen with concentration and understanding to a range of high-quality, live and recorded music.</li> <li>• Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions including the works of great composers and musicians</li> <li>• To listen to the work of Louis Armstrong’s Wonderful World.</li> <li>• What did the children see or hear? Was his voice low or high? Was the song fast or slow? Could they see any instruments? Talk about the instruments that were used in the song</li> <li>• Reflect and review and other examples in that genre</li> </ul>	<ul style="list-style-type: none"> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions including the works of great composers and musicians</li> </ul>

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**In the Groove**

Blues, Baroque,  
Latin, Bhangra, Folk,  
Funk

How to be in the  
groove with  
different styles of  
music.

How Blue Can You Get by  
B.B. King (Blues)

Let The Bright Seraphim  
by 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)

**CHARANGA MUSIC SCHOOL, WEEKLY SESSION**

- To confidently sing or rap five songs from memory and sing them in unison.
- Learn the names of the notes in their instrumental part from memory or when written down.
- Learn the names of the instruments they are playing
- Improvisation is about making up your own tunes on the spot.
- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
- Everyone can improvise!
- Composing is like writing a story with music.
- Everyone can compose.
- A performance is sharing music with other people, called an audience

- To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.
- There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song.
- Learn about voices, singing notes of different pitches (high and low).
- Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.
- Learn to start and stop singing when following a leader
- 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).
- 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.
- 3. Improvise! – Take it in turns to improvise using one or two notes.
- Help to create a simple melody using one, two or three notes.

			<ul style="list-style-type: none"> <li>• Learn how the notes of the composition can be written down and changed if necessary.</li> <li>• Choose a song they have learnt from the Scheme and perform it.</li> <li>• They can add their ideas to the performance.</li> <li>• Record the performance and say how they were feeling about it.</li> </ul>
<p>KEY VOCABULARY: Jazz, timing, fast, slow, pitch, high, low, instrument, brass, woodwind, percussion, string(ed)</p> <p>ENGLISH LINKS OPPORTUNITIES TO WRITE:</p> <p>MATHS LINKS: counting in time, basic awareness of time signatures.</p> <p>OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS:</p>			
<b><u>YR GROUP / TERM</u></b>	<b><u>TOPIC</u></b>	<b><u>KEY CONTENT / LESSON SEQUENCE / KNOWLEDGE ACQUISITION</u></b>	<b><u>SKILLS ACQUISITION</u></b>
<b>Year 1 Spring</b>	<b>Musical Theatre</b>	<p><b>5 things to remember:</b></p> <ul style="list-style-type: none"> <li>• <b>Andrew Lloyd-Webber is a composer and is famous for writing musical theatre productions.</b></li> <li>• <b>Musical theatre is a form of drama where music plays a very important part.</b></li> <li>• <b>Lyrics in Musical Theatre are important because they help tell the story.</b></li> </ul>	<ul style="list-style-type: none"> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions including the works of great composers and musicians.</li> </ul>

		<ul style="list-style-type: none"><li>• <b>There are lots of different instruments played in musical theatre.</b></li></ul> <p>Types of instruments can be grouped together (brass, stringed, woodwind, percussion, keyboards).</p> <p><b>Joseph and the Amazing Technicolour Dreamcoat</b></p> <ul style="list-style-type: none"><li>• <b>Listen with concentration and understanding to a range of high-quality, live and recorded music.</b></li><li>• <b>Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions including the works of great composers and musicians</b></li></ul> <ul style="list-style-type: none"><li>• Read the story of Joseph from the Bible.</li><li>• Listen to and watch some of the songs from the musical Joseph and his Amazing Technicoloured Dreamcoat (focusing particularly on Way, way back many centuries ago, Any Dream Will Do and Close Every Door).</li><li>• Compare the music – are there different style of music in the show? Fast? Slow? Talk about the tempo. What instruments can be heard? Talk about the lyrics. The songs have to tell a story so the lyric have to be well chosen. Do they match up to the story from the Bible? Do the songs feel more modern or older than the jazz piece we listened to last time?</li><li>• Talk about the composer Andrew Lloyd Webber and some of the other musicals he has written.</li><li>• Children to reflect and review the piece of music.</li></ul>	
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**Your Imagination**

Pop

Using your imagination.

Supercalifragilisticexpialidocious from Mary Poppins

Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack

Daydream Believer by The Monkees

Rainbow Connection from The Muppet Movie

A Whole New World from Aladdin

**CHARANGA MUSIC SCHOOL, WEEKLY SESSION**

- To confidently sing or rap five songs from memory and sing them in unison.
- Learn the names of the notes in their instrumental part from memory or when written down.
- Learn the names of the instruments they are playing
- Improvisation is about making up your own tunes on the spot.
- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
- Everyone can improvise!
- Composing is like writing a story with music.
- Everyone can compose.
- A performance is sharing music with other people, called an audience

- To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.
- There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song.
- Learn about voices, singing notes of different pitches (high and low).
- Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.
- Learn to start and stop singing when following a leader
- 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).
- 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.
- 3. Improvise! – Take it in turns to improvise using one or two notes.
- Help to create a simple melody using one, two or three notes.
- Learn how the notes of the composition can be written down and changed if necessary.

			<ul style="list-style-type: none"> <li>• Choose a song they have learnt from the Scheme and perform it.</li> <li>• They can add their ideas to the performance.</li> <li>• Record the performance and say how they were feeling about it.</li> </ul>
<p>KEY VOCABULARY: musical theatre, composer, style, tempo, lyrics, modern.</p> <p>ENGLISH LINKS OPPORTUNITIES TO WRITE:</p> <p>MATHS LINKS: counting in time, basic awareness of time signatures.</p> <p>OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: link to work in RE (Judaism) and also the work with Open The Book.</p>			
<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE / KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
Year 1 Summer	Classical	<p><b>5 things to remember:</b></p> <ul style="list-style-type: none"> <li>• <b>Classical music is a type or genre of music.</b></li> <li>• <b>Antonio Vivaldi is a famous classical composer.</b></li> <li>• <b>'Four Seasons' is a famous piece of classical music based on a poem about the seasons.</b></li> <li>• <b>The word 'tempo' means the speed of a piece of music.</b></li> <li>• <b>Composers often change the tempo to add drama and expression to a piece of music.</b></li> </ul> <p><b>Vivaldi Four Seasons</b></p>	<ul style="list-style-type: none"> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions including the works of great composers and musicians</li> </ul>

<b>6</b>
<b>Reflect, Rewind &amp; Replay</b>
Classical
The history of music, look back and consolidate your learning, learn some of the language of music.

A Song Before Sunrise by Frederick Delius – 20th Century

The Firebird by Igor Stravinsky – 20th Century

The Bird by Sergei Prokofiev – 20th Century

- Listen with concentration and understanding to a range of high-quality, live and recorded music.
- Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions including the works of great composers and musicians
- To listen to Vivaldi’s Four Seasons – starting with Spring. Read the poem that inspired the Spring piece.
- Talk about the background to classical music and learn a bit about Vivaldi. Ask the children to create a piece of art about the four seasons on quarters of a4 to be mounted on to a piece of card at the end to make the four seasons.

**CHARANGA MUSIC SCHOOL, WEEKLY SESSION**

- To confidently sing or rap five songs from memory and sing them in unison.
- Learn the names of the notes in their instrumental part from memory or when written down.
- Learn the names of the instruments they are playing
- Improvisation is about making up your own tunes on the spot.
- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
- Everyone can improvise!
- Composing is like writing a story with music.
- Everyone can compose.
- A performance is sharing music with other people, called an audience

- To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.
- There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song.
- Learn about voices, singing notes of different pitches (high and low).
- Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.
- Learn to start and stop singing when following a leader
- 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).
- 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back,



	<p>Grand March from Aida by Giuseppe Verdi – Classical</p> <p>Bolero by Maurice Ravel – 20th Century</p> <p>The Lamb by John Tavener – Contemporary</p>		<p>then listen and play your own answer using one or two notes.</p> <ul style="list-style-type: none"> <li>• 3. Improvise! – Take it in turns to improvise using one or two notes.</li> <li>• Help to create a simple melody using one, two or three notes.</li> <li>• Learn how the notes of the composition can be written down and changed if necessary.</li> <li>• Choose a song they have learnt from the Scheme and perform it.</li> <li>• They can add their ideas to the performance.</li> <li>• Record the performance and say how they were feeling about it.</li> </ul>
<p>KEY VOCABULARY: classical, composer, tempo, volume.</p> <p>ENGLISH LINKS OPPORTUNITIES TO WRITE:</p> <p>MATHS LINKS: counting in time, basic awareness of time signatures.</p> <p>OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: Recapping musical terminology covered in the previous half terms and applying it to the new genre of music.</p>			
<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
Year 2 Autumn	Film Music	<p>5 things to remember:</p> <ul style="list-style-type: none"> <li>• Alan Menken is a living composer famous for writing music for TV and film.</li> <li>• Film Music supports the action on screen.</li> </ul>	<ul style="list-style-type: none"> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul>



	<p>Kingston Town by UB40</p> <p>Shine by ASWAD</p> <p>IGY by Donald Fagen</p> <p>Feel Like Jumping by Marcia Griffiths</p> <p>I Can See Clearly Now by Jimmy Cliff</p>	<ul style="list-style-type: none"> <li>● We add high and low sounds, pitch, when we sing and play our instruments</li> <li>● To confidently know and sing five songs from memory.</li> <li>● To know that unison is everyone singing at the same time.</li> <li>● Songs include other ways of using the voice e.g. rapping (spoken word).</li> <li>● To know why we need to warm up our voices.</li> <li>● Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>● Know the names of untuned percussion instruments played in class.</li> <li>● Improvisation is making up your own tunes on the spot.</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● Everyone can improvise, and you can use one or two notes.</li> <li>● Composing is like writing a story with music.</li> <li>● Everyone can compose.</li> <li>● A performance is sharing music with an audience.</li> <li>● A performance can be a special occasion and involve a class, a year group or a whole school</li> <li>● An audience can include your parents and friends.</li> </ul>	<ul style="list-style-type: none"> <li>● Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</li> <li>● Learn to find a comfortable singing position.</li> <li>● Learn to start and stop singing when following a leader.</li> <li>● Treat instruments carefully and with respect.</li> <li>● Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</li> <li>● Play the part in time with the steady pulse.</li> <li>● Listen to and follow musical instructions from a leader.</li> </ul> <p>Use the improvisation tracks provided. Improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes</p> <ul style="list-style-type: none"> <li>● Help create three simple melodies with the Units using one, three or five different notes.</li> <li>● Learn how the notes of the composition can be written down and changed if necessary</li> </ul>
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			<ul style="list-style-type: none"> <li>• Choose a song they have learnt from the Scheme and perform it.</li> <li>• They can add their ideas to the performance.</li> <li>• Record the performance and say how they were feeling about it.</li> </ul>
<p>KEY VOCABULARY:</p> <p>ENGLISH LINKS OPPORTUNITIES TO WRITE:</p> <p>MATHS LINKS: counting in time, basic awareness of time signatures.</p> <p>OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: previous experience of film scores and how this adds to action on screen.</p>			
<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE</u> <u>KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
Year 2 Spring	Musical Theatre	<p>5 things to remember:</p> <ul style="list-style-type: none"> <li>• Andrew Lloyd Webber was born 22 March 1948 he is an English composer and impresario of musical theatre.</li> <li>• He has composed 21 musicals, a song cycle, a set of variations, two film scores, and a Latin Requiem Mass</li> <li>• Cats is a sung-through musical composed by Andrew Lloyd Webber, based on the 1939 poetry collection Old Possum's Book of Practical Cats by T. S. Eliot</li> <li>• It tells the story of a tribe of cats called the <u>Jellicles</u> , it ran for 21 year in London.</li> <li>• The music and songs tell a story.</li> </ul> <p>Andrew Lloyd Webber – Cats</p>	<ul style="list-style-type: none"> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions including the works of great composers and musicians</li> </ul>

	<p><b>5</b></p> <p><b>Friendship Song</b></p> <hr/> <p>Pop</p> <hr/> <p>A song about being friends</p> <hr/> <p>Count On Me by Bruno Mars</p> <p>We Go Together (from the Grease soundtrack)</p> <p>You Give A Little Love (from Bugsy Malone)</p> <p>That's What Friends Are For by Gladys Knight,</p>	<p>Read the story of Cats/ Poems          Look at different Characters          Finding out about the composer ALW          Look at his composition          listen to the music and tried to imagine the cats in each part          watch a performance of the musical in parts and look at all of the different instruments.          Write a list of feelings about parts of music          Write adjectives about different cat characters          Learn and perform song Memories adding movement          Design own cat character</p> <p><b><u>CHARANGA MUSIC SCHOOL, WEEKLY SESSION</u></b></p> <ul style="list-style-type: none"> <li>● To know five songs off by heart.</li> <li>● To know some songs have a chorus or a response/answer part.</li> <li>● To know that songs have a musical style.</li> </ul> <p>To know that music has a steady pulse, like a heartbeat.</p> <ul style="list-style-type: none"> <li>● To know that we can create rhythms from words, our names, favourite food, colours and animals</li> <li>● Rhythms are different from the steady pulse</li> <li>● We add high and low sounds, pitch, when we sing and play our instruments</li> <li>● To confidently know and sing five songs from memory.</li> <li>● To know that unison is everyone singing at the same time.</li> <li>● Songs include other ways of using the voice e.g. rapping (spoken word).</li> <li>● To know why we need to warm up our voices.</li> <li>● Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>● Know the names of untuned percussion instruments played in class.</li> <li>● Improvisation is making up your own tunes on the spot.</li> </ul>	<ul style="list-style-type: none"> <li>● To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>● To learn how songs can tell a story or describe an idea.</li> <li>● Learn about voices singing notes of different pitches (high and low).</li> <li>● Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</li> <li>● Learn to find a comfortable singing position.</li> <li>● Learn to start and stop singing when following a leader.</li> <li>● Treat instruments carefully and with respect.</li> <li>● Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</li> <li>● Play the part in time with the steady pulse.</li> </ul>
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	<p>Stevie Wonder, Dionne Warwick with Elton John</p> <p>You've Got A Friend In Me by Randy Newman</p>	<ul style="list-style-type: none"> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● Everyone can improvise, and you can use one or two notes.</li> <li>● Composing is like writing a story with music.</li> <li>● Everyone can compose.</li> <li>● A performance is sharing music with an audience.</li> <li>● A performance can be a special occasion and involve a class, a year group or a whole school</li> <li>● An audience can include your parents and friends.</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to and follow musical instructions from a leader.</li> </ul> <p>Use the improvisation tracks provided. Improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes</p> <ul style="list-style-type: none"> <li>● Help create three simple melodies with the Units using one, three or five different notes.</li> <li>● Learn how the notes of the composition can be written down and changed if necessary</li> <li>● Choose a song they have learnt from the Scheme and perform it. ● They can add their ideas to the performance. ● Record the performance and say how they were feeling about it.</li> </ul>
<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
Year 2 Summer	Classical	<p><b>Mozart</b></p> <p><b>5 things to remember:</b></p> <ul style="list-style-type: none"> <li>● Sir Elton Hercules John was born Reginald Kenneth Dwight; 25 March 1947</li> <li>● He is a musician, singer, song writer and composer.</li> <li>● He has sold 300 million records.</li> </ul>	<ul style="list-style-type: none"> <li>● listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>● Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions including the works of great composers and musicians</li> </ul>

<b>6</b>
<b>Reflect, Rewind &amp; Replay</b>
Classical
The history of music, look back and consolidate your learning, learn some of the language of music

Peer Gynt Suite: Anitras Dance by Edvard Grieg – Romantic

Brandenburg Concerto No 1 by Johann Sebastian Bach – Baroque

From The Diary Of A Fly by Béla Bartók – 20th Century

- His music is rock, pop rock, glam rock and soft rock. To be able to identify drums in both pieces.
- He wrote the music and songs for The Lion King.

**CHARANGA MUSIC SCHOOL, WEEKLY SESSION**

- To know five songs off by heart.
  - To know some songs have a chorus or a response/answer part.
  - To know that songs have a musical style.
- To know that music has a steady pulse, like a heartbeat.
- To know that we can create rhythms from words, our names, favourite food, colours and animals
  - Rhythms are different from the steady pulse
  - We add high and low sounds, pitch, when we sing and play our instruments
  - To confidently know and sing five songs from memory.
  - To know that unison is everyone singing at the same time.
  - Songs include other ways of using the voice e.g. rapping (spoken word).
  - To know why we need to warm up our voices.
  - Learn the names of the notes in their instrumental part from memory or when written down.
  - Know the names of untuned percussion instruments played in class.
  - Improvisation is making up your own tunes on the spot.
  - When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.

- To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.
- To learn how songs can tell a story or describe an idea.
- Learn about voices singing notes of different pitches (high and low).
- Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).
- Learn to find a comfortable singing position.
- Learn to start and stop singing when following a leader.
- Treat instruments carefully and with respect.
- Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).
- Play the part in time with the steady pulse.
- Listen to and follow musical instructions from a leader.

	<p>Fantasia On Greensleeves by Ralph Vaughn Williams – 20th century</p> <p>Dance of The Sugar Plum Fairy by Pytor Tchaikovsky – Romantic</p> <p>The Robots (Die Roboter) by Kraftwerk – Contemporary</p>	<ul style="list-style-type: none"> <li>● Everyone can improvise, and you can use one or two notes.</li> <li>● Composing is like writing a story with music.</li> <li>● Everyone can compose.</li> <li>● A performance is sharing music with an audience.</li> <li>● A performance can be a special occasion and involve a class, a year group or a whole school</li> <li>● An audience can include your parents and friends.</li> </ul>	<p>Use the improvisation tracks provided. Improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes</p> <ul style="list-style-type: none"> <li>● Help create three simple melodies with the Units using one, three or five different notes.</li> <li>● Learn how the notes of the composition can be written down and changed if necessary</li> <li>● Choose a song they have learnt from the Scheme and perform it. ● They can add their ideas to the performance. ● Record the performance and say how they were feeling about it.</li> </ul>
<p>KEY VOCABULARY: : score, composer, rhythm, orchestra, vocals, faster, slower, louder, softer.</p> <p>ENGLISH LINKS OPPORTUNITIES TO WRITE:</p> <p>MATHS LINKS: counting in time, basic awareness of time signatures.</p> <p>OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS:</p>			



<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE</u>	<u>KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
Year 3 Autumn	Film Music	<p><b>Danny Elfman – The films of Tim Burton, The Nightmare Before Christmas and Edward Scissorhands</b></p> <p><b>5 things to remember:</b></p> <ul style="list-style-type: none"> <li>• <b>Danny Elfman is a living composer famous for writing music for TV and film.</b></li> <li>• <b>Film Music supports the action on screen.</b></li> <li>• <b>Danny Elfman uses Christmas tunes and motifs to remind us of Christmas.</b></li> <li>• <b>Music is made from a range of different instruments.</b></li> <li>• <b>Lyrics can give us a message or a feeling.</b></li> </ul> <ul style="list-style-type: none"> <li>• Children will listen to both pieces firstly without the accompanying film clip.</li> <li>• Children will evaluate both pieces, thinking carefully about how the music complements the scene.</li> <li>• Children will research and present orally a fact file on the biography of Danny Elfman.</li> </ul> <p><b><u>CHARANGA MUSIC SCHOOL, WEEKLY SESSION</u></b></p> <ul style="list-style-type: none"> <li>• Know how to find and demonstrate the pulse.</li> <li>• Know the difference between pulse and rhythm.</li> <li>• Know how pulse, rhythm and pitch work together to create a song.</li> <li>• Know that every piece of music has a pulse/steady beat.</li> <li>• Know the difference between a musical question and an answer.</li> </ul> <p>To know and be able to talk about</p>		<ul style="list-style-type: none"> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions including the works of great composers and musicians</li> </ul> <ul style="list-style-type: none"> <li>• To confidently identify and move to the pulse.</li> <li>• To think about what the words of a song mean.</li> <li>• To take it in turn to discuss how the song makes them feel.</li> <li>• Listen carefully and respectfully to other people’s thoughts about the music.</li> </ul>

<p><b>4</b></p>	<p><b>The Dragon Song</b></p>	<ul style="list-style-type: none"> <li>● To sing in unison and in simple two-parts.</li> </ul>
<p>A Pop song that tells a story</p>	<ul style="list-style-type: none"> <li>● Leader or conductor: A person who the choir or group follow</li> <li>● Songs can make you feel different things e.g. happy, energetic or sad</li> </ul>	<ul style="list-style-type: none"> <li>● To demonstrate a good singing posture</li> <li>● To follow a leader when singing.</li> </ul>
<p>Music from around the world, celebrating our differences and being kind to one another</p>	<ul style="list-style-type: none"> <li>● Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>● To know why you must warm up your voice</li> </ul>	<ul style="list-style-type: none"> <li>● To enjoy exploring singing solo.</li> <li>● To sing with awareness of being 'in tune'.</li> <li>● To have an awareness of the pulse internally when singing</li> </ul>
<p>Birdsong – Chinese Folk Music</p> <p>Vaishnava Java – A Hindu Song</p> <p>A Turkish Traditional Tune</p> <p>Aitutaki Drum Dance from Polynesia</p> <p>Zebaidir Song from Sudan</p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● The instruments used in class (a glockenspiel)</li> </ul> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>● To know that using one or two notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> </ul> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>● Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Performing is sharing music with other people, an audience</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● You need to know and have planned everything that will be performed</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> </ul>	<ul style="list-style-type: none"> <li>● To treat instruments carefully and with respect.</li> <li>● 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.</li> <li>● To rehearse and perform their part within the context of the Unit song</li> <li>● To listen to and follow musical instructions from a leader.</li> <li>● Help create at least one simple melody using one, three or five different notes.</li> <li>● Plan and create a section of music that can be performed within the context of the unit song.</li> <li>● Talk about how it was created</li> <li>● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</li> <li>● To choose what to perform and create a programme.</li> </ul>

		<ul style="list-style-type: none"> <li>● It is planned and different for each occasion</li> <li>● It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>● To communicate the meaning of the words and clearly articulate them.</li> <li>● To talk about the best place to be when performing and how to stand or sit.</li> <li>● To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>
<p>KEY VOCABULARY: score, composer, rhythm, orchestra, vocals, faster, slower, louder, softer.</p> <p>ENGLISH LINKS OPPORTUNITIES TO WRITE:  ENGLISH LINKS OPPORTUNITIES TO ORALLY PRESENT: Children will research and present orally a fact file on the biography of Danny Elfman.</p> <p>MATHS LINKS: counting in time, basic awareness of time signatures.  OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS:  previous experience of film scores and how this adds to action on screen.</p>			
<b><u>YR GROUP</u></b> <b><u>/ TERM</u></b>	<b><u>TOPIC</u></b>	<b><u>KEY CONTENT / LESSON SEQUENCE / KNOWLEDGE ACQUISITION</u></b>	<b><u>SKILLS ACQUISITION</u></b>
Year 3 Spring	Rock and Pop	<p>Electric Guitar – Jimi Hendrix  Voodoo Chile  Bold as Love</p> <p>5 things to remember:</p> <ul style="list-style-type: none"> <li>● Jimi Hendrix was a famous guitar player, songwriter and singer.</li> </ul>	<ul style="list-style-type: none"> <li>● develop an understanding of the history of music.</li> </ul>

3

**Three Little Birds** by  
Bob Marley

Reggae

- **Jimi Hendrix used guitar pedals to change the sound of his electric guitar.**
- **Most pop and rock musicians use this technique now because of Jimi Hendrix.**
- **Jimi Hendrix played in a band called The Jimi Hendrix Experience.**
- **In his band there were also drums and bass guitar**
  
- Children will listen to both pieces separately.
- Children will think about which musical instruments they can hear and compare and contrast to pop music they already know.
- Children will evaluate both pieces, thinking carefully this time about the lyrics and vocals and how the vocal style complement the music.
- Children will evaluate both pieces, thinking carefully this time about the guitar solo sections and how this complement the music.
- Children will research and present orally a fact file on the biography of Jimi Hendrix.

**CHARANGA MUSIC SCHOOL, WEEKLY SESSION**

- Know how to find and demonstrate the pulse.
  - Know the difference between pulse and rhythm.
  - Know how pulse, rhythm and pitch work together to create a song.
  - Know that every piece of music has a pulse/steady beat.
  - Know the difference between a musical question and an answer.
- To know and be able to talk about

- To confidently identify and move to the pulse.
- To think about what the words of a song mean.
- To take it in turn to discuss how the song makes them feel.
- Listen carefully and respectfully to other people's thoughts about the music.

	<p>Jamming by Bob Marley</p> <p>Small People by Ziggy Marley</p> <p>54-56 Was My Number by Toots and The Maytals</p> <p>Ram Goat Liver by Pluto Shervington</p> <p>Our Day Will Come by Amy Winehouse</p>	<p>: ● Singing in a group can be called a choir</p> <ul style="list-style-type: none"> <li>● Leader or conductor: A person who the choir or group follow</li> <li>● Songs can make you feel different things e.g. happy, energetic or sad</li> <li>● Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>● To know why you must warm up your voice</li> </ul> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● The instruments used in class (a glockenspiel)</li> </ul> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>● To know that using one or two notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> </ul> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>● Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Performing is sharing music with other people, an audience</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● You need to know and have planned everything that will be performed</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> </ul>	<ul style="list-style-type: none"> <li>● To sing in unison and in simple two-parts.</li> <li>● To demonstrate a good singing posture</li> <li>● To follow a leader when singing.</li> <li>● To enjoy exploring singing solo.</li> <li>● To sing with awareness of being 'in tune'.</li> <li>● To have an awareness of the pulse internally when singing</li> <li>● To treat instruments carefully and with respect.</li> <li>● 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.</li> <li>● To rehearse and perform their part within the context of the Unit song</li> <li>● To listen to and follow musical instructions from a leader.</li> <li>● Help create at least one simple melody using one, three or five different notes.</li> <li>● Plan and create a section of music that can be performed within the context of the unit song.</li> <li>● Talk about how it was created</li> <li>● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</li> <li>● To choose what to perform and create a programme.</li> </ul>
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		<ul style="list-style-type: none"> <li>● It is planned and different for each occasion</li> <li>● It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>● To communicate the meaning of the words and clearly articulate them.</li> <li>● To talk about the best place to be when performing and how to stand or sit.</li> <li>● To record the performance and say how they were feeling, what they were pleased with what they would change and why</li> </ul>
<p>KEY VOCABULARY: rock, blues, guitar, fender Stratocaster, effects pedal</p> <p>ENGLISH LINKS OPPORTUNITIES TO WRITE:  ENGLISH LINKS OPPORTUNITIES TO ORALLY PRESENT: Children will research and present orally a fact file on the biography of Jimi Hendrix.</p> <p>MATHS LINKS:</p> <p>OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS:</p>			
<b><u>YR GROUP / TERM</u></b>	<b><u>TOPIC</u></b>	<b><u>KEY CONTENT / LESSON SEQUENCE KNOWLEDGE ACQUISITION</u></b>	<b><u>SKILLS ACQUISITION</u></b>
Year 3 Summer	Jazz and Blues	<p>Billie Holiday  Summertime  Blue Moon</p> <p>5 things to remember:</p> <ul style="list-style-type: none"> <li>● Jazz and blue is a type or genre of music.</li> <li>● Lyrics can give us a message or a feeling.</li> <li>● To be able to identify the saxophone solo in the piece Blue Moon.</li> </ul>	<ul style="list-style-type: none"> <li>● develop an understanding of the history of music.</li> </ul>

	<table border="1"> <tr> <td data-bbox="371 911 651 970">2</td> </tr> <tr> <td data-bbox="371 970 651 1054">Glockenspiel Stage 1</td> </tr> <tr> <td data-bbox="371 1054 651 1169">N/A</td> </tr> <tr> <td data-bbox="371 1169 651 1316">Exploring &amp; developing playing skills</td> </tr> </table> <p data-bbox="371 1353 448 1383">Easy E</p>	2	Glockenspiel Stage 1	N/A	Exploring & developing playing skills	<ul style="list-style-type: none"> <li>● <b>To be able to identify drums in both pieces.</b></li> <li>● <b>To be able to identify piano in both pieces.</b></li> <li>● Children will listen to both pieces separately.</li> <li>● Children will think about which musical instruments they can hear and compare and contrast to pop music they already know.</li> <li>● Children will compare the voice of Billie Holiday to Beyonce – discussion of similarities/difference/influences.</li> <li>● Children will evaluate both pieces, thinking carefully this time about the lyrics and vocals and how the vocal style complement the music.</li> <li>● Children will evaluate both pieces, thinking carefully this time about the instrumental brass sections and how they complement the music.</li> <li>● Children will research and present orally a fact file on the biography of Billie Holiday.</li> </ul> <p data-bbox="707 943 1267 970"><b><u>CHARANGA MUSIC SCHOOL, WEEKLY SESSION</u></b></p> <ul style="list-style-type: none"> <li>● Know how to find and demonstrate the pulse.</li> <li>● Know the difference between pulse and rhythm. <ul style="list-style-type: none"> <li>● Know how pulse, rhythm and pitch work together to create a song.</li> </ul> </li> <li>● Know that every piece of music has a pulse/steady beat. <ul style="list-style-type: none"> <li>● Know the difference between a musical question and an answer.</li> </ul> </li> </ul> <p data-bbox="707 1267 1120 1294">To know and be able to talk about</p> <p data-bbox="707 1302 1211 1329">: ● Singing in a group can be called a choir</p> <ul style="list-style-type: none"> <li>● Leader or conductor: A person who the choir or group follow</li> </ul>	<ul style="list-style-type: none"> <li>● To confidently identify and move to the pulse. <ul style="list-style-type: none"> <li>● To think about what the words of a song mean.</li> <li>● To take it in turn to discuss how the song makes them feel.</li> <li>● Listen carefully and respectfully to other people’s thoughts about the music.</li> <li>● To sing in unison and in simple two-parts.</li> <li>● To demonstrate a good singing posture</li> <li>● To follow a leader when singing.</li> <li>● To enjoy exploring singing solo.</li> </ul> </li> </ul>
2							
Glockenspiel Stage 1							
N/A							
Exploring & developing playing skills							

	<p>Strictly D</p> <p>Drive</p> <p>D-E-F-initely</p> <p>Roundabout</p> <p>March of the Golden Guards</p> <p>Portsmouth</p>	<ul style="list-style-type: none"> <li>● Songs can make you feel different things e.g. happy, energetic or sad</li> <li>● Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>● To know why you must warm up your voice</li> </ul> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● The instruments used in class (a glockenspiel)</li> </ul> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> </ul> <ul style="list-style-type: none"> <li>● To know that using one or two notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> </ul> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>● Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Performing is sharing music with other people, an audience</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● You need to know and have planned everything that will be performed</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> </ul>	<ul style="list-style-type: none"> <li>● To sing with awareness of being 'in tune'.</li> <li>● To have an awareness of the pulse internally when singing</li> <li>● To treat instruments carefully and with respect.</li> <li>● 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.</li> <li>● To rehearse and perform their part within the context of the Unit song</li> <li>● To listen to and follow musical instructions from a leader.</li> <li>● Help create at least one simple melody using one, three or five different notes.</li> <li>● Plan and create a section of music that can be performed within the context of the unit song.</li> <li>● Talk about how it was created</li> <li>● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</li> <li>● To choose what to perform and create a programme.</li> <li>● To communicate the meaning of the words and clearly articulate them.</li> <li>● To talk about the best place to be when performing and how to stand or sit.</li> </ul>
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		<ul style="list-style-type: none"> <li>● It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>● To record the performance and say how they were feeling, what they were pleased with what they would change and why</li> </ul>
<p>KEY VOCABULARY: compare, contrast, vocals, brass, instrumental, evaluate</p> <p>ENGLISH LINKS OPPORTUNITIES TO WRITE:  ENGLISH LINKS OPPORTUNITIES TO ORALLY PRESENT: Children will research and present orally a fact file on the biography of Billie Holiday.</p> <p>MATHS LINKS: counting in time, basic awareness of time signatures.</p> <p>OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS:</p>			
<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE / KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
Year 4 Autumn	Musical Theatre	<p><b>Stephen Sondheim – Into The Woods.</b></p> <p><b>Five things to remember:</b></p> <ul style="list-style-type: none"> <li>● <b>Stephen Sondheim is a living composer famous for writing for musical theatre.</b></li> <li>● <b>In musical theatre song is used for storytelling.</b></li> <li>● <b>Can recognise different voices within recordings.</b></li> <li>● <b>Can recognise at least one of the orchestral families.</b></li> <li>● <b>Notices differences in tempo and begins to explain effects on listener.</b></li> </ul> <ul style="list-style-type: none"> <li>● Children will listen to both pieces separately.</li> </ul>	<ul style="list-style-type: none"> <li>● listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>● Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions including the works of great composers and musicians</li> </ul>

<p><b>2</b></p>	<ul style="list-style-type: none"> <li>• Children will think about which musical instruments they can hear and compare and contrast to film and musical theatre music they already know.</li> <li>• Children will listen to both pieces firstly without the accompanying film clip.</li> <li>• Children will evaluate both pieces, thinking carefully about how the music complements the scene.</li> <li>• Children will research and present orally a fact file on composer Sondheim.</li> </ul>	
<p><b>Glockenspiel 2</b></p>		
<p>Mixed styles</p>		
<p>Exploring and developing playing skills using the glockenspiel</p>	<p><b><u>CHARANGA MUSIC SCHOOL, WEEKLY SESSION</u></b></p> <p>To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about:</p>	<ul style="list-style-type: none"> <li>• To confidently identify and move to the pulse.</li> <li>• To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</li> </ul>
<p>Mardi Gras Groovin'</p>	<ul style="list-style-type: none"> <li>• Some of the style indicators of that song (musical characteristics that give the song its style).</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the music and how it makes them feel</li> </ul>
<p>Two-Way Radio</p>	<ul style="list-style-type: none"> <li>• The lyrics: what the song is about.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen carefully and respectfully to other people's thoughts about the music</li> </ul>
<p>Flea, Fly, Mosquito</p>	<ul style="list-style-type: none"> <li>• Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</li> </ul>	<ul style="list-style-type: none"> <li>• When you talk try to use musical words.</li> </ul>
<p>Rigadoon</p>	<ul style="list-style-type: none"> <li>• Identify the main sections of the song (introduction, verse, chorus etc).</li> </ul>	<ul style="list-style-type: none"> <li>• To sing in unison and in simple two-parts.</li> </ul>
<p>Mamma Mia</p>	<ul style="list-style-type: none"> <li>• Name some of the instruments they heard in the song.</li> </ul>	<ul style="list-style-type: none"> <li>• To demonstrate a good singing posture.</li> </ul>
<p>Portsmouth</p>	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• How pulse, rhythm and pitch work together</li> </ul>	<ul style="list-style-type: none"> <li>• To follow a leader when singing.</li> </ul>
<p>Strictly D</p>	<ul style="list-style-type: none"> <li>• Pulse: Finding the pulse – the heartbeat of the music</li> </ul>	<ul style="list-style-type: none"> <li>• To enjoy exploring singing solo.</li> </ul>
<p>Play Your Music</p>	<ul style="list-style-type: none"> <li>• Rhythm: the long and short patterns over the pulse</li> </ul>	<ul style="list-style-type: none"> <li>• To sing with awareness of being 'in tune'.</li> </ul>
<p>Drive</p>	<ul style="list-style-type: none"> <li>• Know the difference between pulse and rhythm</li> <li>• Pitch: High and low sounds that create melodies</li> <li>• How to keep the internal pulse</li> <li>• Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>	<ul style="list-style-type: none"> <li>• To rejoin the song if lost.</li> <li>• To listen to the group when singing.</li> <li>• To treat instruments carefully and with respect.</li> <li>• 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.</li> </ul>

		<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Singing in a group can be called a choir</li> <li>● Leader or conductor: A person who the choir or group follow</li> <li>● Songs can make you feel different things e.g. happy, energetic or sad</li> <li>● Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>● Texture: How a solo singer makes a thinner texture than a large group</li> <li>● To know why you must warm up your voice</li> </ul> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● The instruments used in class (a glockenspiel, recorder or xylophone).</li> <li>● Other instruments they might play or be played in a band or orchestra or by their friends.</li> </ul> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● To know that using one or two notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>● To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> </ul> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends</li> <li>● Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul> <p>To know and be able to talk about:</p>	<ul style="list-style-type: none"> <li>● To rehearse and perform their part within the context of the Unit song</li> <li>● To listen to and follow musical instructions from a leader.</li> <li>● To experience leading the playing by making sure everyone plays in the playing section of the song.</li> <li>● Help create at least one simple melody using one, three or all five different notes.</li> <li>● Plan and create a section of music that can be performed within the context of the unit song.</li> <li>● Talk about how it was created.</li> <li>● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> <li>● To choose what to perform and create a programme.</li> <li>● Present a musical performance designed to capture the audience.</li> <li>● To communicate the meaning of the words and clearly articulate them.</li> <li>● To talk about the best place to be when performing and how to stand or sit.</li> <li>● To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>
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		<ul style="list-style-type: none"> <li>● Performing is sharing music with other people, an audience</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● You need to know and have planned everything that will be performed</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	
<p>KEY VOCABULARY: score, composer, rhythm, orchestra, vocals, faster, slower, louder, softer</p> <p>ENGLISH LINKS OPPORTUNITIES TO WRITE: Chn will research composer and orally present this information during assembly</p> <p>MATHS LINKS: counting in time, basic awareness of time signatures.</p> <p>OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: Link with fairy-tale writing in literacy, previous experience of film scores and how this adds to action on screen.</p>			

<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE / KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
Year 4 Spring	Film Music	<p><b>Howard Shore – The Lord of the Rings Trilogy</b></p> <ul style="list-style-type: none"> <li>● Children will listen to both pieces firstly without the accompanying film clip.</li> <li>● Children will evaluate both pieces, thinking carefully about how the music complements the scene.</li> </ul>	<ul style="list-style-type: none"> <li>● listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>● Listen to, review and evaluate music across a range of historical periods, genres, styles and</li> </ul>

	<p><b>3</b></p> <hr/> <p><b>Stop!</b></p> <hr/> <p>Grime</p> <hr/> <p>Writing lyrics linked to a theme</p>	<ul style="list-style-type: none"> <li>• Children will research and present orally a fact file on the biography of Howard Shore</li> </ul> <p><b><u>Five things to remember:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Howard Shore is a composer for films.</b></li> <li>• <b>Music used to enhance the viewer’s experience of the film.</b></li> <li>• <b>Name at least one instrument used in each piece.</b></li> <li>• <b>Explain how Shore uses different instrumentation to create different texture.</b></li> <li>• <b>Know that ‘dynamics’ is the musical terms for volume and begin to explain effects of changes on listener.</b></li> </ul> <p><b><u>CHARANGA MUSIC SCHOOL, WEEKLY SESSION</u></b>  To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Some of the style indicators of that song (musical characteristics that give the song its style).</li> <li>• The lyrics: what the song is about.</li> <li>• Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</li> <li>• Identify the main sections of the song (introduction, verse, chorus etc).</li> <li>• Name some of the instruments they heard in the song.</li> </ul> <p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• How pulse, rhythm and pitch work together</li> <li>• Pulse: Finding the pulse – the heartbeat of the music</li> </ul>	<p>traditions including the works of great composers and musicians</p> <ul style="list-style-type: none"> <li>• To confidently identify and move to the pulse.</li> <li>• To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</li> <li>• Talk about the music and how it makes them feel</li> <li>• Listen carefully and respectfully to other people’s thoughts about the music .</li> <li>• When you talk try to use musical words.</li> <li>• To sing in unison and in simple two-parts.</li> <li>• To demonstrate a good singing posture.</li> <li>• To follow a leader when singing.</li> </ul>
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	<p>Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop)</p> <p>Radetzky Marsch by Strauss (Classical)</p> <p>Can't Stop The Feeling! by Justin Timberlake (Pop)</p> <p>Libertango by Astor Piazzolla (Tango)</p> <p>Mas Que Nada performed by Sérgio Mendes featuring Black Eyed Peas</p>	<ul style="list-style-type: none"> <li>● Rhythm: the long and short patterns over the pulse</li> <li>● Know the difference between pulse and rhythm</li> <li>● Pitch: High and low sounds that create melodies</li> <li>● How to keep the internal pulse</li> <li>● Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Singing in a group can be called a choir</li> <li>● Leader or conductor: A person who the choir or group follow</li> <li>● Songs can make you feel different things e.g. happy, energetic or sad</li> <li>● Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>● Texture: How a solo singer makes a thinner texture than a large group</li> <li>● To know why you must warm up your voice</li> </ul> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● The instruments used in class (a glockenspiel, recorder or xylophone).</li> <li>● Other instruments they might play or be played in a band or orchestra or by their friends.</li> </ul> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● To know that using one or two notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>● To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> </ul> <p>To know and be able to talk about:</p>	<ul style="list-style-type: none"> <li>● To enjoy exploring singing solo.</li> <li>● To sing with awareness of being 'in tune'.</li> <li>● To rejoin the song if lost.</li> <li>● To listen to the group when singing.</li> <li>● To treat instruments carefully and with respect.</li> <li>● 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.</li> <li>● To rehearse and perform their part within the context of the Unit song</li> <li>● To listen to and follow musical instructions from a leader.</li> <li>● To experience leading the playing by making sure everyone plays in the playing section of the song.</li> <li>● Help create at least one simple melody using one, three or all five different notes.</li> <li>● Plan and create a section of music that can be performed within the context of the unit song.</li> <li>● Talk about how it was created.</li> <li>● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> <li>● To choose what to perform and create a programme.</li> </ul>
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		<ul style="list-style-type: none"> <li>● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends</li> <li>● Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Performing is sharing music with other people, an audience</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● You need to know and have planned everything that will be performed</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>● Present a musical performance designed to capture the audience.</li> <li>● To communicate the meaning of the words and clearly articulate them.</li> <li>● To talk about the best place to be when performing and how to stand or sit.</li> <li>● To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>
<p>KEY VOCABULARY: score, composer, rhythm, orchestra, vocals, faster, slower, louder, softer</p> <p>ENGLISH LINKS OPPORTUNITIES TO WRITE: Compare scene of movie to music.</p> <p>MATHS LINKS: counting in time, basic awareness of time signatures.</p> <p>OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: previous experience of film scores and how this adds to action on screen.</p>			
<u>YR GROUP</u> <u>/ TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE / KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>

<p><b>Year 4 Summer</b></p>	<p><b>Jazz and Blues</b></p>	<p><b>Nina Simone</b></p> <ul style="list-style-type: none"> <li>• Children will listen to both pieces separately.</li> <li>• Children will think about which musical instruments they can hear and compare and contrast to pop music they already know.</li> <li>• Children will compare the voice of Nina Simone to Jennifer Hudson– discussion of similarities/difference/influences.</li> <li>• Children will evaluate both pieces, thinking carefully this time about the lyrics and vocals and how the vocal style complement the music.</li> <li>• Children will evaluate both pieces, thinking carefully this time about the instrumental brass sections and how they complement the music.</li> <li>• Children will research and present orally a fact file on the biography of Nina Simone.</li> </ul> <p><b>Five things to remember:</b></p> <ul style="list-style-type: none"> <li>• <b>Jazz and blues is a type or genre of music.</b></li> <li>• <b>Know that Jazz was originated by African-Americans in the early 20th century.</b></li> <li>• <b>Recognise that the lyrics of both songs deal with similar themes (i.e. Freedom).</b></li> <li>• <b>Recognise that songs can form part of political protest.</b></li> <li>• <b>Describe how the two pieces use at least one piece of instrumentation (e.g. brass, percussion, voice) to different effects on the listener.</b></li> </ul> <p><b><u>CHARANGA MUSIC SCHOOL, WEEKLY SESSION</u></b></p>	<ul style="list-style-type: none"> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions including the works of great composers and musicians</li> </ul> <ul style="list-style-type: none"> <li>• To confidently identify and move to the pulse.</li> </ul>
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<b>5</b>		
<b>Blackbird</b>		
The Beatles/Pop		
The Beatles, equality and civil rights		
Yellow Submarine by The Beatles		
Hey Jude by The Beatles		
Can't Buy Me Love by The Beatles		
Yesterday by The Beatles		
Let It Be by The Beatles		
	<p>To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Some of the style indicators of that song (musical characteristics that give the song its style).</li> <li>● The lyrics: what the song is about.</li> <li>● Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</li> <li>● Identify the main sections of the song (introduction, verse, chorus etc).</li> <li>● Name some of the instruments they heard in the song.</li> </ul> <p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● How pulse, rhythm and pitch work together</li> <li>● Pulse: Finding the pulse – the heartbeat of the music</li> <li>● Rhythm: the long and short patterns over the pulse</li> <li>● Know the difference between pulse and rhythm</li> <li>● Pitch: High and low sounds that create melodies</li> <li>● How to keep the internal pulse</li> <li>● Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Singing in a group can be called a choir</li> <li>● Leader or conductor: A person who the choir or group follow</li> <li>● Songs can make you feel different things e.g. happy, energetic or sad</li> <li>● Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>● Texture: How a solo singer makes a thinner texture than a large group</li> <li>● To know why you must warm up your voice</li> </ul> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● The instruments used in class (a glockenspiel, recorder or xylophone).</li> </ul>	<ul style="list-style-type: none"> <li>● To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</li> <li>● Talk about the music and how it makes them feel</li> <li>● Listen carefully and respectfully to other people’s thoughts about the music</li> <li>● When you talk try to use musical words.</li> <li>● To sing in unison and in simple two-parts.</li> <li>● To demonstrate a good singing posture.</li> <li>● To follow a leader when singing.</li> <li>● To enjoy exploring singing solo.</li> <li>● To sing with awareness of being ‘in tune’.</li> <li>● To rejoin the song if lost.</li> <li>● To listen to the group when singing.</li> <li>● To treat instruments carefully and with respect.</li> <li>● 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.</li> <li>● To rehearse and perform their part within the context of the Unit song</li> <li>● To listen to and follow musical instructions from a leader.</li> <li>● To experience leading the playing by making sure everyone plays in the playing section of the song.</li> <li>● Help create at least one simple melody using one, three or all five different notes.</li> </ul>

		<ul style="list-style-type: none"> <li>● Other instruments they might play or be played in a band or orchestra or by their friends.</li> </ul> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● To know that using one or two notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>● To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> </ul> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends</li> <li>● Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Performing is sharing music with other people, an audience</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● You need to know and have planned everything that will be performed</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>● Plan and create a section of music that can be performed within the context of the unit song.</li> <li>● Talk about how it was created.</li> <li>● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> <li>● To choose what to perform and create a programme.</li> <li>● Present a musical performance designed to capture the audience.</li> <li>● To communicate the meaning of the words and clearly articulate them.</li> <li>● To talk about the best place to be when performing and how to stand or sit.</li> <li>● To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>
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KEY VOCABULARY: Soul, jazz, blues, genre, complement,

ENGLISH LINKS OPPORTUNITIES TO WRITE: Children will research and present orally a fact file on the biography of Nina Simone.

MATHS LINKS:

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS:

**SKILLS ACQUISITION**

<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE/ KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
Year 5 Autumn	Film Music	<p><b>Hans Zimmer – Pirates of the Caribbean/ Interstellar</b></p> <ul style="list-style-type: none"> <li>• Children will listen to both pieces firstly without the accompanying film clip.</li> <li>• Children will then watch both film clips which are accompanied by action on screen.</li> <li>• Children will evaluate both pieces, thinking carefully about how the music complements the scene.</li> <li>• Children will research and present orally a fact file on the biography of Hans Zimmer.</li> </ul> <p><b>Five things to remember:</b></p> <ul style="list-style-type: none"> <li>• <b>Hans Zimmer is a living composer famous for writing music for TV and film.</b></li> <li>• <b>Film Music supports the action on screen and can relate this to specific film scenes discussed.</b></li> <li>• <b>To be able to identify string section in both pieces.</b></li> <li>• <b>To be able to identify percussion section in both pieces.</b></li> </ul>	<ul style="list-style-type: none"> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions including the works of great composers and musicians</li> </ul>

4

**Fresh Prince of Bel-Air**  
rapped by Will Smith

Old-School Hip-Hop

Me Myself and I by De La Soul

Ready or Not by Fugees

Rapper's Delight by The Sugarhill Gang

U Can't Touch This by M C Hammer

- To be able to identify the 'Captain Jack' motif in 'He's a Pirate.'

**CHARANGA MUSIC SCHOOL, WEEKLY SESSION**

- 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:
    - Some of the style indicators of the songs (musical characteristics that give the songs their style)
    - The lyrics: what the songs are about
    - Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)
    - Identify the main sections of the songs (intro, verse, chorus etc.)
    - Name some of the instruments they heard in the songs
    - The historical context of the songs. What else was going on at this time?
- Know and be able to talk about:
- How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song
  - How to keep the internal pulse
  - Musical Leadership: creating musical ideas for the group to copy or respond to
  - To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.
  - To choose a song and be able to talk about:
    - Its main features
    - Singing in unison, the solo, lead vocal, backing vocals or rapping
    - To know what the song is about and the meaning of the lyrics
    - To know and explain the importance of warming up your voice
- To know and be able to talk about:
- Different ways of writing music down – e.g. staff notation, symbols
  - The notes C, D, E, F, G, A, B + C on the treble stave

- To sing in unison and to sing backing vocals
- . ● To enjoy exploring singing solo. To listen to the group when singing.
- To demonstrate a good singing posture
- . ● To follow a leader when singing.
- To experience rapping and solo singing.
- To listen to each other and be aware of how you fit into the group.
- To sing with awareness of being 'in tune'.
- Play a musical instrument with the correct technique within the context of the Unit song.
- Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.
- To rehearse and perform their part within the context of the Unit song.
- To listen to and follow musical instructions from a leader.
- To lead a rehearsal session.
- Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song
- . ● Explain the keynote or home note and the structure of the melody.
- Listen to

		<ul style="list-style-type: none"> <li>● The instruments they might play or be played in a band or orchestra or by their friends</li> </ul> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● To know that using one or two notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>● To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> <li>● To know three well-known improvising musicians</li> </ul> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends</li> <li>● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>● Notation: recognise the connection between sound and symbol</li> </ul> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Performing is sharing music with other people, an audience</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● Everything that will be performed must be planned and learned</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>	<p>and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <ul style="list-style-type: none"> <li>● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> <li>● To choose what to perform and create a programme.</li> <li>● To communicate the meaning of the words and clearly articulate them.</li> <li>● To talk about the venue and how to use it to best effect</li> <li>● To record the performance and compare it to a previous performance.</li> <li>● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul>
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KEY VOCABULARY:			
ENGLISH LINKS OPPORTUNITIES TO WRITE:			
MATHS LINKS: counting in time, basic awareness of time signatures.			
OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: previous experience of film scores and how this adds to action on screen.			
<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE</u> <u>KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
Year 5 Spring	Musical Theatre	<p><b>Lin-Manuel Miranda – In The Heights</b></p> <ul style="list-style-type: none"> <li>• Children will listen to both pieces.</li> <li>• Children will then watch both film clips which are accompanied by action on screen.</li> <li>• Children will evaluate both pieces, thinking carefully about how the music complements the scene.</li> </ul> <p>Children will research and present orally a fact file on the biography of Lin Manuel Miranda</p> <p><b>Five things to remember:</b></p> <ul style="list-style-type: none"> <li>• <b>Lin-Manuel Miranda is a living actor, singer and composer famous for his work in musical theatre and film.</b></li> <li>• <b>To be able to identify and discuss how lyrics push forward narrative and storytelling.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Music technology workshop.</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions including the works of great composers and musicians</li> </ul>

5

**Dancing in the Street**  
sung by Martha and The Vandellas

Motown

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

- To understand that Miranda's upbringing in New York City combined with his Puerto Rican heritage inspired his debut musical, In The Heights.
- To be able to identify Latin American music motifs and homage's eg. Latin piano rhythms and use of percussion.
- To be able to discuss why some characters use English and also Spanish lyrics.

**CHARANGA MUSIC SCHOOL, WEEKLY SESSION**

- 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:
    - Some of the style indicators of the songs (musical characteristics that give the songs their style)
    - The lyrics: what the songs are about
    - Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)
    - Identify the main sections of the songs (intro, verse, chorus etc.)
    - Name some of the instruments they heard in the songs
    - The historical context of the songs. What else was going on at this time?
- Know and be able to talk about:
- How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song
  - How to keep the internal pulse
    - Musical Leadership: creating musical ideas for the group to copy or respond to
  - To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.

- To sing in unison and to sing backing vocals
- To enjoy exploring singing solo. To listen to the group when singing.
- To demonstrate a good singing posture
- To follow a leader when singing.
- To experience rapping and solo singing.
- To listen to each other and be aware of how you fit into the group.
- To sing with awareness of being 'in tune'.
- Play a musical instrument with the correct technique within the context of the Unit song.
  - Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.
  - To rehearse and perform their part within the context of the Unit song.
  - To listen to and follow musical instructions from a leader.
  - To lead a rehearsal session.

		<ul style="list-style-type: none"> <li>● To choose a song and be able to talk about: ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice</li> <li>To know and be able to talk about: <ul style="list-style-type: none"> <li>● Different ways of writing music down – e.g. staff notation, symbols</li> <li>● The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>● The instruments they might play or be played in a band or orchestra or by their friends</li> </ul> </li> <li>To know and be able to talk about improvisation: <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● To know that using one or two notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>● To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> <li>● To know three well-known improvising musicians</li> </ul> </li> <li>To know and be able to talk about: <ul style="list-style-type: none"> <li>● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends</li> <li>● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>● Notation: recognise the connection between sound and symbol</li> </ul> </li> <li>To know and be able to talk about: <ul style="list-style-type: none"> <li>● Performing is sharing music with other people, an audience</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● Everything that will be performed must be planned and learned</li> <li>● You must sing or rap the words clearly and play with confidence</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song</li> <li>● Explain the keynote or home note and the structure of the melody.</li> <li>● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> <li>● To choose what to perform and create a programme. <ul style="list-style-type: none"> <li>● To communicate the meaning of the words and clearly articulate them.</li> <li>● To talk about the venue and how to use it to best effect</li> </ul> </li> <li>● To record the performance and compare it to a previous performance.</li> <li>● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul>
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		<ul style="list-style-type: none"> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>	
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KEY VOCABULARY:

ENGLISH LINKS OPPORTUNITIES TO WRITE:

MATHS LINKS: counting in time, basic awareness of time signatures.

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS:

<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
Year 5 Summer	Baroque	<p><b>Handel –The Messiah</b></p> <p><b><u>CHARANGA MUSIC SCHOOL, WEEKLY SESSION</u></b></p> <ul style="list-style-type: none"> <li>● To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</li> <li>● To know the style of the five songs and to name other songs from the Units in those styles.</li> <li>● To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> <li>○ Some of the style indicators of the songs (musical characteristics that give the songs their style)</li> <li>○ The lyrics: what the songs are about</li> <li>○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>○ Identify the main sections of the songs (intro, verse, chorus etc.)</li> <li>○ Name some of</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>● Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions including the works of great composers and musicians</li> </ul>

6

**Reflect, Rewind & Replay**

Classical

Music from Compline –  
Traditional – Early Music

Dido and Aeneas: Overture by  
Henry Purcell – Baroque

Symphony No. 5 in C minor  
(allegro con brio) by Ludwig  
Van Beethoven – Classical

Minute Waltz in D-flat by  
Chopin – Romantic

Central Park in the Dark by  
Charles Edward Ives – 20th  
Century

Clapping Music by Steve Reich  
– Contemporary

the instruments they heard in the songs ○ The historical context of the songs. What else was going on at this time?

Know and be able to talk about:

- How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song

- How to keep the internal pulse

- Musical Leadership: creating musical ideas for the group to copy or respond to

- To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.

- To choose a song and be able to talk about: ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice

To know and be able to talk about:

- Different ways of writing music down – e.g. staff notation, symbols ● The notes C, D, E, F, G, A, B + C on the treble stave

- The instruments they might play or be played in a band or orchestra or by their friends

To know and be able to talk about improvisation:

- Improvisation is making up your own tunes on the spot

- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one or two notes confidently is better than using five

- To know that if you improvise using the notes you are given, you cannot make a mistake

- To know that you can use some of the riffs you have heard in the Challenges in your improvisations

- To know three well-known improvising musicians

To know and be able to talk about:

- To sing in unison and to sing backing vocals

- To enjoy exploring singing solo. To listen to the group when singing.

- To demonstrate a good singing posture
- To follow a leader when singing.

- To experience rapping and solo singing.
- To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being 'in tune'.

- Play a musical instrument with the correct technique within the context of the Unit song.

- Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.

- To rehearse and perform their part within the context of the Unit song.

- To listen to and follow musical instructions from a leader.

- To lead a rehearsal session.

- Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song

		<ul style="list-style-type: none"> <li>● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends</li> <li>. ● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>● Notation: recognise the connection between sound and symbol</li> <li>To know and be able to talk about: <ul style="list-style-type: none"> <li>● Performing is sharing music with other people, an audience</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● Everything that will be performed must be planned and learned</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>. ● 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. <ul style="list-style-type: none"> <li>● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> <li>● To choose what to perform and create a programme. <ul style="list-style-type: none"> <li>● To communicate the meaning of the words and clearly articulate them.</li> <li>● To talk about the venue and how to use it to best effect</li> </ul> </li> </ul> </li> <li>. ● To record the performance and compare it to a previous performance. <ul style="list-style-type: none"> <li>● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul> </li> </ul>
<p>KEY VOCABULARY:</p> <p>ENGLISH LINKS OPPORTUNITIES TO WRITE:</p>			

MATHS LINKS: counting in time, basic awareness of time signatures.

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS:

<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE / KNOWLEDGE ACQUISITION</u>		<u>SKILLS ACQUISITION</u>
<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE</u>	<u>KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
Year 6 Spring	World Music	<p>Protest songs – 1960s America and Anti-Apartheid movement</p> <p>Looking at songs such as ‘A change is gonna come’ and ‘What’s going on?’ Including ‘Free Nelson Mandela’ ‘Something inside so strong’ and ‘Give me hope Joanna’</p> <p>Talk about Martin Luther King statue seen on visit to Newcastle University. What had he done? Discuss Civil Rights movement in America in 50s/60s.</p> <p>Show protests and riots – how else can people protest? Discuss music. Play ‘A change is gonna come’ and ‘What’s going on? Tell children to listen to the lyrics. What makes them protest songs? Play them again with lyrics from Youtube. Ch write out important lines to them.</p> <p>Now discuss Apartheid and south Africa. Talk about pressure from outside world – no sport or music tours.</p> <p>Play ‘Free Nelson Mandela’ ‘Something inside so strong’ and ‘Give me hope Joanna’. Discuss how some of them sound happy – does a protest song have to be sad?</p> <p>Five things to remember:</p>		<ul style="list-style-type: none"> <li>• develop an understanding of the history of music.</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions including the works of great composers and musicians</li> </ul>

4

You've Got A Friend

70s Ballad/Pop

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

- **Governments were obviously racist very recently and this made musicians write songs to express their anger and sadness,**
- **Lyrics can give us an important message or a feeling.**
- **Protest songs are not always obvious.**
- **Black musicians have been very important in the music industry and often led the way.**
- **Songwriters of all races use songs now to protest – Sam Fender and Kendrick Lamar.**

#### **CHARANGA MUSIC SCHOOL, WEEKLY SESSION**

- To know five songs from memory, who sang or wrote them, when they were written and why?
  - To know the style of the songs and to name other songs from the Units in those styles.
  - To choose three or four other songs and be able to talk about:
    - The style indicators of the songs (musical characteristics that give the songs their style)
    - The lyrics: what the songs are about
    - Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)
    - Identify the structure of the songs (intro, verse, chorus etc.)
    - Name some of the instruments used in the songs
    - The historical context of the songs. What else was going on at this time, musically and historically?
    - Know and talk about that fact that we each have a musical identity
- Know and be able to talk about:
- How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music
  - How to keep the internal pulse

- To identify and move to the pulse with ease.
- To think about the message of songs.
- To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.
- Listen carefully and respectfully to other people's thoughts about the music.
- Use musical words when talking about the songs.
- To talk about the musical dimensions working together in the Unit songs.
- Talk about the music and how it makes you feel, using musical language to describe the music.
- To sing in unison and to sing backing vocals.
- To demonstrate a good singing posture.

		<ul style="list-style-type: none"> <li>● Musical Leadership: creating musical ideas for the group to copy or respond to</li> <li>● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>● To know about the style of the songs so you can represent the feeling and context to your audience <ul style="list-style-type: none"> <li>● To choose a song and be able to talk about: <ul style="list-style-type: none"> <li>○ Its main features</li> <li>○ Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>○ To know what the song is about and the meaning of the lyrics</li> <li>○ To know and explain the importance of warming up your voice</li> </ul> </li> </ul> </li> <li>To know and be able to talk about: <ul style="list-style-type: none"> <li>● Different ways of writing music down – e.g. staff notation, symbols</li> <li>● The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>● The instruments they might play or be played in a band or orchestra or by their friends</li> </ul> </li> <li>To know and be able to talk about improvisation: <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● To know that using one, two or three notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>● To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations <ul style="list-style-type: none"> <li>● To know three well-known improvising musicians</li> </ul> </li> </ul> </li> <li>To know and be able to talk about: <ul style="list-style-type: none"> <li>● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. <ul style="list-style-type: none"> <li>● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>● Notation: recognise the connection between sound and symbol</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● To follow a leader when singing.</li> <li>● To experience rapping and solo singing.</li> <li>● To listen to each other and be aware of how you fit into the group. <ul style="list-style-type: none"> <li>● To sing with awareness of being 'in tune'.</li> <li>● Play a musical instrument with the correct technique within the context of the Unit song.</li> </ul> </li> <li>● 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.</li> <li>● To rehearse and perform their part within the context of the Unit song. <ul style="list-style-type: none"> <li>● To listen to and follow musical instructions from a leader.</li> <li>● To lead a rehearsal session</li> </ul> </li> <li>● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song</li> <li>● Explain the keynote or home note and the structure of the melody.</li> <li>● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> <li>● To choose what to perform and create a programme.</li> </ul>
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		<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Performing is sharing music with an audience with belief</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● Everything that will be performed must be planned and learned</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>● To communicate the meaning of the words and clearly articulate them.</li> <li>● To talk about the venue and how to use it to best effect.</li> <li>● To record the performance and compare it to a previous performance.</li> </ul> <p>To discuss and talk musically about it –      “What went well?” and “It would have been even better if...”</p>
<p>KEY VOCABULARY: Racism protest love apartheid civil rights Nelson Mandela Martin Luther King</p> <p>ENGLISH LINKS OPPORTUNITIES TO WRITE: Anti-racism posters</p> <p>MATHS LINKS: counting in time, basic awareness of time signatures.</p> <p>OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: Discuss racism in literacy regarding 'Holes'.</p>			
<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE / KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
Year 6 Spring 1	Musical Theatre	<p><b>WWII/The Nazi Occupation in Musical Theatre: Kander and Ebb, 'Cabaret,' Rogers and Hammerstein, 'The Sound of Music.'</b></p> <p><b>Discuss how negative things such as war can inspire artists to produce incredible work.</b></p>	<ul style="list-style-type: none"> <li>● develop an understanding of the history of music.</li> <li>● listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul>

5

**Music and Me**

Hip Hop, Classical,  
Electronic, Soul,  
Contemporary

Something Helpful by  
Anna Meredith

O by Shiva Feshareki

V-A-C Moscow by  
Shiva Feshareki

Heroes & Villains by  
Esko

Shades Of Blue by  
Esko

And! by Afrodeutsche

The Middle Middle by  
Afrodeutsche

**Look at two very contrasting musicals – Cabaret and The Sound of Music – both based on true life stories. Cabaret ( based on a novel by Christopher Isherwood *Goodbye to Berlin*) looked at singers and performers who Hitler often regarded as being anti-German. He tried to close down the bars and restaurants they sang in. The Sound of Music looks at a family, which opposed Hitler’s Nazi party, eventually escaping to Switzerland. Discuss different musical styles in both and then learn ‘Do, Re, Mi’ from the Sound of Music. Remind them both films set in Weimar Germany during the early part of the 1930s and show the rise in influence of the Nazis after the Wall Street Crash.**

**Five things to remember:**

- **Negative things such as war can inspire artists to produce incredible work.**
- **Musical theatre can convey all different types of emotion through melodies and lyrics.**
- **Musical theatre is incredibly popular and is a multi-billion pound business.**
- **Understand the importance of singers harmonizing – learn ‘Do, Re, Mi’ from the Sound of Music.**
- **Songs are often written in pairs with musicians and lyricists.**

**CHARANGA MUSIC SCHOOL, WEEKLY SESSION**

- To know five songs from memory, who sang or wrote them, when they were written and why?
- To know the style of the songs and to name other songs from the Units in those styles.
- To choose three or four other songs and be able to talk about:
  - The style indicators of the songs (musical characteristics that give the songs their style)
  - The lyrics: what the songs are about
  - Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm,

- Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions including the works of great composers and musicians

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- 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.



		<p>pitch and timbre) ○ Identify the structure of the songs (intro, verse, chorus etc.) ○ Name some of the instruments used in the songs ○ The historical context of the songs. What else was going on at this time, musically and historically? ○ Know and talk about that fact that we each have a musical identity</p> <p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</li> <li>● How to keep the internal pulse</li> <li>● Musical Leadership: creating musical ideas for the group to copy or respond to</li> <li>● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>● To know about the style of the songs so you can represent the feeling and context to your audience</li> <li>● To choose a song and be able to talk about: ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice</li> </ul> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Different ways of writing music down – e.g. staff notation, symbols</li> <li>● The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>● The instruments they might play or be played in a band or orchestra or by their friends</li> </ul> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● To know that using one, two or three notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> </ul>	<ul style="list-style-type: none"> <li>● Use musical words when talking about the songs.</li> <li>● To talk about the musical dimensions working together in the Unit songs.</li> <li>● Talk about the music and how it makes you feel, using musical language to describe the music.</li> <li>● To sing in unison and to sing backing vocals.</li> <li>● To demonstrate a good singing posture.</li> <li>● To follow a leader when singing.</li> <li>● To experience rapping and solo singing.</li> <li>● To listen to each other and be aware of how you fit into the group.</li> <li>● To sing with awareness of being ‘in tune’.</li> <li>● Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>● 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.</li> <li>● To rehearse and perform their part within the context of the Unit song.</li> <li>● To listen to and follow musical instructions from a leader.</li> <li>● To lead a rehearsal session</li> <li>● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song</li> <li>● Explain the keynote or home note and the structure of the melody.</li> </ul>
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		<ul style="list-style-type: none"> <li>● To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations</li> <li>● To know three well-known improvising musicians</li> </ul> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>● Notation: recognise the connection between sound and symbol</li> </ul> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Performing is sharing music with an audience with belief</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● Everything that will be performed must be planned and learned</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> <li>● To choose what to perform and create a programme.</li> <li>● To communicate the meaning of the words and clearly articulate them.</li> <li>● To talk about the venue and how to use it to best effect.</li> <li>● To record the performance and compare it to a previous performance.</li> </ul> <p>To discuss and talk musically about it –      "What went well?" and "It would have been even better if..."</p>
<b><u>YR GROUP / TERM</u></b>	<b><u>TOPIC</u></b>	<b><u>KEY CONTENT / LESSON SEQUENCE / KNOWLEDGE ACQUISITION</u></b>	<b><u>SKILLS ACQUISITION</u></b>
<b>Year 6 Summer</b>	<b>Rock and Pop</b>	<b>Freddie Mercury – Vocals.</b> Look at the vocals of Freddie Mercury and his band Queen. First off listen to Bohemian Rhapsody and draw whatever comes into our minds.	<ul style="list-style-type: none"> <li>● develop an understanding of the history of music.</li> <li>● listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul>

		<p>Listen to it again, watching the iconic video. 1<sup>st</sup> ever popular video – how is it different to today's?</p> <p>Listen to it a final time from the Live Aid concert – how is it different</p> <p>Discuss how from the Live Aid set how Freddie Mercury is a real performer and came alive on stage – especially singing with the crowds at Wembley Stadium.</p> <p>Finally listen to 'Who wants to Live Forever', written by Queen from the soundtrack of Highlander.</p> <p>Mention it is from a film – how does it make you feel?</p> <p>Reveal it is an emotional scene in the film (The immortal hero cradles his dying wife in his arms).</p> <p>Note it is different to Bohemian Rhapsody as it had a more traditional verse/chorus arrangement.</p> <p><b>Five things to remember</b></p> <ul style="list-style-type: none"> <li>• <b>Notice songs do not always have to have traditional verse – chorus arrangement.</b></li> <li>• <b>The same song can be performed differently when recorded and when played Live.</b></li> <li>• <b>Songs can be reacted to differently when you watch a video or simply listen to the music.</b></li> <li>• <b>Songwriters and performers change their styles for different songs.</b></li> <li>• <b>Performers who are quite off stage can come alive in front of a crowd – Freddie Mercury.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions including the works of great composers and musicians</li> <li>•</li> <li>• To identify and move to the pulse with ease.</li> <li>• To think about the message of songs.</li> <li>• To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>• Listen carefully and respectfully to other people's thoughts about the music.</li> <li>• Use musical words when talking about the songs.</li> <li>• To talk about the musical dimensions working together in the Unit songs.</li> <li>• Talk about the music and how it makes you feel, using musical language to describe the music.</li> </ul>
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6

Reflect, Rewind & Replay

Classical

L'autrier Pastoure Seoit (The Other Day a Shepherdess Was Sitting) – Traditional – Early Music

Armide Overture by Jean-Baptiste Lully – Baroque

The Marriage of Figaro: Overture by Mozart – Classical

Erlkönig, D.328 Op. 1 Wer reitet so spät by Franz Schubert – Romantic

Sonata for Horn in F by Paul Hindemith – 20th century

Homelands by Nitin Sawhney – Contemporary

### **CHARANGA MUSIC SCHOOL, WEEKLY SESSION**

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

Know and be able to talk about:

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

To know and be able to talk about:

- Different ways of writing music down – e.g. staff notation, symbols
- The notes C, D, E, F, G, A, B + C on the treble stave
- The instruments they might play or be played in a band or orchestra or by their friends

- To sing in unison and to sing backing vocals. ● To demonstrate a good singing posture.
- To follow a leader when singing.
- To experience rapping and solo singing.
- To listen to each other and be aware of how you fit into the group.
- To sing with awareness of being 'in tune'.
- Play a musical instrument with the correct technique within the context of the Unit song. ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.
- To rehearse and perform their part within the context of the Unit song.
- To listen to and follow musical instructions from a leader.
- To lead a rehearsal session
- Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song
- Explain the keynote or home note and the structure of the melody.
- Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.
- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

		<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● To know that using one, two or three notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>● To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations</li> <li>● To know three well-known improvising musicians</li> </ul> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>● Notation: recognise the connection between sound and symbol</li> </ul> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Performing is sharing music with an audience with belief</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● Everything that will be performed must be planned and learned</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>● To choose what to perform and create a programme.</li> <li>● To communicate the meaning of the words and clearly articulate them.</li> <li>● To talk about the venue and how to use it to best effect.</li> <li>● To record the performance and compare it to a previous performance.</li> </ul> <p>To discuss and talk musically about it –      “What went well?” and “It would have been even better if...”</p>
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KEY VOCABULARY: Emotion vocals Bohemian Rhapsody scores

ENGLISH LINKS OPPORTUNITIES TO WRITE: Describe the scene from Highlander before watching it.

MATHS LINKS: counting in time, basic awareness of time signatures.

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: Looked at film scores earlier in the year. Protest songs – Live Aid concert – Nelson Mandela concert few years later.