



MARTON MANOR  
PRIMARY SCHOOL

**MUSIC**

**CURRICULUM**






MARTON MANOR  
PRIMARY SCHOOL

**YEAR 1**












**MUSIC CURRICULUM**

# TEACH IT

## PRIOR LEARNING




-  Learn and sing a variety of simple, repetitive songs.
-  Moving body parts to music.
-  Performing songs with actions.

## KEY VOCABULARY





- |  |   |   |   |
|--|---|---|---|
|  <b>Audience</b>  |  <b>Melody</b> |  <b>Rap</b>      |  <b>Tambourine</b> |
|  <b>Compose</b>   |  <b>Pulse</b>  |  <b>Drum</b>     |  <b>Guitar</b>     |
|  <b>Improvise</b> |  <b>Pitch</b>  |  <b>Triangle</b> |   |

## LISTENING & APPRAISING

### Knowledge



-  Learn a selection of songs and know what they are about.
-  Know and recognise the names and sounds of some of the instruments they use.
-  Know that music has a steady pulse, like a heartbeat.

### Skills






-  Listen with concentration to a range of music
-  State something that was liked about a performance.
-  Identify different sound sources – e.g. fire engine, doorbell, dog barking - and familiar classroom instruments.
-  Identify the pulse by moving body parts to the beat.

## SINGING & PLAYING

### Knowledge




-  Know a selection of songs by heart.
-  Learn the names of the instruments they are playing

### Skills




-  Find a singing voice and use voices confidently
-  Follow pitch movements with their hands and use high, low and middle voices.
-  Handle and play instruments with control to create a pulse and simple rhythms.
-  Listen to and follow musical instructions from a leader.
-  Treat instruments carefully and with respect.

## IMPROVISING & COMPOSING

### Knowledge



-  Improvisation is about making up your own new tunes on the spot.
-  Composing is like writing a story with music.
-  Everyone can improvise and compose.

### Skills




-  Clap and improvise (Listen and clap back in style of question and response)
-  Simple Q&A improvisations with voice and instruments.
-  Contribute to the creation of a class composition using un-tuned instruments..

## PERFORMING & SHARING

### Knowledge

-  Know a performance is sharing music with other people called an audience
-  Know a selection of simple songs from memory.

### Skills

-  Confidently sing short songs in unison.
-  Learn songs by heart and take part in Christmas performances for parents.
-  Talk about how they felt about their performance.

Unit	1	2	3	4	5	6
Title	Hey You	Rhythm In The Way We Walk and The Banana Rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind & Replay
Style of main song	Old School Hip-Hop	Reggae	Blues, Baroque, Latin, Bhangra, Folk, Funk	Bossa Nova	Pop	Classical
Unit theme	How pulse, rhythm and pitch work together.	Pulse, rhythm and pitch, rapping, dancing and singing.	How to be in the groove with different styles of music.	Pulse, rhythm and pitch in different styles of music.	Using your imagination.	The history of music, look back and consolidate your learning, learn some of the language of music.
<b>Instrumental Parts</b>						
Key	C		C	D minor	C	Revise existing
One Note	C		C	D	C	
Easy Part	C		C + D	D, F, C + D	C + G	
Medium Part	C + G		C + D	D, E, F, G, + A	C, E, + G	
Melody	C + G		C, G, + A	D, F, G, A + C	E, G + A	
<b>Warm Up Games</b>	Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same.					
Game 1	<b>Find The Pulse Choose an animal and find the pulse</b>					
Game 2	<b>Rhythm Copy Back Listen to the rhythm and clap back</b>					
Game 3	<b>Rhythm Copy Back, Your Turn</b>					
Game 4	<b>Pitch Copy Back and Vocal Warm-up 1</b>					
Game 4a	<b>Pitch Copy Back and Vocal Warm-up 2</b>					

## LISTEN & APPRAISE

### Knowledge

- To know 5 songs off by heart.
- To know what the songs are about.
- To know and recognise the sound and names of some of the instruments they use.

### Skills

- To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.

## SINGING

### Knowledge

- To confidently sing or rap five songs from memory and sing them in unison.

### Skills

- 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.

## GAMES

### Knowledge

- 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.

### Skills

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:

- Game 1 – **Have Fun Finding The Pulse!** Find the pulse. Choose an animal and find the pulse
- Game 2 – **Rhythm Copy Back.** Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.
- Game 3 – **Rhythm Copy Back, Your Turn.** Create rhythms for others to copy
- Game 4 – **Pitch Copy Back and Vocal Warm-up 1.** Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat
- Game 4a – **Pitch Copy Back and Vocal Warm-up 2.** Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.

## PLAYING

### Knowledge

- 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.

### Skills

- Treat instruments carefully and with respect.
- Play a tuned instrumental part with the song they perform.
- Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).
- Listen to and follow musical instructions from a leader.

## IMPROVISATION

### Knowledge

- 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!

### Skills

Use the improvisation tracks provided. Improvise using the three challenges:

- **Clap and Improvise** – Listen and clap back, then listen and clap your own answer (rhythms of words).
- **Sing, Play and Improvise** – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.
- **Improvise!** – Take it in turns to improvise using one or two notes

## COMPOSITION

### Knowledge

- Composing is like writing a story with music.
- Everyone can compose.

### Skills

- 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.

## PERFORMANCE

### Knowledge

- A performance is sharing music with other people, called an audience.

### Skills

- 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



MARTON MANOR  
PRIMARY SCHOOL

**YEAR 2**

**MUSIC CURRICULUM**

# TEACH IT

## PRIOR LEARNING

- ✎ Recall and remember short songs.
- ✎ Identify different sound sources – e.g. fire engine, doorbell, dog barking
- ✎ Identify and name classroom instruments: Drum, tambourine, triangle
- ✎ Understanding of musical vocabulary: PULSE

## KEY VOCABULARY

- ✎ Audience
- ✎ Compose
- ✎ Dynamics
- ✎ Improvise
- ✎ Melody
- ✎ Pulse
- ✎ Pitch
- ✎ Rap
- ✎ Rhythm
- ✎ Tempo
- ✎ Unison
- ✎ Chime Bars
- ✎ Drum
- ✎ Glockenspiel
- ✎ Guiro
- ✎ Guitar
- ✎ Keyboard
- ✎ Piano
- ✎ Triangle
- ✎ Tambourine
- ✎ Maracas

## LISTENING & APPRAISING

### Knowledge

- ✎ Know a selection of songs off by heart.
- ✎ Know some songs have a chorus or a response/answer part.
- ✎ Know that songs have a musical style.
- ✎ Know how rhythms are different from the steady pulse.
- ✎ Identify and name classroom instruments: Drum, tambourine, triangle, guiro, chime bars, maracas/shakers.
- ✎ Understanding of musical vocabulary: PULSE, RHYTHM, PITCH

### Skills

- ✎ Recall and remember short songs and sequences.
- ✎ Identify different sound sources – drum, triangle, tambourine
- ✎ Identify how sounds can be changed when instruments are played in a different way.
- ✎ Listen with concentration to a range of high quality music.
- ✎ State something that was liked about a piece of music and why they liked it.

## SINGING & PLAYING

### Knowledge

- ✎ Know that unison is everyone singing at the same time.
- ✎ Know that songs include other ways of using the voice e.g. rapping (spoken word).
- ✎ 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 percussion instruments played in class.

### Skills

- ✎ Learn about voices singing notes of different pitches (high and low).
- ✎ Treat instruments carefully and with respect.
- ✎ Copy back simple rhythms and phrases using clapping, voices and instruments. (One or two notes)
- ✎ Learn to play a tuned instrumental part .
- ✎ Play the part in time with the steady pulse.
- ✎ Listen to and follow musical instructions from a leader.

## IMPROVISING & COMPOSING

### Knowledge

- ✎ 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.
- ✎ Composing is like writing a story with music and can be done by everyone.

### Skills

- ✎ Improvisation: Clap, Sing, Play and Improvise – Listen and clap, sing or play your own answer using one or two notes.
- ✎ Help create three simple melodies using one, three or five different notes.
- ✎ Learn how the notes of the composition can be written down and changed if necessary.

## PERFORMING & SHARING

### Knowledge

- ✎ Know a selection of songs from memory
- ✎ Know a performance is sharing music with an audience
- ✎ Know this can be a special occasion and involve a class, a year group or a whole school.
- ✎ An audience can include your parents and friends.

### Skills

- ✎ Choose from songs they have learned to sing in unison in front of an audience.
- ✎ Learn songs by heart and confidently take part in Christmas performances for parents.
- ✎ Add their own ideas to the performance.
- ✎ Record a performance and say how they were feeling about it.



Unit	1	2	3	4	5	6
Title	<b>Hands, Feet, Heart</b>	<b>Ho, Ho, Ho</b>	<b>I Wanna Play in a Band</b>	<b>Zootime</b>	<b>Friendship Song</b>	<b>Reflect, Rewind &amp; Replay</b>
Style of main song	Afropop, South African	A song with rapping and improvising for Christmas	Rock	Reggae	Pop	Classical
Unit theme	South African music	Festivals and Christmas	Playing together in a band	Reggae and animals	A song about being friends	The history of music, look back and consolidate your learning, learn some of the language of music.
<b>Instrumental Parts</b>						
Key	G	G	D	C	C	Revise existing
One Note	G	G	F	C	C	
Easy Part	G, A + C	G, A + B	D + C	C + D	E + G	
Medium Part	G, A , B + C	G, A + B	G, F + C	C + D	E,G, A + B	
Melody	E, F, G, A, B + C	N/A	C, D + F	C + D	C, D, E, F, G, A + B	
<b>Warm Up Games</b>	Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same.					
Game 1	<b>Find The Pulse.</b> Choose an animal and find the pulse					
Game 2	<b>Rhythm Copy Back</b> Listen to the rhythm and clap back					
Game 3	<b>Rhythm Copy Back, Your Turn</b>					
Game 4	<b>Pitch Copy Back and Vocal Warm-up 1</b>					
Game 4a	<b>Pitch Copy Back and Vocal Warm-up 2</b>					

## LISTEN & APPRAISE

### Knowledge

- To know 5 songs off by heart.
- To know some songs have a chorus or a response/answer part.
- To know that songs have a musical style.

### Skills

- 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.

## SINGING

### Knowledge

- To confidently sing or rap 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.

### Skills

- 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 find a comfortable singing position.
- Learn to start and stop singing when following a leader.

## PLAYING

### Knowledge

- 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.

### Skills

- 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.

## GAMES

### Knowledge

- 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.

### Skills

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:

- Game 1 – **Have Fun Finding The Pulse!** Find the pulse. Choose an animal and find the pulse
- Game 2 – **Rhythm Copy Back.** Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.
- Game 3 – **Rhythm Copy Back, Your Turn.** Create rhythms for others to copy
- Game 4 – **Pitch Copy Back and Vocal Warm-up 1.** Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat
- Game 4a – **Pitch Copy Back and Vocal Warm-up 2.** Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.

## IMPROVISATION

### Knowledge

- 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, and you can use one or two notes.

### Skills

Use the improvisation tracks provided. Improvise using the three challenges:

- **Clap and Improvise** – Listen and clap back, then listen and clap your own answer (rhythms of words).
- **Sing, Play and Improvise** – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.
- **Improvise!** – Take it in turns to improvise using one or two notes

## COMPOSITION

### Knowledge

- Composing is like writing a story with music.
- Everyone can compose.

### Skills

- Help to create three simple melodies using one, three or five different notes.
- Learn how the notes of the composition can be written down and changed if necessary.

## PERFORMANCE

### Knowledge

- A performance is sharing music with an audience.
- A performance can be a special occasion and involve a class, a year group or a whole school.
- An audience can include your parents and friends.

### Skills

- 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



MARTON MANOR  
PRIMARY SCHOOL

**YEAR 3**

**MUSIC CURRICULUM**

# TEACH IT

## PRIOR LEARNING

- ✎ Recall and remember short songs and sequences.
- ✎ Identify different sound sources – drum, triangle, tambourine
- ✎ Identify the pulse in different pieces of music, clapping to the music.
- ✎ Identify and name classroom instruments: Drum, chime bars, tambourine, triangle, guiro, maracas/shakers.
- ✎ Understanding of musical vocabulary: PULSE, RHYTHM, PITCH

## KEY VOCABULARY

- ✎ Audience
- ✎ Bass
- ✎ Chorus
- ✎ Compose
- ✎ Conductor
- ✎ Drums
- ✎ Glockenspiel
- ✎ Guiro
- ✎ Guitar
- ✎ Improvise
- ✎ Intro
- ✎ Melody
- ✎ Pentatonic
- ✎ Piano
- ✎ Scale
- ✎ Pulse
- ✎ Pitch
- ✎ Rap
- ✎ Rhythm
- ✎ Tempo
- ✎ Texture
- ✎ Unison
- ✎ Verse

## LISTENING & APPRAISING

### Knowledge

- ✎ Learn new songs from memory and who sang them or wrote them.
- ✎ Know the style of some of the songs and what they are about.
- ✎ Know some musical dimensions featured in one of the songs, and where they are used (texture, dynamics, tempo, rhythm and pitch)
- ✎ Identify the main sections of the song (introduction, verse, chorus etc.) and name some of the instruments they heard in the song.

### Skills

- ✎ To confidently identify and move to the pulse.
- ✎ To copy back simple phrases using 2 or 3 notes.
- ✎ To think about what the words of a song mean.
- ✎ To discuss how a piece of music makes them feel and listen carefully and respectfully to other people's thoughts about the music.

## SINGING & PLAYING

### Knowledge

- ✎ Know that singing in a group can be called a choir.
- ✎ Know that a leader or conductor is a person who the choir or group follow.
- ✎ Know when singing as part of an ensemble you must listen to each other.
- ✎ To know why you must warm up your voice
- ✎ Know instruments used in class.

### Skills

- ✎ To sing in unison and in simple two-parts.
- ✎ To demonstrate a good singing posture.
- ✎ To sing with awareness of being 'in tune'.
- ✎ To have an awareness of the pulse internally when singing.
- ✎ To treat instruments carefully and with respect.
- ✎ Play a part on a tuned instrument from memory or using notation.
- ✎ To rehearse and perform their part within the context of a song.
- ✎ To listen to and follow musical instructions from a leader.

## IMPROVISING & COMPOSING

### Knowledge

- ✎ Improvisation is making up your own tunes on the spot.
- ✎ Using 1 or 2 notes confidently is better than using 5.
- ✎ If you improvise using the notes given, you can't make a mistake
- ✎ A composition: music that is created by you and kept in some way so that it can be played or performed again.
- ✎ There are different ways of recording compositions (letter names, symbols, audio etc.)

### Skills

- ✎ Improvise using instruments and voices in the context of the song they are learning to perform using one or two notes.
- ✎ Help create a simple melody using one, three or five notes.
- ✎ Reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
- ✎ Record the composition in a way that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

## PERFORMING & SHARING

### Knowledge

- ✎ A performance can be to one person or to each other or involve an audience including of people you don't know.
- ✎ You need to know, rehearse and have planned everything to be performed
- ✎ You must sing or rap the words clearly and play with confidence
- ✎ Performance involves communicating feelings, thoughts and ideas about the song/music

### Skills

- ✎ To communicate the meaning of the words and clearly articulate them.
- ✎ To talk about the best place to be when performing and how to stand or sit.
- ✎ To record the performance and say how they were feeling, what they were pleased with what they would change and why.

Unit	1	2	3	4	5	6
Title	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind & Replay
Style of main song	RnB	N/A	Reggae	A Pop song that tells a story	Disco	Classical
Unit theme	RnB and other styles	Exploring & developing playing Skills	Reggae and animals	Music from around the world, celebrating our differences and being kind to one another	Disco, friendship, hope and unity	The history of music, look back and consolidate your learning, learn some of the language of music.
<b>Instrumental Parts</b>						
Key	C	Multiple pieces	G	G	C	Revise existing
One Note	C	E	G	G	C	
Easy Part	C, F + G	D + E and D + C	G + A	G	C	
Medium Part	E, F, G, A, B + C	D, E, F and C, D + E	C + A	G, A + B	G, A + C	
Melody	N/A	N/A	C, D, E, G, A + Bb	B, C, D, E, F + G	G, A + C	
<b>Warm Up Games</b>	Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same.					
Bronze	no notes	no notes	no notes	no notes	no notes	Revise existing
Silver	C + sometimes D	n/a	C + sometimes D	C + sometimes A	C + sometimes A	
Gold	C + D	n/a	C + D	G + A	C + A	

## LISTEN & APPRAISE

### Knowledge

- 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:
  - Its lyrics: what the song is about
  - Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)
  - Identify the main sections of the song (introduction, verse, chorus etc.)
  - Name some of the instruments they heard in the song.

### Skills

- 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.

## SINGING

### Knowledge

To know and be able to talk about:

- Singing in a group can be called a choir
- Leader or conductor: A person who the choir or group follow
- Songs can make you feel different things e.g. happy, energetic or sad
- Singing as part of an ensemble or large group is fun, but that you must listen to each other
- To know why you must warm up your voice

### Skills

- To sing in unison and in simple two-parts.
- To demonstrate a good singing posture.
- To follow a leader when singing.
- To enjoy exploring singing solo.
- To sing with awareness of being 'in tune'.
- To have an awareness of the pulse internally when singing.

## GAMES

### Knowledge

- 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.

### Skills

Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:

- Find the Pulse
- Rhythm Copy Back:
  - Bronze: Clap and say back rhythms
  - Silver: Create your own simple rhythm patterns
  - Gold: Perhaps lead the class using their simple rhythms
- Pitch Copy Back Using 2 Notes
  - Bronze: Copy back – 'Listen and sing back' (no notation)
  - Silver: Copy back with instruments, without then with notation
  - Gold: Copy back with instruments, without and then with notation
- Pitch Copy Back and Vocal Warm-ups.

## IMPROVISATION

### Knowledge

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.

### Skills

Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:

- Bronze Challenge:
  - Copy Back – Listen and sing back
  - Play and Improvise – Using instruments, listen and play your own answer using one note.
  - Improvise! – Take it in turns to improvise using one note.
- Silver Challenge:
  - Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.
  - Play and Improvise – Using your instruments, listen and play your own answer using one or two notes.
  - Improvise! – Take it in turns to improvise using one or two notes.
- Gold Challenge:
  - Sing, Play and Copy Back – Listen and copy back using instruments, two different notes.
  - Play and Improvise – Using your instruments, listen and play your own answer using two different notes.
  - Improvise! – Take it in turns to improvise using three different notes.

## PLAYING INSTRUMENTS

### Knowledge

To know and be able to talk about:

- the instruments used in class (a glockenspiel, a recorder)

### Skills

- Treat instruments carefully and with respect.
- Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.
- To rehearse and perform their part within the context of the Unit song.
- To listen to and follow musical instructions from a leader.

## COMPOSITION

### Knowledge

To know and be able to talk about:

- A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.
- Different ways of recording compositions (letter names, symbols, audio etc.)

### Skills

- Help create at least one simple melody using one, three or five different notes.
- Plan and create a section of music that can be performed within the context of the unit song.
- Talk about how it was created.
- Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).



## PERFORMANCE

### Knowledge

To know and be able to talk about:

- Performing is sharing music with other people, an audience
- A performance doesn't have to be a drama! It can be to one person or to each other
- You need to know and have planned everything that will be performed
- You must sing or rap the words clearly and play with confidence
- A performance can be a special occasion and involve an audience including of people you don't know
- It is planned and different for each occasion
- It involves communicating feelings, thoughts and ideas about the song/music

### Skills

- To choose what to perform and create a programme.
- To communicate the meaning of the words and clearly articulate them.
- To talk about the best place to be when performing and how to stand or sit.
- To record the performance and say how they were feeling, what they were pleased with what they would change and why.



MARTON MANOR  
PRIMARY SCHOOL

**YEAR 4**

**MUSIC CURRICULUM**

# TEACH IT

## PRIOR LEARNING

- ✎ Play a part on a tuned instrument from memory or using notation.
- ✎ Improvise using instruments and voices using one or two notes.
- ✎ Have an awareness of the pulse internally when singing.
- ✎ To copy back simple phrases using 2 or 3 notes.
- ✎ Know the names of classroom instruments they are playing.

## KEY VOCABULARY

Interrelated dimensions of music

- ✎ **Pulse** – the steady beat of the music
- ✎ **Rhythm** – long and short sounds or patterns that happen over the pulse.
- ✎ **Pitch** – high and low sounds.
- ✎ **Tempo** – the speed of the music;
- ✎ **Timbre** – sound quality e.g. the trumpet has a very different sound quality to the violin.
- ✎ **Dynamics** – how loud or quiet the music is.
- ✎ **Texture** – layers of sound
- ✎ **Structure** – e.g. introduction, verse and chorus.

## LISTENING & APPRAISING

### Knowledge

- ✎ To know songs from memory and music from some classical and world music genres.
- ✎ To be able to talk about: Who sang them or wrote them.
- ✎ Style indicators (musical characteristics that give the song its style Musical dimensions (texture, dynamics, tempo, rhythm and pitch).
- ✎ What the song/music is about.
- ✎ The main sections of the music and instruments used.

### Skills

- ✎ To confidently identify and move to the pulse.
- ✎ Begin to use musical terms (e.g. tempo, pitch, timbre, dynamics, duration, texture and silence) to describe what they hear.
- ✎ Listen attentively to a range of styles of music and respectfully to other people's thoughts about the music.
- ✎ Recognise how music can reflect different intentions.

## SINGING & PLAYING

### Knowledge

- ✎ Know instruments used in class and other instruments played in a band or orchestra.
- ✎ Know when singing in a group you must listen to each other.
- ✎ Begin to know standard notation used for playing a class instrument.
- ✎ Texture: How a solo singer makes a thinner texture than a large group.
- ✎ Know why you must warm up your voice.

### Skills

- ✎ To treat instruments carefully and with respect.
- ✎ Play parts on a tuned instrument – from memory or using notation.
- ✎ Perform a repeated pattern to a steady pulse.
- ✎ To rehearse and perform their part.
- ✎ To listen to and follow musical instructions from a leader.
- ✎ To sing in unison and in simple two-parts with a good singing posture.
- ✎ To explore singing solo with awareness of being 'in tune'.

## IMPROVISING & COMPOSING

### Knowledge

- ✎ A composition: music that is created by you and kept in some way.
- ✎ It can be played or performed again.
- ✎ Different ways of recording compositions (letter names, symbols, audio etc.)

### Skills

- ✎ Improvise simple tunes (based on the pentatonic scale)
- ✎ Create music that describes moods/emotions - consideration given to tempo, duration, dynamics and texture.
- ✎ Help create at least one simple melody using one, three or all five different notes.
- ✎ Plan and create a section of music that can be performed within the context of a class composition.
- ✎ Record their composition in an appropriate way.

## PERFORMING & SHARING

### Knowledge

- ✎ A performance can be to one person or to each other or involve an audience including of people you don't know.
- ✎ You need to know, rehearse and have planned everything to be performed
- ✎ You must sing or rap the words clearly and play with confidence
- ✎ Performance involves communicating feelings, thoughts and ideas about the song/music.

### Skills

- ✎ To sing with confidence and clear articulation using a wider vocal range.
- ✎ Perform in smaller groups and for different audiences.
- ✎ To record the performance and say how they were feeling, what they were pleased with what they would change and why.

Unit	1	2	3	4	5	6
Title	Mamma Mia	Glockenspiel 2	Stop!	Lean on me	Blackbird	Reflect, Rewind & Replay
Style of main song	Pop	Mixed styles	Grime	Gospel	The Beatles/Pop	Classical
Unit theme	ABBA's music	Exploring & developing playing Skills using the glockenspiel	Writing lyrics linked to a theme	Soul / Gospel music and helping one another	The Beatles, equality and civil rights	The history of music, look back and consolidate your learning, learn some of the language of music.
<b>Instrumental Parts</b>						
Key	G	Multiple pieces		C	C	Revise existing
One Note	G	C		C	C	
Easy Part	G	C + D		C + F	C + B	
Medium Part	G + A	C, D + E		E, F + G	G, A, B + C	
Melody	G, A, B + C	C, D, E, F + G		G, A, B, C, D + E	C, D, E, F + G	
<b>Warm Up Games</b>	Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same.					
Bronze	no notes	no notes	no notes	no notes	no notes	Revise existing
Silver	G + sometimes A	n/a	C + sometimes D	F + sometimes G	C + sometimes D	
Gold	G + A	n/a	C + D	F + G	C + D	

## LISTEN & APPRAISE

### Knowledge

- To know five songs from memory and who sang them or wrote them.
- To know the style of the five songs.
- To choose one song and be able to talk about:
  - Some of the style indicators of that song (musical characteristics that give the song its style).
  - The lyrics: what the song is about.
  - Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).
  - Identify the main sections of the song (introduction, verse, chorus etc).
  - Name some of the instruments they heard in the song.

### Skills

- To confidently identify and move to the pulse.
- To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).
- Talk about the music and how it makes them feel.
- Listen carefully and respectfully to other people's thoughts about the music.
- When you talk try to use musical words

## GAMES

### Knowledge

To know and be able to talk about:

- How pulse, rhythm and pitch work together
- Pulse: Finding the pulse – the heartbeat of the music
- Rhythm: the long and short patterns over the pulse
- Know the difference between pulse and rhythm
- Pitch: High and low sounds that create melodies
- How to keep the internal pulse
- Musical Leadership: creating musical ideas for the group to copy or respond to.

### Skills

Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:

- Find the Pulse
- Rhythm Copy Back:
  - Bronze: Clap and say back rhythms
  - Silver: Create your own simple rhythm patterns
  - Gold: Perhaps lead the class using their simple rhythms
- Pitch Copy Back Using 2 Notes
  - Bronze: Copy back – 'Listen and sing back' (no notation)
  - Silver: Copy back with instruments, without then with notation
  - Gold: Copy back with instruments, without and then with notation
- Pitch Copy Back and Vocal Warm-ups

## SINGING

### Knowledge

To know and be able to talk about:

- Singing in a group can be called a choir
- Leader or conductor: A person who the choir or group follow
- Songs can make you feel different things e.g. happy, energetic or sad
- Singing as part of an ensemble or large group is fun, but that you must listen to each other
- Texture: How a solo singer makes a thinner texture than a large group
- To know why you must warm up your voice

### Skills

- To sing in unison and in simple two-parts.
- To demonstrate a good singing posture.
- To follow a leader when singing.
- To enjoy exploring singing solo.
- To sing with awareness of being 'in tune'.
- To rejoin the song if lost.
- To listen to the group when singing.

## PLAYING

### Knowledge

To know and be able to talk about:

- The instruments used in class (a glockenspiel, recorder or xylophone).
- Other instruments they might play or be played in a band or orchestra or by their friends.

### Skills

- To treat instruments carefully and with respect.
- 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.
- To rehearse and perform their part within the context of the Unit song.
- To listen to and follow musical instructions from a leader.
- To experience leading the playing by making sure everyone plays in the playing section of the song.

## COMPOSITION

### Knowledge

To know and be able to talk about:

- A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.
- Different ways of recording compositions (letter names, symbols, audio etc.)

### Skills

- Help create at least one simple melody using one, three or all five different notes.
- Plan and create a section of music that can be performed within the context of the unit song.
- Talk about how it was created.
- Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

## IMPROVISATION

### Knowledge

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 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

### Skills

Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:

- Bronze Challenge:
  - Copy Back – Listen and sing back melodic patterns
  - Play and Improvise – Using instruments, listen and play your own answer using one note.
  - Improvise! – Take it in turns to improvise using one note.
- Silver Challenge:
  - Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.
  - Play and Improvise – Using your instruments, listen and play your own answer using one or two notes.
  - Improvise! – Take it in turns to improvise using one or two notes.
- Gold Challenge:
  - Sing, Play and Copy Back – Listen and copy back using instruments, two different notes.
  - Play and Improvise – Using your instruments, listen and play your own answer using two different notes.
  - Improvise! – Take it in turns to improvise using three different notes.

## PERFORMANCE

### Knowledge

To know and be able to talk about:

- Performing is sharing music with other people, an audience
- A performance doesn't have to be a drama! It can be to one person or to each other
- You need to know and have planned everything that will be performed
- You must sing or rap the words clearly and play with confidence
- A performance can be a special occasion and involve an audience including of people you don't know
- It is planned and different for each occasion
- It involves communicating feelings, thoughts and ideas about the song/music.

### Skills

- To choose what to perform and create a programme.
- Present a musical performance designed to capture the audience.
- To communicate the meaning of the words and clearly articulate them.
- To talk about the best place to be when performing and how to stand or sit.
- To record the performance and say how they were feeling, what they were pleased with what they would change and why.



MARTON MANOR  
PRIMARY SCHOOL

**YEAR 5**

**MUSIC CURRICULUM**



# TEACH IT

## PRIOR LEARNING

- ✎ Improvise simple tunes (based on the pentatonic scale).
- ✎ Begin to understand standard notation.
- ✎ Play parts on a tuned instrument from memory or using notation.
- ✎ To confidently identify and move to the pulse.
- ✎ Know the names of a range classroom and orchestral instruments.

## KEY VOCABULARY

Interrelated dimensions of music

- ✎ **Pulse** – the steady beat of the music
- ✎ **Rhythm** – long and short sounds or patterns that happen over the pulse.
- ✎ **Pitch** – high and low sounds.
- ✎ **Tempo** – the speed of the music;
- ✎ **Timbre** – sound quality e.g. the trumpet has a very different sound quality to the violin.
- ✎ **Dynamics** – how loud or quiet the music is.
- ✎ **Texture** – layers of sound
- ✎ **Structure** – e.g. introduction, verse and chorus
- ✎ **Notation** – the link between sound and symbol

## LISTENING & APPRAISING

### Knowledge

- ✎ Understanding of musical vocabulary: PULSE, RHYTHM, PITCH, TEMPO, DYNAMICS, TEXTURE, TIMBRE
- ✎ To know a range of high quality music drawn from different traditions including great composers and to be able to talk about:
  - The lyrics of songs;
  - Musical dimensions and where they are used (texture, dynamics, tempo, rhythm and pitch);
  - Some of the instruments they hear;
  - The historical/geographical context of the music.

### Skills

- ✎ Listen with attention to detail to a range of high quality music drawn from different traditions including great composers.
- ✎ Use musical terms (e.g. tempo, pitch, timbre, dynamics, duration, texture and silence) to describe what they hear.
- ✎ Improve their work through analysis and evaluation.
- ✎ Recognise how music can reflect different intentions.

## IMPROVISING & COMPOSING

### Knowledge

- ✎ To know and be able to talk about the difference between improvisation and composition.
- ✎ Notation: recognise the connection between sound and symbol.
- ✎ Know the notes of a pentatonic scale ( D, E, G, A + B).

### Skills

- ✎ Explore, select and combine sounds to compose a soundscape using interrelated elements of music – tempo, duration, dynamics, timbre texture and silence.
- ✎ Create simple melodies using up to five different notes and simple rhythms that work musically with the style of a song.
- ✎ Reflect upon the developing compositions and make musical decisions.
- ✎ Record their compositions in an appropriate way.
- ✎ Improvise with a feeling for the style of Bossa Nova and Swing using the notes G, A + B.

## SINGING & PLAYING

### Knowledge

- ✎ To know the main features, context and meaning of a chosen song.
- ✎ To know and explain the importance of warming up your voice
- ✎ Identify and name a range of classroom and orchestral instruments
- ✎ The notes C, D, E, F, G, A, B + C on the treble staff.
- ✎ Know how duration of notes/rhythms are represented by quavers, crotchets and minims and rests.

### Skills

- ✎ To sing confidently from memory demonstrating a good singing posture and keeping a strong internal pulse.
- ✎ To sing in unison and to sing backing vocals.
- ✎ To experience rapping and solo singing.
- ✎ To listen to each other and be aware of how you fit into the group.
- ✎ Play a musical instrument with the correct technique
- ✎ Learn an instrumental part from memory or using notation.
- ✎ To listen to and follow musical instructions from a leader.
- ✎ To lead a rehearsal session.
- ✎ Perform using notation as a support.

## PERFORMING & SHARING

### Knowledge

- ✎ Everything that will be performed must be planned and learned.
- ✎ You must sing/rap/recite the words clearly and play with confidence
- ✎ A performance involves communicating ideas, thoughts and feelings effectively with an awareness of audience.

### Skills

- ✎ To communicate the meaning of the words and clearly articulate them.
- ✎ To talk about the venue and how to use it to best effect.
- ✎ To record the performance and compare it to a previous performance.
- ✎ To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
- ✎ Present performances effectively with awareness of audience.
- ✎ To sing/play with increasing confidence and control.

Unit	1	2	3	4	5	6
Title	<b>Livin' On a Prayer</b>	<b>Classroom Jazz 1</b>	<b>Make You Feel My Love</b>	<b>The Fresh Prince of Bel Air</b>	<b>Dancing in the Street</b>	<b>Reflect, Rewind &amp; Replay</b>
Style of main song	Rock	Bossa Nova and Swing	Pop Ballads	Old School Hip Hop	Motown	Classical
Unit theme	Rock Anthems	Jazz and Improvisation	Pop Ballads	Old School Hip Hop	Motown	The history of music, look back and consolidate your learning, learn some of the language of music.

#### Instrumental Parts

Key	G	Bossa Nova B, A + G	C		F	Revise existing
One Note	G		C	A	F	
Easy Part	G, A + B	Swing D, E, G, A + B	C F	D + A	G	
Medium Part	D, E, F sharp, G		E, F, G, A, B + C	G + A	F + G	
Melody	D, E, F sharp, G, A, B + C		B, C, D, E, F + G	C, D, E, F, G + A	F, G, A + D	

#### Warm Up Games Rhythm and Pitch Copy Back, and Question and Answer.

Bronze	G	n/a	C	D	F	Revise existing
Silver	G + A	n/a	C + D	D + E	F + G	
Gold	G, A + B	n/a	C, D + E	D, E + F	F, G + A	

## LISTEN & APPRAISE

### Knowledge

- 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?

### Skills

- 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.
- When you talk try to use musical words.
- To talk about the musical dimensions working together in the Unit songs.
- Talk about the music and how it makes you feel.

## GAMES

### Knowledge

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.

### Skills

Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:

- Bronze Challenge
  - Find the pulse
  - Copy back rhythms based on the words of the main song, that include syncopation/off beat
  - Copy back one-note riffs using simple and syncopated rhythm patterns
- Silver Challenge
  - Find the pulse
  - Lead the class by inventing rhythms for others to copy back
  - Copy back two-note riffs by ear and with notation
  - Question and answer using two different notes
- Gold Challenge
  - Find the pulse
  - Lead the class by inventing rhythms for them to copy back
  - Copy back three-note riffs by ear and with notation
  - Question and answer using three different notes

## SINGING

### Knowledge

- 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

### Skills

- 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'.

## PLAYING

### Knowledge

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

### Skills

- 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

## COMPOSITION

### Knowledge

To know and be able to talk about:

- A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.
- A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure
- Notation: recognise the connection between sound and symbol

### Skills

- 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)

## IMPROVISATION

### Knowledge

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

### Skills

Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:

- Play and Copy Back
  - Bronze – Copy back using instruments. Use one note.
  - Silver – Copy back using instruments. Use the two notes.
  - Gold – Copy back using instruments. Use the three notes.
- Play and Improvise You will be using up to three notes:
  - Bronze – Question and Answer using instruments. Use one note in your answer.
  - Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G.
  - Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G.
- Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:
  - Bronze – Improvise using one note.
  - Silver – Improvise using two notes.
  - Gold – Improvise using three notes.

Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern).

## PERFORMANCE

### Knowledge

To know and be able to talk about:

- Performing is sharing music with other people, an audience
- A performance doesn't have to be a drama! It can be to one person or to each other
- Everything that will be performed must be planned and learned
- You must sing or rap the words clearly and play with confidence
- A performance can be a special occasion and involve an audience including of people you don't know
- It is planned and different for each occasion
- A performance involves communicating ideas, thoughts and feelings about the song/music

### Skills

- To choose what to perform and create a programme.
- To communicate the meaning of the words and clearly articulate them.
- To talk about the venue and how to use it to best effect.
- To record the performance and compare it to a previous performance.
- To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”



MARTON MANOR  
PRIMARY SCHOOL

YEAR 6

MUSIC CURRICULUM

# TEACH IT

## PRIOR LEARNING

- ✎ Play simple tunes on a class instrument using notation as a support.
- ✎ Have some understanding of musical vocabulary: PULSE, RHYTHM, PITCH, TEMPO, DYNAMICS, TEXTURE, TIMBRE
- ✎ Able to keep a strong internal pulse whilst singing.
- ✎ To sing/play with increasing confidence and control.

## KEY VOCABULARY

- ✎ Lyrics
- ✎ Melody
- ✎ Pulse
- ✎ Rhythm
- ✎ Pitch
- ✎ Tempo
- ✎ Timbre
- ✎ Dynamics
- ✎ Texture
- ✎ Structure
- ✎ Crotchet
- ✎ Minim
- ✎ Quaver
- ✎ Semibreve
- ✎ Rest
- ✎ Stave
- ✎ Treble clef
- ✎ Pentatonic scale
- ✎ Unison

## LISTENING & APPRAISING

### Knowledge

- ✎ Understanding of musical vocabulary: PULSE, RHYTHM, PITCH, TEMPO, DYNAMICS, TEXTURE, TIMBRE
- ✎ Awareness of a range of high quality music drawn from different styles and genres.
- ✎ Recognise standard notation, identifying a range of notes and their duration.

### Skills

- ✎ To identify and move to the pulse with ease.
- ✎ To think about the message of songs they are learning and talk about how the music makes you feel.
- ✎ To compare two songs in the same style, talking about what stands out in each of them, their similarities and differences using musical language.
- ✎ Listen carefully and respectfully to other people's thoughts about the music.
- ✎ Improve their work through analysis, evaluation and comparison.

## SINGING & PLAYING

### Knowledge

- ✎ To know about the style of the songs so you can represent the feeling and context to your audience
- ✎ To know the main features, meaning and history of a chosen song.
- ✎ To know and explain the importance of warming up your voice
- ✎ Know the notes C, D, E, F, G, A, B + C on the treble stave
- ✎ Identify and name instruments they might play or be played in a band or orchestra or by their friends.

### Skills

- ✎ To demonstrate a good singing posture and sing with confidence with clear articulation and expression.
- ✎ To follow a leader when singing and to listen to each other and be aware of how you fit into the group when singing a part.
- ✎ Play a musical instrument with the correct technique
- ✎ Learn an instrumental part using notation for direction and support.
- ✎ To rehearse and perform their part following musical instructions from a leader.

## IMPROVISING & COMPOSING

### Knowledge

- ✎ To know and be able to talk about the difference between improvisation and composition.
- ✎ Notation: recognise the connection between sound and symbol.
- ✎ Know the notes of a pentatonic scale (D, E, G, A + B).

### Skills

- ✎ Improvise using the notes D, E, G, A + B (pentatonic scale)
- ✎ Write lyrics to create a song.
- ✎ Compose music for a range of purposes using the inter-related dimensions of music.
- ✎ Create simple melodies using up to five different notes.
- ✎ Listen to and reflect upon the developing composition.
- ✎ Record the composition using graphic/pictorial notation .

## PERFORMING & SHARING

### Knowledge

- ✎ Everything that will be performed must be planned and learned.
- ✎ You must sing/rap/recite the words clearly and play with confidence
- ✎ A performance involves communicating ideas, thoughts and feelings effectively with an awareness of audience.

### Skills

- ✎ To choose what to perform and create a programme.
- ✎ To communicate the meaning of the words and clearly articulate them.
- ✎ To perform with the intent of engaging an audience and conveying meaning.
- ✎ To talk about the venue and how to use it to best effect.
- ✎ To compare and evaluate performances .

Unit	1	2	3	4	5	6
Title	Happy	Classroom Jazz 2	A New Year Carol	You've Got A Friend	Music and Me	Reflect, Rewind & Replay
Style of main song	Pop / Neo Soul	Bacharach and Blues	Classical or Urban Gospel	70s Ballad / Pop	Create your own music inspired by your identity and women in the music industry	Classical
Unit theme	Being happy!	Jazz, Improvisation and composition.	Benjamin Britten's music and cover versions.	The music of Carole King		The history of music, look back and consolidate your learning, learn some of the language of music.
<b>Instrumental Parts</b>						
Key	D (mixolydian on A)	C and Blues in C	Eb major	C major	n/a	Revise existing
One Note	A	n/a	n/a	C		
Easy Part	A + G	n/a	n/a	G, A + B		
Medium Part	A, G + B	n/a	n/a	C, D, E + F		
Melody	G, A, B, C, D + E	n/a	Eb, F, G, Ab, Bb, C + D	D, E, F, G, A, B + C		
<b>Warm Up Games</b> Rhythm and Pitch Copy Back, and Question and Answer.			<b>Warm Up Games</b> pulse, rhythm and pitch	<b>Warm Up Games</b> Rhythm and pitch Copy Back, and Question and Answer.	n/a	Revise existing
Bronze	A	n/a	Learn to clap some of the rhythms used in the song.	A	n/a	Revise existing
Silver	A + G	n/a		A + G		
Gold	A, G + B	n/a	Learn some musical phrases that you will sing in the song.	A, G + E		



## LISTEN & APPRAISE

### Knowledge

- To know five songs from memory who sang or wrote them, when they were written and why?
- To know the style of the five 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.

### Skills

- 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.

## GAMES

### Knowledge

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.

### Skills

Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:

- Bronze Challenge
  - Find the pulse
  - Copy back rhythms based on the words of the main song, that include syncopation/off beat
  - Copy back one-note riffs using simple and syncopated rhythm patterns
- Silver Challenge
  - Find the pulse
  - Lead the class by inventing rhythms for others to copy back
  - Copy back two-note riffs by ear and with notation
  - Question and answer using two different notes
- Gold Challenge
  - Find the pulse
  - Lead the class by inventing rhythms for them to copy back
  - Copy back three-note riffs by ear and with notation
  - Question and answer using three different notes

## SINGING

### Knowledge

- 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

### Skills

- 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'.

## PLAYING

### Knowledge

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

### Skills

- 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.

## COMPOSITION

### Knowledge

To know and be able to talk about:

- A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.
- A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure
- Notation: recognise the connection between sound and symbol

### Skills

- 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).

## IMPROVISATION

### Knowledge

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, two or three 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 and licks you have learnt in the Challenges in your improvisations.
- To know three well-known improvising musicians

### Skills

Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:

- Play and Copy Back
  - Bronze – Copy back using instruments. Use one note.
  - Silver – Copy back using instruments. Use the two notes.
  - Gold – Copy back using instruments. Use the three notes.
- Play and Improvise You will be using up to three notes:
  - Bronze – Question and Answer using instruments. Use one note in your answer.
  - Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G.
  - Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G.
- Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:
  - Bronze – Improvise using one note.
  - Silver – Improvise using two notes.
  - Gold – Improvise using three notes.

Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern).

## PERFORMANCE

### Knowledge

To know and be able to talk about:

- Performing is sharing music with an audience with belief
- A performance doesn't have to be a drama! It can be to one person or to each other
- Everything that will be performed must be planned and learned
- You must sing or rap the words clearly and play with confidence
- A performance can be a special occasion and involve an audience including of people you don't know
- It is planned and different for each occasion
- A performance involves communicating ideas, thoughts and feelings about the song/music

### Skills

- To choose what to perform and create a programme.
- To communicate the meaning of the words and clearly articulate them.
- To talk about the venue and how to use it to best effect.
- To record the performance and compare it to a previous performance.
- To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”