



Music

INTENT, IMPLEMENTATION, IMPACT

East Sheen Primary School	Intent	Implementation	Impact
<p>Reception Autumn</p> <p><u>Sing up scheme</u></p>	<p>Units: I've got a grumpy face, The Sorcerer's apprentice, Witch Witch, Row, row, row your boat</p> <p>Pupils will:</p> <p><u>Improvise and Compose:</u></p> <ul style="list-style-type: none"> 🎵 Explore making sound with voices and percussion instruments; new words and actions, to create different feelings and moods. 🎵 Explore storytelling elements in the music and create a class story inspired by the piece. 🎵 Make up a simple accompaniment using percussion instruments. 🎵 Make up new lyrics and vocal sounds for different kinds of transport. <p><u>Sing and Play</u></p> <ul style="list-style-type: none"> # Sing with a sense of pitch, following the shape of the melody with voices. # Mark the beat of the song with actions. # Use the voice to adopt different roles and characters. Match the pitch of a four note (la-so-mi-do) call-and-response song. # Sing a tune with 'stepping' and 'leaping' notes. 	<p>Key activities in the units of work are:</p> <p><u>I've got a grumpy face</u></p> <ul style="list-style-type: none"> ⇒ Explore making sound with voices and percussion instruments to create different feelings and moods. ⇒ Make up new words and actions about different emotions and feelings. ⇒ Sing with a sense of pitch, following the shape of the melody with voices. ⇒ Mark the beat of the song with actions <p><u>The Sorcerer's apprentice</u></p> <ul style="list-style-type: none"> ⇒ Explore storytelling elements in the music and create a class story inspired by the piece. ⇒ Identify and describe contrasts in tempo and dynamics. ⇒ Begin to use musical terms (louder/quieter, faster/slower, higher/lower). ⇒ Respond to music in a range of ways e.g. movement, mark making, writing <p><u>Witch, Witch</u></p> <ul style="list-style-type: none"> ⇒ Make up a simple accompaniment using percussion instruments. ⇒ Use the voice to adopt different roles and characters. ⇒ Match the pitch of a four-note (la-so-mi-do) call-and-response song 	<p>When assessed, pupils will have:</p> <ul style="list-style-type: none"> → Learnt songs and thought about how we show feelings and emotions in music. → Composed new lyrics and actions for the song. → Explored sounds (timbre) to reflect feelings and emotion. → Moved to music. → Explored classroom percussion instruments. → Explored the story of Fantasia and create a new version as a class. → Listened and pitch matched a call-and-response song. → Sung with a range of voices to adopt different roles and characters. → Improvised, composed, and played a simple accompaniment using percussion instruments. → Sung a tune with 'stepping' and 'leaping' notes. → Played a steady beat on percussion instruments. → Made up new lyrics for different kinds of transport. <p>Musical Events: Christmas show</p>

	<p># Play a steady beat on percussion instruments.</p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> ♪ Identify and describe contrasts in tempo and dynamics. ♪ Begin to use musical terms (louder/ quieter, faster/slower, higher/ lower). ♪ Respond to music in a range of ways e.g. movement, mark making, writing. 	<p><u>Row, row, row your boat</u></p> <ul style="list-style-type: none"> ⇒ Make up new lyrics and vocal sounds for different kinds of transport. ⇒ Sing a tune with ‘stepping’ and ‘leaping’ notes. ⇒ Play a steady beat on percussion instruments. 	<p>Key vocabulary:</p> <p>Pitch: shape, high/low, stepping and leaping notes</p> <p>Dynamics: louder/quieter</p> <p>Tempo: beat, faster/slower, pulse</p> <p>Timbre: hard/soft, scratchy/smooth, percussion instruments, sounds, tone, tuned/untuned instruments</p> <p>Structure: call and response, phrase</p> <p>Duration: long/short, rhythm</p> <p>Texture: Solo, together, accompaniment</p> <p>Other: Classical music, composer, orchestra, songwriter, improvise</p>
<p>Reception Spring</p> <p><u>Sing up scheme</u></p>	<p>Units: Bird spotting: Cuckoo polka, Shake my sillies out, Up and down, Five fine bumble bees</p> <p>Pupils will :</p> <p><u>Improvise and Compose:</u></p> <ul style="list-style-type: none"> ♪ Explore the range and capabilities of voices through vocal play. ♪ Improvise music to accompany a story, considering how to match sound with story element i.e. timbre, high/low ♪ Make up new lyrics and accompanying actions. ♪ Improvise a vocal/physical soundscape about minibeasts. <p><u>Sing and Play</u></p> <ul style="list-style-type: none"> # Perform actions to music. # Adapt to the changing speed of a song, marking the beat with actions. # Play a rhythmic accompaniment on percussion instruments. # Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. 	<p>Key activities in the units of work are:</p> <p><u>Bird spotting: Cuckoo polka</u></p> <ul style="list-style-type: none"> ⇒ Explore the range and capabilities of voices through vocal play. ⇒ Develop a sense of beat by performing actions to music. ⇒ Develop ‘active’ listening skills by recognising the ‘cuckoo call’ in a piece of music. (so-mi). ⇒ Enjoy moving freely and expressively to music. <p><u>Shake my sillies out</u></p> <ul style="list-style-type: none"> ⇒ Listen to music and show the beat with actions. ⇒ Sing an action song with changes in speed. ⇒ Play along with percussion instruments. ⇒ Create a sound story using instruments to represent different animal sounds/movements. ⇒ Perform the story as a class <p><u>Up and down</u></p> <ul style="list-style-type: none"> ⇒ Make up new lyrics and accompanying actions. 	<p>When assessed, pupils will have:</p> <ul style="list-style-type: none"> → Imitated birdsong using vocal play and develop singing skills with a cuckoo singing game. → Listened to Cuckoo polka by Johann Strauss II. → Moved to Ralph Vaughan Williams’s The lark ascending. → Sung an action song observing contrasting speeds. → Played a rhythmic accompaniment on percussion instruments. → Chosen percussion instruments to represent the range of sounds in a story. → Made up new lyrics and accompanying actions. → Sung and played a rising and falling melody, following the shape with their voices and on tuned percussion. → Used appropriate hand actions to mark changing pitch. → Improvised a vocal/physical soundscape about minibeasts. → Sung in call-and-response and change voices to make a buzzing sound.

	<p># Sing in call-and-response and change voices to make a buzzing sound.</p> <p># Play an accompaniment using tuned and untuned percussion and recognise a change in tempo.</p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> ♪ Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music. (so-mi) ♪ Enjoy moving freely and expressively to music. ♪ Use appropriate hand actions to mark a changing pitch. ♪ Listen to a piece of classical music and respond through dance. 	<p>⇒ Sing and play a rising and falling melody, following the shape with voices and on tuned percussion.</p> <p>⇒ Use appropriate hand actions to mark a changing pitch.</p> <p><u>Five fine bumble bees</u></p> <p>⇒ Improvise a vocal/physical soundscape about minibeasts.</p> <p>⇒ Sing in call-and-response and change voices to make a buzzing sound.</p> <p>⇒ Play an accompaniment using tuned and untuned percussion and recognise a change in tempo.</p> <p>⇒ Listen to a piece of classical music and respond through dance</p>	<p>→ Played an accompaniment using tuned and untuned percussion and recognise a change in tempo.</p> <p>→ Listened to a piece of classical music and respond through dance.</p> <p>Musical Events:</p> <p>Key vocabulary:</p> <p>Pitch: cuckoo interval, so-mi, higher/lower sounds, up, down, higher, lower, melody, interval, stepping notes, scale, jumping notes</p> <p>Dynamics: louder, quieter, loud, quiet</p> <p>Tempo: faster, getting faster, slower, getting slower, pulse, beat</p> <p>Timbre: sounds of the voice, cuckoo whistle, orchestra, quality of sounds (e.g. squeaky, booming etc.), glockenspiel, chime bars, xylophone, quality of voice (e.g. squeaky, jerky, swishy)</p> <p>Structure: echo singing, verse and chorus</p> <p>Duration: beat, syncopation, rests, dotted rhythms, rest</p> <p>Other: soundscape</p>
<p>Reception Summer</p> <p><u>Sing up scheme</u></p>	<p>Units: Down there under the sea, It's oh so quiet!, Slap, clap clap, Bow bow bow Belinda</p> <p>Pupils will learn to:</p> <p><u>Improvise and Compose:</u></p> <ul style="list-style-type: none"> ♪ Develop a song by composing new words and adding movements and props. ♪ Improvise music with different instruments, following a conductor and compose music 	<p>Key activities in the units of work are:</p> <p><u>Down there under the sea</u></p> <p>⇒ Develop a song by composing new words and adding movements and props.</p> <p>⇒ Sing a song using a call-and-response structure.</p> <p>⇒ Play a call-and-response phrase comprising a short stepping tune (C-D-E) and sea effects on percussion instruments.</p> <p>⇒ Listen to a range of sea-related pieces of music and respond with movement.</p> <p><u>It's oh so quiet!</u></p>	<p>When assessed, pupils will have:</p> <p>→ Developed a song by composing new words and adding movements and props.</p> <p>→ Sung a song using a call-and-response structure.</p> <p>→ Played sea sound effects on percussion instruments.</p> <p>→ With some support, played a call-and-response phrase comprising a short stepping tune (C-D-E).</p> <p>→ Listened to a range of sea-related pieces of music and respond with movement.</p>

	<p>based on characters and stories developed through listening to Beethoven's 5th symphony.</p> <ul style="list-style-type: none"> 🎵 Compose a three-beat body percussion pattern and perform it to a steady beat. 🎵 Invent and perform actions for new verses. <p><u>Sing and Play</u></p> <ul style="list-style-type: none"> # Sing and play songs with a call-and-response structure and a stepping tune phrase (C-D-E). # Play sea effects on tuned percussion instruments. # Play different instruments with control. # Sing a melody in waltz time and perform the actions. # Play a range of percussion instruments (replacing the action words with playing words). # Sing a song while performing a sequence of dance steps. # Play a two-note accompaniment, marking the pulse on tuned or untuned percussion. <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> ♪ Listen to a range of sea-related pieces of music and respond with movement. ♪ Develop listening skills, identifying dynamics across a range of different musical styles. ♪ Find the beat in a partner clapping game. ♪ Listen to examples of other folk songs from North America. 	<ul style="list-style-type: none"> ⇒ Improvise music with different instruments, following a conductor and compose music based on characters and stories developed through listening to Beethoven's 5th symphony. ⇒ Play different instruments with control. Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles. <p><u>Slap, clap clap</u></p> <ul style="list-style-type: none"> ⇒ Compose a three-beat body percussion pattern and perform it to a steady beat. ⇒ Sing a melody in waltz time and perform the actions. ⇒ Play a range of percussion instruments (replacing the action words with playing words). ⇒ Find the beat in a partner clapping game. <p><u>Bow bow bow Belinda</u></p> <ul style="list-style-type: none"> ⇒ Invent and perform actions for new verses. Sing a song while performing a sequence of dance steps. ⇒ Play a two-note accompaniment, marking the pulse on tuned or untuned percussion. Listen to examples of other folk songs from North America 	<ul style="list-style-type: none"> → Developed listening skills, identified dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles. → Explored dynamics with their voices and instruments. → Played different instruments with control. → Improvised music with different instruments, following a conductor. → Composed music based on characters and stories developed through listening to Beethoven's 5th symphony. → Listened actively to music in 3/4 time. → Composed a three-beat body percussion pattern and perform it to a steady beat. → Sung a melody in waltz time and perform the actions. → Transferred actions to sounds played on percussion instruments. → Found the beat and perform a clapping game with a partner. → Invented and performed actions for new verses. → Sung a song while performing a sequence of dance steps. → Played a two-note accompaniment, playing the beat, on tuned or untuned percussion. → Listened to and talk about folk songs from North America. <p>Musical Events:</p> <p>Key vocabulary: Pitch: stepping note, leap, notes C-D-E, higher, lower</p>
--	--	--	--

			<p>Dynamics: getting louder, getting quieter, <i>forte</i> (loud), <i>piano</i> (quiet), <i>crescendo</i> (getting louder), <i>diminuendo</i> (getting quieter)</p> <p>Tempo: getting slower/faster, Waltz time (3/4 time), steady beat</p> <p>Timbre: shaker, scraper, chime tree, chime bars, glockenspiel, xylophone, ocean drum, rain stick, etc.</p> <p>Structure: call-and-response, phrase</p> <p>Duration: dotted rhythm, dotted notes, rhythm</p> <p>Other: percussion instruments</p>
<p>Year 1 Autumn <u>Sing up scheme</u></p>	<p>Units: Menu song, Colonel Hathi’s march, Magical musical aquarium</p> <p>Pupils will : <u>Improvise and Compose:</u></p> <ul style="list-style-type: none"> 🎵 Create musical sound effects and short sequences of sounds in response to a stimulus e.g. a rainstorm or a train journey. 🎵 Combine to make a story using classroom instruments or sound-makers 🎵 Recognise how graphic notation can represent created sounds. 🎵 Explore and invent own symbols <p><u>Sing and Play</u></p> <ul style="list-style-type: none"> # Sing simple chants and rhymes from memory # Singing collectively and at the same pitch # Responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in <p><u>Listen and Appraise</u></p>	<p>Key activities in the units of work are:</p> <p><u>Menu song</u></p> <ul style="list-style-type: none"> ⇒ Create a dramatic group performance using kitchen themed props. ⇒ Sing a cumulative song from memory, remembering the order of the verses. ⇒ Play classroom instruments on the beat. ⇒ Copy a leader in a call-and-response song, show the shape of the pitch moving with actions and sing using mire-do. ⇒ Listen and move in time to the song. <p><u>Colonel Hathi’s march</u></p> <ul style="list-style-type: none"> ⇒ Compose music to march to using tuned and untuned percussion. ⇒ Respond to musical characteristics through movement. ⇒ Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers ‘march’ to music, naming the instruments playing in the clips). <p><u>Magical musical aquarium</u></p>	<p>When assessed, pupils will have:</p> <ul style="list-style-type: none"> → Participated in creating a dramatic group performance using kitchen-themed props. → Copied a leader in a call-and-response song, waiting their turn to sing. → Sung a cumulative song from memory, remembering the order of the verses. → Played classroom instruments on the beat. → Listened and moved in time to the song. → Composed music to march to using tuned and untuned percussion. → Responded to musical characteristics through movement. → Described the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers ‘march’ to music, naming the instruments playing in the clips). → Composed music to march to using tuned and untuned percussion. → Responded to musical characteristics through movement. → Described the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers ‘march’ to

	<ul style="list-style-type: none"> ♪ Develop knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. ♪ Listen to recorded performances <p><u>Musicianship</u></p> <ul style="list-style-type: none"> ↳ Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes ↳ Respond to the pulse in recorded/live music through movement and dance. ↳ Listen to sounds in the local school environment comparing high and low sounds. ↳ Explore percussion sounds to explore storytelling. 	<ul style="list-style-type: none"> ⇒ Experiment with sounds (timbre) to create aquarium inspired music and draw the sounds using graphic symbols. ⇒ Sing a unison song rhythmically and in tune. ⇒ Play percussion instruments expressively representing the character of their composition. ⇒ Listen to Aquarium, reflecting the character of the music through movement 	<p>music, naming the instruments playing in the clips).</p> <p>Musical Events: Christmas Carols/Production</p> <p>Key vocabulary: Pitch: low and high, low instruments, high instruments Dynamics: soft, loud Tempo: beat, fast, slow Timbre: walking bass, untuned/tuned percussion instruments Structure: echo, call-and-response, cumulative, ternary form (ABA) Duration: rhythm, rest, march on the beat, march rhythm Other: compose, graphic symbols</p>
<p>Year 1 Spring <i>Sing up scheme</i></p>	<p>Units: Football, Dawn from Sea Interludes, Musical Conversations</p> <p>Pupils will : <u>Improvise and Compose:</u></p> <ul style="list-style-type: none"> ♪ Improvise simple vocal chants using question-and-answer phrases. ♪ Create musical sound effects and short sequences of sounds in response to a stimulus e.g. a rainstorm or a train journey. ♪ Combine to make a story using classroom instruments or sound-makers. 	<p>Key activities in the units of work are: <u>Football</u></p> <ul style="list-style-type: none"> ⇒ Compose word patterns in groups. Improvise four note call-and-response vocal phrases using ‘so’ and mi-re-do. ⇒ Chant together rhythmically, marking rests accurately. ⇒ Play a simple ostinato on untuned percussion. ⇒ Recognise the difference between a pattern with notes (pitched) and without (unpitched). <p><u>Dawn from Sea Interludes</u></p> <ul style="list-style-type: none"> ⇒ Sing a simple singing game. ⇒ Listen actively by responding to musical signals and musical themes using movement. ⇒ Create a musical movement picture. 	<p>When assessed, pupils will have:</p> <ul style="list-style-type: none"> → Composed word patterns in groups and melodies in pairs using mi-re-do (E-D-C). → Chanted together rhythmically, marking rests accurately. → Sung an echo song while tapping the beat, and clapped the rhythm of the words understanding there is one beat for each syllable. → Played a simple ostinato on untuned percussion. → Recognised the difference between a pattern with notes (pitched) and without (unpitched). → Sung a simple singing game, adding actions to show a developing sense of beat.

	<ul style="list-style-type: none"> ♪ Understand the difference between creating a rhythm pattern and a pitch pattern. ♪ Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. ♪ Recognise how graphic notation can represent created sounds. ♪ Explore and invent own symbols. <p><u>Sing and Play</u></p> <ul style="list-style-type: none"> # Sing simple chants and rhymes from memory # Singing collectively and at the same pitch # Responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in. # Sing songs with a very small range, mi-so, then slightly wider. Include pentatonic songs <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> ♪ Develop knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. ♪ Listen to recorded performances <p><u>Musicianship</u></p> <ul style="list-style-type: none"> ↳ Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. ↳ Use body percussion and classroom percussion, playing repeated patterns (ostinati) and short pitched patterns on tuned 	<p>⇒ Move and rock to music to develop a sense of beat.</p> <p><i>Musical Conversations</i></p> <ul style="list-style-type: none"> ⇒ Compose musical sound effects and short sequences of sounds in response to a stimulus. ⇒ Improvise question-and-answer conversations using percussion instruments. ⇒ Create, interpret and perform simple graphic scores. ⇒ Recognise how graphic symbols can represent sound. 	<ul style="list-style-type: none"> → Listened actively by responding to musical signals and musical themes using appropriate movement. → Created a musical movement picture. → Improvised question-and-answer conversations using percussion instruments. → Composed musical sound effects and short sequences of sounds in response to a stimulus. → Recognised how graphic symbols can represent sound. → Created, interpreted, and performed simple graphic scores. <p>Musical Events: Transport Assembly</p> <p>Key vocabulary: Pitch: mi-re-do, untuned/tuned instruments, unpitched/pitched patterns. Dynamics: Tempo: steady beat, pulse Timbre: flute, harp, violin, viola, clarinet, orchestra, percussion instruments Structure: ostinato (repeating pattern), echo, call-and-response, question and answer Duration: beat, rhythm, rest Other: perform, record a movement piece, improvise, compose, graphic symbol, graphic score</p>
--	---	--	---

	<p>instruments to maintain a steady beat.</p> <ul style="list-style-type: none"> ↳ Respond to the pulse in recorded/live music through movement and dance. ↳ Perform short copycat rhythm patterns accurately, led by the teacher. ↳ Perform word-pattern chants; create, retain and perform their own rhythm patterns. ↳ Listen to sounds in the local school environment comparing high and low sounds. ↳ Explore percussion sounds to explore storytelling. ↳ Follow pictures and symbols to guide singing and playing e.g. 4 dots = 4 taps on the drum 		
<p>Year 1 Summer</p> <p><u>Sing up scheme</u></p>	<p>Units: Dancing and drawing to Nautilus, Cat and Mouse, Come dance with me</p> <p>Pupils will: <u>Improvise and Compose:</u></p> <ul style="list-style-type: none"> ↳ Understand the difference between creating a rhythm pattern and a pitch pattern. ↳ Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. <p><u>Sing and Play</u></p> <ul style="list-style-type: none"> ↳ Sing simple chants and rhymes from memory ↳ Singing collectively and at the same pitch 	<p>Key activities in the units of work are:</p> <p><u>Dancing and drawing to Nautilus</u></p> <ul style="list-style-type: none"> ⇒ Perform actions to music, reinforcing a sense of beat. ⇒ Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece. ⇒ Develop awareness of duration and the ability to move slowly to music. ⇒ Create art work, drawing freely and imaginatively in response to a piece of music <p><u>Cat and Mouse</u></p> <ul style="list-style-type: none"> ⇒ Create rhythm patterns, sequencing them, and ‘fixing’ them as compositions using simple notation. ⇒ Attempt to record compositions with stick and other notations. 	<p>When assessed, pupils will have:</p> <ul style="list-style-type: none"> → Explored Nautilus through movement and active listening. → Drew to music – engage imaginatively with the music. → Compared interpretations of the piece. → Played a singing game, experiencing how music creates a mood. → Focused on rhythm – copying, inventing and reading notation. → Created rhythm compositions and attempt to record them on paper and play them on instruments. → Created musical phrases from new word rhythms that children invent. → Sung either part of a call-and-response song.

	<ul style="list-style-type: none"> ↳ Responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in. <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> ↳ Develop knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. ↳ Listen to recorded performances <p><u>Musicianship</u></p> <ul style="list-style-type: none"> ↳ Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. ↳ Use body percussion and classroom percussion, playing repeated patterns (ostinati) and short pitched patterns on tuned instruments to maintain a steady beat. ↳ Respond to the pulse in recorded/live music through movement and dance. ↳ Perform short copycat rhythm patterns accurately, led by the teacher. ↳ Perform short repeating rhythm patterns while keeping in time with a steady beat. ↳ Perform word-pattern chants; create, retain and perform their own rhythm patterns. ↳ Follow pictures and symbols to guide singing and playing e.g. 4 dots = 4 taps on the drum. 	<ul style="list-style-type: none"> ⇒ Sing and chant songs and rhymes expressively. ⇒ Listen and copy rhythm patterns. <p><u>Come dance with me</u></p> <ul style="list-style-type: none"> ⇒ Create musical phrases from new word rhythms that children invent. ⇒ Sing either part of a call-and-response song. ⇒ Play the response sections on tuned percussion using the correct mallet hold. ⇒ Listen and copy call-and-response patterns on voices and instruments. 	<ul style="list-style-type: none"> → Played the response sections on tuned percussion using the correct beater hold. <p>Musical Events: Arts week</p> <p>Key vocabulary: Pitch: melody, stepping notes, tuned and untuned percussion Tempo: beat, time signature (2/2 and 6/8), time change Texture: solo Structure:, verse, chorus, call and response Duration: rhythm, beat, rhythm Other: improvising, solo</p>
--	---	--	---

<p>Year 2 Autumn <u>Sing up scheme</u></p>	<p>Units: Tony Chesnut, Creepy Castle</p> <p>Pupils will : <u>Improvise and Compose:</u></p> <ul style="list-style-type: none"> ♪ Work with a partner to improvise simple question-and-answer phrases, to be sung and played on untuned percussion, creating a musical conversation ♪ Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. <p><u>Sing and Play</u></p> <ul style="list-style-type: none"> # Sing songs regularly with a pitch range of do-so (e.g. C-G) with increasing vocal control. # Sing songs with a small pitch range, pitching accurately. # Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause). <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> ♪ Listen to recorded performances. <p><u>Musicianship</u></p> <ul style="list-style-type: none"> ↳ Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. ↳ Walk in time to the beat of a piece of music or song. 	<p>Key activities in the units of work are:</p> <p><u>Tony Chestnut</u></p> <ul style="list-style-type: none"> ⇒ Improvise rhythms along to a backing track using the note C or G. ⇒ Play the song's melody on a tuned percussion instrument. ⇒ Sing with good diction to emphasise word play. ⇒ Listen to, recognise, and play echoing phrases by ear <p><u>Creepy Castle</u></p> <ul style="list-style-type: none"> ⇒ Describe music in a minor key. ⇒ Improvise and compose a sequence of sounds in response to a given stimulus. ⇒ Sing small intervals accurately and confidently, and vary dynamic contrast. ⇒ Play a piece, following a graphic score. 	<p>When assessed, pupils will have:</p> <ul style="list-style-type: none"> → Improvised rhythms along to a backing track using the note C or G. → Composed call-and-response music. → Played the melody on a tuned percussion instrument. → Sung with good diction. → Recognised and played echoing phrases by ear. → Improvised and composed a sequence of sounds in response to a given stimulus. → Sung small intervals accurately and confidently, and vary dynamic contrast. → Played a piece, following a graphic score. → Listened to and appraise music in a minor key, recognising small steps in the music. <p>Musical Events: Christmas Carols/Production</p> <p>Key vocabulary: Pitch: 'cuckoo call' interval (minor 3rd), melody, minor key, interval. Dynamics: quiet (piano), loud (forte) Tempo: beat, steady beat. Timbre: tuned and untuned percussion instruments, voice/vocal and instrument sound quality (e.g. 'breathy'). Structure: echo, call-and-response, phrase, Duration: staccato (short, detached notes) Other: diction, improvise, graphic score</p>
--	--	--	---

	<ul style="list-style-type: none"> ↳ Know the difference between left and right to support coordination and shared movement with others. ↳ Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. ↳ Create rhythms using word phrases as a starting point. 		
<p>Year 2 Spring <u>Sing up scheme</u></p>	<p>Units: Grandma Rap, Orawa, Trains</p> <p>Pupils will: <u>Improvise and Compose:</u></p> <ul style="list-style-type: none"> 🎵 Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). 🎵 Work with a partner to improvise simple question-and-answer phrases, to be sung and played on untuned percussion, creating a musical conversation. <p><u>Sing and Play</u></p> <ul style="list-style-type: none"> # Sing songs regularly with a pitch range of do-so (e.g. C-G) with increasing vocal control. # Sing songs with a small pitch range, pitching accurately # Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause) <p><u>Listen and Appraise</u></p>	<p>Key activities in the units of work are:</p> <p><u>Grandma Rap</u></p> <ul style="list-style-type: none"> ⇒ Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. ⇒ Chant Grandma rap rhythmically, and perform to an accompaniment children create. ⇒ Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. ⇒ Learn a clapping game to Hi lo chicka lo that shows the rhythm. ⇒ Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers) <p><u>Orawa</u></p> <ul style="list-style-type: none"> ⇒ Structure short musical ideas to form a larger piece. ⇒ Perform composed pieces for an audience. ⇒ Listen with attention to detail and recall sounds and patterns. 	<p>When assessed, pupils will have:</p> <ul style="list-style-type: none"> → Showed the following durations with actions: 'walk' (crotchet) and 'jogging' (quavers). → Chanted and played rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. → Learnt a clapping game to Hi lo chicka lo that shows the rhythm. → Composed 4-beat patterns to create a new rhythmic accompaniment, using a looping app. → Chanted Grandma rap rhythmically and perform to an accompaniment children create. → Improvised and composed, structuring short musical ideas to form a larger piece. → Sung and play, performing composed pieces for an audience. → Listened and appraised, with focus and attention to detail, recalling sounds and patterns. → Listened to and analysed four pieces of music inspired by travel/vehicles.

	<ul style="list-style-type: none"> ♪ Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. ♪ Listen to recorded performances <p><u>Musicianship</u></p> <ul style="list-style-type: none"> ↳ Understand that the speed of the beat can change, creating a faster or slower pace (tempo). ↳ Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. ↳ Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others. ↳ Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. ↳ Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. ↳ Sing short phrases independently within a singing game or short song. 	<p><u>Trains</u></p> <ul style="list-style-type: none"> ⇒ Begin to understand duration and rhythm notation. ⇒ Structure musical ideas into a whole-class composition. ⇒ Learn a simple rhythm pattern and perform it with tempo and volume changes. ⇒ Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto. ⇒ Follow signals from a conductor. ⇒ Listen to and analyse four pieces of music inspired by travel/vehicles. 	<ul style="list-style-type: none"> → Learnt a simple rhythm pattern and perform it with tempo and volume changes. → Learnt about the musical terms crescendo, diminuendo, accelerando, ritenuto. → Begun to understand duration and rhythm notation. → Followed signals from a conductor. → Structured musical ideas into a whole-class composition. <p>Key vocabulary:</p> <p>Pitch: notes moving in steps and leaps. Dynamics: volume, crescendo (gradually getting louder), diminuendo (gradually getting quieter). Tempo: steady beat Timbre: chant Structure: coda, round Duration: the length of a note Other: choreographer, conductor</p>
<p>Year 2 Summer <u>Sing up scheme</u></p>	<p>Units: Swing-a-long with Shostakovich, Charlie Chaplin, Tancyzymy Labada</p> <p>Pupils will: <u>Improvise and Compose:</u></p> <ul style="list-style-type: none"> ♪ Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). 	<p>Key activities in the units of work are: <u>Swing-a-long with Shostakovich</u></p> <ul style="list-style-type: none"> ⇒ Create action patterns in 2- and 3- time. ⇒ Mark the beat by tapping, clapping and swinging to the music. ⇒ Listen and move, stepping a variety of rhythm patterns and identify them in familiar songs. ⇒ Move freely and creatively to music using a prop. 	<p>When assessed, pupils will have:</p> <ul style="list-style-type: none"> → Created action patterns in 2- and 3-time. → Listened actively and mark the beat by tapping, clapping, and swinging to the music. → Listened and moved, stepping a variety of rhythm patterns (walking, jogging, skipping).

	<p>🎵 Use graphic symbols, dot notation, and stick notation, as appropriate, to keep a record of composed pieces</p> <p><u>Sing and Play</u></p> <ul style="list-style-type: none"> # Sing songs regularly with a pitch range of do-so (e.g. C-G) with increasing vocal control. # Sing songs with a small pitch range, pitching accurately. <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> ♪ Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. ♪ Listen to recorded performances <p><u>Musicianship</u></p> <ul style="list-style-type: none"> ↳ Understand that the speed of the beat can change, creating a faster or slower pace (tempo). ↳ Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. ↳ Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others. ↳ Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. ↳ Identify the beat groupings in familiar music that they sing regularly and listen to 	<p><u>Charlie Chaplin</u></p> <ul style="list-style-type: none"> ⇒ Compose a soundtrack to a clip of a silent film. ⇒ Understand and use notes of different duration. ⇒ Understand and use notes of different pitch. ⇒ Understand and use dynamics. <p><u>Tancyzmy Labada</u></p> <ul style="list-style-type: none"> ⇒ Compose rhythm patterns to accompany the song. ⇒ Sing confidently in another language and play a cumulative game with spoken call-and-response sections. ⇒ Play an accompaniment on tuned percussion. ⇒ Listen and copy vocal and rhythm patterns accurately, in tune, and in time with a steady beat. 	<ul style="list-style-type: none"> → Understood and explained how beats can be grouped into patterns, and identify them in familiar songs. → Moved freely and creatively to music using a prop → Understood and used notes of different duration. → Understood and use notes of different pitch. → Understood and use dynamics. → Composed a soundtrack to a clip of a silent film. → Listened and matched the beat of others and recorded music, adapting speed accordingly. → Demonstrated an internalised sense of pulse through singing games. → Listened to traditional and composed music from Poland. Began to understand how music helps people share tradition and culture. → Sung confidently in Polish, and play a cumulative game with spoken call-and-response sections. → Played an accompaniment on tuned percussion and invent a 4-beat body percussion pattern. <p>Musical Events: Arts week</p> <p>Key vocabulary: Duration Rhythm Metre Pitch Dynamics</p>
--	---	---	--

	<ul style="list-style-type: none"> ↳ Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. ↳ Sing short phrases independently within a singing game or short song. ↳ Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low) 		<p>Other: tuned percussion (chime bars, glockenspiel, xylophone), untuned percussion (claves, woodblocks, drums).</p>
<p>Year 3 Autumn 1 <i>Primary Planning</i></p>	<p>Pieces of Music studied Carnival of the animals: Introduction and March of the Lion, Hens and Roosters, Wild Donkeys, Tortoises, Elephant, Kangaroo, Aquarium, Characters with long ears, the Cuckoo, Aviary, Fossils, Swan, Final</p>	<p>Key activities in the units of work are:</p> <ul style="list-style-type: none"> • Learn the names of all instruments used in Carnival of the Animals • Learn all about the piece as a whole and the composer • Listen to and discuss/analyse all movements of Carnival of the Animals including identifying musical elements used by Saint-Saens to portray specific animals • Learn to sing ‘Tina Layo’ • They will work through the body percussion video ‘Bim Bum’. Through this they will discover the use of graphic scores for body percussion • They will work through various body percussion graphic scores creating a body percussion accompaniment for some movements of Carnival of the animals • Learn how to play the musical game ‘Don’t Clap this one back’ • Learn the difference between a xylophone and a glockenspiel • Compose a piece of music made to sound like an animal depicted in 	<p>When assessed:</p> <ul style="list-style-type: none"> • Children will be able to explain musically which movement is their favourite • They will be able to name all of the instruments used in Carnival of the Animals • They will be able to analyse the music using words such as temp, pitch, leaps, steps, melody, dynamics and texture • Children will be able to explain using musical vocabulary why each movement effectively represents an animal • Children will be able to give detailed knowledge about Saint-Saens and his musical motivations for writing this piece of music • Most Children will be able to successfully and accurately follow a graphic score to create a body percussion piece • All children will be able to either help or lead composing a piece of music depicting an animal

		<p>Carnival of the Animals using tuned and untuned percussion</p> <ul style="list-style-type: none"> • Complete various quizzes verbally throughout the unit to consolidate knowledge and musical vocabulary • Watch a BBC Proms performance of 'The Carnival of the Animals' and be able to discuss their favourite movements 	<ul style="list-style-type: none"> • Some Children will be able to use elements from 'Carnival of the Animals' within their compositions <p>Musical Events: Rainforest Assembly, Christmas concert/production</p>
<p>Autumn 2 <i>Primary Planning</i></p>	<p>Pieces of music studied:</p> <p>Do They Know It's Christmas by Band Aid I Wish It Could Be Christmas Everyday by Wizard Christmas Lights by Coldplay Stop the Calvary by Jona Lewie Merry Xmas Everybody by Slade</p>	<p>Key activities in the units of work are:</p> <ul style="list-style-type: none"> • Sing 'Drop, Peter, Drop', briefly touching upon Trinidad and Tobago as you do so. • Listen to and discuss 'Do They Know It's Christmas' by Band Aid. • Briefly discuss the story of Noah's Ark and sing 'Please, Mr Noah'. • Learn the rhythms in 'Please, Mr Noah' and incorporate these into the song. • Play 'Whose Rhythm is it Anyway?' pass the parcel style game using rhythms from 'Please, Mr Noah' • Play '8, 4, 2, 1' body percussion/pulse game. ➤ Listen to and discuss 'I Wish It Could Be Christmas Everyday' by Wizzard. • Briefly discuss the story of Noah's Ark and sing 'Please, Mr Noah' using the rhythms and groupings from last week. • Replace vocal rhythms with percussion instruments and play these in the song. • Play 'Whose Rhythm is it Anyway?' pass the parcel style game using 	<p>When assessed:</p> <ul style="list-style-type: none"> • All children will sing a song incorporating a selection of rhythms. • Most children will begin to read a selection rhythms from a graphic score. • Some children will read a selection of rhythms using standard notation. • All children will sing a song incorporating a selection of rhythms. • Most children will to read a selection rhythms from a graphic score and start to play these on untuned percussion instruments. • All children will perform a rap. • Most children will come up with their own ideas for a rap. • Some children will take the lead in composing a rap; rap with rhythm in time to a steady beat; rehearse and perform with confidence. • All children will rediscover ostinatos and clap one as a part of a group. • Most children will play an ostinato rhythm using percussion instruments with some accuracy.

		<p>rhythms from ‘Please, Mr Noah’, this week using percussion instruments.</p> <ul style="list-style-type: none"> • Work through the ‘Fossils’ body percussion video from ‘The Carnival of the Animals’. • Listen to and discuss ‘Christmas Lights’ by Coldplay. • Listen to ‘Space Shuttle Rap’ and, in groups, compose a rap based around items Noah might take into space. • Children to perform their version of ‘Space Shuttle Rap’. Evaluate the performances. • Sing ‘I am a fine Musician’. • Listen to and discuss ‘Stop the Calvary’ by Jona Lewie. Revise ostinatos and practise chanting/clapping an ostinato. • Play an ostinato using percussion equipment. • Look at additional rhythms and try to fit these together using the wizard’s hat to demonstrate this. • Complete the ‘Bim Bum’ body percussion video. • Play ‘Don’t Play This One Back!’, clapping or using untuned percussion. • Listen to and discuss ‘Merry Christmas Everybody’ by Slade. • Look at musical notes and vocalise/clap along with videos testing the children’s ability to read different rhythms. 	<ul style="list-style-type: none"> • Some children will play an ostinato rhythm using percussion instruments with greater accuracy. • All children will begin to vocalise or clap a range of rhythms with some accuracy. • Most children will vocalise or clap a range of rhythms with greater accuracy. • Some children will vocalise or clap a range of rhythms with accuracy. All children will begin to vocalise or clap a range of rhythms with some accuracy. • Most children will vocalise or clap a range of rhythms with greater accuracy; put forward ideas for a composition. • Some children will vocalise or clap a range of rhythms with accuracy; take a leading role in a group composition. <p>Musical Events: Rainforest Assembly, Christmas concert/production</p>
--	--	--	--

		<ul style="list-style-type: none"> • Play Who Wants to be a Millionaire • Look at musical notes and vocalise/clap along with videos testing the children’s ability to read different rhythms. • Compose their own four beat, four bar rhythm with flashcards taken from the videos. • The groups will perform their compositions to the class. 	
<p>Spring 1 <u>Primary Planning</u></p>	<p>Pieces of music studied:</p> <p>Take on me Somewhere Only We Know Dancing Queen Video Killed the Radio Star The James Bond Theme Someone you loved</p>	<p>Key activities in the units of work are:</p> <ul style="list-style-type: none"> • Discuss what we mean by arranging and arrangements. • Watch and learn the song ‘Down in the Jungle’. • Discuss how to develop this arrangement. • Explain what we mean by musical spot the difference and play musical spot the difference with two versions of A-Ha’s ‘Take On Me’. Discuss the development of the song ‘Down in the Jungle’ and try new ideas for how to further develop this, deciding whether these ideas should be kept or not as part of the class arrangement. ➤ Play Musical Spot the Difference with two versions of ‘Somewhere Only We Know’. ➤ Explain that, over the next few lessons, we will create a class arrangement of ‘Somewhere Only We Know’. ➤ Learn to sing ‘Somewhere 	<p>When assessed:</p> <ul style="list-style-type: none"> • All children will begin to explain what arranging is and steps in the journey to the creation of an arrangement. • Most children will begin to offer up ideas for how to develop a class arrangement of a song. • Some children will be able to offer up and demonstrate ideas for how to develop a class arrangement of a song. • All children will begin to explain what arranging is and steps in the journey to the creation of an arrangement; learn to sing a new song. • Most children will learn to sing a new song with some accuracy of pitch, tuning and tempo. • Some children will learn to sing a new song with accuracy of pitch, tuning and tempo. • All children will begin to play the glockenspiel when directed as part of an arrangement.

		<p>Only We Know'. ➤ Do the 'Bim Bum' body percussion activity</p> <ul style="list-style-type: none"> • Play Musical Spot the Difference with two versions of 'Dancing Queen'. • Sing 'Somewhere Only We Know'. ➤ Learn to play the chords for this in groups on the glockenspiel. ➤ Discuss the development of the song 'Down in the Jungle' and sing this with the children's additions to the arrangement. • Rehearse singing 'Somewhere Only We Know'. ➤ Rehearse playing the chords for this in groups on the glockenspiel. ➤ Think about additional percussion which you may decide to add into your arrangement. ➤ Do a final performance showing off your new arrangement, before analysing and evaluating it as a class • Play Musical Spot the Difference with two versions of 'The James Bond Theme'. ➤ Learn to play a short four bar melody using dot notation. ➤ Sing 'Drop, Peter, Drop' to finish the lesson. • Play Musical Spot the Difference with two versions of Lewis Capaldi's 'Someone You Loved'. ➤ Revisit the short four bar 	<ul style="list-style-type: none"> • Most children will sing and play the glockenspiel when directed as part of an arrangement. • Some children will sing and accurately play the glockenspiel by following along with the PowerPoint. • All children will begin to play the glockenspiel when directed as part of an arrangement. • Most children will sing and play the glockenspiel when directed as part of an arrangement. • Some children will sing and accurately play the glockenspiel by following along with the PowerPoint. • All children will begin to learn a short melody on the glockenspiel using dot notation. • Most children will play a short melody on the glockenspiel using dot notation with some accuracy. • Some children will play a short melody on the glockenspiel using dot notation accurately. • All children will work in pairs to create a short melody using dot notation. • Most children will compose and perform a short melody on the glockenspiel using dot notation with some accuracy. • Some children will compose and perform a short melody on the glockenspiel using dot notation accurately.
--	--	---	--

		<p>melody that the children performed on glockenspiels last lesson using dot notation</p> <ul style="list-style-type: none"> • Challenge the children to create and perform their own four bar melody using dot notation. 	
<p>Spring 2 <u>Primary Planning</u></p>	<p>Pieces of music studied:</p> <p>Swing Low, Sweet Chariot (African American Spiritual) Oh! Susannah! This Train is Bound for Glory (Gospel) Let It Be, by The Beatles Hey Brother, by Avicii What you got</p>	<p>Key activities in the units of work are:</p> <ul style="list-style-type: none"> • Sing 'Tinga Layo'. • Learn about pentatonic scales and pentatonic songs. • Listen and compare two different versions of 'Swing Low, Sweet Chariot'. • Learn to sing 'Swing Low, Sweet Chariot'. • Learn the actions for 'Swing Low, Sweet Chariot' and sing as a round. • Play 'Don't Play This One Back!' • Recap pentatonic scales and pentatonic songs. • Sing 'Swing Low, Sweet Chariot' with the actions as a round. • Watch a performance of 'Oh! Susannah!' and discuss it. • Learn to sing 'Oh! Susannah!' • 'Play in the Gap' improvisation activity. • Sing 'Swing Low, Sweet Chariot' with the actions as a round/'Oh! Susannah!' • Watch and discuss a performance of 'This Train is Bound for Glory'. • Learn to sing and play 'Old MacDonald had a Glock' on the glockenspiel. 	<p>When assessed:</p> <ul style="list-style-type: none"> • All children will learn to sing a pentatonic song. • Most children will be able to sing a pentatonic song with actions in a round. • Some children will be able to explain that pentatonic means five notes. • All children will learn to sing a pentatonic song. • Most children will be able to sing a pentatonic song, altering the dynamics between the verse and the chorus. • Some children will be able to explain that pentatonic means five notes. • All children will learn to sing a pentatonic song and play an accompaniment on the glockenspiel with some accuracy. • Most children will be able to sing a pentatonic song and play an accompaniment on the glockenspiel accurately. • Some children will be able to explain that pentatonic means five notes; work out a well-known pentatonic melody. • All children will learn to sing a pentatonic song; perform an accompaniment for this song with some accuracy.

		<ul style="list-style-type: none"> • 'Play in the Gap' improvisation activity. • Listen to and discuss a piece of traditional Chinese classical music which uses the pentatonic scale. • Learn to sing 'What You Got?' • Create and perform an accompaniment to 'What You Got', working in groups to do so. • Sing 'Swing Low, Sweet Chariot' with the actions as a round/'Oh! Susannah!' • Watch and discuss a performance of 'Let It Be' by the Beatles, focussing on the pentatonic solo on the electric guitar. • Children should work in pairs to create and perform a 4 bar pentatonic composition on the glockenspiel. • Watch and discuss a performance of 'Hey Brother' by Avicii, focussing on the pentatonic nature of the melody. • Children should learn to sing and accompany 'Hey Brother' on the glockenspiel. 	<ul style="list-style-type: none"> • Most children will perform their accompaniments mostly accurately; offer up some compositional suggestions. • Some children will take a leadership role within the group; demonstrate and explain why certain compositional ideas might work. • All children will work as a team to create a 4 bar composition using dot notation. • Most children will be able to offer up ideas for a composition and perform it with some accuracy. • Some children will be able to demonstrate and explain why certain compositional ideas should be included; perform their composition accurately. • All children will learn to sing a pentatonic song; accompany a pentatonic song with some accuracy. • Most children will be able to explain that pentatonic means five notes; accompany a pentatonic song either on tuned or untuned percussion. • Some children will be able to sing with dynamics and control and accuracy.
<p>Summer 1 <i>Primary Planning</i></p>	<p>'The Sorcerer's Apprentice' By Paul Dukas</p>	<p>Sing 'There are Lots of Worms' focussing on different sound colours.</p>	<p>➤ Most children will be able to summarise the story.</p>

		<ul style="list-style-type: none"> ➤ Play 'Family Connections' – a game where you find orchestral instruments of the same family. ➤ Read the synopsis for 'The Sorcerer's Apprentice'. ➤ Watch 'The Sorcerer's Apprentice' segment from Disney's 'Fantasia'. ➤ Look at the bassoon in detail and the main theme it plays. ➤ Children to move in a way which represents the bassoon's main theme. ➤ Match the names of classical instruments with their images. ➤ Sing 'Bee, Bee, Bumblebee' focussing on texture. ➤ Match the names of classical instruments with their images. ➤ Listen to the story of 'The Sorcerer's Apprentice' complete with orchestral backing. ➤ Learn more about the bassoon and fill in the listening log. ➤ Listen to and discuss the start of the music focussing on thin texture and creating a sense of foreboding. ➤ Investigate creating a thin texture using percussion instruments. ➤ Each group shows off/performs their investigation to the rest of the class who offer feedback ➤ Sing 'I'm a Wiz, Wiz, Wiz, Wizard' splitting the class into two parts. ➤ Play the Match the Instrument game which we played last lesson. ➤ Listen to the story of 'The Sorcerer's Apprentice'. ➤ Compare two different version of the main theme. 	<ul style="list-style-type: none"> ➤ Some children will be able to explain that the main theme (or part in their language) is played by the bassoon and is jolly and bouncy. ➤ All children will investigate how to create a thin texture using percussion instruments. ➤ Most children will be able to explain that a thin texture means that there are not a lot of instruments playing; explain that the main theme (or part in their language) is played by the bassoon and is jolly and bouncy. ➤ Some children will take a leadership role in their investigation; retain some previous ➤ All children will begin to discuss their composition. ➤ Most children will be able to offer up ideas when planning their composition; discuss the differences between two versions of a theme. ➤ Some children will take a leadership role in the development of their composition; discuss the differences between two versions of the theme using musical terminology. ➤ All children will perform their composition to the class. ➤ Most children will be able to say what they liked about another group's performance using non-specific language and discuss what they might change for next time. ➤ Some children will take a leadership role in the development of their composition; discuss the different ways Dukas uses
--	--	--	---

		<ul style="list-style-type: none"> ➤ Practise the introductions the different groups composed last lesson. ➤ Discuss the roughly ABA nature of 'The Sorcerer's Apprentice'. ➤ Children to plan the main B section of their composition in their groups. ➤ Groups to share ideas for others to magpie. ➤ Revisit 'I'm a Wiz, Wiz, Wiz, Wizard' splitting the class into two parts Sing 'Boom Chicka Boom'. ➤ Look at instances where Dukas uses percussion, especially triangles and cymbals, for affect in 'The Sorcerer's Apprentice'. ➤ Children to use these ideas to create their own main B section of their version of 'The Sorcerer's Apprentice'. ➤ Each group should perform their main section. ➤ Other groups evaluate their performances which a view to what can be tweaked or changed for next week's lesson. ➤ Play 'The Sorcerer's Apprentice' in whole. ➤ Discuss the piece as a whole and contrast the experience of watching a purely orchestra performance with the animated segment from Disney's 'Fantasia'. ➤ Fill in listening log. ➤ Recap and practise the first two sections of the children's compositions from previous weeks. ➤ Children to compose a final slower section for the end of their composition. ➤ Children to practise all three sections together. 	<p>percussion to add colour or effect using correct musical vocabulary.</p> <ul style="list-style-type: none"> ➤ All children will perform their composition to the class. ➤ Most children will be able to say what they liked about another group's performance using non-specific language. ➤ Some children will take a leadership role in the development of their composition; discuss another group's performance using musical terminology. ➤ All children will perform their composition to the class. ➤ Most children will be able to say what they liked about another group's performance using non-specific language. ➤ Some children will take a leadership role in the development of their composition; discuss another group's performance using musical terminology. <p>Musical Events: Arts week workshops, Ancient Greek Assembly</p>
--	--	--	--

		<ul style="list-style-type: none"> ➤ Each group now performs their composition to the class and listens to their feedback. 	
<p>Summer 2 <i>Primary Planning</i></p>	<p>Pieces of music studied:</p> <p>'I Can See Clearly Now' by Jimmy Cliff 'Total Eclipse of the Heart' by Bonnie Tyler 'Don't Look Back in Anger' by Oasis 'Someone Like You' by Adele 'In the Hall of the Mountain King' by Edvard Grieg 'Mars, the Bringer of War' by Holst</p>	<ul style="list-style-type: none"> ➤ Listen to and discuss 'I Can See Clearly Now'. ➤ Learn to sing I can see clearly now. ➤ Learn 'Jump Jim Joe'. ➤ Learn 'One Potato, Two Potato'. ➤ Learn 'Ring-a Ring o'Roses'/'Fishes in the Water'. ➤ Vote on the children's favourite. ➤ Listen to and discuss 'Total Eclipse of the Heart'. ➤ Compare it to 'I Can See Clearly Now'. ➤ Learn and sing 'Here Comes Sally'. ➤ Rewrite the lyrics. ➤ Practise beating the pulse. ➤ Teach different rhythms, recapping previously taught musical notation. ➤ Create accompaniment to 'Here Comes Sally' and perform. ➤ Listen to and discuss 'Don't Look Back in Anger'. ➤ Learn 'Pat-a-Cake' and actions. ➤ Learn 'Long-Legged Sailor' and actions. ➤ Sing 'Jump Jim Joe' to end. ➤ Listen to and compare 'Someone Like You' by Adele and 'Don't Look Back in Anger' by Oasis. ➤ Recap clapping games – 'Pat-a[1]Cake' and 'Long-Legged Sailor'. ➤ Learn 'Michael Finnegan'. ➤ In groups, children create their own clapping game to 'Michael 	<p>When assessed:</p> <p>All children will take part in a number of singing games.</p> <ul style="list-style-type: none"> ➤ Most children will be able to both sing and do actions. ➤ Children will be able to move rhythmically and accurately on the pulse. <p>All children will learn and take part in the singing game 'Here Comes Sally'.</p> <ul style="list-style-type: none"> ➤ Most children will play back written four beat rhythms; help to create and perform an accompaniment. ➤ Some children will make suggestions for new lyrics or rhythms. ➤ All children will learn a new singing game. ➤ Most children will be able to sing and perform some actions on the pulse. ➤ Some children will master the actions from these two songs. ➤ All children will take part in a group to help create a clapping game. ➤ Most children will be able to perform their clapping game with some level of accuracy.

		<p>Finnegan’.</p> <ul style="list-style-type: none"> ➤ Each group performs these to the class. ➤ Listen to and discuss ‘In the Hall of the Mountain King’ by Edvard Grieg. ➤ Recap and take part in some of the singing games studied so far in the unit. ➤ Discuss common features of these singing games. ➤ In groups, create a four line verse about one of the animals in the Saint-Saens suite ‘Carnival of the Animals’. ➤ Perform this verse as a chant to the rest of the class. ➤ Play and discuss ‘Mars, Bringer of War’ by Gustav Holst. ➤ Groups to practise lyrics made previously as a chant. ➤ Discuss melodies in singing games, and songs in general. ➤ Use melody cards as the basis for their composition. ➤ Each group to perform these at the end of the lesson. 	<ul style="list-style-type: none"> ➤ Some children will take a leadership role in their group and perform their clapping game accurately. ➤ All children will help to create and perform a four line verse for a clapping game. ➤ Most children will be able to contribute ideas for the creation of a set of lyrics. ➤ Some children will take a leadership role guiding the rest of the group; discuss common features of singing games. ➤ All children will help to order melody cards. ➤ Most children will begin to contribute ideas for the creation of a melody. ➤ Some children will take a leadership role guiding the rest of the group; contribute ideas for the creation of a melody <p>Musical Events: Arts week workshops, Ancient Greek Assembly</p>
<p>Year 4 Autumn 1 <u>Primary Planning</u></p>	<p>Pieces of music studied:</p> <p><i>Music from around the World:</i> Traditional Chinese Music including ‘Fisherman’s Song at Dusk’ and ‘Sun Quan The Emperor’</p>	<p>Key activities in the units of work are:</p> <ul style="list-style-type: none"> • Learn about the seven continents to give context to music • Listen to and sing ‘Travel Song’ • Learn about China including the culture and geography 	<p>When assessed:</p> <ul style="list-style-type: none"> • Children will have some basic knowledge of Chinese culture and geography • Children will be able to comment on and give facts about traditional

	<p>Modern Japanese video game music including 'Prelude and Liberi Fatali' from Final Fantasy by Nobuo Uematsu</p> <p>Japanese Children's Nursey Rhyme 'Zo San'</p> <p>Music from Pakistan (Qawwali), including 'Musst Musst', by Nusrat Fateh Ali Khan</p> <p>Indian Classical Hindustani Music including 'Sahela Re', by Kishori Amonkar</p>	<ul style="list-style-type: none"> • Listen to and discuss Fisherman's Song at Dusk • Learn about the Zither and the instrument's history • Complete listening logs showing their knowledge of the zither • Learn about the Chinese New Year and Lion Dance. Discuss the drums used in the Lion Dance • Listen to 'Sun Quan the Emperor', analyse (focussing on the drums) and complete listening log on this piece • Work through 'Gong Xi Gong Xi Chinese New Year' clap along video • Learn about Japan including culture and geography • Listen to and discuss 'Prelude and Liberi Fatali' • Learn more about pentatonic scales including the origin of the word 'penta', meaning 'five' in Greek (should have some knowledge from previous modules) • Sing and play pentatonic scales on glockenspiels • Relearn some note durations for example crotchet and minims and learn what duration means • They will learn how to play 'Mary Had a Little Lamb' on the glockenspiel • Children will give a performance to the rest of the class of 'Mary Had a Little Lamb' • Will learn to sing 'Zo San' • Will have a go at learning the beginning of 'Zo San' on the 	<p>Chinese music using musical vocabulary</p> <ul style="list-style-type: none"> • Children know what a Zither is and be able to give facts about the instrument including what it is made of, techniques for playing it and the history of the instrument • Some children will be able to express their likes and dislikes for pieces listened to using musical terminology • Children will be able to use the term 'pentatonic scale' when describing music and will understand what a pentatonic scale is • Children will be able to explain what a pentatonic scale is as well as discuss the word's origin in Greek • Some children will be able to play a melody using the notes of a C Major pentatonic scale on the glockenspiel • Children will have some basic knowledge of Japanese culture and geography • Children will be able to analyse Japanese video game music using musical terminology • Children will be able to discuss the effects of a choir and hoe they can change the impact of a piece of music • Children will be able to sing 'Zo San' • Children will be able to explain what duration means as well as identify some note length names e.g. Crotchet and minim • Children will have some basic knowledge of the culture and geography of Pakistan
--	---	---	---

		<p>glockenspiel and will share this work in pairs</p> <ul style="list-style-type: none"> • Learn about culture and geography of Pakistan • Listen to and analyse 'Musst Musst' • Learn about culture and Geography of India • Listen to and discuss 'Sahela Re' • Discuss some instruments used in Indian Classical Music • Learn to play a pentatonic scale on the glockenspiel 	<ul style="list-style-type: none"> • Children will be able to analyse 'Musst Musst' using musical terminology • Children will be able to identify some instruments used and characteristics of music from Pakistan • Children will have some basic knowledge of the culture and geography of India • Children will be able to comment on Classical Indian Hindustani music using musical vocabulary • Children will be able to improvise on the glockenspiel using a C major pentatonic scale • Some children will be able to transcribe a melody into pitches by ear, independently will accuracy <p>Musical Events:</p>
<p>Autumn 2 <i>Primary Planning</i></p>	<p>Pieces of music studied:</p> <p>Silent Night O Holy Night Hark! The Herald-Angels Sing O Come All Ye Faithful O Little Town of Bethlehem</p>	<p>Key activities in the units of work are:</p> <ul style="list-style-type: none"> • Introduce the listening focus of Christmas carols, discussing the history and where these might be sung today. • Listen to and discuss 'Silent Night' then learn the lyrics • Revise 'Jump Jim Joe'. • Revise 'One Potato, Two Potato'. • Revise 'Ring-a Ring o'Roses'/'Fishes in the Water'. • Vote on the children's favourite and sing that one. 	<p>When assessed:</p> <ul style="list-style-type: none"> • All children will take part in a number of singing games. • Most children will be able to both sing and do actions. • Some children will be able to move rhythmically and accurately on the pulse. • All children will learn a new singing game. • Most children will be able to sing and perform some actions on the pulse.

		<ul style="list-style-type: none"> • Learn about Carols at King’s and take a virtual tour of the King’s College London and the chapel at King’s College where the famous carol services are held. • Discuss the lyrics of ‘O Holy Night’ to understand the meaning of the song. • Compare and contrast two different versions of the carol. • Revise ‘Long-Legged Sailor’. • Learn the song and the actions for ‘A Sailor Went to Sea, Sea, Sea’. • Revise one of the previously learnt singing games songs. • Listen to and discuss ‘Hark! The Herald-Angels Sing’. • Listen to and learn ‘What Shall we do with a Drunken Sailor?’ • Working in pairs, the children should create and perform their own clapping/body percussion game for ‘What Shall we do with a Drunken Sailor?’ • Listen to and discuss ‘O Come All Ye Faithful’, learning about a capella music by listening to Pentatonix’s version of the carol. • Revise singing games from previously in the unit and the previous unit from Year Three. • Learn about Ghana. • Learn the words, melody and actions for ‘Obwisana’. 	<ul style="list-style-type: none"> • Some children will master the actions from these two songs. • All children will take part in a group to help create a clapping game. • Most children will be able to perform their clapping game with some level of accuracy. • Some children will take a leadership role in their group and perform their clapping game accurately. • All children will take part in the ‘Obwisana’ singing game from Ghana. • Most children will be able to learn the melody and the actions for ‘Obwisana’. • Some children will be able to confidently and accurately sing and do the correct actions on the pulse. • All children will learn and take part in a circle game. • Most children will be able to learn the melody and the actions confidently in a circle game. • Some children will be able to confidently and accurately sing and do the correct actions on the pulse; contribute ideas to the composition of new actions. • All children will take part in a variety of different singing games. • Most children will be able to offer up ideas for a class composed singing game. • Some children will be able to recognise elements from previously studied singing games and explain why they might be useful in our class singing game.
--	--	---	---

		<ul style="list-style-type: none"> • Watch and take part in the Star Wars Cantina Band body percussion video • Listen to, discuss and sing 'O Little Town of Bethlehem'. • Revisit and rehearse 'Obwisana'. • Listen to and learn 'Ding Dong', learning the actions and creating some of your own. • Working in stages, slowly create a class singing game from scratch using elements of prior learning from throughout this unit. • Perform the new singing game 	<p>Musical Events: WWII assembly Christmas Carols/Production</p>
<p>Spring 1 <u>Primary Planning</u></p>	<p>Pieces of music studied:</p> <p>Brass Band March Abide With Me – Hymn Tune Olympic Fanfare and Theme by John Williams The William Tell Overture By Rossini Thunderbirds Theme Tune by Barry Gray The Lonely Boy by Mnozil Brass</p>	<p>Key activities in the units of work are:</p> <ul style="list-style-type: none"> • Introduce theme of 'Exploring Rhythmic Patterns', talk about the difference between pulse and rhythm and complete the body percussion starter. • Introduce the listening theme of brass bands and listen to the 'O.R.B.' march. • Focus in on learning about the cornet. • 'Play in the Gap' rhythmic improvisation activity. • Sing 'Long-Legged Sailor'. • Reintroduce theme of 'Exploring Rhythmic Patterns', talk about the difference between pulse and rhythm and complete the body percussion starter. • Recap what the children know about brass bands, learn about 	<p>When assessed:</p> <ul style="list-style-type: none"> • All children will be introduced to the brass band as a form of music. • Most children will be able to explain that the brass band is made up of different brass instruments; take part in a rhythmic improvisation game. • Some children will be able to explain that brass bands are made up of brass and percussion and play marches; confidently take part in a rhythmic improvisation game. • All children will consolidate and extend their knowledge of brass bands; take part in various ostinato body percussion routines. • Most children will help with the composition of an ostinato body percussion routine and perform it with some accuracy. • Some children will take a leadership role in the creation of an ostinato

		<p>brass band hymn tunes and listen to 'Abide With Me'.</p> <ul style="list-style-type: none"> • Focus in on the tenor and flugelhorns. • Relearn about ostinatos through listening to a piece of khartal music. • Learn two ostinato body percussion routines. • Children to compose and perform a group ostinato body percussion routine. • Reintroduce theme of 'Exploring Rhythmic Patterns', talk about the difference between pulse and rhythm and complete the body percussion starter. • Recap what the children know about brass bands, learn about fanfares and listen to 'Olympic Fanfare and Theme' by John Williams. • Focus in on the trombones. • Relearn about ostinatos through singing a piece of chiacona music. • Create further ostinatos through the use of untuned percussion instruments. • Craft a whole class arrangement of the chiacona ostinato and do a final performance • Recap what the children know about brass bands, learn about overtures and listen to 'The William Tell Overture' by Rossini. • Focus in on the euphoniums and baritones. 	<p>body percussion routine and perform it accurately.</p> <ul style="list-style-type: none"> • All children will consolidate and extend their knowledge of brass bands; consolidate their knowledge of ostinatos. • Most children will sing a chiacona ostinato with some accuracy. • Some children will be able to play rhythmic ostinatos alongside the sung ostinato accurately. • All children will use untuned percussion instruments to sightread some simple rhythmic patterns. • Most children will begin to sightread more complex rhythmic patterns. • Some children will sightread more complex rhythmic patterns accurately • All children will play a variety of rhythmic patterns using untuned percussion instruments. • Most children will compose and perform a short four bar rhythmic composition with some accuracy. • Some children will compose and perform a short four bar rhythmic composition accurately • All children will play a variety of rhythmic patterns using untuned percussion instruments. • Most children will compose and perform a short four bar melody with some accuracy on the glockenspiel. • Some children will compose and perform a short four bar melody accurately.
--	--	---	--

		<ul style="list-style-type: none">• Recap and sing the chiacona ostinato arrangement which the children helped craft in the previous lesson.• Revise note lengths and challenge the children with a variety of videos which the children have to sightread along to using untuned percussion instruments.• Sing 'Long-Legged Sailor' with the actions• learn about the role film and television music plays in brass band concerts and listen to the 'Thunderbirds' theme tune.• Focus in on the tubas/basses.• Learn to play different rhythms using fruit names to help read and play these.• Compose and perform short four bar compositions using the fruit rhythms.• Recapping brass bands using think, pair, share.• Match the pictures of brass band instruments up with their names.• Listen to 'The Lonely Boy' by Mnozil Brass.• Revise notes and rhythms from the fruit activity last lesson and play the mixed up rhythms activity.• Children to work in pairs to create their own melody by annotating their four bar rhythmic composition from last lesson.• Children to perform their melody.	<p>Musical Events: Roman assembly</p>
--	--	--	--

<p>Spring 2 <u>Primary Planning</u></p>	<p>Pieces of music studied: Prokofiev's 'Peter and the Wolf' I'm a Gnu Wolfie Blues</p>	<p>Key activities in the units of work are:</p> <ul style="list-style-type: none"> • Sing 'Obwisana' with the rock passing. • Introduce Sergei Prokofiev. • Introduce 'Peter and the Wolf' and read the story. • Introduce the instruments and themes in 'Peter and the Wolf'. • Watch and discuss the performance of 'Peter and the Wolf'. • Recap the idea of themes being played by different instruments in 'Peter and the Wolf'. • Read the story up until the arrival of the cat. • Introduce the instruments and themes for Peter, the bird and the duck. • Watch and discuss the performance of 'Peter and the Wolf' up until the arrival of the cat. • Model composing a four bar composing by annotating four rhythm cards. • Children to compose, rehearse and perform four bar compositions based around either a bird or a duck. • Learn and sing 'I'm a Gnu'. • Discuss and listen to the themes for the cat and Peter's grandfather. • Listen the performance from the bird and the duck arguing to 	<p>When assessed:</p> <ul style="list-style-type: none"> • All children will be introduced to 'Peter and the Wolf' and roughly explain the story'. • Most children will be able to retell the story of 'Peter and the Wolf' and explain that every character has its own piece of music. • Some children will be able to state that the composer of 'Peter and the Wolf' is Prokofiev; discuss the different musical themes for the characters and link these with the instruments that portray them • All children will be able to explain that every character has its own piece of music. • Most children will begin to explain how each theme represents the different characters musically; help to compose and perform a piece of music to represent one of these characters. • Some children will be able to state that the composer of 'Peter and the Wolf' is Prokofiev; discuss the different musical themes for the characters and link these with the instruments that portray them; perform accurately a piece of their own composing. • All children will perform a new theme with accompaniment for the bird or duck from 'Peter and the Wolf'. • Most children will offer suggestions for their composition and perform with some accuracy.
---	--	---	--

		<p>Peter's grandfather arriving to drag Peter back home.</p> <ul style="list-style-type: none"> • Children will create and perform an accompaniment for these. • Learn and sing 'Wolfie Blues'. • Discuss and listen to the theme for the wolf. • Learn about major and minor keys and predict what key they think the wolf's theme will be. • Listen the performance from Peter's grandfather arriving to drag Peter back home to where the wolf circles the tree below the bird and the cat. • Work in groups to compose and perform a composition based around the wolf using untuned percussion. • Listen the performance from where the wolf circles the tree below the bird and the cat to where Peter captures the wolf. • Discuss Peter's grandfather's theme. • In pairs, using a glockenspiel, the C major pentatonic scale and rhythm cards, compose and perform a short melody to represent a grandfather. • Finish listening and watching the performance from the wolf being caught up until the end of the story. • Children to use the previously composed melody from the 	<ul style="list-style-type: none"> • Some children will take a leading role in their composition and performance; offer and demonstrate suggestions for their composition explaining why they think an idea will work. • All children will work in a group to create a composition using untuned percussion. • Most children will be able to explain how a major and minor key feel and sound different. • Some children will take a leading role in their composition and performance; offer and demonstrate suggestions for their composition explaining why they think an idea will work. • All children will help towards composing a piece of music using rhythm cards and the pentatonic scale. • Most children will perform their composition with some accuracy. • Some children will perform their composition accurately. • All children will perform a new theme with accompaniment for Peter's grandfather. • Most children will offer suggestions for their composition and perform with some accuracy. • Some children will take a leading role in their composition and performance; offer and demonstrate suggestions for their composition explaining why they think an idea will work.
--	--	---	--

		<p>previous lesson to create an accompaniment for Peter's grandfather.</p> <ul style="list-style-type: none"> • Children to perform their new themes to the class. 	<p>Musical Events: Roman assembly</p>
<p>Summer 1 <i>Primary Planning</i></p>	<p>Pieces of music studied: The Wellerman Skye Boat Song 'The Trees They Grow So High' The Raggle Taggle Gypsy Wild Mountain Thyme</p>	<p>Key activities in the units of work are:</p> <ul style="list-style-type: none"> • Play 'Match the Instrument' flashcard matching game in pairs. • Introduce the new unit on British folk songs and give the context behind 'The Wellerman'. • Listen to 'The Wellerman' and fill in the listening logs. • Learn and sing the chorus. • Discuss the differences between the verse and chorus. • Talk about the layering of the chorus. • Learn the harmony part. • Split the class into two groups and perform the song in whole. • Sing 'Boom Chicka Boom'. • Introduce 'Skye Boat Song' and the context and history behind its composition, discussing where Scotland and Skye are on a map. • Remind children of the musical phrase pentatonic scale and ask them what it means. • Listen and discuss, comparing and contrasting, four different versions of 'Skye Boat Song' filling in the listening logs as they do so. • Learn to sing 'Skye Boat Song'. • Play 'Pass the Rhythm to the Left Hand Side' – musical Chinese whispers. 	<p>When assessed:</p> <ul style="list-style-type: none"> • All children will be introduced to the concept of British Folk songs; children will sing in a performance of 'The Wellerman'. Most children will start to be able to discuss some of the historical and cultural context behind 'The Wellerman'; be able to sing the melody or harmony with some level of accuracy. • Some children will be able to give greater detail in discussing the historical and cultural context behind 'The Wellerman'; be able to sing the melody or harmony with a greater level of accuracy. • All children will state which of the four versions of 'Skye Boat Song' they most prefer. • Most children will begin to compare and contrast the different versions explaining which one they like best and why. • Some children will be able to do this using musical terminology. • All children will learn to clap some of the 3 / 4 time rhythms with some accuracy. • Most children will be able to begin to compare and contrast two related songs; play 3 / 4 rhythms with a greater accuracy. Some children will compare and contrast two related songs using musical terminology; play 3 / 4 rhythms with accuracy

		<ul style="list-style-type: none"> • Listen to and discuss 'The Trees They Do Grow High'. • Discuss major and minor keys and how they colour the music. • Compare 'The Trees They Do Grow High' with 'Skye Boat Song'. • In pairs, compare both songs using a Venn diagram. • ➤ Learn different 3 / 4 time rhythms. Repeat 'Pass the Rhythm to the Left Hand Side' using previously taught rhythms • Play Corners with clips of the different songs covered in this unit. • Listen to and discuss 'The Raggle Taggle Gypsy'. • Revisit prior learning, including the context behind 'Skye Boat Song', singing this song and practising the rhythms learnt in the previous lesson. • Compose and practise a four bar melody. Group performances and feedback. • Chant 'Boom Chicka Boom'. • Listen to and discuss 'Wild Mountain Thyme'. • Sing 'Skye Boat Song' a Capella. • Learn the two different accompaniments to 'Skye Boat Song' on glockenspiel. • Split the class in two – one half to play Accompaniment 1 and the other half to play Accompaniment 2. • ➤ As a class, perform 'Skye Boat Song'. 	<ul style="list-style-type: none"> • All children will help to choose rhythmic bars to use in a four bar rhythm; play some of their four bar rhythm with some accuracy. • Most children will be able to play their four bar rhythms with a greater accuracy. • Some children will play their four bar rhythms with accuracy; take a leadership role within their group and help guide their rehearsals. • All children will work to play some bars accurately on a glockenspiel. • Most children will perform an accompaniment on glockenspiels with some accuracy during a class performance. • Some children will hold their beaters correctly and perform an accompaniment on glockenspiels accurately during a class performance; read the musical notation correctly <p>Musical Events: Arts week workshops</p>
Summer 2	'Please Please Me' by The Beatles (1963) 'Yesterday' By The Beatles (1965)	<ul style="list-style-type: none"> ➤ Sing 'Hi, My Name is Joe'. ➤ Introduce the Beatles. 	<ul style="list-style-type: none"> ➤ All children will learn that a pop group called the Beatles were famous and remain

<p>'Ticket to Ride' by the Beatles (1965) 'Hey Jude' by The Beatles (1968) 'Let it Be' by The Beatles (1970)</p>	<ul style="list-style-type: none"> ➤ Discuss 'Please Please Me' and how it came into being. ➤ Play a live performance of the song and fill in listening logs after a class discussion. ➤ Analyse the structure of the song, looking at verses, choruses and the middle 8. ➤ Learn and perform the song, splitting the chorus into two parts and including a clapping motif ➤ Revise and continue to learn about the early years of the Beatles. ➤ Play corners. ➤ Introduce 'Yesterday' and compare it to 'Please Please Me'. ➤ Analyse the structure of the song. ➤ Analyse the rising and falling pitch in the chorus. ➤ Sing 'Yesterday'. ➤ Complete 'The Wellerman' body percussion activity. ➤ Revise and continue to learn about the early years of the Beatles. ➤ Listen to 'Ticket to Ride' and discuss, comparing it to 'Yesterday' and 'Please Please Me'. ➤ Analyse the structure of the song. ➤ Listen to a brass band arrangement and compare it to the original. ➤ Create a class composition based on a train journey. ➤ Perform the composition. ➤ Continue watching the video on the history of the Beatles and discuss. ➤ Listen to Hey Jude, discuss and fill in listening logs. ➤ Learn beatboxing rhythms. 	<p>so today; join in with a class performance.</p> <ul style="list-style-type: none"> ➤ Most children will be able to recognise, with support, how a song is structured; begin to discuss the origins of the Beatles. ➤ Some children will be able to recall specific details about the Beatles such as the names of the band members and their instruments; sing with accuracy in with a class performance in two or three parts. ➤ All children will learn the story behind the creation of 'Yesterday'; join in with a class performance. ➤ Most children will be able to recognise how a song is structured; retell the story behind the unusual creation of 'Yesterday'. ➤ Some children will be able to demonstrate how the pitch changes accurately; sing with accuracy. ➤ All children will join in with a class performance. ➤ Most children will be able to recognise how a song is structured; join in a performance with some level of accuracy; begin to suggest ideas for a composition. ➤ Some children will be able to confidently suggest ideas for a composition; perform with accuracy ➤ All children will begin to beatbox. ➤ Most children will learn to beatbox with some accuracy. ➤ Some children will beatbox with accuracy ➤ All children will learn to sing 'Hey Jude'. ➤ Most children will be able to beatbox with some accuracy along to 'Hey Jude'.
--	---	---

		<ul style="list-style-type: none"> ➤ Play 'Pass the Rhythm to the Left Hand Side' – musical Chinese whispers. ➤ Continue learning about the history of the Beatles. ➤ Listen to and discuss 'Let It Be' by the Beatles. ➤ Revise beatboxing. ➤ Learn to sing 'Hey Jude'. ➤ Extension activity: start to learn the glockenspiel parts. ➤ Rehearse the song and make notes of areas which need looking at in the next lesson. ➤ Play 'Name That Tune!' using Beatles songs from this unit of work. ➤ Revise the history of the Beatles. ➤ Map out the arrangement. ➤ Learn the chords on glockenspiel. ➤ Split into five groups and rehearse the song. ➤ Give a final performance. 	<ul style="list-style-type: none"> ➤ Some children will remember parts of 'Hey Jude'; fit the beatboxing alongside 'Hey Jude' comfortably. ➤ All children will perform in a class arrangement of 'Hey Jude'. ➤ Most children will be able to play, sing or beatbox their parts with some degree of accuracy. ➤ Some children will play, sing or beatbox their parts with confidence and a higher degree of accuracy. <p>Musical Events: Arts week workshops</p>
<p>Year 5 Autumn 1 <i>Primary Planning</i></p>	<p>Pieces of music studied:</p> <p>The Entertainer by Scott Joplin Oh When the Saints Go Marching In by Louis Armstrong It Don't Mean a Thing by Ella Fitzgerald and Duke Ellington In the Mood by the Glenn Miller Orchestra Comparing Feeling Good by Nina Simone with a Version by MUSE</p>	<p>Key activities in the units of work are:</p> <ul style="list-style-type: none"> ➤ 'Happy' body percussion activity. ➤ Introduce jazz by looking at the state of Louisiana and watching a video explaining what jazz is. ➤ Learn about ragtime and listen to 'The Entertainer' by Scott Joplin. ➤ Compare the structure of 'The Entertainer' with that of a pop song. ➤ Do the 'Entertainer' body percussion activity. ➤ Discuss the musical notes for duration. ➤ Hand out untuned percussion instruments and replay the 'Entertainer' body percussion video focussing on reading and beating the musical notes, not doing the actions. 	<p>When assessed:</p> <ul style="list-style-type: none"> ➤ All children will be introduced to the concept of jazz. ➤ Most children will be able to explain that it comes from America and that ragtime is an early form of jazz; express likes and dislikes about 'The Entertainer' using some musical language'. ➤ Some children will be able to discuss 'The Entertainer' using musical vocabulary. ➤ All children will play three rhythms, through clapping and with untuned percussion instruments. ➤ Most children will take part in a three part rhythm and play their part in the mix with some accuracy.

		<ul style="list-style-type: none"> ➤ 'Maple Leaf Rag' body percussion activity. ➤ Introduce jazz by looking at the state of Louisiana and watching a video explaining what jazz is. ➤ Recap what jazz is and discuss the instruments of early jazz. ➤ Follow this up with later instruments of jazz. ➤ In pairs, match the instrument flashcards to the vocabulary. ➤ Learn about Louis Armstrong and listen to 'Oh, When the Saints'. ➤ Learn the African cyclic three part rhythm, looking at both graphic and standard musical notation and practising this first by clapping and then using untuned percussion instruments. ➤ Watch and discuss Ella Fitzgerald and Duke Ellington's performance of 'It Don't Mean a Thing'. ➤ Discuss scat singing in greater detail, watching a video explaining what this is and showing examples and fill in the listening log. ➤ Revise the African cyclic rhythm from last lesson through clapping and then untuned percussion instruments. ➤ Model scat singing and take part in a scat singing call and response activity. ➤ Children to improvise scat singing over the African cyclic rhythm. ➤ With the untuned percussion instruments, play the 'Entertainer' video focussing on reading and beating the musical notes, not doing the actions. ➤ In pairs, match the instrument flashcards to the vocabulary. 	<ul style="list-style-type: none"> ➤ Some children will take part in a three part rhythm and play their part in the mix with accuracy, reading their part through ➤ All children will discover Big Band music; be introduced to the idea of a cue. ➤ Most children will be able to explain what a cue is; begin to explain the differences between big bands and New Orleans jazz bands. ➤ Some children will be able to come in confidently and securely and finish precisely after hearing a musical cue. standard musical notation ➤ All children will learn what scat singing is and begin to scat over a pre-learned rhythm. ➤ Most children will scat over a pre-learned rhythm. ➤ Some children will scat confidently with style over a pre-learned rhythm. ➤ All children play three rhythms, through ➤ All children will perform their own cyclic rhythm with some accuracy. ➤ Most children will help compose and perform a cyclic rhythm. ➤ Some children will compose and perform a cyclic rhythm with accuracy. clapping and with untuned percussion instruments. ➤ Most children will take part in a three part rhythm and play their part in the mix with some accuracy. ➤ Some children will take part in a three part rhythm and play their part in the mix with accuracy, reading their part through standard musical notation.
--	--	---	--

		<ul style="list-style-type: none">➤ Revise early jazz and discuss how evolved into Big Band music, discussing the similarities and differences with what they have heard before.➤ Learn about Glenn Miller and listen to and discuss 'In the Mood'.➤ Revisit the African cyclic rhythm from previous lessons.➤ Introduce the idea of a cue to start and end a piece of music.➤ Practise using this cue to start and end the African cyclic rhythm.➤ Using untuned percussion instruments, play along with the 'In the Mood' play along video➤ Using untuned percussion instruments, play along with the 'In the Mood' play along video.➤ Recap New Orleans jazz and watch a virtual school trip of New Orleans.➤ Watch and discuss the differences between Nina Simone and MUSE's versions of 'Feeling Good'.➤ Teach the cyclic rhythms for 'Great Big House in New Orleans', first through clapping and then with untuned percussion instruments.➤ Sing and play the cyclic rhythms of 'Great Big House in New Orleans' using untuned percussion instruments.➤ Recap the cue and the African cyclic rhythms from previous lessons.➤ Model creating a cyclic rhythm.➤ In groups, the children should compose and perform their own cyclic rhythm.➤ Children to self-assess.➤ Review knowledge organisers for the next units	
--	--	--	--

<p>Autumn 2 <i>Primary Planning</i></p>	<p>Pieces of music studied: The King Shall Rejoice by Handel Abide With Me The Flower Duet by Delibes O Fortuna by Carl Orff This is Gallifrey/Vale Decem by Murray Gold</p>	<p>Key activities in the units of work are:</p> <ul style="list-style-type: none"> • Play through 'Great Big House in New Orleans' on untuned percussion • Learn about choral music • Discuss the coronation of King George II and watch the performance of 'The King Shall Rejoice' • Learn about rounds and listen to an example of one being performed in three parts • Learn 'London's Burning' and perform this as a round in four parts • Change the dynamics of the performance • Discuss the Libera boy's choir and watch their performance of 'Abide with Me'. • Recap what a round is and revisit 'London's Burning', performing it as a four part round. • Learn 'The Human Drum Kit' chant and then perform as a four part round. • Learn 'An Austrian Went Yodelling' • Discuss the opera 'Lakmé' and watch the duet of 'The Flower Duet' • Learn 'Black Socks' and perform as a four part round • Discuss and watch 'O Fortuna' by Carl Orff • Discuss and watch 'O Fortuna' by Carl Orff 	<p>When assessed:</p> <p>All children will be introduced to the concept of rounds.</p> <ul style="list-style-type: none"> ➤ Most children will be able to give some explanation as to what a round is; take part in a four part round with some accuracy. ➤ Some children will be able to confidently explain what a round is; perform a four part round accurately. <p>All children will be further introduced to the concept of rounds.</p> <ul style="list-style-type: none"> ➤ Most children will be able to give some explanation as to what a round is; take part in a four part round with some accuracy. ➤ Some children will be able to confidently explain what a round is; perform a four part round accurately. ➤ All children will take part in a four part round. ➤ Most children will be able to give some explanation as to what a round is; take part in a four part round with some accuracy. ➤ Some children will be able to confidently explain what a round is; perform a four part round accurately. ➤ All children will take part in a three part round. ➤ Most children will be able to give some explanation as to what a round is; take part in a three part round with some accuracy. ➤ Some children will be able to confidently explain what a round is; perform a three part round accurately
--	---	--	--

			<ul style="list-style-type: none"> ➤ All children will take part in a four part round. ➤ Most children will be able to give some explanation as to what a round is; take part in a four part round with some accuracy. ➤ Some children will be able to confidently explain what a round is; perform a four part round accurately. ➤ All children will take part in three and four part rounds. ➤ Most children will be able to give some explanation as to what a round is; take part in three and four part rounds with some accuracy. ➤ Some children will be able to confidently explain what a round is; perform three and four part rounds accurately <p>Musical Events: Viking Assembly Christmas Carols/Production</p>
<p>Spring 1 <u>Primary Planning</u></p>	<p>Pieces of music studied: Mussorgsky's Pictures at an Exhibition Promenade The Gnome Ballet of the unborn chicks Baba Yaga and the Hut on Fowl's Legs The Great Gate of Kyiv</p>	<p>Key activities in the units of work are:</p> <ul style="list-style-type: none"> • Sing 'Bele' Mama as a three part round. • Introduce Modest Mussorgsky's 'Pictures at an Exhibition' and listen to 'Promenade'. • Introduce the concept of drones in music. • Learn to sing the main melodic phrase from 'Promenade' underneath a sung drone. • Investigate how changing one variable at a time changes the colour of the music. • 'Play in the Gap' improvisation activity. 	<p>When assessed: All children will be introduced to the concept of drones in music</p> <ul style="list-style-type: none"> • Most children will be able to sing a drone note whilst something different is going on over the top of it. • Some children will be able to explain what a drone is; offer example of variables to change in a sound colour investigation. • All children will improvise in a minor key over a drone. • Most children will be able to explain how a major and minor key feel and sound different.

		<ul style="list-style-type: none"> • Sing 'Black Socks' as a four part round. • Recap what the children learnt last week about Modest Mussorgsky's 'Pictures at an Exhibition'. • Introduce and listen to 'The Gnome'. • Recap drones in music. • Sing the melodic phrase from 'Promenade' with a drone underneath. • Introduce major and minor keys. • Children to improvise in the key of A minor on the glockenspiel over a drone. • 'Play in the Gap' improvisation activity. • Sing 'Dynamite' as a four part round. • Recap what the children learnt last week about Modest Mussorgsky's 'Pictures at an Exhibition'. • Introduce and listen to 'Ballet of the Chicks in Their Shells'. • Revise knowledge and further this with new information on how characters are represented in music. • Compose and perform a four bar melody in a major key. • Sing/chant 'Ka-re-oh'. • Recap prior learning of Modest Mussorgsky and 'Pictures at an Exhibition'. • Introduce and listen to 'Baba Yaga and the Hut on Fowl's Legs'. • Think about the effectiveness of rests in music. 	<ul style="list-style-type: none"> • Some children will be able to explain that a triad is made up of three different notes. • All children will help to compose a four bar melody in a major key. • Most children will be able to explain how a major and minor key feel and sound different; compose and perform a four bar melody in a major key. • Some children will be able to give examples of how major and minor keys are used to represent characters in film and classical music; compose and accurately perform a four bar melody in a major key. • All children will work in a group to prepare a piece of music ready for a performance. • Most children will begin to compose and rehearse a group composition. • Some children will offer up suggestions and demonstrate their ideas to be incorporated into a group composition • All children will work in a group to prepare a piece of music ready for a performance. • Most children will continue to compose and rehearse a group composition. ➤ • Some children will offer up suggestions and demonstrate their ideas to be incorporated into a group composition • All children will work in a group to prepare and perform a piece of music ready for a performance. • Most children will continue to compose, rehearse and perform a group composition. • Some children will lead a group composition
--	--	--	--

		<ul style="list-style-type: none"> • Compose a group composition based on one of the paintings studied during the course of this unit. • Listen to 'The Great Gate of Kyiv'. • Sing the 'Promenade' melodic phrase with the drone underneath. • Watch an abridged performance of 'Pictures at an Exhibition'. • Children to take part in a class performance of their own version of their character/pictures at an exhibition. 	
<p>Spring 2 <i>Primary Planning</i></p>	<p>Pieces of music studied: I Want It All by Queen Radio Ga Ga/ We Will Rock You by Queen Smoke on the Water by Deep Purple The Chain by Fleetwood Mac Eye of the Tiger by Survivor The Eve of the War by Jeff Wayne</p>	<p>Key activities in the units of work are:</p> <ul style="list-style-type: none"> • Sing 'Bele Mama' • Introduce classic rock and learn about the common instruments which occur in classic rock • Introduce Queen and listen to and discuss 'I Want It All' • Analyse and learnt to sing 'I Want it All' • Evaluate a final performance • Revisit 'I Want It All' by Queen, thinking about what needs rehearsing from the week previously and sing this through. • Listen to and discuss a performance of 'Radio Ga Ga' by Queen. • Create a three-part, layered performance using snippets from three different Queen songs. • Clap/Play along to 'Another One Bites the Dust.' • Learn about guitar riffs and listen to 'Smoke on the Water' by Deep Purple. • Children attempt to graphically notate the riff using dot notation. • Teach the riff from 'Smoke on the Water' and learn to sing the chorus 	<p>When assessed:</p> <ul style="list-style-type: none"> • All children will discover the common instruments which occur in classic rock. Most children will begin to analyse the lyrics and structure of a classic rock song; sing a classic rock song with some style and some accuracy. • Some children will confidently analyse the lyrics and structure of a classic rock song; sing a classic rock song with style and accuracy • All children will sing in a three-part, layered performance with some accuracy. • Most children will be able to sing their part accurately in a three-part, layered performance, mostly in time with everyone else. • Some children will be able to sing their part confidently and accurately with style and vigour in time with the other groups. • All children will play a simple riff on the glockenspiel with some accuracy.

		<p>before putting both together in a final performance.</p> <ul style="list-style-type: none"> • Listen to and discuss 'The Chain' by Fleetwood Mac. • Revise knowledge of guitar riffs and practise and rehearse 'Smoke on the Water' by Deep Purple throughout singing and by playing their parts on the glockenspiels. • Children to experiment and work on a way to include all of these elements in a class performance. 	<ul style="list-style-type: none"> • Most children will begin to explain what a riff is; play a simple riff on the glockenspiel accurately. • Some children will be able to confidently explain what a riff is; play a harmony part accurately, consistently and in time with other people. • All children will perform using their voice and glockenspiels. • Most children will be able to perform accurately through singing or on the glockenspiel; begin to offer up suggestions for a group performance. • Some children will explain their ideas with clarity and demonstrate why they think their ideas would work. • All children will perform a simple riff on the glockenspiel with some accuracy. • Most children will be able to explain what a riff is; perform a simple riff on the glockenspiel accurately. • Some children will be able to confidently explain what a riff is; perform a harmony part accurately, consistently and in time with other people. • All children will help to compose and perform, with some accuracy, a riff of their own creation. • Most children will perform a riff of their own creation accurately; offer and demonstrate ideas for their riff. • Some children will record their riffs accurately through musical notation or annotated rhythms.
<p>Summer 1 <i>Primary Planning</i></p>	<p>Pieces of music studied: I'm a Believer by The Monkees</p>	<p>Key activities in the units of work are:</p>	<p>When assessed:</p>

	<p>I Can't Help Myself (Sugar Pie Honey Bunch) By the Four Tops Let It Be by the Beatles I Only Want to Be With You by Dusty Springfield Suspicious Minds by Elvis Presley</p>	<ul style="list-style-type: none"> ➤ Children will sing and play along to the cyclic rhythms in 'Great Big House in New Orleans'. ➤ Introduce the swinging sixties. ➤ Listen to and discuss 'I'm a Believer' by the Monkees. <ul style="list-style-type: none"> ➤ Analyse the lyrics to 'I'm a Believer'. ➤ Revise guitar riffs and play 'Eye of the Tiger'. ➤ Children will sing and play along to the cyclic rhythms in 'Great Big House in New Orleans'. ➤ Introduce the swinging sixties. ➤ Introduce Motown and the Motown sound. ➤ Introduce the Four Tops and investigating different backing vocal techniques. ➤ Children to compose, rehearse and perform a riff on the glockenspiel. ➤ Children will listen to and discuss 'Let It Be' by the Beatles. ➤ They will learn about choruses and analyse the effectiveness of repetition in choruses. ➤ Children will work in groups to write, rehearse and perform their own chorus to a song. ➤ Children will take part in a clap/play along video activity. ➤ Sing the Queen three-part layered performance. ➤ Listen to and discuss 'I Only Want to Be With You' by Dusty Springfield. ➤ Children to choose which previously composed riff they think would work best with their pop song and incorporate it after the chorus. 	<ul style="list-style-type: none"> ➤ All children will perform a simple riff on the glockenspiel with some accuracy. ➤ Most children will be able to explain what a riff is; perform a simple riff on the glockenspiel accurately. ➤ Some children will be able to confidently explain what a riff is; perform a harmony part accurately, consistently and in time with other people. ➤ All children will help to compose, rehearse and perform, with some accuracy, a riff of their own creation. ➤ Most children will compose, rehearse and perform a riff of their own creation accurately; offer and demonstrate ideas for their riff. ➤ Some children will record their riffs accurately through musical notation or annotated rhythms ➤ All children will work in a group to create their own chorus. ➤ Most children will take an active part in the creation of a chorus for a song by offering up ideas and performing. ➤ Some children will take a leadership role in the creation of a chorus of a song, demonstrating and articulating how their ideas would work ➤ All children will work in a team to further develop their pop song, incorporating a pre-composed riff with their chorus. ➤ Most children will be able to play their riff accurately and vote on which riff they think would sound best.
--	---	---	--

		<ul style="list-style-type: none"> ➤ Children should perform what they have worked on so far ➤ Sing 'Bele Mama'. ➤ Listen to and discuss Elvis Presley performing 'Suspicious Minds', focussing on his ability to hook the audience in. ➤ Discuss rhyme schemes with the children and analyse two previously studied songs. ➤ Children to work in their groups to create the lyrics to a pop song. ➤ Warm the children up by singing a selection of previously taught rounds. ➤ Children to rehearse their pop songs ready for a final performance at the end of the lesson. 	<ul style="list-style-type: none"> ➤ Some children will take a leadership role within the group in order to hone and develop their pop song. ➤ All children will help to create the lyrics for the verse in a pop song. ➤ Most children will offer up ideas for lyrics in a pop song, considering the rhyme scheme as they do so. ➤ Some children will take a leadership role when creating lyrics, making sure that all lyrics consistently follow the rhyme scheme. ➤ All children will perform their pop song as part of a group. ➤ Most children will perform their pop song, moving from section to section with some fluidity. ➤ Some children will perform their pop song with flair, moving section to section with fluidity and flow. <p>Musical Events: Space assembly</p>
<p>Summer 2 <i>Primary Planning</i></p>	<p>Pieces of music studied: 'Shake 'Em on Down' by Samantha Fish Toxicity by System of a Down 'Shallow' by Lady Gaga and Bradley Cooper 'Survival' by MUSE 'Space Man' by Sam Ryder</p>	<p>Key activities in the units of work are:</p> <ul style="list-style-type: none"> ➤ Sing/chant 'Ka-re-oh'. ➤ Listen to and discuss 'Toxicity' by System of a Down. ➤ Learn to sing 'Sarasponda', an American/Dutch children's nonsense song. ➤ Learn to play an ostinato whilst singing. ➤ Children to take part in an improvisatory game to finish. ➤ Sing/chant 'Ka-re-oh'. ➤ Listen to and discuss 'Shallow' by Lady Gaga and Bradley Cooper. 	<p>When assessed: All children will develop their ability to improvise over a repeated beat.</p> <ul style="list-style-type: none"> ➤ Most children will gain confidence and proficiency at improvising over a repeated beat. ➤ Some children will improvise both vocally and instrumentally with skill, confidence and a sense of style ➤ All children will learn to sing a new song; play an ostinato rhythm on untuned percussion.

		<ul style="list-style-type: none"> ➤ Learn to play and sing a two-part song from Mozart’s The Magic Flute. ➤ Sing ‘Sarasponda’, an American/Dutch children’s nonsense song. ➤ Learn to play an ostinato whilst singing Warm the children up by singing a selection of previously taught rounds. ➤ Listen to and discuss ‘Survival’ by MUSE. ➤ Learn to play and sing a two-part song from Mozart’s The Magic Flute ➤ Sing ‘Sarasponda’, an American/Dutch children’s nonsense song Listen to and discuss ‘Space Man’ by Sam Ryder. ➤ Learn to sing a two-part song from Polynesia called ‘Tongo’ ➤ Sing one of/a selection of the songs or activities previously taught in this unit 	<ul style="list-style-type: none"> ➤ Most children will play an ostinato rhythm to accompany a song with some accuracy. ➤ Some children will be able to sing with style whilst playing an ostinato rhythm accurately ➤ All children will learn to sing a song in two parts with some accuracy. ➤ Most children will learn to sing a song in two parts with a greater sense accuracy and style. ➤ Some children will sing a song in two parts accurately and with style. <p>Musical Events: Space assembly Arts week workshops</p>
<p>Year 6 Autumn 1 <i>Primary Planning</i></p>	<p>Pieces of music studied: The Circle of Life (from the Lion King), by Elton John, Tim Rice and Hans Zimmer Main Theme from Jurassic Park by John Williams Theme from Jaws by John Williams TV Themes: Batman – The Animates Series, The Simpsons, Coronation street, the Last of the Summer Wine, Doctor Who Leitmotifs from Star Wars</p>	<p>Key activities in the units of work are:</p> <ul style="list-style-type: none"> ➤ Introduce film and television music and watch a video on how this is used. ➤ Look at how music can affect a scene by looking at different examples of music. Fill in the listening logs ➤ Play the ‘I Just Can’t Wait to be King’ body percussion video. ➤ Watch and discuss the main theme from ‘Jurassic Park’, thinking about the atmosphere the music creates before filling in the listening logs. ➤ Learn the main theme from ‘Jurassic Park’ on glockenspiel. ➤ Group performances of the main theme ➤ Watch and discuss the main theme from ‘Jaws’, thinking about the 	<p>When assessed:</p> <ul style="list-style-type: none"> ➤ All children will be introduced to the idea of film and television music making you feel different things. ➤ Most children will be able to explain how music can change a scene. ➤ Some children will be able to use musical vocabulary when confidently explaining why a composer has chosen to orchestrate a scene in a certain way. ➤ All children will begin to play a melody on the glockenspiel. ➤ Most children will be able to play a melody on the glockenspiel with some accuracy. ➤ Some children will be able to play a melody on the glockenspiel accurately.

		<p>atmosphere the music creates before filling in the listening logs.</p> <ul style="list-style-type: none"> ➤ Create incidental music based on the main theme from 'Jurassic Park' for a scene from 'Jurassic Park'. ➤ Final performance of the the incidental music along with the video clip. ➤ Begin to learn the cup percussion activity. ➤ Listen to and discuss a range of television theme tunes, discussing how the music in each of these fits with the genre of programme. ➤ Begin to learn the 'Doctor Who' television theme on glockenspiel. ➤ Listen to and discuss five different versions of the 'Doctor Who' television theme. ➤ Create an arrangement of the 'Doctor Who' television theme for the original opening titles. ➤ Group performances of their arrangements of the 'Doctor Who' television theme. ➤ Learn about leitmotifs and discuss the leitmotifs in the 'Star Wars' series, thinking about how and why these are successful. ➤ Play the guess the instrument quiz using the video link provided. ➤ Children learn do identify the notes names on the stave for a C Major scale ➤ Children will learn how music is used in television and film to create different atmospheres and to show us different emotions and intentions of characters 	<ul style="list-style-type: none"> ➤ All children will take part in the creation and performance of incidental music for a scene from a film. ➤ Most children will begin to offer up ideas for their incidental music arrangement. ➤ Some children may be able to confidently offer up suggestions and explain why or why not something would/wouldn't work. ➤ All children will be able to say that television theme tunes should fit the style of programme they are for. ➤ Most children should be able to explain why a theme tune fits the genre of programme they have been written for; give examples of television theme tunes they like. ➤ Some children will be able to explain why a theme tune fits the genre of programme they have been written for using musical vocabulary. ➤ All children will work to create an arrangement of the 'Doctor Who' television theme. ➤ Most children will offer ideas and suggestions for how to create an arrangement of the 'Doctor Who' television theme and begin to play these with accuracy. ➤ Some children will take a leadership role and guide the arrangement of the 'Doctor Who' television theme, performing their part confidently and accurately.
--	--	--	--

		<ul style="list-style-type: none"> ➤ Watch examples of videos with different music. Discuss the effect of the music and how different music for the same visual can completely change the scenario and meaning behind it. ➤ Watch the Lion King opening scene with various different sound tracks and complete music logs comparing these. Discuss afterwards the effect the different pieces had on the video and what the children thought was happening in the video based on the accompanying music. Then play they original and compare ➤ Children participate in ‘I just can’t wait to be king’ body percussion, graphic score video ➤ Watch and discuss the main theme for Jurassic Park using musical terminology to explain how the music is effective in portraying what is happening on screen ➤ Learn to play the main theme for Jurassic Park on the glockenspiels ➤ Create their own composition (including the Jurassic Park Theme learnt) to be performed along to the video clip analysed in class – ➤ Listen to/watch and analyse various tv themes using musical terminology. ➤ Share their opinions on the effectiveness of the themes and how well suited they are to the television programme they are composed for ➤ Learn in detail about the history and evolution of the Doctor Who Theme 	<ul style="list-style-type: none"> ➤ All children will be able to say that a leitmotif is an idea for a different character in a film. ➤ Most children will be able to explain that leitmotifs are used for different characters, ideas, settings or feelings. ➤ Some children will be able to discuss the leitmotifs listened to in greater detail using musical terminology. <p>Musical Events: Egyptian Assembly</p>
--	--	--	---

		<p>➤ Learn how to play the Doctor Who Theme on the glockenspiel</p>	
<p>Autumn 2 <i>Primary Planning</i></p>	<p>Pieces of music studied: Don't Sit Under the Apple Tree by the Andrews Sisters The White Cliffs of Dover by Vera Lynn A Nightingale Sang in Berkeley Square By Vera Lynn We'll Meet Again By Vera Lynn Run Rabbit Run by Flanagan and Allen</p>	<p>Key activities in the units of work are:</p> <ul style="list-style-type: none"> • Discuss the meaning of the phrase musical processes. • Go through the vocal rhythm machine activity. • Analyse how the rhythm machine could be changed to improve it. • Discuss the role of music in World War II. ➤ • Listen to and discuss 'Don't Sit Under the Apple Tree' by the Andrews Sisters. • Ask the children to imagine that it the days of oldtime radio and they have been commissioned to provide the backing for this. • Look at the comic strip on page 10. • Discuss the role of a foley artist and set the children into groups, annotating the comic strip with the different sounds which they could include for a radio performance/sound designed composition. • Redo the rhythm machine with a change that the children came up with previously • Listen to and discuss 'The White Cliffs of Dover' by Vera Lynn. • Discuss again the role of a foley artist and set the children off into their groups from last week, using their annotated comic strips to create a radio performance/sound designed composition. • In groups, children to perform their compositions and evaluate them. 	<p>When assessed:</p> <ul style="list-style-type: none"> • All children will understand that in this unit we will be looking at how a composer or performer creates a piece of music or performance. • Most children will be able to discuss the role of the foley artist and suggest ideas for a radio performance/sound designed composition. • Some children will be able to explain the role of the foley artist giving examples of how they create certain sounds; suggest ideas for a radio performance/sound designed composition and explain how they would create this. • All children will help to create and perform a radio performance/sound designed composition. • Most children will be able to offer ideas up for their composition and perform these accurately. • Some children will take a leadership role in their group; assert why different sound effects would work and explain how they should be created. • All children will learn a melody on a glockenspiel; discuss possible foley sound effects. • Most children will learn to play a melody on the glockenspiel with some accuracy; suggest possible foley sound effects. • Some children will learn and perform a melody accurately on the glockenspiel. • All children will help to create and perform the sound designing for a clip from a cartoon.

		<ul style="list-style-type: none"> • Recall the ways in which the children decided they could change the vocal rhythm machine activity. • Go through the vocal rhythm machine activity incorporating some of these changes. • Listen to and discuss 'A Nightingale Sang in Berkeley Square' by Vera Lynn, looking at Berkeley Square on Google Earth. • Watch part of an episode of 'Funny Bones' and discuss what foley sound effects the children could incorporate. • In groups, children to annotate a sound planner with the foley they could include in a future composed piece of incidental music. • Challenge children to learn 'Rockabye Baby' on glockenspiel in pairs. • Offer up the opportunity to perform 'Rockabye Baby'. • Listen to, discuss and sing 'We'll Meet Again' by Vera Lynn. • Revise learning from the previous lesson, including editing their sound planners and reminding themselves of 'Rockabye Baby' on the glockenspiel. • Children to work in groups to create and perform a sound designed composition incorporating foley and a glockenspiel performance of 'Rockabye Baby'. • Introduce and discuss the concept of the music hall. • Introduce the concept of rationing. • Listen to and learn 'Run, Rabbit, Run'. • As a class, create and perform an arrangement of 'Run, Rabbit, Run' 	<ul style="list-style-type: none"> • Most children will be able to offer up ideas for their sound designing, including how to create different foley sounds. • Some children will take a leadership role in their group; explain why different sounds fit and agree on how long they should be played for; perform with accuracy; analyse their composition after a final performance. • All children will help to create and perform in a class arrangement of 'Run, Rabbit, Run'. • Most children will be able to perform with accuracy in a class arrangement of 'Run, Rabbit, Run'. • Some children will be able to make intelligent and well-considered suggestions as to how to improve a class arrangement of 'Run, Rabbit, Run' ready for a concert standard performance. <p>Musical Events: Christmas Carols/Production</p>
--	--	--	--

		focussing the children coming up with their own ideas.	
<p>Spring 1 <i>Primary Planning</i></p>	<p>Pieces of music studied: Che Che Kule (a traditional Ghanaian Song) Jalikunda African Drumming Group Wakanda by Ludwig Göransson feat. Baaba Maal Inkanyezi Nezazi by Ladysmith Black Mambazo Yolele by Papa Wemba Jin-Go La-Ba (Drums of Passion) By Babatunde Olatunji</p>	<p>Key activities in the units of work are: Discuss what the children know or think they know about Africa in general and African music specifically.</p> <ul style="list-style-type: none"> ➤ Learn how to play the Djembe drum using three different techniques. ➤ Learn the traditional Ghanaian song Che Che Kule. ➤ Learn about cyclic rhythms and identify the cyclic rhythm in the performance of Che Che Kule. ➤ Learn the cyclic rhythm and incorporate this into a performance of Che Che Kule. ➤ Watch and discuss a performance of an actual African drumming group ➤ Recap last lesson’s learning. ➤ Listen to and learn about the context behind Ludwig Göransson’s composition, ‘Wakanda’, and the musical processes that went into the creating of it. ➤ Investigate a range of traditional African percussion instruments. ➤ Match pictures of the instruments with definitions and their names. ➤ Complete a performance of ‘Che Che Kule’ building upon the learning of this from the previous lesson. <p>Revisit prior learning of African music.</p> <ul style="list-style-type: none"> ➤ Listen to and discuss ‘Inkanyezi Nezazi’ by Ladysmith Black Mambazo. ➤ Recap learning about African drumming and learn an ostinato rhythm. ➤ Rehearse being in a three part African drumming ensemble. 	<p>When assessed: All children will learn about cyclic patterns.</p> <ul style="list-style-type: none"> ➤ Most children will be able to state the importance of the Djembe drum in African drumming. ➤ Some children will be able to correctly identify and use commonly used techniques in African drumming. <p>All children will be able to explain that traditional African percussion instruments differ from Western percussion instruments.</p> <ul style="list-style-type: none"> ➤ Most children may be able to say how some of the instruments may differ. ➤ Some children may be able to accurately match pictures with the names of the instruments and their definitions. <p>All children will take part in an African drumming ensemble.</p> <ul style="list-style-type: none"> ➤ Most children will be able to play the pulse or ostinato accurately in an African drumming ensemble. ➤ Some children will be able to correctly identify and use commonly used techniques in African drumming; take the lead role of master drummer in an African drumming ensemble. <p>All children will take part in an African drumming ensemble.</p> <ul style="list-style-type: none"> ➤ Most children will be able to play the pulse or ostinato accurately in an African drumming ensemble. ➤ Some children will be able to correctly identify and use commonly used techniques in African drumming; take the lead role of master drummer in an African drumming

		<ul style="list-style-type: none"> ➤ Groups to perform at the end what they have accomplished so far in the unit. Revisit prior learning of African music. ➤ Listen to and discuss 'Yolele' by Papa Wemba. ➤ Recap learning about African drumming. ➤ Children to create their own three part African drumming ensemble, composing and rehearsing their own cyclic rhythms and ostinatos. ➤ Groups to perform at the end what they have accomplished so far. Revisit prior learning of African music. ➤ A spotlight on Nigeria. ➤ Listen to and discuss 'Jin-Go La-Ba' by Babatunde Olatunji. ➤ Recap learning about African drumming. ➤ Children to create their own three part African drumming ensemble, composing and rehearsing their own cyclic rhythms and ostinatos. ➤ Groups to perform in their African drumming ensembles at the end. All children will take part in a series of body percussion activities. ➤ Sing 'Nanuma', learn the harmonies and sing as a round. ➤ Learn the ostinato for 'Nanuma' and incorporate this into a performance. ➤ Revise and sing 'Che Che Kule' 	<p>ensemble; offer up and demonstrate suggestions for cyclic rhythms and ostinatos. All children will take part in an African drumming ensemble.</p> <ul style="list-style-type: none"> ➤ Most children will be able to play the pulse or ostinato accurately in an African drumming ensemble. ➤ Some children will be able to correctly identify and use commonly used techniques in African drumming; take the lead role of master drummer in an African drumming ensemble; offer up and demonstrate suggestions for cyclic rhythms and ostinatos. ➤ All children will take part in a variety of musical activities including singing, body percussion and using percussion instruments. ➤ Most children will be able to sing harmonies in a round with some accuracy. ➤ Some children will be able to sing harmonies in a round with increasing accuracy.
<p>Spring 2 <i>Primary Planning</i></p>	<p>Pieces of music studied: Rapper's Delight by The Sugar Hill Gang Grandma's Rap U Can't Touch This by M.C. Hammer</p>	<p>Key activities in the units of work are:</p> <ul style="list-style-type: none"> ● Revisit and sing 'Nanuma'. ● Learn about rap and its origins. ● Listen to and discuss the SugarhillGang's 'Rapper's Delight'. ● Learn how to rap 'Grandma's Rap'. 	<p>When assessed: All children will learn what rap music is; take part in a rap performance.</p> <ul style="list-style-type: none"> ➤ Most children will be able to discuss what rap is and its origins.

	<p>Walk This Way by Run DMC featuring Aerosmith Where is the Love? by The Black-Eyed Peas Superheroes by Stormzy</p>	<ul style="list-style-type: none"> • Recap what the children have learnt so far about rap music. • Begin to learn to rap 'Rapper's Delight' by the Sugarhill Gang • Learn about M.C. Hammer and the golden age of rap from 1985-1994. • Watch and discuss 'U Can't Touch This' by M.C. Hammer and compare and contrast it with 'Rapper's Delight' by the SugarhillGang. • Look at different examples of raps which were created using a rap lyric template. • Children to create and perform their own raps using the same rap lyric template • Learn about Run DMC and watch and discuss Run DMC and Aerosmith's 'Walk This Way'. • Learn a new rap called 'Gran, Can You Rap?' • Learn about Eminem and watch and discuss Eminem perform 'Lose Yourself'. • Teach that in rap choruses are called hooks. • Look at different examples of rap hooks which will help the children will creating their own. • Children will work in groups to create and perform their own rap hooks • Watch the video in which a rapper gives ideas of how to create a rap. 	<ul style="list-style-type: none"> ➤ Some children will be able to confidently discuss rap and its origins; rap with style and a feeling of rhythm All children create their own short rap verse using a template. ➤ Most children will create and perform their own short rap verse with some sense of rhythm and pulse. ➤ Some children will create and perform their own short rap verse with a strong sense of flair, rhythm, and pulse. All children will perform their rap as part of a group. ➤ Most children will help to create and perform their own short rap verse with some sense of rhythm and pulse. ➤ Some children will take a leadership role in creating and performing their own short rap verse with a strong sense of flair, rhythm, and pulse. All children will help to create and perform their own rap hook as part of a group. ➤ Most children will offer up ideas for subject matter; help to create and perform their own rap hook as part of a group with some sense of rhythm and pulse. ➤ Some children will take a leadership role in creating and performing their own rap hook with a strong sense of flair, rhythm, and pulse. All children will help to create lyrics for their environmental rap song. ➤ Most children will offer up ideas for subject matter; begin to explain what couplets are and why they are important. ➤ Some children will take a leadership role in the creation of lyrics for their environmental rap; discuss the importance
--	--	--	--

		<ul style="list-style-type: none"> • Children will learn about rhyming couplets and give them ideas for how to create their lyrics. • Using a writing template, children should work in groups to write the verse for their environmental rap. • Children to share their lyrics with others and give feedback using post-it notes • Briefly recap rap music and challenge the children to put the rap songs we have listened to in chronological order. • Listen to and discuss Stomzy's Superheroes'. • Children to rehearse and perform their environmental rap 	<p>of couplets and other areas such as half rhyme</p> <p>All children will help to create and perform their environmental rap song as part of a group.</p> <ul style="list-style-type: none"> ➤ Most children will help to create and perform their own environmental rap song as part of a group with some sense of rhythm and pulse. ➤ Some children will take a leadership role in creating and performing their own environmental rap song with a strong sense of flair, rhythm, and pulse
<p>Summer 1 <i>Primary Planning</i></p>	<p>Pieces of music studied: Shake 'Em on Down by Samantha Fish Clara-Jumi Kang's Performance of Massenet's Thaïs Meditation Time to Say Goodbye by Mirusia Louwerse and André Rieu's Orchestra Someone Like You by Adele Love on Top by Beyonce</p>	<p>Key activities in the units of work are:</p> <ul style="list-style-type: none"> ➤ Sing 'Nanuma', a song in two parts. ➤ Learn about the blues through a song by Samantha Fish. ➤ Sing and perform a blues song. ➤ Sing 'Nanuma', a song in two parts. ➤ Listen to and discuss a performance of Massenet's Thaïs Meditation by violin prodigy Clara-Jumi Kang. ➤ Recap and sing 'The Barbecue Blues', a song the children learnt in the previous lesson. ➤ Recap the 12 bar blues. ➤ Learn to play the 12 bar blues chord sequence on the glockenspiels. ➤ Recap pentatonic scales and use the C major pentatonic scale to improvise over the 12 bar blues chord sequence. 	<p>When assessed:</p> <ul style="list-style-type: none"> ➤ All children will discover the blues and sing a blues song. ➤ Most children will be able to express that the blues have been around for a long time and they are mostly sad songs. ➤ Some children will be able to give additional context to the blues; sing within two parts of a blues song, proving an accompaniment through a repeated ostinato pattern. ➤ All children will learn to play the chords in a 12 bar blues sequence on the glockenspiel. ➤ Most children will begin to improvise over a 12 bar blues sequence using the C major pentatonic scale. ➤ Some children will be able improvise confidently and expressively over a 12 bar blues sequence using the C major pentatonic scale.

		<ul style="list-style-type: none"> ➤ Sing 'Che Che Kule', a song the children have studied in a previous unit, to end the session. ➤ Sing 'Ole Le Loila', a traditional Finnish chant in three parts. ➤ Listen to and discuss a performance of 'Time to Say Goodbye' performed by Mirusia Louwerse, André Rieu & his Johann Strauss Orchestra. ➤ Recap the 12 bar blues and play the 12 bar blues chord sequence on the glockenspiels. ➤ Children to work in groups to create their own verses for a blues song. ➤ Children to perform their blues verses. ➤ Sing 'Ole Le Loila', a traditional Finnish chant in three parts. ➤ Listen to and discuss a performance of 'Someone Like You' performed by Adele. ➤ Recap the 12 bar blues and play the 12 bar blues chord sequence on the glockenspiels. ➤ Children to learn to sing 'Tutti Frutti' by Little Richard. ➤ Children to split off into three groups to create their own verses for this song. ➤ Children to perform their blues verses alongside the class as a whole. ➤ Warm up by singing either 'Nanuma', a traditional Ghanaian song in two parts or 'Ole Le Loila', a traditional Finnish chant in three parts. ➤ Listen to and discuss a performance of 'Love on Top' by Beyonce. ➤ Recap the 12 bar blues and play the 12 bar blues chord sequence on the glockenspiels. ➤ Children to write and perform their own blues song to the class. Writing and 	<ul style="list-style-type: none"> ➤ All children will work to create and perform a verse for a blues song. ➤ Most children will help to write lyrics appropriate for the blues genre. ➤ Some children will sing their blues verse with the appropriate style ➤ All children will work to create and perform a verse for a blues song. ➤ Most children will help to write lyrics appropriate for the blues genre. ➤ Some children will sing their blues verse with the appropriate style ➤ All children will work to create and perform a blues song of their own creation. ➤ Most children will help to write lyrics appropriate for the blues genre; perform their song with some accuracy. ➤ Some children will sing their blues song with the appropriate style; perform their part within the whole accurately; take a leadership role within the group in order to craft and hone their performance.
--	--	--	---

		<p>rehearsing this should take place during lessons 5 and 6 of this unit.</p> <ul style="list-style-type: none"> ➤ Children to perform their blues songs to the class. 	
<p>Summer 2 <i>Primary Planning</i></p>	<p>Pieces of music studied: The King Shall Rejoice by Handel Sing by Gary Barlow and the Commonwealth Band featuring the Military Wives Skye Boat Song by Ella Roberts Wakanda by Ludwig Göransson ft. Baaba Maal Hey Jude By the Beatles Main Theme from Peter and the Wolf by Sergei Prokofiev</p>	<p>Key activities in the units of work are:</p> <ul style="list-style-type: none"> ➤ Sing 'Ole Le Loila', a traditional Finnish chant in three parts. ➤ Recap choral music and listen to and discuss a performance of 'The King Shall Rejoice' by Handel. ➤ Recap rounds and learn 'Jubilate Deo', a traditional round which dates back to the early 16th century. ➤ Play the guess the instruments quiz game. ➤ Recap rounds and sing 'Jubilate Deo', a traditional round which dates back to the early 16th century. ➤ Listen to and discuss 'Sing' by Gary Barlow and the Commonwealth Band featuring the Military Wives. ➤ Learn to sing 'Sing' accurately and taking note of the style and the direction of the conductor as part of a choir. ➤ Complete the rhythm machine activity. ➤ Sing 'My Bonnie Lies Over the Ocean'. ➤ Listen to and discuss 'Skye Boat Song' by Ella Roberts. ➤ Recap and sing 'Sing' accurately and taking note of the style and the direction of the conductor as part of a choir. ➤ Develop the arrangement by singing in multiple parts. ➤ Evaluate a final performance. ➤ Sing and accompany 'Che Che Kule'. ➤ Recap the Beatles and listen to 'Hey Jude' 	<p>When assessed:</p> <ul style="list-style-type: none"> ➤ All children will develop a song as a choir by starting to sing in multiple parts. ➤ Most children will be able to take notes and sing with style as directed by a conductor; sing in multiple parts with some accuracy. ➤ Some children will be able to naturally sing with style and accuracy as part of a whole in multiple parts. ➤ All children will play a song in three parts with some burgeoning accuracy. ➤ Most children will be able to play their part with some accuracy. ➤ Some children will be able to play their part accurately ➤ All children will take part in a cup percussion activity with some burgeoning accuracy. ➤ Most children will take part in a cup percussion activity with some accuracy. ➤ Some children will take part in a cup percussion activity, playing their part accurately. <p>Children will be able to discuss the songs listened to with musical terminology as well as give their opinions on the songs</p> <p>Musical Events: Year 6 Talent Show</p>

		<ul style="list-style-type: none">➤ Take part in the 'Uptown Funk' Ball Percussion activity.➤ Sing 'Jubilate Deo', a round studied previously.➤ Recap Sergei Prokofiev, the story of 'Peter and the Wolf' and listen to the main theme from 'Peter and the Wolf'.➤ Take part in the cup percussion activity	Year 6 Production Leaver assembly Arts week workshops
--	--	--	---