

**Music**

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|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  |  | **Y1/2 and Y2 BMSH Glockenspiel** | |  | | Trumpets BMSH | |
| Autumn 1 | **Unit: Me! (Charanga)** | **Unit: Hey You! (Charanga)** | **Unit: Hands, Feet, Heart (Charanga)** | **Unit: Let Your Spirit Fly (Charanga)** | **Unit: Mamma Mia (Charanga)** | **Unit: Livin’ On a Prayer (Charanga)** | **Unit: Happy (Charanga)** |
|  | **Development Matters**  **Expressive Arts & Design: Being Imaginative**  **(30-50 months)**  •Developing preferences for forms of expression.  •Uses movement to express feelings. •Creates movement in response to music. •Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.  •Captures experiences and responses with a range of media, such as music.  **(40-60 months)**  • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.  **Expressive Arts & Design: Exploring and Using Materials**  **(30-50 months)**  •Sings a few familiar songs.  •Beginning to move rhythmically. • Imitates movement in response to music.  •Taps out simple repeated rhythms. •Explores and learns how sounds can be changed.  **(40-60 months)**  Begins to build a repertoire of songs and dances.  •Explores the different sounds of instruments. | **National Curriculum**  Use their voices expressively and creatively by singing songs and speaking chants and rhymes  Play tuned and untuned instruments musically  listen with concentration and understanding to a range of high-quality live and recorded music | **National Curriculum**  Use their voices expressively and creatively by singing songs and speaking chants and rhymes  Play tuned and untuned instruments musically  listen with concentration and understanding to a range of high-quality live and recorded music | **National Curriculum**  Play and perform in solo and ensemble contexts, using their voices  Listen with attention to detail and recall sounds with increasing aural memory  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  Develop an understanding of the history of music. | **National Curriculum**  Play and perform in solo and ensemble contexts, using their voices  Listen with attention to detail and recall sounds with increasing aural memory  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  Develop an understanding of the history of music. | **National Curriculum**  Play and perform in solo and ensemble contexts, using their voices  Listen with attention to detail and recall sounds with increasing aural memory  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  Develop an understanding of the history of music. | **National Curriculum**  Play and perform in solo and ensemble contexts, using their voices  Listen with attention to detail and recall sounds with increasing aural memory  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  Develop an understanding of the history of music. |
| **Key Learning**   1. Children can: 2. **Listen and Respond** to a different style of music each week/step   Celebration – Kool and The Gang  Happy – Pharrell Williams  Sing – The Carpenters  Sing A Rainbow – Peggie Lee  Happy Birthday – Stevie Wonder  Our House - Madness   1. **Explore and Create** - initially using voices only but building to using classroom instruments too 2. **Singing** - nursery rhymes and action songs - building to singing and playing 3. **Share and Perform** | **Key Learning**  Children can listen to a wide variety of **hip-hop** music tracks such as:  Me Myself and I – De La Soul  The Fresh Prince of Bel Air – Will Smith  Rapper’s Delight – The Sugarhill Gang  U Can’t Touch This – MC Hammer  It’s Like That – Run DMC  Children can appraise these tracks by discussing and answering key questions such as:  What genre of music is this?  What instruments can you hear?  Do you like the song?  How is the song put together? (Verse, Chorus etc.)  Children can find and follow the pulse within a piece of music. Children show they are following the pulse by clapping or moving in time.  Children learn the song “Hey You”  Children learn note C on the ocarina.  Children can perform the song “Hey You” | **Key Learning**  Children can listen to a wide variety of **South African** music tracks such as:  The Click Song – Miriam Makeba  Mbube – Soweta Gospel Choir  Bring Him Back Home – Hugh Masekela  You Can Call Me Al – Paul Simon  Hlokoloza – Arthur Mofokate  Children can appraise these tracks by discussing and answering key questions such as:  What genre of music is this?  What instruments can you hear?  Do you like the song?  How is the song put together? (Verse, Chorus etc.)  Children can find and follow the pulse within a piece of music. Children show they are following the pulse by clapping or moving in time.  Children learn the song “Hands, Feet, Heart”  Children recap notes G A C on the ocarina.  Children can perform the song “Hands, Feet, Heart” | **Key Learning**  Children can listen to a wide variety of **R&B, Western Classical, Musicals, Motown, Soul** music tracks such as:  The Colonel Bogey March – Kenneth Alford  Consider Yourself (Oliver) – Lionel Bart  Ain’t No Mountain High Enough – Marvin Gaye  You’re The First, The Last, My Everything – Barry White  Children can appraise these tracks by discussing and answering key questions such as:  What genre of music is this?  What instruments can you hear?  Do you like the song?  How is the song put together? (Verse, Chorus etc.)  Children can find and follow the pulse within a piece of music. Children show they are following the pulse by clapping or moving in time.  Children learn the song “Let Your Spirit Fly”  Children recap notes C F G on the glockenspiel.  Children can perform the song “Let Your Spirit Fly” | **Key Learning**  Children can listen to a wide variety of music tracks from the **Abba** such as:  Mamma Mia – Abba  Dancing Queen – Abba  The Winner Takes It All – Abba  Waterloo – Abba  Super Trouper – Abba  Thank You for The Music - Abba  Children can appraise these tracks by discussing and answering key questions such as:  What genre of music is this?  What instruments can you hear?  Do you like the song?  How is the song put together? (Verse, Chorus etc.)  Children can find and follow the pulse within a piece of music. Children show they are following the pulse by clapping or moving in time.  Children learn the song “Mamma Mia”  Children recap notes G on the glockenspiel.  Children who feel confident can recap notes A and G on the recorder and play along to Mamma Mia.  Children can perform the song “Mamma Mia” | **Key Learning**  Children can listen to a wide variety of **Rock** music tracks as:  Livin’ On A Prayer – Bon Jovi  We Will Rock You – Queen  Smoke On The Water – Deep Purple  Rockin’ All Over The World – Status Quo  Johnny B Goode – Chuck Berry  I Saw Her Standing There – The Beatles  Children can appraise these tracks by discussing and answering key questions such as:  What genre of music is this?  What instruments can you hear?  Do you like the song?  How is the song put together? (Verse, Chorus etc.)  Children can find and follow the pulse within a piece of music. Children show they are following the pulse by clapping or moving in time.  Children learn the song “Livin’ On A Prayer”  Children recap notes G A B on the glockenspiel.  Children who feel confident can recap notes G F# E D on the recorder and play along to Livin’ On A Prayer.  Children can perform the song “Livin’ A Prayer” | **Key Learning**  Children can listen to a wide variety of **Pop/Motown** music tracks as:  Happy – Pharrel Williams  Top of The World – The Carpenters  Don’t Worry Be Happy – Bobby McFerrin  Walking On Sunshine – Katrina and The Waves  When You’re Smiling – Frank Sinatra  Love Will Save The Day – Whitney Houston  Children can appraise these tracks by discussing and answering key questions such as:  What genre of music is this?  What instruments can you hear?  Do you like the song?  How is the song put together? (Verse, Chorus etc.)  Children can find and follow the pulse within a piece of music. Children show they are following the pulse by clapping or moving in time.  Children learn the song “Happy”  Children recap notes G A B on the glockenspiel.  Children who feel confident can recap notes G B A on the recorder and play along to Happy.  Children can perform the song “Happy” |
| **Key vocabulary**  Sing, Listen, Clap, Respond, Like, Dislike | **Key vocabulary**  Pulse, Rhythm, Pitch, Rap, Improvise, Bass Guitar, Drum, Perform, Genre | **Key Vocabulary**  Keyboard, Drums, Bass, Electric Guitar, Saxophone, Trumpet, Pulse, Rhythm, Pitch, Perform, Tempo | **Key Vocabulary**  Structure, introduction, verse, chorus, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody | **Key Vocabulary**  Keyboard, electric guitar, bass, drums. melody, pulse, rhythm, pitch, tempo, structure, hook, riff, melody, solo, unison | **Key Vocabulary**  Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose | **Key Vocabulary**  style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, Motown, hook, riff, solo |
| **Outcomes**  Children learn to sing Pat-a-cake  1, 2, 3, 4, 5, Once I Caught a Fish Alive   * This Old Man * Five Little Ducks * Name Song * Things For Fingers | **Outcomes**  Children can perform the track “Hey You” singing and playing along to the track using note C on the ocarina. | **Outcomes**  Children can perform the track “Hands, Feet, Heart” singing and playing along to the track using note G A C on the ocarina. | **Outcomes**  Children can perform the track “Let Your Spirit Fly” singing and playing along to the track using note C F G on the glockenspiel. | **Outcomes**  Children can perform the track “Mamma Mia” singing and playing along to the track using note G on the glockenspiel. Children who are more confident can play A and G on the recorder along with the track of Mamma Mia. | **Outcomes**  Children can perform the track “Livin’ On A Prayer” singing and playing along to the track using note G A B on the glockenspiel. Children who are more confident can play G F# E D on the recorder along with the track of Livin’ On A Prayer. | **Outcomes**  Children can perform the track “Happy” singing and playing along to the track using note G A B on the glockenspiel. Children who are more confident can play G A B on the recorder along with the track of Happy. |
| **Key Knowledge**  Children can listen and respond to different styles of music   * Embedding foundations of the interrelated dimensions of music * Learning to sing or sing along with nursery rhymes and action songs * Improvising leading to playing classroom instruments * Share and perform the learning that has taken place | **Key knowledge**  Children can ask questions about music they are listening to  Children can discuss knowledge using technical musical terms such as chorus and verse  Children can find the pulse of a musical track  Children can find and play note C on the ocarina. | **Key knowledge**  Children can ask questions about music they are listening to  Children can discuss knowledge using technical musical terms such as chorus and verse  Children can find the pulse of a musical track  Children can find and play notes G A C on the ocarina. | **Key knowledge**  Children can ask questions about music they are listening to  Children can discuss knowledge using technical musical terms such as chorus and verse  Children can discuss what pitch the track is, does it vary?  Children can discuss the tempo of the track – is it slow or fast? Does it vary?  Children can find the pulse of a musical track  Children can find and play notes C F G on the glockenspiel. | **Key knowledge**  Children can ask questions about music they are listening to  Children can discuss knowledge using technical musical terms such as chorus and verse  Children can discuss what pitch the track is, does it vary?  Children can discuss the tempo of the track – is it slow or fast? Does it vary?  Children can find the pulse of a musical track  Children can find and play notes G on the glockenspiel.  Some children can find and play notes A and G on the recorder. | **Key knowledge**  Children can ask questions about music they are listening to  Children can discuss knowledge using technical musical terms such as chorus and verse  Children can discuss what pitch the track is, does it vary?  Children can discuss the tempo of the track – is it slow or fast? Does it vary?  Children can find the pulse of a musical track  Children can find and play notes G A B on the glockenspiel.  Some children can find and play notes G F# E D on the recorder. | **Key knowledge**  Children can ask questions about music they are listening to  Children can discuss knowledge using technical musical terms such as chorus and verse  Children can discuss what pitch the track is, does it vary?  Children can discuss the tempo of the track – is it slow or fast? Does it vary?  Children can find the pulse of a musical track  Children can find and play notes G A B on the glockenspiel.  Some children can find and play notes G A B on the recorder. |
| Autumn 2 |  | **Unit: Exploring Sounds: Untuned Instruments** | **Unit: Exploring Sounds: Un-tuned Instruments** | **Unit: Pop Music Genre Study** | **Unit: Rock N Roll Music Genre Study** | **Unit: Jazz Music Genre Study** | **Unit: Pop, Rock N Roll & Jazz Music Comparative Study** |
|  |  | **National Curriculum**    Play tuned and un-tuned instruments musically  Experiment with, create, select and combine sounds using the inter-related dimensions of music. | **National Curriculum**  Play tuned and un-tuned instruments musically  Experiment with, create, select and combine sounds using the inter-related dimensions of music. | **National Curriculum**  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.  Develop an understanding of the history of music. | **National Curriculum**  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.  Develop an understanding of the history of music. | **National Curriculum**  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.  Develop an understanding of the history of music. | **National Curriculum**  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.  Develop an understanding of the history of music. |
|  | **Key Learning**  Children can explore and play a range of untuned instruments by, for example, banging, shaking or hitting them with something.  Children can understand simple notation suitable for their level, for example star = clap.  Children follow a simple music composition using a maximum of three different instruments including body percussion. This would follow an  AAAA BBBB CCCC  pattern for example: star circle triangle star circle triangle would be drum, so children would follow the pattern of clap, drum stomp.  Children to then choose 3 instruments (can include body percussion) to create their own compositions following an  AAAA BBBB CCCC  pattern. | **Key Learning**  Children can explore and play a range of untuned instruments by, for example, banging, shaking or hitting them with something.  Children can understand simple notation suitable for their level, for example star = clap.  Children follow a simple music composition using a maximum of four different instruments including body percussion. This would follow an  AAAA BBBB CCCC  DDDD  pattern for example: star circle triangle star circle triangle would be drum, so children would follow the pattern of clap, drum stomp.  Children are introduced to a blank space which means they miss a beat.  Children to then choose 4 instruments (can include body percussion) to create their own compositions following an  AAAA BBBB CCCC  DDDD  pattern. Children can introduce missing beats to their own composition once they become confident. | **Key Learning**  Children can recall facts about pop music, including…  Pop music started out in the 1960’s  The Beatles were one of the main bands who had fame during the beginnings of the pop music era.  Children to complete a small study on The Beatles and make a powerpoint on their information including key facts about pop music.  Key Questions that children should answer on their powerpoint:  **Who are the members of The Beatles?**  John Lennon, Paul McCartney, Ringo Star, George Harrison  **Where are the Beatles from?**  Liverpool  **What genre of music did The Beatles produce?**  Pop Music  **How many albums have The Beatles sold?**  The Beatles have sold over 600 million albums worldwide.  Children to listen to a variety of Beatles songs each lesson.  Children to add Liverpool to the school music map, and add the 1960’s to the school music timeline (when The Beatles were formed) | **Key Learning**  Children can recall facts about Rock N Roll music, including…  Rock N Roll came from America during the late 1940’s/early 1950’s  Elvis Presley was known as the king of Rock N Roll and was one of the most popular musicians during this era.  Children to complete a small study on Elvis Presley and make a powerpoint on their information including key facts about Rock N Roll music.  Key Questions that children should answer on their powerpoint:  **When was Elvis born?**  8th January 1935  **Where was Elvis Presley from?**  Mississippi, USA  **What genre of music did Elvis produce?**  Rock N Roll  **How many records did Elvis approximately sell?**  Over one billion  **When did Elvis die?**  16 August 1977  Children to listen to a variety of Elvis Presley songs each lesson.  Children to add Elvis’ birth place to school music map and add date of birth/death to music timeline. | **Key Learning**  Children can recall facts about Jazz music, including…  Jazz originated in New Orleans, USA in the early 1900’s.  Improvisation is a huge part of Jazz music.  Miles Davis was an influential Jazz musician and helped to introduce lots of different styles of Jazz.  Children to complete a small study on Miles Davis and make a powerpoint on their information including key facts about Jazz music.  Key Questions that children should answer on their powerpoint:  **When was Miles Davis born?**  26th May 1926  **Where was Miles Davis from?**  Illinois, USA  **What genre of music did Miles Davis produce?**  Jazz  **What is Miles Davis bestselling album?**  Kind of Blue  **When did Miles Davis die?**  28th September 1991  Children to listen to a variety of Miles Davis songs each lesson  Children to add Miles Davis’ birth place to school music map and add date of birth/death to music timeline. | **Key Learning**  Children can compare the genres of pop, rock n roll and jazz music.  Children can compare the musicians The Beatles, Elvis Presley and Miles Davis.  Children to complete a presentation comparing these things to present to their class. |
|  | **Key vocabulary**  Beat  Bar  Tuned  Untuned  Clap  Stomp  Drum | **Key Vocabulary**  Beat  Bar  Tuned  Untuned  Clap  Stomp  Drum | **Key Vocabulary**  Pop Music  Pop  Genre  Band  Beatles  City  Liverpool  Era  Fame | **Key Vocabulary**  Rock N Roll  Rock Music  Genre  Era  Fame  America  State  City  Fame | **Key Vocabulary**  Jazz  Genre  Era  Fame  America  State  City  Fame | **Key Vocabulary**  Genre  Era  Fame  America  State  City  Fame  Jazz  Rock  Rock N Roll  Pop  Pop Music  Comparison  Compare |
|  | **Outcomes**  Children will perform their own composition to the rest of the class. | **Outcomes**  Children will perform their own composition to the rest of the class. | **Outcomes**  Children – in groups – present their found facts to rest of class via a powerpoint presentation or poster. | **Outcomes**  Children – in groups – present their found facts to rest of class via a powerpoint presentation or poster. | **Outcomes**  Children – in groups – present their found facts to rest of class via a powerpoint presentation or poster. | **Outcomes**  Children to present findings of their comparison study via a mind map, powerpoint or poster. |
| **Key knowledge**  Children can name a variety of untuned instruments and experiment with them musically.  Children can understand a very simple form of notation.  Children can experiment with the untuned instruments to make their own compositions.  Children can understand that there are 4 beats to a bar and each picture represents one beat.  Children can experiment with 3 different sounds during a piece of music. | **Key knowledge**  Children can name a variety of untuned instruments and experiment with them musically.  Children can understand a very simple form of notation.  Children can experiment with the untuned instruments to make their own compositions.  Children can understand that there are 4 beats to a bar and each picture represents one beat.  Children can understand that a blank space means they miss a beat.  Children can experiment with 4 different sounds during a piece of music. | **Key knowledge**  Children understand what pop music is  Children know who the Beatles are and can recall some of their songs  Children know pop music originated in the 60’s  Children know pop music was kickstarted by The Beatles  Children can recall Liverpool on a map  Children can recall facts about The Beatles | **Key knowledge**  Children understand what Rock N Roll music is  Children know who Elvis Presley is and can recall some of his songs  Children know Rock N Roll music originated in the late 40’s/early 50’s.  Children know that Elvis Presley heavily influenced Rock N Roll music and other music genres.  Children can locate America on a map.  Children can locate Mississippi on a map.  Children can recall facts about Elvis Presley. | **Key knowledge**  Children understand what Jazz music is  Children know who Miles Davis is and can recall some of his songs  Children know Jazz music originated in the early 1900’s.  Children know that Miles Davis heavily influenced Jazz music and other music genres.  Children can locate America on a map.  Children can locate New Orleans on a map.  Children can recall facts about Miles Davis. | **Key knowledge**  Children can recap key facts about Miles Davis, Elvis Presley and The Beatles.  Children can compare genres, discussing what is different between the three genres and what sounds the same.  Children can research into how artists took influences from each other.  Children can say what their favourite genre is and know some other artists from this genre. |
| Spring 1 | **Unit: Everyone! (Charanga)** | **Unit: In The Groove (Charanga)** | **Unit: Zootime (Charanga)** | **Unit: Glockenspiel Stage 1 (Charanga)** | **Unit: Glockenspiel Stage 2 (Charanga)** | **Unit: Classroom Jazz (Glockenspiel) (Charanga)** | **Unit: Classroom Jazz 2 (Glockenspiel) (Charanga)** |
|  | **Development Matters**  **Expressive Arts & Design: Being Imaginative**  **(30-50 months)**  •Developing preferences for forms of expression.  •Uses movement to express feelings. •Creates movement in response to music. •Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.  •Captures experiences and responses with a range of media, such as music.  **(40-60 months)**  • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.  **Expressive Arts & Design: Exploring and Using Materials**  **(30-50 months)**  •Sings a few familiar songs.  •Beginning to move rhythmically. • Imitates movement in response to music.  •Taps out simple repeated rhythms. •Explores and learns how sounds can be changed.  **(40-60 months)**  Begins to build a repertoire of songs and dances.  •Explores the different sounds of instruments. | **National Curriculum**  Use their voices expressively and creatively by singing songs and speaking chants and rhymes  Play tuned and untuned instruments musically  listen with concentration and understanding to a range of high-quality live and recorded music | **National Curriculum**  Use their voices expressively and creatively by singing songs and speaking chants and rhymes  Play tuned and untuned instruments musically  listen with concentration and understanding to a range of high-quality live and recorded music | **National Curriculum**  Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression  Improvise and compose music for a range of purposes using the inter-related dimensions of music  Use and understand staff and other musical notations | **National Curriculum**  Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression  Improvise and compose music for a range of purposes using the inter-related dimensions of music  Use and understand staff and other musical notations | **National Curriculum**  Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression  Improvise and compose music for a range of purposes using the inter-related dimensions of music  Use and understand staff and other musical notations | **National Curriculum**  Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression  Improvise and compose music for a range of purposes using the inter-related dimensions of music  Use and understand staff and other musical notations |
| **Key Learning**   1. Children can: 2. **Listen and Respond** to a different style of music each week/step   We Are Family – Sister Sledge   1. Thula Baba – Hlabelba Ensemble 2. ABC – Jackson 5   Respond – My Mum Is Amazing  Conga By Miami Sound Machine  Horn Cornceto – No 4 By Mozart   1. **Explore and Create** - initially using voices only but building to using classroom instruments too 2. **Singing** - nursery rhymes and action songs - building to singing and playing 3. **Share and Perform** | **Key Learning** Children can listen to a wide variety of Blues, Baroque, Latin, Bhangra, Folk and Funk music tracks such as: How Blue Can You Get by BB King  Let The Bright Seraphim By Handel  Livin’ La Vida Loca By Ricky Martin  Jai Ho By A.R. Rahman  Children can appraise these tracks by discussing and answering key questions such as:  What genre of music is this?  What instruments can you hear?  Do you like the song?  How is the song put together? (Verse, Chorus etc.)  Children can find and follow the pulse within a piece of music. Children show they are following the pulse by clapping or moving in time.  Children learn the song “In The Groove”  Children can pick their favourite version of the song and discuss why.  Children recap notes C on the ocarina.  Children can perform the song “In The Groove” | **Key Learning** Children can listen to a wide variety of Reggae music tracks such as: Kingston Town – UB40  Shine – Aswad  I.G.Y – Donald Fagen  Feel Like Jumping – Marcia Griffiths  I Can See Clearly Now – Jimmy Cliff  Children can appraise these tracks by discussing and answering key questions such as:  What genre of music is this?  What instruments can you hear?  Do you like the song?  How is the song put together? (Verse, Chorus etc.)  Children can find and follow the pulse within a piece of music. Children show they are following the pulse by clapping or moving in time.  Children learn the song “Zootime”  Children can pick their favourite version of the song and discuss why.  Children recap notes C D on the ocarina.  Children can perform the song “Zootime” | **Key Learning**  Children to learn Glockenspiel notes  E D C F  Taking the playing in turns with their partner.  Children to watch short videos explaining the use of the stave, semibreve, semibreve rest, minim, minim rests, crotchet rests, crotchets, and the treble clef. Children can tell their talk partners what each one is for.  Children to create a class composition at the end of the unit using their favourite notes. Class to play and perform their composition. | **Key Learning**  Recap notes  D E F C  Play along with Mardi Gras Groovin – Look at notes on the stave as well as the note name.  Children to look into musical terms such as Pulse, Rhythm, Pitch in more depth, completing quizzes to match up music tracks to descriptions.  Re-cap some musical terms learnt in Glockenspiel stage 1 unit in Year 3.  Children to look at world music and match the music pieces to the country.  Children to create a class composition at the end of the unit using their favourite notes. Class to play and perform their composition. | **Key Learning**  Children to listen to some Bossa Nova and Swing tracks including:  Desafinado by Stan Getz (swing)  Cotton Tail by Ben Webster  5 Note Swing by Ian Gray  Perdido by Woody Herman  Children to appraise these tracks by discussing what instruments they can here. Children to discuss if they like the song or not. As a challenge, ask children if they can guess some of the notes being played.  Children to learn the glockenspiel notes:  G D E A B  Children to listen to, learn, and play Three Note Bossa and 5 Note Swing.  Children to improvise during the instrumental/ improvisation part of these tracks. | **Key Learning**  Children to listen to some Jazz tracks including:  Take The ‘A’ Train by Duke Ellington  Speaking My Peace by H. Parlan  Back ‘O’Town Blues by Earl Hines  One ‘O’ Clock Jump by Count Basie  Children to appraise these tracks by discussing what instruments they can here. Children to discuss if they like the song or not. As a challenge, ask children if they can guess some of the notes being played.  Children to recap the notes:    A B C D E F G  Children to listen to, learn, play, and compose/improvise to the tracks Bacharach Anorak and Meet The Blues  When children are composing and improvising, take inspiration from tracks heard previously. Ask children why they’ve chose the notes and why. |
| **Key vocabulary**  Sing, Listen, Clap, Respond, Like, Dislike | **Key vocabulary**  Blues, Baroque, Latin, Bhangra, Folk and Funk, Pulse, Rhythm, Pitch, Improvise, Perform, Groove, Genre | **Key Vocabulary**  Keyboard, Drums, Electric Guitar, Bass, Reggae, Pulse, Rhythm, Pitch, Perform, Audience, Tempo | **Key Vocabulary**  Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody, stave, semibreve, semibreve rest, minim, minim rests, crotchet rests, crotchets, treble clef | **Key Vocabulary**  Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody, stave, semibreve, semibreve rest, minim, minim rests, crotchet rests, crotchets, treble clef | **Key Vocabulary**  Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo | **Key Vocabulary**  Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo |
| **Outcomes**  Children learn to sing   * Wind The Bobbin Up * Rock-a-bye Baby * Five Little Monkeys Jumping On The Bed * Twinkle Twinkle * If You're Happy And You Know It * Head, Shoulders, Knees And Toes | **Outcomes**  Children can perform the track “In The Groove” singing and playing along to the track using note C on the ocarina. | **Outcomes**  Children can perform the track “Zootime” singing and playing along to the track using note C and D on the ocarina. | **Outcomes**  Children can compose their own tune on the glockenspiels and perform it to their class using the notes E and D. | **Outcomes**  Children can compose their own tune on the glockenspiels and perform it to their class using the notes D E F C | **Outcomes**  Children can play Three Note Bossa and 5 Note Swing using the glockenspiel notes G D E A B | **Outcomes**  Children can play Bacharach Anorak and Meet The Blues using the notes A B C D E F G |
| **Key knowledge**  Children can ask questions about music they are listening to  Children can discuss knowledge using technical musical terms such as chorus and verse  Children can discuss different genres of music and understand what certain genres sound like  Children can find the pulse of a musical track  Children can find and play note C on the ocarina. | **Key knowledge**  Children can ask questions about music they are listening to  Children can discuss knowledge using technical musical terms such as chorus and verse  Children can discuss different genres of music and understand what certain genres sound like  Children can find the pulse of a musical track  Children can find and play note C and D on the ocarina. | **Key knowledge**  Children know what a glockenspiel is and can recall the notes E, D, C and F  Children can name some musical language and understand what some musical notations mean.  Children can explore notes and compose their own piece as a class. | **Key knowledge**  Children know what a glockenspiel is and can recall the notes D E F C  Children can name musical language and understand what some musical notations mean.  Children can understand in depth musical terminology such as pulse, rhythm and pitch and can independently explain what they mean.  Children can explore notes and compose their own piece as a class. | **Key knowledge**  Children know what a glockenspiel is and can recall the notes G D E A B  Children can appraise swing and bossa nova tracks.  Children can improvise during parts of the song using the notes that they have learnt. | **Key knowledge**  Children know what a glockenspiel is and can recall the notes A B C D E F G  Children can appraise Jazz tracks.  Children can improvise during parts of the song using the notes that they have learnt. |
| Spring 2 |  | **Unit: Andrew Lloyd Webber: Composer Study** | **Unit: John Williams: Composer Study** | **Unit: Tchaikovsky: Composer Study** | **Unit: Beethoven: Composer Study** | **Unit: Mozart: Composer Study** | **Unit: Bach: Composer Study** |
|  |  | **National Curriculum**  Listen with concentration and understanding to a range of high-quality live and recorded music | **National Curriculum**  Listen with concentration and understanding to a range of high-quality live and recorded music | **National Curriculum**  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  Develop an understanding of the history of music. | **National Curriculum**  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  Develop an understanding of the history of music. | **National Curriculum**  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  Develop an understanding of the history of music. | **National Curriculum**  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  Develop an understanding of the history of music. |
|  | **Key Learning**  Children can listen to various tracks by Andrew Lloyd Webber including watching videos of the songs being performed on the stage  Children can talk about the different instruments they hear in the tracks.  Children can understand where the music of Andrew Lloyd Webber appears.  Children can understand what musical theatre is. Visit to the Alhambra Theare or The Grand Leeds (Theatre tour)  Children to learn notes A and B the glockenspiel and play along with a simple version of the chorus of Memories from Cats.  Children can answer questions about Andrew Lloyd Webber including:  **When was Andrew Lloyd Webber born? (Add this to the school music timeline.)**  22nd March 1948  **Where was Andrew Lloyd Webber Born? (Find this on a map and add to the school composers map )**  South Kensington, London, UK  **Name 1 Andrew Lloyd Webber Musical**  **Name 1 song from an Andrew Lloyd Webber musical** | **Key Learning**  Children can listen to various tracks by John Williams including watching clips from films where John Williams music features  Children can talk about the different instruments they hear in the tracks.  Children can understand where the music of John Williams appears.  Children understand what a score in a film is. Children can understand that the music in a film can build tension and change the mood of a scene.  Children learn notes A, B, G To play a simple small tune from Hedwig’s Theme – John Williams  Children can answer questions about John Williams including:  **When was John Williams born? (Add this to the school music timeline)**  8th February 1932  **Where was John Williams Born? (Find this on a map and add to the school composers map in the music room.)**  New York, USA  **Name 1 film that John Williams has wrote a score for**  **Name 1 piece of John Williams music** | **Key Learning**  Children can listen to a variety of Tchaikovsky compositions including a variety of people playing them.  Children can research Tchaikovsky, his life and his compositions.  Children to research and write about:  **Tchaikovsky’s Life**  Here children can research about Tchaikovsky’s life. Children can write about his date of birth and where he was from, they can discuss what his life was like and how he lived. Children can write about when Tchaikovsky died.  **(Add date of birth/date of death to the school music timeline.)**  **(Find birth place on a map and add to the school composers map )**  **Tchaikovsky’s Compositions**  Here children can write about and name some of Tchaikovsky’s various compositions. They can discuss what different instruments they hear and what tempo is. Is the composition high pitch, low pitch or does this change?  **The Nutcracker**  Children to discuss how this is Tchaikovsky’s most famous track. Children can research this track including things/places this track has features on. Children can discuss the pitch and tempo and how it makes them feel.  **My favourite Tchaikovsky composition is…**  From all the compositions they have researched, children can write about which one is their favourite and why. How does it make them feel? What does it remind them of?  Children to locate Tchaikovsky’s birth place and add it to the school music map, children to add Tchaikovsky’s date of birth to music timeline. | **Key Learning**  Children can listen to a variety of Beethoven compositions including a variety of people playing them.  Children can research Beethoven, his life and his compositions.  Children to research and write about:  **Beethoven’s Life**  Here children can research about Beethoven’s life. Children can write about his date of birth and where he was from, they can discuss what his life was like and how he lived. Children can write about when Beethoven died.  **(Add date of birth/date of death to the school music timeline)**  **(Find birth place on a map and add to the school composers map )**  **Beethoven’s Compositions**  Here children can write about and name some of Beethoven’s various compositions. They can discuss what different instruments they hear and what tempo is. Is the composition high pitch, low pitch or does this change?  **Ninth Symphony**  Children to discuss how this is Beethoven’s most famous track. Children can research this track including things/places this track has features on. Children can discuss the pitch and tempo and how it makes them feel.  **My favourite Beethoven composition is…**  From all the compositions they have researched, children can write about which one is their favourite and why. How does it make them feel? What does it remind them of?  Children to locate Beethoven’s birth place and add it to the school music map, children to add Beethoven’s date of birth to music timeline. | **Key Learning**  Children can listen to a variety of Mozart compositions including a variety of people playing them.  Children can research Mozart, his life and his compositions.  Children to research and write about:  **Mozart’s Life**  Here children can research about Mozart’s life. Children can write about his date of birth and where he was from, they can discuss what his life was like and how he lived. Children can write about when Mozart died.  **(Add date of birth/date of death to the school music timeline )**  **(Find birth place on a map and add to the school composers map )**  **Mozart’s Compositions**  Here children can write about and name some of Mozart’s various compositions. They can discuss what different instruments they hear and what tempo is. Is the composition high pitch, low pitch or does this change?  **Eine Kleine Nachtmusik**  Children to discuss how this is Mozart’s most famous track. Children can research this track including things/places this track has features on. Children can discuss the pitch and tempo and how it makes them feel.  **My favourite Mozart composition is…**  From all the compositions they have researched, children can write about which one is their favourite and why. How does it make them feel? What does it remind them of?  Children to locate Mozart’s birth place and add it to the school music map, children to add Mozart’s date of birth to music timeline. | **Key Learning**  Children can listen to a variety of Bach compositions including a variety of people playing them.  Children can research Bach, his life and his compositions.  Children to research and write about:  **Bach’s Life**  Here children can research about Bach’s life. Children can write about his date of birth and where he was from, they can discuss what his life was like and how he lived. Children can write about when Bach died.  **(Add date of birth/date of death to the school music timeline )**  **(Find birth place on a map and add to the school composers map )**  **Bach’s Compositions**  Here children can write about and name some of Bach’s various compositions. They can discuss what different instruments they hear and what tempo is. Is the composition high pitch, low pitch or does this change?  **Toccata and Fugue in D Minor**  Children to discuss how this is Bach’s most famous track. Children can research this track including things/places this track has features on. Children can discuss the pitch and tempo and how it makes them feel.  **My favourite Bach composition is…**  From all the compositions they have researched, children can write about which one is their favourite and why. How does it make them feel? What does it remind them of?  Children to locate Bach’s birth place and add it to the school music map, children to add Bach’s date of birth to music timeline. |
|  | **Key vocabulary**  Musical Theatre  Composer  Composition  Musical  Theatre  Melody  Glockenspiel  Note | **Key Vocabulary**  Film  Movie  Film Score  Classical Music  Composer  Composition  Melody  Glockenspiel  Note | **Key Vocabulary**  Classical Music  Composer  Composition  Melody  Note  Musical History  Pitch  Tempo | **Key Vocabulary**  Classical Music  Composer  Composition  Melody  Note  Musical History  Pitch  Tempo | **Key Vocabulary**  Classical Music  Composer  Composition  Melody  Note  Musical History  Pitch  Tempo | **Key Vocabulary**  Classical Music  Composer  Composition  Melody  Note  Musical History  Pitch  Tempo |
|  | **Outcomes**  Children to complete research project on Andrew Lloyd Webber and create either a poster or a powerpoint on his life and his work. | **Outcomes**  Children to complete research project on Andrew Lloyd Webber and create either a poster or a powerpoint on his life and his work. | **Outcomes**  Children complete a piece of writing on Tchaikovsky that shows children have thoroughly researched Tchaikovsky’s life and his compositions. | **Outcomes**  Children complete a piece of writing on Beethoven that shows children have thoroughly researched Beethoven’s life and his compositions. | **Outcomes**  Children complete a piece of writing on Mozart that shows children have thoroughly researched Mozart’s life and his compositions. | **Outcomes**  Children complete a piece of writing on Bach that shows children have thoroughly researched Bach’s life and his compositions. |
| **Key knowledge**  Children can locate the birth place of Andrew Lloyd Webber on a map.  Children can add Andrew Lloyd Webber’s date of birth to a timeline.  Children understand what musical theatre is, and that music is used in different contexts (that music isn’t just always on the radio)  Children can locate and play notes A and B on the glockenspiel.  Children can recall key facts about Andrew Lloyd Webber including his date of birth, his birth place and some information about his work. | **Key knowledge**  Children can locate the birth place of John Williams on a map.  Children can add John Williams date of birth to a timeline.  Children understand what a musical score is, and that music can be used to influence the change of a mood in film.  Children can locate and play notes A, B, G on the glockenspiel.  Children can recall key facts about John Williams including his date of birth, his birth place and some information about his work. | **Key knowledge**  Children can locate the birth place of Tchaikovsky on a map.  Children can add Tchaikovsky’s date of birth to a timeline.  Children understand what a classical music is, and children can appreciate some of Tchaikovsky’s music.  Children can discuss how Tchaikovsky’s tracks make them feel, using musical language to extend their thinking.  Children are confident in knowledge of Tchaikovsky, and are able to complete a piece of writing about him. | **Key knowledge**  Children can locate the birth place of Beethoven on a map.  Children can add Beethoven’s date of birth to a timeline.  Children understand what a classical music is, and children can appreciate some of Beethoven’s music.  Children can discuss how Beethoven’s tracks make them feel, using musical language to extend their thinking.  Children are confident in knowledge of Beethoven, and are able to complete a piece of writing about him. | **Key knowledge**  Children can locate the birth place of Mozart on a map.  Children can add Mozart’s date of birth to a timeline.  Children understand what a classical music is, and children can appreciate some of Mozart’s music.  Children can discuss how Mozart’s tracks make them feel, using musical language to extend their thinking.  Children are confident in knowledge of Mozart, and are able to complete a piece of writing about him. | **Key knowledge**  Children can locate the birth place of Bach on a map.  Children can add Bach’s date of birth to a timeline.  Children understand what a classical music is, and children can appreciate some of Bach’s music.  Children can discuss how Bach’s tracks make them feel, using musical language to extend their thinking.  Children are confident in knowledge of Bach, and are able to complete a piece of writing about him. |
| Summer 1 | **Unit: Big Bear Funk (Charanga)** | **Unit: Your Imagination (Charanga)** | **Unit: I Wanna Play In a Band (Charanga)** | **Unit: Three Little Birds (Charanga)** | **Unit: Lean On Me (Charanga)** | **Unit: The Fresh Prince of Bel Air (Charanga)** | **Unit: You’ve Got a Friend (Charanga)** |
|  | **Development Matters**  **Expressive Arts & Design: Being Imaginative**  **(30-50 months)**  •Developing preferences for forms of expression.  •Uses movement to express feelings. •Creates movement in response to music. •Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.  •Captures experiences and responses with a range of media, such as music.  **(40-60 months)**  • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.  **Expressive Arts & Design: Exploring and Using Materials**  **(30-50 months)**  •Sings a few familiar songs.  •Beginning to move rhythmically. • Imitates movement in response to music.  •Taps out simple repeated rhythms. •Explores and learns how sounds can be changed.  **(40-60 months)**  Begins to build a repertoire of songs and dances.  •Explores the different sounds of instruments. | **National Curriculum**  Use their voices expressively and creatively by singing songs and speaking chants and rhymes  Play tuned and untuned instruments musically  listen with concentration and understanding to a range of high-quality live and recorded music | **National Curriculum**  Use their voices expressively and creatively by singing songs and speaking chants and rhymes  Play tuned and untuned instruments musically  listen with concentration and understanding to a range of high-quality live and recorded music | **National Curriculum**  Play and perform in solo and ensemble contexts, using their voices  Listen with attention to detail and recall sounds with increasing aural memory  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  Develop an understanding of the history of music. | **National Curriculum**  Play and perform in solo and ensemble contexts, using their voices  Listen with attention to detail and recall sounds with increasing aural memory  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  Develop an understanding of the history of music. | **National Curriculum**  Play and perform in solo and ensemble contexts, using their voices  Listen with attention to detail and recall sounds with increasing aural memory  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  Develop an understanding of the history of music. | **National Curriculum**  Play and perform in solo and ensemble contexts, using their voices  Listen with attention to detail and recall sounds with increasing aural memory  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  Develop an understanding of the history of music. |
| **Key Learning**   1. Children can: 2. **Listen and Respond** to a different style of music each week/step   I Feel Good – James Brown  Don’t You Worry Bout A Thing – James Incognito  My Promise – Earth Wind & Fire  Superstition – Stevie Wonder  Pick Up The Pieces – Average White Band   1. **Explore and Create** - initially using voices only but building to using classroom instruments too 2. **Singing** - nursery rhymes and action songs - building to singing and playing 3. **Share and Perform** | **Key Learning**  Children can listen to a wide variety of **Pop & Musical** music tracks such as:  Supercalifragilisticexpialidocious From Mary Poppins  Pure Imagination From Willy Wonka  Daydream Believer – The Monkees  Rainbow Connection From The Muppets Movie  A Whole New World From Aladdin  Children can appraise these tracks by discussing and answering key questions such as:  What genre of music is this?  What instruments can you hear?  Do you like the song?  How is the song put together? (Verse, Chorus etc.)  Children can find and follow the pulse within a piece of music. Children show they are following the pulse by clapping or moving in time.  Children learn the song “Your Imagination”  Children recap notes G on the ocarina.  Children can perform the song “Your Imagination” | **Key Learning**  Children can listen to a wide variety of **Rock** music tracks such as:  We Will Rock You – Queen  Smoke On The Water – Deep Purple  Rockin All Over The World – Status Quo  Johnny B Goode – Chuck Berry  I Saw Her Standing There – The Beatles  Children can appraise these tracks by discussing and answering key questions such as:  What genre of music is this?  What instruments can you hear?  Do you like the song?  How is the song put together? (Verse, Chorus etc.)  Children can find and follow the pulse within a piece of music. Children show they are following the pulse by clapping or moving in time.  Children learn the song “I Wanna Play In A Band”  Children recap notes D C on the ocarina.  Children can perform the song “I Wanna Play In A Band” | **Key Learning**  Children can listen to a wide variety of **Reggae** music tracks such as:  Jamming – Bob Marley  Small People – By Ziggy Marley  54-46 That’s My Number – By Toots & The Maytals  Ram Goat Liver – Pluto Shervington  Our Day Will Come – Amy Winehouse  Children can appraise these tracks by discussing and answering key questions such as:  What genre of music is this?  What instruments can you hear?  Do you like the song?  How is the song put together? (Verse, Chorus etc.)  Children can find and follow the pulse within a piece of music. Children show they are following the pulse by clapping or moving in time.  Children learn the song “Three Little Birds”  Children recap notes G A on the glockenspiel.  Children can perform the song “Three Little Birds” | **Key Learning**  Children can listen to a wide variety of **Gospel** music tracks such as:  Lean On Me – Bill Withers  He Still Loves Me – Beyonce and Walter Williams  Shackles (Praise You) – Mary Mary  Amazing Grace – Elvis Presley  Ode To Joy – Mozart  Lean On Me – ACM Gospel Choir  Children can appraise these tracks by discussing and answering key questions such as:  What genre of music is this?  What instruments can you hear?  Do you like the song?  How is the song put together? (Verse, Chorus etc.)  Children can find and follow the pulse within a piece of music. Children show they are following the pulse by clapping or moving in time.  Children learn the song “Lean On Me”  Children can perform the song “Lean On Me” | **Key Learning**  Children can listen to a wide variety of **Hip Hop** music tracks such as:  Fresh Prince Of Bel Air - Will Smith  Me, Myself And I – De La Soul  Ready or Not – Fugees  Rapper’s Delight - The Sugarhill Gang  U Can’t Touch This – MC Hammer  It’s Like That – Run DMC  Children can appraise these tracks by discussing and answering key questions such as:  What genre of music is this?  What instruments can you hear?  Do you like the song?  How is the song put together? (Verse, Chorus etc.)  Children can find and follow the pulse within a piece of music. Children show they are following the pulse by clapping or moving in time.  Children learn the song “Fresh Prince Of Bel Air”  Children recap notes D A on the glockenspiel.  Children who feel confident can recap notes G A on the recorder and play along to Fresh Prince of Bel Air.  Children can perform the song “Fresh Prince of Bel Air” | **Key Learning**  Children can listen to a wide variety of music wrote by Carole King including:  You’ve Got A Friend  The Loco-motion  One Fine Day  Will You Still Love Me Tomorrow  Children can appraise these tracks by discussing and answering key questions such as:  What genre of music is this?  What instruments can you hear?  Do you like the song?  How is the song put together? (Verse, Chorus etc.)  Children can find and follow the pulse within a piece of music. Children show they are following the pulse by clapping or moving in time.  Children learn the song “You’ve Got A Friend”  Children recap notes D C on the glockenspiel.  Children who feel confident can recap notes A B G on the recorder and play along to You’ve Got A Friend.  Children can perform the song “You’ve Got A Friend” |
| **Key vocabulary**  Sing, Listen, Clap, Respond, Like, Dislike | **Key vocabulary**  Keyboard, Drum, Bass, Pulse, Pitch, Rhythm, Improvise, Perform, Audience, Imagination | **Key Vocabulary**  Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, perform, audience, melody, tempo | **Key Vocabulary**  Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody, reggae | **Key Vocabulary**  Unison, by ear, notation, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, pulse, rhythm, tempo, dynamics, texture structure, compose, hook, riff, melody, solo | **Key Vocabulary**  Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure | **Key Vocabulary**  Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony |
| **Outcomes**  Children learn to sing   * Big Bear Funk   Hokey Cokey  Row Row Row  Wheels On The Bus  Baa Baa Black Sheep  If You’re Happy And You Know It  5 Little Monkeys | **Outcomes**  Children can perform the track “Your Imagination” singing and playing along to the track using note G on the ocarina. | **Outcomes**  Children can perform the track “I Wanna Play In A Band” singing and playing along to the track using note D C on the ocarina. | **Outcomes**  Children can perform the track “Three Little Birds” singing and playing along to the track using note G A on the glockenspiel. | **Outcomes**  Children can perform the track “Lean On Me” singing along in the right key. | **Outcomes**  Children can perform the track “Fresh Prince of Bel Air” singing and playing along to the track using note D A on the glockenspiel. Children who are more confident can play G A on the recorder along with the track of Fresh Prince of Bel Air. | **Outcomes**  Children can perform the track “You’ve Got A Friend” singing and playing along to the track using note C D on the glockenspiel. Children who are more confident can play A B G on the recorder along with the track of You’ve Got A Friend. |
| **Key knowledge**  Children can ask questions about music they are listening to  Children can discuss knowledge using technical musical terms such as chorus and verse  Children can find the pulse of a musical track  Children can find and play note G on the ocarina. | **Key knowledge**  Children can ask questions about music they are listening to  Children can discuss knowledge using technical musical terms such as chorus and verse  Children can find the pulse of a musical track  Children can find and play note D C on the ocarina. | **Key knowledge**  Children can ask questions about music they are listening to  Children can discuss knowledge using technical musical terms such as chorus and verse  Children can discuss what pitch the track is, does it vary?  Children can discuss the tempo of the track – is it slow or fast? Does it vary?  Children can find the pulse of a musical track  Children can find and play notes G A on the glockenspiel. | **Key knowledge**  Children can ask questions about music they are listening to  Children can discuss knowledge using technical musical terms such as chorus and verse  Children can discuss what pitch the track is, does it vary?  Children can discuss the tempo of the track – is it slow or fast? Does it vary?  Children can find the pulse of a musical track | **Key knowledge**  Children can ask questions about music they are listening to  Children can discuss knowledge using technical musical terms such as chorus and verse  Children can discuss what pitch the track is, does it vary?  Children can discuss the tempo of the track – is it slow or fast? Does it vary?  Children can find the pulse of a musical track  Children can find and play notes D A on the glockenspiel.  Some children can find and play notes G A on the recorder. | **Key knowledge**  Children can ask questions about music they are listening to  Children can discuss knowledge using technical musical terms such as chorus and verse  Children can discuss what pitch the track is, does it vary?  Children can discuss the tempo of the track – is it slow or fast? Does it vary?  Children can find the pulse of a musical track  Children can find and play notes C D on the glockenspiel.  Some children can find and play notes A B G on the recorder. |
| Summer 2 |  | **Unit: Ocarina (Instrumental Learning)** | **Unit: Ocarina (Instrumental Learning)** | **Unit: Recorder (Instrumental Learning)**  **Blown Away Recorder Book 1 (Charanga)** | **Unit: Recorder (Instrumental Learning)**  **Blown Away Recorder Book 2 (Charanga)** | **Unit: Voice** | **Unit: End of Year Production** |
|  |  | **National Curriculum**  Play tuned and untuned instruments musically  Experiment with, create, select and combine sounds using the inter-related dimensions of music. | **National Curriculum**  Play tuned and untuned instruments musically  Experiment with, create, select and combine sounds using the inter-related dimensions of music. | **National Curriculum**  Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression  Improvise and compose music for a range of purposes using the inter-related dimensions of music | **National Curriculum**  Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression  Improvise and compose music for a range of purposes using the inter-related dimensions of music | **National Curriculum** | **National Curriculum** |
|  | **Key Learning**  [https://youtu.be/ AUioYNQOkx4](https://youtu.be/AUioYNQOkx4)  Follow through this video to teach how to correctly hold an ocarina.  Children to learn the notes…  High D  Low D  A  B  Practice doing “sirens” with notes High D and A  Split the class. Half of the children play the note whilst the other children shout the note name. For example half of the class play the note A whilst the rest of the class shout A. Children to swap. Recap 4 notes a few times.  Introduce the picture forms of the notes. Play games with the children. Hold the picture up of the note and get the children to play it.  Using note pictures, learn the new notes  C G F E  Playing along with the video, learn to play twinkle twinkle  <https://www.youtube.com/watch?v=bPj2xg2g2Jw&feature=youtu.be> | **Key Learning**  Recap over how to hold an ocarina correctly. Use this video for guidance.  [https://youtu.be/ AUioYNQOkx4](https://youtu.be/AUioYNQOkx4)  Recall Notes:  D A B C G F E  Using note formation pictures to help children remember.  Play note games. Shout out the note/hold up the picture formation and ask children to play it.  Split the class, ask one half of the class to pick a note. Get the other half of the class to play. Children who picked the note shout the note name.  Children to play ode to joy using the notes they know.  Use this video to help:  <https://www.youtube.com/watch?v=XMwAEditN0s&feature=youtu.be> | **Key Learning**  Children learn how to clap to the beat of a track so the understand when to play.  Children learn how to hold a recorder correctly using the images shown to help them.  Children to learn notes B A G E D F C High D  Children to play along with simple stop/start tracks to help consolidate the knowledge of the notes.  Children then can experiment with the different notes they have learnt to create their own composition in groups of 4. | **Key Learning**  Children recap on how to correctly hold a recorder using the images to help them  Children recap on previous notes learnt:  B A G E D F C High D  Children to learn notes  Low C, F♯ , high C♯ , low C♯ , B♭, high E and high F  Children to play along with simple stop/start tracks to help consolidate the knowledge of the notes.  Children then can experiment with the different notes they have learnt to create their own composition in groups of 4. | **Key Learning** | **Key Learning** |
|  | **Key vocabulary**  Ocarina  Notes  Note Name  Blow  Play Placement  Formation | **Key Vocabulary**  Ocarina  Notes  Note Name  Blow  Play Placement  Formation | **Key Vocabulary**  Recorder  Notes  Note Name  Play  Compose | **Key Vocabulary**  Recorder  Notes  Note Name  Play  Compose | **Key Vocabulary** | **Key Vocabulary** |
|  | **Outcomes**  Children can play twinkle twinkle on the ocarina.  Twinkle, Twinkle, Little Star Tab for 4 Hole Ocarina | **Outcomes**  Children to play ode to joy on the ocarina.  Ode to Joy Tab for 4 Hole Ocarina | **Outcomes**  Children can play the recorder notes B A G E D F C High D and experiment with them to create their own composition in small groups. | **Outcomes**  Children can play recorder notes Low C, F♯ , high C♯ , low C♯ , B♭, high E and high F and experiment with them to create their own composition in small groups. | **Outcomes**  **Children can perform a range of vocal performances** | **Outcomes** |
| **Key knowledge**  Children know how to hold an ocarina correctly  Children can play the notes  High D, Low D, C, G, F, E, A with assistance and use of the note pictures.  Children can recall **some** note names by looking at the note formation pictures.  Children can play twinkle twinkle on the ocarina. | **Key knowledge**  Children know how to hold an ocarina correctly  Children can play the notes  High D, Low D, C, G, F, E, A independently using note names and note formation pictures.  Children can recall **most** note names by looking at the note formation pictures.  Children can play ode to joy on the ocarina. | **Key knowledge**  Children know how to hold a recorder correctly  Children can play the notes B A G E D F C High D with some assistance and using the images on the screen to help with finger placement.  Children can recall some names for the notes they play.  Children can experiment with the notes they have learnt to make a composition within a group of 4. | **Key knowledge**  Children know how to hold a recorder correctly  Children can play the notes Low C, F♯ , high C♯ , low C♯ , B♭, high E and high F with some assistance and using the images on the screen to help with finger placement.  Children can recall some names for the notes they play.  Children can experiment with the notes they have learnt to make a composition within a group of 4. | **Applying knowledge**  To sing in unison with clear diction, controlled pitch and with a sense of phrase  Sing with increasing control of breathing, sound projection and posture.  Sing songs in tunes with an awareness of other parts.  Sing confidently as a class, small groups, alone, and begin to have an awareness of improvisation with the voice. | **Applying knowledge** |