








Music components and Assessment checkpoints

If you have faith as small as a mustard seed, you can say to this mountain, move from here to there and it will move; nothing would be impossible. Matthew 17:20

EYFS knowledge and skills	
Overview	In Reception, the intention is for children to gain an understanding of what music is through listening, singing, playing, evaluating, analysing and composing across a wide range of musical genres. We believe children need to understand and value the importance of music in the wider community and are able to use their musical skills, knowledge and experiences to involve themselves in music in a variety of different contexts. It is important to give children opportunities to share songs and music with different audiences.
What Music might look like in our classroom	Children will learn to sing a variety of songs and listen to different types of music. Children will play a variety of percussion instruments and learn to control how they play. Children will learn how to find the pulse of a piece of music. They will learn that musicians use dynamics (loud/quiet), tempo (fast/slow) and pitch (high/low) to create particular effects. They will talk about these elements when they listen and sing.
Knowledge in EYFS	<p>Musicians sing songs and play instruments.</p> <p>When we listen to music, we can find the pulse and clap it or play it.</p> <p>Music can communicate ideas and feelings when we listen or perform.</p> <p>Musicians can change the dynamics, tempo and pitch of music.</p>
Reception Year	<p>Continuous Provision</p> <ul style="list-style-type: none"> - Freely explore making sounds with objects and instruments indoors and outdoors. - Listen to music and sounds as part of a game, story, movement activity or music making. - Explore making sounds with voices and percussion instruments to create different stories or feelings or represent events. - Explore using simple instruments and make up a simple accompaniment using instruments. <p>Autumn 1 – Me – How can I clap the pulse and clap the rhythm of my name? LISTEN Music that makes me happy – ORACY likes/dislikes</p> <p>Autumn 2 – My Stories – How can I perform songs and use dynamics in my singing and playing? LISTEN Christmas songs – ORACY making a good performance</p> <p>Spring 1 – My World – How can I play a pitched instrument (Glock) to accompany a song? LISTEN Music from different places – ORACY using musical terms (dynamics, pulse, rhythm, pitch)</p> <p>Spring 2 – Everyone – How can I use my voice in different ways? How can I perform a song or rap? LISTEN Different styles of music - ORACY evaluating the performance</p> <p>Summer 1 – Big Bear Funk – how can I make choices about how I sing and play in a performance? LISTEN Funk music - ORACY planning and evaluating the performance</p>






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	Summer 2 – Review Rewind Replay – how can I make a musical pattern ? LISTEN Classical music - ORACY talking about the music from this year – preferences, learning, using musical terms.
	VOCABULARY: instrument, voice, band, choir, orchestra, PULSE: the steady beat of a piece of music. PITCH: the melody and the way the notes change from low to high and vice versa. RHYTHM: or duration is the pattern of long and short sounds in a piece of music. DYNAMICS: loud and quiet. TEMPO: fast and slow. TIMBRE: the type of sound – whisper, hum, sing, talk (examples with the voice) or twinkly, hard, soft (examples with an instrument). TEXTURE: layers of sound (number of instruments or voices playing together). STRUCTURE: the way the music is laid out – e.g verse, chorus, verse.
Early Learning Goal	Sing a range of well-known nursery rhymes and songs.
Early Learning Goal	Perform songs, rhymes, poems and stories with others, and try to move in time with music.
EYFS: Expressive Arts and Design	

Year 1	Autumn 1 & 2		Spring 1 & 2		Summer 1 & 2	
	Christian Values	Perseverance 	Compassion 	Respect 	Forgiveness 	Trust 
Lead enquiry question. (Composite Outcome)	Hey You: How can I play the pulse or the rhythm of music?	Round and Round: How can I use pitch when I sing and play?	In the Groove: How can I recognise different styles of music?	Rhythm in the Way we walk:	Your Imagination: How can we create and perform a song?	Reflect, rewind, replay: How can I talk about music?
Golden Threads	Belonging Perseverance	Belonging Courage Trust	Belonging Aspiring	Belonging Aspiring	Belonging Achieving Compassion Trust	Aspiring Achieving Courage
Disciplinary knowledge	Musicians use their voices and instruments. Music always has a pulse. Music uses a variety of rhythms.		Musicians can sing and play in different styles. Styles come from different periods in history and different places. Music uses notes of different pitch.		Musicians can create a melody and lyrics to make a song. Musicians use a variety of instruments. Music can be part of plays, musicals and films. Musicians can sing and play different parts in a song.	
Tier 3 Vocabulary	Pulse, rhythm, pitch, rap, hip hop, improvise, compose, melody, perform. Instruments – voice, keyboard, bass guitar, percussion, trumpets, saxophones. Notes, pitch, rhythm, pulse, round		Style: blues, baroque, latin, bhangra, folk, funk Instruments – voice,		Pulse, rhythm, pitch, dynamics, improvise, compose, melody, perform, verse, chorus, songwriter, lyrics	







					Instruments - Keyboard, drum, bass, Glockenspiel. Voice, recorder	
Learning Objectives (Components)	<ol style="list-style-type: none"> 1. I can clap the pulse of the song Hey You. 2. I can clap different rhythms. 3. I can play the pulse on a Glock. 4. I can learn to improvise a rhythm. 5. I can use a grid to compose. 6. I can perform using pulse and rhythm. 	<ol style="list-style-type: none"> 1. I can learn what a round is and sing the song Round and Round. 2. I can talk about rhythm and pulse. 3. I can learn what pitch means in music. 4. I can sing Round and Round and play the Glock at different pitches. 5. I can sing the song London's Burning as a round and talk about the pitch of the song. 6. I can sing London's Burning and add instruments playing the pulse, rhythm and pitch. 	<ol style="list-style-type: none"> 1. I can listen to and talk about blues music. 2. I can listen to and talk about baroque music. 3. I can listen to and talk about Latin music. 4. I can listen to and talk about bhangra music. 5. I can listen to and talk about folk music. 6. I can listen to and talk about funk music. 	<ol style="list-style-type: none"> 1. I can listen to and talk about Reggae music. 2. I can listen to and talk about Hip Hop music. 3. I can find the pulse in a piece of music. 4. I can find the rhythm and clap back. 5. I can create a rhythm for others to copy. 6. I can listen to a song and sing back. 	<ol style="list-style-type: none"> 1. To learn the song Your Imagination and talk about songs in plays, musicals or films. 2. To sing a song as a call and response, varying the dynamics. 3. To learn Glock and recorder melodies for our song. 4. To create lyrics for our song and sing them. 5. To perform our song with some of our own lyrics and with Glock and recorder melodies. 6. To record our performance(s) and evaluate it. 	<ol style="list-style-type: none"> 1. To recall and talk about some of the songs we have learned this year. To pick 2 or 3 to revisit as a class. To revisit pulse and rhythm. 2. To identify instruments when listening to a piece of music. To revisit pitch. 3. To talk about music, we have listened to from different places/times. To revisit dynamics. Sing one of our chosen songs. 4. To use rhythm grids to compose. Sing our favourite song of the year. 5. To use rhythm grids to compose. To revisit tempo. 6. To perform our favourite song and/or our compositions.
Assessment checkpoints	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> Clap a steady pulse Copy a clapped rhythm 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> Explain what a round is. Sing a simple round, keeping track of their part. Play the Glock to accompany Round and Round. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> Talk about different styles of music Talk about how musical styles come from 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> Identify different instruments and talk about the sound they make. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> Sing a call and response song Play the Glock as a call and 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> Singing songs I have learned this year.

	<p>Clap a word rhythm Play C on a Glock to the pulse Perform the song using voice and instruments Explain the difference between pulse and rhythm Sing a song in a round Play a pitched instrument (Glock) Talk about the pitch of a song</p>	<p>Talk about songs heard using vocabulary such as pitch, dynamics, rhythm.</p>	<p>different times and places. Explain why they like a piece of music, using musical vocabulary (pitch, dynamics, pulse, rhythm)</p>	<p>Explain why they like a piece of music, using musical vocabulary (pitch, dynamics, pulse, rhythm)</p>	<p>response, copying and improvising phrases Talk about different types of music, picking out one musical element such as pitch, dynamics, pulse, tempo, rhythm To explain what dynamics, pitch, pulse and rhythm are. To identify different instruments in music. To talk about the effect of a piece of music.</p>	<p>Identify instruments I hear in a piece of music. Talk about different types of music, picking out one musical element such as pitch, dynamics, pulse, tempo, rhythm</p>
<p>When do Assessment checkpoints happen?</p>	<p>Autumn 1 Week 6 – vocabulary check: pulse rhythm dynamics perform compose</p>	<p>Autumn 2 Week 1 - I can keep a steady pulse. Week 2 – I can copy a rhythm. Week 6 I can sing a simple round, keeping track of my part.</p>	<p>Spring 1 Week 6 – I can use the vocabulary I have been taught: pulse rhythm dynamics perform compose Styles - blues baroque folk Latin funk bhangra</p>	<p>Spring 2 Week 6 – vocabulary check: pulse rhythm dynamics perform compose</p>	<p>Summer 1</p>	

Year 2	Autumn 1		Spring 1		Summer 1	
	Christian Values	Perseverance 	Compassion 	Respect 	Forgiveness 	Trust 
Lead enquiry question. (Composite Outcome)	Hands, Feet, Heart – How can I play the pulse and rhythm of a song?	Ho Ho Ho + Christmas performance: How can I play an instrument with control?	I wanna play in a band: How can I perform music with others?	Zootime: How can I compose lyrics and melodies?	Friendship Song: How can I express feelings in music?	Review, Rewind, Replay: How can I talk about music?
Golden Threads	Belonging Perseverance	Belonging Courage Trust	Belonging Aspire	Belonging Aspiring	Belonging Achieving Compassion Trust	Aspiring Achieving Courage
Disciplinary knowledge	Music has a steady pulse which we can count and clap. The melody of a piece of music uses different rhythms. Musicians play the tempo of the pulse of the piece of music.	Music comes from different places or different times. Musicians need to listen and focus to play instruments in time with the pulse.	Musicians work together to perform. Music is based on feeling the pulse and adding patterns and rhythms.		Music can be used to tell a story or express our emotions.	
Tier 3 Vocabulary	Pulse, rhythm, tempo, dynamics		Verse, chorus, pitch, pulse, rhythm, dynamics Styles – rock, reggae		Verse chorus introduction pitch rhythm Styles – pop, musical, film. Country and	Instruments – Glock, recorder, vocals, guitar, percussion, violin, flute, clarinet, trumpet Conductor, orchestra





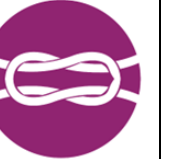

	Instruments – Glock, recorder, voice, Trumpet, trombone, violin,		Instruments – Glock, recorder, guitar, bass, drums, vocals Band, orchestra, choir		Western, classical, reggae, rock	
Learning Objectives (Components)	<ol style="list-style-type: none"> 1. To learn the song Hands Feet Heart and to clap the pulse. 2. To clap the rhythm of Hands Feet Heart and make our own rhythms. 3. To play the Glock with song Hands Feet Heart. 4. To improvise with the song using clapping and singing. 5. To talk about the South African music, we have heard. To perform the song Hands Feet Heart. 6. To perform and record the song Hands Feet Heart. 	<ol style="list-style-type: none"> 1. To learn one of our Christmas songs (Ho Ho Ho or other) 2.To play the Glock and sing with Ho Ho Ho. (3. To play the recorder along with Ho Ho Ho.) 4. To clap the pulse with some of our Christmas songs. 5. To practice and improve our Christmas songs. 6. To perform our Christmas songs with control. 	<ol style="list-style-type: none"> 1.To learn the song, I want to play in a band. To talk about rock music. 2. To move together to the pulse. (clap, stamp nod) 3.To play the Glock/recorder in a group accompanying the song. 4. To learn what pitch means. To improvise by clapping and singing. 5.To compose own melodies using grids. 6. To perform the song with own melodies on Glocks/recorders. 	<ol style="list-style-type: none"> 1. To learn the song Zootime. To talk about reggae music. 2. To learn to play the Glock using the correct rhythm. 3. To make new lyrics for the song Zootime. 4. To copy and improvise with voice and Glocks 5.To practice the song with our own lyrics and instruments. 6. To perform our song and evaluate it. 	<ol style="list-style-type: none"> 1. To learn the Friendship Song. What feeling does this song create? Collect happy and sad songs. 2. To learn vocal part 2 for end of the Friendship song. 3. To play our Glocks with the Friendship song. 4. To compose with the Friendship song grid. 5. To practice the Friendship song with Glocks group and 2 vocal groups. 6. To perform the Friendship song and evaluate my/our performance. 	<ol style="list-style-type: none"> 1. Recap different styles of music we have covered this year. Recall Hands Feet Heart. 2. Identify different instruments in Listen out game. Recall I want to be in a band 3. Identify different instruments in the Listen out game. Create own rhythms using Rhythm Grid. Recall Zootime 4. Learn about pitch and tempo using videos. Create your own melody using First Composer. Recall Friendship song. 5. Identify different instruments in Listen out game. Learn about dynamics using video. Assess. 6. Assess. Sing our favourite song(s) of the year.
Assessment checkpoints	<p>Children who are secure will be able to:</p> <p>Clap the pulse and clap the rhythm of the song Hands Feet Heart.</p> <p>Play Glock with control to accompany a song.</p>	<p>Children who are secure will be able to:</p> <p>Perform a song to an audience.</p> <p>Clap a steady pulse.</p> <p>Play the Glock part to a song.</p> <p>Play the recorder play to a song.</p> <p>Practice and improve my performance of songs.</p>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • 	<p>Children who are secure will be able to:</p> <p>Explain what tempo means.</p>	<p>Children who are secure will be able to:</p> <p>Listen to music and talk about how it makes them feel, using musical vocabulary such as dynamics tempo, pitch.</p> <p>Identify different instruments when listening to music.</p>	<p>Children who are secure will be able to:</p> <p>Singing songs I have learned this year. Talk about different types of music, picking out musical elements such as pitch, dynamics, pulse, tempo, rhythm To explain what tempo, pitch, dynamics, pulse and rhythm are. To identify different instruments in music.</p>

	<p>Improvise a rhythm.</p> <p>Listen to music and describe it using some musical vocabulary.</p> <p>Perform and evaluate performance.</p>	<p>Evaluate my performance.</p>			<p>Use grids to compose rhythms and melodies.</p> <p>Perform their rhythms and melodies.</p>	<p>To talk about the effect of a piece of music and how the composer has achieved it.</p>
<p>When do Assessment checkpoints happen?</p>	<p><i>Week 2 – I can clap the pulse and clap the rhythm of the song.</i></p> <p><i>Week 6 – I can perform a song and evaluate our performance.</i></p>	<p><i>Week 4 – I can sing one of our class songs with accurate sense of the melody.</i></p> <p><i>I understand and can use the word pitch.</i></p> <p><i>Week 6 - I can play the Glock or recorder with control.</i></p>	<p><i>Week 2 – I can play Glock or recorder with control.</i></p> <p><i>Week 6 – I can perform a song and evaluate my/our performance.</i></p>	<p><i>Week 4 – I can play the Glock or recorder with control.</i></p> <p><i>Week 6 – I can perform a song and evaluate my/our performance.</i></p>	<p><i>Week 2 – I can talk about <u>how</u> a song is sung.</i></p> <p><i>Week 6 – I can compose a simple rhythm or melody alongside our song.</i></p>	<p><i>Week 2 – I can identify different instruments in a piece of music.</i></p> <p><i>Week 4 – I can explain what the terms pitch, dynamics, pulse, tempo, rhythm mean.</i></p> <p><i>Week 6 - I can talk about a piece of music using the vocabulary - pitch, dynamics, pulse, tempo, rhythm.</i></p>

Year 3	Autumn 1		Spring 1		Summer 1	
Christian Values	Perseverance 	Compassion 	Respect 	Forgiveness 	Trust 	Courage 
Lead enquiry question. (Composite Outcome)	LET YOUR SPIRIT FLY: R & B song How can I sing a song in 2 parts?	GLOCKENSPIELS 1: How can I play the Glockenspiel like a musician?	THREE LITTLE BIRDS: Reggae song by Bob Marley. How can I identify, sing and play reggae music?	THE DRAGON SONG: Song about respect. How can music communicate a message?	BRINGING US TOGETHER: Disco songs about friendship. How can I follow the pitch of a song?	REFLECT REWIND REPLAY How can I talk about music?
Golden Threads	Belonging Believing Trust Perseverance	Belonging Achieving Trust Courage Perseverance	Belonging Believing Trust Perseverance	Belonging Trust Perseverance Respect Compassion	Belonging Trust Perseverance Compassion Forgiveness	Aspiring Achieving Courage Trust
Disciplinary knowledge	Musicians can play different parts to create one piece of music. Musicians choose how to perform to communicate music in the best way.	Musicians read music from a stave. Notes are written on the stave to show the pitch and duration. Rests are written on the stave to show silence.	Different styles of music have their origins in different places and times.	Musicians often want to communicate a story or a message. They use words and musical elements to do this.	Musical melody uses notes of different pitches. Musicians read music from a stave. Notes are written on the stave to show the pitch and duration.	Musicians use a variety of instruments, styles and musical elements to create music for a purpose.
Tier 3 Vocabulary	Structure , introduction, verse , chorus , vocal , improvise , compose, pulse, rhythm, pitch , tempo, dynamics , bass, drums, guitar, keyboard, synthesizer, hook, melody.	Duration improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure , melody .	Introduction , verse , chorus , Reggae , bass, drums, electric guitar, keyboard, organ, backing vocals, pulse , rhythm , pitch, tempo, dynamics, texture, structure, compose,	Keyboard, drums, bass, pentatonic scale, pulse , rhythm , pitch , tempo , dynamics , texture , structure, compose, improvise, hook, melody.	Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody.	Composer, orchestra, piano, violin, cello. Flute, clarinet, oboe, trumpet, trombone, drums, cymbals, guitar, bass, vocal, microphone, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, melody







			improvise, hook, riff, melody			
Learning Objectives (Components)	<p>1.To learn to sing the song Let your Spirit Fly. What do you like about music?</p> <p>2. To learn the 2 vocal parts of Let your Spirit Fly.</p> <p>3.To practice the vocal parts of our song. To add Glocks to accompany it.</p> <p>4.To improvise with voice and Glocks.</p> <p>5.To practice playing Glocks to accompany song. To practice the 2 vocal parts. To vary the dynamics to make the performance more effective.</p> <p>6. To perform Let your Spirit fly and evaluate my/our performance.</p>	<p>1.To learn the key skills a musician needs to play the Glock. To learn about pulse.</p> <p>2. To learn that music is written on a stave. To learn about bars and notes on a stave.</p> <p>3. To learn about the duration of different notes and how they look on a stave.</p> <p>4. To play and improvise using C and D on the Glock.</p> <p>5. To learn to read different note values on a stave.</p> <p>6. To compose and perform using different notes learned in this unit.</p>	<p>1. To learn to sing Three Little Birds. What type of song is it? Find out about reggae and Bob Marley.</p> <p>2. To learn vocals for Three Little Birds. Work on clapping the pulse.</p> <p>3. To play our Glocks with Three Little Birds.</p> <p>4. To improvise rhythms with the song.</p> <p>5. To practice Three Little Birds. Add a recorder part if possible.</p> <p>6. To perform Three Little Birds and evaluate my/our performance.</p>	<p>1.To learn to sing The Dragon Song. What is the message? Do you know other songs with a message?</p> <p>2. To play the Glocks with our song.</p> <p>3. To play the recorder with our song.</p> <p>4. To compose using the stave.</p> <p>5. To compose or perform a song for a purpose. (use Dragon song chorus to change?)</p> <p>6. To perform a chosen song for a particular purpose.</p>	<p>1. To learn to sing Bringing us together. What type of song is it? Match the pitch of the chorus with your hand.</p> <p>2. To learn vocals for Bringing us together. Work on pitch matching.</p> <p>3. To play our Glocks or recorders with Bringing us together.</p> <p>4. To compose the song.</p> <p>5. To practice Bringing us together with Glocks and/or recorders.</p> <p>6. To perform Bringing us together and evaluate my/our performance.</p>	<p>1.To learn about the composer Talvin Singh To recap rhythm and pulse.</p> <p>2. To use percussion writer linked to Talvin Singh. To recap duration and the musical stave.</p> <p>3. To learn about the composer Gwyneth Herbert. To recap pitch.</p> <p>4. To learn more about Gyneth Herbert's music. To recap dynamics.</p> <p>5. To choose one of our songs this year to sing again. To select one of the listening pieces from this term to write about using musical knowledge.</p> <p>6. As 5. Find out about our Charanga singers.</p>
Assessment checkpoints	<p>Children who are secure will be able to: Sing the song in 2 parts, keeping track of their own part. Explain what dynamics is. Improvise phrases with voice and Glocks. Improve performance by playing or singing</p>	<p>Children who are secure will be able to: Play the Glock with control and accuracy. Explain what pulse is and use pulse to sing, play, clap along with music. Begin to play from music written on a stave. Explain what duration means. Read notes on a stave of different values.</p>	<p>Children who are secure will be able to: Recall what reggae music is and who Bib Marley was. Sing the song Three Little Birds accurately. Play the Glock with control to the song.</p>	<p>Children who are secure will be able to: Play the Glock with control and accuracy. Explain what rhythm and pulse are and use rhythm and pulse to sing, play, clap along with music. Play from music written on a stave. Begin to compose using stave notation. Perform Dragon song (or own version of the song) for a</p>	<p>Children who are secure will be able to: Listen to disco songs and discuss some of their features. Identify the pitch of different notes and follow the pitch of a melody. Play a Glock or recorder using 3</p>	<p>Children who are secure will be able to: Explain who Talvin Singh and Gwyneth Herbert are. Talk about the duration of notes on the musical stave. Explain the musical terms pitch, dynamics, rhythm and pulse. Talk about songs learned and listening to music heard this year using musical vocabulary.</p>

	accurately and varying the dynamics.	To use a small range note on the Glock to compose a short melody.	Play the recorder with control to the song. Create a performance of Three Little Birds, choosing own part (vocals, Glock, recorder) and evaluate/improve the performance.	purpose – plan a meaningful performance.	notes along with a song. Improvise using simple note patterns and rhythms. Perform a song with voice and instruments. Evaluate the performance.	
When do Assessment checkpoints happen?	<p><i>Week 2 – Sing the song in 2 parts, keeping track of own part.</i></p> <p><i>Week 4 - Explain what dynamics are in music, listening to music and commenting on the dynamics and their effect.</i></p> <p><i>Week 6 –Sing and play Let your Spirit Fly with vocals and Glocks, including some improvised /composed parts.</i></p>	<p>Week 2 – Play a melody on the Glock considering the quality of my playing.</p> <p>Week 4 – Play the Glock following notes on a stave, showing some understanding of different note values.</p> <p>Week 6 – Compose and play a short melody and perform it with control and a sense of the music.</p>	<p>Week 2 – explain what reggae music is and who Bob Marley was.</p> <p>Week 4 – Play the Glock or recorder part of Three Little Birds accurately.</p> <p>Week 6 – Perform Three Little Birds, choosing vocals, Glock or recorder part and evaluating their own performance.</p>	<p>Week 2 - Explain what rhythm and pulse are and show understanding of these elements as they sing, play and clap.</p> <p>Week 4 - Play from music written on a stave.</p> <p>Week 6 - Perform a song for a purpose – plan and evaluate the performance.</p>	<p>Week 2 Move hand to follow the pitch of the chorus of the song. Move hand along with note patterns.</p> <p>Week 4 Play the Glock or recorder using 3 note patterns along with accompaniment.</p> <p>Week 6 Perform the song Bringing us together with voice and instruments. Evaluate the performance.</p>	<p>Week 2 - Explain the musical terms pitch, dynamics, rhythm and pulse.</p> <p>Week 4 – Talk about musicians they have learned about this year.</p> <p>Week 6 - Talk about songs learned and listening to music heard this year using musical vocabulary.</p>

Year 4	Autumn 1		Spring 1		Summer 1	
Christian Values	Perseverance 	Compassion 	Respect 	Forgiveness 	Trust 	Courage 
Lead enquiry question. (Composite Outcome)	MAMMA MIA: Abba songs How can we create a good performance?	GLOCKENSPIELS 2: How can I improve my playing like a musician?	STOP: Rap/grime song about bullying (+ Gotta be me) How can I write and perform a rap?	LEAN ON ME: Soul/gospel song How have musicians used music to communicate a message?	BLACKBIRD: Beatles song about civil rights. How can I play an instrument as part of a performance?	REFLECT, REWIND, REPLAY How can I talk about music and composers?
Golden Threads	Belonging Believing Trust Perseverance	Belonging Achieving Courage Perseverance	Belonging Believing Perseverance Compassion	Belonging Aspiring Trust Perseverance Respect Compassion	Belonging Believing Trust Courage Compassion Forgiveness	Aspiring Achieving Courage Trust
Disciplinary knowledge	Songs have a structure including introduction, verses, chorus, bridge, outro. Musicians use melody, rhythm and texture to create a good piece of music. Musicians make choices about a performance.	Musicians practise with their instrument or voice to improve their performance. Musicians use the stave with notes to show pitch and duration. Rests on the stave show silence.	Musicians can use voice in different ways – e.g. singing or rapping. Musicians use electronic instruments and computers to create music.	Musicians use their music to communicate. Many communities have important history linked to music e.g. gospel music links to slavery. Music can be a powerful way to communicate ideas and emotions.	LINK to Spring 2. Musicians use melody, rhythm, dynamics, tempo and texture to create a good piece of music. Musicians make choices about a performance.	Musicians use a variety of instruments, styles and musical elements to create music for a purpose. Music History shows the origins of instruments and musical entertainment.
Tier 3 Vocabulary	Keyboard, electric guitar, bass, drums, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose,	Stave, notes, semibreve, minim, crotchet. Rhythm patterns, composition, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure.	Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, drums, unison,	Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, tempo, dynamics, texture, structure, compose, hook, riff, melody, solo.	Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch,	Music history, composer, orchestra, instruments, Unison, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, tempo, timbre, dynamics, texture,

	improvise, hook, riff, melody, solo, pentatonic scale, unison		pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo.		tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo.	structure, compose, hook, riff, melody, solo.
Learning Objectives (Components)	<ol style="list-style-type: none"> 1. To learn to sing the song Mamma Mia 2. To practice the song and decide on actions 3. To learn to play the Glock part. 4. To improvise rhythmic and melodic patterns. To decide of other instruments could be added to the song 5. To practice all elements of the song, evaluate and improve the performance in small groups. 6. To perform and record the song in small groups. 	<ol style="list-style-type: none"> 1. To learn to play CDEF on Glock to match the note on the stave. To learn about tempo and pulse. 2. To play the Glock using musical notation. To learn about pitch. 3. To play Glock using musical notation. To learn about duration of notes on the stave. 4. To play Glock using musical notation. To learn the note G and recap CDEF using stave. 5. To play Glock using musical notation. To assess our learning about rhythm and pulse. 6. To compose and play own composition. To perform one of the pieces learned during unit. 	<ol style="list-style-type: none"> 1. To listen to rap/grime song Stop and join in with melody and rap. Talk about the lyrics. 2. To listen to Gotta be me and join in with rap. 3. To find out about how a rap is created. To begin to write my own rap lyrics for Stop. 4. To listen to rap Mas Que Nade. To continue to write and perform our raps. 5. To add body or instrument percussion to our raps. 6. To perform our raps to each other. To evaluate our performance. 	<ol style="list-style-type: none"> 1. To learn to sing Lean on Me. Find out about gospel music. 2. To learn to sing Lean on Me. To begin to learn Glock part. 3. To practice and improve Glock part, To copy and improvise with Glocks. 4. To practice and improve the Glock part, To compose with Glocks. 5. To develop performance of Lean on Me with body percussion, Glock and vocals. To discuss gospel songs listened to so far. 6. To compare Ode to Joy with Lean on Me. To perform and record Lean on Me. 	<ol style="list-style-type: none"> 1. To listen and sing Blackbird. To learn about The Beatles and why the song was written. 2. To learn Glock part for Blackbird. To copy and improvise using Glock. 3. To learn the recorder part for Blackbird. To copy and improvise using recorder. 4. To practice vocal, Glock and recorder parts together. 5. To compose using Glocks. To improve the performance of Blackbird. (groups or whole class) 6. To perform and record Blackbird. Evaluate our performance. 	<ol style="list-style-type: none"> 1. This term - to listen to and appraise pieces of music from different periods of history. To reflect on songs, we have learned this year. To learn about musician and composer Zoe Dixon. (Steps 1 & 2) 2. To recap rhythm. To compose using rhythm grids. 3. To recap tempo and dynamics. To compose using Music Explorer. 4. To learn about musician and composer Nico Muhly. (Step 4 & 5) To learn about timbre and expression. 5. To perform one of our favourite songs from this year. Think about dynamics and expression. 6. To perform one of our favourite songs from this year. Look back at the chronology of music we have listened to and appraised this term.
Assessment checkpoints	Children who are secure will be able to: Sing the song Mamma Mia accurately.	Children who are secure will be able to: Listen to musicians playing and talk about the music using vocabulary learned so far. Read and play CDEF to match the notes on the stave.	Children who are secure will be able to: Sing the song Stop and join in with melody and rap.	Children who are secure will be able to: Learn to sing Lean on Me. Talk about gospel music and its purpose. Discuss gospel music listened to using music vocabulary.	Children who are secure will be able to: Sing the song Blackbird. Talk about The Beatles and why	Children who are secure will be able to: Talk about music they hear using musical terms (pulse, rhythm, pitch, tempo, dynamics). Talk about some of the ways musicians and composers work and perform.







	<p>Play the Glock along with Mamma Mia. Improve rhythmic and melodic patterns on the Glock. Play and sing Mamma Mia accurately. Evaluate and improve the performance. Perform the song in small groups.</p>	<p>Explain what tempo, pitch and pulse are. Play the Glock using musical notation. Reoognise the duration of notes on the stave. Play the Glock using Begin to read the note G using stave.</p>	<p>Talk about the lyrics of raps in listening activities. Talk about how a rap is created. Begin to write own rap lyrics for Stop. Perform Stop and own raps. Add body or instrument percussion to raps. Identify what a percussion instrument is. Perform raps to each other in small groups. Evaluate own and others' performances.</p>	<p>Practice and improve Glock part to Lean on Me Improve with Glocks. Composition with Glocks. Develop performance of Lean on Me with body percussion, Glock and vocals. Compare Ode tp Joy with Lean on Me. Perform and record Lean on Me.</p>	<p>the song was written. Play Glock part for Blackbird. Improve using Glock. Play recorder part for Blackbird. Improve using recorder. Compose using Glocks. Practice and improve performance of Blackbird. (groups or whole class) Perform and record Blackbird. Evaluate our performance.</p>	<p>Reflect on the music they have performed and discuss the musical elements and performance. Talk about their own qualities as musicians.</p>
<p>When do Assessment checkpoints happen?</p>	<p><i>Week 2 – Sing the song Mamma Mia following the melody accurately.</i></p> <p><i>Week 4- Play and improvise a rhythm or melody on Glock along with Mamma Mia.</i></p> <p><i>Week 6 – Perform Mamma Mia in a small group, using vocals and Glocks. Evaluate own performance.</i></p>	<p><i>Week 2 - Listen to music and talk about it using vocabulary (pulse, rhythm, pitch, tempo, dynamics)</i></p> <p><i>Week 4- Read and play CDEF (G) on the musical stave.</i></p> <p><i>Week 6 – Play notes of different duration on the stave.</i></p>	<p><i>Week 2 – Explain what rap music is and talk about rap songs listened to.</i></p> <p><i>Week 4- Use pulse and rhythm to accompany rap with body percussion or percussion instruments (drums, claves etc)</i></p> <p><i>Week 6 – Perform Stop or other rap song adding own lyrics.</i></p>	<p><i>Week 2 - Talk about gospel music and use musical vocabulary to discuss gospel songs.</i></p> <p><i>Week 4- Sing and play Glock for Lean on Me.</i></p> <p><i>Week 5 – Compare 2 pieces of music using musical vocabulary.</i></p> <p><i>Week 6 – Perform Lean on Me effectively, using features of gospel music learned.</i></p>	<p><i>Week 2 - Explain who The Beatles were and name some of their music.</i></p> <p><i>Week 4- Sing and play Blackbird, practicing and improving performance.</i></p> <p><i>Week 6 – Perform, record and evaluate group or class performance</i></p>	<p><i>Week 2 – Listen to music and discuss using musical vocabulary. Develop awareness of where music fits on historical timeline.</i></p> <p><i>Week 4- Talk about the musicians Zoe Dixon and Nico Muhly and how they work.</i></p> <p><i>Week 6 – Reflect on their performances this year and how they have developed as musicians.</i></p>

Year 5	Autumn 1		Spring 1		Summer 1	
Christian Values	Perseverance 	Compassion 	Respect 	Forgiveness 	Trust 	Courage 
Lead enquiry question. (Composite Outcome)	LIVIN' ON A PRAYER: Rock song How can I improve my vocal skills to perform a song?	CLASSROOM JAZZ: Simple jazz pieces to play How can I improve my jazz playing skills?	MAKE YOU FEEL MY LOVE: Love songs (Bob Dylan/Adele) How can I express myself through music?	FRESH PRINCE OF BEL AIR: Hip hop song by Will Smith. How can I create a hip hop performance?	DANCING IN THE STREETS: Motown song How can I combine main vocal and backing vocals to perform a song?	REFLECT REWIND REPLAY: How can I talk about music, musicians and composers?
Golden Threads	Belonging Believing Trust Perseverance	Belonging Achieving Perseverance Courage	Belonging Believing Trust Perseverance Compassion	Belonging Trust Perseverance Respect	Belonging Trust Perseverance Compassion Forgiveness	Aspiring Achieving Courage Trust
Disciplinary knowledge	Musicians practise to improve their skills. Voices can be used in different styles of music. Y5 units each cover a different style. Style indicators for rock music are: Musicians use different combinations of	Jazz is a specific style of music which uses improvisation. There are style indicators for jazz, including Bossa Nova and Swing styles. This includes notes in the rhythm pattern made longer and shorter to create a syncopated effect.	Musicians express a range of emotions through music – love is a common one in pop songs and ballads. The style indicators for a pop ballad are slower tempo, texture build up,	Musicians in modern music often use pulse and rhythm primarily. This might solely use electronic instruments and samples. They can then add variations in tempo, dynamics and texture. Style indicators for hip hop are : rapping (MCing) and beatboxing with DJing elements and percussive backing. (NB hip hop is a cultural movement including street dance, street art as well as music)	Style indicator for Motown – strong downbeat (emphasizing all 4 beats or beat 2 and 4) Guitar based music, strong vocal harmonies.and a funky edge!	Musicians use a variety of instruments, styles and musical elements to create music for a purpose. Music History shows the origins of instruments and musical entertainment.

	instruments for different styles.		emphasis on melody.			
Tier 3 Vocabulary	Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose.	Appraising, jazz, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo.	Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.	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.	Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.	Musician, composer, rock, jazz, pop, hip hop, motown. Soul, riff, bass line, backbeat, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.
Learning Objectives (Components)	<ol style="list-style-type: none"> 1. To learn to sing Livin' on a Prayer. To talk about rock music. 2. To learn the Glock part for Livin' on a Prayer. 3. To work in vocal copying and improvisation. To practice singing Livin' on a Prayer. 4. To put vocal and Glock parts together. 5. To compose using Glocks. 6. To perform vocal and Glock parts plus compositions for Livin' on a Prayer. 	<ol style="list-style-type: none"> 1. To learn/recap the basic skills of the recorder. To learn about jazz music and improvisation. 2. To play a simple jazz piece on a recorder. 3. To improve my playing on the recorder. 4. To play a simple 5 note jazz piece on Glock. To begin to improvise. 5. To develop my own improvisations for the jazz piece. 6. To perform a jazz piece with my own improvisations. 	<ol style="list-style-type: none"> 1. To learn to sing Make you feel my love. Learn about pop music/Adele songs. 2. To compare Bob Dylan's and Adele's versions of the song. To continue to learn the song. Think about dynamics. 3. To learn the Glock part. Consider what rhythm is in music. Compose on Glock. 4. To learn the recorder part. To think about texture. Compose on recorder. 5. To practice the song in groups, with some on vocals, Glocks, recorders. Practice and plan a performance. 6. Perform and record the song. 	<ol style="list-style-type: none"> 1. Learn the lyrics to The Fresh Prince of Bel Air. Talk about hip hop. 2. Learn to rap/sing Fresh Prince. Learn to play the Glock part. 3. Practice the lyrics and the Glock part to Fresh Prince of Bel Air. Copy and improvise with voice and Glock. 4. Improvise and compose on Glock. 5. To develop our performance of Fresh Prince with vocals, Glocks and body/other percussion. To explain the style indicators of hip hop. 6. Perform and record Fresh Prince, Evaluate our performance. 	<ol style="list-style-type: none"> 1. To listen and learn the main vocal of Dancin' in the Street, To learn the structure of the song and add it to main vocal. 2. To learn the backing vocals to Dancin' in the Street 3. To learn recorder part for Dancin' in the Street, 4. To practice recorder and main vocal/ backing vocal to Dancin' in the Street. To improvise with recorder and vocals. 5. To develop our performance of Dancin' in the Street. To explain the style 	<ol style="list-style-type: none"> 1. This term - to listen to and appraise pieces of music from different periods of history. To reflect on songs, we have learned this year. To learn about film composer Rachel Portman. 2. To learn about film composer Rachel Portman. To recap staves, clefs and time signatures. To compose using rhythm grids. 3. To recap pitch and duration. To compose using Music Explorer fr Glocks. 4. To learn about producer and composer Jason Yarde. To learn about timbre and texture. 5. To learn about producer and composer Jason Yarde. To perform one of our favourite songs from this year. Think about elements of music we have covered. 6. To perform one of our favourite songs from this year. Look back at the chronology of music we have listened to and appraised this term.

					<p>indicators of Motown. 6. To perform and record Dancin' in the Street. Evaluate it.</p>	
<p>Assessment checkpoints</p>	<p>Children who are secure will be able to: Talk about style features of rock music and instruments used. Sing and play the Glock part for Livin' on a Prayer. Improve vocal skills through copying and improvisation. Sing vocals and add Glock parts, composing own elements. Perform vocal and Glock parts plus compositions for Livin' on a Prayer. Evaluate class performance.</p>	<p>Children who are secure will be able to: Master the basic skills of the recorder. Know features of jazz music and improvisation. Play a simple jazz piece on the recorder. Improve my playing on the recorder. Play a simple 5 note jazz piece on Glock. Develop improvisation skills and own improvisations for the jazz piece. Perform a jazz piece with my own improvisations.</p>	<p>Children who are secure will be able to: Keep the internal pulse (without clapping). Talk about the pulse, rhythm, pitch, tempo, dynamics, texture and structure individually and how they work together to make a song sound interesting, Compare 2 versions of the same song, giving your own opinions and reasons. Compose using Glock and recorder, using note grid and stave notation. Perform the song combining vocals, Glocks, recorders to create a performance. Evaluate the performance.</p>	<p>Children who are secure will be able to: Keep the internal pulse Talk about features of hip hop and listen to a range of hip hop music. Talk about the pulse, rhythm, pitch, tempo, dynamics, of music listened to. Perform hip hop song Fresh Prince of Bel Air, working on vocal delivery. Learn Glock and recorder parts for Fresh Prince. Improvise and compose using Glock or recorder. Perform Fresh Prince adding own compositions, Develop musical leadership in small groups. Evaluate own performance.</p>	<p>Children who are secure will be able Talk about the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting and be able to keep the internal pulse. Sing Dancing in the Streets, learning the different parts to sing with accuracy in pulse and rhythm. Understand how to warm up your voice. Play the Glock or recorder part to Dancing in the Streets. Compose using the note grid and stave notation. Plan performance of Dancing in the Streets, adding musical elements to enhance the song. Develop musical leadership, creating musical</p>	<p>Children who are secure will be able to: Talk about music they hear using musical terms (pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure). Talk about some of the ways musicians and composers work and perform. Reflect on the music they have performed and discuss the style, musical elements and performance. Talk about their own qualities as musicians.</p>

					ideas for the group to copy or respond to.	
<p>When do Assessment checkpoints happen?</p>	<p><i>Week 2 – name the features and instruments in rock music.</i></p> <p><i>Week 4 – Sing and play Livin’ on a Prayer.</i></p> <p><i>Week 6 – Plan and perform Livin on a Prayer with vocals, Glocks, own composition elements. Talk about class performance using musical vocabulary.</i></p>	<p><i>Week 2 – describe what jazz music is and what improvisation is</i></p> <p><i>Week 4 –Play a 5 note jazz piece using note names on stave. Begin to see it as stave notation.</i></p> <p><i>Week 6 – Perform in groups with improvisations as part of jazz piece performance. Evaluate own performance.</i></p>	<p>Week 2 – Talk about the pulse, rhythm, pitch, tempo, dynamics, texture and structure of Make you feel my love.</p> <p>Week 4 – Compose short melody using Glock or recorder. Use note grids and stave notation.</p> <p>Week 6 - Perform Make you feel my love with vocals, Glocks and recorders, adding musical elements such as dynamics, texture, pitch. Evaluate how effective this is.</p>	<p>Week 2 – Describe features of hip hop and talk about a hip hop song.</p> <p>Week 4 - Learn Glock and recorder parts for Fresh Prince. Improvise and compose using Glock or recorder.</p> <p>Week 6 - Perform Fresh Prince adding own compositions, Develop musical leadership in small groups. Evaluate own performance.</p>	<p>Week 2 - Sing Dancing in the Streets, learning the different parts to sing with accuracy in pulse and rhythm.</p> <p>Week 4 - Play the Glock or recorder part to Dancing in the Streets. Compose using the note grid and stave notation.</p> <p>Week 6 – Show musical leadership or understanding by planning performance of Dancing in the Streets, adding musical elements to enhance the song.</p>	<p><i>Week 2 – Listen to music and discuss using musical vocabulary. Develop awareness of where music fits on historical timeline.</i></p> <p><i>Week 4- Talk about the musicians and how they work.</i></p> <p><i>Week 6 – Reflect on their performances this year and how they have developed as musicians.</i></p>

Year 6	Autumn 1		Spring 1		Summer 1	
Christian Values	Perseverance 	Compassion 	Respect 	Forgiveness 	Trust 	Courage 
Lead enquiry question. (Composite Outcome)	Happy: Soul/pop song How can musicians make a good pop song?	Classroom Jazz 2: How can I play a jazz song like a musician?	Hans Zimmer – Earth (Ten Pieces) How does a composer use the orchestra?	You've got a friend: Carole King How can musicians work together?	Music and Me: Women in music How can I be a singer/songwriter?	Reflect Rewind Replay
Golden Threads	Belonging Believing Trust Compassion	Belonging Achieving Perseverance Courage	Belonging Aspiring Respect Trust	Belonging Believing Compassion Forgiveness	Believing Aspiring Achieving Courage Perseverance	Aspiring Achieving Trust Courage
Disciplinary knowledge	Musicians create pop performances using many elements. These include musical features plus visuals (e.g. music videos). Pop / soul style indicators are a catchy melodic hook, intro/verse/chorus structure, classic Soul instruments - a keyboard, bass and drums. The instrumentation, arrangement and studio mix are very important. (NB The	Composers think about varying texture tempo dynamics to make their music more interesting. Jazz is a specific style of music which uses improvisation. Jazz style indicators are: Jazz is characterized by swing and blue notes, complex chords, call and response vocals, complex rhythms and improvisation. Composers select notes to play following patterns to create a melody. Improvising is used in jazz to allow players to play any riff or melody within the key and style of the piece.	Composers think about varying texture tempo dynamics to fit with the meaning, message or purpose of their music. Classical music is composed of groups of musicians called ensembles or orchestras. Instruments from different groups are used in an orchestra. A conductor directs and controls the orchestra.	Musicians can write music for themselves or for others, They may collaborate with another musician. They may try out different voices, instruments and techniques to get the performance they want. Composers write music down using the stave which shows the pulse, rhythm, pitch, duration, tempo and dynamics.	Musicians use pulse, rhythm, pitch, tempo, dynamics, texture and structure individually and combine them together to make music sound interesting, Composers write music down using the stave which shows the pulse, rhythm, pitch, duration, tempo and dynamics. Musicians and composers have many routes into the music industry.	Composers write music down using the stave which shows the pulse, rhythm, pitch, duration, tempo and dynamics. The history of music can show us how different styles of music have developed and how music fits into wider culture.

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	<p>song has been mixed in the studio to sound as if it is from an older Soul era like the Motown era. The modern way in which it has been produced, gives the song a timeless Soul feel that has a contemporary edge)</p>		<p>Composers write music down using the stave which shows the pulse, rhythm, pitch, duration, tempo and dynamics.</p>			
<p>Tier 3 Vocabulary</p>	<p>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.</p>	<p>Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo</p>	<p>Crescendo Pianissimo Duration, dynamics Motif - A very short musical 'idea' Ensemble, orchestra, conductor Orchestral instdumrny families – strings (violin cello) woodwind (flute clarinet) brass (trumpet trombone) percussion (timpani cymbal pitched percussion) Pitched percussion - Glocks, xylophones, chime bars. Unpitched percussion -</p>	<p>Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights</p>	<p>Gender, racism, rap, lyrics, turntablism, DJ, producer, acoustic, electronic, music, culture, identity, inspire</p>	<p>Musician, composer, rock, jazz, pop, blues, soul, ballad, producer, DJ, riff, bass line, backbeat, harmony, hook, melody, solo, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music,</p>

			drums, shakers, woodblocks, tambourines			
Learning Objectives (Components)	<ol style="list-style-type: none"> 1. To learn to sing Happy, thinking about vocal skills. To learn about the style indicators of pop/neo soul music. 2. To improve our vocals for Happy and learn the Glock part. 3. To learn the recorder part. To improvise with vocals and recorders. 4. To practice the song with vocals, Glocks and recorders. To plan our performance. Add movement or body percussion. 5. To practice our performance. To compose using Glocks and recorders on note grid or stave notation. 6. To perform and record Happy. To evaluate our performance. 	<ol style="list-style-type: none"> 1. To recap the skills of Glock. To recap about jazz music and blues music. 2. To play a simple jazz piece on Glock using stave notation. 3. To 4. To play a simple blues piece on Glock. To begin to improvise. 5. To develop my own improvisations for pieces. 6. To perform with my own improvisations. 	<ol style="list-style-type: none"> 1. Listen to Earth. Create art from pieces. 2. Play a shimmer and create/ use vocal melodies 3. Compose three-note repeating patterns and play with different durations 4. Create motifs based on Earth. 5. Use composed motifs to structure a longer ensemble piece. 6. Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression including dynamics, duration, tempo, texture, structure. 	<ol style="list-style-type: none"> 1. To learn to sing You've got a Friend, thinking about vocal skills. To learn about Carole King. 2. To improve the vocals of You've got a Friend and learn the Glock part. 3. To learn the recorder part. To compose with recorders. To plan our performance. 4. To practice the song with vocals, Glocks and recorders. To plan our performance. 5. To practice our performance. To compose using Glocks. 6. To perform and record You've got a Friend, including own compositional elements. To evaluate our performance. 	<ol style="list-style-type: none"> 1. To look at the music history timeline and add composers covered this year. To learn about composer Anna Meredith 2. To learn about composer Shiva Feshareki 3. Create own piece of music using note grid and notation. 4. To learn about the composer Eska 5. To learn about the composer Afrodeutsche 6. Create own piece of music using note grid and notation. 	<ol style="list-style-type: none"> 1. This term - to listen to and appraise pieces of music from different periods of history. To reflect on songs, we have learned this year. 2. To learn songs for Y6 play. 2. To learn about composer Jon Boden. To recap staves, clefs and time signatures. 3. To recap pitch and duration. 4. To recap about timbre and texture. 5. To perform our Y6 play songs. Think about the elements of music we need. 6. To perform Y6 play songs or songs from this year. Look back at the chronology of music we have listened to and appraised this term.
Assessment checkpoints	Children who are secure will be able to: Talk about the features of pop / neo soul music.	Children who are secure will be able to: Recall features of jazz and blues music. Explain what improvisation is. Develop improvisation skills.	Children who are secure will be able to: Talk about the pulse, rhythm, pitch, tempo,	Children who are secure will be able to: Recall facts about Carole King Recall styles covered: pop, jazz, blues, ballad and classical music.	Children who are secure will be able to: Talk about the pulse, rhythm, pitch, tempo,	Children who are secure will be able to: Talk about the pulse, rhythm, pitch, tempo, dynamics, texture and structure individually and how they work together to make music sound interesting.

	<p>Identify instruments we hear in pop songs.</p> <p>Talk about the pulse, rhythm, pitch, tempo, dynamics, texture and structure individually and how they work together to make a song sound interesting.</p> <p>To play the Glock or recorder to accompany Happy.</p> <p>To plan a performance of Happy combining vocals, Glocks and recorders.</p> <p>To compose with Glocks or recorders using note grid or stave notation.</p> <p>To perform Happy and evaluate our performance using musical vocabulary.</p>	<p>Play Glock using stave notation.</p> <p>Practice jazz and blues pieces using stave notation.</p> <p>Perform simple jazz and blues pieces with a sense of the music and some improvisation.</p>	<p>dynamics, texture and structure individually and how they work together to make music sound interesting.</p> <p>Learn about classical music and listen to a classical piece by Hans Zimmer.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Play and perform in an ensemble using voices and instruments.</p> <p>Improvise and compose music for a range of purposes using the dimensions of music.</p>	<p>Talk about the pulse, rhythm, pitch, tempo, dynamics, texture and structure individually and how they work together to make music sound interesting.</p> <p>Play Glock using stave notation.</p> <p>Play recorders using stave notation.</p> <p>Improve vocal performance, developing use of breath, duration, dynamics of voice.</p>	<p>dynamics, texture and structure individually and how they work together to make music sound interesting.</p> <p>Show a sense of the chronology of music covered this year.</p> <p>Recall facts about the women composers covered.</p> <p>Listen to pieces by these composers and discuss musical elements.</p> <p>Compose own melodies using grid or stave notation.</p>	<p>Show a sense of the chronology of music covered this year.</p> <p>Talk about the variety of ways that musicians and composers work.</p>
<p>When do Assessment checkpoints happen?</p>	<p>Week 2 – Talk about the features of pop/ neo soul music and instruments used.</p> <p>Week 4 – Sing Happy, improving vocal performance.</p> <p>Week 6 - Perform Happy combining vocals, Glocks and recorders. Evaluate performance using musical vocabulary.</p>	<p><i>Week 2 – describe what jazz and blues music is and what improvisation is</i></p> <p><i>Week 4 – Play a jazz piece and a blues piece using stave notation.</i></p> <p><i>Week 6 – Perform in groups with improvisations as part of jazz or blues piece performance. Evaluate own performance.</i></p>		<p>Week 2 -Talk about the style of a ballad and compare with other styles of music covered this year.</p> <p>Week 4 – Work on vocal performance, discussing how breath, duration, dynamics are used to improve singing.</p> <p>Week 6 – Perform You've got a friend using vocals, Glocks and recorders. Evaluate performance.</p>	<p><i>Week 2 – Listen to music and discuss using musical vocabulary.</i></p> <p><i>Week 4 – Recall facts about women composers covered and talk about their music using musical vocabulary.</i></p>	<p><i>Week 2 – Listen to music and discuss using musical vocabulary. Develop awareness of where music fits on historical timeline.</i></p> <p><i>Week 4- Talk about composers and musicians and how they work.</i></p> <p><i>Week 6 – Reflect on Y6 play or their performances this year and how they have developed as musicians.</i></p>

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					<i>Week 6 – Compare 2 pieces of music by women composers.</i>	
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