



## Curriculum Aims and Overview

At INSPIRE, we view music as the great connector: bringing cultures and communities together. We have a deep understanding of the power of music and know our shared knowledge of music is crucial in understanding our origins and our place in the world. Music is embedded in our school culture. Music plays a key role in our aims to develop well rounded individuals, global citizens and community champions. All children have access to a progressive curriculum that builds skills, knowledge, fluency and capability. Every child at INSPIRE is a performer, creator and composer of music with all children provided with the opportunity to play an instrument from Early Years through to Key Stage 2.

Through our curriculum, we aim to provide a culturally rich, diverse and inclusive method of teaching to encourage children to be open minded listeners who approach music with tolerance and have a wide breadth of knowledge of musical genres from around the world. Our timetabled regular weekly music slots for each year group ensure we offer a balanced curriculum.

### Scope and Sequence

Our curriculum starts with a vocal programme which builds on prior learning and leads to a creative composition. The children's skill and understanding of pitch and rhythm become more polished, fluent and complex as we progress through the years. These basic skills are regularly revisited to ensure concepts are embedded.

In Early Years, we provide a clear progressive pathway in musical development for children from the time they start Nursery through to when they enter Year One, with key focus on being imaginative and expressive through pulse, pitch and rhythm. In Key Stage 1, the INSPIRE Music Programme continues with more structured lessons, and children learn to use their voice with confidence and develop vocal accuracy. Children will continue to show understanding of pulse, pitch and rhythm, as well as exploration of tempo and dynamics. In Key Stage 2, the focus turns to instrumental and ensemble skills building on learning from the previous years. Children are encouraged to develop the use of breath control, fine motor movement and pitch recognition. We ensure that the history and culture surrounding these instruments is discussed.

Children are encouraged to express themselves through music, so their voices are heard. We have competent teachers who engage and challenge children. Our teachers are constantly challenging themselves and benefit from specialist training from INSPIRE Music professionals who ensure that every teacher in INSPIRE is a music teacher. Weekly singing assemblies are held for each key stage and children are exposed to and perform music from all genres and cultures and in different languages, helping them to be educated citizens aware of the best of each respective genre and adding to their cultural capital. Peripatetic teachers from the Wakefield Music Service offer group lessons in with concerts held in July to showcase progress over the year.

### There are four core pillars underpinning the discipline of music:

1. Musical enquiry exposes pupils to key questions and gives them the opportunity to ask their own questions.
2. Musical enquiry relies on pupils acquiring sufficient technical knowledge.
3. Alongside this knowledge, pupils are given the opportunity to develop disciplinary knowledge.
4. Finally, pupils learn to communicate musical understanding in a sequenced, coherent manner through the means of technical, constructive and expressive means.

Identifying and combining these core pillars work towards the overall goal of music education – inspiring pupils with a curiosity and fascination about the world of music and securing a 'musical understanding'. They should not be understood as silos. Robust, direct and incremental teaching underpins a good music education.

## Substantive and Disciplinary Content in Music

Substantive and disciplinary knowledge in music Substantive knowledge in music is based on the developing knowledge of the nine interrelated dimensions of music. All musical learning is built around the interrelated dimensions of music.

Interrelated Dimensions of Music

1. Pulse 2. Rhythm 3. Pitch 4. Tempo 5. Dynamics 6. Timbre 7. Texture 8. Structure 9. Notation

Substantive knowledge focuses on developing children's skills and knowledge required for them to develop as musicians. This is achieved through deliberate practice and allows children to develop and demonstrate fluency of knowledge. It involves learning about music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Disciplinary knowledge in music is the interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and collaboratively to interpret and combine the dimensions of music to create a specific and desired effect.

Every subject is unique and includes its own substantive content and disciplinary content. The INSPIRE curriculum is designed to ensure that pupils not only have broad and strong substantive knowledge but also understanding of the discipline of music. Pupils learn both musical 'facts' and how to make sense of them simultaneously. When pupils learn music, they tackle these two closely linked types of content, each dependent on the other with each playing a vital part in securing **scope, coherence, rigour and sequencing**.

## Substantive Knowledge

Pupils' knowledge of what we often call substantive concepts such as **pitch, texture, tempo, structure, timbre, dynamics** and **duration** come up time and time again in the music curriculum. We know if pupils are able to build up knowledge of these concepts, building richer and richer schemata of these concepts and terms over time, it can help them access increasingly complex material throughout the curriculum, which helps them to learn, understand and remember more – meaning they make more progress.

## Disciplinary Knowledge

Learning music involves the development of both substantive knowledge (the 'stuff' of music) and familiarity with the 'second-order' or procedural disciplinary concepts, that shape the way in which the 'stuff' or 'substance' is understood, organised and debated, as well as the ways in which it is actually generated. We want pupils to develop within the discipline of music – so pupils need to know how we arrived at the established piece of music. How did we get there? How is the piece of music justified? How is the tempo of a piece of music influential? They need to know the grammar of music.

The simplest way to think about the difference is – the substantive knowledge is the '**what**' and the disciplinary knowledge is the '**how**'.

As we're teaching we need to interweave the **what** and the **how** for our children. Thinking musically is vital. Simply 'knowing' the name of an artists or composer, or the instrument played, in itself, musical thinking. The best we could say is that it *enables* musical thinking. We need facts in order to think, but we also need concepts to enable us to group bits of information, or facts, together.

**Core Concepts**

<b>BIG IDEAS – SUBSTANTIVE CONCEPTS</b>			
<b>S.C. 1 – Formal</b>	<b>S.C. 2 – Symbolic</b>	<b>S.C. 3 – Personal</b>	<b>S.C. 4 – Social</b>
Internal logic	Significance Cultural	Personal Experience	Meaning Communities

<b>THINKING AS A MUSCIAN – DISCIPLINARY CONCEPTS</b>		
<b>D.C.1 – Technical</b>	<b>D.C. 2 – Constructive</b>	<b>D.C. 3 – Expressive</b>
Technique Notation Posture Movements Software Music technology	Chords Keys Systems Forms Structure Analysing Deconstruct Construct Create Pitch Texture Tempo Timbre Dynamics Duration	Musical provenance History Culture Social context Geography Purpose Meaning Expression Personal meaning

Whole school listening plan

EYFS WORLD MUSIC LISTENING PLAN

September Music from Asia	October Baroque and pre baroque	November Classical	December Christmas	January Romantic	February Neo- classical, atonal and modernist	March Songs of Protest	April Music from films	May Electronic music	June LGBTQ+ Pride month	July French music			Autumn term A	Autumn term B	Spring term A	Spring term B	Summer term A	Summer term B
Gamelan music – Java Bollywood theme – India Japanese 7 tone scale music Chinese celebration music	Tocatta and Fugue in Dm – Bach The 4 seasons – Vivaldi Goldberg variation aria on harpsichord – Bach Choral music - pallestrini	Piano sonata in C – Mozart 5 <sup>th</sup> Symphony – Beethoven Water music – Handel Firework music – Handel (and include Debussy if possible)	Carol of the bells Stille Nacht Yorkshire Brass band music	Chopin – nocturnes Schubert – the trout quintet Wagner – Ride of the Valkyries Rachmaninoff – paganini theme	Hindemith – prelude to ludus tonalis Clapping music – Reich Messiaen – abyss of birds quartet pour la fin de temps The Lark ascending – Williams	Trio Bulgarka Imagine; Lennon RESPECT; Franklin I want to break free : Queen	Circle of life: Elton John Star wars: John Williams Bedknobs and Broomstick: Disney Fantasia: Dukas	Messiaen Theramin I feel love – Donna Summer Model – Kraftwek Daft Punk - celebrate	I am what I am - Over the Rainbow - Eva Cassidy Born this way - Gaga I will survive – Gloria Gaynor	La Mer – Debussy Gymnopedies – Satie Firebird finale – Stravinsky Germaine Taillefaire (female complser)			Africa, South Seas, Native American Indians; Belly Dance;	Celtic Ireland; Celtic Scotland; Bluegrass; Scandinavia	Latin America; Andes; Chile; Venezuela; Colombia; Mexico	Latin America; Tango; Salsa; Merengue; Cuba; Caribbean	Middle East; Asia; Russia; Ukraine; Poland; Hungary; Gypsies, Kiexmer, Yiddish Israel	Spain; flamenco; Portugal; Italy; Greece; Croatia; Fusion; Guitar; Percussion.; Didgeridoo; Australia

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Unit 1 FEET!</p> <p>Time for Feet</p> <p>Only one of me</p> <p>Nursery rhymes</p> <p>Harvest music</p> <p>Number songs</p>	<p>Unit 1 – Me!</p> <p>Pat-a-cake</p> <p>1, 2, 3, 4, 5, Once I Caught a Fish Alive</p> <p>This Old Man</p> <p>Five Little Ducks</p> <p>Name Song</p> <p>Things For Fingers</p> <p>Me! By Joanna Mangona</p> <p>Celebration by Kool and the Gang</p> <p>Happy by Pharell Williams</p> <p>Sing by The Carpenters</p> <p>Sing a Rainbow by Peggie Lee</p> <p>Happy Birthday by Stevie Wonder</p> <p>Our House by Madness</p> <p>Cross-curricular/topic-based focus: Me! - explore: growing, homes, colour, toys, how I look</p>	<p>Unit 1 – How Can We Make Friends When We Sing Together?</p> <p>Introducing the beat</p> <p>Piano Sonata No. 11 – III. Rondo Alla Turca (Turkish March) by Wolfgang Amadeus Mozart</p> <p>Find the Beat 1-2-3-4-5</p> <p>Head, shoulders knees and toes</p> <p>Shapes</p> <p>We talk to Animals</p> <p>We are together</p> <p>SMSC Links</p>	<p>Unit 1 – How Does Music Help Us to Make Friends?</p> <p>Exploring simple patterns</p> <p>Boléro by Maurice Ravel</p> <p>Eye Of The Tiger by Survivor and Gloria Gaynor</p> <p>Music is my soul</p> <p>Hey friends</p> <p>Hello</p>	<p>Unit 1 – How Does Music Bring Us Closer Together?</p> <p>Developing notation skills</p> <p>Hallelujah Chorus From Messiah by George Frideric Handel</p> <p>The Loco-Motion by Gerry Goffin and Carole King, with Little Eva</p> <p>Home is where the heart is</p> <p>Let's work it out together</p> <p>Please be kind</p>	<p>Unit 1 – How Does Music Bring Us Together?</p> <p>Interesting time signatures</p> <p>Go Tell It On The Mountain by Unknown</p> <p>Martin Luther King by Chris Madin</p> <p>Trick Or Treat by Joanna Mangona and Pete Readman</p> <p>Hoedown</p> <p>I'm always there</p>	<p>Unit 1 – How Does Music Bring Us Together?</p> <p>Getting started with music tech</p> <p>Lively by Quinn Mason</p> <p>His Eye Is On The Sparrow by Charles H. Gabriel and Civilla D. Martin</p> <p>Ghost parade</p> <p>Words can hurt</p> <p>Joyful, Joyful</p>	<p>Unit 1 – How Does Music Bring Us Together?</p> <p>Developing melodic phrases</p> <p>Main Title Theme (From Schindler's List) by John Williams</p> <p>Fanfare For The Common Man by Aaron Copland</p> <p>Do what you want to</p> <p>It's all about love</p> <p>Sunshine on a rainy day</p>
<p>Unit 2 FEET!</p> <p>Stomp</p> <p>Frog Frog Tadpole Frog</p> <p>Christmas songs</p> <p>Number songs</p>	<p>Unit 2 – My Stories</p> <p>I'm A Little Teapot</p> <p>The Grand Old Duke Of York</p> <p>Ring O' Roses</p> <p>Hickory Dickory Dock</p> <p>Not Too Difficult</p> <p>The ABC Song</p> <p>My Stories by Joanna Mangona</p> <p>Roli Alabama by Bellow head</p> <p>Boogie Wonderland by Earth, Wind and Fire</p> <p>Don't go breaking my Heart by Elton John and Kiki Dee</p> <p>Ganesh is Fresh by MC Yogi</p> <p>Frosty the Snowman sung by Elia Fitzgerald</p>	<p>Unit 2 – How Does Music Tell Stories about the Past?</p> <p>Adding rhythm and pitch</p> <p>Sleigh Ride by Leroy Anderson</p> <p>Twinkle, twinkle little star</p> <p>In the Orchestra</p> <p>Daisy Bell (bicycle made for two)</p> <p>Dancing dinosaurs</p> <p>Rock-a-bye baby</p> <p>I'm a little teapot</p>	<p>Unit 2 – How Does Music Teach Us about the Past?</p> <p>Focus on dynamics and tempo</p> <p>For The Beauty Of The Earth by John Rutter</p> <p>Fascinating Rhythm by George and Ira Gershwin</p> <p>Sparkle in the sun</p> <p>Listen</p> <p>The orchestra song</p>	<p>Unit 2 – What Stories Does Music Tell Us about the Past?</p> <p>Enjoying improvisation</p> <p>Let's Groove by Earth, Wind and Fire</p> <p>Jaws: Main Theme by John Williams</p> <p>Love what we do</p> <p>When the Saints go marchin' in</p> <p>My bonnie lies over the ocean</p>	<p>Unit 2 – How Does Music Connect Us with Our Past?</p> <p>Combining elements to make music</p> <p>Perdido by Juan Tizol</p> <p>It's All About Love by Joanna Mangona and Chris Taylor</p> <p>Looking in the mirror</p> <p>Take time in life</p> <p>Scarborough fair</p>	<p>Unit 2 – How Does Music Connect Us with Our Past?</p> <p>Emotions and musical styles</p> <p>Glassworks I. Opening by Philip Glass</p> <p>Macaroni Sundae by Joanna Mangona and Chris Madin</p> <p>The sparkle in my life</p> <p>Dreaming of Mars</p> <p>Get on board</p>	<p>Unit 1 – How Does Music Bring Us Together?</p> <p>Developing melodic phrases</p> <p>The Rite Of Spring, Pt. 1 Adoration Of The Earth - No. 1 Introduction by Igor Stravinsky</p> <p>Why? by Supaman</p> <p>My best friend</p> <p>Singing swing star</p> <p>Roll Alabama</p>

	<p>Spiderman sung by Michael Buble</p> <p>Cross-curricular and topic-based focus: My Stories - explore: using your imagination, Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a time</p>						
<p>Unit 3 FEET!</p> <p>Rickety Rack</p> <p>Hands up High</p> <p>Nursery rhymes</p> <p>Number songs</p>	<p>Unit 3 – Everyone!</p> <p>Wind The Bobbin Up</p> <p>Rock-a-bye Baby</p> <p>Five Little Monkeys Jumping On The Bed</p> <p>Twinkle Twinkle</p> <p>If You're Happy And You Know It</p> <p>Head, Shoulders, Knees And Toes</p> <p>Everyone! By Joanna Mangona</p> <p>We are family by Sister Sledge</p> <p>Thula Baba by Hlabalela Ensemble</p> <p>ABC by the Jackson 5</p> <p>My mum is amazin (featuring Zain Bhikha) by Zimtech Productions</p> <p>Conga by the Miami Sound machine</p> <p>Horn Concerto No 4; Third Movement – Rondo by Mozart</p> <p>Cross-curricular and topic-based focus: Everyone! - explore: family, friends, people and music from around the world</p>	<p>How does music make the world a better place?</p> <p>Introducing tempo and dynamics</p> <p>Cinderella, Op. 87: 37 – Waltz-Coda by Sergei Prokofiev</p> <p>If you're happy and you know it</p> <p>Sing me a song</p> <p>Sparkle</p> <p>Rhythm in the way you walk</p> <p>Big bear funk</p> <p>Baby elephant</p>	<p>How does music make the world a better place?</p> <p>Exploring feelings through music</p> <p>Maple Leaf Rag by Scott Joplin</p> <p>Let's Twist Again by Karl Mann, Dave Appell and Chubby Checker</p> <p>Rainbows</p> <p>Hands, feet, heart</p> <p>All around the world</p>	<p>How does music make the world a better place?</p> <p>Composing using your imagination</p> <p>Amazing Grace by John Newton</p> <p>Disco Fever by Joanna Mangona and Chris Taylor</p> <p>Your imagination</p> <p>You're a shining star</p> <p>Music makes the world go round</p>	<p>How does music improve our world?</p> <p>Developing pulse and groove through improvisation</p> <p>Mambo From West Side Story by Leonard Bernstein</p> <p>Bachianas Brasileiras No. 2 - The Little Train Of The Caipira by Heitor Villa-Lobos</p> <p>Bringing us together</p> <p>Old Joe Clark</p> <p>Dance with me</p>	<p>How does music improve our world?</p> <p>Exploring key and time signatures</p> <p>Forever Always by Mpumi Dhlamini</p> <p>Free by Deniece Williams, Hank Redd, Nathan Watts and Susaye Greene</p> <p>Freedom is coming</p> <p>All over again</p> <p>Do you ever wonder?</p>	<p>How does music improve our world?</p> <p>Gaining confidence through performance</p> <p>1812 Overture by Pyotr Ilyich Tchaikovsky</p> <p>Hondo (War) and Vakuru (Elders) by Kudashe Matimba and Harare Music</p> <p>Disco Fever</p> <p>La Bamba</p> <p>Change</p>
<p>Unit 4 FEET!</p> <p>Three bears</p> <p>What would you like to be?</p> <p>Easter Songs</p>	<p>Unit 4 – Our World</p> <p>Old Macdonald</p> <p>Incy Wincy Spider</p> <p>Baa Baa Black Sheep</p> <p>Row, Row, Row Your Boat</p> <p>The Wheels On The Bus</p>	<p>How does music help us to understand our neighbours?</p> <p>Combining pulse, rhythm and pitch</p>	<p>How does music teach us about our neighbourhood?</p> <p>Inventing a musical story</p> <p>Piano Trio In A Minor Op. 150 I. Allegro by Amy Beach</p>	<p>How does music help us to get to know our community?</p> <p>Sharing musical experiences</p>	<p>How does music teach us about our community?</p> <p>Creating simple melodies together</p> <p>Symphony No. 5 4th Movement by Ludwig van Beethoven</p>	<p>How does music teach us about our community?</p> <p>Introducing chords</p> <p>Dances In The Canebrakes No. 2,</p>	<p>How does music teach us about our community?</p> <p>Exploring notation further</p> <p>Mazurka In G Minor, Op. 24 No. 1 by Frédéric Chopin</p>

<p>Number songs</p>	<p>The Hokey Cokey</p> <p>Our World! By Joanna Mangona</p> <p>Lovely Day by Bill Withers</p> <p>Beyond the Sea sung by Robbie Williams</p> <p>Mars from The Planets Suite by Gustav Holst</p> <p>Frog's legs and dragon's teeth by Bellowhead</p> <p>Ain't no Mountain High enough sung by Marvin Gaye and Tammi Terral</p> <p>Singing in the Rain Performed by Gene Kelly</p> <p>Cross-curricular and topic-based focus: Our World - explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space</p>	<p>The Planets, Op. 32 – I. Mars, The Bringer Of War by Gustav Holst</p> <p>Days of the week</p> <p>Name song</p> <p>Cuckoo</p> <p>Upside down</p> <p>Hush little baby</p> <p>Who took the cookie?</p>	<p>Swing Time: The Way You Look Tonight by Jerome Kern and Dorothy Fields</p> <p>Helping each other</p> <p>The music man</p> <p>Let's sing together</p>	<p>A Night On The Bare Mountain by Modest Mussorgsky</p> <p>Double Beat Song by Jen and Jermaine White Bull</p> <p>Friendship song</p> <p>Family</p> <p>Come on over</p>	<p>On The Beautiful Blue Danube by Johann Strauss II</p> <p>Let your spirit fly</p> <p>Frere Jacques</p> <p>The other side of the moon</p>	<p>Tropical Moon by Florence Price</p> <p>Star Wars Episode IV: A New Hope by John Williams</p> <p>Erie Canal</p> <p>Heroes</p> <p>Happy to be me</p>	<p>Danny Boy by Frederic Weatherly</p> <p>Let's Rock</p> <p>Simple Gifts</p> <p>Friendship should never end</p>
<p>Unit 5 FEET!</p> <p>The Forest</p> <p>Yummy Scrumy Pasta</p> <p>Nursery rhymes</p> <p>Number songs</p>	<p><b>Unit 5 – Big Bear Funk</b></p> <p>Big bear funk</p> <p>Big Bear Funk by Joanna Mongona</p> <p>I feel good by James Brown</p> <p>Don't you worry 'bout a thing sung by Incognito</p> <p>My Promise by Earth, Wind and Fire</p> <p>Superstition by Stevie Wonder</p> <p>Pick up the Pieces by Average White Band</p>	<p>What songs can we sing to help us through the day?</p> <p>Having fun with improvisation</p> <p>Sonata In C Major Hob. XVI:50 – 3rd Movement by Franz Joseph Haydn</p> <p>Getting dressed</p> <p>Dress up</p> <p>Brush our teeth</p> <p>Get ready</p> <p>Up and down</p> <p>Star light, star bright</p>	<p>How does music shape our way of life</p> <p>Music that makes you dance</p> <p>Flying Theme From E.T. The Extra-Terrestrial by John Williams</p> <p>Moon River by Henry Mancini</p> <p>I wanna play in a band</p> <p>Music is all around</p> <p>Saying sorry</p>	<p>How does music shape the way of life?</p> <p>Learning more about musical styles</p> <p>The Young Person's Guide To The Orchestra by Benjamin Britten</p> <p>Porgy and Bess: Act 1, Summertime by George Gershwin</p> <p>He's got the whole world in his hand</p> <p>Why does music make a difference?</p> <p>Panda extravaganza</p>	<p>How does music shape our way of life?</p> <p>Connecting notes and feelings</p> <p>O Euchari by Hildegard von Bingen</p> <p>Romeo And Juliet, Overture-Fantasy by Pyotr Ilyich Tchaikovsky</p> <p>Train is a-comin' Oh Happy day</p> <p>A world full of sound</p>	<p>How does music shape our way of life?</p> <p>Words, meaning and expression</p> <p>The Lark Ascending by Ralph Vaughan Williams</p> <p>Stay Connected by Supaman</p> <p>Look into the night</p> <p>Breathe</p> <p>Keeping time</p>	<p>How does music shape our way of life?</p> <p>Using chords and structure</p> <p>We Shall Overcome by Unknown</p> <p>Down By The Riverside by Unknown</p> <p>Wake up</p> <p>Down by the Riverside</p> <p>Dance the night away</p>
<p>Unit 6 FEET!</p> <p>What's the weather like today?</p> <p>Funky Feet</p> <p>Pride songs – happy and you know, good to be me etc.</p>	<p><b>Unit 6 – Reflect, rewind and replay</b></p> <p>William Tell Overture by Rossini</p> <p>Dance of the Sugar Plum Fairy by Tchaikovsky</p> <p>Flight of the Bumblebee by Rimsky-Korsakov</p>	<p>How does music connect us with the environment?</p> <p>Explore sound and create a story</p>	<p>How does music connect us with the environment?</p> <p>Exploring improvisation</p> <p>Que Llueva, Que Llueva by Unknown</p>	<p>How does music connect us with the environment?</p> <p>Recognising different sounds</p>	<p>How does music connect us with the environment?</p> <p>Purpose, identity and expression in music</p> <p>A Ceremony Of Carols by Benjamin Britten</p>	<p>How does music connect us with the environment?</p> <p>Identifying important musical elements</p>	<p>How does music connect us with the environment?</p> <p>Respecting each other through composition</p> <p>My Funny Valentine by Richard Rodgers</p>

Number songs	Jupiter, The Bringer of Jollity by Gustav Holst Fantasia on a theme by Thomas Tallis by Ralph Vaughan Williams ET flying theme by John Williams	The Pink Panther Theme by Henry Mancini The bear went over the mountain In the sea Alice the Camel Ten green bottles Zootime She'll be coming round the mountain	No More Dinosaur by Chris Madin The sunshine song Four white horses Down by the bay	The Firebird Suite: Finale by Igor Stravinsky The Nutcracker Suite, Op. 71A - Dance Of The Reed Flutes by Pyotr Ilyich Tchaikovsky Michael rows the boat ashore The dragon song Follow me	You can see it through The octopus slide Connect	Central Park In The Dark by Charles Ives The Song Of Hiawatha: Overture Op. 30 by Samuel Coleridge-Taylor You and me A bright sunny day You belong with me I'm forever blowing bubbles	Main Title Theme From Schindler's List by John Williams Heal the Earth Let's go surfin' So amazing
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Year Group	Lesson Content	Enquiry Questions
Nursery	<p>Unit 1 FEET!</p> <p>Unit 2 FEET!</p> <p>Unit 3 FEET!</p> <p>Unit 4 FEET!</p> <p>Unit 5 FEET!</p> <p>Unit 6 FEET!</p>	<p>Can I develop confidence to express myself; Can I perform and create actions to a songs and match actions to music?</p> <p>Can I develop an awareness of loud and quiet songs?; Can I recognise the beat of the music and play in time?</p> <p>Can I recognise and play a rhythmic pattern; Can I develop a sense of beat and co-ordination?</p> <p>Can I imitate actions to develop co-ordination skills; Can I internalise words and rhythms?</p> <p>Can I recognise and play repeated patterns in time; Can I perform from pictorial notation?</p> <p>Can I create and add sound effects using percussion; Can I compose weather words, sounds and graphic scores?</p>
Reception	<p>Unit 1 – Me!</p> <p>Unit 2 – Myself!</p> <p>Unit 3 – Everyone!</p> <p>Unit 4 – Our world!</p> <p>Unit 5 – Big Bear Funk!</p> <p>Unit 6 – Reflect, rewind and replay!</p>	<p>Can I learn songs about myself?</p> <p>Can I tell stories about myself?</p> <p>Can I make music about everyone?</p> <p>Can I make music about the world?</p> <p>Can I explore one song through the seven inter-related dimensions?</p> <p>Can I recall and reflect on my musical learning?</p>
1	<p>Unit 1 – introducing beat</p> <p>Unit 2 – adding rhythm and pitch</p> <p>Unit 3 – introducing tempo and dynamics</p> <p>Unit 4 - Combining pulse, rhythm and pitch</p> <p>Unit 5 – having fun with improvisation</p> <p>Unit 6 – Explore sound and create a stor</p>	<p>How can we make friends when we sing together?</p> <p>How does music tell stories from the past?</p> <p>How does music make the world a better place?</p> <p>How does music help us to understand our neighbours?</p> <p>What songs can we sing to help us through our day?</p> <p>How does music connect us with our environments?</p>
2	<p>Unit 1 – exploring simple patterns</p> <p>Unit 2 – Focus on dynamics and tempo</p> <p>Unit 3 – Exploring feelings through music</p> <p>Unit 4 – Inventing a musical story</p> <p>Unit 5 – Music that makes you dance</p> <p>Unit 6 Exploring improvisation</p>	<p>How does music help us to make friends?</p> <p>How does music teach us about the past?</p> <p>How does music make the world a better place?</p> <p>How does music teach us about our neighbourhood?</p> <p>How does music shape our way of life</p> <p>How does music connect us with our environment?</p>



3	<p>Unit 1 – Developing notation skill</p> <p>Unit 2 – Enjoying improvisation</p> <p>Unit 3 – Composing using your imagination</p> <p>Unit 4 – Sharing musical experiences</p> <p>Unit 5 – Learning more about musical styles</p> <p>Unit 6 – Recognising different sounds</p>	<p>How does music bring us closer together?</p> <p>What stories does music tell us about the past?</p> <p>How does music make the world a better place?</p> <p>How does music help us to get to know our community?</p> <p>How does music shape our way of life?</p> <p>How does music connect us with the environment?</p>
4	<p>Unit 1 – Interesting time signatures</p> <p>Unit 2 – Combining elements to make music</p> <p>Unit 3 – Developing pulse and groove through improvisation</p> <p>Unit 4 – Creating simple melodies together</p> <p>Unit 5 – Connecting Notes and feelings</p> <p>Unit 6 – Purpose, identity and expression in music</p>	<p>How does music bring us together?</p> <p>How does music connect us with our past?</p> <p>How does music improve our world?</p> <p>How does music teach us about our community?</p> <p>How does music shape our way of life?</p> <p>How does music connect us with the environment?</p>
5	<p>Unit 1 – getting started with music tech</p> <p>Unit 2 – Emotions and Musical styles</p> <p>Unit 3 – Exploring key and time signatures</p> <p>Unit 4 – Introducing chords</p> <p>Unit 5 – Words, meaning and expression</p> <p>Unit 6 – Identifying important musical elements</p>	<p>How does music bring us together?</p> <p>How does music connect us with our past?</p> <p>How does music improve our world?</p> <p>How does music teach us about our community?</p> <p>How does music shape our way of life?</p> <p>How does music connect us with our environment?</p>
6	<p>Unit 1 – Developing melodic phrases</p> <p>Unit 2 – Understanding structure and form</p> <p>Unit 3 – Gaining confidence through performance</p> <p>Unit 4 – Exploring notation further</p> <p>Unit 5 – Using chords and structure</p> <p>Unit 6 – respecting each other through composition</p>	<p>How does music bring us together?</p> <p>How does music connect us with our past?</p> <p>How does music improve our world?</p> <p>How does music teach us about our community?</p> <p>How does music shape our community?</p> <p>How does music connect us with our environment?</p>

Nursery	Substantive knowledge	Disciplinary knowledge (across all units)	Listening and genre coverage
Unit 1 FEET	Develop confidence to express themselves. To perform and create actions to a song and match movements to music. To develop children's singing through an action rap song about themselves. To develop confidence and self-awareness	<b>Pulse / Beat / Metre</b> Begin to match actions to known songs (N)  <b>Rhythm</b> Copy patterns of long and short sounds to music, lasting a bar.(N)  <b>Pitch</b> To sing in tune with an adult. (N)	Time for feet (Verse / Chorus) Only one of me (Verse / Chorus / Link) Nursery rhymes ; Harvest songs Number songs
Unit 2 FEET	To develop an awareness of loud and quiet sounds through singing, playing and responding to visual aids. To explore and experiment with different instruments and sound-makers. To recognise the beat of the music and be able to play in time. To recognise and play a rhythmic patten in a piece of music. To develop a sense of beat and co-ordination. To add movement and a sense of performance to a piece of music.	<b>Tempo</b> Identify fast and slow tempi in known songs (N)	Stomp Frog Frog Tadpole Frog (percussion instruments) Christmas songs Number songs
Unit 3 FEET	To develop children's singing through a song about a train jounrey. To explore and create train sounds through the use of percussion and other sound-makers. To experiment with a variety of different voices. To respond to a piece of music with movement and actions. To build confidence, vocal expression and the ability to role play.	<b>Dynamics</b> Use loud and quiet in free play (N).  <b>Timbre</b> Know some familiar environmental sounds, and begin to know some of the instruments on the percussion trolley.  <b>Texture</b> To know what singing together sounds like (N).	Rickety Rack (Rhythm flash cards) Hands up High (Action song) Nursery rhymes Number songs
Unit 4 FEET	To develop children's singing To imitate actions and develop co-ordination skills in response to a song To develop children's ability to internalise words and rhythms	<b>Structure</b> To know some familiar songs, including the verse and chorus (N).	Three bears (action songs) What would you like to be? (Exploring instrumental timbres and sounds) Easter songs Number songs
Unit 5 FEET	To encourage the children to respond to a piece of music through rhythm and movement. To listen carefully, recognise and play repeated patterns tin time. To perform from pictorial notation. To develop children's singing voices. To use pasta and other kitchen sounds as a percussive accompaniment for the song. To relate sounds and dynamics to graphic symbols.		The forest (pictorial notation) Yummy, Scrummy Pasta (relate sounds and dynamics, graphic symbols) Nursery rhymes Number songs
Unit 6 FEET	To develop chidlren's singing through a song about the weather To create and add suitable sound effects using percussion To compose their own weather words, sounds and graphic scores TO play, copy, internalise simple rhythmic patterns To develop a sense of pulse To play and read from graphic stimuli		What's the weather like today? Funky Feet (rhythmic patterns, pulse, graphics) Number songs
Reception	Substantive knowledge	Disciplinary knowledge (across all units)	Listening and genre coverage
Unit 1 – Me!	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 Musical activities that embed pulse, rhythm and pitch, explore voices and classroom instruments. Play games to find the pulse. Copy cat rhythms of names. Explore high and low sounds using voices and glockenspiels.	<b>Pulse / Beat / Metre</b> Move in time to the music (R)  <b>Rhythm</b> Recognise and clap along to long and short patterns (R)	Me! By Joanna Mangona Celebration by Kool and the Gang Happy by Pharell Williams Sing by The Carpenters Sing a Rainbow by Peggie Lee Happy Birthday by Stevie Wonder Our House by Madness
Unit 2 – My Stories	Learn to sing: I'm a little teapot; The Grand Old Duke of York; Ring o' Rises; Hickory Dickory Dock; Not too difficult; The ABC Song Musical activities that embed pulse, rhythm and pitch, explore voices and classroom instruments. Play games to find the pulse of characters in the song. Copy-cat the rhythm of small phrases from the songs. Explore high pitch and low pitch in the context of the songs. Invent a pattern to go with the song using one note.	<b>Pitch</b> To sing, being able to change the pitch of their voice to match a melody (R).  <b>Tempo</b> Identify and play fast and slow tempi (R).	My Stories by Joanna Mangona Roli Alabama by Bellow head Boogie Wonderland by Earth, Wind and Fire Don't go breaking my Heart by Elton John and Kiki Dee Ganesh is Fresh by MC Yogi Frosty the Snowman sung by Elia Fitzgerald Spiderman sung by Michael Buble

<p><b>2</b></p> <p>I'm A Little Teapot C, C + D The Grand Old Duke Of York C, C + D Ring O' Roses C, C + D Hickory Dickory Dock C, C + D The ABC Song D, D + E</p>		<p><b>Dynamics</b> Use loud and quiet to describe music (R)</p> <p><b>Timbre</b> Identify the instruments on the percussion trolley, and sounds in the local environment (R).</p>	
<p><b>Unit 3 – Everyone!</b></p> <p><b>3</b></p> <p>Wind The Bobbin Up D, D + E Rock-a-bye Baby D, D + E If You're Happy And You Know It G, G + A</p>	<p>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.</p> <p>Musical activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.</p> <p>Play games to invent ways to find the pulse.</p> <p>Copy-cat the rhythm of small phrases from the songs.</p> <p>Explore high pitch and low pitch in the context of the songs.</p> <p>Use the starting note to explore melodic patterns using one or two notes.</p>	<p><b>Texture</b> Sing and perform on their own or in groups (R).</p> <p><b>Structure</b> To add an instrumental section to some familiar songs (R)</p>	<p>Everyone! By Joanna Mangona We are family by Sister Sledge Thula Baba by Hlabalela Ensemble ABC by the Jackson 5 My mum is amazin (featuring Zain Bhikha) by Zimtech Productions Conga by the Miami Sound machine Horn Concerto No 4; Third Movement – Rondo by Mozart</p>
<p><b>Unit 4 – Our world</b></p> <p><b>4</b></p> <p>Old Macdonald Incy Wincy Spider G, G + A Baa Baa Black Sheep D, D + E Row, Row, Row Your Boat C, C + D Wheels On The Bus C, C + D The Hokey Cokey F, F + G</p>	<p>Learn to sing: Old Macdonald; Incy wincy spider; Baa baa black sheep; Row row row your boat; The wheels on the bus; The hokey cokey</p> <p>Musical activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.</p> <p>Play games to find the pulse and show others your ideas.</p> <p>Copy-cat the rhythm of small phrases from the songs.</p> <p>Explore high pitch and low pitch using images from the songs.</p> <p>Use the starting note to explore melodic patterns using one or two notes.</p>		<p>Our World! By Joanna Mangona Lovely Day by Bill Withers Beyond the Sea sung by Robbie Williams Mars from The Planets Suite by Gustav Holst Frog's legs and dragon's teeth by Bellowhead Ain't no Mountain High enough sung by Marvin Gaye and Tammi Terral Singing in the Rain Performed by Gene Kelly</p>
<p><b>Unit 5 – Big Bear Funk</b></p> <p><b>5</b></p> <p>Big Bear Funk D, D + E, D + C</p>	<p>Learn to sing Big Bear Funk.</p> <p>Play games to find a funky pulse.</p> <p>Copy clap 3 or 4 word phrases from the song.</p> <p>Keep the beat of the song with a pitched note.</p> <p>Add pitched notes to the rhythm of the words or phrases of the song.</p> <p>Enjoy playing patterns using a combination of any of the three notes C, D, and E.</p>		<p>Big Bear Funk by Joanna Mongona I feel good by James Brown Don't you worry 'bout a thing sung by Incognito My Promise by Earth, Wind and Fire Superstition by Stevie Wonder Pick up the Pieces by Average White Band</p>
<p><b>Unit 6 – reflect, rewind and replay</b></p>	<p>Learn to sing: Big Bear Funk; Baa Baa Black Sheep; Twinkle Twinkle; Incy Wincy Spider; Rock a Bye Baby; Row Row Row your boat.</p> <p>Play games, copy cat rhythms, play high and low games, create own sounds – all to revise learning from this year.</p>		<p>William Tell Overture by Rossini Dance of the Sugar Plum Fairy by Tchaikovsky Flight of the Bumblebee by Rimsky-Korsakov Jupiter, The Bringer of Jollity by Gustav Holst Fantasia on a theme by Thomas Tallis by Ralph Vaughan Williams ET flying theme by John Williams</p>

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Twinkle, Twinkle, Little Star (Glockenspiel) 4/4, D Major, 106bpm	D, E, F# (Crotchets)	D, F# (Crotchets)	D, E, A	N/A																																																																																																																					
In The Orchestra	N/A		N/A	N/A																																																																																																																					
Daisy Bell (Bicycle Built For Two)	N/A		N/A	N/A																																																																																																																					
Dancing Dinosaurs (Glockenspiel) 4/4, C major, 132bpm	C, D, E (Crotchets)	C, D (Crotchets)	C, D, E	N/A																																																																																																																					
Rock-a-bye Baby	N/A		N/A	N/A																																																																																																																					
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1	Twinkle, Twinkle, Little Star	Jane Taylor	Reggae	1806																																																																																																																					
2	In The Orchestra	Joanna Mangona and Pete Readman	20th and 21st Century Orchestral	2020/21																																																																																																																					
3	Daisy Bell (Bicycle Built For Two)	Harry Dacre	20th and 21st Century Orchestral	1892																																																																																																																					
4	Dancing Dinosaurs	Joanna Mangona and Pete Readman	Pop	2020/21																																																																																																																					
5	Rock-a-bye Baby	John Newbery (Publisher)	Gospel	c. 1765																																																																																																																					
6	I'm A Little Teapot	George Harold Sanders and Clarence Z. Kelley	Pop	1939																																																																																																																					
6 (continued)	Sleigh Ride	Leroy Anderson	20th and 21st Century Orchestral	1948																																																																																																																					
<p><b>Unit 3 – Introducing tempo and dynamics</b> How does music make the world a better place?</p>	<p><b>Unit 3: How Does Music Make the World a Better Place?</b></p> <table border="1"> <tr> <td colspan="2">Musicianship: Understanding Music</td> <td colspan="4">Musicianship: Improve Together - Activity 2</td> </tr> <tr> <td>Tempo: 98bpm Time Signature: 4/4 Key Signature: G major</td> <td>Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: G, D</td> <td>Tempo: 96bpm Time Signature: 4/4</td> <td colspan="3">Key Signature: F major Improvise section using: F, G, A</td> </tr> <tr> <th rowspan="2">Songs</th> <th colspan="2">Instrumental Notes</th> <th>Improvising</th> <th colspan="2">Composing</th> </tr> <tr> <th>Part 1</th> <th>Part 2</th> <th>3 notes</th> <th>3 notes</th> <th>5 notes</th> </tr> <tr> <td>If You're Happy And You Know It</td> <td>N/A</td> <td></td> <td>N/A</td> <td>N/A</td> <td></td> </tr> <tr> <td>Sing Me A Song (Glockenspiel) 3/4, F major, 176bpm</td> <td>F, G, A (Minims)</td> <td>F, G (Minims)</td> <td>F, G, A</td> <td>F, G, A</td> <td>F, G, A, C, D</td> </tr> <tr> <td>Sparkle</td> <td>N/A</td> <td></td> <td>N/A</td> <td>N/A</td> <td></td> </tr> <tr> <td>Rhythm In The Way We Walk</td> <td>N/A</td> <td></td> <td>N/A</td> <td>N/A</td> <td></td> </tr> <tr> <td>Big Bear Funk (Glockenspiel) 4/4, D minor, 109bpm</td> <td>D, A, C (Crotchets, quavers)</td> <td>D, C (Minims, crotchets)</td> <td>D, F, G</td> <td>D, F, G</td> <td>D, F, G, A, C</td> </tr> <tr> <td>Baby Elephant</td> <td>N/A</td> <td></td> <td>N/A</td> <td>N/A</td> <td></td> </tr> </table>	Musicianship: Understanding Music		Musicianship: Improve Together - Activity 2				Tempo: 98bpm Time Signature: 4/4 Key Signature: G major	Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: G, D	Tempo: 96bpm Time Signature: 4/4	Key Signature: F major Improvise section using: F, G, A			Songs	Instrumental Notes		Improvising	Composing		Part 1	Part 2	3 notes	3 notes	5 notes	If You're Happy And You Know It	N/A		N/A	N/A		Sing Me A Song (Glockenspiel) 3/4, F major, 176bpm	F, G, A (Minims)	F, G (Minims)	F, G, A	F, G, A	F, G, A, C, D	Sparkle	N/A		N/A	N/A		Rhythm In The Way We Walk	N/A		N/A	N/A		Big Bear Funk (Glockenspiel) 4/4, D minor, 109bpm	D, A, C (Crotchets, quavers)	D, C (Minims, crotchets)	D, F, G	D, F, G	D, F, G, A, C	Baby Elephant	N/A		N/A	N/A		<p><b>Rhythm</b> Recognise and clap long sounds and short sounds, and simple combinations. Perform short, copycat rhythm patterns accurately, led by the teacher. Perform short, repeating rhythm patterns (ostinati and riffs) while keeping in time with a steady beat. Perform a word-patterns chant; create, retain and perform your own rhythm patterns.</p> <p><b>Pitch</b> Recognise, sing and play high and low pitched notes. Explore singing and playing C D E from the C major scale. Explore singing and playing F G A from the F major scale.</p> <p><b>Tempo</b></p>	<p><b>Unit 3: How Does Music Make the World a Better Place?</b></p> <table border="1"> <tr> <td colspan="2">Musicianship: Understanding Music</td> <td colspan="4">Musicianship: Improve Together - Activity 2</td> </tr> <tr> <td>Tempo: 98bpm Time Signature: 4/4 Key Signature: G major</td> <td>Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: G, D</td> <td>Tempo: 96bpm Time Signature: 4/4</td> <td colspan="3">Key Signature: F major Improvise section using: F, G, A</td> </tr> <tr> <th rowspan="2">Songs</th> <th colspan="2">Instrumental Notes</th> <th>Improvising</th> <th colspan="2">Composing</th> </tr> <tr> <th>Part 1</th> <th>Part 2</th> <th>3 notes</th> <th>3 notes</th> <th>5 notes</th> </tr> <tr> <td>If You're Happy And You Know It</td> <td>N/A</td> <td></td> <td>N/A</td> <td>N/A</td> <td></td> </tr> <tr> <td>Sing Me A Song (Glockenspiel) 3/4, F major, 176bpm</td> <td>F, G, A (Minims)</td> <td>F, G (Minims)</td> <td>F, G, A</td> <td>F, G, A</td> <td>F, G, A, C, D</td> </tr> <tr> <td>Sparkle</td> <td>N/A</td> <td></td> <td>N/A</td> <td>N/A</td> <td></td> </tr> <tr> <td>Rhythm In The Way We Walk</td> <td>N/A</td> <td></td> <td>N/A</td> <td>N/A</td> <td></td> </tr> <tr> <td>Big Bear Funk (Glockenspiel) 4/4, D minor, 109bpm</td> <td>D, A, C (Crotchets, quavers)</td> <td>D, C (Minims, crotchets)</td> <td>D, F, G</td> <td>D, F, G</td> <td>D, F, G, A, C</td> </tr> <tr> <td>Baby Elephant</td> <td>N/A</td> <td></td> <td>N/A</td> <td>N/A</td> <td></td> </tr> </table>	Musicianship: Understanding Music		Musicianship: Improve Together - Activity 2				Tempo: 98bpm Time Signature: 4/4 Key Signature: G major	Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: G, D	Tempo: 96bpm Time Signature: 4/4	Key Signature: F major Improvise section using: F, G, A			Songs	Instrumental Notes		Improvising	Composing		Part 1	Part 2	3 notes	3 notes	5 notes	If You're Happy And You Know It	N/A		N/A	N/A		Sing Me A Song (Glockenspiel) 3/4, F major, 176bpm	F, G, A (Minims)	F, G (Minims)	F, G, A	F, G, A	F, G, A, C, D	Sparkle	N/A		N/A	N/A		Rhythm In The Way We Walk	N/A		N/A	N/A		Big Bear Funk (Glockenspiel) 4/4, D minor, 109bpm	D, A, C (Crotchets, quavers)	D, C (Minims, crotchets)	D, F, G	D, F, G	D, F, G, A, C	Baby Elephant	N/A		N/A	N/A	
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**Unit 4 – Combining pulse, rhythm and pitch** How does music help us to understand our neighbours?

**Unit 4: How Does Music Help Us To Understand Our Neighbours?**

Musicianship: Understanding Music		Musicianship: Improve Together - Activity 2			
Tempo: 98bpm Time Signature: 4/4 Key Signature: A minor		Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: A, E		As Unit 3	
Songs	Instrumental Notes		Improvising	Composing	
	Part 1	Part 2	3 notes	3 notes	5 notes
Days Of The Week (Glockenspiel) 4/4, F major 136bpm	F, G, A (Crotchets)	F, G (Minims)	F, G, A	F, G, A	F, G, A, C, D
Name Song (Glockenspiel) 4/4, C major, 124bpm	C, D, E (Crotchets)	C, D (Crotchets)	C, D, E	C, D, E	C, D, E, F, G
Cuckoo (Glockenspiel) - 3/4, C major, 176bpm	C, D, E (Crotchets)	C, D (Crotchets)	N/A	N/A	
Upside Down	N/A		N/A	N/A	
Hush Little Baby	N/A		N/A	N/A	
Who Took The Cookie?	N/A		N/A	N/A	

**Unit 5 – having fun with improvisation** What songs can we sing to help us through the day?

**Unit 5: What Songs Can We Sing To Help Us Through The Day?**

Musicianship: Understanding Music		Musicianship: Improve Together - Activity 3			
Tempo: 100bpm Time Signature: 3/4 Key Signature: C major		Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C, G		Tempo: 100bpm Time Signature: 3/4 Key Signature: C major Improvise section using: C, D, E	
Songs	Instrumental Notes		Improvising	Composing	
	Part 1	Part 2	3 notes	3 notes	5 notes
Getting Dressed (Glockenspiel) 4/4, C major, 112bpm	C, D, E, F, G, A (Minims, crotchets, quavers)	C, D, E (Minims, crotchets)	N/A	N/A	
Dress Up	N/A		N/A	N/A	
Brush Our Teeth (Glockenspiel) 4/4, C major, 144bpm	C, D, E (Minims)	C, D (Minims)	C, D, E	C, D, E	C, D, E, F, G
Get Ready (Glockenspiel) 2/2, C major, 44bpm	C, D, E (Crotchets)	C, D (Crotchets)	N/A	N/A	
Up And Down	N/A		N/A	N/A	
Star Light, Star Bright	N/A		N/A	N/A	

**Unit 6 – Explore sound and create a story** How does music teach us about looking after our planet?

**Unit 6: How Does Music Teach Us About Looking After Our Planet?**

Musicianship: Understanding Music		Musicianship: Improve Together - Activity 3			
Tempo: 100bpm Time Signature: 2/4 Key Signature: G major		Rhythmic patterns using: Crotchets and quavers Melodic patterns: G, B, D		As Unit 5	
Songs	Instrumental Notes		Improvising	Composing	
	Part 1	Part 2	3 notes	3 notes	5 notes
The Bear Went Over The Mountain	N/A		N/A	N/A	
In The Sea (Glockenspiel) 6/8, C major, 100bpm	C, D, E, F (Crotchets)	C, D (Crotchets)	N/A	N/A	
Alice The Camel (Glockenspiel) 4/4, C major, 38bpm	C, D, E, G (Minims, crotchets)	C, D, E (Minims, crotchets)	C, D, E	C, D, E	C, D, E, F, G
Ten Green Bottles (Glockenspiel) 6/8, D major, 116bpm	D, E, F#, G (Crotchets)	D, E (Crotchets)	N/A	N/A	
Zootime (Glockenspiel) - 4/4, C major, 122bpm	C, D (Crotchets, quavers)	C, D (Minims, crotchets)	C, D, E	C, D, E	C, D, E, F, G
She'll Be Coming 'Round The Mountain	N/A		N/A	N/A	

Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.

**Dynamics**

Talk about loud sounds and quiet sounds and give some examples.

**Timbre**

Identify different sounds in the environment, indoors and outside.

Identify the sounds of the instruments played in school.

Identify some of the sounds of the instruments heard when listening to music.

**Texture**

Sing together.

Listen out for combinations of instruments together.

**Structure**

Add movement to key sections of a song. Understand when to sing in a verse and a chorus.

**Unit 4: How Does Music Help Us To Understand Our Neighbours?**

Musicianship: Understanding Music		Musicianship: Improve Together - Activity 2			
Tempo: 98bpm Time Signature: 4/4 Key Signature: A minor		Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: A, E		As Unit 3	
Songs	Instrumental Notes		Improvising	Composing	
	Part 1	Part 2	3 notes	3 notes	5 notes
Days Of The Week (Glockenspiel) 4/4, F major 136bpm	F, G, A (Crotchets)	F, G (Minims)	F, G, A	F, G, A	F, G, A, C, D
Name Song (Glockenspiel) 4/4, C major, 124bpm	C, D, E (Crotchets)	C, D (Crotchets)	C, D, E	C, D, E	C, D, E, F, G
Cuckoo (Glockenspiel) - 3/4, C major, 176bpm	C, D, E (Crotchets)	C, D (Crotchets)	N/A	N/A	
Upside Down	N/A		N/A	N/A	
Hush Little Baby	N/A		N/A	N/A	
Who Took The Cookie?	N/A		N/A	N/A	

**Year 1 Unit 5 - What Songs Can We Sing To Help Us Through The Day?**

Week	Music/Song	Artist/Composer/Creator	Style	Year of Composition
1	Getting Dressed	Joanna Mangona and Pete Readman	Pop	2020/21
2	Dress Up	Joanna Mangona and Pete Readman	Jazz: Swing	2020/21
3	Brush Our Teeth	Joanna Mangona and Pete Readman	Pop	2020/21
4	Get Ready	Joanna Mangona and Pete Readman	Pop	2020/21
5	Up And Down	Joanna Mangona and Pete Readman	Pop	2020/21
6	Star Light, Star Bright	Unknown	Lullaby	Late 1800s
6 (continued)	Sonata In C Major Hob. XVI:150 - 3rd Movement	Franz Joseph Haydn	Classical	c. 1794

**Unit 6: How Does Music Teach Us About Looking After Our Planet?**

Musicianship: Understanding Music		Musicianship: Improve Together - Activity 3			
Tempo: 100bpm Time Signature: 2/4 Key Signature: G major		Rhythmic patterns using: Crotchets and quavers Melodic patterns: G, B, D		As Unit 5	
Songs	Instrumental Notes		Improvising	Composing	
	Part 1	Part 2	3 notes	3 notes	5 notes
The Bear Went Over The Mountain	N/A		N/A	N/A	
In The Sea (Glockenspiel) 6/8, C major, 100bpm	C, D, E, F (Crotchets)	C, D (Crotchets)	N/A	N/A	
Alice The Camel (Glockenspiel) 4/4, C major, 38bpm	C, D, E, G (Minims, crotchets)	C, D, E (Minims, crotchets)	C, D, E	C, D, E	C, D, E, F, G
Ten Green Bottles (Glockenspiel) 6/8, D major, 116bpm	D, E, F#, G (Crotchets)	D, E (Crotchets)	N/A	N/A	
Zootime (Glockenspiel) - 4/4, C major, 122bpm	C, D (Crotchets, quavers)	C, D (Minims, crotchets)	C, D, E	C, D, E	C, D, E, F, G
She'll Be Coming 'Round The Mountain	N/A		N/A	N/A	

Year 2	Substantive knowledge	Disciplinary knowledge (across all units)	Listening and genre coverage																																																																																			
<p><b>Unit 1 – exploring simple patterns</b> How does music help us to make friends?</p>	<p><b>Unit 1: How Does Music Help Us to Make Friends?</b></p> <table border="1"> <tr> <td colspan="2">Musicianship: Understanding Music</td> <td colspan="4">Musicianship: Improve Together - Activity 1</td> </tr> <tr> <td>Tempo: 112bpm Time Signature: 4/4 Key Signature: C major</td> <td>Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C, G</td> <td>Tempo: 112bpm Time Signature: 4/4</td> <td colspan="3">Key Signature: C major Improvise section using: C, D, E</td> </tr> <tr> <td rowspan="2">Songs</td> <td colspan="2">Instrumental Notes</td> <td>Improvising</td> <td colspan="2">Composing</td> </tr> <tr> <td>Part 1</td> <td>Part 2</td> <td>3 notes</td> <td>3 notes</td> <td>5 notes</td> </tr> <tr> <td>Music Is In My Soul (Glockenspiel) 4/4, C major, 132bpm</td> <td>C, D, E, G (Crotchets)</td> <td>C, D (Crotchets)</td> <td>C, D, E</td> <td>C, D, E</td> <td>C, D, E, F, G</td> </tr> <tr> <td>(Recorder)</td> <td>G, A (Crotchets)</td> <td>G (Crotchets)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Hey Friends!</td> <td>N/A</td> <td></td> <td>N/A</td> <td>N/A</td> <td></td> </tr> <tr> <td>Hello!</td> <td>N/A</td> <td></td> <td>N/A</td> <td>N/A</td> <td></td> </tr> </table>	Musicianship: Understanding Music		Musicianship: Improve Together - Activity 1				Tempo: 112bpm Time Signature: 4/4 Key Signature: C major	Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C, G	Tempo: 112bpm Time Signature: 4/4	Key Signature: C major Improvise section using: C, D, E			Songs	Instrumental Notes		Improvising	Composing		Part 1	Part 2	3 notes	3 notes	5 notes	Music Is In My Soul (Glockenspiel) 4/4, C major, 132bpm	C, D, E, G (Crotchets)	C, D (Crotchets)	C, D, E	C, D, E	C, D, E, F, G	(Recorder)	G, A (Crotchets)	G (Crotchets)				Hey Friends!	N/A		N/A	N/A		Hello!	N/A		N/A	N/A		<p><b>Pulse / Beat / Metre</b> Watch and follow a steady beat. Find a steady beat. Recognise the time signature 4/4 by ear and notation. Understand that the speed of the beat can change, creating a faster or slower pace (tempo)</p> <p><b>Rhythm</b> Recognise long sounds and short sounds, and match them to syllables and movement. Play copy back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion. Create rhythms using word phrases as a starting point.</p> <p><b>Pitch</b> Identify the high and low notes in a melody. Join in part of a melody.</p> <p>Rehearse and play a simple instrumental melody as a part to go with a song. Identify the names of the notes on a glockenspiel: C, D, E, F, G, A, B, C. Use body percussion and untuned and tuned percussion instruments with a song, and listen to how the sounds blend together. Identify and play by ear or notation notes in the tonality of C major.</p>	<p><b>Year 2 Unit 1 - How Does Music Help Us To Make Friends?</b></p> <table border="1"> <thead> <tr> <th>Week</th> <th>Music/Song</th> <th>Artist/Composer /Creator</th> <th>Style</th> <th>Year of Composition</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Music Is In My Soul</td> <td>Joanna Mangona and Pete Readman</td> <td>Gospel</td> <td>2020/21</td> </tr> <tr> <td>2</td> <td>Boléro</td> <td>Maurice Ravel</td> <td>20th Century Orchestral</td> <td>1928</td> </tr> <tr> <td>3</td> <td>Hey Friends!</td> <td>Rick Coates</td> <td>Jazz</td> <td>2020/21</td> </tr> <tr> <td>4</td> <td>Eye Of The Tiger</td> <td>Survivor and Gloria Gaynor</td> <td>Rock</td> <td>1982</td> </tr> <tr> <td>5</td> <td>Hello!</td> <td>Joanna Mangona and Pete Readman</td> <td>Pop</td> <td>2020/21</td> </tr> </tbody> </table>	Week	Music/Song	Artist/Composer /Creator	Style	Year of Composition	1	Music Is In My Soul	Joanna Mangona and Pete Readman	Gospel	2020/21	2	Boléro	Maurice Ravel	20th Century Orchestral	1928	3	Hey Friends!	Rick Coates	Jazz	2020/21	4	Eye Of The Tiger	Survivor and Gloria Gaynor	Rock	1982	5	Hello!	Joanna Mangona and Pete Readman	Pop	2020/21						
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2	Boléro	Maurice Ravel	20th Century Orchestral	1928																																																																																		
3	Hey Friends!	Rick Coates	Jazz	2020/21																																																																																		
4	Eye Of The Tiger	Survivor and Gloria Gaynor	Rock	1982																																																																																		
5	Hello!	Joanna Mangona and Pete Readman	Pop	2020/21																																																																																		
<p><b>Unit 2 – Focus on dynamics and tempo</b> How does music teach us about the past?</p>	<p><b>Unit 2: How Does Music Teach Us about the Past?</b></p> <table border="1"> <tr> <td colspan="2">Musicianship: Understanding Music</td> <td colspan="4">Musicianship: Improve Together - Activity 1</td> </tr> <tr> <td>Tempo: 66bpm Time Signature: 2/4 Key Signature: C major</td> <td>Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C, G</td> <td colspan="4">As Unit 1</td> </tr> <tr> <td rowspan="2">Songs</td> <td colspan="2">Instrumental Notes</td> <td>Improvising</td> <td colspan="2">Composing</td> </tr> <tr> <td>Part 1</td> <td>Part 2</td> <td>3 notes</td> <td>3 notes</td> <td>5 notes</td> </tr> <tr> <td>Sparkle In The Sun (Glockenspiel) 4/4, G major, 164bpm</td> <td>G, A, B (Crotchets)</td> <td>G, A (Crotchets)</td> <td>G, A, B</td> <td>G, A, B</td> <td>G, A, B, D, E</td> </tr> <tr> <td>(Recorder)</td> <td>G, A, B (Crotchets)</td> <td>G (Crotchets)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Listen</td> <td>N/A</td> <td></td> <td>N/A</td> <td>N/A</td> <td></td> </tr> <tr> <td>The Orchestra Song (Glockenspiel) 4/4, C Major, 90bpm</td> <td>C, G, B (Minims, crotchets)</td> <td>C (Minims)</td> <td>N/A</td> <td>N/A</td> <td></td> </tr> <tr> <td>(Recorder)</td> <td>C, G, B (Minims, crotchets)</td> <td>C, G (Minims)</td> <td></td> <td></td> <td></td> </tr> </table>	Musicianship: Understanding Music		Musicianship: Improve Together - Activity 1				Tempo: 66bpm Time Signature: 2/4 Key Signature: C major	Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C, G	As Unit 1				Songs	Instrumental Notes		Improvising	Composing		Part 1	Part 2	3 notes	3 notes	5 notes	Sparkle In The Sun (Glockenspiel) 4/4, G major, 164bpm	G, A, B (Crotchets)	G, A (Crotchets)	G, A, B	G, A, B	G, A, B, D, E	(Recorder)	G, A, B (Crotchets)	G (Crotchets)				Listen	N/A		N/A	N/A		The Orchestra Song (Glockenspiel) 4/4, C Major, 90bpm	C, G, B (Minims, crotchets)	C (Minims)	N/A	N/A		(Recorder)	C, G, B (Minims, crotchets)	C, G (Minims)				<p>Rehearse and play a simple instrumental melody as a part to go with a song. Identify the names of the notes on a glockenspiel: C, D, E, F, G, A, B, C. Use body percussion and untuned and tuned percussion instruments with a song, and listen to how the sounds blend together. Identify and play by ear or notation notes in the tonality of C major.</p>	<p><b>Year 2 Unit 2 - How Does Music Teach Us About The Past?</b></p> <table border="1"> <thead> <tr> <th>Week</th> <th>Music/Song</th> <th>Artist/Composer /Creator</th> <th>Style</th> <th>Year of Composition</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Sparkle In The Sun</td> <td>Joanna Mangona and Chris Taylor</td> <td>Jazz</td> <td>2020/21</td> </tr> <tr> <td>2</td> <td>For The Beauty Of The Earth</td> <td>John Rutter</td> <td>20th and 21st Century Orchestral / Choral</td> <td>1994</td> </tr> <tr> <td>3</td> <td>Listen</td> <td>Joanna Mangona and Pete Readman</td> <td>Pop</td> <td>2020/21</td> </tr> <tr> <td>4</td> <td>Fascinating Rhythm</td> <td>George and Ira Gershwin</td> <td>Jazz: Swing</td> <td>1924</td> </tr> <tr> <td>5</td> <td>The Orchestra Song</td> <td>Joanna Mangona and Pete Readman</td> <td>20th and 21st Century Orchestral</td> <td>2020/21</td> </tr> </tbody> </table>	Week	Music/Song	Artist/Composer /Creator	Style	Year of Composition	1	Sparkle In The Sun	Joanna Mangona and Chris Taylor	Jazz	2020/21	2	For The Beauty Of The Earth	John Rutter	20th and 21st Century Orchestral / Choral	1994	3	Listen	Joanna Mangona and Pete Readman	Pop	2020/21	4	Fascinating Rhythm	George and Ira Gershwin	Jazz: Swing	1924	5	The Orchestra Song	Joanna Mangona and Pete Readman	20th and 21st Century Orchestral	2020/21
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**Unit 4 – Inventing a musical story**  
How does music teach us about our neighbourhood?

Musicianship: Understanding Music		Musicianship: Improve Together - Activity 2			
Tempo: 114bpm Time Signature: 4/4 Key Signature: C major	Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C, G	As Unit 3			
Songs	Instrumental Notes		Improvising	Composing	
	Part 1	Part 2		3 notes	3 notes
Helping Each Other (Glockenspiel) 4/4, C major, 108bpm (Recorder)	C, D, E, G (Crotchets)	C, E, G (Crotchets)	C, D, E	N/A	
The Music Man (Glockenspiel) 4/4, F major, 130bpm (Recorder)	G, A, C (Crotchets)	G, A (Crotchets)	N/A	F, G, A	F, G, A, C, D
Let's Sing Together	F, G, A, C, E (Crotchets)	F, G, A, E (Crotchets)	N/A	N/A	
	F, G, A (Crotchets)	F, G, A (Crotchets)			
	N/A		N/A	N/A	

**Tempo**  
Rehearse the difference between the speed of a steady beat, a fast beat and a slow beat.  
Change the speed of a steady beat, moving from fast to slow, slow to fast.  
Understand that the speed of the beat can change, creating a faster or slower pace.

**Unit 5 – Music that makes you dance**  
How does music make us happy?

Musicianship: Understanding Music		Musicianship: Improve Together - Activity 3			
Tempo: 97bpm Time Signature: 2/4 Key Signature: G major	Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: G, D	Tempo: 97bpm Time Signature: 2/4	Key Signature: G major Improvise section using: G, A, B, C, D		
Songs	Instrumental Notes		Improvising	Composing	
	Part 1	Part 2		3 notes	3 notes
I Wanna Play In A Band (Glockenspiel) 4/4, F major, 116bpm (Recorder)	F, C, D (Semibreves, crotchets, quavers)	F, C, D (Semibreves, crotchets, quavers)	F, G, A	F, G, A	F, G, A, C, D
Music Is All Around (Glockenspiel) 4/4, G major, 112bpm (Recorder)	G, A, B, C (Minims, crotchets, quavers)	G, A, B, C (Minims, crotchets)			
Saying Sorry	G, A, D, E (Crotchets, quavers)	G, A, E (Crotchets)	N/A	N/A	
	G, A, E (Crotchets, quavers)	G, A, E (Crotchets)			
	N/A		N/A	N/A	

**Dynamics**  
Identify loud and quiet sections of music, and discuss what makes the music loud and quiet.  
Understand the meaning of loud and quiet (forte and piano).

**Unit 6 Exploring improvisation**  
How does music teach us about looking after our planet?

Musicianship: Understanding Music		Musicianship: Improve Together - Activity 3			
Tempo: 100bpm Time Signature: 3/4 Key Signature: C major	Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C, G	As Unit 5			
Songs	Instrumental Notes		Improvising	Composing	
	Part 1	Part 2		3 notes	3 notes
The Sunshine Song (Glockenspiel) 4/4, C major, 124bpm (Recorder)	C, D, E, F (Crotchets, quavers)	C, D, E, F (Crotchets)	C, D, E	N/A	
Four White Horses (Glockenspiel) 4/4, G major, 138bpm (Recorder)	G, A, B, C (Crotchets, quavers)	G, A, B, C (Crotchets)			
Down By The Bay	G, A, B, D, E, F# (Minims, crotchets, quavers)	G, A, D, E, F# (Minims, crotchets)	C, G, A	N/A	
	G, A, B (Crotchets)	G, A, B (Crotchets)			
	N/A		N/A	N/A	

**Timbre**  
Know the difference between a speaking voice and a singing voice.  
Identify friends from the sound of their voice.

**Texture**  
Understand that singing and playing together creates a musical texture.  
Add body percussion accompaniments.

**Structure**  
Join in with a repeated section of a song: the chorus, the response.  
Join in with the main tune when it is repeated.

Year 2 Unit 4 - How Does Music Teach Us About Our Neighbourhood?				
Week	Music/Song	Artist/Composer /Creator	Style	Year of Composition
1	Helping Each Other	Joanna Mangona and Pete Readman	Pop	2020/21
2	Piano Trio In A Minor Op. 150 I. Allegro	Amy Beach	Romantic/20th Century Orchestral	1938
3	The Music Man	Unknown	Marching Band	Unknown
4	Swing Time: The Way You Look Tonight	Jerome Kern and Dorothy Fields	Jazz: Swing	1936
5	Let's Sing Together	Joanna Mangona	Gospel	2020/21

Year 2 Unit 5 - How Does Music Make Us Happy?				
Week	Music/Song	Artist/Composer /Creator	Style	Year of Composition
1	I Wanna Play In A Band	Joanna Mangona and Pete Readman	Rock	2020/21
2	Flying Theme From E.T. The Extra-Terrestrial	John Williams	Film Music	1982
3	Music Is All Around	Joanna Mangona and Pete Readman	Jazz	2020/21
4	Moon River	Henry Mancini	Pop/Jazz	1960
5	Saying Sorry	Joanna Mangona	Calypso	2020/21

Year 2 Unit 6 - How Does Music Teach Us About Looking After Our Planet?				
Week	Music/Song	Artist/Composer /Creator	Style	Year of Composition
1	The Sunshine Song	Joanna Mangona and Pete Readman	Pop	2020/21
2	No More Dinosaur	Chris Madin	Rock	2020/21
3	Four White Horses	Unknown	Calypso	Unknown
4	Que Llueva, Que Llueva	Unknown	Funk	Unknown
5	Down By The Bay	Unknown	Reggae	c. 1914-1918

Year 3	Substantive knowledge	Disciplinary knowledge (across all units)	Listening and genre coverage																																																																																																													
<p><b>Unit 1 – Developing notation skills</b> How does music bring us closer together?</p>	<p><b>Unit 1: How Does Music Bring Us Closer Together?</b></p> <table border="1"> <tr> <td colspan="2">Musicianship: Understanding Music</td> <td colspan="2">Musicianship: Improve Together - Activity 1</td> </tr> <tr> <td>Tempo: 100bpm Time Signature: 4/4 Key Signature: G major</td> <td>Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: G, A, B</td> <td>Tempo: 104bpm Time Signature: 2/4</td> <td>Key Signature: C major Improvise section using: C, D, E, G, A</td> </tr> <tr> <th rowspan="2">Songs</th> <th colspan="4">Instrumental Notes</th> <th colspan="2">Improvising</th> <th colspan="2">Composing</th> </tr> <tr> <th>Part 1</th> <th>Part 2</th> <th>Part 3</th> <th>Part 4</th> <th>3 notes</th> <th>5 notes</th> <th>3 notes</th> <th>5 notes</th> </tr> <tr> <td><b>Home Is Where The Heart Is</b> (Glockenspiel) 4/4, C major, 140bpm</td> <td>C, D, E, F, G, A, B (Semibreves, crotchets, quavers)</td> <td>C, D, E, F, G, A, B (Semibreves, crotchets, quavers)</td> <td>C, D, E, F, G, A, B (Minims, crotchets)</td> <td>C, D (Crotchets)</td> <td>C, D, E</td> <td>C, D, E, F, G</td> <td>C, D, E</td> <td>C, D, E, F, G</td> </tr> <tr> <td>(Recorder)</td> <td>C, D, E, F, G, A, B (Semibreves, crotchets, quavers)</td> <td>C, F, G, A, B (Semibreves, crotchets, quavers)</td> <td>C, F, G, A, B (Minims, crotchets)</td> <td>F, G, A (Crotchets)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Let's Work It Out Together</b> (Glockenspiel) 4/4, C major, 144bpm</td> <td>C, D, E, F, G, A (Minims, crotchets, quavers)</td> <td>C, D, E, F, G, A (Minims, crotchets, quavers)</td> <td>C, E, F, G, A (Minims, crotchets)</td> <td>C (Crotchets)</td> <td>N/A</td> <td></td> <td>C, D, E</td> <td>C, D, E, G, A</td> </tr> <tr> <td>(Recorder)</td> <td>C, D, E, F, G, A (Minims, crotchets, quavers)</td> <td>E, F, G, A, C (Minims, crotchets, quavers)</td> <td>E, G, A, C (Minims, crotchets)</td> <td>G (Crotchets)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Please Be Kind</b></td> <td>N/A</td> <td></td> <td>N/A</td> <td>N/A</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Musicianship: Understanding Music		Musicianship: Improve Together - Activity 1		Tempo: 100bpm Time Signature: 4/4 Key Signature: G major	Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: G, A, B	Tempo: 104bpm Time Signature: 2/4	Key Signature: C major Improvise section using: C, D, E, G, A	Songs	Instrumental Notes				Improvising		Composing		Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	<b>Home Is Where The Heart Is</b> (Glockenspiel) 4/4, C major, 140bpm	C, D, E, F, G, A, B (Semibreves, crotchets, quavers)	C, D, E, F, G, A, B (Semibreves, crotchets, quavers)	C, D, E, F, G, A, B (Minims, crotchets)	C, D (Crotchets)	C, D, E	C, D, E, F, G	C, D, E	C, D, E, F, G	(Recorder)	C, D, E, F, G, A, B (Semibreves, crotchets, quavers)	C, F, G, A, B (Semibreves, crotchets, quavers)	C, F, G, A, B (Minims, crotchets)	F, G, A (Crotchets)					<b>Let's Work It Out Together</b> (Glockenspiel) 4/4, C major, 144bpm	C, D, E, F, G, A (Minims, crotchets, quavers)	C, D, E, F, G, A (Minims, crotchets, quavers)	C, E, F, G, A (Minims, crotchets)	C (Crotchets)	N/A		C, D, E	C, D, E, G, A	(Recorder)	C, D, E, F, G, A (Minims, crotchets, quavers)	E, F, G, A, C (Minims, crotchets, quavers)	E, G, A, C (Minims, crotchets)	G (Crotchets)					<b>Please Be Kind</b>	N/A		N/A	N/A					<p><b>Pulse / Beat / Metre</b> Recognise and move in time with the beat. Play the steady beat on percussion instruments. Recognise the 'strong' beat. Play in time with a steady beat in 2/4. 4/4 and 3/4.</p> <p><b>Rhythm</b> Recognise by ear and notation: minims, crotchets, quavers and their rests. Copy simple rhythm patterns created from minims, crotchets, quavers and their rests. Create simple rhythm patterns by ear and using simple notation from minims, crotchets, quavers and their rests. Alternate between a steady beat and rhythm.</p> <p><b>Pitch</b> Show the shape of a melody as rising and falling in pitch. Learn to sing a melody by ear or from notation. Learn to rehearse and play a melodic instrumental part by ear or from notation. Identify the names of the pitched notes on a staff: C, D, E, F, F#, G, A, B, Bb, C. Identify the scales of C major, G major, F major. Identify if a scale is major or minor. Copy simple melodies by ear or from reading notation. Create melodies by ear and notate them. Explore and play by ear or from notation: - -note scale</p>	<p><b>Year 3 Unit 1 - How Does Music Bring Us Close Together?</b></p> <table border="1"> <thead> <tr> <th>Week</th> <th>Music/Song</th> <th>Artist/Composer /Creator</th> <th>Style</th> <th>Year of Composition</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Home Is Where The Heart Is</td> <td>Joanna Mangona</td> <td>Country</td> <td>2020/21</td> </tr> <tr> <td>2</td> <td>Hallelujah Chorus From Messiah</td> <td>George Frideric Handel</td> <td>Baroque</td> <td>1741</td> </tr> <tr> <td>3</td> <td>Let's Work It Out Together</td> <td>Joanna Mangona and Pete Readman</td> <td>Pop</td> <td>2020/21</td> </tr> <tr> <td>4</td> <td>The Loco-Motion</td> <td>Gerry Goffin and Carole King, with Little Eva</td> <td>Pop</td> <td>1962</td> </tr> <tr> <td>5</td> <td>Please Be Kind</td> <td>Joanna Mangona</td> <td>Pop</td> <td>2020/21</td> </tr> </tbody> </table>	Week	Music/Song	Artist/Composer /Creator	Style	Year of Composition	1	Home Is Where The Heart Is	Joanna Mangona	Country	2020/21	2	Hallelujah Chorus From Messiah	George Frideric Handel	Baroque	1741	3	Let's Work It Out Together	Joanna Mangona and Pete Readman	Pop	2020/21	4	The Loco-Motion	Gerry Goffin and Carole King, with Little Eva	Pop	1962	5	Please Be Kind	Joanna Mangona	Pop	2020/21									
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<p><b>Unit 3 – Composing using your imagination</b> How does music make the world a better place?</p>	<p><b>Unit 3: How Does Music Make the World a Better Place?</b></p> <table border="1"> <tr> <td colspan="2">Musicianship: Understanding Music</td> <td colspan="2">Musicianship: Improve Together - Activity 2</td> </tr> <tr> <td>Tempo: 112bpm Time Signature: 3/4 Key Signature: F major</td> <td>Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: F, G, A</td> <td>Tempo: 100bpm Time Signature: 4/4</td> <td>Key Signature: G major Improvise section using: G, A, B, C, D</td> </tr> <tr> <th rowspan="2">Songs</th> <th colspan="4">Instrumental Notes</th> <th colspan="2">Improvising</th> <th colspan="2">Composing</th> </tr> <tr> <th>Part 1</th> <th>Part 2</th> <th>Part 3</th> <th>Part 4</th> <th>3 notes</th> <th>5 notes</th> <th>3 notes</th> <th>5 notes</th> </tr> <tr> <td><b>Your Imagination</b> (Glockenspiel) 4/4, C major, 108bpm</td> <td>C, E, G, A (Semibreves, crotchets, quavers)</td> <td>C, E, G (Semibreves, minims, crotchets, quavers)</td> <td>C, E, G (Semibreves, minims, crotchets)</td> <td>C (Semibreves)</td> <td>N/A</td> <td></td> <td>C, D, E</td> <td>C, D, E, G, A</td> </tr> <tr> <td>(Recorder)</td> <td>C, E, G, A (Semibreves, dotted minims, crotchets, quavers)</td> <td>G, A, B (Semibreves, dotted minims, crotchets, quavers)</td> <td>G, A, B (Minims, crotchets)</td> <td>G, B (Minims, crotchets)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>You're A Shining Star</b> (Glockenspiel) 4/4, G major, 72bpm</td> <td>G, A, B (Minims, crotchets, quavers)</td> <td>G, A, B (Minims, crotchets, quavers)</td> <td>G, A, B (Minims, crotchets)</td> <td>G (Minims)</td> <td>G, A, B</td> <td>G, A, B, C, D</td> <td>N/A</td> <td></td> </tr> <tr> <td>(Recorder)</td> <td>G, A, B (Minims, crotchets, quavers)</td> <td>G, A, B (Minims, crotchets, quavers)</td> <td>G, A, B (Minims, crotchets)</td> <td>G (Minims)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Music Makes The World Go Round</b> (Glockenspiel) 4/4, E major, 146bpm</td> <td>E, F#, G#, A, B (Crotchets, quavers)</td> <td>F#, G#, A, B (Crotchets, quavers)</td> <td>F#, G#, A, B (Crotchets)</td> <td>E (Crotchets)</td> <td>N/A</td> <td></td> <td>N/A</td> <td></td> </tr> <tr> <td>(Recorder)</td> <td>E, F#, G#, A, B (Crotchets, quavers)</td> <td>F#, G#, A, B (Crotchets, quavers)</td> <td>F#, G#, A, B (Crotchets)</td> <td>B (Crotchets)</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Musicianship: Understanding Music		Musicianship: Improve Together - Activity 2		Tempo: 112bpm Time Signature: 3/4 Key Signature: F major	Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: F, G, A	Tempo: 100bpm Time Signature: 4/4	Key Signature: G major Improvise section using: G, A, B, C, D	Songs	Instrumental Notes				Improvising		Composing		Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	<b>Your Imagination</b> (Glockenspiel) 4/4, C major, 108bpm	C, E, G, A (Semibreves, crotchets, quavers)	C, E, G (Semibreves, minims, crotchets, quavers)	C, E, G (Semibreves, minims, crotchets)	C (Semibreves)	N/A		C, D, E	C, D, E, G, A	(Recorder)	C, E, G, A (Semibreves, dotted minims, crotchets, quavers)	G, A, B (Semibreves, dotted minims, crotchets, quavers)	G, A, B (Minims, crotchets)	G, B (Minims, crotchets)					<b>You're A Shining Star</b> (Glockenspiel) 4/4, G major, 72bpm	G, A, B (Minims, crotchets, quavers)	G, A, B (Minims, crotchets, quavers)	G, A, B (Minims, crotchets)	G (Minims)	G, A, B	G, A, B, C, D	N/A		(Recorder)	G, A, B (Minims, crotchets, quavers)	G, A, B (Minims, crotchets, quavers)	G, A, B (Minims, crotchets)	G (Minims)					<b>Music Makes The World Go Round</b> (Glockenspiel) 4/4, E major, 146bpm	E, F#, G#, A, B (Crotchets, quavers)	F#, G#, A, B (Crotchets, quavers)	F#, G#, A, B (Crotchets)	E (Crotchets)	N/A		N/A		(Recorder)	E, F#, G#, A, B (Crotchets, quavers)	F#, G#, A, B (Crotchets, quavers)	F#, G#, A, B (Crotchets)	B (Crotchets)					<p><b>Pulse / Beat / Metre</b> Recognise and move in time with the beat. Play the steady beat on percussion instruments. Recognise the 'strong' beat. Play in time with a steady beat in 2/4. 4/4 and 3/4.</p> <p><b>Rhythm</b> Recognise by ear and notation: minims, crotchets, quavers and their rests. Copy simple rhythm patterns created from minims, crotchets, quavers and their rests. Create simple rhythm patterns by ear and using simple notation from minims, crotchets, quavers and their rests. Alternate between a steady beat and rhythm.</p> <p><b>Pitch</b> Show the shape of a melody as rising and falling in pitch. Learn to sing a melody by ear or from notation. Learn to rehearse and play a melodic instrumental part by ear or from notation. Identify the names of the pitched notes on a staff: C, D, E, F, F#, G, A, B, Bb, C. Identify the scales of C major, G major, F major. Identify if a scale is major or minor. Copy simple melodies by ear or from reading notation. Create melodies by ear and notate them. Explore and play by ear or from notation: - -note scale</p>	<p><b>Year 3 Unit 3 - How Does Music Help To Make The World A Better Place?</b></p> <table border="1"> <thead> <tr> <th>Week</th> <th>Music/Song</th> <th>Artist/Composer /Creator</th> <th>Style</th> <th>Year of Composition</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Your Imagination</td> <td>Joanna Mangona and Pete Readman</td> <td>Pop</td> <td>2020/21</td> </tr> <tr> <td>2</td> <td>Disco Fever</td> <td>Joanna Mangona and Chris Taylor</td> <td>Disco</td> <td>2020/21</td> </tr> <tr> <td>3</td> <td>You're A Shining Star</td> <td>Joanna Mangona and Pete Readman</td> <td>Pop: Ballad</td> <td>2020/21</td> </tr> <tr> <td>4</td> <td>Amazing Grace</td> <td>John Newton</td> <td>Soul</td> <td>1779</td> </tr> <tr> <td>5</td> <td>Music Makes The World Go Round</td> <td>Rick Coates</td> <td>Musicals</td> <td>2020/21</td> </tr> </tbody> </table>	Week	Music/Song	Artist/Composer /Creator	Style	Year of Composition	1	Your Imagination	Joanna Mangona and Pete Readman	Pop	2020/21	2	Disco Fever	Joanna Mangona and Chris Taylor	Disco	2020/21	3	You're A Shining Star	Joanna Mangona and Pete Readman	Pop: Ballad	2020/21	4	Amazing Grace	John Newton	Soul	1779	5	Music Makes The World Go Round	Rick Coates	Musicals	2020/21
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<b>Music Makes The World Go Round</b> (Glockenspiel) 4/4, E major, 146bpm	E, F#, G#, A, B (Crotchets, quavers)	F#, G#, A, B (Crotchets, quavers)	F#, G#, A, B (Crotchets)	E (Crotchets)	N/A		N/A																																																																																																									
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**Unit 4 – Sharing musical experiences**  
How does music help us get to know our community?

Unit 4: How Does Music Help Us Get To Know Our Community?								
Musicianship: Understanding Music			Musicianship: Improve Together - Activity 2					
Tempo: 92bpm Time Signature: 4/4 Key Signature: A minor		Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: A, B, C						
As Unit 3								
Songs	Instrumental Notes				Improvising		Composing	
	Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes
Friendship Song (Glockenspiel) 4/4, C major, 120bpm	C, D, E, F, G, A, B (Crotchets, quavers)	C, D, E, F, G, A, B (Crotchets, quavers)	C, D, E, F, G, A, B (Minims, crotchets)	C (Semibreves)	C, D, E	C, D, E, G, A	N/A	
(Recorder)	C, D, E, F, G, A, B (Crotchets, quavers)	C, F, G, A, B (Crotchets, quavers)	C, F, G, A, B (Minims, crotchets)	C, G (Minims)				
Family	N/A				N/A		N/A	
Come On Over	N/A				N/A		N/A	

- Pentatonic scale

**Tempo**  
Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast. Control the speed of a steady beat, getting faster and getting slower.

Year 3 Unit 4 - How Does Music Help Us To Get To Know Our Community?				
Week	Music/Song	Artist/Composer /Creator	Style	Year of Composition
1	Friendship Song	Joanna Mangona and Pete Readman	Pop	2020/21
2	A Night On The Bare Mountain	Modest Mussorgsky	Romantic	1867
3	Family	Joanna Mangona and Pete Readman	Rock	2020/21
4	Double Beat Song	Jen and Jermaine White Bull	Native American	2021
5	Come On Over	Joanna Mangona	Gospel	2020/21

**Unit 5 – Learning more about musical styles**  
How does music make a difference to us every day?

Unit 5: How Does Music Make A Difference To Us Every Day?								
Musicianship: Understanding Music			Musicianship: Improve Together - Activity 3					
Tempo: 104bpm Time Signature: 3/4 Key Signature: C major		Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C, D, E						
Tempo: 92bpm Time Signature: 2/4		Key Signature: F major Improvise section using: F, G, A, C, D						
Songs	Instrumental Notes				Improvising		Composing	
	Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes
He's Got The Whole World In His Hands (Glockenspiel) 4/4, F major, 120bpm	F, G, A, B ♭, C (Minims, crotchets, quavers)	F, G, A, B ♭, C (Minims, crotchets, quavers)	F, G, A, B ♭, C (Minims, crotchets)	F, G (Minims)	N/A		F, G, A	F, G, A, B ♭, C
(Recorder)	F, G, A, B ♭, C (Minims, crotchets, quavers)	F, G, A, B ♭, C (Minims, crotchets, quavers)	F, G, A, B ♭, C (Crotchets)	F, G (Crotchets)				
Why Does Music Make A Difference? (Glockenspiel) 4/4, F major, 135bpm	C, D, F (Minims, crotchets, quavers)	C, D, F (Minims, crotchets, quavers)	C, D, F (Minims, crotchets)	C, D, F (Crotchets)	F, G, A	F, G, A, C, D	N/A	
(Recorder)	C, D, F (Minims, crotchets, quavers)	F, G, A (Crotchets, quavers)	F, G, A (Crotchets)	F, G (Crotchets)				
Panda Extravaganza	N/A				N/A		N/A	

**Dynamics**  
Listen out and respond to forte (loud) sections of music. Identify instruments playing loud dynamics when listening to the music. Use dynamics to communicate the meaning of a song.

**Timbre**  
Choose particular instruments for rehearsal and performing. Identify the sound of different tuned and untuned percussion instruments.

Year 3 Unit 5 - How Does Music Make A Difference To Us Everyday?				
Week	Music/Song	Artist/Composer /Creator	Style	Year of Composition
1	He's Got The Whole World In His Hands	Unknown	Gospel	Unknown (first published 1927)
2	Porgy and Bess: Act 1, Summertime	George Gershwin	Musicals	1934
3	Why Does Music Make A Difference?	Joanna Mangona and Chris Taylor	Jazz	2020/21
4	The Young Person's Guide To The Orchestra	Benjamin Britten	20th Century Orchestral	1945
5	Panda Extravaganza	Rick Coates	Hip Hop	2020/21

**Unit 6 – Recognising different sounds**  
How does music connect us with our planet?

Unit 6: How Does Music Connect Us With Our Planet?								
Musicianship: Understanding Music			Musicianship: Improve Together - Activity 3					
Tempo: 92bpm Time Signature: 2/4 Key Signature: F major		Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: F, G, A						
As Unit 5								
Songs	Instrumental Notes				Improvising		Composing	
	Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes
Michael Row The Boat Ashore (Glockenspiel) 4/4, F major, 175bpm	C, D, F (Crotchets)	F, G (Crotchets)	F, G, A (Crotchets)	F (Crotchets)	F, G, A	F, G, A, C, D	N/A	
(Recorder)	C, D, F (Crotchets)	F, G (Crotchets)	F, G, A (Crotchets)	F (Crotchets)				
The Dragon Song (Glockenspiel) 4/4, G major, 94bpm	G, A, B, D, E, F (Crotchets, quavers, semiquavers)	G, A, B, D, E (Crotchets, quavers)	G, A, B, D, E (Crotchets, quavers)	G, A (Crotchets)	N/A		G, A, B	G, A, B, D, E
(Recorder)	G, A, B, D, E, F (Crotchets, quavers, semiquavers)	G, A, B (Crotchets, quavers)	G, A, B (Crotchets, quavers)	G, A (Crotchets)				
Follow Me	N/A		N/A	N/A				

**Texture**  
Understand that singing and playing together creates a musical texture. Add body percussion accompaniments. Listen to the accompaniment to a song. Identify large numbers of people playing and singing. Listen out for solo players.

**Structure**  
Show the different sections of a song structure or piece of music through actions.

Year 3 Unit 6 - How Does Music Connect Us With Our Planet?				
Week	Music/Song	Artist/Composer /Creator	Style	Year of Composition
1	Michael Row The Boat Ashore	Unknown	Gospel	c. 1860
2	The Nutcracker Suite, Op. 71A - Dance Of The Reed Flutes	Pyotr Ilyich Tchaikovsky	Romantic	1892
3	The Dragon Song	Joanna Mangona and Pete Readman	Pop	2020/21
4	The Firebird Suite	Igor Stravinsky	20th Century Orchestral	1910
5	Follow Me	Joanna Mangona	Hip Hop	2020/21

Year 4	Substantive knowledge	Disciplinary knowledge (across all units)	Listening and genre coverage																																																																																																																					
<b>Unit 1 – Interesting time signatures</b> How does music bring us together?	<b>Unit 1: How Does Music Bring Us Together?</b> <table border="1"> <tr> <td colspan="4">Musicianship: Understanding Music</td> <td colspan="5">Musicianship: Improve Together - Activity 1</td> </tr> <tr> <td colspan="2">Tempo: 112bpm Time Signature: 4/4 Key Signature: C major</td> <td colspan="2">Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers Melodic patterns: C, D, E</td> <td colspan="2">Tempo: 112bpm Time Signature: 4/4</td> <td colspan="3">Key Signature: C major Improvise section using: C, D, E, G, A</td> </tr> <tr> <th rowspan="2">Songs</th> <th colspan="4">Instrumental Notes</th> <th colspan="2">Improvising</th> <th colspan="3">Composing</th> </tr> <tr> <th>Part 1</th> <th>Part 2</th> <th>Part 3</th> <th>Part 4</th> <th>3 notes</th> <th>5 notes</th> <th>3 notes</th> <th>5 notes</th> <th>7 notes</th> </tr> <tr> <td>Hoedown (Glockenspiel) 4/4, F major, 48bpm</td> <td>F, G, A, B ♭, C (Minims, dotted crotchets, crotchets, quavers)</td> <td>F, G, A, B ♭ (Minims, crotchets, quavers)</td> <td>F, G, A, B ♭, C (Minims, crotchets)</td> <td>F, G (Minims)</td> <td>N/A</td> <td>5 notes</td> <td>N/A</td> <td></td> <td></td> </tr> <tr> <td>(Recorder)</td> <td>F, G, A, B ♭, C (Minims, dotted crotchets, crotchets, quavers)</td> <td>F, G, A, B ♭ (Minims, crotchets)</td> <td>F, G, A, B ♭, C (Crotchets)</td> <td>F, G (Crotchets)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>I'm Always There</td> <td>N/A</td> <td></td> <td></td> <td></td> <td>N/A</td> <td></td> <td>N/A</td> <td></td> <td></td> </tr> <tr> <td>Martin Luther King</td> <td>N/A</td> <td></td> <td></td> <td></td> <td>N/A</td> <td></td> <td>N/A</td> <td></td> <td></td> </tr> </table>	Musicianship: Understanding Music				Musicianship: Improve Together - Activity 1					Tempo: 112bpm Time Signature: 4/4 Key Signature: C major		Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers Melodic patterns: C, D, E		Tempo: 112bpm Time Signature: 4/4		Key Signature: C major Improvise section using: C, D, E, G, A			Songs	Instrumental Notes				Improvising		Composing			Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes	Hoedown (Glockenspiel) 4/4, F major, 48bpm	F, G, A, B ♭, C (Minims, dotted crotchets, crotchets, quavers)	F, G, A, B ♭ (Minims, crotchets, quavers)	F, G, A, B ♭, C (Minims, crotchets)	F, G (Minims)	N/A	5 notes	N/A			(Recorder)	F, G, A, B ♭, C (Minims, dotted crotchets, crotchets, quavers)	F, G, A, B ♭ (Minims, crotchets)	F, G, A, B ♭, C (Crotchets)	F, G (Crotchets)						I'm Always There	N/A				N/A		N/A			Martin Luther King	N/A				N/A		N/A			<b>Pulse / Beat / Metre</b> Recognise and move in time with a steady beat. Play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4. Respond to the 'offbeat' or 'backbeat'.  <b>Rhythm</b> Recognise by ear and notation: <ul style="list-style-type: none"> <li>- semibreves, minims, crotchets, quavers and semiquavers.</li> <li>- Dotted minims and dotted crotchets.</li> </ul> Copy simple rhythm patterns created from semibreves, minims, crotchets, quavers and rests. Create rhythm patterns by ear and using simple notation, that use semibreves, minims, crotchets and quavers.	<b>Year 4 Unit 1 - How Does Music Bring Us Together?</b> <table border="1"> <thead> <tr> <th>Week</th> <th>Music/Song</th> <th>Artist/Composer /Creator</th> <th>Style</th> <th>Year of Composition</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Hoedown</td> <td>Joanna Mangona and Pete Readman</td> <td>20th and 21st Century Orchestral</td> <td>2020/21</td> </tr> <tr> <td>2</td> <td>Go Tell It On The Mountain</td> <td>Unknown</td> <td>Reggae</td> <td>1865</td> </tr> <tr> <td>3</td> <td>I'm Always There</td> <td>Joanna Mangona</td> <td>Soul: Ballad</td> <td>2020/21</td> </tr> <tr> <td>4</td> <td>Trick Or Treat</td> <td>Joanna Mangona and Pete Readman</td> <td>20th and 21st Century Orchestral</td> <td>2020/21</td> </tr> <tr> <td>5</td> <td>Martin Luther King</td> <td>Chris Madin</td> <td>R&amp;B</td> <td>2020/21</td> </tr> </tbody> </table>	Week	Music/Song	Artist/Composer /Creator	Style	Year of Composition	1	Hoedown	Joanna Mangona and Pete Readman	20th and 21st Century Orchestral	2020/21	2	Go Tell It On The Mountain	Unknown	Reggae	1865	3	I'm Always There	Joanna Mangona	Soul: Ballad	2020/21	4	Trick Or Treat	Joanna Mangona and Pete Readman	20th and 21st Century Orchestral	2020/21	5	Martin Luther King	Chris Madin	R&B	2020/21										
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Hoedown (Glockenspiel) 4/4, F major, 48bpm	F, G, A, B ♭, C (Minims, dotted crotchets, crotchets, quavers)	F, G, A, B ♭ (Minims, crotchets, quavers)	F, G, A, B ♭, C (Minims, crotchets)	F, G (Minims)	N/A	5 notes	N/A																																																																																																																	
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2	Go Tell It On The Mountain	Unknown	Reggae	1865																																																																																																																				
3	I'm Always There	Joanna Mangona	Soul: Ballad	2020/21																																																																																																																				
4	Trick Or Treat	Joanna Mangona and Pete Readman	20th and 21st Century Orchestral	2020/21																																																																																																																				
5	Martin Luther King	Chris Madin	R&B	2020/21																																																																																																																				
<b>Unit 2 – Combining elements to make music</b> How does music connect us with our past?	<b>Unit 2: How Does Music Connect Us with Our Past?</b> <table border="1"> <tr> <td colspan="4">Musicianship: Understanding Music</td> <td colspan="5">Musicianship: Improve Together - Activity 1</td> </tr> <tr> <td colspan="2">Tempo: 97bpm Time Signature: 2/4 Key Signature: F major</td> <td colspan="2">Rhythmic patterns using: Minims, dotted crotchets, crotchets, quavers and semiquavers Melodic patterns: F, G, A</td> <td colspan="5">As Unit 1</td> </tr> <tr> <th rowspan="2">Songs</th> <th colspan="4">Instrumental Notes</th> <th colspan="2">Improvising</th> <th colspan="3">Composing</th> </tr> <tr> <th>Part 1</th> <th>Part 2</th> <th>Part 3</th> <th>Part 4</th> <th>3 notes</th> <th>5 notes</th> <th>3 notes</th> <th>5 notes</th> <th>7 notes</th> </tr> <tr> <td>Looking In The Mirror (Glockenspiel) 4/4, C major, 80bpm</td> <td>C, D, E, G (Crotchets, quavers, semiquavers)</td> <td>C, D, E, G (Crotchets, quavers, semiquavers)</td> <td>C, D, E, G (Crotchets, quavers)</td> <td>C (Crotchets)</td> <td>C, D, E</td> <td>C, D, E, G, A</td> <td>N/A</td> <td></td> <td></td> </tr> <tr> <td>(Recorder)</td> <td>C, D, E, G (Crotchets, quavers, semiquavers)</td> <td>E, F, G (Crotchets, quavers, semiquavers)</td> <td>E, F, G (Crotchets, quavers)</td> <td>G (Crotchets)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Take Time In Life (Glockenspiel) 4/4, G major, 87bpm</td> <td>G, A, B, C, F♯ (Minims, crotchets, quavers)</td> <td>G, A, B, C, F♯ (Minims, dotted crotchets, crotchets, quavers)</td> <td>G, A, B, C, F♯ (Minims, crotchets, quavers)</td> <td>G (Minims)</td> <td>N/A</td> <td></td> <td>G, A, B</td> <td>G, A, B, D, E</td> <td>G, A, B, C, D, E, F♯</td> </tr> <tr> <td>(Recorder)</td> <td>G, A, B, C, F♯ (Minims, crotchets, quavers)</td> <td>G, A, B, C, F♯ (Minims, dotted crotchets, crotchets, quavers)</td> <td>G, A, B, C (Minims, crotchets, quavers)</td> <td>G, A (Crotchets)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Scarborough Fair</td> <td>N/A</td> <td></td> <td></td> <td></td> <td>N/A</td> <td></td> <td>N/A</td> <td></td> <td></td> </tr> </table>	Musicianship: Understanding Music				Musicianship: Improve Together - Activity 1					Tempo: 97bpm Time Signature: 2/4 Key Signature: F major		Rhythmic patterns using: Minims, dotted crotchets, crotchets, quavers and semiquavers Melodic patterns: F, G, A		As Unit 1					Songs	Instrumental Notes				Improvising		Composing			Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes	Looking In The Mirror (Glockenspiel) 4/4, C major, 80bpm	C, D, E, G (Crotchets, quavers, semiquavers)	C, D, E, G (Crotchets, quavers, semiquavers)	C, D, E, G (Crotchets, quavers)	C (Crotchets)	C, D, E	C, D, E, G, A	N/A			(Recorder)	C, D, E, G (Crotchets, quavers, semiquavers)	E, F, G (Crotchets, quavers, semiquavers)	E, F, G (Crotchets, quavers)	G (Crotchets)						Take Time In Life (Glockenspiel) 4/4, G major, 87bpm	G, A, B, C, F♯ (Minims, crotchets, quavers)	G, A, B, C, F♯ (Minims, dotted crotchets, crotchets, quavers)	G, A, B, C, F♯ (Minims, crotchets, quavers)	G (Minims)	N/A		G, A, B	G, A, B, D, E	G, A, B, C, D, E, F♯	(Recorder)	G, A, B, C, F♯ (Minims, crotchets, quavers)	G, A, B, C, F♯ (Minims, dotted crotchets, crotchets, quavers)	G, A, B, C (Minims, crotchets, quavers)	G, A (Crotchets)						Scarborough Fair	N/A				N/A		N/A			<b>Pitch</b> Identify and explain what a melody is. Learn to sing and follow a melody by ear and from notation. Understand melodic movement up and down as pitch. Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation. Identify the names of the pitched notes on a staff; C, D, E, Eb, F#, G, A, B, Bb, C, C#, D. Identify the following scales by ear or from notation: C major, F major, G major, A minor.	<b>Year 4 Unit 2 - How Does Music Connect Us With The Past?</b> <table border="1"> <thead> <tr> <th>Week</th> <th>Music/Song</th> <th>Artist/Composer /Creator</th> <th>Style</th> <th>Year of Composition</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Looking In The Mirror</td> <td>Joanna Mangona and Chris Taylor</td> <td>Pop</td> <td>2020/21</td> </tr> <tr> <td>2</td> <td>It's All About Love</td> <td>Joanna Mangona and Chris Taylor</td> <td>Pop</td> <td>2020/21</td> </tr> <tr> <td>3</td> <td>Take Time In Life</td> <td>Unknown</td> <td>Folk</td> <td>Unknown</td> </tr> <tr> <td>4</td> <td>Perdido</td> <td>Juan Tizol</td> <td>Jazz</td> <td>1941</td> </tr> <tr> <td>5</td> <td>Scarborough Fair</td> <td>Unknown</td> <td>Folk</td> <td>Unknown</td> </tr> </tbody> </table>	Week	Music/Song	Artist/Composer /Creator	Style	Year of Composition	1	Looking In The Mirror	Joanna Mangona and Chris Taylor	Pop	2020/21	2	It's All About Love	Joanna Mangona and Chris Taylor	Pop	2020/21	3	Take Time In Life	Unknown	Folk	Unknown	4	Perdido	Juan Tizol	Jazz	1941	5	Scarborough Fair	Unknown	Folk	Unknown
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Take Time In Life (Glockenspiel) 4/4, G major, 87bpm	G, A, B, C, F♯ (Minims, crotchets, quavers)	G, A, B, C, F♯ (Minims, dotted crotchets, crotchets, quavers)	G, A, B, C, F♯ (Minims, crotchets, quavers)	G (Minims)	N/A		G, A, B	G, A, B, D, E	G, A, B, C, D, E, F♯																																																																																																															
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Create melodies by ear and notate them. Identify and talk about the way vocals are used in a song. Identify and explain: <ul style="list-style-type: none"> <li>- Harmony: two or more notes heard at the same time.</li> <li>- Second part: a second musical part, usually a melodic line, that creates harmony.</li> </ul> Explore chords I, IV and V in instrumental accompaniments. Explore intervals of 3 <sup>rd</sup> , 5 <sup>th</sup> and octaves. Identify the following tonal centres by ear or from notation: C major F major G major A minor	<b>Year 4 Unit 3 - How Does Music Make The World A Better Place?</b> <table border="1"> <thead> <tr> <th>Week</th> <th>Music/Song</th> <th>Artist/Composer /Creator</th> <th>Style</th> <th>Year of Composition</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Bringing Us Together</td> <td>Joanna Mangona and Pete Readman</td> <td>Disco</td> <td>2020</td> </tr> <tr> <td>2</td> <td>Mambo From West Side Story</td> <td>Leonard Bernstein</td> <td>Musicals</td> <td>1957</td> </tr> <tr> <td>3</td> <td>Old Joe Clark</td> <td>Unknown</td> <td>Folk</td> <td>Early 1900s</td> </tr> <tr> <td>4</td> <td>Bachianas Brasileiras No. 2 - The Little Train Of The Caipira</td> <td>Heitor Villa-Lobos</td> <td>20th and 21st Century Orchestral</td> <td>1930</td> </tr> <tr> <td>5</td> <td>Dance With Me</td> <td>Joanna Mangona and Pete Readman</td> <td>20th and 21st Century Orchestral</td> <td>2020/21</td> </tr> </tbody> </table>	Week	Music/Song	Artist/Composer /Creator	Style	Year of Composition	1	Bringing Us Together	Joanna Mangona and Pete Readman	Disco	2020	2	Mambo From West Side Story	Leonard Bernstein	Musicals	1957	3	Old Joe Clark	Unknown	Folk	Early 1900s	4	Bachianas Brasileiras No. 2 - The Little Train Of The Caipira	Heitor Villa-Lobos	20th and 21st Century Orchestral	1930	5	Dance With Me	Joanna Mangona and Pete Readman	20th and 21st Century Orchestral	2020/21
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<b>Unit 4 – Creating simple melodies together</b> How does music teach us about our community?	<b>Unit 4: How Does Music Teach Us About Our Community?</b> <table border="1"> <tr> <td colspan="4">Musicianship: Understanding Music</td> <td colspan="5">Musicianship: Improve Together - Activity 2</td> </tr> <tr> <td colspan="2">Tempo: 97bpm Time Signature: 2/4 Key Signature: G major</td> <td colspan="2">Rhythmic patterns using: Minims, dotted crotchets, crotchets, quavers and semiquavers Melodic patterns: G, A, B, D, E</td> <td colspan="5">As Unit 3</td> </tr> <tr> <th rowspan="2">Songs</th> <th colspan="4">Instrumental Notes</th> <th colspan="2">Improvising</th> <th colspan="3">Composing</th> </tr> <tr> <th>Part 1</th> <th>Part 2</th> <th>Part 3</th> <th>Part 4</th> <th>3 notes</th> <th>5 notes</th> <th>3 notes</th> <th>5 notes</th> <th>7 notes</th> </tr> <tr> <td>Let Your Spirit Fly (Glockenspiel) 4/4, C major, 76bpm</td> <td>C, D, E, F, G, A (Minims, crotchets, quavers, semiquavers)</td> <td>C, D, E, F, G (Minims, crotchets, quavers)</td> <td>C, D, E, F, G (Minims, crotchets, quavers)</td> <td>C (Minims, crotchets)</td> <td>C, D, E</td> <td>C, D, E, F, G</td> <td>C, D, E</td> <td>C, D, E, F, G</td> <td>C, D, E, F, G, A, B</td> </tr> <tr> <td>(Recorder)</td> <td>C, D, E, F, G, A (Minims, crotchets, quavers, semiquavers)</td> <td>C, D, G, A, B (Minims, crotchets, quavers)</td> <td>G, A (Minims, crotchets, quavers)</td> <td>G, A (Crotchets)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Frère Jacques (Glockenspiel) 4/4, C major, 82bpm</td> <td>C, D, E, F, G, A (Minims, crotchets, quavers)</td> <td>C, D, E, F, G (Minims, crotchets, quavers)</td> <td>C, D, E, F, G (Minims, crotchets)</td> <td>C (Crotchets)</td> <td>N/A</td> <td></td> <td>N/A</td> <td></td> <td></td> </tr> <tr> <td>(Recorder)</td> <td>C, D, E, F, G, A (Minims, crotchets, quavers)</td> <td>G, A, C (Minims, crotchets, quavers)</td> <td>G, C (Crotchets)</td> <td>G (Crotchets)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>The Other Side Of The Moon</td> <td>N/A</td> <td></td> <td></td> <td></td> <td>N/A</td> <td></td> <td>N/A</td> <td></td> <td></td> </tr> </table>	Musicianship: Understanding Music				Musicianship: Improve Together - Activity 2					Tempo: 97bpm Time Signature: 2/4 Key Signature: G major		Rhythmic patterns using: Minims, dotted crotchets, crotchets, quavers and semiquavers Melodic patterns: G, A, B, D, E		As Unit 3					Songs	Instrumental Notes				Improvising		Composing			Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes	Let Your Spirit Fly (Glockenspiel) 4/4, C major, 76bpm	C, D, E, F, G, A (Minims, crotchets, quavers, semiquavers)	C, D, E, F, G (Minims, crotchets, quavers)	C, D, E, F, G (Minims, crotchets, quavers)	C (Minims, crotchets)	C, D, E	C, D, E, F, G	C, D, E	C, D, E, F, G	C, D, E, F, G, A, B	(Recorder)	C, D, E, F, G, A (Minims, crotchets, quavers, semiquavers)	C, D, G, A, B (Minims, crotchets, quavers)	G, A (Minims, crotchets, quavers)	G, A (Crotchets)						Frère Jacques (Glockenspiel) 4/4, C major, 82bpm	C, D, E, F, G, A (Minims, crotchets, quavers)	C, D, E, F, G (Minims, crotchets, quavers)	C, D, E, F, G (Minims, crotchets)	C (Crotchets)	N/A		N/A			(Recorder)	C, D, E, F, G, A (Minims, crotchets, quavers)	G, A, C (Minims, crotchets, quavers)	G, C (Crotchets)	G (Crotchets)						The Other Side Of The Moon	N/A				N/A		N/A			Identify and demonstrate a major and minor scale.  <b>Tempo</b> Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat moving from fast to slow, slow to fast. Control the speed of a steady beat, getting faster and getting slower.	<b>Year 4 Unit 4 - How Does Music Teach Us About Our Community?</b> <table border="1"> <thead> <tr> <th>Week</th> <th>Music/Song</th> <th>Artist/Composer /Creator</th> <th>Style</th> <th>Year of Composition</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Let Your Spirit Fly</td> <td>Joanna Mangona and Pete Readman</td> <td>R&amp;B</td> <td>2020/21</td> </tr> <tr> <td>2</td> <td>Symphony No.5 4th Movement</td> <td>Ludwig van Beethoven</td> <td>Classical</td> <td>1808</td> </tr> <tr> <td>3</td> <td>Frère Jacques</td> <td>Unknown</td> <td>Jazz</td> <td>Unknown</td> </tr> <tr> <td>4</td> <td>On The Beautiful Blue Danube</td> <td>Johann Strauss II</td> <td>Romantic</td> <td>1866</td> </tr> <tr> <td>5</td> <td>The Other Side Of The Moon</td> <td>Joanna Mangona</td> <td>Rock</td> <td>2020/21</td> </tr> </tbody> </table>	Week	Music/Song	Artist/Composer /Creator	Style	Year of Composition	1	Let Your Spirit Fly	Joanna Mangona and Pete Readman	R&B	2020/21	2	Symphony No.5 4th Movement	Ludwig van Beethoven	Classical	1808	3	Frère Jacques	Unknown	Jazz	Unknown	4	On The Beautiful Blue Danube	Johann Strauss II	Romantic	1866	5	The Other Side Of The Moon	Joanna Mangona	Rock	2020/21
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**Unit 5 – Connecting Notes and feelings** How does music shape our way of life?

**Unit 5: How Does Music Shape Our Way of Life?**

Musicianship: Understanding Music					Musicianship: Improve Together - Activity 3				
Tempo: 68bpm Time Signature: 4/4 Key Signature: A minor		Rhythmic patterns using: Minims, crotchets, dotted quavers, quavers and semiquavers Melodic patterns: A, B, C, D, E, F, G			Tempo: 68bpm Time Signature: 4/4		Key Signature: A minor Improvise section using: A, B, C, D, E, F, G		
Songs	Instrumental Notes				Improvising		Composing		
	Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes
Train Is A-Comin' (Glockenspiel) 4/4, C major, 134bpm	C, D, E, G, A (Minims, crotchets, quavers)	C, D, E, G, A (Minims, crotchets, quavers)	C, D, E, G, A (Minims, crotchets, quavers)	C (Minims)	D, E, F	D, E, F, G, A	D, E, F	D, E, F, G, A	D, E, F, G, A, B, C
(Recorder)	C, D, E, G, A (Minims, crotchets, quavers)	C, D, G, A (Minims, crotchets, quavers)	C, G, A (Crotchets)	C (Crotchets)					
Oh Happy Day	N/A				N/A			N/A	
A World Full Of Sound	N/A				N/A			N/A	

**Unit 6 – Purpose, identity and expression in music** How does music connect us with the environment?

**Unit 6: How Does Music Connect Us With The Environment?**

Musicianship: Understanding Music					Musicianship: Improve Together - Activity 3				
Tempo: 114bpm Time Signature: 4/4 Key Signature: C major		Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers Melodic patterns: C, D, E, G, A			As Unit 5				
Songs	Instrumental Notes				Improvising		Composing		
	Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes
You Can See It Through (Glockenspiel) 4/4, D Minor, 130bpm	C, D, E (Crotchets, quavers)	C, D, E (Crotchets, quavers)	D, E (Crotchets)	D (Crotchets)	N/A		D, E, F	D, E, F, G, A	D, E, F, G, A, B, C
(Recorder)	C, D, E (Crotchets, quavers)	A, G (Crotchets, quavers)	A, G (Crotchets)	A (Crotchets)					
The Octopus Slide	N/A				N/A			N/A	
Connect	N/A				N/A			N/A	

Direct the class in controlling the speed of a steady beat in a class performance.

**Dynamics**

Identify gradation of dynamics and use the correct vocabulary to describe crescendo and diminuendo.

**Timbre**

Explain tone colour: the instruments or voices heard that can be recognised by their unique qualities.

Recognise the following groups of instruments: a marching band and a symphony orchestra and its separate families: woodwind, brass, percussion and strings.

Identify the following instruments by ear and through a range of media: banjo, acoustic guitar, tuned and untuned percussion, steel pans, clarinet, trombone, trumpet, piano, keyboard, bass drums, tuba, piccolo, bass guitar, synthesizer and electric guitar.

Recognise the difference between the sound of male and female voices. Understand the importance of the vocal warm-up and its impact on the tone of the voice.

**Texture**

Identify and explain texture: the number of voices or instruments playing and the richness of the sound they create.

Identify male and female solo voices and backing vocals, and talk about the different textures they create in the music.

Understand and demonstrate the effect that repeated rhythmic or melodic patterns (as riffs/ostinati) have on the texture of a piece of music.

Explain the term 'unison' and the difference between unison and solo.

**Structure**

Identify and explain the following structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures. Identify the instrumental break and its purpose in a song.

Recognise phrases and repeated sections.

Discuss the purpose of a bridge section.

Year 4 Unit 5 - How Does Music Shape Our Way Of Life?				
Week	Music/Song	Artist/Composer /Creator	Style	Year of Composition
1	You Can See It Through	Joanna Mangona and Chris Taylor	Electronic Dance Music	2020/21
2	A Ceremony Of Carols	Benjamin Britten	20th and 21st Century Orchestral / Choral	1942
3	Oh Happy Day	Philip Doddridge	Gospel	Mid 1700s
4	Romeo and Juliet, Overture-Fantasy	Pyotr Ilyich Tchaikovsky	Romantic	1872
5	A World Full Of Sound	Joanna Mangona and Pete Readman	20th and 21st Century Orchestral	2020/21

Year 4 Unit 6 - How Does Music Connect Us With The Environment?				
Week	Music/Song	Artist/Composer /Creator	Style	Year of Composition
1	Train Is A-Comin'	Unknown	Gospel	Unknown
2	O Euchari	Hildegard von Bingen	Choral	1140
3	The Octopus Slide	Joanna Mangona and Brendan Reilly	Funk	2020
4	(As above)			
5	Connect	Joanna Mangona and Chris Taylor	Electronic Dance Music	2020/21

Year 5	Substantive knowledge	Disciplinary knowledge (across all units)	Listening and genre coverage																																																																																																																	
<p><b>Unit 1 – getting started with music tech</b> How does music bring us together?</p>	<p><b>Unit 1: How Does Music Bring Us Together?</b></p> <table border="1"> <tr> <td colspan="2">Musicianship: Understanding Music</td> <td colspan="5">Musicianship: Improvise Together - Activity 1</td> </tr> <tr> <td>Tempo: 128bpm Time Signature: 4/4 Key Signature: A minor</td> <td>Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers Melodic patterns: A, B, C, D, E, F#, G</td> <td>Tempo: 128bpm Time Signature: 4/4</td> <td colspan="3">Key Signature: A minor Improvise section using: A, B, C, D, E, F#, G</td> <td></td> </tr> <tr> <th rowspan="2">Songs</th> <th colspan="4">Instrumental Notes</th> <th colspan="2">Improvising</th> <th colspan="3">Composing</th> </tr> <tr> <th>Part 1</th> <th>Part 2</th> <th>Part 3</th> <th>Part 4</th> <th>3 notes</th> <th>5 notes</th> <th>3 notes</th> <th>5 notes</th> <th>7 notes</th> </tr> <tr> <td>Ghost Parade (Glockenspiel) 6/8, C minor, 112bpm</td> <td>C, G, A, B, B♭ (Dotted crotchets, crotchets, quavers)</td> <td>C, G, A, B, B♭ (Dotted crotchets, quavers)</td> <td>C, G, A, B, B♭ (Dotted crotchets)</td> <td>C (Dotted crotchets)</td> <td>C, D, E♭</td> <td>C, D, E♭, F, G</td> <td>N/A</td> <td></td> <td></td> </tr> <tr> <td>(Recorder)</td> <td>C, G, A, B, B♭ (Dotted crotchets, crotchets, quavers)</td> <td>C, G, A, B, B♭ (Dotted crotchets, quavers)</td> <td>G, B♭, C (Dotted minims)</td> <td>C (Dotted minims)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Words Can Hurt (Glockenspiel) 4/4, G major, 78bpm</td> <td>G, A, B, C, D, E, F# (Minims, crotchets, quavers)</td> <td>G, A, B, C, D, E, F# (Minims, crotchets, quavers)</td> <td>G, A, B, C, D, E, F# (Minims, crotchets)</td> <td>G (Minims)</td> <td>N/A</td> <td></td> <td>G, A, B</td> <td>G, A, B, C, D</td> <td>G, A, B, C, D, E, F#</td> </tr> <tr> <td>(Recorder)</td> <td>G, A, B, C, F# (Minims, crotchets, quavers)</td> <td>G, A, B, C, F# (Minims, crotchets, quavers)</td> <td>G, A, B, C, F# (Minims, crotchets)</td> <td>G, A, B, F# (Crotchets)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Joyful, Joyful</td> <td>N/A</td> <td></td> <td></td> <td></td> <td>N/A</td> <td></td> <td>N/A</td> <td></td> <td></td> </tr> </table>	Musicianship: Understanding Music		Musicianship: Improvise Together - Activity 1					Tempo: 128bpm Time Signature: 4/4 Key Signature: A minor	Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers Melodic patterns: A, B, C, D, E, F#, G	Tempo: 128bpm Time Signature: 4/4	Key Signature: A minor Improvise section using: A, B, C, D, E, F#, G				Songs	Instrumental Notes				Improvising		Composing			Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes	Ghost Parade (Glockenspiel) 6/8, C minor, 112bpm	C, G, A, B, B♭ (Dotted crotchets, crotchets, quavers)	C, G, A, B, B♭ (Dotted crotchets, quavers)	C, G, A, B, B♭ (Dotted crotchets)	C (Dotted crotchets)	C, D, E♭	C, D, E♭, F, G	N/A			(Recorder)	C, G, A, B, B♭ (Dotted crotchets, crotchets, quavers)	C, G, A, B, B♭ (Dotted crotchets, quavers)	G, B♭, C (Dotted minims)	C (Dotted minims)						Words Can Hurt (Glockenspiel) 4/4, G major, 78bpm	G, A, B, C, D, E, F# (Minims, crotchets, quavers)	G, A, B, C, D, E, F# (Minims, crotchets, quavers)	G, A, B, C, D, E, F# (Minims, crotchets)	G (Minims)	N/A		G, A, B	G, A, B, C, D	G, A, B, C, D, E, F#	(Recorder)	G, A, B, C, F# (Minims, crotchets, quavers)	G, A, B, C, F# (Minims, crotchets, quavers)	G, A, B, C, F# (Minims, crotchets)	G, A, B, F# (Crotchets)						Joyful, Joyful	N/A				N/A		N/A			<p><b>Pulse / Beat / Metre</b> Recognise and move in time with the changing speed of a steady beat. Play in time with a steady beat and identify the metre 2/4, 4/4, 3/4, 5/4 and 6/8. Respond to the 'offbeat' or 'backbeat'.</p> <p><b>Rhythm</b> Recognise by ear and notation:  <ul style="list-style-type: none"> <li>Minims, dotted crotchets, crotchets, quavers and their rests</li> </ul> Recognise by ear and notation:  <ul style="list-style-type: none"> <li>6/8 rhythm patterns</li> <li>Dotted crotchets, triplet quavers, dotted quavers, quavers and their rests</li> </ul> Recognise dotted rhythm in melodies.  Copy simple rhythm patterns using the above rhythms.  Create rhythm patterns by ear and using simple notation, that use the above rhythm patterns.  Recall the most memorable rhythms in a song or piece of music.</p> <p><b>Pitch</b> Identify and explain steps, jumps and leaps in the pitch of a melody. Learn to sing and follow a melody by ear and from notation. Learn to play one or more of four differentiated melodic instrumental parts by ear and from notation. Identify the names of the pitched notes on a staff: C, D, E, E♭, F#, G, A, B, B♭, C, C#, D Identify the following scales by ear or from notation: C major F major D minor G major E♭ major C minor</p> <p>Copy simple melodies by ear or from reading notation. Create melodies by ear and notate them. Add new chords II and VI from a given tonality. Identify tone by ear or from notation. Identify intervals 3rd, 5th and 7th. Identify the tonal centres of: C major and C minor, F major D minor and D major E♭ major</p> <p>Identify and demonstrate the following scales by ear and from notation: Major scale Minor scale Pentatonic scale</p> <p><b>Tempo</b> Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast.</p>	<p><b>Year 5 Unit 1 - How Does Music Bring Us Together?</b></p> <table border="1"> <thead> <tr> <th>Week</th> <th>Music/Song</th> <th>Artist/Composer /Creator</th> <th>Style</th> <th>Year of Composition</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Ghost Parade</td> <td>Joanna Mangona and Pete Readman</td> <td>20th and 21st Century Orchestral</td> <td>2020/21</td> </tr> <tr> <td>2</td> <td>Lively</td> <td>Quinn Mason</td> <td>20th and 21st Century Orchestral</td> <td>2020</td> </tr> <tr> <td>3</td> <td>Words Can Hurt</td> <td>Joanna Mangona and Pete Readman</td> <td>20th and 21st Century Orchestral</td> <td>2020/21</td> </tr> <tr> <td>4</td> <td>His Eye Is On The Sparrow</td> <td>Charles H. Gabriel and Civilla D. 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Week	Music/Song	Artist/Composer /Creator	Style	Year of Composition																																																																																																																
1	Ghost Parade	Joanna Mangona and Pete Readman	20th and 21st Century Orchestral	2020/21																																																																																																																
2	Lively	Quinn Mason	20th and 21st Century Orchestral	2020																																																																																																																
3	Words Can Hurt	Joanna Mangona and Pete Readman	20th and 21st Century Orchestral	2020/21																																																																																																																
4	His Eye Is On The Sparrow	Charles H. Gabriel and Civilla D. Martin	Gospel	1905																																																																																																																
5	Joyful, Joyful	Mervyn Edwin Warren and Henry van Dyke	Gospel	1907																																																																																																																
<p><b>Unit 2 – Emotions and Musical styles</b> How does music connect us with our past?</p>	<p><b>Unit 2: How Does Music Connect Us with Our Past?</b></p> <table border="1"> <tr> <td colspan="2">Musicianship: Understanding Music</td> <td colspan="5">Musicianship: Improvise Together - Activity 1</td> </tr> <tr> <td>Tempo: 112bpm Time Signature: 2/4 Key Signature: F major</td> <td>Rhythmic patterns using: Minims, dotted crotchets, crotchets, dotted quavers, quavers, and semiquavers Melodic patterns: F, G, A, B, C, D, E</td> <td colspan="3">As Unit 1</td> <td></td> <td></td> </tr> <tr> <th rowspan="2">Songs</th> <th colspan="4">Instrumental Notes</th> <th colspan="2">Improvising</th> <th colspan="3">Composing</th> </tr> <tr> <th>Part 1</th> <th>Part 2</th> <th>Part 3</th> <th>Part 4</th> <th>3 notes</th> <th>5 notes</th> <th>3 notes</th> <th>5 notes</th> <th>7 notes</th> </tr> <tr> <td>The Sparkle In My Life (Glockenspiel) 4/4, E♭ major, 140bpm</td> <td>C, D, E, E♭ (Crotchets, quavers)</td> <td>C, E, F (Crotchets, quavers)</td> <td>C, E, F (Minims, crotchets)</td> <td>E, F (Minims)</td> <td>N/A</td> <td></td> <td>E, F, G</td> <td>E, F, G, B♭, C</td> <td>E, F, G, A, B, C, D</td> </tr> <tr> <td>(Recorder)</td> <td>G, A, B, B♭ (Crotchets, quavers)</td> <td>G, A, B, B♭ (Crotchets, quavers)</td> <td>G, B♭, C (Crotchets)</td> <td>C, B♭ (Minims)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Dreaming Of Mars (Glockenspiel) 4/4, C major, 120bpm</td> <td>G, G#, A, B, B♭, C (Minims, dotted crotchets, crotchets, quavers, semiquavers)</td> <td>G, G#, A, B, B♭, C (Minims, crotchets, quavers)</td> <td>G#, A, B, B♭, C (Minims, crotchets)</td> <td>C (Minims, crotchets)</td> <td>C, D, E</td> <td>C, D, E, F, G</td> <td>N/A</td> <td></td> <td></td> </tr> <tr> <td>(Recorder)</td> <td>G, G#, A, B, B♭, C (Minims, dotted crotchets, crotchets, quavers, semiquavers)</td> <td>G, G#, A, B, B♭, C (Minims, crotchets, quavers)</td> <td>A, B, B♭, C (Crotchets)</td> <td>B, B♭, C (Crotchets)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Get On Board</td> <td>N/A</td> <td></td> <td></td> <td></td> <td>N/A</td> <td></td> <td>N/A</td> <td></td> <td></td> </tr> </table>	Musicianship: Understanding Music		Musicianship: Improvise Together - Activity 1					Tempo: 112bpm Time Signature: 2/4 Key Signature: F major	Rhythmic patterns using: Minims, dotted crotchets, crotchets, dotted quavers, quavers, and semiquavers Melodic patterns: F, G, A, B, C, D, E	As Unit 1					Songs	Instrumental Notes				Improvising		Composing			Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes	The Sparkle In My Life (Glockenspiel) 4/4, E♭ major, 140bpm	C, D, E, E♭ (Crotchets, quavers)	C, E, F (Crotchets, quavers)	C, E, F (Minims, crotchets)	E, F (Minims)	N/A		E, F, G	E, F, G, B♭, C	E, F, G, A, B, C, D	(Recorder)	G, A, B, B♭ (Crotchets, quavers)	G, A, B, B♭ (Crotchets, quavers)	G, B♭, C (Crotchets)	C, B♭ (Minims)						Dreaming Of Mars (Glockenspiel) 4/4, C major, 120bpm	G, G#, A, B, B♭, C (Minims, dotted crotchets, crotchets, quavers, semiquavers)	G, G#, A, B, B♭, C (Minims, crotchets, quavers)	G#, A, B, B♭, C (Minims, crotchets)	C (Minims, crotchets)	C, D, E	C, D, E, F, G	N/A			(Recorder)	G, G#, A, B, B♭, C (Minims, dotted crotchets, crotchets, quavers, semiquavers)	G, G#, A, B, B♭, C (Minims, crotchets, quavers)	A, B, B♭, C (Crotchets)	B, B♭, C (Crotchets)						Get On Board	N/A				N/A		N/A			<p><b>Year 5 Unit 2 - How Does Music Connect Us With The Past?</b></p> <table border="1"> <thead> <tr> <th>Week</th> <th>Music/Song</th> <th>Artist/Composer /Creator</th> <th>Style</th> <th>Year of Composition</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>The Sparkle In My Life</td> <td>Joanna Mangona and Chris Taylor</td> <td>Pop</td> <td>2020/21</td> </tr> <tr> <td>2</td> <td>Glassworks I. Opening</td> <td>Philip Glass</td> <td>Minimalism</td> <td>1981</td> </tr> <tr> <td>3</td> <td>Dreaming Of Mars</td> <td>Joanna Mangona and Pete Readman</td> <td>20th and 21st Century Orchestral</td> <td>2020/21</td> </tr> <tr> <td>4</td> <td>Macaroni Sundae</td> <td>Joanna Mangona and Chris Madin</td> <td>Rock 'n' Roll</td> <td>2020/21</td> </tr> <tr> <td>5</td> <td>Get On Board</td> <td>John Chamberlain</td> <td>Gospel</td> <td>1863</td> </tr> </tbody> </table>	Week	Music/Song	Artist/Composer /Creator	Style	Year of Composition	1	The Sparkle In My Life	Joanna Mangona and Chris Taylor	Pop	2020/21	2	Glassworks I. Opening	Philip Glass	Minimalism	1981	3	Dreaming Of Mars	Joanna Mangona and Pete Readman	20th and 21st Century Orchestral	2020/21	4	Macaroni Sundae	Joanna Mangona and Chris Madin	Rock 'n' Roll	2020/21	5	Get On Board	John Chamberlain	Gospel	1863	
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The Sparkle In My Life (Glockenspiel) 4/4, E♭ major, 140bpm	C, D, E, E♭ (Crotchets, quavers)	C, E, F (Crotchets, quavers)	C, E, F (Minims, crotchets)	E, F (Minims)	N/A		E, F, G	E, F, G, B♭, C	E, F, G, A, B, C, D																																																																																																											
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<p><b>Unit 4 – Introducing chords</b> How does music teach us about our community?</p>	<p><b>Unit 4: How Does Music Teach Us About Our Community?</b></p> <table border="1"> <tr> <td colspan="2">Musicianship: Understanding Music</td> <td colspan="5">Musicianship: Improvise Together - Activity 2</td> </tr> <tr> <td>Tempo: 180bpm Time Signature: 6/8 Key Signature: C major</td> <td>Rhythmic patterns using: Dotted crotchets, triplet quavers, and quavers Melodic patterns: C, D, E, F, G, A, B</td> <td colspan="3">As Unit 3</td> <td></td> <td></td> </tr> <tr> <th rowspan="2">Songs</th> <th colspan="4">Instrumental Notes</th> <th colspan="2">Improvising</th> <th colspan="3">Composing</th> </tr> <tr> <th>Part 1</th> <th>Part 2</th> <th>Part 3</th> <th>Part 4</th> <th>3 notes</th> <th>5 notes</th> <th>3 notes</th> <th>5 notes</th> <th>7 notes</th> </tr> <tr> <td>Erie Canal (Glockenspiel) 4/4, D minor, 120bpm</td> <td>D, E, F, G, A (Dotted crotchets, crotchets, quavers)</td> <td>D, E, F, G, A (Minims, crotchets, quavers)</td> <td>D, E, F, G, A (Minims)</td> <td>D (Minims)</td> <td>D, E, F</td> <td>D, E, F, G, A</td> <td>N/A</td> <td></td> <td></td> </tr> <tr> <td>(Recorder)</td> <td>D, E, F, G, A (Dotted crotchets, crotchets, quavers)</td> <td>F, G, A (Minims, crotchets, quavers)</td> <td>F, G, A (Crotchets)</td> <td>F, G, A (Crotchets)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Heroes</td> <td>N/A</td> <td></td> <td></td> <td></td> <td>N/A</td> <td></td> <td>N/A</td> <td></td> <td></td> </tr> <tr> <td>Happy To Be Me</td> <td>N/A</td> <td></td> <td></td> <td></td> <td>N/A</td> <td></td> <td>N/A</td> <td></td> <td></td> </tr> </table>	Musicianship: Understanding Music		Musicianship: Improvise Together - Activity 2					Tempo: 180bpm Time Signature: 6/8 Key Signature: C major	Rhythmic patterns using: Dotted crotchets, triplet quavers, and quavers Melodic patterns: C, D, E, F, G, A, B	As Unit 3					Songs	Instrumental Notes				Improvising		Composing			Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes	Erie Canal (Glockenspiel) 4/4, D minor, 120bpm	D, E, F, G, A (Dotted crotchets, crotchets, quavers)	D, E, F, G, A (Minims, crotchets, quavers)	D, E, F, G, A (Minims)	D (Minims)	D, E, F	D, E, F, G, A	N/A			(Recorder)	D, E, F, G, A (Dotted crotchets, crotchets, quavers)	F, G, A (Minims, crotchets, quavers)	F, G, A (Crotchets)	F, G, A (Crotchets)						Heroes	N/A				N/A		N/A			Happy To Be Me	N/A				N/A		N/A			<p><b>Year 5 Unit 4 - How Does Music Teach Us About Our Community?</b></p> <table border="1"> <thead> <tr> <th>Week</th> <th>Music/Song</th> <th>Artist/Composer /Creator</th> <th>Style</th> <th>Year of Composition</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Erie Canal</td> <td>Thomas Allen</td> <td>Reggae</td> <td>1905</td> </tr> <tr> <td>2</td> <td>Dances In The Canebrakes No.2, Tropical Moon</td> <td>Florence Price</td> <td>20th and 21st Century Orchestral</td> <td>1953</td> </tr> <tr> <td>3</td> <td>Heroes</td> <td>Joanna Mangona and Pete Readman</td> <td>Pop</td> <td>2020/21</td> </tr> <tr> <td>4</td> <td>Star Wars Episode IV: A New Hope</td> <td>John Williams</td> <td>Film Music</td> <td>1977</td> </tr> <tr> <td>5</td> <td>Happy To Be Me</td> <td>Joanna Mangona and Pete Readman</td> <td>20th and 21st Century Orchestral</td> <td>2020/21</td> </tr> </tbody> </table>	Week	Music/Song	Artist/Composer /Creator	Style	Year of Composition	1	Erie Canal	Thomas Allen	Reggae	1905	2	Dances In The Canebrakes No.2, Tropical Moon	Florence Price	20th and 21st Century Orchestral	1953	3	Heroes	Joanna Mangona and Pete Readman	Pop	2020/21	4	Star Wars Episode IV: A New Hope	John Williams	Film Music	1977	5	Happy To Be Me	Joanna Mangona and Pete Readman	20th and 21st Century Orchestral	2020/21											
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**Unit 5 – Words, meaning and expression**  
How does music shape our way of life?

**Unit 5: How Does Music Shape Our Way of Life?**

Musicianship: Understanding Music		Musicianship: Improve Together - Activity 3							
Tempo: 66bpm Time Signature: 3/4 Key Signature: D major	Rhythmic patterns using: Dotted minims, minims, crotchets, quavers, and semiquavers Melodic patterns: D, E, F, G, A	Tempo: 120bpm Time Signature: 6/8	Key Signature: C major Improvise section using: C, D, E, F, G, A, B						
Songs	Instrumental Notes				Improvising		Composing		
	Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes
Look Into The Night (Glockenspiel) 4/4, D minor, 130bpm	F, G, A, C, D (Crotchets, quavers)	F, G, A, C, D (Crotchets, quavers)	F, G, A, C, D (Crotchets, quavers)	D (Minims)	N/A		D, E, F G, A	D, E, F, G A, B, C	
(Recorder)	F, G, A, C, D (Crotchets, quavers)	F, G, A, C (Crotchets, quavers)	F, G, A, C (Crotchets, quavers)	F, G, A (Crotchets)					
Breathe (Glockenspiel) 3/4, C major, 176bpm	C, D, E, F, G, A, B (Minims, crotchets)	C, E, F, G, A, B (Minims, crotchets)	F, G, A, B, C (Minims, crotchets)	C (Minims, crotchets)	C, D, E	C, D, E, G, A	N/A		
(Recorder)	C, D, E, F, G, A, B (Minims, crotchets)	C, E, F, G, A, B (Minims, crotchets)	F, G, A, B, C (Crotchets)	F, G, A, B (Crotchets)					
Keeping Time	N/A						N/A	N/A	

Control the speed of a steady beat, getting faster and getting slower.  
Direct the class in controlling the speed of a steady beat in a class performance.  
Recognise the connection between tempi and musical styles.

**Dynamics**

identify dynamics and how they change the mood and feel of the music:  
forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo.

**Timbre**

Recognise the following ensembles:

- Gospel choir and soloist
- Rock band
- Symphony orchestra
- A Cappella group

Identify the following instruments by ear and through a range of media:  
drum kit, electric guitar, electric bass guitar, acoustic guitar, keyboard or Hammond organ, synthesizer, saxophone, trumpet, harmonica, banjo, accordion, tuned and untuned percussion, steel pans and instruments of the orchestra such as clarinet, tuba, violin, trombone and flute.

Recognise the difference between the sound of male and female voices.  
Recognise tone colour and rapping.

**Texture**

Identify solos and instrumental breaks in songs and music.  
Talk about solo voices, backing vocals and different vocal textures.  
Identify changes in texture.  
Talk about the different textures created by intervals and chords.

**Structure**

Identify and explain the structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures.  
Identify the instrumental break and its purpose in a song.  
Recognise phrases and repeated sections.  
Discuss the purpose of a bridge section.

**Unit 6 – Identifying important musical elements**  
How does music connect us with the environment?

**Unit 6: How Does Music Connect Us With The Environment?**

Musicianship: Understanding Music		Musicianship: Improve Together - Activity 3							
Tempo: 120bpm Time Signature: 5/4 Key Signature: C major	Rhythmic patterns using: Minims, dotted crotchets, crotchets, quavers Melodic patterns: C, D, E	As Unit 5							
Songs	Instrumental Notes				Improvising		Composing		
	Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes
You And Me (Glockenspiel) 4/4, G major, 95bpm	G, A, B, C, D, E, F, E (Crotchets, quavers)	G, A, B, C, D, E, F, E (Crotchets, quavers)	G, A, B, C, D, E, F, E (Crotchets, quavers)	G (Minims)	N/A		G, A, B D, E	G, B, C, D, F	
(Recorder)	G, A, B, C, D, E, F, E (Crotchets, quavers)	G, A, B, C, F# (Crotchets, quavers)	G, A, B, C, F# (Crotchets, quavers)	F#, G, A, B (Crotchets)					
A Bright Sunny Day (Glockenspiel) 4/4, C major, 128bpm	C, G, A (Crotchets, quavers)	C, G, A (Crotchets, quavers)	C, G, A (Minims, crotchets)	C (Minims, crotchets)	C, D, E	C, D, E, F, G	N/A		
(Recorder)	C, G, A (Crotchets, quavers)	C, G, A (Crotchets, quavers)	C, G, A (Crotchets)	C (Crotchets)					
I'm Forever Blowing Bubbles	N/A						N/A	N/A	

Year 5 Unit 5 - How Does Music Shape Our Way Of Life?				
Week	Music/Song	Artist/Composer /Creator	Style	Year of Composition
1	Look Into The Night	Joanna Mangona and Chris Taylor	Pop	2020/21
2	The Lark Ascending	Ralph Vaughan Williams	20th and 21st Century Orchestral	1923
3	Breathe	Joanna Mangona and Pete Readman	20th and 21st Century Orchestral	2020/21
4	Stay Connected	Supaman	Hip Hop	2020
5	Keeping Time	Joanna Mangona and Pete Readman	Funk	2020/21

Year 5 Unit 6 - How Does Music Connect Us With The Environment?				
Week	Music/Song	Artist/Composer /Creator	Style	Year of Composition
1	You And Me	Joanna Mangona and Chris Taylor	Pop	2020/21
2	The Song Of Hiawatha: Overture Op. 30	Samuel Coleridge-Taylor	Romantic	1900
3	A Bright Sunny Day	Joanna Mangona and Pete Readman	20th and 21st Century Orchestral	2020/21
4	Central Park In The Dark	Charles Ives	20th and 21st Century Orchestral	1906
5	I'm Forever Blowing Bubbles	John Kelllette	Musicals	1918

Year 6	Substantive knowledge	Disciplinary knowledge (across all units)	Listening and genre coverage																																																																																																						
<p><b>Unit 1 – Developing melodic phrases</b> How does music bring us together?</p>	<p><b>Unit 1: How Does Music Bring Us Together?</b></p> <table border="1"> <tr> <td colspan="2">Musicianship: Understanding Music</td> <td colspan="2">Musicianship: Improve Together - Activity 1</td> </tr> <tr> <td>Tempo: 66bpm Time Signature: 2/4 Key Signature: C major</td> <td>Rhythmic patterns using: Minims, crotchets, quavers, and semiquavers. 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Play in time with a steady beat and identify the metres 2/4, 4/4, 3/4, 6/8 and 5/4. Identify syncopation and swing.</p> <p><b>Rhythm</b> Recognise by ear and notation:  <ul style="list-style-type: none"> <li>Minims, crotchets, quavers, semiquavers and their rests</li> </ul> Recognise by ear and notation:  <ul style="list-style-type: none"> <li>6/8 rhythm patterns</li> <li>Dotted crotchets, triplet quavers, dotted triplet quavers, quavers and their rests</li> </ul> Recognise by ear and notation:  <ul style="list-style-type: none"> <li>9/8 rhythm patterns</li> <li>Dotted crotchets, triplet quavers and quaver notes and their rests</li> </ul> Recognise dotted rhythm in melodies.  Copy simple rhythm patterns using the above rhythms.  Create rhythm patterns by ear and using simple notation, that use the above rhythm patterns.  Recall the most memorable rhythms in a song or piece of music.</p> <p><b>Pitch</b> Identify major and minor tonality by ear and from notation.  Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation.  Identify the names of the pitched notes on a staff:  C, D, E, E♭, F♯, G, A, B, B♭, C, C♯, D  Identify the following scales by ear or from notation:  A minor  G major  D major  D minor  F major  Identify an interval of a major triad: 3rd, 5th.  Identify an octave by ear or notation.  Copy simple melodies by ear or from reading notation.  Create melodies by ear and notate them.  Use chords C, F, G and A minor by ear or from notation.</p>	<p><b>Year 6 Unit 1 - How Does Music Bring Us Together?</b></p> <table border="1"> <thead> <tr> <th>Week</th> <th>Music/Song</th> <th>Artist/Composer /Creator</th> <th>Style</th> <th>Year of Composition</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Do What You Want To</td> <td>Joanna Mangona and Chris Taylor</td> <td>Soul</td> <td>2020/21</td> </tr> <tr> <td>2</td> <td>Fanfare For The Common Man</td> <td>Aaron Copland</td> <td>20th and 21st Century Orchestral</td> <td>1942</td> </tr> <tr> <td>3</td> <td>It's All About Love</td> <td>Joanna Mangona and Chris Taylor</td> <td>Pop</td> <td>2020/21</td> </tr> <tr> <td>4</td> <td>Let's Write A Song</td> <td>Joanna Mangona and Chris Madin</td> <td>Pop</td> <td>2020/21</td> </tr> <tr> <td>5</td> <td>Sunshine On A Rainy Day</td> <td>Joanna Mangona and Chris Taylor</td> <td>Soul</td> <td>2020</td> </tr> </tbody> </table>	Week	Music/Song	Artist/Composer /Creator	Style	Year of Composition	1	Do What You Want To	Joanna Mangona and Chris Taylor	Soul	2020/21	2	Fanfare For The Common Man	Aaron Copland	20th and 21st Century Orchestral	1942	3	It's All About Love	Joanna Mangona and Chris Taylor	Pop	2020/21	4	Let's Write A Song	Joanna Mangona and Chris Madin	Pop	2020/21	5	Sunshine On A Rainy Day	Joanna Mangona and Chris Taylor	Soul	2020					
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Disco Fever (Glockenspiel) 4/4, D minor, 115bpm (Recorder)	D, E, F, G, A (Crotchets, quavers)	D, E, F, G, A (Minims, crotchets, quavers)	D, E, F, G, A (Minims, crotchets)	D (Minims)	N/A		D, E, F	D, E, F, G, A	D, E, F, G, A, B ♭, C																																																																																																
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Change (Glockenspiel) 4/4, E ♭ major, 115bpm (Recorder)	E ♭, F, G, A ♭, B ♭, C (Crotchets, quavers)	E ♭, F, G, A ♭, B ♭, C (Crotchets, quavers)	E ♭, F, G, B ♭, C (Minims, crotchets)	E ♭ (Minims)	N/A		N/A																																																																																																		
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**Unit 4 – Exploring notation further** How does music teach us about our community?

**Unit 4: How Does Music Teach Us About Our Community?**

Musicianship: Understanding Music		Musicianship: Improve Together - Activity 2								
Tempo: 116bpm Time Signature: 5/4 Key Signature: G major		Rhythmic patterns using: Minims, dotted crotchets, crotchets, and quavers Melodic patterns: G, A, B, C, D, E, F#								
Songs		Playing Instrument Notes			Improvising		Composing			
		Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes
Let's Rock (Glockenspiel) 4/4, G major, 72bpm	(Recorder)	G, B ♭, B, C, D, F (Dotted quavers, quavers, semiquavers)	G, B ♭, B, C, D, F (Crotchets, quavers)	G, B ♭, B, C, D, F (Crotchets, quavers)	G (Minims)	G, A, B ♭	G, A, B ♭, C, D	N/A		
Simple Gifts (Glockenspiel) 4/4, F major, 95bpm	(Recorder)	F, G, A, B ♭, C, E (Minims, dotted crotchets, crotchets, quavers)	F, G, A, B ♭, C, E (Minims, crotchets, quavers)	F, G, A, B ♭, C, E (Minims, crotchets, quavers)	F (Minims)	N/A	F, G, A	F, G, A, C, D	F, G, A, B ♭, C, D, E	
Friendship Should Never End (Glockenspiel) 4/4, A major, 120bpm	(Recorder)	E, F#, G, G#, A, B, C, C# (Semibreves, minims, dotted crotchets, crotchets, quavers)	E, F#, G, G#, A, B, C, C# (Semibreves, minims, crotchets)	E, F#, G, G#, A, B, C, C# (Semibreves, minims, crotchets)	A (Minims)	N/A	N/A	N/A		

**Unit 5 – Using chords and structure** How does music shape our way of life?

**Unit 5: How Does Music Shape Our Way of Life?**

Musicianship: Understanding Music		Musicianship: Improve Together - Activity 3								
Tempo: 76bpm Time Signature: 6/8 Key Signature: D minor		Rhythmic patterns using: Dotted crotchets, triplet quavers, quavers Melodic patterns: D, E, F, G, A								
Songs		Playing Instrument Notes			Improvising		Composing			
		Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes
Wake Up! (Glockenspiel) 4/4, F minor, 120bpm	(Recorder)	F, A ♭, E ♭ (Crotchets, quavers)	F, A ♭, E ♭ (Crotchets, quavers)	F, A ♭ (Minims, crotchets)	F (Minims)	N/A	F, G, A ♭	F, G, A ♭, B ♭, C	F, G, A ♭, B ♭, C, D, F, E ♭	
Down By The Riverside (Glockenspiel) 4/4, G major, 108bpm	(Recorder)	G, A, B, D, E, F# (Semibreves, dotted minims, minims, dotted crotchets, crotchets, quavers)	G, A, B, D, E, F# (Semibreve, minims, crotchets, quavers)	G, A, B, D, E, F# (Semibreves, minims, crotchets)	G (Minims)	G, A, B	G, A, B, C, D	N/A		
Dance The Night Away (Glockenspiel) 4/4, F minor, 120bpm	(Recorder)	F, G, A ♭, B ♭, C, E ♭ (Minims, crotchets, dotted quavers, quavers, semiquavers)	F, G, A ♭, B ♭, C, E ♭ (Minims, crotchets, quavers)	F, G, A ♭, B ♭, C, E ♭ (Minims, crotchets, quavers)	F (Minims)	N/A	N/A			

**Unit 6 – respecting each other through composition** How does music connect us with the environment?

**Unit 6: How Does Music Connect Us With The Environment?**

Musicianship: Understanding Music		Musicianship: Improve Together - Activity 3								
Tempo: 66bpm Time Signature: 2/4 Key Signature: C major		Rhythmic patterns using: Minims, crotchets, quavers and semiquavers Melodic patterns: C, D, E, F, G, A, B								
Songs		Playing Instrument Notes			Improvising		Composing			
		Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes
Heal The Earth (Glockenspiel) 4/4, F major, 147bpm	(Recorder)	F, G, A, B ♭, C, D (Semibreves, minims, crotchets, quavers)	F, G, A, B ♭, C, D (Semibreves, minims, crotchets, quavers)	F, G, A, B ♭, C, D (Semibreves, minims, crotchets)	F (Minims)	F, G, A	F, G, A, C, D	F, G, A	F, G, A, C, D	F, G, A, B ♭, C, D, E
Let's Go Surfin'		N/A						N/A	N/A	
So Amazing		N/A						N/A	N/A	

Identify the tonal centres of:  
 A minor  
 G major  
 D major  
 D minor  
 F major

Identify and demonstrate the following scales by ear and from notation:  
 Major scale  
 Minor scale  
 Pentatonic scale  
 Blues scale

**Tempo**  
 Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.  
 Change the speed of a steady beat, moving from fast to slow, slow to fast.  
 Control the speed of a steady beat, getting faster and getting slower.  
 Direct the class in controlling the speed of a steady beat in a class performance.  
 Recognise the connection between tempi and musical styles.  
 Recognise an effective use of tempo at the end of a song.

**Dynamics**  
 Identify how dynamics change the mood and feel of music using vocabulary: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo.  
 Identify how dynamics can support the structure of a song or piece of music, eg diminuendo leading into a new section and change of mood.  
 Identify the connection between dynamics and texture, eg adding more players and/or singers makes the music louder.

**Timbre**  
 Recognise the following ensembles:  
 • Pop group  
 • A Cappella group  
 • Gospel choir

Identify instruments that add particular colour to a song or piece of music. the following instruments by ear and through a range of media:  
 • Band instruments such as keyboard, electric or Hammond organ, saxophone, trumpet, electric guitar, electric bass guitar, drum kit, vocals, drum machine and synthesizer.  
 • Instruments of the orchestra from the strings, woodwind, brass and tuned and untuned percussion families, particularly violin, cello, double bass, flute, clarinet, oboe, saxophone, trumpet, trombone, French horn, tuba, drums (timpani), glockenspiel, xylophone and piano.  
 • Other instruments such as steel pans, harmonica, banjo and accordion.

**Texture**  
 Sing and play instruments in different-sized groups.

**Year 6 Unit 4 - How Does Music Teach Us About Our Community?**

Week	Music/Song	Artist/Composer /Creator	Style	Year of Composition
1	Let's Rock	Joanna Mangona and Chris Taylor	Rock	2020/21
2	Mazurkas, Op.24	Frédéric Chopin	Romantic	1836
3	Simple Gifts	Joseph Brackett	Folk	1848
4	Danny Boy	Frederic Weatherly	Folk	1913
5	Friendship Should Never End	Joanna Mangona and Chris Taylor	Pop	2020/21

**Year 6 Unit 5 - How Does Music Shape Our Way Of Life?**

Week	Music/Song	Artist/Composer /Creator	Style	Year of Composition
1	Wake Up!	Joanna Mangona and Chris Taylor	Hip Hop	2020/21
2	We Shall Overcome	Unknown	Gospel	Unknown
3	Down By The Riverside	Unknown	Gospel	Mid 1800s
4	You Belong With Me	Joanna Mangona and Chris Taylor	Soul	2020/21
5	Dance The Night Away	Joanna Mangona and Chris Taylor	Salsa	2020/21

**Year 6 Unit 6 - How Does Music Connect Us With The Environment?**

Week	Music/Song	Artist/Composer /Creator	Style	Year of Composition
1	Heal The Earth	Joanna Mangona and Chris Taylor	Reggae	2020/21
2	My Funny Valentine	Richard Rodgers	Musicals	1937
3	Let's Go Surfin'	Joanna Mangona and Chris Taylor	Pop	2020/21
4	Main Title Theme From Schindler's List	John Williams	Film Music	1993
5	So Amazing	Joanna Mangona and Chris Taylor	Soul	2020/21

		<p>Identify solos and instrumental breaks in songs and music. Talk about solo voices, backing vocals and different vocal textures. Refer to repeated rhythmic or melodic patterns as riffs/ostinati. Talk about the different textures created by intervals and chords. Understand how texture builds throughout a piece as voices are layered.</p> <p><b>Structure</b> Talk about how musical styles often have the same musical structure, eg Folk music: verse and chorus; Rock and Pop music: verse, chorus, bridge and instrumental Break. Talk about the purpose of musical structures. Identify where changes in texture and tonality help emphasize the contrasting sections in a song. Recognise that changing the tonality at different points within the song creates different sections to the structure.</p>	
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Optional units – these can be dropped in by schools in order to facilitate developing expertise in musical instrument playing:

Ocarina		Boomwhackers		Recorders		Bamboo Tamboo	Glockenspiel																																																																					
Unit 1	Unit 2	Unit 1	Unit 2	Unit 1	Unit 2		Unit 1	Unit 2																																																																				
<p>Ocarina I</p> <p>Listen and appraise:</p> <p><b>Find the beat</b> 12345 <b>Head shoulders knees and toes</b> <b>Shapes</b> <b>We talk to animals</b> <b>We are together</b></p> <p>Learn to play:</p> <ul style="list-style-type: none"> <li>- Hi D with ocarina</li> <li>- 3Bs with ocarina</li> <li>- Ocarina Groove with oc</li> <li>- Doo-ing well with oc</li> <li>- Time for tea</li> </ul> <p><b>Performance for other children in assembly.</b></p>	<p>Ocarina II</p> <p>Listen and appraise:</p> <p><b>Music is in my soul</b> <b>Hey Friends</b> <b>Hello</b></p> <p>Learn to play:</p> <ul style="list-style-type: none"> <li>- Over the water</li> <li>- High jump</li> <li>- G-whizz</li> <li>- Track 09</li> <li>- Track 10</li> </ul> <p><b>Performance for other children in assembly.</b></p>	<p>Boomwhackers I</p> <p>Listen and appraise</p> <p><b>Rainbows</b> <b>Hands, Feet, Heart</b> <b>All around the World</b></p> <p>Learn the colours and notes. Learn to hold and create sounds from them. Learn to create a scale</p> <p>Learn to play:</p> <ul style="list-style-type: none"> <li>- Calling All colours</li> <li>- Rise and Fall</li> <li>- Ready to Whack</li> <li>- Walk the line (3 groups)</li> <li>- Button Box (pentatonic scale)</li> </ul>	<p>Boomwhackers II</p> <p>Listen and appraise:</p> <p><b>Rainbows</b> <b>Hands, Feet, Heart</b> <b>All around the World</b></p> <p>Learn to play:</p> <ul style="list-style-type: none"> <li>- Pentajam</li> <li>- Relax</li> <li>- Together</li> <li>- Whackerblast</li> <li>- Boom Boom Boom</li> </ul>	<p>Recorders I</p> <p>Listen and Appraise: <b>Home is where the heart is</b> <b>Let's work it out together</b> <b>Please be kind</b></p> <table border="1"> <thead> <tr> <th>Piece</th> <th>Musical skills</th> <th>Language</th> <th>Notes</th> </tr> </thead> <tbody> <tr> <td>Hey You!</td> <td>Making a sound on 1<sup>st</sup> beat of bar</td> <td>Cross head crotchets and rests</td> <td>N/A</td> </tr> <tr> <td>Easy B</td> <td>2 parts</td> <td>Minims and rests</td> <td>B</td> </tr> <tr> <td>Take It Easy</td> <td>1 part</td> <td>Minims and rests</td> <td>B</td> </tr> <tr> <td>Strictly B</td> <td>1 part</td> <td>Minims and rests</td> <td>B</td> </tr> <tr> <td>Hey You! 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### Using IPADS as a musical instrument

Introduction to music technology I	Introduction to music technology II	Introduction to music technology III	KS2 Music Technology I Begin to create dance music	Music Technology II Represent an image	KS2 Music Technology III Create music for a desired effect and style.
<p><b>Keezy app – music around us</b></p> <ol style="list-style-type: none"> <li>1. Use app to record everyday sounds (taps, clapping, walking, laughing etc)</li> <li>2. Create a soundscape of the classroom.</li> <li>3. Create a soundscape of the playground.</li> <li>4. Explore recording sounds of untuned percussion.</li> <li>5. Create a simple composition of your own using everyday sounds and some untuned percussion.</li> </ol>	<p><b>Keezy app – retell well known stories</b></p> <ol style="list-style-type: none"> <li>1. Use app to record sounds that go with specific fairy stories (fee fi fum, witches cackle, chop chop chop etc)</li> <li>2. Repeat with a different story, increasing independence.</li> <li>3. Explore adding untuned percussion sounds to soundscapes.</li> <li>4. Create and record own compositions about stories – use tuned and untuned percussion.</li> </ol>	<p><b>Launchpad app</b></p> <ol style="list-style-type: none"> <li>1. record a beat track</li> <li>2. modify</li> <li>- tempo</li> <li>- volume of parts</li> <li>- key</li> <li>3. explore changing genre</li> <li>4. create own composition and perform</li> <li>5. Create a track to reflect a certain mood?</li> </ol>	<p><b>Garage Band</b> Sequence a 4 beat bar.</p> <p>Trim and loop a beat track across 16 bars.</p> <p>Use a graphical representation to build up layers.</p> <p>Add piano chords and other instruments e.g. bass line to create a varied texture.</p> <p>Record a live vocal fragment to loop (sampling)</p> <p><b>Listening:</b> <b>No limit</b> <b>Ride on Time</b> <b>Gypsy Woman</b> <b>Set adrift (PM Dawn)</b> <b>Things that make you go Hmmm</b></p>	<p><b>Keezy</b></p> <p>Use vocal sounds to create an 8 part composition.</p> <p>Use instrumental sounds (non tuned to create an 8 part composition.</p> <p>Look at a landscape – create an aural representation of the sounds of the landscape in 8 parts.</p> <p>Look at a spooky scene – repeat, including some instruments.</p> <p>Free composition in groups using Keezy, tuned and untuned instruments to represent something.</p> <p><b>Listening:</b> <b>Sea symphony Britten</b> <b>Pastoral Beethoven</b> <b>Gardens in the Rain Debussy</b> <b>Night on a Bald Mountain Mussorgsky</b> <b>The River – Smetana</b></p>	<p><b>Garage Band – a new genre</b> Sequence a 4 beat bar to create specific effect (jazz off beats)</p> <p>Add piano chords using the jazz scales.</p> <p>Modify tempo.</p> <p>Modify the individual levels of each layer to create a desired effect.</p> <p>Record a live vocal over 16 bars in a jazz style.</p> <p>Repeat using the Japanese scale *7 tone, to create another effect.</p> <p><b>Listening:</b> <b>Duke Ellington</b> <b>Ella Fitzgerald</b> <b>Billie Holiday</b> <b>Herbie Hancock</b> <b>Miles Davies</b> <b>Jacob Collier</b> <b>Japanese ceremonial music</b> <b>Gamelan music</b></p>