

Music 2023-2024

	School Drivers	
Independent Learners	Healthy Living	21st Century Citizen
Independent	Healthy mind	Multicultural Awareness
Resilient	Healthy relationships	
Able to solve problems	·	
Creative and Curious		
Able to think critically		

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Core learning:

Sing a range of well-known nursery rhymes and songs; -Perform songs, rhymes, poems and stories with others, and when appropriate - move in time with music.

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
Vocabulary:

Pitch, Pulse, Rhythm, Tune

### Christmas Production My Stories

Core Learning:
Sing a range of well-known
nursery rhymes and songs; Perform songs, rhymes,
poems and stories with
others, and - when
appropriate - move in time
with music.

I'm A Little Teapot
The Grand Old Duke Of York
Ring O' Roses Hickory
Dickory Dock
Not Too Difficult
The ABC Song

Vocabulary:

## Everyone

Toes

Core Learning:
Sing a range of well-known
nursery rhymes and songs; Perform songs, rhymes,
poems and stories with
others, and - when
appropriate - move in time
with music.

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 Pitch, Pu

#### Our World

Core Learning
Sing a range of well-known
nursery rhymes and songs; Perform songs, rhymes, poems and
stories with others, and - when
appropriate - move in time with
music.

Old Macdonald
Incy Wincy Spider
Baa Baa Black Sheep Row, Row,
Row Your Boat
The Wheels On The Bus
The Hokey Cokey

Vocabulary: Pitch, Pulse, Rhythm, Tune

## Big Bear Funk

Core learning:
Sing a range of well-known
nursery rhymes and songs; Perform songs, rhymes,
poems and stories with
others, and - when
appropriate - move in time
with music.

# Big Bear Funk

Vocabulary: Pitch, Pulse, Rhythm, Tune, Funk

## Reflect Rewind and Replay

Core learning:
Sing a range of wellknown nursery rhymes
and songs; - Perform
songs, rhymes, poems
and stories with others,
and - when appropriate move in time with music.

#### Revisit:

Big Bear Funk
Baa Baa Black Sheep
Twinkle Twinkle
Incy Wincy Spider
Rock-a-bye Baby Row,
Row, Row Your Boat
Vocabulary:

		Pitch, Pulse, Rhythm, Tune	Vocabulary: Pitch, Pulse, Rhythm, Tune			Pitch, Pulse, Rhythm, Tune, Funk	
Year 1	Unit 1 Year 1	Unit 2 Year 1	Unit 3 Year 1	Unit 4 Year 1	Unit 5 Year 1	Unit 6 Year 1	
Glockenspiel played as part of	Musical Spotlight: My Musical Heartbeat	Musical Spotlight: Christmas Production	Musical Spotlight: Exploring Sounds	Musical Spotlight: Learning to Listen	Musical Spotlight: Having Fun with Improvisation	Musical Spotlight: Let's Perform Together!	
units.	Social Question: How Can We Make Friends When We Sing Together?	Social Question: How Does Music Tell Stories About the Past?	Social Question: How Does Music Make the World a Better Place?	Social Question: How Does Music Help Us to Understand Our Neighbours?	Social Question: What Songs Can We Sing to Help Us Through the Day?	Social Question: How Does Music Teach Us About Looking After Our Planet?	
	Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G  Core Learning:  SONG 1 Find The Beat STYLE		Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F\$, G, A  Core Learning:	Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F\$, G, A  Core Learning:  SONG 1 Cuckoo STYLE Waltz	Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F\$, G, A  Core Learning:	Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G	
	Hip Hop  SONG 2 Shapes STYLE Pop		SONG 1 Sing Me a Song STYLE Waltz	SONG 2 Upside Down STYLE Waltz	SONG 1 Dress up STYLE Swing	Core Learning:  SONG 1 The Bear Went	
	SONG 3 We talk to the Animals STYLE Pop		SONG 2 Sparkle STYLE Pop SONG 3 Rhythm in the way	SONG 3 Hush Little Baby STYLE Lullaby	SONG 2 Brush Our Teeth STYLE Pop	Over The Mountain STYLE Pop	
	Vocabulary: Pulse, rhythm, pitch, rap, improvise, compose, high, low, melody, bass guitar, drums, perform, singers, keyboard, percussion, trumpets, saxophones, Funk, groove,		mpose, high, low, guitar, drums, pers, keyboard, rumpets, Funk, groove,  Vocabulary: Pulse, rhythm, pitch, rap, improvise, compose, high, low, melody, bass guitar, drums, perform, singers,	we walk STYLE Reggae  Vocabulary: Pulse, rhythm, pitch, rap, improvise, compose, high, low, melody, bass guitar, drums, perform, singers,	Vocabulary:  Pulse, rhythm, pitch, rap, improvise, compose, high, low, melody, bass guitar, drums, perform, singers, keyboard, percussion, trumpets, saxophones, low, melody, bass guitar, drums, perdorm, singers, keyboard, percussion, trumpets, saxophones,	Pulse, rhythm, pitch, rap, improvise, compose, high, low, melody, bass guitar,	SONG 2 Zoo Time STYLE Reggae  SONG 3 She'll be coming round the Mountain STYLE Gospel
	audience, imagination, song, tempo,		keyboard, percussion, trumpets, saxophones, <b>Funk</b> , groove, audience, imagination, song, tempo,	Funk, groove, audience, imagination, song, tempo,	drums, perform, singers, keyboard, percussion, trumpets, saxophones, <b>Funk</b> , groove, audience, imagination, song, tempo,	Vocabulary: Pulse, rhythm, pitch, rap, improvise, compose, high, low, melody, bass guitar, drums, perform, singers, keyboard, percussion, trumpets, saxophones, Funk, groove, audience, imagination, song, tempo,	

Year 2	Unit 1 Year 2	Unit 2 Year 2	Unit 3 Year 2	Unit 4 Year 2	Unit 5 Year 2	Unit 6 Year 2
	Musical Spotlight: Pulse, Rhythm	Musical Spotlight:Christmas	Musical Spotlight: Inventing	Musical Spotlight: Recognising	Musical Spotlight: Exploring	Musical Spotlight: Our
Glockenspiel	and Pitch	Production	a Musical Story	Different Sounds	Improvisation	Big Concert
olayed as	Social Question: How Does Music		Social Question: How Does	Social Question: How Does Music	Social Question: How Does	Social Question: How
oart of units	· ·	Social Question: How does	Music Make the World a	Teach Us About Our	Music Make Us Happy?	Does Music Teach Us
	Musical Learning: Singing and	Music Teach Us About The	Better Place?	Neighbourhood?	Musical Learning: Singing	About Looking After Ou
	listening are at the heart of each	Past?	Musical Learning: Singing	Musical Learning: Singing and	and listening are at the	Planet?
	lesson. Play, improvise and		and listening are at the	listening are at the heart of each	heart of each lesson. Play,	Musical Learning: Singing
	compose using a selection of		heart of each lesson. Play,	lesson. Play, improvise and	improvise and compose using	and listening are at the
	these notes: C, D, E, F, G, A		improvise and compose using	compose using a selection of these	a selection of these notes:	heart of each lesson.
	Core learning:		a selection of these notes:	notes: C, D, E, F, G, A, Bb, B	C, D, E, F, G, A	Play, improvise and
	SONG 1 Music in My Soul STYLE		C, D, E, F, G, A, Bb, B	Core learning:	Core learning:	compose using a selectio
	GOSPEL		Core learning:	SONG 1 Helping Each Other	SONG 1 I Wanna Play In a	of these notes: C, D, E,
			SONG 1 Rainbows STYLE	STYLE Pop	band STYLE Rock	F, F♯, G, A, B♭, B
	SONG 2 Hey Friends STYLE		Pop			Core learning: SONG 1 The sunshine
	Jazz			SONG 2 The Music Man STYLE	SONG 2 Music is All Around	
			SONG 2 Hands Feet Heart	Marching Band	STYLE Jazz	Song STYLE Pop
	SONG 3 Hello STYLE pop		STYLE Kwela			
				SONG 3 Let's Sing Together	SONG 3 Saying Sorry	SONG 2 Four White
	Vocabulary:		SONG 3 All Around The	STYLE Gospel	STYLE calypso	Horses STYLE Calypso
	Keyboard, drums, bass, electric		World STYLE pop			
	guitar, saxophone, trumpet,					SONG 3 Down by the
	pulse, rhythm, pitch, improvise,			Vocabulary:	Vocabulary:	Bay STYLE Reggae
	compose, audience, question and		Vocabulary:	Keyboard, drums, bass, electric	Keyboard, drums, bass,	
	answer, <b>melody</b> , dynamics, tempo,		Keyboard, drums, bass,	guitar, saxophone, trumpet, <b>pulse</b> ,	electric guitar, saxophone,	Vocabulary:
	perform/performance,		electric guitar, saxophone,	rhythm, pitch, improvise,	trumpet, <b>pulse</b> , <b>rhythm</b> ,	Keyboard, drums, bass,
	audience, glockenspiel, band,		trumpet, pulse, rhythm,	compose, audience, question and	pitch, improvise, compose,	electric guitar,
	bass guitar, brass band,		pitch, improvise, compose,	answer, <b>melody</b> , dynamics, tempo,	audience, question and	saxophone, trumpet,
	percussion, piano accompaniment,		audience, question and	perform/performance, audience,	answer, <b>melody</b> , dynamics,	pulse, rhythm, pitch,
	major, minor, introduction, verse,		answer, <b>melody</b> , dynamics,	glockenspiel, band, bass guitar,	tempo,	improvise, compose,
	chorus.		tempo,	brass band, <b>percussion</b> , piano	perform/performance,	audience, question and
			perform/performance,	accompaniment, major, minor,	audience, glockenspiel,	answer, <b>melody</b> ,
			audience, glockenspiel,	introduction, verse, chorus.	band, <b>bass guitar</b> , brass	dynamics, tempo,
			band, <b>bass guitar</b> , brass		band, <b>percussion</b> , piano	perform/performance,
			band, <b>percussion</b> , piano		accompaniment, major,	audience, glockenspiel,
			accompaniment, major,		minor, introduction, verse,	band, <b>bass guitar</b> , brass
			minor, introduction, verse,		chorus.	band, <b>percussion</b> , piano
			chorus.			accompaniment, major,
						minor, introduction,
						verse, chorus.

YEAR 3	Unit 1 Year 3	Unit 2 Year 3	Unit 3 Year 3	Unit 4 Year 3	Unit 5 Year 3	Unit 6 Year 3
YEAR 3	Writing Music Down	Musical Spotlight: Christmas	Musical Spotlight: Composing	Musical Spotlight: More	Musical Spotlight: Enjoying	Musical Spotlight:
Glockenspiels	Musical Spotlight: Developing	, ,	Using Your Imagination	Musical Styles	Improvisation	Opening Night
Giockenspiels	Notation Skills	Production	Social Theme: How Does Music	Social Theme: How Does	Social Theme: How Does	Social Theme: How Does
Durham LA	Social Theme: How Does Music		Make the World a Better Place?	Music Help Us Get to Know	Music Make a Difference to	Music Connect Us with
Brass tuition		Social Theme: What Stories		· ·	Us Every Day?	Our Planet?
	Bring Us Closer Together?	Does Music Tell Us About	Musical Learning: Singing and	Our Community?		
to replace 1	Musical Learning: Singing and	the Past?	listening are at the heart of each	Musical Learning: Singing	Musical Learning: Singing	Musical Learning:
term TBA	listening are at the heart of each		lesson. Play, improvise and	and listening are at the	and listening are at the	Singing and listening are
	lesson. Play, improvise and		compose using a selection of	heart of each lesson. Play,	heart of each lesson. Play,	at the heart of each
	compose using a selection of		these notes: $C$ , $D$ , $E$ , $F$ , $G$ , $A$ , $B$	improvise and compose using	improvise and compose using	lesson. Play, improvise
	these notes: $C$ , $D$ , $E$ , $F$ , $G$ , $A$ , $B$		Core Learning	a selection of these notes: C,	a selection of these notes:	and compose using a
	Reading notation is introduced in		SONG 1 Your Imagination Style:	D, E, F, F#, <i>G</i> , <i>G</i> #, <i>A</i> , B	C, D, E, F, F#, G, G#, A, Bb, B	selection of these notes:
	year 3.		Pop	Core Learning	Core Learning	C, D, E, F, F#, G#, G, A,
	Core Learning		SONG 2 You're A Shining Star	SONG 1 Friendship Song	SONG 1 He's Got The Whole	Вь, В
	SONG 1 Home Is Where The		Style: Pop: Ballad	Style: Pop	World In His Hands Style:	Core Learning
	Heart Is Style: Country		SONG 3 Music Makes The World	SONG 2 Family Style: Rock	Gospel	SONG 1 Michael Row The
	SONG 2 Let's Work It Out		Go Round Style: Musicals	SONG 3 Come On Over	SONG 2 Why Does Music	Boat Ashore Style:
	Together Style: Pop		Vocabulary	Style: Soul	Make A Difference? Style:	Gospel
	SONG 3 Please Be Kind Style:		Tempo: Moderato — At a	Vocabulary	Jazz	SONG 2 The Dragon
	Pop		moderate speed (112 bpm)	Tempo: Andante — At a	SONG 3 Panda Extravaganza	Song Style: Pop
	Vocabulary		Time Signature: 3/4 — there are	walking pace (92 bpm)	Style: Hip Hop	SONG 3 Follow Me
	Tempo: Andante — At a walking		three crotchet beats in a bar	Time Signature: 4/4 — there	Vocabulary	Style: Hip Hop
	pace (100 bpm)		Key Signature: F major — there	are four crotchet beats in a	Tempo: Andante — At a	Vocabulary
	Time Signature: 4/4 — there are		is one flat in the key signature (b)	bar	walking pace (104 bpm)	Tempo: Andante — At a
	four crotchet beats in a bar		Rhythmic patterns using: Minims,	Key Signature: A minor —	Time Signature: 3/4 —	walking pace (92 bpm)
	Key Signature: G major — there		crotchets and quavers	there are no sharps or flats	there are three crotchet	Time Signature: 2/4 —
	is one sharp in the key signature		'	in the key signature	beats in a bar	there are two crotchet
	(#)			Rhythmic patterns using:	Key Signature: C major —	beats in a bar
	Rhythmic patterns using:			Minims, crotchets and	there are no sharps or flats	Key Signature: F major
	Minims, crotchets and quavers			augvers	in the key signature	— there is one flat in the
	Mining, or overlove and quavers			quarers	Rhythmic patterns using:	key signature (b)
					Minims, crotchets and	Rhythmic patterns using:
					quavers	Minims, crotchets and
					quavers	auavers
YEAR 4	Unit 1 Year 4	Unit 2 Year 4	Unit 3 Year 4	Unit 4 Year 4	Unit 5 Year 4	Unit 6 Year 4
/EAR 4	Musical Spotlight: Musical	Musical Spotlight: Christmas	Musical Spotlight: Compose with	Musical Spotlight: Feelings	Musical Spotlight:	Musical Spotlight: The
Recorders	Structures	Production	your Friends	Through Music	Expression and	show must go on.
	Structures Social Theme: How Does Music	Social Theme: How Does	Social Theme: How Does Music	Social Theme: How Does	· · · · ·	Name: Social Theme:
Glockenspiels		Music Connect Us With Our			Improvisation.	How Does Music Connect
	Bring Us Together?		Improve Our World?	Music Teach Us About Our	Social Theme: How Does	
	Musical Learning: Singing and	Past?	Musical Learning: Singing and	Community?	Music Shape Our Way of	Us with the
	listening are at the heart of each		listening are at the heart of each	Musical Learning: Singing	Life?	Environment?
	lesson. Play, improvise and		lesson. Play, improvise and	and listening are at the	Musical Learning: Singing	Musical Learning:
	compose using a selection of		compose using a selection of	heart of each lesson. Play,	and listening are at the	Singing and listening are
	these notes: $C$ , $D$ , $E$ , $F$ , $G$ , $A$ , $Bb$		these notes: $C$ , $D$ , $E$ , $F$ , $F$ #, $G$ , $A$ ,	improvise and compose using	heart of each lesson. Play,	at the heart of each
	Core learning:		ВЬ, В		improvise and compose using	lesson. Play, improvise

	SONG 1 Hoedown Style: 20th and 21st Century Orchestral SONG 2 I'm Always There Style: Soul Ballad		Core Learning SONG 1 Bringing Us Together Style: Disco SONG 2 Old Joe Clark Style:	a selection of these notes: <i>C</i> , D, E, F\$, <i>G</i> , <i>A</i> , Bb, B  Core Learning  SONG 1 Let Your Spirit Fly	a selection of these notes: C, D, E, F, F♯, G, A, B♭, B Core Learning SONG 1 Train Is A-Comin'	and compose using a selection of these notes: C, D, E, F, F #, G, A, B, B, C#
	SONG 3 Martin Luther King Style: R&B Vocabulary: Tempo: Moderato — at a moderate speed (112 bpm) Time Signature: 4/4 — there are four crotchet beats in a bar Key Signature: C major — there are no sharps or flats in the key signature Rhythmic patterns using: Minims, dotted crotchets, crotchets, quavers Pentatonic (5 note scale)		Folk SONG 3 Dance With Me Style: 20th and 21st Century Orchestral Vocabulary Tempo: Allegro — At a brisk speed (150 bpm) Time Signature: 3/4 — there are three crotchet beats in a bar Key Signature: C major Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers	Style: Contemporary R&B SONG 2 Frère Jacques Style: Jazz SONG 3 The Other Side Of The Moon Style: Rock Vocabulary Tempo: Andante — At a walking pace (97 bpm) Time Signature: 2/4 — there are two crotchet beats in a bar Key Signature: C major Rhythmic patterns using: Minims, dotted crotchets, crotchets, quavers and semiquavers	Style: Gospel SONG 2 Oh Happy Day Style: Gospel SONG 3 A World Full Of Sound Style: 20th and 21st Century Orchestral Vocabulary Tempo: Adagio — At a slow speed (68 bpm) Time Signature: 4/4 — there are four crotchet beats in a bar Key Signature: A minor — there are no sharps or flats in the key signature Rhythmic patterns using: Minims, crotchets, dotted quavers, quavers and	Core Learning SONG 1 You Can See It Through Style: EDM SONG 2 The Octopus Slide Style: Funk SONG 3 Connect Style: EDM Vocabulary Tempo: Moderato — At a moderate speed (114 bpm) Time Signature: 4/4 — there are four crotchet beats in a bar Key Signature: C major — there are no sharps or flats in the key signature Rhythmic patterns using: Minims, dotted
					semiquavers	crotchets, crotchets and quavers
YEAR 5 Recorders	Unit 1 Year 5 Musical Spotlight :Melody and	Unit 2 Year 5 Musical Spotlight: Christmas Production	Unit 3 Year 5 Musical Spotlight: Composing and Chords	Unit 4 Year 5 Musical Spotlight: Enjoying	Unit 5 Year 5 Musical Spotlight: Freedom	Unit 6 Year 5 Musical Spotlight: Battle of the Bands
Glockenspiels	Harmony in Music Social Theme: How Does Music Bring Us Together? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, Eb, E, F, F\$, G, A, Ab, Bb, B Core learning: SONG 1 Ghost Parade Style: 20th and 21st Century Orchestral SONG 2 Words Can Hurt Style: 20th and 21st Century Orchestral	Social Theme: How Does Music Connect Us With Our Past?	Social Theme: How Does Music Improve Our World  Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, Eb, E, F, F\$, G, A, Ab, Bb, B  Core learning:  SONG 1 Freedom Is Coming  Style: South African Pop  SONG 2 All Over Again Style:  20th and 21st Century  Orchestral  SONG 3 Do You Ever Wonder?	Musical Styles Social Theme: How Does Music Teach Us About Our Community? Core learning: SONG 1 Erie Canal Style: Reggae SONG 2 Heroes Style: Pop SONG 3 Happy To Be Me Style: 20th and 21st Century Orchestral Vocabulary: Tempo: Presto — At a very quick speed (180 bpm) Time Signature: 6/8 — there are six quaver beats in a bar	to Improvise Social Theme: How Does Music Shape Our Way of Life? Core learning: SONG 1 Look Into The Night Style: Pop SONG 2 Breathe Style: 20th and 21st Century Orchestral SONG 3 Keeping Time Style: Funk Vocabulary: Tempo: Adagio — At a slow speed (66 bpm) Time Signature: 3/4 —	Social Theme: How Does Music Connect Us with the Environment? Core learning: Use body percussion, instruments and voices. Learn to appraise, sing, play, improvise and compose SONG 1 You And Me Style: Pop SONG 2 A Bright Sunny Day Style: 20th and 21st Century SONG 3 You Belong With
	SONG 3 Joyful, Joyful Style: Gospel Vocabulary:		Style: 20th and 21st Century Orchestral	Key Signature: F major Key Signature: C major — there	there are three crotchet beats in a bar	Me Style: R&B  Vocabulary:

	Tempo: Allegro — At a brisk speed (128 bpm) Time Signature: 4/4 — there are four crotchet beats in a bar Key Signature: A minor — there are no sharps or flats in the key signature Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers		Vocabulary: Tempo: Allegro — At a brisk speed (155 bpm) Time Signature: 3/4 — there are three crotchet beats in a bar Key Signature: G major — there is one sharp in the key signature (*) Rhythmic patterns using: Dotted minims, minims, dotted crotchets, crotchets and quavers	are no sharps or flats in the key signature Rhythmic patterns using: Dotted crotchets, triplet quavers and quavers	Key Signature: D major — there are two sharps in the key signature Rhythmic patterns using: Dotted minims, minims, crotchets, quavers and semiquavers	Tempo: Allegro — At a brisk speed (120 bpm) Time signature: 5/4 — there are five crotchet beats in a bar Key Signature: C major — there are no sharps or flats in the key signature Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers
YEAR 6 Recorders Glockenspiels	Unit 1 Year 6 Musical Spotlight:Music and Technology Social Theme: How Does Music Bring Us Together? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F\$, G, A, B\$, B Core Learning SONG 1 Do What You Want To Style: Soul SONG 2 It's All About Love Style: Pop SONG 3 Sunshine On A Rainy Day Style: Soul  Vocabulary: Tempo: Adagio — At a slow speed (66 bpm) Time Signature: 2/4 — there are two crotchet beats in a bar Key Signature: C major — there are no sharps or flats in the key signature Rhythmic patterns using: Minims, crotchets, quavers and semiquavers (Unit Replaced by Ukelele Teaching 2023)	Unit 2 - Christmas Production  Social Theme: How Does Music Connect Us With Our Past?	Unit 3 - Creative Composition Gaining Confidence Through Performance Social Theme: How Does Music Improve Our World? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, C#, D, E, F, F#, G, A, Bb, B Core learning: SONG 1 Disco Fever Style: Disco SONG 2 La Bamba Style: Rock 'n' Roll SONG 3 Change Style: Pop  Vocabulary: Tempo: Adagio — At a slow speed (68 bpm) Time Signature: 4/4 — there are four crotchet beats in a bar Key Signature: D major — there are two sharps in the key signature (#) Rhythmic patterns using: Minims, dotted crotchets, crotchets, quavers and semiquavers	Unit 4 - Musical Styles Connect Us Exploring Notation Further Social Theme: How does music teach us about community? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, C\$\pi\$, D, E, F, F\$\pi\$, G, A, Bb, B Core learning: SONG 1 Let's Rock Style: Rock SONG 2 Simple Gifts Style: Folk SONG 3 Friendship Should Never End Style: Pop Vocabulary: Tempo: Moderato — At a moderate speed (116 bpm) Time Signature: 5/4 — there are five crotchet beats in a bar Key Signature: G major — there is one sharp in the key signature (\$\pi\$) Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers	Unit 5 - Improvising with Confidence Using Chords and Structure Social Theme: How Does Music Shape Our Way Of Life? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, C#, D, E, F, F#, G, G#, Ab, A, Bb, B Core learning: SONG 1 Wake Up! Style: Hip Hop SONG 2 Down By The Riverside Style: Gospel SONG 3 Dance The Night Away Style: Salsa Vocabulary: Tempo: Andante — At a walking pace (76 bpm) Time Signature: 6/8 — there are six quaver beats in a bar Key Signature: D minor — there is one flat in the key signature (b) Rhythmic patterns using: Dotted crotchets, triplet quavers and quavers	Unit 6 - Farewell Tour Respecting Each Other Through Composition Social Theme: How Does Music Connect Us with the Environment? Explore this question as you progress through the unit. Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, C\$, D, E, F, F\$, G, G\$, Ab, A, Bb, B Core learning: Use body percussion, instruments and voices. Learn to appraise, sing, play, improvise and compose. SONG 1 Heal The Earth Style: Reggae SONG 2 Let's Go Surfin' Style: Pop SONG 3 So Amazing Style: Soul Vocabulary: Tempo: Adagio — At a slow speed (66 bpm)

		Time Signature: 2/4 - there are two crotche beats in a bar Key signature: C major there are no sharps or flats in the key signat Rhythmic patterns usi Minims, crotchets, quavers and semiquave	et or — or ture sing:
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Charanga's scheme for the Model Music Curriculum follows a Charanga's scheme for the Model Music Curriculum follows a differentiated, spiral approach to musical learning which responds to the national requirements for musical education. Within each unit of learning, students revisit existing knowledge and skills and then build upon and extend them incrementally. In this manner, learning is consolidated and augmented, allowing for increasing musical confidence, while constantly being gently challenged to go further. spiral approach to musical learning which responds to the national requirements for musical education. Within each unit of learning, students revisit existing knowledge and skills and then build upon and extend them incrementally. In this manner, learning is consolidated and augmented, allowing for increasing musical confidence, while constantly being gently challenged to go further.

Reception Class follow the Original Charanga Scheme.

# The Interrelated Dimensions of Music (Dimensions)

- ≠ Pulse the regular heartbeat of the music; its steady beat.
- ♣ Rhythm long and short sounds or patterns that happen over the pulse.
- Pitch high and low sounds.
- ♣ Tempo the speed of the music; fast or slow or in-between.
- Dynamics how loud or quiet the music is.
- ♣ Timbre all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
- Texture layers of sound. Layers of sound working together make music very interesting to listen to.
- ♣ Structure every piece of music has a structure e.g. an introduction, verse and chorus ending.
- ♣ Notation the link between sound and symbol.

## Curriculum End Points

## **EYFS**

- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.

# Key stage 1

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

# Key stage 2

- sing and play musically with increasing confidence and control.
- develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.