



KIRK MERRINGTON PRIMARY SCHOOL

Music 2023-2024

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

Reception	Me <i>Core learning:</i> 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 <i>Vocabulary:</i> Pitch, Pulse, Rhythm, Tune	Christmas Production My Stories <i>Core Learning:</i> 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 <i>Vocabulary:</i>	Everyone <i>Core Learning:</i> 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 Toes	Our World <i>Core Learning</i> 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 <i>Vocabulary:</i> Pitch, Pulse, Rhythm, Tune	Big Bear Funk <i>Core learning:</i> 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 <i>Vocabulary:</i> Pitch, Pulse, Rhythm, Tune, Funk	Reflect Rewind and Replay <i>Core learning:</i> 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. Revisit: Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat <i>Vocabulary:</i>
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		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 units.	<p>Musical Spotlight: My Musical Heartbeat</p> <p>Social Question: How Can We Make Friends When We Sing Together?</p> <p>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</p> <p>Core Learning:</p> <p>SONG 1 Find The Beat STYLE Hip Hop</p> <p>SONG 2 Shapes STYLE Pop</p> <p>SONG 3 We talk to the Animals STYLE Pop</p> <p>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,</p>	<p>Musical Spotlight: Christmas Production</p> <p>Social Question: How Does Music Tell Stories About the Past?</p> <p>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</p> <p>Core Learning:</p> <p>SONG 1 Sing Me a Song STYLE Waltz</p> <p>SONG 2 Sparkle STYLE Pop</p> <p>SONG 3 Rhythm in the way we walk STYLE Reggae</p> <p>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,</p>	<p>Musical Spotlight: Exploring Sounds</p> <p>Social Question: How Does Music Make the World a Better Place?</p> <p>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</p> <p>Core Learning:</p> <p>SONG 1 Cuckoo STYLE Waltz</p> <p>SONG 2 Upside Down STYLE Waltz</p> <p>SONG 3 Hush Little Baby STYLE Lullaby</p> <p>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,</p>	<p>Musical Spotlight: Learning to Listen</p> <p>Social Question: How Does Music Help Us to Understand Our Neighbours?</p> <p>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</p> <p>Core Learning:</p> <p>SONG 1 Dress up STYLE Swing</p> <p>SONG 2 Brush Our Teeth STYLE Pop</p> <p>SONG 3 Star light/Star Bright STYLE Lullaby</p> <p>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,</p>	<p>Musical Spotlight: Having Fun with Improvisation</p> <p>Social Question: What Songs Can We Sing to Help Us Through the Day?</p> <p>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</p> <p>Core Learning:</p> <p>SONG 1 The Bear Went Over The Mountain STYLE Pop</p> <p>SONG 2 Zoo Time STYLE Reggae</p> <p>SONG 3 She'll be coming round the Mountain STYLE Gospel</p> <p>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,</p>	<p>Musical Spotlight: Let's Perform Together!</p> <p>Social Question: How Does Music Teach Us About Looking After Our Planet?</p> <p>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</p> <p>Core Learning:</p>

<p>Year 2</p> <p>Glockenspiel played as part of units</p>	<p>Unit 1 Year 2 Musical Spotlight: Pulse, Rhythm and Pitch Social Question: How Does Music Help Us to Make Friends? 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, A Core learning: SONG 1 Music in My Soul STYLE GOSPEL</p> <p>SONG 2 Hey Friends STYLE Jazz</p> <p>SONG 3 Hello STYLE pop</p> <p>Vocabulary: Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, glockenspiel, band, bass guitar, brass band, percussion, piano accompaniment, major, minor, introduction, verse, chorus.</p>	<p>Unit 2 Year 2 Musical Spotlight: Christmas Production Social Question: How does Music Teach Us About The Past?</p>	<p>Unit 3 Year 2 Musical Spotlight: Inventing a Musical Story Social Question: How Does Music Make the World a Better Place? 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, A, Bb, B Core learning: SONG 1 Rainbows STYLE Pop</p> <p>SONG 2 Hands Feet Heart STYLE Kwela</p> <p>SONG 3 All Around The World STYLE pop</p> <p>Vocabulary: Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, glockenspiel, band, bass guitar, brass band, percussion, piano accompaniment, major, minor, introduction, verse, chorus.</p>	<p>Unit 4 Year 2 Musical Spotlight: Recognising Different Sounds Social Question: How Does Music Teach Us About Our Neighbourhood? 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, A, Bb, B Core learning: SONG 1 Helping Each Other STYLE Pop</p> <p>SONG 2 The Music Man STYLE Marching Band</p> <p>SONG 3 Let's Sing Together STYLE Gospel</p> <p>Vocabulary: Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, glockenspiel, band, bass guitar, brass band, percussion, piano accompaniment, major, minor, introduction, verse, chorus.</p>	<p>Unit 5 Year 2 Musical Spotlight: Exploring Improvisation Social Question: How Does Music Make Us Happy? 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, A Core learning: SONG 1 I Wanna Play In a band STYLE Rock</p> <p>SONG 2 Music is All Around STYLE Jazz</p> <p>SONG 3 Saying Sorry STYLE calypso</p> <p>Vocabulary: Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, glockenspiel, band, bass guitar, brass band, percussion, piano accompaniment, major, minor, introduction, verse, chorus.</p>	<p>Unit 6 Year 2 Musical Spotlight: Our Big Concert 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, F#, G, A, Bb, B Core learning: SONG 1 The sunshine Song STYLE Pop</p> <p>SONG 2 Four White Horses STYLE Calypso</p> <p>SONG 3 Down by the Bay STYLE Reggae</p> <p>Vocabulary: Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, glockenspiel, band, bass guitar, brass band, percussion, piano accompaniment, major, minor, introduction, verse, chorus.</p>
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<p>YEAR 3</p> <p>Glockenspiels</p> <p>Durham LA Brass tuition to replace 1 term TBA</p>	<p>Unit 1 Year 3</p> <p>Writing Music Down</p> <p>Musical Spotlight: Developing Notation Skills</p> <p>Social Theme: How Does Music Bring Us Closer Together?</p> <p>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, A, B</p> <p>Reading notation is introduced in year 3.</p> <p>Core Learning</p> <p>SONG 1 Home Is Where The Heart Is Style: Country</p> <p>SONG 2 Let's Work It Out Together Style: Pop</p> <p>SONG 3 Please Be Kind Style: Pop</p> <p>Vocabulary</p> <p>Tempo: Andante — At a walking pace (100 bpm)</p> <p>Time Signature: 4/4 — there are four crotchet beats in a bar</p> <p>Key Signature: G major — there is one sharp in the key signature (#)</p> <p>Rhythmic patterns using: Minims, crotchets and quavers</p>	<p>Unit 2 Year 3</p> <p>Musical Spotlight: Christmas Production</p> <p>Social Theme: What Stories Does Music Tell Us About the Past?</p>	<p>Unit 3 Year 3</p> <p>Musical Spotlight: Composing Using Your Imagination</p> <p>Social Theme: How Does Music Make the World a Better Place?</p> <p>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, A, B</p> <p>Core Learning</p> <p>SONG 1 Your Imagination Style: Pop</p> <p>SONG 2 You're A Shining Star Style: Pop: Ballad</p> <p>SONG 3 Music Makes The World Go Round Style: Musicals</p> <p>Vocabulary</p> <p>Tempo: Moderato — At a moderate speed (112 bpm)</p> <p>Time Signature: 3/4 — there are three crotchet beats in a bar</p> <p>Key Signature: F major — there is one flat in the key signature (b)</p> <p>Rhythmic patterns using: Minims, crotchets and quavers</p>	<p>Unit 4 Year 3</p> <p>Musical Spotlight: More Musical Styles</p> <p>Social Theme: How Does Music Help Us Get to Know Our Community?</p> <p>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, G#, A, B</p> <p>Core Learning</p> <p>SONG 1 Friendship Song Style: Pop</p> <p>SONG 2 Family Style: Rock</p> <p>SONG 3 Come On Over Style: Soul</p> <p>Vocabulary</p> <p>Tempo: Andante — At a walking pace (92 bpm)</p> <p>Time Signature: 4/4 — there are four crotchet beats in a bar</p> <p>Key Signature: A minor — there are no sharps or flats in the key signature</p> <p>Rhythmic patterns using: Minims, crotchets and quavers</p>	<p>Unit 5 Year 3</p> <p>Musical Spotlight: Enjoying Improvisation</p> <p>Social Theme: How Does Music Make a Difference to Us Every Day?</p> <p>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, G#, A, Bb, B</p> <p>Core Learning</p> <p>SONG 1 He's Got The Whole World In His Hands Style: Gospel</p> <p>SONG 2 Why Does Music Make A Difference? Style: Jazz</p> <p>SONG 3 Panda Extravaganza Style: Hip Hop</p> <p>Vocabulary</p> <p>Tempo: Andante — At a walking pace (104 bpm)</p> <p>Time Signature: 3/4 — there are three crotchet beats in a bar</p> <p>Key Signature: C major — there are no sharps or flats in the key signature</p> <p>Rhythmic patterns using: Minims, crotchets and quavers</p>	<p>Unit 6 Year 3</p> <p>Musical Spotlight: Opening Night</p> <p>Social Theme: How Does Music Connect Us with Our Planet?</p> <p>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#, G, A, Bb, B</p> <p>Core Learning</p> <p>SONG 1 Michael Row The Boat Ashore Style: Gospel</p> <p>SONG 2 The Dragon Song Style: Pop</p> <p>SONG 3 Follow Me Style: Hip Hop</p> <p>Vocabulary</p> <p>Tempo: Andante — At a walking pace (92 bpm)</p> <p>Time Signature: 2/4 — there are two crotchet beats in a bar</p> <p>Key Signature: F major — there is one flat in the key signature (b)</p> <p>Rhythmic patterns using: Minims, crotchets and quavers</p>
<p>YEAR 4</p> <p>Recorders</p> <p>Glockenspiels</p>	<p>Unit 1 Year 4</p> <p>Musical Spotlight: Musical Structures</p> <p>Social Theme: How Does Music Bring Us Together?</p> <p>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, A, Bb</p> <p>Core learning:</p>	<p>Unit 2 Year 4</p> <p>Musical Spotlight: Christmas Production</p> <p>Social Theme: How Does Music Connect Us With Our Past?</p>	<p>Unit 3 Year 4</p> <p>Musical Spotlight: Compose with your Friends</p> <p>Social Theme: How Does Music Improve Our World?</p> <p>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, Bb, B</p>	<p>Unit 4 Year 4</p> <p>Musical Spotlight: Feelings Through Music</p> <p>Social Theme: How Does Music Teach Us About Our Community?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using</p>	<p>Unit 5 Year 4</p> <p>Musical Spotlight: Expression and Improvisation.</p> <p>Social Theme: How Does Music Shape Our Way of Life?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using</p>	<p>Unit 6 Year 4</p> <p>Musical Spotlight: The show must go on.</p> <p>Name: Social Theme: How Does Music Connect Us with the Environment?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise</p>

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

	<p>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</p>		<p>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</p>	<p>are no sharps or flats in the key signature Rhythmic patterns using: Dotted crotchets, triplet quavers and quavers</p>	<p>Key Signature: D major — there are two sharps in the key signature Rhythmic patterns using: Dotted minims, minims, crotchets, quavers and semiquavers</p>	<p>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</p>
<p>YEAR 6 Recorders Glockenspiels</p>	<p>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, Bb, 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</p> <p>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)</p>	<p>Unit 2 - Christmas Production Social Theme: How Does Music Connect Us With Our Past?</p>	<p>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</p> <p>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</p>	<p>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#, D, E, F, F#, 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 (#) Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers</p>	<p>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</p>	<p>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)</p>

						<p>Time Signature: 2/4 – there are two crotchet beats in a bar</p> <p>Key signature: C major – there are no sharps or flats in the key signature</p> <p>Rhythmic patterns using: Minims, crotchets, quavers and semiquavers</p>
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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.

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.

