

Mixed-age curriculum

Music



United Curriculum
Primary

Part of United Learning

United Curriculum: Music



| | N3-4 | Reception | Year 1-2 | | Year 3 | | Year 4 | | Year 5-6 | |
|----------|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------|------------------------------------------------------------------------------------------|---------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| | | | Cycle A | Cycle B | Cycle A | Cycle B | Cycle A | Cycle B | Cycle A | Cycle B |
| Autumn 1 | Special Days Perform simple songs as part of a performance | A Standing Ovation Match movements to classical music, sing the Rama and Sita song and perform Christmas songs in a Christmas Performance | Hey You! How pulse, rhythm and pitch work together. | Hands, Feet , Heart South African Music Melody with the notes E,F,G,A,B,C Teach C,D,E,F,G | | Recorders Let Your Spirit Fly R'n'B and other styles | | Mama Mia ABBA's music | Livin' on a Prayer 1 Rock Anthems/ Jazz and Improvisation | Happy Being Happy! |
| Autumn 2 | As above | As above | Ho Ho Ho South African Music/ Festivals and Christmas | Rhythm In The Way We Walk Banana Rap How pulse, rhythm and pitch work together. | | Recorders Glockenspiel 1 Exploring and developing playing skills | | Glockenspiel 2 Exploring and developing playing skills using the glockenspiel | Classroom Jazz 1 Jazz, improvisation and composition Bosa Nova and swing | Classroom Jazz 1 Jazz, improvisation and composition Bosa Nova and swing |
| Spring 1 | Toys – Explore use of percussion instruments to match rhythm and make up verses to know songs and rhymes. | Castles, knights and Dragons – Sing and perform nursery rhymes. | In the Groove Pulse, rhythm and pitch in different styles of music. | I Wanna Play In A Band Playing together in a Band | | Recorders Three Little Birds Reggae and animals | | Stop! Writing lyrics linked to a theme | Make You Feel My Love Pop Ballads | A New Year Carol Benjamin Britten's music and cover versions Revise B,C,D,E,F,G before introducing the flats Eb, Ab, Bb. |
| Spring 2 | As above | As above | Zootime Playing together in a Band/ Reggae and Animals | Round and Round Pulse, rhythm and pitch in different styles of music. | | Recorders The Dragon Song Music from around the world, celebrating our differences | | Lean On Me Soul & Gospel music and helping one another. | The Fresh Prince of Bel Air Pop Ballads and Old School Hip Hop | You've Got A Friend The music of Carole King |
| Summer 1 | All Creatures Great and Small – Respond to music with dance, movement and playing instruments | Science Detectives – Listen to a range of African music. Watch performances of African dance and create movement sequences inspired by them. Where We Live – Listen to and learn simple songs from different countries. | Friendship Song A song about being friends/ The history of music, look back and consolidate your learning, learn some of the language of music. | Your Imagination Using your imagination. | | Recorders Bringing Us Together Disco, friendship, hope and unity | | Blackbird The Beatles | Dancing in the Streets Motown/Classical - The history of music, look back and consolidate your learning, learn some of the language of music | Music and Me Create your own music inspired by your identity and women in the music Industry |

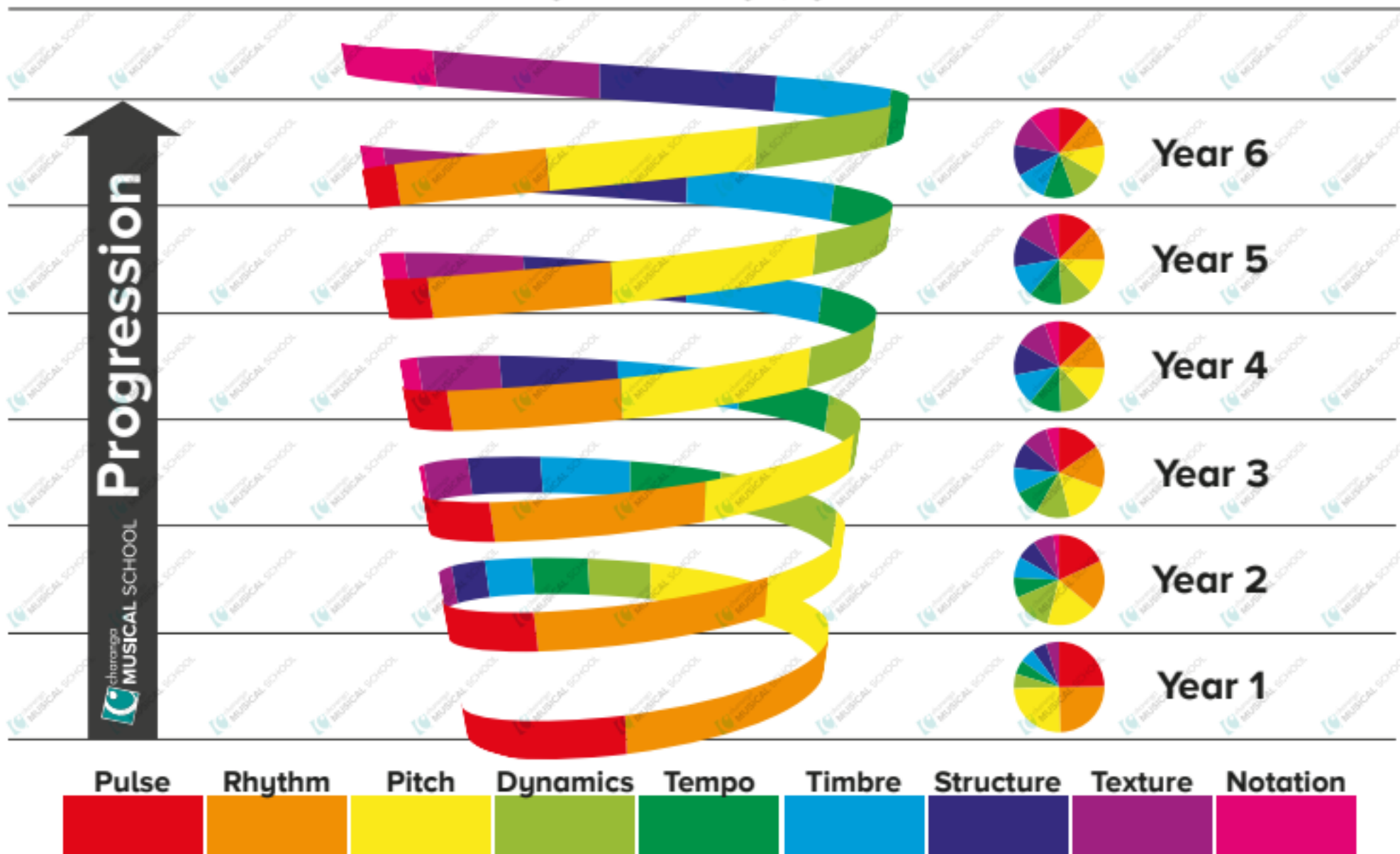
The Interrelated Dimensions of Music

Progression through Charanga Musical School

Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.



Expressive Arts and Design



Pupils should be able to:

Development matters

- Take part in simple pretend play, using an object to represent something else even though they are not similar
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Explore colour and colour-mixing.
- Develop their own ideas and then decide which materials to use to express them.

| | What the children will do | What the practitioners should do |
|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Activity | Perform simple songs as part of a short performance for parents to celebrate Christmas or another festival. | <ul style="list-style-type: none"> • Teach songs that use a limited pitch range. • Encourage children to use their 'singing' voice rather than shouting. • Sing slowly, so that children clearly hear the words and the melody of the song. |
| Enhanced Provision: Creative Area | Make Christmas decorations, cards and wrapping paper. Explore what happens when they mix colours and use it in their paintings. | <ul style="list-style-type: none"> • Listen and understand what children want to create before offering suggestions. • Model colour mixing and making own decorations, cards and wrapping paper. • Provide a wide range of collage materials. |
| Enhanced Provision: Themed Role-Play | Take on roles in Santa's Workshop. <ul style="list-style-type: none"> • Wrap and label boxes • Make toys from junk modelling materials • Fill sacks • Deliver presents | <ul style="list-style-type: none"> • Model simple pretend play scenarios. • Model using an object to represent something else. • Provide and model key vocabulary e.g. <i>sleigh, reindeer</i>. |

Expressive Arts and Design



Pupils should be able to:

Development matters

- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.
- Respond to what they have heard, expressing their thoughts and feelings.

| | What the children will do | What the practitioners should do |
|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Activity | Listen to <i>Ibert's Fantastic Toy Shop</i> or <i>Mozart's Toy Symphony</i> . Explore different ways of moving as different toys e.g. a teddy bear, robot, doll or train. Use percussion instruments to match the rhythm of the toys moving in different ways. Change the speed at which they are playing the rhythm. | <ul style="list-style-type: none"> • Model movements of different toys. • Name instruments and model how they are played. • Encourage the children to think about which instrument would be best for each toy. • Model vocabulary e.g.: <i>quiet/loud, slow/fast</i>. • Model changing speed. |
| Activity | Learn new songs and rhymes, e.g. <i>I've got no strings to hold me down</i> , <i>Teddy Bears' Picnic</i> , <i>Train is a-coming</i> , <i>Miss Polly had a Dolly</i> . Add musical accompaniment to songs and rhymes – <i>Humpty Dumpty</i> and <i>Pat-a-Cake</i> . | <ul style="list-style-type: none"> • Teach song words and explain new vocabulary. • Model how to play percussion instruments. • Encourage children to think about rhythm and by saying a song in a rhythmic way and clapping as you say the song. • Use actions to support children remembering the song. |
| Enhanced Provision: Music Area | Sing taught songs and rhymes. Add percussion accompaniment. Make up their own verses to known songs and rhymes. | <ul style="list-style-type: none"> • Provide to represent each song/rhyme as prompt. • Model creating own songs and actions. Use tunes the children are familiar with. |



Expressive Arts and Design



Pupils should be able to:

Development matters

- Explore colour and colour-mixing.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.

| | What the children will do | What the practitioners should do |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Activity | Look at pictures in book <i>'Rumble in the Jungle'</i> . Draw attention to the patterns, bold bright colours, and simple shapes. Have a go at creating their own paintings and drawing of jungle animals. Use lines and circles to make the animal shapes. Add more detail to their drawings and paintings. | <ul style="list-style-type: none"> • Model adding detail to pictures. • Model drawing/painting the continuous lines. • Provide opportunities for children to practice vertical and horizontal lines and anticlockwise circles using gross and fine motor skills. |
| Activity | Listen to the story, <i>Tanka Tanka Skunk!</i> by Steve Webb and song, <i>Animal Boogie</i> by Debbie Harter https://www.youtube.com/watch?v=8Ng3QOLKXcs https://www.youtube.com/watch?v=0n3ikvexc4A Respond to what they have heard through dance, movement and playing instruments. | <ul style="list-style-type: none"> • Model the language related to animal movements e.g. <i>stampeding, plodding elephants</i>. • Encourage children to refine their movements. • Model moving rhythmically. • Describe changes you hear in the rhythm. |
| Enhanced Provision: Creative Area | Create their own their own paintings, drawing and collage of jungle animals and sea creatures using bold bright colours and simple shapes. Use lines and circles to make the animal shapes. Add more detail to their drawings and paintings. | <ul style="list-style-type: none"> • Provide books with illustrations of jungle animals and sea creatures. • Model adding detail to pictures. • Model drawing/painting the continuous lines. |



Expressive Arts and Design



Pupils should be able to:

Development matters

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

ELG Assessment

- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

| | What the children will do | What the practitioners should do |
|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Activity | Listen attentively to classical music representing fireworks. Match firework movements (See Physical Development) to music. | <ul style="list-style-type: none"> • Select appropriate music e.g. <i>Handel's Music for the Royal Fireworks</i>, <i>Knussen's Flourish with Fireworks</i>. • Talk about the features of the music drawing children's attention to pitch, volume, rhythm and pace. • Model matching movement to music. |
| Activity | Sing the Rama and Sita song (To the tune of There was a Princess Long Ago) Add actions. <i>There was a princess long ago. Rama was a handsome prince. They went to live in the forest green. A lovely deer came running by. Ravana took Sita away. The monkeys came and rescued her. Everyone is happy now.</i> | <ul style="list-style-type: none"> • Model words and actions. • Provide scaffolding (images or prompts) as the children learn the song and actions. • Encourage all children to join in. |
| Activity | Christmas Performance: Take on roles, sing, dance and make music. This could be a published play or developed within the setting. | <ul style="list-style-type: none"> • Ensure all children have a role that provides them with desirable difficulty. • Praise and build confidence. • Celebrate achievements. |
| Enhanced Provision: Themed role play (indoor or outdoor) | Engage in Christmas Post Office role play linked to <i>The Jolly Christmas Postman</i> . | <ul style="list-style-type: none"> • Model the roles of customer and post office worker. • Model key vocabulary e.g. stamp, post, deliver, price, weight, large, small, heavy, light. |



Expressive Arts and Design



Pupils should be able to:

Development matters

- Develop storylines in their pretend play.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings

ELG Assessment

- Sing a range of well-known nursery rhymes and songs.

| | What the children will do | What the practitioners should do |
|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Activity | In small groups, make dragon pictures, creating texture using different techniques including wax rubbing over textured surfaces and making textured paint. Use some accurate vocabulary to describe the textures created. | <ul style="list-style-type: none"> • Model wax crayon rubbing over bubble wrap, bark and corrugated card. • Model mixing textured materials into paint to create rough and scaly skin. • Provide images of dragons and models of own creations. • Model vocabulary to describe texture. |
| Enhanced Provision: Role play / Small World | Create castle using large equipment outside or with building blocks in the construction area. Role-play or use small world toys to retell stories they have heard or create their own knight and dragon stories. | <ul style="list-style-type: none"> • Model telling own narratives and retelling known stories using role-play props or small world characters. • Provide story maps created in literacy to support retelling. • Add resources in response to children's ideas. |
| Enhanced Provision: Mud Kitchen | Dragon's Kitchen themed role play. Make meals for a dragon. Consider what they would like to eat and how it should be prepared. | <ul style="list-style-type: none"> • Provide recipes, clip boards and mark making tools. • Ask questions and share ideas that encourage the children to be imaginative. |
| Enhanced Provision: Music / Performance | Sing and perform taught nursery rhymes. | <ul style="list-style-type: none"> • Provide rhyme cards, performance opportunities, instruments and a CD player with nursery rhymes. |



Expressive Arts and Design



Pupils should be able to:

Development matters

- Watch and talk about dance and performance art, expressing their feelings and responses.
- Explore and engage in music making and dance, performing solo or in groups.

ELG Assessment

- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

| | What the children will do | What the practitioners should do |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Activity | <p>1) Listen to different examples of African music; traditional drumming, highlife and reggae.</p> <p>2) Watch performances of African dance. This could be online or a live performance.</p> <p>https://www.allaroundthisworld.com/lessons/learn-african-dances/#.YAQzCej7TIU</p> <p>Talk about what they have watched. What did they like? Describe the music and movement observed.</p> <p>What sounds do the instruments make?</p> | <ul style="list-style-type: none"> • Draw the children's attention to rhythm. • Model talking about the features of the music. • Model and explain key vocabulary: <i>Loud, quiet, soft, fast, slow, rhythm, beat, play, tap, scrape, bang, pitch, volume.</i> • Encourage children to listen carefully to music, identifying instruments that are being played. • Encourage children to watch dance carefully, describe movement in response to the music. |
| Enhanced Provision: Music Area | <p>Explore playing the instruments they observed.</p> <p>Listen to and move to African music.</p> <p>Create their own sequences of movement.</p> <p>Use the correct vocabulary to talk music. <i>Loud, quiet, soft, fast, slow, rhythm, beat, play, tap, scrape, bang, pitch, volume.</i></p> | <ul style="list-style-type: none"> • Model how to play each instrument. • Model and explain key vocabulary: <i>Loud, quiet, soft, fast, slow, rhythm, beat, play, tap, scrape, bang, pitch, volume.</i> • Model dancing in response to the music. • Model tapping out rhythms. |



B Year 1/2: Autumn 1

Hands, Feet Heart South African Music



| | Knowledge to be reviewed | Knowledge to be explicitly taught | How knowledge will be built upon |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Substantive | <p>All pupils:</p> <p>Listening: Listening to a range of Nursery Rhymes.</p> <p>Musical Activities: Using body percussion to copy and clap a rhythm. Explore high and low pitch.</p> <p>Perform and Share: Singing songs together.</p> | <p>Listening: Finding the pulse instruments and voices you can hear.</p> <p>Musical Activities: Clapping rhythm, singing, playing glockenspiel G, A and C. Improvise using notes C and D.</p> <p>Perform and Share: Class performance.</p> | <p>Year 3:</p> <p>Listening: Listen and copy back.</p> <p>Musical Activities: Find and keep a steady beat.</p> <p>Perform and Share: Class performance.</p> |
| Year 1 age pupils: | | | |
| Year 2 age pupils: | | | |





| | Knowledge to be reviewed | Knowledge to be explicitly taught | How knowledge will be built upon |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Disciplinary | <p>All pupils:</p> <p>To know that we can move with the pulse of the music.</p> <ul style="list-style-type: none"> To know that the words of songs can tell stories and paint pictures To know that a performance is sharing music. | <p>Interrelated dimension of music – Pulse and rhythm.</p> <p>Pulse.</p> <ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To be able to play a steady pulse on a glockenspiel. <p>Rhythm.</p> <ul style="list-style-type: none"> To know that we can create rhythms from words, our names, favourite food, colours and animals <p>Vocabulary: Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody</p> | <ul style="list-style-type: none"> Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments. |
| Year 1 age pupils: | | <p>Support with copy and repeat activities finding the pulse and rhythm.</p> <p>Use 1 notes on a glockenspiel (out of case and identified colours)</p> | |
| Year 2 age pupils: | | <p>Encourage independence copying rhythms – paired activities.</p> | |
| Vertical concepts | <p>Reception</p> <ul style="list-style-type: none"> To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures. | <ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. | <p>Yr2</p> <p>Rhythms are different from the steady pulse.</p> <ul style="list-style-type: none"> We add high and low sounds, pitch, when we sing and play our instruments. |



B Year 1/2: Autumn 2

Hands, Feet Heart South African Music



| | Knowledge to be reviewed | Knowledge to be explicitly taught | How knowledge will be built upon |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Substantive | <p>All pupils:</p> <p>Listening: Listening to a range of Nursery Rhymes.</p> <p>Musical Activities: Using body percussion to copy-clap the rhythm of small phrases from the songs. Explore high and low pitch in the context of songs. Invent a pattern to go with a song using one note.</p> <p>Perform and Share: Singing songs together.</p> | <p>Listening: Finding the pulse instruments and voices you can hear.</p> <p>Musical Activities: Clapping rhythm, making up your own rhythm, finding the pitch identifying high and low sounds.</p> <p>Perform and Share: Class performance, rapping and singing and adding some funky moves.</p> | <p>Listening: Finding the pulse instruments and voices you can hear.</p> <p>Musical Activities:</p> <p>Perform and Share: Class performance, rapping and singing and adding some funky moves.</p> |
| Year 1 age pupils: | | | |
| Year 2 age pupils: | | | |





| | Knowledge to be reviewed | Knowledge to be explicitly taught | How knowledge will be built upon |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Disciplinary | <p>All pupils:</p> <p>To know that music has a steady pulse, like a heartbeat.</p> <ul style="list-style-type: none"> To know that we can create rhythms from words, our names, favourite food, colours and animals. | <p>Interrelated dimension of music – Pulse, rhythm and pitch</p> <p>Pulse and Rhythm.</p> <ul style="list-style-type: none"> Rhythms are different from the steady pulse. <p>Pitch</p> <ul style="list-style-type: none"> Identify high and low notes on the glockenspiel. <p>Vocabulary:</p> <p>Pulse, rhythm ,rap, melody, singers, keyboard, base, guitar, percussion, trumpets, saxophones and perform.</p> | <ul style="list-style-type: none"> listen with concentration and identify what the pulse is. Listen to and copy back a simple rhythm – clap hands, stamp feet and move to the rhythm. Introduce pitch by using voices expressively and creatively by singing songs and speaking chants and rhymes |
| Year 1 age pupils: | | Main focus on understanding of pitch and rhythm – support by listen and copy activities. | |
| Year 2 age pupils: | | | |
| Vertical concepts | <p>Reception</p> <ul style="list-style-type: none"> To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures. | <ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. | <p>Yr2</p> <p>Rhythms are different from the steady pulse. • We add high and low sounds, pitch, when we sing and play our instruments.</p> |



B Year 1/2: Spring 1

I wanna play in a band (Rock)



| | | Knowledge to be reviewed | Knowledge to be explicitly taught | How knowledge will be built upon |
|-------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Substantive | All pupils: | <p>Listening: Listening to range of Nursery Rhymes.</p> <p>Musical Activities: Using body percussion to copy-clap the rhythm of small phrases from the songs. Explore high and low pitch. Use the starting note to explore melodic patterns using one or two notes.</p> <p>Perform and Share: Singing songs together.</p> | <p>Listening: Finding the pulse instruments and voices you can hear.</p> <p>Musical Activities: Listen and clap back, using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with F moving to G.</p> <p>Perform and Share: Class performance, I Wanna be in a Band.</p> | <p>Listening: Listen and sing back.</p> <p>Musical Activities: Using your instruments, listen and play your own answer using one note: C. Take it in turns to improvise using one note: C. Using your instruments, listen and play your own answer using one or two notes: C and sometimes D.</p> <p>Perform and Share: To choose what to perform and create a programme.</p> |
| | Year 1 age pupils: | | | |
| | Year 2 age pupils: | | | |





| | Knowledge to be reviewed | Knowledge to be explicitly taught | How knowledge will be built upon |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Disciplinary | <p>All pupils:</p> <ul style="list-style-type: none"> Rhythms are different from the steady pulse. Pitch -We can use our voices and instruments to create high and low sounds. | <p>Interrelated dimension of music – Pulse, rhythm, pitch.</p> <p>Pulse.</p> <ul style="list-style-type: none"> listen with concentration and identify what the pulse is. <p>Rhythm.</p> <ul style="list-style-type: none"> Listen to and copy back a simple rhythm – clap hands, stamp feet and move to the rhythm. <p>Pitch</p> <ul style="list-style-type: none"> Introduce pitch by using voices expressively and creatively by singing songs and speaking chants and rhymes <p>Vocabulary: Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.</p> | <p>Pulse.</p> <ul style="list-style-type: none"> listen with concentration and identify what the pulse is within a range of different musical genres. <p>Rhythm.</p> <p>Begin to improvise own rhythms.</p> <p>Pitch</p> <ul style="list-style-type: none"> Use voices expressively and creatively by singing songs and speaking chants and rhymes |
| Year 1 age pupils: | | Support by listening to the adult and copying pulse and rhythm | |
| Year 2 age pupils: | | <ul style="list-style-type: none"> Begin to introduce improvisation of rhythm. | |
| Vertical concepts | <p>Reception</p> <p>To sing along with a pre-recorded song and add actions.</p> | Use their voices expressively and creatively by singing songs and speaking chants and rhymes | <p>Yr3</p> <p>Use their voices with increasing accuracy, fluency, control and expression.</p> <p>. voices.</p> |





| | | Knowledge to be reviewed | Knowledge to be explicitly taught | How knowledge will be built upon |
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| Substantive | All pupils: | <p>Listening: Listening to range of Nursery Rhymes.</p> <p>Musical Activities: Using body percussion to copy-clap the rhythm of small phrases from the songs. Explore high and low pitch. Use the starting note to explore melodic patterns using one or two notes.</p> <p>Perform and Share: Singing songs together.</p> | <p>Listening: Finding the pulse instruments and voices you can hear.</p> <p>Musical Activities: Use your imagination to find the pulse, copy and clap back rhythms, make up your own rhythm, singing and dancing and having fun. Playing instruments up to 3 notes. Improvising using the notes D and E.</p> <p>Perform and Share: Class performance singing and playing. Talk about it after How did it make you feel? Will you record it?</p> | <p>Listening: Listen and sing back.</p> <p>Musical Activities: Using your Glocks, listen and play your own answer using notes: C, D + E. Take it in turns to improvise using one note: C. Compose a simple melody.</p> <p>Perform and Share: To decide how the class will introduce the performance. Tell the audience how you have learnt this song.</p> |
| | Year 1 age pupils: | | | |
| | Year 2 age pupils: | | | |





| | Knowledge to be reviewed | Knowledge to be explicitly taught | How knowledge will be built upon |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Disciplinary | <p>All pupils:</p> <ul style="list-style-type: none"> Finding the pulse of a piece of music and clapping along. Understanding the difference between pulse and rhythm. | <p>Interrelated dimension of music – Pulse, rhythm, pitch.</p> <p>Pulse.</p> <ul style="list-style-type: none"> listen with concentration and identify what the pulse is. <p>Rhythm.</p> <p>Listen to and copy back a simple rhythm – clap hands, stamp feet and move to the rhythm.</p> <p>Begin to improvise own rhythms.</p> <p>Pitch</p> <ul style="list-style-type: none"> Use voices expressively and creatively by singing songs and speaking chants and rhymes <p>Vocabulary: Keyboard, bass, guitar, percussion, trumpets, saxophones.</p> | <p>Further develop the interrelated dimensions of music.</p> <p>Dynamics</p> <p>Using voices and instruments at different volumes.</p> <ul style="list-style-type: none"> Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise! |
| Year 1 age pupils: | | | |
| Year 2 age pupils: | | Yr 2 pupils to select own instruments/notes from the glockenspiel as part of their improvisation. | |
| Vertical concepts | <ul style="list-style-type: none"> Reception To listen to different pieces of music. | Listen with concentration and understanding to a range of high-quality live and recorded music | Yr 3 Listen with attention to detail and recall sounds with increasing aural memory |





| | Knowledge to be reviewed | Knowledge to be explicitly taught | How knowledge will be built upon |
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| Substantive | <p>All pupils:</p> <p>Listening: Nursery- All Creatures Great and Small. Reception: Science Detectives – Listen to a range of African music. Where We Live – Listen to and learn simple songs from different countries.</p> <p>Musical Activities: Nursery: Respond to music with dance, movement and playing instruments. Reception: Watch performances of African dance and create movement sequences inspired by them.</p> <p>Perform and Share: To sing or rap simple nursery rhymes and simple songs from memory.</p> | <p>Listening: Using Your Imagination. Find the pulse whilst listening to the music and using your imagination as you move. What did you see as you listened and closed your eyes?</p> <p>Musical Activities: Copying and clapping back rhythms. Clapping rhythms of your name, favourite colour. Making up own rhythms. Playing instruments using one or two notes. C or C + G. Improvise using the notes C + D. Compose a simple melody using simple rhythms choosing from the notes C + D or C, D + E.</p> <p>Perform and Share: A class performance of your imagination with singing and playing. Introduce your performance to the audience. Record and talk about it.</p> | <p>Listening: The Dragon Song- listen to the voices and the instruments you can hear. Does the music create a story in your imagination?</p> <p>Musical Activities: Using your Glocks or Recorders: Copy back using up to 3 notes. Play instrumental parts with the song by ear and, or notation. Using up to three notes G, A + B. Improvise using up to 3 notes G, A + B. Compose a simple melody using simple rhythms choosing from the notes G, A + B or D, E, G, A + B.</p> <p>Perform and Share: Decide how the song is going to be performed Tell your audience how you learnt this song. Record the performance and talk about it.</p> |
| Year 1 age pupils: | | | |
| Year 2 age pupils: | | | |





| | Knowledge to be reviewed | Knowledge to be explicitly taught | How knowledge will be built upon |
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| Disciplinary | <p>All pupils:</p> <p>Pulse.</p> <ul style="list-style-type: none"> listen with concentration and identify what the pulse is. <p>Rhythm.</p> <p>Listen to and copy back a simple rhythm – clap hands, stamp feet and move to the rhythm.</p> <p>Pitch</p> <ul style="list-style-type: none"> Use voices expressively and creatively by singing songs and speaking chants and rhymes | <p>Interrelated dimension of music – Pulse, rhythm, pitch.</p> <p>Pulse.</p> <ul style="list-style-type: none"> listen with concentration and identify what the pulse is. <p>Rhythm.</p> <p>Improvise own rhythms in response to a piece of music.</p> <p>Pitch</p> <ul style="list-style-type: none"> Use voices expressively and creatively by singing songs and speaking chants and rhymes <p>Dynamics</p> <ul style="list-style-type: none"> Using voices and instruments at different volumes. Improvisation is about making up your own tunes on the spot. <ul style="list-style-type: none"> When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise! <p>Vocabulary: Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination.</p> | <p>Continuing to perform, improvise and compose using rhythm, pitch and dynamics across a range of different musical genres.</p> |
| | Year 1 age pupils: | Yr 1 pupils to be given 2 glockenspiel notes to compose with. | |
| | Year 2 age pupils: | Year 2 pupils to be encouraged to improvise using 3 notes from the glockenspiel and a range of different rhythms. | |
| Vertical concepts | Reception- Explore voices and instruments. | Play instruments with the song, using one or two notes – C or C + G | Yr 3 Play tuned and untuned instruments musically Experiment with, create, select and combine sounds |

B Year 1/2: Summer 2

Reflect, Rewind and Replay



| | | Knowledge to be reviewed | Knowledge to be explicitly taught | How knowledge will be built upon |
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| Substantive | All pupils: | | <p>Listening:</p> <p>Reflect, Rewind and Re play look back and consolidate your learning, learn some of the language of music.</p> <p>Perform</p> <p>Pupils to use voices and glockenspiels to perform a range of different songs.</p> | |
| | Year 1 age pupils: | | | |
| | Year 2 age pupils: | | | |





| | Knowledge to be reviewed | Knowledge to be explicitly taught | How knowledge will be built upon |
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| Disciplinary | <p>All pupils:</p> <p>Pulse.</p> <ul style="list-style-type: none"> listen with concentration and identify what the pulse is. <p>Rhythm.</p> <p>Listen to and copy back a simple rhythm – clap hands, stamp feet and move to the rhythm.</p> <p>Pitch</p> <ul style="list-style-type: none"> Use voices expressively and creatively by singing songs and speaking chants and rhymes <p>Dynamics</p> <p>Using voices and instruments at different volumes.</p> | <p>Review of units taught this year.</p> <p>Listen, review, evaluate</p> <ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music <p>Sing</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes <p>Explore, create, compose and perform</p> <ul style="list-style-type: none"> play tuned and untuned instruments musically experiment with, create, select and combine sounds using the interrelated dimensions of music – pulse, rhythm (duration), pitch | <p>Continue to develop the interrelated dimensions of music.</p> <p>Pitch</p> <p>Rhythm</p> <p>Dynamics</p> <p>Tempo</p> <p>Timbre</p> |
| | Year 1 age pupils: | <ul style="list-style-type: none"> Yr 1 pupils should confidently be able to explain pulse and rhythm. | |
| | Year 2 age pupils: | <ul style="list-style-type: none"> Yr 2 pupils should be able to confidently explain pulse, rhythm and pitch. | |
| Vertical concepts | <p>To sing or rap nursery rhymes and simple songs from memory.</p> | <p>Class performance – Sing and play, including funky moves</p> | <p>KS2</p> <p>Performance – include one or more of: improvisations, instrumental performances,</p> |





| | | Knowledge to be reviewed | Knowledge to be explicitly taught | How knowledge will be built upon |
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| Substantive | All pupils: | <p>Listening: Finding the pulse instruments and voices you can hear.</p> <p>Musical Activities: Clapping rhythm, singing, playing glockenspiel G, A and C. Improvise using notes C and D.</p> <p>Perform and Share: Class performance.</p> | <p>Listening: Structure: Introduction, verse, chorus. Instruments/voices you can hear. Find the pulse as you are listening Dance, clap, sway, march, be an animal or a pop star.</p> <p>Musical Activities: Using Glocks and, or recorders. Play and copy back using up to 2 notes, C +D. Play instrumental parts by ear and or notation using up to 3 notes C, D + E. Singing in 2 parts. Improvise using up to 3 notes C, D + E.</p> <p>Perform and Share: Decide how your class will introduce the performance. Record the performance and discuss.</p> | <p>Listening: Structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus. What instruments/voices you can hear? Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums. Find the pulse as you are listening.</p> <p>Musical Activities: Using Glocks and/or recorders Copy back using up to 2 notes – G + A. Singing in unison. Play instrumental parts with the song by ear and/or from notation using up to 3 notes – G, A + B. Improvise using up to 3 notes – G, A + B. Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E.</p> <p>Perform and share: Decide how your class will introduce the performance. Record the performance and discuss.</p> |
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| Disciplinary | <p>All pupils:</p> <p>Pulse.</p> <ul style="list-style-type: none"> listen with concentration and identify what the pulse is. <p>Rhythm.</p> <p>Listen to and copy back a simple rhythm – clap hands, stamp feet and move to the rhythm.</p> <p>Pitch</p> <ul style="list-style-type: none"> Use voices expressively and creatively by singing songs and speaking chants and rhymes <p>Dynamics</p> <p>Using voices and instruments at different volumes.</p> | <p>Pulse and Tempo.</p> <ul style="list-style-type: none"> Listening carefully to a piece of music, identifying the pulse and the tempo in which it is played. Learn to play the recorder at a slow tempo building up the tempo as confidence grows. <p>Timbre</p> <p>Identifying the quality of sound.</p> <p>Structure</p> <p>Identifying verses and chorus of songs.</p> <p>Vocabulary: Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody.</p> | <p>Continue to develop the interrelated dimensions of music.</p> <p>Pitch</p> <p>Rhythm</p> <p>Dynamics</p> <p>Tempo</p> <p>Timbre</p> <p>Structure</p> <p>Texture</p> |
| Vertical concepts | <p>Y2</p> <p>r To know that music has a steady pulse, like a heartbeat.</p> <ul style="list-style-type: none"> To know that we can create rhythms from words, our names, favourite food, colours and animals. | <ul style="list-style-type: none"> Know how pulse, rhythm and pitch work together to create a song Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and answer | <p>Yr4</p> <p>Know and be able to talk about:</p> <ul style="list-style-type: none"> How pulse, rhythm and pitch work together Pulse: Finding the pulse – the heartbeat of the music Rhythm: the long and short patterns over the pulse <ul style="list-style-type: none"> Know the difference between pulse and rhythm Pitch: High and low sounds that create melodies How to keep the internal pulse. |





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| Substantive | <p>All pupils:</p> <p>Listening: Finding the pulse instruments and voices you can hear.</p> <p>Musical Activities: Clapping rhythm, making up your own rhythm, finding the pitch identifying high and low sounds.</p> <p>Perform and Share: Class performance, rapping and singing and adding some funky moves.</p> | <p>Glockenspiel Stage 1</p> <p>Musical Activities: Learn, play and read notes C, D, E + F. Learn to play these tunes. Easy E, Strictly D, Play your Music. Dee Cee's Blues, What's up, D-E-F-initely, Roundabout, March of the Golden Guards and Portsmouth. Improvise with Dee Cee's Blues using notes C + D. Compose using the notes C, D, E + F.</p> <p>Perform and Share: Decide how your class will introduce your performance. Tell your audience how you learnt the music. Record the performance and discuss.</p> | <p>Glockenspiel Stage 2</p> <p>Musical Activities: Using Glocks. Learn more complex rhythm patterns. Revise, play and read the notes C, D, E, F + G. Learn to play these tunes: Mardi Gras Groovin', Two-Way Radio, Flea Fly, Rigadoon, Mamma Mia Revisit these tunes from Stage 1: Portsmouth, Strictly D, Play Your Music, Drive Compose using the notes C, D, E, F + G.</p> <p>Perform & Share: Decide how your class will introduce the performance. Tell your audience how you learnt the music and why. Record the performance and talk about it afterwards.</p> |





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| Disciplinary | <p>All pupils:</p> <p>Pulse. listen with concentration and identify what the pulse is.</p> <p>Rhythm. Listen to and copy back a simple rhythm – clap hands, stamp feet and move to the rhythm.</p> <p>Pitch Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Dynamics Using voices and instruments at different volumes.</p> <p>Tempo. Listening carefully to a piece of music, identifying the pulse and the tempo in which it is played. Learn to play the recorder at a slow tempo building up the tempo as confidence grows.</p> <p>Timbre Identifying the quality of sound.</p> <p>Structure Identifying verses and chorus of songs.</p> | <p>Pulse and Tempo. Listening carefully to a piece of music, identifying the pulse and the tempo in which it is played. Learn to play the recorder at a slow tempo building up the tempo as confidence grows.</p> <p>Timbre Identifying the quality of sound.</p> <p>Structure Identifying verses and chorus of songs.</p> <p>Vocabulary: Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture, structure, melody.</p> | <p>Continue to develop the interrelated dimensions of music.</p> <p>Pitch Rhythm Dynamics Tempo Timbre Structure Texture</p> |
| Vertical concepts | <p>Play instruments with the song, using one or two notes – C + G</p> | <p>Play tuned and untuned instruments musically Experiment with, create, select and combine sounds</p> | <p>Yr4</p> <ul style="list-style-type: none"> ● Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song |



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| Substantive | All pupils: | <p>Listening: Finding the pulse instruments and voices you can hear.</p> <p>Musical Activities: Listen and clap back, using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with F moving to G.</p> <p>Perform and Share: Class performance, I Wanna be in a Band.</p> | <p>Listening: Structure: Introduction, chorus, verse, chorus verse, chorus, chorus, chorus. Instruments/voices you can hear. Find the pulse whilst you are listening. Dance, clap, sway, march, be an animal or pop star.</p> <p>Musical Activities: Using Glocks and or recorders. Play and copy back using up to 2 notes, C + D. Play instrumental parts with a song by ear and or from notation using up to 3 notes. C, D + E. Singing in unison. Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.</p> <p>Perform and Share: Decide how you are going to introduce the performance. Perhaps add some choreography? Record the performance and discuss.</p> | <p>Listening: Structure: Introduction and 6 rapped verses, each with a sung chorus. Instruments/voices you can hear. Find the pulse, whilst you are listening. Dance, clap, sway, march, be an animal or a pop star.</p> <p>Musical activities: Play and copy back using up to 2 notes C + D. Singing and rapping in unison and in parts. Compose your own rapped lyrics about bullying or another topic or theme that you decide.</p> <p>Perform & Share: Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and discuss.</p> |





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| Disciplinary | All pupils: | <p>Pulse. listen with concentration and identify what the pulse is.</p> <p>Rhythm. Listen to and copy back a simple rhythm – clap hands, stamp feet and move to the rhythm.</p> <p>Pitch Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Dynamics Using voices and instruments at different volumes.</p> <p>Tempo. Listening carefully to a piece of music, identifying the pulse and the tempo in which it is played. Learn to play the recorder at a slow tempo building up the tempo as confidence grows.</p> <p>Timbre Identifying the quality of sound.</p> <p>Structure Identifying verses and chorus of songs.</p> | <p>Pulse and Tempo. Listening carefully to a piece of music, identifying the pulse and the tempo in which it is played. Learn to play the recorder at a slow tempo building up the tempo as confidence grows.</p> <p>Timbre Identifying the quality of sound.</p> <p>Structure Identifying verses and chorus of songs.</p> <p>Vocabulary: Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae.</p> | <p>Continue to develop the interrelated dimensions of music.</p> <p>Pitch Rhythm Dynamics Tempo Timbre Structure Texture</p> <p>Develop improvisation and composition skills.</p> |
| | Vertical concepts | <ul style="list-style-type: none"> Play instruments with the song, using one or two notes – C or C + G | <p>Play tuned and untuned instruments musically Experiment with, create, select and combine sounds</p> <p>United Curriculum: Mixed-age planning</p> | <ul style="list-style-type: none"> Yr4 Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. |



| | Knowledge to be reviewed | Knowledge to be explicitly taught | How knowledge will be built upon |
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| Substantive | <p>All pupils:</p> <p>Listening: Finding the pulse instruments and voices you can hear.</p> <p>Musical Activities: Use your imagination to find the pulse, copy and clap back rhythms, make up your own rhythm, singing and dancing and having fun. Playing instruments up to 3 notes. Improvising using the notes D and E.</p> <p>Perform and Share: Class performance singing and playing. Talk about it after How did it make you feel? Will you record it?</p> | <p>Listening: Instruments/voices you can hear. Do the words tell a story?</p> <p>Musical Activities: Play and copy back using up to 3 notes G + A. Singing 2 parts. Play instrumental parts with the song by ear and or notation using up to 3 notes G, A + B. Improvise using up to 3 notes G, A + B. Compose a simple melody using simple rhythms choosing from the notes G, A + B or D, E, G, A + B.</p> <p>Perform and Share: Decide how you are going to perform this song. It tells an important story. Record the performance and discuss.</p> | <p>Listening: Structure: Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro .Instruments/voices you can hear: Can you find the pulse as you are listening? Dance, clap, sway, march, be an animal or a pop star.</p> <p>Musical Activities: Play and copy back using up to 2 notes – F + G. Singing in unison. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 4 notes – C, E, F + G Improvise using up to 3 notes – F, G + A. Compose a simple melody using simple rhythms choosing from the notes F, G + A or D, E, F, G + A.</p> <p>Perform and Share: Decide how your class will introduce the performance. Record the performance and discuss.</p> |





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| Disciplinary | <p>All pupils:</p> <p>Pulse. listen with concentration and identify what the pulse is.</p> <p>Rhythm. Listen to and copy back a simple rhythm – clap hands, stamp feet and move to the rhythm.</p> <p>Pitch Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Dynamics Using voices and instruments at different volumes.</p> <p>Tempo. Listening carefully to a piece of music, identifying the pulse and the tempo in which it is played. Learn to play the recorder at a slow tempo building up the tempo as confidence grows.</p> <p>Timbre Identifying the quality of sound.</p> <p>Structure Identifying verses and chorus of songs.</p> | <p>Improvisation</p> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake <p>Composition</p> <p>To know and be able to talk about composition</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. <p>Vocabulary: Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, melody.</p> | <p>.Continue to develop the interrelated dimensions of music.</p> <p>Pitch Rhythm Dynamics Tempo Timbre Structure Texture</p> |
| Vertical concepts | <ul style="list-style-type: none"> • Play instruments with the song, using one or two notes – C or C + G | <p>Learn to play tunes, improvise and compose</p> | <p>Yr5 Play instrumental parts with the song by ear and/or from notation, using up to 3 notes – A, G + B</p> |



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| Substantive | <p>All pupils:</p> <p>Listening: Using Your Imagination. Find the pulse whilst listening to the music and using your imagination as you move. What did you see as you listened and closed your eyes?</p> <p>Musical Activities: Copying and clapping back rhythms. Clapping rhythms of your name, favourite colour. Making up own rhythms. Playing instruments using one or two notes. C or C + G. Improvise using the notes C + D. Compose a simple melody using simple rhythms choosing from the notes C + D or C, D + E.</p> <p>Perform and Share: A class performance of your imagination with singing and playing. Introduce your performance to the audience. Record and talk about it.</p> | <p>Listening: Find the pulse as you are listening. Dance, clap, sway, march, be an animal or a pop star. Instruments/voices you can hear.</p> <p>Musical Activities: Using Glocks and/or recorders. Play and copy back using up to 3 notes – C + A. Singing in 2 parts. Play instrumental parts with the song by ear and/or from notation using up to 3 notes – C, A + G. Improvise using up to 2 notes – C + A. Compose a simple melody using simple rhythms choosing from the notes C, A + G or C, D, E, G + A.</p> <p>Perform and Share: Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song. Record the performance and discuss.</p> <p>Vocabulary: Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody.</p> | <p>Listening: Instruments/voices you can hear: Do the words of the song tell a story? Does the music create a story in your imagination? What story?</p> <p>Musical Activities: Play and copy back using 2 notes – C + D. Singing in unison. Play instrumental parts with the song by ear and/or from notation using up to 3 notes – C, D + E. Improvise using up to 3 notes C, D + E. Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, G + A.</p> <p>Perform and Share: Decide how you going to perform this song. Record performance and discuss.</p> |





| | Knowledge to be reviewed | Knowledge to be explicitly taught | How knowledge will be built upon |
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| Disciplinary | <p>All pupils:</p> <p>Pulse. listen with concentration and identify what the pulse is.</p> <p>Rhythm. Listen to and copy back a simple rhythm – clap hands, stamp feet and move to the rhythm.</p> <p>Pitch Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Dynamics Using voices and instruments at different volumes.</p> <p>Tempo. Listening carefully to a piece of music, identifying the pulse and the tempo in which it is played. Learn to play the recorder at a slow tempo building up the tempo as confidence grows.</p> <p>Timbre Identifying the quality of sound.</p> <p>Structure Identifying verses and chorus of songs.</p> | <p>Improvisation</p> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them ● To know that using one or two notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake <p>Composition</p> <p>To know and be able to talk about composition</p> <ul style="list-style-type: none"> ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. | <p>.Continue to develop the interrelated dimensions of music.</p> <p>Pitch Rhythm Dynamics Tempo Timbre Structure Texture</p> |
| Vertical concepts | <ul style="list-style-type: none"> • Class performance – Sing and play, including funky moves | <p>Performance – include one or more of: improvisations, instrumental performances,</p> | <ul style="list-style-type: none"> • Performance – include one or more of: improvisations, instrumental performances, composition |



B Year 3: Summer 2

Reflect, Rewind and Re-Play



| | | Knowledge to be reviewed | Knowledge to be explicitly taught | How knowledge will be built upon |
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| Substantive | All pupils: | | <p>Listening:</p> <p>Reflect, Rewind and Re play look back and consolidate your learning, learn some of the language of music.</p> <p>Perform</p> <p>Pupils to use voices and recorders to perform a range of different songs.</p> | |
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Year 3 B: Summer 2





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| Disciplinary | <p>All pupils:</p> <p>Pulse. listen with concentration and identify what the pulse is.</p> <p>Rhythm. Listen to and copy back a simple rhythm – clap hands, stamp feet and move to the rhythm.</p> <p>Pitch Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Dynamics Using voices and instruments at different volumes.</p> <p>Tempo. Listening carefully to a piece of music, identifying the pulse and the tempo in which it is played. Learn to play the recorder at a slow tempo building up the tempo as confidence grows.</p> <p>Timbre Identifying the quality of sound.</p> <p>Structure Identifying verses and chorus of songs.</p> | <ul style="list-style-type: none"> • Performance • To know and be able to talk about: • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • It involves communicating feelings, thoughts and ideas about the song/music | <ul style="list-style-type: none"> • Continue to develop the interrelated dimensions of music. • Pitch • Rhythm • Dynamics • Tempo • Timbre • Structure • Texture |
| Vertical concepts | <ul style="list-style-type: none"> • Class performance – Sing and play, including funky moves | <p>Performance – include one or more of: improvisations, instrumental performances,</p> | <ul style="list-style-type: none"> • Performance – include one or more of: improvisations, instrumental performances, compositions |



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| All pupils: | <p>Listening: Structure: Introduction, verse, chorus. Instruments/voices you can hear. Find the pulse as you are listening Dance, clap, sway, march, be an animal or a pop star.</p> <p>Musical Activities: Using Glocks and, or recorders. Play and copy back using up to 2 notes, C +D. Play instrumental parts by ear and or notation using up to 3 notes C, D + E. Singing in 2 parts. Improvise using up to 3 notes C, D + E.</p> <p>Perform and Share: Decide how your class will introduce the performance. Record the performance and discuss.</p> | <p>Listening: Structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus. What instruments/voices you can hear? Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums. Find the pulse as you are listening.</p> <p>Musical Activities: Using Glocks and/or recorders and steel pans Copy back using up to 2 notes – G + A. Singing in unison. Play instrumental parts with the song by ear and/or from notation using up to 3 notes – G, A + B. Improvise using up to 3 notes – G, A + B. Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E.</p> <p>Perform and share: Decide how your class will introduce the performance. Record the performance and discuss.</p> | <p>Listening: What style indicators can you hear? Describe the structure? What instruments/voices can you hear? Describe the musical dimensions?</p> <p>Musical Activities: Play and copy back using up to 3 notes – A, G + B. Singing in 2 parts. Play instrumental parts with the song by ear and/or from notation using up to 3 notes – A, G + B. Improvise using up to 3 notes – A, G + B. Compose a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B.</p> <p>Perform and Share: Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song. Record the performance and discuss.</p> |



| | Knowledge to be reviewed | Knowledge to be explicitly taught | How knowledge will be built upon |
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| Disciplinary | <p>All pupils:</p> <p>Pulse. listen with concentration and identify what the pulse is.</p> <p>Rhythm. Listen to and copy back a simple rhythm – clap hands, stamp feet and move to the rhythm.</p> <p>Pitch Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Dynamics Using voices and instruments at different volumes.</p> <p>Tempo. Listening carefully to a piece of music, identifying the pulse and the tempo in which it is played. L</p> <p>Timbre Identifying the quality of sound.</p> <p>Structure Identifying verses and chorus of songs.</p> | <ul style="list-style-type: none"> • Texture • layers of sound. Layers of sound working together make music very interesting to listen to. • Musical discussion • Some of the style indicators of that song (musical characteristics that give the song its style). • The lyrics: what the song is about. • Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). • Identify the main sections of the song (introduction, verse, chorus etc). • Name some of the instruments they heard in the song. • Vocabulary: Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison. | <p>Continue to develop the interrelated dimensions of music.</p> <ul style="list-style-type: none"> • Pitch • Rhythm • Dynamics • Tempo • Timbre • Structure • Texture • Begin to read and use notation |
| Vertical concepts | <p>Know how pulse, rhythm and pitch work together to create a song</p> <ul style="list-style-type: none"> • Know that every piece of music has a pulse/steady beat. • Know the difference between a musical question and answer | <p>Yr4</p> <p>Know and be able to talk about:</p> <ul style="list-style-type: none"> • How pulse, rhythm and pitch work together • Pulse: Finding the pulse – the heartbeat of the music • Rhythm: the long and short patterns over the pulse • Know the difference between pulse and rhythm • Pitch: High and low sounds that create melodies • How to keep the internal pulse. | <ul style="list-style-type: none"> • Yr 5 • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians |





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| Substantive | <p>All pupils:</p> <p>Glockenspiel Stage 1</p> <p>Musical Activities: Learn, play and read notes C, D, E + F. Learn to play these tunes. Easy E, Strictly D, Play your Music. Dee Cee's Blues, What's up, D-E-F-initely, Roundabout, March of the Golden Guards and Portsmouth. Improvise with Dee Cee's Blues using notes C + D. Compose using the notes C, D, E + F.</p> <p>Perform and Share: Decide how your class will introduce your performance. Tell your audience how you learnt the music. Record the performance and discuss</p> | <p>Glockenspiel Stage 2</p> <p>Musical Activities: Using Glocks. Learn more complex rhythm patterns. Revise, play and read the notes C, D, E, F + G. Learn to play these tunes: Mardi Gras Groovin', Two-Way Radio, Flea Fly, Rigadoon, Mamma Mia Revisit these tunes from Stage 1: Portsmouth, Strictly D, Play Your Music, Drive Compose using the notes C, D, E, F + G.</p> <p>Perform & Share: Decide how your class will introduce the performance. Tell your audience how you learnt the music and why. Record the performance and talk about it afterwards.</p> | <p>Listening: Structure (Three note Bossa): Intro tune, lead tune, lead repeated, improvisation, lead repeated. Structure (Five note Swing): 8-bar intro, the same 8 bar tune repeated, middle 8, head, head repeated. Instruments/voices you can hear.</p> <p>Musical Activities: Using Glocks and/or recorders. Play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B. Improvise in a Bossa Nova style using the notes G, A + B. Improvise in a swing style using the notes D, E, G, A + B.</p> <p>Perform and Share: Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song. Record the performance and discuss.</p> |





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| Disciplinary | <p>All pupils:</p> <p>Pulse. listen with concentration and identify what the pulse is.</p> <p>Rhythm. Listen to and copy back a simple rhythm – clap hands, stamp feet and move to the rhythm.</p> <p>Pitch Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Dynamics Using voices and instruments at different volumes.</p> <p>Tempo. Listening carefully to a piece of music, identifying the pulse and the tempo in which it is played.</p> <p>Timbre Identifying the quality of sound.</p> <p>Structure Identifying verses and chorus of songs.</p> <p>Texture layers of sound. Layers of sound working together make music very interesting to listen to.</p> | <p>Musical discussion</p> <p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>Musical Leadership: creating musical ideas for the group to copy or respond to</p> <p>Vocabulary: Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure.</p> | <p>Continue to develop the interrelated dimensions of music.</p> <p>Pitch Rhythm Dynamics Tempo Timbre Structure Texture</p> <p>Begin to read and use notation</p> |
| Vertical concepts | <ul style="list-style-type: none"> • KS1 • Listen with concentration and understanding to a range of high-quality live and recorded music | <p>Appreciate and understand a wide range of high-quality live and recorded music</p> | <ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians |





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| Substantive All pupils: | <p>Listening: Structure: Introduction, chorus, verse, chorus verse, chorus, chorus, chorus. Instruments/voices you can hear. Find the pulse whilst you are listening. Dance, clap, sway, march, be an animal or pop star.</p> <p>Musical Activities: Using Glocks and or recorders. Play and copy back using up to 2 notes, C + D. Play instrumental parts with a song by ear and or from notation using up to 3 notes. C, D + E. Singing in unison. Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.</p> <p>Perform and Share: Decide how you are going to introduce the performance. Perhaps add some choreography? Record the performance and discuss.</p> | <p>Listening: Structure: Introduction and 6 rapped verses, each with a sung chorus. Instruments/voices you can hear. Find the pulse, whilst you are listening. Dance, clap, sway, march, be an animal or a pop star.</p> <p>Musical activities: Play and copy back using up to 2 notes C + D. Singing and rapping in unison and in parts. Compose your own rapped lyrics about bullying or another topic or theme that you decide.</p> <p>Perform & Share: Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and discuss.</p> | <p>Listening: What style indicators can you hear? Describe the structure? What instruments/voices can you hear? Describe the musical dimensions? Mood and story told?</p> <p>Musical Activities: Using Glocks and/or recorders. Warm-up Games - pulse, rhythm and pitch games: <ul style="list-style-type: none"> ● Learn to clap some of the the rhythms used in the song. ● Learn some musical phrases that you will sing in the song. Singing in unison. Sing the song in its original style and the Urban Gospel version.</p> <p>Perform and Share: Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song. Record the performance and discuss.</p> |





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| Disciplinary | <p>All pupils:</p> <p>Pulse. listen with concentration and identify what the pulse is.</p> <p>Rhythm. Listen to and copy back a simple rhythm – clap hands, stamp feet and move to the rhythm.</p> <p>Pitch Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Dynamics Using voices and instruments at different volumes.</p> <p>Tempo. Listening carefully to a piece of music, identifying the pulse and the tempo in which it is played.</p> <p>Timbre Identifying the quality of sound.</p> <p>Structure Identifying verses and chorus of songs.</p> <p>Texture layers of sound. Layers of sound working together make music very interesting to listen to.</p> | <p>Composition</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • Different ways of recording compositions (letter names, symbols, audio etc.) <p>Vocabulary: Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo.</p> | <p>Continue to develop the interrelated dimensions of music.</p> <p>Pitch Rhythm Dynamics Tempo Timbre Structure Texture</p> <p>Begin to read and use notation</p> |
| Vertical concepts | <ul style="list-style-type: none"> • Compose a simple melody using simple rhythms, choosing from the notes C | <p>Compose a simple melody using simple rhythms, using the pentatonic scale (C, D + E or C, D, E, G + A</p> | <ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the inter-related dimensions of music – pulse, rhythm (duration), pitch, dynamics, tempo, timbre, texture, structure, notation |





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| Disciplinary | <p>All pupils:</p> <p>Pulse. listen with concentration and identify what the pulse is.</p> <p>Rhythm. Listen to and copy back a simple rhythm – clap hands, stamp feet and move to the rhythm.</p> <p>Pitch Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Dynamics Using voices and instruments at different volumes.</p> <p>Tempo. Listening carefully to a piece of music, identifying the pulse and the tempo in which it is played.</p> <p>Texture layers of sound. Layers of sound working together make music very interesting to listen to.</p> <p>Timbre Identifying the quality of sound.</p> <p>Structure Identifying verses and chorus of songs.</p> | <p>Performance Confidence performing using steel pans, voices and non-tuned instruments.</p> <p>Vocabulary: Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, pulse, rhythm, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo.</p> | <p>Continue to develop the interrelated dimensions of music.</p> <p>Pitch Rhythm Dynamics Tempo Timbre Structure Texture</p> <p>Begin to read and use notation</p> |
| Vertical concepts | <ul style="list-style-type: none"> • Compose and perform a simple melody using simple rhythms, choosing from the notes C and G | <p>Compose and perform a simple melody using simple rhythms, using the pentatonic scale (C, D + E or C, D, E, G + A</p> | <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music – pulse, rhythm (duration), pitch, dynamics, tempo, timbre, texture, structure, notation</p> |



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| Substantive | <p>All pupils:</p> <p>Listening: Find the pulse as you are listening. Dance, clap, sway, march, be an animal or a pop star. Instruments/voices you can hear.</p> <p>Musical Activities: Using Glocks and/or recorders. Play and copy back using up to 3 notes – C + A. Singing in 2 parts. Play instrumental parts with the song by ear and/or from notation using up to 3 notes – C, A + G. Improvise using up to 2 notes – C + A. Compose a simple melody using simple rhythms choosing from the notes C, A + G or C, D, E, G + A.</p> <p>Perform and Share: Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song. Record the performance and discuss.</p> | <p>Listening: Instruments/voices you can hear: Do the words of the song tell a story? Does the music create a story in your imagination? What story?</p> <p>Musical Activities: Play and copy back using 2 notes – C + D. Singing in unison. Play instrumental parts with the song by ear and/or from notation using up to 3 notes – C, D + E. Improvise using up to 3 notes C, D + E. Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, G + A.</p> <p>Perform and Share: Decide how you going to perform this song. Record performance and discuss.</p> | <p>Listening: Structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3. Instruments/voices you can hear: Can you find the pulse as you are listening? Is the tempo fast, slow or in between? Dynamics? Texture?</p> <p>Musical Activities: Play and copy back using up to 3 notes – F, G + A. Singing in unison and with backing vocals. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 2 notes – F + G (complex rhythms). Improvise using up to 3 notes – D, E + F.</p> <p>Perform and Share: Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song. Record the performance and discuss.</p> |





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| Disciplinary | <p>All pupils:</p> <p>Pulse. listen with concentration and identify what the pulse is.</p> <p>Rhythm. Listen to and copy back a simple rhythm – clap hands, stamp feet and move to the rhythm.</p> <p>Pitch Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Dynamics Using voices and instruments at different volumes.</p> <p>Tempo. Listening carefully to a piece of music, identifying the pulse and the tempo in which it is played.</p> <p>Timbre Identifying the quality of sound.</p> <p>Structure Identifying verses and chorus of songs.</p> <p>Texture layers of sound. Layers of sound working together to make music very interesting to listen to.</p> | <p>Listen, review, evaluate</p> <ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music <p>Texture</p> <p>Instrumental parts and singing in unison.</p> <p>Vocabulary: Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, 3 – Perform & Share melody, solo.</p> | <p>Continue to develop the interrelated dimensions of music.</p> <p>Pitch Rhythm Dynamics Tempo Timbre Structure Texture</p> <p>Begin to read and use notation</p> |
| Vertical concepts | <ul style="list-style-type: none"> Compose and perform a simple melody using simple rhythms, choosing from the notes C and G | <p>Compose and perform a simple melody using simple rhythms, using the pentatonic scale (C, D + E or C, D, E, G + A</p> | <ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music – pulse, rhythm (duration), pitch, dynamics, tempo, timbre, texture, structure, notation |



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| Substantive | <p>All pupils:</p> <p>Listening: Structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3. Instruments/voices you can hear: Can you find the pulse as you are listening? Is the tempo fast, slow or in between? Dynamics? Texture?</p> <p>Musical Activities: Play and copy back using up to 3 notes – F, G + A. Singing in unison and with backing vocals. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 2 notes – F + G (complex rhythms). Improvise using up to 3 notes – D, E + F.</p> <p>Perform and Share: Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song. Record the performance and discuss.</p> | <p>Listening:</p> <p>Reflect, Rewind and Re play look back and consolidate your learning, learn some of the language of music.</p> <p>Perform</p> <p>Pupils to use voices, non-tuned instruments and steel pans to perform a range of different songs.</p> | <p>Listening: Style Indicators of Structure Instruments played.</p> <p>Musical Activities: Warm-up Games Bronze Challenge Silver Challenge Gold Challenge Which challenge did you get to? Singing Play instrumental parts with the song by ear and /or from notation using the easy or medium part.</p> <p>Improvise: Bronze Challenge Silver Challenge Gold Challenge</p> <p>Compose a simple melody using simple rhythms choosing from the notes G A B C D.</p> <p>Perform & Share: A group performance of Living on a Prayer by Bon Jovi from memory Created for a specific audience and introduced by a member of the group.</p> |





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| Disciplinary | <p>All pupils:</p> <p>Pulse. listen with concentration and identify what the pulse is.</p> <p>Rhythm. Listen to and copy back a simple rhythm – clap hands, stamp feet and move to the rhythm.</p> <p>Pitch Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Dynamics Using voices and instruments at different volumes.</p> <p>Tempo. Listening carefully to a piece of music, identifying the pulse and the tempo in which it is played.</p> <p>Timbre Identifying the quality of sound.</p> <p>Structure Identifying verses and chorus of songs.</p> <p>Texture layers of sound. Layers of sound working together to make music very interesting to listen to.</p> | <p>Performance</p> <p>To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music</p> | <p>Continue to develop the interrelated dimensions of music.</p> <p>Pitch Rhythm Dynamics Tempo Timbre Structure Texture</p> <p>Begin to read and use notation</p> |
| Vertical concepts | <ul style="list-style-type: none"> Performance – include one or more of: improvisations, instrumental performances, | <p>Performance – include one or more of: improvisations, instrumental performances, compositions</p> | <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy |





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| Substantive | <p>All pupils:</p> <p>Listening: Structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus. What instruments/voices you can hear? Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums. Find the pulse as you are listening.</p> <p>Musical Activities: Using Glocks and/or recorders Copy back using up to 2 notes – G + A. Singing in unison. Play instrumental parts with the song by ear and/or from notation using up to 3 notes – G, A + B. Improvise using up to 3 notes – G, A + B. Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E.</p> <p>Perform and share: Decide how your class will introduce the performance. Record the performance and discuss.</p> | <p>Listening: What style indicators can you hear? Describe the structure? What instruments/voices can you hear? Describe the musical dimensions?</p> <p>Musical Activities: Play and copy back using up to 3 notes – A, G + B. Singing in 2 parts. Play instrumental parts with the song by ear and/or from notation using up to 3 notes – A, G + B. Improvise using up to 3 notes – A, G + B. Compose a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B.</p> <p>Perform and Share: Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song. Record the performance and discuss.</p> | <p>Key stage 3 Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.</p> |
| Year 5 age pupils: | | | |
| Year 6 age pupils: | | | |





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| Disciplinary | <p>All pupils:</p> <p>Pulse. listen with concentration and identify what the pulse is.</p> <p>Rhythm. Listen to and copy back a simple rhythm – clap hands, stamp feet and move to the rhythm.</p> <p>Pitch Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Dynamics Using voices and instruments at different volumes.</p> <p>Tempo. Listening carefully to a piece of music, identifying the pulse and the tempo in which it is played.</p> <p>Timbre Identifying the quality of sound.</p> <p>Structure Identifying verses and chorus of songs.</p> <p>Texture layers of sound. Layers of sound working together to make music very interesting to listen to.</p> | <ul style="list-style-type: none"> Performance and texture Using voices and ukuleles to create a performance of a familiar song. Vocabulary: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo. | <p>Continue to develop the interrelated dimensions of music.</p> <p>Pitch Rhythm Dynamics Tempo Timbre Structure Texture Notation</p> |
| Year 5 age pupils: | | <ul style="list-style-type: none"> Support with notation by using letters and notes. | |
| Year 6 age pupils: | | | |
| Concepts | <ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music | <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> | <ul style="list-style-type: none"> KS3 listen with increasing discrimination to a wide range of music from great composers |



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| Substantive | <p>All pupils:</p> <p>Glockenspiel Stage 2</p> <p>Musical Activities: Using Glocks. Learn more complex rhythm patterns. Revise, play and read the notes C, D, E, F + G. Learn to play these tunes: Mardi Gras Groovin', Two-Way Radio, Flea Fly, Rigadoon, Mamma Mia Revisit these tunes from Stage 1: Portsmouth, Strictly D, Play Your Music, Drive Compose using the notes C, D, E, F + G.</p> <p>Perform and Share: Decide how your class will introduce the performance. Tell your audience how you learnt the music and why. Record the performance and talk about it afterwards.</p> | <p>Listening: Structure (Three note Bossa): Intro tune, lead tune, lead repeated, improvisation, lead repeated. Structure (Five note Swing): 8-bar intro, the same 8 bar tune repeated, middle 8, head, head repeated. Instruments/voices you can hear.</p> <p>Musical Activities: Using ukuleles Play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B. Improvise in a Bossa Nova style using the notes G, A + B. Improvise in a swing style using the notes D, E, G, A + B.</p> <p>Perform and Share: Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song. Record the performance and discuss.</p> | <p>Listening: What style indicators can you hear? Describe the structure? What instruments/voices can you hear? Describe the musical dimensions?</p> <p>Musical Activities: Play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C. And C, Bb, G, F + C (Meet The Blues). Improvise in Bacharach Anorak using the notes C, D, E, F, G, A, B + C. Improvise in a Blues style using the notes C, Bb, G, F + C.</p> <p>Perform and Share: Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.</p> |
| Year 5 age pupils: | | | |
| Year 6 age pupils: | | | |





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| Disciplinary | <p>All pupils:</p> <p>Pulse. listen with concentration and identify what the pulse is.</p> <p>Rhythm. Listen to and copy back a simple rhythm – clap hands, stamp feet and move to the rhythm.</p> <p>Pitch Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Dynamics Using voices and instruments at different volumes.</p> <p>Tempo. Listening carefully to a piece of music, identifying the pulse and the tempo in which it is played.</p> <p>Timbre Identifying the quality of sound.</p> <p>Structure Identifying verses and chorus of songs.</p> <p>Texture layers of sound. Layers of sound working together to make music very interesting to listen to.</p> | <p>Notation To know and be able to talk about:</p> <ul style="list-style-type: none"> • Different ways of writing music down – e.g. staff notation, symbols • The notes C, D, E, F, G, A, B + C on the treble staff • The instruments they might play or be played in a band or orchestra or by their friends <p>Vocabulary: Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo.</p> | <p>Continue to develop the interrelated dimensions of music.</p> <p>Pitch Rhythm Dynamics Tempo Timbre Structure Texture Notation</p> |
| | Year 5 age pupils: | <ul style="list-style-type: none"> • Support with written letters and notation. | |
| | Year 6 age pupils: | | |
| Vertical Concepts | Class performance – Sing and play, including funky moves | Performance – include one or more of: improvisations, instrumental performances, compositions United Curriculum: Mixed-age planning | <ul style="list-style-type: none"> • Ks3 • play and perform confidently in a range of solo and ensemble contexts using their voice, |



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| Substantive | <p>All pupils:</p> <p>Revise B,C,D,E,F,G before introducing the flats Eb, Ab, Bb</p> <p>Listening:</p> <p>Structure: Introduction and 6 rapped verses, each with a sung chorus. Instruments/voices you can hear. Find the pulse, whilst you are listening. Dance, clap, sway, march, be an animal or a pop star.</p> <p>Musical activities:</p> <p>Play and copy back using up to 2 notes C + D. Singing and rapping in unison and in parts. Compose your own rapped lyrics about bullying or another topic or theme that you decide.</p> <p>Perform & Share:</p> <p>Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and discuss.</p> | <p>Listening:</p> <p>What style indicators can you hear? Describe the structure? What instruments/voices can you hear? Describe the musical dimensions? Mood and story told?</p> <p>Musical Activities: Using Glocks and/or recorders. Warm-up Games - pulse, rhythm and pitch games:</p> <ul style="list-style-type: none"> • Learn to clap some of the rhythms used in the song. • Learn some musical phrases that you will sing in the song. <p>Singing in unison. Sing the song in its original style and the Urban Gospel version.</p> <p>Perform and Share:</p> <p>Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song. Record the performance and discuss.</p> | <p>Key stage 3</p> <p>Pupils should build on their previous knowledge and skills through performing, composing and listening.</p> <p>They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions.</p> <p>They should listen with increasing discrimination and awareness to inform their practice as musicians.</p> <p>They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.</p> |
| | Year 5 age pupils: | <ul style="list-style-type: none"> • Support with understanding of key vocabulary. | |
| | Year 6 age pupils: | | |





| | Knowledge to be reviewed | Knowledge to be explicitly taught | How knowledge will be built upon |
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| Disciplinary | <p>All pupils:</p> <p>Pulse. listen with concentration and identify what the pulse is.</p> <p>Rhythm. Listen to and copy back a simple rhythm – clap hands, stamp feet and move to the rhythm.</p> <p>Pitch Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Dynamics Using voices and instruments at different volumes.</p> <p>Tempo. Listening carefully to a piece of music, identifying the pulse and the tempo in which it is played.</p> <p>Timbre Identifying the quality of sound.</p> <p>Structure Identifying verses and chorus of songs.</p> <p>Texture layers of sound. Layers of sound working together to make music very interesting to listen to.</p> | <p>Performance using all the interrelated dimensions of music.</p> <p>Vocabulary: Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, Urban Gospel</p> | <p>Continue to develop the interrelated dimensions of music.</p> <p>Pitch Rhythm Dynamics Tempo Timbre Structure Texture Notation</p> |
| | Year 5 age pupils: | • Support with key vocabulary. | |
| | Year 6 age pupils: | | |
| Vertical concepts | Understanding the history of music in context. | <p>Develop a deeper understanding of the history of music</p> <p>United Curriculum: Mixed-age planning</p> | <p>• KS3</p> <p>• develop a deepening understanding of the music that they perform and to which they</p> |



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| Substantive | <p>All pupils:</p> <p>Listening: Instruments/voices you can hear. Do the words tell a story?</p> <p>Musical Activities: Play and copy back using up to 3 notes G + A. Singing 2 parts. Play instrumental parts with the song by ear and or notation using up to 3 notes G, A + B. Improvise using up to 3 notes G, A + B. Compose a simple melody using simple rhythms choosing from the notes G, A + B or D, E, G, A + B.</p> <p>Perform and Share: Decide how you are going to perform this song. It tells an important story. Record the performance and discuss.</p> | <p>Listening: What style indicators can you hear? Describe the structure? What instruments/voices can you hear? Describe the musical dimensions?</p> <p>Musical Activities: Play and copy back using up to 3 notes – A, G + E. Singing in unison. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 4 notes – B, A + G and C, D, E + F. Improvise using up to 3 notes – A, G + E. Compose a simple melody using simple rhythms choosing from the notes E, G + A or E, G, A, C + D.</p> <p>Perform and Share: Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and discuss.</p> | <p>Key stage 3 Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.</p> |
| Year 5 age pupils: | | | |
| Year 6 age pupils: | | | |





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| Disciplinary | <p>All pupils:</p> <p>Pulse. listen with concentration and identify what the pulse is.</p> <p>Rhythm. Listen to and copy back a simple rhythm – clap hands, stamp feet and move to the rhythm.</p> <p>Pitch Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Dynamics Using voices and instruments at different volumes.</p> <p>Tempo. Listening carefully to a piece of music, identifying the pulse and the tempo in which it is played.</p> <p>Timbre Identifying the quality of sound.</p> <p>Structure Identifying verses and chorus of songs.</p> <p>Texture layers of sound. Layers of sound working together to make music very interesting to listen to.</p> | <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one, two or three notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations To know three well-known improvising musicians <p>Vocabulary: Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony.</p> | <p>Continue to develop the interrelated dimensions of music.</p> <p>Pitch Rhythm Dynamics Tempo Timbre Structure Texture Notation</p> |
| | <p>Year 5 age pupils:</p> | <ul style="list-style-type: none"> Support with improvisation with 2 notes building up to 3. | |
| | <p>Year 6 age pupils:</p> | | |

Vertical concepts

• Improvise and compose music for a range of purposes using the inter-related dimensions of music – pulse, rhythm (duration), pitch,

Improvise and compose music for a range of purposes using the inter-related dimensions of music – pulse, rhythm (duration), pitch, dynamics, tempo, timbre, texture, structure, notation

• KS3
• improvise and compose; and extend and develop musical ideas by drawing on a range of musical



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| Substantive | <p>All pupils:</p> <p>Listening: Instruments/voices you can hear: Do the words of the song tell a story? Does the music create a story in your imagination? What story?</p> <p>Musical Activities: Play and copy back using 2 notes – C + D. Singing in unison. Play instrumental parts with the song by ear and/or from notation using up to 3 notes – C, D + E. Improvise using up to 3 notes C, D + E. Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, G + A.</p> <p>Perform and Share: Decide how you going to perform this song. Record performance and discuss.</p> | <p>Listening: As you listen to each of the featured artists, think about: What could you hear? Did you recognise any instrumental sounds or voices? Did you like the music? Why? Or why not? Did anything stand out to you about any of the pieces you listened to?</p> <p>About the Artists: The videos will introduce each artist, who will talk about themselves and their work. You will hear key words and phrases that will tell about their identity and how they express it through their music. Learning about the artists will help you to create your own music. Questions to think about in this unit: How do they each go about creating music? How has creating music helped them to build their confidence? How do you know that making music and performing makes.</p> <p>Create: You will write your own music using 'Music and Me' ('Identity') as your theme. From the list below, which options and which tools did you choose? Did you work alone? Or in a group? <ul style="list-style-type: none"> ● Music Explorer ● An instrument ● Write a rap ● Write lyrics for a song ● Use 'Quickbeats' ● A combination of the above ● Interview each other. </p> <p>Perform, Share and Present: Decide how your group will introduce your composition and how much you will tell your audience about it. How did you put your identity into the music and the performance? Record the performance and talk about it afterwards.</p> | <p>Key stage 3 Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.</p> |
| Year 5 age pupils: | | | |
| Year 6 age pupils: | | | |





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| All pupils: | <p>Pulse. listen with concentration and identify what the pulse is.</p> <p>Rhythm. Listen to and copy back a simple rhythm – clap hands, stamp feet and move to the rhythm.</p> <p>Pitch Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Dynamics Using voices and instruments at different volumes.</p> <p>Tempo. Listening carefully to a piece of music, identifying the pulse and the tempo in which it is played.</p> <p>Timbre Identifying the quality of sound.</p> <p>Structure Identifying verses and chorus of songs.</p> <p>Texture layers of sound. Layers of sound working together to make music very interesting to listen to.</p> <p>Notation • the link between sound and symbol</p> | <p>Composition</p> <p>To know and be able to talk about</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure • Notation: recognise the connection between sound and symbol <p>Vocabulary: Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music.</p> | <p>Continue to develop the interrelated dimensions of music.</p> <p>Pitch Rhythm Dynamics Tempo Timbre Structure Texture Notation</p> |
| Year 5 age pupils: | | <ul style="list-style-type: none"> • Support with notation. | |
| Year 6 age pupils: | | | |

B Year 5/6: Summer 2

Reflect, Rewind and Re-Play



| | | Knowledge to be reviewed | Knowledge to be explicitly taught | How knowledge will be built upon |
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| Substantive | All pupils: | | Performance using voices, non-tuned instruments and ukuleles. | |
| | Year 5 age pupils: | | | |
| | Year 6 age pupils: | | | |

Year 5/6 B: Summer 2





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| Disciplinary | <p>All pupils:</p> <p>Pulse. listen with concentration and identify what the pulse is.</p> <p>Rhythm. Listen to and copy back a simple rhythm – clap hands, stamp feet and move to the rhythm.</p> <p>Pitch Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Dynamics Using voices and instruments at different volumes.</p> <p>Tempo. Listening carefully to a piece of music, identifying the pulse and the tempo in which it is played.</p> <p>Timbre Identifying the quality of sound.</p> <p>Structure Identifying verses and chorus of songs.</p> <p>Texture layers of sound. Layers of sound working together to make music very interesting to listen to.</p> <p>Notation the link between sound and symbol</p> | <ul style="list-style-type: none"> Confidence in performance. To know and be able to talk about: <ul style="list-style-type: none"> Performing is sharing music with an audience with belief A performance doesn't have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/music | <ul style="list-style-type: none"> KS3 Continuation of the interrelated dimensions of music. Further composition and performance. |
| | Year 5 age pupils: | <ul style="list-style-type: none"> Support with notation. | |
| | Year 6 age pupils: | | |