

Musicianship delivered in the Autumn Term/Spring/Summer Term by Sheffield Music Hub teachers for Y2, 4 and 6

F2 Charanga

Y1 Charanga and Boomwhackers

Y3 Charanga and Glockenspiel

Y5 Ukelele

Whole school listening and appraising.

Music will be played in classrooms as children enter in the morning.

Children will be given opportunities to discuss the music playing.

Singing and listening in assemblies

Children will sing when entering and leaving assemblies.

Half termly singing assemblies for each key stage

ELG: Being Imaginative and Expressive Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and
- when appropriate - try to move in time with music.

	A1	A2	SP1	SP2	SU1	SU2
	ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.					

<p>FS Expressive Art and Design</p>	<p>ME Charanga Style: Mixed styles</p> <p>Songs</p> <ul style="list-style-type: none"> • Celebration • Happy • Sing • Sing a rainbow • Happy Birthday • Our House <p>Listen and Appraise How does the music make you feel?</p> <p>Nursery Rhymes</p> <ul style="list-style-type: none"> • Pat-a-cake • 1, 2, 3, 4, 5, Once I 	<p>My Stories Charanga Style: Mixed styles</p> <p>Songs</p> <ul style="list-style-type: none"> • Roll Alabama • Boogie Wonderland • Don't go breaking my heart • Frosty the snowman • Spiderman <p>Nursery Rhymes</p> <ul style="list-style-type: none"> • I'm A Little Teapot • The Grand Old Duke Of York • Ring O' Roses 	<p>Everyone Charanga Style: Mixed Styles</p> <p>Songs</p> <ul style="list-style-type: none"> • We are family • Thula Baba • ABC • My mum is amazing • Conga • Mozart's horn <p>Nursery Rhymes</p> <ul style="list-style-type: none"> • Wind The Bobbin Up • Rock-a-bye Baby • Five Little Monkeys Jumping 	<p>Our World Charanga Style: Mixed Styles</p> <p>Songs</p> <ul style="list-style-type: none"> • Lovely Day • Beyond the sea • Mars from the planets • Frog's legs and dragon's teeth • Ain't no mountain high enough • Singing in the rain <p>Nursery Rhymes</p> <ul style="list-style-type: none"> • Old Macdonald • Incy Wincy Spider 	<p>Big Bear Funk Transition Unit Charanga Style: Mixed Styles</p> <p>Songs</p> <ul style="list-style-type: none"> • Big Bear Funk • I feel good • Don't you worry about a thing • My promise • Superstition • Pick up the pieces <p>Musical learning focus: Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</p> <p>Musical Activities</p>
--	---	--	---	--	---

	<p>Caught a Fish Alive</p> <ul style="list-style-type: none"> • This Old Man • Five Little Ducks • Name Song • Things For Fingers <p>Musical Activities</p> <ul style="list-style-type: none"> • Copycat rhythm games • High low games (pitch) • Singing rhymes 	<ul style="list-style-type: none"> • Hickory Dickory Dock • Not Too Difficult • The ABC Song <p>Musical Activities</p> <ul style="list-style-type: none"> • Rhythm Games Pitch • Playing Instruments tuned and untuned percussion 	<p>On The Bed</p> <ul style="list-style-type: none"> • Twinkle Twinkle • If You're Happy And You Know It • Head, Shoulders, Knees And Toes <p>Musical Activities</p> <ul style="list-style-type: none"> • Rhythm • Pitch • Using instruments glocks and percussion 	<ul style="list-style-type: none"> • Baa Baa Black Sheep • Row, Row, Row Your Boat • The Wheels On The Bus • The Hokey Cokey <p>Musical Activities</p> <ul style="list-style-type: none"> • Pitch • Rhythm • Pulse • Tempo • Structure • glocks and percussion 	<ul style="list-style-type: none"> • Playing instruments within the song • Improvisation using voices and instruments • Riff-based composition • Share and perform the learning that has taken place
<p>Listening and Appraising</p>	<p>Children will be encouraged to listen and appraise music as they learn new songs and listen to new pieces of music. They will start to develop the ability to verbalise the tempo of music, how music makes them feel and express whether they enjoy a piece of music. They should also be able to name some instruments in a simple arrangement.</p>				

	Children will be introduced to a variety of instruments using Charanga's listening game. Children will listen to individual instruments then identify them in a piece of music.			
Performance	Harvest Festival	Christmas Nativity	Spring showcase performance for children in KSI during assembly.	Spring showcase for whole school in assembly.
Vocabulary	<p>SHOULD</p> <ul style="list-style-type: none"> Pulse (beat) Rhythm Pitch (high/low) Dynamics (loud/soft) Tempo (fast/slow) Expression (facial expression) Posture (good standing) Chants Tongue Twisters Rhyming Unison (all together) Match Song (partner song) Round Structure 		<p>COULD</p> <ul style="list-style-type: none"> Harmony Articulation Body Percussion Call and Response Beat groupings Time Signature Improvise Compose 	
			<p>MIGHT</p> <ul style="list-style-type: none"> Kodaly (do-do) Notation Legato (smooth) Staccato (spikey) Fluency Control Crescendo (gradually getting louder) Diminuendo (gradually getting quieter) 	

<p>YI Charan ga</p>	<p>Charanga: Hey You All the learning in this unit is focused around one song: Hey You! - a Hip Hop song for children.</p>	<p>Charanga: In The Way We Walker and Banana Rap In this unit learning is focused around two songs: Rhythm In The Way We Walk (Reggae style) and Banana Rap (Hip Hop style). Children will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.</p>	<p>Instruments - Boom whackers In this unit, children are introduced to boom whackers and playing individually and as part of an ensemble.</p>	<p>Instruments - Boom whackers Children learn to play a selection of songs from different genres on Boom whackers developing their sense of pitch, pulse and rhythm.</p>	<p>Charanga - In The Groove Learning in this unit focusses on the song In The Groove which is performed in a variety of genres throughout the unit.</p>	<p>Charanga - Reflect, Rewind and Replay This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
-----------------------------	--	--	---	---	--	--

<p>Activities and Songs</p>	<p>Warm Up activities Find the pulse, use your imagination. Listen to the rhythm and clap back Listen and sing back with added vocal warm-ups. Sing the Song Play Instruments with the Song Improvise with the song using instruments and voices.</p>	<p>Warm Up activities Find the pulse, use your imagination. Listen to the rhythm and clap back Listen and sing back with added vocal warm-ups. Sing the Song Play Instruments with the Song Improvise with the song using instruments and voices.</p>	<p>Children will follow graphic and traditional scores to perform together to a variety of musical genres.</p> <p>Warm Up activities Find the pulse, use your imagination. Listen to the rhythm and clap back Listen and sing back with added vocal warm-ups. Sing the Song Play Instruments with the Song</p>	<p>Children learn to clap a steady rhythm to a song then use boom whackers to play - Count On Me - https://www.youtube.com/watch?v=Ka6gdovBT9E</p> <p>Shake It Off - https://www.youtube.com/watch?v=bmnnpU3SkJU</p> <p>Hakuna Matata - https://www.youtube.com/watch?v=w2RT4yXgGbA</p>	<p>Warm Up activities Find the pulse, use your imagination. Listen to the rhythm and clap back Listen and sing back with added vocal warm-ups. Sing the Song Play Instruments with the Song Improvise with the song using instruments and voices.</p>	<p>Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place</p>
------------------------------------	---	---	--	---	---	---

			Improvise with the song using instruments and voices.			
Listening and Appraising	<p>During this unit, children will listen and appraise the following songs focussing on genre, instrumentation and structure.</p> <p>Children should be able to identify some instruments within a piece of music.</p>	<p>During this unit, children will listen and appraise the following songs focussing on genre, instrumentation and structure.</p> <p>Rhythm In The Way We Walk by Joanna Mangona The Planets, Mars by Gustav Holst Tubular Bells by Mike Oldeld The Banana Rap by Jane Sebba</p>		<p>During this unit, children will listen and appraise the following songs focussing on genre, instrumentation and structure.</p> <p>Count On Me Shake It Off Hakuna Matata</p>	<p>During this unit, children will listen and appraise the following songs focussing on genre, instrumentation and structure.</p> <p>How Blue Can You Get by B.B. King</p> <ul style="list-style-type: none"> • Let The Bright Seraphim by Handel • Livin' La Vida Loca by Ricky Martin • Jai Ho by 	<p>Children will revisit songs previously heard through out the year and compare and discuss.</p> <p>Children should now be confident saying why a piece of music fits within.</p>

	<p>They should start developing a knowledge of genres and how musical genres fit on a timeline.</p> <p>Hey You! by Joanna Mangona Me, Myself And I by De La Soul Fresh Prince Of Bel Air by Will Smith Rapper's Delight by The Sugarhill Gang U Can't Touch This</p>	<p>Happy by Pharrell Williams When I'm 64 by The Beatles</p>			<p>J.R. Rahman</p> <ul style="list-style-type: none"> • Lord Of The Dance by Ronan Hardiman • Diggin' On James Brown by Tower Of Power 	
--	--	---	--	--	--	--

	by MC Hammer It's Like That by Run DMC					
Children will develop their listening skills using Charanga's listening game. Children will listen to individual instruments and identify them in a piece of music.						
Performance	Harvest Video performance to be shared on ClassDojo or performed to other class.	Video performance to be shared on ClassDojo or performed to other class. Christmas Concert Performance	Video performance to be shared on ClassDojo or performed to other class.	Video performance to be shared on ClassDojo or performed to other class.	Video performance to be shared on ClassDojo or performed to other class.	End of year music showcase.
Vocabulary	SHOULD Pulse (beat) Rhythm Pitch (high/low) Dynamics (loud/soft) Tempo (fast/slow) Expression (facial expression) Posture (good standing) Chants Tongue Twisters Rhyming Unison (all together)		COULD Harmony Articulation Body Percussion Call and Response Beat groupings Time Signature Improvise Compose		MIGHT Kodaly (do-do) Notation Legato (smooth) Staccato (spikey) Fluency Control Crescendo (gradually getting louder) Diminuendo (gradually getting quieter)	

	<p>Match Song (partner song) Round Structure Crochet (Ta) Quaver (Tee-Tee) Rest</p>		
--	--	--	--

<p>Y2 Sheffield Singing Hub Expert Teacher Aims and Objectives</p>	<p>Pupils will be introduced to pulse, exploring a steady beat using walking, moving and clapping. Pupils will be taught to identify changes in speed (<i>tempo</i>) Pupils will be introduced to rhythm, using copy-cat patterns including crochet, quavers and rests Pupils will use their voices expressively and creatively using</p> <ul style="list-style-type: none"> • chants • rhythms • raps • body percussion • tongue twisters 	<p>Pupils will understand the relationship between higher and lower notes. Pupils will be introduced to the word <i>pitch</i> and will understand the context in which this word is used. Pupils will rehearse to improve aural accuracy and control with a pitch range of do-so. Pupils will be introduced to a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy</p>	<p>Pupils will identify how to physically prepare to sing including a warm up, breath control and posture, in order to make sure they are best prepared for good singing technique Pupils will be taught to use their voices and bodies expressively by singing songs and speaking chants and rhymes Pupils will learn to identify different inter-related dimensions of music including</p> <ul style="list-style-type: none"> • Dynamics • Structure
--	--	---	--

	<p>Pupils will learn to experiment with sounds using the inter-related dimensions of music Pupils will explore pulse and rhythm to provide a bedrock of music making and quality listening</p> <p>Outcomes Most students will confidently sing songs with a sense of pulse, rhythm and expressive voices Some students will identify the difference between a pulse and rhythm and show this in practice Some students might need support to use notation including crochets, quavers and rests</p>	<p>Pupils will be taught to sing collectively and at the same pitch to develop a strong sense of unison</p> <p>Pupils will create, select and combine sounds using the inter-related dimensions of music</p> <p>Outcomes Most students will be confident in singing at pitch in unison Some students might begin to explore notes happening at the same time creating a harmony (using match songs or rounds)</p> <p>Students might need support identifying the use of harmony in different contexts e.g. rounds or match songs</p>	<ul style="list-style-type: none"> • Tempo • Articulation • Expression <p>by experimenting with them in song</p> <p>Pupils will develop a sense of confidence and ownership of their performances regardless of the size or nature of the stage or performing/recording space</p> <p>Pupils will be taught to engage with an audience</p> <p>Pupils will be taught to respect fellow performers and acknowledge applause</p> <p>Pupils will learn to use expression, including understanding the context and lyrics of a song and the impact of their decisions on an audience</p>
--	--	---	---

			<p>Peer feedback will be actively encouraged; creating an environment where pupils can constructively express their thoughts on performances. This is a valuable way to develop listening skills and musical vocabulary</p> <p>Outcomes</p> <p>Most students will sing confidently and with expression in a performance</p> <p>Most students will be able to identify the terminology being taught throughout this term and demonstrate it practically</p> <p>Some students will sing solos or in small groups</p> <p>Some students might need support to identify areas in which a performance can improve</p>
--	--	--	--

	<p>FOCUS: technical and constructive technical - producing and controlling sound technical - symbol system used to 'read' music constructive - interrelated dimensions of music constructive - basic musical form</p>		<p>FOCUS: technical, constructive, expressive continuing development of previous term's technical and constructive components expressive - developing quality of musical sound and awareness of</p>		<p>Focus: technical, constructive, expressive increasing focus on expressive component with technical and constructive components accumulated from T1 and T2 continually reinforced leading to more polished performances than previous terms</p>	
<p>Warm Up activities Skill Builders Repertoire Builders</p>	<p>Warm up activities</p> <p>Physical movement</p> <p>Fricatives 'shh' 'huh' 'pah' 'k' 't' etc.</p> <p>Vocalised Sounds 'ooo' 'ahh' 'mmm' 'bzzz' 'eee' etc.</p>	<p>Warm up activities</p> <p>Physical Movement Heart rate increasing activity. Stretches particularly focussing on shoulders/neck/faces and tongue</p> <p>Fricatives Blow a balloon up</p>	<p>Warm up activities</p> <p>Physical Movement Following physical instructions using no vocalised sounds</p> <p>Fricatives/Vocalised Sounds Wesley Bear Story</p>	<p>Warm up activities</p> <p>Physical Movement Games such as 'opposites'</p> <p>Fricatives/Vocalised Sounds Wesley Bear story - pupils to tell parts of the story</p>	<p>Warm up activities</p> <p>Physical Movement Pupils will be encouraged to devise their own physical warm up and lead the class through it</p> <p>Experiment with standing and</p>	<p>Warm up activities</p> <p>Physical Movement Pupils will be encouraged to devise their own physical warm up and lead the class through it 2</p> <p>Experiment with standing</p>

		<p>Blow out a candle (finger)</p> <p>Vocalised Sounds 'Cooooee' 'It's Me' Catch the flying buzzy bee in your hands</p> <p>Reuse any previous effective or enjoyable warm ups where appropriate</p>			<p>sitting positions</p> <p>Fricatives/Vocalised Sounds</p> <p>Bubble Gum Warm Up</p>	<p>and sitting positions</p> <p>Fricatives/Vocalised Sounds</p> <p>Bubble Gum Warm Up asking students to tell parts of the story</p>
Listening and Appraising Class and Assembly	<p>Children will further develop their listening skills using Charanga's listening game. Children should be able to identify instruments in a piece of music. Children will be given opportunities to discuss the music they are listening to including genre and time period. They should also be able to express how a piece of music makes them feel and compare it to other songs they have listened to.</p>					
Performance	Harvest Festival	Christmas Performance Preparation KSI	Spring showcase for children in school (merit assembly)	Spring performance video to be shared with parents.	Reflect Rewind and Replay - children to select their favourite	End of year performance for parents.

					songs from the year and perform for children at Coit.
Vocabulary	<p>SHOULD</p> <ul style="list-style-type: none"> Pulse (beat) Rhythm Pitch (high/low) Dynamics (loud/soft) Tempo (fast/slow) Expression (facial expression) Posture (good standing) Chants Tongue Twisters Rhyming Unison (all together) Match Song (partner song) Round Structure Crochet (Ta) Quaver (Tee-Tee) Rest 	<p>COULD</p> <ul style="list-style-type: none"> Harmony Articulation Body Percussion Call and Response Beat groupings Time Signature Improvise Compose 			<p>MIGHT</p> <ul style="list-style-type: none"> Kodaly (do-do) Notation Legato (smooth) Staccato (spikey) Fluency Control Crescendo (gradually getting louder) Diminuendo (gradually getting quieter)

<p>Y3</p>	<p>Charanga - Glockenspiel Unit 1 and 2</p> <p>This unit introduces the children to learning about the language of music through playing the glockenspiel.</p> <p>The learning is focused around exploring and developing playing skills through the glockenspiel. Children will also be exposed to a variety of musical notation including graphic scores and traditional notation.</p>	<p>Charanga - Let Your Spirit Fly</p> <p>Learning is focused around one song: Let Your Spirit Fly. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>Charanga - Three Little Birds</p> <p>All the learning in this unit is focused around one song: Three Little Birds - a reggae song.</p> <p>Children will be able to make connections with previous learning on the reggae genre.</p>	<p>Charanga - The Dragon Song</p> <p>This unit is focussed on The Dragon Song which is a song about kindness, respect, friendship, acceptance and happiness. All the learning is focused around one song: The Dragon Song. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing</p>	<p>Charanga - Bringing Us Together</p> <p>This unit focusses on the song Bringing Us Together, a Disco song about friendship, peace, hope and unity.</p>
------------------	---	--	---	--	---

				and playing instruments are all linked.	
Activities and songs	<p>Warm Up activities Find the pulse, use your imagination. Listen to the rhythm and clap back Listen and sing back with added vocal warm-ups. Sing the Song Play glockenspiel with the Song Improvise with the song using glockenspiel and voices.</p>	<p>Warm Up activities Find the pulse, use your imagination. Listen to the rhythm and clap back Listen and sing back with added vocal warm-ups. Sing the Song Play glockenspiel with the Song Improvise with the song using glockenspiel and voices.</p>	<p>Warm Up activities Find the pulse, use your imagination. Listen to the rhythm and clap back Listen and sing back with added vocal warm-ups. Sing the Song Play glockenspiel with the Song Improvise with the song using glockenspiel and voices.</p>	<p>Warm Up activities Find the pulse, use your imagination. Listen to the rhythm and clap back Listen and sing back with added vocal warm-ups. Sing the Song Play glockenspiel with the Song Improvise with the song using glockenspiel and voices.</p>	<p>Warm Up activities Find the pulse, use your imagination. Listen to the rhythm and clap back Listen and sing back with added vocal warm-ups. Sing the Song Play glockenspiel with the Song Improvise with the song using glockenspiel</p>

					and voices.
Listening and appraising	Children will develop their listening skills when learning a new piece of music. They will discuss tempo, dynamics and timbre. Children should begin to identify what has worked in a performance as well as areas for improvement.	<p>During this unit, children will listen and appraise the following songs focussing on genre, instrumentation and structure.</p> <p>Children should be able to identify some instruments within a piece of music. They should start developing a knowledge of genres and how musical</p>	<p>During this unit, children will listen and appraise the following songs focussing on genre, instrumentation and structure.</p> <p>Children should be able to identify some instruments within a piece of music. They should start developing a knowledge of genres and how musical</p>	<p>During this unit, children will listen and appraise the following songs focussing on genre, instrumentation and structure.</p> <p><i>The Dragon Song</i> <i>Birdsong</i> <i>Vaishnava Jana</i> <i>Turkish Traditional Tune</i> <i>Aitutaki Drum Dance</i> <i>Zebaidir Song</i></p>	<p>During this unit, children will listen and appraise the following songs focussing on genre, instrumentation and structure.</p> <p><i>Bringing Us Together</i> by Joanna Mangona and Pete Readman <i>Good Times</i> by Nile Rodgers <i>Ain't Nobody</i> by</p>

			genres fit on a timeline. Colonel Bogey March by Kenneth Alford Consider Yourself from the musical 'Oliver!' Ain't No Mountain High Enough by Marvin Gaye You're The First, The Last, My Everything by Barry White	genres fit on a timeline. Three Little Birds by Bob Marley Jamming by Bob Marley Small People by Ziggy Marley 54 - 46 Was My Number by Toots and The Maytals Ram Goat Liver by Pluto Shervington Our Day Will Come by Amy Winehouse		Chaka Khan We Are Family by Sister Sledge Ain't No Stopping Us Now by McFadden and Whitehead Car Wash by Rose Royce
Performance	Video performance to be shared on ClassDojo or performed	Video performance to be shared on ClassDojo or performed to other class.	Video performance to be shared on ClassDojo or performed to other class.	Video performance to be shared on Class	Video performance to be shared on ClassDojo or	Video performance to be shared on ClassDojo or performed

	to other class.			Dojo or performed to other class.	performed to other class.	to other class.
Vocabulary	<p>SHOULD</p> <ul style="list-style-type: none"> Pulse (beat) Rhythm Pitch (high/low) Dynamics (loud/soft) Tempo (fast/slow) Expression (facial expression) Posture (good standing) Chants Tongue Twisters Rhyming Unison (all together) Match Song (partner song) Round Structure Crochet (Ta) Quaver (Tee-Tee) Rest 	<p>COULD</p> <ul style="list-style-type: none"> Harmony Articulation Body Percussion Call and Response Beat groupings Time Signature Improvise Compose 			<p>MIGHT</p> <ul style="list-style-type: none"> Kodaly (do-do) Notation Legato (smooth) Staccato (spikey) Fluency Control Crescendo (gradually getting louder) Diminuendo (gradually getting quieter) 	

<p>Y4 Sheffield Music Hub Expert Teacher Aims and Objectives</p>	<p style="text-align: center;">Autumn Term</p> <p>Pupils will be introduced to pulse, exploring a steady beat using walking, moving and clapping.</p> <p>Pupils will be taught to identify changes in speed (<i>tempo</i>)</p> <p>Pupils will be introduced to rhythm, using copy-cat patterns including crochet, quavers and rests</p> <p>Pupils will use their voices expressively and creatively using</p> <ul style="list-style-type: none"> • chants • rhythms • raps • body percussion • tongue twisters <p>Pupils will learn to experiment with sounds using the inter-related dimensions of music</p> <ul style="list-style-type: none"> • duration • structure • tempo • dynamics 	<p style="text-align: center;">Spring Term</p> <p>Pupils will understand the relationship between higher and lower notes.</p> <p>Pupils will be introduced to the word <i>pitch</i> and will understand the context in which this word is used.</p> <p>Pupils will learn to identify and use notes happening at the same time using:</p> <ul style="list-style-type: none"> • match songs • Rounds • Kodaly Method • Simple Harmonies • Visualisations/Notation <p>Pupils will rehearse to improve aural accuracy and control with a pitch range of do-do</p> <p>Pupils will be introduced to a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy</p>	<p style="text-align: center;">Summer Term</p> <p>Pupils will identify how to physically prepare to sing including a warm up, breath control and posture, in order to make sure they are best prepared for good singing technique</p> <p>Pupils will be taught to use their voices and bodies expressively by singing songs and speaking chants and rhymes</p> <p>Pupils will learn to identify different inter-related dimensions of music including</p> <ul style="list-style-type: none"> • Dynamics (forte/piano/crescendo/diminuendo) • Structure (Verse/chorus/part 1/part 2/bridge) • Tempo • Articulation • Expression <p>Pupils will take ownership of their sound and apply their</p>
--	--	---	---

Pupils will explore pulse and rhythm to provide a bedrock of music making and quality listening

Pupils will listen with attention to detail to recall sounds with increasing aural memory

Pupils will learn to understand staff and other musical notations including:

- simple bars
- crochets
- quavers
- rests

Pupils will begin to feel the weight and stress on words to indicate bars, beat groupings and begin to understand pulse keeping to aid musical precision and speed.

Pupils will learn to adapt and create lyrics to a given rhythm understanding how to

Pupils will be taught to sing collectively and at the same pitch to develop a strong sense of unison

Pupils will learn to sing a widening range of rounds and partner songs in different time signatures (2, 3, and 4 time).

Pupils will begin to sing songs with small and larger leaps in pitch

Pupils will explore singing with different positions in the room, i.e. discrete parts (in 2 circles or 2 separate groups) and non-discrete parts to develop listening skills, balance between parts and vocal independence

Pupils will create, select and combine sounds using

understanding of music making to their voices and performances

Pupils will learn to observe phrasing, accurate pitching and appropriate style

Pupils will develop a sense of confidence and ownership of their performances regardless of the size or nature of the stage or performing/recording space

Pupils will be taught to engage with an audience

Pupils will be taught to respect fellow performers and acknowledge applause

Pupils will compare different performance styles and examine what decisions performers have made to best affect their audience

link each syllable to one musical note

Outcomes

Most students will confidently sing songs with a sense of pulse, rhythm and expressive voices

Most students will identify the difference between a pulse and rhythm and show this in practice

Most students will be able to visually identify a crochet, quaver and rest (ta/te-te/rest)

Some students might be able to visually identify a semi-quaver rhythm and quaver/semi-quaver rests #

Some students might need support with confidently creating their own lyrics to add to a given rhythm

the inter-related dimensions of music

Outcomes

Most students will be confident in singing at pitch in unison

Most students will be confident singing in simple match songs or rounds

Some students might be confident in singing a simple harmony line alongside a unison song

Students might need support to sing longer and more complex harmonies or rounds in 3 or 4 parts

Pupils will learn to use expression, including understanding the context and lyrics of a song and the impact of their decisions on an audience

Peer feedback will be actively encouraged; creating an environment where pupils can constructively express their thoughts on performances. This is a valuable way to develop listening skills and musical vocabulary

Outcomes

Most students will sing confidently and with expression in a performance

Most students will be able to identify the terminology being taught throughout this term and demonstrate it practically

					<p>Some students will sing solos or in small groups</p> <p>Some students might need support to identify areas in which a performance can improve</p>	
Y4 Musicianship Sheffield Music Hub	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>FOCUS: technical and constructive technical - producing and controlling sound technical - symbol system used to 'read' music constructive - interrelated dimensions of music constructive - basic musical form</p>		<p>FOCUS: technical, constructive, expressive continuing development of previous term's technical and constructive components expressive - developing quality of musical sound and awareness of</p>		<p>Focus: technical, constructive, expressive increasing focus on expressive component with technical and constructive components accumulated from T1 and T2 continually reinforced leading to more polished performances than previous terms</p>	

<p>Activities and Songs</p>	<p>warm up activities</p> <p>physical warm ups should be done to include a strong beat or backing track</p> <p>Physical movement</p> <p>Fricatives 'shh' 'huh' 'pah' 'k' 't' etc.</p> <p>Vocalised Sounds 'ooo' 'ahh' 'mmm' 'bzzz' 'eee' etc.</p>	<p>warm up activities</p> <p>Physical Movement</p> <p>Heart rate increasing activity</p> <p>Stretches particularly focussing on shoulders/neck/faces and tongue</p> <p>Fricatives</p> <p>Blow a balloon up</p> <p>Blow out a candle (finger)</p> <p>Vocalised Sounds</p> <p>'Cooooee' 'It's Me'</p> <p>Catch the flying buzzy bee in your hands</p>	<p>warm up activities</p> <p>Physical Movement/Fricatives/Vocalised Sounds</p> <p>Games such as 'opposites' including different vocalised sounds and fricatives (ask students to develop some new 'opposites')</p>	<p>warm up activities</p> <p>Physical Movement/Fricatives/Vocalised Sounds</p> <p>Games such as 'opposites' including different vocalised sounds and fricatives (ask students to develop some new 'opposites')</p>	<p>warm up activities</p> <p>Physical Movement</p> <p>Pupils will be encouraged to devise their own physical warm up and lead the class through it</p> <p>Experiment with standing and sitting positions</p> <p>Fricatives/Vocalised Sounds</p> <p>Bubble Gum Warm Up</p>	<p>warm up activities</p> <p>Physical Movement</p> <p>Pupils will be encouraged to devise their own physical warm up and lead the class through it 2</p> <p>Experiment with standing and sitting positions</p> <p>Fricatives/Vocalised Sounds</p> <p>Bubble Gum Warm Up asking students to tell parts of the story</p>
------------------------------------	--	--	---	---	---	--

Listening and Appraising	<p>Children will further develop their listening skills using Charanga's listening game. Children should be able to identify instruments in a piece of music. Children will be given opportunities to discuss the music they are listening to including genre and time period. They should also be able to express how a piece of music makes them feel and compare it to other songs they have listened to.</p>					
Performance	Harvest Festival	Autumn Performance video to be shared with parents.	Spring showcase for children in school (merit assembly)	Spring performance video to be shared with parents including opportunities for small groups and possible solo performances .	Reflect Rewind and Replay - children to select their favourite songs from the year and perform for children at Coit.	End of year performance for parents including opportunities for small groups and possible solo performances.
Vocabulary	<p>SHOULD Pulse (beat) Rhythm Pitch (high/low) Dynamics (loud/soft) Tempo (fast/slow) Expression (facial expression) Posture (good standing) Chants</p>		<p>COULD Harmony Articulation Body Percussion Call and Response Beat groupings Time Signature Improvise Compose</p>		<p>MIGHT Kodaly (do-do) Notation Legato (smooth) Staccato (spikey) Fluency Control Crescendo (gradually getting louder)</p>	

	<p>Tongue Twisters Rhyming Unison (all together) Match Song (partner song) Round Structure Crochet (Ta) Quaver (Tee-Tee) Rest</p>		<p>Diminuendo (gradually getting quieter)</p>
--	---	--	---

<p>Year 5</p>	<p>Ukulele - Chords</p> <p>Children will be introduced to the ukulele including it's origins. They will learn how to correctly hold and care for the instrument.</p> <p>Children will learn chords through playing songs from a variety of genres.</p>	<p>Ukulele - Notation and strumming</p> <p>The Spring term will continue to embed the children's playing of chords by revisiting songs from the Autumn term. They will also begin to play individual notes.</p> <p>Children will be introduced to tablature and standard notation and, by the end of the unit, should be able to play a simple melody from a score.</p>	<p>Ukulele - Composition and Performance</p> <p>The Summer Term will bring together all of the children's previous learning, playing simple melodies of chord sequences.</p> <p>The will begin to compose chord sequences and investigate how notes sound when played alongside chords through improvisation.</p> <p>The children will also focus on performance as they prepare for the school end of year showcase.</p>
<p>Activities and Songs</p>	<p>Children will learn the chords C, Am, F, Emi, Dmi and G by</p>	<p>Children will be introduced to ukulele tablature and will learn the notes on each string and</p>	<p>Reflect Rewind and Replay - children will select their favourite songs form the year</p>

	<p>learning a variety of songs. Children will also be challenged to create rhythms with their right hands as they become more confident.</p>	<p>how it relates to written music. Children will make connections between tablature and standard notation.</p>	<p>and create a performance showcase. Focus will be on correct playing and how to make an engaging performance.</p>
<p>Listening and Appraising</p>	<p>As the children are introduced to a new song, they will listen and appraise each piece of music considering the instrumentation, genre and structure. Stay With Me - Sam Smith Thunder - Imagine Dragons Dreams - Fleetwood Mac Shake It Off - Taylor Swift</p>	<p>Children will continue to listen and appraise a variety of songs from different genres including revisiting songs previously discussed to further their confidence in discussing musical terminology.</p>	<p>Children will continue to listen and appraise a variety of songs from different genres including revisiting songs previously discussed to further their confidence in discussing musical terminology</p>

<p>Performance</p>	<p>Harvest Festival singing performance</p>	<p>Christmas repertoire performance video to be shared with parents.</p>	<p>Spring showcase for children in school.</p>	<p>Spring performance video to be shared with parents including opportunities for small groups and possible solo performances.</p>	<p>Reflect Rewind and Replay - children to select their favourite songs from the year and perform for children at Coit.</p>	<p>End of year performance for parents including opportunities for small groups and possible solo performances.</p>
<p>Year 6 Sheffield Music Hub Expert Teacher Aims and Objectives</p>	<p>Autumn Term Students will be able to confidently identify a pulse in a piece of music, exploring different time signatures and beat patterns. They will be able to repeat musical rhythms taught to them. Students will be introduced to notes from western music notation and begin to</p>		<p>Spring Term Students will be able to confidently identify and explore different pitches within the capabilities of their voice. They will be introduced to the Kodaly method using songs including do-do. They will experiment with harmony using match songs, rounds and will begin to understand how those parts create simple harmony.</p>		<p>Summer Term Students will use their voices expressively and confidently to communicate music with accuracy and competence. They will be confident in considering the use of dynamics, tempo, expression, articulation and structure and the impact of these on a performance. Students will be offered a performance opportunity to be decided with your assigned Music Leader.</p>	

	explore reading and writing music					
Musician Sheffield Music Hub	<p>Autumn 1 Sheffield Music Hub Singing and Performance Technique</p> <p>Exploring pulse and rhythm to provide a bedrock of music making and quality listening.</p> <p>Children should explore walking/moving/clapping to a steady</p>	<p>Autumn 2 Sheffield Music Hub Singing Seasonal Repertoire</p> <p>The repertoire builds on the Pulse and Rhythm skills being developed in Autumn 1, as well as encouraging vocal confidence.</p> <p>When teaching the music,</p>	<p>Spring 1 Sheffield Music Hub Singing Pitch and Harmony</p> <p>Focus on exploring pitch, understanding the relationship between notes as higher and lower, and exploring notes happening at the same time to create a harmony.</p> <p>By using;</p> <ul style="list-style-type: none"> • Kodaly 	<p>Spring 2 Sheffield Music Hub Singing Seasonal Repertoire</p> <p>Perform a range of songs in school assemblies</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Summer 1 Sheffield Music Hub Singing</p> <p>We will focus on good physical preparation for singing; warming up, breath control, posture, in order to make sure they are best prepared for good singing technique.</p> <p>They will use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Begin to confidently</p>	<p>Summer 2 Sheffield Music Hub Singing</p> <p>Seasonal Repertoire</p> <p>We will see assured performances that are technically sound and engaging to listen to.</p> <p>Students should feel a shared responsibility for the quality of the outcome and a sense of pride in their accomplishment</p>

	<p>beat and be able to confidently identify changes in speed (<i>tempo</i>)</p> <p>Repeat copy-cat rhythms using both notation and word-pattern chants including <i>crochet, quavers and rests. Introduce and understand the differences between crotchets and paired</i></p>	<p>we will use language and visuals used to teach musicianship including beat, pulse, or rests.</p> <p>Building on the culture of learning raps and chants, students will be taught lyrics to songs using the same methods, encouraging</p>	<p>Method (do-do)</p> <ul style="list-style-type: none"> • Rounds • Match Songs • Simple harmonies • Visualisation/Notation <p>students will learn about the pitch capabilities of their own voice by <i>singing collectively and at the same pitch. They will listen with attention to detail and recall sounds with increasing aural memory</i></p> <p>Students will</p>		<p>perform using expression, including understanding the context and lyrics of a song, and the impact of their performance decisions on an audience.</p> <p>Students will be comfortable using vocabulary describing the dimensions of music and confidently make appropriate choices of dimensions of music when singing such as;</p> <ul style="list-style-type: none"> • Dynamics (forte/piano/crescendo/diminuendo) • Tempo 	<p>nts.</p> <p>We will also open a discussion as to where they can take their music making next. Now that this package has ended, what will they do now as a class and as individuals to continue their musical development?</p>
--	---	--	--	--	---	--

	<p>quavers.</p> <p>Use and understand staff and other musical notations. While each class may differ in their fluency of reading each class should have the opportunity to see simple bars of music. Students should feel confident reading simple bars of</p>	<p>ng a strong sense of pulse and rhythm.</p> <p>At this point in the year we aspire to students singing songs with a confident sense of pulse, rhythms and expressive voices.</p> <p>These activities focus on listening with attention</p>	<p>sing a widening range of unison songs of varying styles and structures with a pitch range of do-do, tunefully and with expression.</p> <p>Groups will sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce</p>		<ul style="list-style-type: none"> • Structure (verse/chorus/part 1/part 2) • Articulation • Expression <p>Students will take ownership of their sound and apply their understanding of music making to their voices.</p> <p><i>What makes a good performance?</i></p> <p>Students will observe phrasing, accurate pitching and appropriate style.</p> <p>Students will develop a sense of confidence and ownership regardless of the</p>	
--	---	---	--	--	--	--

	<p>music and may write some rhythms of their own.</p> <p>By using;</p> <ul style="list-style-type: none"> • Raps • Rhymes • Chants • Body percussion • Tongue twisters <p>students will start to feel the weight and stress on words to indicate bars, beat groupings, and begin to understand</p>	<p>to detail and recall sounds with increasing aural memory</p>	<p>vocal harmony.</p> <p>We will experiment with positioning singers randomly within the group - i.e. no longer in discrete parts - in order to develop greater listening skills, balance between parts and vocal independence.</p> <p>Students will focus on singing a wide range of call and response</p>		<p>size or nature of the stage or performing/recording space; engage with an audience; respect fellow performers and acknowledge applause</p> <p>They will compare different performance styles and examine what decisions performers have made to best affect their audience.</p> <p>Encourage peer feedback. Create an environment where pupils can constructively express their</p>	
--	--	--	--	--	--	--

	<p>d pulse keeping to aid musical precision and speed. Students will apply word chants to rhythms, understanding how to link each syllable to one musical note.</p> <p>They will use their voices expressively and creatively by singing songs and</p>		<p>songs to control vocal pitch and to match the pitch they hear with accuracy.</p> <p>They will experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>		<p>thoughts on performances. This is a valuable way to develop listening skills and musical vocabulary.</p> <p>Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.</p>	
--	--	--	--	--	--	--

speaking
chants
and
rhymes.

When
approachi
ng
notation
use the
French
counting
method as
a
standard.

Suggested
exercises

Divide the
class into
4 groups
and give
each
group a
bar of
simple 4/4
rhythm.
Ask the
students

to pick something they are studying in another lesson and fit some words to their given rhythm. (for example, a bar of crotchets linked to a geography lesson; glo-bal-war-ming)
Build up the bars until you have a samba band of students

	<p>chanting about their current learning. Students will improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>					
	<p>Activities may include: Coca Cola Dividing Early one morning H.E.L.L.O</p>	<p>Songs May Include: Together at Christmas - Sing Up Sing Up It's</p>	<p>Activities may include: Apple Tree Ickle Ockle Oleo Charlie over the ocean? Senua</p>	<p>Songs May Include: The Bonkers Song - Out of the Ark Baningati - Sing Up Oh when the</p>	<p>Activities may include: Red Lorry Yellow Lorry Breakfast Trio Kye Kye Kule A flea and a fly in a flue</p>	<p>Songs May Include: A smile - Sing Up See You Again - Sing Up We are unstoppable -</p>

	<p>I can take my tea without sugar I like coffee, I like tea March March soldiers Top-notch Go round the mountain South Australia Chicken Tikka Chicka chicka cha cha Jack Frost - Singing Sherlock</p>	<p>Christmas! - Sing Up What Christmas Means to Me - Sing Up Stille Nacht (Silent Night) - Sing Up Ho Ho Ho - Out of the Ark All around the world - Out of the Ark Holly and Mistletoe - Out of the Ark Where shall we go this Christmas? Out of the Ark</p>	<p>dedende Double Double This This? Across the fields Algy met a bear Down the river London's Burning Moon Round Popacatapetl Clap to the heartbeat Oliver Twist Our Dustbin? Nanuma?</p>	<p>saints/swing low/I'm gonna sing Freedom Train Kookaburra Breakfast Trio C.O.F.F.E.E This old man/Michael Finnagan Dynamite (https://www.youtube.com/watch?v=xZzdozhZO hk) Rocking - Junior Songscape ultimate classics</p>	<p>Left Left Coffee Pots Chiri Bim Black Socks Shabuya Cookie Jar Bungalow</p>	<p>SingUp Last- Minute Calypso - Singing Sherlock Shadow - Singing Sherlock Kids! - Singing Sherlock Roller Ghoster - Singing Sherlock See you again - Sing Up Pop Idol - Singing Sherlock</p>
--	---	--	---	--	--	--

Listening and Appraising	<p>Children will further develop their listening skills using Charanga's listening game. Children should be able to identify instruments in a piece of music. Children will be given opportunities to discuss the music they are listening to including genre and time period. They should also be able to express how a piece of music makes them feel and compare it to other songs they have listened to.</p>					
Performance	Harvest Festival	Autumn Performance video to be shared with parents	Spring showcase for children in school (merit assembly)	Spring performance video to be shared with parents including opportunities for small groups and solo performances.	Reflect Rewind and Replay - children to select their favourite songs from the year and perform for children at Coit.	End of year performance for parents including opportunities for small groups and solo performances.

Y6 Music Learning an instrument Ukulele Including performance	<p style="text-align: center;"><u>Autumn Spring & Summer Ukuleles</u></p> <p>Y6 will spend the year learning how to play the ukulele. They will learn chords to a selection of songs across various eras. Alongside this, children will learn about rhythm, notation, genre, tempo, pitch and dynamics.</p> <p style="text-align: center;">Performance Purpose: Filmed on iPads for the whole school performance</p> <p style="text-align: center;"><u>Skills covered:</u></p> <p style="text-align: center;">Play a musical instrument with the correct technique within the context of the Unit song.</p>
---	---

<p>and composition</p>	<p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session.</p> <p>Improvise using instruments in the context of a song to be performed.</p> <p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p>					
<p>Listening and Appraising</p>	<p>WWI Vaughan Williams Lark Ascending https://www.bbc.co.uk/teach/ten-pieces/intro-films-and-orchestral-films/zv2gqp31</p> <p>Musical History</p>	<p>WWII Theme Elgar Enigma BBC Ten pieces https://www.bbc.co.uk/teach/ten-pieces/intro-films-and-orchestra l= films/zv2gqp3</p>	<p>Delia Derbyshire Trailblazer Doctor Who https://www.bbc.co.uk/teach/ten-pieces/classical-delia-derbyshire-doctor-who-theme/zfh792p</p>	<p>Ravi Shankar Hindustani x 6 lessons BBC 10 Pieces https://www.bbc.co.uk/teach/ten-pieces/classical-symphony-finale/znk8bdm</p> <p>Musical History Who was Ravi Shankar? Why was he a trailblazer?</p>	<p>Charanga <u>Happy</u> Style: Pop Music with soul Songs</p> <ul style="list-style-type: none"> • Top of the World • Don't worry be happy • Walking on Sunshine • When you're smiling • Love will save the day 	<p>Charanga: You've got a friend Style: Carole King music Songs -One fine day -Up on the roof -Will you still love me tomorrow -You make me feel like a natural woman</p>

	<p>Who was Vaughan Williams? Listen and Appraise Instruments? Emotions? Tempo? Dynamics? Textures? Images?</p>	<p>Musical History Who was Elgar? Listen and Appraise Instruments? Emotions? Tempo? Dynamics? Textures? Images?</p>	<p>Musical History Who is Delia and why was she considered a trailblazer? Instruments? Emotions? Tempo? Dynamics? Textures? Images?</p>	<p>Listen and Appraise Listen to a performance from a different tradition Learn about drones and ragas Learn about call and response Create a coda Build structure sections of music into a bigger piece and perform</p>	<p>Listen and Appraise</p> <ul style="list-style-type: none"> • Tempo • Dynamics • Range of instruments • Number of voices • How are they used during the song? • Identify a hook 	<p>Listen and Appraise Style Indicators? Structure of the songs? Identify instruments and voices Musical Dimensions used in the song</p>
<p>Composition</p>			<p>Make own Graphic score Manipulate sound files</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p>	

Performance	Harvest Festival	Christmas Performance Watching Christmas Pantomime Violin Quarter		Ukulele performance		Y6 leaving production Ukulele performance