

Skills covered: *Listening and Appraising Musical Activities including singing, playing instruments, improvisation & composition* *Performance*

KSI

Each year group **must** complete two music units per year

Additional units **could** also be taught to build on children's learning if time is available.

Singing lessons with singing teacher (Spring Term)

FS	<u>Singing lessons with singing teacher (Spring Term)</u>	
	<p style="text-align: center;"><b>Charanga- My Stories</b></p> <p style="text-align: center;">The children will have a chance to develop an understanding of storytelling through music.</p>	<p style="text-align: center;"><b>Charanga- Big Bear Funk</b></p> <p style="text-align: center;">We will be focussing on a Transition unit that prepares children for their musical learning in Year</p>
	<p><b>Children will:</b> learn to sing songs, make music and dance, and experiment with ways of changing them (ELG).</p> <p><u>Skills covered:</u></p> <ul style="list-style-type: none"> <li>• <i>Beginning to move rhythmically.</i></li> <li>• <i>Imitates movement in response to music.</i></li> <li>• <i>Taps out simple repeated rhythms.</i></li> <li>• <i>Explores the different sounds of instruments.</i></li> <li>• <i>Explores and learns how sounds can be changed.</i></li> <li>• <i>Sings a few familiar songs.</i></li> <li>• <i>Builds a repertoire of songs and dances.</i></li> </ul>	<p><b>Children will:</b> also use what they have learnt about media and materials in original ways, thinking about uses and purposes. They will represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories (ELG).</p> <p><u>Skills covered:</u></p> <ul style="list-style-type: none"> <li>• <i>Creates movement in response to music.</i></li> <li>• <i>Sings to self and makes up simple songs.</i></li> <li>• <i>Make up their own rhythms.</i></li> <li>• <i>Understands that different media can be combined to create new effects (to create sound).</i></li> <li>• <i>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</i></li> </ul>

		<ul style="list-style-type: none"> <li>Plays alongside other children who are engaged in the same theme.</li> </ul>
	<p>Music is taught through the above units but also through play based learning in provision where children have access to musical instruments and freedom to explore. The skills are taught and nurtured <u>throughout the year</u> before considering how both ELG have been achieved and met at the end of the academic year.</p> <p>Concepts:  Melody  Rhythm  Pitch  Performance</p>	
Y1  Two Charang a units	<p><u>Singing lessons with singing teacher (Spring Term)</u></p> <p>Learn about voices, singing notes of different pitches (high and low).  Learn that they can make different types of sounds with their voices - you can rap or say words in rhythm.</p> <p>Learn to start and stop singing when following a leader</p> <p><b>Performance Purpose:</b> working towards Easter performance</p>	

<p>to be completed across the year with one optional unit.</p>	<p><b><u>Autumn - Hey You</u></b></p> <p>Children will learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Old-School Hip Hop tunes.</p> <p><b>Performance Purpose:</b> Performing to the other Y1 class</p> <p><b><u>Skills covered:</u></b>      Enjoy moving to music by dancing, marching, being animals or pop stars.      Treat musical instruments with respect when improvising using the musical challenges available.      Perform the song with an understanding that it is for an audience.</p> <p><b>Concepts:</b>      Pulse      Rhythm</p>	<p><b><u>Spring - Use Your Imagination</u></b></p> <p>Children will learn to find and follow a pulse as well as recognising different instruments and composing their own piece of music.</p> <p><b>Performance Purpose:</b> Uploading onto Class Dojo for parents</p> <p><b><u>Skills covered:</u></b>      Enjoy moving to music and understanding how movements can change with the selected song choice.      Play a tuned instrumental part with the song they perform.      Listen to and follow musical instructions from a leader.      Learn how the notes of the composition can be written down and changed if necessary.      Record the performance and say how they were feeling about it.</p> <p><b>Concepts:</b>      Notation      Pitch      Tempo</p>	<p><b><u>In the Groove</u></b></p> <p>The Groove song demonstrates different styles of music by being arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk.</p> <p><b>Performance Purpose:</b> Class assemblies</p> <p><b><u>Skills covered:</u></b>      Enjoy moving to music whilst listening to and discussing well known songs.      Learn to play an instrumental part that matches their musical challenge.      Help to create a simple melody using one, two or three notes.      They can add their ideas to the performance.</p> <p><b>Concepts:</b>      Melody      Harmony      Timbre      Pitch      Tempo</p>
--	--	--	---

	<p>Pulse Composition Harmony Melody</p>	<p>Rhythm Performance Composition</p>	<p>Rhythm Performance</p>
<p>Y2  Two Charanga units to be complete d across</p>	<p><u>Singing lessons with singing teacher (Spring Term)</u>  Learn about voices singing notes of different pitches (high and low).  Learn that they can make different types of sounds with their voices - you can rap (spoken word with rhythm).  Learn to find a comfortable singing position.  Learn to start and stop singing when following a leader  <b>Performance Purpose:</b> working towards Easter performance</p>		
	<p><u>Charanga</u></p>	<p><u>Charanga - Recorders</u></p>	<p><u>Optional Unit</u></p>

<p>the year with one optional unit.</p>	<p style="text-align: center;"><u>Autumn -</u> <u>I wanna' play in a band</u></p> <p>We will be learning about Rock music and learning about the characteristics of Rock music and what this sounds like. We will then learn our own Rock song and play an accompaniment to the song using glockenspiels.</p> <p><b>Performance Purpose:</b> Uploading onto ClassDojo for parents to watch</p> <p style="text-align: center;"><u>Skills covered:</u></p> <p>Enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>Treat instruments carefully and with respect when learning to play a tuned instrumental part that matches their musical challenge, a one-note, simple or medium part.</p> <p>Play the part in time with the steady pulse.</p> <p>Help create three simple melodies with the Units using one, three or five different notes.</p> <p>They can add their ideas to the performance.</p> <p>Record the performance and say</p>	<p style="text-align: center;"><u>Spring -</u> <u>Recorders</u></p> <p>Y2 will spend the year learning how to play the recorder. They will learn to play a variety of tunes as well as beginning to develop an understanding of musical notation.</p> <p>Alongside this, children will learn about rhythm, notation, tempo and pitch.</p> <p><b>Performance Purpose:</b> Perform a piece of music to the other Y2 class</p> <p style="text-align: center;"><u>Skills covered:</u></p> <p>To learn how songs can tell a story or describe an idea.</p> <p>Treat instruments carefully and with respect when learning to play a tuned instrumental part that matches their musical challenge, a one-note, simple or medium part.</p> <p>Play the part in time with the steady pulse.</p> <p>Help create three simple melodies with the Units using one, three or five different notes.</p> <p>Be able to find a comfortable singing position.</p>	<p style="text-align: center;"><u>Friendship song</u></p> <p>During this unit, we will listen to a friendship song and think about the instruments that are used to convey different emotions. We will create our own version and perform it to an audience.</p> <p><b>Performance Purpose:</b> Performance for TA</p> <p style="text-align: center;"><u>Skills covered:</u></p> <p>To learn how songs can tell a story or describe an idea.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p> <p>Listen to and follow musical instructions from a leader.</p> <p>They can add their ideas to the performance.</p> <p>Record the performance and say how they were feeling about it.</p> <p style="text-align: center;"><b>Concepts:</b></p> <p>Melody Composition Timbre Pitch Tempo</p>
---	--	---	---

	<p>how they were feeling about it.</p> <p><b>Concepts:</b> Timbre Pitch Notation Tempo Rhythm Performance</p>	<p>Learn about voices singing notes of different pitches (high and low).</p> <p>They can add their ideas to the performance.</p> <p>Record the performance and say how they were feeling about it.</p> <p><b>Concepts:</b> Timbre Pitch Notation Tempo Rhythm Performance</p>	<p>Rhythm Performance</p>
--	---	---	-------------------------------

## KS2

Each year group **must** complete one BBC Trailblazers unit, two Charanga units per year.  
Each year group **should** also complete at least one music reading comprehension per term.  
Additional units **could** also be taught to build on childrens' learning if time is available.

Y3	<p><u>Singing lessons with singing teacher (Autumn Term)</u></p> <p><u>Skills Covered:</u></p> <ul style="list-style-type: none"> <li>To sing in unison and in simple two-parts.</li> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing.</li> <li>To enjoy exploring singing solo.</li> <li>To sing with awareness of being 'in tune'.</li> <li>To have an awareness of the pulse internally when singing.</li> <li>To rejoin the song if lost</li> </ul>
----	---

	<b>Performance Purpose:</b> working towards Christmas and Easter performances			
	<b>Concepts:</b> Melody Harmony Pitch Tempo Performance			
	<u>BBC Ten Pieces</u>	<u>Charanga</u>	<u>Optional Unit</u>	<u>Music Reading Comprehension</u>

	<p style="text-align: center;"><u>Autumn 1 &amp; 2</u> <u>Peter and the Wolf -</u> <u>Prokofiev</u></p> <p>This unit will be a fantastic introduction to the instruments of the orchestra. They will listen and understand different instruments and sections of an orchestra, create their own piece of music using instruments and voice and perform as an ensemble</p> <p><b>Performance Purpose:</b> perform to the other Y3 class.</p> <p style="text-align: center;"><u>Skills covered:</u></p> <p>To take it in turn to discuss how the song makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>Plan and create a section of music that can be performed within the context of the unit song.</p> <p>Talk about how it was created.</p>	<p style="text-align: center;"><u>Spring 1 &amp; 2</u> <u>Glockenspiel stage 1</u> <u>Mixed Styles</u></p> <p>For this half term, we will be focussing on our ability to follow notation when playing an instrument. This will lead onto our ability to improvise whilst using a glockenspiel within a given pulse.</p> <p>From this we will select elements we liked before composing our own piece.</p> <p><b>Performance Purpose:</b> Uploading onto ClassDojo for parents to watch</p> <p style="text-align: center;"><u>Skills covered:</u></p> <p>To confidently identify and move to the pulse.</p> <p>To think about what the words of a song mean.</p>	<p style="text-align: center;"><u>Summer 2</u> <u>Three Little Birds</u></p> <p>This half term we are studying the song Three Little Birds. We are looking at a wide range of reggae music and using voice and musical instruments to accompany the songs</p> <p><b>Performance Purpose:</b> perform to the TA as a thank you present</p> <p style="text-align: center;"><u>Skills Covered:</u></p> <p>To confidently identify and move to the pulse.</p> <p>To think about what the words of a song mean.</p> <p>To take it in turn to discuss how the song makes them feel.</p>	<p style="text-align: center;"><u>Let Your Spirit Fly</u></p> <p>To start the year off, we will be familiarising ourselves with musical terms such as rhythm, pulse and pitch. This will come through as we focus on listening, appraising and singing along to a selection of songs before moving on to more musical activities which allow us to experiment with our voices.</p> <p style="text-align: center;"><b>Concepts:</b></p> <p style="text-align: center;">Melody</p> <p style="text-align: center;">Harmony</p> <p style="text-align: center;">Pitch</p>	<p style="text-align: center;">It Feels like Christmas - Muppets' Christmas Carol (link to RE - Autumn 2)</p> <p style="text-align: center;">Zero to Hero - Disney's Hercules (Spring 1)</p> <p style="text-align: center;">Colours of the Wind - Pocahontas (Spring 2)</p> <p style="text-align: center;">Ironic - Alanis Morissette (Summer 2)</p> <p><b>Skills covered:</b></p> <p>To think about what the words of a song mean.</p> <p>To take it in turn to discuss how the song makes them feel.</p> <p>Listen carefully and respectfully to other people's</p>
--	--	---	---	--	---

	<p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p> <p><b>Concepts:</b>          Timbre          Pitch          Tempo          Rhythm          Composing          Performance</p>	<p>To take it in turn to discuss how the song makes them feel.</p> <p>To treat instruments carefully and with respect.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Play any one, or all of 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 displayed.</p> <p>Improvise using instruments in the context of the song they are learning to perform.</p>	<p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>To sing in unison and in simple two-parts.</p> <p>To follow a leader when singing.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>Plan and create at least one simple melody using one, three or five different notes that can be performed within the context of the unit song and talk about how it was created.</p> <p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of</p>	<p>Tempo          Rhythm          Composing          Performance</p>	<p>thoughts about the music.</p>
--	---	--	---	--	----------------------------------

		<p>Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). To rehearse and perform their part within the context of the Unit song. To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit.</p>	<p>the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit.</p> <p><b>Concepts:</b> Melody Notation Tempo Rhythm Performance</p>		
--	--	---	--	--	--

Concepts:  
Pitch  
Rhythm  
Composing  
Performing  
Notation

Y3 visit to  
Ecclesfield  
Comprehensive  
performance ??

Y4

Singing lessons with singing teacher (Autumn Term)

Skills covered:

To sing in unison and in simple two-parts.  
To demonstrate a good singing posture.  
To follow a leader when singing.  
To enjoy exploring singing solo.  
To sing with awareness of being 'in tune'.

To rejoin the song if lost.  
To listen to the group when singing.

**Performance Purpose:** working towards Christmas and Easter performances

**Concepts:**

Melody

Harmony

Pitch

Tempo

Timbre

BBC Ten Pieces

Charanga

Optional Unit

Music Reading  
Comprehension

	<p style="text-align: center;"><u>Autumn 1</u> <u>'Winter' from 'The Four Seasons', Allegro non molto (1st mvt) by Antonio Vivaldi</u></p> <p>This term the children will listen and reflect on a piece of orchestral music, create their own piece of music using instruments and voice, perform as an ensemble and begin to develop using musical language appropriate to the task.</p> <p><b>Performance Purpose:</b> Perform to other Year 4 class</p> <p><u>Skills covered:</u></p> <p>Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the</p>	<p style="text-align: center;"><u>Spring 1</u> <u>Glockenspiels</u></p> <p>In this unit, we will be learning how to follow a rhythm and alter the tempo of our instruments according to the notation of a song.</p> <p><b>Performance Purpose:</b> Performance to parents</p> <p><u>Skills covered:</u></p> <p>To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). When you talk try to use musical words. To treat instruments</p>	<p style="text-align: center;"><u>Summer 1</u> <u>Mamma Mia!</u></p> <p>We will be listening to various songs by ABBA and considering the similarities and differences to modern day music. We will then practise and perform Mamma Mia by singing in chorus.</p> <p><b>Performance Purpose:</b> Perform to parents via class dojo</p> <p><u>Skills covered:</u></p> <p>To confidently identify and move to the pulse. When you talk try to use musical words. Talk about the music and how it makes them feel. To sing in unison</p>	<p style="text-align: center;"><u>Reflect, rewind and replay</u></p> <p>For our final music unit, we will be researching music throughout historical eras. We will appraise different styles of music and consider the instruments and vocals used in each, before choosing our favourites.</p> <p><b>Concepts:</b> Notation Rhythm Tempo Performance</p>	<p>Do they know it's Christmas? - Band Aid (Autumn 2 - link to RE).</p> <p>A Whole New World-Disney's Aladdin (Spring 1)</p> <p>Pompeii- Bastille (Summer - link to the Ancient Romans)</p> <p><u>Skills covered:</u></p> <p>To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.</p>
--	--	---	---	---	--

	<p><b>chorus</b></p> <p>Improvise using instruments in the context of a song they are learning to perform.</p> <p>To confidently identify and move to the pulse. (dynamics).</p> <p>Help create at least one simple melody using one, three or all five different notes.</p> <p>Present a musical performance designed to capture the audience.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p><b>Concepts:</b> Timbre Composing Performance Notation</p>	<p>carefully and with respect.</p> <p>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.</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 experience leading the playing by making sure everyone plays in the playing section of the song.</p> <p>Improvise using instruments in the context of a song they are learning to perform.</p>	<p>and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To rejoin the song if lost.</p> <p>To listen to the group when singing.</p> <p>To choose what to perform and create a programme.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>		
--	--	---	---	--	--

		<p>Help create at least one simple melody using one, three or all five different notes.</p> <p>To choose what to perform and create a programme.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p> <p><b>Concepts:</b> Notation Rhythm Tempo Performance</p>	<p><b>Concepts:</b> Melody Pitch Tempo Rhythm Performance.</p>		
--	--	--	--	--	--

Y5	<p align="center"><u>Singing lessons with singing teacher (Autumn Term)</u></p> <p align="center"><b>Skills covered:</b></p> <p align="center">To sing in unison and to sing backing vocals.          To enjoy exploring singing solo.          To listen to the group when singing.          To demonstrate a good singing posture.          To follow a leader when singing.          To experience rapping and solo singing.          To listen to each other and be aware of how you fit into the group.          To sing with awareness of being 'in tune'.</p> <p><b>Performance Purpose:</b> working towards Christmas and Easter performances</p> <p><b>Concepts:</b>          Melody          Harmony          Pitch          Tempo          Timbre</p>				
	<u>Ukuleles</u>	<u>BBC Ten Pieces</u>	<u>Charanga</u>	<u>Optional Unit</u>	<u>Music Reading Comprehension</u>
	<p><u>Autumn 1 and 2 Ukuleles</u>          Y5 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.  <b>Performance Purpose:</b> Filmed</p>	<p><u>Spring 1 and 2 Ride of the Valkyries by Richard Wagner</u>          In this unit children will listen and reflect on a piece of orchestral music, invent their own musical motifs and structure them into</p>	<p><u>Summer 1 and 2 To make you feel my love (ballads)</u>          We are developing our harmony skills as we sing in harmony, as well as listening carefully to the</p>	<p><u>Garageband</u>          We will be looking at using technology to create music including programming music, mixing and remixing tracks.</p>	<p><u>I am a Rock - Simon &amp; Garfunkel (links to Viking Gods)</u>  <u>Monosyllabic Girl - NOFX (monotheism link to Vikings)</u>  <u>Big Yellow Taxi - Joni Mitchell</u></p>

	<p>on iPads for the Christmas performance</p> <p><b><u>Skills covered:</u></b> To identify and move to the pulse with ease. When you talk try to use musical words. Play a musical instrument with the correct technique within the context of the Unit song. 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. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session. Improvise using instruments in the context of a song to be performed.</p>	<p>a piece, perform as an ensemble, learn musical language appropriate to the task</p> <p><b><u>Performance Purpose:</u></b> Perform for the other Y5 class</p> <p><b><u>Skills covered:</u></b> To identify and move to the pulse with ease. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge,</p>	<p>melody.</p> <p><b><u>Performance Purpose:</u></b> Recorded for parents on Class Dojo</p> <p><b><u>Skills covered:</u></b> To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel. To sing in unison and to sing backing vocals.</p>	<p><b>Concepts:</b> Performance Rhythm Pitch Tempo</p>	<p><b>Space Oddity - David Bowie (space link)</b></p> <p><b><u>Skills covered:</u></b> To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.</p>
--	---	---	---	--	--

	<p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"</p> <p><b>Concepts:</b> Pitch Tempo Rhythm Performing Notation</p>	<p>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</p>	<p>To enjoy exploring singing solo.</p> <p>To listen to the group when singing.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it - "What went well?" and "It would have</p>		
--	---	---	---	--	--

		<p>the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p><b>Concepts:</b> Pitch Tempo Rhythm Composing Performing Notation</p> <p>Y5 visit to Halle Orchestra</p>	<p>been even better if...?</p> <p><b>Concepts:</b> Melody Harmony Rhythm Pitch Timbre</p>		
--	--	--	---	--	--

Y6

Singing lessons with singing teacher (Autumn Term)**Performance Purpose:** working towards Christmas and Easter performances**Skills covered:**

To sing in unison and to sing backing vocals.

To demonstrate a good singing posture.

To follow a leader when singing.

To experience rapping and solo singing.

To listen to each other and be aware of how you fit into the group.

To sing with awareness of being 'in tune'.

**Concepts:**

Melody

Harmony

Pitch

Tempo

Timbre

BBC Ten PiecesCharangaOptional UnitMusic Reading ComprehensionAutumn 1  
You've got a friend

We will delve into the life of Carole King and appreciate her music and life as a composer.

**Performance Purpose:** Perform to other class in year groupSkills covered:

To think about the message of songs.

Autumn 2  
Stravinsky - The Firebird Suite

In this unit children will listen and reflect on a piece of orchestral music, create their own piece of music using instruments and voice, perform as an ensemble and

Spring 2  
'Happy'

What music makes you happy? We will listen to popular current music and discuss its connotations for our emotions.

**Performance**I'll be there

We will investigate Michael Jackson's music and his influence on Pop music

**Concepts:**  
Melody

I'll be there for you (Friends theme tune) - The Rembrandts (Autumn Term - Linked to PSHE)

The Trooper - Iron Maiden (Spring Term)

A Million Dreams - The Greatest

	<p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music.</p> <p>To sing in unison and to sing backing vocals.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the venue and how to use it to best effect.</p>	<p>further develop their use of musical language appropriate to the task.</p> <p><b>Performance Purpose:</b> Recorded to put onto Class Dojo for parents</p> <p><b>Skills covered:</b> To identify and move to the pulse with ease. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. Improvise using instruments in the context of a song to be performed.</p>	<p><b>Purpose:</b> Easter Service</p> <p><b>Skills covered:</b> To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Talk about the music and how it makes you feel, using musical language to describe the music To identify and move to the pulse with ease. To think about the message of songs. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs.</p>	<p>Harmony Tempo Performance</p>	<p>Showman (Summer term - link to final performance)</p> <p><b>Skills covered:</b> To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.</p>
--	---	--	---	--	--

	<p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"</p> <p><b>Concepts:</b> Melody Harmony Tempo Composing</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>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the</p>	<p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Learn an instrumental part that matches 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>Improvise using instruments in the context of a song to be performed using at least two notes.</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>Listen to and reflect upon the</p>		
--	---	--	--	--	--

		<p>words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p> <p><b>Concepts:</b> Pitch Tempo Rhythm Composing Performing Notation</p>	<p>developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a</p>		
--	--	---	---	--	--

			<p>previous performance. To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"</p> <p><b>Concepts:</b> Melody Harmony Tempo Composing</p>		
<p>Extra-Curricular Activities &amp; Additional Performances</p>	<p><u>Class Assemblies(throughout the year)</u> - One of the main opportunities the children get at understanding what a performance is and working towards the purpose of entertaining their families. Children will listen and appraise songs before selecting one that they would enjoy performing and rehearse their melodies and pitching.</p> <p><u>Nightingale Care Home - Christmas Carolling (Autumn 2)</u> - The children will focus their singing on one particular genre of music and rehearse melodies, pitches etc. together with the purpose of performing to the residents in a Care Home to provide entertainment and cheer.</p> <p><u>Pantomime visit</u> - The school's children have the opportunity to engage with music in a theatrical setting and develop an understanding of how music can communicate feelings which and as a form of expression, for example, a ballad might be a way to communicate feelings of sadness and a more upbeat tempo can be used to express happiness or excitement and celebration.</p> <p><u>Harvest, Christmas &amp; Easter Performances (KSI &amp; KS2)</u> - The children sing together creating melodies with their voices and the occasional use of instruments focussing on one genre with the purpose of entertaining their families. Harmonies and parts are also considered when supported by Sheffield Music Hub's singing teacher.</p>				

Y5 Halle Orchestra visit (March 2021) - Children will be able to experience a live performance from actual musicians and consider the timbre of a variety of instruments. They will be able to engage with music from other cultures and how this means that rhythms and tempos may differ according to genre.

KS2 visit to Ecclesfield Comprehensive Performance - The children get to appreciate a group of performers who have rehearsed and worked towards amateur dramatics performance. The children listen and appraise music from a variety of genres (e.g. 80's music) and appreciate the timbre quality of people's voices.

Arches Dance Festival (April 2021) - Children will have the opportunity to engage with a variety of music from a range of genres. This will promote the listening and appraising skills.

School Choir (Summer term) - Children can develop their musical abilities and skills to pitch their voices correctly, consider harmony and sing together in melody. Children will work towards a performance for parents at the end of the club. Individual children will be offered the opportunity to perform solos or duet parts in order to build confidence and encourage them to pursue music and recognise their talents.

Y6 Leavers' Performance (Summer 2) - Children are encouraged to pursue their talents and celebrate their achievements as they work towards performing for an audience. Solo and Duet performances are incorporated throughout. Children will experiment with harmony, develop timbre and focus on pitching their vocals to create quality sounding performances.