

Music Ecclesfield Subject Overview 2024-25

Musicianship delivered termly by Sheffield Music Hub teachers for Y1, 2, 4 and 6.

The music curriculum is taught progressively through three interrelated pillars:

- **Technical**

- Competence in controlling sound (instrumental, vocal or with music technology)
 - Use of a communication system, such as staff notation or guitar tab

- **Constructive**

- Knowledge of the musical elements/interrelated dimensions of music
 - Knowledge of the components of composition

- **Expressive**

- Musical quality
- Musical creativity
- Knowledge of musical meanings across the world and time

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.

	AI	A2	SPI	SP2	SUI	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 Exp res siv e Art and De sig n</p>	<p>I've Got a Grumpy Face</p> <p>The song <i>I've got a grumpy face</i> explores emotions and feelings using the voice and facial expressions. It provides the starting point for experimenting with timbre using voices and instruments, and composing new verses.</p> <p>Musical focus: Timbre, beat, pitch contour</p>	<p>The Sorcerers Apprentice</p> <p>This unit is based around the piece <i>The sorcerer's apprentice</i>, by Paul Dukas. Pupils will explore how music can tell a story and will be supported in identifying elements of music within a piece, such as dynamics (loud/quiet) and tempo (fast/slow). They will have the chance to compose using percussion</p>	<p>Witch Witch</p> <p>The unit is based around a call-and-response singing game that uses a simple and repetitive four-note tune to support the development of pitch matching. Pupils will also explore a range of voices, adopting different roles, and create simple accompaniments as a group.</p> <p>Musical focus: Call-and-response,</p>	<p>Row, row, row your boat</p> <p><i>Row, row, row your boat</i> is a traditional song with rowing actions to mark the beat of the music. In this unit, pupils will explore a range of ways in which to experience the beat, identify and sing notes that move in step and leap, compose their own lyrics, and play a range of percussion instruments.</p>	<p>Bird Spotting: Cuckoo Polka</p> <p>This listening unit is based on the theme of birdsong. Encourage your pupils to explore their voices by imitating the sounds of birds. Play a simple singing game based on the two-note 'cuckoo call'. Sharpen the children's listening skills with a game of bird spotting: listening</p>	<p>Shake my Sillies Out</p> <p>A catchy, alliterative 'wake up, shake up' song with actions, perfect for exploring pulse work. Use it to explore tempo, timbre, and playing with sounds. Go on to create a sound story with classroom percussion.</p> <p>Musical focus: Timbre, pitch (higher/lower), tempo (slower/faster), beat.</p>	<p>Up and Down</p> <p><i>Up and down</i> is a gentle action song with a rising and falling melody ideal for exploring pitch. In this unit, pupils will sing songs in steps using accompanying actions, and will go on to compose new lyrics and play simple melodies on pitched instruments.</p> <p>Musical focus: Pitch contour (rising</p>	<p>Five Fine Bumble Bees</p> <p><i>Five fine bumble bees</i> is a counting song with bags of 'buzz'! In this unit, children will learn to sing in call-and-response, and there are opportunities for adding percussion and creating minibeast soundscapes. The activities in the unit are great for understanding changes in tempo and going on to</p>	<p>Down There Under The Sea</p> <p><i>Down there under the sea</i> paints a musical picture of marine life. The song and unit activities are great for exploring sea-themed soundscapes, composing new lyrics, creating instrumental sea accompaniments, and responding to music with movement.</p>	<p>It's Oh So Quiet</p> <p>This unit is all about dynamics. We'll be listening to a fantastic and dynamically exciting song by the singer Björk called <i>It's oh so quiet</i>, as well as experiencing dynamics for ourselves with our bodies, and with instruments. We'll get creative with using dynamics for dramatic</p>	<p>Slap, Clap, Clap</p> <p><i>Slap clap clap</i> is a rhythmic action song in waltz time, great for using to support coordination and aid concentration, and also for creating body percussion patterns and playing rhythms with untuned instruments. This song lends itself to playing clapping games and listening</p>	<p>Bow, Bow, Bow Belinda</p> <p>This unit is based around a traditional North American song with accompanying partner dance. Children will learn the song and dance, play an accompaniment on tuned and untuned percussion instruments, and compose and perform new lyrics and actions.</p>
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<p>Pieces: <i>I've got a grumpy face</i></p> <p>Children will be able to:</p> <p>Make up new words and actions about different emotions and feelings.</p> <p>Explore making sound with their voices and percussion instruments to create different feelings and moods.</p> <p>Sing with a sense of pitch, following the shape of the</p>	<p>instruments and respond creatively to music in the form of movement and writing.</p> <p>Musical focus: Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre.</p> <p>Pieces: <i>The sorcerer's apprentice</i> by Paul Dukas.</p> <p>Most children will be able to:</p> <p>Explore storytelling elements</p>	<p>pitch (la-so-mi-do), timbre.</p> <p>Piece: <i>Witch, witch</i></p> <p>children will be able to:</p> <p>Make up a simple accompaniment using percussion instruments.</p> <p>Use the voice to adopt different roles and characters.</p> <p>Match the pitch of a four-note (la-so-mi-do) call-and-response song.</p>	<p>Musical focus: Beat, pitch (step/leap), timbre.</p> <p>Pieces: <i>Row, row, row your boat</i></p> <p>Children will be able to:</p> <p>Sing a tune with 'stepping' and 'leaping' notes.</p> <p>Play a steady beat on percussion instruments.</p> <p>Make up new lyrics and vocal sounds for different kinds of transport.</p>	<p>out for the 'cuckoo call' in Johann Strauss II's lively <i>Cuckoo polka</i>. Then enjoy some expressive movement by encouraging the children to fly free to Vaughan Williams's <i>The lark ascending</i>.</p> <p>Musical focus: Active listening, beat, pitch (so-mi), vocal play</p> <p>Pieces: <i>Cuckoo polka</i> by Johann Strauss II and <i>The</i></p>	<p>Pieces: <i>S hake my sillies out.</i></p> <p>Most children will be able to:</p> <p>Listen to music and show the beat with actions.</p> <p>Sing an action song with changes in speed.</p> <p>Play along with percussion instruments.</p> <p>Create a sound story using instruments to represent different animal</p>	<p>and falling).</p> <p>Pieces: <i>Up and down.</i></p> <p>Most children will be able to:</p> <p>Make up new lyrics and accompanying actions.</p> <p>Sing and play a rising and falling melody, following the shape with their voices and on tuned percussion.</p> <p>Use appropriate hand actions to mark changing pitch.</p>	<p>responding to music through movement.</p> <p>Musical focus: Timbre, tempo, structure (call-and-response), active listening.</p> <p>Pieces: <i>Five fine bumble bees.</i></p> <p>children will be able to:</p> <p>Improvise a vocal/physical soundscape about minibeasts.</p> <p>Sing in call-and-response and change voices to make a</p>	<p>Musical focus: Timbre, structure, active listening, tune moving in step (stepping notes), soundscape.</p> <p>Pieces: <i>Down there under the sea.</i></p> <p>children will be able to:</p> <p>Develop a song by composing new words and adding movements and props.</p> <p>Sing a song using a call-and-response structure.</p>	<p>effect and tune our ears into listening for dynamic sounds in our everyday lives at home and at school.</p> <p>Musical focus: Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments.</p> <p>Pieces: <i>It's oh so quiet</i> by Björk.</p> <p>Most children will be able to:</p> <p>Develop listening</p>	<p>to a range of music in 3/4 time.</p> <p>Musical focus: Music in 3-time, beat, composing and playing</p> <p>Pieces: <i>Slap clap clap.</i></p> <p>Children will be able to:</p> <p>Listen actively to music in 3/4 time.</p> <p>Compose a three-beat body percussion pattern and perform it to a steady beat.</p>	<p>Musical focus: Beat, active listening, instrumental accompaniment.</p> <p>Pieces: <i>Bow, bow, bow Belinda.</i></p> <p>children will be able to:</p> <p>Invent and perform actions for new verses.</p> <p>Sing a song while performing a sequence of dance steps.</p> <p>Play a two-note accompaniment, playing</p>
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	<p>melody with their voices.</p> <p>Mark the beat of the song with actions</p>	<p>in the music and create a class story inspired by the piece.</p> <p>Identify and describe contrasts in tempo and dynamics.</p> <p>Begin to use musical terms (louder/quieter, faster/slower, higher/lower).</p> <p>Respond to music in a range of ways e.g. movement, talking, writing.</p>			<p><i>Lark ascending</i> by Ralph Vaughan Williams.</p> <p>children will be able to:</p> <p>Explore the range and capabilities of voices through vocal play.</p> <p>Develop a sense of beat by performing actions to music.</p> <p>Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music (somi).</p> <p>Enjoy moving</p>	<p>sounds/movements.</p> <p>Perform the story as a class.</p>		<p>buzzing sound.</p> <p>Play an accompaniment using tuned and untuned percussion and recognise a change in tempo.</p> <p>Listen to a piece of classical music and respond through dance.</p>	<p>Play sea sound effects on percussion instruments.</p> <p>With some support, play a call-and-response phrase comprising a short stepping tune (C-D-E).</p> <p>Listen to a range of sea-related pieces of music and respond with movement.</p>	<p>skills, identifying dynamics (<i>forte, piano, crescendo, and diminuendo</i>) across a range of different musical styles.</p> <p>Explore dynamics with their voices and instruments.</p> <p>Play different instruments with control.</p> <p>Improvise music with different instruments, following a conductor.</p>	<p>Sing a melody in waltz time and perform the actions.</p> <p>Transfer actions to sounds played on percussion instruments.</p> <p>Find the beat and perform a clapping game with a partner.</p>	<p>the beat, on tuned or untuned percussion.</p> <p>Listen to and talk about folk songs from North America.</p>
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					freely and expressively to music.					Compose music based on characters and stories developed through listening to Beethoven's 5th symphony.		
Vocabulary	<p>Key words</p> <p>Pitch: shape (contour), high/low</p> <p>Structure: call-and-response</p> <p>Tempo: beat</p> <p>Timbre: hard/soft, scratchy/smoother, etc.</p> <p>Other: words that describe</p>	<p>Key words</p> <p>Duration: long/short.</p> <p>Dynamics: louder/quieter.</p> <p>Pitch: higher/lower.</p> <p>Tempo: faster/slower.</p> <p>Timbre: percussion instruments.</p>	<p>Key words</p> <p>Pitch: high/low.</p> <p>Structure: call-and-response, phrase.</p> <p>Tempo: strong beat, pulse (the 'heartbeat' of the music).</p> <p>Timbre: scratchy percussion, sounds, tone,</p>	<p>Key words</p> <p>Duration: beat, pulse, rhythm.</p> <p>Dynamics: loud, quiet.</p> <p>Pitch: stepping and leaping notes.</p> <p>Other: songwriting, improvise.</p>	<p>Key words</p> <p>Duration: beat.</p> <p>Timbre: vocal play to explore sounds the voice can make, cuckoo whistle, orchestra.</p> <p>Pitch: cuckoo interval, so-mi.</p>	<p>Key words</p> <p>Duration: syncopation, rests.</p> <p>Dynamics: louder, quieter.</p> <p>Pitch: higher sounds, lower sounds.</p> <p>Structure: verse and chorus.</p>	<p>Key words</p> <p>Dynamics: louder, quieter.</p> <p>Pitch: up, down, higher, lower, melody, interval, stepping notes, scale.</p> <p>Tempo: pulse, beat, faster, slower.</p> <p>Timbre: gluckenspiel</p>	<p>Key words</p> <p>Duration: dotted rhythms, rest.</p> <p>Dynamics: loud, quiet, louder, quieter.</p> <p>Pitch: stepping notes, jumping notes.</p> <p>Tempo: fast, slow, faster,</p>	<p>Key words</p> <p>Dynamics: getting louder, getting quieter.</p> <p>Pitch: stepping note, leap, notes C-D-E, higher, lower.</p> <p>Structure: call-and-response.</p>	<p>Key words</p> <p>Dynamics: forte (loud), piano (quiet), crescendo (getting louder), diminuendo (getting quieter).</p> <p>Timbre: ringing, shake, scrape, tap, strike, drum, body percussion.</p>	<p>Key words</p> <p>Duration: longer/shorter sound, waltz time (3/4 time).</p> <p>Timbre: ringing, shake, scrape, tap, strike, drum, body percussion.</p>	<p>Key words</p> <p>Duration: dotted notes, rhythm.</p> <p>Pitch: higher, lower.</p> <p>Structure: phrase.</p> <p>Tempo: steady beat.</p> <p>Other: percussion instruments, tuned</p>

	emotions and feelings e.g. angry, sad, happy, excited, silly etc.	Other: storytelling, Classical music, composer, orchestra.	tuned/untuned percussion, instrument names. Texture: solo, together (unison), accompaniment.		Structure: echo singing.	Tempo: faster, getting faster, slower, getting slower. Timbre: quality of sounds (e.g. squeaky, booming etc.).	, chime bars, xylophone.	slower. Timbre: quality of voice (e.g. squeaky, jerky, swishy). Other: soundscape.	Tempo: getting slower/faster. Timbre: shaker, scraper, chime tree, chime bars, glockenspiel, xylophone, ocean drum, rain stick. Other: soundscape.			(with notes), untuned (without notes).
Performance	Harvest Festival	Christmas Nativity	Spring showcase performance for children in KS1 during assembly.	Spring showcase for whole school in assembly.								

Y1	<p>Each Y1 class will receive 1.5 terms of singing lessons from a Music Hub singing teacher covering pitch and rhythm and singing techniques.</p> <p>The other half of the year, each class will complete units from Sing Up.</p>				
	<p>The Menu Song</p> <p>This unit is based around a fun, cumulative song with off-beat rhythms that presents a series of tasty dishes over the course of a week. The activities lead up to the creation of a theatrical group performance using kitchen-themed props. In addition, children practise their skills in listening, keeping a steady beat, and developing a sense of pitch by echo singing a leader. This unit also contains the first of three progression snapshots that will be returned to and developed in Terms 2 and 3 in order to collect evidence of pupils' progress.</p>	<p>Colonel Hathi's march</p> <p>This unit is based around the piece 'Colonel Hathi's march' from <i>The Jungle Book</i>. Pupils will explore moving and counting in time to march music, composing their own marching music, listening to contrasting low and high instruments typically found in a marching band, as</p>	<p>Magical Musical Aquarium</p> <p>Experiencing music through practical and active learning helps children get inside the music – in this case, 'Aquarium' from <i>The carnival of the animals</i> by Camille Saint-Saëns. Children will work their way through a range of activities, including responding to music through moving, exploring</p>	<p>Football</p> <p><i>Football</i> is a lively, rhythmic chant about football. This unit sees children echo singing, composing word patterns, improvising with mi-re-do, and playing a percussion ostinato. Activities will support pupils to understand the difference between pitched patterns and rhythm patterns, higher and lower. This unit also contains progression snapshot 2, revisiting the song <i>Rain is falling down</i> covered in Term 1. This is the second of three progression snapshots that will be returned to again and developed in Term 3 in order to collect evidence of pupils' progress.</p> <p>Musical focus: Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C),</p>	<p>Sheffield Music Hub Singing Unit</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 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</p> <p>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 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 rehearse to improve aural accuracy and control with a pitch range of do-so.</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>Musical focus: Active listening (movement), beat, progression snapshot 1 (echo singing, showing pitch moving). Pieces: <i>Menu song</i></p> <p>Children will be able to:</p> <p>Participate in creating a dramatic group performance using kitchen-themed props.</p> <p>Copy a leader in a call-and-response song, waiting their turn to sing.</p> <p>Sing a cumulative song from memory, remembering the order of the verses.</p> <p>Play classroom instruments on the beat.</p> <p>Listen and move in time to the song.</p>	<p>well as responding to music through movement.</p> <p>Musical focus: Beat, march, timbre, film music. Pieces: 'Colonel Hathi's march' from <i>The Jungle Book</i>.</p> <p>Children will be able to:</p> <p>Compose music to march to using tuned and untuned percussion.</p> <p>Respond to musical characteristics through</p>	<p>the sound of instruments, listening and singing, and of course composing their own musical aquarium.</p> <p>Musical focus: Timbre, pitch, structure, graphic symbols, classical music Pieces: 'Aquarium' from <i>The carnival of the animals</i> by Camille Saint-Saëns</p> <p>children will be able to:</p> <p>Experiment with sounds (timbre) to</p>	<p>progression snapshot 2. Pieces: <i>Football</i>.</p> <p>Children will be able to:</p> <p>Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).</p> <p>Chant together rhythmically, marking rests accurately.</p> <p>Sing an echo song while tapping the beat, and clap the rhythm of the words understanding there is one beat for each syllable.</p> <p>Play a simple ostinato on untuned percussion.</p> <p>Recognise the difference between a pattern with notes (pitched) and without (unpitched).</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> <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 • Structure • 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>
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		<p>movement.</p> <p>Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips).</p>	<p>create aquarium-inspired music and draw the sounds using graphic symbols.</p> <p>Sing a unison song rhythmically and in tune.</p> <p>Play percussion instruments expressively, representing the character of their composition.</p> <p>Listen to 'Aquarium', reflecting the character of the music</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>
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			through movement.		
Vocabulary	<p>Key words</p> <p>Duration: rhythm, rest, march on the beat</p> <p>Structure: echo, call-and-response, cumulative</p> <p>Tempo: beat</p> <p>Timbre/texture: walking bass</p>	<p>Key words</p> <p>Duration: march rhythm.</p> <p>Pitch: low and high - low voices (adult elephants), high voice (the young elephant), low instruments, and high instruments (see timbre).</p> <p>Tempo: beat (pulse).</p> <p>Timbre: low instruments (tuba), high</p>	<p>Key words</p> <p>Dynamics: soft, loud</p> <p>Tempo: fast, slow</p> <p>Structure: ternary form (ABA)</p> <p>Timbre: untuned/tuned percussion instruments</p> <p>Other: compose, graphic symbol</p>	<p>Key words</p> <p>Duration: beat, rhythm, rest.</p> <p>Pitch: mi-re-do (notes E-D-C), untuned/tuned instruments, unpitched/pitched patterns.</p> <p>Structure: ostinato (repeating pattern), echo, call-and-response.</p> <p>Tempo: steady beat.</p>	

		instruments (glockenspiel, flute/piccolo), drum, military band.				
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.

Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sheffield Singing Hub Expert Teacher Aims and Objectives	Sheffield Music Hub Singing Unit Musical Focus 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 <ul style="list-style-type: none"> chants rhythms raps body percussion tongue twisters Pupils will learn to experiment with sounds using the inter-related dimensions of music		Tony Chestnut A fun, fast-moving action song that has a simple tune and clever lyrics crafted to sound like different parts of the body. In this unit, pupils will be encouraged to sing with good diction to emphasise word play, learn to play the melody of the song on tuned percussion and working by ear, explore call-and-response, making up call-and-response patterns with actions,	Carnival of the animals Based around five of the movements from <i>Carnival of the animals</i> , pupils will explore ways that the composer - Camille	Birdsong Many composers have been inspired by birds - their movement, their song and of course, their flight. In this unit, children will begin by watching and	Time The piece <i>TIME</i> has a palindromic structure - each musical part is introduced in sequence, building to a peak (the alarm clock rings), the parts then decay in the order they were introduced right back to the beginning, a ticking clock. The word 'clock' comes from the Latin word - 'clocca' meaning 'bell' and is also the root of the instrument name 'glocken'-spiel (bell play). Musical focus: Beat and beat division (minims, crotchets, and quavers), early tuned percussion techniques, structure (palindrome), ensemble playing, texture (layers - adding and taking away), C major scale, alternating chords C and G major. Pieces: <i>TIME</i> by Lily May, <i>The clock song</i> by Steve Grocott, <i>Scales and</i>

<p>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 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 rehearse to improve aural accuracy and control with a pitch range of do-so.</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>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</p>	<p>their voices and with instruments.</p> <p>Musical focus: Beat, rhythm, melody, echo, call-and-response, tuned and untuned, progression snapshot 1. Pieces: <i>Tony Chestnut</i></p> <p>Children will be able to:</p> <p>Improvise rhythms along to a backing track using the note C or G.</p> <p>Compose call-and-response music.</p> <p>Play the melody on a tuned percussion instrument.</p> <p>Sing with good diction.</p> <p>Recognise and play echoing phrases by ear.</p>	<p>Saint-Saëns - has used instruments, rhythm, articulation, tempo, and pitch to create pictures of the animals in our imaginations.</p> <p>Musical focus: Timbre, tempo, dynamics, pitch, classical music. Pieces: <i>Carnival of the Animals</i> by Camille Saint-Saëns.</p> <p>children will be able to:</p> <p>Select instruments</p>	<p>listening to birds, and gathering inspiration for their own compositions. They will then learn how to make their birdsong motifs and structure them into a piece.</p> <p>Musical focus: Composing using a non-musical stimulus. Creating music inspired by birds and birdsong. Improvising and playing a solo on instruments.</p> <p>Pieces: <i>T</i></p>	<p><i>arpeggios</i> by Richard Sherman; Robert B. Sherman.</p> <p>TIME is an exploration of beat and beat division, structure, and textural layering. It has great flexibility in its pedagogical application.</p> <p>This piece is used for all the following:</p> <p>As an introduction to tuned percussion playing and stick/beater technique.</p> <p>To practise playing ostinatos over a steady pulse - using both tuned and untuned percussion instruments.</p> <p>As an exploration of structure and texture in music - children can use the idea of the palindrome to recreate the piece in a different shape, or create their own pieces with a palindromic structure, layering up and removing parts to explore instruments in different combinations.</p> <p>To support learning and practise of a major scale (C).</p> <p>To introduce chords C (chord 1) and G major (chord 5 in the key of C major).</p> <p>As an ensemble performance piece.</p> <p>Children will be able to:</p> <p>Hold beaters and instruments correctly, achieving a good tone from the instruments.</p>
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	<p>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> <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 • Structure • 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>ts and compose music to reflect an animal's character .</p> <p>Listen with increased concentration to sounds/music and respond by: talking about them using music vocabulary, or physically with movement and dance.</p> <p>Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing,</p>	<p><i>he lark ascending</i> by Ralph Vaughan Williams, <i>Oiseaux exotiques</i> by Olivier Messiaen, <i>The birds</i> by Ottorino Respighi.</p> <p>children will be able to:</p> <p>Invent simple patterns using voices, body percussion, and then instruments.</p> <p>Follow signals given by a conductor/leader.</p>	<p>Play the triangle, tambourine, and clave rhythms over a steady beat.</p> <p>Sing and play a C major scale.</p> <p>Play Parts 1 and 2 of <i>TIME</i> (tuned percussion).</p> <p>Participate in an ensemble performance.</p>
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	<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>and how they are made.</p> <p>Recognise and respond to changes of speed (tempo), the length of notes (duration - long/short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement.</p>	<p>Structure compositional ideas into a bigger piece.</p> <p>Improvise solos using instruments.</p>	
		<p>Key words</p> <p>Pitch: 'cuckoo call' interval (minor 3rd),</p>	<p>Key words</p> <p>VII. 'Aquarium'</p>	<p>Key words</p> <p>Other: motif - a short musical</p>	<p>Key words</p> <p>Duration: crotchet, quavers, minims, beat/pulse, 4 beats in a bar, 4/4 time</p>

		<p>melody.</p> <p>Structure: echo, call-and-response.</p> <p>Tempo: beat, steady beat.</p> <p>Timbre: tuned (has notes) and untuned percussion instruments (doesn't have notes).</p> <p>Other: diction, improvise.</p>	<p>Timbre: strings, piano, glockenspiel.</p> <p>Pitch: high.</p> <p>Rhythm: long/short notes.</p> <p>Articulation: sliding (glissando), smooth (legato).</p> <p>Character: flowing, wavy, smooth.</p> <p>XII. 'Fossils'</p> <p>Timbre: xylophone, strings, piano, clarinet.</p> <p>Pitch: high.</p>	<p>idea (birdsong - the short repeating patterns birds use to communicate - is a musical motif), conductor - the person who signals to musicians and often decides the tempo (speed) of a piece as well as when it starts and stops, orchestrate - choose which instruments play which ideas, accompaniment - a supporting part,</p>	<p>signature.</p> <p>Pitch: scale (C - C), solfa names (do, - do'), C and G major chords, melody, drone, tuned percussion.</p> <p>Structure: repetition, palindrome.</p> <p>Texture: building layers, taking layers away.</p> <p>Timbre: glissando, roll, bounce, stepping, tuned percussion, untuned percussion.</p>
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			<p>Rhythm: long/short notes.</p> <p>Tempo: fast.</p> <p>Articulation: short/detached notes (staccato).</p> <p>Character: brittle, jerky.</p> <p>XII. 'The swan'</p> <p>Timbre: cello, strings, glockenspiel.</p> <p>Pitch: low and high.</p> <p>Rhythm: long/short notes.</p> <p>Tempo: slow.</p> <p>Articulation: smooth (legato).</p> <p>Character: elegant,</p>	<p>improvise - invent or create music without preparation (make it up on the spot!).</p>
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			<p>graceful, relaxing.</p> <p>V. 'The elephant'</p> <p>Timbre: p iano, double bass.</p> <p>Pitch: low .</p> <p>Rhythm: l ong/short notes.</p> <p>Tempo: sl ow.</p> <p>Articulati on: short notes (staccato) , smooth (legato).</p> <p>Character : heavy, plodding, resonant.</p> <p>X. 'Aviary'</p> <p>Timbre: fl ute, piano.</p>	
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				Pitch: high. Rhythm: long/short notes. Tempo: fast. Articulation: short notes (staccato), smooth (legato). Character: twitchy, fluttering, swooping.	
Performance	Harvest Festival	Christmas Performance Preparation KSI	Spring showcase for children in school (merit assembly)	Spring performance video to be shared with parents.	End of year performance for parents.

Y3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	<p>Glockenspiel</p> <p>During this unit children will be introduced to tuned percussion playing and stick/beater technique. Children will learn to understand how musical notation works, recognising notes on a staff and understanding note lengths (semibreves, minims, crotchets and quavers).</p> <p>Each lesson will introduce the children to a different genre of music and give them the opportunity to listen and appraise each one, identifying the key features.</p> <p>Each lesson will give the</p>	<p>I've Been To Harlem</p> <p>A traditional pentatonic song about travelling around the world, full of creative possibilities. Use it to invent cup rhythm games, explore pentatonic melodies from around the world, sing as a round, and compose ostinato accompaniments. It's thought that the song originally came from Virginia on the east coast of the United States of America, where it was popularly performed as a drinking/cups game song at harvest suppers. This unit also contains the first of three progression snapshots that will be returned to and developed in Terms 2 and 3 in order to collect evidence of pupils' progress.</p> <p>Musical focus: Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1. Pieces: <i>I've been to Harlem</i></p> <p>children will be able to:</p> <ul style="list-style-type: none"> • Compose a pentatonic ostinato. 	<p>Ukulele</p> <p>Latin dance is part of a series of songs composed for the purposes of learning ukulele with primary-aged pupils. Beginning with just one note – the note A – pupils can get playing quickly, moving on to the notes E and F, then to the chords A minor and F major. During the unit, pupils will learn to dance salsa, play a clave rhythm, learn to sing/play the song, and compose a piece for themselves to play.</p>	<p>Mingulay boat song and Nao chariy a de</p> <p>This unit is based around two songs that were originally sung by boatmen. <i>Nao chariy a de</i> – a Bengali folk song and <i>Mingulay boat song</i>, which is Scottish. Pupils will</p>	<p>Sound Symmetry</p> <p>Get reflective on all things symmetrical and develop learning based on pupils' understanding in maths. This unit takes symmetry as the inspiration for exploring structure in music, and is the basis for composing original music using similar concepts.</p> <p>Musical focus: Structure (symmetry)</p>	<p>March from The Nutcracker</p> <p>This unit is based upon the 'March' from <i>The Nutcracker</i> by Tchaikovsky. It follows the rondo form structure, embracing its repeating nature of musical themes. Veering away from the nutcracker story, this unit explores the character and flow of each musical section and focuses on showing how the</p>	<p>Fly With The Stars</p> <p><i>Fly with the stars</i> is a song in an electronic dance style, based on a verse/chorus structure using two chords – A minor and C major. During the unit, pupils will develop listening skills in recognising a song's structure and changing chords, practise identifying crotchet and quaver durations, and develop composing skills using these durations and chords to create an accompaniment for the song. The unit will conclude with a performance of their own arrangement of the song using voices and</p>

	<p>children the opportunity to play along, improvise and compose using the glockenspiel to each genre of music.</p> <p>Children will be able to:</p> <p>Hold beaters and instruments correctly, achieving a good tone from the instruments.</p> <p>Recognise and play Middle C, D, E, F, G, A, B, C on the glockenspiel.</p>	<ul style="list-style-type: none"> • Sing a call-and-response song in groups, holding long notes confidently. • Play melodic and rhythmic accompaniments to a song. • Listen and identify where notes in the melody of the song go down and up. 		<p>compare the two pieces to identify similarities and differences between them.</p> <p>Musical focus: Bengali/Scottish folk songs, comparing songs from different parts of the world, beat, tempo, 3/4, 4/4. Pieces: <i>Nao chariy</i></p>	<p>and pattern in melody, ternary form), melody, accompaniment.</p> <p>children will be able to: Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment. Sing by improvising simple melodies and rhythms. Identify how the pitch and melody of a song has been developed using symmetry.</p>	<p>music might look or move if it were visible. Drawing on different pieces of art, as well as varying styles of movement, children will discover how the abstract nature of music can be analysed and experienced.</p> <p>Musical focus: Ron do structure, beat, higher/lower, staccato, call-and-response, romantic ballet music.</p>	<p>classroom percussion.</p> <p>Musical focus: Minor and major chords (A minor, C major), arpeggio, chord, dot notation, durations (crotchet, quavers), progression snapshot 3. Pieces: <i>Fly with the stars</i>.</p> <p>Children will be able to: Play the chords of <i>Fly with the stars</i> on tuned percussion as part of a whole-class performance. Sing solo or in a pair in call-and-response style. Respond to and recognise crotchets and quavers and make up rhythms using these durations to create accompaniment ideas for the song.</p>
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				<p><i>a de an d Ming ulay boat song.</i></p> <p>childre n will be able to:</p> <p>Begin to develop an unders tandin g and appreci ation of music from differe nt musica l traditi ons.</p> <p>Identif y that the songs are from differe</p>	<p>Pieces: 'M arch' from <i>The Nutcracker</i> by Pyotr Ilyich Tchaikovsk y.</p> <p>Children will be able to: Develop active listening skills by responding to musical themes through movement. Understan d the structure of rondo form (A-B- A-C-A). Develop a sense of beat and rhythmic pattern through movement. Experience call-and- response patterns through moving</p>
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				<p>nt places in the world, use differe nt instru ments, have a differe nt beat, and are differe nt speeds. Use some music vocabu lary to describ e these things.</p> <p>Unders tand that a folk song is music that belongs to the people of a particu</p>		<p>with a partner.</p>	
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				lar place.			
	<p>Key words Pitch: note, high, low Structure: call-and-response. Tempo: beat/pulse. Other: improvise, compose</p>	<p>Key words Pitch: pentatonic scale, note clusters, chords. Structure: ostinato, echo, phrase, call-and-response. Tempo: beat. Texture: unison, round, accompaniment. Other: improvise, compose, ensemble.</p>	<p>Duration: beat/pulse, syncopated rhythm semibreve (4 beats), 4/4, bar Pitch: notes (a, e, f), chords (Am, F), melody, part, major, minor Structure: intro, break, outro, verse, chorus Texture: layering of parts, solo, group, bass, chord, melody Timbre: ukulele, piano, drums, bass, guitar, claves, timbale, trumpet, conga, bongos, chucking (palm mute), up strum, down strum, pick, percussion Style: Latin, dance, salsa Other: Ukulele tab, stave, Latin America, Hawaii</p>	<p>Key words Duration: time signature (number of beats in the bar), 3/4 time (three beats per bar), 4/4 time (4 beats per bar). Tempo: faster, slower. Structure: verse,</p>	<p>Key words Duration: rhythm. Pitch/texture: melody, accompaniment. Structure: symmetry in a melody, pattern in a melody, phrase, ABA ternary form. Other: compose, audience, symmetry, 2- and 3-D shapes (rectangles, squares, circles, triangles, cuboids, pyramids, and spheres), line/plane</p>	<p>Key words Duration: beat. Pitch: higher, lower. Structure: rondo form (a recurring theme that returns every other section e.g. A-B-A-C-A-D-A etc.), call-and-response, question-and-answer (an opening phrase that offers a musical question, which is</p>	<p>Key words Duration: beat/pulse, crotchet ('walk'), quavers ('jogging'), crotchet rest ('shh'), 4/4, bar (4 beats), rhythm. Pitch: chords (A minor/Am, C major/C), drone. Structure: intro, verse, chorus, call-and-response, chord pattern. Timbre: drums, shakers, tuned percussion.</p>

				<p>chorus.</p> <p>Pitch: melody , harmony.</p> <p>Timbre : acoustic/electric instruments, traditional/modern instruments, guitars (acoustic, electric), small guitar like instrument, electric bass, keyboard, voice, flute, hand drum,</p>	<p>symmetry, pattern.</p>	<p>followed by a different second phrase forming an answer), phrase.</p> <p>Timbre: <i>staccato</i> (short, detached notes to create a 'spiky' sound/articulation).</p> <p>Other: orchestral suite, ballet.</p>	
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				ektara. Other: tradit ional/c ompose d song, folk music.			
Performan ce	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.	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.	Video performance to be shared on ClassDojo or performed to other class.

Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><i>This Little Light Of Mine</i></p> <p><i>This little light of mine</i> is an expressive call-and-response Gospel song based on a pentatonic scale. The origin of the song is not 100% clear - some believe that it was written in the 1920s as a song for children by Harry Dixon Loes, but he never claimed the</p>	<p>Music Technology - A Spooky Story</p> <p>In this unit, students will create their own Spooky Story composition, featuring a drum beat, melody and bassline. They will also learn how to underscore their work, preparing them for further exploration in story-writing,</p>	<p>Glockenspiel</p> <p>During this unit children will be introduced to tuned percussion playing and stick/beater technique. Children will learn to understand how musical notation works, recognising notes on a staff and understanding note lengths</p>	<p>Sheffield Music Hub Singing Unit</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>Ukulele</p> <p><i>The doot doot</i> song has a summery and relaxed swing feel, reminiscent of Jack Johnson. It is based on a typical song structure and uses C major, A minor, and F major chords. During the unit, pupils learn to sing and play the</p>

	<p>credit for it. Some believe the lyrics are taken from one of Jesus's speeches to his followers in the Bible. The song has links with the civil rights movement in the United States and became an anthem in the 1950s and 1960s. Famous versions have been recorded by many artists including Sister Rosetta Tharpe, Ray Charles, The Everly Brothers, and The Seekers. This unit also contains the first of three progression snapshots that will be returned to and developed in Terms 2 and 3 in order to collect evidence of pupils' progress.</p> <p>Musical focus: Pentatonic scale, gospel music, off-beat, rhythm, call-and-response, progression Pieces: <i>This little light of mine</i></p>	<p>music composition and production.</p> <p>Create with YuStudio's Spooky Story Project is one of a series of projects introducing students to the creative possibilities of our DAW. They will be taught and mentored by leading artists and practitioners.</p> <p>By the end of the series, students will have learnt invaluable skills in music production that will enrich their musical journeys and inspire their creativity, inside and outside the classroom.</p>	<p>(semibreves, minims, crotchets and quavers).</p> <p>Each lesson will introduce the children to a different genre of music and give them the opportunity listen and appraise each one, identifying the key features.</p> <p>Each lesson will give the children the opportunity to play along, improvise and compose using the glockenspiel to each genre of music.</p> <p>Children will be able to:</p> <p>Hold beaters and instruments confidently, achieving a good tone from the instruments.</p> <p>Recognise, play and write Middle C, D, E, F, G, A, B, C</p>	<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 different between a pulse and rhythm and show this in practice Some students might need support to use notation including crotchets, quavers and rests</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 rehearse to improve aural accuracy and control with a pitch range of do-so.</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>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>song, develop technical skills on tuned percussion, learn about chords, 'doodle' (improvise) with their voices and experience playing in a class band.</p> <p>Playing, singing, and improvising is supported by listening to, and appraising music based around the acoustic guitar, comparing and contrasting different artists' styles.</p> <p>Musical focus: Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases, progression snapshot 2. Pieces: <i>The doot doot song.</i></p> <p>Children will be able to:</p>
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	<p>children will be able to:</p> <p>Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B</p> <p>Sing in a Gospel style with expression and dynamics.</p> <p>Sing Part 1 of a partner song rhythmically.</p> <p>Play a bass part and rhythm ostinato along with <i>This little light of mine</i>.</p> <p>Listen and move in time to songs in a Gospel style.</p>		<p>using musical notation.</p>	<p>Outcomes</p> <p>Most students will be confident in singing at pitch in unison</p> <p>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> <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 • Structure • 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>Sing swung rhythms lightly and accurately.</p> <p>Sing Part 2 of a partner song rhythmically.</p> <p>Adopt a rhythmic accompaniment while singing.</p> <p>'Doodle' with voices over the chords in the song.</p> <p>Learn a part on tuned percussion and play as part of a whole-class performance.</p> <p>Listen and identify similarities and differences between acoustic guitar styles.</p>
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				<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>Key words</p> <p>Pitch: pentatonic, 'blue' note.</p> <p>Structure: verse, chorus, call-and-</p>	<p>Key Words</p> <p>Bar</p> <p>Tempo</p> <p>Octave</p> <p>Structure</p> <p>Articulation</p> <p>Timbre</p>		<p>Key words</p> <p>Pitch: note, high, low</p> <p>Structure: call-and-response.</p> <p>Tempo: beat/pulse.</p>	<p>Key words</p> <p>Duration: beat/pulse, 4-beats, 8-beats.</p>

	<p>response, echo, phrase.</p> <p>Tempo: off-beat.</p> <p>Timbre: articulation, legato (smooth), staccato (spiky, detached).</p> <p>Texture: melody and accompaniment, unison, solo, ensemble.</p> <p>Other: improvise.</p>	Pitch		<p>Other: improvise, compose</p>	<p>Pitch: chords (Am, F, C), melody, part.</p> <p>Structure: intro, verse, chorus, middle 8, 2-bar phrases.</p> <p>Timbre: tuned percussion, dampen the sound, acoustic guitar, piano, drums, bass guitar.</p> <p>Style: acoustic pop, country, folk, pop.</p> <p>Other: improvise ('doodle'), patsch (body percussion such as slapping the knees or thighs).</p>
<p>Performance Opportunities</p>	<p>Harvest Festival</p>	<p>Autumn Performance video to be shared with parents.</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>

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Ukulele - Fly With The Stars <i>Fly with the stars</i> is the second song in a 4-part series of songs for the purposes of learning ukulele with primary-aged pupils. If this is your first time working with the instrument, you might prefer to begin with Play Ukulele 1: Latin dance.</p> <p><i>Fly with the stars</i> is based on a verse/chorus structure using A minor and C major chords in an electronic dance style, and begins with just two notes - the notes C and A - allowing pupils to get playing quickly. During the unit, which could last between half and a whole term, pupils will develop their playing skills, begin to recognise aurally, and in notated form, the notes C, D, E (do, re, mi) and use them to compose with.</p>	<p>Music Technology - Hip Hop</p> <p>In this unit, your students will learn to arrange and mix their own Hip Hop compositions using YuStudio, Charanga's online music studio. Create with YuStudio's Hip Hop Project is one of a series of projects introducing pupils to the creative possibilities of our DAW. They will be taught and mentored by leading artists and practitioners. By the end of the series, students will have learnt invaluable skills in music production that will enrich their musical journeys and inspire their creativity, inside and outside the classroom.</p>	<p>What Shall We Do With The Drunken Sailor?</p> <p><i>What shall we do with the drunken sailor?</i> is a type of song called a sea shanty. Sailors would likely have sung this song while hauling up the sail or the anchor on seafaring vessels. As well as providing an opportunity to find out more about the context, history, and purpose of sea shanties as work songs, the activities in this unit provide inspiration for pupils to create rhythm games (possibly for younger pupils to learn) and a class arrangement using their voices and instruments. This unit also contains the first of three progression snapshots that will be returned to and developed in Terms 2 and 3 to collect</p>	<p>Why We Sing</p> <p>This listening unit is based around the Gospel song <i>Why we sing</i> by Kirk Franklin. The song originally comes from the album <i>Kirk Franklin and the Family</i> from 1993, however this activity is based around a live video recording from inside a church, with a congregati</p>	<p>Introduction to Songwriting</p> <p>Songwriting can sometimes appear daunting. This unit of work aims to give some straightforward starting points and simple ideas to help children feel confident about creating their own songs.</p> <p>Musical focus: Structure (verse/chorus), hook,</p>	<p>Glockenspiel</p> <p>During this unit children will be introduced to tuned percussion playing and stick/beater technique. Children will learn to understand how musical notation works, recognising notes on a staff and understanding note lengths (semibreves, minims, crotchets and quavers).</p> <p>Each lesson will introduce the children to a different genre of music and give them the opportunity to listen and appraise each one, identifying the key features.</p> <p>Each lesson will give the children the opportunity to play along, improvise and compose using the glockenspiel to each genre of music.</p>

			<p>evidence of pupils' progress.</p> <p>Musical focus: Sea shanties, beat, rhythm, chords, bass, dot notation, progression snapshot 1.</p> <p>Pieces: <i>What shall we do with the drunken sailor?</i></p> <p>Most children will be able to:</p> <p>Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.</p> <p>Keep the beat playing a 'cup' game.</p> <p>Sing a sea shanty expressively, with accurate pitch and a strong beat.</p> <p>Sing in unison while playing an instrumental beat (untuned).</p> <p>Play bass notes, chords, or rhythms to accompany singing.</p> <p>Talk about the purpose of sea shanties and describe some of the</p>	<p>on. The video is a good starting point for talking about the places where we make music, and the differences between performing for an audience and singing as a part of worship or celebration . Activity in the unit will explore other examples of Gospel music and gives opportunities for developing singing in</p>	<p>lyric writing, melody. children will be able to: Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook. Create fragments of songs that can be developed into fully-fledged songs. Listen and appraise, identifying the structure of songs</p> <p>Children will be able to:</p> <p>Hold beaters and instruments confidently, achieving a good tone from the instruments.</p> <p>Recognise, play and write Middle C, D, E, F, G, A, B, C using musical notation.</p>
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			<p>features using music vocabulary.</p>	<p>a Gospel style.</p> <p>Musical focus: Gospel music, instruments, structure, texture, vocal decoration.</p> <p>Piece: <i>Why we sing</i> by Kirk Franklin.</p> <p>children will be able to: Recognise individual instruments and voices by ear. Listen to a selection of Gospel music and spirituals and identify</p>	<p>and analysing them to appreciate the role of metaphor. Understand techniques for creating a song and develop a greater understanding of the songwriting process.</p>	
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				<p>key elements that give the music its unique sound. Talk about pieces using music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.) Develop and practise techniques for singing and performing in a Gospel style.</p>		
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<p>Vocabulary</p>	<p>Key words Duration: beat/pulse, crotchet (action word = walk), quavers (action words = jogging), minim (action word = stride), semibreve (action word = wade), crotchet rest (action word = shh), 4/4 Pitch: notes (a, e, c), chords (A minor/Am, C major/C) Structure: intro, verse, chorus, call-and-response, phrase, part Timbre: strum (down strum, up strum), pick Other: improvise ('doodle'), pitch words: mi-re-do (m-r-d)</p>	<p>Key Words Bar Tempo Octave Structure Articulation Timbre Pitch</p>	<p>Key words Duration: 4/4 time signature, crotchet, quavers, semiquavers. Pitch: melody, chords, bass note, major, minor. Tempo: beat, steady beat. Other: sea shanty, work song, rhythm grid, accompany/accompaniment, cup game/cup rhythm game, body percussion.</p>	<p>Key words Dynamics: quiet, louder, getting louder (crescendo). Pitch: melody, harmony, high voices and low voices. Structure: call-and-response, spoken interludes, phrase. Texture: unison (singing same melody), homophonic (singing in harmony). Timbre: choir, male</p>	<p>Key words Duration: rhythm, beat. Pitch: melody, hook, chords, riff. Structure: verse, chorus, bridge/middle eight, introduction (intro), ending (outro). Texture: solo, echo, melody and accompaniment, homophonic (moving together). Other: lyrics, rhyme,</p>	<p>Key words Pitch: note, high, low Structure: call-and-response. Tempo: beat/pulse. Other: improvise, compose</p>
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					and female voices, congregation, electric piano, bass guitar, drum kit. Other: music for praise, Gospel, spiritual, expression, <i>legato</i> , slide (<i>glissando</i>), note bend, decoration, articulation.	phrase, metaphor.	
Performance	Harvest Festival singing performance	Christmas repertoire performance video to be shared with parents.	Spring showcase for children in school.	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.

Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Music technology - Grime</p> <p>In this unit, students will create a Grime track from scratch using YuStudio, Charanga's online music studio. Their compositions will feature an original drumbeat, a bassline, melody, chords, sound effects and audio samples. Create with YuStudio's Grime Project is one of a series of projects introducing students to the creative possibilities of our DAW. They will be taught and mentored by leading artists and practitioners. By the end of the series, students will have learnt invaluable skills in music production that will enrich their musical journeys and</p>	<p>Glockenspiel</p> <p>During this unit children will be introduced to tuned percussion playing and stick/beater technique. Children will learn to understand how musical notation works, recognising notes on a staff and understanding note lengths (semibreves, minims, crotchets and quavers).</p> <p>Each lesson will introduce the children to a different genre of music and give them the opportunity listen and appraise each one, identifying the key features.</p> <p>Each lesson will give the children the opportunity to play along, improvise and compose using the</p>	<p>Sheffield Music Hub Singing Unit</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 learn to experiment with sounds using the inter-related dimensions of music Pupils will explore pulse and rhythm to provide a</p>	<p>Ukulele - Favourite Song</p> <p><i>Favourite song is the fourth song in a series of songs composed for the purposes of learning ukulele with primary-aged pupils. It is based on a verse/chorus structure using A minor, C, F and G major chords, and is in a fast, folk-rock style with a driving beat. During the Unit, which could last between half and a whole term, pupils will develop their playing techniques, compare acoustic and electric music, and compose their own pieces for ukulele.</i></p>		<p>Sheffield Music Hub Singing Unit</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 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</p>

	<p>inspire their creativity, inside and outside the classroom.</p> <p>The students will:</p> <ul style="list-style-type: none"> • Learn to arrange and mix their own composition in a Grime style using YuStudio • <p>Children will be able to: Have complete creative control and make musical decisions</p> <ul style="list-style-type: none"> • Balance the overall sound of their tracks • Create drum beats, melodies and basslines with note guidance, which will prepare them for further exploration in composition and production • Build chords and melodies based on a chosen musical key and scale • Use articulation (staccato/legato/pizzicato) • Use different instruments in YuStudio 	<p>glockenspiel to each genre of music.</p> <p>Children will be able to:</p> <p>Hold beaters and instruments confidently, achieving a good tone from the instruments.</p> <p>Recognise, play and write Middle C, D, E, F, G, A, B, C using musical notation.</p>	<p>bedrock of music making and quality listening</p> <p>Outcomes</p> <p>Most students will confidently sing songs with a sense of pulse, rhythm and expressive voices</p> <p>Some students will identify the difference between a pulse and rhythm and show this in practice</p> <p>Some students might need support to use notation including crochets, quavers and rests</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 rehearse to improve aural</p>			<p>Most students will confidently sing songs with a sense of pulse, rhythm and expressive voices</p> <p>Some students will identify the difference between a pulse and rhythm and show this in practice</p> <p>Some students might need support to use notation including crochets, quavers and rests</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 rehearse to improve aural accuracy and control with a pitch range of do-so.</p> <p>Pupils will be introduced to a wide range of call and response songs to control vocal pitch</p>
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	<ul style="list-style-type: none"> • Use sound effects eg EQ and delay 		<p>accuracy and control with a pitch range of do-so.</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>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</p>			<p>and to match the pitch they hear with accuracy</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> <p>Pupils will identify how to physically prepare to sing including a warm</p>
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			<p>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> <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 • Structure • Tempo • Articulation 			<p>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 • Structure • 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>
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			<ul style="list-style-type: none"> • Expression by experimenting with them in song <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</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>
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			<p>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>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>
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	<p>Key words Bar Tempo Octave Structure DAW (digital audio workstation)</p>	<p>Key words Key words Pitch: note, high, low Structure: call-and-response. Tempo: beat/pulse. Other: improvise, compose</p>	<p>Key words Pitch: note, high, low Structure: call-and-response. Tempo: beat/pulse. Other: improvise, compose</p>	<p>Key words Duration: beat/pulse, action words for duration: walk, jogging, running faster, stride and wade, 3/4 and 4/4 time signatures, beats in the bar. Pitch: notes (C, A, G, E, and F), chords (Am, F, C, and G), melody, part Structure: intro/outro, verse, chorus, instrumental Timbre: ukulele, strum (up strum, down strum), pick, acoustic guitar, banjo, harmonica, keyboard, drums, bass guitar, double bass Other: ukulele tab, folk, folk-rock</p>		
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