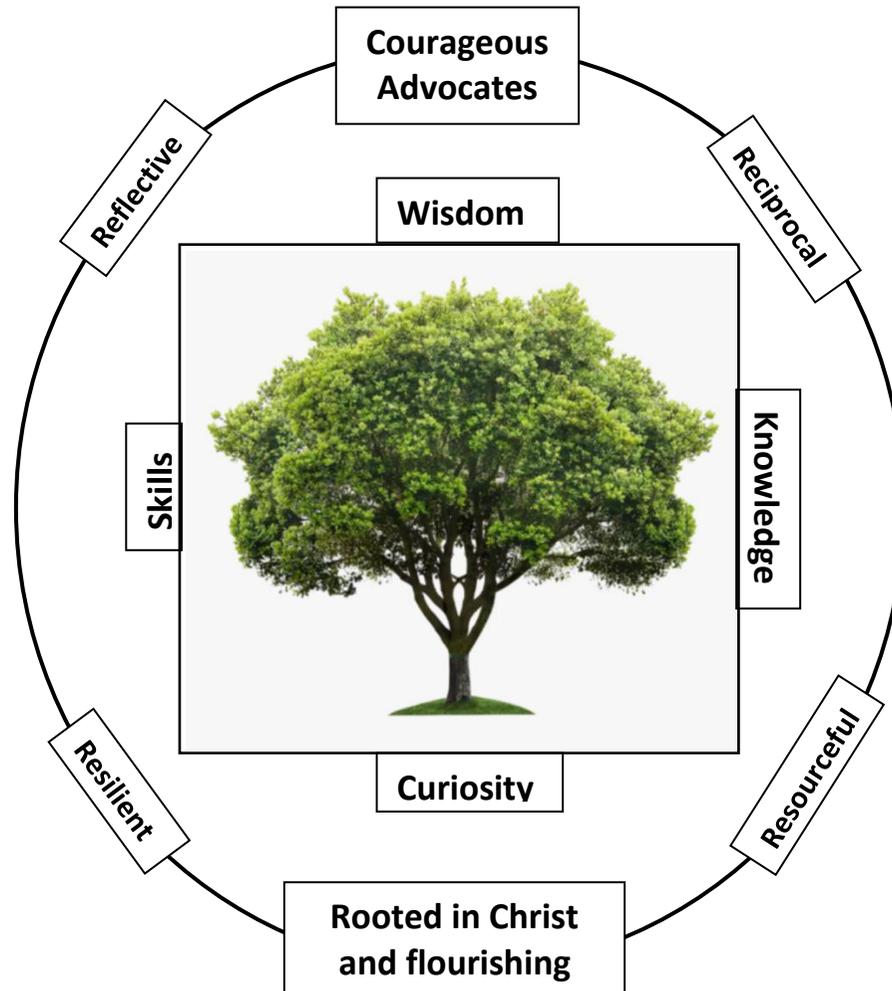


# The Whittle-le-Woods Curriculum

*I have come so they may have life and have it to the full. John 10:10*

# Music



Music IntentOur Music curriculum at Whittle-le-Woods aims to:

- Foster a lifelong love of music and ignite a passion by exposing our children to diverse musical experiences.
- Develop their interest and curiosity in a range of musical styles and traditions.
- Flourish creatively and develop self-expression.
- Find their voice as singers, performers and composers
- Have the opportunity to connect with others and learn how to play a variety of musical instruments.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Nursery</b>	Music Feelings	Match Tone	Melodic Shape	Tone and Melodic Shape	Instruments Volume	Sound Representation
<b>Reception</b>	Nursery Rhymes	Styles of Music Complex Nursery Rhymes	Instrument accompaniment	Instrument Accompaniment 2	Improvise	Perform Solo and Groups
<b>Year 1</b>	Hey You! Hip Hop	Rhythm Walk Banana Rap	In the Groove Blues & Baroque	Round and Round Bossa Nova	Your Imagination Pop	Reflect, Rewind, Replay
<b>Year 2</b>	Hands Feet Heart South African	Ho Ho Ho Different genres	I wanna play in a band Rock	Zootime Reggae	Friendship Song Songs with story	Glockenspiel 1
<b>Year 3</b>	Let Your Spirit Fly RnB	Ocarina Crochet	Three Little Birds Reggae Ocarina	The Dragon Song Story songs Ocarina Minim	Bringing us Together Funk Ocarina	Ocarina Quaver
<b>Year 4</b>	Mamma Mia	Glockenspiel 2	Stop! Grime	Lean on Me Soul Gospel	Blackbird Pop	Reflect, Rewind, Replay
<b>Year 5</b>	Samba Drumming Wider Ops (WO) Instr. names	Samba WO Instr. names	Samba WO Mix note values Notation	Samba WO Keep an internal pulse	Samba WO Body Percussion Improvisation	Samba WO Call and response Improvisation

<b>Year 6</b>	Getting to know the Ukulele	Chords Semi quaver	Melody Time Scales	Melody Time 5 notes 2/4, 3/4 and 4/4 time	Let's Jam Improvisation Syncopated rhythm	Let's Jam Improvisation Longer phrases Riffs Licks
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**Nursery**

<b>Term</b>	<b>Unit Name</b>	<b>Curriculum Content Skills and knowledge</b>	<b>Key vocabulary to be taught</b>	<b>Visitor/trips and other opportunities</b>	<b>Evidenced</b>
<b>Autumn 1</b>	<b>All about me</b>	<p><b><u>Expressive arts and design</u></b> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs.</p>	Pitch Dynamics Instrument names sing	Listen to a song/piece of music per week that is played once a day. Encourage the children to listen to the music and talk about how it makes them feel/likes/dislikes.	2Simple Music 'floor book on iPad
		<p>Children will <b>know that music can evoke feelings from people (happy, scared, angry) and know how to sing a simple song.</b></p>			
<b>Autumn 2</b>	<b>My Family</b>	<p><b><u>Expressive arts and design</u></b> Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	Rhyme Pitch Dynamics Instrument names sing	Learn songs that reflect routines i.e. welcome songs/goodbye songs/dinner time songs.	2Simple Music 'floor book on iPad
		<p>Children will <b>know the songs rock-aby-baby and 'this is the way we....'</b> They will know how to match the tone of an adult.</p>			
<b>Spring 1</b>	<b>Jungle/ pets</b>	<b><u>Expressive arts and design</u></b>	Pitch Dynamics	Provide instruments the children have	2Simple

		<p>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Children will <b>know the song Old Mcdonald</b> They will <b>know how to match the tone of an adult and sing the melodic shape of the song.</b></p>	Instrument names sing	explored in a designated music area. Provide a screen/bag for the children to imitate/repeat activity with peers.	Music 'floor book on iPad
Spring 2	Transport/Journeys (The Train ride)	<p><b><u>Expressive arts and design</u></b></p> <p>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Children will <b>know the song The wheels on the bus</b> They will <b>know how to match the tone of an adult and sing the melodic shape of the song.</b></p>	Pitch Dynamics Instrument names sing	Using clips of different sounds from vehicles such as car, racing car, stream train, city train, plane, boat- children to identify and name. Can they make these sounds vocally? Which is the noisiest/quietest? Fast/slowest noise? Explain the term tempo,	2Simple Music 'floor book on iPad
Summer 1	Dinosaurs' day out Hot & cold	<p><b><u>Expressive arts and design</u></b></p> <p>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic</p>	Dynamics Volume Tempo Beat/pulse	Include instruments/pots/pans etc in small world dinosaur area for the children to experiment with noises to represent the dinosaurs.	2Simple Music 'floor book on iPad

		<p>shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</p>		<p>Listen to different dinosaur noises- talk about the pitch of the noise made i.e. high/low. Can the children imitate the noises vocally.</p>	
<p>Summer 2</p>	<p>Pirates</p>	<p><b>Expressive arts and design</b>          Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.          Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</p> <p>Children will <b>know how to make sounds relating to a character from a story using a range of instruments.</b> Whilst exploring a range of instruments children <b>will know how to change the dynamics (Volume)</b> of an improvisation and keep a steady beat.</p>	<p>Instrument names          Volume          beat</p>	<p>Beyond the sea- Robbie Williams on Charanga.          Make a pirate ship outside using large crates etc. Use music outside to enhance play further i.e pirates life for me, under the sea (Disney)          Sharks added into water play- mummy, daddy, baby etc.          Children to act out and sing the baby shark song.          Musical instruments in water tray such as a triangle and beater, listen to how the sounds change when played in and out of water. Look at Aqua</p>	<p>2Simple Music 'floor book on iPad</p>

				Sonic underwater orchestra on you tube.	
<b>Key Vocabulary learnt end of YN</b>	<b>Names of instruments: claves, guitar, drum, bells, shakers Christmas, echo, hymn, celebrate</b>				
<b><u>Reception – EYFS</u></b>					
<b>Term</b>	<b>Unit Name</b>	<b>Curriculum Content Skills and knowledge</b>	<b>Key vocabulary to be taught</b>	<b>Visitor/trips and other opportunities</b>	<b>Evidenced</b>
<b>Autumn 1</b>	<b>Me</b>	<b><u>Expressive arts and design</u></b> Listen attentively, move to and talk about music, expressing their feelings and responses.	Pulse Rhythm <b>High/low</b> (pitch) <b>Names of classroom instruments</b> <b>voice</b>	Listening to the additional four songs/pieces in this Unit will support and enrich the children’s understanding of its theme, while deepening their musical knowledge and experience.	2Simple Music ‘floor book’ on iPad
		Sing nursery rhymes and action songs: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song  Children will <b>know that there are different styles of music and will know how to sing nursery rhymes and action songs.</b>			
<b>Autumn 2</b>	<b>My Stories</b>	<b><u>Expressive arts and design</u></b> -Listen attentively, move to and talk about music, expressing their feelings and responses.	Pulse Rhythm <b>High/low</b> (pitch) <b>Names of classroom instruments</b> <b>Voice perform</b>	Listening to the additional four songs/pieces in this Unit will support and enrich the children’s understanding of its theme, while deepening their	2Simple Music ‘floor book’ on iPad
		Sing nursery rhymes and action songs: I’m A Little Teapot The Grand Old Duke Of York Ring O’ Roses Hickory Dickory Dock			

		<p>Not Too Difficult The ABC Song</p> <p>Children will <b>know that there are different styles of music and will know how to sing more complex nursery rhymes and action songs.</b></p>		musical knowledge and experience.	
Spring 1	Everyone	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing nursery rhymes and action songs: Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees and Toes</p> <p>Children will <b>know that music is made using instruments and will know how to play common classroom instruments within a song.</b></p>	<p>Pulse Rhythm <b>High/low</b> (pitch) <b>Names of classroom instruments</b> <b>Voice</b> <b>compose</b></p>	Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.	2Simple Music 'floor book' on iPad
Spring 2	Our World	<p><u><b>Expressive arts and design</b></u></p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Play pitch-matching games, humming or singing short p</p> <p>Sing nursery rhymes and action songs: Old Macdonald Incy Wincy Spider Baa Baa Black Sheep</p>	<p>Pulse Rhythm <b>High/low</b> (pitch) <b>Names of classroom instruments</b> <b>Voice</b> <b>Compose</b> <b>Perform</b></p>	Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.	2Simple Music 'floor book' on iPad

		<p>Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p> <p>Children will <b>know that music is made using instruments and will know how to play common classroom instruments within more complex songs.</b></p>			
Summer 1	Big Bear Funk	<p><b><u>Expressive arts and design</u></b> Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Play pitch-matching games, humming or singing Explore and engage in music making performing solo or in groups.</p> <p>By Listening and appraising Funk music children will <b>know that music is created using voices and instruments.</b> Children will <b>know they can improvise music using voices and instruments and know that music can be shared in a performance.</b></p>	<p>Pulse <b>Rhythm</b> <b>High/low</b> (pitch) <b>Names of classroom instruments</b> <b>Voice</b> <b>Perform</b></p>	<p>Listening to the additional four songs/pieces in this Unit will support and enrich the children’s understanding of its theme, while deepening their musical knowledge and experience.</p>	<p>2Simple Music ‘floor book’ on iPad</p>
Summer 2		<p><b><u>Expressive arts and design</u></b> Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Play pitch-matching games, humming or singing</p>	<p><b>High/low</b> (pitch) <b>Names of classroom instruments: maraca, tambourine, glockenspiel, voice</b> <b>Rhythm, perform,</b> <b>Plus all vocabulary from previous years</b></p>	<p>Listening to the additional four songs/pieces in this Unit will support and enrich the children’s understanding of its theme, while deepening their</p>	

	Explore and engage in music making performing solo or in groups		musical knowledge and experience.
	This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.		
<b>Key vocabulary to be learnt</b>	<b>High/low (pitch)</b> <b>Names of classroom instruments: maraca, tambourine, glockenspiel, voice</b> <b>Rhythm, perform,</b> <b>Plus all vocabulary from previous years</b>		

Year 1

Term	Unit Name	Skills	Knowledge (in bold)	Key Vocabulary to be taught	Visitor/trips links to other Year groups
<b>Autumn 1</b>	<b>Hey You! (Old school Hip-Hop)</b>	Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. Recognise and name two or more instruments they hear: Male vocal, bass guitar, drums, decks. Find the pulse, March in time with the pulse. Be an animal finding the pulse. Copy back the rhythms they hear. Clap the rhythm of their name over the track. Rap and sing in time to the music	Children will study the Hip Hop style of music and will become familiar to this genre. Whilst exploring the genre children will <b>know that music has a steady pulse, like a heartbeat. And we can create rhythms from words, our names, favourite food, colours and animals.</b>	Pulse, <b>rhythm</b> , pitch, rap, improvise, <b>compose</b> , melody, bass guitar, <b>drums</b> , <b>perform</b> .	Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.

		<p>Play accurately and in time as part of the performance.</p> <p>Improvise in the lessons and as part of the performance.</p> <p>Most will use C.</p> <p>Compose a simple melody using simple rhythms, and use as part of the performance most will use C + D</p>			
<b>Autumn 2</b>	<b>Rhythm in the way we walk and Banana Rap</b>	<p>Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.</p> <p>Recognise and name two or more instruments they hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.</p> <p>March to the pulse.</p> <p>Copy back the rhythms they hear.</p> <p>Be an animal and keep the pulse.</p> <p>Clap rhythms</p> <p>Copy and clap back rhythms.</p> <p>Clap the rhythm of your name.</p> <p>Clap the rhythm of your favourite colour.</p> <p>Make up your own rhythm.</p> <p>Rap and sing in time to the music.</p> <p>Start to understand that pitch is high and low sounds.</p>	<p>Children will study the Rap style of music and will become familiar to this genre. Whilst exploring the genre children will <b>know that music has a steady pulse, like a heartbeat. And we can create rhythms from words, our names, favourite food, colours and animals.</b> Children will also <b>know 2 instruments that create Rap music. (Percussion and Singers)</b></p>	<p>Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform.</p>	<p>Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.</p>
<b>Spring 1</b>	<b>In the Groove</b>	<p>Find the pulse as they are listening to the main Unit song</p>	<p>Children will study the five different styles of music and will become familiar Blues, Baroque,</p>	<p>Blues, Baroque, Latin, Irish Folk,</p>	<p>Listening to the additional four songs/pieces in this</p>

		<p>and understand that it is the heartbeat of the music.          Identity five different musical styles: Blues, Baroque, Latin, Irish Folk, Funk and name some of them.          Dance to each style or move to the pulse – be “In The Groove!”          March to the pulse.          Copy the actions on-screen.          Choose an animal and keep the pulse.          Clap rhythms          Copy back the rhythms they hear.          Clap the rhythm of their name.          Clap the rhythm of their favourite food.          Sing together and in time, in all the different styles.          Play accurately and in time as part of the performance.          Improvise as part of the performance most will use C.          Compose a simple melody using simple rhythms, and use as part of the performance most will use C + D.</p>	<p>Latin, Irish Folk and funk. Whilst exploring the genre children will <b>know that these styes of music has a steady pulse, like a heartbeat and we can create rhythms from words, our names, favourite food, colours and animals.</b> Children will also <b>know 2 of the genres and identify Blues and Baroque.</b></p>	<p>Funk, pulse, rhythm, pitch, compose, improvise, perform, groove.</p>	<p>Unit will support and enrich the children’s understanding of its theme, while deepening their musical knowledge and experience.</p>
<p><b>Spring 2</b></p>	<p><b>Round and round</b></p>	<p>Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.          Recognise and name two or more instruments they hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.</p>	<p>Children will study the Latin Bossa Nova style of music and will become familiar to this genre. Whilst exploring the genre children will <b>know Bossa Nova music has a steady pulse, like a heartbeat. And we can create rhythms from words, our names,</b></p>	<p>Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise,</p>	<p>Listening to the additional four songs/pieces in this Unit will support and enrich the children’s understanding of its theme, while deepening their</p>

		<p>March to the pulse. Copy the actions on-screen. Use their imagination to find the pulse Clap rhythms Copy back the rhythms they hear. Clap the rhythm of their name. Clap the rhythm of their favourite animal. Make up their own rhythms. Sing the song together with the actions. Play accurately and in time as part of the performance most will play D, F, C + D. Improvise as part of the performance most will use D.</p>	<p><b>favourite food, colours and animals.</b> Children will also <b>know 2 instruments that make up Bossa Nova music. (Saxophone and trumpet)</b></p>	<p>compose, perform, audience.</p>	<p>musical knowledge and experience.</p>
<p><b>Summer 1</b></p>	<p><b>Your Imagination</b></p>	<p>Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. Recognise and name two or more instruments they hear: Keyboard, drums, bass, a female singer.</p> <p>Be a pop star finding the pulse. Use their imagination to find the pulse. Copy and clap back rhythms. Clap the rhythm of their name. Clap the rhythm of their favourite animal. Clap the rhythm of their favourite colour. Make up their own rhythms.</p>	<p>Children will study the Pop style of music and will become familiar to this genre. Whilst exploring the genre children will <b>know pop music has a steady pulse, like a heartbeat. And we can create rhythms from words, our names, favourite food, colours and animals.</b> Children will also <b>know 2 instruments that make up pop music. (Keyboard and drums)</b></p>	<p>Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination.</p>	<p>Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.</p>

		Sing in unison and in two parts. Play accurately and in time as part of the performance most will play C.			
<b>Summer 2</b>	<b>Reflect, Rewind and Replay</b>	Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place	This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music	pitch, rap, melody, singers, keyboard, percussion, trumpets, saxophones, compose, improvise, audience	Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.
<b>Vocabulary to be learnt by end Y1</b>	pitch, rap, melody, singers, keyboard, percussion, trumpets, saxophones, compose, improvise, audience				

### Year 2

Term	Unit Name	Skills	Knowledge	Key Vocabulary	Visitor/trips and other opportunities
<b>Autumn 1</b>	<b>Hands, Feet, Heart</b>	Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.  Recognise and name two or more instruments they hear: Keyboard, bass, drums, electric guitars, saxophone, trumpet and vocals.	Children will study the South African style of music and will become familiar to this genre. Whilst exploring the genre children will <b>know South African music has a steady pulse and we can create rhythms from words, our names, favourite food, colours and animals.</b> Children will <b>also know</b>	Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose,	Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their

		<p>March in time with the pulse. Be an animal finding the pulse. Clap rhythms (long + short sounds whilst marching to the pulse) Know that rhythm is different to the pulse. Copy and clap back rhythms. Clap the rhythm of their name.</p> <p>Recognise that songs sometimes have a question and answer section and a chorus. Play accurately and in time using G, A + C. Improvise in the lessons and the performance most will use C. Compose a simple melody using simple rhythms, and use as part of the performance most will use C + D.</p>	<p><b>that rhythms are different from the pulse and that we add high and low sounds, pitch, when we sing and play our instruments.</b></p>	<p>perform, audience, question and answer, melody, dynamics, tempo.</p>	<p>musical knowledge and experience.</p>
<p><b>Autumn 2</b></p>	<p><b>Ho Ho Ho</b></p>	<p>Find the pulse. Understand that songs have a musical style. This song has a rap in it – spoken word. Recognise and name some of the instruments/voices: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.</p> <p>March and find the pulse. Be a rapper and find the pulse. Freestyle finding the pulse. Clap rhythms (long + short sounds whilst marching to the pulse)</p>	<p>Children will study the Christmas, Big Band, Motown, Elvis, Freedom Songs and will become familiar with these genres. Whilst exploring the genre children will <b>know music has a steady pulse and we can create rhythms from words, our names, favourite food, colours and animals.</b> Children will also know that <b>rhythms are different from the pulse and that we add high and low sounds, pitch, when we sing and play our instruments.</b> Children will know <b>how a voice produces rap music</b></p>	<p>Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo.</p>	<p>Listening to the additional four songs/pieces in this Unit will support and enrich the children’s understanding of its theme, while deepening their musical knowledge and experience.</p>

		<p>Create their own rhythms for the class to copy back.</p> <p>High and low sounds we add to the pulse and rhythm when we sing/play an instrument.</p> <p>Play accurately and in time most will play G, A + B.</p> <p>Sing and rap together and in time.</p> <p>Improvise using words.</p>			
<p><b>Spring 1</b></p>	<p><b>I wanna play in a band</b></p>	<p>Find the pulse and know that this Unit is about Rock music.</p> <p>Recognise and name some of the instruments they hear: Keyboard, drums, bass, electric guitar, singers.</p> <p>March and find the pulse.</p> <p>Be a rockstar finding the pulse.</p> <p>Clap rhythms (long + short sounds whilst marching to the pulse)</p> <p>Copy and clap back rhythms.</p> <p>Clap the rhythm of their name.</p> <p>Clap the rhythm of their favourite colour.</p> <p>Sing and dance together, in time and using actions</p> <p>Play accurately and in time most will play D + C.</p> <p>Improvise in the lessons and the performance most will use F.</p> <p>Compose a simple melody using simple rhythms, and use as part of the performance most will use F, G + A.</p>	<p>Children will study Rock music and will become familiar with this genre. Whilst exploring the genre children will <b>know rock music has a steady pulse and we can create rhythms from words, our names, favourite food, colours and animals.</b> Children will <b>also know that rhythms are different from the pulse and that we add high and low sounds, pitch, when we sing and play our instruments.</b> Children will <b>know and identify an electric guitar, bass and drums in rock music.</b></p>	<p>Keyboard, drums, bass, electric guitar, Rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p>	<p>Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.</p>

<p><b>Spring 2</b></p>	<p><b>Zootime</b></p>	<p>Find the pulse and know that this Unit is about Reggae music. Recognise and name some of the instruments they hear: Keyboard, drums, bass, electric guitar, singers.</p> <p>Find the pulse (a steady heartbeat) Be an animal of your choice. Clap rhythms (long + short sounds) Copy and clap back rhythms. Clap the rhythm of their name. Clap the rhythm of their favourite colour. Create their own rhythms for the class to copy back. High and low sounds we add to the pulse and rhythm when we sing/play an instrument. Sing and dance together, in time and using actions.</p> <p>Play accurately and in time most will use C + D. Improvise in the lessons and the performance most will use C + D. Compose a simple melody using simple rhythms, and use as part of the performance most will use C +D.</p>	<p>Children will study Reggae music and will become familiar with this genre. Whilst exploring the genre children will <b>know reggae music has a steady pulse and we can create rhythms from words, our names, favourite food, colours and animals.</b> Children will <b>also know that rhythms are different from the pulse and that we add high and low sounds, pitch, when we sing and play our instruments.</b> Children will <b>know and identify an electric guitar, bass and drums in reggae music.</b></p>	<p>Keyboard, drums, bass, electric guitar, Reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.</p>	<p>Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.</p>
<p><b>Summer 1</b></p>	<p><b>Friendship Song</b></p>	<p>Find the pulse and know that this Unit is about being friends. Recognise and name some of the instruments they hear: Keyboard, drums, bass, a female singer, a glockenspiel.</p>	<p>Children will study songs that tell a story and will become familiar with this genre. Whilst exploring the genre children will <b>know reggae music has a steady pulse and we can create rhythms from words, our names, favourite food, colours and animals.</b></p>	<p>Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform,</p>	<p>Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while</p>

		<p>Decide how to find the pulse.</p> <p>Clap the rhythm of their name.</p> <p>Clap the rhythm of their favourite colour.</p> <p>Create their own rhythms for the class to copy back.</p> <p>Sing in two parts.</p> <p>Play instrumental parts</p> <p>Play accurately and in time most play E + G.</p> <p>Improvise in the lessons and as part of the performance most will use C.</p> <p>Some will use C + D.</p> <p>Compose a simple melody using simple rhythms, and use as part of the performance most will use E + G.</p>	<p>Children will <b>also know that rhythms are different from the pulse and that we add high and low sounds, pitch, when we sing and play our instruments.</b> Children will <b>know that songs can tell a story and music brings many emotions along with it.</b></p>	<p>audience, melody, dynamics, tempo.</p>	<p>deepening their musical knowledge and experience.</p>
<p><b>Summer 2</b></p>	<p><b>Glockenspiel Stage 1</b></p>	<p>Learn to play these tunes using a Glockenspiel:</p> <p>Easy E</p> <p>Strictly D</p> <p>Play Your Music</p> <p>Drive</p> <p>Dee Cee's Blues</p> <p>What's Up</p> <p>D-E-F-initely Roundabout</p> <p>March of the Golden Guards</p> <p>Portsmouth Improvise with Dee Cee's Blues using the notes C + D. Compose using the notes C, D, E + F.</p> <p>Perform and share to an audience</p>	<p>When studying the Glockenspiel and children will have growing understanding of the difference between pulse and rhythm and know how pulse, rhythm and pitch work together to create a song. Using the Glockenspiel children will <b>know the notes C,D,E and F</b>, Children will have growing confidence in written musical notation.</p> <p>Children will be introduced to music written as musical notation and (Crochet) is worth 1 beat.</p>	<p>Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody.</p>	<p>Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.</p>

<b>Vocabulary to be learnt by end Y2</b>	Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, improvise, melody, tempo, Beater, tuned, untuned, chant
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Year 3

Term	Unit Name	Skills	Knowledge	Key vocabulary to be taught	Visitor/trips other opportunities
<b>Autumn 1</b>	<b>Let Your Spirit Fly</b>	<p>Identify the piece's structure: Introduction, verse, chorus.</p> <p>Identify the instruments/voices: Male/female voices, bass, drums, guitar, keyboard, synthesizer. Find the pulse while listening. Some will identify funky rhythms, tempo changes, dynamics.</p> <p>Sing in 2 parts</p> <p>Play instrumental parts accurately and in time, as part of the performance. E, F, G, A, B + C by ear and from notation.</p> <p>Improvise in the lessons and as part of the performance.</p> <p>Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: C, D + E.</p>	<p>Children will study RnB music and will become familiar with this genre. Whilst exploring the genre children will <b>know the difference between pulse and rhythm</b>. Through the study of the ocarina children will <b>know how pulse, rhythm and pitch work together to create a song</b>. Children will <b>know the notes D, B on the ocarina</b>.</p>	<p>Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody</p>	<p>Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.</p>

		Learn to play these tunes using the Ocarina: Make a note B Bop CuckooWalk			
<b>Autumn 2</b>	<b>Ocarina</b>	Perform and share to an audience  Learn to play these tunes using the Ocarina: Alphabet Song Up and Down High and Low	When studying the Ocarina, the children will know <b>the difference between pulse and rhythm and know how pulse, rhythm and pitch work together to create a song.</b> Using the Ocarina children will <b>know the notes A, low D.</b> Children will <b>know music can be written as musical notation.</b> Children will <b>know music can be written as musical notation and q(Crochet) is worth 1 beat.</b>	Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody.	Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.
<b>Spring 1</b>	<b>Three Little Birds</b>	Identify the piece's structure: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus. Identify the instruments/voices: Bass, drums, electric guitar, keyboard, organ, male, backing vocals. Find the pulse and identify funky rhythms, tempo changes and dynamics.  Singing in unison. Play instrumental parts accurately and in time, as part of the performance using G+A	Children will study Reggae music and will become familiar with this genre. Whilst exploring the Reggae music children will <b>know the difference between pulse and rhythm.</b> Through the study of the ocarina children will <b>know how pulse, rhythm and pitch work together to create a song.</b> Children will <b>know the notes G on the Ocarina.</b> Children will <b>know music can be written as musical notation and Crotchet is worth 1 beat rest.</b>	Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, Reggae, pentatonic scale.	Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.

		<p>Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: C, D + E</p> <p>Learn to play these tunes using the Ocarina:</p> <p>Walk with me</p> <p>Hip-Hop</p> <p>Gee!</p>			
Spring 2	<b>The Dragon Song</b>	<p>Identify the themes: Kindness, respect, friendship, acceptance and happiness. Identify the instruments/voices: Keyboard, drums, bass, a female singer. Explain how the words of the song tell a story? Does the music create a story in your imagination? What story?</p> <p>Singing in 2 parts.</p> <p>Play instrumental parts accurately and in time, as part of the performance. G by ear</p> <p>Improvise in the lessons and as part of the performance. G, A + B or G, A or B.</p> <p>Compose a simple melody using simple rhythms and use as part of the performance.</p> <p>Learn to play these tunes using the Ocarina:</p> <p>Hiking Song</p> <p>Bugle Call</p> <p>Bright Blue Day</p>	<p>Children will study songs that tell a story and will become familiar with this genre. Whilst exploring the genre children will <b>know that songs can tell a story and music brings many emotions along with it.</b></p> <p>Through the study of the ocarina children will <b>know how pulse, rhythm and pitch work together to create a song.</b> Children will <b>know the note E on the Ocarina.</b></p> <p>Children will <b>know music can be written as musical notation and h (Minim) is worth 2 beats.</b></p>	<p>Vocabulary:</p> <p>Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, melody.</p>	<p>Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.</p>
Summer 1	<b>Bringing us together</b>	<p>Find the pulse while listening. Some will identify funky rhythms, tempo changes, dynamics.</p>	<p>Children will study Funk music and will become familiar with this genre. Whilst exploring Funk music children</p>	<p>Keyboard, drums, bass, imagination, improvise,</p>	<p>Listening to the additional four songs/pieces in this</p>

		<p>Identify the instruments/voices you can hear: Keyboard, drums, bass, a female singer.</p> <p>Explain how the words of the song tell a story? Does the music create a story in your imagination? What story?</p> <p>Play instrumental parts accurately and in time, as part of the performance. C</p> <p>Improvise in the lessons and as part of the performance.</p> <p>Compose a simple melody using simple rhythms. and use as part of the performance Using the notes: C, A + G</p> <p>Learn to play these tunes using the Ocarina: Swinging Sliding Sugar Candy See the Sea</p>	<p>will <b>know the difference between pulse and rhythm</b>. Through the study of the ocarina children will <b>know how pulse, rhythm and pitch work together to create a song</b>. Children will <b>know the notes F#, C on the Ocarina</b>.</p>	<p>compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody.</p>	<p>Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.</p>
Summer 2		<p>Learn to play these tunes using the Ocarina: Ten in the Bed When the saints Zero to Hero B-Bopalula</p>	<p>Through the study of the ocarina children will <b>know how pulse, rhythm and pitch work together to create a song</b>. Children will <b>know the notes C#, A# and G# on the Ocarina</b>.</p> <p>Children will <b>know music can be written as musical notation and n e (quaver)is worth 1/2 a beat</b>.</p>		<p>Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.</p>
Vocabulary to be learnt by end Y3	<p>Structure, introduction, verse, chorus, pulse, pitch, tempo, dynamics bass, synthesizer, melody Introduction, electric guitar, keyboard, organ, backing vocals, riff, reggae, scale, ocarina, notation, crotchet, minim, rest, stave, ensemble</p>				

Year 4

Term	Unit Name	Skills	Knowledge	Key vocabulary to be taught	Visitor/trips and other opportunities
Autumn 1	Mamma Mia	<p>Identify the piece's structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus.</p> <p>Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums.</p> <p>Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture.</p> <p>Singing in unison.</p> <p>Play instrumental parts accurately and in time, as part of the performance. The easy part: G by ear</p> <p>Improvise in the lessons and as part of the performance. Compose a simple melody using simple rhythms and use it as part of the performance.</p> <p>Using the notes: G, A + B</p>	<p>Children will study Abba's music and will become familiar with this pop genre. Whilst exploring Abba's music children will <b>know the difference between pulse and rhythm and be able to keep the internal pulse.</b></p> <p>Children will <b>know what a melody is and how to compose a simple melody.</b></p>	<p>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison.</p>	<p>Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.</p>
Autumn 1	Glockenspiel Stage 2	<p>Revise, play and read the notes C, D, E, F + G. Learn to play these tunes: Mardi Gras Groovin' Two-Way Radio Flea Fly Rigadoon</p>	<p>When studying the Glockenspiel children will <b>know the difference between pulse and rhythm and be able to keep the internal pulse.</b></p> <p>Children will <b>know how to create musical ideas for the group to copy</b></p>	<p>Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure.</p>	<p>Geography – modern-day Greece.</p> <p>Timeline – link to prior learning –</p>

		<p>Mamma Mia</p> <p>Revisit these tunes from Stage 1:          Portsmouth          Strictly D          Play Your Music          Drive          Compose using the notes C, D, E, F + G.</p>	<p><b>or respond to.</b> Using the Glockenspiel children will <b>know the notes C,D,E,F and G</b></p>		<p>preMusic (Y4) and Romans (Y3).</p>
Spring 1	Stop! (Grime)	<p>Identify the structure Intro and 6 rapped verses, each with a sung chorus.</p> <p>Identify the instruments/voices: Digital/electronic sounds, turntables, synthesizers, drums.</p> <p>Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture using glocks and/or recorders play C, sometimes D and reading notes.</p> <p>Singing and rapping in unison and in parts.</p> <p>Compose own rapped lyrics about bullying or another topic or theme that you decide as a class.</p>	<p>Children will study Grime music and will become familiar with this genre. Whilst exploring Grime music children will <b>know the difference between pulse and rhythm and be able to keep the internal pulse.</b> Children will <b>know how to make musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</b> Children will <b>know and identify the instruments associated with Grime music, turntables, synthesizers and drums.</b></p>	<p>Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo.</p>	<p>Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.</p>
Spring 2	Lean On Me (Soul/Gospel)	<p>Identify the piece's structure: Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro.</p> <p>Identify the instruments/voices: Male vocal, backing vocal, piano, bass, drums, organ.</p> <p>Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture</p>	<p>Children will study Soul and Gospel music and will become familiar with this genre. Whilst exploring Soul and Gospel music children will <b>know the difference between pulse and rhythm and be able to keep the internal pulse.</b> Children will <b>know how to make musical decisions and get involved in musical leadership,</b></p>	<p>Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, tempo, dynamics, texture,</p>	<p>Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their</p>

		<p>Singing in unison. Play instrumental parts accurately and in time, as part of the performance. The easy part: C + F by ear.</p> <p>Improvise in the lessons and as part of the performance. F and sometimes G. Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: F, G + A</p>	<p><b>creating musical ideas for the group to copy or respond to.</b> Children will <b>know and identify the instruments associated with Soul and Gospel</b></p> <p><b>Male vocal, backing vocal, piano, bass, drums, organ</b></p>	<p>structure, compose, hook, riff, melody, solo.</p>	<p>musical knowledge and experience.</p>
<p><b>Summer 1</b></p>	<p><b>Blackbird (Pop)</b></p>	<p>Identify the themes: Equality, civil rights.</p> <p>Identify instruments/voices: Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong. Do the words tell a story? Does the music create a story in your imagination? What story?</p> <p>Singing in unison. Play instrumental parts accurately and in time, as part of the performance. The easy part C + G by ear</p> <p>Improvise in the lessons and as part of the performance. C and sometimes D.</p> <p>Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: C, D + E.</p>	<p>Children will study songs that tell a story of equality and civil rights and will become familiar with this genre. Whilst exploring the genre children will <b>know that songs can tell a story about equality and civil rights and music brings many emotions along with it.</b></p> <p>Children will <b>know the difference between pulse and rhythm and be able to keep the internal pulse.</b> <b>Children will know how to make their own musical decisions</b> and get involved in musical leadership, <b>they will know how to create musical ideas for the group to copy or respond to.</b></p>	<p>Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo</p>	<p>Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.</p>
<p><b>Summer 2</b></p>	<p><b>Reflect, Rewind and Replay</b></p>	<p>Listen and Appraise Classical music</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Singing</p>	<p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of</p>		<p>Listening to the additional four songs/pieces in this Unit will support and enrich the</p>

		Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place	Music and the beginnings of the Language of Music.		children's understanding of its theme, while deepening their musical knowledge and experience.
<b>Vocabulary to be learnt by end Y4</b>	Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, crescendo, diminuendo, melody, solo, pentatonic scale, sharp, flat				

<u>Year 5</u>					
Term	Unit Name	Skills	Knowledge	Key vocabulary	Visitor/trips and other opportunities
Autumn 1	Samba Drumming	Understanding how Samba fits into Brazilian culture and the role it plays. Develop an understanding of the names of all the instruments we are using and their role within the Samba. Explore the difference between rhythm and pulse is.	When studying Samba Drumming children will <b>know the pulse and rhythm, work together to make a song sound interesting, and be able to keep the internal pulse.</b> Children will <b>know how to take on a musical leadership, creating musical ideas for the group to copy or respond to.</b> Children will <b>know Tamborins, Snare Drums Surdos, repeniques, agogo bells</b>	Tamborins, Snare Drums Surdos, repeniques, agogo bells imagination, improvise, compose, pulse, rhythm,	Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.
Autumn 2	Samba Drumming	Understand what basic rhythmic notation looks like written down. Learn how to make up their own rhythms using simple words and phrases. Develop a basic Samba using multiple rhythms and calls.	When studying Samba Drumming children will <b>know the pulse and rhythm, work together to make a song sound interesting and be able to keep the internal pulse.</b>  Children will <b>know music can be written as musical notation and</b>	pitch, tempo, dynamics, notation, crochet, quaver, semi breve, minim	Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while

		Improve listening skills and dexterity within a musical environment.			deepening their musical knowledge and experience.
Spring 1	Samba Drumming	Use techniques associated with Samba- Call and Response. Explore in-depth notation Be confident in creating their own rhythms and calls that suit the instrument they are on.	When studying Samba Drumming children will <b>know many beats each type of note is worth and know how many beats should be in the phrase.</b> Children will <b>know more complicated rhythms by mixing up the note values.</b>  Children will <b>know music can be written as musical notation</b> ♩	imagination, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, call and response, percussion crochet, beats, quaver, semi breve, minim	Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.
Spring 2	Samba Drumming	Practice a more complex Samba using more rhythms and harder techniques on the instruments. Use singing and Body Percussion to create a Samba. Understand Rhythm, Pulse, Dynamics, Tempo, Pitch and all the words and phrases associated with these.	When studying Samba Drumming children will <b>know the pulse, rhythm, pitch, tempo and dynamics work together to make a song sound interesting, and be able to keep the internal pulse.</b>	imagination, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, call and response, notation, body percussion crochet, beats, quaver, semi breve, minim	Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.
Summer 1	Samba Drumming	Write their own Samba. This would include the pupils writing all of their own rhythms and calls.	When studying Samba Drumming children will <b>know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a</b>	Tamborins, Snare Drums Surdos, repeniques,	Listening to the additional four songs/pieces in this Unit will support

		Choose which extended techniques and how the layout of their Samba would work. Play all of the different Instruments and feel comfortable wherever they are placed.	<b>song sound interesting, and be able to keep the internal pulse.</b>	agogo bells imagination, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, call and response, notation, body percussion crochet, quaver, semi breve, minim	and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.
<b>Summer 2</b>	<b>Samba Drumming</b>	Play Brazilian songs relating to Samba to improve both language skills and all-round musicality. Perform either in an Assembly or at break time for the students to show what they have learnt and feel the satisfaction of a performance opportunity.	When studying Samba Drumming children will <b>know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.</b> Children will <b>know how to take on a musical leadership, creating musical ideas for the group to copy or respond to.</b>	Tamborins, Snare Drums Surdos, repeniques, agogo bells imagination, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, call and response, notation, body percussion crochet, quaver, semi breve, minim	Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.

<b>Vocabulary to be learnt by end Y5</b>	Tambourins, Snare Drums, Surdos, repeniques, agogo bells, imagination, pulse, tempo, dynamics, call and response, notation, body percussion (crochet Y3), quaver, beats, (rest y3), duration, bars
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<b>Year 6</b>					
<b>Term</b>	<b>Unit Name</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Key vocabulary</b>	<b>Visitor/trips and other opportunities</b>
<b>Autumn 1</b>	<b>Getting to know the Ukulele</b>	Develop an understanding of the Ukulele and its history. Develop an understanding of how to tune a Ukulele. Explore the string notes (My dog has fleas) Play a simple song and sing Explore the difference between rhythm and pulse is.	When learning to play the Ukulele children will <b>know that the Ukulele is a tuned instrument and will know how to tune each string. Children will know how to hold the Ukulele correctly and strum open string patterns rhythmically and, on the beat, and will be able to play the C, C7, and F chord</b>	Ukulele Re Entrant Tuning body, neck, finger or fret board, frets, sound hole, bridge, saddle, nut, tuning pegs, strings.	Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.
<b>Autumn 2</b>	<b>Getting to know the Ukulele</b>	Introduction of note values. Aural recognition of crotchet, quaver and semi quaver notes. Visual recognition/reading simple rhythms Learn new songs to introduce G7 and A minor	When learning to play the Ukulele children will Compose and perform a class Christmas song. To do this they will <b>know 5 chords C, C7, G7, and F and know how to read and write open string melodies for the ukulele on the stave and know how musicians use stave notation for rhythm and pitch.</b>	crotchet, quaver and semi quaver Chord	Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding

		<p>learn new repertoire for a Christmas performance</p> <p>Compose and perform simple melodies using a variety of notation</p> <p>Use composition ideas to develop a class Christmas song/songs</p>			<p>of its theme, while deepening their musical knowledge and experience.</p>
Spring 1	Melody Time	<p>Play scales and more complex melodies using fretted notes</p> <p>Expand knowledge of chords further widen song repertoire</p> <p>Identify and use the interrelated dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</p> <p>2 and 3 part ensemble playing</p>	<p>When learning to play the Ukulele children will <b>know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.</b> Children <b>will know how to take on a musical leadership, creating musical ideas for the group to copy or respond to.</b> Whilst playing the Ukulele children will <b>know how to strum and change chords confidently in time. Children will know music is created by you and kept in some way. It's like writing a story and it can be played or performed again to your friends.</b> Children will <b>know the connection between sound and symbol.</b></p>	<p>body, neck, finger or fret board, frets, sound hole, bridge, saddle, nut, tuning pegs, strings. crotchet, quaver and semi quaver Pulse Rhythm tempo dynamics texture</p>	<p>Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.</p>
Spring 2	Melody Time	<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</p>	<p>When learning to play the Ukulele children will <b>know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.</b></p> <p>Whilst playing the Ukulele children will <b>know how to strum and change chords confidently in time and know the correct finger positions for Am, Em D and G.</b> Children will <b>know the major, minor and pentatonic scales.</b></p>	<p>body, neck, finger or fret board, frets, sound hole, bridge, saddle, nut, tuning pegs, strings. crotchet, quaver and semi quaver</p>	<p>Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their</p>

		<p>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>Children will <b>know the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers and know the differences between 2/4, 3/4 and 4/4 time signatures.</b></p>	<p>Pulse Rhythm tempo dynamics texture Scale major minor semibreve minim</p>	<p>musical knowledge and experience.</p>
Summer 1	Improvisation -let's Jam	<p>Improvisation using longer phrases over chord changes Syncopated rhythms Copy back using three notes 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. Talk about the music and how it makes you feel, using musical language to describe the music</p>	<p>When learning to play the Ukulele children will <b>know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.</b> Children will <b>know how to take on a musical leadership, creating musical ideas for the group to copy or respond to.</b> Whilst playing the Ukulele children will <b>know improvisation is making up your own tunes on the spot and when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</b></p>	<p>Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo</p> <p>Pentatonic scale groove Ternary</p>	<p>Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.</p>
Summer 2	Improvisation -let's Jam	<p>Improvisation using longer phrases over chord changes Syncopated rhythms Copy back using three notes</p>	<p>When learning to play the Ukulele children will <b>know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting and be able to keep the internal pulse.</b></p>	<p>Melody, compose, improvise, cover,</p>	<p>Listening to the additional four songs/pieces in this Unit will</p>

		<p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>Use musical words when talking about the songs.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music</p>	<p>Children will <b>know how to take on a musical leadership, creating musical ideas for the group to copy or respond to.</b></p> <p>Whilst playing the Ukulele children will <b>know that using one, two or three notes confidently is better than using five and know that if you improvise using the notes you are given, you cannot make a mistake.</b></p> <p>When improvising with the Ukulele children will <b>know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations and know three well-known improvising musicians.</b></p>	<p>pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo</p>	<p>support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.</p>
<b>Vocabulary to be learnt by end Y6</b>	<p>Pulse Composition Improvisation phrases unison producer Quaver Hook Riff Ostinato Crescendo, staccato , chord, major minor harmony, timbre texture (crochet Y3/5), quaver, semibreve, (minim Y3), beats, (rest y3) fret board Pentatonic scale</p>				

### Impact

Outcomes evidenced via 2Simple and Music floor book on iPad for nursery and reception. Y1-Y6 evidence gathered through assessment videos at the end of the unit. Showing a broad, exciting, and balanced Music curriculum, demonstrating the children's acquisition of the identified key knowledge, vocabulary, and skills.

Children review the agreed objectives at the end of every lesson and are actively encouraged to identify their own target areas, with support from their teachers. Children are also asked to show what they have learned comparative to their starting points at the end of every topic.

Emphasis is placed on analytical thinking and deeper questioning which helps pupils gain a coherent knowledge and understanding of the wider world and are curious to know more about the music. Through this, children learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Performance opportunities provide further relevant, engaging, and deeper contextual learning.