	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Me!	My stories	Everyone!	Our World	Whole class	Whole class
					<u>ensemble</u>	<u>ensemble</u>
					tuition- Mr	tuition- Mr
					Smith- Djembe	Smith- Djembe
Main style	Action songs	Nursery	Nursery rhymes	Action songs	Various	Various
		rhymes				
Main skill	Singing	Improvisation	Composition	Performing	Singing	Singing
Early learning	•Enjoys joining in	with dancing and rin	g games.			
Goals (30-50	•Sings a few famil	liar songs.				
months)	•Beginning to mo					
	• Imitates movem	nent in response to m	nusic.			
	•	repeated rhythms.				
	•	rns how sounds can l	_			
	•	and how colours can				
		•	o enclose a space, and the	-	e shapes to represent	objects.
			cribe the texture of thin	gs.		
		nstruction materials.				
			ks vertically and horizon	ally, making enclosur	es and creating spaces	5.
		on pieces together to				
Forly loorning	+	n be used for a purpo				
Early learning Goals (40-60+	_	repertoire of songs erent sounds of instr				
months)	•	appens when they m				
months)		create different textu				
	•		n be combined to create	new effects		
		terials to achieve a p		TICVV CITCOLS.		
	·	·	sing a variety of resource)		
		• •	npetently and appropria			
	_ CCCC CATTRIC COOL	2 2.14 (22.11119423 201	potonity and appropria	,-		

Early Learning Goal	 Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 						
Year 1	Hey You!	Whole class ensemble tuition- Mr Smith- Djembe	In The Groove	Whole class ensemble tuition- Mr Smith- Djembe	<u>Your</u> <u>Imagination</u>	Rhythm In The Way We Walk and Banana Rap	
Main style	Old school Hip-hop	Various	Blues, Baroque, Latin, Bhangra, Folk, Funk	Various	Рор	Reggae	
Main skill	Singing	Singing	Improvisation	Playing	Composition	Singing	
Knowledge	To confidently sing or rap five songs from memory and sing them in unison.	To confidently sing or rap five songs from memory and sing them in unison.	 Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can 	 Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing. 	• Composing is like writing a story with music. • Everyone can compose.	To confidently sing or rap five songs from memory and sing them in unison.	

			improvise!			
Skills	Learn about	Learn about	Use the	● Treat	 Help to create a 	Learn about
	voices, singing	voices, singing	improvisation tracks	instruments	simple melody	voices, singing
	notes of	notes of different	provided. Improvise	carefully and with	using one, two or	notes of different
	different	pitches (high and	using the three	respect.	three notes.	pitches (high and
	pitches (high	low).	challenges: 1. Clap	Play a tuned	Learn how the	low).
	and low).	Learn that they	and Improvise –	instrumental part	notes of the	Learn that they
	Learn that	can make	Listen and clap back,	with the song they	composition can	can make different
	they can make	different types of	then listen and clap	perform.	be written down	types of sounds
	different types	sounds with their	your own answer	Learn to play an	and changed if	with their voices –
	of sounds with	voices – you can	(rhythms of words).	instrumental part	necessary.	you can rap or say
	their voices –	rap or say words	2. Sing, Play and	that matches their		words in rhythm.
	you can rap or	in rhythm.	Improvise – Use	musical challenge,		Learn to start
	say words in	Learn to start	voices and	using one of the		and stop singing
	rhythm.	and stop singing	instruments, listen	differentiated		when following a
	Learn to start	when following a	and sing back, then	parts (a one-note		leader
	and stop singing	leader	listen and play your	part, a simple part,		
	when following		own answer using	medium part).		
	a leader		one or two notes. 3.	Listen to and		
			Improvise! – Take it	follow musical		
			in turns to improvise	instructions from a		
			using one or two	leader		
			notes.			
Skills covered			g to music by dancing, m			
throughout		•	es and Challenges within	each Unit that embed	l pulse, rhythm and p	itch. Children will
the year	•	owing in relation to t	_			
(Games and		_	se! Find the pulse. Choos		-	
listening and	Game 2 – Rhytł	nm Copy Back Listen	to the rhythm and clap b	back. Copy back short	rhythmic phrases bas	ed on words, with

	1									
appraising)	one and two sylla	bles whilst marching	to the steady beat.							
	● Game 3 – Rhyth	nm Copy Back, Your T	Turn Create rhythms for o	others to copy						
	• Game 4 – Pitch	Copy Back and Voca	l Warm-up 1 Listen and s	ing back. Use your vo	ices to copy back using	g 'la', whist				
	marching to the s	•								
	• Game 4a – Pitcl	• Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices								
	to copy back using 'la'.									
Knowledge	To know 5 song	s off by heart.								
covered		he songs are about.								
throughout		•	nd names of some of the	instruments they use						
the year	• To know that music has a steady pulse, like a heartbeat.									
(Games and	● To know that we can create rhythms from words, our names, favourite food, colours and animals.									
listening and										
appraising)		T	T	Γ	Γ	Γ				
Year 2	Whole class	<u>Ho Ho Ho</u>	Whole class	<u>Zootime</u>	<u>I wanna play in</u>	Friendship song				
	<u>ensemble</u>		ensemble tuition-		<u>a band</u>					
	tuition- Mr		Mr Smith- Djembe							
	Smith-									
	<u>Djembe</u>									
Main style	Samba	Various	Samba	Reggae	Rock	Рор				
Main skill	Playing	Singing	Playing	Improvisation	Composition	Performing				
Knowledge	• Learn the	 To confidently 	• Learn the names of	 Improvisation is 	 Composing is like 	• A performance is				
	names of the	know and sing	the notes in their	making up your	writing a story with	sharing music with				
	notes in their	five songs from	instrumental part	own tunes on the	music.	an audience.				
	instrumental	memory.	from memory or	spot.	• Everyone can	A performance				
	part from	To know that	when written down.	When someone	compose.	can be a special				
	memory or	unison is	 Know the names of 	improvises, they		occasion and				
	when written	everyone singing	untuned percussion	make up their own		involve a class, a				
	down.	at the same time.	instruments played in	tune that has		year group or a				
	Know the	 Songs include 	class.	never been heard		whole school.				

	names of	other ways of		before. It is not		An audience can
	untuned	using the voice		written down and		include your
	percussion	e.g. rapping		belongs to them.		parents and
	instruments	(spoken word).		Everyone can		friends.
	played in class.	To know why		improvise, and you		
		we need to warm		can use one or two		
		up our voices.		notes.		
Skills	• Treat	Learn about	 Treat instruments 	Use the	Help create	Choose a song
	instruments	voices singing	carefully and with	improvisation	three simple	they have learnt
	carefully and	notes of different	respect.	tracks provided.	melodies with the	from the Scheme
	with respect.	pitches (high and	 Learn to play a 	Improvise using	Units using one,	and perform it.
	Learn to play	low).	tuned instrumental	the three	three or five	They can add
	a tuned	Learn that they	part that matches	challenges: 1. Clap	different notes.	their ideas to the
	instrumental	can make	their musical	and Improvise –	Learn how the	performance.
	part that	different types of	challenge, using one	Listen and clap	notes of the	Record the
	matches their	sounds with their	of the differentiated	back, then listen	composition can	performance and
	musical	voices – you can	parts (a one-note,	and clap your own	be written down	say how they were
	challenge, using	rap (spoken word	simple or medium	answer (rhythms	and changed if	feeling about it.
	one of the	with rhythm).	part).	of words). 2. Sing,	necessary.	
	differentiated	Learn to find a	Play the part in	Play and Improvise		
	parts (a one-	comfortable	time with the steady	 Use voices and 		
	note, simple or	singing position.	pulse.	instruments, listen		
	medium part).	Learn to start	Listen to and	and sing back,		
	Play the part	and stop singing	follow musical	then listen and		
	in time with the	when following a	instructions from a	play your own		
	steady pulse.	leader.	leader.	answer using one		
	Listen to and			or two notes. 3.		
	follow musical			Improvise! – Take		
	instructions			it in turns to		
	from a leader.			improvise using		

				one or two notes.					
Skills covered	 ◆ To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. 								
throughout	• To learn how songs can tell a story or describe an idea.								
the year	There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will								
(Games and	complete the following in relation to the main song:								
listening and	• Game 1 – Have Fun Finding the Pulse! FInd the pulse. Choose an animal and find the pulse.								
appraising)	• Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat.								
		_	•	others to conv					
	 Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy. Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whilst 								
	marching the steady beat.								
	• Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices								
	to copy back using 'la'.								
Knowledge	• To know five so	ngs off by heart.							
covered		_	or a response/answer pa	art.					
throughout		ongs have a musical s							
the year		usic has a steady pul							
(Games and		•	s from words, our names	, favourite food, coloເ	irs and animals.				
listening and	•	ferent from the stea	• •						
appraising)	• we add nigh and	a iow sounds, pitch,	when we sing and play o	ur instruments.					
Voor 2	Lot Vour Spirit	Glockonsnial	Whole class	Whole class	Throat ittle	The Dragen			
Year 3	Let Your Spirit	Glockenspiel	Whole class	Whole class	Three Little	The Dragon			
	<u>Fly</u>	Stage 1	ensemble tuition-	<u>ensemble</u>	<u>Birds</u>	<u>Song</u>			
			brass with Mr	tuition- brass					
			<u>Culross</u>	with Mr Culross					
Main style	RnB	Various	N/A	N/A	Reggae	Рор			

Main skill	Singing	Playing	Playing	Performing	Composition	Improvisation
Main skill Knowledge	To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen	Playing To know and be able to talk about: • The instruments used in class (a glockenspiel, a recorder)	Playing To know and be able to talk about: • The instruments used in class (a glockenspiel, a recorder)	To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special	Composition To know and be able to talk about: • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • Different ways of recording compositions (letter names, symbols, audio etc.)	To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them To know that using one or two notes confidently is better than using five To know that if you improvise
	you must listen to each other • To know why			can be a special occasion and involve an		you improvise using the notes you are given, you
	you must warm up your voice			audience including of people you don't know It is planned and different for each		cannot make a mistake

				occasion		
				• It involves		
				communicating		
				feelings, thoughts		
				and ideas about		
				the song/music.		
Skills	• To sing in	● To treat	To treat	• To choose what	 Help create at 	Improvise using
	unison and in	instruments	instruments carefully	to perform and	least one simple	instruments in the
	simple two-	carefully and with	and with respect.	create a	melody using one,	context of the song
	parts. • To	respect.	Play any one, or all	programme.	three or five	they are learning
	demonstrate a	Play any one, or	of four, differentiated	 To communicate 	different notes.	to perform. Using
	good singing	all of four,	parts on a tuned	the meaning of the	 Plan and create 	the improvisation
	posture.	differentiated	instrument – a one-	words and clearly	a section of music	tracks provided,
	To follow a	parts on a tuned	note, simple or	articulate them.	that can be	children will
	leader when	instrument – a	medium part or the	 To talk about 	performed within	complete the
	singing.	one-note, simple	melody of the song)	the best place to	the context of the	Bronze, Silver or
	To enjoy	or medium part	from memory or	be when	unit song.	Gold Challenges:
	exploring	or the melody of	using notation.	performing and	Talk about how	Bronze
	singing solo.	the song) from	 To rehearse and 	how to stand or	it was created.	Challenge: ○ Copy
	To sing with	memory or using	perform their part	sit.	Listen to and	Back – Listen and
	awareness of	notation.	within the context of	 To record the 	reflect upon the	sing back ○ Play
	being 'in tune'.	• To rehearse and	the Unit song.	performance and	developing	and Improvise –
	To have an	perform their part	 To listen to and 	say how they were	composition and	Using instruments,
	awareness of	within the context	follow musical	feeling, what they	make musical	listen and play
	the pulse	of the Unit song.	instructions from a	were pleased with	decisions about	your own answer
	internally when	 To listen to and 	leader	what they would	pulse, rhythm,	using one note. O
	singing.	follow musical		change and why	pitch, dynamics	Improvise! – Take
		instructions from			and tempo.	it in turns to
		a leader			Record the	improvise using
					composition in any	one note.

		way appropriate	• Silver Challenge:
		that recognises the	Sing, Play and
		connection	Copy Back – Listen
		between sound	and copy back
		and symbol (e.g.	using instruments,
		graphic/pictorial	using two different
		notation).	notes. ○ Play and
			Improvise – Using
			your instruments,
			listen and play
			your own answer
			using one or two
			notes. O Improvise!
			 Take it in turns to
			improvise using
			one or two notes.
			Gold Challenge:
			Sing, Play and
			Copy Back – Listen
			and copy back
			using instruments,
			two different
			notes. ○ Play and
			Improvise – Using
			your instruments,
			listen and play
			your own answer
			using two different
			notes. o Improvise!
			– Take it in turns to

						improvise using three different notes.	
Skills covered throughout the year (Games and listening and appraising)	 Listen carefully an Using the Warm up Children will comple 1. Find the Pulse 2. Rhythm Copy Back Perhaps lead the class 3. Pitch Copy Back U 	at the words of a second control of a second respectfully to one of the following in the second control of the following in the second control of the following as using their simplesing 2 Notes a. Broads	song mean. song makes them feel. other people's thoughts a ided, complete the Bron relation to the main son and say back rhythms b. S le rhythms onze: Copy back – 'Listen	ze, Silver and Gold Chg, using two notes: Silver: Create your ow and sing back' (no no	n simple rhythm patt otation) b. Silver: Copy	back with	
Knowledge covered throughout the year (Games and listening and appraising)	instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: O Its lyrics: what the song is about O Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) O Identify the main sections of the song (introduction, verse, chorus etc.) O Name some of the instruments they heard in the song. Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer.						
<u>Year 4</u>	Mamma Mia	Glockenspiel Stage 2	Stop!/ Lean on me	<u>Blackbird</u>	Whole class ensemble tuition- strings	Whole class ensemble tuition- strings	

Main style	Pop-Abba	Various	Rap	The Beatles	Various	Various
Main skill	Singing	Playing	Composition	Improvise	Playing	Performance
Knowledge	To know and be	To know and be	To know and be able	To know and be	To know and be	To know and be
	able to talk	able to talk about:	to talk about:	able to talk about	able to talk about:	able to talk about:
	about:	• The instruments	A composition:	improvisation:	 The instruments 	Performing is
	Singing in a	used in class (a	music that is created	Improvisation is	used in class (a	sharing music with
	group can be	glockenspiel,	by you and kept in	making up your	glockenspiel,	other people, an
	called a choir	recorder or	some way. It's like	own tunes on the	recorder or	audience
	Leader or	xylophone)	writing a story. It can	spot	xylophone)	 A performance
	conductor: A	• Other	be played or	When someone	Other	doesn't have to be
	person who the	instruments they	performed again to	improvises, they	instruments they	a drama! It can be
	choir or group	might play or be	your friends.	make up their own	might play or be	to one person or to
	follow	played in a band	Different ways of	tune that has	played in a band or	each other
	Songs can	or orchestra or by	recording	never been heard	orchestra or by	You need to
	make you feel	their friends	compositions (letter	before. It is not	their friends	know and have
	different things		names, symbols,	written down and		planned everything
	e.g. happy,		audio etc.)	belongs to them.		that will be
	energetic or sad			To know that		performed
	Singing as			using one or two		You must sing or
	part of an			notes confidently		rap the words
	ensemble or			is better than		clearly and play
	large group is			using five		with confidence
	fun, but that			To know that if		A performance
	you must listen			you improvise		can be a special
	to each other			using the notes		occasion and
	• Texture: How			you are given, you		involve an
	a solo singer			cannot make a		audience including
	makes a thinner			mistake To know		of people you
	texture than a			that you can use		don't know

	large group			some of the riffs		• It is planned and
	To know why			you have heard in		different for each
	you must warm			the Challenges in		occasion
	up your voice			your		It involves
				improvisations		communicating
						feelings, thoughts
						and ideas about
						the song/music
Skills	To sing in	To treat	Help create at least	Improvise using	To treat	 To choose what
	unison and in	instruments	one simple melody	instruments in the	instruments	to perform and
	simple two-	carefully and with	using one, three or all	context of a song	carefully and with	create a
	parts. • To	respect.	five different notes.	they are learning	respect.	programme.
	demonstrate a	Play any one,	 Plan and create a 	to perform. Use	Play any one, or	Present a
	good singing	or all four,	section of music that	the improvisation	all four,	musical
	posture.	differentiated	can be performed	tracks provided	differentiated	performance
	To follow a	parts on a tuned	within the context of	and improvise	parts on a tuned	designed to
	leader when	instrument – a	the unit song.	using the Bronze,	instrument – a	capture the
	singing.	one-note, simple	 Talk about how it 	Silver or Gold	one-note, simple	audience.
	To enjoy	or medium part	was created.	Challenges.	or medium part or	• To communicate
	exploring	or the melody of	Listen to and	Bronze	the melody of the	the meaning of the
	singing solo.	the song from	reflect upon the	Challenge: ○ Copy	song from memory	words and clearly
	To sing with	memory or using	developing	Back – Listen and	or using notation.	articulate them.
	awareness of	notation.	composition and	sing back melodic	 To rehearse and 	 To talk about
	being 'in tune'.	• To rehearse and	make musical	patterns o Play	perform their part	the best place to
	To rejoin the	perform their part	decisions about	and Improvise –	within the context	be when
	song if lost.	within the context	pulse, rhythm, pitch,	Using instruments,	of the Unit song.	performing and
	To listen to	of the Unit song.	dynamics and tempo.	listen and play	To listen to and	how to stand or sit.
	the group when	 To listen to and 	Record the	your own answer	follow musical	To record the
	singing.	follow musical	composition in any	using one note. O	instructions from a	performance and
		instructions from	way appropriate that	Improvise! – Take	leader.	say how they were

a leader.	recognises the	it in turns to	To experience	feeling, what they
• To experie			leading the playing	were pleased with
leading the	sound and symbol	one note.	by making sure	what they would
playing by n	•		everyone plays in	change and why.
sure everyo	- ' ' '	o Sing, Play and	the playing section	
plays in the	·	Copy Back – Listen	of the song.	
playing sect		and copy back	or the song.	
the song.		using instruments,		
the song.		using two different		
		notes. O Play and		
		Improvise – Using		
		your instruments,		
		listen and play		
		your own answer		
		using one or two		
		notes. O		
		Improvise! – Take		
		it in turns to		
		improvise using		
		one or two notes.		
		• Gold Challenge:		
		o Sing, Play and		
		Copy Back – Listen		
		and copy back		
		using instruments,		
		two different		
		notes. O Play and		
		Improvise – Using		
		your instruments,		
		listen and play		
		listeri ariu piay		

		your own answer				
		using two different				
		notes. o				
		Improvise! – Take				
		it in turns to				
		improvise using				
		three different				
		notes				
Skills covered	 To confidently identify and move to the pulse. 					
throughout	• To talk about the musical dimensions working together in	the Unit songs e.g. if the song gets louder in the chorus				
the year	(dynamics).					
(Games and	 Talk about the music and how it makes them feel. 					
listening and	• Listen carefully and respectfully to other people's thought	ts about the music.				
appraising)	 When you talk try to use musical words. 					
	Using the Warm up Games tracks provided, complete the Br	ronze, Silver and Gold Challenges. Children will complete the				
	following in relation to the main song, using two notes: 1. Fi	ind the Pulse 2. Rhythm Copy Back: a. Bronze: Clap and say back				
	rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms 3. Pitch					
	Copy Back Using 2 Notes a. Bronze: Copy back – 'Listen and sing back' (no notation) b. Silver: Copy back with instruments,					
	without then with notation c. Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal					
	Warm-ups					
Knowledge	To know five songs from memory and who sang them or wro	ote them. To know the style of the five songs. To choose one song				
covered	and be able to talk about:					
throughout	• Some of the style indicators of that song (musical characters)	eristics that give the song its style)				
the year	 The lyrics: what the song is about 					
(Games and	 Any musical dimensions featured in the song and where the 	hey are used (texture, dynamics, tempo, rhythm and pitch)				
listening and	• Identify the main sections of the song (introduction, verse	e, chorus etc.)				
appraising)	Name some of the instruments they heard in the song					
	Know and be able to talk about:					
	 How pulse, rhythm and pitch work together 					
	Pulse: Finding the pulse – the heartbeat of the music					

	Know the differPitch: High andHow to keep th	•	and rhythm	copy or respond to		
<u>Year 5</u>	Whole class ensemble tuition-	Whole class ensemble tuition-	Livin' on a prayer	Classroom Jazz 1	Fresh Prince of Bel Air	Dancing in the street
	woodwind with Mrs Munro	woodwind with Mrs Munro				
Main style	N/A		Rock	Bossa Nova and swing	Old- school Hip- hop	Motown
Main skill	Playing		Singing	Improvisation	Composition	Singing
Knowledge	To know and be able to talk about: • Different ways of writing music down – e.g. staff notation, symbols • The notes C, D, E, F, G, A, B + C on the treble stave • The instruments they might play or be played in a band or orchestra or by their friends		 To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and be able to talk about: Its main features Singing in unison, the solo, lead vocal, 	To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard	To know and be able to talk about: • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • A composition	 To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and be able to talk about: O Its main features O Singing

	T	Г	T	T	1
		backing vocals or	before. It is not	has pulse, rhythm	in unison, the solo,
		rapping	written down and	and pitch that	lead vocal, backing
		O To know what the	belongs to them.	work together and	vocals or rapping o
		song is about and the	To know that	are shaped by	To know what the
		meaning of the lyrics	using one or two	tempo, dynamics,	song is about and
		○ To know and	notes confidently	texture and	the meaning of the
		explain the	is better than	structure	lyrics ○ To know
		importance of	using five	Notation:	and explain the
		warming up your	To know that if	recognise the	importance of
		voice	you improvise	connection	warming up your
			using the notes	between sound	voice
			you are given, you	and symbol	
			cannot make a		
			mistake		
			To know that		
			you can use some		
			of the riffs you		
			have heard in the		
			Challenges in your		
			improvisations		
			 To know three 		
			well-known		
			improvising		
			musicians		
Skills	Play a musical instrument with the	• To sing in unison	Improvise using	Create simple	• To sing in unison
	correct technique within the context	and to sing backing	instruments in the	melodies using up	and to sing backing
	of the Unit song.	vocals.	context of a song	to five different	vocals.
	 Select and learn an instrumental 	 To enjoy exploring 	to be performed.	notes and simple	To enjoy
	part that matches their musical	singing solo. To listen	Use the	rhythms that work	exploring singing
	challenge, using one of the	to the group when	improvisation	musically with the	solo. To listen to

differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.

- To rehearse and perform their part within the context of the Unit song.
- To listen to and follow musical instructions from a leader.
- To lead a rehearsal session.

singing.

- To demonstrate a good singing posture.
- To follow a leader when singing.
- To experience rapping and solo singing.
- To listen to each other and be aware of how you fit into the group.
- To sing with awareness of being 'in tune'.

tracks provided and improvise using the Bronze, Silver or Gold Challenges. 1. Play and Copy Back O Bronze – Copy back using instruments. Use one note. O Silver – Copy back using instruments. Use the two notes. O

Gold – Copy back

using instruments.

notes. 2. Play and

Improvise You will

and Answer using

instruments. Use

one note in your answer. O Silver –

Question and Answer using instruments. Use two notes in your answer. Always

Use the three

be using up to

three notes: 0 Bronze – Question reflect upon the developing composition and make musical decisions about how the melody connects with the song.

• Record the

style of the Unit

keynote or home

structure of the

Listen to and

• Explain the

note and the

melody.

song.

• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

the group when singing.

- To demonstrate a good singing posture.
- To follow a leader when singing.
- To experience rapping and solo singing.
- To listen to each other and be aware of how you fit into the group.
- To sing with awareness of being 'in tune'.

		1				
			start on a G. O			
			Gold – Question			
			and Answer using			
			instruments. Use			
			three notes in your			
			answer. Always			
			start on a G. 3.			
			Improvisation! You			
			will be using up to			
			three notes. The			
			notes will be			
			provided on-			
			screen and in the			
			lesson plan: 0			
			Bronze – Improvise			
			using one note. O			
			Silver – Improvise			
			using two notes. O			
			Gold – Improvise			
			using three notes.			
Skills covered	 To identify and move to the pulse with 	n ease.				
throughout	• To think about the message of songs.					
the year	 To compare two songs in the same sty 	le, talking about what	stands out musically in	n each of them, their	similarities and	
(Games and	differences.					
listening and	• Listen carefully and respectfully to other people's thoughts about the music.					
appraising)	When you talk try to use musical words.					
	To talk about the musical dimensions working together in the unit songs.					
	 Talk about the music and how it makes 	s you feel.				
	Using the Warm up Games tracks provide	led, complete the Bron	ze, Silver and Gold Ch	allenges. Children wil	complete the	

	following in relation to the main song, using three notes:
	Bronze Challenge
	o Find the pulse
	O Copy back rhythms based on the words of the main song, that include syncopation/off beat
	Copy back one-note riffs using simple and syncopated rhythm patterns
	Silver Challenge
	o Find the pulse
	O Lead the class by inventing rhythms for others to copy back
	O Copy back two-note riffs by ear and with notation
	Question and answer using two different notes
	Gold Challenge
	o Find the pulse
	O Lead the class by inventing rhythms for them to copy back
	O Copy back three-note riffs by ear and with notation
	Question and answer using three different notes
Knowledge	• To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?
covered	• To know the style of the five songs and to name other songs from the units in those styles.
throughout	• To choose two or three other songs and be able to talk about:
the year	O Some of the style indicators of the songs (musical characteristics that give the songs their style)
(Games and	o The lyrics: what the songs are about
listening and	O Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)
appraising)	O Identify the main sections of the songs (intro, verse, chorus
	etc.)
	O Name some of the instruments they heard in the songs
	o The historical context of the songs. What else was going on at this time?
	Know and be able to talk about:
	• How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song
	How to keep the internal pulse
	Musical Leadership: creating musical ideas for the group to copy or respond to

Year 6	Нарру	Classroom jazz	A New Year carol	New unit (to be	You've got a	Reflect, rewind
		<u>2</u>		<u>completed)</u>	<u>friend</u>	and replay
Main style	Pop/Neo Soul	Bacharach and	Benjamin Britten		70s Ballad/Pop	Classical
		Blues	(Western Classical			
			Music), Gospel,			
			Bhangra			
Main skill	Improvisation	Playing	Singing		Composition	Performance
Main skill	●To know and	• To know and be	To know and		To know and be	To know and be
Knowledge	be able to talk	able to talk about	confidently sing five		able to talk about:	able to talk about:
	about:	improvisation:	songs and their parts		A composition:	Performing is
	• A	Improvisation is	from memory, and to		music that is	sharing music with
	composition:	making up your	sing them with a		created by you and	an audience with
	music that is	own tunes on the	strong internal pulse.		kept in some way.	belief
	created by you	spot when	To know about the		It's like writing a	 A performance
	and kept in	someone	style of the songs so		story. It can be	doesn't have to be
	some way.	improvises, they	you can represent		played or	a drama! It can be
	It's like writing a	make up their	the feeling and		performed again to	to one person or to
	story. It can be	own tune that has	context to your		your	each other
	played or	never been heard	audience		friends.	Everything that
	performed	before. It is not	 To choose a song 		 A composition 	will be performed
	again to your	written down and	and be able to talk		has pulse, rhythm	must be planned
	friends.	belongs to them.	about:		and pitch that	and learned
	 A composition 	To know that	o Its main features o		work together and	You must sing or
	has pulse,	using one, two or	Singing in unison, the		are	rap the words
	rhythm and	three notes	solo, lead vocal,		shaped by tempo,	clearly and play
	pitch that work	confidently is	backing vocals or		dynamics, texture	with confidence
	together and	better than using	rapping		and structure	A performance

	are	five	o To know what the	Notation:	can be a special
	shaped by	To know that if	song is about and the	recognise the	occasion and
	tempo,	you improvise	meaning of the lyrics	connection	involve an
	dynamics,	using the notes	o To know and	between sound	audience including
	texture and	you are given, you	explain the	and symbol	of people you
	structure	cannot make a	importance of	ana symbol	don't know
	• Notation:	mistake	warming up your		• It is planned and
	recognise the	To know that	voice		different for each
	connection	you can use some	Voice		occasion
	between sound	of the riffs and			• A performance
	and symbol	licks you have			involves
	and symbol	learnt in the			communicating
		Challenges in your			ideas, thoughts
		improvisations			and feelings about
		To know three			the song/music
		well-known			the song/masic
		improvising			
		musicians			
Skills	Create simple	Improvise using	To sing in unison	Create simple	To choose what
SKIIIS	melodies using	instruments in the	and to sing backing	melodies using up	to perform and
I	up to five	context of a song	vocals.	to five different	create a
I	different notes	to be performed.	• To demonstrate a	notes and simple	programme.
I	and simple	• Use the	good singing posture.	rhythms that work	To communicate
1	rhythms that	improvisation	• To follow a leader	musically with the	the meaning of the
	work musically	tracks provided	when singing.	style of the Unit	words and clearly
I	with the style of	and improvise	• To experience	song.	articulate them.
	the Unit song.	using the Bronze,	rapping and solo	• Explain the	To talk about
	• Explain the	Silver or Gold	singing.	keynote or home	the venue and how
	keynote or	Challenges.	• To listen to each	note and the	to use it to best
	home note and	1. Play and Copy	other and be aware	structure of the	effect.
		1	outer and be aware	on actare or the	CC.C.

t	the structure of	Back	of how you fit into	melody.	• To record the
t	the melody.	o Bronze – Copy	the group.	Listen to and	performance and
	Listen to and	back using	To sing with	reflect upon the	compare it to a
r	reflect upon the	instruments. Use	awareness of being	developing	previous
d	developing	one note.	'in tune'.	composition and	performance.
C	composition	o Silver – Copy		make	 To discuss and
a	and make	back using		musical decisions	talk musically
n	musical	instruments. Use		about how the	about it – "What
d	decisions about	the two notes.		melody connects	went well?" and "It
h	now the melody	o Gold − Copy		with the song.	would have been
C	connects with	back using		Record the	even better if?"
	the song.	instruments. Use		composition in any	
	Record the	the three notes.		way appropriate	
C	composition in	2. Play and		that recognises the	
a	any way	Improvise You will		connection	
	appropriate	be using up to		between sound	
	that recognises	three notes:		and symbol (e.g.	
	the	o Bronze –		graphic/pictorial	
	connection	Question and		notation).	
	between sound	Answer using			
	and symbol (e.g.	instruments. Use			
	graphic/pictorial	one			
n	notation).	note in your			
		answer.			
		o Silver –			
		Question and			
		Answer using			
		instruments. Use			
		two .			
		notes in your			

answer. Always
start on a G.
o Gold – Question
and Answer using
instruments. Use
three
notes in your
answer. Always
start on a G.
3. Improvisation!
You will be using
up to three notes.
The notes will be
provided on-
screen and in the
lesson plan:
o Bronze –
Improvise using
one note.
o Silver –
Improvise using
two notes.
o Gold –
Improvise using
three notes.
Classroom Jazz 2
– Improvise with a
feeling for the
style of Bossa
Nova and

	Swing using the						
	notes D, E, G, A +						
	B (pentatonic						
	scale/a five-note						
	pattern)						
Skills covered	To identify and move to the pulse with ease.						
throughout	• To think about the message of songs.						
the year	• To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and						
(Games and	differences.						
listening and	• Listen carefully and respectfully to other people's thoughts about the music.						
appraising)	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						
	Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the						
	following in relation to the main song, using three notes:						
	Bronze Challenge- Find the pulse, Copy back rhythms based on the words of the main song, that include syncopation/off						
	beat, Copy back one-note riffs using simple and syncopated rhythm patterns						
	Silver Challenge- Find the pulse, Lead the class by inventing rhythms for others to copy back, Copy back two-note riffs by ear						
	and with notation, Question and answer using two different notes						
	Gold Challenge- Find the pulse, Lead the class by inventing rhythms for them to copy back, Copy back three-note riffs by ear						
	and with notation, Question and answer using three different notes						
Knowledge	• To know five songs from memory, who sang or wrote them, when they were written and why?						
covered	• To know the style of the songs and to name other songs from the Units in those styles.						
throughout	• To choose three or four other songs and be able to talk about:						
the year	 The style indicators of the songs (musical characteristics that give the songs their style) 						
(Games and	 The lyrics: what the songs are about 						
listening and	 Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and 						
appraising)	timbre)						
	 Identify the structure of the songs (intro, verse, chorus etc.) 						
	Name some of the instruments used in the songs						

- The historical context of the songs. What else was going on at this time, musically and historically?
- Know and talk about that fact that we each have a musical identity.

Know and be able to talk about:

- How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music
- How to keep the internal pulse
- Musical Leadership: creating musical ideas for the group to copy or respond to