

BJS Music Curriculum - Charanga

Term & Topic	WALT/ Learning questions	Vocabulary	Knowledge	Skills	Enrichment	Global Citizen Links
Year 3						
Aut 1	Let your Spirit fly Year 3 Unit 1 <i>Theme: RnB and other musical styles</i> <ol style="list-style-type: none"> WALT identify R&B style WALT sing and play instrumental parts within R&B style WALT sing the song and improvise using instruments within the song WALT to improvise using instruments in R&B style WALT compose using instruments and notation in R&B style WALT compare famous songs in R&B style 	Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody	<u>Listen and Appraise</u> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Its lyrics: what the song is about Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song <u>Musical Activities</u> <ul style="list-style-type: none"> 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>Singing</u> <p>To know and be able to talk about</p> <ul style="list-style-type: none"> Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow 	<ul style="list-style-type: none"> To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music <p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges.</p>	End of half term performance assembly to school.	<u>Global</u> Awareness of other cultures -R and B styles <u>Society</u> Diversity of musical styles <u>Personal</u> Develop personal musical skills in singing and playing instruments Develop collaboration when singing and playing as part of a group.
Aut 2	<u>Glockenspiel Stage 1 – Year 3, Unit 2</u> <i>Theme: Exploring and developing playing skills using the glockenspiel</i>	Improvise, compose, pulse, rhythm,	<ul style="list-style-type: none"> Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow 	<ul style="list-style-type: none"> To sing in unison and in simple two-parts. To demonstrate a good singing posture. 	Christmas Concerts: Performance to parents.	<u>Personal</u> Develop personal musical skills in playing

	<ol style="list-style-type: none"> 1. WALT play a melody, improvise, and compose using D and using E 2. WALT play a melody, improvise, and compose using D&E 3. WALT play a melody, improvise, and compose using C&D 4. WALT play a melody, improvise, and compose using D, E, & F 5. WALT play a melody, improvise, and compose using C, D, E, & F 6. WALT perform a repertoire of melodies, improvisations, and compositions using C, D, E, & F 	pitch, tempo, dynamics, texture structure, melody	<ul style="list-style-type: none"> ● 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 to each other ● To know why you must warm up your voice <p><u>Playing</u> To know and be able to talk about:</p> <ul style="list-style-type: none"> ● The instruments used in class (a glockenspiel, a recorder) 	<ul style="list-style-type: none"> ● To follow a leader when singing. ● To enjoy exploring singing solo. ● To sing with awareness of being 'in tune'. ● To have an awareness of the pulse internally when singing <ul style="list-style-type: none"> ● To treat instruments carefully and with respect. ● Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. 		<p>glockenspiel and singing.</p> <p>Develop collaboration when singing and playing as part of a group.</p> <p><u>Community</u> Christmas concert to parents.</p>
Spr 1	<p><u>Three Little Birds – Year 3, Unit 3</u> <i>Themes: Reggae, happiness</i></p> <ol style="list-style-type: none"> 1. WALT identify REGGAE style 2. WALT sing and play instrumental parts within REGGAE style 3. WALT sing the song and improvise using instruments within the song 4. WALT to improvise using instruments in REGGAE style 	Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure,	<p><u>Improvisation</u> To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● 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 using the notes you are given, you cannot make a mistake 	<p>Improvise using instruments in the context of the song they are learning to perform.</p> <p>Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</p>	End of half term performance assembly to school.	<p><u>Global</u> Awareness of other cultures -Reggae</p> <p><u>Society</u> Diversity of musical styles</p> <p><u>Personal</u> Develop personal musical skills in singing and playing instruments Develop collaboration when</p>

	<p>5. WALT compose using instruments and notation in REGGAE style</p> <p>6. WALT compare famous songs in REGGAE style</p>	compose, improvise, hook, riff, melody, reggae	<p>Composition</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● 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.) <p>Performance</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● 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 occasion and involve an audience including of people you don't know <ul style="list-style-type: none"> ● It is planned and different for each occasion ● It involves communicating feelings, thoughts and ideas about the song/music 	<ul style="list-style-type: none"> ● Help create at least one simple melody using one, three or five different notes. ● Plan and create a section of music that can be performed within the context of the unit song. ● Talk about how it was created. ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the best place to be when performing and how to stand or sit. ● To record the performance and say how they were feeling, what they were pleased with what they would change and why. 		singing and playing as part of a group.
Spr 2	<p>The Dragon Song — Year 3, Unit 4</p> <p><i>Themes: Traditional Folk tunes from around the world</i></p> <ol style="list-style-type: none"> 1. WALT identify FOLK style 2. WALT sing and play instrumental parts within FOLK style 3. WALT sing the song and improvise using instruments within the song 4. WALT to improvise using instruments in FOLK style 5. WALT compose using instruments and notation in FOLK style 6. WALT compare famous songs in FOLK style 	Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, melody			End of half term performance assembly to school.	<p>Global</p> <p>Awareness of music in different cultures -traditional folk music</p> <p>Society</p> <p>Diversity of musical styles</p> <p>Personal</p> <p>Develop personal musical skills in singing and playing instruments</p> <p>Develop collaboration when singing and playing as part of a group.</p>
Sum 1	<p>Bringing Us Together – Year 3, Unit 5</p> <p><i>Theme: This is a Disco song about friendship, peace, hope and unity</i></p> <ol style="list-style-type: none"> 7. WALT identify DISCO style 8. WALT sing and play instrumental parts within DISCO style 9. WALT sing the song and improvise using instruments within the song 	Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics,			End of half term performance assembly to school.	<p>Society</p> <p>Awareness of the use of music to portray friendship, peace, hope, unity</p> <p>Personal</p> <p>Develop personal musical skills in singing and playing instruments</p> <p>Develop collaboration when</p>

	10. WALT to improvise using instruments in DISCO style 11. WALT compose using instruments and notation in DISCO style 12. WALT compare famous songs in DISCO style	texture structure, hook, riff, melody				singing and playing as part of a group.
Sum 2	Reflect, rewind and replay – continue or revisit elements of units from the year.					
Year 4						
Aut 1	<u>Mamma Mia – Year 4, Unit 1</u> <i>Theme: ABBA’s music</i> 1. WALT identify ABBA / 1970S POP style 2. WALT sing and play instrumental parts within ABBA / 1970S POP style 3. WALT sing the song and improvise using instruments within the song 4. WALT to improvise using instruments in ABBA / 1970S POP style 5. WALT compose using instruments and notation in ABBA / 1970S POP style 6. WALT compare famous songs in ABBA / 1970S POP style	Keyboard, electric guitar, bass, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison	<u>Listen and Appraise</u> 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: ● Some of the style indicators of that song (musical characteristics that give the song its style). ● The lyrics: what the song is about. ● Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). ● Identify the main sections of the song (introduction, verse, chorus etc). ● Name some of the instruments they heard in the song <u>Musical Activities</u> Know and be able to talk about: ● How pulse, rhythm and pitch work together ● Pulse: Finding the pulse – the heartbeat of the music ● Rhythm: the long and short patterns over the pulse	● To confidently identify and move to the pulse. ● To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). ● Talk about the music and how it makes them feel. ● Listen carefully and respectfully to other people’s thoughts about the music. ● When you talk try to use musical words. Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges.	End of half term performance assembly to school.	<u>Global</u> Awareness of global presence and impact of ABBA music <u>Personal</u> Develop personal musical skills in singing and playing instruments Develop collaboration when singing and playing as part of a group.
Aut 2	<u>Glockenspiel Stage 2 – Year 4, Unit 2</u> <i>Theme: Exploring and developing playing skills using the glockenspiel</i>	Rhythm patterns, compose, melody, pulse, rhythm,			Christmas Concerts: Performance to parents.	<u>Personal</u> Develop personal musical skills in singing and playing glockenspiels

	<ol style="list-style-type: none"> 1. WALT play a melody, improvise, and compose using C, D, E, & F 2. WALT play a melody, improvise, and compose using C, D, E, & F 3. WALT play a melody, improvise, and compose using C, D, E, F, & G 4. WALT play a melody, improvise, and compose using C, D, E, F, & G 5. WALT play a melody, improvise, and compose using C, D, E, F with more complex rhythm patterns 6. WALT play a melody, improvise, and compose using C, D, E, F and G 	pitch, tempo, dynamics, texture structure,	<ul style="list-style-type: none"> ● Know the difference between pulse and rhythm ● Pitch: High and low sounds that create melodies ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to <p><u>Singing</u> To know and be able to talk about:</p> <ul style="list-style-type: none"> ● 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 			<p>Develop collaboration when singing and playing as part of a group.</p> <p><u>Community</u> Christmas concert to parents.</p>
Spr 1	<p>Stop! – Year 4, Unit 3 <i>Theme: Grime and other styles of music</i></p> <ol style="list-style-type: none"> 1. WALT identify GRIME / HIP-HOP style 2. WALT sing and play instrumental parts within GRIME / HIP-HOP style 3. WALT sing the song and improvise using instruments within the song 4. WALT to improvise using instruments in GRIME / HIP-HOP style 5. WALT compose using instruments and notation in GRIME / HIP-HOP style 	Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody,	<ul style="list-style-type: none"> ● Singing as part of an ensemble or large group is fun, but that you must listen to each other ● Texture: How a solo singer makes a thinner texture than a large group ● To know why you must warm up your voice <p><u>Playing</u> To know and be able to talk about:</p> <ul style="list-style-type: none"> ● The instruments used in class (a glockenspiel, recorder or xylophone). ● Other instruments they might play or be played in a band or orchestra or by their friends 	<ul style="list-style-type: none"> ● To sing in unison and in simple two-parts. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To enjoy exploring singing solo. ● To sing with awareness of being ‘in tune’. ● To re-join the song if lost. ● To listen to the group when singing <ul style="list-style-type: none"> ● To treat instruments carefully and with respect. ● Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. 	<p>End of half term performance assembly to school.</p> <p>Opportunity to join school choir</p>	<p><u>Global</u> Awareness of music in different cultures --grime, hip-hop</p> <p><u>Society</u> Diversity of musical styles</p> <p><u>Personal</u> Develop personal musical skills in singing and playing instruments</p> <p>Develop collaboration when singing and playing as part of a group.</p>

	<p>instruments within the song</p> <p>4. WALT to improvise using instruments in BEATLES / 1960S POP style</p> <p>5. WALT compose using instruments and notation in BEATLES / 1960S POP style</p> <p>6. WALT compare famous songs in BEATLES / 1960S POP style</p>	<p>tempo, dynamics, texture structure, compose, improvise, hook, riff, melody solo</p>	<p><u>Performance</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none">● 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 occasion and involve an audience including of people you don't know● It is planned and different for each occasion● It involves communicating feelings, thoughts and ideas about the song/music	<ul style="list-style-type: none">● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).● To choose what to perform and create a programme.● Present a musical performance designed to capture the audience.● To communicate the meaning of the words and clearly articulate them.● To talk about the best place to be when performing and how to stand or sit.● To record the performance and say how they were feeling, what they were pleased with what they would change and why.		<p>Awareness of the portrayal of issues such as civil rights through music.</p> <p><u>Personal</u></p> <p>Develop personal musical skills in singing and playing instruments</p> <p>Develop collaboration when singing and playing as part of a group.</p>
Sum 2	<u>Reflect, rewind and replay</u> – continue or revisit elements of units from the year.					
Year 5						
Aut 1	<p><u>Livin' On A Prayer – Year 5, Unit 1</u></p> <p><i>Theme: Rock anthems</i></p> <p>1. WALT identify 1970S ROCK style</p> <p>2. WALT sing and play instrumental parts within 1970S ROCK style</p> <p>3. WALT sing the song and improvise using instruments within the song</p>	<p>Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus,</p>	<p><u>Listen and Appraise</u></p> <ul style="list-style-type: none">● To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?● To know the style of the five songs and to name other songs from the Units in those styles.● To choose two or three other songs and be able to talk about: ○ Some of the style indicators of the	<ul style="list-style-type: none">● To identify and move to the pulse with ease.● To think about the message of songs.● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.	<p>End of half term performance assembly to school.</p>	<p><u>Personal</u></p> <p>Develop personal musical skills in singing and playing instruments</p> <p>Develop collaboration when singing and playing as part of a group.</p>

	4. WALT to improvise using instruments in 1970S ROCK style 5. WALT compose using instruments and notation in 1970S ROCK style 6. WALT compare famous songs in 1970S ROCK style	riff, hook, improvise, compose	songs (musical characteristics that give the songs their style) o The lyrics: what the songs are about o Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) 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?	<ul style="list-style-type: none"> ● Listen carefully and respectfully to other people's thoughts about the music. ● When you talk try to use musical words. ● To talk about the musical dimensions working together in the Unit songs. ● Talk about the music and how it makes you feel. 		
Aut 2	<u>Classroom Jazz 1 – Year 5, Unit 2</u> <i>Themes: Jazz and improvisation, and Swing</i> <ol style="list-style-type: none"> 1. WALT identify JAZZ / SWING style 2. WALT sing and play instrumental parts within JAZZ / SWING style 3. WALT sing the song and improvise using instruments within the song 4. WALT to improvise using instruments in JAZZ / SWING style 5. WALT compose using instruments and notation in JAZZ / SWING style 6. WALT compare famous songs in JAZZ / SWING style 	Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo	<p>o The historical context of the songs. What else was going on at this time?</p> <p><u>Games</u> Know and be able to talk about:</p> <ul style="list-style-type: none"> ● 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 <p><u>Singing</u> <ul style="list-style-type: none"> ● 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: </p> <p>o Its main features o Singing in unison, the solo, lead vocal, backing vocals or</p>	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: <ul style="list-style-type: none"> ● To sing in unison and to sing backing vocals. ● To enjoy exploring singing solo. 	Opportunity to join school choir Choir sing to parents Christmas Concerts: Performance to parents.	<u>Global</u> Awareness of music in different cultures --jazz <u>Society</u> Diversity of musical styles <u>Community</u> Christmas concert to parents. <u>Personal</u> Develop personal musical skills in singing and playing instruments Develop collaboration when singing and playing as part of a group.
Spr 1	<u>Make You Feel My Love – Year 5, Unit 3</u> <i>Theme: Pop ballads</i> <ol style="list-style-type: none"> 1. WALT identify POP BALLAD style 	Ballad, verse, chorus, interlude, tag ending, strings, piano,	<ul style="list-style-type: none"> ● To choose a song and be able to talk about: <p>o Its main features o Singing in unison, the solo, lead vocal, backing vocals or</p>	<ul style="list-style-type: none"> ● To follow a leader when singing. 	Opportunity to join school choir End of half term performance assembly to school.	<u>Personal</u> Develop personal musical skills in singing and playing instruments

	<ol style="list-style-type: none"> WALT sing and play instrumental parts within POP BALLAD style WALT sing the song and improvise using instruments within the song WALT to improvise using instruments in POP BALLAD style WALT compose using instruments and notation in POP BALLAD style WALT compare famous songs in POP BALLAD style 	<p>guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p>	<p>rapping</p> <ul style="list-style-type: none"> To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice <p><u>Playing</u> To know and be able to talk about:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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' <ul style="list-style-type: none"> Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session. 		Develop collaboration when singing and playing as part of a group.
Spr 2	<p><u>The Fresh Prince of Bel-Air – Year 5, Unit 4</u> <i>Theme: Old-school Hip Hop</i></p> <ol style="list-style-type: none"> WALT identify HIP-HOP / RAP style WALT sing and play instrumental parts within HIP-HOP / RAP style WALT sing the song and improvise using instruments within the song WALT to improvise using instruments in HIP-HOP / RAP style WALT compose using instruments and notation in HIP-HOP / RAP style 	<p>Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p>	<p><u>Improvisation</u> To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> 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. 	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p>	<p>Opportunity to join school choir</p> <p>Choir Easter concert</p> <p>End of half term performance assembly to school.</p>	<p><u>Personal</u> Develop personal musical skills in singing and playing instruments</p> <p>Develop collaboration when singing and playing as part of a group.</p>

	6. WALT compare famous songs in HIP-HOP / RAP style		<ul style="list-style-type: none"> ● To know that using one or two notes confidently is better than using five. ● To know that if you improvise using the notes you are given, you 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 			
Sum 1	<u>Dancing in The Street – Year 5, Unit 5</u> <i>Theme: Motown</i> <ol style="list-style-type: none"> 1. WALT identify MOTOWN style 2. WALT sing and play instrumental parts within MOTOWN style 3. WALT sing the song and improvise using instruments within the song 4. WALT to improvise using instruments in MOTOWN style 5. WALT compose using instruments and notation in MOTOWN style 6. WALT compare famous songs in MOTOWN style 	Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure	<p><u>Composition</u> To know and be able to talk about:</p> <ul style="list-style-type: none"> ● 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 has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure ● Notation: recognise the connection between sound and symbol <p><u>Performance</u> To know and be able to talk about:</p> <ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. ● Explain the keynote or home note and the structure of the melody. ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation) ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the venue and how to use it to best effect. 	End of half term performance assembly to school.	<p><u>Global</u> Awareness of music in different cultures -motown</p> <p><u>Society</u> Diversity of musical styles</p> <p><u>Personal</u> Develop personal musical skills in singing and playing instruments</p> <p>Develop collaboration when singing and playing as part of a group</p>

			<ul style="list-style-type: none">● Everything that will be performed must be planned and learned● You must sing or rap the words clearly and play with confidence● A performance can be a special occasion and involve an audience, including one of people you don't know● It is planned and different for each occasion● A performance involves communicating ideas, thoughts and feelings about the song/music	<ul style="list-style-type: none">● To record the performance and compare it to a previous performance.● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”		
Sum 2	Reflect, rewind and replay – continue or revisit elements of units from the year.					
Year 6						
Aut 1	Happy – Year 6, Unit 1 <i>Theme: Being Happy</i> <ol style="list-style-type: none">1. WALT identify 2000S POP style2. WALT sing and play instrumental parts within 2000S POP style3. WALT sing the song and improvise using instruments within the song4. WALT to improvise using instruments in 2000S POP style5. WALT compose using instruments and notation in 2000S POP style6. WALT compare famous songs in 2000S POP style	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, Motown, hook, riff, solo	Listen and Appraise <ul style="list-style-type: none">● To know five songs from memory, who sang or wrote them, when they were written and why?● To know the style of the songs and to name other songs from the Units in those styles.● To choose three or four other songs and be able to talk about:<ul style="list-style-type: none">○ The style indicators of the songs (musical characteristics that give the songs their style)○ The lyrics: what the songs are about○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)○ Identify the structure of the songs (intro, verse, chorus etc.)○ Name some of the instruments used in the songs	<ul style="list-style-type: none">● To identify and move to the pulse with ease.● To think about the message of songs.● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.● 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.	End of half term performance assembly to school.	Personal Develop personal musical skills in singing and playing instruments Develop collaboration when singing and playing as part of a group

Aut 2	<u>Classroom Jazz 2 – Year 6, Unit 2</u> <i>Themes: Jazz, improvisation and composition</i> <ol style="list-style-type: none"> 1. WALT identify JAZZ style 2. WALT sing and play instrumental parts within JAZZ style 3. WALT sing the song and improvise using instruments within the song 4. WALT to improvise using instruments in JAZZ style 5. WALT compose using instruments and notation in JAZZ style 6. WALT compare famous songs in JAZZ style 	Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo	<p>o The historical context of the songs. What else was going on at this time, musically and historically?</p> <p>o Know and talk about that fact that we each have a musical Identity</p> <p><u>Games</u></p> <p>Know and be able to talk about:</p> <ul style="list-style-type: none"> ● 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 <p><u>Singing</u></p> <ul style="list-style-type: none"> ● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. ● To know about the style of the songs so you can represent the feeling and context to your audience ● To choose a song and be able to talk about: <ul style="list-style-type: none"> o Its main features o Singing in unison, the solo, lead vocal, backing vocals or rapping o To know what the song is about and the meaning of the lyrics o To know and explain the importance of warming up your voice 	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges.</p> <ul style="list-style-type: none"> ● To sing in unison and to sing backing vocals. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing. ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being 'in tune'. 	Christmas Concerts: Performance to parents.	<p><u>Global</u></p> <p>Awareness of music in different cultures --jazz</p> <p><u>Society</u></p> <p>Diversity of musical styles</p> <p><u>Community</u></p> <p>Christmas concert to parents.</p> <p><u>Personal</u></p> <p>Develop personal musical skills in singing and playing instruments</p> <p>Develop collaboration when singing and playing as part of a group</p>
Spr 1	<u>A New Year Carol – Year 6, Unit 3</u> <i>Theme: Benjamin Britten's music and cover versions.</i> <ol style="list-style-type: none"> 1. WALT identify 20TH CENTURY CLASSICAL style 2. WALT sing and play instrumental parts within 20TH CENTURY CLASSICAL style 3. WALT sing the song and improvise using instruments within the song 	Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison,	<p>o The historical context of the songs. What else was going on at this time, musically and historically?</p> <p>o Know and talk about that fact that we each have a musical Identity</p> <p><u>Games</u></p> <p>Know and be able to talk about:</p> <ul style="list-style-type: none"> ● 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 <p><u>Singing</u></p> <ul style="list-style-type: none"> ● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. ● To know about the style of the songs so you can represent the feeling and context to your audience ● To choose a song and be able to talk about: <ul style="list-style-type: none"> o Its main features o Singing in unison, the solo, lead vocal, backing vocals or rapping o To know what the song is about and the meaning of the lyrics o To know and explain the importance of warming up your voice 	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges.</p> <ul style="list-style-type: none"> ● To sing in unison and to sing backing vocals. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing. ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being 'in tune'. 	End of half term performance assembly to school.	<p><u>Personal</u></p> <p>Develop personal musical skills in singing and playing instruments</p> <p>Develop collaboration when singing and playing as part of a group</p>

	<p>4. WALT to improvise using instruments in 20TH CENTURY CLASSICAL style</p> <p>5. WALT compose using instruments and notation in 20TH CENTURY CLASSICAL style</p> <p>6. WALT compare famous songs in 20TH CENTURY CLASSICAL style</p>	urban gospel	<p>Playing</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Play a musical instrument with the correct technique within the context of the Unit song. • Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To lead a rehearsal session. 		
Spr 2	<p><u>You've Got A Friend – Year 6, Unit 4</u></p> <p><i>Theme: The music of Carole King</i></p> <p>1. WALT identify CAROLE KING BALLAD style</p> <p>2. WALT sing and play instrumental parts within CAROLE KING BALLAD style</p> <p>3. WALT sing the song and improvise using instruments within the song</p> <p>4. WALT to improvise using instruments in CAROLE KING BALLAD style</p> <p>5. WALT compose using instruments and notation in CAROLE KING BALLAD style</p> <p>6. WALT compare famous songs in CAROLE KING BALLAD style</p>	Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony	<p>Improvisation</p> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> • 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, two or three notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations 	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p>	End of half term performance assembly to school.	<p>Global</p> <p>Awareness of global impact on music of Carole King</p> <p>Society</p> <p>Diversity of musical styles</p> <p>Personal</p> <p>Develop personal musical skills in singing and playing instruments</p> <p>Develop collaboration when singing and playing as part of a group.</p>

Sum 1	Music and Me — Year 6, Unit 5 <i>Theme: Music and Me: Identity</i> <ol style="list-style-type: none"> 1. WALT identify MY OWN style 2. WALT sing and play instrumental parts within MY OWN style 3. WALT sing the song and improvise using instruments within the song 4. WALT to improvise using instruments in MY OWN style 5. WALT compose using instruments and notation in MY OWN style 6. WALT compare famous songs in MY OWN style 	Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music	<ul style="list-style-type: none"> ● To know three well-known improvising musicians <p>Composition</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● 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 has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure ● Notation: recognise the connection between sound and symbol <p>Performance</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Performing is sharing music with an audience with belief. ● A performance doesn't have to be a drama! It can be to one person or to each other. ● Everything that will be performed must be planned and learned. ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience 	<ul style="list-style-type: none"> ● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. ● Explain the keynote or home note and the structure of the melody. ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). <ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the venue and how to use it to best effect. ● To record the performance and compare it to a previous performance. ● To discuss and talk musically about it – "What went well?" and "It would have been even better if...?" 	End of half term performance assembly to school.	<p>Personal</p> <p>Develop personal musical skills in singing and playing instruments</p> <p>Develop collaboration when singing and playing as part of a group.</p>
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			including one of people you don't know <ul style="list-style-type: none"> ● It is planned and different for each occasion. ● A performance involves communicating ideas, thoughts and feelings about the song/music 			
Sum 2	PRODUCTION				Year 6 production	<u>Community</u> Performances to parents