BJS Music Curriculum - Charanga

Term &	WALT/ Learning questions	Vocabulary	Knowledge	Skills	Enrichment	Global Citizen Links
Topic Year 3						
Aut 1	Let your Spirit fly Year 3 Unit 1 Theme: RnB and other musical styles 1. WALT identify R&B style 2. WALT sing and play instrumental parts within R&B style 3. WALT sing the song and improvise using instruments within the song 4. WALT to improvise using instruments in R&B style 5. WALT compose using instruments and notation in R&B style 6. 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	Listen and Appraise ■ 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: ○ 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 Musical Activities ■ 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 Singing To know and be able to talk about ■ Singing in a group can be called a	 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 Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. To sing in unison and in simple 	End of half term performance assembly to school.	Global Awareness of other cultures -R and B styles Society Diversity of musical styles Personal Develop personal musical skills in singing and playing instruments Develop collaboration when singing and playing as part of a group.
	Year 3, Unit 2 Theme: Exploring and developing playing skills using the glockenspiel	compose, pulse, rhythm,	choir Leader or conductor: A person who the choir or group follow	two-parts. • To demonstrate a good singing posture.	Performance to parents.	Develop personal musical skills in playing

	WALT play a melody,	pitch,	Songs can make you feel	To follow a leader when		glockenspiel and
	improvise, and compose	tempo,	different things e.g. happy,	singing.		singing.
	using D and using E	dynamics,	energetic or sad	 To enjoy exploring singing solo. 		
	WALT play a melody,	texture	 Singing as part of an ensemble or 	 To sing with awareness of being 		Develop
	, ,	structure,	large group is fun, but that you	'in tune'.		collaboration when
	improvise, and compose	melody	must listen to each other	 To have an awareness of the 		singing and playing
	using D&E		 To know why you must warm up 	pulse internally when singing		as part of a group.
	3. WALT play a melody,		your voice			
	improvise, and compose		Playing			<u>Community</u>
	using C&D		To know and be able to talk about:	To treat instruments carefully		Christmas concert
	4. WALT play a melody,		• The instruments used in class (a	and with respect.		to parents.
	improvise, and compose		glockenspiel, a recorder)	Play any one, or all of four,		
	using D, E, & F			differentiated parts on a tuned		
	5. WALT play a melody,			instrument – a one-note, simple		
	improvise, and compose			or medium part or the melody of		
	·			the song) from memory or using notation.		
	using C, D, E, & F			To rehearse and perform their		
	6. WALT perform a			part within the context of the		
	repertoire of melodies,			Unit song.		
	improvisations, and			To listen to and follow musical		
	compositions using C, D, E,			instructions from a leader.		
	& F					
			<u>Improvisation</u>			
Spr 1	<u>Three Little Birds – Year 3, Unit 3</u>	Introduction,	To know and be able to talk about	Improvise using instruments in	End of half term	Global
	Themes: Reggae, happiness	verse,	improvisation:	the context of the song they are	performance	Awareness of other
	1. WALT identify REGGAE	chorus,	 Improvisation is making up your 	learning to perform.	assembly to school.	cultures
	style	bass,	own tunes on the spot	Using the improvisation tracks		-Reggae
	WALT sing and play	drums,	When someone improvises, they	provided, children will complete		Casista
	instrumental parts within	electric guitar, keyboard,	make up their own tune that has	the Bronze, Silver or Gold		Society Diversity of musical
	REGGAE style		never been heard before. It is not	Challenges:		styles
	3. WALT sing the song and	organ, backing vocals,	written down and belongs to them			styles
	improvise using	pulse,	To know that using one or two			Personal
	instruments within the	rhythm,	notes confidently is better than			Develop personal
		pitch,	using five			musical skills in
	song	tempo,	 To know that if you improvise using the notes you are given, you 			singing and playing
	4. WALT to improvise using	dynamics,	cannot make a mistake			instruments
	instruments in REGGAE	texture	Calliot make a mistake			Develop
	style	structure,				collaboration when

	5. WALT compose using	compose,		Help create at least one simple		singing and playing
	instruments and notation	improvise,	Composition	melody using one, three or five		as part of a group.
	in REGGAE style	hook,	To know and be able to talk about:	different notes.		
	6. WALT compare famous	riff,	 A composition: music that is 	Plan and create a section of		
	songs in REGGAE style	melody,	created by you and kept in some	music that can be performed		
	,	reggae	way. It's like writing a story. It can	within the context of the unit		
Spr 2	The Dragon Song — Year 3, Unit 4	Keyboard,	be played or performed again to	song.	End of half term	Global
	Themes: Traditional Folk tunes	drums,	your friends.	• Talk about how it was created.	performance	Awareness of music
	from around the world	bass,	Different ways of recording	Listen to and reflect upon the	assembly to school.	in different cultures
	1. WALT identify FOLK style	pentatonic scale,	compositions (letter names,	developing composition and		-traditional folk
	WALT sing and play	pulse,	symbols, audio etc.)	make musical decisions about		music
	instrumental parts within	rhythm,		pulse, rhythm, pitch, dynamics		
	FOLK style	pitch,		and tempo.		Society
	3. WALT sing the song and	tempo,		Record the composition in any		Diversity of musical
	improvise using	dynamics,		way appropriate that recognises		styles
	; =	texture		the connection between sound		
	instruments within the	structure,		and symbol (e.g. graphic/pictorial		<u>Personal</u>
	song	compose,		notation).		Develop personal
	4. WALT to improvise using	improvise,	Douformone	• To choose what to perform and		musical skills in
	instruments in FOLK style	hook,	Performance To know and be able to talk about:	•		singing and playing
	WALT compose using	melody	 Performing is sharing music with 	create a programme.To communicate the meaning		instruments
	instruments and notation		other people, an audience ● A	of the words and clearly		Develop
	in FOLK style		performance doesn't have to be a	articulate them.		collaboration when
	6. WALT compare famous		drama! It can be to one person or	To talk about the best place to		singing and playing
	•		to each other	be when performing and how to		as part of a group.
	songs in FOLK style		You need to know and have	stand or sit.		
Sum 1	Bringing Us Together –	Keyboard,	planned everything that will be	To record the performance	End of half term	Society
	Year 3, Unit 5	drums,	performed	and say how they were feeling,	performance	Awareness of the
	Theme: This is a Disco song about	bass,	You must sing or rap the words	what they were pleased with	assembly to school.	use of music to
	friendship, peace, hope and unity	imagination,	clearly and play with confidence	what they would change and		portray friendship,
	7 WALT identify DISCO style	improvise,	A performance can be a special	why.		peace, hope, unity
	7. WALT identify DISCO style	compose,	occasion and involve an audience	,		Personal Develop personal
	8. WALT sing and play	disco,	including of people you don't know			musical skills in
	instrumental parts within	pentatonic scale, pulse,	It is planned and different for			singing and playing
	DISCO style	rhythm,	each occasion			instruments
	WALT sing the song and	pitch,	It involves communicating			moti uments
	improvise using	tempo,	feelings, thoughts and ideas about			Develop
	instruments within the	dynamics,	the song/music			collaboration when
	song	2,110111103,				Sanasaration Wilcin
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Sum 2	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 Reflect, rewind and replay – continu	texture structure, hook, riff, melody e or revisit elements	s of units from the year.			singing and playing as part of a group.
Year 4			·			
Aut 1	Mamma Mia – Year 4, Unit 1 Theme: ABBA's music 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	Listen and Appraise 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 Musical Activities Know and be able to talk about:	 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. 	End of half term performance assembly to school.	Global Awareness of global presence and impact of ABBA music Personal Develop personal musical skills in singing and playing instruments Develop collaboration when singing and playing as part of a group.
Aut 2	Glockenspiel Stage 2 – Year 4, Unit 2 Theme: Exploring and developing playing skills using the glockenspiel	Rhythm patterns, compose, melody, pulse, rhythm,	 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 	provided, complete the Bronze, Silver and Gold Challenges.	Christmas Concerts: Performance to parents.	Personal Develop personal musical skills in singing and playing glockenspiels

	1. WALT	play a melody,	pitch,	Know the difference between			Develop
		vise, and compose	tempo,	pulse and rhythm			collaboration when
	using	C, D, E, & F	dynamics,	Pitch: High and low sounds that			singing and playing
	_	play a melody,	texture	create melodies			as part of a group.
		vise, and compose	structure,	 How to keep the internal pulse 			
	using	C, D, E, & F		 Musical Leadership: creating 			Community
1		play a melody,		musical ideas for the group to copy			Christmas concert
1	impro	vise, and compose		or respond to			to parents.
1	using	C, D, E, F, & G					
	4. WALT	play a melody,					
	impro	vise, and compose		Singing			
	using	C, D, E, F, & G		To know and be able to talk about:	• To sing in unison and in simple		
	5. WALT	play a melody,		• Singing in a group can be called a	two-parts.		
		vise, and compose		choir	To demonstrate a good singing		
	using	C, D, E, F with more		Leader or conductor: A person	posture.		
	compl	lex rhythm patterns		who the choir or group follow	• To follow a leader when		
	6. WALT	play a melody,		Songs can make you feel	singing.		
	impro	vise, and compose		different things e.g. happy,	To enjoy exploring singing solo.To sing with awareness of being		
		C, D, E, F and G		energetic or sad	'in tune'.		
Spr 1	Stop! - Year 4		Musical style,	• Singing as part of an ensemble or	• To re-join the song if lost.	End of half term	<u>Global</u>
		and other styles of	rapping,	large group is fun, but that you must listen to each other	• To listen to the group when	performance	Awareness of music
	music		lyrics,	• Texture: How a solo singer makes	singing	assembly to school.	in different cultures
		Γ identify GRIME /	choreography,	a thinner texture than a large			grime, hip-hop
	HIP-H	IOP style	digital/electronic	group		Opportunity to join	
	2. WALT	Γ sing and play	sounds,	• To know why you must warm up		school choir	Society
	instru	umental parts within	turntables,	your voice			Diversity of musical
	GRIM	IE / HIP-HOP style	synthesisers,	,			styles
		Γ sing the song and	drums,	Playing			
		ovise using	unison, pulse,	To know and be able to talk about:	 To treat instruments carefully 		Personal
	-	uments within the	rhythm,	The instruments used in class (a	and with respect.		Develop personal
		ATTICITES WITHIII THE	pitch,	glockenspiel, recorder or	Play any one, or all four,		musical skills in
	song		tempo,	xylophone).	differentiated parts on a tuned		singing and playing
,		Γ to improvise using	dynamics,	 Other instruments they might 	instrument – a one-note, simple		instruments
,		uments in GRIME /	texture	play or be played in a band or	or medium part or the melody of		35.5
ļ	HIP-H	IOP style	structure,	orchestra or by their friends	the song from memory or using		Develop
	5. WALT	Γ compose using	compose,		notation.		collaboration when
	instru	uments and notation	improvise,		• To rehearse and perform their		singing and playing
	in GR	IME / HIP-HOP style	hook, riff,		part within the context of the		as part of a group.
		, , -	melody,		Unit song.		

	6. WALT compare famous	solo		To listen to and follow musical		
	songs in GRIME / HIP-HOP			instructions from a leader.		
	style			To experience leading the		
Spr 2	Lean on Me – Year 4, Unit 4 Theme: Soul/Gospel music and helping each other. 1. WALT identify SOUL / GOSPEL style 2. WALT sing and play instrumental parts within SOUL / GOSPEL style 3. WALT sing the song and improvise using instruments within the song 4. WALT to improvise using instruments in SOUL / GOSPEL style 5. WALT compose using instruments and notation in SOUL / GOSPEL style 6. WALT compare famous songs in SOUL / GOSPEL style	Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, pulse, rhythm, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody,	Improvisation 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 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 Composition To know and be able to talk about: A composition: music that is	playing by making sure everyone plays in the playing section of the song. Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. • Help create at least one simple melody using one, three or all five different notes.	End of half term performance assembly to school. Opportunity to join school choir Choir Easter concert	Global Awareness of music as part of religionsoul/gospel music Society Diversity of musical styles Personal Develop personal musical skills in singing and playing instruments Develop collaboration when singing and playing as part of a group.
Sum 1	Blackbird – Year 4, Unit 5 Themes: The Beatles, equality and civil rights 1. WALT identify BEATLES / 1960S POP style 2. WALT sing and play instrumental parts within BEATLES / 1960S POP style 3. WALT sing the song and improvise using	solo Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch,	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.)	 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. 	End of half term performance assembly to school. Opportunity to join school choir	Global Awareness of global presence and impact of Beatles music. Society Diversity of musical styles

	instruments within the song 4. WALT to improvise using instruments in BEATLES / 1960S POP style 5. WALT compose using instruments and notation in BEATLES / 1960S POP style 6. WALT compare famous songs in BEATLES / 1960S POP style	tempo, dynamics, texture structure, compose, improvise, hook, riff, melody solo	Performance 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 occasion and involve an audience including of people you don't know It is planned and different for each occasion	 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. 		Awareness of the portrayal of issues such as civil rights through music. Personal Develop personal musical skills in singing and playing instruments Develop collaboration when singing and playing as part of a group.
			It involves communicating feelings, thoughts and ideas about			
Sum 2	Reflect, rewind and replay – continu	e or revisit element	the song/music			
Juniz	Reflect, rewind and replay	e or revisit element	s or units from the year.			
Year 5						
Aut 1	Livin' On A Prayer – Year 5, Unit 1	Rock,	Listen and Appraise		End of half term	
	Theme: Rock anthems 1. WALT identify 1970S ROCK	structure, pulse, rhythm,	To know five songs from memory, who sang or wrote them, when they were written and, if	 To identify and move to the pulse with ease. To think about the message of 	performance assembly to school.	Personal Develop personal musical skills in
	style 2. WALT sing and play instrumental parts within 1970S ROCK style	pitch, bridge, backbeat, amplifier,	possible, why? To know the style of the five songs and to name other songs from the Units in those styles.	songs. • To compare two songs in the same style, talking about what stands out musically in each of		singing and playing instruments Develop
	 WALT sing the song and improvise using instruments within the song 	tempo, texture, dynamics, chorus,	• To choose two or three other songs and be able to talk about: O Some of the style indicators of the	them, their similarities and differences.		collaboration when singing and playing as part of a group.

	 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	 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 		
Aut 2	Classroom Jazz 1 – Year 5, Unit 2 Themes: Jazz and improvisation, and Swing 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	Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo	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? Games 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 Singing To know and confidently sing five songs and their parts from	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: • To sing in unison and to sing	Opportunity to join school choir Choir sing to parents Christmas Concerts: Performance to parents.	Global Awareness of music in different culturesjazz Society Diversity of musical styles Community Christmas concert to parents. Personal Develop personal musical skills in singing and playing instruments Develop collaboration when singing and playing
	songs in JAZZ / SWING style		memory, and to sing them with a strong	backing vocals.To enjoy exploring singing solo.		as part of a group.
Spr 1	Make You Feel My Love – Year 5, Unit 3 Theme: Pop ballads 1. WALT identify POP BALLAD style	Ballad, verse, chorus, interlude, tag ending, strings, piano,	internal pulse. • To choose a song and be able to talk about: o Its main features o Singing in unison, the solo, lead vocal, backing vocals or	To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing.	Opportunity to join school choir End of half term performance assembly to school.	Personal Develop personal musical skills in singing and playing instruments

	 WALT sing and play instrumental parts within POP BALLAD style WALT sing the song and improvise using instruments within the song 	guitar, bass, drums, melody, compose, improvise, cover, pulse,	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	 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' 		Develop collaboration when singing and playing as part of a group.
	 4. WALT to improvise using instruments in POP BALLAD style 5. WALT compose using instruments and notation in POP BALLAD style 6. WALT compare famous songs in POP BALLAD style 	rhythm, pitch, tempo, dynamics, timbre, texture, structure	Playing 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	 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 		
Spr 2	The Fresh Prince of Bel-Air – Year 5, Unit 4 Theme: Old-school Hip Hop 1. WALT identify HIP-HOP / RAP style 2. WALT sing and play instrumental parts within HIP-HOP / RAP style 3. WALT sing the song and improvise using	Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody,	or by their friends	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.	Opportunity to join school choir Choir Easter concert 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.
	instruments within the song 4. WALT to improvise using instruments in HIP-HOP / RAP style 5. WALT compose using instruments and notation in HIP-HOP / RAP style	compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure	Improvisation 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.	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.		

Sum 1	6. WALT compare famous songs in HIP-HOP / RAP style Dancing in The Street – Year 5, Unit 5 Theme: Motown 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	Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure	 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 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. 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 	 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 	End of half term performance assembly to school.	Global Awareness of music in different cultures -motown Society Diversity of musical styles Personal Develop personal musical skills in singing and playing instruments Develop collaboration when singing and playing as part of a group		
	-		Structure	•Notat connec symbol	connection between sound and symbol Performance	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)		as part of a group
			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	 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. 				

			 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 	 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 – continu	ıe or revisit element	s of units from the year.			
Year 6						
Aut 1	Happy – Year 6, Unit 1 Theme: Being Happy 1. WALT identify 2000S POP style 2. WALT sing and play instrumental parts within 2000S POP style 3. WALT sing the song and improvise using instruments within the song 4. WALT to improvise using instruments in 2000S POP style 5. WALT compose using instruments and notation	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, Motown,	Listen and Appraise 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: 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) I dentify the structure of the	 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 	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	Classroom Jazz 2 – Year 6, Unit 2	Blues,	o The historical context of the		Christmas Concerts:	Global
	Themes: Jazz, improvisation and	Jazz,	songs. What else was going on at		Performance to	Awareness of music
	composition	improvisation,	this time, musically and		parents.	in different cultures
	 WALT identify JAZZ style 	by ear,	historically?			jazz
	2. WALT sing and play	melody,	 Know and talk about that fact 			
	instrumental parts within	compose,	that we each have a musical			<u>Society</u>
	JAZZ style	improvise,	Identity			Diversity of musical
	•	pulse,				styles
	3. WALT sing the song and	rhythm,	<u>Games</u>			
	improvise using	pitch,	Know and be able to talk about:	Using the Warm up Games tracks		<u>Community</u>
	instruments within the	tempo,	• How pulse, rhythm, pitch, tempo,	provided, complete the Bronze,		Christmas concert
	song	dynamics,	dynamics, texture and structure	Silver and Gold Challenges.		to parents.
	WALT to improvise using	timbre,	work together to create a song or			
	instruments in JAZZ style	texture,	music			<u>Personal</u>
	5. WALT compose using	structure,	How to keep the internal pulse			Develop personal
	instruments and notation	dimensions of	Musical Leadership: creating			musical skills in
	in JAZZ style	music,	musical ideas for the group to copy			singing and playing
	•	hook,	or respond to			instruments
	6. WALT compare famous	riff,	Circular -			Davidan
	songs in JAZZ style	solo	Singing ● To know and confidently sing five	To sing in unison and to sing		Develop collaboration when
			songs and their parts from	backing vocals.		singing and playing
			memory, and to sing them with a	To demonstrate a good singing		as part of a group
Spr 1	A New Year Carol – Year 6, Unit 3	Melody,	strong internal pulse.	posture.	End of half term	Personal
Jpi I	Theme: Benjamin Britten's music	compose,	• To know about the style of the	To follow a leader when	performance	Develop personal
	and cover versions.	improvise,	songs so you can represent the	singing.	assembly to school.	musical skills in
	WALT identify 20TH	cover,	feeling and context to your	To experience rapping and solo	assembly to senson.	singing and playing
	CENTURY CLASSICAL style	pulse,	audience	singing.		instruments
	•	rhythm,	• To choose a song and be able to	• To listen to each other and be		mistraments
	2. WALT sing and play	pitch,	talk about:	aware of how you fit into the		Develop
	instrumental parts within	tempo,	O Its main features	group.		collaboration when
	20TH CENTURY CLASSICAL	dynamics,	o Singing in unison, the solo, lead	• To sing with awareness of being		singing and playing
	style	timbre,	vocal, backing vocals or rapping	'in tune'.		as part of a group
	3. WALT sing the song and	texture,	o To know what the song is about			
	improvise using	structure,	and the meaning of the lyrics			
	instruments within the	dimensions of	O To know and explain the			
	song	music,	importance of warming up your			
	30116	ostinato,	voice			
		phrases,				
		unison,				

	 4. WALT to improvise using instruments in 20TH CENTURY CLASSICAL style 5. WALT compose using instruments and notation in 20TH CENTURY CLASSICAL style 6. WALT compare famous songs in 20TH CENTURY CLASSICAL style 	urban gospel	Playing 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	 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 		
Spr 2	You've Got A Friend – Year 6, Unit 4 Theme: The music of Carole King 1. WALT identify CAROLE KING BALLAD style 2. WALT sing and play instrumental parts within CAROLE KING BALLAD style 3. WALT sing the song and improvise using instruments within the song 4. WALT to improvise using instruments in CAROLE KING BALLAD style 5. WALT compose using instruments and notation in CAROLE KING BALLAD style 6. WALT compare famous songs in CAROLE KING BALLAD style	Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony	Improvisation 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, 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	Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session. Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.	End of half term performance assembly to school.	Global Awareness of global impact on music of Carole King Society Diversity of musical styles Personal Develop personal musical skills in singing and playing instruments Develop collaboration when singing and playing as part of a group.

Sum 1 Music and Me — Year 6, Unit 5 Theme: Music and Me: Identity 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	Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music	 To know three well-known improvising musicians 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. 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 	 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 	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.
instruments and notation in MY OWN style 6. WALT compare famous songs in MY OWN style		Symbol	way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). • To choose what to perform and		
		Performance To know and be able to talk about: 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	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?"		

		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		
Sum 2	PRODUCTION		Year 6 production	Community
				Performances to
				parents