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| **Wharton CE Primary School Music End Points**  Proverbs 22 v 6 Train up a child in the way they should go and they will not depart from it | | | |
| **At Wharton, our Music curriculum consists of explicit music lessons, the content of which is detailed below, alongside a wider offer of musical opportunities such as:**  Weekly singing assemblies  Class assemblies including musical performance  Exposure to classical music whilst entering and leaving all assemblies  Exposure to a wide range of ‘background’ music in other curriculum areas such as art  Opportunities to practise and perform music through Christmas and End of Year productions  In addition to our curriculum, we offer extra-curricular musical opportunities through a range of clubs. | | | |
| **Music Topic Overview** | | | |
|  | **Autumn** | **Spring** | **Summer** |
| **Throughout the study of music at Wharton, pupils will build upon the following Interrelated Dimensions of Music (Dimensions)**  **● Pulse** – the regular heartbeat of the music; its steady beat.  **● Rhythm** – long and short sounds or patterns that happen over the pulse.  **● Pitch** – high and low sounds.  **● Tempo** – the speed of the music; fast or slow or in-between.  **● Dynamics** – how loud or quiet the music is.  **● Timbre** – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.  **● Texture** – layers of sound. Layers of sound working together make music very interesting to listen to.  **● Structure** – every piece of music has a structure e.g. an introduction, verse and chorus ending.  **● Notation** – the link between sound and symbol. | | |
| **EYFS** | **Me**  (Mixed Genre) | **Our World**  (Mixed Genre) | **Big Bear Funk**  Transitional Unit (readiness for Year 1)  (Funk) |
| **Year 1** | **Hey You**  (Old School Hip-Hop) | **In the Groove**  (Blues, Baroque, Latin, Bhangra, Folk & Funk) | **Round & Round**  (Bossa Nova) |
| **Year 2** | **Hands, Feet, Heart**  (AfroPop/South African) | **Zootime**  (Reggae) | **Friendship Song**  (Pop) |
| **Year 3** | **Let your Spirit Fly**  (R&B) | **Three Little Birds** (Reggae) | **Bringing Us Together**  (Disco) |
| **Year 4** | **Mamma Mia**  (pop) | **Stop** (Grime) | **Blackbird (‘23-’24)**  (pop) |
| **Year 5** | **Livin’ on a Prayer**  (Rock) | **Fresh Prince of Bel Air** (Old school hip-hop) | **Make you Feel my Love**  (Pop ballad) |
| **Year 6** | **Happy**  (Pop/Neo-Soul) | **You’ve got a Friend**  (70s Ballads/Pop) | **Performing Arts**  (Bringing together all musical and performing arts skills for an End of School Performance) |

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| **EYFS** | | | | |
| **Children in the EYFS will learn about a variety of aspects that get them ready for the Year 1 curriculum and beyond.**  **Some of the aspects of learning are detailed below** | | | | |
| **Being Imaginative and Expressive ELG**  **Children at the expected level of development will:**  - Sing a range of well-known nursery rhymes and songs.  - Perform songs, rhymes, poems and stories with others, and, when appropriate, try to move in time with music. | | | | |
|  | **Autumn** | **Spring** | | **Summer** |
|  | **Me**  (Mixed Genre) | **Our World**  (Mixed Genre) | | **Big Bear Funk**  Transitional Unit (readiness for Year 1)  (Funk) |
| **Musicians and songs explored through units** | Celebration by Kool And The Gang  Happy by Pharell Williams  Sing by The Carpenters  Sing A Rainbow by Peggie Lee  Happy Birthday by Stevie Wonder  Our House by Madness | Lovely Day by Bill Withers  Beyond The Sea sung by Robbie Williams  Mars from The Planets Suite by Gustav Holst  Frog’s Legs And Dragon's Teeth by Bellowhead  Ain’t No Mountain High Enough sung by Marvin Gaye and Tammi Terral  Singing In The Rain performed by Gene Kelly | | Big Bear Funk by Joanna Mangona  I Feel Good by James Brown  Don’t You Worry ‘Bout a Thing sung by Incognito  My Promise by Earth Wind And Fire  Superstition by Stevie Wonder  Pick Up The Pieces by Average White Band |
|  | **Skills** | | **Knowledge** | |
| **Listen & Respond** | - To learn that music can touch your feelings  - To enjoy moving to music by dancing, marching, being animals or Pop stars. | | - To know some nursery rhymes off by heart.  - To know the stories of some of the nursery rhymes. | |
| **Games** | - FInd the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.  - Copy basic rhythm patterns of single words, building to short phrases from the song/s.  - Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.  - Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song. | | - To know that we can move with the pulse of the music.  - To know that the words of songs can tell stories and paint pictures. | |
| **Singing** | - To sing along with a pre-recorded song and add actions.  - To sing along with the backing track. | | - To sing or rap nursery rhymes and simple songs from memory.  - Songs have sections. | |
| **Share & Perform** | - Perform any of the nursery rhymes by singing and adding actions or dance.  - Perform any nursery rhymes or songs adding a simple instrumental part.  - Record the performance to talk about. | | - A performance is sharing music. | |
| **Key Vocabulary** | | | | |
| Music, Sing, Nursery Rhyme, Pulse, Beat, Pattern, Copy, High, Low, Fast, Slow, Perform, Section, Create, Listen. | | | | |

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| **Year 1** | | | | |
|  | **Autumn** | **Spring** | | **Summer** |
|  | **Hey You!**  (Old School Hip-Hop) | **In the Groove**  (Blues, Baroque, Latin, Bhangra, Folk & Funk) | | **Round and Round**  (Bossa Nova) |
| **Musicians and songs explored through units** | Me, Myself And I by De La Soul  Fresh Prince Of Bel-Air by Will Smith  Rapper’s Delight by The Sugarhill Gang  U Can’t Touch This by MC Hammer  It’s Like That by Run DMC | How Blue Can You Get by B.B. King (Blues)  Let The Bright Seraphim by Handel (Baroque)  Livin’ La Vida Loca by Ricky Martin (Latin/Pop)  Jai Ho by J.R. Rahman (Bhangra/Bollywood)  Lord Of The Dance by Ronan Hardiman (Irish)  Diggin’ On James Brown by Tower Of Power (Funk) | | Livin’ La Vida Loca by Ricky Martin (Latin/Pop)  Imperial War March by John Williams (Film)  It Had Better Be Tonight by Michael Bublé  (Latin/Big Band)  Why Don’t You by Gramophonedzie (Big  Band/Dance)  Oya Como Va by Santana (Latin/Jazz) |
|  | **Skills** | | **Knowledge** | |
| **Listen & Appraise** | To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.  - | | - To name 5 songs  - To know what the songs are about.  - To know and recognise the sound and names of some of the instruments they use. | |
| **Games** | Use Pulse, rhythm and pitch.  - FInd the pulse.  - Listen to the rhythm and clap back  - Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.  - Create rhythms for others to copy  - Use your voices to copy back using ‘la’, whist marching to the steady beat | | - To know that music has a steady pulse, like a heartbeat.  - To know that we can create rhythms from words, our names, favourite  food, colours and animals. | |
| **Singing** | - Learn about voices, singing notes of different pitches (high and low).  - Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. - Learn to start and stop singing when following a leader | | - Confidently sing or rap five songs from memory and sing them in unison | |
| **Playing** | - Treat instruments carefully and with respect.  - Play a tuned instrumental part with the song they perform.  - Learn to play an instrumental part that matches their musical challenge.  - Listen to and follow musical instructions from a leader. | | - 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. | |
| **Improvisation** | - Listen and clap back, then listen and clap your own answer (rhythms of words). – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.  - Take it in turns to improvise using one or two notes. | | - 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 improvise! | |
| **Composition** | - Help to create a simple melody using one, two or three notes.  - Learn how the notes of the composition can be written down and changed if necessary. | | - Composing is like writing a story with music.  - Everyone can compose. | |
| **Performance** | - Add their ideas to the performance. -  -Record the performance and say how they were feeling about it. | | - A performance is sharing music with other people, called an audience. | |
| **Key Vocabulary** | | | | |
| Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Bhangra, Folk, Funk, Bossa Nova, pulse, rhythm, pitch, groove, audience, imagination. | | | | |

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| **Year 2** | | | | |
|  | **Autumn** | **Spring** | | **Summer** |
|  | **Hands, Feet, Heart**  (AfroPop/South African) | **Zootime**  (Reggae) | | **Friendship Song**  (Pop) |
| **Musicians and songs explored through units** | The Click Song sung by Miriam Makeba  The Lion Sleeps Tonight sung by Soweto Gospel  Choir  Bring Him Back by Hugh Masekela  You Can Call Me Al by Paul Simon  Hlokoloza by Arthur Mafokate | Kingston Town by UB40  Shine by ASWAD  IGY by Donald Fagen  Feel Like Jumping by Marcia Griffiths  I Can See Clearly Now by Jimmy Cliff | | Count On Me by Bruno Mars  We Go Together (from the Grease soundtrack)  You Give A Little Love (from Bugsy Malone)  That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John  You've Got A Friend In Me by Randy Newman |
|  | **Skills** | | **Knowledge** | |
| **Listen & Appraise** | -To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.  -To learn how songs can tell a story or describe an idea. | | - To name five songs  - To know some songs have a chorus or a response/answer part.  - To know that songs have a musical style. | |
| **Games** | - FInd the pulse.  - 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.  - Create rhythms for others to copy.  - Listen and sing back. Use your voices to copy back using ‘la’, whilst marching the steady beat. | | - To know that music has a steady pulse, like a heartbeat.  - To know that we can create rhythms from words, our names, favourite food, colours and animals.  - Rhythms are different from the steady pulse.  - We add high and low sounds, pitch, when we sing and play our instruments. | |
| **Singing** | - Learn about voices singing notes of different pitches (high and low).  - Learn that they can make different types of sounds with their voices  - Learn to find a comfortable singing position.  - Learn to start and stop singing when following a leader | | - To confidently know and sing five songs from memory.  - To know that unison is everyone singing at the same time.  - Songs include other ways of using the voice e.g. rapping (spoken word).  - To know why we need to warm up our voices. | |
| **Playing** | - Treat instruments carefully and with respect.  - Learn to play a tuned instrumental part that matches their musical challenge,  - Play the part in time with the steady pulse.  - Listen to and follow musical instructions from a leader. | | - Learn the names of the notes in their instrumental part from memory or when written down.  - Know the names of untuned percussion instruments played in class. | |
| **Improvisation** | - Use the improvisation tracks provided.  - Listen and clap back, then listen and clap your own answer (rhythms of words).  - Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes  - Take it in turns to improvise using one or two notes. | | - 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.  - Everyone can improvise, and you can use one or two notes. | |
| **Composition** | -Help create three simple melodies with the Units using one, three or five different notes.  -Learn how the notes of the composition can be written down and changed if necessary. | | - Composing is like writing a story with music.  - Everyone can compose. | |
| **Performance** | - Choose a song they have learnt from the Scheme and perform it.  - They can add their ideas to the performance.  - Record the performance and say how they were feeling about it. | | - A performance is sharing music with an audience. -  - A performance can be a special occasion and involve a class, a year group or a whole school.  - An audience can include your parents and friends. | |
| **Key Vocabulary** | | | | |
| Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, Rap, Reggae, Pop, AfroPop, glockenspiel. | | | | |

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| **Year 3** | | | | |
|  | **Autumn** | **Spring** | | **Summer** |
|  | **Let your Spirit Fly**  (R&B) | **Three Little Birds** (Reggae) | | **Bringing Us Together**  (Disco) |
| **Musicians and songs explored through units** | Colonel Bogey March by Kenneth Alford (Film)  Consider Yourself from the musical ‘Oliver!’ (Musicals)  Ain’t No Mountain High Enough by Marvin Gaye (Motown)  You’re The First, The Last, My Everything by Barry White (Soul) | Jamming by Bob Marley  Small People by Ziggy Marley  54-56 Was My Number by Toots and The Maytals  Ram Goat Liver by Pluto Shervington  Our Day Will Come by Amy Winehouse | | Good Times by Nile Rodgers  Ain’t Nobody by Chaka Khan We Are Family by Sister Sledge  Ain’t No Stopping Us Now by McFadden and Whitehead  Car Wash by Rose Royce |
|  | **Skills** | | **Knowledge** | |
| **Listen & Appraise** | - 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. | | - To name five songs from memory and who sang them or wrote them.  - To know the genre 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 | |
| **Games** | - Find the Pulse  - Clap and say back rhythms  - Create your own simple rhythm patterns  - Lead the class using their simple rhythms  - Listen and sing back’ (no notation)  - Copy back with instruments, without then with notation | | - 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 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 have an awareness of the pulse internally when singing. | | - 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 to each other  - To know why you must warm up your voice | |
| **Playing** | - 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. | | - To know and be able to talk about the instruments used in class (a glockenspiel) | |
| **Improvisation** | - Improvise using instruments in the context of the song they are learning to perform. - - - -Listen and sing back  - Using instruments, listen and play your own answer using one note.  - Take it in turns to improvise using one note.  - Listen and copy back using instruments, using two different notes.  – Using your instruments, listen and play your own answer using one or two notes.  – Take it in turns to improvise using one or two notes.  - Take it in turns to improvise using three different notes. | | - 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. | |
| **Composition** | - 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 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.) | |
| **Performance** | - 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. | | - 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 must sing or rap the words clearly and play with confidence.  - A performance can be a special occasion and involve an audience including people you don’t know.  - It is planned and different for each occasion.  - It involves communicating feelings, thoughts and ideas about the song/music. | |
| **Key Vocabulary** | | | | |
| Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesiser, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, Disco, R&B, imagination, | | | | |

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| **Year 4** | | | | |
|  | **Autumn** | **Spring** | | **Summer** |
|  | **Mamma Mia**  (pop) | **Stop** (Grime) | | **Blackbird**  (pop) |
| **Musicians and songs explored through units** | Dancing Queen by ABBA The Winner Takes It All by ABBA  Waterloo by ABBA  Super Trouper by ABBA Thank You For The Music by ABBA | Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop)Radetzky Marsch by Strauss (Classical) Can’t Stop The Feeling! by Justin Timberlake (Pop) Libertango by Astor Piazzolla (Tango)Mas Que Nada performed by Sérgio Mendes featuring Black Eyed Peas | | Yellow Submarine by The Beatles  Hey Jude by The Beatles  Can’t Buy Me Love by The Beatles  Yesterday by The Beatles  Let It Be by The Beatles |
|  | **Skills** | | **Knowledge** | |
| **Listen & Appraise** | - 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 | | - To name five songs from memory and who sang them or wrote them.  - To know the genre 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. | |
| **Games** | - Find the Pulse  - Clap and say back rhythms  - Create your own simple rhythm patterns  - Lead the class using their simple rhythms  - Listen and sing back’ (no notation)  - Copy back with instruments, without then with notation | | - 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  - 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 | |
| **Singing** | - 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 rejoin the song if lost.  - To listen to the group when singing. | | 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 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 | |
| **Playing** | - 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.  - To listen to and follow musical instructions from a leader. -  - To experience leading the playing by making sure everyone plays in the playing section of the song. | | To know and be able to talk about:  - 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 | |
| **Improvisation** | - Improvise using instruments in the context of the song they are learning to perform. - - - -Listen and sing back  - Using instruments, listen and play your own answer using one note.  - Take it in turns to improvise using one note.  - Listen and copy back using instruments, using two different notes.  – Using your instruments, listen and play your own answer using one or two notes.  – Take it in turns to improvise using one or two notes.  - Take it in turns to improvise using three different notes. | | 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** | - Help create at least one simple melody using one, three or all 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 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.) | |
| **Performance** | - 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. | | To know and be able to talk about:  - Performing is sharing music with other people, an audience  - 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 | |
| **Key Vocabulary** | | | | |
| Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, Pop, Grime. | | | | |

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| **Year 5** | | | | |
|  | **Autumn** | **Spring** | | **Summer** |
|  | **Livin’ on a Prayer**  (Rock) | **Fresh Prince of Bel Air** (Old school hip-hop) | | **Make you Feel my Love**  (Pop ballad) |
| **Musicians and songs explored through units** | We Will Rock You by Queen  Smoke On The Water by Deep Purple  Rockin’ All Over The World by Status Quo Johnny B.Goode by Chuck Berry  I Saw Her Standing There by The Beatles | Me Myself and I by De La SoulReady or Not by FugeesRapper’s Delight by The Sugarhill GangU Can’t Touch This by M C Hammer | | Make You Feel My Love by Bob Dylan  So Amazing by Luther Vandross  Hello by Lionel Ritchie  The Way You Look Tonight by Tony Bennett |
|  | **Skills** | | **Knowledge** | |
| **Listen & Appraise** | - 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.  - 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. | | - To name five songs from memory, including details such as who sang or wrote them, when they were written and genre.  - 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 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 and pitch)   - Identify the main sections of the songs (intro, verse, chorus etc.)  - Name some of the instruments they heard in the songs  - Know the historical context of the songs. What else was going on at this time? | |
| **Games** | - 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  - 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  - 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 | | 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 sing in unison and to sing backing vocals  - To enjoy exploring singing solo.  - To listen to 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’. | | - 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, backing vocals or rapping * To know what the song is about and the meaning of the lyrics   - To know and explain the importance of warming up your voice | |
| **Playing** | - 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. | | 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 | |
| **Improvisation** | - Improvise using instruments in the context of a song to be performed.  - Copy back using instruments. Use one note.  - Copy back using instruments. Use the two notes.  - Copy back using instruments. Use the three notes.  - Question and Answer using instruments. Use one note in your answer.  - Question and Answer using instruments. Use two notes in your answer. Always start on a G.  - Question and Answer using instruments. Use three notes in your answer. Always start on a G.  - Improvise using one note.  - Improvise using two notes  - Improvise using three notes. | | - 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** | ​ - 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 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 | |
| **Performance** | - 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...?” | | 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  - 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 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 | |
| **Key Vocabulary** | | | | |
| Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, verse, interlude, strings, piano, guitar, bass, drums, melody, cover, Rock, Old-school Hip Hop, Rap, ballad, riff, synthesiser, deck, backing loops, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody. | | | | |

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| **Year 6** | | | | |
|  | **Autumn** | **Spring** | | **Summer** |
|  | **Happy**  (Pop/Neo-Soul) | **You’ve got a Friend**  (70s Ballads/Pop) | | **Performing Arts**  (Bringing together all musical and performing arts skills for an End of School Performance) |
| **Musicians and songs explored through units** | Top Of The World sung by The Carpenters  Don’t Worry, Be Happy sung by Bobby McFerrin Walking On Sunshine sung by Katrina And The Waves  When You’re Smiling sung by Frank Sinatra  Love Will Save The Day sung by Brendan Reilly | The Loco-Motion sung by Little Eva  One Fine Day sung by The Chiffons  Up On The Roof sung by The Drifters  Will You Still Love Me Tomorrow  (You Make Me Feel Like) A Natural Woman sung by Carole King | | Dependent on performance choice |
|  | **Skills** | | **Knowledge** | |
| **Listen & Appraise** | - 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. | | - To name five songs from memory, including details such as who sang or wrote them, when they were written and genre.  - To know the style of the songs and to name other songs from the Units in those styles.  - To choose three or foursongs 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)   - Identify the structure of the songs (intro, verse, chorus etc.)  - Name some of the instruments used in the songs  - Know the historical context of some 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 | |
| **Games** | - 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  - 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  - Copy back three-note riffs by ear and with notation  - Question and answer using three different notes | | - Know and be able to talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music  - Know how to keep the internal pulse  - Know how to create musical ideas for the group to copy or respond to | |
| **Singing** | - 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’. | | - 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 its main features  - To choose a song and be able to talk about singing in unison, the solo, lead vocal, backing vocals or rapping  - To know what a song is about and the meaning of the lyrics  - To know and explain the importance of warming up your voice | |
| **Playing** | - 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. | | 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 | |
| **Improvisation** | - Improvise using instruments in the context of a song to be performed.  - Copy back using instruments. Use one note.  - Copy back using instruments. Use the two notes.  - Copy back using instruments. Use the three notes.  - Question and Answer using instruments. Use one note in your answer.  - Question and Answer using instruments. Use two notes in your answer. Always start on a G.  - Question and Answer using instruments. Use three notes in your answer. Always start on a G.  - Improvise using one note.  - Improvise using two notes.  - Improvise using three notes. | | - 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  - To know three well-known improvising musicians | |
| **Composition** | - 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 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 | |
| **Performance** | - 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...?” | | 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 occasion and involve an audience including of people you don’t know  - A performance is planned and different for each occasion  - A performance involves communicating ideas, thoughts and feelings about the song/music | |
| **Key Vocabulary** | | | | |
| Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, hook, riff, solo, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, harmony. | | | | |