

Music Curriculum

This document should be used for medium term planning.

EYFS	Autumn Focus Me- nursery rhymes My Stories- action songs	Spring Focus Everyone- nursery rhymes and action songs Our World- nursery rhymes and action songs	Summer Focus Big Bear Funk- Big Bear Funk is a transition unit that prepares children for their musical learning in Year 1 Reflect, Rewind, Replay-
	<p>Communication and Language Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p> <p>Physical Development Combine different movements with ease and fluency.</p> <p>Expressive Arts and Design Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. 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.</p> <p>Suggested Activities:</p> <p>Learn nursery rhymes, Pat-a-cake, 1 2 3 4 5 once I caught a fish alive, This old man, Five little Ducks, Name songs, Things for fingers</p>	<p>Communication and Language Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p> <p>Physical Development Combine different movements with ease and fluency.</p> <p>Expressive Arts and Design Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. 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.</p> <p>Suggested Activities</p> <p>Learn nursery rhymes- wind the bobbin up, Rock-a-bye baby, Five little monkeys jumping on the bed, Twinkle Twinkle, If you're happy and you know it, Head, shoulders, knees and Toes Old Mcdonald, Incy Wincy spider, Baa Baa Blacksheep, Row, Row, Row the boat, The wheels on the bus, The Hokey Pokey.</p>	<p>Communication and Language Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p> <p>Physical Development Combine different movements with ease and fluency.</p> <p>Expressive Arts and Design Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. 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.</p> <p>Suggested Activities</p> <p>Listening and appraising funk music Learning to sing big bear funk and revisiting nursery rhymes and action songs. Playing instruments to the song. Improvisation using voices and instruments. Share and perform the learning.</p>



	I'm a little teapot, The Grand old Duke of York, Ring o Roses, Hickory Dickory Dock, Not too Difficult, The ABC song		
Year 1	<p>Autumn Focus</p> <p>Unit 1 Introducing beat– How Can We Make Friends When We Sing Together?</p> <p>Unit 2 Adding rhythm and pitch– How Does Music Tell Stories about the past? Charanga Model Music Curriculum</p>	<p>Spring Focus</p> <p>Unit 3 Introducing Tempo and Dynamics– How does music make the world a better place?</p> <p>Unit 4 Combining pulse, Rhythm and pitch– how does music help us to understand our neighbours</p>	<p>Summer Focus</p> <p>Unit 5 Having fun with Improvisation–What songs can we sing to help us through the day?</p> <p>Unit 6 Explore sound and create a story–How does music teach us to look after the planet?</p>
	<p>Threshold concepts</p> <p>Perform Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch.</p> <p>Compose Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases.</p> <p>Transcribe Use symbols to represent a composition and use them to help with a performance.</p> <p>Describe Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch.</p> <p>Suggested Activities</p>	<p>Threshold concepts</p> <p>Perform Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch.</p> <p>Compose Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases.</p> <p>Transcribe Use symbols to represent a composition and use them to help with a performance.</p> <p>Describe Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch.</p> <p>Suggested Activities</p>	<p>Threshold concepts</p> <p>Perform Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch.</p> <p>Compose Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases.</p> <p>Transcribe Use symbols to represent a composition and use them to help with a performance.</p> <p>Describe Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch.</p> <p>Suggested Activities</p> <p>UNIT 5 Songs- Getting dressed, dress up, brush our teeth, get ready, up and down, star light star bright</p>



	<p>UNIT 1 Songs- Find the beat, 1-2-3-4-5, Head shoulders knees and toes, shapes, we talk to animals, We are together Instrumental notes: C D E F G crotchets, minims Improvising-CDE Composing-CDE FG</p> <p>UNIT 2 songs-Twinkle twinkle, In the orchestra, Daisy Bell, Dancing Dinosaurs, Rock-a-bye baby, I'm a little teapot Instrumental notes; CDE F# Improvising-DEA CDE</p>	<p>UNIT 3 Songs- If you're happy and you know it, sing me a song, sparkle, rhythm in the way we walk, big bear funk, baby elephant Instrumental notes: FGA minims, DAC crotchets quavers Improvising- FGA DFG Composing- FGA DFG</p> <p>UNIT 4 songs-Days of the week, name song, cuckoo, upside down, hush little baby, who took the cookie Instrumental notes; FGA CDE Improvising- FGA CDE Composing- FGA CDE</p>	<p>Instrumental notes: CDEFGA Improvising-CDE Composing- CDEFG</p> <p>UNIT 6 songs-The bear went over the mountain, In the sea, Alice the camel, Ten green bottles, zootime, She'll be coming round the mountain Instrumental notes; CDEFF#G Improvising- CDEFG Composing-CDEFG</p>
<p>Vocabulary Pulse, rhythms, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, pulse, rhythm, pitch, groove, audience, imagination</p>			
<p>Year 2</p>	<p>Autumn Focus Unit 1 Exploring simple patterns– How Does Music Help Us to Make Friends? Unit 2 Focus on dynamics and tempo– How Does Music Teach Us About The Past? Charanga Model Music Curriculum</p>	<p>Spring Focus Unit 3 exploring music through feelings- How does music make the world a better place? Unit 4 Inventing a musical story-how does music teach us about our neighbourhood?</p>	<p>Summer Focus Unit 5-Music that makes you dance-How does music make us happy? Unit 6- Exploring improvisation- How does music teach us about saving the planet?</p>
	<p>Threshold concepts Perform Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. Compose Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose</p>	<p>Threshold concepts Perform Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. Compose Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to</p>	<p>Threshold concepts Perform Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. Compose Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to</p>



	<p>sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases.</p> <p>Transcribe Use symbols to represent a composition and use them to help with a performance.</p> <p>Describe Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch.</p> <p>Suggested Activities</p> <p>UNIT 1 Songs- Music is in my soul, Hey Friends, Hello Instrumental notes: CDEGA crotchets quavers Improvising-CDE Composing- CDEFG</p> <p>UNIT 2 songs-Sparkle in the sun, listen, The orchestra song Instrumental notes; GAB crotchets, CGBb minims crochets Improvising- GAB Composing-GAB</p>	<p>create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases.</p> <p>Transcribe Use symbols to represent a composition and use them to help with a performance.</p> <p>Describe Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch.</p> <p>Suggested Activities</p> <p>UNIT 3 Songs-Rainbows, Hands, Feet and Heart, All around the world Instrumental notes: CDEGAB crotchets quavers GAC minims crotchets Improvising-CDE Composing- CDEFG</p> <p>UNIT 4 songs-Helping each other, The music man, Let's sing together Instrumental notes; CDEG crotchets FGACE crotchets Improvising- CDE Composing-FGA</p>	<p>create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases.</p> <p>Transcribe Use symbols to represent a composition and use them to help with a performance.</p> <p>Describe Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch.</p> <p>Suggested Activities</p> <p>UNIT 5 Songs-I wanna play in a band, Music is all around, Saying Sorry Instrumental notes: FCD semibreves, crotchets, minims, GADE crotchets quavers Improvising- FGA Composing-FGA</p> <p>UNIT 6 songs-The sunshine song, four white horses, down by the bay Instrumental notes; CDEF crotchets and quavers, GABDE minims crochets quavers Improvising- CDE CGA</p>
	<p>Vocabulary Keyboards, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, glockenspiel</p>		
Year 3	<p>Autumn Focus Blown Away Recorder Book 1 Charanga Instrumental teaching</p>	<p>Spring Focus Unit 1 Developing Notation Skills– How Does Music Bring Us Closer Together? Unit 2 – Enjoying improvisation -What Stories Does Music Tell Us About The Past?</p>	<p>Summer Focus Unit 3 Composing using your imagination- How does music make the world a better place? Unit 4 Sharing musical experiences- How does music help us to get to know our community</p>
	<p>Threshold concepts Perform Sing in tune.</p>	<p>Threshold concepts Perform Sing in tune.</p>	<p>Threshold concepts Perform Sing in tune.</p>



	<p>Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others.</p> <p>Compose Compose and perform melodic songs. Use sound to create abstract effects. Create repeated patterns with a range of instruments. Create accompaniments for tunes. Use drones as accompaniments. Choose, order, combine and control sounds to create an effect. Use digital technologies to compose pieces of music.</p> <p>Transcribe Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical staff. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p> <p>Describe Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings.</p> <p>Introducing the notes B A G E D F High C and D</p>	<p>Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others.</p> <p>Compose Compose and perform melodic songs. Use sound to create abstract effects. Create repeated patterns with a range of instruments. Create accompaniments for tunes. Use drones as accompaniments. Choose, order, combine and control sounds to create an effect. Use digital technologies to compose pieces of music.</p> <p>Transcribe Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical staff. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p> <p>Describe Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings.</p> <p>Suggested Activities UNIT 1 Songs- Home is where the heart is, Lets work it out together, Please be kind Instrumental notes: CDEFGAB semibreve crotchets quavers Improvising-CDE Composing- CDE UNIT 2 songs-Love what we do, When the saints go marching in, My Bonnie lies over the ocean</p>	<p>Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others.</p> <p>Compose Compose and perform melodic songs. Use sound to create abstract effects. Create repeated patterns with a range of instruments. Create accompaniments for tunes. Use drones as accompaniments. Choose, order, combine and control sounds to create an effect. Use digital technologies to compose pieces of music.</p> <p>Transcribe Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical staff. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p> <p>Describe Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings.</p> <p>Suggested Activities UNIT 3 Songs-Your imagination, You're a shining star, Music makes the world go round Instrumental notes: CEGA semibreve crotchets quavers GAB semibreve crotchets quavers, E F#, G#AB crotchets quavers Improvising-GAB Composing- CDE UNIT 4 songs-Friendship song, Family, come on over Instrumental notes: CDEFGAB s Improvising- CDE</p>
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		Instrumental notes; CDEFGB quavers crotchets, GABCDE minims crochets quavers, CDEFGA dotted crotchets Improvising- CDE GAB	
	Vocabulary Structure, intro/introduction, verse, chorus, improvise, Keyboards, drums, bass, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, glockenspiel, hook, texture, pentatonic scale, backing vocals, imagination		
Year 4	Autumn Focus Blown Away Recorder Book 2 Charanga Instrumental teaching	Spring Focus Unit 1 Interesting Time Signatures– How Does Music Bring Us Together? Unit 2 Combining Elements to Make Music – How Does Music Connect Us With Our Past?	Summer Focus Unit 3 Developing Pulse and Groove through improvisation– How does music improve our world? Unit 4 Creating simple melodies together– How does music teach us about our community?
	Threshold concepts Perform Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. Compose Compose and perform melodic songs. Use sound to create abstract effects. Create repeated patterns with a range of instruments. Create accompaniments for tunes. Use drones as accompaniments. Choose, order, combine and control sounds to create an effect. Use digital technologies to compose pieces of music. Transcribe	Threshold concepts Perform Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. Compose Compose and perform melodic songs. Use sound to create abstract effects. Create repeated patterns with a range of instruments. Create accompaniments for tunes. Use drones as accompaniments. Choose, order, combine and control sounds to create an effect. Use digital technologies to compose pieces of music. Transcribe Devise non-standard symbols to indicate when to play and rest.	Threshold concepts Perform Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. Compose Compose and perform melodic songs. Use sound to create abstract effects. Create repeated patterns with a range of instruments. Create accompaniments for tunes. Use drones as accompaniments. Choose, order, combine and control sounds to create an effect. Use digital technologies to compose pieces of music. Transcribe Devise non-standard symbols to indicate when to play and rest.



	<p>Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. Describe Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings.</p> <p><i>Suggested Activities</i> Recap the notes from Book 1 B A G E D F High C and D Introducing low C, F# low C# and high C# Bflat, High E High F</p>	<p>Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. Describe Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings.</p> <p><i>Suggested Activities</i> UNIT 1 Songs-Hoedown, I'm always there, Martin Luther King Instrumental notes: FGABbC minims, dotted crotchets, crotchets quavers UNIT 2 songs-Looking in the mirror, Take time in life, Scarborough fair Instrumental notes; CDEG crotchets, quavers, semiquavers GABCF# minims, crotchets and quavers Improvising- CDE Composing- GAB</p>	<p>Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. Describe Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings.</p> <p><i>Suggested Activities</i> UNIT 3 Songs-Bringing us together, Old Joe Clark, Dance with me Instrumental notes: GAC minims, dotted crotchets, crotchets quavers DEF#GABC minims, dotted crotchets, crotchets quavers Improvising- CDE DEF# Composing- CDE UNIT 4 songs-Let your spirit fly, Frere Jacques, the other side of the moon Instrumental notes; CDEFGA minims, crotchets, quavers, semiquavers GABCF# minims, crotchets and quavers Improvising- CDE Composing- CDE</p>
	<p>Vocabulary Structure, intro/introduction, verse, chorus, improvise, Keyboards, drums, bass, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, glockenspiel, hook, texture, pentatonic scale, backing vocals, imagination, riff, solo, unison, rhythmic patterns, musical style, lyrics, choreography, digital/electronic sounds, by ear, notation.</p>		
<p>Year 5</p>	<p>Autumn Focus</p>	<p>Spring Focus</p>	<p>Summer Focus Unit 3- Exploring time and key signatures- How does music improve our world?</p>



<p>Unit 1 Getting Started with Music Tech– How Does Music Bring Us Together?</p> <p>Unit 2 Emotions and Musical Styles – How Does Music Connect Us With Our Past? Charanga Model Music Curriculum</p> <p>OR Glockenspiel Stage 1 and 2 teaching</p>	<p>Unit 1 Getting Started with Music Tech– How Does Music Bring Us Together?</p> <p>Unit 2 Emotions and Musical Styles – How Does Music Connect Us With Our Past? Charanga Model Music Curriculum</p> <p>OR Glockenspiel Stage 1 and 2 teaching</p>	<p>Unit 4- Introducing chords- How does music teach us about our community?</p>
<p style="text-align: center;">Threshold concepts</p> <p>Perform Sing or play from memory with confidence. Perform solos or as part of an ensemble. Sing or play expressively and in tune. Hold a part within a round. Sing a harmony part confidently and accurately. Sustain a drone or a melodic ostinato to accompany singing. Perform with controlled breathing (voice) and skillful playing (instrument).</p> <p>Compose Create songs with verses and a chorus. Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices, including melody, rhythm and chords. Thoughtfully select elements for a piece in order to gain a defined effect. Use drones and melodic ostinati (based on the pentatonic scale). Convey the relationship between the lyrics and the melody. Use digital technologies to compose, edit and refine pieces of music.</p> <p>Transcribe Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Read and create notes on the musical stave.</p>	<p style="text-align: center;">Threshold concepts</p> <p>Perform Sing or play from memory with confidence. Perform solos or as part of an ensemble. Sing or play expressively and in tune. Hold a part within a round. Sing a harmony part confidently and accurately. Sustain a drone or a melodic ostinato to accompany singing. Perform with controlled breathing (voice) and skillful playing (instrument).</p> <p>Compose Create songs with verses and a chorus. Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices, including melody, rhythm and chords. Thoughtfully select elements for a piece in order to gain a defined effect. Use drones and melodic ostinati (based on the pentatonic scale). Convey the relationship between the lyrics and the melody. Use digital technologies to compose, edit and refine pieces of music.</p> <p>Transcribe Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Read and create notes on the musical stave.</p>	<p style="text-align: center;">Threshold concepts</p> <p>Perform Sing or play from memory with confidence. Perform solos or as part of an ensemble. Sing or play expressively and in tune. Hold a part within a round. Sing a harmony part confidently and accurately. Sustain a drone or a melodic ostinato to accompany singing. Perform with controlled breathing (voice) and skillful playing (instrument).</p> <p>Compose Create songs with verses and a chorus. Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices, including melody, rhythm and chords. Thoughtfully select elements for a piece in order to gain a defined effect. Use drones and melodic ostinati (based on the pentatonic scale). Convey the relationship between the lyrics and the melody. Use digital technologies to compose, edit and refine pieces of music.</p> <p>Transcribe Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Read and create notes on the musical stave.</p>



<p>Understand the purpose of the treble and bass clefs and use them in transcribing compositions. Understand and use the # (sharp) and b (flat) symbols. Use and understand simple time signatures.</p> <p>Describe Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <p>pitch dynamics tempo timbre texture lyrics and melody sense of occasion expressive solo rounds harmonies accompaniments drones cyclic patterns combination of musical elements cultural context.</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p> <p><i>Suggested Activities</i> UNIT 1 Songs-Ghost Parade, Words can hurt, joyful, joyful Instrumental notes: CGAb Bb, dotted crotchets, crotchets quavers GABCDEF# minims, crotchets quavers Improvising- CDEb Composing- GAB UNIT 2 songs-The sparkle in my life, Dreaming of Mars, get on board Instrumental notes; CD bEb crotchets, quavers GG#ABbC minims, dotted crotchets, crotchets and quavers, semiquavers Improvising- CDE Composing- Eb FG</p>	<p>Understand the purpose of the treble and bass clefs and use them in transcribing compositions. Understand and use the # (sharp) and b (flat) symbols. Use and understand simple time signatures.</p> <p>Describe Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <p>pitch dynamics tempo timbre texture lyrics and melody sense of occasion expressive solo rounds harmonies accompaniments drones cyclic patterns combination of musical elements cultural context.</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p> <p><i>Suggested Activities</i></p> <p>Glockenspiel stage 1 and 2 Introducing C D E F G</p>	<p>Understand the purpose of the treble and bass clefs and use them in transcribing compositions. Understand and use the # (sharp) and b (flat) symbols. Use and understand simple time signatures.</p> <p>Describe Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <p>pitch dynamics tempo timbre texture lyrics and melody sense of occasion expressive solo rounds harmonies accompaniments drones cyclic patterns combination of musical elements cultural context.</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p> <p><i>Suggested Activities</i> Unit 3- Songs- Freedom is coming, All over again, Do you ever wonder? Instrumental note: FGABflat minims, dotted crotchets, quavers, semi quavers Improvising- FGA Composing- FGA</p> <p>Unit 4- Erie canal, Heroes, Happy to be me Instrumental note: DEFGA dotted crotchets, crotchets, quavers Improvising- DEF Composing – N/A</p>
<p>Vocabulary Structure, intro/introduction, verse, chorus, improvise, Keyboards, drums, bass, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, glockenspiel, hook, texture, pentatonic scale,</p>		

	backing vocals, imagination, riff, solo, unison, rhythmic patterns, musical style, lyrics, choreography, digital/electronic sounds, by ear, notation, bridge, backbeat, bridge, appraising, syncopation, note values, note names, ballad, interlude, cover, bass line, harmony		
Year 6	<p>Autumn Focus</p> <p>Unit 1 Developing Melodic Phrases – How Does Music Bring Us Together?</p> <p>Unit 2 Understanding Structure & Form- How Does Music Connect Us With Our Past?</p>	<p>Spring Focus</p> <p>Unit 3- Gaining confidence through performance- How does music improve our world?</p> <p>Unit 4 Exploring notation further- How does music teach us about our community?</p>	<p>Summer Focus</p> <p>Unit 5- Using Chords and structure-How does music shape your life?</p> <p>Unit 6- Respecting each other through composition- How does music connect us to the environment?</p>
	<p>Threshold concepts</p> <p>Perform Sing or play from memory with confidence. Perform solos or as part of an ensemble. Sing or play expressively and in tune. Hold a part within a round. Sing a harmony part confidently and accurately. Sustain a drone or a melodic ostinato to accompany singing. Perform with controlled breathing (voice) and skillful playing (instrument).</p> <p>Compose Create songs with verses and a chorus. Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices, including melody, rhythm and chords. Thoughtfully select elements for a piece in order to gain a defined effect. Use drones and melodic ostinati (based on the pentatonic scale). Convey the relationship between the lyrics and the melody. Use digital technologies to compose, edit and refine pieces of music.</p> <p>Transcribe Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Read and create notes on the musical stave.</p>	<p>Threshold concepts</p> <p>Perform Sing or play from memory with confidence. Perform solos or as part of an ensemble. Sing or play expressively and in tune. Hold a part within a round. Sing a harmony part confidently and accurately. Sustain a drone or a melodic ostinato to accompany singing. Perform with controlled breathing (voice) and skillful playing (instrument).</p> <p>Compose Create songs with verses and a chorus. Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices, including melody, rhythm and chords. Thoughtfully select elements for a piece in order to gain a defined effect. Use drones and melodic ostinati (based on the pentatonic scale). Convey the relationship between the lyrics and the melody. Use digital technologies to compose, edit and refine pieces of music.</p> <p>Transcribe Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Read and create notes on the musical stave.</p>	<p>Threshold concepts</p> <p>Perform Sing or play from memory with confidence. Perform solos or as part of an ensemble. Sing or play expressively and in tune. Hold a part within a round. Sing a harmony part confidently and accurately. Sustain a drone or a melodic ostinato to accompany singing. Perform with controlled breathing (voice) and skillful playing (instrument).</p> <p>Compose Create songs with verses and a chorus. Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices, including melody, rhythm and chords. Thoughtfully select elements for a piece in order to gain a defined effect. Use drones and melodic ostinati (based on the pentatonic scale). Convey the relationship between the lyrics and the melody. Use digital technologies to compose, edit and refine pieces of music.</p> <p>Transcribe Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Read and create notes on the musical stave.</p>



<p>Understand the purpose of the treble and bass clefs and use them in transcribing compositions. Understand and use the # (sharp) and b (flat) symbols. Use and understand simple time signatures.</p> <p>Describe Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <p>pitch dynamics tempo timbre texture lyrics and melody sense of occasion expressive solo rounds harmonies accompaniments drones cyclic patterns combination of musical elements cultural context.</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p> <p>Suggested Activities UNIT 1 Songs- Do what you want to, It's all about love, Sunshine on a rainy day Instrumental notes: CDEGAB, minims, crotchets quavers GABbCDEF minims, crotchets quavers, DEF#AB crotchets, quavers Improvising- CDE Composing- GAB UNIT 2 songs- My best friend, singing swinging star, roll alabama Instrumental notes; CDEAB dotted crotchets, crotchets, quavers GABbBDEFF# minims, crotchets and quavers Improvising- CDE Composing- CDE</p>	<p>Understand the purpose of the treble and bass clefs and use them in transcribing compositions. Understand and use the # (sharp) and b (flat) symbols. Use and understand simple time signatures.</p> <p>Describe Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <p>pitch dynamics tempo timbre texture lyrics and melody sense of occasion expressive solo rounds harmonies accompaniments drones cyclic patterns combination of musical elements cultural context.</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p> <p>Suggested Activities UNIT 3 Songs-Disco fever, labamba, change Instrumental notes: DEFGA, crotchets quavers CDEFGAB minims, dotted crotchets, triple crotchets, crotchets, quavers EbFGAbBbC crotchets, quavers Improvising- CDE Composing- DEF UNIT 4 songs-Lets rock, simple gifts, friendship should never end Instrumental notes; GBbBCDF dotted quavers, quavers, semi quavers FGABbCE minims, dotted crotchets, crotchets and quavers EF#GG#ABCC# semibreves, minims, dotted crotchets, crotchets, quavers Improvising- GABb Composing- FGA</p>	<p>Understand the purpose of the treble and bass clefs and use them in transcribing compositions. Understand and use the # (sharp) and b (flat) symbols. Use and understand simple time signatures.</p> <p>Describe Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <p>pitch dynamics tempo timbre texture lyrics and melody sense of occasion expressive solo rounds harmonies accompaniments drones cyclic patterns combination of musical elements cultural context.</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p> <p>Suggested Activities UNIT 5 Songs-Wake up, down by the riverside, Dance the night away Instrumental notes: FAbEb, crotchets quavers GABDEF# semibreves,,dotted minims, minims, dotted crotchets, crotchets, quavers FGA bBbCEb minims, crotchets, dotted quavers, quavers, semiquavers Improvising- GAB Composing- FGA b UNIT 6 songs-Heal the Earth, lets go surfin, So Amazing Instrumental notes; FGABbCD semibreve, minims, crotchets, quavers Improvising- FGA Composing- FGA</p>
<p>Vocabulary Style indicators, Structure, intro/introduction, verse, chorus, improvise, Keyboards, drums, bass, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, glockenspiel, hook, texture, pentatonic scale, backing vocals, imagination, riff, solo, unison, rhythmic patterns, musical style, lyrics, choreography,</p>		

	digital/electronic sounds, by ear, notation, bridge, backbeat, bridge, appraising, syncopation, note values, note names, ballad, interlude, cover, bass line, harmony, dimensions of music, ostinato, phrases
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