

# Hujjat Primary School

## Curriculum Map with Faith Links



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Classical Music Reflection</b>	<b>Flight of the Bumblebee – Korsakov</b>	<b>The Four Seasons – Vivaldi</b>	<b>Coronation Ode - Elgar</b>	<b>Dance of the Sugar Plum Fairy - The Nutcracker - Tchaikovsky</b>	<b>Pines of Rome – Respighi</b>	<b>Jupiter – The Planets – Holst</b>	<b>Sonata Pathetique - Beethoven</b>
<b>Autumn 1 compassion</b>	<p><b>Music Focus:</b></p> <p>Listening and reflecting Composition Performance Tempo</p> <ul style="list-style-type: none"> <li>To recognise music that is fast or slow</li> <li>To understand that we can match our body movements to the speed/tempo or pulse/beat of music</li> </ul>	<p><b>Music Focus:</b></p> <p>Listening and reflecting Composition Performance Tempo</p> <ul style="list-style-type: none"> <li>To know that the pulse is the steady beat that goes through music</li> <li>To know that tempo is the speed of music</li> </ul>	<p><b>Music Focus:</b></p> <p>Listening and reflecting Composition Performance Tempo</p> <ul style="list-style-type: none"> <li>To understand that the tempo of a musical phrase can be changed to achieve a different effect</li> </ul>	<p><b>Music Focus:</b></p> <p>Listening and reflecting Composition Performance Tempo</p> <ul style="list-style-type: none"> <li>Revisit - To understand that the tempo of a musical phrase can be changed to achieve a different effect</li> </ul>	<p><b>Music Focus:</b></p> <p>Listening and reflecting Composition Performance Tempo</p> <ul style="list-style-type: none"> <li>To know that playing in time means all performers playing together at the same speed.</li> </ul>	<p><b>Music Focus:</b></p> <p>Listening and reflecting Composition Performance Tempo</p> <ul style="list-style-type: none"> <li>To understand that a slow tempo is used to make music sound sad</li> <li>To understand that varying effect can be created using only your voice, for example by changing the pitch, dynamic, tempo of the sound.</li> </ul>	<p><b>Music Focus: Step</b></p> <p>Listening and reflecting Composition Performance Tempo</p> <ul style="list-style-type: none"> <li>To know that a melody can be adapted by changing its dynamic, pitch or tempo</li> </ul>
	Nasheed: <a href="#">Bismillah, in the name of Allah</a>	Nasheed: <a href="#">Arabic Alphabet song (Subhi Alshalk)</a>  Nasheed: <a href="#">A is for Allah (Yusuf Islam, Zain Bikha)</a>	Nasheed: <a href="#">Mercy like the rain (Shaam)</a>	Nasheed: <a href="#">Ta'la Badru Alayna (traditional)</a>  Other versions with the same lyrics for children to see effect of tempo: - <a href="#">Ta'la Al Badru Alayna (I look I see album)</a>	Nasheed: <a href="#">Amaa Al Husna (Traditional)</a>  <a href="#">Choir version</a>	Nasheed: <a href="#">Mawla Ya Salli (Traditional)</a>  <a href="#">Alternative version of same nasheed</a>	Nasheed: <a href="#">Qasidah Muhammadiyah (Traditional)</a>  Other versions with same lyrics for children to see adaptations • <a href="#">Qasidah Muhammadiyah</a> • <a href="#">Al Qasidah Tul Muhammadiyah</a>

				- <a href="#">Tala Al Badru Alayna by Zain Bhikha</a>			
	<p><b>Faith and Values</b>          Quranic Link:          بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ          "In the name of Allah the most beneficent the most merciful."</p>	<p><b>Faith and Values</b>          Quranic Link:          Learn Arabic letters</p>	<p><b>Faith and Values</b>          Quranic Verse:          50:9          وَنَزَّلْنَا مِنَ السَّمَاءِ مَاءً مُبَارَكًا فَأَنْبَتْنَا بِهِ جِبَالًا وَحَبَّ الْحَصِيدِ          "And we send down blessed rain from the sky, bringing forth gardens and grains for harvest"          16:10          تَنْهَوِی الَّذِیْ اَنْزَلَ مِنَ السَّمَاءِ مَاءً لَّكُمْ مِنْهُ شَرَابٌ وَمِنْهُ شَجَرٌ فِيهِ تُسِيمُونَ ۝۱۰          "He I the One Who sends down rain from the sky, from which you drink and by which plant grow for your cattle to graze."          The Prophet said "The doors of Heaven to mercy will be opened in four situations: when it rains, when a child looks kindly at his parent's face, hen the door of the Ka'bah is opened and when marriage (occurs)."</p>	<p><b>Faith and Values</b>          Religious relevance – traditional Islamic poem that the ansar sang for the Prophet on his arrival into Medina          Geography link – look at the journey of the prophet from Mecca to Medina          Values – What values are they showing the Prophet? Why?</p>	<p><b>Faith and Values</b>          There are 99 names of Allah.          - Which ones do you know?          - Have you spotted any in the school? What do they mean?          Quran Verse part of 17:10          هَلْ اَدْعُوا اللَّهَ اَوْ اَدْعُوا الْاَرْحَمٰنَ سِوٰی مَا تَدْعُوا فَلَهُ الْاَسْمَاءُ الْاِحْسَنٰی          "say O Prophet, Call upon Allah or call upon the Most Comapssionate – whichever you call, He has the Most Beautiful Names...."</p>	<p><b>Faith and Values</b>  <a href="#">Translation of the nasheed</a>          The nasheed mentions that Prophet Muhammad had the best character. Which values do you think he showed?          Make links to Arabic learning          Quranic verse 68:4 talking to the prophet the Quran says:          وَاِنَّكَ لَعَلٰی خُلُقٍ عَظِيْمٍ          "And you are truly (a man) of outstanding character."</p>	<p><b>Faith and Values</b>          Quranic Verse:  <a href="#">Translation and lyrics of nasheed</a>          The nasheed mentions that Prophet Muhammad had the best character. Which values do you think he showed?          Make links to Arabic learning          Quranic verse 68:4 talking to the prophet the Quran says:          وَاِنَّكَ لَعَلٰی خُلُقٍ عَظِيْمٍ          "And you are truly (a man) of outstanding character."</p>
<p><b>Autumn 2</b>  <b>respect</b></p>	<p><b>Music Focus:</b>          Listening and reflecting          Composition          Performance          Structure          • To recognise the chorus in a familiar song</p>	<p><b>Music Focus:</b>          Listening and reflecting          Composition          Performance          Structure          • To know hat a piece of music can have more than one section (e.g. a verse and a chorus)</p>	<p><b>Music Focus:</b>          Listening and reflecting          Composition          Performance          Structure          • To understand that structure means the organization of sounds within music (e.g. a chorus and verse pattern in a song)</p>	<p><b>Music Focus:</b>          Listening and reflecting          Composition          Performance          Structure          • To know that music from different places often has different structural features</p>	<p><b>Music Focus:</b>          Listening and reflecting          Composition          Performance          Structure          • To know that deciding the structure of music when composing can help us create interesting music with contrasting sections          • An ostinato is a music</p>	<p><b>Music Focus:</b>          Listening and reflecting          Composition          Performance          Structure          • To know that a loop is a repeated rhythm or melody and is another word for ostinato.</p>	<p><b>Music Focus:</b>          Listening and reflecting          Composition          Performance          Structure          • To know that a chord progreion is a sequence of chords that repeats throughout a song          • To know that a theme in music is the main melody and that</p>

					<p>pattern that is repeated over and over and a vocal ostinato is a pattern created with your voice</p> <ul style="list-style-type: none"> <li>To understand that musical motifs (repeating patterns) are used a building block in many well-known pieces of music</li> </ul>		<p>variations are when this melody has been changed in some way.</p>
	Nasheed: <a href="#">We love Muhammad (Noor Sadeh)</a>	Nasheed: <a href="#">I am a Muslim (Yusuf Islam)</a>	Nasheed: <a href="#">Allah knows (Zain Bikha)</a>	Nasheed: <a href="#">Sing Children of the World (Dawud W/harnsby)</a>	Nasheed: <a href="#">Call to Prayer (Aashiq Al Rusul)</a>	Nasheed: <a href="#">Mountains of Makkah (Zain Bikha)</a>	Nasheed: <a href="#">Ya Muhammad (Vocals only) Muad</a>
	<p><b>Faith and Values</b>          Quranic Verse:          3:31          قُلْ إِنْ كُنْتُمْ تُحِبُّونَ اللَّهَ فَاتَّبِعُونِي يُحْبِبْكُمُ اللَّهُ وَيَغْفِرْ لَكُمْ ذُنُوبَكُمْ وَاللَّهُ غَفُورٌ رَحِيمٌ          "Say, (Oh Muhammad) 'If you love Allah follow me; Allah will love you and forgive you your sins. Allah is Forgiving, Merciful."</p>	<p><b>Faith and Values</b>          Values: Service and Gratitude          Arabic phrases to learn:          Bismillah – In the name of Allah          Alhamdulillah – Praise to Allah.          When would you say these?          What value are you showing when you say Bismillah?          What value are you showing when you say Alhamdulillah?</p>	<p><b>Faith and Values</b>          Quranic verse: 3:29          قُلْ إِنْ تُحِبُّوْا مَا فِي صُدُوْرِكُمْ أَوْ تُبْذَوْهُ يُعْطِمَهُ اللَّهُ وَيُعْظِمْ مَا فِي السَّمٰوٰتِ وَمَا فِي الْاَرْضِ ۗ وَاللَّهُ عَلٰى كُلِّ شَيْءٍ قَدِيْرٌ ۙ ۲۹          "Say, (O Prophet), 'Whether you conceal what is in your hearts or reveal it, it is known to Allah. For He knows whatever is in the heavens and whatever is on the earth. And Allah is most capable of everything."</p>	<p><b>Faith and Values</b>          Values: link to respect of differences/diversity          Quranic Verse: 49:13          يَاۤٓٔيٰۤاَيُّهَا النَّاسُ اِنَّا خَلَقْتُمْ مِّنْ ذَكَرٍ وَّاُنثٰى وَجَعَلْنٰكُمْ شُعُوْبًا وَّقَبَاٖۤٔلَ لِتَعَارَفُوْۤا ۗ اِنَّ اَكْرَمَكُمْ عِنْدَ اللّٰهِ اَتْقٰىكُمْ ۗ اِنَّ اللّٰهَ عَلِيْمٌ خَبِيْرٌ          "Oh Mankind! Indeed, We created you from a male and a female, and made you into nations and tribe, so that you may get to know one another. Surely the most noble of you in the sight of Allah is the most righteous among you. Allah is truly All Knowing, All aware."</p>	<p><b>Faith and Values</b>          Values: respect for adhan          Call to prayer is played in school everyday. Why? What does it mean?          (Note: adhan differs between denominations)          Quranic Verse: 62:9          يَاۤٓٔيٰۤاَيُّهَا الَّذِيْنَ ءَامَنُوْا اِذَا نُوْدِيَ لِلصَّلٰوةِ مِنْ يَوْمِ الْجُمُعَةِ فَاسْعَوْا اِلَىٰ ذِكْرِ اللّٰهِ وَذَرُوْا الْبَيْعَ ۗ ذٰلِكُمْ خَيْرٌ لَّكُمْ اِنْ كُنْتُمْ تَعْلَمُوْنَ          "Oh believers! When the call to prayer I made on Friday, then proceed diligently to the remembrance of Allah and leave off your business. That is best for you, if only you knew."</p>	<p><b>Faith and Values</b>          Values: Service of the Prophets to Allah.          Quranic Stories:          -Prophet Ibrahim build the ka'ba          -Story of Amul Feel          -Story of revelation of Quran to the Prophet          Opportunity for children to create a verse for the nasheed based on a Quranic story they know/have learnt</p>	<p><b>Faith and Values</b>          Values: excellence of the Holy Prophet Muhammad          Quranic Verse: 33:21          لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللّٰهِ اٰمُوْنَةٌ حَسَنَةً ۗ لَمَنْ كَانَ يَرْجُوا اللّٰهَ وَالْيَوْمَ الْاٰخِرَ وَذَكَرَ اللّٰهَ كَثِيْرًا          "Indeed, in the Messenger of Allah you have an excellent example for whoever has hope in Allah and the Last Day, and remembers Allah often."</p>

Spring 1 service	<p><b>Music Focus:</b></p> <p>Listening and reflecting Composition Performance Pitch:</p> <ul style="list-style-type: none"> <li>To understand and recognise high and low notes</li> </ul>	<p><b>Music Focus:</b></p> <p>Listening and reflecting Composition Performance Pitch:</p> <ul style="list-style-type: none"> <li>To understand pitch means high and low note sounds</li> <li>To understand our voice can make more than one pitch of notes</li> </ul>	<p><b>Music Focus:</b></p> <p>Listening and reflecting Composition Performance Pitch:</p> <ul style="list-style-type: none"> <li>To know that some voices / instruments have a lower range of pitches and some have a higher range of pitches</li> <li>To understand that a melody/nasheed is made up from high and low pitched notes played one after another to make a tune.</li> </ul>	<p><b>Music Focus :</b></p> <p>Listening and reflecting Composition Performance Pitch:</p> <ul style="list-style-type: none"> <li>To know that the group of pitches in a song is called it key and that a key decides whether a song sounds happy or sad</li> <li>To know that some traditional music around the world is based on five notes called a pentatonic scale</li> <li>To understand that the pentatonic melody uses only the five notes</li> </ul>	<p><b>Music Focus:</b></p> <p>Listening and reflecting Composition Performance Pitch:</p> <ul style="list-style-type: none"> <li>To know that a glissando in music means a sliding effect played by your voice</li> <li>To know that transposing a melody means changing its key to make it higher or lower pitched</li> </ul>	<p><b>Music Focus:</b></p> <p>Listening and reflecting Composition Performance Pitch:</p> <ul style="list-style-type: none"> <li>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made</li> </ul>	<p><b>Music Focus:</b></p> <p>Listening and reflecting Composition Performance Pitch:</p> <ul style="list-style-type: none"> <li>To know that a melody can be adapted by changing its pitch.</li> </ul>
	<p><b>Nasheed:</b> <a href="#">I look, I look, I see (Yusuf Islam)</a></p>	<p><b>Nasheed:</b> <a href="#">Your Mother (Yusuf Islam)</a></p>	<p><b>Nasheed:</b> <a href="#">School Anthem (Zain Bikha)</a></p>	<p><b>Nasheed:</b> <a href="#">In Salawat Badriyya (Traditional)</a></p> <p><a href="#">Alternative version</a> with English translation</p>	<p><b>Nasheed:</b> <a href="#">All is for you (Noor)</a></p>	<p><b>Nasheed:</b> <a href="#">Talama Ashku Gharami (Traditional)</a></p>	<p><b>Nasheed:</b> <a href="#">ya imam ar Rusuli</a></p> <p><a href="#">Ya Imam ar Rusli (Choir version)</a></p>
	<p><b>Faith and Values</b> Values: service</p> <p>Quranic verse: 6:162 قُلْ إِنَّ صَلَاتِي وَنُسُكِي وَمَحْيَايَ وَمَمَاتِي لِلَّهِ رَبِّ الْعَالَمِينَ</p> <p>“Say, ‘surely my prayer, and my worship, and my life nad my death are all for Allah – Lord of the worlds.”</p> <p>Listen for high and low pitches in a recitation of the Quran.</p>	<p><b>Faith and Values</b> Values: service, respect and gratitude</p> <p>Quranic Verse: 4:36 وَبِالْوَالِدَيْنِ إِحْسَانًا وَبِذِي الْقُرْبَىٰ وَالْيَتَامَىٰ وَالْمَسْكِينِ وَالْجَارِ ذِي الْقُرْبَىٰ وَالْجَارِ الْجُنُبِ وَالصَّاحِبِ بِالْجَنبِ وَابْنِ السَّبِيلِ وَمَا مَلَكَتْ أَيْمَانُكُمْ</p> <p>“... (Show) kindness unto parents, and unto near kindered, and orphans, and the needy, and unto</p>	<p><b>Faith and Values</b> Values: service</p> <p>Quranic Verse: 47:7 يَا أَيُّهَا الَّذِينَ آمَنُوا إِن تَتَصَدَّقُوا لِلَّهِ يَتَّخِذْكُمْ أَقْدَامَكُمْ</p> <p>“Oh believers! If you stand up/serve Allah, He will help you and make your steps firm.”</p> <p>Copy a Qari/Quran recitation with high and low pitches</p>	<p><b>Faith and Values</b> Values: service and gratitude.</p> <p>Faith links: look at translation of lyrics provided on the video link. Reflect on words and link to values and Arabic/MFL learning.</p> <p>Listen to ajum recitation of the Quran (happy) and sab recitation of the Quran (Saba) and discuss differences in</p>	<p><b>Faith and Values</b> Values: Service</p> <p>Quranic Verse: 6:162 قُلْ إِنَّ صَلَاتِي وَنُسُكِي وَمَحْيَايَ وَمَمَاتِي لِلَّهِ رَبِّ الْعَالَمِينَ</p> <p>“Say, ‘Surely my prayer, my worship, my life and my death are all for Allah – Lord of the worlds”</p> <p>Copy a recitation of the Quran and then ask the</p>	<p><b>Faith and Values</b> Look at <a href="#">translation</a> and reflect on meaning. Which values are reflected</p> <p>Copy a recitation of the Quran and then ask the children to recite the same in a different pitch. Reflect on what effect it has.</p>	<p><b>Faith and Values</b> Look at <a href="#">translation</a> and reflect on meaning. Which values are reflected?</p> <p>Listen to a few different recitations of the same verse of Quran (if possible choose different melodies) Reflect on how they differed in pitch and what effect this had. Children could attempt replicating the different</p>

		<p>the neighbour who is of kin and the neighbour who is not of kin, and the fellow traveller and the wayfarer and who your right hands possess...”</p> <p>Recite the verse with high and low pitches copying a online recitation of the verse or teacher</p>		<p>pitches and how it affects the mood</p>	<p>children to recite the same in a different pitch.</p> <p>Listen to Quran recitation and ask children to reflect on whether there are any gliassandos in the voice when Quran is being recited.</p>		<p>melodies. (Qari visitor may be helpful for this).</p>
<p><b>Spring 2</b></p> <p><b>Gratitude</b></p>	<p><b>Music Focus:</b></p> <p>Listening and reflecting Composition Performance Dynamics:</p> <ul style="list-style-type: none"> <li>To understand that instruments (or our voices) can be played/used loudly or softly</li> </ul>	<p><b>Music Focus :</b></p> <p>Listening and reflecting Composition Performance Dynamics:</p> <ul style="list-style-type: none"> <li>To know that dynamic means how loud or oft a sound is</li> <li>To understand that sounds can be adapted to change their mood (e.g. through dynamics)</li> </ul>	<p><b>Music Focus :</b></p> <p>Listening and reflecting Composition Performance Dynamics:</p> <ul style="list-style-type: none"> <li>To know that dynamic can change the effect a sound has on the audience</li> </ul>	<p><b>Music Focus:</b></p> <p>Listening and reflecting Composition Performance Dynamics:</p> <ul style="list-style-type: none"> <li>To know that the word crescendo means a sound getting gradually louder</li> </ul>	<p><b>Music Focus:</b></p> <p>Listening and reflecting Composition Performance Dynamics:</p> <ul style="list-style-type: none"> <li>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music</li> </ul>	<p><b>Music Focus:</b></p> <p>Listening and reflecting Composition Performance Dynamics</p> <ul style="list-style-type: none"> <li>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic, or tempo of the sound made.</li> </ul>	<p><b>Music Focus:</b></p> <p>Listening and reflecting Composition Performance Dynamics</p> <ul style="list-style-type: none"> <li>To know that a melody can be adapted by changing its dynamics</li> </ul>
	<p><b>Nasheed:</b> <a href="#">I look, I look, I see (Yusuf Islam)</a></p>	<p><b>Nasheed:</b> <a href="#">Months in Islam</a></p>	<p>Nasheed: <a href="#">Give thanks to Allah (Zain Bikha)</a></p>	<p><b>Nasheed:</b> <a href="#">Thank you Allah (Raihaan)</a></p>	<p><b>Nasheed:</b> <a href="#">Shukran ya rab</a></p>	<p><b>Nasheed:</b> <a href="#">Subhanakha Rabbi Subhanak (Maher Zain)</a></p>	<p><b>Nasheed:</b> <a href="#">Pearl (Sami Yusuf) Vocals only</a></p>
	<p><b>Faith and Values</b> Values: Service, gratitude</p> <p>Quranic Verse: 6:162 قُلْ إِنَّ صَلَاتِي وَنُسُكِي وَمَحْيَايَ وَمَمَاتِي لِلَّهِ رَبِّ الْعَالَمِينَ "Say, 'Surely my prayer, my worship, my life and my death are all for Allah – Lord of the worlds'" (learn translation with signs)</p>	<p><b>Faith and Values</b> Faith links: Islamic months</p> <p>Quranic Verse: part of 9:36 إِنَّ عِدَّةَ الشُّهُورِ عِنْدَ اللَّهِ اثْنَا عَشَرَ شَهْرًا فِي كِتَابِ اللَّهِ يَوْمَ خَلَقَ السَّمَوَاتِ وَالْأَرْضِ "Indeed the number of months according to Allah is twelve in the Book of Allah on the day</p>	<p><b>Faith and Values</b> Values: Gratitude</p> <p>Quranic Verse: part of 14:7 لَئِنْ شَكَرْتُمْ لَأَزِيدَنَّكُمْ "...If you are grateful, I will certainly give you more..."</p>	<p><b>Faith and Values</b> Values: Gratitude</p> <p>Quranic Verse: Part of 27:19 فَتَبَسَّمَ ضَاحِكًا مِّن قَوْلِهَا وَقَالَ رَبِّ أُوذِعْنِي أَنْ أَشْكُرَ نِعْمَتَكَ الَّتِي أَنْعَمْتَ عَلَيَّ وَعَلَىٰ وِلْدِي "So (Solomon) smiled, amused at her speech, and said, 'My Lord, enable me to be grateful for Your favour which You have bestowed</p>	<p><b>Faith and Values</b> Values: Gratitude</p> <p>Allow children to read translation of nasheed linking to MFL and faith</p> <p>Quranic Verse: 31:12 وَلَقَدْ آتَيْنَا لُقْمَانَ الْحِكْمَةَ أَنْ اشْكُرْ لِلَّهِ ۚ وَمَنْ يَشْكُرْ فَإِنَّمَا يَشْكُرُ لِنَفْسِهِ ۚ إِنَّهُ كَانَ خَلِيمًا غَفُورًا "Indeed We blessed Luqman with wisdom (saying), 'Be grateful to</p>	<p><b>Faith and Values</b> Values: Gratitude/Priase of Allah</p> <p>Quranic Verse: 17:44 تُسَبِّحُ لَهُ السَّمَوَاتُ السَّبْعُ وَالْأَرْضُ وَمَنْ فِيهِنَّ ۚ وَإِنْ مِنْ شَيْءٍ إِلَّا يُسَبِّحُ بِحَمْدِهِ ۚ وَلَكِنْ لَا تَفْقَهُونَ تَسْبِيحَهُمْ ۗ إِنَّهُ كَانَ خَلِيمًا غَفُورًا "The seven heavens, the earth and all those in them glorify Him. There is not a single thing that does not glorify His praises – but you</p>	<p><b>Faith and Values</b> Values: Gratitude/Praise of Allah</p> <p>Quranic Verse: Part of 40:60 قَالَ رَبُّكُمْ ادْعُونِي أَسْتَجِبْ لَكُمْ "Your Lord has proclaimed, 'Call upon Me, I will respond to you..."</p>

	Try reciting the verse softly and loudly	He created the heavens and the Earth..."		upon me and upon my parents..."	Allah, for whoever is grateful, it is only for their own good. And whoever is ungrateful, then surely Allah is self-sufficient, praiseworthy." Could also recap other verses on gratitude.	(simply) cannot comprehend their glorification. He is indeed Most Forbearing, All Forgiving."	
<b>Summer 1 Integrity</b>	<p><b>Music Focus:</b></p> <p>Listening and reflecting Composition Performance Timbre</p> <ul style="list-style-type: none"> <li>To know that different instruments can sound like a particular character.</li> </ul> <p>Texture</p> <ul style="list-style-type: none"> <li>To know that music often has more than one instrument being played at a time</li> </ul>	<p><b>Music Focus:</b></p> <p>Listening and reflecting Composition Performance Timbre</p> <ul style="list-style-type: none"> <li>To know that my voice can create different timbres to help tell a story.</li> </ul> <p>Texture</p> <ul style="list-style-type: none"> <li>To know that music has layers called texture.</li> </ul>	<p><b>Music Focus:</b></p> <p>Listening and reflecting Composition Performance Timbre</p> <ul style="list-style-type: none"> <li>To understand that an instrument can be matched to an animal noise based on its timbre</li> </ul> <p>Texture</p> <ul style="list-style-type: none"> <li>To know a graphic score can show a picture of the layers, or texture of a piece of music.</li> </ul>	<p><b>Music Focus:</b></p> <p>Listening and reflecting Composition Performance Timbre</p> <ul style="list-style-type: none"> <li>To understand that the timbre played affects the mood and style of a piece of music</li> </ul> <p>Texture</p> <ul style="list-style-type: none"> <li>To know that many types of music from around the world consist of more than one layer of sound.</li> </ul>	<p><b>Music Focus:</b></p> <p>Listening and reflecting Composition Performance Timbre</p> <ul style="list-style-type: none"> <li>To know that grouping instruments according to their timbre can create contrasting textures in music</li> </ul> <p>Texture</p> <ul style="list-style-type: none"> <li>To know that combining different instruments and different rhythms when we can compose can create layers of sound we call texture</li> <li>To understand that harmony means playing two notes at the same time which usually sound good together</li> </ul>	<p><b>Music Focus:</b></p> <p>Listening and reflecting Composition Performance Timbre</p> <ul style="list-style-type: none"> <li>To understand that human voice have their own individual timbre and that this can be adapted by using the voice in different ways</li> </ul> <p>Texture</p> <ul style="list-style-type: none"> <li>To understand that a chord is the layering of several pitches played at the same time.</li> <li>To know that poly-rhythms means many rhythms played at once.</li> </ul>	<p><b>Music Focus:</b></p> <p>Listening and reflecting Composition Performance Timbre</p> <ul style="list-style-type: none"> <li>To know that timbre can also be thought of as tone color and can be described in many different ways (e.g. warm, cold, rich, bright)</li> </ul> <p>Texture</p> <ul style="list-style-type: none"> <li>To understand that texture can be created by adding or removing vocals in a piece and can create the effect of dynamic change.</li> <li>To know that a counter melody is different to harmony because it uses a different rhythm as well as complementary notes.</li> </ul>

	<p><b>Nasheed:</b> <a href="#">Allah made everything (Zain Bikha)</a></p>	<p><b>Nasheed:</b> <a href="#">25 Prophets (Zain Bikha)</a></p>	<p><b>Nasheed:</b> <a href="#">Colours of Islam (Dawud Wharnsby)</a></p>	<p><b>Nasheed:</b> <a href="#">Beloved (Aashiq al Rusul)</a></p>	<p><b>Nasheed:</b> <a href="#">Insha Allah Vocals Only (Maher Zain)</a></p>	<p><b>Nasheed:</b> <a href="#">Madinah tun Nabi (Aashiq Al Rusulu)</a></p>	<p><b>Nasheed:</b> <a href="#">Khairai Anaam (Aashiq Al Rusul)</a></p>
	<p><b>Faith and Values</b></p> <p>Children to learn name of Allah 'Al-Khaliq' meaning the Creator.</p> <p>Quranic verse: Part of 7:54          إِنَّ رَبَّكُمْ اللَّهُ الَّذِي خَلَقَ السَّمٰوٰتِ وَالْاَرْضَ فِي سِتَّةِ اَيَّامٍ          "Indeed, your Lord is Allah who created the heavens and earth in six days..."</p>	<p><b>Faith and Values</b></p> <p>Faith link : Names of the prophets and the values they taught</p> <p>6:84-89 show children all these verses but memorise part of 6:89          اُولٰٓئِكَ الَّذِيْنَ ءَاتَيْنٰهُمُ الْكِتٰبَ وَالْحِكْمَ وَالنَّبِيَّۃَ ۗ هٰٓئِٓنْ يَكْفُرُ بِهَا هُنَّ لِآءٍ فَعَدَّ وَاكُنَّا بِهَا قَوْمًا لَّيْسُوْا بِهَا بِكَافِرِيْنَ ۝۸۹          "Those were the ones to whom we gave the scripture, wisdom and prophethood. But if these (pagans) disbelieve in this (message), then We have already entrusted it to a people who will never disbelieve in it."</p>	<p><b>Faith and Values</b></p> <p>Values: Respect, integrity</p> <p>Quranic Verse: 49:13          يٰۤاَيُّهَا النَّاسُ اِنَّا خَلَقْنٰكُمْ مِنْ ذَكَرٍ وَّ اُنْثٰى وَجَعَلْنٰكُمْ شُعُوْبًا وَّقَبٰٓئِلَ لِتَعَارَفُوْۤا ۗ اِنَّ اَكْرَمَكُمْ عِنْدَ اللّٰهِ اَتْقٰىكُمْ ۗ اِنَّ اِلٰهَكُمْ عَلِيْمٌ خَبِيْرٌ          "Oh humanity! Indeed, we created you from a male and female and made you into peoples and tribes so that you may get to know one another. Surely the most noble of you in the sight of Allah is the most righteous among you. Allah is truly All-knowing, All aware."</p>	<p><b>Faith and Values</b></p> <p>Link to sending blessings on the prophet and following his example.</p> <p>Use this opportunity to share stories from the life of the prophet.</p> <p>Quranic Verse: 33:56          اِنَّ اللّٰهَ وَمَلَائِكَتَهُ يَصلُّوْنَ عَلٰى النَّبِيِّ ۗ يٰۤاَيُّهَا الَّذِيْنَ ءَامَنُوْا صَلُّوْا عَلَيْهِ وَسَلِّمُوْا تَسْلِيْمًا ۝۵۶          "Indeed Allah showers His blessings upon the Prophet, and His angels pray for him. Oh believers! Invoke Allah's blessings upon him, and salute him with worthy greetings of peace."</p>	<p><b>Faith and Values</b></p> <p>Values: integrity, excellence</p> <p>Quranic Verse: 18:23-24          وَلَا تَقُوْلُوْا لِمَنْ اِنشَاءُۤ اِىَّ فَاَعْبَدِْ ذٰلِكَ ۗ غَدًا ۗ اِلَّا اَنْ يَشَاءَ اللّٰهُ ۗ وَاذْكُرْ رَبَّكَ اِذَا نَسِيْتُمْ ۗ وَقُلْ عَسٰٓى اَنْ يَهْدِيْنَ رَبِّيْ لِاَقْرَبَ مِنْ هٰذَا رَشْدًا ۙ ۲۴          "And never say of anything, 'I will definitely do this tomorrow', without adding, 'If Allah so wills.' But if you forget, then remember your Lord, and say, 'I trust my Lord will guide me to what is more right than this.'"</p>	<p><b>Faith and Values</b></p> <p>Values: Link to integrity by talking about why do we want to be like the prophet? How can we become an example for others</p> <p>Faith link: talk about the importance of Medina in Islamic History.</p>	<p><b>Faith and Values</b></p> <p>Values: Link to integrity by talk about why the prophet is the best of all mankind.</p> <p>Faith/MFL link: chn to try to recognise some vocabulary from the arabic and reflect on what the words say.</p> <p>Quranic Verse: 33:21          لَقَدْ كَانَ لَكُمْ فِيْ رَسُوْلِ اللّٰهِ اَسْوَةٌ حَسَنَةٌ لِّمَنْ كَانَ يَرْجُوْا اللّٰهَ وَالْيَوْمَ الْاٰخِرَ وَذَكَرَ اللّٰهَ كَثِيْرًا ۙ ۲۱          "Indeed, in the Messenger of Allah you have an excellent example for whoever has hope in Allah and the Last Day, and remembers Allah often."</p>
<p><b>Summer 2 excellence</b></p>	<p><b>Music Focus:</b></p> <p>Listening and reflecting Composition Performance Duration:</p> <ul style="list-style-type: none"> <li>To recognise that different sounds can be long or short</li> </ul> <p>Notation:</p> <ul style="list-style-type: none"> <li>To know that signals can tell us when to start or stop playing</li> </ul>	<p><b>Music Focus:</b></p> <p>Listening and reflecting Composition Performance Duration:</p> <ul style="list-style-type: none"> <li>To know that rhythm means a pattern of long and short notes</li> </ul> <p>Notation:</p> <ul style="list-style-type: none"> <li>To understand that music can be represented by pictures or symbols</li> </ul>	<p><b>Music Focus:</b></p> <p>Listening and reflecting Composition Performance Duration:</p> <ul style="list-style-type: none"> <li>To know that duration means how long a note, phrase or whole piece of music lasts</li> <li>To know that the long and short sounds of a spoken phrase can be represented by a rhythm</li> </ul> <p>Notation:</p> <ul style="list-style-type: none"> <li>To know that notation means</li> </ul>	<p><b>Music Focus:</b></p> <p>Listening and reflecting Composition Performance Duration:</p> <ul style="list-style-type: none"> <li>To know that different notes have different durations and that crochets are worth one whole beat</li> <li>To know that written music tells you how long to play a note for</li> </ul> <p>Notation:</p> <ul style="list-style-type: none"> <li>To understand that reading music means</li> </ul>	<p><b>Music Focus:</b></p> <p>Listening and reflecting Composition Performance Duration:</p> <ul style="list-style-type: none"> <li>To know that combining different vocal sounds playing different rhythms creates layers of sound called texture</li> <li>To know that singing in time requires playing notes for the correct duration as well as the correct speed</li> </ul>	<p><b>Music Focus:</b></p> <p>Listening and reflecting Composition Performance Duration:</p> <ul style="list-style-type: none"> <li>To know that poly rhythms means many different rhythms played at once</li> <li>To know that the duration of a note or phrase in music can be shown using a repeated symbol or size of a symbol on a graphic score</li> </ul>	<p><b>Music Focus:</b></p> <p>Listening and reflecting Composition Performance Duration:</p> <ul style="list-style-type: none"> <li>To understand that representing beats of silence or rest in written music is important as it helps us play rhythms correctly.</li> <li>To know that a quaver is worth half a beat</li> </ul> <p>Notation:</p>

			<p>writing music down so someone else can play it</p> <ul style="list-style-type: none"> <li>To know that a graphic score can show a picture of the structure and/or texture of music</li> </ul>	<p>using how the written note symbols look and their position to know what notes to play.</p>	<ul style="list-style-type: none"> <li>To know that a motif in music can be a repeated rhythm</li> </ul> <p>Notation:</p> <ul style="list-style-type: none"> <li>To know that performance directions are words added to music notation to tell performers how to play</li> </ul>	<p>Notation:</p> <ul style="list-style-type: none"> <li>To know that simple picture can be used to represent the structure of music</li> <li>To understand that in written staff notation, notes can go on or between lines and that the lines show the pitch of the note</li> </ul>	<ul style="list-style-type: none"> <li>To know that graphic notation means writing music down using your choice of pictures or symbols but staff notation means music written more formally on the special line called staves.</li> <li>To know that chord progressions are represented in music by roman numerals</li> </ul>
	<p><b>Nasheed:</b> <a href="#">Allah made everything (Zain Bikha)</a></p>	<p><b>Nasheed:</b> <a href="#">La illah illallah</a></p>	<p><b>Nasheed:</b> <a href="#">The blue sky is blue like blue bubble gum (Dawud Wharnsby)</a></p>	<p><b>Nasheed:</b> <a href="#">Qamarun (Mostafa Ateii)</a></p>	<p><b>Nasheed:</b> <a href="#">Ya Rabbi Bil Mustafa (Traditional)</a></p>	<p><b>Nasheed:</b> <a href="#">Be Curious (Hamood Al Khidr)</a></p> <p><a href="#">Vocals Only version</a></p>	<p><b>Nasheed:</b> <a href="#">Shine (Sami Yusuf) Vocals Only</a></p> <p>Or</p> <p><a href="#">Kun Saeedan (Othman Al Ibrahim)</a></p>
<p><b>Faith and Values</b> Children to learn name of Allah 'Al-Khaliq' meaning the Creator.</p> <p>Quranic verse: Part of 7:54      إِنَّ رَبَّكُمْ اللَّهُ الَّذِي خَلَقَ السَّمَوَاتِ وَالْأَرْضَ فِي سِتَّةِ أَيَّامٍ      "Indeed, your Lord is Allah who created the heavens and earth in six days..."</p>	<p><b>Faith and Values</b> Values: excellence</p> <p>Quranic Verse: 3:18      شَهِدَ اللَّهُ أَنَّهُ لَا إِلَهَ إِلَّا هُوَ وَالْمَلَائِكَةُ وَأُولُو الْعِلْمِ قَانِمًا بِالْقِسْطِ ۗ لَا إِلَهَ إِلَّا هُوَ الْعَزِيزُ الْحَكِيمُ      Allah bears witness that there is no god but Him, as do the angels and those who have knowledge. He upholds justice. There is no god but him, the almighty, the all wise."</p>	<p><b>Faith and Values</b> Values: service, excellence</p> <p>Quranic Verse: 24:41      أَلَمْ تَرَ أَنَّ اللَّهَ يُسَبِّحُ لَهُ مَنْ فِي السَّمَوَاتِ وَالْأَرْضِ وَالطَّيْرِ صَوَّاتٌ كُلٌّ قَدْ عَلِمَ صَلَاتَهُ وَتَسْبِيحَهُ ۗ وَاللَّهُ عَلِيمٌ بِمَا يَفْعَلُونَ ٤١      "Do you not see that Allah is glorified by all those in the heavens and the earth, even the birds as they soar? Each knows its own (mode of) prayer and praise. And Allah is aware of what they do."</p>	<p><b>Faith and Values</b> Values: excellence in the example of the prophet</p> <p>Quranic Verse: 33:40      أُولَئِكَ الَّذِينَ ءَاتَيْنَاهُمُ الْكِتَابَ وَالْحِكْمَ وَالنَّبِيَّةَ ۚ فَإِنْ يَكْفُرْ بِهَا هَؤُلَاءِ فَقَدْ وَكَلْنَا بِهَا قَوْمًا لَيُؤْسُوا بِهَا بِكَفَرِينَ ٨٩      "Muhammad is not the farther of any of your men, but is the messenger of Allah and the seal of the prophets. And Allah has perfect knowledge of all things."</p>	<p><b>Faith and Values</b> Values: excellence in the example of the prophet.</p> <p>Could look at some of the names of the Prophet and why he e</p> <p>Quranic Verse: 33:21      لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِمَنْ كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا ٢١      "Indeed, in the Messenger of Allah you have an excellent example for whoever has hope in Allah and the Last Day, and remembers Allah often."</p>	<p><b>Faith and Values</b> Values: excellence</p> <p>MFL links: arabic vocabulary. Children to read and reflect on translation.</p> <p>The Holy Prophet said:      "He who searches for knowledge is similar to a person who fasts during the day and keeps vigil at night and is busy worshipping. If a person acquires a branch of knowledge it is better for him than possessing as much gold as the height of Abu Qubais Mount which he would distribute in the way of</p>	<p><b>Faith and Values</b> Values: excellence</p> <p>Quranic Verse: 53:39      وَأَنْ لَيْسَ لِلْإِنْسَانِ إِلَّا مَا سَعَى ٣٩      "Nothing belongs to man except what he strives for."</p>	

						Allah.” (Bihar ul anwar, vol 1, p.184)	
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### **Enrichment Opportunities**

- Where appropriate, Quran recitation experts of the Quranic recitation melodies will be invited in to talk about how pitch, dynamics and other aspects can be used to create a melodious recitation of Quran and varying moods in Quranic recitation.
- Professional nasheed reciters may be invited in to share their expertise of writing lyrics and musical techniques to compose nasheeds.

### **Other Nasheeds/Music used for events/performances:**

Prophet Muhammad:

- [Be like you](#) by Sumayya Kalla

Ramadhan

- [Welcome Ramadhan Zain Bikha](#)
- [We scanned the sky](#)