

# Great Crosby Catholic Primary School



## Music Curriculum Map

A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

### Aims

The national curriculum for music aims to ensure that all pupils:

- ♣ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- ♣ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- ♣ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study

		Development Matters, Children are learning to...		
	Year Group		What will this look like in Great Crosby?	New Vocabulary
EYFS	Nursery	Sing a large repertoire of songs. <ul style="list-style-type: none"> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> </ul>	Singing games and rhymes/Melody Monkey Nursery rhymes and action songs. Develop language and listening skills. Develop finger dexterity and motor coordination. Develop social skills. Use speaking and singing voice. Move in time to music. Feel the pulse through actions. Move to the beat Sing together in a group. Copy Cat Rhythmic patterns. Copy Cat Melodic Patterns.	Song, sing, actions, singing voice, speaking voice, pulse, beat, instruments, percussion instruments, names of instruments, copy me,



		<ul style="list-style-type: none"> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs, or improvise a song around one they know.</li> </ul>		
Reception		<ul style="list-style-type: none"> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.             <ul style="list-style-type: none"> <li>• Learn rhymes, poems and songs.</li> </ul> </li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.             <ul style="list-style-type: none"> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making</li> </ul> </li> </ul>	<p>Musical Activities from Charanga that embed pulse, rhythm and pitch, explore voices and classroom instruments.</p> <p>Learn to sing nursery rhymes and action songs.            Listening and responding to different styles of music            Find the pulse.            Copy-clap the rhythm of names.            Copy-clap some rhythms of phrases from the songs.            Explore high sounds and low sounds using voices and glockenspiels.            Explore high pitch and low pitch in the context of the songs.            Keep the beat of the song with a pitched note.            Add pitched notes to the rhythm of the words or phrases in the song.            Enjoy playing patterns using a combination of any of the three notes C, D and E            Use the starting note to explore melodic patterns using one or two notes            Share and perform the learning that has taken place            Learning how to take turns when sharing ideas</p> <p><b>Autumn 1 Me!</b>  <b>Step 1 Me!</b>            Listen and respond Celebration by Kool and the Gang.</p>	<p>Pulse, beat, rhythm, high, low, pitch, percussion instruments, tuned instruments, musical patterns, notes, names of percussion instruments. names of tuned instruments, copy rhythmic patterns, copy melodic patterns, high pitched sounds, low pitched sounds, glockenspiel, accompany a song, copycat rhythm games, copy cat melodic games,</p>



		<p>and dance, performing solo or in groups.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Create collaboratively sharing ideas, resources and skills.</li> </ul>	<p>Games track Pat a cake Learn the action song- Name song Share and perform. <b>Step 2-Me!</b> Listen and respond- Happy by Pharrell Williams Games track pat a cake- Find the pulse Games Track Name song Pat a cake: learn to sing the song Learn the action song- Name song. Share and perform <b>Step 3-Me!</b> Listen and respond- Sing by the carpenters. Games track pat a cake- Find the pulse, explore high sounds and low sounds using voices and glockenspiels. Games track name song- Games track This old man- Pat a cake, learn to sing the song 12345 learn to sing the song This old man; learn to sing the song Learn the action song name song Share and perform. <b>Step 4 Me!</b> Listen and respond- Sing a rainbow Games tracks Pat a cake, 12345, Name song, This old man, Five little ducks, Things for Fingers, - find the pulse Learn to sing the song Pat a cake, 12345, This old man, Five little ducks, Name song, Learn the action song- Things for Fingers. Share and perform. <b>Step 5 Me!</b> Listen and Respond- Happy Birthday by Stevie Wonder Games track Pat a cake, 1234, name song, This Old Man, Five little ducks, Things for Fingers, Pat a cake, - Find the pulse Learn to sing the songs- 12345, Pat a cake, This old man, Five little ducks, Learn the action song- name song, Things for Fingers.</p>	
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		<p>Share and perform</p> <p><b>Step 6 – Me!</b></p> <p>Listen and respond Our House by Madness. Games tracks and learn to sing the songs as above mentioned.</p> <p><b>Autumn 2 My Stories</b></p> <p>The topic My Stories has steps 1 to 6 as above for the topic Me. Below is listed the knowledge and skills the children will experience. Main songs- I’m A Little Teapot, The Grand Old Duke Of York, Ring O’ Roses, Hickory Dickory Dock, Not Too Difficult, The ABC Song Explore and create- Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments. Games tracks-Find the pulse as one of the characters from the song Copy cat rhythm games- Copy-clap the rhythm of small phrases from the songs High and low games- Explore high pitch and low pitch in the context of the song. Create your own Sounds using instruments- Invent a pattern to go with a song using one note. Instrument Notes- I’m A Little Teapot C, C + D The Grand Old Duke Of York C, C + D Ring O’ Roses C, C + D Hickory Dickory Dock C, C + D The ABC Song DD+E Supporting Songs and styles. Listen and respond to- Roll Alabama by Bellowhead, Boogie Wonderland by Earth Wind And Fire, Don’t Go Breaking My Heart by Elton John and Kiki Dee, Ganesh Is Fresh by MC Yogi, Frosty The Snowman sung by Ella Fitzgerald, Spiderman sung by Michael Bublé</p> <p><b>Spring 1 Everyone</b></p> <p>The topic Everyone has steps 1 to 6 as above. Below is listed the knowledge, skills and activities the children will experience in this topic. Main songs- 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 Explore and Create-Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments. Games track-Invent ways to find the pulse. Copy Cat rhythm games- Copy-clap some rhythms of phrases from the songs. High and Low games- Explore high pitch and low pitch in the context of the songs.</p>	
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			<p>Create your own Sounds using instruments- Use the starting note to explore melodic patterns using one or two notes  Instrument notes- Wind The Bobbin Up D, D + E Rock-a-bye Baby D, D + E If You're Happy And You Know It G G +A  Supporting Songs and styles. Listen and respond to- We Are Family by Sister Sledge Thula Baba by Hlabalela Ensemble ABC by The Jackson 5 My Mum Is Amazing (feat. Zain Bhikha) by Zimtech Productions Conga by Miami Sound Machine Horn Concerto No 4: Third Movement – Rondo by Mozart.</p> <p><b>Spring 2 Our World</b>  The topic Our World has steps 1 to 6 . Below is listed the knowledge and skills the children will experience in this topic.  Main Songs-Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey  Explore and Create Musical Activities that embed- pulse, rhythm and pitch, explore voices and classroom instruments.  Games track- Find the pulse and show others your ideas.  Copy Cat Rhythm Game- Copy-clap some rhythms of phrases from the songs.  High and Low Games- Explore high pitch and low pitch using the images from the songs.  Create your own Sounds using instruments- Use the starting note to explore melodic patterns using one or two notes.  Instrument Notes-Old Macdonald Incy Wincy Spider G, G + A Baa Baa Black Sheep D, D + E Row, Row, Row Your Boat C, C + D Wheels on The Bus C, C + D The Hokey Cokey F F +G  Lovely Day by Bill Withers Beyond the Sea sung by Robbie Williams Mars from The Supporting Songs and styles. Listen and respond to -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</p> <p><b>Summer 1 Big Bear Funk</b>  The topic Big Bear Funk has steps 1 to 6 as above. Below is listed the knowledge, skills and activities the children will experience in this topic.  Main song – Big bear Funk  Games track- Find a Funky Pulse  Copycat Rhythm games- Copy-clap 3- or 4-word phrases from the song  High and Low Games A. Play Together- Keep the beat of the song with a pitched note.</p>	
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			<p>High and Low Games B. Pitch Activities- Add pitched notes to the rhythm of the words or phrases in the song.</p> <p>High and Low Games C. Extended Options- Enjoy playing patterns using a combination of any of the three notes C, D and E.</p> <p>Instrument Notes- Big Bear Funk D, D + E, D + C</p> <p>Supporting Songs and styles. Listen and respond to- 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.</p> <p><b>Summer 2 Reflect Rewind and Replay.</b></p> <p>The topic Reflect, Rewind and replay has steps 1 to 6 as above. Below is listed the knowledge, skills and activities the children will experience in this topic.</p> <p>Main songs- Big Bear Funk, Baa Baa Black Sheep, Twinkle Twinkle, Incy Wincy Spider Rock-a-bye Baby, Row, Row, Row Your boat.</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.</p> <p>Listen and Appraise</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Sing and revisit nursery rhymes and action songs</p> <p>Play instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Riff-based composition</p> <p>Share and perform the learning that has taken place,</p> <p>Supporting Songs and styles. Listen and respond to- William Tell Overture by Rossini, Dance Of The Sugar Plum Fairy by Tchaikovsky, Flight Of The Bumblebee by Rimsky-Korsakov Jupiter, The Bringer Of Jollity by Gustav Holst Fantasia, On A Theme by Thomas Tallis by Ralph Vaughan Williams, E.T. Flying Theme by John Williams.</p>	
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National Curriculum, Pupils should be taught to....			What will this look like in Great Crosby?	New Vocabulary
KS1	Year 1	<p><u>Singing</u></p> <ul style="list-style-type: none"> <li>Sing simple songs, <b>chants</b> and rhymes (e.g. <i>Boom Chicka Boom</i>) from memory, singing collectively and at the same <b>pitch</b>, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</li> <li>Begin with simple songs with a very small range, <b>mi-so</b> (e.g. <i>Hello, How are You</i>), and then slightly wider (e.g. <i>Bounce High, Bounce Low</i>). Include <b>pentatonic songs</b> (e.g. <i>Dr Knickerbocker</i>).</li> <li>Sing a wide range of <b>call and response</b> songs (e.g. <i>Pretty Trees Around the World</i> from <i>Rhythms of Childhood</i>), to control vocal pitch and to match the pitch they hear with accuracy.</li> </ul> <p>This list</p> <p><u>Composing</u></p>	<p>Musical Activities from Charanga that embed pulse, rhythm and pitch, explore voices and classroom instruments.</p> <p><b>Autumn 1.</b>  <b>Introducing beat</b>  <b>How can we make friends when we sing together?</b></p> <p><b>Step 1</b>  Musicianship options-Copy the animals find the pulse  Improvise together –Question and answer clapping to music notation.  Listening- Song Find the beat  Singing- Learn to sing the song Find the beat.  Perform- Find the beat.</p> <p><b>Step 2</b>  Musicianship options-Copy the animals find the pulse  Improvise together –Question and answer clapping to music notation.  Listening- Listen to song 1 2 3 4 5  Singing- Learn to sing the son 1 2 3 4 5  Playing- Play your instrument with the song. Part 1 CDEFG.  Composing and Improvising options for the song.  Improvising- using 1, 2, 3 notes you can clap or sing instead.  Composing-drag notes from the left.  Graphic score a musical up and down journey.  Performing- Perform the song.</p> <p><b>Step 3</b>  Musicianship Options- find the pulse  Improvise together- question and answer clapping.  Listen and respond-Heads shoulders knees and toes.  Perform- Heads shoulders knees and toes.</p> <p><b>Step 4</b>  Musicianship options as above.</p>	<p>Beat, rhythm  Pulse, Pitch – high and low sounds.  Tempo – the speed of the music  Dynamics – how loud or quiet music is. Timbre sound quality,  Texture layers of sounds,  Structure introduction  verse chorus, styles of music, rhythmic patterns, melodic patterns, improvise, compose, graphic</p>



		<p>Improvise simple vocal chants, using <b>question and answer</b> phrases. Create musical sound effects and short <b>sequences</b> of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves). Understand the difference between creating a <b>rhythm</b> pattern and a <b>pitch</b> pattern and recall these in a performance for others. Recognise how graphic notation can represent created sounds</p>	<p>Listen and respond-Shapes song. Answer questions about the song. Singing- Learn to sing the song Shapes. Play instruments with the song. CDE Composing- drag notes from the left to create composition and improvising using notes CDE with the song Graphic score- Animals. Perform the Shapes song. <b>Step 5.</b> Musicianship options as above. Listen and respond-We talk to animals Singing -learn to sing the song We talk to animals Performing- Song we talk to animals. <b>Step 6</b> Assessment Checkpoint <b>Autumn 2</b> <b>Adding rhythm and pitch.</b> <b>How does music tell stories about the past?</b> <b>Step 1</b> Musicianship options Improvise together Listen and respond – song Twinkle Twinkle Little Star Learn to sing the song Play instruments with the song DEF# Improvise with the song-using 1 2 or 3 notes. Clap or sing instead. Perform the song. <b>Step 2</b> Musicianship options Improvise together Listen and respond –In the Orchestra What can you hear? Find the beat. Does the music make you want to dance? What is the song about? Learn the song- In the Orchestra Perform the song-In the Orchestra.</p>	<p>score, performing</p>
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			<p><b>Step 3</b>          Listen and respond- Daisy Bell see questions          Singing- Daisy Bell          Composing and improvising          Graphic score- Going to the supermarket          Performing Daisy Bell.</p> <p><b>Step 4.</b>          Musicianship Options          Listening and responding-Dancing Dinosaurs          Singing Dancing Dinosaurs          Play your instruments- CDE          Composing and improvising          Dancing dinosaurs-improvise using 1 2 or 3 notes. You can clap or sing instead.          Perform the song.</p> <p><b>Step 5</b>          Musicianship Options as step 1          Listen and respond- Rock a bye baby          Singing-Rock a bye baby.          Perform the song Rock a bye baby.</p> <p><b>Step 6</b>          Assessment checkpoint</p> <p><b>Spring 1.</b>  <b>Introducing Tempo and Dynamics</b>  <b>How does music make the world a better place?</b>  <b>Step 1</b> If you're happy and you know it.          Musicianship Options          Listen and respond- If You're happy and you know it          Singing If you're happy and you know it.          Perform- If You're happy and you know it.</p> <p><b>Step 2</b> Sing me a song          Musicianship options          Listen and respond- Sing me a song          Play your instruments- Sing me a song-Glockenspiel- part 1 FGA, part2 FG</p>	
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		<p><b>Step 3 Sparkle</b>  Musicianship Options  Listening- Listen and respond Sparkle  Singing Learn to sing the song Sparkle  Composing and Improvising- Graphic score Sparkly Things  Perform the song- Sparkle</p> <p><b>Step 4 Rhythm in the way we walk</b>  Musicianship Options  Listening- Listen and respond- Rhythm in the way we walk  Singing- Rhythm in the way we walk  Performing song Rhythm in the way we walk.</p> <p><b>Step 5 Big Bear Funk</b>  Musicianship Options  Listen and respond Big Bear Funk  Learn song Big Bear Funk  Playing your instruments-Glockenspiel part 1 CDA, part 2 CD  Composing and Improvising Options  Improvise and compose with the song Big Bear Funk  Perform the song Big bear funk</p> <p><b>Step 6 Assessment Checkpoint</b>  Musicianship Options  Listening Options- Baby Elephant, Cinderella, Op 87:37, Waltz-Coda  Singing Options-Baby Elephant or If you're happy and you know it or Sing me a song or Sparkle  Playing Options- Sing me a song, Big Bear Funk  Composing and improvising-Improvise with Sing me a song, Big bear funk.  Compose with the song- Big Bear funk, Sing me a song  Performing Options- Perform the song- If youre happy and you know it or Sing me a song, or Sparkle or Rhythm in the way we walk or Baby Elephant.  Quiz  Unit quiz year 1 unit 3</p> <p><b>Spring 2</b>  <b>Combining pulse rhythm and pitch</b>  <b>How does music help us to understand our Neighbours?</b></p>	
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			<p><b>Step 1</b> Musicianship Options see above. Singing- Days of the week song Playing- Glockenspiel Part 1 FGA, Part 2 FG Improvising using FGA Composing Drag notes from the Left. Perform the song. Days of the week.</p> <p><b>Step 2</b> Musicianship options Listen and respond-Name Song Learn to sing the song-Name song Play with your instruments- Name song. Part 1 CDE, Part2 CD Improvise- use 1,2 or 3 notes. Clap or sing. Compose-Drag notes from the left to create composition. Perform song.</p> <p><b>Step 3</b> Musicianship Options Listen and respond-Cuckoo. Find the beat. Does the music remind you of anything? What can you hear? What is the song about? Learn to sing Cuckoo Play your instruments- Cuckoo. Part 1 CDE. Part 2 CD. Perform Song.</p> <p><b>Step 4</b> Musicianship options see Charanga. Listen and respond-Upside Down. Find the beat. Does the song tell a story? Do you like the music? What can you hear? Singing- Learn Song Upside Down Composing and improvising Graphic score Walking in space Perform the song. Upside down</p> <p><b>Step 5</b> Musicianship Options</p>	
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			<p>Listen and respond-Hush Little Baby. Do you like it? Did you know?  Learn to sing the song-Hush little baby  Perform the song.  <b>Step 6</b>  Assessment Checkpoint.  <b>Summer 1</b>  <b>Having fun with improvisation.</b>  <b>What songs can we sing to help us through the day?</b>  <b>All topics have the same format as above. Look out for the additional notes. Next to each topic.</b>  <b>Step 1</b>  Musicianship Options  Listening and singing song-Getting Dressed  Play your instruments with the song-part 1 CDEFGA, Part 2CDE  Perform song.  <b>Step 2</b>  Musicianship Options  Listening and responding, singing and performing the song- Dress Up  Perform the song Dress Up  <b>Step 3</b>  Musicianship Options  Listening, Singing, Playing instruments Glockenspiel part 1 CDE, part 2 CD with the song Brush Our Teeth.  Improvise using 1,2 or 3 notes. You can clap or sing.  Compose-Drag notes from the left to create your composition.  Perform Song  <b>Step 4</b>  Musicianship Options  Listening, Singing, Playing part1 CDE, Part2 CD and performing the song-Get ready  <b>Step 5</b>  Musicianship Options  Listening, responding, Did you like it? Did you know? Singing and performing the song Up and Down.  <b>Step 6</b></p>	
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		<p>Assessment Checklist</p> <p><b>Summer 2</b></p> <p><b>Explore sound and create a story</b></p> <p><b>How does music teach us about looking after our planet?</b></p> <p>Planning format as above see additional notes.</p> <p><b>Step 1</b></p> <p>Musicianship Options</p> <p>Listening and responding, Singing and Performing song-The Bear went over the mountain.</p> <p><b>Step 2</b></p> <p>Musicianship Options</p> <p>Listening and responding to the Song In the Sea.</p> <p>Singing-In the Sea</p> <p>Playing your instruments- Part 1 CDEF, Part 2 CD</p> <p>Performing the song In the Sea.</p> <p><b>Step 3</b></p> <p>Musicianship options</p> <p>Listen and respond to song Alice The Camel.</p> <p>Learn to Sing the song Alice the Camel</p> <p>Improvise-Using 1 2 or 3 notes. Clap or sing.</p> <p>Compose-Drag the notes to create your composition.</p> <p>Perform the song Alice the Camel</p> <p>Alice the camel</p> <p><b>Step 4</b></p> <p>Musicianship Options</p> <p>Listen and respond to the song- Ten Green Bottles</p> <p>Learn to sing the song</p> <p>Perform the song-Ten Green Bottles</p> <p><b>Step 5</b></p> <p>Musicianship Options</p> <p>Listen and Respond to the song Zootime</p> <p>Learn to sing the song-Zootime</p> <p>Play instruments with your song part 1 CD, Part 2 CD</p> <p>Improvise- Have fun using 3 notes.</p>	
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		Compose- Drag notes from the left to create your composition. Perform Song- Zootime Step 6 Assessment checklist	
Year 2	<p><u>Singing</u></p> <ul style="list-style-type: none"> <li>• Sing songs regularly with a <b>pitch</b> range of <b>do-so</b> with increasing vocal control.</li> <li>• Sing songs with a small pitch range (e.g. <i>Rain, Rain Go Away</i>), pitching accurately.</li> <li>• Know the meaning of <b>dynamics</b> (loud/quiet) and <b>tempo</b> (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. <b>crescendo, decrescendo, pause</b>)</li> </ul> <p>This list of repertoire is intended to give teachers a good start in terms of <u>Composing</u> Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).</p>	<p>Musical Activities from Charanga that embed pulse, rhythm and pitch, explore voices and classroom instruments.</p> <p><b>Autumn 1</b> <b>Exploring Simple Patterns</b> <b>How does music help us to make friends?</b></p> <p><b>Step 1</b> Music is in my soul part1 Baseline quiz Musicianship Options- Understanding music Year 2 unit 1- get ready and find the pulse Improvise together- Listen to the rhythms and clap your answers together. Listening- Listen and respond- Music is in my soul. Singing-Learn to sing the song music is in my soul. Playing- Play your instrument music is in my soul Glockenspiel part1 CDEG, part 2CD, Recorder part1 GA, part2 G Performing- Music is in my soul.</p> <p><b>Step 2</b> Music is in my soul part 2 Musician ship options as above Listening Listen and respond-Bolero Singing- learn song music is in my soul. Composing and Improvising-Music is in my soul- clap the notes,1, 2 or 3 notes. Performing- Music is in my soul.</p> <p><b>Step 3</b> Hey Friends part 1 Musician ship Options as above</p>	<p>Tempo, Pulse, rhythm, pitch, Dynamics, Timbre, structure, musical style, time signature, rhythmic patterns, melodic patterns, crotchets, quavers, minims, improvising, composing, composition, graphic score</p>



	<p>Work with a partner to <b>improvise</b> simple <b>question and answer</b> phrases</p> <p>Use <b>graphic symbols, dot notation</b> and <b>stick notation</b> when composing.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p>	<p>Listening- Listen and respond Hey Friends</p> <p>Singing- Hey Friends</p> <p>Performing Hey Friends</p> <p><b>Step 4</b></p> <p>Hey Friends Part 2</p> <p>Musicianship Options</p> <p>Listening and responding-the eye of the tiger</p> <p>Singing- Hey Friends and Music is in my soul.</p> <p>Composing and Improvising-Compose with song music is in my soul</p> <p>Graphic score- Music is in my soul</p> <p>Perform Music is in my soul.</p> <p><b>Step 5 Hello</b></p> <p>Musicianship Options</p> <p>Listen and respond – Hello</p> <p>Singing- Learn to sing the song Hello</p> <p>Perform the song Hello.</p> <p><b>Step 6 Assessment Checkpoint</b></p> <p>Musicianship options</p> <p>Listening- Bolero</p> <p>Singing Option Music is in my soul, Hey Friends, Hello</p> <p>Play your instruments</p> <p>Composing and improvising options. Improvise with the song Music is in my soul, Compose with the song Music is in my soul.</p> <p>Performing Options- Perform song Music is in my soul or Hello or Hey friends.</p> <p><b>Autumn 2</b></p> <p><b>Focus on Dynamics and Tempo</b></p> <p><b>How does music Teach us about the past?</b></p> <p><b>Step 1 Sparkle in the Sun ( Part 1)</b></p> <p>Listen and respond to Sparkle in the Sun</p> <p>Learn to sing the song</p> <p>Play your instruments to Sparkle in the Sun. Glockenspiel Part 1 GAB, part 2 GA, Recorder part 1 GAB, part 2 G</p> <p>Perform the song.</p>	
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			<p><b>Step 2</b> Sparkle in the Sun (Part 2) Musicianship Options Listen and respond- For the beauty of the earth Learn to sing the song Sparkle in the sun Compose with the song Graphic score Perform the song Sparkle in the sun.</p> <p><b>Step 3</b> Listen (Part 1) Musicianship Options Listening- Listen and respond Listen Singing- Learn the song -Listen Performing- Perform the song.</p> <p><b>Step 4</b> Listen (Part 2) Musicianship Options Listening- Listen and respond Fascinating rhythm Singing Options- Learn to sing the song Listen Learn to sing the song Sparkle in the sun. Composing and improvising- Improvise with the song Sparkle in the sun. Performing- Perform the song.</p> <p><b>Step 5</b> -The Orchestra Song Musicianship Options Listening and Respond- The Orchestra Song Singing- The Orchestra song Playing- Play your instruments- the orchestra song- Glockenspiel part1 GBbC part 2 C, Recorder part1 GBbC, part2 GC. Performing- The Orchestra Song.</p> <p><b>Step 6</b> Assessment checkpoint Singing Options Learn to sing the song- Sparkle in the sun Learn to sing the song Listen Learn to sing the song Orchestra Playing options</p>	
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			<p>Play your instruments either with Sparkle in the sun or The Orchestra song.          Composing and improvising options          Improvise with Sparkle in the sun          Compose with Sparkle in the sun          Performing Options          Perform the song Sparkle in the sun or Listen or The Orchestra song          Quiz          Unit quiz Year 2 unit 2.</p> <p><b>Spring 1</b>  <b>Exploring feelings through music</b>  <b>How does music make the world a better place?</b>  <b>Step 1 Rainbows part 1</b>          Musicianship Options          Listening-Listen and respond Rainbows          Singing-Learn the song Rainbows          Playing- Play your instruments with the song. Glockenspiel part 1 CDE, Part 2 CDE          Perform the song- Rainbows</p> <p><b>Step 2</b>  <b>Step 2 Rainbows part 2</b>          Musicianship Options          Listen and respond-Maple Leaf Rag          Singing-Learn to sing the song Rainbows          Composer with the song- Rainbows          Graphic score-Colours and Rainbows          Performing- Perform the song rainbows.</p> <p><b>Step 3- Hands Feet Heart ( Part 1)</b>          Musicianship options          Listening- Listen and respond hands feet heart.          Singing Learn to sing the song Hands Feet heart.          Playing- Play your instruments with the song- Hands feet heart. Glockenspiel part 1 EFGABC,          Part 2 EFGABC.          Performing- perform the song Hands Feet Heart.</p>	
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			<p><b>Step 4- Hands Feet Heart (Part 2)</b>  Musicianship Options  Listening- Listen and Respond-Maple Leaf Rag  Singing- Learn to sing song Hands Feet Heart.  Composing and Improvising- Improve with the song. Hands Feet Heart.  Performing- Perform the song Hands Feet Heart.</p> <p><b>Step 5 - All around the world</b>  Musicianship Options  Listening- Listen and respond – All Around the world  Singing-Learn song All Around the world.  Performing- Perform song All Around the world.</p> <p><b>Step 6- assessment Checkpoint.</b>  Musicianship Options  Listen and Respond- Maple Leaf Rag  Singing Options-Song Rainbows or Hands Feet Heart or All Around the world.  Playing Options- Play your instruments with the song Rainbows- Glockenspiel part 1 CDE, part 2 CDE. Play your instruments with song Hands Feet Heart.  Composing and Improvising options- Improve with the song Hands Feet Heart.  Compose with the song rainbows.  Performing Options  Perform the song Rainbows, Hands Feet Heart or All Around the world.</p> <p><b>Spring 2</b>  <b>Inventing a musical story</b>  <b>How does music teach us about our neighbourhood?</b>  <b>Step 1 -Helping each other (part 1)</b>  Musicianship Options  Listen and respond- Helping each other.  Singing- Helping each other  Playing- Play your instruments with song Helping each other. Glockenspiel part 1 CDEG, part 2 CEG  Performing- perform the song Helping each other.</p> <p><b>Step 2 Helping each other (part 2)</b>  Musicianship Options</p>	
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		<p>Listening- Listen and respond- Piano Trio In A Minor Op 150, Allegro.  Singing- Learn to sing the song Helping each other.  Composing and Improvising- Improve with the song Helping each other.  Performing- Perform the song Helping each other.</p> <p><b>Step 3—The Music Man part 1</b>  Musicianship Options  Listening- Listen and respond- The Music Man  Singing- Song the Music Man  Playing – Play your instruments with the song the music man- Select up to 6 parts you wish to perform Glockenspiel part 1 EFGA part 2 EFGA, Recorder part 1 FGAC, part 2 FGA.  Performing- perform song the Music Man.</p> <p><b>Step 4-The music man (Part 2)</b>  Musicianship options  Listening- Listen and respond- Swing time- The way you look tonight.  Singing- Learn to sing the song The Music Man  Composing and Improvising-Compose with the song The Music Man.  Graphic score- instruments.  Performing- Perform the song The Music Man</p> <p><b>Step 5- Lets Sing together.</b>  Musicianship Options  Listening- Listen and respond-Lets Sing Together.  Singing- Learn to sing the song lets sing together.  Performing- perform the song lets sing together.</p> <p><b>Step 6</b>  Assessment Checklist  Musicianship Options  Listening- Listen and respond- Piano Trio In A Minor, Op 150, I Allegro  Singing Options- Songs- Helping Each Other or The Music Man or Let’s sing together.  Playing Options- Play your instruments with the song Helping each other or The Music Man  Composing and Improvising-Improve with the song Helping each other. Compose with the song- The music man.  Performing Options- Perform the song Helping each other or The music man or Lets sing together.</p>	
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		<p>Quiz- Unit 4 Theory. Quiz- Year 2.</p> <p><b>Summer 1</b></p> <p><b>Music that makes you dance</b></p> <p><b>How does music make us happy?</b></p> <p><b>Step 1</b> I Wanna Play in a band (part 1)</p> <p>Musicianship Options</p> <p>Listening- Listen and Respond- I Wanna Play in a Band</p> <p>Singing- learn the song I wanna play in a band</p> <p>Playing- Play your instruments with the song- I Wanna Play in a Band Glockenspiel part 1 CDF, part 2 CDF. Recorder part 1 GABb C, Part 2 GABb C.</p> <p>Perform the song- I Wanna Play in a band.</p> <p><b>Step 2</b> I Wanna Play In a band (part 2)</p> <p>Musicianship Options</p> <p>Listening- Listen and Respond-Flying Theme from E.T.The extra Terrestrial.</p> <p>Singing- Learn the song I Wanna play in a Band.</p> <p>Composing and Improvising- Improvise with the song I Wanna Play in a band.</p> <p>Performing- Perform the song- I Wanna Play in a Band.</p> <p><b>Step 3</b> Music is all Around ( part1)</p> <p>Musicianship Options</p> <p>Listen and respond- Music is all around.</p> <p>Singing- learn the song Music is all around.</p> <p>Play your instruments with the song-Music is all around. Glockenspiel part 1 DEGA, part 2 EGA.</p> <p>Recorder part 1 EGA, part 2 EGA</p> <p>Performing the song- Music is all around.</p> <p><b>Step 4</b> Music is all around (part 2)</p> <p>Musicianship Options</p> <p>Listening- Listen and respond- Moon River</p> <p>Composing and Improvising- Compose with the song I Wanna Play in a band.</p> <p>Singing- Learn to sing the song Music is all around.</p> <p>Performing song – Music is all around.</p> <p><b>Step 5</b> Saying Sorry</p> <p>Musicianship Options</p> <p>Listening- Listen and respond Saying sorry</p>	
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			<p>Singing- Learn to sing the song Saying Sorry  Performing- Perform the song Saying Sorry.  <b>Step 6</b> Assessment Checkpoint.  Musicianship Options  Listening- Listen and respond- Flying Theme from ET The Extra Terrestrial  Singing Options-I wanna play in a band or Music is all around or Saying sorry song.  Playing Options- play your instruments with the song I wanna play in a band or Music ia all around.  Composing and Improvising Options  Improvise with the song- I Wanna play in a band or Compose with the son g I wanna play in a band.  Performing options  Perform song I wanna play in a band or Music is all around or Saying Sorry.  Quiz Unit 5 Theory. Quiz year 2  <b>Summer 2</b>  <b>Exploring and Improvisation</b>  <b>How does music teach us about looking after our planet?</b>  <b>Step 1</b> The sunshine song part 1  Musicianship Options  Listen and respond- The sunshine song  Singing- Learn the song The Sunshine song  Play your instruments with the song- Glockenspiel part 1 CDEF, part 2 CDEF, Recorder part 1 GABC, part 2 GABC.  Performing the song – The sunshine song.  <b>Step 2-</b> The sunshine song (part 2)  Musicianship Options  Listening-Listen and respond- No more Dinosaur  Singing- learn to sing the song- The sunshine song  Composing and Improvising- Improvise with the song The Sunshine Song  Performing- Perform the song The Sunshine Song.  <b>Step 3</b> Four White Horses (part 1)  Listen and respond Four White Horses.  Singing- learn the song Four white horses</p>	
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			<p>Playing- Play your instruments with the song-Four white horses- Glockenspiel part 1 DEF#GAB, part 2 DEF#GA, Recorder part 1 GAB, part 2 GAB.</p> <p>Performing- perform the song Four White Horses.</p> <p><b>Step 4</b> Four white horses (part 2)</p> <p>Musicianship Options</p> <p>Listening- Listen and respond Que LLueva, Que LLueva</p> <p>Singing- Learn to sing the song Four white horses.</p> <p>Composing and Improvising-Improvise with the song Four White Horses.</p> <p>Performing- perform the song- Four white horses.</p> <p><b>Step 5</b> Down by the Bay</p> <p>Musicianship Options</p> <p>Listen and respond – Down by the Bay.</p> <p>Singing- Learn the song -Down by the Bay</p> <p>Performing- perform song Down by the bay.</p> <p><b>Step 6</b> Assessment Checkpoint</p> <p>Musicianship Options</p> <p>Listen and respond- No more Dinosaur</p> <p>Singing Options- Learn the sunshine song or Four white Horses or Down by the bay.</p> <p>Playing Options</p> <p>Play your instruments – with the Sunshine song or Four white horses.</p> <p>Composing and Improvising Options- Improvise with the song The Sunshine songs or Improvise with the song Four White Horses.</p> <p>Performing Options- perform the Sunshine Song, or Four white horses, or Down by the bay.</p> <p>Quiz- Unit 6 Theory</p> <p>Quiz year 2</p>	
Year 3	<p><u>Singing</u></p> <p>Sing a widening range of <b>unison</b> songs of varying styles and structures with</p>	<p><b>Autumn 1 Developing notation skills. How does music bring us closer together?</b></p> <p><b>Step 1</b></p> <p>Baseline quiz</p> <p><u>Musicianship options</u></p>	<p><b>Rhythm, metre, tempo.</b></p>	



	<p>a <b>pitch</b> range of <b>do–so</b> (e.g. Extreme Weather), tunefully and with expression. Perform <b>forte</b> and <b>piano</b>, loud and soft.</p> <ul style="list-style-type: none"> <li>• Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders).</li> <li>• Walk, move or clap a steady <b>beat</b> with others, changing the speed of the beat as the <b>tempo</b> of the music changes.</li> <li>• Perform as a choir in school assemblies.</li> </ul> <p><u>Composing</u></p> <p>Become more skilled in <b>improvising</b> Structure musical ideas (e.g. using <b>echo</b> or <b>question and answer phrases</b>) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images.</p>	<p>Understanding Music – Unit 1</p> <ul style="list-style-type: none"> <li>• Steady beat</li> <li>• Metre 4/4</li> <li>• Rhythmic and melodic patterns</li> <li>• Recognising and/or reading simple notation and tonic sol-fa</li> <li>• Tonal centre is G major</li> <li>• The first three notes of the G major scale G, A, B</li> <li>• Minims, crotchets and quavers</li> </ul> <p>Improvisation using (Units 1 and 2)</p> <ul style="list-style-type: none"> <li>• C</li> <li>• C, D, E</li> <li>• C, D, E G, A</li> </ul> <p><u>Listening</u></p> <p>Listen and respond Home is where the heart is</p> <ul style="list-style-type: none"> <li>• Talk about the song together</li> <li>• Explore its musical style – Country music</li> <li>• Embed deeper understanding of musical concepts related to song</li> </ul> <p><u>Singing</u></p> <p>Learn to sing the song – Home is where the Heart is</p> <ul style="list-style-type: none"> <li>• Learn to sing the song as part of and ensemble/choir</li> <li>• Follow a leader/conductor</li> <li>• Understand the meaning of the song</li> <li>• Demonstrate and maintain correct posture and breath control</li> </ul> <p><b>Step 2</b></p> <p><u>Musicianship options</u> as Step 1</p> <p><u>Listening</u></p> <p>Listen and respond Hallelujah Chorus from Messiah</p> <ul style="list-style-type: none"> <li>• Talk about the song together</li> <li>• Explore its musical style through the style indicators of Baroque Orchestral music and its performers</li> <li>• Embed deeper understanding of musical concepts related to song</li> </ul> <p><u>Singing</u></p>	<p>Downbeats, fast (allegro), slow (adagio), pulse, beat, tempo</p> <p><b>Pitch and Melody.</b> High, low, rising, falling, pitch range do-so. Pitch, note values</p> <p><b>Structure and Form</b> Call and response, question and answer, answer phrase, echo, ostinato, improvising, staff notation, dot notation, stave, clef, crotchets, paired quavers</p> <p><b>Harmony</b> Drone</p>
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		<p><b>Start of composing as well as improvisation</b></p> <ul style="list-style-type: none"> <li>• Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes</li> <li>• Compose song accompaniments on untuned percussion using known rhythms and <b>note values</b></li> </ul>	<p>Learn to sing the song – Home is where the Heart is</p> <ul style="list-style-type: none"> <li>• Learn to sing the song as part of and ensemble/choir</li> <li>• Follow a leader/conductor</li> <li>• Understand the meaning of the song</li> <li>• Demonstrate and maintain correct posture and breath control</li> </ul> <p><u>Composing and Improvising</u>  Improvise with the song Home is where the heart is</p> <p><b>Step 3</b>  Musicianship as before  Listen and respond as last step but using song Let’s work it out together  Singing – objectives as last step but using Let’s work it out together  Playing  Playing your instruments with the song Let’s work it out  Play and perform an instrumental part by ear from standard notation and as part of the song being learnt  Glockenspiel Parts  Part 4: C  Part 3: C, E, F, G, A  Part 2: C, D, E, F, G, A  Step 4  Musicianship options as before</p> <p>Listen and Respond- The Loco-Motion  Objectives as last step  Singing – Let’s work it out together  Objectives as last step</p> <p><b>Step 4</b>  Understanding Music.  Looking at tempo of andante, 4/4 time signature,  Simple rhythmic patterns using minims, crotchets, quavers and their rests, key signature of G major, simple melodic patterns using the notes GAB.  Improvise together.</p>	<p><b>Texture</b>  Unison, layered, solo</p> <p><b>Dynamics and articulation</b>  Loud (forte), quiet (piano).</p> <p><b>Instruments and playing techniques</b>  Tuned and untuned percussion, solo, trios, quartets</p>
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			<p>Find the pulse, question and answer with xylophone.  Listening.  Listen and respond - The locomotion  Extended listening, understand and connect.  Singing  Learn to sing the song – let’s work it out together  Compose and improvising.  Compose with the song Let’s work it out. Create a graphic score – Dreaming of Mars. Compose with a theme - Dreaming of Mars.</p> <p><b>Step 5</b>  Understanding music – as last lesson  Improvise together – pulse, question and answer with xylophone.  Listening  Listen and respond - Please be kind  Extended listening, understand and connect.  Singing – Learn to sing the song – Please be kind  Perform – Please be kind</p> <p><b>Step 6</b>  Assessment checkpoint of musical terms  Listen and respond – Hallelujah chorus from Messiah  Singing - Sing one of songs from unit  Playing - Play your instruments with either home is where the heart is or Let’s work it out together  Composing and Improvising options  Improvise with Home is where the heart is  Compose with Let’s work it out together  Perform one of the songs  Quiz to finish  <b>AUTUMN 2 – Enjoying improvisation. What stories does music tell us about the past?</b>  Enjoying improvisation</p> <p><b>Step 1</b></p>	
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			<p>Understanding music  Tempo – Andante  Time signature 2/4  Simple rhythmic patterns using minims, crotchets, quavers and their rests  Key signature C major  Simple melodic patterns using notes CDE  Improvise together, find the pulse, question and answer using your instruments, create your own rhythms and melodies  Listening  Listening and respond – Love what we do  Singing - Love what we do  Playing  Play your instruments with the song - Love what we do  Perform - Love what we do</p> <p><b>Step 2</b>  Understanding and Improvise together - as Step 1  Listening  Listen and respond – Let’s Groove  Singing  Learn to sing – Let’s Groove  Composing and Improvising  Improvise with the song – Love what we do  Perform  Perform the song – Love what we do</p> <p><b>Step 3</b>  Understanding and improvise together As step 1 and 2  Listening - Listen and respond – When the saints go marchin’ in  Singing -Learn to sing – When the saints go marchin’ in  Playing – Play your instruments with the song – When the Saints go marchin’ in  Performing the song – when the saints</p>	
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			<p><b>Step 4</b>  Understanding and improvise together As step 1 and 2  Listening - Listen and respond – Jaws: Main theme  Singing -Learn to sing – When the saints go marchin’ in  Composing and Improvising –Improvise with the song - When the Saints go marchin’ in  Performing the song – When the saints</p> <p><b>Step 5</b>  Understanding and improvise together As before  Listening - Listen and respond – My Bonnie lies over the Ocean  Singing -Learn to sing – My Bonnie lies over the Ocean  Playing – Play your instruments with the song – My Bonnie lies over the Ocean  Performing the song – My Bonnie lies over the Ocean</p> <p><b>Step 6</b>  Assessment checkpoint</p> <p><b>SPRING</b>  Music linked to Year 3 performance  Listening, Singing, Playing, Performing objectives from Autumn term (Units 1 and 2) to be revisited and consolidated#</p> <p><b>SUMMER 1 Sharing Musical Experiences. How does Music help us to get to know our community?</b></p> <p><b>Step 1</b>  Friendship Song Part 1  <u>Musicianship</u>  <u>Understanding music</u>  Tempo – Andante, a walking pace 92 bpm  Time signature 4/4 ( 4 crotchets in a bar)  Simple rhythmic patterns using minims, crotchets, quavers and their rests  Key signature A minor ( no sharps or flats)  Simple melodic patterns using notes ABC</p>	
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			<p>Question and answer and copy clapping and using your instruments including notation, pitch and rhythm match using voice</p> <p><u>Improvise together</u></p> <p>Find the pulse, question and answer, question then improvise using instruments and notation</p> <p><u>Listen and respond</u> – The friendship song</p> <p><u>Learn to sing</u> - The friendship song</p> <p><u>Playing</u> – Play your instruments with your song – Friendship song</p> <p><u>Perform</u></p> <p><b>Step 2</b></p> <p><u>Understanding music</u> as step 1</p> <p><u>Listen and respond</u> – A night on the Bare Mountain</p> <p><u>Singing, composing and improvising</u> – The friendship Song</p> <p><u>Performing</u> – The friendship song</p> <p><b>Step 3</b></p> <p><u>Musicianship options</u></p> <p><u>Understanding music</u> as before</p> <p><u>Improvise together</u> as before</p> <p><u>Listen and respond</u> - Family</p> <p><u>Singing</u> – learn the song family</p> <p><u>Composing and improvisation options</u></p> <ul style="list-style-type: none"> <li>• Graphic scores – Family and friends</li> <li>• Compose with the song – compose with a theme- Family and friends</li> <li>• Music notepad</li> </ul> <p><u>Performing</u></p> <p>Perform the song – Family</p> <p><b>Step 4</b></p> <p><u>Understanding music</u></p> <p><u>Improvise together</u> both as before</p> <p><u>Listening</u></p>	
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			<p>Listening and respond – Double beat song</p> <p><u>Singing options</u></p> <p>Learn to sing the song</p> <ul style="list-style-type: none"> <li>• Family</li> <li>• Friendship song</li> </ul> <p>Composing and Improvising</p> <p>Improvise with the song- Friendship song</p> <p><u>Perform</u> the song – Family</p> <p><b>Step 5</b></p> <p><u>Musicianship</u></p> <p><u>Understanding music</u></p> <p>Improvise together as before</p> <p><u>Listen</u></p> <p>Listen and respond – Come on over</p> <p><u>Singing</u></p> <p>Learn to sing – Come on over</p> <p><u>Performing</u></p> <p>Perform the song – Come on over</p> <p><b>Step 6</b></p> <p>Assessment checkpoint</p> <p>Musicianship options</p> <p>Listening</p> <p>Listen and respond – A Night on Bare mountain</p> <p>Singing options – friendship song, family or Come on over</p> <p>Playing. Play your instruments with the friendship song</p> <p>Composing and improvising options- improvise with the Friendship song</p> <p>Performing options. Perform with the friendship song, Family or Come on over</p> <p>Quiz</p> <p><b>SUMMER 2 Recognising different sounds. How does music connect us with our planet?</b></p> <p><b>Step 1</b></p>	
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		<p><u>Musicianship options</u>  Understanding Music  Tempo – andante  Time signature 2/4 2 crotchets in a bar  Simple rhythmic patterns using minims, crotchets, quavers and their rests  Key signature: F major (1 flat)  Simple melodic patterns using notes FGA  Improvise together - Find the pulse, question and answer, question then improvise using instruments and notation</p> <p><u>Listening</u>  Listen and respond- Michael row the boat ashore</p> <p><u>Singing</u>  Learn to sing - Michael row the boat ashore</p> <p><u>Playing</u>  Play your instruments with the song - Michael row the boat ashore</p> <p><u>Perform</u>  Perform the song - Michael row the boat ashore</p> <p><b>Step 2</b>  <u>Understanding music and improvise together as step 1</u>  <u>Listen and respond</u> – The Nutcracker suite, Op. 71A – Dance of the Reed Flutes  <u>Singing, composing and improvising, performing</u> – Michael Row the Boat ashore</p> <p><b>Step 3</b>  <u>Musicianship options</u>  Understanding music as before  Improvise together as before  <u>Listen and respond</u> - The Dragon Song  <u>Singing</u> – learn the song The Dragon Song  <u>Playing</u>  Play your instruments with the song  <u>Performing</u>  Perform the song – The Dragon song</p>	
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			<p><b>Step 4</b>  Musicianship options  Understanding music as before  Improvise together as before  Listen and respond - The Firebird Suite: Finale  Singing – learn the song The Dragon Song  Composing and improvising options</p> <ul style="list-style-type: none"> <li>• Compose with the song – The Dragon song</li> <li>• Music Notepad</li> </ul> <p>Performing  Perform the song – The Dragon song</p> <p><b>Step 5</b>  Musicianship  Understanding music  Improvise together as before  Listen  Listen and respond – Follow me  Singing  Learn to sing – Follow me  Performing  Perform the song – Follow me</p> <p><b>Step 6</b>  Assessment checkpoint  Musicianship options  Listening  Listen and respond – The Nutcracker suite, Op. 71A – Dance of the Reed Flutes  Singing options – Michael row the boat ashore, the Dragon song, Follow me  Playing. Play your instruments with Michael row the boat ashore, the Dragon song  Composing and improvising options- improvise with Michael row the boat ashore, the Dragon song</p>	
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Music Progression Map

			Performing options. Perform the song Michael row the boat ashore, the Dragon song, Follow me End of unit quiz End of Year 3 quiz	
Year 4	<p><u>Singing</u> Continue to sing a broad range of unison songs with the range of an <b>octave (do-do)</b> (e.g. One More Day—a traditional sea shanty) pitching the voice accurately and following directions for getting louder (<b>crescendo</b>) and quieter (<b>decrescendo</b>).</p> <ul style="list-style-type: none"> <li>• Sing <b>rounds</b> and <b>partner songs</b> in different <b>time signatures</b> (2, 3 and</li> </ul>	Wider Ops –		<p><b>Rhythm, metre and tempo</b> Getting faster (accelerando), getting slower (rallentando) bar, metre <b>Pitch and melody</b> Pentatonic scale, major and minor</p>





## Music Progression Map

	<p>4 time) (e.g. Our Dustbin) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g. Hear the Wind).</p> <ul style="list-style-type: none"> <li>• Perform a range of songs in school assemblies.</li> </ul> <p><u>Composing</u></p> <ul style="list-style-type: none"> <li>• <b>Continue</b></li> <li>• <b>Improvising-</b> building on rising and falling phrases</li> <li>• Introduce staccato/legato and major/minor</li> <li>• Combine known rhythmic notation with letter names to create short <b>pentatonic</b> phrases</li> <li>• Introduction of note values; <b>minim, crotchet, crotchet rest</b> and <b>paired quavers</b>) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars- building on from graphic notation</li> </ul>		<p>tonality, pitch range do-do – octave, staff notation</p> <p><b>Structure and form</b></p> <p>Rounds and partner songs, repetition and contrast</p> <p><b>Harmony</b></p> <p>Static, moving</p> <p><b>Texture</b></p> <p>Duet, melody and accompaniment, static, moving parts, texture</p> <p><b>Dynamics</b></p> <p>Getting louder (crescendo), getting softer (decrescendo), legato (smooth),</p>
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		<ul style="list-style-type: none"> <li>Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.</li> </ul>		<p>staccato (detached)  <b>Time signatures</b>            2, 3 and 4 time            Minim, crotchet rest, scores</p>
Year 5	<p><u>Singing</u>            Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.</p> <ul style="list-style-type: none"> <li>Sing <b>three-part rounds, partner songs</b>, and songs with a <b>verse and a chorus</b>.</li> <li>Perform a range of songs in school assemblies and in school performance opportunities</li> </ul> <p><u>Composing</u></p>	<p><b>Autumn 1- How does music bring us together?</b>  <b>Step 1</b>            Baseline quiz  <u>Musicianship options</u>  <u>Unit 1- Understanding music</u></p> <ul style="list-style-type: none"> <li>Tempo (allegro)</li> <li>Time signature (4/4)</li> <li>Rhythmic patterns using minims, dotted crotchets, quavers and their rests</li> <li>Key signature (A minor)</li> <li>Melodic patterns</li> <li>Find the pulse</li> </ul> <p><u>Unit 1- Improve together</u></p> <ul style="list-style-type: none"> <li>Listen and respond to clapped rhythms</li> <li>Reply to rhythms with own improvised clapped rhythm</li> <li>Listen and copy rhythms on glockenspiel</li> <li>Listen and reply with own improvised rhythms on glockenspiel</li> <li>Use up to 7 notes to improvise</li> </ul> <p><u>Unit 1- Listen and respond (Ghost Parade)</u>            Listen and respond to 'Ghost Parade'</p> <ul style="list-style-type: none"> <li>Talk about the song together</li> <li>Explore its musical style – orchestral music of the 20<sup>th</sup> and 21<sup>st</sup> century</li> <li>Embed deeper understanding of musical concepts related to song</li> </ul> <p><u>Unit 1- Singing (Ghost Parade)</u></p>	<p><b>Year 5 and 6 Rhythm, metre and Tempo</b>            Simple time, compound time, syncopation, time signatures</p> <p><b>Pitch and Melody</b>            Full diatonic scale in different keys</p> <p><b>Structure and form</b>            Partner songs, Ternary</p>	



		<ul style="list-style-type: none"> <li>• <b>Improvise</b> over <b>drone</b> to create shape and character.</li> <li>• Improvise over a simple <b>groove</b>, responding to the <b>beat</b>, creating a satisfying melodic shape; experiment with using a wider range of <b>dynamics</b>.</li> <li>• Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen.</li> </ul>	<p>Learn to sing the song ‘Ghost Parade’</p> <ul style="list-style-type: none"> <li>• Learn to sing the song as part of an ensemble/choir</li> <li>• Follow a leader/conductor</li> <li>• Understand the meaning of the song</li> <li>• Demonstrate and maintain correct posture and breath control</li> </ul> <p><u>Unit 1- Playing and improvising</u> Learn to play ‘Ghost Parade’</p> <ul style="list-style-type: none"> <li>• Explore different parts of the song on the glockenspiel using F G A B C</li> <li>• Create own rhythms and melody using up to 7 notes on glockenspiel</li> <li>• Learn to play song at different tempos</li> <li>• Perform as an ensemble/class</li> </ul> <p><b>Step 2</b> <u>Musicianship options</u> <u>Unit 1- Understanding music</u> As above <u>Unit 1- Improve together</u></p> <ul style="list-style-type: none"> <li>• Listen and respond to clapped rhythms</li> <li>• Reply to rhythms with own improvised clapped rhythm</li> <li>• Listen and copy rhythms on glockenspiel</li> <li>• Listen and reply with own improvised rhythms on glockenspiel</li> <li>• Use up to 7 notes to improvise</li> </ul> <p><u>Unit 1- Listen and respond (Lively)</u> Listen and respond to ‘Lively’</p> <ul style="list-style-type: none"> <li>• Talk about the song together</li> <li>• Explore its musical style – orchestral music of the 20<sup>th</sup> and 21<sup>st</sup> century</li> <li>• Embed deeper understanding of musical concepts related to song (dynamics, melody, tempo etc.)</li> </ul> <p><u>Unit 1- Singing (Ghost Parade)</u> Learn to sing the song ‘Ghost Parade’</p> <ul style="list-style-type: none"> <li>• Learn to sing the song as part of an ensemble/choir</li> <li>• Follow a leader/conductor</li> </ul>	<p>form, verse and chorus form, music with multiple sections,</p> <p><b>Harmony</b> Triads, chord progression, drone, groove,</p> <p><b>Texture</b></p> <p>Music in 3 and 4 parts, arrangements</p> <p><b>Dynamics and articulation</b> Wider range of dynamics including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud and mezzo piano</p>
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			<ul style="list-style-type: none"> <li>• Understand the meaning of the song</li> <li>• Demonstrate and maintain correct posture and breath control</li> </ul> <p><u>Unit 1- Playing and improvising</u> Learn to play 'Ghost Parade'</p> <ul style="list-style-type: none"> <li>• Explore different parts of the song on the glockenspiel using F G A B C</li> <li>• Create own rhythms and melody using up to 7 notes on glockenspiel</li> <li>• Learn to play song at different tempos</li> <li>• Perform as an ensemble/class</li> </ul> <p><b>Step 3</b></p> <p><u>Musicianship options</u></p> <p><u>Unit 1- Understanding music</u> As above</p> <p><u>Unit 1- Improvise together</u></p> <ul style="list-style-type: none"> <li>• Listen and respond to clapped rhythms</li> <li>• Reply to rhythms with own improvised clapped rhythm</li> <li>• Listen and copy rhythms on glockenspiel</li> <li>• Listen and reply with own improvised rhythms on glockenspiel</li> <li>• Use up to 7 notes to improvise</li> </ul> <p><u>Unit 1- Listen and respond</u> Listen and respond to 'Words Can Hurt'</p> <ul style="list-style-type: none"> <li>• Talk about the song together</li> <li>• Explore its musical style – orchestral music of the 20<sup>th</sup> and 21<sup>st</sup> century</li> <li>• Embed deeper understanding of musical concepts related to song (dynamics, melody, tempo etc.)</li> </ul> <p><u>Unit 1- Singing</u> Learn to sing the song 'Words Can Hurt'</p> <ul style="list-style-type: none"> <li>• Learn to sing the song as part of an ensemble/choir</li> <li>• Follow a leader/conductor</li> <li>• Understand the meaning of the song</li> <li>• Demonstrate and maintain correct posture and breath control</li> </ul> <p><u>Unit 1- Playing and improvising</u> Learn to play 'Words Can Hurt'</p>	<p>(moderately quiet)</p> <p><b>Notation</b> Semibreves, semiquavers</p>
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			<ul style="list-style-type: none"> <li>• Explore different parts of the song on the glockenspiel using up to all: B C D E F G A</li> <li>• Create own rhythms and melody using up to 7 notes on glockenspiel</li> <li>• Learn to play song at different tempos</li> <li>• Perform as an ensemble/class</li> </ul> <p><b>Step 4</b></p> <p><u>Musicianship options</u></p> <p><u>Unit 1- Understanding music</u></p> <p>As above</p> <p><u>Unit 1- Improvise together</u></p> <ul style="list-style-type: none"> <li>• Listen and respond to clapped rhythms</li> <li>• Reply to rhythms with own improvised clapped rhythm</li> <li>• Listen and copy rhythms on glockenspiel</li> <li>• Listen and reply with own improvised rhythms on glockenspiel</li> <li>• Use up to 7 notes to improvise</li> </ul> <p><u>Unit 1- Listen and respond</u></p> <p>Listen and respond to ‘His Eye Is On The Sparrow’</p> <ul style="list-style-type: none"> <li>• Talk about the song together</li> <li>• Explore its musical style – gospel</li> <li>• Embed deeper understanding of musical concepts related to song (dynamics, melody, tempo etc.)</li> </ul> <p><u>Unit 1- Singing</u></p> <p>Learn to sing the song ‘His Eye Is On The Sparrow’</p> <ul style="list-style-type: none"> <li>• Learn to sing the song as part of an ensemble/choir</li> <li>• Follow a leader/conductor</li> <li>• Understand the meaning of the song</li> <li>• Demonstrate and maintain correct posture and breath control</li> </ul> <p><u>Unit 1- Composing and improvising</u></p> <ul style="list-style-type: none"> <li>• Compose using treble, alto or bass clef</li> <li>• Create a graphic score for the song ‘Jazz Hands’</li> <li>• Compose alongside a song/theme- ‘Jazz Hands’</li> <li>• Explore musical notation through ‘Music Notepad’</li> <li>• Compose percussion score using ‘Quickbeats’</li> </ul>	
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		<p><u>Unit 1- Performing</u></p> <ul style="list-style-type: none"> <li>• Perform ‘Words Can Hurt’ as an ensemble/class</li> </ul> <p><b>Step 5</b></p> <p><u>Musicianship options</u></p> <p><u>Unit 1- Understanding music</u></p> <p>As above</p> <p><u>Unit 1- Improvise together</u></p> <ul style="list-style-type: none"> <li>• Listen and respond to clapped rhythms</li> <li>• Reply to rhythms with own improvised clapped rhythm</li> <li>• Listen and copy rhythms on glockenspiel</li> <li>• Listen and reply with own improvised rhythms on glockenspiel</li> <li>• Use up to 7 notes to improvise</li> </ul> <p><u>Unit 1- Listen and respond</u></p> <p>Listen and respond to ‘Joyful, Joyful’</p> <ul style="list-style-type: none"> <li>• Talk about the song together</li> <li>• Explore its musical style – gospel</li> <li>• Embed deeper understanding of musical concepts related to song (dynamics, melody, tempo etc.)</li> </ul> <p><u>Unit 1- Singing</u></p> <p>Learn to sing the song ‘Joyful, Joyful’</p> <ul style="list-style-type: none"> <li>• Learn to sing the song as part of an ensemble/choir</li> <li>• Follow a leader/conductor</li> <li>• Understand the meaning of the song</li> <li>• Demonstrate and maintain correct posture and breath control</li> </ul> <p><u>Unit 1- Performing</u></p> <ul style="list-style-type: none"> <li>• Perform ‘Joyful, Joyful’ as an ensemble/class</li> </ul> <p><b>Step 6</b></p> <p>Assessment checkpoint</p> <p><b>Autumn 2- How does music connect us to our past?</b></p> <p><b>Step 1</b></p> <p><u>Musicianship options</u></p>	
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		<p><u>Unit 2- Understanding music</u></p> <ul style="list-style-type: none"> <li>• Tempo (moderato)</li> <li>• Time signature (2/4)</li> <li>• Rhythmic patterns using minims, dotted crotchets, quavers and their rests</li> <li>• Key signature (F major)</li> <li>• Melodic patterns</li> <li>• Find the pulse</li> </ul> <p><u>Unit 2- Improvise together</u></p> <ul style="list-style-type: none"> <li>• Listen and respond to clapped rhythms</li> <li>• Reply to rhythms with own improvised clapped rhythm</li> <li>• Listen and copy rhythms on glockenspiel</li> <li>• Listen and reply with own improvised rhythms on glockenspiel</li> <li>• Use up to 7 notes to improvise</li> </ul> <p><u>Unit 2- Listen and respond</u></p> <p>Listen and respond to 'The Sparkle In My Life'</p> <ul style="list-style-type: none"> <li>• Talk about the song together</li> <li>• Explore its musical style – pop</li> <li>• Embed deeper understanding of musical concepts related to song</li> </ul> <p><u>Unit 2- Singing</u></p> <p>Learn to sing the song 'The Sparkle In My Life'</p> <ul style="list-style-type: none"> <li>• Learn to sing the song as part of an ensemble/choir</li> <li>• Follow a leader/conductor</li> <li>• Understand the meaning of the song</li> <li>• Demonstrate and maintain correct posture and breath control</li> </ul> <p><u>Unit 2- Playing and improvising</u></p> <p>Learn to play 'The Sparkle In My Life'</p> <ul style="list-style-type: none"> <li>• Explore different parts of the song on the glockenspiel using C D E F</li> <li>• Create own rhythms and melody using up to 7 notes on glockenspiel</li> <li>• Learn to play song at different tempos</li> <li>• Perform as an ensemble/class</li> </ul> <p><b>Step 2</b></p> <p><u>Musicianship options</u></p>	
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			<p><u>Unit 2- Understanding music</u></p> <ul style="list-style-type: none"> <li>• Tempo (moderato)</li> <li>• Time signature (2/4)</li> <li>• Rhythmic patterns using minims, dotted crotchets, quavers and their rests</li> <li>• Key signature (F major)</li> <li>• Melodic patterns</li> <li>• Find the pulse</li> </ul> <p><u>Unit 2- Improvise together</u></p> <ul style="list-style-type: none"> <li>• Listen and respond to clapped rhythms</li> <li>• Reply to rhythms with own improvised clapped rhythm</li> <li>• Listen and copy rhythms on glockenspiel</li> <li>• Listen and reply with own improvised rhythms on glockenspiel</li> <li>• Use up to 7 notes to improvise</li> </ul> <p><u>Unit 2- Listen and respond</u></p> <p>Listen and respond to ‘Glassworks I’</p> <ul style="list-style-type: none"> <li>• Talk about the song together</li> <li>• Explore its musical style – minimalism</li> <li>• Embed deeper understanding of musical concepts related to song</li> </ul> <p><u>Unit 2- Singing</u></p> <p>Learn to sing the song ‘The Sparkle In My Life’</p> <ul style="list-style-type: none"> <li>• Learn to sing the song as part of an ensemble/choir</li> <li>• Follow a leader/conductor</li> <li>• Understand the meaning of the song</li> <li>• Demonstrate and maintain correct posture and breath control</li> </ul> <p><u>Unit 2- Composing and improvising</u></p> <ul style="list-style-type: none"> <li>• Compose using treble, alto or bass clef</li> <li>• Compose alongside a song/theme- Pop track</li> <li>• Explore musical notation through ‘Music Notepad’</li> <li>• Compose percussion score using ‘Quickbeats’</li> </ul> <p><u>Unit 2- Performing</u></p> <ul style="list-style-type: none"> <li>• Perform ‘The Sparkle In My Life’ as an ensemble/class</li> </ul> <p><b>Step 3</b></p>	
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		<p><u>Musicianship options</u></p> <p><u>Unit 2- Understanding music</u> As above</p> <p><u>Unit 2- Improve together</u></p> <ul style="list-style-type: none"> <li>• Listen and respond to clapped rhythms</li> <li>• Reply to rhythms with own improvised clapped rhythm</li> <li>• Listen and copy rhythms on glockenspiel</li> <li>• Listen and reply with own improvised rhythms on glockenspiel</li> <li>• Use up to 7 notes to improvise</li> </ul> <p><u>Unit 2- Listen and respond</u> Listen and respond to ‘Dreaming of Mars’</p> <ul style="list-style-type: none"> <li>• Talk about the song together</li> <li>• Explore its musical style – orchestral music of the 20<sup>th</sup> and 21<sup>st</sup> century</li> <li>• Embed deeper understanding of musical concepts related to song (dynamics, melody, tempo etc.)</li> </ul> <p><u>Unit 2- Singing</u> Learn to sing the song ‘Dreaming Of Mars’</p> <ul style="list-style-type: none"> <li>• Learn to sing the song as part of an ensemble/choir</li> <li>• Follow a leader/conductor</li> <li>• Understand the meaning of the song</li> <li>• Demonstrate and maintain correct posture and breath control</li> </ul> <p><u>Unit 2- Performing</u></p> <ul style="list-style-type: none"> <li>• Perform ‘Dreaming of Mars’ as an ensemble/class</li> </ul> <p><b>Step 4</b></p> <p><u>Musicianship options</u></p> <p><u>Unit 2- Understanding music</u> As above</p> <p><u>Unit 2- Improve together</u></p> <ul style="list-style-type: none"> <li>• Listen and respond to clapped rhythms</li> <li>• Reply to rhythms with own improvised clapped rhythm</li> <li>• Listen and copy rhythms on glockenspiel</li> <li>• Listen and reply with own improvised rhythms on glockenspiel</li> </ul>	
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			<ul style="list-style-type: none"> <li>• Use up to 7 notes to improvise</li> </ul> <p><u>Unit 2- Listen and respond</u> Listen and respond to ‘Macaroni Sundae’</p> <ul style="list-style-type: none"> <li>• Talk about the song together</li> <li>• Explore its musical style – rock n roll</li> <li>• Embed deeper understanding of musical concepts related to song (dynamics, melody, tempo etc.)</li> </ul> <p><u>Unit 2- Singing</u> Learn to sing the song ‘Dreaming of Mars’</p> <ul style="list-style-type: none"> <li>• Learn to sing the song as part of an ensemble/choir</li> <li>• Follow a leader/conductor</li> <li>• Understand the meaning of the song</li> <li>• Demonstrate and maintain correct posture and breath control</li> </ul> <p><u>Unit 2- Improvising</u></p> <ul style="list-style-type: none"> <li>• Improvise over song using C D E F G</li> </ul> <p><u>Unit 2- Performing</u></p> <ul style="list-style-type: none"> <li>• Perform ‘Dreaming of Mars’ as an ensemble/class</li> </ul> <p><b>Step 5</b></p> <p><u>Musicianship options</u></p> <p><u>Unit 2- Understanding music</u> As above</p> <p><u>Unit 2- Improvise together</u></p> <ul style="list-style-type: none"> <li>• Listen and respond to clapped rhythms</li> <li>• Reply to rhythms with own improvised clapped rhythm</li> <li>• Listen and copy rhythms on glockenspiel</li> <li>• Listen and reply with own improvised rhythms on glockenspiel</li> <li>• Use up to 7 notes to improvise</li> </ul> <p><u>Unit 2- Listen and respond</u> Listen and respond to ‘Get on Board’</p> <ul style="list-style-type: none"> <li>• Talk about the song together</li> <li>• Explore its musical style – gospel</li> </ul>	
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			<ul style="list-style-type: none"><li>• Embed deeper understanding of musical concepts related to song (dynamics, melody, tempo etc.)</li></ul> <p><u>Unit 2- Singing</u> Learn to sing the song 'Get On Board'</p> <ul style="list-style-type: none"><li>• Learn to sing the song as part of an ensemble/choir</li><li>• Follow a leader/conductor</li><li>• Understand the meaning of the song</li><li>• Demonstrate and maintain correct posture and breath control</li></ul> <p><u>Unit 2- Performing</u></p> <ul style="list-style-type: none"><li>• Perform 'Get On Board' as an ensemble/class</li></ul> <p><b>Step 6</b> Assessment checkpoint</p> <p><b>Spring 1&amp;2</b> Following Royal Liverpool Philharmonic scheme of work in preparation for orchestral concert- 'Sensational Symphonic Time Machine' linked to theme of History.</p> <p><b>Lesson 1</b> Iridaceae by Charlotte Harding</p> <ul style="list-style-type: none"><li>• To understand what a soundscape is</li><li>• To compose a soundscape inspired by Iridaceae</li></ul> <p><b>Lesson 2</b> The Pines of Rome by Ottorino Respighi</p> <ul style="list-style-type: none"><li>• To compose a melodic ostinato</li><li>• To understand what a pentatonic scale is</li><li>• To use crescendo as a compositional device</li></ul> <p><b>Lesson 3</b> Battle with the Triceratops by Bruce Adolpho</p> <ul style="list-style-type: none"><li>• To recognise the sound of the French horn and the trombone</li><li>• To create a piece of art that represents battle and conflict inspired by this piece of music</li></ul>	
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			<p><b>Lesson 4</b> Grand March Aidia by Guiseppe Verdi</p> <ul style="list-style-type: none"> <li>To listen to Grand March and sense the importance in the music</li> <li>To understand how fanfares are used to announce people or events of importance</li> <li>To compose a fanfare on glockenspiel or other tuned percussion</li> </ul> <p><b>Lesson 5</b> 5<sup>th</sup> Symphony, 1<sup>st</sup> Movement by Ludwig Van Beethoven</p> <ul style="list-style-type: none"> <li>To listen to the 1<sup>st</sup> movement of Symphony No. 5 and identify the use of motif</li> <li>To compose a piece of music using a motif</li> </ul> <p><b>Lesson 6</b> Classical Symphony Finale by Sergei Prokofiev</p> <ul style="list-style-type: none"> <li>To listen to Finale from Classical Symphony and identify the use of tonality to help achieve a jovial ambience</li> <li>To compose a happy melody using a major key</li> </ul> <p><b>Lesson 7</b> A Festive Violet Pulse by Nancy Galbraith</p> <ul style="list-style-type: none"> <li>To understand what a polyrhythm is</li> <li>To perform rhythms in 2, 3 and 5 time simultaneously</li> <li>To understand the importance of pulse</li> </ul> <p><b>Concert song – ‘Back in Time for the End of the Song’</b></p> <ul style="list-style-type: none"> <li>Learn a song to perform as part of a massed choir, accompanied by a live orchestra</li> <li>Improve vocal technique</li> <li>Learn how to sign the song using BSL</li> </ul>	
Year 6	<u>Singing</u> Sing a broad range of songs, including those	<b>Autumn 1- How does music bring us together?</b> <b>Step 1</b> Baseline quiz	Three and four part rounds,	



	<p>that involve <b>syncopated</b> rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <ul style="list-style-type: none"> <li>• Continue to sing <b>three- and four-part rounds</b> (e.g. <i>Calypso</i> by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.</li> <li>• Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</li> </ul> <p><u>Composing</u> Extend improvisation skills through working in small groups to:</p>	<p><u>Musicianship options</u> <u>Unit 1- Understanding music</u></p> <ul style="list-style-type: none"> <li>• Tempo (adagio)</li> <li>• Time signature (2/4)</li> <li>• Rhythmic patterns using minims, crotchets, quavers, semiquavers and their rests</li> <li>• Key signature (c major)</li> <li>• Melodic patterns using the notes C D E F G A B</li> </ul> <p><u>Unit 1- Improvise together</u></p> <ul style="list-style-type: none"> <li>• Listen and respond to clapped rhythms</li> <li>• Reply to rhythms with own improvised clapped rhythm</li> <li>• Listen and copy rhythms on glockenspiel</li> <li>• Listen and reply with own improvised rhythms on glockenspiel</li> <li>• Use up to 7 notes to improvise</li> </ul> <p><u>Unit 1- Listen and respond</u> Listen and respond to ‘Do What You Want To Do’</p> <ul style="list-style-type: none"> <li>• Talk about the song together</li> <li>• Explore its musical style – soul</li> <li>• Embed deeper understanding of musical concepts related to song</li> </ul> <p><u>Unit 1- Singing</u> Learn to sing the song ‘Do What You Want To Do’</p> <ul style="list-style-type: none"> <li>• Learn to sing the song as part of an ensemble/choir</li> <li>• Follow a leader/conductor</li> <li>• Understand the meaning of the song</li> <li>• Demonstrate and maintain correct posture and breath control</li> </ul> <p><u>Unit 1- Playing and improvising</u> Learn to play ‘Do What You Want To Do’</p> <ul style="list-style-type: none"> <li>• Explore different parts of the song on the glockenspiel using G A B C D E</li> <li>• Create own rhythms and melody using up to 7 notes on glockenspiel</li> <li>• Learn to play song at different tempos</li> <li>• Perform as an ensemble/class</li> </ul> <p><u>Unit 1- Performing</u></p> <ul style="list-style-type: none"> <li>• Perform ‘Do What You Want To Do’ as an ensemble/class</li> </ul>	<p>syncopated rhythms, octave range do-do</p>
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	<ul style="list-style-type: none"> <li>• Create music with multiple sections that include repetition and contrast.</li> <li>• Use chord changes as part of an improvised sequence.</li> <li>• Extend improvised melodies beyond 8 beats over a fixed <b>groove</b>, creating a satisfying melodic shape.</li> <li>• Plan and compose an 8- or 16-beat melodic phrase using the <b>pentatonic</b> scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</li> <li>• Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.</li> <li>• Either of these melodies can be enhanced with</li> </ul>	<p><b>Step 2</b>  <u>Musicianship options</u>  <u>Unit 1- Understanding music</u>            As above  <u>Unit 1- Improvise together</u></p> <ul style="list-style-type: none"> <li>• Listen and respond to clapped rhythms</li> <li>• Reply to rhythms with own improvised clapped rhythm</li> <li>• Listen and copy rhythms on glockenspiel</li> <li>• Listen and reply with own improvised rhythms on glockenspiel</li> <li>• Use up to 7 notes to improvise</li> </ul> <p><u>Unit 1- Listen and respond</u>            Listen and respond to ‘Fanfare For The Common Man’</p> <ul style="list-style-type: none"> <li>• Talk about the song together</li> <li>• Explore its musical style – orchestral music of the 20<sup>th</sup> century</li> <li>• Embed deeper understanding of musical concepts related to song (dynamics, melody, tempo etc.)</li> </ul> <p><u>Unit 1- Singing</u>            Learn to sing the song ‘Do What You Want To Do’</p> <ul style="list-style-type: none"> <li>• Learn to sing the song as part of an ensemble/choir</li> <li>• Follow a leader/conductor</li> <li>• Understand the meaning of the song</li> <li>• Demonstrate and maintain correct posture and breath control</li> </ul> <p><u>Unit 1- Playing and improvising</u>            Learn to play ‘Do What You Want To Do’</p> <ul style="list-style-type: none"> <li>• Explore different parts of the song on the glockenspiel using C D E F G</li> <li>• Create own rhythms and melody using up to 7 notes on glockenspiel</li> </ul> <p><u>Unit 1- Performing</u></p> <ul style="list-style-type: none"> <li>• Learn to play song at different tempos</li> <li>• Perform as an ensemble/class</li> </ul> <p><b>Step 3</b>  <u>Musicianship options</u>  <u>Unit 1- Understanding music</u></p>	
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		<p>rhythmic or chordal accompaniment.</p> <ul style="list-style-type: none"> <li>• Compose a <b>ternary</b> piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</li> </ul>	<p>As above</p> <p><u>Unit 1- Improve together</u></p> <ul style="list-style-type: none"> <li>• Listen and respond to clapped rhythms</li> <li>• Reply to rhythms with own improvised clapped rhythm</li> <li>• Listen and copy rhythms on glockenspiel</li> <li>• Listen and reply with own improvised rhythms on glockenspiel</li> <li>• Use up to 7 notes to improvise</li> </ul> <p><u>Unit 1- Listen and respond</u></p> <p>Listen and respond to ‘Words Can Hurt’</p> <ul style="list-style-type: none"> <li>• Talk about the song together</li> <li>• Explore its musical style – orchestral music of the 20<sup>th</sup> and 21<sup>st</sup> century</li> <li>• Embed deeper understanding of musical concepts related to song (dynamics, melody, tempo etc.)</li> </ul> <p><u>Unit 1- Singing</u></p> <p>Learn to sing the song ‘Words Can Hurt’</p> <ul style="list-style-type: none"> <li>• Learn to sing the song as part of an ensemble/choir</li> <li>• Follow a leader/conductor</li> <li>• Understand the meaning of the song</li> <li>• Demonstrate and maintain correct posture and breath control</li> </ul> <p><u>Unit 1- Playing and improvising</u></p> <p>Learn to play ‘Words Can Hurt’</p> <ul style="list-style-type: none"> <li>• Explore different parts of the song on the glockenspiel using up to all: B C D E F G A</li> <li>• Create own rhythms and melody using up to 7 notes on glockenspiel</li> <li>• Learn to play song at different tempos</li> <li>• Perform as an ensemble/class</li> </ul> <p><b>Step 4</b></p> <p><u>Musicianship options</u></p> <p><u>Unit 1- Understanding music</u></p> <p>As above</p> <p><u>Unit 1- Improve together</u></p> <ul style="list-style-type: none"> <li>• Listen and respond to clapped rhythms</li> <li>• Reply to rhythms with own improvised clapped rhythm</li> </ul>	
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**Music Progression Map**

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