

Branton St-Wilfrid's CofE Primary - Music Whole School Provision Map

Music Intent

- To explore and gain a **firm understanding** of what music is through listening, singing, playing instruments, evaluating, analysing and **composing** across a wide range of musical styles and genres.
- To gain knowledge of different styles of music from **different periods** of time and **cultures**.
- To **understand, appreciate** and **respect** all types of music and to understand that people's musical tastes can be different.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topics	Me – Nursery rhymes Everyone – Nursery Rhymes Big Bear Funk	Rhythm in the Way we Walk & Banana Rap – Rap Round and Round – Pop Your Imagination – Pop	Hands, Feet, Heart – South African/ Afropop I Wanna Play in a Band – Rock Friendship Song – Pop	Glockenspiels Stage 2 Three Little Birds – Reggae Recorders	Mamma Mia – Pop Blackbird – Pop Lean on Me – Soul Gospel	Classroom Jazz – Bossa Nova & Swing Dancing in the Street – Motown Livin' on a Prayer – Rock	WW2 Songs Classroom Jazz - Bacharach & Blues You've Got a Friend – 70s Ballad/ Pop

<p style="text-align: center;">Vocabulary</p>	<p>nursery rhymes, action songs, instruments, share, respond, explore, listen, sing, play, learn, beat, pulse, rhythm, pitch, high, low, long, short, perform, share, play, stop, move, listen, actions, voice, hands, feet instrument, big sounds, soft sounds, loud sounds, soft sounds, soft, medium, hard, solo, group, shake, tap, ring.</p>	<p>Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination</p>	<p>Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.</p>	<p>Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.</p>	<p>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.</p>	<p>Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.</p>	<p>style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.</p>
--	---	---	--	---	---	--	--

Listen and Respond/ Appraise	<p>Knowledge To know 20 nursery rhymes off by heart To know the stories of some of the nursery rhymes</p> <p>Skills To learn that music can touch your feelings To enjoy moving to music by dancing, marching, being animals or pop stars</p>	<p>Knowledge To know 5 songs off by heart. To know what the songs are about To know and recognise the sound and names of some of the instruments they use</p> <p>Skills To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars</p>	<p>Knowledge To know five songs off by heart. To know some songs have a chorus or a response/ answer part. To know that songs have a musical style</p> <p>Skills To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea</p>	<p>Knowledge To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: Some of the style indicators of that song (musical characteristics that give the song its style). The lyrics: what the song is about. Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main sections of the song (introduction, verse, chorus etc). Name some of the instruments they heard in the song.</p> <p>Skills To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music.</p>	<p>Knowledge To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: Some of the style indicators of that song (musical characteristics that give the song its style). The lyrics: what the song is about. Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main sections of the song (introduction, verse, chorus etc). Name some of the instruments they heard in the song.</p> <p>Skills To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music.</p>	<p>Knowledge To know five songs from memory, who sang or wrote them, when they were written and why? To know the style of the songs and to name other songs from the Units in those styles. To choose three or four other songs and be able to talk about: The style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) Identify the main sections of the songs (intro, verse, chorus etc.) Name some of the instruments used in the songs The historical context of the songs. What else was going on at this time, musically and historically?</p> <p>Skills To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music</p>	<p>Knowledge To know five songs from memory, who sang or wrote them, when they were written and why? To know the style of the songs and to name other songs from the Units in those styles. To choose three or four other songs and be able to talk about: The style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) Identify the main sections of the songs (intro, verse, chorus etc.) Name some of the instruments used in the songs The historical context of the songs. What else was going on at this time, musically and historically?</p> <p>Skills To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music</p>
-------------------------------------	---	--	--	---	---	---	---

Singing	<p>Knowledge To sing or rap nursery rhymes and simple songs from memory Songs have sections</p> <p>Skills To sing along with a pre-recorded song and add actions To sing along with the backing track</p>	<p>Knowledge To confidently sing or rap five songs from memory and sing them in unison.</p> <p>Skills Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader.</p>	<p>Knowledge To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices</p> <p>Skills Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader</p>	<p>Knowledge To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other Texture: How a solo singer makes a thinner texture than a large group To know why you must warm up your voice</p> <p>Skills To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing</p>		<p>Knowledge To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and be able to talk about: Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice</p> <p>Skills To sing in unison and to sing backing vocals. To explore singing solo To listen to the group when singing To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.</p>	
---------	---	--	---	--	--	---	--

Playing		<p>Knowledge Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing.</p> <p>Skills Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader.</p>	<p>Knowledge Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class.</p> <p>Skills Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader.</p>	<p>Knowledge To know and be able to talk about: The instruments used in class (a glockenspiel, recorder)</p> <p>Skills To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – a onenote, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader.</p>		<p>Knowledge To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends</p> <p>Skills Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session</p>	
Improvisation		<p>Knowledge Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them Everyone can improvise</p> <p>Skills Clap and improvise – listen and clap back, then listen and cloap your answer (rhythm of words) Sing, play and improvise – use voices and instruments, listen and sing back, then listen and play your own answer using one or 2 notes Improvise – take it in turnsto improvise using one or 2 notes</p>	<p>Knowledge Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes</p> <p>Skills clap and improvise – listen and clap back, then listen and clap your own rhythm (rhythm of words) Sing, play and improvise – use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes Improvise – take it in turns to improvise</p>	<p>Knowledge To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>Skills Improvise using instruments in the context of the song they are learning to perform. Compete the gold, siver and gold challenges</p> <p>NEED TO ADD SPECIFICS HERE</p>		<p>Knowledge To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs and ticks you have heard in the Challenges in your improvisations To know three well-known improvising musicians</p> <p>Skills Improvise using instruments in the context of a song to be performed</p> <p>INSERT HERE</p>	

Composition		<p>Knowledge Composing is like writing a story with music. Everyone can compose</p> <p>Skills Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary</p>	<p>Knowledge Composing is like writing a story with music. Everyone can compose</p> <p>Skills Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Knowledge To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.)</p> <p>Skills Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>		<p>Knowledge To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol</p> <p>Skills Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	

Performance	<p>Knowledge A performance is sharing music</p> <p>Skills Perform any of the nursery rhymes by singing and adding actions or dance Perform any nursery rhymes or songs adding a simple instrumental part Record the performance to talk about</p>	<p>Knowledge A performance is sharing music with other people, called an audience</p> <p>Skills Choose a song they have learnt from the scheme and perform it They can add their ideas to the performance Record the performance and say how they were feeling about it</p>	<p>Knowledge A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.</p> <p>Skills Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.</p>	<p>Knowledge To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed and it will be different for each occasion You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It involves communicating feelings, thoughts and ideas about the song/music</p> <p>Skills To choose what to perform and create a programme To communicate the meaning of the words and clearly articulate them To talk about the best place to be when performing and how to stand or sit To record the performance and say how they were feeling, what they were pleased with and what they would change and why</p>		<p>Knowledge To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including people you don't know It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song / music</p> <p>Skills To choose what to perform and create a programme To communicate the meaning of the words and clearly articulate them To talk about the venue and how to use it to best effect To record the performance and compare it to a previous performance To discuss and talk musically about it – what went well and it would have been even better if...</p>	
--------------------	---	---	---	---	--	--	--

Autumn

	Me	Rhythm in the Way we Walk & Banana Rap	Hands, Feet, Heart	Glockenspiels Stage 2	Mamma Mia	Classroom Jazz 1	WW2 Songs
Sticky knowledge	<ul style="list-style-type: none"> • Music has a 'pulse'; • know that we can move with the pulse of the music • my name has a rhythm • sounds can be high and low 	<ul style="list-style-type: none"> • To know the song Rhythm In The Way We Walk from memory and who composed it. • To know the style of the song. • Know that every piece of music has a pulse/steady beat like a heartbeat. • Rhythm describes a combination of long and short sounds that make patterns. • Some sounds are high, some sounds are low, this is called pitch. • Songs can make you feel different things e.g. happy, energetic or sad and name songs that make them feel these emotions 	<ul style="list-style-type: none"> • South African Music often has a strong dance beat and is full of energy. Some songs may be sung in another language, such as Zulu. • Pulse is the steady beat in a piece of music • gospel music has origins in faith and religion. A choir includes singers with different voices. • A melody is another name for a tune • Know the difference between a chorus and verse in a song 	<ul style="list-style-type: none"> • Know the difference between pulse and rhythm. • Pulse – the regular heartbeat of the music; its steady beat. • Rhythm – long and short sounds or patterns that happen over the pulse. • Glockenspiels are a tuned instrument. 	<ul style="list-style-type: none"> • Pulse – the regular heartbeat of the music; its steady beat. • Rhythm – long and short sounds or patterns that happen over the pulse. • Abba was a Swedish pop group formed in 1972 	<ul style="list-style-type: none"> • Bossa Nova originated in South America. • Swing became popular in the 1940s. • The pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting. • Pulse – the regular heartbeat of the music; its steady beat. • Rhythm – long and short sounds or patterns that happen over the pulse. • Pitch – high and low sounds. • Tempo – the speed of the music; fast or slow or in-between. • Dynamics – how loud or quiet the music is. • Texture – layers of sound. Layers of sound working together make music very interesting to listen to. 	<ul style="list-style-type: none"> • Music was used to improve morale throughout the war years. • Songs tell a story or make fun of the enemy • Songs were revived from WW1 and became popular in WW2 • Identify the sound of different instruments in the orchestra • Chord – group of notes played together • Pulse – the regular heartbeat of the music; its steady beat. • Rhythm – long and short sounds or patterns that happen over the pulse. • Pitch – high and low sounds. • Tempo – the speed of the music; fast or slow or in-between. • Dynamics – how loud or quiet the music is. • Texture – layers of sound. Layers of sound working together make music very interesting to listen to.

Skills	<ul style="list-style-type: none"> • sing along with a backing track • move in different ways to the pulse of the music • Clap the rhythm of my own name • Identify the difference between a high and low sound • Use instruments to make sound 	<ul style="list-style-type: none"> • Find the pulse in the unit song. • Recognise and name two or more instruments within a piece of music. • March in time with the pulse. • Copy and clap back rhythms that they hear. • Rap and sing in time to the music. • Start to understand that pitch is high and low sounds. 	<ul style="list-style-type: none"> • Sing loudly and softly with control • I can find the pulse in a song. • I can improvise using the notes C and D • I can compose a simple melody using simple rhythms • I can play an instrument, using up to three notes. 	<ul style="list-style-type: none"> • Learn to play more complex rhythm patterns on a glockenspiel. • Revise and play the notes C, D, E, F + G. • Compose using the notes C, D, E, F + G. 	<ul style="list-style-type: none"> • I can keep an internal pulse. • I can identify the piece's structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus. • I can identify the instruments/voices in a piece of music. • I can find the pulse whilst listening. • I can copy back, play, invent rhythmic and melodic patterns. • I can play instrumental parts accurately and in time, as part of the performance. • I can improvise using one or two musical notes (G, A and B) • I can compose a simple melody using simple rhythms. • I can sing in unison 	<ul style="list-style-type: none"> • Identify the structure of a piece of music. Three note Bossa: Intro tune, lead tune, lead repeated, improvisation, lead. • Identify the structure of a piece of music. Five note Swing: 8-bar intro, 8-bar tune repeated, middle 8, lead, lead. • Identify the instruments/voices in a piece of music. • Play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B. • Improvise in a Bossa Nova style using the notes: G, A + B. Improvise in a swing style using the notes: D + E. D, E, G. D, E, G, A 	<ul style="list-style-type: none"> • I can describe the style indicators of the song/music. • I can describe the structure of the song. • I can talk about the musical dimensions used in the songs. • I can sing and perform the song, keeping in tune and tempo. • I can compare the songs of the era, finding similarities and differences. • I can identify different musical instruments used. • I can play the chorus with the music by ear or using sheet music using the notes C, D, E, F, G, A and Eb, Bb • I can play one note in a chord with a group.
--------	--	--	---	---	--	---	---

Spring

Sticky Knowledge	<p style="text-align: center;">Everyone</p> <ul style="list-style-type: none"> • Pulse is the steady beat of a piece of music. • To know that the words of songs can tell stories • To know some nursery rhymes off by heart. • To know that a performance is sharing music and songs. • Perform any of the nursery rhymes by singing and adding actions or dance. 	<p style="text-align: center;">Round and Round</p> <ul style="list-style-type: none"> • The Bossa Nova comes from Brazil • Latin pop can come from Latin America • Music in film is used to make us feel emotions. • A jazz big band has 10 people or more in it • Dance music is made for people to dance and move to. • Bhangra was developed in Britain in the 1980s from people that had moved from Pakistan and India. • Folk music comes from all over the world and uses old songs and tunes that have been passed down to people over time. • Funk was created by James Brown in 1960's America. 	<p style="text-align: center;">I Wanna Play in a Rock Band</p> <ul style="list-style-type: none"> • To know the style of the song is Rock • Rock music usually has amplified electric guitars • A rock song has electric guitars and bass guitars and a drum kit. • Pulse is the steady beat in a piece of music • Rhythm differs from pulse it is a repeated pattern of sound • Pitch is how high or low a note is 	<p style="text-align: center;">Three Little Birds</p> <ul style="list-style-type: none"> • Bob Marley was born in Jamaica. • Bob Marley & the Wailers are the most successful reggae artists of all time • Legend (Bob Marleys Greatest Hits) released in 1984 is the biggest selling Reggae album of all time. • Know what the term 'ensemble' means • Know how to tell when it is your turn to sing or play. • To be able to identify and talk about instruments used in class (a glockenspiel, a recorder) 	<p style="text-align: center;">Blackbird</p> <ul style="list-style-type: none"> • The Beatles had four members: John Lennon, Paul McCartney, George Harrison and Ringo Starr. • The Beatles are one of the most successful bands ever. • Paul wrote the song Blackbird about a black woman, in support of the Black Power Movement. 	<p style="text-align: center;">Dancing in the Street</p> <ul style="list-style-type: none"> • Dancing In The Street was written by Marvin Gaye, William "Mickey" Stevenson and Ivy Jo Hunter • Dancing in the Street was covered in the 60s by Martha and the Vandellas and again in the 80s by David Bowie and Mick Jagger • The Motown label was created by Berry Gordy in 1960 and employed exclusively black musicians, artists and producers. 	<p style="text-align: center;">Classroom Jazz 2</p> <ul style="list-style-type: none"> • Bacharach Anorak has a Latin American Groove • Blues is a style of music originating in the deep South of America. • Blues is considered the ancestor of Jazz • Blues music is usually in 12 bar sections; most other forms of music use 4, 8, 16 and 32 bar groupings. Solos must therefore be 4 or 12 bars in length. • Pulse – the regular heartbeat of the music; its steady beat. • Rhythm – long and short sounds or patterns that happen over the pulse. • Pitch – high and low sounds. • Tempo – the speed of the music; fast or slow or in-between. • Dynamics – how loud or quiet the music is. • Texture – layers of sound. Layers of sound working together make music very interesting to listen to.
------------------	---	--	---	---	--	---	--

Skills	<ul style="list-style-type: none"> I can find and follow the pulse in a piece of music. I can talk about music. I can join in with rhythm games. I can recognise high and low sounds. I can sing along to nursery rhymes. I can sing along to action songs. 	<ul style="list-style-type: none"> To learn the song Round & Round and who composed it. To sing the song Round & Round from memory. To identify pulse, rhythm and pitch in different styles of music. 	<ul style="list-style-type: none"> To be able to appraise music from the Classic Rock genre. To learn to sing in the Classic Rock style. To play an instrument alongside a classic rock song To improvise a classic rock song using voices. To prepare for the end-of-unit performance of 'I Wanna Play In A Band'. To perform the end-of-unit performance 'I Wanna Play In A Band 	<ul style="list-style-type: none"> Join in singing the song Three Little Birds with increasing accuracy and expression. Sing the song and play instrumental parts within the song. Sing the song and improvise using voices and/or instruments within alongside the Song Three Little Birds Sing the song and perform composition(s) within the song 'Let Your Spirit Fly'. To rehearse an ensemble performance, using voices and instruments. <ul style="list-style-type: none"> Create an ensemble end-of-unit performance of Three Little Birds using instruments and their voices 	<ul style="list-style-type: none"> I can play and copy back using 2 notes – C + D. I can sing in unison I can play instrumental parts with the song by ear and/or from notation I can improvise using up to 3 notes – C, D + E. I can compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, G + A 	<ul style="list-style-type: none"> I can compose a simple melody using simple rhythms choosing from the notes C, D, E, F + G. I can improvise using up to 3 notes – D, E + F <i>I Can Play</i> instrumental parts with the song by ear and/or from notation I can sing in unison and with backing vocals 	<ul style="list-style-type: none"> I can describe the style indicators of the song/music. I can describe the structure of the song. I can talk about the musical dimensions used in the songs. I can play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C, Bb, G, F (Meet the Blues). I can improvise in Bacharach Anorak. I can improvise in a Blues style using the notes C, Bb, G, F, C.
--------	---	--	--	--	--	--	--

Summer

Summer							
	Big Bear Funk	Your Imagination	Friendship Song	Recorders	Lean On Me	Livin' on a Prayer	You've Got a Friend in Me
Sticky Knowledge	<ul style="list-style-type: none"> Music has a steady pulse, like a heartbeat. Different music has different pulses, some are fast, and some are slow. Rhythm describes a combination of long and short sounds that make patterns. Some sounds are high, some sounds are low, this is called pitch. To know that songs usually tell a story / have a meaning 	<ul style="list-style-type: none"> Music has a steady pulse, like a heartbeat. Rhythm describes a combination of long and short sounds that make patterns. Some sounds are high, some sounds are low, this is called pitch. 	<ul style="list-style-type: none"> Unison is everyone singing at the same time A performance is sharing music with an audience Composing is like writing a story with music. 		<ul style="list-style-type: none"> Soul music began in America in the 1950's and became popular in the 1960's 	<ul style="list-style-type: none"> Dancing In The Street was written by Marvin Gaye, William "Mickey" Stevenson and Ivy Jo Hunter Dancing in the Street was covered in the 60s by Martha and the Vandellas and again in the 80s by David Bowie and Mick Jagger The Motown label was created by Berry Gordy in 1960 and employed exclusively black musicians, artists and producers. 	<ul style="list-style-type: none"> You've Got a Friend was released in 1971 it is from the Album Tapestry Carol King has written 61 hit songs in the UK and 118 in America To know the instruments they might play or be played in a band or orchestra To know the connection between sound and symbol To know everything that will be performed must be planned and learned To perform the end-of-unit performance 'You've Got a Friend. To know that a performance is planned and different for each occasion

Skills	<ul style="list-style-type: none"> • I can find the pulse in the unit song. • I can recognise and name two or more instruments within a piece of music. • I can copy and clap back rhythms that they hear. • I can make up my own simple rhythm • I can sing in unison and in two parts. • I can play a Glock accurately and in time to the music using C. 	<ul style="list-style-type: none"> • I can find the pulse in the unit song. • I can recognise and name two or more instruments within a piece of music. • I can copy and clap back rhythms that they hear. • I can sing in unison and in two parts. • I can play a Glock accurately and in time to the music using C. 	<ul style="list-style-type: none"> • I can play a tuned instrumental part. • I can play in time with a steady pulse. • I can perform a composition • I can play a simple melody using simple rhythms, choosing from the notes C + D or C, D or E 		<ul style="list-style-type: none"> • To join in singing the song 'Lean On Me' with increasing accuracy and expression. 	<ul style="list-style-type: none"> • I can compose a simple melody using simple rhythms choosing from the notes C, D, E, F + G. • I can improvise using up to 3 notes – D, E + F • <i>I Can Play</i> instrumental parts with the song by ear and/or from notation • I can sing in unison and with backing vocals 	<ul style="list-style-type: none"> • Talk about You've Got a Friend and how it makes you feel, using musical language to describe the music. • To sing the song and play instrumental parts within the song 'You've Got a Friend. • to sing and improvise using voices and/or instruments within the song You've Got a Friend • To sing the song and perform composition(s) within the song 'You've Got a Friend. • To prepare for the end-of-unit performance of 'A You've Got a Friend. • To perform the end-of-unit performance 'You've Got a Friend. • To know that a performance is planned and different for each occasion.
--------	--	--	--	--	---	--	--